

# in partnership

October 2022

## in this issue...

Keeping our members updated with the latest from Advance HE

# Welcome to the October 2022 *in partnership*

Welcome to this month's In Partnership. This month we're delighted to launch the Global Leadership Survey, giving members around the world a chance to share what works in higher education leadership. We also share case studies from the 2021-22 Global Impact Grants, launch the Beyond Flexible Learning member benefit theme and put the spotlight on the fantastic work academics are doing in Ukraine, despite unbelievably challenging circumstances.

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We share dates of upcoming events and development programmes, including the start of the Strategic Leadership Programme, the first Senior Fellow Writing Retreat of the academic year and the Advance HE Governance Conference 2022.



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.

# Global Leadership Survey for Higher Education launched

**A new annual survey which aims to ‘create the richest possible picture of contemporary HE leadership’ within the global higher education, tertiary and research sector has been launched by Advance HE.**

The first-ever Advance HE Global Leadership Survey for Higher Education is designed to inform our collective understanding about leadership in HE. It will help provide clarity to invest in leaders, support leadership development, recognise effective practice, plan leadership structures and capacity, and grow the talent needed for tomorrow. It will also form the basis for future research and developing a practice framework. The survey is open to all leaders in HE across the world to have their say on ‘what works’.

Referring to the scoping study undertaken to develop the survey, project leader, Doug Parkin, commented that, “Against the turbulent backdrop of the last three years, the time is ripe for capturing voices, perspectives and data about effective or ‘good’ leadership in our sector.”

Alison Johns, Advance HE Chief Executive, said,

“The vision for this project is to develop a global framework for leadership in higher education. This first-of-its-kind survey is one of the largest collective conversations about leadership in HE ever undertaken.”

“We encourage all leaders at any level, in a formal or informal role, from around the world to take part in the survey. Participation is free and no prior affiliation to Advance HE is required. We are committed to continuing the whole-community approach adopted throughout this project into the diversity of voices included in the survey, so please join this global community to help create the richest possible picture of contemporary HE leadership.”

The inaugural survey will establish baseline data for the future as well as an annual report. The survey takes between 10-20 minutes to complete and will close on 8 November 2022.

[Read more](#)

## About the Advance HE Global Leadership Survey

This new survey is designed to examine the question “*What works for leadership in higher education?*” and aims to capture information related to leadership within the Higher Education, Tertiary, and Research sector globally (HE used as shorthand). The responses will be analysed and published as an open access report for the benefit of the sector.

We would like to invite all leaders at any level, in a formal or informal role, to take part in the survey. For the purpose of the survey a broad definition of leader/ leadership is adopted in recognition of the diversity of roles and relationships across the sector. We welcome participation from colleagues at HE institutions and related organisations around the world.

Taking between 10 and 20 minutes to complete, the survey will explore questions related to you as a leader, how you are led by others, and your views on leadership in your organisation and across the sector. As the inaugural running of the survey, it will establish baseline data for the future as well as an annual report, and so we would highly value your participation. We are committed to continuing the whole-community approach adopted throughout this project into the diversity of voices included in the survey.

The outputs of the survey will inform our collective understanding about leadership in the HE sector and will be used to provide clarity to invest in leaders, support leadership development, recognise effective practice (over time), plan leadership structures and capacity, and grow the talent needed for tomorrow. They will also be available to support leadership research and organisational development.

The **survey will close on 8 November 2022**, so please [complete the survey](#) and spread the word. You are welcome to forward this to colleagues to encourage participation within your institution or network.

In September we launched the Leadership in higher education scoping study, commissioned to inform the development of the Global Leadership Survey and related organisations.

[Find out more](#)



# Member benefits and opportunities



## Global Impact Grants case studies published

Advance HE is delighted to publish the case studies which were selected from bids from its international members in July 2022. The case studies are grouped in three issues relating to academic development, disciplinary teaching and learning and student success. The Global Impact Grants are part of Advance HE's exclusive member benefits offer.

The case studies are:

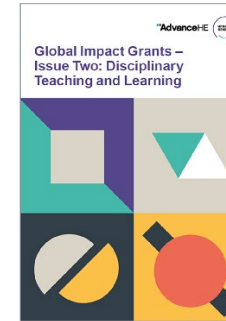
### Academic development

- + **University of New South Wales,** The Education Focussed Program at UNSW
- + **European University Cyprus,** A student-faculty, co-produced evaluation of learning delivery and assessment methods. Impact of process on participants
- + **The Aga Khan University,** A Life Cycle Approach to Sustainable Educational Development
- + **La Trobe University,** Improving teaching and learning in accounting through collaborative action research
- + **Atlantic Technological University (ATU),** Ireland (prev. GMIT), Building Digital Teaching and Learning Capabilities at the Atlantic Technological University in Ireland with DigitalEd.ie



### Disciplinary Teaching and Learning

- + **Deakin University,** Reflective micro-credentials give students an edge when applying for jobs
- + **The University of Adelaide,** Smart Casual – Identifying and responding to a national need for discipline specific teacher development resources for sessional law teachers
- + **Monash University,** iSAP: integrating Science and Practice
- + **Xi'an Jiaotong-Liverpool University,** Association of Southeast Asian Nations (ASEAN) Summit to Combat Human Trafficking Simulation
- + **Sharjah Performing Arts Academy,** Scaffolding the Creative Process



### Student Success

- + **Deakin University,** Developing feedback literacy for students through the AI automated feedback tool
- + **Monash University,** Improving students' understanding by building a culture of academic integrity
- + **Massey University,** A new approach to postgraduate researcher development
- + **Unicaf University,** Unicaf University Graduate Conference (UUGraC): A world impactful research dissemination event



Ian Hall, Advance HE Head of Membership, said,

“ We were delighted to have had such a positive response from our international members to our Global Impacts Grants initiative. Advance HE is in the fortunate position to be able to share good practice wherever it is taking place and these case studies will be of value and interest to all members, especially the staff operating in these particular themes.”

“ Insights from institutions exploring issues from different perspectives and in different contexts can be really helpful in unlocking ideas or challenging ‘the givens’ for colleagues in other parts of the world. I am confident that these case studies will provide rich evidence-informed good practice which will be of great benefit, and I thank and congratulate all those who have been successful in this year’s round of grants.”

[Read more here](#)

**Advance HE plans to run further rounds of grant funding over the next year.**

[Register your interest here..](#)

# Learning and Teaching

## Introducing Beyond Flexible Learning

Dr Kay Hack, Principal Adviser at Advance HE, introduces our latest member project as part of our Member Benefits for 2022-23, Beyond Flexible Learning, which builds upon the existing flexible learning framework to meet the challenge of providing high quality and engaging learning experiences whilst leveraging the benefits of online learning.

Flexible learning concerns institutions constructing and continually evaluating infrastructure, policies and practices that offer the widest possible opportunity for successful student engagement and belonging of all stakeholders in higher education.

In [this video](#), Dr Kay Hack introduces the Beyond Flexible Learning member project and discusses how HE providers can provide high quality education experiences while leveraging the benefits of online learning for students.

“Pedagogic approaches will need to adapt to provide authentic and accessible digital learning that fosters social interaction and collaboration ... students and staff will need support to develop competencies for virtual teaching, learning and working ... as well as developing the skills students will require for the 21st century workplace. This change to practice requires a strategic approach, national and institutional policies, academic and professional workforce development, and a review of the functionality and configuration of learning spaces.” Dr Kay Hack, Principal Adviser at Advance HE.

## Beyond Flexible Learning outputs

The Beyond Flexible Learning member project will provide a range of resources to help our members develop institutional and personal responses as they develop and communicate their flexible learning offer.

### Podcast

Dr Kay Hack is joined in discussion by Dr Nick Mount Academic Director of University of Nottingham online and Professor David Webster, Director of SOAS Foundation College, to consider the role of quality assurance in the changing higher education sector. [In this podcast](#), they discuss quality assurance processes, professional development programmes, and the movement of traditional undergraduate programmes to a hybrid model.


### Practitioner guides

Advance HE will also publish a series of six practice guides covering in-person, hybrid, hyflex, multi-modal, online asynchronous and online synchronous teaching and learning that support programme design and provide an intentional blend of in-person and remote teaching to develop engaged and effective student learning.



## Events

We will hold a sandpit event later in the year about what the future of student experience will be, as well as hosting the Flexible Learning Symposium in June 2023, which will provide a chance for colleagues to exchange ideas and discover new approaches to the world of flexible learning.

 [Read more here](#)

We have several exciting member benefit projects for 2022-23 relating to teaching and learning for members to look forward to. These include:

### International Higher Education: What Next?

Global uncertainty has caused many institutions to re-evaluate their strategic direction and ambitions. The impact on international student numbers and experience, a growing focus on Sustainable Development Goals, along with a realisation of the potential for mixed-mode education prompt a reconsideration of traditional approaches.

### Student Outcomes

This work will focus on student outcomes and what success looks like for different stakeholders. We will support members to inform education strategies, demonstrate value for money and maximise outcomes for all.

### Sustainability: Realising the Ambition

Sustainability will act as a lens for all member projects in 22-23, helping our members take strategic action to progress towards the United Nations' Sustainable Development Goals (SDGs) and a sustainable future.

[Find out more about all our member projects for 2022-23 here.](#)

# Leadership and Management

## What works for leadership in higher education?

**Doug Parkin, Principal Adviser for Leadership and Management at Advance HE, introduces the report from a year-long scoping study commissioned to inform the development of a global leadership survey for higher education and related organisations.**

### The report

*Findings from a scoping study* is an understated title for a very significant report and piece of research.

Look beneath the surface of this heading and you will find a publication that presents a deep and discursive exposition of leadership in global higher education based on a robust mixed methods approach. Underpinned by an extensive literature review, the main body of the research captures a range of voices and perspectives on issues relating to contemporary higher education (HE). Through facilitated discussion and large group interactions this essentially collaborative piece of research, taking a whole community approach, brought together colleagues from across the sector, a diverse mix of academic, professional services and executive/management staff, as well as a range of HE-associated bodies. I commend this report to everyone interested in the future of higher education leadership.

The report presents an overview of insights and findings from 11 round tables and four dissemination and engagement events. From October to December 2021, 11 two-hour online round tables on the nature and purpose(s) of leadership in contemporary higher education were run. Following these, four large-group dissemination and engagement events were hosted in February and March 2022 to share emerging findings and gather wider perspectives on the issues raised. These conversations “provided rich and revealing insights into a turbulent and

changing HE landscape”, to quote the report authors, and the report itself draws these together to present significant observations regarding HE leadership in terms of context, values, purpose and effective leadership qualities.

### The study

Almost a year ago, Advance HE commissioned this scoping study to inform the development of a global leadership survey for higher education. At the centre of the study we placed a deceptively simple question, What works for leadership in higher education?

I would like to pay particular thanks to the authors of this report for undertaking the scoping study:

- + Professor Richard Watermeyer, University of Bristol
- + Professor Richard Bolden, University of the West of England
- + Dr Cathryn Knight, University of Bristol (previously Swansea University)
- + Jonas Holm, Aarhus University.

I would also like to thank Professor Bruce Macfarlane (The Education University of Hong Kong) who played a significant role in leading the literature review at the outset of this project.

As a research team they, of course, brought a high level of skill and rigour to the research process. Just as importantly, they contributed fantastic facilitation skills working with sector colleagues to generate a powerful series of open discussions about contemporary HE leadership.

Our thanks must also go to all the sector colleagues who participated in the scoping study or expressed an interest in being involved.

The timing of this study is particularly significant given the turbulence caused by the Covid-19 pandemic and the need for individuals and institutions around the world to reflect on what they have learnt and what they need to do next. Leadership, the impact of context, and the meaning of organisational values have come under the spotlight in ways few have previously experienced. While challenging, this presents a unique opportunity for fresh insight.

### The findings

As you will see, this is a report in three parts. However, importantly, the authors acknowledge that the three thematic areas concerned are profoundly indivisible. These originated out of the literature review element of the study: firstly, the context in which people are working and leading; secondly, what that means for values and purpose in HE leadership; and thirdly, insights regarding the skills, competencies and behaviours (leadership qualities) that would enable or enhance effective HE leadership now and moving into the future.

The following short extracts from the report highlight these three areas and their interconnectedness:

- + Regarding **context** – “The HE landscape continually provides a complex and changing background against which understandings and experiences of leadership must be assessed. An ability to recognise and respond appropriately to contextual cues is a key requirement for HE leaders and organisations.”
- + Linking to **values** – “Values-based leadership is an ideal of HE leadership that is inhibited by ‘hard’ realities shaping what is and what is not possible for HE leaders and those they lead. The ability to deliver on values and purpose is inextricably shaped by personal context and work setting.”

# Leadership and Management

+ And on **leadership qualities** – “The research has identified a series of [11] skills, competencies and behaviours that are believed to underpin ‘good’ leadership (both ethical and effective) within the current and emerging landscape of higher education... Being ‘authentic’, ‘collaborative’ and ‘credible’, were identified as hallmarks of good leadership.”


Spread throughout the report are a wide range of specific and illustrative extracts from the discussions that formed the core of this research. These are exciting to see. They range from fairly objective observations to more challenging assertions regarding things like the political environment and harmful dissonances in organisational values. Taken from the section exploring what HE leaders should be focused on, this contribution from an early career academic is a strong example:

It is about authenticity. We’re not going to survive unless we have leaders that have a set of values that are not just parroted because that is what the university says it is. They know what their own values are, I suppose, and they don’t compromise on those in the face of political pressure or external pressure.

## The survey

This report, while a powerful resource in its own right, also heralds the launch of the **Advance HE Global Leadership Survey for Higher Education** on 20 September 2022. Through commissioning the scoping study in July 2021 Advance HE embarked upon a collaborative journey of co-creation with the sector to develop and refine a survey blueprint. One of the defined outputs for the research was the development of a set of recommendations for the leadership survey and an outline design consisting of potential questions and question areas. The survey is, therefore, the next stage of enquiry examining our fundamental ‘what works?’ question.

The survey is based very closely on the findings and format of the scoping study. Taking between 10 and 20 minutes to complete, as the figure below illustrates the survey consists of three core sections: appreciation of context, values (linked to purpose), and effective leadership qualities, all situated within a complex and ever-changing environment.

 [Read more here.](#)

**We invite you to take part in the inaugural Leadership Survey for Higher Education.**

[You can take part here.](#)

Read the report: [Leadership in global higher education – findings from a scoping study](#)

## She Leads+ Bahrain

Advance HE has delivered a ground-breaking She Leads+ programme to university staff from across the Middle East. The programme, following on from a pilot delivered in 2021, was presented to around 60 participants who are encouraged to critically question and evolve their awareness, choices and actions for doing leadership to meet and shape their multiple operating contexts.

Championed by Dr Diana Abdul Karim Aljahromi, Director of the Unit for Teaching Excellence and Leadership at the University of Bahrain, the second iteration of She Leads was scaled up, with women from across the Bahraini sector, and beyond, being offered the chance to participate.

The programme comprised four facilitator-led workshops themed as Leadership Perspectives, The Leader Within, Leading Outwards and Higher Education – the Future, all featuring external speakers, along with two ‘in practice’ sessions to give participants the opportunity to put theory into practice and develop their own leadership styles.

In the resulting report about the programme, participants felt the programme was hugely beneficial and inspiring, giving them the confidence to be themselves in their roles.


One said:

“It made me realise I have to seek opportunity outside my comfort zone.”

With another sharing that as a result of an ‘in practice’ session, she would now present to the Crown Prince rather than asking a colleague to do so. Other comments included that the programme had given them ‘positive energy’ and that it was a “nurturing platform for us all to share humbly our experiences and grow”.

Overall satisfaction from participants was 96.3%, a fantastic endorsement of the programme itself but also the facilitator, Suzanne O’Brien who made the programme such a worthwhile and valuable experience for participants. She said:

“It was an honour to work with such talented participants; to support them to successfully lead in the Higher Education sector, and in advancing true equality.”

 [Read more here.](#)



# Spotlight on Ukraine

## SOS – Save Our Students: a request for practical HE STEM resources for Ukrainian colleagues

The Russian invasion of Ukraine has disrupted higher education, displaced academics and in some instances destroyed institutional infrastructure. In the immediate aftermath, much of HE has switched to online delivery.

One of the main challenges facing the delivery of STEM subjects is the provision of laboratory experiences that underpin these subject areas – students need to see the theory applied in practice and experience real-world science and engineering, with all the uncertainty and imperfection that entails. When Covid-19 forced the closure of institutions back in 2020, academics across STEM disciplines rallied together to find new ways of teaching laboratory skills. Now is an opportunity for the collaborative communities that emerged during the move to remote (and subsequently hybrid) learning to share what they have learnt and assist colleagues in Ukraine.

At the recent [Advance HE Teaching and Learning Conference](#), a [panel of Ukrainian academics described the challenges](#) they have faced in recent months. Towards the end of an inspirational and moving discussion, a plea was made for practical STEM resources that will allow students to continue to gain experience of lab work. Rallying to the call, Advance HE, working closely with the Institute for Higher Education Ukraine, the British Council and academics from both Ukraine and the United Kingdom, have started to collate resources on the [Practical STEM Teaching Community Resources website](#).

The aim of the project is to create a collection of teaching resources across STEM disciplines that will allow Ukrainian academics to continue to provide their students with online/remote learning experiences in laboratory skills. These include interactive virtual labs, simulations and video

demonstrations. While the initial focus is clearly on Ukraine, the repository will provide support, in the longer term, for academics in other contexts where access to appropriate laboratory facilities is limited.

## How can you help?

Over the past couple of years, academics across the world have overcome the challenge of the Covid-19 pandemic, establishing innovative ways of teaching, developing resources to support remote and hybrid learning and guiding their students towards successful education outcomes. We now ask the community to share these resources wherever possible.

The initial response to a call sent out via networks such as #DryLabs, #DryLabsDownUnder, #Physics-LTHE, #RemoteForensicsCSI and #DryLabsRealScience has been inspiring. There are, however, still a wide range of subject areas across all disciplines that require additional resources and we ask academics who may have freely available teaching assets to share them. The [Practical STEM Teaching Community Resources website](#) is still a work in progress and additional subject areas can be added if obvious gaps are identified, but this is where we need the support and generosity of the academic community to help build and expand the repository.



[Read more here](#)

Resources can be contributed or requested by completing the [short online form on the website](#) or by contacting Professor Ian Turner ([i.turner@derby.ac.uk](mailto:i.turner@derby.ac.uk)),

Dr Pete Mylon ([pete.mylon@sheffield.ac.uk](mailto:pete.mylon@sheffield.ac.uk)) or Dr Nigel Francis ([francisn10@cardiff.ac.uk](mailto:francisn10@cardiff.ac.uk)).

## Air raid sirens during exams and working in subways – teaching continues in war-torn Ukraine

At Advance HE's Teaching and Learning Conference 2022, a special panel session took place with academics from Ukraine where they explained how they've continued to teach through the crisis.

[Read more here.](#)

## Teaching mathematics in a time of war

20 May 2022 | Dr Anastasia Yakovenko

Dr Anastasia Yakovenko is a lecturer in mathematics from Bogdan Khmel'nitsky Melitopol State Pedagogical University, Ukraine, which has been in the Russian occupied territories since the first days of the war.

This blog is compiled from her reflections about her experiences of teaching during the war and the emotional impact on, her, her friends and family, and students.

[Read more here.](#)

## Learning to teach in wartime

13 Jun 2022 | Olga Yashenkova

Olga Yashenkova, Associate Professor in the Department of English Philology and Intercultural Communication at Taras Shevchenko National University of Kyiv, shares reflections of her experiences of teaching during the war in Ukraine, and the impact of Russia's attacks: on her, her friends, family, and students.

[Read more here.](#)

# new content + publications

## University of Kurdistan Hewlêr welcomed as it takes up Advance HE membership

The University of Kurdistan Hewlêr (UKH) in Iraq has recently become an Advance HE member institution. The University is supporting a group of 30 staff to apply for Advance HE Fellowship as part of its strategy to enhance teaching and learning and to formally recognise its staff through international standards and benchmarking.

[Read more](#)

## NET Conference has great in-person return

Advance HE's signature networking conference for healthcare professionals, the 2022 NET Conference, returned in-person from 5-6 September at Lancaster University. Alongside those attending the conference in person, delegates from around the world could tune into the event through Zoom, which included colleagues from Australia, South Africa and Europe.

[Read more](#)



## Expectations and aspirations: how do data, metrics and evidence enable the Board?

Kim Ansell, Assistant Director Governance (Interim), discusses the value of robust data for governing bodies in supporting effective decision-making and highlights some of the related themes and conversations planned for Advance HE's upcoming Governance conference, 24 November.

[Read more](#)

## Care-experienced academics – shedding light on an invisible community

Neil Harrison (associate professor, University of Exeter) reminds us that some academic colleagues had challenging journeys through the education system and wants to understand more about the career paths of those who spent time 'in care' as children.

[Read more](#)



## Senior Women's Leadership Development Programme Q&A

Kate Farley (Norwich University of the Arts) and Dr Kate Strudwick (University of Lincoln) answer questions about their experience of the Senior Women's Leadership Development Programme (SWLDP) and the advantages that it had for their careers in higher education.

[Read more](#)



## Learner or consumer? Enable your students to develop a successful academic identity

With Advance HE's new toolkit for members 'Balancing students' identities as learners and consumers', Dr Louise Taylor, National Teaching Fellow and Principal Lecturer Student Experience at Oxford Brookes University, UK, presents a workshop for students to help them develop a successful identity as a learner.

[Read more](#)

## What works to tackle inequalities in student mental health?

Sarah Chappell, Senior Research Officer at the Centre for Transforming Access and Student Outcomes in HE (TASO), shares her thoughts on tackling inequalities in student mental health after TASO's recently published report.



[Read more](#)



## Dates for the diary

## Conferences + Events

### Writing Retreat Senior Fellow (October) – 12 October 2022 – 9.30-16.30.

The online Senior Fellow Writing Retreat is an invaluable opportunity to have the time and space to progress your application to become a Senior Fellow, receiving expert analysis and feedback in the process. Held over one day, the retreat offers you the chance to transform your notes and thoughts into an application that matches Advance HE's criteria for Senior Fellowship.

[Find out more](#)

### Governance Conference 2022 – BMA House, London. 24 November 2022.

The 2022 Advance HE Governance conference will address the theme of 'Governing in the interest of students'. We know that governing well means navigating opportunities and challenges in higher education with inclusion, agility and pace at the forefront. [Find out more](#)

## Programmes

### Strategic Leadership Programme 13. 12 October – 9 December 2022.

[Find out more](#)

### Enhancing Programme Leadership – 13 October 2022 – 15 December 2022.

Enhancing Programme Leadership is an online programme designed to develop the skills and capabilities of leaders of teaching and learning in their institution at a time when they may be new to leadership, or looking to gain confidence in their leadership skills. [Find out more](#)

### Transition to Leadership – 13 October 2022 – 2 March 2023.

[Find out more](#)

### Leading Departments – 18 October 2022 – 8 December 2022.

Leaders of departments in HE institutions are often challenged by the need to achieve action by influencing those in senior positions in their institution. They must find ways to overcome resistance and encourage commitment in a positive way. Leading Departments will engage, support and develop new Heads of Department or Schools to meet the operational challenges of leading and managing academic or support teams. [Find out more](#)

Leadership & Management

Teaching & Learning

### New to Teaching – 27 October 2022 – 1 December 2022.

Advance HE has designed New to Teaching, aimed at nurturing and developing contemporary professional learning, with a particular focus on the basics of effective teaching practice, incorporating latest innovations in online pedagogies and digital delivery within fully virtual or hybrid teaching spaces

[Find out more](#)

### Governor Development Programme Dates 2022-23.

#### GDP Audit & Risk Committees – Virtual.

12 October 2022. [Find out more.](#)

#### GDP Induction to HE Governance for New Governors – Virtual.

13 October 2022. [Find out more.](#)

#### GDP Nominations and Governance Committees; board diversity, succession and effectiveness – Virtual. 14 December 2022. [Find out more.](#)

#### Governance Professionals in HE Programme – Virtual.

24 January 2023. [Find out more.](#)