Medium-sized issues?

What's coming for SUs to consider in their strategy work?

JIM DICKINSON, WONKHE SUs

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Free speech bill

- Is it dead in this session?
- Will culture wars fade?
- See saw between EDI issues and free speech
- Duty of care of universities and unions re their members
- Handling complaints from students about students
- Pressure on EDI work (chilling effect)

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Student financial support

- Fiscal drag and the £25,000 threshold
- Inflation (student inflation)
- Energy bills
- Rent and demand for housing
- Pressures on university hardship funding
- Worsening unit of resource in the university

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This academic year

- RT to campus and "living with" Covid
- Post pandemic – how blended?
- Mental health and anxiety – inc hesitancy – belonging
- Teaching and learning and M/H
- Assessment
- Spiking and student health
- The "market" and clustering in the RG
- Outcomes (coming up)

Minimums and maximums

- Two major (sets) of consultations
- The first concerns the Teaching Excellence Framework (TEF) which in England is compulsory but that Nations providers usually take part in.
- The second concerns B3: Student Outcomes which is England only (but likely to have long term implications on nations)
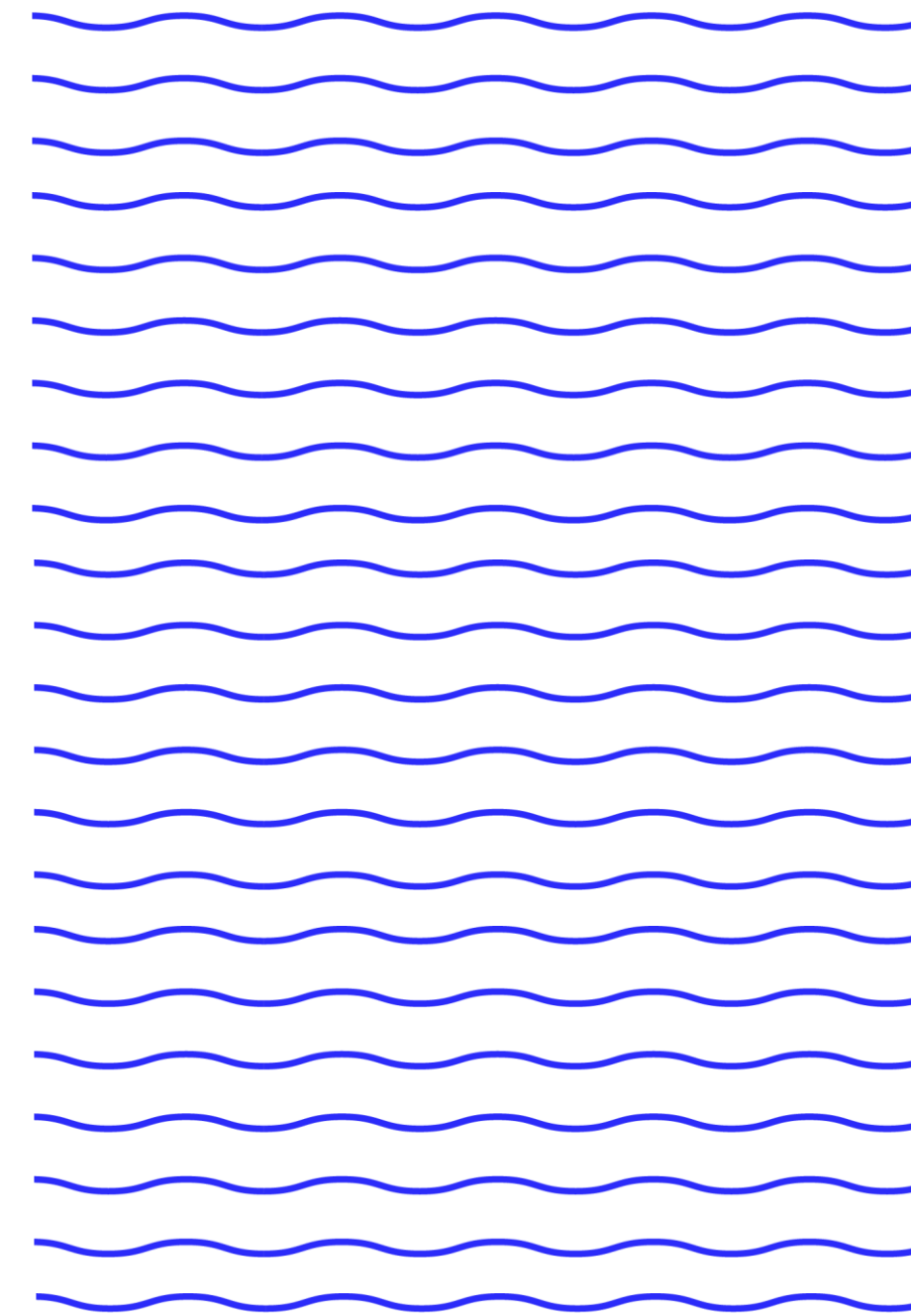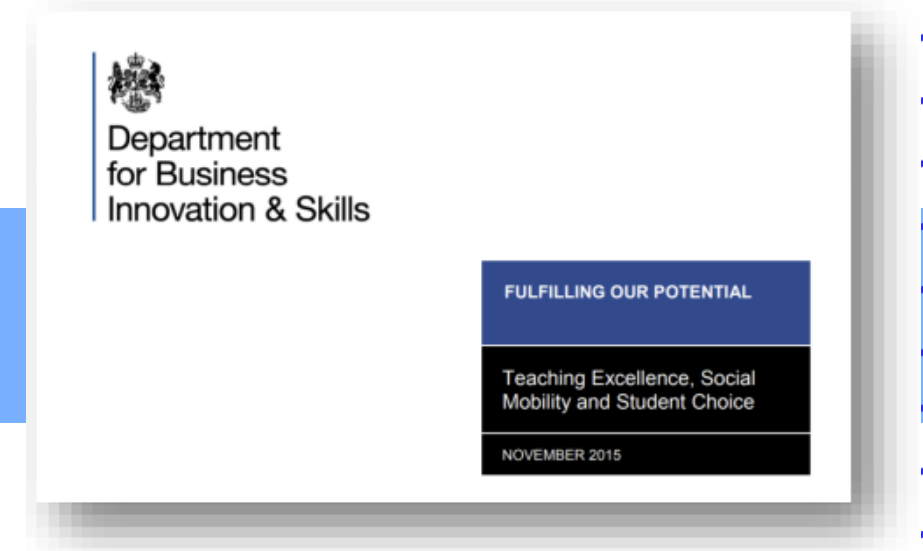- Major student voice changes and implications (and opportunities) in TEF

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The TEF

- "We will ensure that universities deliver the best possible value for money to students: we will introduce a framework to recognise universities offering the highest teaching quality; encourage universities to offer more two-year courses; and require more data to be openly available to potential students so that they can make decisions informed by the career paths of past graduates" (p35)

THE CONSERVATIVE PARTY MANIFESTO 2015

STRONG LEADERSHIP
A CLEAR ECONOMIC PLAN
A BRIGHTER, MORE SECURE FUTURE

Conservatives

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The TEF

- "It will identify and incentivise the highest quality teaching to drive up standards in higher education, deliver better quality for students and employers and better value for taxpayers"

Department for Business Innovation & Skills

FULFILLING OUR POTENTIAL

Teaching Excellence, Social Mobility and Student Choice

NOVEMBER 2015

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The TEF

- Taking part is a requirement in England
- It is optional (based on the permission of the Minister) in devolved nations.
- Unregistered English providers can also apply if desired.
- Doing well in it was originally linked to being able to raise fees – which generated major controversy
- (Boycott, and deprioritising of NSS in calculations)

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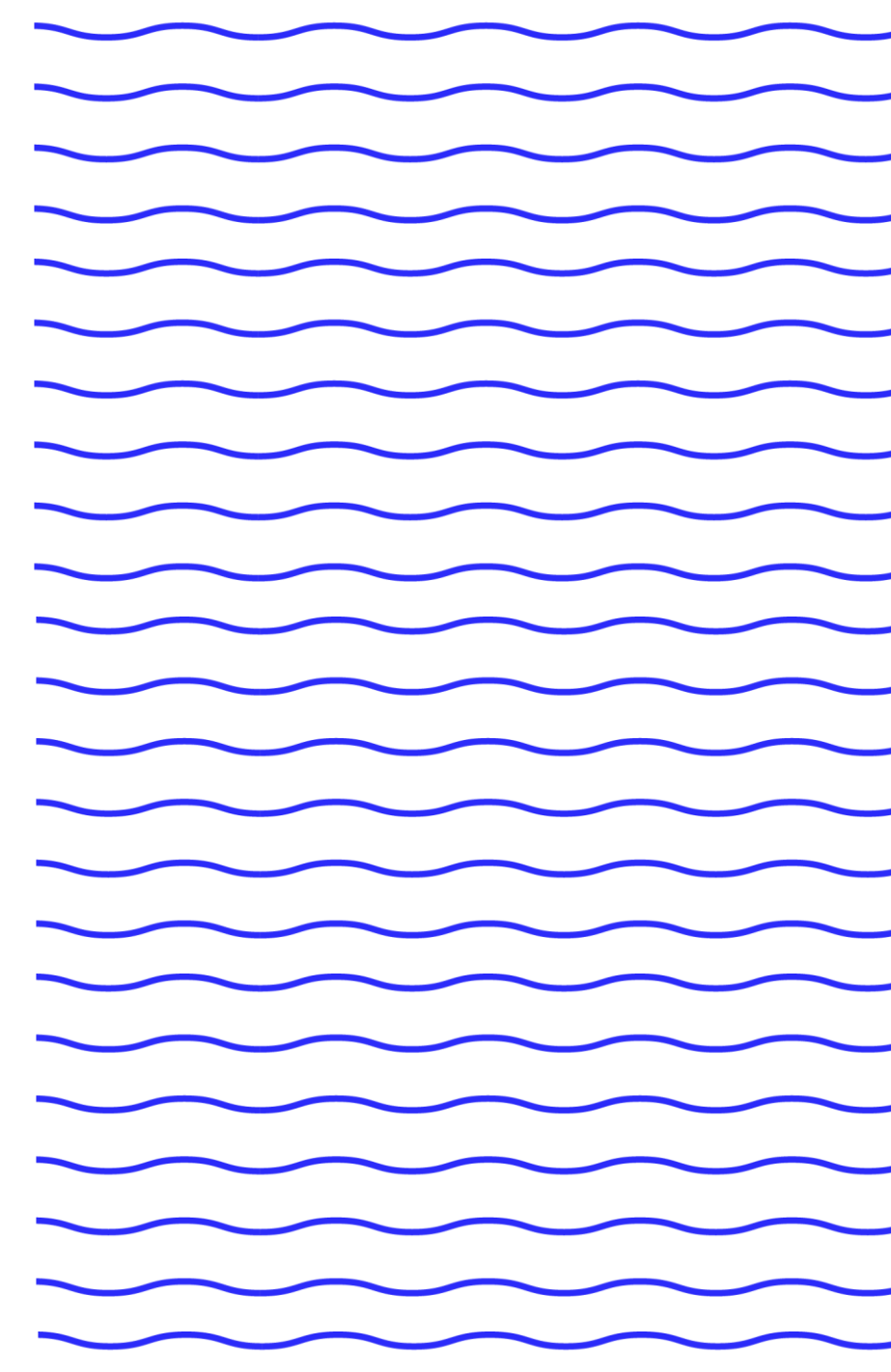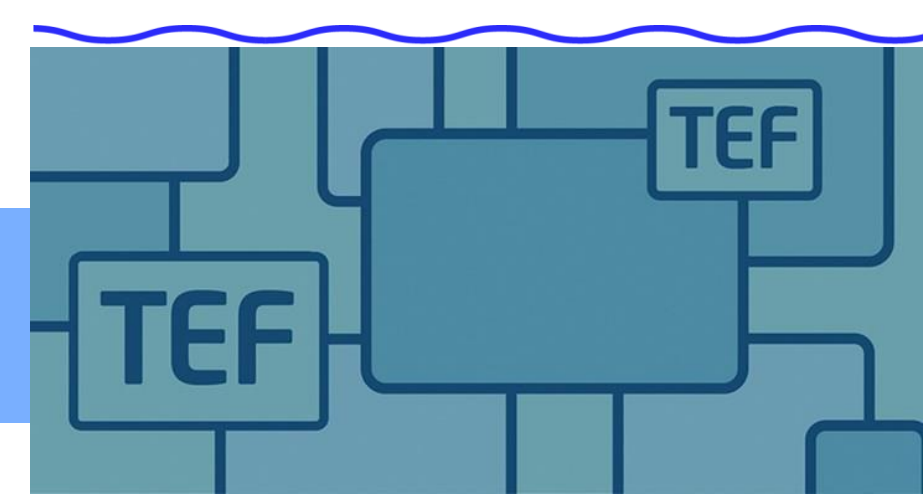
Provider name

Award type

Gold	77
Silver	136
Bronze	61
Provisional	16

Nation

England	277
Wales	8
Scotland	5

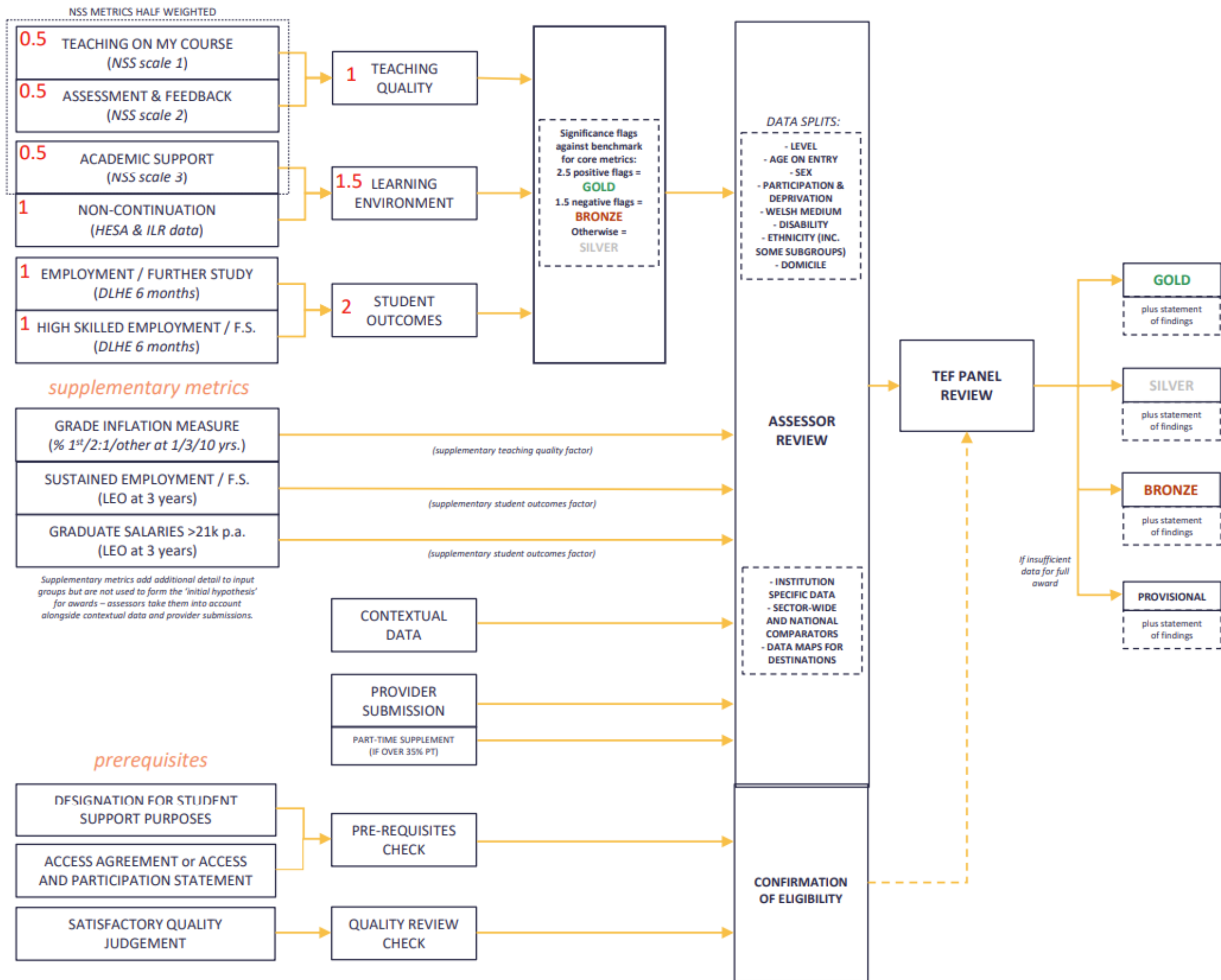| Higher education provider	Award year	TEF rating
University of Abertay Dundee	June 2017	TEF Silver
Aberystwyth University	June 2018	TEF Gold
Abingdon and Witney College	June 2018	TEF Silver
ACM Guildford Limited	June 2019	TEF Bronze
Activate Learning	June 2017	TEF Silver
AECC University College	June 2017	TEF Silver
ALRA	June 2019	TEF Silver
Anglia Ruskin University Higher Education Corporation	June 2017	TEF Silver
Arden University Limited	June 2019	TEF Provisional
Arts Educational Schools(The)	June 2019	TEF Gold

TEF Gold

TEF Silver

TEF Bronze

TEF Provisional

The machine

principal metrics   **inputs**   **initial hypothesis**   **process**   **ratings**

NSS METRICS HALF WEIGHTED

| 0.5 | TEACHING ON MY COURSE (*NSS scale 1*) |
| 0.5 | ASSESSMENT & FEEDBACK (*NSS scale 2*) |

1 TEACHING QUALITY

| 0.5 | ACADEMIC SUPPORT (*NSS scale 3*) |
| 1 | NON-CONTINUATION (*HESA & ILR data*) |

1.5 LEARNING ENVIRONMENT

| 1 | EMPLOYMENT / FURTHER STUDY (*DLHE 6 months*) |
| 1 | HIGH SKILLED EMPLOYMENT / F.S. (*DLHE 6 months*) |

2 STUDENT OUTCOMES

Significance flags against benchmark for core metrics:
2.5 positive flags = **GOLD**
1.5 negative flags = **BRONZE**
Otherwise = SILVER

DATA SPLITS:
- LEVEL
- AGE ON ENTRY
- SEX
- PARTICIPATION & DEPRIVATION
- WELSH MEDIUM
- DISABILITY
- ETHNICITY (INC. SOME SUBGROUPS)
- DOMICILE

ASSESSOR REVIEW

- INSTITUTION SPECIFIC DATA
- SECTOR-WIDE AND NATIONAL COMPARATORS
- DATA MAPS FOR DESTINATIONS

CONFIRMATION OF ELIGIBILITY

TEF PANEL REVIEW

GOLD
plus statement of findings

SILVER
plus statement of findings

BRONZE
plus statement of findings

If insufficient data for full award

PROVISIONAL
plus statement of findings

supplementary metrics

GRADE INFLATION MEASURE (% 1st/2:1/other at 1/3/10 yrs.)
(supplementary teaching quality factor)

SUSTAINED EMPLOYMENT / F.S. (LEO at 3 years)
(supplementary student outcomes factor)

GRADUATE SALARIES >21k p.a. (LEO at 3 years)
(supplementary student outcomes factor)

Supplementary metrics add additional detail to input groups but are not used to form the 'initial hypothesis' for awards – assessors take them into account alongside contextual data and provider submissions.

CONTEXTUAL DATA

PROVIDER SUBMISSION
PART-TIME SUPPLEMENT (IF OVER 35% PT)

prerequisites

DESIGNATION FOR STUDENT SUPPORT PURPOSES

ACCESS AGREEMENT or ACCESS AND PARTICIPATION STATEMENT

PRE-REQUISITES CHECK

SATISFACTORY QUALITY JUDGEMENT

QUALITY REVIEW CHECK

principal metrics

NSS METRICS HALF WEIGHTED

0.5	TEACHING ON MY COURSE (*NSS scale 1*)
0.5	ASSESSMENT & FEEDBACK (*NSS scale 2*)
0.5	ACADEMIC SUPPORT (*NSS scale 3*)
1	NON-CONTINUATION (*HESA & ILR data*)
1	EMPLOYMENT / FURTHER STUDY (*DLHE 6 months*)
1	HIGH SKILLED EMPLOYMENT / F.S. (*DLHE 6 months*)

inputs

1	TEACHING QUALITY
1.5	LEARNING ENVIRONMENT
2	STUDENT OUTCOMES

initial hypothesis

Significance flags against benchmark for core metrics:
2.5 positive flags = GOLD
1.5 negative flags = BRONZE
Otherwise = SILVER

process

ASSESSOR REVIEW

DATA SPLITS:
- LEVEL
- AGE ON ENTRY
- SEX
- PARTICIPATION & DEPRIVATION
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- SECTOR-WIDE AND NATIONAL COMPARATORS
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CONFIRMATION OF ELIGIBILITY

TEF PANEL REVIEW

ratings

GOLD
plus statement of findings

SILVER
plus statement of findings

BRONZE
plus statement of findings

PROVISIONAL
plus statement of findings

If insufficient data for full award

supplementary metrics

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SUSTAINED EMPLOYMENT / F.S. (*LEO at 3 years*)

GRADUATE SALARIES >21k p.a. (*LEO at 3 years*)

(*supplementary teaching quality factor*)

(*supplementary student outcomes factor*)

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CONTEXTUAL DATA

PROVIDER SUBMISSION

PART-TIME SUPPLEMENT (IF OVER 35% PT)

prerequisites

DESIGNATION FOR STUDENT SUPPORT PURPOSES

ACCESS AGREEMENT or ACCESS AND PARTICIPATION STATEMENT

SATISFACTORY QUALITY JUDGEMENT

PRE-REQUISITES CHECK

QUALITY REVIEW CHECK

Review!

- During the passage of the Higher Education and Research Act 2017 (HERA2017) members of the House of Lords were particularly concerned about the TEF as – effectively – a government mandated ranking.

- There were worries about linking it to fee levels. The statutory review was added to the Bill in order to placate the Lords.

- Section 26 provided for an independent review of a "section 25" scheme (basically TEF) within a year of the Act becoming Law.

- Dame Shirley Pearce was the reviewer, her report was submitted in August 2019 and published in January 2021.

- It's a fantastic report. It convinced the government not to continue with plans to run TEF at subject level – changed the frequency that TEF will run to every 4-5 years, ditched the award names.

- Though she found that neither employers nor students/applicants take any notice of ratings, the government is still committed to these use cases. Pearce recommended that TEF should become a means to identify, celebrate, and learn from high quality teaching.

- She also sought to see TEF make more use of qualitative data alongside metrics, noting the statistical weakness of TEF (there's a parallel, and also excellent, ONS review that informed the report

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Scales in use

a. The teaching on my course.

b. Assessment and feedback.

c. Academic support.

d. Learning resources.

e. Student voice.

Student voice

- Student members of TEF panels
- Student input into the narrative submission
- Use of student opinion in the NSS

Student voice

- Student members of TEF panels
- Student narrative submission
- Use of student opinion in the NSS

The student submission

- In QAA processes of old (England) and to some extent now (elsewhere) opportunities to submit separate and independent submission
  - Leverage over process of making that a good process
  - Leverage over issues raised in that report
- See also student submissions into Access and Participation evaluation

STUDENT WRITTEN SUBMISSION

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Great news!

- Students contributing evidence to the panel directly

- Process that OfS says should strengthen voice locally and internally

- Recognition that views of students may differ from those of provider so leverages honesty

- The evidence may also be more contemporary than lagged indiactors

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How it will work

- One submission per university
- One "TEF student contact"
- Template and guide will be issued
- The latter has to have experience of representing students...
- Subtle warnings against ending without a submission

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The SWS

1. How students' views and other evidence presented in the submission were gathered, whether through existing student representation processes, or any additional evidence gathering activity, or both.
   - This should indicate the range of students the evidence applies to and how far the evidence is representative of the whole undergraduate student population.
   - The implication is that to be impressive and helpful, this will need to have been resourced properly via the block grant discussion - including things like research capacity if the SU doesn't currenrtly have it.

2. Evidence and feedback addressing the features related to the student experience and student outcomes, as determined by students as relevant to their own context.
   - submissions to be based primarily on evidence and feedback gathered directly from students (although it could also reference other evidence, such as the TEF indicators or evidence referred to in the provider submission).
   - OfS says it wants evidence gathered directly from students to supplement the provider submission and the NSS data by providing important additional insights into students' views.

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Examples of evidence...

- Summaries of evidence gathered through existing student representation arrangements

- Analysis of bespoke student feedback gathered via surveys, focus groups or workshops

- Where relevant, the submission should refer to the size of the samples and the categories of students involved in feedback gathering activities

- Quotes, but only where they illustrate points that are supported by a wider evidence base

- OfS will even set out expectations that a provider has to work with the TEF student contact to provide access to any other relevant information required to complete the student submission.

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Also to note

- No word yet on overlap with wither QA or QE processes in nations

- OfS is proposing that a "feature of excellence" when making a TEF award will be "The provider effectively engages with its students, leading to improvements to the experiences and outcomes of its students". SUs may want to feed back on the need in that description to differentiate between surveying students and having students as representatives or partners.

- Panel guidance: "Evidence would be more compelling, and greater weight placed on it, where it clearly articulates the views of students, and is broadly representative of all student groups and courses within the scope of the TEF assessment.

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Next steps

- There's an official chance for SUs to respond to these proposals until 17 March 2022.

- From there in theory the timeline is as follows:
  - August 2022: OfS appoints TEF panel
  - Early September 2022: The provider and student submission window opens: OfS publishes guidance on submissions and assessment; OfS publishes TEF indicators
  - Mid November 2022: Submission window closes
  - Late November 2022 to March 2023: TEF panel carries out the assessments
  - April to May 2023: Providers notified of the panel's provisional decisions about their ratings ; Opportunity for providers to make representations
  - May 2023: Outcomes published for providers that do not make representations

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'Mickey Mouse' university courses could have student loans removed

Programmes with high drop-out rates and low levels of graduate employment will be under scrutiny

By Camilla Turner, EDUCATION EDITOR

15 January 2022 • 8:08pm

Universities are facing a crackdown on "Mickey Mouse" degrees as the watchdog threatens to withdraw student loan funding from low-quality courses.

Vice-chancellors will be warned by the Office for Students (OfS) that they risk being hit with sanctions - including financial penalties - if their degrees fail to deliver for students.

The higher education regulator had pledged to take a more "robust" approach to quality assurance, which will include launching investigations where bad practice is reported.

Degrees with high drop-out rates and low rates of graduate employment will be targeted by the OfS for scrutiny.

The regulator will publish proposals this week which set out the series of "minimum requirements" they expect degree courses to meet in terms of student outcomes.

If courses are deemed to consistently fall below these they could be barred from receiving student loan funding which would most likely render them financially unviable.

The Royals *and* The Crown
What the series gets wrong
Plus Can you pass the Balmoral test? p.21

Chloe Smith My shock at getting cancer at 38 p.25

Celia Walden No10 battle of the sexes demeans them and us p.23

The Daily Telegraph

BRITAIN'S BEST QUALITY NEWSPAPER

Lockdown looms over Christmas

England could remain shut beyond Dec 2 as effect on virus cases is not yet clear

By Gordon Rayner POLITICAL EDITOR

LOCKDOWN could carry on beyond Dec 2, Matt Hancock has admitted, as he said it was "too early to know" if the current restrictions had been effective.

A senior health chief warned a "strengthened" tier system would be needed to replace the measures even if they ended on schedule, as the lowest tier had "very little effect".

Matt Hancock said at the Downing Street media briefing that lockdown might not end on Dec 2 as its effects were not clear in the data

Bring in rapid tests to end self-isolation, ministers told

By Laura Donnelly and Gordon Rayner

SCIENTISTS and MPs are calling for urgent changes to isolation rules, saying the confinement of Boris Johnson demonstrates the folly of the UK's testing regime.

Hancock won't rule out mandatory vaccine

By Harry Yorke and Laura Donnelly

MATT HANCOCK has refused to rule out making a coronavirus vaccine mandatory, suggesting ministers could consider it if initial take-up was lower than expected.

Queen 'didn't mind' Obama protocol breach

By Ben Riley-Smith US EDITOR

BARACK OBAMA has waved away an old row about whether the first lady broke royal protocol by placing a hand on the Queen's shoulder on a state visit.

NEWS BRIEFING

Puzzles 20
Obituaries 29
TV listings 31
Weather 33

NEWS
£500,000 fines for 'Mickey Mouse' courses

Universities that run "Mickey Mouse" degree courses face being fined up to £500,000, under plans by the watchdog to "stamp out" bad practice. The Office for Students is to crack down on degrees with high student dropout and low graduate employment rates, as well as those with significant grade inflation.
Page 4

NEWS
'Blue wall' protests against petrol car ban

Page 10

BUSINESS
Timing of US jab data release questioned

Business, page 1

SPORT
Stewart leads drive to knight Hamilton

Sport, page 1

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NEWS

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Page 4

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We will get baselines

- **Continuation** rates help it understand whether a provider is recruiting students able to succeed through the early stages of its courses, with the appropriateness of recruitment and student support under the spotlight;

- It says **completion** is similar and provides a look over the whole student lifecycle. This difference in focus means that there will not be a direct, linear, relationship between a provider's continuation rate and its completion rate.

- Meanwhile **progression** tells OfS whether a provider's students have successful student outcomes beyond graduation.
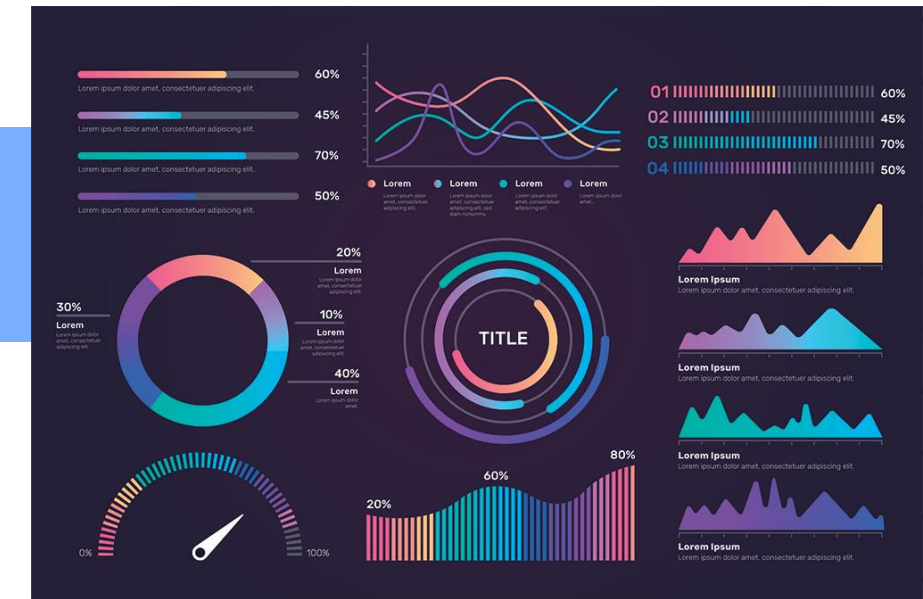
How?

- Performance "in aggregate", over a "time series" (for the number of years up to a five year period for which indicators could be derived from available)

- Across splits for different demographic groups – broken down by mode (full or part-time) and level of study (for example "other undergraduate", first degree), as well as by age, participation of local areas (POLAR), English indices of multiple deprivation (IMD), ethnicity, disability, sex and domicile.

New!

Splits by

- Subject level (level 2 of the Common Aggregation Hierarchy is proposed)

- Course type

- Views of a provider's student population
    - Franchise? Awarding?

Blame it on the baseline

- Baseline for each indicator (in each mode and level of study that the provider delivers) and published stats.

Table 1: Summary of proposed numerical threshold levels

Level and mode of study	Continuation	Completion (cohort tracking)	Completion (composite indicator)	Progression
FT Other UG	75%	65%	65%	45%
FT First Degree	80%	75%	75%	60%
FT UG / PG border	85%	85%	80%	80%
FT PGCE	85%	85%	85%	85%
FT PG Taught Masters	80%	80%	80%	70%
FT PG Other	80%	80%	80%	85%
FT PG Research (PhD)	90%	75%	75%	85%
PT Other UG	55%	55%	55%	65%
PT First Degree	60%	55%	55%	75%
PT UG / PG border	60%	60%	60%	80%
PT PGCE	75%	75%	75%	85%
PT PG Taught Masters	65%	65%	65%	85%
PT PG Other	65%	60%	65%	85%
PT PG Research (PhD)	70%	60%	60%	85%
Apprenticeship – UG	70%	55%	55%	75%
Apprenticeship – PG	80%	80%	80%	80%

Note: 'FT' = 'full-time'; 'PT' = 'part-time'; 'UG' = 'undergraduate'; 'PG' = 'postgraduate'.

Figure F1: Examples of assessing indicators and split indicators

Student and study characteristic split indicators: *Continuation (Other UG, Taught or registered, Full-time)*

Split indicator type	Split indicator	Denom-inator	Indic-ator (%)	Indicator (%)	Below numerical threshold	Above numerical threshold	Bench-mark (%)
Time series	Year 1 (earliest)	440	75.0		99.5%	0.5%	71.7
	Year 2	70	75.0		85.2%	14.8%	79.7
	Year 3	440	85.0		0.3%	99.7%	71.7

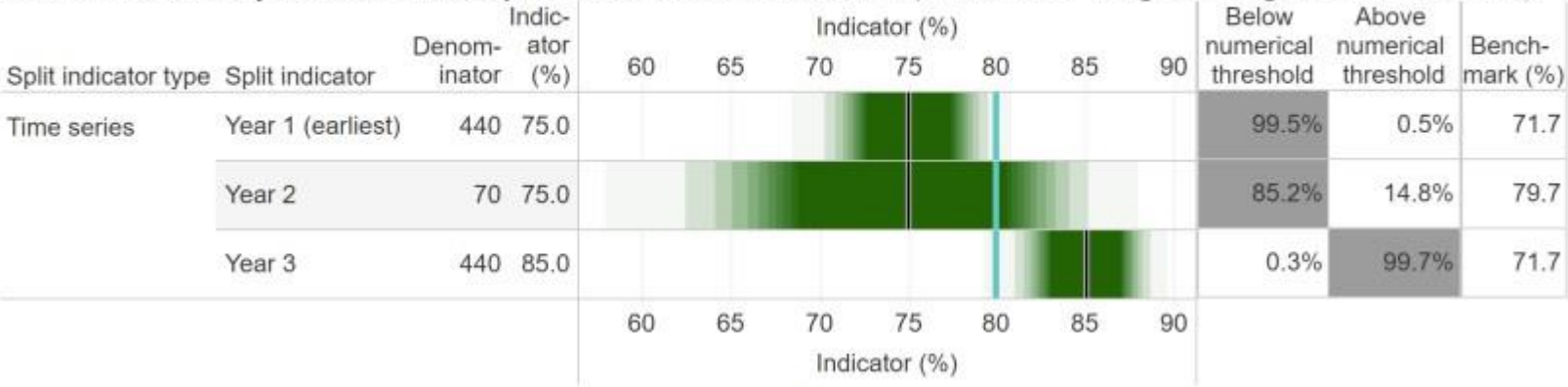WONKHE
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Blam

- Baseline
  level of
  publishe

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dicators

G, Taught or registered, Full-time)

		Below numerical threshold	Above numerical threshold	Bench-mark (%)
85	90	99.5%	0.5%	71.7
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85	90			

Blame it on the baseline

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Indicator (%)

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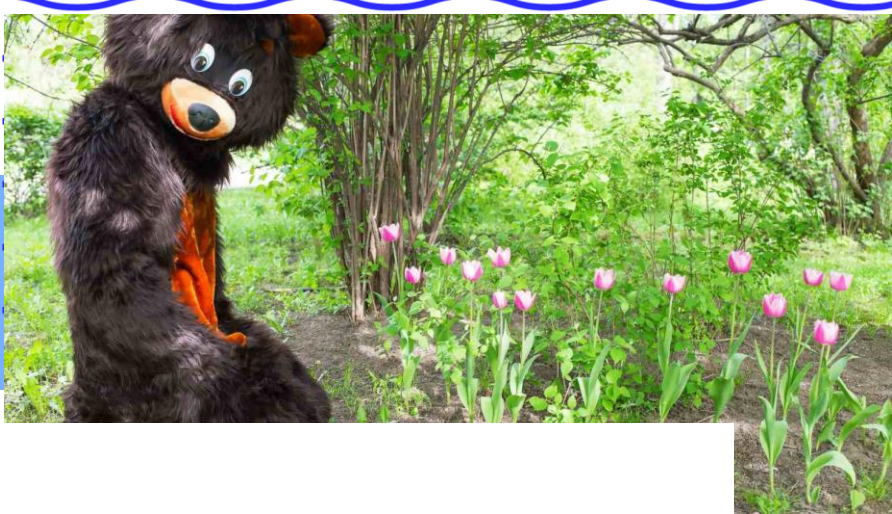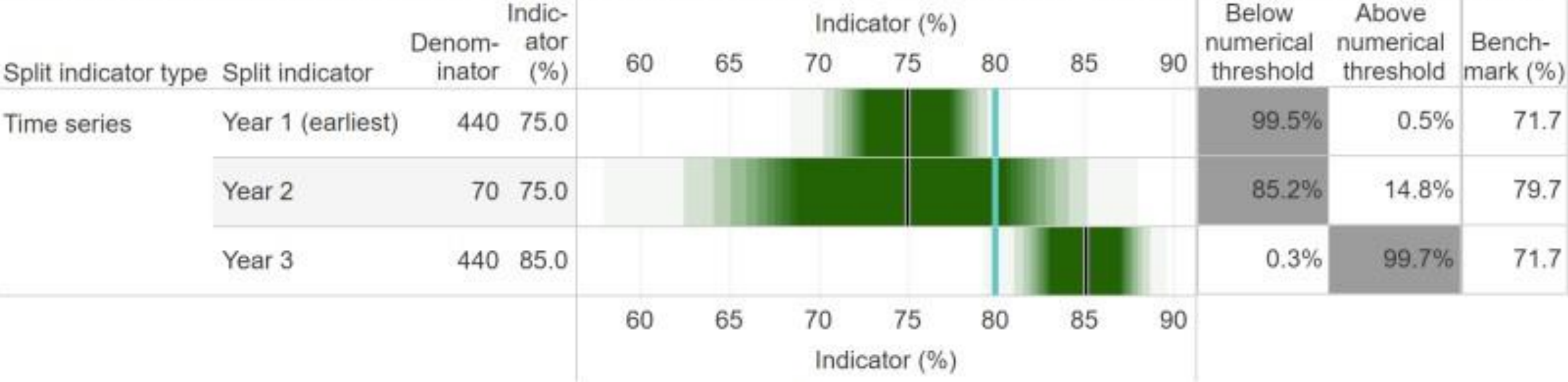Note: 'FT' = 'full-time'; 'PT' = 'part-time'; 'UG' = 'undergraduate'; 'PG' = 'postgraduate'.

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Then...

- Publish the information via a dashboard on the website

- Explore the possibility of linking the information directly to an individual provider's entry on the register

- Publish sector-wide data analysis on the website, and even

- Consider how to link to the information from Discover Uni to provide a route for interested students to understand the performance of individual providers in more depth.

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Looks at data and then

- Contextual factors
- Historical (pandemic or course features – See Norland)
- Future (we've already started to do something about this)
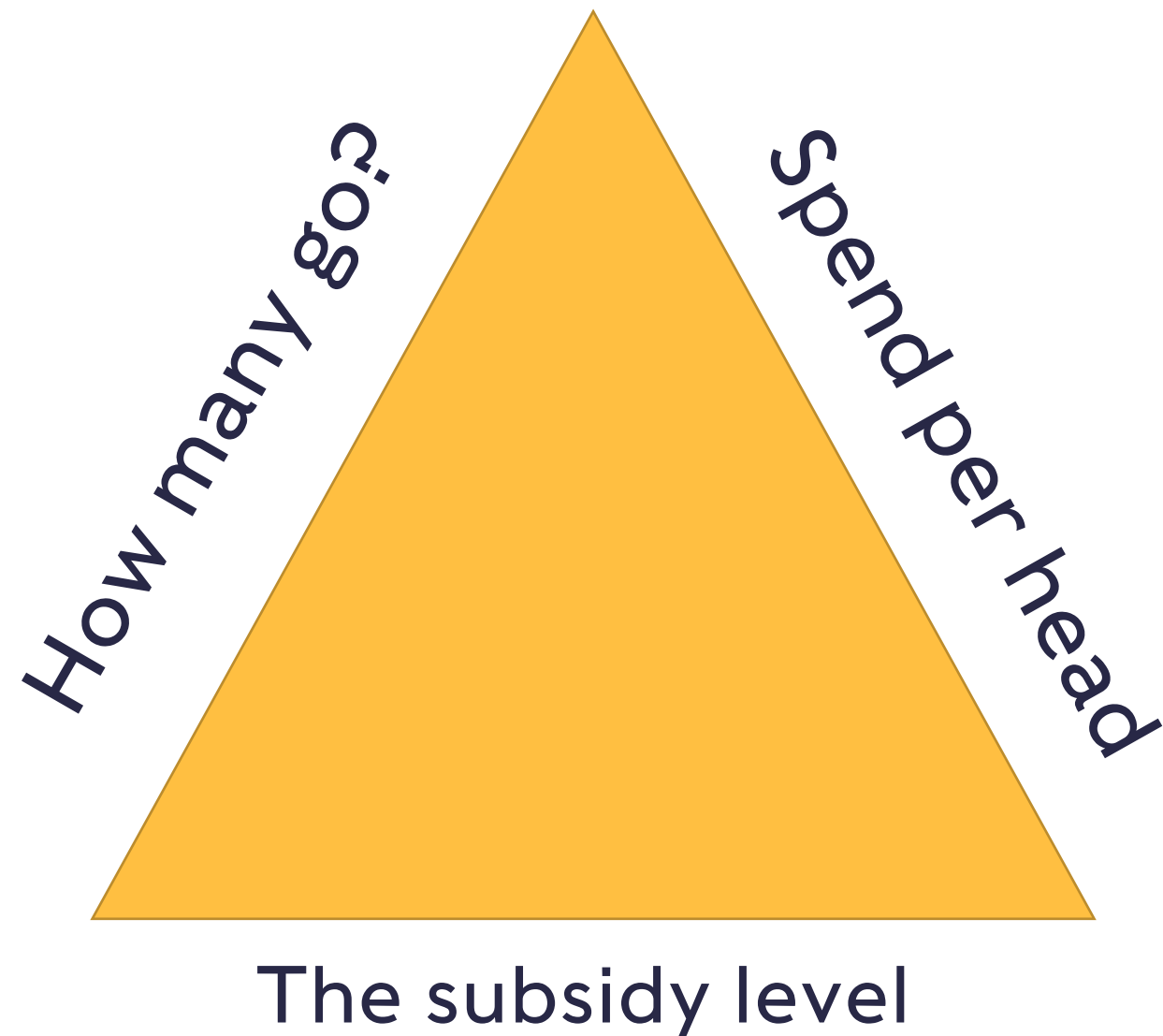- then Regulation – letters, conditions, fines, exclusion from register

What do you do?

- You can **ignore** it because you reckon you can front out contextual reasons or because it's an outlier that might not be in a big theme this year

- You work to actually **improve** the continuation, completion or progression scores, although there's necessarily a long lead time on making a difference

- You **change the students you recruit** by taking fewer **risks** on otherwise contextually talented students - focussing on the social backgrounds more likely to stay the course and have the family connections to get a graduate job

- You slowly, quietly, carefully **exit** this provision. "It's not one of our strengths" or whatever, and anyway the costs are high and recruitment is poor and…

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The UPP Foundation Student Futures Commission

About the Commission

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The Bermuda Triangle

How many go?

Spend per head

The subsidy level

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How many go?
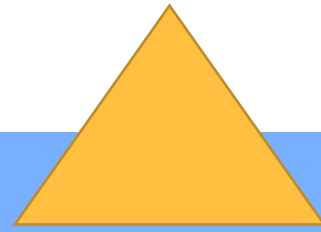
- See FE 2000s framing about "best courses for them" (and the economy)

- Surely some provision is a problem?

Three big options:

- **Restrict by entry criteria (Level 3 or even 2)**

- **Restrict by exit outcome**

- **Restrict by subject nationally**

- Is everyone recruited benefitting?

- Are some students being mis-sold?
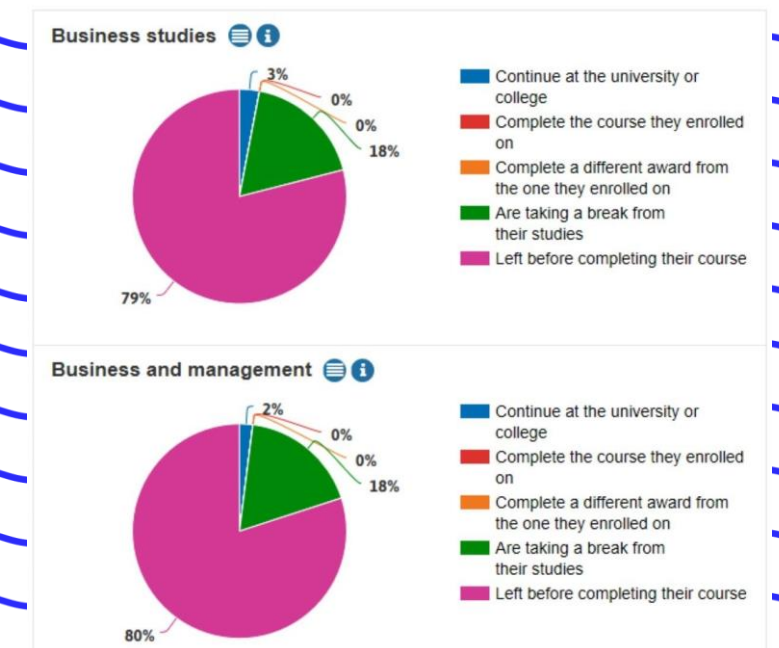
How many go?
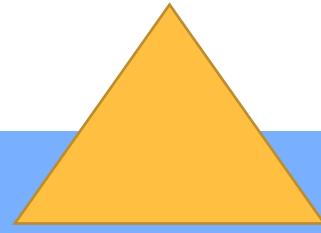
Proposals

- **Restrict by entry criteria (A-C GCSE Maths/Eng mature exempt)**

- **Restrict by exit outcome – SNCs on Proceed below 50%**

- Is everyone recruited benefitting?

- Are some students being mis-sold?
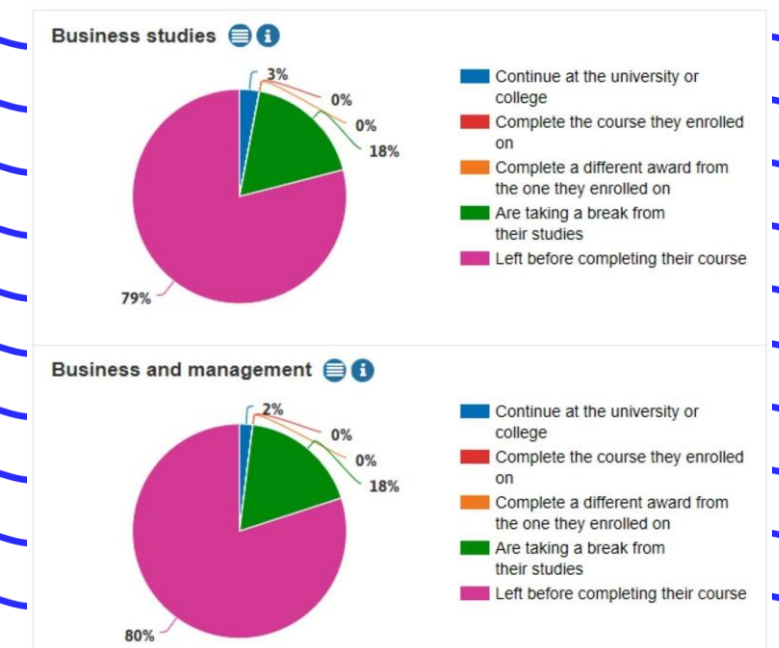
Spend per head
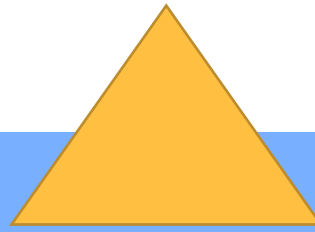
- We are more expensive
- What have the incentives done to supply?

Two big options (not mutually exclusive):

- Across the board restrictions (freeze?)
- Pricing and subsidy (although beware counterintuitive incentives)
  - You could charge more "realistic" fees
  - Or you could change value of voucher to uni
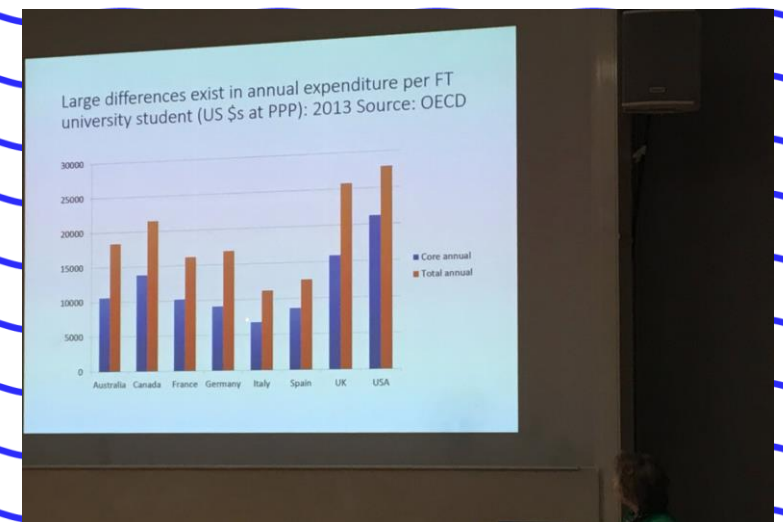
Grads pay more
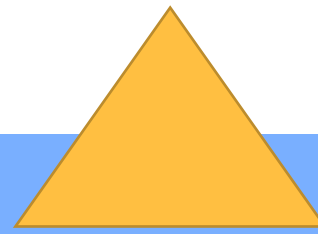
- The scheme was supposed costs 33p in the pound but now costs around 54p in the pound

Two big options (not mutually exclusive):

- Graduates pay more in their 50s (repayment term)

- Graduates pay more in their 20s (repayment threshold)

- Both regressive.

Fees and debt rising (till 2017 freeze)

Actual student contribution typically smaller

Parental contribution up to £5,523 per year (Martin Lewis)

Some students don't pay anything (their parents pay it all)

£14.9bn   £17.0bn   £16.7bn   Total upfront spending on HE

	2011	2017 (before Oct)	2017 (now)
Graduate contribution	39%	65%	53%
Government contribution	61%	35%	47%

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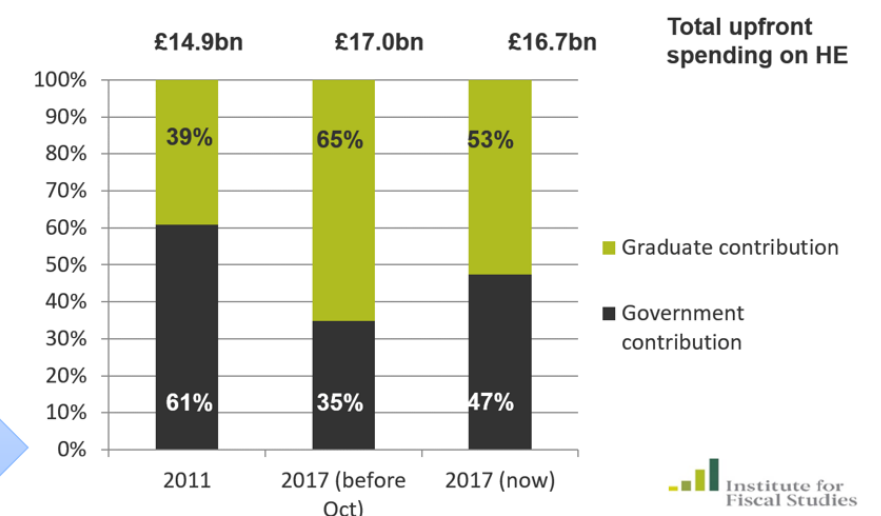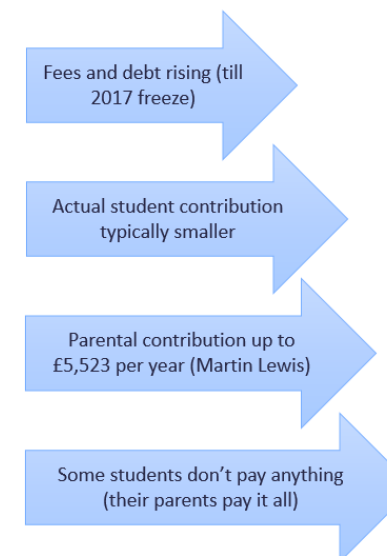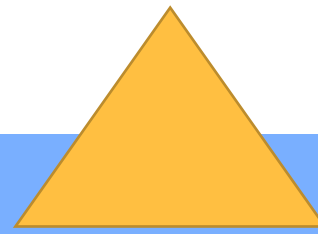
Grads pay more

- The scheme was supposed costs 33p in the pound but now costs around 54p in the pound

Two big options (not mutually exclusive):

- Graduates pay more in their 50s (repayment term)

- Graduates pay more in their 20s (repayment threshold)

- Both regressive.

- £10,000 extra each?

Fees and debt rising (till 2017 freeze)

Actual student contribution typically smaller

Parental contribution up to £5,523 per year (Martin Lewis)

Some students don't pay anything (their parents pay it all)

Total upfront spending on HE

£14.9bn | £17.0bn | £16.7bn

39% | 65% | 53%

61% | 35% | 47%

2011 | 2017 (before Oct) | 2017 (now)

■ Graduate contribution
■ Government contribution

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In other words...

- Current student loans mainly paid between late 20s and late 50s

- Proposal would "stretch" that so that more repaid in 20s and more repaid in 50s

- But graduate jobs and housing crises...

- Plus pensions and social care crises...

- And – the £10k whammy!

  - "The more it becomes like a loan the less progressive it is. And what about those rich enough to escape it?"

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How to cope with a fees freeze?

- Charges
- Other fees
- Recruit more expensive students
- Shift recruitment to cheaper courses
- "Efficiencies" – scale
- "Efficiencies" – waste
- "Efficiencies" – sweat / sharing
- Channel 4...

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Student finance?

Blam

- Baseline
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Table 1: Summary of proposed numerical threshold levels

Level and mode of study	Continuation	Completion (cohort tracking)	Completion (composite indicator)	Progression
FT Other UG	75%	65%	65%	45%
FT First Degree	80%	75%	75%	60%
FT UG / PG border	85%	85%	80%	80%
FT PGCE	85%	85%	85%	85%
FT PG Taught Masters	80%	80%	80%	70%
FT PG Other	80%	80%	80%	85%
FT PG Research (PhD)	90%	75%	75%	85%
PT Other UG	55%	55%	55%	65%
PT First Degree	60%	55%	55%	75%
PT UG / PG border	60%	60%	60%	80%
PT PGCE	75%	75%	75%	85%
PT PG Taught Masters	65%	65%	65%	85%
PT PG Other	65%	60%	65%	85%
PT PG Research (PhD)	70%	60%	60%	85%
Apprenticeship – UG	70%	55%	55%	75%
Apprenticeship – PG	80%	80%	80%	80%

Note: 'FT' = 'full-time'; 'PT' = 'part-time'; 'UG' = 'undergraduate'; 'PG' = 'postgraduate'.

dicators

G, Taught or registered, Full-time)

		Below numerical threshold	Above numerical threshold	Bench-mark (%)
85	90	99.5%	0.5%	71.7
		85.2%	14.8%	79.7
		0.3%	99.7%	71.7
85	90			

Subject name	Projected to obtain a degree (%)	Progression rate (%)	Proceed (%)
Medicine and dentistry	96.2	96.0	92.3
Nursing and midwifery	83.7	94.7	79.3
Medical sciences	77.2	82.0	63.3
Allied health	84.1	94.8	79.7
Biosciences	78.5	67.9	53.2
Psychology	89.9	65.9	59.2
Agriculture, food and related studies	-	34.7	-
Chemistry	-	81.5	-
Mathematical sciences	-	73.0	-
Engineering	73.4	85.3	62.6
Materials and technology	-	86.7	-
Computing	63.7	90.8	57.8
Architecture, building and planning	84.1	92.0	77.4
Sociology, social policy and anthropology	79.6	62.7	49.9
Economics	-	65.2	-
Law	76.9	72.3	55.6

Subject name	Projected to obtain a degree (%)	Progression rate (%)	Proceed (%)
Business and management	80.6	70.7	57.0
English studies	-	49.1	-
History and archaeology	82.4	58.3	48.0
Education and teaching	90.7	76.6	69.5
Creative arts and design	85.7	62.3	53.3
Performing arts	80.5	63.6	51.2
Geography, earth and environmental studies	90.4	74.1	67.0

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Plymouth

University of Plymouth			
	Sociology, social policy and anthropology	79.6	62.7
	Psychology	89.9	65.9
	Performing arts	80.5	63.6
	Nursing and midwifery	83.7	94.7
	Medicine and dentistry	96.2	96
	Medical sciences	77.2	82
	Law	76.9	72.3
	History and archaeology	82.4	58.3
	Geography, earth and environmental studi..	90.4	74.1
	Education and teaching	90.7	76.6
	Creative arts and design	85.7	62.3
	Business and management	80.6	70.7
	Biosciences	78.5	67.9
	Architecture, building and planning	84.1	92
	Allied health	84.1	94.8
	Engineering	73.4	85.3
	Computing	63.7	90.8

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Medium-sized issues?

What's coming for SUs to consider in their strategy work?

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