

Organisational Resilience

Current challenges and future focus for HE

—

Plaintext sketchnote

Organisational resilience big picture topics

- + A vaccine?
- + Public sector Finance as a key driver of
- + Sector context
- + Changing requirements from
- + regulators/funders
- + Political uncertainty
 - Brexit, Scottish Referendum, Welsh elections
- + We're not going back to normal
 - New ways of doing things, remote/distance working Digital
 - infrastructure and support systems
 - Staff digital capacity and data intelligence
 - Different patterns of student engagement
 - Digital engagement and pedagogy
 - The estate/campus will be used differently
 - Create space (strategically/operationally) to be proactive
 - Moving away from traditional degrees
- + Value of the sector/value the sector brings
- + The importance of technology
- + Centre stage - Planning for the
- + Uncertain/unknown
- + Centre stage - Student Engagement and Co-
- + Creation
 - Should be at centre of Sketchnote
- + Equality, Diversity and Inclusion
 - Really important, and need to embed this into building back better
 - Particular focus on #BLM and Race Equality currently
- + Sustainability
 - Really important, and opportunity to factor this in to building back better

Organisational Resilience

Current challenges and future focus for HE

- + Internationalisation shifting
 - Geopolitical factors shifting, Brexit, different priority
 - Regions/countries - need to rethink/rebalance how institutions
 - Approach internationalisation
 - + Maintaining pandemic level of response –
 - Not sustainable
 - Realisation that dealing with longer term timeframes - need to
 - Rebalance in order to maintain and sustain response - staff are
 - Exhausted (Nov 20)
 - + Politicians - Mixed messages and continual uncertainty
 - Working with governments and within constrained policy
 - Frameworks is draining
 - + Organisational Resilience v Individual
 - + Resilience
 - Not to foreground responses in individual resilience rather than organisational resilience
 - + Positive - Increasing role of students in decision making
 - Increased student engagement and involvement in decision making - needs to be sustained going forwards
 - + Technical solutions and infrastructure for remote working still a challenge
 - For both staff and students
 - + Sustained leadership
 - Continuing to include key leaders during the pandemic in future governance structures
 - + Staff preferences/ Behaviours
 - Will they want to come back to campus?
 - For some, pandemic has suited their working preferences well and they have shone, for others less so
 - + Co-Creation of Learning
 - With students as centre stage - the students' union is key
 - + Student patterns of behaviour
 - Re-learning and University experience - what will they want in future (eg F2F, blended, online)
-

- + Centre stage - So much is still unknown
 - Should be at centre of Sketchnote
 - + Positive – Collaboration
 - Working collaboratively across the institution and the sector has
 - Been received really positively
 - Working across silos and departments effectively
 - Many staff have pulled together and gone 'above and beyond'
 - + Changing requirements of Regulators
 - Particularly in devolved nations
 - Quality frameworks and approaches
 - Decreasing focus on TEF and NSS in England
 - + Centre stage
 - #BlackLivesMatter and related decolonisation of the curriculum.
 - + Mental health
 - Loneliness and anxiety. "Whole university approach" is vital but that's a common phrase: let's make it real/take it seriously
 - + Elephant in the room?
 - The economy: what cuts will need to be made in HE? What's the economic impact going to be? And what of the economic impact now on students: increasing poverty and disadvantaging
 - + Positive - L&T focus
 - Covid has catalysed some very rich conversations and developments in Learning and Teaching and digital pedagogy advancements in a very short timeframe
 - + Purpose
 - The questions of 'What is the purpose of a university' has now moved to 'What is the purpose of an on-campus degree?'
 - + Centre stage - Digital pedagogy
 - Needs to be at centre of Sketchnote
 - Fantastic progress, will now be central to future plans (and links to What is the value of an on-campus degree?'
 - + what's missing from previous Sketchnote - Importance of considering context in devolved nations
 - Wider impacts of devolution on HE landscape.#
-

Organisational Resilience

Current challenges and future focus for HE

- Impact of Government initiatives and opportunities to/effectiveness of HE Leaders to lobby politicians
- Differences for devolved nations and influence of/influence on
- Westminster decision making
- + civic university
 - The role of the university/college supporting learning in the community ie for people not registered on a degree programme etc. Who is higher education for? [not just for formal students?]
- + Value
 - Of attending Uni
 - Of a degree
 - As a local community resource
 - As an employer
- + Centre stage - student mental health
 - Key challenge



Contact us

General enquiries

+44 (0) 3300 416201

enquiries@advance-he.ac.uk

www.advance-he.ac.uk

Media enquiries

+44 (0) 1904 717500

communications@advance-he.ac.uk

www.advance-he.ac.uk/contact-us

 **in f** @AdvanceHE

Advance HE enables excellence in higher education, helping it shape its future. Within the UK and globally, Advance HE supports institutions in the areas of excellence in education, transformative leadership, equity and inclusion and effective governance. This is delivered through membership benefits (including accreditation of teaching, equality charters, research, knowledge and resources), programmes and events, Fellowships, awards, consultancy and enhancement services and student surveys.

Advance HE is a company limited by guarantee registered in England and Wales no. 04931031. Registered as a charity in England and Wales no. 1101607 Registered as a charity in Scotland no. SC043946. The Advance HE logo should not be used without our permission.

© 2021 Advance HE. All rights reserved.

The views expressed in this publication are those of the author and not necessarily those of Advance HE. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any storage and retrieval system without the written permission of the copyright owner. Such permission will normally be granted for non-commercial, educational purposes provided that due acknowledgement is given.

To request copies of this report in large print or in a different format, please contact the Marketing and Communications Team at Advance HE:

+44 (0) 3300 416201 or publications@advance-he.ac.uk