

R-23-05 Motion to amend Saints LGBT+ constitution to create Accessibility and Inclusion Officer position.

Owner: Sofia Johnson - LGBT+ Officer

In Effect From: Immediately

Review Date: N/A

It is noted that:

1. Queer BAME people are a marginalised group within the UK and this experience is particularly felt within the community of St Andrews.
2. Saints LGBT+ and BAME Student's Network have collaborated this year but upon events post-mortem decided that more needs to be done to support the Queer BAME community.
3. The LGBT+ community owes a great deal to queer Black and trans activists both historically and in the present.
4. This motion has been discussed amongst Saints LGBT+ and BAME network subcommittees, collaboration with both presidents and a community consultation with students.
5. The wellbeing of LGBT+ BAME students is incredibly important especially in light of current events.

It is believed that:

1. By establishing an executive role on the Saints LGBT+ committee, accessibility and inclusion will be at the forefront of LGBT+ projects like Queerfest, Transfest, Pride, Glitterball.
2. By establishing this role, students who otherwise would be disenfranchised will feel included and be represented within LGBT+ projects.
3. Establishing this role would also lead to the creation of a LGBT+ BAME Student's Working Group that would work across subcommittees and involve students to voice their opinion and contribute.
4. There is a demand for this position, and it shall benefit students in both a social and wellbeing capacity.

It is resolved that:

1. The LGBT+ Subcommittee Constitution shall be replaced with the Constitution noted in Appendix A.
2. There will be an action plan in place for the delivery of other elements to support the creation of the new role with future collaboration with BAME Student's Network.

Proposed by:

Sofia Johnson - LGBT+ Officer

Sofia Johnson - LGBT+ Officer on behalf of LGBT+ Subcom Member Jack Kennedy

Yuyu Jasmin Zheng - BAME Officer

Seconders:

Sam Gorman, Director of Student Development and Activities

Clara Harrison, Performing Arts Officer

Sana Aboobacker: Student Health Officer

Endorsed By:

BSNxLGBT+ working group

Bame Student's Network Committee

Saints LGBT+ committee

Appendix A: Tracked changes to the LGBT+ committee constitution

Chapter 9: LGBT+ Subcommittee (Saints LGBT+)

2. Committee Structure

2.1. The Executive Committee shall act as a steering group for Saints LGBT+ and supervise its operation and administration. It shall consist of:

2.1.1. LGBT+ Officer

2.1.1.1. Fulfil the responsibilities as defined in the Laws of the Association.

2.1.2. Wellbeing Officer

2.1.2.1. Oversee all wellbeing events and initiatives.

2.1.2.2. Manage a wellbeing subcommittee of non-Executive committee members as deemed appropriate.

2.1.2.3. Ensure that all volunteers, Executive, and non-Executive committee members receive the appropriate training to carry out their roles safely and effectively.

2.1.2.4. Focus on outreach and engagement, and liaise with other wellbeing groups as appropriate.

2.1.2.5. Chair the meetings of the Executive Committee in the absence of the LGBT+ Officer.

2.1.3. Social Officer

2.1.3.1. Oversee all social events and projects.

2.1.3.2. Manage the Saints LGBT+ schedule, ensuring all events are planned in a timely manner and do not clash with each other, or with other important dates.

2.1.3.3. Liaise with the Wellbeing Officer to ensure that all events and projects are carried out safely, and create an inclusive atmosphere.

2.1.3.4. Manage a social subcommittee of non-Executive committee members as deemed appropriate.

2.1.4. Communications Officer

2.1.4.1. Oversee all Saints LGBT+ correspondence, and manage a communication subcommittee of non-Executive members as deemed appropriate.

2.1.4.2. Keep accurate minutes of meetings, ensuring they are shared with the committee and the Association, and available in an accessible online format.

2.1.4.3. Manage the Saints LGBT+ email account and distribute regular updates to any members on the mailing list. 2.1.4.4. Hold a copy of the constitution.

2.1.5. Treasurer

2.1.5.1. Maintain the accounts of Saints LGBT+ and ensure the budget is submitted correctly and punctually.

2.1.5.2. Coordinate fundraising and sponsorship for Saints LGBT+ where Appropriate.

2.1.5.3. Be a signatory for the Saints LGBT+ bank account.

2.1.6. DoWell (line manager)

2.1.7. Accessibility and Inclusion Officer

2.1.7.1. Liaise with the committee to ensure that all events and projects are carried out in light of issues facing BAME and marginalised students

2.1.7.2. Work with relevant subcommittees and societies to make Saints LGBT+ inclusive for all.

2.1.7.3. Lead a working group to achieve these goals with members as deemed appropriate.

R-23-06 Motion to require subcommittee committee members to be in good standing with the Union.

Owner: Sam Gorman, Director of Student Development and Activities

In effect from: Immediately

Review date: February 2024

It is noted that:

1. Students must be in good standing with the Association and the University in order to stand for a Sabbatical Officer, SRC Officer, School President, Language Convenor, or “Postgraduate Representative” position [1]
2. Students must be in good standing with the Association to vote in referenda [1]

It is believed that:

1. Students should be in good standing with the Association and the University in order to be appointed or elected as an Activities Subcommittee head.
2. Students should be in good standing with the Association and the University in order to be appointed or elected as a committee member of an Association Subcommittee.

It is resolved that:

1. Students must be in good standing with the Association and the University in order to be elected or appointed as an Activities Subcommittee head.
2. Students must be in good standing with the Association and the University in order to be appointed or elected as a committee member of an Association Subcommittee.
3. Subcommittees advertising a committee position (whether through election or appointment) to students shall include that candidates must be in good standing with the Association and the University.
4. When a candidate submits themselves for a Subcommittee committee position, they implicitly declare that they are in good standing with the Association and the University.
5. Following the election/appointment of a committee member the Subcommittee’s Sabbatical overseer shall liaise with Association management to confirm no student elected/appointed is not in good standing with the Association or University.

[1] [Laws \(yourunion.net\)](https://yourunion.net) Chapter 5: Elections

Proposer: Sam Gorman, Director of Student Development and Activities

Seconders:

Sandro Eich, Postgraduate Academic Convenor

Sana Aboobacker, Student Health Officer

AK Schott, Director of Education

Also endorsed by:

Clara Harrison, Performing Arts Officer

R-23-07 SRC Motion to Support the Maintenance of Hybrid Access to Teaching in Exceptional Circumstances

During the later stages of partially-online learning and teaching during the Covid-19 pandemic, students were given the option to attend tutorials and other non-lecture teaching either in person or via a Teams video call. The option to attend via a Teams video call a piece of teaching taking place in a physical venue at the University is hereafter referred to as “hybrid” or “hybrid access to teaching”.

It Is Noted That:

- Student Satisfaction Scores were found to be higher in a “Teaching and Student Experience Snapshot” conducted by the University during September to December 2020, when the majority of students were under lockdown and having hybrid or online teaching¹.
- No significant difference in overall student attainment was found during the period when hybrid learning and teaching was the norm².
- Two themes of the University’s strategy for 2022-2027 are Digital and Diverse³.
- From 2017-2018, there was a 12.1% gap in the likelihood of Disabled students achieving a first-class degree compared to students who did not disclose a disability, which was higher than both the Scottish and UK average⁴.
- A similar gap was present from 2018-2019 and 2016-2017 of 11.2 and 19.7, respectively.
- Students who did not disclose a disability were also more likely to be retained at the University year-on-year and to graduate successfully in every year where data was available⁵.
- During periods of online and hybrid teaching, the University continued to charge full tuition and to state that the experience of hybrid teaching was comparable to face-to-face.
- Many University buildings are not physically accessible due to their age and design.
- Many Disabled students have variable conditions that sometimes impact on their ability to physically attend classes but not their ability to engage with teaching.
- Students with caring responsibilities, student parents, and commuting students among others may also have circumstances wherein they are able to engage with teaching but not physically attend classes in St. Andrews.
- Currently, the University’s official policy is that regardless of circumstances, no hybrid provision of instruction can ever be allowed, even when the alternative is a student missing content entirely.

It Is Believed That:

- Students deserve to be able to use all possible tools to access their courses, especially when experiencing more challenging personal circumstances.

¹ <https://news.st-andrews.ac.uk/archive/student-satisfaction-and-attainment-improve-despite-pandemic/>

² Ibid.

³ <https://www.st-andrews.ac.uk/assets/university/about/documents/governance/university-strategy-2022-2027.pdf>

⁴ <https://www.st-andrews.ac.uk/about/edi-progress-reports/student-equality-diversity-and-inclusion-report-2019/attainment-by-disability/>

⁵ Ibid.

- Hybrid access to teaching in exceptional circumstances is such a tool and would be beneficial to disabled students, students with caring responsibilities, and others.
- The provision of content via hybrid teaching is something the University was able and willing to do when it affected the majority of students.
- The provision of hybrid teaching is also something the University defended as equal to face-to-face teaching when challenged.
- The current policy of hybrid teaching not being permissible in any circumstance ever is unnecessarily punitive and magnifies the disadvantages faced by already-disadvantaged groups of students.
- It is unfair/unreasonable/etc. for the university to pick and choose circumstances in which hybrid teaching is equal (when there are fees to be paid by the majority) and unequal (when it is only needed by already-disadvantaged students).
- The University policy on absence and is already sufficient to deter misuse⁶.

The SRC Resolves:

- To recommend to the University of St. Andrews that the student body is in favour of the maintenance of hybrid access provision in exceptional circumstances;
- To mandate the Director of Education to speak in favour of maintaining hybrid access in exceptional circumstances at Learning and Teaching Committee.
- To mandate the DoWell to speak in favour of maintaining hybrid access in exceptional circumstances in other relevant committees.

Seconders:

Emma Craig, DoWell

Sana Aboobaker, Student Health Officer

Rache Nevinova, Gender Equality Officer

⁶ <https://www.st-andrews.ac.uk/policy/academic-policies-student-progression-student-absence/student-absence.pdf>

University of St Andrews

IT Enabling Strategy

2022 - 2027

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1. Introduction

The 2022-2027 IT Enabling Strategy (ITES) recognises the transformative role that IT plays in a modern organisation and focusses on the IT infrastructure, systems, applications, data, and resources needed to support the University Strategy and deepen operational resilience. It builds upon the successful delivery of initiatives under the 2018-2022 Digital Enabling Strategy.

The vision of the ITES is a fit for purpose, secure, and sustainable IT ecosystem that facilitates the strategic objectives of World-leading, Diverse, Digital, Sustainable, and Entrepreneurial St Andrews in a socially responsible, professional way for our staff and students.

Enactment of the ITES will catalyse a move to a more agile way of working and learning that utilises the best of traditional and smart remote methods, while retaining the quality of service required of a world-class University.

It will provide this by establishing the ecosystem to:

- Enable smart and agile working, teaching, and assessment
- Support growth in world-leading research
- Provide robust and appropriate platforms
- Enhance our digital presence
- Exploit data and accelerate innovation
- Enable digital skills development and engagement
- Promote sustainability and social responsibility
- Provide Solid Foundations

2. Defining the business context

An effective IT ecosystem is foundational and a key enabler of all aspects of University business including teaching and learning, research, commercial, and professional activities. It enables our world-leading ambitions and empowers our academic and professional services staff, as well as our students, to thrive in a continually evolving environment. Additionally, it can help to identify new opportunities to generate income, minimise risk, and ultimately improve capabilities in the increasingly diverse HE landscape.

In a period of increased demand for technology-based solutions, continued investment is essential. This investment must be aligned to the University Strategy and focussed on business outcomes. To ensure transformative services are impactful and cost-effective, professional Units and Schools need to connect and work across boundaries. Technology provides an important, enabling role in this transformation agenda.

In the current era, IT systems must be agile and capable of supporting effective remote working and learning alongside distance, dual delivery, and face-to-face teaching. This also requires a workforce with the necessary digital skills and awareness to exploit the technology, and the governance, delivery mechanisms, and content that underpin quality.

The Chief Information Officer (CIO) will continue to oversee and review governance, delivery, financial, and management frameworks to ensure the University's ICT infrastructure remains fit for purpose. In terms of supporting the University's business transformation, the CIO and the IT Services team will provide the leadership and drive required for organisational and

business transformation through the appropriate deployment of technological and information governance solutions.

3. Enabling Digital St Andrews

3.1 Smart and Agile Working, Teaching, and Assessment

We will ensure that the University has a world-class IT capacity across its main activities that enhances our operational scope and academic reputation.

What we will do:

We will provide a portfolio of digital services and facilities to ensure a seamless and productive environment for our students and academic staff that supports face-to-face, remote, and hybrid learning and engagement.

We will work with our academic colleagues to identify and test technologies that can innovate the delivery of education at our University.

A new capability will be developed to support a suite of digital, credit, and non-credit bearing courses, providing the University with access to a growing market of online and lifelong learners.

How this will be delivered:

- We will work with technology enhanced learning (TEL) colleagues and commercial partners to explore where immersive technology, artificial intelligence, and analytics have potential to transform pedagogy and the student experience.
- We will evaluate the Virtual Learning Environment (VLE) for its capacity to support different teaching modes, and its ability to scale. Where this is not possible, viable alternatives will be considered and proposed.
- We will run training and awareness sessions to ensure staff and students are fully conversant with the technologies and solutions available. Standards and guides will continue to be developed to ensure a consistent experience for users and an effective and rapid remote-first support service by IT Services staff. The standardisation and modernisation of equipment will lead to a more simplified and user-friendly experience across all teaching spaces.
- We will assume full responsibility for the technology in use within teaching spaces. An improvement plan will be established to ensure that all equipment is intuitive to operate, easy to maintain, and provides an exceptional experience for our students. Where possible, large rooms will be designed for multi-purpose activities, providing contingency for teaching spaces.
- We will provide online on-boarding, learning, and assessment services for those who are not required to or are unable to attend in person. These will be intuitive and legislatively compliant.
- We will develop a new separate platform to support the provision of online short courses. This will be designed with the ability to scale-up in line with demand.

3.2 Support Growth in World-leading Research

We will ensure that our research community has access to facilities that support world-class research and are attractive eminent researchers.

What we will do:

In liaison with academic colleagues, we will provide the services and equipment required to support our world-leading researchers and help them align to the Knowledge Exchange Framework and Research Excellence Framework.

How this will be delivered:

- We will establish an interactive, web-based, searchable service and equipment catalogue that is aimed at meeting the needs of our researchers and research teams.
- We will enhance research data services to provide data storage at different levels of cost and functionality in line with research grant funding. A data archiving solution will be procured to meet the University preservation requirements.
- We will facilitate the implementation of a standard electronic lab notebook service to provide a digital interface with reliable back-up facilities to minimise data loss.
- We will offer specialist advice and software carpentry training delivered by an expert Research Computing Team.
- We will work with the High-Performance Computing (HPC) Board to enhance services including the secure hosting of all devices, ensuring they are maintained and replaced when appropriate. Alternative pay-as-you-use services, including commercial cloud offerings, will be identified and promoted to our research community.
- We will establish a dedicated Compute as a Service capability and make this available to our staff and students.
- We will develop secure network facilities to enable scientific equipment to connect to the data network without compromising the security of other digital assets.

3.3 Robust Applications and Digital Platforms

We will ensure that the University has a robust digital ecosystem on which to deliver its core mission.

What we will do:

We will provide robust applications and tools to enable staff, students, and researchers to work and collaborate effectively and intuitively. Enterprise applications will be feature-rich, providing the functionality required and will be commensurate with maintaining our standing as a world-leading institution. Software as a Service (SaaS) will be adopted where appropriate.

Applications will be easy to find and readily available from any connected location at any time. Access will be protected but straightforward and users will be trained and kept informed of relevant changes.

Our systems will be interconnected to ensure appropriate data integrations.

How this will be delivered:

- We will introduce an Enterprise Architecture capability to ensure our digital ecosystem is sufficiently understood and documented. It will feature tools providing easy access to information from both business and technical perspectives. This will support scenario planning, improve business continuity, and facilitate easier integration of new systems or software.

- We will continue to develop strong, relationships with professional service Units and Schools to understand their strategic objectives and work with them to determine where technology could help deliver relevant outcomes.
- We will ensure that Enterprise applications used to support the main professional and administrative functions of the University are fully maintained and monitored. Working closely with vendors to influence their product roadmaps, we will lobby for new functionality that is flexible and aligned with our future business objectives.
- We will fully exploit feature-rich Software as a Service platforms to ensure that all modules that can deliver business benefit are used appropriately. This will free up resource by reducing the overall number of enterprise applications to be managed and funded.
- We will work with colleagues across Schools and Units to identify manual processes that can be digitised and fully automated to create efficiencies. Where processes are simple and repetitive, they will be assessed for replacement with robotic process automation (RPA), exploiting artificial intelligence and machine learning.

3.4 Enhancing our Digital Presence

We will ensure that the University has a highly engaging and interactive online presence which is easy to navigate and befitting of a global university.

What we will do:

Our Web presence will be used to provide timely and relevant information to inform and promote all aspects of University business. Web pages will be accessibility compliant and fully responsive, working seamlessly across all supported devices and operating systems.

Access to applications and information will be tailored to high-level roles, providing an appropriate and personalised gateway to digital services.

How this will be delivered:

- We will work with Corporate Communications to identify and update web pages that do not meet the current standards for access and accessibility. Quality monitoring will be put in place and where access issues are caused by international restrictions, improvement measures such as content distribution networks will be considered.
- We will continue to develop our Student Portal (My Saint) and enhance the St Andrews mobile application where appropriate, in close consultation with the key stakeholders including the student body.
- We will work with Business Transformation to establish options for a staff portal and a digital front door for investors, partners, and online access to our campus

3.5 Exploit Data and Accelerate Innovation

We will ensure that the University community can make informed data driven decisions, integrating and simplifying processes, and improving the experience of our staff and students, and that we are good stewards of the data we hold and process on behalf of our many stakeholders.

What we will do:

We will provide a comprehensive data management system that caters for storage, quality control, security, reporting, and archiving. This will be framed by effective governance where responsibilities are clearly defined and documented.

To ensure our staff can exploit rich data sources, we will work with the senior management teams to embed a culture that values, practices, and encourages the use of data for decision-making and service improvement.

Our integration strategy will ensure that dataflows between systems will use the most effective, secure, and supportable means.

To ensure that we capture the innovative ideas arising from subject matter experts and other colleagues, we will establish a solution for capturing suggestions.

How this will be delivered:

- We will provide appropriate business information at the point of need by implementing a system that ensures the input of quality data to the source systems, data repositories where data are catalogued with relevant metadata, and effective reporting tools.
- We will establish governance that identifies golden source data and formally allocates responsibility for its management and use. Training will be provided for Change Champions and those with a data remit. Where practicable, data will be validated at point of input. Tools will be provided to support effective master data management.
- We will develop a new data warehouse to enable the exploitation of data, supporting modern business intelligence applications that when combined will provide rich institutional, operational and ad-hoc reporting.
- We will develop an integration standard to guide future data and systems integrations. This will include basic, regular and near/real time integration options with associated benefits and costs.
- We will conduct a separate study to evaluate the benefits, support challenges, and options for a centralised integration platform to provide a connection hub for key applications. This will include the capability to develop and support APIs.
- We will work with colleagues in Corporate Communications, Change, and Entrepreneurial to develop channels where ideas can be routed and actioned as appropriate.

3.6 Enable Digital Skills and Engagement

We will ensure that the University has a highly skilled and digitally capable workforce who are able to exploit the tools that are provided, and are suitably upskilled to operate in an ever changing, fast moving digital world.

What we will do:

We will ensure that University staff are appropriately skilled and formally trained to support existing and future developments, and students are equipped for their future endeavours or careers.

We will continue to provide support and guidance for staff and students on how to get the greatest value from digital tools to improve their capability and enhance productivity.

How this will be delivered:

- All new staff will receive an individual IT induction that is relevant to their role. We will provide continuation upskilling training and encourage sharing of solutions and knowledge. We will ensure staff understand the impact of new technical services that are introduced and provide ongoing training and support.
- IT security training will also be available to all, and this will eventually become mandatory. Guidance that we provide will be shared in a variety of methods to suit diverse users, such as web guides and instructional videos and one-to-one support.
- Technical staff will contribute to the development of a digital skills programme where the digital upskilling of all University staff will be co-ordinated. The rollout of LinkedIn Learning will provide a single platform to deliver relevant and up to date training across a range of subject areas critical to the success of the Digital theme in the Strategy.
- Business productivity consultations will be facilitated across all business areas ensuring staff are fully exploiting the software applications and technologies they have available to them and ensuring that modern digital working practices replace outdated manual methods.
- Training in the critical areas of cyber resilience and awareness will be mandated for all staff and a comprehensive programme of training and awareness raising will be launched.

3.7 Promote Sustainability and Social Responsibility

We will ensure that the technologies we select are sustainable and that we deploy them responsibly. We will use technologies to enhance the sustainability of our activities and operations.

What we will do:

We will use technology to reduce the energy use associated with IT as well as with wider operations, and to support the University in its strategic objective to become Net Zero by 2035.

These actions will ensure that the energy and resource requirements of our IT systems, one of our largest consumers of energy and producers of waste, are designed and managed ever more sustainably. They will also enhance our overall operational effectiveness as well as providing innovative alternatives that support staff and students to make the choices which will reduce our carbon footprint.

How this will be delivered:

- We will procure energy efficient devices from suppliers with proven sustainability credentials. We will show a preference for devices that have longer lifecycles and those that support the right to repair. When items reach end of life, we will ensure repurposing or, as a last resort, accredited recycling.
- We will continue to ensure our primary datacentre is as efficient as practicable and that any new facility is built with environmental sustainability at its core.
- We will evaluate technologies that reduce energy use whilst improving the student and staff experience. This will involve the use of existing building management systems alongside new IoT devices that, when integrated with the appropriate applications, provide facilities monitoring and control, and data that inform sustainable decision making across the estate.

- We will continue to investigate new software that improves collaboration regardless of location to help reduce travel and its associated carbon footprint. This will include improved hybrid meetings, conferencing and remote access to resources.
- We will introduce a mechanism that promotes innovation and provides an intuitive route for suggestions. We will work with the Entrepreneurial Team and HR to ensure a robust and maintainable solution.

3.8 Provide Solid Foundations

We will ensure that the University has a world-class IT infrastructure able to support all its current and future activities and ensure its well placed to deliver resilient online services and platforms.

What we will do:

We will provide an infrastructure that delivers a robust, secure foundation for all business services, regardless of where those services are hosted. It will be agile in its ability to support modern ways of working and teaching.

Enterprise services and classified data will be designed to be resilient to cyber-attack, accidental deletion and system failure.

How this will be delivered:

- We will provide solid foundations by maintaining a modern and resilient network that supports fixed, wireless, and remote connectivity. The network will undergo a full refresh and our operational buildings will have multiple connections to the core network. These connections will be continually monitored for usage and bandwidth will be increased when required to support operations.
- We will proactively manage the data centres and associated connectivity to ensure resilience across locations. They will also be run efficiently and in an environmentally sustainable manner. This will require the development of a new location to provide a state-of-the-art mirrored data centre that works in an active/active arrangement with BWDC. A 'Zero Trust' approach will be adopted to provide secure, role-based access to services.
- We will commission a separate connection to provide services to tenants and other partners. A user-friendly Guest Wi-Fi service will also be provided in key areas all year-round and throughout the entire campus during major events.
- We will transition all staff from an existing Digital Telephone Exchange to a unified communications solution, and continue to support emergency telephone requirements through a new on campus solution.
- We will adopt a multi-layered architecture to secure IT and data assets, with access via a middleware layer wherever possible to reduce the impact of any security breach.
- We will adopt a 'zero trust' approach. Systems and software will be developed with a 'least privilege' approach, so that users will only have the level of access required for their role. Roles and identities will be subject to lifecycle management.
- We will ensure that new 'off the shelf' systems/software meet exacting standards prior to procurement and implementation. Data processing contracts (where relevant) will be mandatory, and compliance will be checked by vendor security questionnaires and regular system penetration testing. In-house development will be secure by design.

Digital Privacy Impact Assessments will be carried out for all new services processing classified data.

- We will continue to enhance our data back-up regime to closer meet business requirements for data recovery time and recovery point objectives.
- We will promote a standard catalogue for end user equipment where possible, with procurement and configuration through ITS. Assets will be recorded and managed, to ensure they are configured securely and remain so. All Schools and Units will register and track their assets using the same system and defined standards.
- We will enforce multifactor authentication for all staff, students and contractors to protect their account credentials and reduce the effectiveness of phishing attacks. University-managed devices will be encrypted and subject to mobile device management.
- We will continuously monitor systems and devices for both malicious activity and system failure with effective, centrally managed event logging. Business continuity plans will be maintained and tested annually.
- We will maintain cybersecurity awareness through regular communications delivered across multiple channels. This will be intelligence-led, such that it will be relevant to the type of threats that academia is facing. There will be policies and guidance documents to help staff and students use the network and systems in a safe manner.
- We will develop and maintain an incident response process with regular testing to ensure an effective response to any issues as and when they arise.

4. Delivery and Roadmap

Each stage of delivery will be planned, resourced and communicated in a timely manner and the Business Design Authority will provide governance oversight.

As with the Digital Enabling Strategy, a transformation map (T-map) will be created for the ITES, and this will be updated for PARC on a biannual basis. A long-term roadmap will also be maintained as part of the working document set.

Connections between the ITES and the People and Estate enabling strategies will continue to be nurtured and developed, as will connections with the five themes of the University Strategy.

5. Review

The ITES will be reviewed on an annual basis by the CIO and Deputy CIO.

23 February 2023