



University of
Salford
MANCHESTER



A case-study to promote academic citizenship within the postgraduate community: Inclusive structures driving transformational change

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Invited contributor: Dr Eve Blezard





Photo by [Fateme Alaie](#) on [Unsplash](#)

Although Covid-19 was hugely disruptive in so many ways, at Salford, The Academic Citizenship Programme found new approaches to engage postgraduate researchers as key stakeholders in institutional change; providing networking opportunities beyond peer groups to develop skills

Case study: driving transformation

- to examine how an institution can encourage a new culture to evolve
- to investigate the differences in the facilitation of cultural transformation between four diverse Academic Schools
- to measure the impact in relation to benefits to staff in terms of wellbeing, a sense of belonging, value, and career development



Formed part of the Advance HE Inclusive Institutions: enabling and supporting culture change project (Ansell, 2022) funded through the Collaborative Development Fund Project 2022 (Advance HE, 2022).

Meet the project team

Jess Power



Professor of Teaching
and Learning

Matthew West



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Academic Developer

Siân Etherington



Academic Developer

Claire Hookham



Associate Dean
Academic

Helen Keegan



Senior
Lecturer

Neil Withnell



Associate Dean
Academic

TELL ME ABOUT...

EXPLORING ESS



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A narrative of exploring cultural change at Salford

The Learning and Teaching Enhancement Centre has utilised Advance HE funding to explore the role of ESS in encouraging a new workplace culture

OPENNESS

OPENNESS

COMMUNICATION

COMMUNICATION

COLLABORATION

COLLABORATION

SUPPORT

SUPPORT

FOCUS

FOCUS

RECOGNISING

RECOGNISING

THE STORY OF THE PROJECT....



INCLUSIVE INSTITUTIONS

The project is all about understanding the cultural impact of ESS



ESS?

It stands for Enabling Student Success, a framework to improve student outcomes



What is the project about?

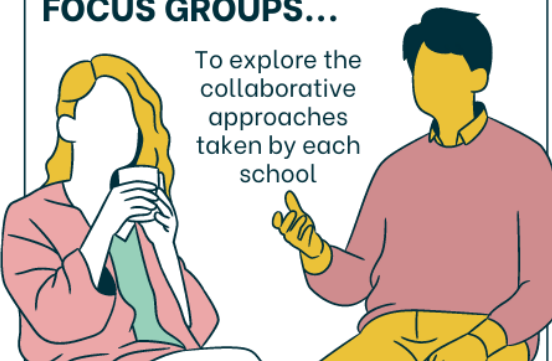
What exactly is ESS then?

RSK

RSK

FOCUS GROUPS...

To explore the collaborative approaches taken by each school



We talked to key managers..

CHANGE

What are our drivers for change?



...to learn about each school..

PULSE SURVEY

to understand the cultural impact of ESS on all staff



...we also wanted to be inclusive

METHODOLOGY

Applying the Research Framework



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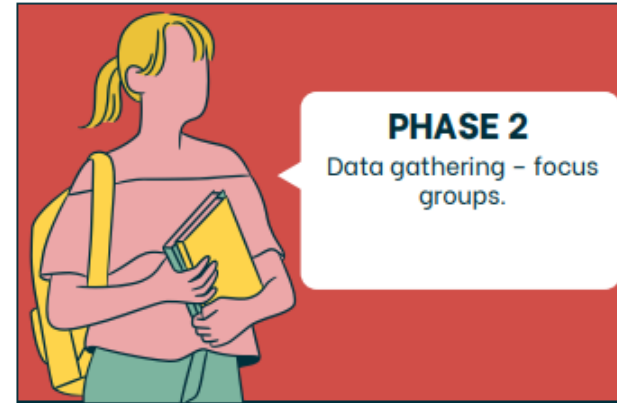
FOCUS

RECOGNISING

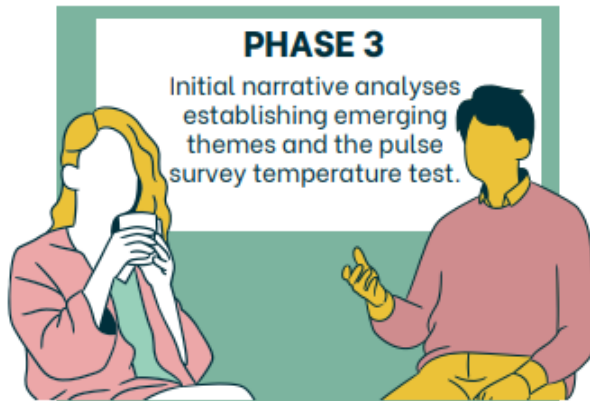
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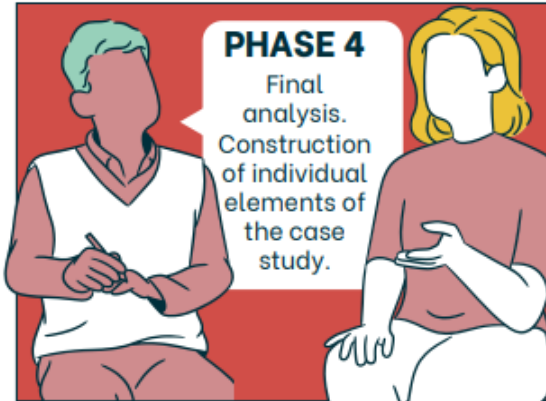
February 2022



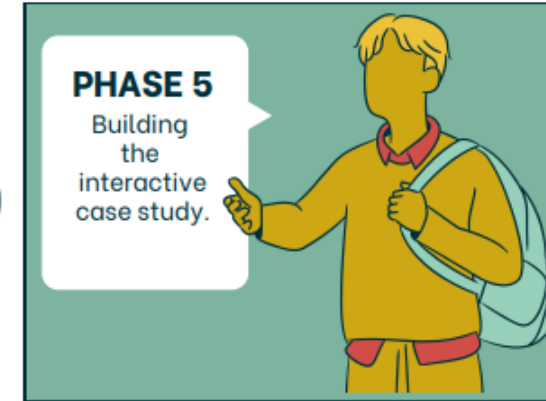
March 2022



April 2022



May 2022



June 2022

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Reflections

Networks & beyond:

Resilience through team and connection...

'Felt part of a Team and felt included'

'I felt that I made a difference'

'Part of a cohesive team'

Skills developed/ enhanced:

Building on strengths....

'Engagement of the team members according to their skills'

'We could volunteer what role we wanted in the focus group'

'We all had an individual role with the focus groups which reflected our expertise'

Validation, confidence and support....

'Great experience, got to know the project'

'I was told that my views were interesting, and I was thanked for my contribution'

'It was helpful to see our contributions.'



THE STORY OF THE FINDINGS...



SUPPORT
We all need to be heard, understood and valued



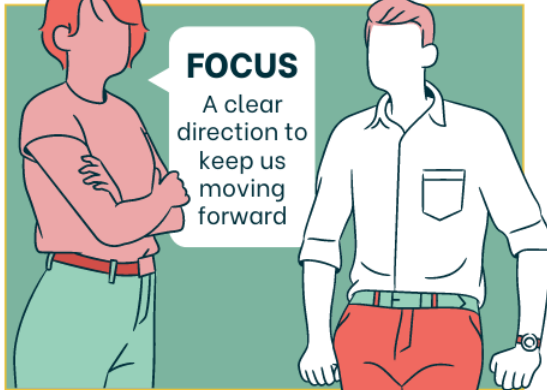
COLLABORATION

Working together towards a shared vision helps us feel connected

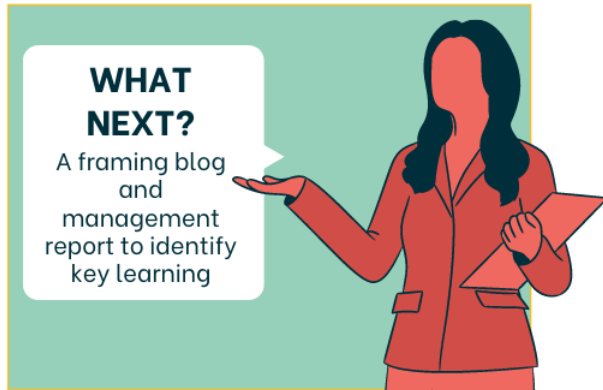
What we learnt about staff wellbeing... ... and Salford's sense of belonging



VALUE
Coaching and developing staff to help them realise their goals



FOCUS
A clear direction to keep us moving forward



WHAT NEXT?
A framing blog and management report to identify key learning

How do we value our staff? A focus on career development... What does it all mean?

OUR KEY TAKEAWAYS...

Evidencing the transformational impact of Higher Education change management

The project has helped establish a narrative about how institutions can encourage new cultures to evolve. As well as developing best practice examples it has furthered our understanding of the transformational impact of Higher Education change management



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Taking a tour...



[University of Salford - Inclusive structures driving transformational change: project outputs | Advance HE \(advance-he.ac.uk\)](#)

Exercise

1 action or take away



Credit: Matt West

Project Team

Principal Investigator: Jess Power

Research Lead: Davina Whitnall

Technology Lead: Matt West

Research Team: Eve Blezard, Pouria Rafati, Andrea Stein

Management Team: Paul Broster, John Dermo, Siân Etherington, Claire Hookham, Helen Keegan, and Neil Withnell,

Acknowledgements

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Our resources can be found on the Advance HE hub

[Collaborative Development Fund | Advance HE \(advance-he.ac.uk\)](https://advance-he.ac.uk)

Thank you comments / questions...

[University of Salford - Inclusive structures driving transformational change: project outputs](https://advance-he.ac.uk)
[| Advance HE \(advance-he.ac.uk\)](https://advance-he.ac.uk)