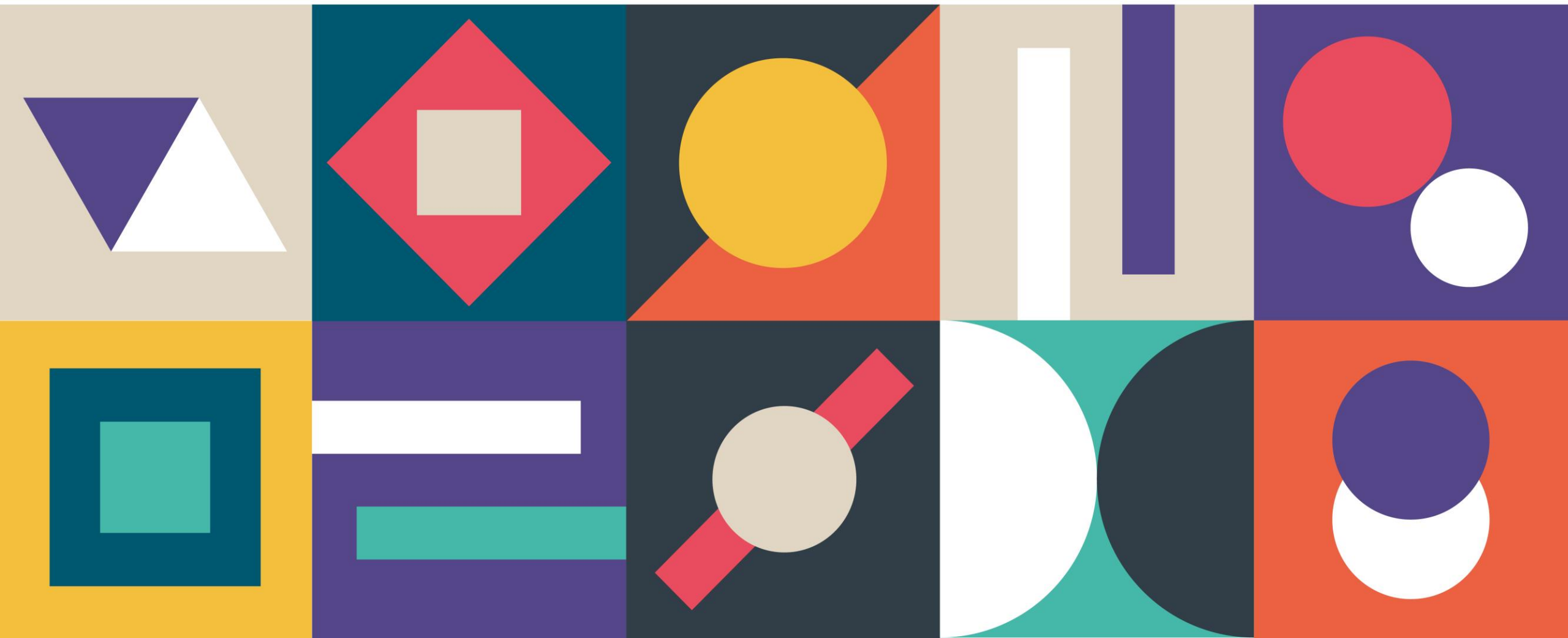


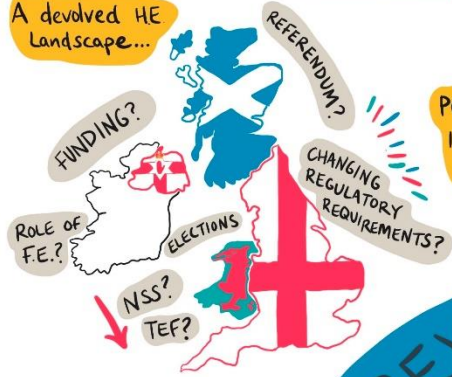
AdvanceHE



AdvanceHE ORGANISATIONAL RESILIENCE

CURRENT CHALLENGES AND FUTURE FOCUS FOR HIGHER EDUCATION DURING PANDEMIC TIMES

A devolved HE Landscape...



POWER & IMPACT IN LOBBYING GOVERNMENT?

INVOLVE STUDENTS IN DECISION-MAKING



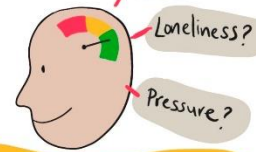
Staff training needs

Digital connectivity

Need to use the campus differently

Well being

RE-EVALUATING LEARNING SPACES & INFRASTRUCTURES



MENTAL HEALTH



What cuts will we need to make?

BREXIT

How to approach Internationalisation?

Can I afford a degree?



How do I want to study?

What will I gain from a degree?

EQUALITY

INCLUSION
DECOLONISE

INCREASED COLLABORATION WITHIN & BETWEEN INSTITUTIONS



Economy

Fewer part-time jobs to fund study?

What prospects after graduation?

Contribution of Apprenticeships?



VALUE?

Regional Employer
Community Resource

WIDER COMMUNITY

WE HAVE ACHIEVED SO MUCH, SO QUICKLY



WE HAVE MADE GREAT LEAPS

SHOULD BE CENTRAL TO FUTURE PLAN

But I miss in-person classes!

INCREASED FOCUS ON LEARNING & TEACHING

What is the purpose of an ON-campus degree?

More FLEXIBILITY?

Rethinking Attendance versus Engagement

Staff have gone above & beyond

BUT...

NEED SUSTAINABLE APPROACH FORWARD

Recognising staff are exhausted



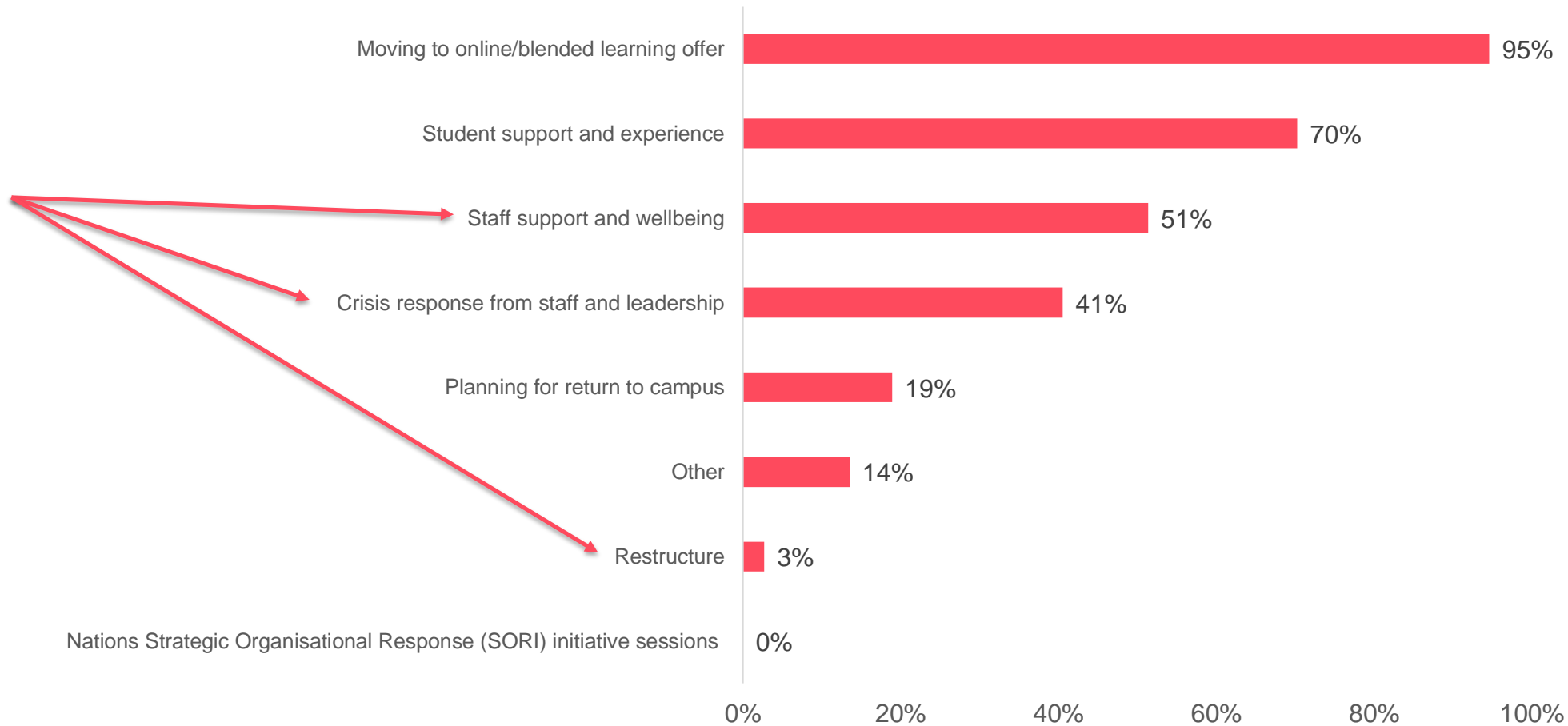
#AdvanceHEmembers

visuals by @swantonSketches

Question 1: biggest learnings as an institution from the last year

Moving to online/blended learning and supporting students were the most frequently mentioned learnings

What have been your biggest learnings as an institution from the last 7 months?



Comments relating to common themes

Staff support and wellbeing

“Staff fatigue - Exhaustion from staff as they've worked non-stop, steep learning curve as they had to learn new teaching pedagogy for online delivery, shortage of mental space. We have provided intensive staff development around online delivery”

“The move to online saw a fantastic response from staff - our issues subsequently have been in helping staff to develop the quality of content and upskill themselves their teams”

“Staff have really stepped up to the challenge of moving to online but concerned about their wellbeing - resilience and stress need to be managed”

“Staff resilience to keep going, move learning and teaching online and really come together as a team”

“Response to improve staff morale and resilience”

“Staff exhaustion - staff have been remarkable and resilient”

“Staff and student resilience and support has been a key concern”

Crisis response from staff and leadership

“We have learned we can change if you need to, and can take pride in it”

“Leadership - few of our leaders are used to managing big change projects. Leadership capability and capacity has been a big issue”

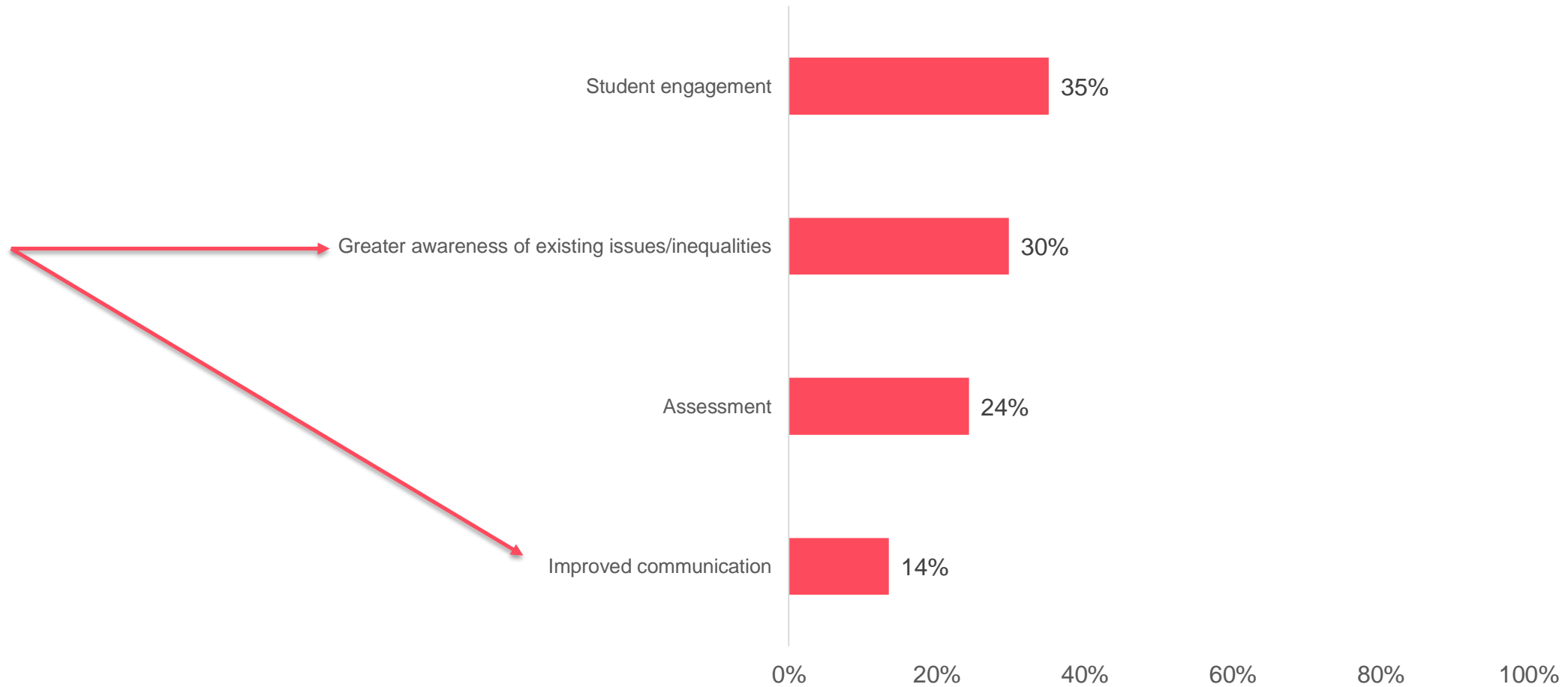
“The leadership was meeting every day (now every other day). This has been a big improvement”

“Leadership - initial response was good, then went into bunker mentality and had a 'just do it' tone which really impacted on staff wellbeing and motivation - this has recently changed for the better

“Key insight is the role of leadership and how this has changed for what we need going forward - emergency response needs decisive leadership, less consultation and make decisions for the longer term horizon and stick to them”

As well as the expected themes, members also mentioned topics such as student engagement and awareness of inequalities

What have been your biggest learnings as an institution from the last 7 months?



Comments relating to additional topics

Greater awareness of existing inequalities/issues

“The pandemic has highlighted the cracks that already existed, that’s particularly true in regards to assessment and the tendency of management (government) to try to replicate existing assessment forms rather than innovate”

“Awareness that in-class teaching quality bears no relationship to high levels of fellowship certification. During Covid, evidence of poor lesson planning, poor adaptability to a hybrid curriculum has come to the fore. Limited knowledge linking learning, development of skills and modes of teaching and assessment”

“Overall the situation has exposed challenges with faculty development. Digital divide for staff is now more pronounced. Spent time on understanding which staff and students don’t have proper equipment. Library doing equipment loans etc. to try and meet this”

“Students from the local area and have issues with poverty.”

“The inequity became apparent though - how many staff don’t have space to work, access to printers etc.”

“Digital poverty has had a large impact on student experience, as well as technology had to acknowledge that not all students have quiet spaces to study at home and be supportive of individual needs.”

Improved collaboration/communication

“Biggest learning has been developing and keeping clear lines of communication for both staff and students”

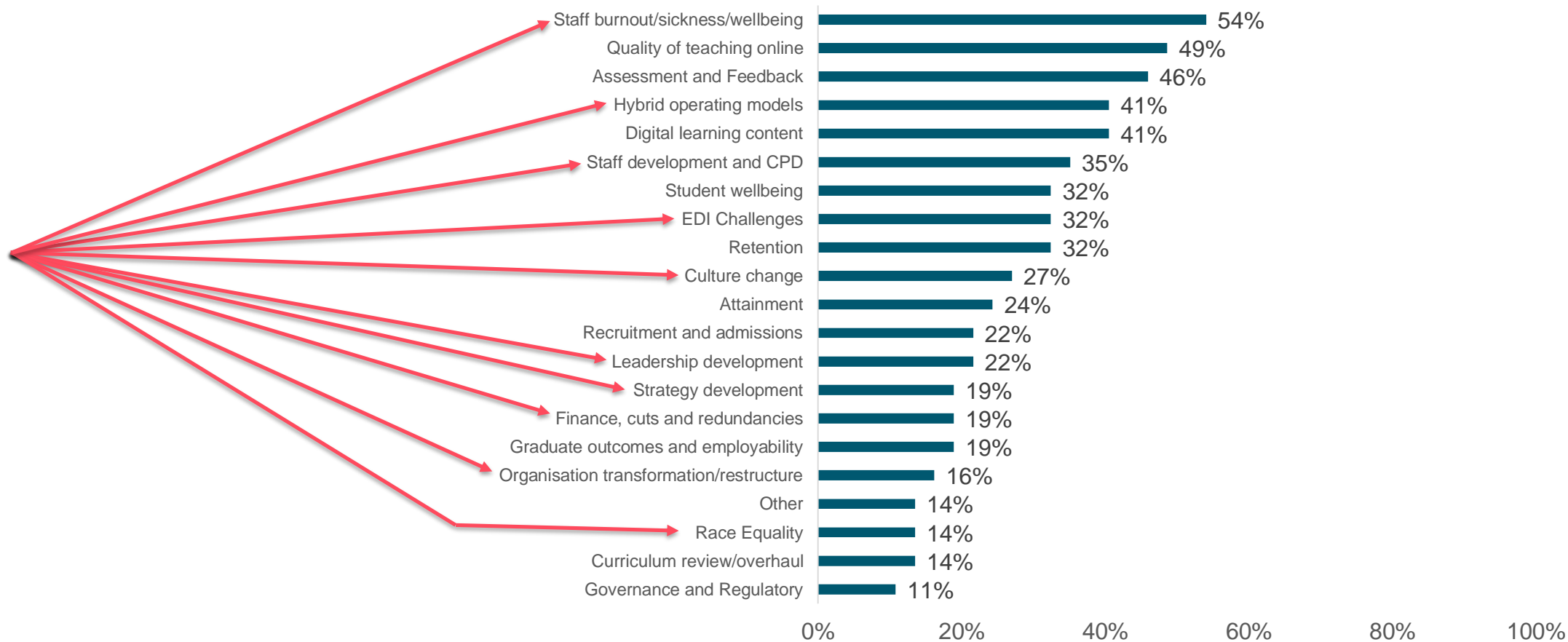
“We did a better job of communicating than before – better central organisation, collected messaging and distilling down to a key communication. Clarity and cohesiveness to the messaging”

“MS Teams coming in as a collaboration tool has been a “game changer””

Question 2: challenges for the remainder of academic year 20/21

Over half of conversations mentioned concerns about staff burnout, sickness and wellbeing

What are your challenges for the remainder of AY 20/21? How will you be responding and how can we help?



Comments relating to common themes

Staff burnout/sickness/wellbeing

“Staff are just exhausted, and there is clear sense we need a break”

“Trying to nurture staff and keep them happy and safe”

“People are just doing too much. When are they going to fall over?”

“For staff – stress, mental health”

“Addressing staff exhaustion”

Hybrid operating models

“We need to rethink our approach but we are so entrenched in our ways of working so there’s a lot more that needs to be done. We didn’t have the luxury of systematically working through things”

“How are we going to change - managing a remote workforce? Hybrid working and learning?”

Finance, cuts and redundancies

“Dealing with the student market and a reduction in overall enrolments and what that means for staff. All the major universities are shedding staff and some of this is not voluntary which is causing angst”

“The Financial hit for Australian sector has been significant given international students. Australian institutions have been more impacted. Every week layoffs of several hundred from each university. For morale and for institutions operations this has been the biggest challenge. Some institutions not sure if can survive”

“Finance remains an issue especially as a small institution”

Comments relating to common themes

Staff development and CPD

“Staff development when there is zero CPD budget is a real headache”

“Implementing new induction programme for staff”

“We have noticed how much more CPD people are doing - Fellowship applications and other stuff”

“Staff CPD - and pedagogy in a digital environment - time to give to staff for CPD when working harder than before”

“All time goes into the delivery of education and no time for CPD”

“Would like to support staff in CPD and want to commit to Fellowship but may not have the time that can be devoted or wants to increase staff workload”

EDI challenges

“Pushing forward on the gender equality agenda - not all SLT are on board to be frank”

“Reducing the awarding gap”

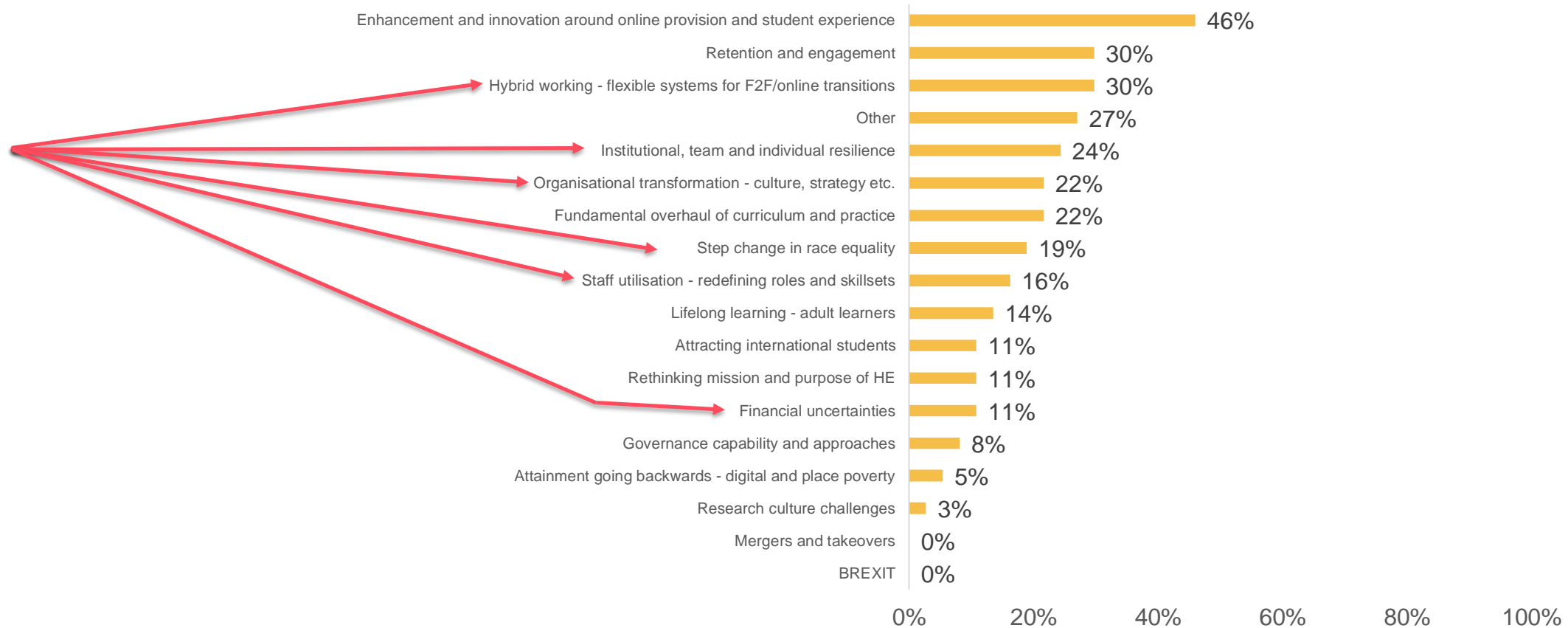
“To review admissions for mature students and BAME students and tighten up our APP”

“EDI effects of pandemic hitting those on lower incomes harder and challenge for our social mission”

Question 3: key challenges
expected in academic year 21/22

Enhancement of online provision is the most frequently mentioned challenge institutions expect to face in AY 2021/22

What are the key challenges you are expecting in AY 21/22? How can we help you with them?



Comments relating to the most common themes

Organisational transformation

“Really looking to innovate and transform pedagogy fundamentally”

Hybrid working

“Online assessment techniques and methodology Recognising new online skills sets of staff ”

Financial uncertainties

“There is a lot of uncertainty but we ended up with more students in semester 2 than we originally projected pre-Covid. We are however very aware that the normal activities to encourage students haven’t happened this year so there are lots of reasons to be concerned for next year”

Institutional, team and individual resilience

“Resources needed around [...] managing staff resilience”

“Times of uncertainty, shape of the sector, political environment. Ensuring our staff can be adaptable to change and are able to remain resilient”

“Supporting staff and students - maintaining morale and resilience”

Connect Benefit Series

The Connect Benefit Series is a 'what works' suite of member-only events, publications and resources, focusing on individual monthly themes.

- + [September](#): Developing sustainable resilience in Higher Education
- + [October](#): Diversity and inclusion – the critical governance role
- + [November](#): Exceptional student retention
- + [December](#): Engaging learners: Any time? Any place? Anyhow?
- + [January](#): Re-thinking delivery models for quality Higher Education for all
- + [February](#): How has Covid-19 impacted gender equality in HE?

Webinars, blogs, vlogs, surveys, toolkits, frameworks, research, thought-pieces, resources, twitter-chats, conversations etc.



Aurora – Year 5 report

+ “Onwards and Upwards?”

Tracking women’s work

experiences in higher

education Year 5 report” –

released 4th February

+ Longitudinal study of Aurora



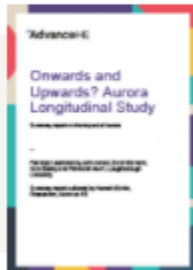
Published On: 04/02/2021

Onwards and Upwards? A final report for Aurorans on the longitudinal study



Published On: 04/02/2021

Onwards and Upwards? Final report for leaders and policymakers on the Aurora longitudinal study



Published On: 03/02/2021

Onwards and Upwards? Aurora Longitudinal Study Summary report

Leadership Insights Library *(formerly Knowledge Bank)*

- + Online repository of resources focussed on people and organisations
- + Of interest to HR and those who lead and manage
- + Created and curated (mainly) by Emerald Works
- + Links to Advance HE content and monthly themes
- + Access via the link under 'My Profile' in 'My Advance HE'

L&D ▾

HR ▾

Leadership & Strategy ▾

Managing People ▾

Personal Skills ▾

Projects & Operations ▾

Key Ideas

How to Guides

Templates

Checklists

Top Tips

Infographic

Animated Video

Tackling structural race equality in higher education

Renewed focus on '[Tackling structural race inequality in HE](#)' which will run through our member benefits for 20-21. Divided into a series of strands, the activities make use of blogs, reports, debates, artwork/video, roundtable discussions podcasts and webinars.

Understanding structural inequality: theory, evidence, data and storytelling

Will help to explore the concepts structural inequality and to look at the evidence behind this, foregrounding further discussions of action suitable to address this.

Decolonising identity

Will focus on how people of colour identify in different spaces – personal familiar space; in the institutional space; and in wider society. It will interrogate how identity changes in different spaces, and how structural inequality forces people to mask their authentic identity and reinforces white privilege.

Honest, brave and open conversations about race

Will explore the journey required to have open and honest conversations about race. What are the tensions? Why such conversations are so difficult, yet so invaluable? What can we learn from the process as well as the conversations?

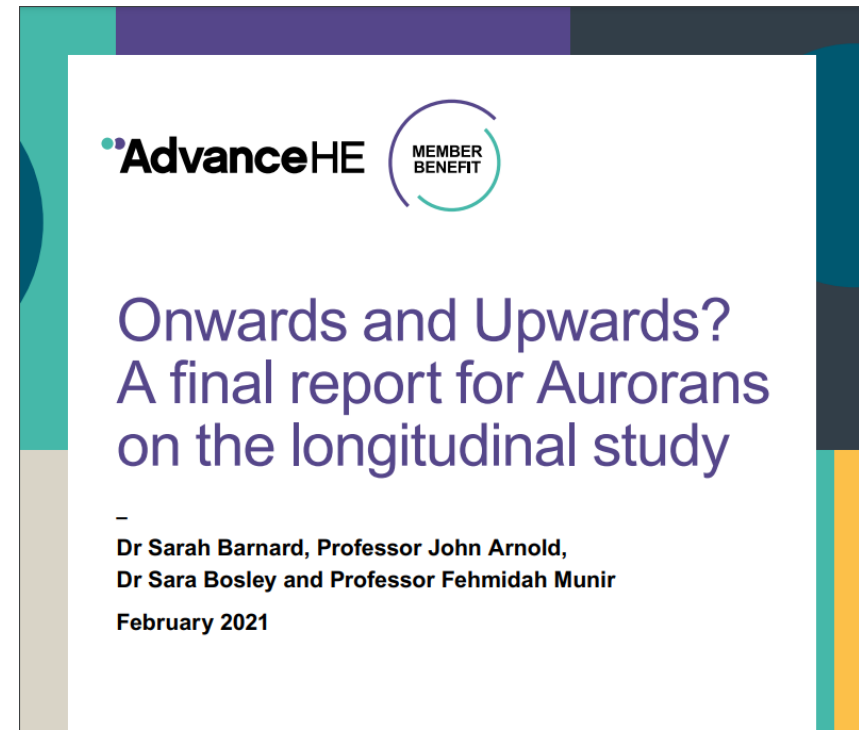
Meeting the challenge: supporting senior leaders in conversation, change and accountability in addressing race

Having the skills and confidence to navigate issues of race and racism with sensitivity, insight and humility is a necessary competence for leaders in higher education. This strand is designed to support senior leaders to develop their readiness to tackle specific current issues.

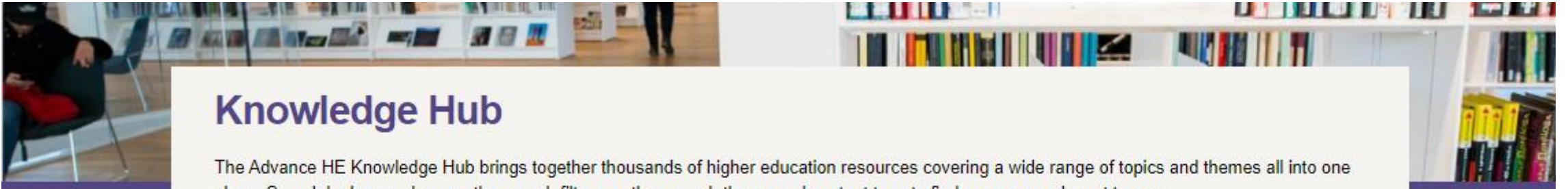
Publications, projects and resources

Reports, publications and resources across key HE themes, and the latest thinking in leadership development, governance, organisation development, education and EDI.

- + Equality in HE statistical reports
- + Onwards and Upwards? Tracking women's work experiences in higher education
- + Leading the Academy report
- + Unconscious Bias Literature Review: bias in the curriculum



advance-he.ac.uk/knowledge-hub



Knowledge Hub

The Advance HE Knowledge Hub brings together thousands of higher education resources covering a wide range of topics and themes all into one place. Search by keyword or use the search filters on theme, sub theme and content type to find resources relevant to you.

Keywords

Theme

Subtheme

From

To

Content Type

Apply

Race Equality Colloquium: critical approaches to race data in HE

- + 20 April 2021
- + This event is for academic staff, independent researchers and professional services staff working in the fields of EDI, surveys, data and analytics. It is open to those at any career level and whose work cuts across research and practice.
- + [Click](#) for full details

Race Equality Colloquium: Critical approaches to race data in higher education

Venue Virtual	County / Region United Kingdom	Position on the Pathway Excellence in practice
Fellowship Category All Fellowship Categories	Event Type Virtual Colloquia	Focus Equality

Next steps

Race Equality Colloquium: Critical approaches to race data in higher education

Advance HE members benefit from discounted event prices. To see the price of this event for your institution please select from the list below.

- Select institution -

Book Now



Top Management Programme

- + Senior executive leaders in higher education
- + Updated focus on leadership in changing times



Programmes and Events 20-21

Development programmes, conferences and events 2020–21
Developing Leadership in Higher Education

Development to support those **new to leading** or wanting to enhance their leadership practice.

Development programmes, conferences and events 2020–21
Strategic Leadership in Higher Education

Development to support those in **senior or strategic roles** to enhance their leadership practice.

Programmes and Events 20-21- new!

Leading Virtual and Disconnected Teams

Supporting those leading large teams or departments in providing connected leadership in a disconnected world.

Strategic agility for senior leaders programme

A programme to prepare senior teams to lead in uncertainty.

New to Digital Teaching

Venue
Virtual

County / Region
United Kingdom

Fellowship Category
All Fellowship Categories

Event Type
Online training

Event Date / Duration
Start Date
Thu, 01/10/2020 - 13:30
End Date
Thu, 29/10/2020 - 15:30
Duration
4 weeks (2 hours a week)

Institution Type
Higher Education and Further Education



For more information
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