Advance HE Update for the MSDP

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Advance HE Member Benefits 2021-2022

advance-he.ac.uk/membership-2021-22/member-benefits

Connect Benefit Series

A suite of projects designed to co-create and share innovative solutions to contemporary challenges.

Reports, Publications and Resources

Supporting the development of best practice and excellence

Collaborative Development Fund

Supporting the development of our members by addressing key sector challenges together.

Connect Benefit Series 2021-2022

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
QT1	Transitions, retention and progression											
QT2				Leading change through teams & networks								
QT3							Flexible pedagogies					
QT4										Organisational wellbeing		
ST1	Student success											
ST2							Inclusive institutions: enabling and supporting culture change					

Lateral Theme: sustainability in HE

Lateral Theme: hybrid operating models – leadership and engagement

Lateral Theme: structural inequality, intersectionality and identities

Collaborative Development Fund – now open
New challenges, new solutions

+ The [collaborative projects](#) aim to harness the knowledge, experience and innovative capabilities of our members in order to address current challenges within the HE sector.

+ Comprising five projects under the themes of **equality, diversity and inclusion**; **student success**; the **Professional Standards Framework (PSF)**; **College Based Higher Education**; and **inclusive institutional cultures**.

+ Grants £2,500 to £50,000

+ Closing date: 21st December

+ Projects start: February 2022
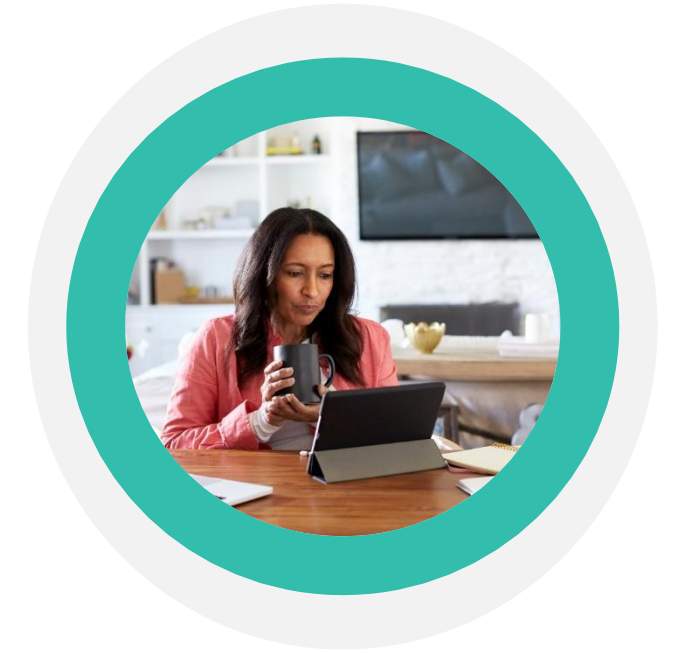
Global leadership survey and framework

+ Scoping study completed (University of Bristol, UWE and Swansea)

+ Literature review and roundtable discussions to capture sector view

+ Dissemination and engagement events: February 2022 – opportunity to respond to the initial research findings

+ Development of survey and global leadership framework

Advance HE Report:

"How staff have fared during the pandemic"

https://www.advance-he.ac.uk/news-and-views/how-have-he-staff-fared-during-pandemic-insights-advance-hes-sector-wide-survey

+ Many staff across industries have reported increased productivity during lockdown Link

+ This is new territory for most HEIs

+ UK HEI staff UK asked to rate their satisfaction with their life, their job and their work-life balance

+ Our survey showed that average life satisfaction of HE staff in October – December 2020 was similar to the general population, at 7.3/10

+ However the experience of staff differed considerably across types of jobs

+ Academic staff, in particular, reported considerably lower wellbeing compared to professional and support staff

+ Their wellbeing was more comparable to students, for whom the detrimental impacts of the pandemic have been well documented.

Support offered by institutions

Overall, over half of staff agreed or strongly agreed that their institution had: *'Done all I believe they can/should do to support me at this time', 'made arrangements to support me to stay in touch with other staff', 'made arrangements for skills training to take place online', 'been in contact to check how I am managing', and 'provided support and/or advice to help me continue my work remotely'.*

Almost a third of staff (29.4%) disagreed or strongly disagreed that their institution had *'done all I believe they can/should do to support me at this time'.*

22.5% of staff disagreed or strongly disagreed that their department, faculty, or central university services had *'been in contact to check how I am managing'.*

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What staff said they needed from their intuitions

+ Staff were asked: 'Is there one thing your employer could do or have done differently to help improve your experience of transitioning to remote working?'

+ Around 1 in 5 out of over 1,000 responses were from staff who said there was nothing more their institution could have done, or who had a positive statement about their institution's response.

Five main themes emerged from the analysis of responses:

Equipment and practical resources: Requests for additional IT or home-office equipment, assistance to purchase equipment or more effective systems for the distribution of equipment

Senior leadership actions: Suggested actions for senior leadership, or critique of senior leadership actions

Workload and capacity: Comments on the levels of workload and staffing

Checking in: Requests for more contact, check-ins with colleagues and/or managers, and day-to-day support

Institution-wide communications: Comments on, or critique of, communications from senior leadership

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Hybrid Higher

Hybrid working and leadership in higher education

Reports, webinar recordings now available

The Core Questions:

+ *Workplace* – how important is the workplace as a destination?

+ *Welcome* – how important is the workplace as a community?

+ *Wellbeing* – how important is the work context (setting) for physical and mental health?

+ *Workforce* – how sustainable is hybrid working for organisational growth?

Staff from member institutions can download project outcomes, reports and recordings of webinars here.

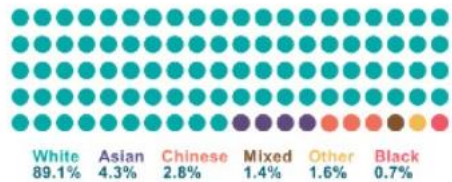**Transforming organisations from student to board: reflective guide**

Guide now available

Considered three key ingredients in transforming organisations:

+ co-creation, clarity and shared understanding of the vision

+ authentic conversations and two-way communication, recognising the centrality of dialogue to support transformation, and

+ joined-up, inclusive and collaborative implementation in which everyone involved feels a part of and takes responsibility for making happen

The guide offers reflections on good practice models, tools and approaches for transforming your university or institution in the ways you want and need to in the coming period

PROFESSORS BY ETHNIC GROUP

White 89.1% Asian 4.3% Chinese 2.8% Mixed 1.4% Other 1.6% Black 0.7%

Equality in HE Statistical Reports

Reports, data and infographics now available

Present a snapshot of the age, disability, ethnicity and gender make-up of staff and students, as well as a range of intersectional data to show how various identity characteristics interact in producing differential outcomes

Findings from this year's report include:

+ The proportion of staff disclosing as disabled has nearly doubled within the last decade (from 3.2% in 2010/11 to 5.5% in 2019/20).

+ In 2019/20 the proportion of Black, Asian and minority ethnic academics was 18.0% of the total compared with 82.0% of academics who were white.

The report aims to assist the sector in better understanding the main equality challenges for staff and students, directing future efforts to overcome them

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HE Board Diversity and Toolkit

Toolkit, resources and data analysis report now available

The Toolkit is designed to help member institutions to improve the diversity and inclusivity of their governing bodies

Board diversity is sharply at odds with the diversity with the sector's student body. Advance HE research from 2020 illustrates:

+ Just **41.9%** of governing board members were women, compared to **54.6%** of staff members overall.

+ A **fifth** (21.7%) of boards had **50%** women members or more. In **over two in five** boards, 41.6%, women made up fewer than 40% of governors.

+ A **fifth** (21.1%) of governing boards had no Black, Asian minority ethnic members, and **over a third** (35.6%) of boards had no disabled members.

The [Toolkit](#) designed to help Secretaries, Clerks, and other governance professionals, as well as Chairs and members of governing bodies, to approach recruitment in a way that ensures every step of the recruitment process is so constructed as to ensure the greatest chance of making the most diverse and suitable appointments

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Programmes and Events

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Programmes 21/22

+ Vice Chancellor Transition Programme

+ Top Management Programme

+ Governor Development Programme

+ Diversifying Leadership

+ Research Team Leadership

+ Preparing for Senior Strategic Leadership

+ Senior Women's Leadership Development Programme

+ Transition to Leadership

+ Leading Departments

+ Leading Virtual and Disconnected Teams

+ Strategic Leadership

+ Aurora

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Events 21/22

+ Gender in HE Conference February 2022

+ Mental Wellbeing in HE Conference March 2022

+ EDI Conference March 2022

+ Insights Events

A bit of horizon scanning across the HE sector

+ How can we support staff and managers in managing their workloads?

+ Support on return to campus – supporting others but also supporting staff developers

+ Grappling with logistical challenges e.g. challenges of open plan offices / confidentiality

+ Relationships between professional services staff and academics further degrading due to pandemics – perception that PS staff are no longer 'available' as not available; sense of unfairness due to working from home/not.

+ Developing leadership framework to underpin leadership 'expectations'

+ Increased churn / people leaving due to misalignment of values (institution / individual), increased focus on wellbeing, increased desire to prioritise 'vocations'

Return to Campus/Hybrid Working – what are the key challenges across the sector?

Everyone is struggling, no-one feels the balance is quite right, feels like an iterative process.

Need to maintain sense of kindness towards each other established during pandemic.

Stop/start workload management approach – needs to come back, don't necessarily need to resume all workstreams.

People development and support for hybrid working.

Focus on supporting leaders to prioritise wellbeing and mental health

Leaders and managers experiencing a loss of control – as felt during the pandemic and again now.

General lack of reflection on the **why**:
+ Tension between purpose-based approach to return to campus (i.e. come in when there's a reason / need to do so) and percentage-based approach (i.e. all staff must be on campus 60% etc.) Staff and managers asking for a percentage / days per week, but equally requesting a flexible, purpose-based approach.
+ Many references to 'creating a vibrant community' being the rationale for just *being* on campus – about volume of bodies, rather than what people are doing - presenteeism.

Have a wonderful festive break

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