

UNIVERSITY OF WARWICK

For the Meeting of the Steering Committee to be held on 26 October 2009

**Establishment of a School of Life Sciences  
Draft proposal for the implementation of the School of Life Sciences**

1. Executive Summary

The integration of the various strands of Life Sciences research and learning at the University of Warwick is recognised to be a strategic priority for the University. The University has acknowledged expertise and quality in the Life Sciences, with a range of disciplines, approaches and technologies that offer the potential for the University become a world leader in this field. The first step in presenting a cogent academic offering in Life Sciences at Warwick is recognised to be the establishment of the School of Life Sciences, through combining the existing Department of Biological Sciences and Warwick HRI. A key task in combining these departments will be to address the underlying financial sustainability of the two departments, in order to provide a sustainable base for future developments in Life Sciences, and to reduce the current impact of the overall financial position of the University.

The Life Sciences Advisory Group was established to develop proposals for the future direction and related implementation of the new School of Life Sciences. The Group has considered the appropriate academic structure and size of the new School of Life Sciences, being mindful of the need to balance an ambitious vision for Life Sciences at Warwick (section 3) with the requirement to achieve financial sustainability of the new School of Life Sciences (section 4.2.2).

The Group recommends that the new School be based on four broad research areas (section 4.1), and that between 55 and 60 academic posts be established (section 4.2.4). The impact of this proposal on research and support staff cannot be established at this stage (section 4.2.5) but further work on this is ongoing.

The Group has considered the impact of the proposals on Teaching and Learning, space use and the requirement for and delivery of Technology Platforms. More detailed work is required, and the Steering Committee is invited to note, consider and support a number of recommendations and proposals in order to enable the Group to progress to the next stages (section 10).

A number of significant impacts are anticipated as a result of implementing the new School of Life Sciences, and the University must seek to minimise any adverse impact on individuals, as well as on the wider University (section 7). Initial recommendations indicate an impact on all categories of staff within Biological Sciences and Warwick HRI, and therefore it is anticipated that the University will enter into consultation with Trade Unions immediately after the meeting of the Steering Committee, and formal collective consultation in early November. The Advisory Group intends to consult with the wider academic community and key external stakeholders, and will provide an update to the meeting of Senate on 16 November 2009 as a result of those discussions. The projected timeline for the proposed initial stages of Consultation, together with communication plan, is included at Annex 6.

**A summary of the recommendations which the Steering Committee is being asked to consider is provided at p.14 with the relevant recommendations also being incorporated into the relevant sections of the document.**

**Following the Steering Committee's consideration, the paper will be used as part of the communication and consultation with staff and the wider University community. A revised paper which captures the Steering Committee's comments will be submitted for consideration by the Senate at an extraordinary meeting on 16 November 2009.**

## 2. Background and Approach

At its meeting of 1 July 2009 the Senate considered a proposal from the Boards of the Faculties that a School of Life Sciences be established in the Faculty of Science and recommended it to the Council for approval. The Council approved the recommendation at its meeting of 8 July 2009 and the School was established with immediate effect.

In August 2009, Professor Stuart Palmer was appointed as Interim Chair of the School of Life Sciences. An Advisory Board and a number of functional sub groups were established to develop proposals for the future direction and related implementation of the new School. This paper summarises the proposals and the scientific, strategic, financial and operational principles that underpin it.

## 3. Vision for Life Sciences at Warwick

### 3.1. Vision Statement for Warwick Life Sciences

*Warwick Life Sciences will deliver world class, high impact research and learning. Our University wide, integrated approach will build on leading edge technology and a range of multidisciplinary approaches that cross the spectrum from fundamental to applied research, enabling us to identify and address major global challenges including climate change, food security and health.*

The Advisory Group recognises that Life Sciences at Warwick encompasses a much broader range of disciplines and approaches than is reflected in the initial establishment of the School of Life Sciences through an amalgamation of Warwick HRI and Biological Sciences. For the Life Sciences Strategy to be successful and to achieve the ambition of delivering world-class research and teaching, the University will need to reflect and prioritise the strategic importance of Warwick Life Sciences in its financial, fundraising and capital plans.

The new School will provide a platform for further developments to achieve the wider academic vision for Life Sciences at Warwick. It is important to ensure that the recommended academic structure for the School of Life Sciences is congruent with the wider vision.

***The Steering Committee is invited to comment upon and support the vision statement for Life Sciences at Warwick and to endorse the recommendation of***

***the Advisory Group that the Life Sciences strategy needs to be reflected adequately and prioritised in the University's financial and capital plans***

Approaches and measures for attaining the vision are outlined in more detail at Annex 1.

4. The School of Life Sciences

The first step towards realising the vision for Life Sciences at Warwick is the establishment of the School of Life Sciences. The Advisory Group recommends the following academic structure for the School of Life Sciences.

4.1. Outline Academic Structure

The School will be structured around four research areas: Redesigning Plants, Controlling Infections, Shaping the Environment, and Integrating Cellular Systems. These areas of Life Sciences offer the opportunity to develop leading edge research. They reflect the current UK research agenda as articulated by the Research Councils and Government, and hence meet a national need. The University will have critical mass and acknowledged expertise in all of these areas. The areas are outward looking, fluid, and congruent with the wider research expertise of the University and the external research agenda. Having established a broad foundation, the School should not expect to remain static in the long term, in either activity or organisation: the School will need to develop and adapt over time with the changing research agenda, which will be both externally and internally driven.

It is proposed that each area is led by a researcher of international standing who will have responsibility for setting and redirecting the research strategy, and who will manage the research portfolio through development of staff and management of research budgets.

An explanation of the approach taken in identifying broad areas of research for the new School is provided in Annex 2. The annex also refers to some potential subject areas that may be contained within the broad areas, but this is not an exhaustive list and the final construction of sub-disciplines of research is contingent on activity to be undertaken during the period of formal Consultation.

The new School will continue to offer in the first instance broadly the same teaching and learning programme as that which is currently offered in Biological Sciences and Warwick HRI. Therefore it is essential that detailed decisions about academic structure take into account the requirement to manage, deliver and enhance the existing teaching offering. This may be achieved by the development of a wider Life Sciences teaching platform. [Teaching and Learning is discussed further at section 6]

***The Steering Committee is invited to comment upon and support the proposed outline academic structure for the School of Life Sciences.***

4.2. Size of the School of Life Sciences

The size of the School of Life Sciences is determined by a number of drivers, both academic and financial.

The two departments have a combined academic staff at principal investigator level of 89 FTE's. In addition there are 175 research and support staff in Warwick HRI and 177 research and support staff in Biological Sciences.

Biological Sciences and Warwick HRI are estimated to need to achieve recurrent savings of at least £3m to break even from 2010/11. The combined financial plans for the two departments currently show an initial residual deficit of £1.4m in 2010/11 after assuming significant savings.

#### 4.2.1. Academic drivers

The School of Life Sciences at Warwick intends to be a leading UK School. A certain critical mass of academic staff with adequate support will be required to meet this aim. The Group recognises the department of Biology at York to be an appropriate bench mark for size and quality. York submitted 57 academic members of staff to the RAE2008, with 25% of research rated 4\* (3<sup>rd</sup> in the UK).

The School intends to enhance further the acknowledged reputation of the undergraduate and postgraduate courses offered by the Department of Biological Sciences. The minimum number of staff required to deliver the taught and research degrees using a staff: student ratio of 1:15 is 48.

#### 4.2.2. Financial Drivers

Financial sustainability underpins a sustainable School of Life Sciences. Biological Sciences and Warwick HRI have a consolidated planned deficit in 2009/10 of £1.8M. It is recognised that the Warwick HRI 5 year plan is unachievable without significant restructuring of the cost base. Warwick HRI has a large fixed cost base of permanent research and technical staff, as well as the relatively fixed cost of the Wellesbourne site, so that these costs flex very little with activity. The Warwick HRI deficit becomes progressively worse over the lifetime of the plan as the Defra core funding ends [see section 4.2.6].

The HEFCE and teaching fee income in the consolidated plans is relatively fixed. Therefore any reduction in academic staff numbers improves the bottom line of the consolidated plans over the next three years. However, a reduction in academic staff numbers would have an adverse impact on REF funding as a result of reduced submission volume.

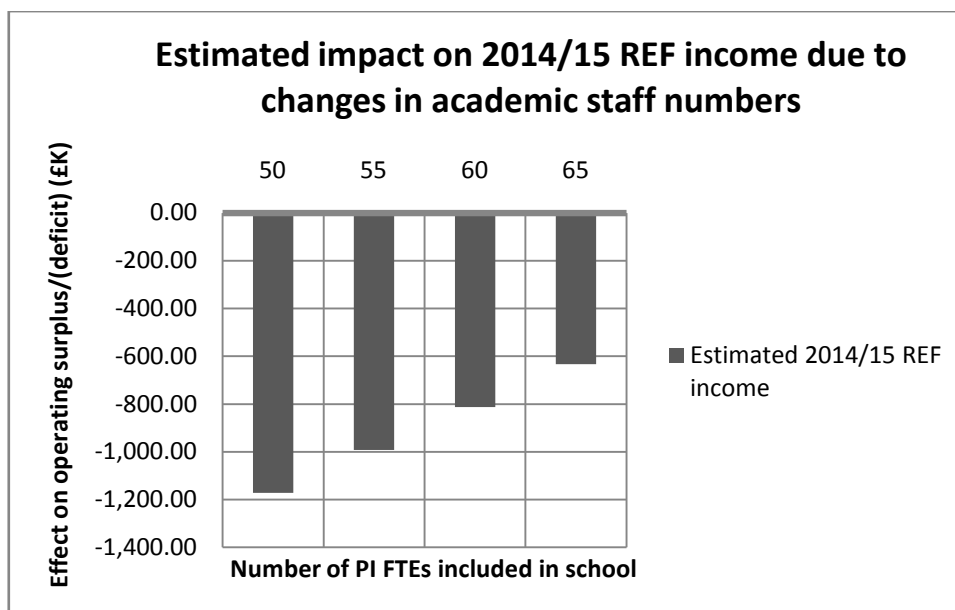


Figure 1: Estimated impact of submission volume on operating surplus/ deficit, based on existing RAE result at 2012/13 funding levels.

The Advisory Group is of the view that the cost of underutilised space should not be allowed to determine the academic structure of the School. Further consideration is given to space options and constraints in section 5. It is also recognised that the space and staffing requirements during the period of run-down of the Defra core grant is likely to exceed the initial model for the School.

It is recognised that substantial provision will be required to meet the one-off cost of implementing the proposed change.

#### 4.2.3. Financial Model

An initial financial model has been developed. The outputs of this model indicate a range of possible academic staff numbers, and considers the impact of anticipated public funding cuts. Assumptions and outputs from the model are contained in Annex 3.

The model is based on the consolidated 5 year plans for WHRI and Biological Sciences, flexed on the basis of changes to academic staff numbers. The academic staff numbers drive the gross contribution from research, the technician numbers, and the costs of administrative and other infrastructure support. Efficiency savings on general support costs of 10% in the new School are assumed through the consolidation of the two departments, and because the management of the Wellesbourne campus is assumed to move to the Estates Office. Space costs are flexed on the basis of the current Biological Sciences space allocation. Teaching income is unaffected by academic staff numbers in the range being considered. No additional expansion in teaching is assumed. Savings of 20% are assumed

on the direct cost of Technology Platforms through consolidation and improved cost management.

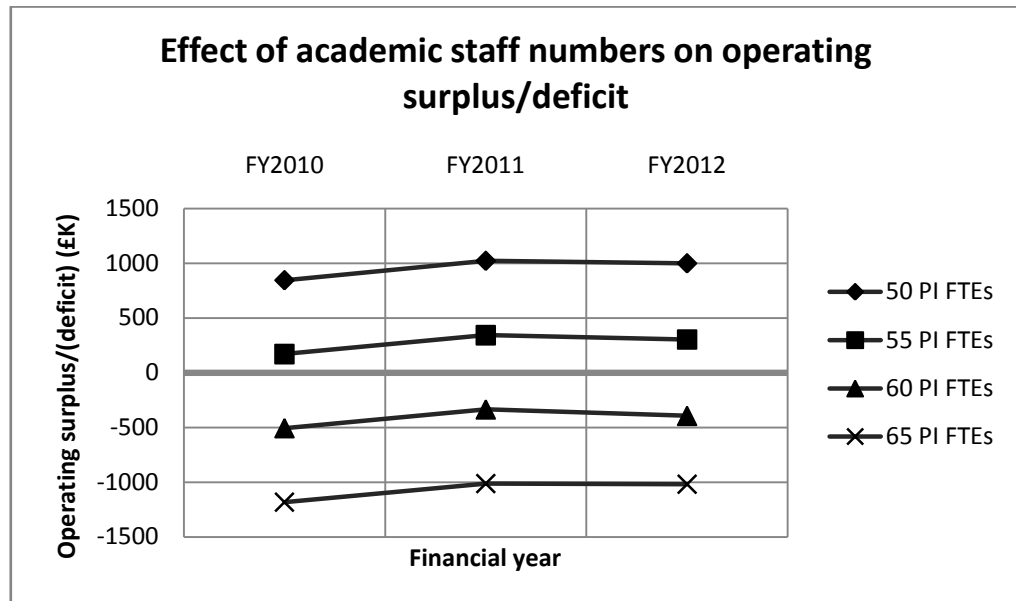


Figure 2: Effect of different staff numbers on operating surplus/ deficit over the next three academic years

Increasing the assumed efficiency and consolidation savings improves the out-turn. The impact of savings assumptions is shown in annex 3.

Figure 2 assumes no reduction in public funding. The potential impact of public funding cuts to operating surplus/ deficit in 2010/11 is shown in figure 3.

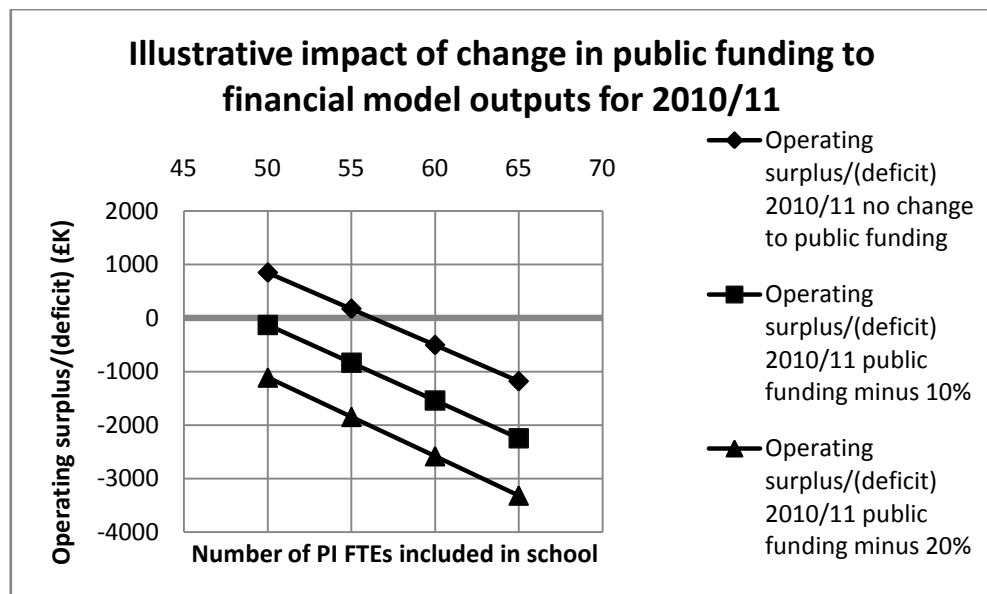


Figure 3: Estimated impact of a reduction in public funding to operating surplus/ deficit in 2010/11

It is recognised that the financial model may not be achievable in the short term because of the requirements for delivering Defra core research.

The size of each research area, and their requirements for administrative support, space and technology platforms will be determined by the identification of sub areas to be undertaken under formal Consultation. The financial model will be updated to reflect these further decisions.

#### 4.2.4. Academic Staff

The Advisory Group is of the view that the appropriate size of the new School be based on a total permanent academic staff base of between 55 and 60 FTE's. It is recognised that initial financial modelling indicates that some level of recurrent subsidy may still be required initially, depending on savings achieved and taking into account possible cuts to public funding. The Advisory Group notes the view of the panel for the Strategic Department Review for the School of Biological Sciences that a break even position may not be a realistic aim for the School of Life Sciences.

***The Steering Committee is invited to comment upon the recommendation that, subject to the approval of the financial plan by FGPC and the Council between 55 and 60 academic posts be established in the School of Life Sciences.***

To fulfil teaching requirements the Advisory Group acknowledges that it may be necessary to include provision for a limited number of Teaching Fellows and recommend that provision is made in the academic plan for this possibility.

***The Steering Committee is asked to comment upon and support the proposal that scope be given within the academic staff model to enable the appointment of a small number of Teaching Fellows.***

The impact of these recommendations is considered further in section 7.

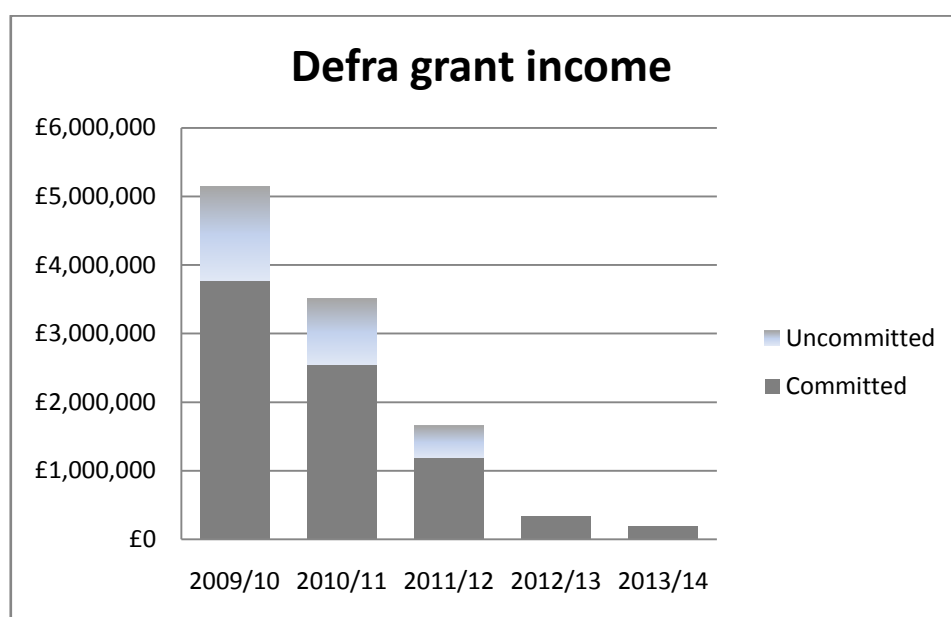
#### 4.2.5. Research, Administrative and Technical Staff

It is recognised that the steady state model for the School will require a significant reduction in permanent technical and administrative support staff. The proposed support and research staff structure will be finalised during the early stages of Consultation, as it is contingent on finalising the sub areas for research activities, their location and infrastructure requirements. No firm proposals are therefore being made in this area at this time but provision has been included within the financial model.

#### 4.2.6. Defra core grant

The volume of research activity may exceed the steady state model during the remaining period of the Defra core funding (the contractual delivery of Defra core funded projects.) The commitment to deliver this additional volume of research implies a greater ongoing requirement for research and technical staff, and the staff engaged in this work are largely appointed to permanent posts. The space and technology platform requirements to deliver the Defra core grants are also relevant.

Defra core funding is committed and spent on the basis of research proposals submitted by Warwick HRI and approved by Defra.



**Figure 4: Remaining Defra core grant income, including committed competitive funding for projects spanning the core grant end date.**

Staff FTE's proposed as the potential requirement to deliver the core grant research income are presented in figure 4.

Staff FTE	2009/10 FTE	2010/11 FTE	2011/12 FTE	2012/13 FTE	2013/14 FTE
Researcher	20.4	14.8	6.8	1.4	0.8
Technician	20.8	15.1	6.9	1.4	0.8

**Figure 4: Estimated research and technical staff FTE's required to deliver the Defra core and competitive grant income.**

#### 5. Space and Technology Platforms

Detailed recommendations about Space and about Technology Platforms will be made on the basis of the finalised structure and location plan for the School of Life Sciences. It is recognised that both Space and Technology Platform options and recommendations will be made within the wider context of Life Sciences at Warwick,

and the work of both sub groups reflects the need to consider the impact of options and constraints on the wider Life Sciences research activity at Warwick.

### 5.1. Space

A central pillar of the wider vision for Life Sciences is the intellectual integration of all life science research at Warwick. To achieve this, it is essential to overcome obstacles that arise from the current lack of physical integration of the life sciences. Life sciences research is currently distributed between Gibbet Hill (a combination of Biological Sciences and WMS), the Wellesbourne campus (Warwick HRI), the main campus (WSB, Chemistry, Engineering and Maths), and the Universities Hospital at Walsgrave (WMS). It is recognised that co-location will be vital to provide an environment that will optimally support collaborative work within the life sciences and, equally importantly, with colleagues in other disciplines. As recommended earlier, the University will need to consider and reflect the requirement for a new Life Sciences building in its capital planning.

**The Steering Committee is invited to note and comment upon the recommendations of the Advisory Group that:**

- **the only viable option for effective co-location is for the School of Life Science to be based at the main Warwick campus.**
- **the research activity based at Wellesbourne is transferred to main campus as soon as is practical (with the possibility of retention of some specialist facilities at Wellesbourne).**

Several factors rule out an immediate transfer. Current obligations under the Defra strategic contract may suggest that initial staff numbers could exceed the steady-state model. Possible construction of facilities to support the plant sciences on the main campus will take time. The current economic climate and planning constraints may limit the conversion and recovery options for the Wellesbourne site. Therefore, it is recommended that the University optimises the use of the main campus and the Wellesbourne site until at least 2012, with the aim of achieving as much of the vision as possible in that time.

Because space requirements can only be identified when the size of research groups and details of their activities and technology-platform requirements are known, a detailed Space Use plan will be developed in parallel with the emerging staffing plan for the new School. The Space Use plan will indicate in detail how activity will be distributed across the sites, and how this distribution will develop. The Space Use plan will take into account the plans for expansion of WMS (which may have a significant impact on space available at Gibbet Hill), and the availability of additional infrastructure on the main campus. This may well lead to the need for a new Life Sciences building on main campus.

***The Steering Committee is invited to note and comment upon the proposed following further steps to finalise the space options, that:***

- i. A Space Use plan is developed in parallel with the staff plan for the School of Life Sciences.
- ii. Detailed work is undertaken to establish an exit strategy from Wellesbourne. This includes investigation of options for reducing the running costs of the site, until transfer of all (or most) activity to the main campus can be achieved.
- iii. WMS is asked to produce a detailed space plan to match its longer term plans, in order to establish future WMS space requirements at Gibbet Hill and the Central Campus.
- iv. The University identifies infrastructure on the main campus that can be made available to support development of the School.
- v. Management and budgetary responsibility for the Wellesbourne Estate is passed to the Estates Office (and site support activities are managed by the Deputy Registrar's Office) to ensure that responsibility for the site is not a management or financial concern of the new School.

## 5.2. Technology Platforms

The Technology Platforms sub group has identified opportunities for major improvements in the management of these essential research tools, not only in respect of the immediate establishment of the School of Life Sciences, but across the wider University. A detailed report is provided by the Technology Platform sub group Chair at Annex 4.

***The Steering Committee is invited to note and comment upon the following further steps to finalise the Technology Platform options:***

- i. That the identified platforms and supporting infrastructure be supported in principle, hence allowing through the consultation process (as the areas of research of the new school are confirmed along with the scale of the activity in each) the development of a financial model for the sustainable infrastructure. Factors to include:
  - i) capability to support Life Sciences at the highest possible level,
  - ii) mapping of the platforms and infrastructure to the specific areas of science, commensurate with the level of activity,
  - iii) a business plan for each platform/infrastructure including the recovery of costs. A minimum position must be that any platform/infrastructure covers its direct running costs. Where additional associated costs are not covered, a strategic case should be made for the platform/infrastructure that can be afforded within the overall business plan for the School.
- ii. Determine which possible platforms can be centralised and which need to remain located locally. Identify space to allow the centralisation as the preferred option where possible. Specific examples include research X-ray diffraction in the new Chemistry-Physics building in 2011 and push for more centralisation of the mass spectrometry built around the new Physics-Chemistry expansion.

- iii. Consider forming a specific Platforms and Infrastructure Group within the new School as one of its strands, as opposed to associating platforms with specific research themes. This then needs to be properly funded within the business model for the School.

**The Advisory Group also recommends that the following principles underpin the next stage of development:**

- iv. That when a grant used for purchasing equipment finishes the equipment should only be taken into a particular platforms' portfolio if there are clear funding streams for the direct costs at least.
- v. That there should be coordinated procurement of the maintenance/service contracts. We should adopt the policy not to have such contracts unless they are fully funded from research or a genuine health and safety case can be made.

## 6. Teaching and Learning

It is acknowledged that the undergraduate and postgraduate teaching and research training undertaken by Biological Sciences (and more recently Warwick HRI) has an established reputation. Protecting and enhancing the student experience is a key requirement in the establishment of the School of Life Sciences (annex 5).

The two departments host a significant community of high calibre postgraduate research students. As well as giving careful consideration to the specialisms of current postgraduate research students in identifying the research sub disciplines, the University is committed to building on the deserved reputation of the current Life Sciences doctoral training centres by prioritising future growth in the quality and availability of postgraduate research student opportunities in the School of Life Sciences.

***The Steering Committee is invited to support the following proposed further steps to develop teaching, learning and postgraduate training within the School of Life Sciences:***

- i. That the Consultation phase be undertaken within the context of the existing teaching requirements of the department (noting that a review of existing teaching and learning in Biological Sciences is currently underway), and with due regard to the priority of protecting and enhancing opportunities for current and potential postgraduate research students
- ii. That the education sub group receive the detailed proposal for sub areas and recommends on the basis of this any requirement for specialist teaching posts.
- iii. That the education sub group develop a proposal to steer and oversee Life Sciences related education across related departments.

## 7. Impacts

The Advisory Group recognises that the establishment of the new School of Life Sciences will have a significant impact on the University.

### 7.1. Individuals

Any process of change is daunting for individual staff members. Students will also be concerned by the developments affecting their departments. It is recognised that uncertainty heightens anxiety. In order to ensure that staff and students are kept informed of developments, the Advisory Group has established a Communications sub group. This group has made information available to staff and students through insite, and through regular communications cascaded to the affected departments.

The Advisory Group intends to brief staff and provide a number of opportunities for staff and students to feed in to the process before the draft proposal is presented to Senate. The Advisory Group will summarise feedback for Senate and will revise the draft proposal where appropriate in response to staff and student feedback. The formal opportunities for feedback are summarised in annex 6: in addition staff will have access to FAQ's and an enquiry email address.

The recommendation for the academic and resultant support staff structures indicates a reduction in all categories of staffing in the two affected departments. Therefore the University will need to move into a period of formal Consultation with the Trade Unions in November, and subsequently with individuals, contingent on the Steering Committee's support for the broad academic structure for the new School.

It is acknowledged that staff will require access to support and information on a one-to-one basis, and HR are working with Heads of Departments to ensure that appropriate access to that support is made available.

### 7.2. Reputation

The need to protect the University's reputation as an employer, amongst higher education institutions, as an educator, and amongst key stakeholders such as current and prospective students, and current and prospective funders, is recognised. The Advisory Group is confident that it has articulated an exciting and appropriate vision for Life Sciences. The process to establish the School has taken careful account of the HR perspective. The period of wider discussion to take place immediately following the Steering Committee's consideration of the academic structure of the School will also provide the opportunity to engage with external stakeholders: national and industry funders, as well as local and national Government.

Opportunities will be taken to engage with the student population through the SSLC, as well as locally within departments.

It should also be recognised that a failure to engage effectively with current students, alumni and other stakeholders during this process of consultation and change will risk significant negative reputational damage for the Life Sciences at Warwick and for the wider University.

### 7.3. Financial

The anticipated provision required for restructuring costs, together with the current financial model for the new School of Life Sciences will be received by Finance and General Purposes Committee at its meeting of 3<sup>rd</sup> November 2009.

The financial plan for the School, and immediate costs of establishing the School, based on the outcomes of the consultation phase, will be considered by the Finance and General Purposes Committee at subsequent meetings.

It is a requirement that the new School be financially sustainable. Depending on the recommendations arising from the Steering Committee, and detailed financial planning, the Advisory Group is of a view that the School may initially require some level of annual subsidy, but this would not seem to be out of line with similar departments in the UK. However, it is acknowledged that the removal of the fixed costs of the Wellesbourne site from the financial plan for Life Sciences does not remove the cost of maintaining the site from the University's overall cost base.

### 7.4. Contractual

The selection of sub areas of research, and the subsequent selection of individuals may indicate the cessation of particular strands of research activity. Cessation of activity may be contingent on delivery of existing research grant and contract commitments. Detailed work will be undertaken to understand the current contractual requirements for individual research grants and contracts.

There are contractual agreements with DEFRA that impact on staff, on use of the Wellesbourne site and on research activity. The full impact of these requirements will be considered.

There are commercial activities on the Wellesbourne site, including domestic and commercial tenants, conference activity and science trials. The impact of the proposal on commercial contractual obligations will be considered.

### 7.5. Resource

It is recognised that the process to establish the School is a major undertaking. In order to meet our obligations to staff and students, and to minimise the risk inherent in the process, the University is committed to providing sufficient levels of resource at every stage of the project.

## 8. Risk

It is recognised that risk is inherent in the proposals to establish the School of Life Sciences. A full risk register is being drafted which will be monitored by the Advisory Group and escalated to the Steering Committee if concerns arise. Given the scale of the undertaking, the Steering Committee may wish to consider adding the development of Warwick Life Sciences as a strategic risk in its institutional risk register.

#### 9. Next steps

The proposed timeline for next steps, together with a communication plan, is outlined in Annex 6.

***The Steering Committee is invited to comment upon and support the proposed next steps to establish the structure of the School of Life Sciences.***

#### 10. Summary of Recommendations

This paper outlines the initial conclusions that the Advisory Group has drawn about the vision, the academic size and structure of the School of Life Sciences. The Group recommends that the University enter a phase of detailed review and formal consultation on these conclusions and related proposals in order to progress the establishment of the School and to enable more detailed conclusions to be drawn and more detailed recommendations made.

***In order to progress to the next stage of establishing the School, the Advisory Group recommends that the Steering Committee notes, comments upon and supports***

- i. the vision for Life Sciences at Warwick (section 3)
- ii. the proposed outline academic structure for the School of Life Sciences (section 4.1)
- iii. the recommendation that, subject to the approval of the financial plan by FGPC and the Council, 55 - 60 academic posts be established in the School of Life Sciences. (section 4.2.4)
- iv. the proposal that scope be given within the academic staff model to enable the appointment of a small number of Teaching Fellows (section 4.2.4)
- v. the recommendations that:
  - the only viable long-term option for effective co-location is for the School of Life Science to be based at the main Warwick campus.
  - the research activity based at Wellesbourne is transferred to main campus as soon as is practical (with the possibility of retention of some specialist facilities at Wellesbourne). (section 5.1)
- vi. the proposed further steps to finalise options for space. (section 5.1)
- vii. the proposed further steps to finalise options for technology platforms, and the proposed underpinning principles. (section 5.2)
- viii. the proposed further steps to develop teaching, learning and postgraduate training within the School of Life Sciences. (section 6)

- ix. the proposed next steps to establish the structure of the School of Life Sciences. (annex 6)
- x. the communication plan outlined in annex 6.

Professor Stuart Palmer  
Interim Chair of the School of Life Sciences  
On behalf of the Life Sciences Advisory Group  
23 October 2009

## **Annex 1: Internal Positioning Statement, Approaches and Measures**

### 1) Life Sciences at Warwick

#### a) Positioning statement

Our approaches aim to:

- i) deliver world class, high impact science
- ii) sustain an exceptional educational experience
- iii) develop a university-wide, integrated approach, building on excellent multidisciplinary strengths
- iv) identify and address key global challenges in climate change, food security and health
- v) encourage high quality research with a strong translational agenda

#### b) Characteristics of our approach

Our approach encourages, enables, and embeds ambition, collaboration, focus, and innovation. It seeks to maximise opportunities, and to enable us to identify and exploit interdisciplinary synergies. It will enable us to attract and retain the best students and staff.

- i) Visionary leadership
- ii) Recruiting, retaining and developing excellent teachers and researchers
- iii) A flexible approach based on broad research categories
- iv) A wide range of approaches and disciplines
- v) Rigour and focus in identifying key research objectives
- vi) Innovative technologies
- vii) Setting the research agenda: identifying the next big problem.

#### c) Measures of attainment of the vision

- i) Acknowledged UK-leading research activity renowned for its innovation and achievements, and with improved overall performance in the 2012 Research Excellence Framework (REF) exercise.
- ii) High levels of research grant and contract income
- iii) Publications in leading high impact factor journals
- iv) Evidence of influencing government policy
- v) Ability to attract the very best life sciences researchers to Warwick

### 2) The School of Life Sciences

To provide a successful platform in order to achieve the wider vision, the School needs to:

- a) Adopt the broad vision, approaches and measures for Life Sciences at Warwick
- b) Have strong leadership

- c) Be financially sustainable
- d) Be confident
- e) Be focussed but not entrenched
- f) Have a flexible and outward looking approach, both within the University and externally
- g) Have a flexible workforce, structured to promote an appropriate degree of autonomy and responsibility, but integrated by a common identity
- h) Be a hub for the integration of the wider interests in Life Sciences at Warwick, through:
  - i) fostering opportunities for collaboration
  - ii) promoting integrated approaches to technology platforms
  - iii) coordinating joined up information about research approaches and activities

## **Annex 2: The selection of areas of research for the School of Life Sciences**

The aim of this exercise was to identify coherent areas of research activity in which the University has strength and the potential to have a major impact internationally. The areas have also been selected to ensure the best use of existing physical resources and to provide the range of skills needed for teaching.

### **1. Shape of the School**

Four broad areas of research activity have been identified: Redesigning Plants; Controlling Infection; Shaping the Environment; Cellular and Integrating Cellular Systems (section 5). Identification of the sub-disciplines that will drive these areas of research, and the size of each area, will be determined after consultation with appropriate Trade Unions.

### **2. Constraints**

For this exercise we were required to use information about areas of research only. In practice, neither WHRI nor Biological Sciences has clearly defined areas of research, so we used the areas of research submitted to the 2008 RAE.

WHRI still retains a group of legacy researchers on indefinite contracts, with 63 people of postdoctoral or equivalent level of expertise who are not Principal Investigators on grants. We thought it inappropriate to include them when determining the research strength of the areas of research because their role is essentially technical.

The Department of Biological Sciences and WHRI teach over 600 undergraduate students and it is necessary to have areas of research that would ensure that the required expertise is retained. Detail of the provision of expertise will not be available until the sub-disciplines for the areas are determined (section 4).

Life sciences research needs external grant funding to flourish and to support the substantive infrastructure required. Therefore, proven success in obtaining grants and confidence in future support from funders were very important criteria for selecting an area of science. The areas identified have demonstrated evidence of collaborative and interdisciplinary research which is essential as a base for fulfilling the vision for Life Sciences. Another important criterion for selection was to maximise the use of existing very high quality infrastructure, such as high-level containment laboratories and glasshouses. However, how much of our present infrastructure we will be able to afford to sustain will depend on obtaining sources of funding in addition to those from responsive mode grants. Balancing financial and scientific needs will be very important when selecting the sub-disciplines.

### 3. Mode of operation

From May to September 2009 John Beringer was responsible for collecting data and identifying areas of strength and weakness. In September 2009 the Life Sciences Advisory Group set-up a small group (the Research Areas Group, section 6) to prepare recommendations about research in the School of Life Sciences.

Biological Sciences submitted seven areas of research to the RAE 2008 and WHRI submitted three. At a later stage staff who were not submitted to the RAE, or have been appointed since, were allocated to the RAE area most appropriate to their activity.

Information about grant income was obtained from the Research Support Services INFOED system for each of the 10 areas of research. The amount of income over the last three years, and how much had been secured for the next three years, was assessed by John Beringer for each member of the area of research and scored as “good”, “intermediate” or “poor”. The Research Areas Group subsequently agreed that greater discrimination was unnecessary. Data were anonymised before discussion by the group. There is a problem for WHRI in identifying strength in winning competitive grants because Defra has committed contract funding of £10 million until 2012. There is internal and external negotiation on which projects are supported within this total. The extent of such funding in the three areas of research was noted.

Academic research output was initially assessed by John Beringer using two criteria. The total number of citations up to July 2009 for the four papers submitted by each person to the RAE 2008; and the quantity, and judgement of quality of journals, of the publications for each person from 2001 to 2009. Citation data were from the Thompson ISI database and the details of publications were obtained from information provided to the Research Assessment Planning Group in February 2009. After criticism by the Life Sciences Advisory Group that citations of the four RAE publications was insufficient, citations for all papers published between 2001 and September 2009 were determined by a member from each department. There was very strong agreement with the data from the four RAE publications. As with grant income, publications were judged as “good”, “intermediate” or “poor”. All data were anonymised prior to any further assessment.

Putting together the “scores” for grant income and published output provided a profile for each of the RAE areas of research, which was robust and clearly demonstrated the strengths and weaknesses for each of the areas of research. Two other criteria (teaching needs and use of substantive resources) were considered, but their full impact can only be determined during the process of agreeing the sub-disciplines.

Four areas of research for the School of Life Sciences were chosen unanimously after much discussion among members of the Research Areas Group. The group discussed research leadership and recommend strongly that for the School to flourish there should be a few strong areas of research. Each area should have a suitable degree of research independence and accountability, and a leader able to own the responsibility of making it world class.

#### 4. Options

There may be a problem in providing the range of teaching expertise required for the School of Life Sciences. This needs to be considered carefully when identifying the sub-disciplines, but must not lead to unbalanced and academically weak areas of research activity. "Teaching only" contracts may be required to address the problem over the short term.

The co-development of research with Systems Biology, the Medical School and other departments with significant interests in life sciences research is essential if the vision for Life Sciences is to be realised. The University needs to consider how this might best be managed without damping enthusiasm and innovation as a result of insensitive management.

There is a lot of high quality research done for the horticultural industry that will have difficulty attracting competitive grant funding from the Research Councils. The University could consider if it could spin-out a subsidiary company to continue this work.

A very important outcome for the University arising from the establishment of the School of Life Sciences is that multidisciplinary research involving all relevant departments in the University flourishes. This would be enormously facilitated by co-location on the main campus. In the absence of a University policy concerning relocation of Life Sciences research, and uncertainty about the rate of the probable run-down of research at WHRI, final decisions concerning the size of the School cannot be addressed by this exercise. They must be known before the sub-disciplines are selected and the size of each is determined.

#### 5. Areas of science and their fit with the four main criteria for selection

*Redesigning Plants.* This area of research should include crop genetics, systems biology, model plants and research directed towards the commercial use of knowledge and germplasm derived from the research. It represents the biggest body of highly regarded and funded research in the life sciences.

##### Fit with criteria

*Do we have sufficient research achievement?* Yes

*Is this area of research obtaining sufficient grant funding to be sustainable?* This depends on the final structure and the amount of infrastructure required.

*Are we providing the required teaching expertise?* There is teaching expertise for most biological courses.

*Are we making efficient use of substantive facilities?* The University has excellent facilities from bench-based science through to field trials of crops. However, how much translational research we will be able to afford to do will depend on the extent to which we are able to support growth-cabinet, glasshouse and field trial facilities.

*Controlling Infections.* This area of research should include epidemiology, virology and studies on the control of bacterial diseases. Epidemiology is very strong and there are strengths within virology research. The infrastructure for research on hazardous microorganisms and viruses in the University is exceptional for a university and should

be utilised properly through the restructuring of research on virology and bacterial diseases.

Fit with criteria

*Do we have sufficient research achievement?* Yes

*Is this area of research obtaining sufficient grant funding to be sustainable?* Yes

*Are we providing the required teaching expertise?* Yes, and particularly to meet needs for the biomedical degree.

*Are we making efficient use of substantive facilities?* The University has exceptionally good facilities for handling very hazardous pathogens and an animal house; both are underutilised at present.

*Shaping the Environment.* This area should include microbial ecology, research on changing environments and research on biofuels. We have major strengths in microbial ecology and need to address lack of strength and depth in higher organism ecology.

Fit with criteria

*Do we have sufficient research achievement?* Yes

*Is this area of research obtaining sufficient grant funding to be sustainable?* - Yes

*Are we providing the required teaching expertise?* Yes

*Are we making efficient use of substantive facilities?* This is only a constraint in relation to the bioconversion facilities used jointly with Engineering.

*Integrating Cellular Systems.* This area should include neuroscience and cell biology; both of which are strong. Many departments in the University have research programmes in neuroscience giving Warwick an opportunity to tackle problems in neuroscience in a multidisciplinary way unavailable to most other universities.

Fit with criteria

*Do we have sufficient research achievement?* Yes

*Is this area of research obtaining sufficient grant funding to be sustainable?* Yes

*Are we providing the required teaching expertise?* Yes

*Are we making efficient use of substantive facilities?* The animal facility is underused.

## **6. Membership of the Research Areas Group**

Professor John Beringer - Vice-Chancellor's special advisor and member of the Life Sciences Advisory Group

Professor Simon Bright - Head of Department, WHRI and member of the Life Sciences Advisory Group

Professor Andrew Easton - Head of Department, Biological Sciences and member of the Life Sciences Advisory Group

Professor Nick Dale - Biological Sciences and member of the Life Sciences Advisory Group

Professor Jim Beynon - WHRI and member of the Life Sciences Advisory Group

Professor Graham Medley - Biological Sciences

## **Annex 3 Financial Model and Assumptions**

### **1. Introduction**

The model indicates the financial impact of options for the proposed size of the School of Life Sciences. The model takes the existing consolidated five year plans for the department of Biological Sciences and Warwick HRI, and flexes these on the basis of a set of drivers and assumptions. The 2009/10 consolidated model reflects the current position.

The financial model should not be confused with a detailed bottom up plan which will be constructed in detail on the basis of further decisions about the precise size and structure of the School. The bottom up plan is contingent on detailed information being provided about areas of research, academic and support staff structures, space, and technology platforms.

### **2. Assumptions**

#### **2.1. General**

##### **2.1.1. Inflation**

Inflation is assumed at 3% per annum. This assumption is applied only where the figures included in the model are not based on underlying plans (which include inflation assumptions).

#### **2.2. Income**

##### **2.2.1. Sensitivity to public funding costs**

The financial model takes account of assumed percentage cuts to HEFCE income, and to research grant and contract income.

##### **2.2.2. Teaching/ PGR activity**

Biological Sciences currently contributes teaching to the Warwick Medical School. The income associated with this teaching load has been removed from the consolidated model, pending further consideration of future delivery of the teaching by members of the new School. The HEFCE T grant and student fee income derived from this teaching load in 2010/11 is £487k.

The HEFCE T grant, PGR grant and student fee income is assumed to be unaffected by the proposed academic structure of the new School, unless academic staff numbers drop below the minimum required to deliver existing teaching, using a ratio of 1:15. The cut-off point is 48.

##### **2.2.3. HEFCE R grant**

The model does not cover the first year of REF funding (academic year 2014/15). The impact on REF funding of a change in volume submission has been calculated and is based on RAE 2008 funding and FTE's submitted.

#### 2.2.4. Research grant and contract income

The model flexes gross contribution on research grants and contracts according to the number of academic staff. A gross contribution margin of 30% has been assumed before PI costs. This is based on the current and planned gross contribution margins for the current portfolio of research funding across the two departments, excluding the impact of DEFRA funding. Research grant and contract income per academic staff FTE is assumed to be £200k per annum. This figure has been extracted from RAE2008 competitor income and HESA data. The average research grant and contract income in 2008/9 for Warwick HRI was £229k per annum per principal investigator, of which £113k was DEFRA core income. Academic staff in Biological Sciences currently earn an average of £177k per FTE.

#### 2.2.5. Other income (restricted funds, mainly DTGs)

This is assumed to remain unchanged unless academic staff numbers drop below those required to sustain the 1:15 staff: student ratio. The income streams associated with the use of the Wellesbourne campus (commercial lettings etc) have been offset against the site costs in the financial model.

### 2.3. Costs

#### 2.3.1. Costs funded by research grants

These are assumed to be 70% of research grants income, in order to achieve the expected 30% gross contribution margin (see Research Grant and Contract income above).

#### 2.3.2. Academic salaries

These are based on current average academic staff salaries across the two departments (rising with inflation.)

#### 2.3.3. Directly allocated technician pool

Permanent infrastructure technicians (other than those assigned to technology platforms) are assumed to vary with academic staff numbers, based on the model assigning directly allocated technicians by geographical area currently operated by Biological Sciences. This model was introduced recently as the result of a review of pool technical staff provision, and is agreed to be efficient.

#### 2.3.4. Direct costs of teaching support

The assumptions applied to this cost match those applied to teaching income.

#### 2.3.5. Direct costs of supporting research

It is assumed that direct costs of supporting research flex with academic staff numbers. The impact of a 10% efficiency saving as a result of consolidating the two departments has been modelled.

#### 2.3.6. Technology platform costs

The direct costs of Technology Platforms have been separately identified in the model. The impact of a 20% saving as a result of consolidating platforms across the two current departments has been modelled.

#### 2.3.7. General support costs

It is assumed that general support costs flex with academic staff numbers. The impact of a 10% efficiency saving as a result of consolidating the two departments has been modelled. Savings are expected to be achieved through the consolidation of the administrative staff structure and through a review of local infrastructure provision.

#### 2.3.8. Other costs (restricted funds, mainly DTGs)

The assumptions applied to this cost match those applied to 'other income'.

#### 2.3.9. Central Service Charges – student related

The assumptions applied to this cost match those applied to teaching income.

#### 2.3.10. Central Service Charges– space related

The current space costs for Warwick HRI reflect the direct costs of running the Wellesbourne campus, rather than being allocated to the department on the basis of percentage and type of space occupied. It is recommended that responsibility for the Wellesbourne campus be passed to the Estates office, and that the School of Life Sciences be charged on the basis of occupied space. For the purposes of the model, an average space cost has been calculated using the space charge to Biological Sciences, divided by current academic staff numbers. This charge is then flexed with academic staff numbers in the consolidated model.

#### 2.3.11. Central Service Charges – other

It is assumed that other central service charges flex with the number of academic staff.

### 2.4. Savings assumptions

The Advisory Group is confident that efficiency and consolidation savings can be achieved. The impact of these savings will not be known until the administrative and technical, space and Technology Platform requirements for the School are finalised. Figure 1 gives an illustration of the impact of the assumed savings on the out-turn of the financial model.

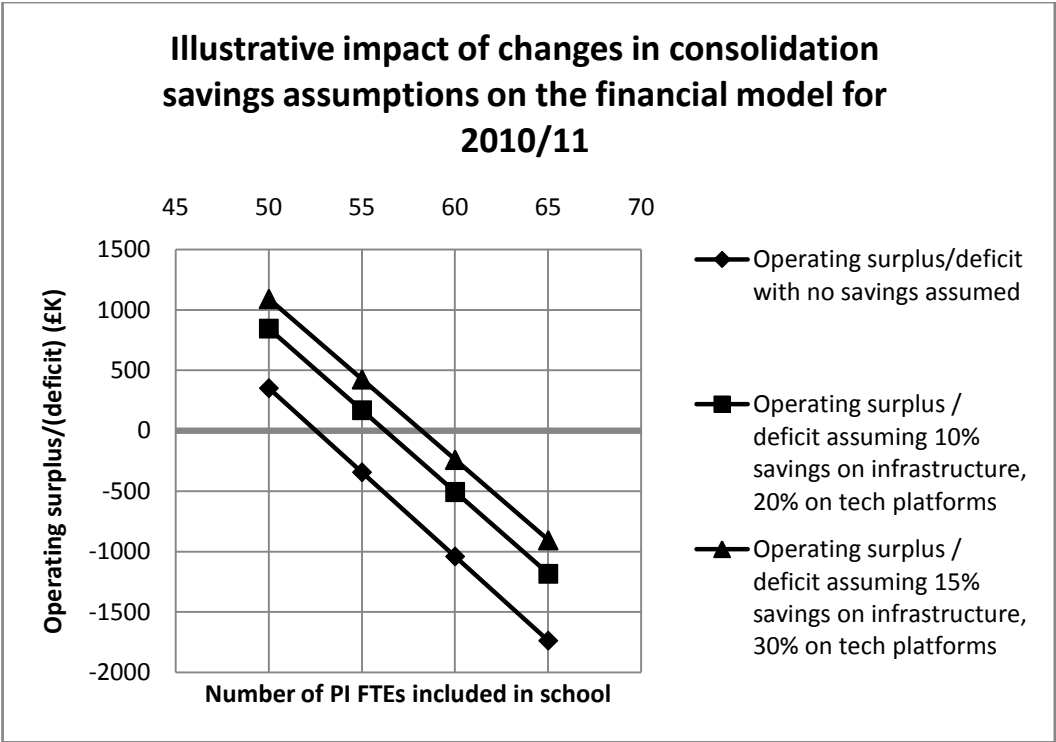


Figure 1: Illustrative impact of the effect of percentage savings on consolidation.

## Annex 4 Technology Platforms

### 1. Overview

Much leading work in life sciences is underpinned by access to and expertise in leading-edge technologies. In creating the School of Life Sciences there is an opportunity to bring together equipment and services that are currently dispersed across Warwick, as well as creating new capability to ensure that Warwick has access to the best. It needs to be ensured that this is coordinated across the University and has long term sustainability. There are some generic platforms that are expected in any high quality life sciences research environment, and those which are more specialised to be aligned with specific activity. It has become apparent there should be a distinction between technology platforms and infrastructure, although the methodology to determine the capability required and sustainability will be closely related. A working definition of a platform technology is high level equipment that the University opts to house in order to address a particular research agenda (as opposed to general infrastructure which is necessary to support many research areas) and which is purchased (and costs recovered) through a university or collaborative fund rather than funded wholly from an individual research grant. The scope of all these facilities, while centred in the School of Life Sciences will need to include all related disciplines, but particularly WMS, Systems Biology and Chemistry. A distinction is drawn below between platforms and infrastructure, both of which are important, with the definition that platforms are rapidly changing high technology equipment based resources compared to infrastructure.

### 2. Methodology and key findings

The platforms sub-group has included representation from WMS, WHRI, Systems Biology and Biological Sciences and beyond to other parts of the Science Faculty. The representatives have been expected to consult with colleagues to gather the information and share thinking on the development. This has been backed up with significant administrative input. Work has been undertaken to determine (1) what capability Warwick possesses and its quality, (2) the areas of science it underpins, (3) the sustainability of the infrastructure, and (4) new areas of capability that need to be considered.

It has become clear that across the three departments being considered (Biological Sciences, Warwick HRI, WMS) that the costs are recorded in different ways which makes direct comparison and quick combination of the finances difficult. However these three areas are working to bring all the costings into a common framework across this activity. It is required for all facilities that the costs are understood under the headings:

- i. Return of direct costs,
- ii. Full cost of everything other than the recovery of capital investment,
- iii. Recovery of facility, equipment and infrastructure costs under FEC.

It is clear, although further work needs to be carried out that in many areas of these facilities, there is patchy recovery (in some cases quite low, indicating significant unfunded research must be being undertaken). It has also become clear that another

very significant cost with only low recovery is the purchase of maintenance/service contracts.

The *platform technologies* identified so far as essential for a School of Life Sciences include:

1. Imaging
2. Proteomics/metabolomics<sup>†</sup>
3. Genomics
4. Bioprocessing
5. Bioinformatics and data handling
6. Flowcytometry

*Supporting infrastructure*<sup>‡</sup> should include:

1. Glasshouses and controlled environment
2. Insect rearing unit
3. Animal house
4. -80°C archiving
5. Pesticides handling unit
6. Containment facility

---

<sup>†</sup> This would include the mineral and chemical analysis facility of WHRI.

<sup>‡</sup> The Genetics Resources Unit is a worldwide facility and its funding and costs need to be understood.

## **Annex 5 Teaching and Learning**

Detailed work has been undertaken by the Education sub group to ascertain the number of staff and subject specialists required to deliver the existing teaching programme. The School will continue to engage students in the current research agenda through a general approach of blended delivery. It is however recognised that a small number of specialist teaching posts will be required to ensure continuity of the high quality delivery of education for students in the School of Life Sciences. It is also agreed that an excessive teaching load would be liable to undermine the achievement of the vision for research excellence.

The Department of Biological Sciences and Warwick HRI host a significant community of high calibre post graduate research students. As well as giving careful consideration to the specialisms of current post graduate research students in identifying the research sub disciplines, the University is committed to building on the deserved reputation of the current Life Sciences doctoral training centres by prioritising future growth in the quality and availability of post graduate research student opportunities in the School of Life Sciences.

It has been established that the wider vision of Life Sciences is of particular relevance to external stakeholders, including prospective students. Therefore a key aim of delivering the wider vision for Life Sciences will be the emergence of a structure and strategy to coordinate and maximise the options for 'Life Sciences' teaching.

It is suggested that the Education sub group develop a proposal for a platform for Life Sciences teaching and learning (which may potentially be termed a Teaching College), to coordinate and manage the delivery of Life Sciences education at Warwick. The management and development of the teaching programme in the School of Life Sciences would be the initial focus of the platform, with a wider remit to present a unified education offering across the broad spectrum of Life Sciences related courses currently offered at Warwick, as well as exploiting the opportunities for new developments in Life Sciences education.

## **Annex 6 Next steps: timeline and communication plan**

### **1. Next steps**

Following the submission of this paper to Steering and dependent upon a response from the Steering Committee, the recommended subsequent action is to enter into the initial stages of consultation with the relevant Trade Unions. This is to enable the identification of the sub groups within each of the four research areas through the application of an agreed mechanism.

At planned meetings to be held with each Trade Union, the intention is to request the formation of a Collective Consultation Committee through which formal consultation can take place. For Warwick HRI and Prospect, this may require a deviation away from their current agreed redundancy process and therefore needs significant consideration.

It is our wish however to hold the first Collective Consultation Committee meeting with all Unions on the 2<sup>nd</sup> November 2009 and to make recommendations on the selection mechanism to identify sub groups within each of the four research areas. This recommendation also needs to be considered by the Academic Redundancy Committee as it is in the identification of sub groups that vulnerable pools and individuals at risk become evident.

Once this has been agreed collectively with Trade Unions, and with the Academic Redundancy Committee, the mechanism can be applied to the current data and sub groups identified. It is expected that this can be achieved by late November with the intention to assimilate the information and identify at risk categories in early December. It is at this point that individual consultation will commence with all affected individuals and all academic staff will be asked to submit academic CV's and profiles to further verify current and previous activities. Individual consultation will continue throughout the months that follow at relevant and regular intervals and will run in parallel to collective consultation with Trade Unions.

The identification of the sub groups will provide considerable clarity to enable the development of the technical structure needed to support the recommended areas of science. This can be achieved in line with recognising the technology platform and the space requirements needed to deliver and accommodate the research proposed.

Similarly the administration structure can be identified and aligned to support the emergent school. Through comparison with the current hierarchy in Warwick HRI and Biological Science, 'at risk categories' in both the current technical resource and the administrative structure can be identified and vulnerable categories confirmed as being 'at risk' through individual consultation in early December.

It is proposed that voluntary redundancy applications can be submitted via the Enhanced Leaver Scheme by individuals at Warwick HRI and Biological Sciences at this time and will remain open to affected individuals until the point of notice being served.

Through collective consultation with the Trade Unions and the Academic Redundancy Committee for academic staff, selection criteria and assessment processes need to be agreed prior to assessment taking place for any of the affected categories. Following further individual consultation with all affected individuals, assessment and selection will commence from the end of February and throughout March into early April. This includes administrative, technical and academic members of staff. Positions will be confirmed as soon as is practical but we need to ensure that all individuals have been fairly and equally considered throughout the process and our consultation obligations have been met prior to confirmation.

The Academic Redundancy Committee will be required to assess all individual academic cases in April and early May with recommendations to Council for the 19<sup>th</sup> May 2010.

Notice will be served where positions have been confirmed as redundant and all immediate redeployment opportunities have been exhausted. This will be post Council for academic positions. Naturally redeployment and career support will continue throughout ongoing consultation until the date of termination.

This timescale enables The School of Life Sciences to be established at Warwick in time for the next academic year. It is however optimistic and there is little opportunity for any contingency or deviation. Whilst it can remain as a target timeline it is recognised that any change process is a fluid and sometimes emergent process. Throughout we have to maintain the fair and equal treatment of all concerned as priority and adherence to due process.

## 2) Timeline

### **End October**

The Interim Chair and the Advisory Group will submit for the approval of the Steering Committee (at its meeting of 26 October 2009) a joint proposal for (i) areas of science to be pursued within the new School; (ii) an outline of the proposed academic and administrative structure of the School including options; and (iii) an update on the financial plan for the School. The Steering Committee will be asked to identify preferred options for the structure of the School of Life Sciences.

Following the meeting of the Steering Committee, an initial consultation process with relevant members of staff and Trade Unions will commence. This will call for a collective approach for ongoing collective consultation throughout the forthcoming period of consultation.

The Search Committee will commence external consultation to appoint a new Head of School. Initial consultation will commence to enable the search for Heads of Department for each of the four research areas assuming they are agreed at Senate.

In the event that academic redundancies are considered a possible outcome, the Chair of the Council acting on the Council's behalf is invited to constitute an Academic Redundancy Committee, (which may be stood down if not required).

## **November**

The interim financial plan and estimated restructuring costs (updated to reflect the options approved by the Steering Committee) will be submitted to the meeting of FGPC of 3 November 2009.

A second town meeting with staff in affected departments will be held on the 11<sup>th</sup> November to provide an update on progress, to receive feedback on the joint proposal, and to provide an outline of the next steps.

The Interim Chair and the Advisory Group will submit a joint report on progress to a special meeting of the Senate to be held on 16 November 2009. The Senate will be asked to further approve the preferred options identified by the Steering Committee.

The Interim Chair and the Advisory Group will submit a joint report on progress to the meeting of Council to be held on 27 November 2009.

The first Collective Consultation Committee meeting with Trade Unions is planned commencing formal consultation.

Agreement required on the proposed criteria for identifying research sub groups to be achieved by the second Collective Consultation meeting post Senate.

An Equality Impact Assessment will be completed.

Training for proposed members of the Academic Redundancy Committee and Heads of Department involved in individual consultation will be delivered.

A second special SSLC meeting with students will be held.

Identification of Sub Groups within each area of science.

## **December**

The updated financial plan and estimated restructuring costs (updated to reflect the options approved by the Steering Committee) will be submitted to the meeting of FGPC of 15 December 2009.

Agreement required on selection criteria and assessment process achieved through ongoing collective consultation.

Individual Consultation commences. Requests for Voluntary Redundancy applications received.

## **January**

Assessment & Selection processes planned to commence.

### 3. Communications

#### 3.1. Internal Communications

Depending on the response from the Steering Committee, the next stage would be to cascade a summary of the recommendations to the two affected departments. This is planned for the day after the Steering Committee has met and post the initial consultation meetings with the Trade Unions. Two department meetings have been arranged with the Interim Head of Life Sciences and the senior management team in attendance. Individuals will be updated on the papers contents and what to expect in the coming weeks. Everyone will be made aware of how they can access up to date information and where to direct questions and queries.

There will also be the opportunity for the University as a whole to access the paper and provide comment and feedback. This organisation wide discussion is planned to take place between the submission of the paper to Steering and the extraordinary Senate meeting set to review the recommendations.

During this period of review department meetings are planned in both Biological Science and Warwick HRI to discuss and take feedback on the paper. In addition, two Town Meetings to be held by the VC and Interim Head of Life Sciences are arranged for the 11<sup>th</sup> November 2009, one to be held on main campus and one at the Wellesbourne site. The feedback from each of these events will be summarised in a paper to Senate for consideration.

This will draw to a close the open debate on Life Sciences at Warwick and provide insight for Senate of the wider concerns raised.

Following the extraordinary meeting of Senate in mid November a similar cascade of information is planned. This will be repeated as a communications exercise throughout the period of consultation to ensure that all individuals are briefed in a timely and accurate manner. This works in tandem with the Collective Consultation timetable.

Web site space has been dedicated to Life Sciences at Warwick. This will provide a Homepage with the latest information, an index for subpages and clear signposting on where to find out more. It will detail the period of review and explain the proposed process as well as updates from Collective Consultation and Advisory Group meetings. Information specific to each subgroup will be posted along with meeting minutes, agenda's and relevant papers.

Announcements about Life Sciences at Warwick will also be posted on Insite as is the current practice.

A dedicated email address has been set up and will be communicated as part of the initial briefings. This is to provide individuals with the opportunity to raise general questions to the Life Sciences Advisory Group. Answers will be posted in the 'Frequently Asked Questions' section on the website within an agreed timescale and updated as things progress. Individual questions will need to be directed to Heads of Department and HR Advisors in the first instance.

### 3.2. External Communications

There are five key external stakeholders identified by the Communications sub Group and it was agreed that we should be engaging with these as soon as possible. These include Horticultural Industry / Press, National HE Press, Warwickshire / West Midlands Press, Funders & interested Political figures.

Immediately following the submission of the recommendations to Steering key contacts in the Horticulture Industry and funding bodies will be written to advise them of the potential changes at Warwick HRI and to invite them to meet with members of the Advisory Group and the Interim Head of the School of Life Sciences in order that we consult with them at this stage and invite their input.