In Partnership

Keeping our members updated with the latest from Advance HE

AdvanceHE · MEMBER BENEFIT

Contents

Welcome to the July 2020
In Partnership

In this edition of *In Partnership* we present details of our latest resources, webinars and project opportunities for members.

With lockdown gradually easing, the timing of our final intelligence reports from our Creating Socially Distanced Campuses project couldn't be more fitting. This includes the Capstone Report providing an overview of the findings.

As we look to digital solutions during the pandemic, we also focus on how this affects teaching and learning and how best to create high quality content, and support colleagues in successfully transitioning to the online environment.

Finally, we focus on the recent 'critical conversations on racism' and 'leading with integrity' webinars. Recordings of both webinars are available to view for members.

As always we welcome your feedback.

Creating Socially Distanced Campuses and Education Project

The next big question for higher education institutions is simply this, 'when we open our campuses, HOW are we going to do that?'.

The [Creating Socially Distanced Campuses and Education project](#) (SDCE) is continuing to engage with this question through collaborative and creative thinking and dialogue. The fourth and fifth reports of of the project, drawing upon the information, inspiration and intelligence generated by the project workshops, are now available to access exclusively to Advance HE members.

Leadership Intelligence Report – Quality

Doug Parkin, Principal Adviser for Leadership and Management at Advance HE, introduces the forth of six Leadership Intelligence Reports from our SDCE Project in [a recent blog](#).

> " In the unfolding COVID-19 landscape that higher education institutions around the world are working so hard to respond to, understanding their own distinctive quality offering and how that operates and is translated into the student experience will be key to crafting a sustainable future. It is not simply about every institution trying to be all things to all people as regards their quality proposition."

Leadership Intelligence Report - Inclusion

The fifth Leadership Intelligence Report focuses on inclusion. The temptation in times of crisis is to develop a strategy to cater for the majority, to strive for student numbers and financial assurances. It is, however, vital we challenge ourselves to think about the full diversity of our students and staff, and develop an environment which works for all.

> " The risk of compounding inequalities in the wake of the pandemic is significant, as too is the risk that new inequalities emerging will spiral unchecked as the sector grapples to come to terms with the infamous 'new normal'. The health inequalities surfacing in society are not independent of those we see in the higher education sector."

Quality (member-only)
Sustaining a clear focus on quality and good practice, including revising policy frameworks and guidance (teaching and assessment).

Read the blog

Access the report

Inclusion (member-only)
The challenge of access, inclusion, belonging and supporting students from vulnerable groups.

Read the blog

Access the report

Creating Socially Distanced Campuses and Education Project

Further valuable output from the SDCE project includes the publication of the final Leadership Inteligence Report in the series. This report is designed to provide an overview of the project, bringing the five topic areas (Induction, Space and Place, Design and Delivery, Quality, and Inclusion) together with the four overarching themes of leadership, communication, partnership and wellbeing.

The relationship between these elements, along with the central role of leadership is key to this report; interviews with a diverse range of higher education leaders providing an additional piece of informal action research. These interviews are primarily focused on aspects of leadership, but with links across to the other three overarching themes.

Access the Capstone Report

To explore this important topic further, Advance HE members will be able to join the webinar **Higher Education Leadership in the Pandemic Age – from crisis to connected campus** 08:30-10:00 BST 14 July.

The online workshops at the heart of the SDCE project, which took place in May, saw a range of UK and International colleagues from across a variety of strategic planning, and senior educational roles, coming together to contribute through workshops to the production of a series of Leadership Intelligence Reports. This webinar features the last of these, the Capstone Report, focusing on leadership itself with links to three other over-arching themes of communication, partnership, and wellbeing. The journey from crisis to connected campus is the story of HE leadership that we are currently seeing unfold.

The webinar will feature contributions from the following panel:

• Doug Parkin (Chair), Principal Adviser for Leadership and Management, Advance HE
• Alison Johns, Chief Executive Officer, Advance HE
• Andrew Wilson Former President of Edinburgh University Students' Association, UK
• Professor Ghassan Aouad, President, Applied Science University (ASU), Bahrain
• Professor Shân Wareing , Deputy Vice Chancellor, University of Northampton, UK
• Dr Giles Brown, Consultant author and Advance HE Associate

We are also hosting a Twitter Chat 15:30-17:30 BST 16 July that everyone can join (using the hashtag #AdvanceHE_chat to share their views and contribute to this important discussion.

Book your place

Internationalising the Curriculum
15 July 2020

This webinar discusses the internationalisation of the curriculum which can broadly be described as the international and global diversification of the curriculum and pedagogy.

Secure your place

Global Perspectives – Higher education: Who belongs here?
22 July 2020

In this webinar, we will explore the accounts of three individuals who are making their presence felt in leading their institutions in their specific country context. We will then consider how the experiences of our speakers provide opportunities for us all to develop more reflexive and inclusive leadership practices.

Secure your place

Practical Framework for Flexible Learning
30 July 2020

Flexible learning (FL) has always been a core thematic theme within HE but this has been exemplified by the COVID-19 pandemic that has required (forced) HEIs to provide a range of flexible yet pragmatic approaches to their portfolio of programmes. This webinar will explore how providers are positioned to support and deliver on this.

Secure your place

Full details on all member benefit webinars can be found **here**. If you are unable to attend an event or join a webinar, you can still join the discussion in the **Advance HE Member Benefits group on Advance HE Connect**, our online network exclusively for higher education. Share, connect and collaborate with your over 17,000 HE peers around the world.

All webinars in the series are also recorded and available to **view in the group**, including recent webinars 'Learning spaces and beyond: connected learning while physical distancing' and 'Safe(r) for staff? Equality implications for 're-opening' university and college campuses in the age of COVID-19'.

Find out more about member events

Critical Conversations about Racism

Khadija Mohammed and Barbara Becnel shared their experiences of racism and their thoughts on how we can embed system change in our society during our 'Critical Conversations on Racism' webinar, on 25 June, funded by the Scottish Funding Council.

The session began with Khadija asking Barbara what role racism had played in her life and the effect it had had on her career and growing up.

> My mother had to go to a Black college because White colleges would not accept black students. When she graduated, she couldn't get a job as a teacher in Philadelphia because they wouldn't hire a Black educator. She had to work as a secretary, reporting to White people who didn't even have a high school diploma.
>
> "She taught me that it was so hard to be Black and wished that if she came back in a second life she would be White. She trained me to understand that I had to be five or ten times better than White people at everything and if I failed, they may not give that job to another Black person for 30 years. Therefore, 50, 60, 70, 100 years of racism has profoundly affected me."

Khadija said that Barbara's story really resonated with her, despite being from a different background, over 5000 miles away.

> My parents also said things like 'don't stand out', 'keep your head down'. My teachers said to them 'she won't amount to much' simply because English wasn't my first language.
>
> "I started to 'play White' and change my identity just to fit in and no child should be made to feel like that."

Khadija and Barbara went on to discuss the Black Lives Matter movement and what needs to be done to use this opportunity to embed change in society which you can read about in this blog.

For those who were unable to attend this webinar, a recording is now available. Watch the full 'Critical Conversations on Racism' webinar here.

Our next conversation focuses on the work of the steering group of the Tackling Racism on Campus project. 'Through the EDI Keyhole: Continuing Critical Conversations on Racism in Further and Higher Education' will take place on Thrusday 23 July. Khadija Mohammed (Chair) will be in conversation with EDI experts who are leading each of the three work streams within the steering group:

- Sharan Virdee - exploring wider sector buy-in
- Monica Medina - engaging with the education community
- Adrian Lui - directing the emerging campaign/Impact

Join our lead facilitators discussing their work 'behind the scenes' - pushing boundaries, navigating critical conversations around racism and whiteness and sharing insights about why this project is important to them. **Secure your place**.

Learning and Teaching Reimagined

Advance HE is working with Universities UK (UUK), Jisc and Emerge Education to create a roadmap (Learning and Teaching Reimagined) for a digital shift in HE for 2020-21 and beyond, setting out the steps needed to harness the potential of digital technologies and deliver an outstanding education experience.

As part of this project, Advance HE is taking part in a community-led webinar 'Learning and teaching reimagined: best emerging practice?' on 15 July. What have members learnt from the rapid roll out of online learning? How can emerging best practice be applied longer term? What are some of the outstanding challenges facing members?

Doug Parkin, Principal Adviser for Leadership and Management at Advance HE, will be contributing to this event and sharing key insights from the final Leadership Intelligence Report – the 'Capstone Report' – from our Creating Socially Distanced Campuses and Education Project (SDCE).

The Capstone Report draws together the findings of the SDCE project overall and reflects on the four overarching themes of leadership, communication, partnership, and wellbeing. The aim of '*Learning and Teaching Reimagined'* is to help higher education institutions plot a path to the future of higher education. This report provides valuable insight on how to achieve this.

> " The COVID-19 pandemic is causing higher education institutions around the world to have to make very rapid strategic shifts and gear changes. Our focus in the SDCE project has been on the priority area of student education and experience, but it is important to note in terms of leadership energy and capacity that the full breadth of institutional endeavour has been disrupted and displaced. From research facilities and the administration of multi-million pound/dollar estates through to enterprise initiatives and community engagement commitments, every aspect of our normal continuity has been torn apart by the fault line of COVID-19".

Doug Parkin, Advance HE

Secure your place at the webinar

Read the Capstone Report

Find out more about the programme

Leading with integrity

As part of a series of live digital events to replace this year's Going Global conference for FE and HE leaders in international education, Advance HE collaborated with the British Council to explore issues relating to ethical leadership and governance as well as matters of academic integrity when facing major and ongoing change, particularly in light of the recent COVID-19 crisis.

Unethical practices can have serious implications. The consequences could mean applicants who lack the right connections are denied access to study at university. Furthermore, the falsification of qualifications or research could have life-threatening consequences by jeopardising public health and safety.

Recent high profile news stories have highlighted some questionable ethical practices in relation to HE on a global basis. As such, what role do we as leaders in global HE play in ensuring ethical practices and transparency in our sector, our institutions and among the academic community? What are the challenges we face in relation to integrity and how do we find solutions? COVID-19 and the response have also raised many deep and difficult questions regarding integrity and ethics.

Dr Irene Glendinning and Dr Stella-Maris Orim from Coventry University highlighted findings from their recently published (2019) research into Corruption in Higher Education. Undertaken on behalf of the Council for Higher Education Accreditation, the study found that although it varies in nature and prevalence, corruption in HE is a truly global issue.

The research highlighted the need for everyone involved in the global HE community, including those in leadership and governance roles, academics, the professional services and students, to collaborate as allies in countering unethical behaviour and upholding integrity and standards.

Case Study: Uzbekistan

Jamilya Gulyamova, the Deputy Director of British Council Uzbekistan, highlighted initiatives being implemented in Uzbekistan to drive forward change in the country's HE sector such as a push for academic autonomy, increased access, improved employability, quality, gender parity and internationalisation.

Case Study: Myanmar

Mi Mi Myo Win, Head of Programmes at the British Council Myanmar, identified specific operational issues facing the sector as it strives for improvements in fairness, integrity and autonomy. Staff stability, legacy education structures and systems, a hierarchical organisational culture and wider collaboration are all areas which pose challenges.

Watch the full recording of the webinar

Fellowship applications offer

We are offering 5% discount on Fellowship applications if you buy 8 or more before 31 July 2020.

This discount is on top of the 50% discount already received by Advance HE member institutions. Fellowship applications within your purchase can be made at any time before 30 April 2021.

Fellowship support services

Advance HE has a number of services which help promote Fellowship and support your staff through their applications. Advance HE members receive a 10% discount on these services. Fellowship fees also have a discount of 50% for members.

Fellowship workshops

These one-day workshops prepare a group of staff to make applications for Fellowship at a specific category. The workshops can be run online and provide a dedicated space to focus on the requirements of Fellowship, review example applications relevant to participants' contexts and to plan applications.

In-house Fellowship writing retreats

With expert support on hand, our online in-house Fellowship Writing Retreats provide a structured and guided environment in which to construct an application plan for Fellowship. The writing retreats are delivered aligned to a specific category and are open to a maximum of 10 participants per cohort.

Review of draft Fellowship applications

Review of a draft Fellowship application by an experienced Advance HE consultant provides valuable feedback (written and/or oral) to support a successful application. This may be arranged to provide additional support alongside Advance HE Fellowship workshops and/or writing retreats but can also be provided for any individual working towards an application to Advance HE for one of the four categories of Fellowship.

Find out more

Rethinking Higher Education for a post-pandemic world

The rapid switch to online teaching and assessment in March exposed the strengths and weaknesses of the global higher education sector. In this week's LTHE tweetchat Dr Kay Hack, Principal Adviser (Learning and Teaching) considers whether the global pandemic has provided the impetus to rethink higher education provision for the better and asks what changes can we enact to ensure that HE emerges stronger from the crisis?

Cambridge University's decision last month to deliver all lectures online during the whole of the next academic year was branded in the media as the end of the university experience as we know it; but whilst large lecture halls filled with 100-plus students may be a great way to transmit COVID, it was never the best way to transmit knowledge or develop understanding.

Social distancing requirements led to concern regarding the ability to access the physical course delivery locations – the laboratories, art and design studios and theatres, the libraries, computer suites and maker spaces that are critical to the student experience. Course teams that already made effective use of virtual learning environments to support learning, teaching and assessment found it easier to make the transition. The use of VLEs or other platforms as a broadcast medium, merely replacing face-to-face didactic lectures with virtual didactic lectures misses the opportunity to use the 4IR technologies, such as the internet of things, augmented and virtual reality, to provide engaging student-centred learning and develop the skills students will require for the 21st Century workplace.

Cancellation of the traditional three-hour summative examination assessments also triggered a rapid rethink in how to change assessment instruments whilst ensuring they remained valid, verifiable and equitable. But the 'learn-assess-forget' approach to learning 'encouraged' by closed book examinations never provided authentic assessment of skills, competencies and behaviours that students need for lifelong employability.

The skills required to survive and thrive during and after the pandemic will be based on uniquely human qualities – emotional intelligence, compassion and empathy, and the creativity and metacognitive skills that will allow us to innovate and solve the complex challenges that we face. The interdisciplinary student-centred, project-based learning required can, and is, being delivered online with students showcasing their learning through online assessment – podcasts, blogs, videos, screencasts and websites. Authentic experiential learning pedagogies that foster social interaction and collaboration online will not only motivate and engage students but also develop the competencies for virtual working and develop the habits of mind required for life-long learning.

For many students the residential model of HE has always been more about the rite of passage than the courses and curriculum on offer. If 'going to uni' means moving away from friends and family to live and learn independently to form new social networks then it is access to the social spaces, the cafes, bars, halls of residence and the sports facilities that add value to the student experience; if access to the location dependent aspects of university life is restricted what is the value of an on campus residential degree?

Read the blog in full

Advance HE is delighted to announce that the University of Birmingham, a member of the Race Equality Charter (REC), has successfully achieved a Bronze award under the scheme.

The Race Equality Charter is one of the services provided by Advance HE which aims to improve the representation, progression and success of minority ethnic staff and students within higher education. The Charter provides a framework through which institutions work to self-reflect on institutional and cultural barriers standing in the way of minority ethnic staff and students.

Professor Jo Duberley, Deputy Pro-Vice-Chancellor (Equality, Diversity and Inclusion), University of Birmingham, said, "In recent weeks we have rightly been asked about what actions the University is taking to respond to racial inequalities. The achievement of the Race Equality Charter Bronze Standard is part of our recognition that we can and must do more. The three-year self-assessment process enabled us to take a careful and comprehensive analysis of our organisational processes and culture. This is significant work which included our largest ever consultative exercise on race, involving over 5,000 staff and students throughout 2018 and 2019.

"The associated action plan, developed with students and staff, is a comprehensive package of measures that we will be working on in the months and years to come. These are not all quick fixes, but we are determined to make a difference to the lives and experiences of our BAME communities within the University and wider society."

Kathryn Harrison-Graves, Advance HE Director of Membership and Accreditation, said, "Many congratulations to the University of Birmingham. A Bronze award recognises that the University has undergone a rigorous self-assessment process to produce a robust action plan and is committed to tackling the barriers to progress for ethnic minority staff and students. It's a very positive step.

"The Race Equality Charter offers a clear set of principles to underpin change. It's our actions and real commitment to change that are going to make a difference in bringing about equality, and right now that message is being transmitted around the world as rarely seen before."

There are currently 62 members and now 15 award holders of the Race Equality Charter.

Find out more about engaging with the Race Equality Charter (REC), encouraging and recognising commitment to improving the representation, progression and success of minority ethnic staff and students.
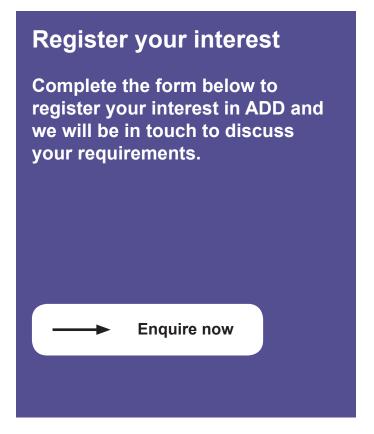
Active Digital Design

The HE sector has worked incredibly hard over the last four months to transition teaching and large parts of the student learning journey online. Conversations Advance HE colleagues have had across the sector have highlighted the challenge this has presented for many institutions.

In response to these challenges, Advance HE has developed its Teaching Skills Masterclass programme to support participants in enhancing their skills in delivering online content using the technology available to them at their institution. This programme works to build the confidence of participants in developing their own approach to teaching content remotely, providing their students with a high quality experience.

Building on this support, Advance HE is working with University of Surrey's Business School in providing a structured evidence-based programme of support for institutions seeking to enhance the design of their online provision. Underpinned by the University of Surrey Business School's innovative five-step Active Digital Design methodology, this programme makes for a fantastic and timely opportunity for institutions.

Active Digital Design Webinar

In collaboration with the University of Surrey, this webinar offers a really practical walk-through of the ADD approach, with useful tips and advice on how to build an active, engaging online learning environment.

→ Watch now

Register your interest

Complete the form below to register your interest in ADD and we will be in touch to discuss your requirements.

→ Enquire now

Find out more

New content and publications

Treasure Island Pedagogies at the University of Liverpool

In a series of podcasts for the University of Liverpool, Dr Tunde Varga-Atkins asks lecturers to discuss the transition to remote teaching and the pedagogies that lecturers will find most useful in the socially distant society we now live in.

Read more

Advance HE welcomes the Swiss Education Group (SEG) to membership

Advance HE is delighted to be working with the Swiss Education Group (SEG), the Swiss Alliance of Hospitality Management Schools and Swiss Education Group Professional (SEG Pro), the Global Executive Training & Advisory Community of SEG.

Read more

Doing LGBTQ+ differently

In Pride Month 2020, Sebastian Bromelow, Project Manager (EDI & OD) at London South Bank University shares his insights into co-delivering impactful LGBTQ+ (Lesbian, Gay, Bisexual, Trans*, Queer) workshops across post-92 institutions and fostering a cultural change in Equality, Diversity and Inclusion (EDI).

Read more

Implementing an effective Strategic Equality Impact Assessment (SEIA)

David Bass, Advance HE, Assistant Director, Membership (Nations) says a Strategic Equality Impact Assessment (SEIA) is an essential tool in supporting better strategic decision making and embed equality and fairness across our institutions.

Read more

Dates for your diary

Events

Online Curriculum Symposium
14 July 2020

Featuring both UK and international perspectives from experts who have either already begun the transition or who have been delivering their courses online for many years, the event will appeal especially to academic and professional leaders who have oversight for and design of online curricula.

Book your place

Writing Retreat Principal Fellow: July
15 July 2020

The Principal Fellow Writing Retreat is an invaluable opportunity to have the time and space to progress your application to become a Principal Fellow, receiving expert analysis and feedback in the process. Held over one day, the retreat offers you the chance to transform your rough notes and thoughts into an application that matches Advance HE's strict criteria for Principal Fellowship.

Book your place

Mental Health and Wellbeing in T&L - Innovation in Teaching Practice Workshop
16 July 2020

Over recent years, student mental wellbeing has had a high profile in the HE press. Understanding the impact we have, as professionals, in the way we teach and support learning, assess and give feedback is so important. This workshop will contribute towards that understanding.

Find out more and book your place

Homeworking in the Covid Pandemic: equality considerations for homeworkers
16 July 2020

As the Covid19 pandemic has created a need for a greater shift to home working, now and for the future, HE employers are facing new and in some cases, unforeseen, sets of challenges and circumstances that often can have a negative impact on equality.

In collaboration with UHR: Universities Human Resources, this session led by Advance HE's Senior Advisor Ellen Pugh will consider the particular aspects we need to consider, isolation and mental health, home schooling responsibilities, and more.

Find out more and book your place

Programmes

Diversifying Leadership programme
Now being delivered online

The Diversifying Leadership programme is designed to support early-career academics and professional services staff from Black, Asian and Minority Ethnic backgrounds who are about to take their first steps into a leadership role. The next cohort of the programme is open for bookings however the start date for Module 1 has been postponed until 23 September 2020 (previously 22 April 2020). The revised application deadline for the programme is 9 September 2020.

Book your place

GDP: Student Governor 1
Now being delivered online

The Student Governor programme is split into two separate events. They can be booked separately and are stand alone, but we strongly recommend that participants are booked on both sessions (you will receive a discount by booking on both).

Day one will take place on 9 September 2020 and will equip incoming Student Governors with the skills to thrive in their new role as well as providing an update and networking space for returning Student Governors. Day one empowers Student Governors to make a major contribution to governing bodies.

Book your place

Visit our website for full information on all forthcoming conferences, programmes and events: www.advance-he.ac.uk/programmes-events