Imperial College London

Strategy
2010–14
Foreword

Since its foundation in 1907, Imperial has enjoyed a reputation for excellence in education and research that today attracts over 6,000 staff and 14,000 students of international quality. The people who work and study at the College remain our most valuable asset, with almost half of them now coming from outside the UK.

We continue to enhance our educational programmes and our fundamental and applied research capabilities, being mindful to develop the next generation of both staff and students. In doing so, we remain committed to exploring the interface between science, engineering, medicine and business, delivering practical solutions that improve the quality of life. Our multidisciplinary collaborations and partnerships now include, amongst many other important areas, particular initiatives to address emerging global challenges in health, energy, the environment and security.

All our efforts are underpinned by a dynamic enterprising culture that seeks to innovate at every opportunity, and we continue to pioneer new ways of translating our work into practice both in the UK and internationally – our recent formation of the UK’s first Academic Health Science Centre being just one example of this. Our staff, students and alumni can be found all over the world, applying their distinctive knowledge, skills and motivation to advance some of the most difficult scientific and technological issues that we face, not just today but in the future.

Introduction

The following strategy outlines the College’s vision for the future, including its main strategic aims and priorities. It has been developed with a five-year horizon in mind and is the result of an extensive strategy development project conducted between autumn 2009 and spring 2010.

This process included an analysis of the College’s internal activities and organisation, the external environment, a College-wide consultation and detailed engagement with colleagues leading the development of specific strategies, heads of departments, members of Management Board and Council.

The strategy is intended to inform Imperial’s stakeholders, both in the UK and internationally, about our intentions to maximise the value and impact of our efforts for the continued benefit of science and society. It will also serve as a guide for the College’s own decision-making and operational planning.

As such, it is organised into three ‘core’ thematic chapters which summarise our past, present and future direction in research, education and translation, together with three ‘enabling’ thematic chapters that address the College’s current position and future trajectory in terms of organisation, resources and influence.

Sir Keith O’Nions
Rector
Our mission
Imperial College embodies and delivers world class scholarship, education and research in science, engineering, medicine and business, with particular regard to their application in industry, commerce and healthcare.

We foster multidisciplinary working internally and collaborate widely externally.

Our vision
• To remain a world-leading institution for scientific research and education.
• To harness the quality, breadth and depth of our research capabilities to address the difficult challenges of today and the future.
• To develop the next generation of researchers, scientists and academics.
• To provide an education for students from around the world that equips them with the knowledge and skills they require to pursue their ambitions.
• To make a demonstrable economic and social impact through the translation of our work into practice worldwide.
• To engage with the world and communicate the importance and benefits of science to society.

Our themes

Mission, vision and aims
Our strategic aims

Research
- To undertake research of the highest international quality within an intellectually challenging and inspiring environment.
- To extend the frontiers of knowledge within and beyond existing research disciplines.
- To bring together research expertise within and beyond the College to address science challenges of today and the future.

Education
- To identify, attract and develop students of the highest ability who are most able to benefit from an education at the College.
- To provide a research-led education of the highest international quality within an intellectually challenging and inspiring environment.
- To provide an educational experience that empowers graduates to be leaders in their chosen careers and contribute to the long-term needs of society.

Translation
- To engage with the world to understand, identify and lead emerging scientific challenges and solutions.
- To maximise the social and economic value of our education and research through the transfer of knowledge, talent and technology.
- To find innovative ways to extend the reach and impact of all our work.

Organisation
- To maintain excellence by being efficient, effective, adaptable and integrated.
- To build mutually beneficial relationships with appropriate organisations in the UK and worldwide.
- To achieve high standards of health, safety and environmental practice.

Resources
- To attract, develop, reward and retain a diverse community of staff of the highest calibre.
- To invest in our facilities and estate and be financially sustainable with diverse sources of income.
- To develop and increase our endowment assets.
- To transform information and data into insight and intelligence that guides our thinking.

Influence
- To anticipate, understand and shape the thinking of stakeholders and policy makers worldwide, including those in government, academia and industry.
- To be a world-leading source of independent scientific advice.
- To help create a wide awareness in society of the benefits of world class research and education in science, engineering, medicine and business.
The challenges faced by the world today are complex and interrelated, affect the length and quality of life of entire populations, and can be addressed only through the discovery and application of new knowledge, most particularly in science, engineering, medicine and business. Multidisciplinary teams, able to investigate and find solutions to global challenges, can be developed only where world-leading research and critical mass in relevant disciplines exist. We combine these attributes to realise the potential of our research findings for the benefit of societies and economies. As part of this, we will maintain core disciplines for their own sake, and also to provide the fundamental elements of multidisciplinary work.

Strategic aims

• To undertake research of the highest international quality within an intellectually challenging and inspiring environment.

• To extend the frontiers of knowledge within and beyond existing research disciplines.

• To bring together research expertise within and beyond the College to address science challenges of today and the future.
Our research aims to create knowledge generally and provide solutions to a broad spectrum of societal and economic issues, including energy, environment, healthcare and security. We address these challenges on three broad levels, which are interdependent (core disciplines, multidisciplinary research, global challenges). Many of our academics are engaged with all three and we will maintain this approach for the foreseeable future.

2 Societal and economic benefits are not just outcomes of our more applied activities, but are derived effectively from all our research. Our long-term, theoretical and curiosity-driven research will continue to generate fundamental and unexpected outputs and is therefore central to the production of new discoveries. We are of the view that basic and applied research should not be disaggregated because it is the balance and interaction between them that enable us to deliver value. For example, our Centre for Plasmonics and Metamaterials undertakes both theoretical and application-oriented research to develop technologies for energy, communication, computing and healthcare. Hence, the development of the very best applied research can be sustained only in concurrence with the very best underpinning fundamental science.

3 We have historically developed the College’s research portfolio by encouraging our staff to pursue their own ambitions. Bottom-up science and innovation ensures the continued creation of research ideas, a principle that is evident throughout our organisation, culture and philosophy. For example, our Strategic Investment Fund (SIF) provides resource for, amongst other things, the development of promising emerging areas of research. Proposals are submitted from across the College and considered in light of their academic potential and alignment to the College’s overall strategic priorities. Even in times of economic stress, we will continue to invest strategically in research excellence through the SIF and thereby help to support new ideas emerging across the College.

4 Strength within core disciplines is the basis of knowledge creation. Successive Research Assessment Exercises (RAE) have reaffirmed the quality and recognition accorded to our research. Seventy-three per cent was judged to be world-leading or internationally excellent in RAE 2008 and six of our submissions were rated as having the highest proportion of world-leading research within their discipline. We will aim that all our academic departments remain within, or enter, the top three in their field nationally.

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6 Whilst research within core disciplines is fundamental, we have always drawn upon the strength and depth of our knowledge within these areas to foster cross-disciplinary working. We encourage new multidisciplinary teams to come together in a timely manner in response to identified opportunities. Many partnerships exist and continue to grow between all faculties and the Business School, the research of which is integrated closely with the broader science base.

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In the past, cross-disciplinary teams have developed largely as a consequence of discrete groups within the College coming together to address a particular problem, and this will continue. However, large multidisciplinary programmes are now more significant in the formation and application of new areas of knowledge. Our Lifelong Health Project, which brings together age-related research undertaken by over 100 academics from across the College, is an example of how we coordinate, promote and develop initiatives that require cross-faculty engagement.

8 We have sought to harness our critical mass of research knowledge in inter-faculty research institutes, the activities of which are aligned to specific global challenges. These provide a focal point for our major multidisciplinary activities and an interface through which we are able to develop interactions with a wide range of external stakeholders. They each involve at least three faculties, are allocated a prominent physical presence within the College and are directed by world leaders in their field. A natural outcome is the generation of new technology solutions and the provision of independent scientific and policy advice to governments, industry and other organisations. They will be reviewed regularly, with the assistance of external expertise, to ensure that they continue to add value to our overall research effort.

Imperial’s research institutes

- **Energy Futures Lab**
  Over 600 staff and research students are involved in energy-related research at Imperial. The Energy Futures Lab builds on this capacity by providing a focal point for energy research across the College. Emphasis is placed particularly on building the multidisciplinary teams that are demanded by complex energy challenges and addressing the need for a secure energy supply for the future. Key aims include the identification of novel collaborations between traditional research disciplines, the development of existing technologies, the generation of new energy solutions, and the provision of robust policy advice for shaping the energy agenda over the next 20–50 years. For example, the Energy Futures Lab is currently investigating the production of solar fuels and is advising on the development of carbon reduction strategies through intelligent design for new-build cities across the globe.

- **Institute for Security Science and Technology**
  The Institute for Security Science and Technology provides a focus for, and encourages collaboration between, engineers, scientists and medical researchers facing challenges in national security and resilience. The Institute engages in, and leads, multidisciplinary projects aimed at providing security solutions to the population, to government and to business, spanning the individual to the national infrastructure. The Institute has facilitated a range of interactions between technology companies and large corporate and government clients. Current projects include Making Sense, a multidisciplinary multi-institution project led by the Institute, delivering enhanced investigative capability in security and operations; and the UK Visual Analytics Consortium (UKVAC), in which the Institute is a collaborative partner. Funded by the US Department of Homeland Security, UKVAC is seeking new ways to explore and exploit large data sets within a security context.

- **Grantham Institute for Climate Change**
  The Grantham Institute for Climate Change draws together academics and researchers from across the College, in areas such as earth sciences, ecology, engineering, medicine, physics and economics. Established following a multi-million pound donation from the Grantham Foundation for the Protection of the Environment, it aims to develop and enhance the fundamental scientific understanding of climate change, and the mitigation and adaption responses to it. Research topics include: different elements of climate systems (particularly the ocean); how climate change will impact biodiversity, ecosystems, associated services (particularly water) and the people who depend on such services; and catalysing the transition to a low-carbon economy, including new renewable technologies, carbon capture and storage. External collaboration is also important and the Institute’s work is complemented particularly by its formal association with the Grantham Research Institute on Climate Change and the Environment at LSE, the Walker Institute at the University of Reading and the Dvecha Centre for Climate Change at the Indian Institute of Science, Bangalore. A key priority is to influence policy and global decision-making through publications, media contacts, seminars and public events. Policy papers and briefings produced by the Institute inform key decision makers in government and business about how to meet ambitious carbon reduction targets and how to predict, prepare and adapt to climate change.

- **Institute of Global Health Innovation**
  The Institute of Global Health Innovation aims to improve the health of people and to reduce health inequalities and improve health in disadvantaged populations in the UK and worldwide. Supporting a large programme of multidisciplinary research at the College and in applied locations worldwide, emphasis is placed on overcoming related scientific, technical, managerial and political obstacles. As part of this, it seeks to develop technologies, such as those within the field of robotics, and advance their integration in medicine for direct clinical and patient benefit. The Institute is developing national and international collaborations with academic institutions, non-governmental organisations and business to coordinate efforts in improved global health, inform international policy-making and educate the next generation of scientists and policy makers. For example, the Schistosomiasis Control Initiative has facilitated and observed the delivery of medicine to 20 million recipients to reduce the prevalence of this disease in sub-Saharan Africa and a long-term institutional collaboration on health, engineering and higher education has been established in Rwanda.
Supporting early-career researchers

The Junior Research Fellowship scheme provides 20 new three-year fellowships per annum, to outstanding early-career researchers. Building on its success, we have since expanded the scheme to include lectureships and studentships. With the first cohort of this unified scheme starting in 2011, the aim is to enable the best scientists from around the world, at different stages of their early careers, to establish themselves at the College. The balance between the number of studentships, fellowships and lectureships, and the disciplines in which the positions will be based, will be determined by the range and quality of applications received.

The College's success in research is underpinned by the quality and expertise of the individuals within it. One example of how we support academics and reward success is the Rector's Awards for Research Excellence, which each provide £150k for research teams that have demonstrated high academic achievement and significant future potential. We also recognise the need to develop the next generation of researchers and have established a unified scheme to support 'new-blood lectureships', postdoctoral fellows and postgraduate research students.

The College's research grant and contract portfolio reflects the scale and scope of its research activities. We have a diverse range of funders and will keep our portfolio under review with a view to prioritising bids for larger grants.

Excellent research requires world-leading facilities, which are becoming increasingly expensive and sophisticated. We have spent £80m on research infrastructure projects since the publication of our previous strategy (2006–07). Scheduled for occupation in 2012, our £74m commitment to provide a new six-storey building at the Hammersmith Campus for cardiovascular research and clinical trials is an example of how we will invest strategically to support our research priorities. We will continue to invest in our research infrastructure and associated technical support staff and services. For this purpose, we will recover the full economic costs of our research activities wherever possible.

We have always fostered collaboration externally with appropriate stakeholders and sponsors, both in the UK and internationally, where it will develop the quality, reach and impact of our research and we have a wide network of formal and informal partners within and beyond the higher education sector. Benefits to the College include access to complementary expertise and large-scale research facilities. We offer our partners the highest standards of research, through which we are able to derive mutual value that would not be possible by operating in isolation. Research partnerships have historically developed within the College from the bottom up; however, sometimes additional central support is needed to maximise the potential benefits for all concerned. For example, we are committed to becoming a founding partner in the UK Centre for Medical Research and Innovation (UKCMRI) alongside the Medical Research Council, Cancer Research UK, the Wellcome Trust and UCL. The purpose of the partnership is to establish one of the foremost biomedical research laboratories in the world specialising in major causes of human mortality and morbidity, including infection, circulatory and metabolic diseases, and other conditions associated with ageing.

Through international collaboration we are able to access applied research locations which require specific research solutions. For example, building on our longstanding relationship with Shell, and in collaboration with Qatar Petroleum and Qatar Science and Technology Park, we have formed the Qatar Carbonates and Carbon Storage Research Centre. Through this 10-year, US$20m research programme, we are helping to develop fundamental and applied strategies for enhanced natural gas production and carbon dioxide abatement in complex carbonate reservoirs.
The College will remain primarily a residential university, offering research-led education in science, engineering, medicine and business subjects. We place importance on teaching, whilst recognising that teaching alone is not sufficient to provide a higher education, particularly in STEM subjects. A laboratory-based education is a fundamental requirement for a career in science, engineering and medicine because it is integral to intellectual development, the acquisition of experimental expertise and an understanding of research method. Hence, it is necessary for our taught students to be based at the College for the majority of their course to ensure that they can engage with leading academics and interact with their peers, whilst having access to required laboratory and other facilities. We aim to be in the top three institutions nationally for all measures that assess the quality of education.

Strategic aims

• To identify, attract and develop students of the highest ability who are most able to benefit from an education at the College.

• To provide a research-led education of the highest international quality within an intellectually challenging and inspiring environment.

• To provide an educational experience that empowers graduates to be leaders in their chosen careers and contribute to the long-term needs of society.
15 At undergraduate (UG) level, we will continue to provide academically rigorous courses in core disciplines which give students practical experience, a theoretical understanding of research and a fundamental knowledge of their discipline. This provision is research-led, encouraging students to think independently and critically, and develop strong analytical skills.

16 Our postgraduate taught (PGT) courses build upon fundamental knowledge acquired at undergraduate level. They include both discipline-based and multidisciplinary programmes and provide students with a platform to pursue doctoral study or to develop a successful career in the commercial, industrial, healthcare or public sectors. Our PGT provision includes collaborative work-based education and training for companies, delivered through partnership arrangements. Since the publication of the previous strategy, we have increased our PGT student numbers by 42 per cent and we will continue this trend by expanding research-intensive PGT provision. In addition, through the School of Professional Development, we will continue to deliver short, bespoke postgraduate courses in science, engineering, medicine and business to the commercial sector and the NHS.

17 We offer both discipline-based and multidisciplinary postgraduate research programmes (PGR), which foster the creation of fundamental knowledge and the development of practical application. Appropriate facilities, critical mass of expertise and supervisory capacity, as delivered by the College, are necessary to support students at this level effectively. We prepare our research students for their future careers, whether in academia or industry, by ensuring that they gain first-hand experience of new and emerging developments within research practice. For example, all postgraduate students are enrolled with either the Graduate School of Life Sciences and Medicine or the Graduate School of Engineering and Physical Sciences, which are responsible for the provision of transferable skills training for research students. The training programme, which is compulsory, incorporates both research and broader professional skills to enhance future career opportunities and will be extended to include other postgraduate students. In addition, we operate a number of centres for doctoral training in collaboration with academic and industrial partners, which focus on the development of multidisciplinary expertise. Since the publication of the previous strategy, we have increased our PGR student numbers by 35 per cent and additional studentships will be sought to sustain this upward trend.

18 International students have formed a significant part of the College community for many years, and 49 per cent of our students in 2009–10 were from outside the UK (31 per cent non-EU, 18 per cent non-UK EU). Although UK student numbers have increased by nine per cent since the publication of the previous strategy, they now account for a smaller proportion of the total student body. We expect to see continued growth in non-EU student numbers, whilst Home and EU undergraduate student numbers will remain at a broadly constant level.

19 Whilst total student numbers have increased by 14 per cent since the publication of the previous strategy, student:staff ratios have remained static. We will seek to maintain current ratios.

20 The provision of high quality academic facilities is of direct relevance to the learning experience, particularly in STEM disciplines. We have therefore invested, for example, £1m in the refurbishment of the Central Library at South Kensington Campus to provide expanded study areas and an upgraded technological infrastructure. The Civil and Environmental Engineering workshops have been upgraded (£2.2m), the Mechanical Engineering modernisation project (£30.5m) is due for completion in 2011 and the Wolfson Conference Centre has been refurbished to provide an education centre with academic and social infrastructure for students at our Hammersmith Campus (£1.2m). We will continue to invest in our programme to develop educational facilities. For example, the £1m Chemical Engineering and Chemical Technology pilot plant project will upgrade the current plant facilities to provide carbon capture capability for use in education and research.
Investment in recreational facilities, such as the refurbishment of the Students’ Union (£2.4m), enriches the student experience. Sport at the College is coordinated under Sport Imperial. All students are given free use of the Ethos sports centre and the Students’ Union has over 350 clubs and societies. The College has a thriving social and cultural environment, and the Blyth Centre for Music and Visual Arts includes a gallery and music rehearsal rooms. In addition, we have good links with the Royal College of Music, which provides teachers and conductors for musicians at the College, and music scholarships are available for Imperial students to access lessons. We will create Arts Imperial to coordinate our arts provision, expand our cultural partnerships and increase academic and extra-curricular opportunities for our students.

The College has a range of mechanisms to support the welfare and pastoral needs of the full diversity of the student population. These include the personal tutor system, College tutors, deans, counsellors, residential wardens, disability advisors, and health and dental services. In recognition of the changing needs of students, the different components of our student welfare provision will be integrated further, and counselling, disabilities and health services will be expanded.

Distinct career structures for educational specialists, such as teaching fellows and learning technologists, have been established to enhance our educational provision and facilitate the development and implementation of novel technologies to support learning. In addition, the Graduate Teaching Assistant Scheme enables postgraduate and postdoctoral researchers to contribute to education, supporting their own development and providing useful perspectives from those who have experienced undergraduate provision more recently. The contributions of staff to education and student welfare are an integral part of the annual review of staff and of the promotion process and Rector’s Medals reward excellence in, and commitment to, teaching, pastoral care and research supervision. The College’s School of Professional Development, which provides training for academic staff and others with teaching and teaching-related responsibilities, will customise its provision so that it is more tailored towards the individual. Opportunities to undertake a postgraduate certificate, diploma or Master’s degree in university teaching theory and practice will also be provided.

The College uses a number of methods for collecting feedback and suggestions from students, and we have developed our own internal online evaluation surveys covering teaching, welfare, and pastoral support. In addition to these, we use external surveys, such as the National Student Survey and the International Student Barometer, and have extended our evaluation surveys to postgraduate research courses. Although feedback from students suggests that they are generally very satisfied, it also indicates that improvements are required to the feedback they receive on their work. As such, we have created the post of Dean of Learning and Teaching, and staff student committees have been reorganised to ensure the enhanced dissemination of student views. In addition, the activities of personal tutors will be expanded and we will develop our use of technology to deliver feedback innovatively and responsively.

We use e-learning to complement traditional face-to-face academic teaching methods. All students are able to access flexible online resources to assist in their private study, allow flexible access to learning materials and enhance their IT skills. We will develop our use of learning technology; however, these facilities will not replace face-to-face learning or laboratory experience.

Selection to the College’s undergraduate programmes is determined by academic achievement, performance at interview and information in UCAS applications. With the number of applicants possessing excellent A-levels or equivalent qualifications increasing, we will develop new ways to identify and select those students most able to benefit from our courses. An entrance exam is being piloted, involving both Imperial undergraduates and pupils from local schools, and we are exploring new approaches to interviewing. We are taking the new A-Level A* grade into consideration when assessing applicants, and we require A* grades in Mathematics A-Level for admission into our Department of Mathematics and Department of Physics, and most engineering departments.

To encourage good science teaching in schools, and promote scientific knowledge amongst children, the College has formed links with a large number of schools across south-east England. We aim to increase knowledge, enthusiasm and awareness about science amongst schoolchildren and encourage high quality science teaching. Our partner schools will play a key role in helping us to keep abreast of developments in the A-level curricula, particularly in science and mathematical subjects. We provide support for the transition between school and university, such as through targeted mathematics booster courses. We will appoint current school teachers as consultants for each major science discipline, to advise on schools policy and provide expert guidance on the content and examination of A-levels and equivalent qualifications, such as Pre-u and International Baccalaureate.

Students, which are awarded on academic merit and financial need, and have a dedicated fund of around £300k per annum to support PhD students. There were to be any change in the regulated limit at which Home/EU fees could be set, any increase which the College charged would be accompanied by the development of our bursary provision.
Partnering with industry

Through a partnership with Agilent, a research instrument manufacturer, the Department of Chemistry has obtained access to complex and expensive equipment and exposure to industrial practices for its undergraduate students. In exchange for use of Chemistry’s clean laboratory environments and specialised infrastructure, the company houses an atomic force microscope in the Department as part of a demonstration site. The microscope can be used by Imperial lecturers valuable hands-on research to teach undergraduate students and instrument testing skills. Students experience industrial applications through interaction with the company’s engineers.

29 The College’s subject base of science, engineering, medicine and business and the nature of our courses, which encourage students to think critically and independently, and to develop strong analytical skills, mean that we produce graduates in sectors that are valued highly by employers. Over 90 per cent of our Home/EU undergraduate students who are available to work are in full-time work and/or study within six months of graduation. The intellectual content of our courses ensures that students acquire sound knowledge and understanding of their core disciplines, which can then be put into practice. For example, our EnVision project devises and runs activities which enhance the practical application of knowledge on our undergraduate engineering courses. These have included, for example, the Imperial Racing Green project, in which students develop a zero carbon emission racing vehicle, and a project whereby second year Bioengineering students design and produce paediatric orthopaedic devices for use in third-world countries.

30 To ensure the transferability of our graduates’ academic qualifications across Europe and beyond, all our courses are Bologna transparent and have been assigned ECTS (European Credit Transfer System) values. Most of our undergraduate courses are accredited by professional bodies, which provides our graduates with starting points for careers in the field of their degrees. We also review all of our courses on a cyclical basis, with the assistance of external expertise, and the Graduate Schools are responsible for the quality assurance of postgraduate provision.

31 The College has developed strong links with a number of institutions around the world, which allow students to experience different cultures and academic environments and help them to develop their careers internationally. Examples include our collaboration with the Agency for Science, Technology and Research (A*Star) consortium, in which research students can study at both the College and a Singaporean research institute, and our joint transferable skills summer schools for PhD students with Hong Kong University and Tsinghua University in Beijing, China. We also exchange students with, for example, University of California, Berkeley, and University of California, San Diego, in the US and McGill University in Canada at undergraduate and postgraduate level.

32 We will develop educational partnerships, in the UK or internationally, where these will further the College’s academic mission. A notable opportunity is our agreement to establish a joint medical school in Singapore, in partnership with Nanyang Technological University, Singapore, with completing PhD students being awarded a PhD degree under the seal of both the College and NTU. During the four-year programme, participants spend two years at each institution. They are therefore exposed to the research environments of two research-intensive universities, and benefit from the combination of research resources, including supervisory talent and facilities. Initially based in bio-engineering and chemical and biomolecular engineering, the intention is to extend the scheme across the engineering and science disciplines.
Our definition of translation encompasses all forms of knowledge transfer. The College is the only UK university to focus exclusively on science, technology, engineering, medicine and business, and the only one to have had the application of its work to industry, commerce and healthcare central to its mission since its foundation. We distinguish our approach to translation by being (i) open to external engagement, which stimulates the exchange of new ideas and a shared understanding of how we might address emerging challenges; (ii) multidisciplinary in mobilising people, knowledge and expertise across our internal and external boundaries; and (iii) innovative in widening the overall reach and impact of our work – both in the UK and internationally. We will ensure that translating both into, and from, practice continues to remain an integral part of how we maximise value for society from our education and research.

Strategic aims

• To engage with the world to understand, identify and lead emerging scientific challenges and solutions.

• To maximise the social and economic value of our education and research through the transfer of knowledge, talent and technology.

• To find innovative ways to extend the reach and impact of all our work.
The College encourages external users, experts and practitioners in the field to bring their insights and experience into its research, education and translation activities. For example, research conducted by the Energy Futures Lab is guided by strategic, scientific and technical advisory boards comprising both senior academic figures from Imperial, alongside experienced practitioners from the energy sector. The Engineering Impact education programme run by the Faculty of Engineering, invites industry professionals to lecture first year students, inspiring them about their potential impact on society as future engineers. The Entrepreneur-in-Residence programme run by Imperial Innovations Group plc, supports academic staff to appraise technologies they have developed, identify market needs and build the necessary business cases and management teams to bring products to market successfully. We will adopt new initiatives that draw on people and ideas outside the College, to shape the way we pursue our educational and research objectives, in particular where there is potential for translating outcomes into practice.

Whilst the College transfers knowledge to a wide range of stakeholders (including those in academia, business and government) and to the public more generally through a broad range of communication channels, transferring the talent of our graduates into practice remains our greatest contribution to societies and economies around the world. Annually, over 4,500 students graduate from the College and go on to pursue careers in a wide variety of sectors (in addition to around 350 postdoctoral researchers who move on to new roles after their work at the College). The demand for our graduates means that they secure some of the highest starting salaries amongst UK universities. Over 45 per cent of our Home, EU and international undergraduate students in full-time work go into the medical and financial sectors. The highest recruiting sectors of our Home postgraduate students are education, medicine, technology R&D and banking, which cumulatively account for over 60 per cent of our postgraduates in full-time work. The College has a current population of over 100,000 alumni in many different sectors and in over 100 different countries.

The successful development, transfer and application of new technology is now more dependent on multidisciplinary research. The College is therefore well-placed to accelerate this process in response to specific scientific challenges. For example, both fundamental and applied research at the College that focuses on the physics and application of molecular electronic materials and devices has led to a series of diverse solutions in the emerging field of plastic electronics. Imperial’s Centre for Plastic Electronics, a designated UK centre of excellence, is bringing together a cluster of industrial partners with a multidisciplinary team drawn from several faculties, departments and research groups. Plastic electronics is recognised widely as a vital and rapidly growing platform technology with the potential to impact many application areas including solar energy, solid state lighting, pervasive electronics, display technology, imaging and sensing arrays, and photonics.

The College has a history of working closely with UK and international industry, commerce and government agencies. Complementing our research and education strategies, our enterprise strategy aims to enhance the College’s core mission, particularly in knowledge transfer, by supporting our academic community in creating, capturing and delivering maximum value from major multidisciplinary projects. In particular, this requires us to apply and translate our work to meet current and emerging industrial needs. We are working to broaden and deepen our corporate partnerships and have consistently attracted more research income from industry than any other UK university (c. £46m, 2008–09). In addition to teaching and research responsibilities, our academics also invest some of their time in external consultancy. Run by Imperial Consultants Ltd, this service offers clients direct access to the College’s scientific experts and research facilities.
38 Understanding how innovation happens, the management of technological and organisational change, and the socio-economic consequences of innovation is central to how the College is translating its own work, and helping others do so. The Business School’s Innovation and Entrepreneurship group focuses on bringing together the latest thinking and practice in this field, working closely with government and industry to provide advice on the development of policy and strategy. Its academic research, worldwide collaborations with institutions and partnerships with business, provide a unique insight into how organisations can deliver greater impact from innovation and translation. For example, research conducted for HM Treasury and other bodies, such as the OECD, has improved the understanding of the relationship between investment in science, innovation and economic growth. The School is also a partner in the UK-Innovation Research Centre, with the University of Cambridge, which aims to be an international focal point for excellence in innovation policy development. We will develop our core capability in innovation and entrepreneurship as an integral part of the Business School, and more widely across the science faculties in the College, developing new education and research initiatives that can be translated into innovative management practice.

39 The effective commercialisation of intellectual property is central to the College’s aim to maximise the potential impact of its research. Through our 51 per cent ownership of Imperial Innovations Group plc, we are committed to supporting academic staff to create, build and invest in pioneering technologies, combining the activities of technology transfer, company incubation and investment. The overall goal is to bring valuable ideas to market, either by building businesses or by licensing to industry. As a result of a private placement in 2005, the College’s technology commercialisation company secured the capital to invest in promising early stage companies. It became publicly quoted on the London Stock Exchange in 2006. Over the last five years, the company has invested more than £45m directly into its portfolio companies, which in total have raised over £230m. It was the first public listing by a university-owned commercialisation company in the UK and its integrated business model remains an exemplar for other institutions, both in the UK and abroad. We will build on our success in identifying and translating pioneering research into practical application, by investing in its creators and teaming them with outstanding entrepreneurs with proven track records capable of creating world class businesses.
The vision for our Academic Health Science Centre (AHSC), the first of its kind in the UK, is that the quality of life of patients and local populations will be improved by translating rapidly the discoveries that we make into medical advances and by promoting their application in the NHS and around the world. AHSCs are organised to deliver first class patient care informed by the latest research developments. Through the adoption of joint structures, the historically slow translation of research outcomes into clinical improvements seen in the UK can be expedited. In turn, our involvement in healthcare provision helps us to understand the needs of patients, which informs and guides our medical research and education. These activities receive support through the Imperial College Healthcare Comprehensive Biomedical Research Centre, a significant National Institute for Health Research award (£91m). The next phase in the development of our AHSC will be the development of an Academic Health Science System (AHSS). An AHSC will involve associations of organisations which share and can enhance the triple mission of service, education, and research excellence. Health systems will increasingly need to find more effective and economical ways of treating the ageing population. The College, with its partners, will address significant research and innovation challenges around, for example, improving mobility, countering the effects of ageing, devising stem cell therapies, and improving diagnostic and interventional techniques. The College also aims to extend its innovative approaches to translation internationally. For example, the College heads the UK co-location centre of ‘Climate-KIC’, the Knowledge Innovation Community (KIC) of the European Institute of Technology. This initiative brings together academic institutions, commercial companies and regional innovation and implementation centres to integrate research, education and innovation in a multidisciplinary approach to climate change adaptation and mitigation. It will focus initially on achieving excellence in four areas: assessing climate change and managing its drivers, transitioning to low carbon resilient cities, adaptive water management and zero carbon production. By 2014, Climate-KIC aims to be the natural place for companies to locate climate R&D centres, for top students to seek innovative climate education, for researchers to look for inspiration and for policy makers to obtain advice, thus training a new generation of climate change entrepreneurs and realising the complete value chain from research discovery through to implementation.
The College was granted a new Charter and Statutes (its constitution) on its Centenary in July 2007, coincident with its secession from the University of London. The Charter gives the College the power to award its own degrees (rather than those of the University of London) and from 2007–08 all students were enrolled on that basis. The Council, as the College’s governing body, has the ultimate responsibility for the good conduct of the affairs of the College. Periodically, the Council reviews its effectiveness and it recently commissioned a group (chaired externally) to look at its structure and relationships. The group recommended that the current size (19) and structure (just over half non-executive) of the Council should not be changed but that the Nominations Committee be separated from the Remuneration Committee and reflect the executive/non-executive composition of Council. The review group also recommended that a new Risk Committee and Development Committee be formed together with improvements in processes. In addition, the group recommended that the Court (a formal body consisting mainly of those organisations that have an historical connection with the College) should be transformed into a stakeholder forum with the power to approve the appointment of the Chairman and Deputy Chairman. The Council accepted these recommendations and the current organisation of the governance of the College is as shown below.

### Strategic Aims

- To maintain excellence by being efficient, effective, adaptable and integrated.
- To build mutually beneficial relationships with appropriate organisations in the UK and worldwide.
- To achieve high standards of health, safety and environmental practice.

### Organization Chart

- **Rector**
- **Court**
- **Senate**
- **College Fund Board**
- **Audit Committee**
- **Nominations Committee**
- **Remuneration Committee**
- **Risk Committee**
- **Development Committee**

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A3 The College was granted a new Charter and Statutes (its constitution) on its Centenary in July 2007, coincident with its secession from the University of London. The Charter gives the College the power to award its own degrees (rather than those of the University of London) and from 2007–08 all students were enrolled on that basis. The Council, as the College’s governing body, has the ultimate responsibility for the good conduct of the affairs of the College. Periodically, the Council reviews its effectiveness and it recently commissioned a group (chaired externally) to look at its structure and relationships. The group recommended that the current size (19) and structure (just over half non-executive) of the Council should not be changed but that the Nominations Committee be separated from the Remuneration Committee and reflect the executive/non-executive composition of Council. The review group also recommended that a new Risk Committee and Development Committee be formed together with improvements in processes. In addition, the group recommended that the Court (a formal body consisting mainly of those organisations that have an historical connection with the College) should be transformed into a stakeholder forum with the power to approve the appointment of the Chairman and Deputy Chairman. The Council accepted these recommendations and the current organisation of the governance of the College is as shown below.
The College’s departments are focused on core disciplines and organised under a faculty structure. Multidisciplinary centres and institutes facilitate collaboration across this structure. 

Whilst the Business School is smaller than the three faculties, it complements our academic portfolio of science, engineering and medicine. Since the publication of the previous strategy (2006–07), the Business School has grown at around twice the rate of the College as a whole, a reflection of our desire to achieve critical mass in its particular disciplinary strengths (finance; organisation and management; healthcare management; innovation and entrepreneurship) and to ensure its further integration within the science base. The further expansion of the Business School’s PGT provision, research volume and executive education programmes will drive its continued development as an integral part of the College’s organisation.

The College’s principal local partner is the NHS and we have long enjoyed educational and research links with several NHS bodies in west London. In 2007, Hammersmith Hospitals NHS Trust and St Mary’s NHS Trust merged to form Imperial College Healthcare NHS Trust. In partnership with the College, the UK’s first Academic Health Science Centre (AHSC) was formed, and accredited by the Department of Health in 2009. The AHSC will provide a vehicle to engage other parts of the College, including the Faculty of Engineering, the Faculty of Natural Sciences and the Business School, in multidisciplinary healthcare research and innovation. In addition, Imperial Innovations Group plc is committed to providing commercialisation support to the Trust.
Our origins lie in the scientific and cultural investment made in South Kensington as part of the legacy of the Great Exhibition of 1851, and we have strong historical relationships with our immediate neighbours. At the local level, we engage with others to provide our students with a more rounded educational experience informed by complementary disciplines. For example, we deliver a joint undergraduate degree with the Royal College of Music in Physics with Studies in Musical Performance and a joint Master’s degree with the Royal College of Art in Innovation Design Engineering. We are also exploring other opportunities for joint projects and courses with these institutions. Our academics collaborate with those in other universities and research institutes nationwide. These informal links and networks are important because they often result in research outcomes that would not be possible by operating in isolation. Such projects have led to more formal partnerships within London, such as our collaboration in the London Centre for Nanotechnology with UCL, and across the UK, such as our activities with the National Physical Laboratory.

Like most sectors, higher education is becoming increasingly globalised. It is expected that rising levels of educational attainment, shifting patterns of mobility and migration, and rapid technological advances and adoption will create new global dynamics in the operating environment for higher education and research institutions. The US and Europe will remain significant forces within higher education and research. However, in light of the rapidly growing economies of India and China, we expect the centre of gravity in our sector to shift increasingly towards Asia in terms of population growth and expansion of infrastructure. There will also be other emerging geographical areas of interest that will merit our attention. We have therefore developed a broad set of principles and guidelines to assess all major international opportunities, including an examination of strategic fit, capacity, benefits, risks and competition. We will collaborate at the institutional level where it furthers the academic mission of the College, protects our reputation and brand, and maintains our freedom for independent action.

We recognise, and acknowledge responsibility for, the effect of our operations on the environment. Our core academic activities contribute directly to environmental sustainability and are complemented by responsible estate and carbon management practices. Key to our delivery of social, economic and environmental benefit is our concentration on predominantly laboratory-based disciplines; however, these activities are intrinsically carbon intensive. We will reduce our carbon footprint by 20 per cent over a five-year period to 2014–15 and will publish up-to-date information about our energy performance.

Ambitious environmental targets demand substantial investment and will be met by, for example, ensuring that sustainability features are embedded within all refurbishment and other capital projects. We will also ensure that our wider commitment to sustainability underpins all College activities and we are working to reduce waste, increase recycling and ensure that our catering and procurement activities are aligned with best practice. For example, our CompPod breaks down food waste for compost production, preventing a tonne of food waste each week from being sent to landfill and contributing to our target of recycling 40 per cent of all waste during 2010. We will promote active and consistent engagement across the College, including the task of modifying individual behaviour.

We are committed to ensuring the health, safety and welfare of our staff, students, visitors, contractors and neighbours. Our comprehensive Health and Safety Management System (HSMS) supports and promotes a positive health and safety culture across the College, controls the inherent and work-related hazards, and ensures that staff, students and contractors are competent in the use of control measures and emergency procedures. We expect everyone who works or studies at the College to comply with our policies and procedures, and to understand their legal and moral obligations to themselves and to each other. Our commitment to health and safety is recognised through the Rector’s Awards for Excellence and mandatory health and safety training for all new employees. Recent developments include the introduction of the iCheck safety audit system, a staff competency framework for hazardous procedures, and the establishment of a joint safety group between the College and the Imperial College Healthcare NHS Trust. An external review of the implementation of our HSMS will be undertaken in late 2010.
The College’s employees are its primary asset; hence, we place priority on attracting world-leading academic, research and professional support staff. Around 46 per cent of our academics, including 57 per cent of our researchers, are from outside the UK, which results in a vibrant and inspiring environment in which to work. In turn, individuals are attracted to the College from across the world because of the opportunity to work amongst colleagues of the highest international standard. The academic, industrial and cultural experiences that new staff bring with them to the College generate fresh perspectives and help to ensure that we maintain and expand our international outlook and global reach. Whilst quality will remain the primary criterion for academic recruitment, we will place priority on the development of our existing staff, particularly those with the capability to progress through their careers at the College.

Leadership development and management training plays an important role in maintaining high levels of effectiveness. The College’s Management Training Scheme, first piloted in 1997, identifies talented new graduates and provides them with a series of placement opportunities in administrative roles across the College with a view to developing a cohort of experienced managers with a breadth of College-specific knowledge. This was complemented more recently by our Horizon and iLead programmes, aimed at more experienced professional staff with the potential to become future leaders.

We expect the highest standards of professionalism from all our staff and, in return, aim to provide development opportunities and employment conditions that are amongst the best in the sector. The College will continue to review and revise policies and procedures that affect all employees so that we retain, and attract, excellent staff. Our local pay arrangements provide us with the flexibility to reward appropriately and to be responsive to changing conditions. We also reward achievement in a variety of other ways. For example, the Rector’s Medals and Awards for Excellence recognise high levels of academic and organisational commitment. Individuals are encouraged, and enabled, to pursue their ambitions and to drive change. We will combine a rigorous approach to achieving and sustaining performance with supportive and receptive leadership that remains open to ideas and examples of good practice emerging from the bottom up.

Strategic aims
• To attract, develop, reward and retain a diverse community of staff of the highest calibre.
• To invest in our facilities and estate and be financially sustainable with diverse sources of income.
• To develop and increase our endowment assets.
• To transform information and data into insight and intelligence that guides our thinking.
56 The College views equality of opportunity as an essential component to the development of excellence; hence, it is an important and integral feature of our staffing policies. We value the views of our consultative groups, for example, the Disabilities Action Committee and Imperial 60+, and we will continue to support their development for the benefit of all. Activities to support the attraction and retention of female academics and research staff will continue. For example, four College departments have achieved silver status in Athena SWAN Awards, which recognise good employment practices for women, and we will build on these with a view to attaining gold status for the institution as a whole. The need continues for us to increase the number and percentage of female academic and research staff, for us to promote an environment that is supportive for disabled people, and for us to identify and remove barriers to progression, particularly for women and black and Asian minority ethnic (BAME) staff at the senior levels. We will implement training initiatives to develop skills so that a more diverse range of staff are able to take up more senior roles and membership of decision-making bodies. The implementation of best practice wherever possible will continue, as will impact assessment of potential and current policies and procedures, with changes being made to promote equality and eliminate any discrimination.

57 We have always controlled our administrative cost base with a view to maximising efficiency and ensuring that education, research and translation are supported effectively. In 2009, we took prompt and timely action in anticipation of future reductions in public funding and will continue to seek appropriate efficiency savings. We will undertake appropriate restructuring where there is an academic and financial need to do so and increase our utilisation of space through improved space management processes. We will reinvest financial surpluses to further our academic mission over the medium to longer term.

58 The chart below illustrates the College’s income since the publication of the previous strategy (2006–07). Over this period, our income has increased by 21 per cent to £672m. Whilst we have increased the volume of funding received from funding council grants by 15 per cent, this source now represents a lower proportion of the College’s total income. Our aim is that the majority of our income continues to be derived from non-government sources.

59 The costs of education and research within the UK HE sector are still not recovered in full. Financial sustainability therefore remains an imperative and has become more pressing as a consequence of recent economic conditions. Appropriate levels of support and assistance to students will be possible only when universities have the resource to meet the full costs of their provision. We will assert the need for the full costs of our activities to be met and keep under review the profile of our student body in the light of the need for financial sustainability.

60 With the support of our funders, we have made capital investments to the value of over £400m since the publication of our previous strategy (2006–07). Student facilities have been improved substantially with, for example, the completion of the Ethos sports centre (£16m), the construction of the Eastside and Southside undergraduate halls (£116m) and the redevelopment of the Central Library (£13m). The availability of capital funding from public sources is likely to be more restricted over coming years; however, we will sustain the necessary level of capital investment to maintain the plant and physical infrastructure necessary to support our academic objectives and ensure our ongoing institutional sustainability. Hence, we will target carefully our capital spending in support of strategic projects. We will place priority on the completion of the £45m development on our enlarged Hammersmith Campus, the requirements of core disciplines and the expansion of postgraduate student accommodation.

61 The College has insufficient endowments on which it can rely to provide the necessary independence from external funding support. A major effort will therefore be put to increasing fundraising. For example, we will create a Development Board (a sub-committee of Council), to lead College development campaigns, and bespoke campaign boards as necessary. We will also be careful to prioritise fundraising initiatives and have developed two tiers of development campaigns with a view to capturing the interest and support of our alumni and donors. Tier One campaigns will be delivered at College level, aiming to gather support for long-term strategic goals that are integral to our overall mission. Tier Two campaigns will be led by faculties and departments seeking to engage their relevant development networks in relation to specific priority initiatives. Through these means, we seek to increase the endowment from which new student scholarships and our capital investment programme can be funded.

62 During difficult economic circumstances, we will continue to use our assets to leverage our commercial position. We are developing new postgraduate accommodation in partnership with private developers and, in 2009, completed the freehold purchase of the seven-acre Woodlands site at White City, near our Hammersmith Campus. Commercial investment opportunities for the new site will be explored with a view to accelerating the availability of funds for the development of new teaching, research, administrative and student accommodation.

63 We have sought to enlarge our pool of discretionary funding and support the furtherance of our capital programme through the careful management of our non-core assets and liabilities. The College Fund, formally established in 2007, aims to maximise our return from investment assets, provide a regular source of unfettered income in support of College objectives and underpin our capital borrowing requirements. All College assets that are not required for academic purposes are transferred to the Fund, where they are managed with an explicit investment focus by a board that is separate from College management. For example, the Fund assisted in the purchase of the new site (noted above) and has developed a number of individual units and office space in Prince’s Gardens, next to the College’s South Kensington Campus, which are now providing a significant return. We will develop the College Fund with the aim of seeking the return to the College of freely disposable income.

64 In parallel with the management of our assets and liabilities, we will develop a more diverse range of income sources with the aim of securing our future financial sustainability. As part of this, we will work more closely with key partners in industry, commerce and healthcare to support investment in education and research and will explore opportunities to commercialise some of our more customer-facing activities.

65 Our management information systems enable the capture and analysis of relevant and accurate data and comparisons to be made with other institutions where this will add value. We are developing ways to report across central operating systems and will invest in the maintenance, improvement and, where necessary, replacement of existing systems.

66 Strategic decision-making at the College has always been informed by a considered and objective assessment of our strengths and weaknesses within the context of our previous performance and the evolving national and international environment in which we operate. The regular and careful analysis of management and benchmarking data, alongside qualitative details, provides indications of underlying changes in key activities that can be assessed against the experiences of the HE and other sectors more generally. We will monitor the outcomes and implementation of our strategy with the use of management information and thereby evolve our strategic priorities over time.
The College seeks to be influential by maintaining the quality of its work and by developing relationships that support its overall academic mission. At the centre of this approach is the explicit understanding that we must engage all our stakeholders in dialogue, and that support for this engagement is encouraged and embedded at all levels within the College. Successfully managing our relationships in the UK and internationally is critical, if we are to maximise the value and impact of our efforts in research, education and translation for society.

**Strategic aims**

- To anticipate, understand and shape the thinking of stakeholders and policy makers worldwide, including those in government, academia and industry.
- To be a world-leading source of independent scientific advice.
- To help create a wide awareness in society of the benefits of world class research and education in science, engineering, medicine and business.
66 We are committed to meeting the future needs of society and therefore try to anticipate emerging trends and expectations. In particular, we are proactive in discussions about the future of our sector with a view to influencing its development, but also to gain insight about what may be expected of us. The UK is fortunate to have a diverse higher education sector, in which the excellence of its world class universities is recognised widely. We will assert that this focus on excellence, especially during difficult economic times, is central to our long-term sustainability as a world-leading institution and to the wider international competitive advantage that the UK enjoys currently. Similarly, we will continue to defend the 1985 Haldane principle (that decisions about how to spend research funds should be made independently by researchers rather than by politicians) and articulate our continued support for the funding of theoretical and curiosity-driven research, in addition to research that may have more immediate economic relevance to society as a whole. We will anticipate emerging trends and calls for us to engage with the proposals of our stakeholders and will respond positively in cases where we believe we can make a significant contribution, and in ways that will advance our academic mission.

69 National and international policies to prepare for, and address, long-term issues, such as energy, health, the environment and security, will be most effective if they are informed by proven scientific knowledge and expertise. The College has had an important role in this regard and will continue to engage with business, government, and other policy makers with a view to helping them develop sustainable scientific solutions for both private and public good. Our expertise in science, engineering, medicine and business remains invaluable in a number of areas, perhaps most publicly on infectious diseases and the environment. We have and expect to continue to provide a number of Chief Scientific Advisors and other advisors to the UK government and its expert advisory committees, but we also recognise that the relationship between science, technology, government and society is changing. Discussions increasingly take place in self-organising ‘knowledge communities’, often on a global or regional scale and involving a diverse mix of stakeholders in new, flexible modes of interaction, for example, industry, NGOs, scientists and policy makers. It is therefore essential for us to engage and contribute to this evolving landscape and, where possible, provide a platform for some of this debate to happen. We will establish a new Policy Forum that brings together the College’s wide ranging expertise, and that of our stakeholders, in addressing issues of global importance.

70 The College seeks to engage a diverse range of audiences in its work and ensure the widest possible understanding of science generally, and the purpose and benefits of its activities in particular. Our public engagement activities, through which staff provide their expertise, seek primarily to inspire public debate and discussion about our work, for example, through public events, lectures, fora, exhibitions, the facilitation of reporting in the mass media, and through the creative use of new and social media. By these means, we aim to broaden access to science. We will seek to strengthen our civic engagement through a series of creative partnership projects with museums, institutions and other bodies, with the aim of generating a wider dialogue about our activities both within London and further afield.

71 Our widening participating policies and practices encourage entry to higher education, particularly in STEM subjects. We employ a range of measures to encourage pupils from disadvantaged backgrounds to aspire to higher education, including the provision of practical help in the application process and support to school teachers in science education. Emphasis is not necessarily placed on encouraging pupils to apply to study at the College. Rather, the primary objective is to take a leading role in increasing awareness among young people of the importance and excitement of higher education, and of science in particular. For example, the College’s Widening Participation school visits programme, involves 15,000 pupils and parents and 110 schools per annum. In addition, each year around 6,000 pupils are engaged in the College’s summer schools, and approximately 75,000 school children benefit from the College’s tutoring and mentoring programmes. Building on these activities, we have established the Reach Out Lab, a new concept linking public engagement and outreach objectives. Opened in 2009 and championed by the College’s Chair in Science and Society, it provides additional facilities to deliver practical programmes and an experience of university for pupils aged seven to 18, specifically from schools without ready access to laboratories.

72 The College rewards and recognises staff who motivate young people to pursue careers in science, providing opportunities to participate in public dialogue about science. For example, the Rector’s Award for Public Engagement recognises public engagement activities delivered or coordinated by College staff. The award is aimed especially at rewarding those who promote and publicise access to research and academia, and its relevance to society as a whole. We will develop a new portfolio of liaison, participation and engagement activities with the aim of maximising their impact amongst talented students from all backgrounds, who have the potential to realise their ambitions in higher education and, in particular, science.

73 The College recognises the lifetime value of its relationship with current and former students, both those from and in the UK and those who have come to Imperial from across the world. These relationships can be sustained only if we are supportive, useful and relevant to our current students and alumni, as they progress through their academic, personal and professional development. For example, the Rector’s Ambassadors initiative offers current students the opportunity to travel to recruitment fairs, international schools in the UK and abroad, and other destinations as ambassadors of the College. After graduation, the College aims to communicate and engage with its alumni through a range of activities including careers support, lifelong learning opportunities and targeted graduate recruitment from current cohorts. We recognise that our diverse international community of alumni may wish to interact and contribute to the College in a variety of different ways. We will design and deliver an enhanced Imperial ‘alumni journey’ for all our students, from their first arrival at the College through to their later lives, in a manner that recognises, encourages and supports them as our prime ambassadors for the future.