Welcome to the April 2023 **in partnership**

Welcome to this month’s In Partnership, we have celebrated Advance HE’s fifth birthday, launched a new member project looking at international and transnational higher education and reached the milestone of 100 member institutions outside the UK.

**Focus** 2

We celebrate Advance HE’s fifth birthday, reflecting on our achievements and pledging our commitment to continue as the sector’s development partner as it navigates the challenges and opportunities ahead. Our celebrations and activity will continue across the year.

**Dates for your diary** 3

We look forward to upcoming member benefit events, as well as our portfolio of programmes, conferences and events available to all.

**Member benefits** 5

We launch a new member project, International Higher Education, which looks at the benefits of developing forward-looking international education strategies, building partnerships and how to consider sustainability from a range of perspectives.

**Learning and Teaching** 6

We published a new case study collection on enterprise and entrepreneurship education.

**Equality, Diversity and Inclusion** 7

We share highlights from the recent Athena Swan and Race Equality Charter awards event and are pleased to announce the award of the first institutional Athena Swan Silver award in Ireland.

**International Spotlight** 8

We are delighted to announce that Advance HE has reached the milestone of 100 member institutions outside the UK.

**New content and publications** 9

We share news and content from Advance HE and across the sector. For all of our new content and news, visit the [Advance HE News and Views page](mailto:memberships@advance-he.ac.uk).

As always we welcome your feedback. Please contact your Head of Membership or email [memberships@advance-he.ac.uk](mailto:memberships@advance-he.ac.uk) with any ideas or content you would like featured.
Advance HE marks its fifth birthday by re-pledging its commitment to help higher education to be the best it can be

Advance HE helped has helped higher education navigate its way through a turbulent few years and is now gearing up to support the sector still further amid the challenges and opportunities ahead.

Advance HE has marked five years since it first came into being by reflecting on its achievements and pledging its commitment to continue as the sector’s development partner as it navigates the challenges and opportunities ahead.

Since the sector-led charity was formed in 2018, Advance HE has worked to provide its members across the world with the strategic support, enhancement tools, resources and expertise they need to be the best they can be in the areas of:

+ Teaching and Learning
+ Leadership
+ Governance, and
+ Equality, Diversity and Inclusion (EDI).

Membership has gone from strength to strength. Advance HE’s membership community now extends to 470 institutions having recently welcomed the 100th international member, Mahidol, one of the leading universities in Thailand.

“We have worked in close partnership with the sector and our members from the start, listening closely to their needs in order to provide targeted support and services specifically designed to make a real impact to individual institutions, their staff and students,” said Advance HE Chief Executive, Alison Johns.

“At Advance HE, we truly believe in the potential of higher education to transform the lives of individuals, communities and society.

“I am incredibly proud of what we have achieved together in building Advance HE and developing for the sector an organisation that is committed to delivering the support and partnership it needs to thrive.

“As I reflect on the past five years, I am pleased by what we have been able to provide to higher education and our global community of members. However, the challenges ahead are unprecedented and we stand ready and committed to support the sector as it navigates the significant and complex changes already upon us – the implications of AI, the financial crisis, cultural division, rapid internationalisation and the need to protect academic integrity and freedom of speech to consider but a few.

“It will be those challenges that will form the centre piece of the learning events we planning to stage later this year which is the time we have chosen to officially mark our five-year milestone.”

Key achievements:

On Teaching and Learning, we:

+ Launched a revised Professional Standards Framework (PSF 2023) so that it can continue to underpin good practice in teaching and learning into the future on a global scale

+ Enabled 170,000 higher education professionals around the world to achieve Fellowship status, not only giving them a framework for developing their own professional practice but raising the status of teaching and learning within the sector

+ Recognised hundreds of UK higher education professionals for their teaching excellence as part of the National Teaching Fellowship and Collaborative Award for Teaching Excellence Schemes

+ Progressed the review and update of the enhancement frameworks that make up the Student Success series. So far the following core thematic areas have been reviewed: access, retention, attainment and progression; approaches to flexible learning; assessment and feedback; and embedding employability in higher education

+ Created comprehensive support to help institutions respond to regulatory changes and develop strategies to improve students’ outcomes against key sector benchmarks – such as Condition B3 from the OfS in England.

Read more
Dates for the diary

Member benefit events

Webinar – New ways of creating student success: A third space leadership perspective – 24 April 2023 09.00 BST

The need to reconfigure our ways of working to support students is creating both opportunities and challenges for the university. This interactive panel features senior third space leaders (such as learning technologists, careers and library and student support) discussing how they transformed practice in their institution by creating relationships and networks across their institutions. Part of the Student Outcomes member project. [Book your place.]

Webinar – Building inclusive campus communities: Exploring good relations and freedom of speech – 15 June 2023 14.00-16.00 BST

Part of the Good Campus Relations and Freedom of Speech member project, this webinar aims to explore how HEIs can protect and promote diversity of thought, academic enquiry and freedom of expression whilst simultaneously fostering an environment of respect, support and inclusion for students and staff. [Find out more and book your place.]

International Higher Education

Webinar 1: International Higher Education – What Next? A leadership perspective – 27 April 2023 12.00 – 13.00 BST

An expert panel of leadership in TNE and International Higher Education will discuss some of the issues and trends that they see will emerge. [Find out more.]

Webinar 2: International Higher Education – What Next? A Global South perspective 10 May 2023 07.00 – 08.00 BST

Conversations about international Higher Education and transnational education privilege those of the western domain and expertise. This webinar will bring together a range of experts from institutes in the Global South to discuss their perspectives on trends, changes and where innovation will happen. [Find out more.]


This practice-oriented session brings together a range of leaders to talk openly and frankly about the opportunities and the challenges that building international partnerships bring. [Find out more.]

Governance Effectiveness Projects

Supporting Inclusive Boards programme

Session 4 – Building to last – sustainable strategies and collaboration for the future – 15 May 2023 12.30 – 14.00 BST

[Find out more.]

Academic Governance Dissemination Event – 25 May 2023 09.30 – 11.00 BST

In March, Advance HE, Universities UK, Guild HE, and the Committee of University Chairs held three roundtables with Governance professionals, Senate and Student representatives, and Chairs and Deputies of Audit and Risk Committees to examine approaches to academic governance and assurance. [Find out more.]

The Board’s Role in ESG and Sustainability Oversight

Sandpit Event – 25 April 2023 08.30 – 10.00 BST

This is an online event. We encourage Governors and senior executives from each member institution to attend together. There will be time allocated for sharing good practice and exploring some key strategic questions about the topic to give attendees practical ideas to prompt further conversation in their institutions. [Find out more.]
Dates for the diary

Conferences + Events

- Mental Wellbeing in HE Conference 2023: Putting theory into practice – Creating a whole university approach to student and staff wellbeing – 16 May 2023, Mercure Hotel, Manchester
  Find out more.

- Gender in HE Conference 2023 – 25 May 2023, Mercure Hotel, Bristol Holland House
  Find out more.

- Student Retention and Success Symposium 2023: The Cost of Student Poverty – 1 June 2023, The Studio, Leeds
  Find out more.

- Sustainability Conference 2023 – 7 June 2023, London
  Find out more.

- Flexible Learning Symposium 2023: Co-creating a flexible learning model – 14 June 2023, The Studio Leeds
  Find out more.

- Teaching and Learning Conference 2023 – 4-6 July 2023, Keele University
  Find out more.

Programmes

- Research Team Leadership 3 – 25-26 May 2023, Virtual
  Find out more.

- Inclusive Leadership 2 – 8-22 June 2023, Virtual
  Find out more.

- Fellowship Application Builder (FAB) June 2023 – 12 June – 24 July 2023, Virtual
  Find out more.

- Preparing for Senior Strategic Leadership 37 – 20-23 June 2023, Venue tbc
  Find out more.
International higher education

Dr Charles Knight, Associate Director for Knowledge and Innovation at Advance HE, introduces ‘International Higher Education’ a new member project for 2022-23 which will support members in developing forward-looking international education strategies, building partnerships and how to consider sustainability from a range of perspectives.

The last decade saw an explosion in the flows of knowledge, resources and people around the broad topic of what we can call international education. In countries such as England, even a global pandemic did not dampen the demand for universities, academics and students to engage in partnerships or international study opportunities. Indeed, overall, the UK exceeded a 2030 target for incoming international students by 2022.

We tell students that when they study abroad or engage in international programs, they are exposed to new ideas, perspectives and ways of life. This exposure will broaden their horizons and help them develop a more nuanced understanding of the world. We tell them that the international agenda and Transnational Education (TNE) prepares them to thrive in a globalised economy.

Based on this promise, many students uproot themselves from their home communities and travel to different cultures and contexts.

For academics and senior leaders, we ask you to travel virtually with us to expose you to new ideas and new cultures via the theme of ‘What next for international education?’

We ponder this theme via three interrelated questions:

**What is next in terms of international education?**

The choices we make today and the strategic directions we follow will have significant impacts on our institutions, our communities and ultimately, our students.

We currently see global concern about the rapid growth of AI products and their ability to transform a range of higher education practices. Moreover, there are concerns about increasing divergence between regulatory regimes and what this means for real international partnerships across economic blocs.

From the perspective of students, we see the rise of Gen Z and then Gen Alpha who represent a new cultural force with differing expectations and needs that we may not be equipped to meet.

We ask a panel of leadership experts to consider what they think are the trends and changes we will see over the next decade and how leaders can be prepared for an (always) uncertain future.

**What is next for the Global South?**

As a global organisation, Advance HE wishes to showcase perspectives and voices that should have a bigger influence on this debate. So we want the perspective of the Global South to be centred across all this work but also have specific focus in one of our discussions.

We want to move beyond discussion about international education dominated by voices from the Global North, which can lead to a limited and skewed understanding of the issues at hand.

Experts from the Global South bring unique perspectives and experiences to the table, which can help to challenge assumptions and broaden our understanding of the issues. Furthermore, how can we truly be committed to equity and inclusion if we persist in paradigms that represent as a one-way flow of knowledge and resources from the Global North to the Global South. Here we wish to facilitate (but not lead or direct) that conversation.

**What is next for sustainable international education?**

Finally, and mindful of the ethical, economic and environment questions posted by international education and TNE, we ask how higher education providers can be sustainable in their actions and intentions.

As part of this we consider what makes a true sustainable partnership built on mutual respect, trust and a shared commitment to achieving common goals rather than transactional relationships drives by economics.

Further, we ponder how universities can both have public support for initiatives such as the UN’s Sustainable Development Goals (SDGs) while having TNE growth targets that seem in contrast in this.

In addition, we consider how international educational practices and TNE can be both ethical and provide real partnership, voice and power for under-represented and marginalised groups in society.

Information on the ‘International higher education – What next?’ events can be found in the Dates for your diary section above.

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Member benefits

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Find out more about the project here:
Learning and Teaching

Embedding enterprise and entrepreneurship in higher education – new case study collection

We’ve published our second case study collection on enterprise and entrepreneurship in higher education. The editors, Stuart Norton and Leigh Sear, introduce the new collection.

As we highlighted in our first case study collection in 2022, Adding value through enterprise and entrepreneurship education in higher education, there has been a significant growth in enterprise and entrepreneurship education within the UK higher education (HE) sector in over the last 20 years.

The UK national government and European Commission have invested in entrepreneurship education as a way of fostering entrepreneurial activity which will generate economic value. Students have also identified enterprise and entrepreneurship education as a way of supporting the journey into self-employment, as well as developing commercial awareness and other ‘soft skills’ required by employers (The British Academy, 2017). A number of business surveys also highlighted that small businesses are facing a management and leadership shortage, and larger businesses have a need for employees who are orientated to the development of new business initiatives and ventures as a way of supporting business improvement and competitiveness.

Within higher education institutions (HEIs), this growth in enterprise and entrepreneurship education can be seen in:

1. the diversity of programmes and modules within the curriculum
2. the range of extra-curricular activity offered to support students in developing ideas, engaging with external stakeholders and starting a business
3. the rise of regional and national competitions which provide an opportunity for students from different institutions to exchange experiences and learn from each other.

Embedding enterprise and entrepreneurship

While the growth in enterprise and entrepreneurship education has led to increasing diversity in provision, there remains a number of challenges to embedding enterprise and entrepreneurship in education in disciplines beyond the domain of business and management. These challenges relate not only to the language of enterprise and entrepreneurship but also perceptions of staff and students as to its perceived value, extent and nature of relationships with external stakeholders.

Despite these challenges, what we do know is that enterprise and entrepreneurship education can add to the experiences of students. A growing evidence base highlights the value of developing enterprising and entrepreneurial skills in learners; both in terms of facilitating the creation of new ventures while in education and upon graduation, but also by enhancing their skills, values, attributes and behaviours relevant to all manner of employment opportunities.

Collaborative project

To explore this topic, the Embedding Enterprise and Entrepreneurship Education collaborative project was developed as a true collaboration with Advance HE, SFEDI, the UK Government recognised Sector Skills Organisation for enterprise and business support, and the participating higher education providers across the sector. Designed to promote collaboration, the project was grounded in sharing practice, developing innovative approaches and assessing the impact of change. Institutions involved in the collaborative project benefited from focused support on key issues, a safe space to share challenges and build networks of support and implementing meaningful change.

Second case study collection

Embedding enterprise and entrepreneurship in higher education: an Advance HE case study collection features some of the more emerging and conceptual work being undertaken across HEIs to embed enterprise and entrepreneurship learning. In particular, this collection explores five case studies that cover a diverse range of topics:

+ a work-based learning challenge to engage regional organisations
+ building effective cross-discipline teams to enhance enterprise ideas
+ an extra-curricular work-based learning approach through an enterprise and innovation lab
+ identifying employability and enterprise opportunities within a programme of study
+ digital skills accelerator (in a post-Covid context).

Read more here

Advance HE collaborative projects

Since 2016, more than 70 institutions have participated in our collaborative projects. The projects have focused on key issues in higher education including student retention, closing degree attainment gaps, assessment practice in medical schools, and teaching in business schools. Find out more about our current collaborative projects.
Equality, Diversity and Inclusion

Advance HE pays tribute to providers promoting equality in higher education

Winners of Athena Swan and Race Equality Charters honoured at special awards event.

Staff from more than 35 higher education providers attended a special awards event hosted by Advance HE at the two-day Equality, Diversity and Inclusion (EDI) Conference 2023 to celebrate the progress they have made in promoting equality for all students and staff, irrespective of gender, race or cultural heritage.

All those who attended were among the 360 departments, research institutes and universities that have successfully achieved an Advance HE award for either gender or race equality in the past three years.

Charter Award winners

Thirty-three were winners of an Athena Swan Charter which recognises work to advance gender equality in higher education; three had won a Race Equality Charter which recognises work to improve the representation, progression and success of Black, Asian and minority ethnic students and staff; and two had won both Charter awards during the period.

Delivering EDI

That’s why I am so delighted to be able to pay tribute to 360 departments and institutions that have taken tangible steps forward in delivering on EDI. They have shown proven commitment to doing more than just talking the talk. They have put in place robust action plans and are delivering real change on the ground.

While each has already earned itself either an Athena Swan or Race Equality Charter award, this is the first opportunity we have had to come together to honour their achievements, share their experiences and congratulate them in person.”
Mahidol University in Bangkok believes Advance HE membership will support its strategic development ambitions.

One of South East Asia's leading universities, Thailand's Mahidol University in Bangkok, has become Advance HE's 100th international member.

Advance HE’s Chief Executive Alison Johns welcomed the institution into the charity’s membership and praised its commitment to joining a global community of Higher Education bodies resolved to sharing best practice in tackling common challenges.

To mark the occasion, Advance HE’s Head of International Membership, Ian Hall, left, presented Mahidol University’s Vice President for Academic Affairs, Associate Professor Dr.Naeti Suksomboon, centre, and Deputy Dean for Education and Student Development in Mahidol University’s Faculty of Science, Associate Professor Dr.Kittisak Yokthongwattana, with a special commemorative plaque during a visit on 13 March 2023.

Delivering excellent outcomes

Associate Professor Dr.Naeti Suksomboon said: “Mahidol University has an international reputation for its education and research. Our membership of Advance HE demonstrates the commitment that the University has to delivering excellent outcomes for our students and staff. Advance HE membership provides a globally recognised platform to support this work.”

Growing global community

Alison Johns said: “Advance HE is a sector-led charity whose mission is to support higher education institutions worldwide to be the best they can be for their students and staff.

That’s why I am delighted to welcome Mahidol University as our 100th international member.

We have already enjoyed a successful relationship with Mahidol through its involvement in our Fellowship programme – a clear sign of its commitment to delivering an outstanding teaching and learning environment for its students.

Now, as an international Advance HE member, it is joining a growing global community of Higher Education institutions which has ambitions to work across national borders to share understanding of the challenges for the sector as well as successful practice.

As an Advance HE member, Mahidol University now has access to comprehensive range of support to help it fulfil its strategic goals, joining some of the highest ranking institutions in the world that benefit from Advance HE’s expertise.”

International conference

Ian was in Thailand as part of a visit to the Asia Pacific Association of International Education Conference hosted in Bangkok, and to meet with Advance HE’s six other member institutions in the country.
Advance HE hosts special event for women completing the latest Aurora leadership development programme

They discuss their Future in HE and share best practice with colleagues across the sector.

First technical directorate awarded Athena Swan

Following a pilot scheme to open the gender equality charter to professional, technical and operational (PTO) directorates, the Technical Services department at the University of Reading has achieved the first-ever PTO award.

Engaging in race equity: navigating power and privilege in higher education

Yasmin Washbrook, Ali Bloomfield and Claire Taylor reflect on their journey so far in planning, implementing, and reviewing actions required to achieve race equity across Wrexham Glyndŵr University.

Professor Osama Khan appointed to EDI roles within Advance HE

Professor Khan becomes Chair of Advance HE’s EDI Strategic Advisory Group and member of the EDI Committee.

Using design thinking to create engaged ‘HyFlex Learning’ learning spaces

On a recent visit to Advance HE members in Dubai, Dr Kay Hack (Lead Consultant Education) had the opportunity to visit the Mohamed Bin Zayed University of Artificial Intelligence (MBZUAI), where she met with Dr David Santrandreu, Head of Educational Program Development. In this blog, Dr Santrandreu explains how they took a design thinking approach to developing their Hyflex classrooms.

Sustainable institutions: an evidence informed review of good practice

Sustainable Institutions, a new project, supported by Advance HE’s Collaborative Development Fund and managed by the London School of Hygiene and Tropical Medicine (LSHTM), will critically explore how whole-institution approaches to sustainability are developed and implemented.