

in partnership

November 2021

in this issue...

Keeping our
members updated
with the latest from
Advance HE

Welcome to the November 2021 *in partnership*

Welcome to this month's In Partnership. In this edition we focus on our recent milestone of reaching over 150,000 teaching and learning Fellows. We also highlight a number of recent member benefit publications including the Equality in higher education statistical reports 2021 and a toolkit for enhancing board diversity.

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As always we welcome your feedback. Please contact your Head of Membership or email Memberships@advance-he.ac.uk with any ideas or content you would like featured.

150,000 fellows

Advance HE reaches 150,000 teaching and learning fellows milestone

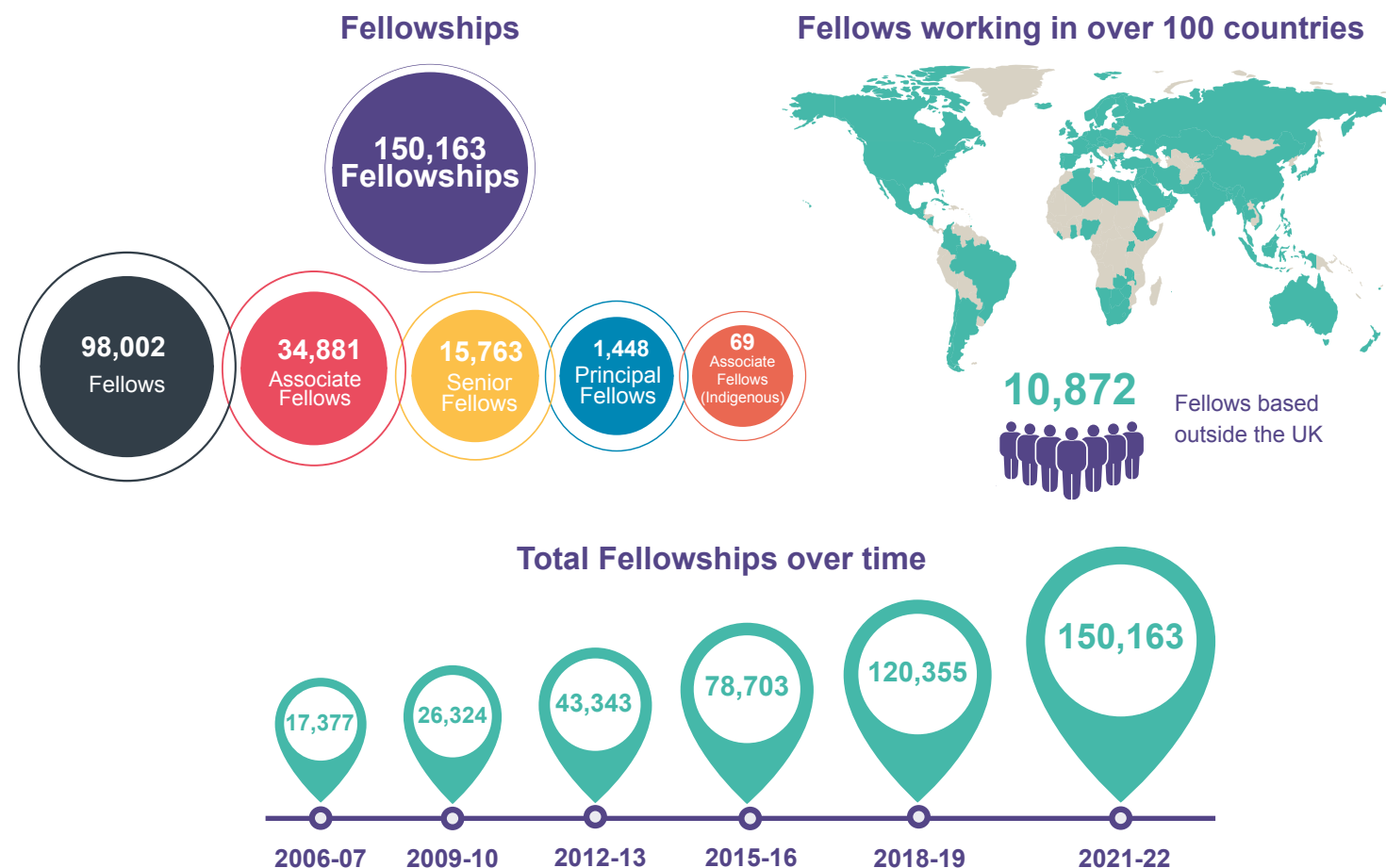
Advance HE has recently reached the milestone of awarding over 150,000 Fellowships to individuals who support teaching and learning in higher education across all four Fellowship categories (as of October 2021). Of the 150,163, there are 1,448 Principal Fellows, 15,763 Senior Fellows, 98,002 Fellows, 34,881 Associate Fellows and an additional 69 Indigenous Associate Fellows working in over 100 countries.

As part of our recognition in reaching this milestone, we are inviting fellows and others who have played a role in reaching this significant milestone to take part in our social media celebration activity. Fellows and those who have supported individuals to become fellows (eg accredited programme leaders, reviewers, mentors, accreditors, etc.) are invited to [download or print out a poster](#) to share with their networks on social media to celebrate their achievements. Fellows can find out more details of this activity [here](#).

Advance HE Chief Executive, Alison Johns, said, “What a fantastic achievement to reach 150,000 teaching and learning fellows around the world, particularly during one of the most challenging periods ever for delivering higher education.

“The commitment that all fellows demonstrate to teaching, learning and the student experience is key to student success and an incredibly important aspect of their own personal development. Whether Fellow, Associate, Senior or Principal, it is strong evidence of professional practice in higher education and increasingly sought after by institutions as a condition of appointment and promotion.”

Stephen Marston, Chair of Advance HE’s Board and Vice-Chancellor of the University of Gloucestershire, said, “Congratulations to all the most recent fellows and welcome to Fellowship. This global community represents



a dedication to professional development and a recognition of successful teaching and learning.”

150,000th fellow

Dr Jing Guo is a Lecturer in Nutritional Biochemistry at the University of Northampton. She is our 150,000th fellow after successfully applying for Fellowship through an accredited programme as a postdoctoral researcher at the University of Reading. She said:

“I am delighted that I have achieved Fellowship from Advance HE! This excellent recognition inspires me to develop further my own teaching practice and pursue a full Postgraduate Certificate in Academic Practice.”



Join our social media celebration

Having reached a significant milestone in Fellowship, we are inviting our colleagues to [join us in celebrating](#) awards to over 150,000 higher education professionals across all four Fellowship categories.

Find out more about Fellowship

Across four categories, from Associate to Principal, Fellowship provides individuals with recognition of their practice, impact and leadership of teaching and learning.

[Find out more](#)

Connect Benefit Series

Connect Benefit Series – Transitions, retention and progression

The [Transitions, retention and progression Connect Benefit Series theme](#) focused on the challenges and opportunities of different experiences and approaches to transitions, retention and progression in higher education. It fostered dialogue and support through a community of practice, designed to better prepare students, staff and other stakeholders for transitions into and through the 2021-22 academic year. Outputs for this theme included a blog written by Advance HE Senior Associate, Dr Ben Brabon who shared his thoughts on 'new transitions' and a guest blog written by Dr Michelle Morgan, Dean of Students at the University of East London who shared her thoughts on supporting transitions in the new academic year.


 [You can read these blogs here](#)

Further outputs of this theme included a series of podcasts to give members the opportunity to listen to insights from across the sector. The four podcasts featured insights from CEO of The Brilliant Club, Anne-Marie Canning; VP Education at Heriot-Watt University, Hannah Copeland; Vice President Higher Education at the National Union of Students, Hillary Gyebi-Ababio and the final episode in the podcast series featured Head of Learning and Academic Excellence at Study Group, Gareth Taylor. You can listen to these podcasts here.

 [You can listen to these podcasts here](#)

The final outputs included a webinar 'New transitions' where Advance HE crowd sourced questions from Advance HE members which were submitted to a panel of five experts. The panel shared their experiences and insights into some of the challenges and opportunities for


successful student transitions, retention and progression – [watch the recording here](#). We also hosted a Clinic which provided participants the opportunity to work together in small groups to address specific challenges within institutional and discipline contexts and develop more bespoke solutions.

 [Advance HE members can access all outputs from this theme here](#)

Connect Benefit Series – Student success

The [Connect Benefit Series – Student success](#) has continued throughout October. Under the area of employability, on 14 October webinars took place during which authors from Oxford Brookes University spoke to their recent Advance HE Publication: [Employability: A Review of the Literature 2016-2021](#). The webinar included a general overview of the research, a spotlight on those findings that the authors wished to highlight for discussion and, provide their own perspective on. A recording of the webinar can be [accessed here](#).


Throughout November, the project will focus on Access, retention, attainment and progression, with activity centralised around a [literature review](#) published in early November, and supporting [podcasts](#) and [events](#). The review intends to show sector developments and/or changes in these areas, bringing together and updating evidence since Advance HE's (then the Higher Education Academy) funded research review on [Enhancing access retention attainment and progression in higher education \(2017\)](#) by Oliver Webb Lynne Wyness and Debby Cotton.

 [Advance HE members can access all outputs from this theme here](#)

Benefit Series – Leading change through teams and networks

As part of our Connect Benefit Series for 2021-22, our Leading change through teams and networks project will run from November 2021 to January 2022. This theme will explore the opportunities for and challenges in developing change agency as a core skill for collaborative working within and between teams, groups and networks.

Outputs from this theme will include an introductory blog by Advance HE's Senior Adviser (Equality, Diversity and Inclusion) Dom Jackson-Cole, an invitation to join the Supporting Inclusive Boards community to support governance professionals, an interactive workshop to support colleagues who work to improve student outcomes such as lecturers, learning and teaching coordinators or student services colleagues and a panel discussion to support institutional change-makers, project managers and leaders.

 [You can find out more about this Connect Benefit Series project and its outputs here](#)



Learning and Teaching

Peer learning – greater than the sum of the parts

Lisa Taylor, Associate Professor in Occupational Therapy and Associate Dean for Employability, University of East Anglia shares her insights on peer learning as a bridge for the hybrid future of curriculum and placement delivery.

Emergency response and future focus

The last year has forced many higher education institutions to adopt online modes of learning for students, as an emergency response to the pandemic. Of course, some higher education institutions have been offering entirely online learning provision for decades, but many have not. For those who pivoted to online delivery, it is now important to reflect and consolidate the valuable learning that has emerged from the emergency response phase, when considering longer term provision. Just because something has been adopted in response to an emergency situation – it does not mean that quality student learning has not been supported. Many higher education institutes who have historically offered face to face student learning are now considering a hybrid future.

Connectedness

Results of national surveys questioning students on the online provision have found that many students have found online learning useful but have also found that students have sometimes felt that they are isolated and that they are learning alone. A solution may exist to support a feeling of connectedness to help support and navigate a hybrid future. Face-to-face peer learning has been reported widely in the literature, with multiple benefits to students, but the principles of this learning can be translated to the online provision. Within the online learning environment, a well-planned and designed learning experience is crucial.

Anchors

To encourage engagement in any learning it is important to have anchors for the students to focus on, and this becomes even more important for online learning.

The learning outcomes provide this anchor and need to be explicit to all students. Roles and responsibilities of the students need to be clearly articulated and agreed, to facilitate full participation and to maximise the potential of the peer learning process

Peer to peer learning

Peer to peer learning can be in pairs or in groups, where students at the same stage of learning work together on a common task. The benefits of peers working together at the same stage of learning is that they can ask each other “silly questions” and confirm their understanding in a way that would not necessarily be possible with an academic member of staff. Feedback from students that I have worked with using the peer to peer learning is that it is a “safe learning space” to explore understanding and to facilitate a more in-depth exploration and questioning of their learning. Peer learning can offer more accessible learning for some students, with time to question and consolidate learning via their peers. Peer learning encourages the ethos that every student has something to add, and active participation in their learning.

Peer assisted learning?

An alternative model of peer learning is peer assisted learning, when a more experienced student mentors a less experienced student mentee. This has benefits for all concerned too. The more experienced students can consolidate previous learning by supporting less experienced students, whilst developing wider employability attributes. The less experienced students being mentored by the more experienced students benefit by the authenticity of a mentor who has been there and

done the learning recently, and as with the peer to peer learning, offers a “safe space” for questioning and confirmation of understanding that may not always be possible with academics.



NEW Teaching and Learning Consultancy and Enhancement Brochure 2021-22

We are pleased to share our new and updated teaching and learning consultancy and enhancement services brochure for 2021-22. The brochure outlines our commitment to support you in meeting your challenges and achieving your goals. Our mission as an organisation is to help higher education shape its future at both strategic and operational levels – and in developing teams and staff to deliver change.

We are able to work with individual institutions or to use our extensive networks to create collaborative groups with the aim of solving common problems and co-create solutions.

Request the brochure



Leadership and Management

Wake up to leadership: a woman of colour perspective

Dr Monica Chavez shares her thoughts on being a woman of colour when leading change in teaching and learning, and outlines her top three tips for people of colour in leadership roles in higher education.

What is a leader?

Taking part in Aurora helped me gain further awareness of the skills, attributes and capabilities needed to lead as a person of colour (POC) in higher education. For example, it made me question the extent to which my own concept of leadership has been influenced by concepts of leadership based on the white, male, straight leader archetype, and whether artificially adopting this style was serving the vision of transformation of education I strongly advocate for the benefit of students. Professor Nona McDuff explains that leadership programmes for Black, Asian and minority ethnic staff at Kingston University is not about changing or fixing them, and this is precisely the main takeaway for me from taking part in Aurora.

During the process of attending Advance HE's Aurora webinars, action learning sets and having a mentor, I realised that taking agency of my leadership development will allow me to attain the vision of leader I aspire to be. However, I also became very conscious about the role that whiteness in academia has had and will continue to have on representations of leadership. I learned that I was not faulty or lacked anything, but that I am part of a system that was built on and continues to build structures to perpetuate racial inequalities.

Leadership in practice

The six months of attending Aurora helped me reflect on my previous roles in leading change in the context

of learning and teaching practice as an educational developer, and to articulate the two main values that guide me when encountering leadership challenges: innovation and diversity.

Innovation

As a leader, I highly value innovation to solve complex problems and scaling up change. I embodied this in the implementation of a Champions Programme in collaboration with Microsoft and colleagues from across faculties.

It was highly satisfactory for me to bring a solution to the highly complex challenge of upscaling digital capabilities in academic staff with my expertise in communities of practice for educational change, or as a Kezar, Gehrke & Bernstein-Sierra (2018), I created a community of transformation that supported colleagues to transition to online teaching during the emergency period of the pandemic.

Diversity

I also had the privilege of taking leadership responsibilities in my role as a senior consultant in social learning spaces in a project for British Council Peru. One of my core values is to bring and highlight diversity in education.

In this project, I negotiated the excellent expertise in online pedagogy of a British university and the localised pedagogical and cultural practices of Peruvian academics.

Tips for non-traditional leaders in HE

Upon reflection of my leadership style, values and practice, and the invaluable experience of Aurora with its myriad of skills training, insightful discussion, and fantastic guest speakers, I can offer the following three tips to lead as a POC:

Purpose: Having a sense of purpose in what you do and why you do it will serve you as a compass and help you recover from the inevitable setbacks you will encounter. This, I feel, is particularly relevant for POC as we often face subtle and not so subtle institutional messages of whose voices get to be heard.

Integrity: I am deeply interested by the concept and practice of integrity in organisational contexts. A crucial but very often abused word which we have devoid of value (not because we do not believe in it, but because we would like to see it operationalised more). It is tempting to play 'the game' to serve your own interests, but I have often found that the more leaders adhere to their values, truth and vision, the more people will follow.

Collaboration: Do not underestimate the value and importance of collaboration and teamwork. Find your allies as this will help you counteract the perception that you are not a team player when you lead. Women are often expected to be 'modest, helpful, communal and team players' (Williams & Multhaup, 2018), and when they don't behave according to this expectation, they may face criticism that perhaps a male colleague will not receive for exactly the same behaviour. Remind yourself that you cannot control people's perceptions related to your gender or race, and that you can only control your actions and reactions. Hold 'excellence' as a core professional value and consciously and consistently shown your goodwill and 'benevolence' to prevent and overcome incidents of destructive criticism.

What are your top three tips as a leader?

Start your own leadership journey with Aurora.

[Find out more](#)

Equality, Diversity and Inclusivity

Equality in higher education: statistical reports 2021

This is the 14th year that Advance HE has published national staff and student equality data (formerly published by the Equality Challenge Unit since 2003/04) to highlight opportunities and challenges regarding the promotion of Equality Diversity and Inclusion (EDI) in UK Higher Education (HE).

The two reports 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 (e.g. staff pay gaps by ethnicity and gender and student graduate outcomes by ethnicity and gender). The reports also include high-level data on institutional return rates for data on sexual orientation, trans status and religion and belief, as well as students' social background.

Staff

Disability: 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).

Ethnicity: Staff working in UK HE have increasingly become more ethnically diverse. Between 2003/04 and 2019/20, the proportion of white staff has decreased from 91.4% to 84.6%, while the proportion of Black, Asian and minority ethnic staff members has nearly doubled (from 8.6% to 15.4%). In terms of how the latest figures relate to those of UK residents, we can draw some comparisons with the latest data available from the 2011 census for England and Wales. However, these comparisons are not perfect, as the census does not capture data from Scotland and Northern Ireland, whereas the HESA UK HE staff dataset includes data from all four British nations. Despite this caveat, the comparison shows that the current UK HE staff ethnic representation (84.6% white and 15.4% Black, Asian and minority ethnic) closely matches that of the English and Welsh population (86% white residents and 14% Black, Asian and minority ethnic residents) overall. However, this is not true for all the minority ethnic backgrounds. For example, Black HE staff members are underrepresented compared with the proportion of Black population recorded in the Census (2.8% of the total staff of UK HE are Black compared with 3.3% of the total population).

In general, inequalities persist among white and Black, Asian and minority ethnic staff members in UK HE, with lower proportions of Black, Asian and minority ethnic staff than white staff on open-ended/permanent contracts, in senior management positions, in professorial roles and on higher salary bands. Looking at academic staff only, 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. In terms of professorial roles, in 2019/20, the share of white academics was nearly double that of Black, Asian and minority ethnic academics (11.2% compared with 6.2%). However, breaking down the Black, Asian and minority ethnic category into more specific groups reveals notable differences. For example, while 4.3% of all UK HE professors are Asian, only 0.7% are Black.

Gender: The percentage of women academic staff has risen by almost 7 percentage points since 2003/4 (from 40.0% to 46.7%), although women still form the minority. Women also remain underrepresented in SET subject areas, in senior management and professorial roles.

Sexual orientation: Between 2018/19 and 2019/20, there was a marked drop in institutional return rates of staff sexual orientation data (from 78.7% to 58.1%).

Students

Disability: The proportion of students disclosing as disabled has nearly doubled within the last decade (from 8.0% in 2011/12 to 14.6% in 2019/20).

Ethnicity: Between 2018/19 and 2019/20, there was the largest decrease in the degree awarding gap ever recorded – although a clear gap still remains.

Gender: Women still form the majority among first degree undergraduate students (56.1%), but remain the minority in postgraduate research students, although their share has slightly increased within the last year (from 48.9% to 49.5%).

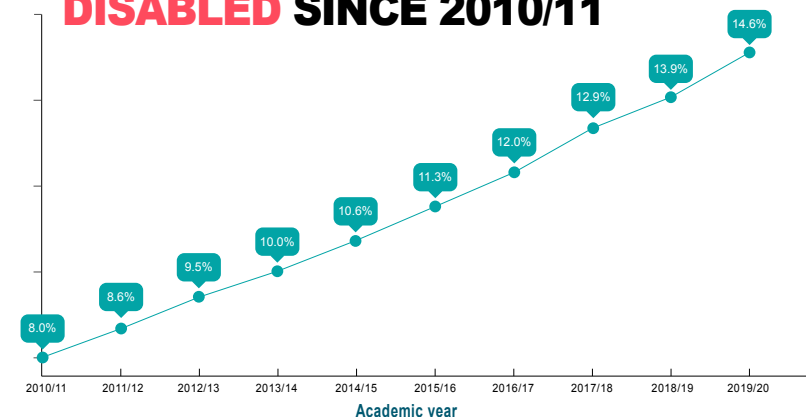
Trans status: The proportion of institutions that returned student trans status data to HESA has increased since last year (from 81.0% to 84.1%) and the proportion of students disclosing as trans has doubled (from 0.6% to 1.1% of the total student population).

Equality, Diversity and Inclusion continued

Jonathan Neves, Advance HE Head of Business Intelligence & Surveys, said, “Both challenges and opportunities arise from the 2019/20 data, like the substantial decrease in the ethnicity awarding gap within the last year, but also a marked drop in institutional return rates of staff sexual orientation data.

“We publish these reports with a view to assist the wider sector as well as each institution to recognise what progress has been made, but also how much work there is still left to do to make UK HE a level-playing field for all staff and students. Thus, rather than a mere overview of how things are in 2021, we urge our readers to view these reports as an evidence-based platform for reflection and action towards our common goal of making HE the best it can be.”

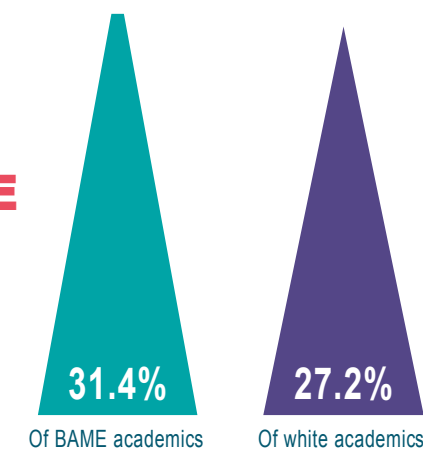
PROPORTION OF STUDENTS WHO DISCLOSED AS DISABLED SINCE 2010/11



Proportion of all students over time who disclosed as disabled

Advance HE Advance HE (2021) Equality in higher education statistical reports - weighted by full person equivalent #AdvanceHEstats

UK BLACK, ASIAN AND MINORITY ETHNIC/WHITE ACADEMICS ON FIXED-TERM CONTRACTS



UK academic staff on fixed-term contracts by Black, Asian and minority ethnic/white identity, 2019-20

Advance HE Advance HE (2021) Equality in higher education statistical reports - weighted by full person equivalent #AdvanceHEstats

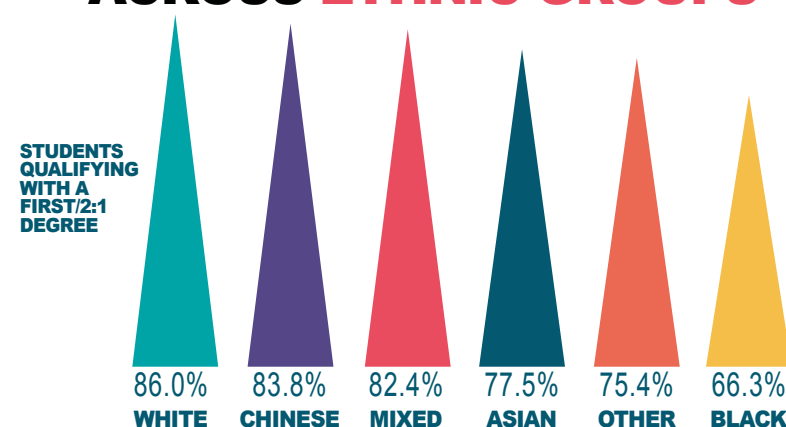
Access the Equality in higher education reports, data and infographics for 2021

Enabling equality: Furthering disability equality for staff and students in HE

This virtual insights event on **25 November** will draw on findings the [Advance HE report on disabled staff](#) (2011) and the [Advance HE Staff Statistical report \(2021\)](#) and review how the landscape has changed over the past decade for disabled staff and students in higher education.

Find out more and book your place

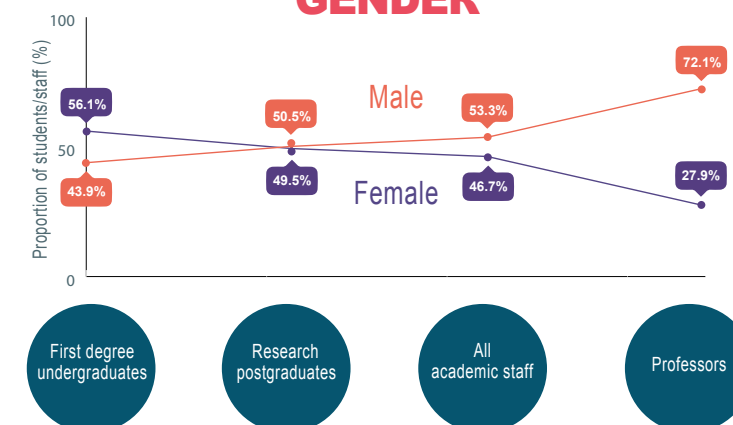
STUDENT ATTAINMENT ACROSS ETHNIC GROUPS



UK domiciled first degree undergraduate qualifiers with a First/2:1 degree by ethnic group, 2019-20

Advance HE Advance HE (2021) Equality in higher education statistical reports - weighted by full person equivalent #AdvanceHEstats

STUDENT/STAFF PIPELINE BY GENDER



Student and staff proportions by gender, 2019-20

Advance HE Advance HE (2021) Equality in higher education statistical reports - weighted by full person equivalent #AdvanceHEstats

Governance

Collaborative Development Fund – Board Diversity Practice Project

Earlier this year as part of the [Advance HE Collaborative Development Fund](#) The University of Gloucestershire was awarded funding to undertake the [Board Diversity Practice Project](#), in collaboration with international executive search firm [Perrett Laver](#).

We know that the diversity of HE and Research Institute governing bodies in all forms remains a key challenge ([Diversity of HE Governing Bodies in the UK Report](#), 2020). Running from April – August 2021, the Board Diversity Practice Project aimed to collate understand and share members' practice to deliver on board diversity via the sharing of practice and lessons learned from members' attempts to diversify their boards.

As an output of this project, the Board Diversity Practice Project Toolkit launched via an online event on 2 November. The Toolkit has been developed with the aim of aiding those responsible for enhancing board diversity and inclusive governance practice.



You can access the toolkit and related resources [here](#)

Improving Board diversity and inclusion

Victoria Holbrook, Assistant Director, Governance, sets the scene for the launch of the Toolkit.

Advance HE is delighted to be launching the Board Diversity and Inclusion Toolkit, the first of its kind for higher education, to assist its members to improve the diversity and inclusivity of their governing bodies.

We know this is a topic which many are keen to address, as they should, to ensure that the governance and strategy of institutions is informed by the richness of talent and lived experiences that exist in modern society, not least our staff and students, and at a time when higher education continues to grapple with the ongoing implications of Covid-19, Brexit and ever-changing policy. As a result, this project was funded through our membership [Collaborative Development Fund](#) and in partnership with Perrett Laver. We were delighted to appoint University of Gloucestershire as the project team.

We will only see improved board diversity if those responsible use their power and creativity to deliver change, drawing on the evidence and the support available including this toolkit. So who is responsible? It is undoubtedly a shared endeavour. Governance professionals, Chairs, governors and Executive leaders must all play their parts.

Victoria Holbrook, Advance HE Assistant Director, Governance, said, "Advance HE has long supported higher education's efforts to improve board diversity, producing the sector's frameworks in 2017-18 and publishing in 2020 the first full report drawing on HESA data about the makeup of governing bodies. However, our members told us that what they need is more practical tools and insights to help them deliver on this agenda in their various contexts. It is quite simply true that there is no 'one size fits all' approach to addressing the issue. And it is also true that we cannot achieve successful board diversity without addressing what makes a governance culture and operation truly inclusive. We hope that this toolkit goes some way to helping you think through practically how to achieve board diversity and inclusion, to secure the best possible chance of an effective strategy for your institution. We invite you to explore it thoroughly, and to provide feedback."

Dr Adeela ahmed Shafi MBE, Associate Professor in Education, University of Gloucestershire, said, "The team at the University of Gloucestershire is delighted to be able to bring you this Toolkit in partnership Advance HE and Perrett Laver. Using this guidance, informed by new data, we hope that you will be able to make important and meaningful adaptations to your Boards. The Toolkit is designed with you mind as a Secretary, Chair of Governors or Governance & Nominations Committee member but is suitable for anyone who is interested in tackling under-representation and aiming for inclusion at Board level in the higher education sector. We hope the Toolkit will be at the heart of your strategy for diversifying your Board membership and we look forward to your feedback."

Lucy Simpson, Head of the Board Practice, Perrett Laver, said, "Enhancing the diversity of Higher Education Boards is an incredibly important issue for the sector. Perrett Laver are excited to have collaborated with Advance HE and UoG to develop this new toolkit, which we hope will be one solution to making progress on this crucial issue."

'Leading HE board diversity and inclusion: Roles, priorities and practice' is an Advance HE member benefit event and is free to attend for colleagues from [Advance HE member institutions](#) with an interest in governance.

Join us on 18 November for our '[Governance Conference 2021: Evolving Governance fit for our futures](#)'. This one-day virtual conference will bring together a diverse range of perspectives to consider just how governance can enable our institutions to make the greatest impact they can for all, with keynote presentations from Dr Shefaly Yogendra, Vice Chair and Chair of the Audit Committee, London Metropolitan University, Sir John Tusa, British arts administrator, and radio and television journalist, and Chris Millward, Director for Fair Access and Participation, Office for Students (OfS).

International spotlight

Recognising one's value in the Malaysian education sector

Irene Wong shares her thoughts on being recognised as a Senior Fellow after working in the Malaysian private education sector for more than 20 years.

Where do I fit and what's my value? Without a doctorate degree or publications, career advancement and recognition is increasingly difficult while working in Malaysia's private higher education sector. These questions are constantly on my mind since I can't find the interest to write and publish research papers.

I started teaching in the era where a bachelor's degree is sufficient to be a lecturer for undergraduate programmes and a master's degree will open doors to academic management. It was a time of growth in the education sector with the introduction of the national qualification framework and the Malaysian Qualification Agency (MQA) to regulate and monitor education providers. Like many colleagues at that time, my career progression and maturity grew in tandem with the institutions that were transforming from colleges to universities. We were teachers first before becoming academic leaders and managers. As time went by, the pressure to gain a doctorate degree and to publish increased to a point where we start to lose our recognition and value.

Many chose to leave the industry for other types of work or to retire. A fraction of those who remained started to pursue their doctorate degrees, while a minority, like me, stayed in senior management positions performing our duties while questioning our future. We chose not to pursue a doctorate not because we are incapable, but for various other reasons like financial, time commitment, and personal interest.

It was during the initial growth era circa 2007 that I first heard about Fellowship during a curriculum development training organised by Sunway University in collaboration

with Lancaster University. The trainers did not have a PhD. but were inspiring in their passion for teaching and learning practices. It sparked my interest that this could be a pathway for me, but I had to put aside since the priority was subject specific doctorate and research. It was not until 2014 that the door to the fellowship was opened again, thanks to Joel Carlton from the University of Hertfordshire.

He encouraged me to apply for the fellowship based on my experience and contribution to improving T&L practices. In Malaysia, I am not aware of any similar framework to Fellowship that recognises tertiary educators and their practices. Such professional recognition is rare and not commonly known and valued here. I prepared my application with doubts of gaining success.

When I succeeded in becoming a Fellow, while a peer who has a doctorate and publications did not, I saw my value and my place in the industry. The recognition brought to light that in the education landscape, T&L practices play an equally important role as subject specific knowledge in facilitating students' learning. Being acknowledged and recognised by a community of educators motivated me to stay on and continue to do what I love. I also consciously started to encourage team members to consider this pathway if they are not prepared to pursue a doctorate.

My journey to becoming a Senior Fellow was even more rewarding. It made me 'pause' in my fast-paced work environment to reflect and collect evidence of the impact of my practices and efforts. Much of my work was centred around building a structured system to improve teaching and learning activities while meeting the requirements of various regulatory bodies and institutions. In the words of Professor Helen Barefoot, the Deputy Director of Learning and Teaching Innovation Centre, University of Hertfordshire,

“Senior Fellowship recognises not only an individual's expertise and excellence in their own teaching, but also their guidance and support of other colleagues in their teaching practice.”

My wish is for the recognition of professional tertiary educators to be more wide-spread and accepted in Malaysia and for colleagues who are in a similar position like me; do not or have yet to have the interest to pursue a doctorate or publications, to not lose sight of the importance of our contribution to our students' learning. When we adopt a new delivery technique, when we adapt our teaching approaches, when we improve a management process, or when we support our new colleagues, we are in our own way contributing to the development of the education sector.

There is no one path or right way to be valued and recognised. I remember a student once said to me many years ago, “Some people may gain their rewards now, but what you gain is karma.” Having SFHEA at the end of my name is enough...for now.

Webinar: An introduction to the Professional Standards Framework and Fellowship

Taking place on 2 December 2021, this free-to-attend webinar will provide an introduction to the PSF and Fellowship with speakers from Advance HE, partner institutions and fellows. It will explore the benefits Fellowship provides institutions and individuals with a specific focus on examples from Central Asia.

Advance HE supports institutions to embed recognition through Fellowship, [find out how we can help you here.](#)

New content + publications

Keep it real: seven principles for leading virtual or hybrid teams

Doug Parkin, director of our Leading Virtual and Disconnected Teams programme, shares seven principles for leading virtual or hybrid teams. Keep it real!

[Read more](#)

Democratising data – knowledge is power

Sebastian Bromelow, EDI Partner and Ed Uff, HR MI and Systems Partner at Kingston University share what the institution has done to make data more accessible for equality, diversity and inclusion.

[Read now](#)

Advance HE launches 'Ethnicity awarding gaps in UK higher education in 2019/20' report

Awarding gaps persist despite improvement in 2019-20: Panagiota (Peny) Sotiropoulou, Advance HE mixed-methods researcher, shares her thoughts on the main findings.

[Read now](#)



"The shift to online teaching pushed me to re-examine what inclusivity means"

As we reach the milestone of 150,000 Fellowships awarded worldwide, PhD student, Academic Tutor and Associate Fellow at Cardiff University, Rania Vamvaka, discusses achieving Associate Fellow status and the effect this has had on her work in LGBTQ+ inclusivity at the institution.

[Read more](#)

Proud to be: Dr Jason Arday

We are celebrating Black History Month this October by inviting colleagues in higher education to share their successes and who they are proud to be. In this video, Dr Jason Arday talks about his journey to academia and Black excellence.oud to be: Dr Jason Arday

[Read more](#)



Proud to be: Annette Hay

To celebrate Black History Month, Annette Hay talks about the importance of activism to ensure equality in this video.

[Read more](#)



Proud to be: Patrick Johnson

In this video, Patrick Johnson, Director of Equality, Diversity and Inclusion at The University of Law talks about his achievements in his EDI work and the challenges he is faced with.

[Read more](#)



New report on the 'context of practice in leadership positions' at HEIs in Mexico

Advance HE has collaborated on a new publication with the Inter-American Organization for Higher Education (OUI-IOHE) and a number of other organisations working with the HE sector in Mexico, Managerial Competencies as a key factor for the success of HEIs.

[Read more](#)



Dates for the diary

Conferences + Events

Teaching & Learning

Inclusive learning and teaching workshop series

These interactive workshops offer practical advice, guidance, policy information, frameworks and toolkits to support positive change within departments, schools, faculties and institutions. They are designed to complement each other as a pathway, or be taken as standalone modules. Each module focuses on key sites of change and challenge.

After the recent success of our first bundle offer, we have opened Bundle 2 which offers institutions a 10% discount when booking all five workshops. Bundle 2 includes:

- + [Introduction to EDI in Teaching and Learning](#) (1 & 15 March 2022)
- + [Inclusive and Equitable Assessment and Feedback](#) (5 & 27 April 2022)
- + [Inclusive Curriculum](#) (10 & 24 May 2022)
- + [Inclusive Student Engagement and Partnership](#) (8 & 22 June 2022)
- + [Leading on Inclusive Teaching and Learning](#) (30 June & 14 July 2022)

Teaching & Learning

Teaching and Learning Conference 2022 call for papers

The call for papers for this conference is still open until midnight, 30 November. Advance HE's Teaching and Learning Conference 2022 will continue to position the spotlight firmly on teaching in a global context. In particular, this year, the conference will explore the overarching theme of **Enhancing student success through student engagement**.

[Find out more](#)

Teaching & Learning

Student Retention and Success Symposium 2022 call for papers

Call deadline: midnight, 8 November 2021

There's less than two weeks left to submit an abstract for either a **15-minute presentation** or for a **40-minute workshop** that addresses the symposium theme, **Impact of flexibility in policies and practice on student retention**.

Join the conversation at this symposium where we will aim to provide an open and supportive environment within which to share and discuss contemporary practice and initiatives in student retention and success and provide evidence-informed examples and ideas for university staff and students to address the challenges of attrition, retention and student success in higher education.

[Find out more](#)

Dates for the diary

Programmes

Leadership & Management

Turning challenging conversations into transformative ones

In a [podcast](#) ahead of the start of our new Transformative Conversations Programme, Advance HE's Barbara Bassa, Kim Ansell and Clare Pavitt share their top tips for having transformative conversations including having the curiosity and courage to deeply listen.

Starting on 19 November 2021, the new Transformative Conversations Programme is for leaders from both academic and professional backgrounds who wish to have better conversations that build strong, positive relationships and improve organisational performance.

Built around three half-day workshops with time for asynchronous working and reflection, the programme is designed to support participants in developing their emotional intelligence, self-awareness and empathy, and to build the confidence to handle sensitive conversations within their teams and institution.

With an enhanced understanding of context, self and others, leaders will develop the ability to turn challenging discussions into transformative ones.

[Find out more](#)

Leadership & Management

Top Management Programme for Higher Education

Applications for the 48th cohort of our Top Management Programme for Higher Education (TMP HE) close on 26 November 2021.

For executive team members and those in roles with significant cross-institution responsibility at a strategic level, TMP HE provides an immersive and far reaching experience which is designed to help develop confident, forward thinking and effective leaders with the agility and innovation to respond to change and opportunities.

The programme will take place between January and December 2022. Those interested in applying for the programme can download an application pack with more information.

[Find out more](#)