NEWCASTLE UNIVERSITY
COURT
15 OCTOBER 2013

Present: The Chancellor (in the Chair), Chairman of Council and Pro-Chancellor, Vice-Chancellor, Mrs Lesley Braiden, Councillor Joe Carlebach, Professor Suzanne Cholerton, Mr Alan Clarke, Professor Eric Cross, Sir Michael Darrington, Mr Andrew Davison, Mr Colin Fitzpatrick, Councillor Nick Forbes, Mrs Jacqui Henderson, Professor Steve Homans, Mr Jack Jeffery, Mr Peter Johnson, Mr Antony Jones, Lord Judd of Portsea, Professor Eileen Kaner, Miss Florence Kirkby, Professor Patrick Lavery, Mr Stephen Lightley, Mr Hector MacDonald, Mr Calum MacKenzie, Mr Richard Maudslay, Ms Claire Morgan, Councillor Sue Pearson, Ms Kate Priestley, Professor Ella Ritchie, Professor Louise Robinson, Mr Mark Scrimshaw, Mr Nigel Sherlock, Professor Mark Shucksmith, Mr Nitin Shukla, Mr Greg Smith, Mr Michael Stephenson, Professor Tony Stevenson, Professor Phil Taylor, Ms Hannah Underwood, Lord Walton of Detchant, Ms Angela Woodburn, Professor Nick Wright, Ms Vicky Wright

In attendance: Mr Richard Dale (Executive Director of Finance), Dr John Hogan (Registrar), Mrs Veryan Johnston (Executive Director of Human Resources), Ms Abi Kelly (Director of Public Relations), Mrs Yvonne Lee (Executive Assistant), and Mr Dan Aiken (MEng Hons Civil Engineering, Year 4) for item 6.

1. MINUTES

The Minutes of the meeting held on 15 October 2013 were approved as a correct record.
[Circulated with the agenda as Document A]

2. MATTERS ARISING FROM THE MINUTES

No matters were raised.

3. MEMBERSHIP

The Chairman welcomed Mr Andrew Davison, Mr Colin Fitzpatrick, Councillor Sue Pearson, Ms Kate Priestley, Mr Nitin Shukla, Mr Michael Stephenson and Ms Hannah Underwood to their first meeting of Court.

Received:
(a) The membership of Court for 2013/2014.
[Circulated with the agenda as Document B]
(b) A document detailing the profiles of members of Court.
[Circulated with the agenda as Document C]

4. VICE-CHANCELLOR'S BUSINESS

Received a report from the Vice-Chancellor.
[Circulated with the agenda as Document D]
Noted that:

Admissions

1. The national provision of higher education changed after 2010 when state funding for higher education was replaced by the new fee regime. There was a spike in 2011 when the fee change was known and a big drop in 2012, the first year the new fees came into effect. Applications nationally in 2013 have gone back roughly to the 2010 figures.

2. Newcastle has outperformed previous years and the national average with its best ever enrolment figures and the role of Professor Suzanne Cholerton and her team was acknowledged.

3. The Widening Participation situation is difficult with the University falling short of its target this year. The reasons for this are complex but it is partly due to the fact that students from underprivileged backgrounds do not tend to travel out of their home area when applying to study at a university. The student body at this University comprises 70% of students from outside the region and only 30% from the regions closest to us.

4. Registration for postgraduate study will not be completed until the end of the year, but initial indications of the numbers are good.

5. A recent Higher Education Policy Institute report had suggested that students who work during their undergraduate studies do not perform as well as students who concentrate on their studies full-time and the experience here at Newcastle was queried. It was considered too early to tell whether the new fees force more students to work during their studies.

6. Much greater financial support is available to students from non-traditional backgrounds with a large number of scholarships awarded to offset the higher fees and hopefully minimise the need to supplement income with paid employment.

7. As a civic university we try to prepare students not just for employment but also for community service to instil a sense of civic responsibility in them. It was confirmed that there are over 200 opportunities to volunteer to work for and integrate with local communities.

8. Graduate employability is a key element of university education and working during degree studies is not necessarily detrimental to students as many employers look favourably on this kind of experience. The University tries to offer placements and internships on campus, which minimises the amount of time students have to spend travelling to and from work. In addition many of the placements are related to studies and therefore feed into their post-degree graduation prospects.

9. In response to a query relating to whether employability figured in rankings, it was confirmed that the Destination of Leavers of Higher Education (DHLE) monitors graduate employment trends and this University has a good track record in this area, with 95% of our graduates in employment within 6 months of leaving the University.

10. Universities should maximise publicity relating to post-study prospects as there is currently too much emphasis on pre-entry issues and not enough focus on outcomes.

NSS

11. The University has been on an upward trajectory since the inception of the survey, having now achieved an overall satisfaction score of 90%, placing us tenth out of UK full service universities.

Newcastle Science City

12. Ms Fiona Standfield has been appointed Director of Newcastle Science City and will take up her post in November.

13. The development of the Science Central site is progressing well and the coal extraction is nearing completion with 30,000 tonnes of coal removed.
14. Due to the success of the joint venture with INTO, the building is full three years ahead of schedule. The University is exploring the option of an extension in the form of a bridge linking existing buildings.

British Science Festival

15. The University recently successfully hosted the British Science Festival, which provided a particular opportunity to showcase the work of the three Societal Challenge Themes.

Research grants and income

16. The University had achieved its best ever research income figures and the role played by Professor Nick Wright and his team was acknowledged.

Bequests

17. Three major bequests had recently been received from the estates of Emeritus Professor George Albert Swan, Dr Constance Mary Fraser, a former member of staff, and Mr Arthur Raymond Wilson.

Fundraising priorities

18. Members of Court were particularly asked to note the emphasis on projects that align to the University’s overall mission as a civic university: the three Societal Challenge Themes, cultural regeneration projects and support for student enterprise. The themes were represented by three new members of Court: Professor Louise Robinson (Ageing theme), Professor Mark Shucksmith (Social Renewal) and Professor Phil Taylor (Sustainability).

19. The University would welcome ideas from Court members for future fundraising initiatives.

20. There is a massive scale of endowed chairs in US Ivy League universities in contrast to the UK, and there are difficulties associated with creating more of a culture/climate of philanthropy in the UK.

21. It is difficult for endowments to be financially viable long term, due to the increasing costs of a chair/readership. The William Leech, Lionel Jacobsen and Duke of Northumberland endowments were cited as examples of funding which now falls short of the full costs involved. It was confirmed that, even where additional top-up funding is required, the University recognises the importance of maintaining the names associated with the original endowments.

Equipment for Neptune National Centre for Offshore and Subsea Engineering

22. The University will be setting up a limited company to own and operate a hyperbaric chamber system to test subsea equipment.

Times Higher Education Awards 2013

23. The University has been shortlisted for ‘University of the year’ at this year’s THE awards in addition to shortlisting for:

   Outstanding contribution to Innovation and Technology (E-Therapeutics)
   Excellence and Innovation in the Arts (VAMOS)
   Outstanding contribution to Sustainable Development (ESS Eco Campus)

National Doctoral Training Centre Funding

24. The University has been successful in attracting funding for a National Doctoral Training Centre to create the next generation of researchers in the Arts & Humanities in collaboration with Queen’s University Belfast and the University of Durham. These centres represent a more selective approach to funding by the major agencies, preferring to fund consortia of this type rather than individual institutions. Only 11 centres were created nationally and this represents significant funding in the context of the Arts & Humanities and will be used to fund 157 full-time postgraduate students over five years.
Sir Andrew Witty’s Review of Universities and Growth

25. Sir Andrew Witty, Chief Executive of GlaxoSmithKline (GSK), has just carried out a review of the role of universities in regional economies. The report states that universities should be at the heart of economic strategies as part of Local Enterprise Partnerships (LEPs). The Vice-Chancellor is a board member of the North East LEP and it is heartening to note that many of Witty’s recommendations are covered by our Civic University role. Unfortunately this type of work is not credited in rankings, which are now largely discipline focussed. Our strategic cross-discipline approach is an issue to be considered in this context.

26. The University recently attended a fringe meeting at the Labour Party Conference to discuss the role of universities in cities. Professor John Goddard, former Deputy Vice-Chancellor, presented his report on universities as anchors in cities and the meeting was well attended with a shadow minister on the panel. The University’s Societal Challenge Themes were also showcased to the other two parties Ageing (at the Conservative Conference) and Sustainability (at the Liberal Democrat Conference).

5. VICE-CHANCELLOR’S QUESTIONS

Received from Miss Florence Kirkby:

“I would like to ask the Vice-Chancellor if increased fees have affected the number of mature students applying to begin a degree and how important mature students are and whether they are intending to study part-time.

I should also be interested to know how the younger students, coming through the INTO partnership, who were admitted prior to a degree course have fared.”

Received from Mr Nitin Shukla:

“The common perception is that cuts to University funding will inevitably lead to a second rate UK higher education system. How do you ensure that Newcastle University remains resilient in the current austerity measures and continues to maintain the highest standards it has set itself?”

Received:

An oral response from the Vice-Chancellor with an accompanying commentary tabled at the meeting.

Noted that:

Response to Miss Kirkby’s Question, Part 1

1. A report from the Independent Commission on Fees published in September 2013, stated that “The numbers of English university applicants aged 20 or older, for full-time courses, has fallen from 134,000 to 116,000, a reduction of 18,500, or 13.8% since 2010. The fall has been greater among those aged 25 and over, where there has been a drop of 15.4% in applications.”

2. HEFCE defines a new undergraduate student as ‘mature’ at the age of 21, on the basis that at this point the student is 3 years post-secondary education and deemed to be independent of their parents.

3. There has been no significant change in the number of mature students applying for entry to Newcastle for a first degree – 2010 entry 2,342; 2011 entry 2,498, 2012 entry 2,524 and 2013 entry 2,577.

4. The home undergraduate fee increased in 2012.

Response to Miss Kirkby’s Question, Part 2

5. INTO prepares students for academic programmes and also provides English Language tuition. Of students following the academic pathways route 62% progressed to the University in 2011, 64% in 2012 and 65% in 2013.

6. Each year at least 90% of all students achieved the qualification for which they were initially registered. There is a small gap between the achievement of former INTO foundation students and other international students but this was less than 2% in 2012-13.
7. The percentage of former INTO students achieving a higher classification is lower than for other international students (around 40% compared to around 65%).

8. In terms of progression from one stage to the next INTO students are more likely to undertake resits than other groups, but ultimately as shown above over 90% of students do obtain their intended qualification.

9. The number of INTO Newcastle University students who have completed their university programmes is still fairly low rising from 53 in 2010-11 to 124 in 2012-13.

10. Only a very small number of students enter the INTO programmes below the age of 18 (8% were 17 on the 15th September of their year of entry, in both 2011 and 2012), and there is no evidence that their performance is out of line with the other students from the same programme.

Response to Mr Shukla’s Question

11. There have been two major changes to fees/funding within Higher Education: funding now comes from the students themselves rather than HEFCE, and deregulation of student numbers means that universities can now recruit as many students as they like above the ABB threshold, in line with the coalition Government’s philosophy on free market education.

12. This is basically replacement funding from a university perspective as cutbacks in state funding can be matched by a good recruiting university. A relatively small proportion of our students come through the clearing process as we have good application numbers.

13. The crucial key performance indicator in this regard is now student satisfaction and this will be an important contributor to our rankings in future.

14. The rankings question is difficult as, despite the flawed methodologies or narrow focus of some rankings, international funding bodies give credence to them. China for instance is not interested in the employability of our graduates but in the quality and quantity of our research publications.

15. There must be a constant focus on improving our teaching standards and student surveys must rate our teaching highly.

16. These changes could see the higher education sector becoming more competitive with a ‘survival of the fittest’ ethos and could be beneficial in ensuring that all future funding goes to the higher quality institutions.

17. Crucially, in response to this question, it should be noted that Newcastle University has always cared about providing a good education and has always worked towards good student satisfaction ratings. Perhaps the key is that in the increasingly competitive higher education world we need to articulate clearly what we have always done to maintain high standards.

6. INTERNATIONALISATION

Received:

(a) A briefing paper on the University’s Internationalisation activities.

    [Circulated with the agenda as Document E]

(b) A presentation from Professor Ella Ritchie, Deputy Vice-Chancellor, on the above. The slides from the Presentation are appended to these Minutes.

Noted that:

1. Our Internationalisation Strategic Vision, as stated in Vision 2021, is ‘to advance and consolidate Newcastle’s position as a world-class civic university with a strong academic reputation and a commitment to excellence with a purpose’.
2. To achieve this vision, the University will develop a shared sense of purpose and common goals to: continue to build a strong international reputation, be active internationally in order to grow, strengthen the University through cultural diversity.

3. In terms of our provision abroad our focus is on quality. We do not franchise our programmes but deliver them in collaboration with overseas providers to ensure that there is no detriment to the quality of education students receive here in Newcastle or in our overseas campuses.

4. This University was a relatively slow starter in terms of international recruitment when compared to other Russell Group institutions. Our international intake in 2013 is around 27-28%, while some universities (LSE for example) have an international student body of around 70%.

5. Our joint venture with INTO is important in supporting the growth of our international student body. Their use of agents and foundation pathways has provided a significant boost to our recent international student recruitment.

6. The Business School is a successful ‘international’ school, all staff understanding the importance of this through their international accreditation.

7. Rankings do have significance despite the fact that figures can often be disputed. The University’s position has an impact on attracting and retaining the best staff and students, as well as attracting prestigious partners in research, teaching and engagement.

8. There is a high focus on quality in our overseas campuses. The first students will graduate with our Malaysian delivered Medical degree in 2014 and will have both UK and Malaysian accreditation. We will shortly be extending our delivery in Malaysia to Biosciences and are considering other disciplines. This activity raises our international profile, particularly since we are the first UK institution to have a Medical School overseas.

9. Singapore is a collaboration with the Singapore Institute of Technology (SIT), which will become a University in its own right in 2014. We currently deliver our own undergraduate and postgraduate programmes in Singapore and will soon be delivering a joint programme with SIT.

10. Two other global partnerships worthy of note are training the leaders of the future in Angola and are involved in the Science without Borders programme in Brazil. The latter has resulted in Newcastle becoming the second most popular UK destination overseas for Brazilian students.

11. We are also working with other high-quality partners overseas: Monash University in Australia, Groningen University in the Netherlands and Xiamen University in China.

12. In addition, Loyola University in Maryland has a Study Abroad Centre at Newcastle, which is positioning Newcastle in a key market, enhancing diversity on campus and raising our profile in the US.

13. The University is committed to developing and maintaining international opportunities for staff and students through global experience opportunities, staff and student mobility and a University-wide ‘language for all’ scheme.

14. The University is incorporating a global dimension and experience into student curricula. Daniel Aiken, a 4th year Civil Engineering student, attended to inform Court of his own experience of a cultural exchange opportunity which saw him study for four semesters in Hong Kong, being the first student from his Faculty to do so. He saw the main benefits as the opportunity to travel, to learn Cantonese and to network with other students from all over the world. Dan is now helping to develop a module with the University to design a water system then, subject to successful fundraising, planning to go to Borneo to build it.

15. The University faces a number of internationalisation challenges. There is a constant level of change and competition and, while it is difficult to predict all future trends, we need to try to stay aware of opportunities. We have just signed up for FutureLearn, an online initiative with UK and international universities taking part.

16. The University receives endless requests from governments and individual institutions for collaborations and we need to discriminate carefully and target resources appropriately. Many countries need strategic guidance rather than partnerships and we should watch out for such opportunities.
17. In order to be a ‘world-class’ institution, a vibrant international community on the home campus is important. The presence of an international community of staff and students enhances quality and it is important that a wide ethnic spread is incorporated into our international community. The University is trying to get more diversity in terms of our international recruitment and currently, 30% of our overseas students come from China. We do all we can to encourage fairness and have no special mechanisms which target particular ethnic groups. It was confirmed that our NUMed campus is open to all Malaysian students regardless of their ethnic background. A report for a future meeting of Court on our ethnic and disabled student recruitment strategies was requested.

18. It is important to ensure that we do not only concentrate on collaborations with rich institutions in major developed nations, but also share our expertise with newly developing institutions from poorer nations. Our work in Angola was cited as a good example of this. Angola has its own equivalent of the Marshall Plan to rebuild their social and cultural infrastructure following the Civil War and the University’s involvement in training the leaders of tomorrow is part of this.

19. The University tries to give its overseas students the best experience of British education and life. The Students’ Union has a buddy/mentor scheme for overseas students and encourages them to volunteer as a way to integrate with and serve the local community. There is now a dedicated post within the Students’ Union, funded by the University, to help to link home and overseas students.

20. While the University is a secular organisation, we work with all faith leaders through the Student Welfare Service and Student Societies to ensure that international students are made aware of the worship and pastoral care options available to them.

21. In terms of our role as a civic university we work closely with the City Council not only to attract and integrate a diverse student profile within Newcastle, but also to establish mutually beneficial connections overseas.

22. ERASMUS programmes can be problematic, some being at institutional level and others on a more ad hoc basis involving students from all over the campus. There were key roles to be played by coordinators and also for pastoral support of students. It was confirmed that the University had decided not to have these roles centrally located but that specific staff within Schools had responsibility in these areas.

23. It would be useful for the University’s culturally diverse student and staff profile to be reflected in membership of its Statutory Bodies, with a stakeholder element built in. It was confirmed that the Business School has already brought in overseas based alumni to serve on their Advisory Board to ensure appropriate support for the international student body.

24. With respect to our recent drop in the THE World Rankings, there is a Special Interest Group on Reputation and Rankings. It was noted that in many cases rankings are decided as the result of a Thompson Reuters’ opinion poll which targets individual academics asking them to rank what they see as the top 15 institutions in their subject area. It is obvious that Oxbridge and the Ivy League institutions will be well-represented because of their high profile and Court members can help us in this regard by always mentioning the University whenever possible and particularly if polled in this way. Always ensuring that the University is referred to as Newcastle University, UK, was considered crucial as confusion can arise with Newcastle, Australia.

25. A case study approach to consideration of how international rankings are achieved by other institutions should be considered.

26. The University should strive to inculcate skills in its graduates not only for UK students, but also for those who will return to work in their home countries. It was confirmed that the Graduate Skills Framework already takes this into account.

27. Some highly resourced countries are looking afresh at their international strategies and Qatar are currently doing this with a number of international universities being encouraged to set up campuses there. It was confirmed that this University is active in the Middle East and that we have the second highest number of Syrian students in the UK.

Resolved that a report on ethnic and disabled student recruitment strategies be brought forward to a future meeting of Court.
7. MEMBERSHIP OF COURT STEERING COMMITTEE

Reported that:

The membership of Court Steering Committee for 2013-14 is as follows:

<table>
<thead>
<tr>
<th>Members</th>
<th>Observers</th>
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<tbody>
<tr>
<td>Mr Richard Maudslay (Chairman)</td>
<td>Professor E Ritchie</td>
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<tr>
<td>Sir Michael Darrington</td>
<td>Registrar</td>
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<td>Ms Claire Morgan</td>
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<td>Professor Chris Brink</td>
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<td>Mr Mark I'anson</td>
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8. ANY OTHER BUSINESS

9. DATE OF NEXT MEETING

Reported that:

(a) The next meeting of Court will take place at 10.30am on Friday 9 May 2014 in King’s Gate, Level 5, Rooms L5.13&15.

(b) Court Steering Committee has agreed that a presentation on the Civic University should be the main item on this agenda.

(c) The meeting was followed by an optional virtual tour of our overseas campuses and the Science Central site and the slides from the tours are now available on the Court website at:
http://www.ncl.ac.uk/executive/governance/court/presentations.htm
Internationalisation Strategic Vision

'To advance and consolidate Newcastle's position as a world-class civic university with a strong academic reputation and a commitment to excellence with a purpose'.

To achieve this vision, we will develop a shared sense of purpose and common goals to:

- Continue to build a strong international reputation
- Be active internationally in order to grow
- Strengthen the University through cultural diversity
Internationalisation is not new...

Alumni Reception in Beijing (medics) in 1952.

Shanghai Graduation Ceremony 2013
Internationalisation Strategy: Strategic Aims

- To position Newcastle University as an institution with a strong academic reputation and a commitment to excellence with a purpose.
- To enhance Newcastle University's teaching, learning and research by promoting the international context within which we operate.
- To value diversity at home and internationally in order to build a global community and prepare our graduates to work and live in a globalised environment.
- To incorporate international dimensions into the work of the University and hence strengthen the idea of one university laid out in vision 2021.
- To value the contribution of our partners and recognise a commitment to long-term partnerships.

What do we mean by Internationalisation?

"The process of integrating an international or intercultural dimension into the teaching or research and service functions of the institution."

"Internationalisation at the national, sector and institutional levels is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education."

Jane Knight (2003, 2010)
What do we mean by Internationalisation?

**Internationalisation at home:**
- A diverse, dynamic and vibrant student and staff community.
- Integrating international content and delivery into the curriculum.
- Cross cultural understanding and preparing students for a globalised workforce.

**Internationalisation abroad:**
- Development of international partnerships that enhances the reputation of the University.
- Capacity raising initiatives.

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**International Student Recruitment**

<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>2006</td>
<td>2218</td>
</tr>
<tr>
<td>2007</td>
<td>2484</td>
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<tr>
<td>2008</td>
<td>2992</td>
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<td>5859</td>
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<tr>
<td>2011</td>
<td>7208</td>
</tr>
<tr>
<td>2012</td>
<td>9000</td>
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</tbody>
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The Proportion of International Students has increased from 18% in 2007/8 to 26% in 2011/2012.

Partnership with INTO

- **2011/2012 progression**
  
  - 64% overall (301 students progressing from academic pathway programmes + 646 from English courses)
  
  947 overall progressing to Newcastle University

- **2012/13 progression**

  - 65% overall (439 students progressing from academic pathways programmes + 841 from English courses)
  
  1280 overall progressing to Newcastle University

- Developing the relationship: Foundation Programmes in Newcastle Malaysia
Developing the Strategy:

Strategic partnerships

- Strategic Partnering through networks of universities
- Partnerships for joint education programmes
- Partnerships for purposes of student exchange
- Partnerships around specific research projects

Top down and bottom up

Internationalisation is a process that has impact in all domains, research, engagement and teaching

What is the University’s global position?

- No. 133 in the world by the Leiden ranking (2013)
- No. 198 in the world by the Times Higher Education ranking (2013)
- No. 129 in the world by the QS ranking (2013)
- No. 51 in the world by the UI GreenMetric World University Ranking (2012)
- No. 17 in the world by the International Student Barometer (2012)

- THE/Thompson ‘International Outlook’ League Table Indicator Target of Top 50
- We are currently ranked No. 52.
Degree Programmes with the Singapore Institute of Technology to enhance our position in Singapore, grow student numbers and expand Research and Development potential.

- Delivery of undergraduate programmes in Electrical Power Engineering, Food and Human Nutrition, Marine Engineering, Naval Architecture and Offshore Engineering, Mechanical Design and Manufacturing Engineering.
Global Partnerships

Supporting Capacity
Building: CESSAF

Science without Borders (Brazil)

- Enhancing Diversity on Campus
- Positioning in key sectors and key markets

"Develop a cohort of high quality partners abroad that share our vision"

Monash University, University of Groningen, Karam University
Newcastle University and Xiamen University Strategic Partnership

Aims

- Research Links and Funding
- Cross Cultural Understanding
- Raising Profile

Doing this through...

- Staff and Student Mobility
- Joint Funding Bids
- Development and Delivery of Joint Programmes.

Loyola Study Abroad Centre at Newcastle

- Positioning Newcastle University in a key market
- Enhancing diversity on campus
- Raising our profile in the US
'Develop and maintain international opportunities for staff and students'
Student Mobility

- 2012/2013
  - 372 Incoming Study Places
  - 291 Outgoing Study Places

- 2013/2014
  - 319 Incoming Study Places
  - 442 Outgoing Study Places

Internationalisation Challenges

- There are a number of external and internal challenges.
- Increasing competition at national and international level
- Whole University Initiative needs effective communication of what internationalisation means and how all staff and students contribute
  - Ensuring parity of student experience at home and overseas
  - Managing Expectations
  - Marshalling Resources
  - Sustaining the effort