

The Annual Report  
Submitted by  
Newbold College's Chief Executive Officer  
at its 2010 Annual General Meeting

The UK Leadership Foundation for Higher Education has sought to establish a Leadership Agenda for this new century, to identify key characteristics that lead to the vibrant delivery of higher education. The Foundation reported fifteen distinguishing attributes that it recognizes as essential elements of a dynamic institution of higher education. This year's annual report of Newbold College continues the process begun last year to determine how we measure up to these fifteen attributes.

1. Student numbers.

The College is experiencing a resurgence, a growth in student numbers. Consider the following:

Academic year	Total number of students	FTEs
2008/2009	229	187
2009/2010	266	218
2010/2011	---	235 projected

We see this increase in student enrolment, not as sheer numbers and bottom lines. Rather, we cherish this opportunity to reach an ever-increasing number of young scholars with rich, life-forming experiences that develop the whole person - academically, socially, spiritually and emotionally.

2. Access and widening participation. *There must be a deeper commitment to those within a society who are being left behind, not financially able or academically prepared to enter college.*

Last year's annual report detailed the many ways in which the College has worked on behalf of those not academically prepared to enter higher education. For example, students with 5 GCSE passes at grades A\* to C can be admitted into a bona fide credit-bearing foundation year. Also, an agreement exists with Bracknell & Wokingham College to provide youth with an Access to Higher Education Programme. These measures and further assistance continues under the excellent leadership of Newbold's Director of Academic Affairs.

The TransEuropean Division's new scholarship initiative and tithe-sharing by the Unions have unbarred the doors for many youth previously prevented from enter higher education due to financial hardship.

Further, the College is exploring participation in UCAS, the organisation responsible for managing applications to higher education courses in the UK. UCAS provides online tools intended to make it easier for students and higher education institutions to manage applications and offers. [This year's figures from UCAS show another record year for applications to higher education – the fourth year running that full-time undergraduate applications have seen a 22.9% rise over last year (2 million) while overseas applicants rose 28.7%. Ireland (50.4%), China (22.4%), Germany (23.7%) and Lithuania (102.3%) showed the most significant percentage increases.]

Another programme in which Newbold seeks membership is that of Adventist Colleges Abroad (ACA), a consortium of Seventh-day Adventist institutions of higher education providing students

with international educational experiences. This exchange programme was created to provide students with opportunities to learn a second language from native speakers. It now has broadened the academic offerings – introducing students to the international world of business and economics, to world-church thought via theology courses, etc. Being a member of ACA both enriches academic and experiential offerings to Newbold students and serves as another means for recruitment who had planned a short-term stay at Newbold.

*3.Human resources. Making the environment an enriching one in which to work. Exercising the courage to confront non-performers.*

This past year, the Employee Handbook was completely rewritten under the leadership of the Vice Principal and in collaboration with Citation, an employment law firm (a copy of which is available upon request). And, with assistance from ACAS - the government's Advisory, Conciliation and Arbitration Service, line managers receive annual in-service training. The goal is that employees' annual performance appraisal will seek to energise and inspire – emphasising talents, gifts and strengths of staff while, at the same time, formulating steps to resolve any problem areas.

Most regrettably, budgetary limitations have, for the past several years, prevented the College from providing the pay increases, social recreation and retreats essential to motivate staff, to team-build and vision the future. This will, once again, yet with greater urgency become a priority for the next budget cycle.

*4.IT and E-learning. There is recognition that the world has gone hi-tech and we must use the technology to our advantage in the labour market as well as equipping students to do likewise in their studies and when they graduate.*

This year, Newbold College inaugurated a new website. The older version had been hosted on a free, public domain site. Two problems presented: first, we were notified that this older Joomla version would no longer receive technological support. The second trouble spot was that this site could not ensure the level of security required for those paying student fees or make donations via the internet. For this reason, the College's website moved to SimpleUpdates.

The new wireless infrastructure is now in place in all three main buildings and the halls of residence. Currently, ICT is testing signal strengths in each location to ascertain what more is required to provide maximum coverage for all users on campus. The plan is to implement a secure login-based wireless network. Only staff, students and Newbold guests with valid Newbold login passwords will have access to the network. This will eliminate our current 'car-park' users and those in neighbouring properties gaining access.

Although progress is being made, the student information managements system, known as SITS, continues to present challenges to the College.

*5.Management of the estate. The buildings and grounds speak volumes about an institution. They must have regularised attention or the cost will be sizeably greater in the long run.*

This year, the Board supported the suggestion to dismantle Binfield Hall for reasons of safety. While this building seems to have little sentimental attachment, yet the necessity of demolishing Binfield Hall underscores the regular investment required in order to maintain physical structures. The Plant Master Planning Committee has been reactivated for just this purpose and to vision physical facilities required to accommodate programmatic offerings. One such initiative has been the oversight of a

new 'link building' – a third hall of residence into which to move students while the other two undergo restoration and as student numbers expand.

*6. Governance. Each Board must have a healthy mix of members that enrich the discussions, not simply assent. The college of higher education must have people of energy, vision, can-do spirit and respect from those within the field, having something to say and worth listening to.*

In December 2009, an accreditation visit made by Adventist Accreditation Association (AAA) underscored the need for periodic, relevant Board training. This has now been instituted.

Further, Board policies are being written in order to provide guidelines for those who might consider becoming members, for the induction of new members, and the regularisation of Board practices.

*7. Social agendas. Each institution of higher education must find a purpose for existing in the world.*

Any reader of the newly drafted Strategic Master Plan 2010-2015 will discern the College's commitment to remaining relevant in this world while preparing for the next. One can see this commitment manifest in various College activities: the GAP Year students engaged with humanitarian aid projects in Ethiopia over Christmas, the student-led Green Team holding a smoothie party to raise funds for restoring Moor Close Grade II Historic Gardens and another student group organizing a very successful ADRA auction. Future plans include combining recruitment with humanitarian aid/mission projects thus providing even greater outreach for current students while establishing a model for prospective students.

*8. Sustainability, funding and fees. There must be an identified plan of financial sustainability for the institution, identified sources of revenue flow (government, endowments, tuition fees paid by students, indirect costs from research grants, etc.)*

The five-year projection of financial targets and student numbers has been set in place and is being closely adhered to, a copy of which is available upon request from the Bursar's Office. One bold and positive move made this year was reducing student' fees thereby making Newbold College's rates more competitive with UK universities.

*9. Market positioning/branding the product.*

What makes our College unique? Why do we exist? What product are we attempting to sell? In essence, all this is contained within the Strategic Master Plan 2010-2015. A copy of this document is obtainable from the Principal's Office upon request.

*10. Competition and collaborations. There must be a sensitivity to this mix – some institutions against whom we will naturally compete (same course offerings in close proximity) and those with whom collaboration enriches the student's learning experience and the faculty's professional journey.*

Several new collaborations have occurred within this year: Newbold College joined the Association of UK Bible Colleges. This has proven to be of immeasurable benefit when exploring issues of common concern – issues such as recruitment, finances, and accreditation.

Following a visit to Middle East University, the NC Principal and MEU President identified several areas for possible collaboration. The first initiative will be the library – ways in which NC might assist MEU to access electronic learning resources. A second possible for collaboration is that of arranging

NC student internships with MEU’s television station. Yet another area for possible collaboration is in join recruitment.

The University of Wales Lampeter has merged with Trinity University College Carmarthen. The Welsh Assembly has driven this merger and the rationalisation of partnerships, particularly outside Wales. As a result, many non-Welsh partners appear to have received severance notices. Newbold College has not, as yet, received such notification. However, as a result of such uncertainty in our partnership with UWL, the College has made approaches to a number of different potential academic partners, but Middlesex University and the University of Chester emerged from the pack as potential partners. The relationship with Middlesex would be similar to that we previously held with Open University. The College would be approved as fit for purpose and then we would present programmes for validation.

*11. Enhancing student experience in teaching and learning.*

Faculty from the Department of Management, Arts and Social Studies are actively investigating approaches to distance learning. The challenge is not in the realm of technology; rather it is finding the time to move the modules from lecture to media-ready formatting. Another challenge of distance learning will be to identify ways in which we can continue providing the rich student experience which, over the years, has been Newbold’s trademark.

*12. Research. An essential component of the portfolio of any higher education institution.*

DMASS: For much of this year DMASS energies have been put into teaching new modules not previously taught, to develop curriculum for the new Media Arts degree. That having been said, the commendable activities in the area of research for 2009/2010 include:

	(5 yr period) 2004-2008	(1 academic yr) 2009-2010
Papers given at conferences:	2	3
Books published:	5	0
Professional articles published:	2	0
Book reviews:	3	2
Publications in progress:	5	4
Doctoral degrees in progress:	2	4
Doctoral degrees completed:		
DTS:		
Papers given at conferences:	19	7
Books published:	2	2
Professional articles published	14	3
Book reviews:	9	5
Publications in progress:	16	6
Doctoral degrees in progress:	4	3
Doctoral degrees completed:		1

*13. Internationalisation. Establishing bases, partnerships, teaching collaborations overseas.*

African SDA church leaders continue to express interest in Newbold for its postgraduate degree offerings. The Department of Theological Studies has formed a deliberative group on how best the College might be of assistance – through intensives offerings within Africa or at Newbold, selecting African scholars to attend Newbold for advance training with the thought of their returning to Africa

as lecturers. Presently the various options are being explored, the weighting of teaching loads for Newbold lecturers involved in this initiative and, of course, the financing of this project.

*14. Business/regional/community links. This element encourages collaboration with those other than the educational sector – persons from government, business, within the community.*

Just this year, Newbold College established corporate membership with the Chamber of Commerce. This association provides us with a forum to meet local business executives who may be in a position to offer us services at reduced rates, employ our students off-campus, give advice and possibly assist in establishing scholarships for our financially-challenged students.

The College has also established links with the Association of Christian Counsellors, the intent being to receive free consultation should the College decide at some future date to offer a degree programme in counselling.

*15. Embedding quality and diversity in all activities.*

Newbold College is well-known in the academic world for its excellence in quality assurance, the process being referred to as ACQUAC. Quality assurance in non-academic areas (ADQUAC) is seeking to achieve consistent, high quality and intentional assessment equal to that of ACQUAC.

Newbold's Centre for Religious and Cultural Diversity has, for several years, offered a monthly lecture series. More recently, it has become clear that in order to move diversity awareness and sensitivity forward on the Newbold College campus, diversity must become embedded as a permanent agenda item for each committee. This would mean, for example, that in monthly Health & Safety Committee meetings, thought would be given as to how better we might accommodate students and staff having disabilities; for the Admissions Committee, it would ensure Newbold College to be non-discriminatory in its admissions policies.

One key aspect of quality assurance, not often named but of vital importance is you, the members who have taken your time to participate in this Annual General Meeting, to monitor the progress of Newbold College, to demand explanations not of good business practice or not in keeping with standards of higher education, and to press us ever forward in doing great things on behalf of the learners we serve! Thank you.