

Consultation Document

Our Thriving Future: 5 Ps 2019-2022

Responses to be returned to consultation.strategy@keele.ac.uk
by 25th January 2019
Consultation available on web at:
www.keele.ac.uk/consultation



Our Thriving Future: The 5 Ps

Purpose, People, Place, Partnerships, Performance

INTRODUCTION FROM THE VICE-CHANCELLOR

Over the last few months I have been working with colleagues to review our performance against our “Beyond 2015” strategy. There have been several notable successes to report during the period 2015-2018, including: the achievement of TEF Gold; a significant growth in student numbers; the transfer of research responsibility into Schools; more than doubling of our knowledge exchange funding; increased regional engagement through the New Keele Deal; and investment of £84 million, including over £30 million of external funding, to enhance research and teaching facilities.

On the other hand there are some areas of the current strategy where less progress has been made. For example, we have not done enough to increase our postgraduate population and our international student population has declined significantly in some areas. Although in part this is due to the rapidly changing external environment, we have not kept pace with many in the university sector in these areas. Also, while our overall undergraduate recruitment has been strong, this is not uniform across the University so that some parts are dealing with significant increases in student numbers while others have fewer students than five years ago.

External factors including the unknown economic impacts of Brexit and the difficult political environment around the world; the review of post-18 education funding; upward University cost pressures; the current freezing of home undergraduate fees; the significant reduction in the UK school leaving age population; the situation of key partners such as the NHS; the Government’s roll-out of the Industrial Strategy; the formation of the Office for Students and UKRI, will all have a significant impact on us at Keele as well as the sector as a whole. Therefore, we are in a position where the University needs to ask itself if its strategy and approach is the right one in order to thrive in the future UK and global Higher Education sector.

As our student body has grown and our educational offer has evolved, so too have the needs and expectations of our students. Student mental health is a growing challenge for the sector and it is vital that we provide the dedicated support our students need to make the transition to university, to thrive in the Keele environment and to develop the skills and resilience to pursue their chosen careers after graduation. I am proud of the work that we have done, often alongside the Students’ Unions, to support our students when they face health and other difficulties. But we must do more, and the recent appointment of our Pro Vice-Chancellor for Health and Wellbeing and new Director of Student Services are just two indicators of our commitment to do so.

We must also recognise the pressures being placed on staff as we adapt to a changing and challenging sector context. Our People Strategy, launched in 2017, provides a focus for support for staff and this is

reflected in specific initiatives, for example, supporting staff who could be individually affected by Brexit. The health and wellbeing of our university community, in tandem with continued focus on EDI developments, must be a priority for us within our new strategy.

In order to fulfill our academic ambition, further enhance our reputation and enable investment in both staff and students, we need to ensure that we establish ourselves on a firm financial footing in the face of an increasingly challenging HE funding environment. Over the last few years we have generated very little money ourselves for investment. Campus developments have largely been funded by external funds, through borrowing, or by spending some of our already quite small reserves. Without our significant success at attracting external investment our campus would not have the vibrancy that it does now. We have no option but to continue to grow our student body in order to build our investment reserves, and to adapt to this growth by doing things differently, rather than by continuing to rely on external investment.

Despite these challenges, I believe there are significant opportunities for enhancing our position. In a declining demographic market we have grown our home undergraduate numbers very significantly and there will be further growth thanks to an increase in the Medical School student allocation, recruitment to the new Vet School and other opportunities. I believe that with further renewal of our programme portfolio, including online and flexible provision, we can also achieve a significant growth in international and taught postgraduate student numbers, build on our rapidly developing degree apprenticeship offer, and potentially develop other alternative forms of provision if they align to our core values.

We can also build on our research successes and grow research income, and further develop our relationships with key stakeholders in the region to ensure that maximum advantage is gained from the Government's Industrial Strategy. By exploiting these opportunities, we then place ourselves and our region in a strong and sustainable position.

Work has already started in some of these areas and a number of initiatives are being taken forward that will help to shape our future. These include the new Central Science Laboratories for teaching and research, refurbishment and extension of the Huxley building to enhance existing laboratory science facilities; establishing three new cross-university interdisciplinary research institutes to address key global challenges; creating the Smart Innovation Hub to house the soon-to-be known Keele Business School and services that further enhance our support for regional businesses; opening a joint Veterinary School with Harper Adams University in 2020, creating the Smart Energy Network Demonstrator; establishing the Institute for Liberal Arts and Sciences; and modernising our undergraduate curriculum to maintain our commitment to a broad-based education, whilst ensuring we continue to provide a skilled workforce for the future.

In advance of this consultation, the University Executive team ran a series of face-to-face and online discussion fora in the summer, aiming to get wide-ranging input into the development of a new strategy at

an early stage. These events have involved both staff and students. This current consultation paper reflects these discussions by including some of the consistent themes that emerged and translating them into possible ways forward for Keele.

The structure of this consultation is based around the principle of the 5 P's being at the core of the Keele mission. Our Purpose; People; Place; Partnerships and Performance are what make us successful and I want the University to have a strategy that resonates with each individual, not bogged down in operational structures or thematic activities. Therefore, when reading this consultation, I ask you to think from your own perspective as to whether the University that is described in this document is a) the Keele that you know and recognise and b) one that you would be proud to be associated with during this strategy period. But I would also ask you to consider how you personally need to adapt to the changing and challenging environment and then identify what support you would need to enact that.

Whether you are a member of staff, a student or a key associate of the University I would be very grateful for your thoughts and comments either on the specific questions posed or on broader issues. Your comments will then feed in to the next stage of discussions, the production of the strategy and the development of critical operational plans that will hopefully lead us to an even stronger position within society and the higher education sector over the years to come.

A handwritten signature in black ink, appearing to read 'T J McMillan', enclosed within a simple rectangular box.

Professor Trevor J McMillan
Vice-Chancellor



As we are in the process of developing a new university strategy there continues to be a debate nationally as to the purpose of universities in the UK. This in turn is in the context of an increase in attempts to marketise universities in a world of increasing uncertainty.

There are many things in our past that should make us fit to thrive in that environment but to do this we need to get a good balance between the sense of history and a position for the future. There is some comfort in being similar to other universities, indeed government processes tend to reward homogeneity, but Keele is different and we should articulate this and celebrate it. Our core needs to be built around being high quality in everything we do and there should be no compromise on this, but we can't do everything and therefore need to prioritise. So what are we here for and what is the Keele Difference?

Our current Vision, Mission and Values, as stated in the current strategy are below.

KEELE VISION (2015-2020)

We will be a leading campus-based university that stands out due to our unique community, our world leading research and our broad-based education that produces graduates who have a genuine positive impact across the globe. Our research will be transformational in higher education and across society more broadly and we will be internationally recognised for our professionalism, collegiality and environmental sustainability.

KEELE MISSION (2015-2020)

We are committed to making a difference in society by providing innovative, high-quality education for students from all backgrounds and by undertaking world-leading research that transforms understanding and brings benefit to society, communities and individuals.

KEELE VALUES (2015-2020)

Observing Keele's founding ethos of 'the pursuit of truth in the company of friends', the University is committed to:

- The transformative capacity of education for individuals, communities and society;
- Equality of educational opportunity;
- Advancing knowledge through independent research and academic enquiry;
- Environmental sustainability for the sake of future generations;
- Delivering exceptional service and experience in all its activities;
- Valuing the rights, responsibilities, dignity, health and well-being of individuals through its commitment to equality and diversity;
- Valuing probity and integrity in all its activities;
- Exemplifying the highest standards of leadership and governance in the Higher Education sector.

QUESTION:

1a) Are the mission, vision and values ones that we recognise as a University community?

1b) Do our values need to be re-stated in the format of a shorter, behaviour-based list of values?

A key theme emerging from all of the summer consultation sessions can be summarised in the question: “How can we take the spirit of Lord Lindsay’s original vision for Keele and reimagine it for the 2020s?”

When this question was considered in the Education consultation session, there was a strong feeling that we need to reimagine the Lindsay vision in the context of the new direction that society is taking. By approaching our academic mission, within Lindsay’s original framework, it should allow us to express our dedication to innovative education and the benefits it has for students; to high quality research and the benefits that has to local communities and wider society; and to having a diverse, vibrant, tolerant and supportive university community and the benefits that this has for all who live and work at Keele.

We can learn a lot from looking back at the original Lindsay vision from 1949, as the origins of the University were based in a world of uncertainty after the world wars and much social discord. The Lindsay vision was to pioneer innovation and regional education facilities, and many parallels can be drawn between that time and now. As we enter our 70th year as a Higher Education provider, the founding Keele ideals remain relevant and pertinent. I summarise them as:

- strongly based on “pursuit of truth in the company of friends”
- a significant role in supporting business and communities in North Staffordshire and the wider region
- quality and excellence at our heart
- the importance of a broad-based education that is a basis of lifelong learning
- access to education as a key aim
- produce graduates who make a difference

QUESTION:

2a) Do these principles remain central to our university purpose as we enter the 2020s?

2b) Are there new, or other principles that we need to capture, that were not part of the founding vision for Keele?

As we look to the future therefore, our purpose is to be:

1. A University that encourages broad-based education as a means to develop individual strengths and flexibility for the future:

Our modernised approach to programmes enables combinations of subjects that can complement or challenge each other in ways that enable our students to see the world differently and thus stand out when they leave University. They are experts in their disciplines, they are competent in their skills for a modern and future society and they have an awareness of the global issues that will challenge their future and that they will need to respond to. A Liberal Arts tradition remains strong at Keele and we should increasingly articulate the benefits of this.

2. A University that trains professionals fit for a modern world:

Around 16% of our students are on courses that lead directly into a profession, including Medicine, Nursing and Midwifery, Pharmacy, Physiotherapy, Radiography, Social Work and Counselling. A further 10% are on courses that can lead to professional exams, such as Law, Accounting and Psychology. Our curricula are designed by practitioners who aim to train students for *their* future rather than for the historical narrative around subjects. We combine the professional with the academic discipline. This is not an either/or scenario, it is essential we do both. Our graduates can therefore be confident of their immediate employment but also well-grounded enough to adapt to changes in professions over their lifetime. This is the difference between providing training and receiving an education, and at Keele we recognise that the link between research and teaching is key to the quality of the educational experience. We empower our students to look to the future whilst establishing them firmly in the knowledge and needs of the present.

3. A research engine that pushes at the limits of current knowledge and understanding; ensuring that it has impact:

A large proportion of our staff perform research that is world leading. Research and that “pursuit of knowledge” are a key reason why many of us are here. However, as the sector evolves, we also have established that this is where a large part of our University reputation stems from and that we need to drive forward in this area. Reports about our research findings broaden our reach in the UK and internationally, as can the external activity of our staff, although this is often based on individuals’ research reputation, as well as that of the team which takes the research forward. Research informs and broadens our teaching and it is at the heart of the impact we have on society. The research reputation of our university is therefore a fundamental importance for our future purpose.

4. An anchor that makes a genuine difference to the people and economy of our region:

Over 400 local companies provide services for the University and we have a £170m impact on the economy every year. We work in other ways with several hundred companies, schools, colleges and other organisations. In our initial scoping events there was a clear sense of ‘duty’, as one academic colleague expressed it, that Keele needed to engage with a wide range of partners to guarantee that we continue to deliver a sector-leading student experience. Similarly, colleagues recognised that in order to continue to realise our ambitions for research, partnership was key. That said—we also shared a clear view that while a sense of ‘duty’ was a motivating factor for those in the room, the need to ensure the University’s autonomy was key, with a recognition that this autonomy was in itself something our partners hold in high

regard. We also recognise our ability to strongly influence the culture and health of the communities we work with.

5. A beacon for sustainability:

We have established a nationally and internationally leading reputation for a universal, whole-institution approach to sustainability spanning education, research, campus and community, and external engagement. We have a whole series of embedded initiatives (e.g. through our Root and Branch campaign) that make a significant environmental difference both on campus and beyond. By embedding sustainability-focused elective modules and extracurricular activities in all curricula we produce students that are well versed and practiced in the needs of a sustainable planet and their role in ensuring this.

6. A diverse community that unites in our desire to make a difference to our students and society:

Our student community is increasingly diverse. We recruit from across the UK and the wider world. We are comprehensive in the range of student backgrounds and previous academic performance that we support. Not all our students are campus-based so we need to do more to accommodate for the fact that our community is increasingly dispersed. Our graduates remain part of the Keele community as alumni who have an impact and give back to Keele in many ways. Our staff base is also diverse, drawn from a range of backgrounds and experiences. However like many organisations we have not yet achieved the desired gender and ethnic mix in senior roles, but we are committed to making progress in this area. Our Science and Innovation Park brings a community to the campus that has a different perspective and a different set of expertise but also opportunities for staff, students and graduates to enhance their opportunities.

QUESTION:

3a: Do these six purposes combined provide a genuine summary of Keele's purpose over the next five years?

3b: Are there other key areas that should be highlighted as being critical for Keele's future purpose?



Our People Strategy seeks to enable a culture of engagement, inclusion and cohesion, recognising that the success of our University depends crucially upon the contribution and success of our staff and students and prioritising the development of working relationships that support, respect and nurture this contribution. Again, the Lindsey concept of “a community of scholarship” is one that is core to our thinking. During the strategy discussions there has been a strong feeling that we should develop a set of people-centric values that can be articulated and lived up to by all of our staff and students, in such a way that colleagues should feel empowered to challenge behavior that does not align with these shared values. We should also expect them to be followed by those we work with outside the University. Establishing a balance between freedom of activity and expression that benefits an academic community with the need to be accountable to each other and to broader society is an important component of the ‘People’ section of the strategy.

These values may well include:

- accountability/respectfulness
- collegiality/collaboration
- transparency
- partnership
- fairness/consistency
- reliability
- respect for diversity/freedom of speech
- ambition
- challenge

QUESTION

4a) Would these people-centric values give a solid basis to our desire for a strong, supportive and successful Keele community?

4b) Are there any values that are missing from this list, or ones that you think should be removed?

For our students we should endeavor to provide a supportive educational experience that recognises the diversity of their backgrounds, experiences and current situations. Working in close partnership with KeeleSU and the KPA and recognising the sometimes less visible wider student voice, we should ensure that the academic and social experience our students have at Keele is second to none. To achieve this we need an institution-wide, systematic and holistic approach to the student experience that is consistent in terms of quality across the whole student life cycle, but also recognises that there is no ‘one-size-fits-all’ solution. We need to consider how our academic provision, our support services and our physical and social structures and resources can best offer an outstanding experience for all our students.

We need to monitor the outcomes and performance of our students but we want to do this by recognising a broad range of success markers and not the narrow definitions often forced on us by Government. A student's degree outcome is an obvious measure of some form of 'success' but it is equally important that our students leave Keele confident and employment-ready, with a well-developed sense of citizenship, and that they are fully-prepared for the prospect of lifelong learning. To achieve this, we need to provide a safe, inclusive community for students and staff which promotes a sense of belonging, positive mental health and wellbeing and opportunities for students to contribute across the full spectrum of their academic, social and civic lives.

QUESTION:

5a) Do we remain committed to a student-centered approach to our education provision that produces graduates that have a real impact on society?

5b) Do you have any specific suggestions on how we could further our student-centered approach?

For both our staff and student communities we are committed to the assets that diverse community membership can bring to our University. This means that we will continue to make efforts to bring people from a wide range of backgrounds into the Keele community and that we will then support them to achieve their potential whilst part of our institution. Our efforts and achievements working with established equalities frameworks such as Athena SWAN and REC are examples of where we have made significant progress but we clearly have more to do in these areas and on the wider Equality, Diversity and Inclusion agenda. Keele has a sector-leading sustainability "mantra" that, whilst we are strong in sustainability research and education, we also try to embed it in everything we do and provide additional extra-curricular opportunities for our students. We should now aim to also have social inclusion embedded in all that we do in the context of a complex, high quality and ambitious university.

It is important that our staff have the opportunity to develop their skills, the tools to do their job and working practices that are efficient, effective and recognise the diversity of our talent. Just as our students need the tools to evolve with changing needs, so too do our staff. Areas that may require dedicated effort include, for example, developing the digital literacy of both our staff and students as this must not just be assumed. Investment in training and support for all staff is essential to support progression and career development.

In some ways new structures and ways of working, which need to be agile, flexible and adaptive to the changing needs and expectations of our students, may be needed. A focused and inclusive three-year planning process which engages colleagues from across the University and establishes clear shared priorities will help to deliver our ambitions in this area and empower all staff to respond to the institutional priorities through their daily work activities.

Proposed below are a series of enablers that will help to foster a strong people-centered culture:

- A well-used and effective two-way communication system between all members of the Keele community recognising diversity of needs.
- The creation of genuine partnerships between the whole of our university community, in particular with staff across academic and professional service areas and between the university and our students.
- A need to support staff and student wellbeing and resilience, and to ensure that all colleagues feel valued and appropriately rewarded.
- A need for stronger leadership development, generating leaders who can translate strategy into ways that are meaningful for individuals, to help people understand the bigger picture and how they fit into it.
- A strong commitment to equality, diversity and inclusion, ensuring we translate our commitment into action.
- A working and living environment that is high quality and recognises diversity of need, empowering its community to achieve excellence.

QUESTION:

6) Are these enablers of a strong people-centered culture the right ones for Keele?



We are justifiably proud of our campus. It is undoubtedly a key part of who we are and influences strongly how we behave. However, it is not always an easy campus to look after. The size of the campus - being the largest single-site campus in Britain - coupled with the range of buildings and their ages, the rural environments and multi-faceted usages of the space create a physical environment that requires a lot of attention and input. We need to continuously upgrade our facilities and the new strategy must pave the way for a programme of work that may take many years to complete, but which recognises the key priorities for our University in the short, medium and long-term. Day-to-day concerns about the quality of the facilities and the cost of living are hugely important to students. Equally, improved transport infrastructure and more social and informal learning spaces are seen as urgent priorities—especially for commuter students.

At present, government funding for infrastructure is not very extensive and we are not generating enough through our own year-on-year finances to fund the investment that we want and need to do on campus. There is therefore work that needs to be done in this area. We have done well to finance a large number of our current capital projects through investment from European, Local Enterprise Partnership and other sources. However, we must recognise that some of our core infrastructure requires investment. Unfortunately the most expenditure is needed in the least glamorous areas, and we see that without generating sufficient resources to fund these investments we will be leaving a legacy for our successors that none of us would be proud of.

QUESTION:

7a) As we manage finite resources for the estate, what do you see as the key priorities for changes in the physical infrastructure of the campus over the next ten years?

7b) Financing any estate developments will be challenging, how can we generate improved financial performance to enable us to invest in the estate and our 'backlog of maintenance'?

While we continue to express and believe in the centrality of the campus to the Keele vision, it is now clear that we must increasingly see the campus as a hub at the centre of a wide range of homes for our activities, staff and students. We must also recognise the influence of an increasingly digitalised society. The original remit for the University was to have a strong sense of place, in particular in relation to North Staffordshire. In our consultation events all groups recognised the important civic role Keele has to play in the private, public, cultural, energy and health economy around us. We should therefore use the new strategy to firmly position Keele locally, nationally and globally.

We will highlight the need for us to aim for consistency of service and quality of experience for different types of student and for all staff, regardless of where they are based. Aside from those in their first year of study, most of our students live off campus and many of them spend a large proportion of their study time on placements. As we develop more international education partnerships we will have increasing numbers

of students abroad. The nature of our facilities on campus, our teaching methods and our communication channels will all need to reflect this diversity.

QUESTION:

8a) What are the changes we need to make in order to accommodate this diversity of academic provision?

8b) What would a digital campus look like for staff and students?

In a world of self-imposed isolation and protectionism in some of the most influential countries in the world it is important that universities stand firm in the belief that global perspectives are critical for individuals and society in order for society to function and for the collective consideration of some of the greatest challenges we face. We should do this at Keele by increasing the number of staff and students we have on campus from overseas, by having a truly international perspective in our education provision and by collaborating with international universities in our research and education.

QUESTION:

9) Are there specific aspects of our international activity that could be enhanced in order to facilitate Keele as a more diverse community?



Our University has many examples of productive partnerships that we can be proud of. A large proportion of our research is carried out in partnership with a range of organisations from business, charity, government, NHS, local authority and cultural sectors and directly with the public. Similarly, in many areas, our undergraduate and postgraduate programmes are supported by long-term educational partnerships which enable our students to gain essential experiential learning alongside, or as part of their studies; and a graduate level of employment when they leave us.

However the performance of our comparator universities underlines the need and urgency to continue to push forward with our ambitions. We want to continue to provide a sector-leading educational experience, yet in some areas we have levels of graduate employment below that of our peers; and we want to continue to grow a significant reputation for high quality, impactful research, whilst recognising that the public funding landscape for research now demands collaborations well beyond traditional academic boundaries.

We should aim to make all our partnerships deep and meaningful to all partners, ensure that they are valued by all, and that our partners feel a loyalty to Keele that comes from being part of the extended Keele community.

QUESTION:**10a) What approaches can we adopt to develop deeper relationships with key partners?****10b) What are the barriers to us developing successful and meaningful partnerships?**

All aspects of our education provision from undergraduate to continuing professional development (CPD) can benefit from input from partners whether they be alumni, potential employers of our students or national bodies. We must also not forget the benefit of input from our students in this regard. In some schemes, e.g. those that are health-related or lead to professional accreditation, student involvement is essential for both the design and delivery of the courses, and the rise of degree apprenticeships schemes increases this essentiality across an even wider set of disciplines. Indeed all of our courses can benefit from external input in order to ensure that they maintain pace with external developments and provide 'real world' application, remain attractive to students and fulfil the needs of a forward-looking university education.

QUESTION:**11) How do we ensure that our education provision benefits from the input of relevant partners?**

Our research depends on a very large number of partnerships; from the broad-based relationships, (e.g. membership of the Midlands Innovation group) through the strategic links for specific areas (e.g. partners in

centers or large projects such as CASIC, KPAC, SEND etc.), to individual links, which are undoubtedly the most important and fruitful.

QUESTION:

12a) What can Keele do to facilitate the breadth and depth of institutional research partnerships?

12b) Are there strategic-level partnerships that we could be part of and how do we support such partnerships, or do research collaborations need to evolve organically?

Partnerships in our region are particularly valuable to us and these can be with significant organisations (e.g. local authorities, businesses of all sizes, third-sector organisations, theatres, schools, colleges etc.) or with pockets of the local communities (e.g. through our arts programme and various outreach activities). The New Keele Deal, launched in 2017, provided a focus for working with key local organisations to increase our input into working with business and enhancing the local economy.

During 2019 we will see the launch of Keele Deal 2 around culture and Keele Deal 3 around the health of the region and these will be important foci for further strong partnerships and effective outcomes with a range of groups and organisations. But there will always be more that we should and could do with business and our local community.

QUESTION:

13) What should be our criteria for investing time and resources into new partnerships in the region?

For all aspects of our work it is also important that we have a global outlook. We have a large number of global partners for student exchanges but only a small number of active deep partnerships where teaching is integrated and research is collaborative. We do not have the resources to service a large number of such partnerships but it will be critical for research, for international student recruitment, for the maintenance of a commitment to a diverse community on campus and for the overall reputation of the University, that we do develop more meaningful international partnerships.

QUESTION:

14a) Do you agree that international partnerships must be a significant aim for Keele during the 2019-2022 period?

14b) If so, what approach should we adopt for the development of new international partnerships?

Like all relationships, all of the partners outlined above will benefit from clarity of vision and clarity of expectation from all involved parties. We therefore must develop some strong principles and commitments that make clear our approach and commitment to working with a wide range of partners. It is likely that this will become a requirement of the Knowledge Exchange Framework but regardless of requirement, the process of developing these commitments will provide clarity for all of our partnership decisions.



The new strategy should be ambitious. We must retain our commitment to Keele performing and being recognised as a top-ranked university, that undertakes world class research which has significant impact within academia and beyond, and that is undertaken in the context of a first-class educational experience for our students. But what do we mean by “top-ranked”? How do we know what success should look like? How do we compare ourselves against others while making sure that we retain the “Keele Difference”?

We should not be obsessed with external evaluations or league tables, but they are nonetheless important. Evaluations such as REF, TEF, KEF and NSS have their flaws but if used wisely they do give important pointers to progress and our position in the sector, while also having significant financial and reputational benefits. We must therefore learn to use these measures for the advancement of *our* ambitions, rather than those of others. It is clear that we cannot ignore them if we intend to be a high-performing institution, but we should take care not to focus on our performance in such evaluations or league tables without a clear rationale for doing so.

QUESTION:

15) How can we use the external comparators intelligently, to drive forward our own ambitions for Keele, whilst still reflecting to the world our performance and status?

It is relatively easy to articulate what we want our education to deliver in terms of academic success and the embedding of broader graduate attributes. Measuring these in a reliable and consistent way is less easy. Degree outcomes, progression performance and employment rates are all used by the Office for Students but we need a level of granularity that will allow us to assess performance against our aims. For example, added value to individual students, disciplinary difference and measures of health and wellbeing.

QUESTION:

16) How should we define and measure graduate success in an objective way?

Our overall research performance clearly depends on individual staff success as well as larger initiatives that involve research teams. We need to be more capable of putting teams together for major initiatives and to do this in a proactive, anticipatory way so that we can respond more successfully to external opportunities. We are in a critical period for the next Research Excellence Framework evaluation and, in line with the statements above, we will use this as an important evaluation of progress and performance as this allows a good overview of many key components that reflect research success, e.g. quality of outputs, income, PhD student numbers, awards, fellowships, and research environment.

QUESTION:

17) How else can we measure and support research performance?

There is no doubt that in order to perform well in education and research we need to constantly consider how we get things done, because time and finance are the two resources that are critical and often extremely limited. Within the current context of major sector change, it is more important than ever that we pay attention to how our university functions, and how we deliver our strategy effectively. We need to be agile in order to put ourselves in a strong position to respond quickly when new opportunities or requirements emerge. Value for money is paramount as we need to deliver and demonstrate economies and effectiveness to our regulators, our students and our stakeholders. Our systems and support processes need to operate effectively and consistently across the University. We need the right checks and balances in place through our governance and decision-making structures, but without overloading colleagues or stifling the ability to innovate. And lastly we need to know success when we see it! We need to identify (and celebrate) where things work well, and use good practice as a platform to build on.

It is clearly also critical that we need strong finances in order to ensure our overall sustainability over the next period. A new approach to financial planning and budgeting will see us needing to make some difficult decisions about what the priorities are to sustain Keele in the long-term, and balancing immediate needs with those setting a firmer platform for the future will not be without some challenges and difficult decisions for many of us. We should aim to give more local (Faculty/School/Directorate) autonomy for financial decisions, but with that must come a firm culture of accountability and responsibility. A more accountable culture will be a big change for many within our University and it will not always be easy, but as we move forwards it is a necessary requirement.

At the heart of our performance is the combined contribution, commitment and talent of our staff. We have many colleagues who will go the extra mile for the University and in particular for our students. We should recognise, reward and celebrate that more. In addition we should also aim to ensure that workloads are fair and reasonable across the University and that all staff are supported to fulfil their potential.

QUESTION:

18) What do you think are the greatest priorities in terms of improving institutional efficiency and effectiveness?

QUESTION:

19) Do you have any other general or specific comments about the strategy, University or any other aspect raised in this consultation document?

WHAT NEXT?

We would value responses to the specific questions or broader thoughts on our University's strategy by the 25th January 2019. Responses can be submitted by email to consultation.strategy@keele.ac.uk

In the New Year, a draft of the document, taking into account feedback from the consultation, will be considered by Senate and Council.

There has already been a very rich set of thoughts and ideas that have fed into this process, many of which are at a level of detail that will be impossible to specifically capture in the strategy document. However, this high-level strategy document will be supported by a Strategy Delivery Plan, which will provide a route-map for the delivery of the objectives in the strategy. As such, this will capture a large proportion of these suggestions and is anticipated to be developed in the early part of 2019.

Existing Strategy Enabling Projects

The projects in this list are initiatives which have begun over the last two to three years and are part of our broader vision for Keele. We expect projects such as these to continue and be added to as the strategy develops.

- Joint Vet School with Harper Adams University
- Research Institutes for Social Inclusion, Global Health and Sustainable Futures
- Keele Institute for Innovation and Teaching Excellence (KIITE)
- New Keele Deal 1, 2 and 3
- Smart Innovation Hub and launch of Keele Business School

SUMMARY OF CONSULTATION QUESTIONS

- 1a) Are the mission, vision and values ones that we recognise as a University community?
- 1b) Do our values need to be re-stated in the format of a shorter, behaviour-based list of values?
- 2a) Do these principles remain central to our university purpose as we enter the 2020s?
- 2b) Are there new, or other principles that we need to capture, that were not part of the founding vision for Keele?
- 3a) Do these six purposes combined provide a genuine summary of Keele's purpose over the next five years?
- 3b) Are there other key areas that should be highlighted as being critical for Keele's future purpose?
- 4a) Would these people-centric values give a solid basis to our desire for a strong, supportive and successful Keele community?
- 4b) Are there any values that are missing from this list, or ones that you think should be removed?
- 5a) Do we remain committed to a student-centered approach to our education provision that produces graduates that have a real impact on society?
- 5b) Do you have any specific suggestions on how we could further our student-centered approach?
- 6) Are these enablers of a strong people-centered culture the right ones for Keele?
- 7a) As we manage finite resources for the estate, what do you see as the key priorities for changes in the physical infrastructure of the campus over the next ten years?
- 7b) Financing any estate developments will be challenging, how can we generate improved financial performance to enable us to invest in the estate and our 'backlog of maintenance'?
- 8a) What are the changes we need to make in order to accommodate this diversity of academic provision?
- 8b) What would a digital campus look like for staff and students?
- 9) Are there specific aspects of our international activity that could be enhanced in order to facilitate Keele as a more diverse community?
- 10a) What approaches can we adopt to develop deeper relationships with key partners?
- 10b) What are the barriers to us developing successful and meaningful partnerships?
- 11) How do we ensure that our education provision benefits from the input of relevant partners?
- 12a) What can Keele do to facilitate the breadth and depth of institutional research partnerships?
- 12b) Are there strategic-level partnerships that we could be part of and how do we support such partnerships, or do research collaborations need to evolve organically?
- 13) What should be our criteria for investing time and resources into new partnerships in the region?
- 14a) Do you agree that international partnerships must be a significant aim for Keele during the 2019-2022 period?
- 14b) If so, what approach should we adopt for the development of new international partnerships?
- 15) How can we use the external comparators intelligently, to drive forward our own ambitions for Keele, whilst still reflecting to the world our performance and status?
- 16) How should we define and measure graduate success in an objective way?
- 17) How else can we measure and support research performance?
- 18) What do you think are the greatest priorities in terms of improving institutional efficiency and effectiveness?
- 19) Do you have any other general or specific comments about the strategy, University or any other aspect raised in this consultation document?