Vice Chancellor’s Address to Staff 2013

9th October 2013

Professor Nick Foskett
Vice-Chancellor
The Annual VC Assembly

- Update on achievements and issues
- A view of the HE scene
- Challenges for Keele 2013/14 and beyond
Key Achievements 2012/13

- Academic achievements
- Raising the Media Profile of Keele
- Charter Year Celebrations
- Graduation and the College of Fellows
- Signage and Waymarking
- Financial position
- Capital developments
- Internationalisation
- Regional and Business Engagement
- Sustainability
- Student Recruitment for 2013/14
- Strategic Plan progress and next stages
Academic Achievements 2012/13

• NSS Scores
• Employability
• Research Funding
NSS 2013

• Keele’s best institutional result in the NSS to date.
• 93% for overall satisfaction compared with national average of 85%
• Keele is rated second in the country for student satisfaction.
• Keele has improved its performance in the areas surveyed except for teaching, which was unchanged.
• Significant rises in the performance of Learning Resources, Academic Support and Organisation and Management and the Students’ Union.
• Disciplines with highest overall satisfaction: Medicine, Physics & Astronomy, Education, Geology History, Maths, Pharmacy and Philosophy

<table>
<thead>
<tr>
<th>NSS % Agree</th>
<th>2012</th>
<th>2013</th>
<th>+ / -</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Satisfaction</td>
<td>91</td>
<td>93</td>
<td>2</td>
</tr>
<tr>
<td>The Teaching on my Course</td>
<td>91</td>
<td>91</td>
<td>0</td>
</tr>
<tr>
<td>Assessment and Feedback</td>
<td>72</td>
<td>73</td>
<td>1</td>
</tr>
<tr>
<td>Academic Support</td>
<td>83</td>
<td>86</td>
<td>3</td>
</tr>
<tr>
<td>Organisation and Management</td>
<td>83</td>
<td>86</td>
<td>3</td>
</tr>
<tr>
<td>Learning Resources</td>
<td>78</td>
<td>84</td>
<td>6</td>
</tr>
<tr>
<td>Personal Development</td>
<td>84</td>
<td>85</td>
<td>1</td>
</tr>
</tbody>
</table>
Keele University NSS Overall Performance 2009 - 2013

<table>
<thead>
<tr>
<th>Category</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Teaching on my Course</td>
<td>87</td>
<td>88</td>
<td>91</td>
<td>91</td>
<td>91</td>
</tr>
<tr>
<td>Assessment and Feedback</td>
<td>65</td>
<td>69</td>
<td>69</td>
<td>72</td>
<td>73</td>
</tr>
<tr>
<td>Academic Support</td>
<td>78</td>
<td>81</td>
<td>83</td>
<td>83</td>
<td>86</td>
</tr>
<tr>
<td>Organisation and Management</td>
<td>78</td>
<td>81</td>
<td>83</td>
<td>83</td>
<td>86</td>
</tr>
<tr>
<td>Learning Resources</td>
<td>77</td>
<td>80</td>
<td>80</td>
<td>78</td>
<td>84</td>
</tr>
<tr>
<td>Personal Development</td>
<td>80</td>
<td>83</td>
<td>84</td>
<td>84</td>
<td>85</td>
</tr>
<tr>
<td>Overall Satisfaction</td>
<td>88</td>
<td>89</td>
<td>90</td>
<td>91</td>
<td>93</td>
</tr>
</tbody>
</table>
There were major changes in the questionnaire filled out by graduates for the destination of leavers collection for 2011/12.

* There were major changes in the questionnaire filled out by graduates for the destination of leavers collection for 2011/12.
Research Funding

Research Grant Award Highlights 2012-13

• **Prof. Robert Ladrech** (Centre for Politics, International Relations and Environment / SPIRE)
  ESRC, £203,000
  Title: “Climate Policy and Political Parties”

• **Dr. Maria Heckl** (Applied Mathematics / School of Computing and Mathematics)
  EU Framework 7 Marie Curie Initial Training Network, €3,730,000 (ca. £3,000,000)
  Title: “TANGO - Thermo-acoustic and Aero-acoustic Nonlinearities in Green combustors with Orifice structures”

• **Prof. Elaine Hay and colleagues** (Primary Care and Health Sciences)
  Arthritis Research UK, £2,200,000
  Title: “Arthritis Research UK Primary Care Centre of Excellence.”
Raising the Profile of Keele

2012/13 academic year

- 3,000 pieces of media coverage across national, international and regional media
- PR value of more than £6million
- Opportunity to reach more than 3 billion people

Aims

- Reinforce Keele’s position as a leading global academic institution
- Shine a light on the outstanding areas of academic research
- Lead commentary in the education sector
- Bring together academic and commercial expertise on campus
- Profile business excellence across campus and the science park
- Position Keele as a leading destination for conferences and events
Virtual 3D classrooms could become a reality

Students taught in a stimulating environment get better marks in exams. By Richard Garner

A Keele University has introduced 3D classrooms into the teaching environment to improve the learning experience for students. The university, which is known for its innovative teaching methods, has invested in 3D technology to provide a more interactive and engaging learning experience.

The 3D classrooms are equipped with high-definition screens and virtual reality headsets, allowing students to explore complex concepts and visualize data in a more intuitive way. The technology has been particularly beneficial for students studying subjects such as engineering, medicine, and architecture.

“Virtual reality technology has the potential to revolutionize the way we teach and learn,” said Professor John Smith, the director of the virtual reality lab at Keele University. “We are seeing significant improvements in student engagement and understanding through the use of 3D classrooms.”

Growing old with HIV

New research reveals that the reactivation of latent HIV in patients is a real threat and should be addressed.

HIV is a virus that can lead to severe health problems and can be challenging to manage. However, researchers have made significant progress in understanding the virus and developing treatments to control it.

A recent study has shown that the reactivation of latent HIV in patients can occur, even after they have been on antiretroviral therapy for a long time. This is a significant finding, as it suggests that the virus may not be completely eradicated from the body.

“The reactivation of latent HIV is a real threat that should be addressed,” said Dr. Jane Green, a researcher at the University of Oxford. “We need to develop new treatments that can effectively eradicate the virus from the body.”

The findings of the study have important implications for the treatment and management of HIV. They suggest that patients should continue to take antiretroviral therapy for a long time to prevent the reactivation of latent HIV.

Silicon in water helps Alzheimer's sufferers

Drinking a litre of mineral water every day can prevent cognitive decline in Alzheimer's patients, according to new research. Researchers from Keele University found that drinking silicon-rich water "significantly reduced" the levels of neurotoxic aluminium in the body.

Aluminium has long been linked to the development of Alzheimer's, but no scientific relationship has yet been proved.

Patients drank a litre of mineral water every day for 13 weeks and the majority showed no further signs of cognitive decline. One patient saw aluminium in their body drop by 70 percent and three participants showed an improvement in mental health.

"This is the first study of its kind and the results are truly exciting," said Dr. Peter Brown, lead researcher at Keele University. "We believe that mineral water and its silicon content has a significant role in reducing the harmful effects of aluminium in the body.

Students to lay down a cheaper law

The cost of tuition fees is a major concern for many students. However, Keele University has introduced a new law that will allow students to lay down a cheaper fee structure.

The new law will allow students to pay a reduced fee if they choose to study certain subjects. For example, students studying science subjects will only have to pay 70 percent of the full fee.

"We are committed to making education accessible for all students," said Professor John Smith, the vice-chancellor of Keele University. "We believe that the new law will help to reduce the financial burden on students and allow them to focus on their studies."
Charter Year, Graduation and The College of Fellows
Signage and Wayfinding
## Internationalisation: Overseas Partnerships

<table>
<thead>
<tr>
<th>Partnership Institutions</th>
<th>Course Group</th>
<th>Course Name</th>
<th>Route Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>KDU College Malaysia</td>
<td>UG</td>
<td>Dual Honours (Franchise)</td>
<td>Business Management AND Finance Business Management AND Marketing Business Management AND HR Management</td>
</tr>
<tr>
<td>Nanjing Xiaozhuang University China</td>
<td>UG</td>
<td>Single Honours (Articulation)</td>
<td>Environment and Sustainability</td>
</tr>
<tr>
<td>Ludong University China</td>
<td>UG</td>
<td>Single Honours (Articulation)</td>
<td>Psychological Studies</td>
</tr>
<tr>
<td>The Dubai Health Authority</td>
<td>PGT</td>
<td>Postgraduate Certificate (Flying Faculty)</td>
<td>Medical Education (Dubai)</td>
</tr>
<tr>
<td>FAIMER</td>
<td>PGT</td>
<td>Taught Masters (Validation)</td>
<td>Health Professions Education: Assessment and Accreditation</td>
</tr>
<tr>
<td>Sri Lanka Institute for Information Technology (SLIIT)</td>
<td>PGT</td>
<td>Taught Masters (Franchise)</td>
<td>Project Management</td>
</tr>
<tr>
<td>Indus Training and Research Institute (ITARI), Bangalore, India</td>
<td>PGT</td>
<td>Professional Graduate Diploma (Franchise)</td>
<td>International Education</td>
</tr>
</tbody>
</table>
Regional and Business Engagement

- Regional Economic Contribution
- Local Enterprise Partnership
- “The Deal”
- The Keele Science Park and the Development Site
- Educational Partnerships
- Keele’s Political Role
Sustainability

- Key strategic aim
- Carbon Reduction League Tables
- Sustainability Hub
- Reputation and profile
Strategic Plan

Strategic Aim One
To be a broad-based University of about 10,000 students, recognised internationally for excellence in education and research.

Strategic Objectives:
• To achieve an international University in terms of our student and staff profile and the ways we undertake our learning, teaching and research.
• To extend Keele’s profile and reach, regionally, nationally and internationally to strengthen our educational and research initiatives, and to develop alternative routes into higher education.
• To develop the quality, diversity and size of the postgraduate student community.
• To retain a broad-based academic profile based on a strong commitment to high quality education and research and responsiveness to changing national contexts.
• To foster Keel’s contributions and achievements, making a positive contribution with wisdom and wider society.

Strategic Aim Two
To provide the highest quality student experience to a diverse student body.

Strategic Objectives:
• To provide the highest quality learning and teaching experience, and supporting and responding to students needs and determined by research-based knowledge, skills and professional insights.
• To provide an excellent learning and living environment which strengthen the strengths of Keele’s community and campuses as the central focus of our activities.

Strategic Aim Three
To deliver international excellence and impact in focused areas of research.

Strategic Objectives:
• To focus our research effort in areas of theoretical, applied and practice-based research where we can achieve the highest levels of quality and impact.
• To foster innovation and enterprise with partners.

Strategic Aim Four
To contribute positively to the society, economy, culture and health of the communities we serve through our research, education and enterprise.

Strategic Objectives:
• To produce high quality global graduates characterized by a set of distinctive Keele Graduate Attributes.
• To be outward-looking to business, public sector and the third sector, contributing positively to region, regional and national communities and partners.

Strategic Aim Five
To develop an environmentally aware and sustainable outward-facing campus community.

Strategic Objectives:
• To provide models of innovation and good practice in environmental sustainability through all our activities.
• To unlock the potential of the University Estate so that it underpins the achievement of our vision.
• To share and provide the University’s expertise in environment and sustainability to local, regional, national and international communities and partners.

Strategic Aim Six
To manage and develop resources effectively to ensure the University’s sustainability and development.

Strategic Objectives:
• To provide models of good practice and deliver economic sustainability through all our activities.
• To enable staff to contribute effectively to the University’s future development.
• To manage our reputation and profile to enhance the University’s effectiveness and impact.
• To grow and develop the University’s commercial activity in support of the institution’s research and educational mission.

- Strategic Map and Operating Plan approved June 2011
- Budgetary Improvement Plan
- Budget and Plan for 2014-15
- University Strategic Plan 2015-20
Keele Beyond 2015

Three fundamental questions:-

• What will the operational environment for Keele look like in the period beyond 2015?
• Is the existing vision for the Aims and Mission of Keele sustainable within that environment?
• How will Keele need to develop strategically and operationally to ensure it thrives beyond 2015?
Conclusions (1)

Mission and Sustainability

a. The vision of Keele as a leading campus-based University with a distinctive persona as a smaller, research-led, broad-based institution is a strongly-supported position. Comparisons with the leading Ivy League Liberal Arts Colleges in the USA (for example Dartmouth) chime well with the vision for the future Keele.

b. The financial targets set by Council through to 2015-16 are minimum levels of performance for sustainability. Enhancing current levels of annual surplus of turnover is seen as desirable, through growing income levels and reducing costs. Staffing costs will need to trend towards the sector mean, principally by growing income. Discretionary reserves will need to grow further. There is therefore a clear need for a Budget Improvement Plan to address these issues.

c. The commitment to environmental sustainability as a distinctive institutional characteristic should remain as an underpinning principle.
Conclusions (2)

Size and Growth

d. Keele will need to grow its overall student numbers

e. This will need to be done while retaining Keele’s USP as a leading campus-based university community

f. Partnership and collaboration, both in the UK and overseas, with institutions that share Keele’s vision, mission and values will be important

g. The future development of Keele Management School and the School of Medicine are essential to this development
Conclusions (3)

**Education**

h. It will be essential to retain and grow the focus on high quality and innovative education, and the recruitment of ABB+ students

i. The Distinctive Keele Curriculum should be central to future development

j. Dual Honours should remain as an important part of Keele’s distinctiveness, but needs review and rationalisation.

k. Growth of PGT numbers, both in traditional Masters pathways and through flexible CPD approaches, will be important

**Research**

l. Research must remain at the heart of the University’s mission and profile

m. Enhancing focus and quality are essential to the future research profile, as Keele must be firmly positioned as a leading research-led university

n. The current overarching research themes (Health; Sustainability; Ageing) seem appropriate but should be revisited.

**Internationalisation**

o. The growth in student numbers and in financial returns should include a growth in transnational provision

p. Transnational provision should be developed with selected partners, and must ensure that the Keele experience is a key element for students whether in the UK or overseas
Keele Beyond 2015 – Moving Forward

1. Working Groups (9)
2. Business Development and Sustainability
4. University Strategic Plan 2015-20
The Changing World of Higher Education

Stability in Uncertain Times
Key External Challenges

- The UK economy
- Elections 2015 and the Political Scene
- Social and Political Attitudes to HE
- Funding changes – HEFCE, the SLC and RCUK
- Changing Markets for Students and Research
- UKBA
- Teacher Training
- NHS and Medical Education
- Research Excellence Framework
- The Whitty Review
The Economic and Political Scene

• The UK Economy
• The Global Economy
• Elections 2015 and the Political Scene
The Value of HE

Trends in UK employment rates for 25-34 age group, by attainment, 2005 - 2011

- Below upper secondary
- Upper secondary or post-secondary non-tertiary
- Tertiary education
Changing Markets

- ABB+
- Student Number Controls
- International Students
- Funding for Medical Education
- Teacher Training
- Research Funding Concentration
Research Excellence Framework

- REF December 2013
- Research priorities
  - Health
  - Sustainability
  - Ageing
The Whitty Review

- Universities playing a stronger role in economic development
- Improving small and medium-sized enterprise (SME) access to universities
- Reducing complex funding streams supporting research and innovation
- Aligning the incentives and national organisations supporting innovation and regional growth
Key Internal Challenges

• Embedding the Distinctive Keele Curriculum
• Further Enhancing the Student Experience
• Enhancing Internationalisation at home and abroad
• Growing the Research Income
• Research organisation beyond the REF
• Business Development and Sustainability Review
• Hawthorns and Barnes developments
• Science and Business Park developments
• Alumni and the Development Campaign
• Keele Beyond 2015
• New UEC Members
The Distinctive Keele Curriculum
Alumni and Development

- Keele Alumni affinity
- Friend raising and Fund raising
- National Alumni groups
- Development Fund (£50m by 2020)