Welcome to the October 2020 in partnership

In this month’s edition of In Partnership we focus on October’s member benefit theme of ‘Delivering on EDI: the critical governance role’ and its related content and events. We also look at the ongoing work to tackle racism on campus, we celebrate the 2020 NTFS and CATE award winners, launch a new database of good practice initiatives for those working to advance gender and race equality in higher education, as well as upcoming member events.

As always we welcome your feedback. Please contact your Head of Membership with any ideas or content you would like featured.
Member Benefit Series

Our Member Benefit Series runs throughout the membership year, focusing on specific themes each month. The series comprises outputs including webinars, publications and blogs and is open to all colleagues at Advance HE member institutions.

To ensure our members’ needs are met during the current uncertain climate, our 2020-21 member benefits are designed to specifically develop resilience and success whilst also aligning to a year-long strategic EDI theme ‘tackling structural race inequality in HE’.

Advance HE is committed to helping you to design sustainable and flexible educational programmes, strengthen your leadership and governance capacity to support effective strategic development and the successful management of transformation, and mitigate the impact on equalities of the current crisis and continue to enhance the inclusivity of higher education in a rapidly changing environment.

October’s theme is entitled ‘Delivering on EDI: the critical governance role’

How do boards help their institutions make further progress to address equality, diversity and inclusion?

We know that institutions need to drive diversity and inclusion in all that they do. Governance has a critical role to play in this. Both by modelling diversity and inclusion in the make-up and function of the board, but also through enabling and challenging their institutions to make progress with and for their staff and students.

October’s Member Benefit Series will help those engaging to:

+ understand the state of play, need for urgent action to diversity boards and to learn how
+ learn and explore how boards can effectively challenge progress on EDI for staff and students
+ create personal accountability for action.

Round table event

On 22 October, 8:30am – 10am, we are hosting an invite-only Chatham House session exploring how Chairs can support their boards – through the assurance role – to effectively challenge EDI progress in their institutions. This is primarily aimed at Chairs but we recognise that other governors might wish to attend. Please share this with your Chair and governing body.

Find out more about this theme

Find out more about this theme

Related events, services and resources:

Confernece

Governance Conference 2020 - Transforming Governance for a new normal
20 November 2020 - Virtual Conference Platform
This year’s Governance Conference will provide a forum to share practice and discuss the key governance issues arising during a global pandemic which has already created significant change in the way providers operate.

Find out more and book your place

Blogs

Integrated thinking – improving diversity and inclusion from student to board
The culture of an organisation affects its people, its effectiveness, and the outcomes it achieves. In this blog, Kim Ansell looks at the benefits of a holistic/integrated approach to delivering outcomes, from student to Board, based on a review of BAME recruitment at the University of Leicester undertaken by Advance HE.

Read now

Publication

Diversity of HE Governing Bodies in the UK
This report will provide analysis and insight into the diversity of governing bodies in the sector using the data collected by HESA/Jisc on the composition of UK governing bodies.

Published 7 October 2020
Tackling Racism on Campus

As part of the Scottish Funding Council (SFC) project *Tackling Racism on Campus: Raising awareness and creating the conditions for confident conversations*, the fourth webinar in the series took place on 24 September 2020, giving institutions the opportunity to share good practice with the sector on progressing race equality. The webinar series discussed race, racism and whiteness and aim to inform the foundational work to improve racial literacy, historical and social contexts of racism, and to support critical conversations to enable confident discussions on the subject in universities, colleges and wider society.

**WATCH THE WEBINAR SERIES**

**Progressing race equality: Action, Allyship and Anti-Racism**

This webinar focuses on progressing race equality through action, allyship and anti-racism. The session will explore what needs to be done to take forward anti-racism and race equality within the tertiary education sector. Professor Rowena Arshad who is leading the webinar said: “In the session I will draw from my experience of having to take this work forward over the years but more specifically concentrate on the current push as a result of the murder of George Floyd and others and the recognition of the calls of the Black Lives Matter movement. We will look at where change is occurring, what anti-racist allyship means but also discuss the shape of quiet resistance as we take issues forward.”

Recording available soon

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**The Journey From Critical Conversations to Critical Action: We stand united against racism**

On 14 August 2020, Advance HE hosted a webinar in which institutions made their declaration. It was hosted by Khadija Mohammed (Chair) with words from Richard Lochhead, Minister for Further Education, Higher Education and Science, The Scottish Government. Watch now

**Critical Conversation on Racism (part 1)**

Khadija Mohammed and Barbara Becnel shared their experiences of racism and their thoughts on how we can embed system change in our society. Watch now

**Critical Conversation on Racism (part 2)**

Khadija Mohammed (Chair) hosted conversations with EDI experts, including Monica Medina, who are leading each of the three work streams within the steering group. Watch now

**Critical Conversation on Racism (part 1)**

Khadija Mohammed (Chair) hosts the webinar The Journey From Critical Conversations to Critical Action: ‘We stand united against racism’. With words from Richard Lochhead, Minister for Further Education, Higher Education and Science, The Scottish Government. Watch now

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**READ THE BLOG SERIES**

**The long, hard road to multi-culturalism**

Stephen Crowe

In the latest blog from this project, Stephen Crowe from the SFC introduces what ally-ship can look like using his experience of growing up in a culturally diverse area of Bradford.

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I was brought up in inner-city Bradford and went to Drummond Road Middle School. The school was later made famous by the Honeyford affair, a racial controversy that began with an article written by the school’s head teacher, Ray Honeyford, and published in the Salisbury Review. In the article, “Education and Race”, Honeyford argued that schools were only about education, and had no duty to promote multi-culturalism.

Drummond Road Middle School was 95% Asian at the time Ray Honeyford wrote his article in 1985. Drummond Road itself was a long thoroughfare with back-to-back houses leading down to Drummond Mill, a huge 19th century textile mill that closed in 2002 and burnt down in a spectacular fire in 2016.

Even before Ray Honeyford took over the school, its blindness to the cultural and religious differences of its pupils was ingrained in its walls as deeply as the soot from the mill chimney. It wasn’t an unhappy school but neither was it enlightened and, arguably, it missed an important chance to sow seeds of racial understanding amongst the younger population of Manningham. Manningham was the setting for racial riots in 1995 and again in 2001...

Read more
We are delighted to announce that applications for NTFS and CATE are now open.

The National Teaching Fellowship Scheme (NTFS) and the Collaborative Award for Teaching Excellence (CATE) showcase the outstanding impact of individuals and teams who teach or support learning in UK higher education, recognising their success and providing a platform to share the learning from their practice.

This year we celebrated 20 years of NTFS, with more than 900 National Teaching Fellowships awarded in that time. As part of the celebrations, winners from the scheme’s 20-year history have shared their experiences and achievements.

This year, the NTFS and CATE awards have carried on as usual despite the global pandemic, with 56 NTFS and 15 CATE winners.

The CATE recognises and rewards collaborative work that has had a demonstrable impact on teaching and learning. Find out more about this year’s winning CATE teams.

The NTFS celebrates and recognises individuals who have made an outstanding impact on student outcomes and the teaching profession in higher education. Meet this year’s National Teaching Fellows.

Find out more about NTFS and CATE
The Embedding Employability Framework Guide

Employability is one of six strategic areas of priority which Advance HE regards as being key to achieving student success in HE, as identified in the Student Success Frameworks series.

A new guide has been developed to complement Advance HE’s employability framework and Maureen Tibby (Academic Associate) and Stuart Norton (Senior Adviser Learning and Teaching Advance HE) introduce the guide alongside considering some key issues for the sector.

The Covid-19 pandemic has had a dramatic impact with the Bank of England warning that the UK faces a historic recession. For graduates completing their programmes the opportunities for them to move into work will be limited; coupled with this we see graduate recruitment programmes reducing – all of which exaggerates the challenge faced by many leaving higher education.

As a sector there are many challenges presented by the pandemic – but opportunities also exist, in particular as programmes, content, delivery and pedagogies are reviewed as we move to a new ‘normal’.

Now, more than ever, employability is relevant to all students at all levels of study. To be addressed effectively employability should be embedded into learning and teaching policies, processes and practices and considered throughout the student lifecycle, from the very start of a student programme through to completion of their studies.

Graduates should be equipped to make successful transitions - not just on graduation but throughout their life - and to manage their careers effectively. All stakeholders have a responsibility to recognise and develop the wide reaching aspects of employability and encouraging this will support the integration of employability into the culture of the institution.

While the embedding employability framework provides a strategic and practical process for reflecting on and addressing current employability provision, the guide complements it and adds currency by including; the necessary context within the thematic area of employability, information to facilitate discussions and reflections on employability provision, reflective questions to inform learning and teaching with regard to employability and a focus on horizon scanning and the future facing perspective.

The guide begins the iterative process of reflecting and considering the Employability Framework and, as we look to the future, it is worth identifying what we anticipate will be just four areas of focus relevant to enhancing employability for all in higher education:

- **embedding employability, enterprise and entrepreneurship**: in 2019, Advance HE launched its framework for enterprise and entrepreneurship, developed in partnership with EEUK, IOEE, ISBE, SFEDI and the QAA. This is aligned to the Employability Framework focussing specifically on the ways in which enterprise and entrepreneurship education can support the learner - whether they want to be self-employed or enterprising when working in the private, public or voluntary and community sector. With a much wider understanding of the benefits beyond business school, alongside a growing need for students to demonstrate the ability to work through and beyond disciplines, bringing new ideas to the table and less ‘task’ orientated ‘skills’ all of these point to enterprise and entrepreneurship being well placed to provide a catalyst for change.

- **adapting to and utilising technology**: continuing to engage with and adapt to using new forms of technology is crucial, particularly in regard to recording and monitoring a range of ‘employability’ elements and enabling students to self-assess and develop critical reflection from year 1 through to PG. While the very necessary and important aspects of career development learning will still be required the way students capture, record, measure, reflect and articulate their employability development can only be improved by technology. Furthermore, the very necessary predicted hard skills of the future are all underpinned by strong digital capabilities making the utilisation of technology an absolute priority.

- **ensuring quality work related and based learning**: will help shape and create connectivity across programmes. Not only will this enhance students’ employability and support employer engagement but with truly authentic assessment students will be able to align their specific knowledge and attributes, seizing and shaping opportunities and responding to real challenges. With a non-linear job market these opportunities must be considered and adopted more widely, ensuring such opportunities are both available and accessible to all students.

- **there is a need to create connectivity across and beyond programmes**: while there are many examples of multidisciplinary learning; people from different disciplines working together, each drawing on their disciplinary knowledge there needs to be a shift to more interdisciplinary approaches, integrating knowledge and methods from different disciplines, using a real synthesis of approaches in order to move beyond the disciplinary perspectives and boundaries as the world in which we are preparing graduates for requires such adaptable and nuanced thinking.

Find out more about the framework
Launch of new database of evidence-based gender and race equality initiatives

Advance HE is very pleased to launch a new, evidence-based online Good Practice Database for those working to advance gender and race equality in higher education through Athena SWAN and the Race Equality Charter (REC).

The database aims to celebrate the breadth of gender and race equality initiatives taking place across the higher education sector, provide Advance HE members with practical ideas and encourage them to trial new initiatives adapted to their contexts.

The database features examples of initiatives that advanced gender and/or race equality within the contexts of the departments or institutions where they were executed (ie the initiatives created a demonstrated positive change in relation to gender and/or race equality). It is organised by 18 thematic areas (eg Recruitment, Degree Awarding Gap, Workload Allocation, etc). It includes further details on the target group of the initiative (eg staff or students), as well as details of the activity and the change that it produced.

The initiatives are drawn from recent analysis of selected successful Athena SWAN Silver and Gold applications from the period 2015-2019 (selected for inclusion to be representative of different disciplines, institution mission groups and sizes, and geographical locations), and successful REC applications to date. The analysis was carried out by Advance HE researchers and associates. The database expands existing good practice initiatives drawn from Athena SWAN applications from Medicine and allied disciplines: it will now also include examples from Biology; Chemistry; Computer Science; Engineering; Geography; Mathematics; Physics; and Psychology, as well as some institution-level activities drawn from institutional applications. It includes good practice examples from REC submissions published for the very first time.

The analysis uncovered that the most frequently noted thematic area for race equality initiatives, which included evidence that they produced a positive change, related to Staff Recruitment (of both academic and professional and support staff). Work in this area includes developing more equitable recruitment processes, and positive changes include increases in representation of Black, Asian and minority ethnic (BAME) staff, whether overall or in specific job roles. Areas with the second largest numbers of evidence-based initiatives related to Student Recruitment and addressing the Degree Awarding Gap (which favoured white students).

Advance HE will continue to add further good practice examples to the database.
Embedding equality, diversity and inclusion in the curriculum at Brunel

Brunel staff work to improve drop-out rates and awarding gaps for underrepresented student groups, with support from Advance HE’s consultancy expertise.

Brunel University London is committed to reducing the non-continuation rates (commonly known as ‘drop-out rates’) and awarding gaps between students from underrepresented groups. Knowing that an inclusive curriculum fosters a sense of belonging and enables all students to relate to and engage with their academic material, the University wanted to further its work to ensure equitable outcomes for all students and so turned to Advance HE’s “EDI in the Curriculum” collaborative project for expert consultancy guidance, and the chance to work across the sector with other member institutions. The project explored inequalities in student and staff experiences, showing how embedding EDI in all aspects of higher education can help to address these inequalities and transform practice.

Danielle Russo is Head of Student Partnerships and Student Success and Henrietta Spalding is Student Equality and Diversity Manager at Brunel. Here they share how the project was approached, the outcomes and reflect on how the work was received by Brunel staff and the challenges faced.

Approach

A working group was set up with representatives from each academic college, the Union of Brunel students, and a range of staff from professional services including equality and diversity, student success, the library, disability and dyslexia services and the academic practice unit.

Views were also sought more widely from students and staff across the university from a wide range of academic library services and academic practice through a survey, focus groups and individual meetings. Over 30 staff and students gave their time and honest reflections on inclusive learning, teaching and curricula and these reflections informed the production of a toolkit with indicators of best practice across a range of themes.

Outcomes

A tiered, reflective toolkit was produced to support colleagues with inclusive teaching and learning, through which all students can be empowered to achieve their full potential.

The toolkit has been launched across the whole institution and used at individual, departmental and university level, demonstrating the need for cross-university engagement, leadership, planning and management, as well as individual buy-in. Danielle says that by working with colleagues across the whole of Brunel, the profile of this EDI project has increased, making it easier to gather examples of best practice to support colleagues new to this area of work.

The next steps for the project include embedding the toolkit within Brunel’s Academic Professional Apprenticeship programme for new academic staff, and in quality assurance processes. Training workshops are also being created to support colleagues with using the toolkit and a web portal to share best practice is being produced.

Working with Advance HE as a ‘critical friend’ can often act as a catalyst for the really tricky conversations to take place, as well as an opportunity to reflect and acknowledge existing good practice. Our focus is on working to understand an institutional culture and history, and supporting the leaders – at all levels – to ensure their ongoing work is ambitious, informed and sustainable.

Jess Moody, Advance HE

Find out more about services to support EDI

Danielle Russo, Head of Student Partnerships and Student Success at Brunel University London

Reflections

Senior-level support was essential to enabling and supporting this project. Engagement from both academic and professional services colleagues was invaluable to bring together knowledge, understanding, experience and sharing of best practice. Students and the Brunel Union of Students also played a large role in engaging with the curriculum.

There was a lack of time to develop curriculum material so this proved an obstacle for the team. Whilst there may be a ‘will’ to include material that a person might not know, finding time to seek out and discover new materials is time consuming. Brunel plans to address this in future by offering education sabbaticals for academic staff and by ensuring work in this area is recognised in promotion criteria.

Another challenge to address was the perception that this work is not relevant to all subject areas. Support was provided to colleagues less willing to engage in the project.

Jess Moody, Senior Adviser at Advance HE, led the project to support staff at Brunel to reflect on how to embed inclusive practice in all aspects of the academic cycle. She provided resources, brought institutions together, and supported local leads to hold challenging conversations amongst staff and students.
Fantastic feedback from reimagined online Certificate of Learning and Teaching programme in Thailand

Modules two and three of the programme at Walailak University had to be delivered online due to Covid-19 and participants were overwhelmingly positive about the revamped format.

Participants of Advance HE’s Certificate of Learning and Teaching in Higher Education (CLTHE) programme at Walailak University (WU) in Thailand have now completed the Certificate programme with the final two modules delivered online. The first module was completed in the country shortly before lockdown. Rather than wait for travel restrictions to be lifted the University and Advance HE decided to pivot to online delivery of the final modules.

Reassuringly, after a full re-design to ensure that the programme could work remotely, over 97% of the respondents to the Module two feedback survey rated the quality of teaching and facilitation as Very Good or Good, 89% agreed that the programme was high-quality and over 94% thought the platforms worked well and were effective.

Walailak University started working with Advance HE in 2018 and the current programme is the fourth cohort of staff taking the Certificate of Learning and Teaching in Higher Education (CLTHE). Since beginning to work with Advance HE on developing their teaching and learning, WU have seen student retention numbers increase by 30%.

The ability of teaching staff to teach effectively in remote or in a hybrid situation (some students present in face to face sessions with others joining online) is a skill which all university teachers are having to develop. The borders of Thailand are still closed, international students can’t come in person to the university and around the world there is some evidence of a ‘second spike’ which means that university staff have to demonstrate their resilience by planning for all eventualities. As we move towards new working practices, Advance HE is committed to designing and delivering more flexible workshops and programmes which model teaching and learning activities for the post-pandemic world.

Following excellent feedback from a programme in Ukraine and a successful New to Teaching Online programme which all had to be delivered online at short notice, Kathy Wright, Assistant Director of Knowledge, Innovation and Delivery at Advance HE, led a group of staff and associates to design a model of delivery which integrates asynchronous activities with synchronous live sessions. Our workshops and programmes for learning and teaching programmes and workshops are supported by workbook activities and resources which model teaching techniques for participants to use in their own practices.

Over 97% of the participants said that they had gained new skills and knowledge from the programme, while over 89% said that they would be able to transfer the learning activities introduced in the programme to their own learning environments, suggesting the online format was very effective in developing the participants’ teaching skills.

Kathy said: “It was a lovely experience working with the academics from WU online. I was a bit apprehensive beforehand as to whether we could make this work effectively but through great co-ordination between the WU staff and Advance HE and a great deal of understanding of the context by the participants themselves, we all made this work.

“In fact I found that some of the activities worked better when completed remotely than in a face to face situation. It seemed to me that with more time for reflection, the learning was deeper.”

One of the programme’s participants Walt Amornphimoltham thought that the programme was ‘smooth’ and ‘effective’ despite the lack of face-to-face contact. He said: “Thanks to this unprecedented situation, we have learnt so much about teaching and learning in a ‘new normal’ way.

“It was very important that we had the chance to have face-to-face training in our first module before the pandemic as we got to know our lovely teachers, Kathy and Andy, and also connect with course mates whom we will work together throughout the program. That's really helpful later on when working together online.

“The Advance HE team did an amazing job switching to online in such a short time. Our obstacles were not only the online platform but also the 6-hour time difference between Thailand and UK. With the clear course structure, task timetable and in-detail instruction provided in the workbook, we were able to navigate every session extremely smoothly.

“Besides human contact, I do not think we missed anything when completing the course online. On the contrary, I was able to put what we have learnt in distance education into practice with my students and share with my colleagues with confidence.”

After each cohort, participants have the option to apply for the UKPSF Fellowship scheme. WU now has 186 teaching Fellows, including one Principal Fellow, Sittichai Koontongkaew. Thailand as a whole has the sixth largest number of Fellows in the world outside the UK, with 359 in total.

Online learning support

In response to the impact of Covid-19 on opportunities for teaching and learning, Advance HE has developed a suite of support for institutions including Active Digital Design and Teaching Skills Masterclasses.
Minister welcomes commitment to gender equality as highest ever success rate for Athena SWAN is achieved in Ireland

Three quarters of Athena SWAN applications made by higher education institutions in Ireland have been awarded Bronze in the latest round of awards, the highest ever success rate. A total of 15 awards were achieved in the April 2020 assessment round bringing the total number of awards in Ireland to 56.

Submissions for the award, which recognises the commitment of institutions and departments to improve gender equality, were completed and submitted during the national Covid-19 lockdown.

The latest awards conferred include firsts for Nursing, Dentistry, Law and Psychology departments and first time institutional recognition for National College of Ireland (NCI). In total, 12 departments and three institutions achieved Bronze status.

Our higher education institutions must be leaders in gender equality. They must demonstrate to Government and to students their commitment to fairness, equality, dignity and respect.

The Athena SWAN framework offers institutions an opportunity to show progress and to demonstrate leadership. I am delighted to see the success rate this year and hope we can build on this as we move forward.

Since I have taken office, I have made it clear this Department will be one of inclusion and I want our higher education institutions to be a leader in this area.”

Simon Harris TD, Minister for Further and Higher Education, Research, Innovation and Science in Ireland

Institutions achieving a Bronze Athena Swan award in 2020 are National College of Ireland, University College Dublin and Dublin City University.

Departments in Irish HEIs achieving an Athena Swan Bronze award in 2020 are:
- Trinity College Dublin
  + School of Social Work and Social Policy
  + School of Physics
  + School of Genetics and Microbiology
  + School of Psychology
  + School of Law
- University of Limerick
  + Psychology
  + Faculty of Arts, Humanities and Social Sciences
- University College Cork
  + Dental School and Hospital
  + Nursing and Midwifery
- NUI Galway
  + School of Physics
  + School of Business and Economics
- Maynooth University
  + School of Law

The implementation of these applicants’ action plans will drive progress on gender equality in our sector and will be particularly important as the gendered impacts of Covid-19 emerge.”

Dr Victoria Brownlee, Head of Athena SWAN Ireland

The innovation and commitment of applicants given the Covid-19 restrictions in place was impressive. That the highest ever success rate at 75% was achieved despite these circumstances is a testament to the hard work of institutions and departments over several years.

Fourteen institutions and 42 departments now hold Athena SWAN awards in Ireland. The presentation ceremony for November 2019 and April 2020 awardees would usually take place in Autumn 2020 but is postponed until at least spring 2021 due to Covid-19 restrictions.

Find out more about Athena SWAN in Ireland
new content + publications

First Principal Fellow from Singapore and the success of the SUTD Educational Fellowship programme

Nachamma Sockalingam, Programme Director, Learning Sciences Lab, Office of Undergraduate Studies, Singapore University of Technology and Design (SUTD) became the first Principal Fellow from Singapore. She shares her thoughts on initiating the ‘SUTD-AHE Educational Fellowship Programme’ and her Fellowship journey

Read more

Who’s in control in a world of algorithms?

Andy Youell writes about the scale and complexity of modern datasets and the algorithms that work with them presents some unique challenges for governance and assurance. He says that there are three key areas that any governance framework should focus on.

Read more

Learning under lockdown and beyond: experiences from an Australian university

Kay Colthorpe, from The University of Queensland, shares ‘lockdown lessons’ via a letter to colleagues

Read more

Exceptional transitions into higher education

Advance HE has published ‘An exceptional transition to higher education: induction of new and returning students during the ‘new normal’ year.’ A practical summary of the key points to address for successful induction and the issues that students will experience throughout their HE journey.

Read more

Virtual conference experiences 2020

Prof Angela O’Sullivan, Julia Reeve and Leisa Nichols-Drew from De Montfort University summarise the process of converting their presentation on assessment for Advance HE’s Teaching and Learning virtual conference during the Covid-19 lockdown.

Read more

Participants provide their views on the impact of Covid-19 on campuses and in education

Delegates at the THE Student Success Forum, 18 September 2020, provide their views in a number of polls asking about campuses, and education and remote working in the time of Covid-19.

Read more

Equality implications for ‘re-opening’ HE campuses in the COVID era

Advance HE has published perspectives and discussion from our expert panel of academics and practitioners following on from a webinar for membership institutions on the topic of EDI, ‘safety’ and the ‘re-opening’ of campuses.

Read more

Resilient organisations and higher education – it’s all about purpose, context and value systems

In the fifth in the series of blogs and events exploring ‘Developing sustainable resilience in higher education’ – our member benefit theme for September 2020 – Kim Ansell, Advance HE Senior Advisor and Managing Consultant, explores organisational resilience through the lens of integrated thinking.

Read more

Exceptional transitions into higher education

Advance HE has published ‘An exceptional transition to higher education: induction of new and returning students during the ‘new normal’ year.’ A practical summary of the key points to address for successful induction and the issues that students will experience throughout their HE journey.

Read more
Dates for the diary

Conferences + Events

Assessment Symposium 2020: Assessment and feedback in the pandemic era: A time for learning and inclusion
28 October 2020 – Virtual
This symposium invites participants to consider our assessment and feedback practices and how these might be enhanced, improved, and made more inclusive, in pandemic and post-pandemic higher education.
Secure your place

Governance Conference 2020: Transforming Governance for a new normal
20 November 2020 - Virtual
Aaron Porter, Associate Director (Governance) at Advance HE, introduces the key themes for this year’s Governance Conference 2020 - Transforming Governance for a new normal which will be taking place virtually on 20 November 2020.

Challenging privilege and the ‘danger of the single story’
10 February 2021 - Virtual
This workshop aims to deepen understanding of the barriers to equality, diversity and inclusion that exist in higher education through an examination of how majority group privilege reinforces structural and cultural inequalities. Participants will explore how privilege operates and unpick common ‘stories’ about equality in Higher Education.
Find out more

Insights from the Equality, Diversity and Inclusion Statistical Report
5 November 2020 – Virtual
Drawing on findings from the Advance HE Equality in Higher Education Statistics Report and the Student Academic Experience Survey Results 2020, this session on 5 November 2020 will offer further insights into the correlation between race, ethnicity and religion and awarding gaps.
Secure your place

Women in HE Conference 2021
25 February 2021 - Virtual
This conference will consider the key challenges in achieving step change across HE in relation to all gender equality issues through practical exploration of the known and hidden challenges across a range of intersectional themes relating to women in HE.
Secure your place

Leading Race Equality in Higher Education
2 December 2020 - Virtual
This course has been designed to support individuals who are leading race equality work in their institutions to strengthen their understanding of race equality and develop the skills for effective culture change. It introduces participants to key concepts within the field of race equality with the aim of improving knowledge and understanding about race and racism within a safe and reflective space.
Find out more

STEM Conference 2021
19 May 2021 - Virtual
The 2021 STEM conference will provide an opportunity to reflect on, learn from, and further progress our responses to the COVID-19 crisis, to ensure that our approaches to STEM education are more resilient, effective and inclusive and to identify the new opportunities that have arisen from the pandemic.
Find out more

Find out more about conferences and events
## Dates for the diary

### Programmes

**Aurora**

All Aurora activity will now be delivered online.

Aurora seeks to support women and their institutions to fulfil their leadership potential through thought provoking activities, collaborative problem solving activities and motivating stories supported by inspirational women role models. Participation embeds strong networks of early career women across the sector to share best practice, insights and experiences.

We are offering a 10% discount on Aurora for all first time engagers with the programme.

*Find out more*

**Senior Women’s leadership development programmes**

4 November 2020

Our Senior Women’s Leadership Development Programme (formerly Leadership Matters) is one of our women-only programmes designed specifically for women in senior positions in HE to help them take the next step up or extend their role, profile and impact. It aims to create more gender parity in senior leadership within higher education.

*Find out more*

**GDP: Induction to Higher Education Governance for new Governors**

15 October 2020

Ahead of our ‘Induction to Higher Education Governance for new Governors’, Rachel Hewitt, HEPI’s Director of Policy and Advocacy, shares three key lessons for new governors to help navigate the policy environment.

*Find out more*

**GDP: Governance Professionals in HE**

2 December 2020

This five month digital programme provides a unique and vital opportunity for HE institutions to advance the knowledge and insights of those in roles focused on governance and to build useful and long standing professional networks of benefit at an individual and institutional level.

*Find out more*

**Diversifying Leadership**

26 January 2021

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. It explores themes of power and influence, demystifying leadership, cultural identity and cultural capital, increasing your visibility and authentic leadership and features leadership stories from high-profile HE leaders.

*Find out more*

**Top Management Programme for Higher Education**

23 April 2021

The challenges facing higher education both in the UK and internationally continue to grow in their scale and complexity; this emphasises the need for institutions to have confident, forward thinking and effective executive leadership with the agility and innovation to respond.

*Find out more*

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*Find out more about upcoming programmes*