

**Leadership
Foundation**
for Higher Education

ENGAGE

YOUR MAGAZINE FROM THE LEADERSHIP FOUNDATION FOR HIGHER EDUCATION

BUILDING RESILIENCE IN THE FACE OF UNPRECEDENTED CHANGE

EDITORIAL BY EWART WOOLDRIDGE CBE, LEADERSHIP FOUNDATION

IN THIS ISSUE:

IN PRACTICE: New laws: new opportunities

INTERVIEW: Where ideas really take off

Leading internationalisation: raising our game

Developing a lifelong alumni relationship

Not your typical training programme

Calendar of events

YOUR MAGAZINE FROM THE LEADERSHIP FOUNDATION FOR HIGHER EDUCATION

Building resilience in the face of unprecedented change

As we go to press, the Browne Report and Government Spending review are being unveiled. The case for building an even more resilient leadership capacity in universities could never be more strong in the face of the uncertainties and challenges that lie ahead. We at the Leadership Foundation are currently developing a completely new range of services to support institutions and their leadership teams to build their resilience at a time of unprecedented change.


This is not a time for pessimism or despondency. So the news articles and features in this edition of Engage reinforce forward-thinking initiatives, and the dissemination of learning and commitment to development that characterise the sector.

In Practice is a case of that dissemination in point, with a succinct and easily-readable round up of key equality and diversity legislation and what that means for all of us working in higher education. Dr Diane Bebbington, diversity advisor to the Leadership Foundation, and Dr Simonetta Manfredi of Oxford Brookes, also offer pointers to related material for more in-depth reading.

The impact of the Leadership Foundation's various programmes, projects and events features strongly in this issue alongside dissemination of good practice in various fields from a number of HEIs, including some award winners. Exeter's alumni relationship building activity is described on page 10, whilst Plymouth's staff engagement and leadership development in pursuit of its enterprise vision is discussed in the interview with Helen Teague. Derby's leadership and

management development is also celebrated with news of a Times Higher Education Leadership and Management award.

Despite the widespread concern about the sector's immediate challenges - or perhaps because of a recognition of the need to address those challenges head on - Helen Teague's comment about her own institution applies equally to others: higher education is certainly still where ideas can and really do take off.



EWART WOOLDRIDGE CBE
CHIEF EXECUTIVE
LEADERSHIP FOUNDATION FOR HIGHER EDUCATION

ENGAGE Issue 23 CONTENTS**FEATURES****p6 Interview**

Where ideas really take off - Helen Teague, head of OD at the University of Plymouth talks to Dr Lesly Huxley about organisational and leadership development for enterprise.

p8 Project updates

News from a project sponsored by Hefce's Leading Transformational Change Fund on Leading, governing and managing enterprising universities, and a Small Development Project sponsored by the Leadership Foundation: An initial evaluation of the perception of the contribution of leadership and management development programmes to OD and culture change in UK HEIs.

p10 Perspective

Developing a lifelong alumni relationship. Susie Hills, University of Exeter, on their award-winning alumni relations activity.

p12 Careers

Not your typical training programme. Anthony Brewerton, University of Warwick, reflects on the Future Leaders Programme.

p15 Book review

Julie Lydon, vice-chancellor of the University of Glamorgan, reviews Jessica Mitford's Hons and Rebels.

p16 Calendar of Events**NEWS****p3 In focus**

- | LGM: It's all in the preparation
- | Call for proposals
- | Governor development

p4

- | New chair of the board
- | Starter for Ten, Ajay Burlingham-Böhr, Anglia Ruskin University

p5

- | CIHE annual lecture
- | What's new in Arabic?

p9

- | Staff Development Forum update
- | Higher education leadership summit: 10 February 2011

p11

- | Derby wins
- | Wolverhampton LEADs the way

p13

- | Aspiring to a top role

p14

- | Back on course
- | The role of private providers

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IN PRACTICE
ISSUE TWENTY FIVE

SEE CENTRE PAGES

IN PRACTICE: NEW LAWS: NEW OPPORTUNITIES



LGM: It's all in the preparation

This event, jointly sponsored by the Leadership Foundation and Hefce disseminates learning from projects supported by Hefce's LGM fund, based around key challenges identified in our recent survey of senior leaders.

This year's event is entitled **Preparing today's leaders for tomorrow's challenges** and takes place on Wednesday 26 January 2011.

The main themes that the senior leaders said were the most important institutional leadership, governance and management priorities for the sector were:

- | **Doing more with less:** improving skills and practices for operational efficiencies;
- | **Rethinking delivery models:** managing collaborations, partnerships and contracts;
- | **Changing cultures:** fostering more flexible and responsive working patterns;
- | **Working smarter:** making better use of available information and intelligence.

Participants will be offered a series of rich and varied interventions enabling them to gain examples of approaches that could inform institutional strategies and improve operational performance within universities or higher education colleges. **E**

More details about this event can be found at www.lfhe.ac.uk/evt-crs-prog/201011/lgm



Call for proposals

The Leadership Foundation Small Development Projects 2011 fund is now open for proposals.

We are delighted that we are able to maintain our commitment to investing in innovation through our Small Development Projects. Higher education institutions that are members of the Leadership Foundation (or groups of members) are invited to bid for up to £10,000. The total project funding available is £100,000.

Professor Bob Thackwray, Director of Membership and Networks, commenting on the scheme, said: "At a time when funding across the sector is increasingly constrained, a small investment can make a considerable difference." He describes previous years' projects as "having punched above their weight in terms of impact" and is anticipating similarly high quality projects that will be of benefit to the sector for the coming year."

The closing date for Small Development Project proposals is Tuesday 30 November 2010. **E**

Full details and how to apply are available at www.lfhe.ac.uk/research/smallprojects



Governor development

The Leadership foundation has been providing for the development needs of governors in higher education for the past five years. The 2010-11 Governor Development Programme aims to address the current needs of governors and to provide an opportunity both to learn from our key contributors and also to network with other governors.

The number of events offered has increased substantially to 20 and, in addition to familiar days, such as Governing in a Downturn, and Current Issues for Remuneration Committees, this year we have also included some new ones which include:

- | Effective governance: what can we learn from other sectors?;
- | Sustainability;
- | Seminar for staff governors.

Where significant changes are being made to a governance related issue, we have also included new topics which we hope that governors will find useful, such as:

- | Key changes in legal and policy protocols;
- | Pensions;
- | Opportunities, risk and audit. **E**

Visit www.lfhe.ac.uk/governance for all the details on the 2010-11 programme

"Learn to listen. Opportunity could be knocking at your door very softly."

Frank Tyger Editorial Cartoonist b:1929

New chair of the board

The Leadership Foundation has appointed Sir Andrew Cubie CBE as the new Chair of the Board. Sir Andrew will take up the role in early October, and his term extends until the autumn of 2014.

Sir Andrew succeeds James Ross, the inaugural chair of the Leadership Foundation, who has led the organisation from a start up to its current status as a stable, successful, and well respected organisation. James Ross completes his term on 5 October 2010.

Sir Andrew Cubie was for much of his career the senior partner of the leading Scottish law firm, Fyfe Ireland. He continues as a consultant to that

firm and also holds a number of non-executive Directorships in public and private companies ranging from investment trusts to corporate finance and manufacturing. He is also the Chair of Quality Scotland, an organisation committed to the promotion of business excellence. He is a former Chair of the Confederation of British Industry in Scotland.

He has been engaged in education issues throughout his professional career. He is currently the Chair of the Scottish Credit and Qualifications Framework and of the JNC of the USS. He is a Board member of the Inspectorate of Education in Scotland. He is a former Chair of George Watson's

College, the Court of Edinburgh Napier University and of the Committee of University Chairs (CUC) for the UK.

He is the Chair of VSO in the UK; Deputy Chairman of the Royal National Lifeboat Institution (RNLI) and Chairman of the Northern Lighthouse Board; a trustee of Common Purpose; Chair of Scotland's Garden Trust and of the Centre for Healthy Working Lives.

Sir Andrew was knighted in the 2009 New Years' Honours list. **E**

Starter for Ten

Ajay Burlingham-Böhr, Director of Information Systems and Media Services, Anglia Ruskin University

Ajay has worked in the IT industry for over 26 years in the private and public sectors. Since 2006 Ajay has been the director of Information Systems and Media Services at Anglia Ruskin University. Her achievements were recently recognised at the UK IT Industry Awards 2009 with an 'IT Leader of the Year' medal. Ajay is an alumna of Top Management Programme (TMP) cohort 17, 2008.



What is the best piece of management/ leadership advice you have ever been given?

Watch your wake - I have learnt the hard way that when you are in a leadership role an ill-considered casual remark can sometime result in feverish activity which you did not intend!

Who would you most like to have worked with/for?

Martin Bean VC at the OU - I will watch with interest to see the impact he has on the sector. It is going to be fascinating.

What is the biggest change you have seen in management/leadership approaches?

Learning how to listen properly and realising that giving advice is usually futile and unhelpful as a management style. I had to go through coaching accreditation to learn the lesson but it was well worth it.

Who has inspired you most in your working life?

Adrian Gilpin, the Director of the Institute of Human Resources and Founder of the Inspired Coach programme. He taught me a whole new way of thinking that opened up an entire treasure trove of resources that I never knew I had and which has made an exponential difference to my ability to do my job and to my personal life.

What was the best professional move you made and why?

Making the move out of the commercial sector into the public sector over 20 years ago. Since then I have gone home at the end of each working day knowing that my job, if I do it properly, is contributing to making a real difference to the quality of someone's life rather than just making money.

What will you remember most about TMP?

The gradual building of strong professional contacts and friendships that remain a fantastic resource.

What will be the most enduring learning point?

The trip to Abu Dhabi - it was a dramatic personal learning experience from beginning to end and opened my eyes to the systemic oppression embedded in so many cultures - including our own.

What piece of advice would you give to someone starting off their career?

You know those times when whatever you are doing you are so engaged and enjoying it that time disappears? Well try and work out what the essence is of that activity, what it is that makes you so happy and engages you so much. Whatever it is you are probably making use of your individual talent (we all have at least one). Find a career that lets you do that for a living and chances are you will be both happy and successful (whatever success means to you).

What one thing would make your job easier?

Fewer new projects or a more ruthless business approach to cost/benefit analysis.

What's been your biggest professional challenge and how did you overcome it?

Going back into education 10 years ago to do an MBA after dropping out of school after O levels. Determination to get a 'proper' qualification enabled me to overcome the problems of doing an MBA at the same time as a full-time job.

Marmite - love it or hate it?

Love it - happy memories of drinking hot marmite after swimming in a freezing cold winter sea at Brighton.

Who would you choose to be stranded on a desert island with?

My wife, Erica.

Who would you choose to throw out of the balloon?

No-one. I would prefer to try and find the positive contribution that everyone can make (though one or two individuals might sorely tempt me).

Tell us a secret about yourself?

I got a large tattoo done when I was 16 of an eagle on one arm. It was so painful I passed out. I had already booked to go back and get a large tiger done on the other arm but I chickened out at the last minute and ended up with a very small butterfly. My upper arms look very unbalanced!

If you could get tickets to any event in the world what would it be?

Any international roller derby match that the London Roller Girls are playing in.

What would you be if you weren't an IT Director?

A criminal barrister.

Jamie Oliver, Gordon Ramsey or Nigella Lawson?

Nigella of course - daft question. **E**

CIHE annual lecture



Richard Lambert

The Leadership Foundation is pleased to be supporting the first Annual Lecture of the Council for Industry and Higher Education (CIHE). It will be given by Richard Lambert, director general of the CBI, and will take place

on 11 November at the Royal Institution, 21 Albemarle Street, London W1S 4BS.

David Docherty, chief executive of the CIHE, said, "Our core mission is to bring together senior business and university leaders to develop innovative strategies and behaviour, to increase the UK's competitiveness and social wellbeing. The Annual Lecture, the first of which will be given by Richard Lambert, will allow major thinkers the opportunity for a wide-ranging state-of-the-nation assessment of business-university relationships and set the agenda for the debate."

Richard Lambert, who will be leaving the CBI next spring, is a former editor of the Financial Times, chancellor of the University of Warwick, and chair of the original Lambert review on the relations between business and higher education. He will reflect on the successes and remaining challenges from his original report; set out his analysis of the state of the nation following the Browne Review of Higher Education Funding and Student

Finance; and raise provocative questions about the role of business/higher-education collaborations in a fiscally constrained future. Before the lecture Sheffield University, the UK winners of the Students in Free Enterprise (SIFE) award, will present a summary of their prizewinning work on setting up self-sustaining businesses both in the UK and abroad.

This is an event for the Leadership Foundation's and CIHE's members, alumni and valued contacts. The CIHE Annual Lecture takes place from 5.30pm and will start promptly at 6pm. We hope that this event will provide the opportunity to hear the views of a well-respected leader and ask questions of him, and to meet like-minded colleagues from across the academic and business worlds to explore opportunities for the future. **E**

If you would like to attend please contact **Melissa Scuteri**, Leadership Foundation.

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What's new in Arabic?

In 2007 the Leadership Foundation's director of programmes, Professor Stephanie Marshall, edited *Strategic Leadership of Change in Higher Education: What's New?* The publication was a collection of essays and summaries of the early research projects that the LF had commissioned from its innovative LF Fellowships. The book was well received throughout the sector and has become one of the main textbooks of the core leadership programmes – Head of Department, Preparing for Senior Strategic Leadership, and Senior Strategic Leadership – that we deliver.

Imagine Stephanie's surprise when a copy of the book in Arabic arrived from the publishers with a crumpled compliments slip. It transpires that a Professor Abdulrahman Al-Ahmari, professor of industrial engineering at CEREM (Centre of Excellence for Research in Engineering Materials) at the College of Engineering, King Saud University, has decided to use this book on a specialist course that he is running. Professor Al-Ahmari, a former student

of engineering at Sheffield University, has arranged for just 100 copies to be published in Arabic for a specialist course that begins in October.

Strategic Leadership of Change in Higher Education: What's New? edited by Stephanie Marshall is available (in English) at Routledge and on Amazon. **E**

For more information about the Leadership Foundation's programmes and other leadership development interventions please contact **Professor Stephanie Marshall**, director of programmes.

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INTERVIEW

This is a place where ideas

Helen Teague is head of organisational development at the University of Plymouth, and has been at the university for three years. Here in conversation with Dr Lesly Huxley she describes how organisational development in practice is helping to bring *the* enterprise university's vision to life.



Helen Teague

Before returning to her home town of Plymouth to take up this, her first role in higher education, Helen had what she describes as “a mixed-sector experience”. As a specialist HR adviser to private-sector organisations with Business Link for London, she worked as part of the business advisory team and learned the “importance of understanding the business context before getting to grips with the HR issues and creating solutions”. She realised that “OD was for me” whilst part of an organisational development team for a large national care-sector charity.

On visits home she saw the extensive investments in buildings that the university was making, and wondered “what they were doing for the people”. Investment in people is now central to her role and she feels that “there is something very special in having a developmental role in a university that has such a key part to play in the city and the region”.

A few months after Helen joined the university, Professor Wendy Purcell took up the post of vice-chancellor. She set out a vision for Plymouth as ‘*the* enterprise university’, building on a strong heritage of social inclusion and contribution to the region. Walking around campus you cannot fail to notice the signs and banners proclaiming enterprise aims, values and benefits. But are people really engaging with the enterprise agenda? Do they recognise this as the reality of their institution?

Helen believes so, and can’t help but get excited about the part she and her team are playing in it. As an organisation, “we had to ask what the enterprise vision meant for our university, what we needed to do to make sure our collective capabilities matched that strategic direction. Our HR strategy is genuinely enabling, and was shaped through extensive partnership discussion about business-critical issues emerging from our core business strategies of teaching and learning, research and innovation, and internationalisation. We didn’t pretend to have the answers - we worked in partnership and had a number of wide-ranging, dynamic discussions with key customers and stakeholders across faculties and directorates as well as with our Change Academy team.”

Change Academy is a national, year-long process run by the Leadership Foundation and the Higher Education Academy to support institutional teams in emergent change initiatives. Helen was a member of Plymouth’s team, introducing sustainable change to bring ‘*the* enterprise university’ vision to life. “So much of it was about engaging with and through people; enterprise has to be for everyone.” A new ‘Enterprise Enabler Network’ grew out of the Change Academy experience. “We’re

ensuring that as many people as possible get involved and excited about enterprise. This network is all about grassroots change, providing spaces and opportunities to share ideas.”

An initial 60 expressions of interest has grown to around 100 people in the network. There are now monthly meetings of “people from all walks of university life coming together to discuss strategic ambitions, spark ideas and grow them. The aim was to remove boundaries and encourage people to connect with others. Every month the room is full of energised, forward-thinking people and we’ve seen some really exciting results - there are people wanting to make a positive difference, and bringing forward ideas that affect the university as a whole.”

The meetings are deliberately informal and largely unstructured. Topics for sessions emerge from the group, “a mix of deliberate strategies and emergent thinking”. Last year a health and wellbeing week, developed with ideas from the network, brought together a number of stress-busting activities for staff across the university. More recently, an enterprise enabler questioned how the diversity of staff could be celebrated, resulting in plans for a garden party to celebrate cultural diversity.

The enablers are not necessarily just those who ‘do’ enterprise. Helen describes them as “catalysts for change, helping to share and grow how enterprise happens. Some ideas will lead to more projects, to Knowledge Transfer Partnerships and so on. Others will be small changes to make us more efficient in how we work. It is a way of giving our ‘informal’ enterprise leaders a voice and increasing their impact on the people they work with.”

really take off

An enterprise leadership development programme is another of Helen's priorities. "We recognise that the external environment is unpredictable, and will continue to be so. With enterprise-enabling leadership, one of the key elements is for leaders to enable 'their people' to do their best, so we're well-placed to take opportunities when they arise." Appreciative inquiry techniques were used with the senior management and Change Academy teams to identify "what enterprise-enabling leadership could look like". The Board of Governors helped further shape the concepts and the language used to describe them, resulting in a shared frame of reference.

Helen and her team worked in partnership with the university's Centre of Leadership and Organisational Excellence (CLOE) to create a leadership development programme to develop the skills and behaviours identified. The resulting programme has "started to equip people with a common approach to problem-solving and enhanced decision-making, as well as focusing on the development of emotional intelligence. The programme design blends formal and informal learning with individual coaching conversations as well as team facilitation in the application of tools and techniques to live issues." The use of both internal and external coaches has helped people think about their own development and "the intelligent application of what they've learned to their own leadership role". For Helen, the development of leaders' own coaching capacity is an important strand in taking forward the enterprise agenda. Around 70 senior leaders have so far progressed through the enterprise-enabling leadership programme, with an 'Essential Leadership Skills' programme running in parallel for a further 80 leaders, dispersed throughout the university.

Helen is clear that the leadership programmes are part of a wider OD plan; its development sits alongside revisions to HR policies and procedures, and the creation of supporting tools and an enterprise-enabling performance development framework. The Change Academy team helped set this wider agenda, and Helen is excited that progress is now being made across a range of projects and initiatives, all contributing to the overarching strategic direction.

The HR strategy makes very clear its relationship to – and journey towards – that overarching vision, but how does Helen know that its implementation is making a difference? She has kept a close eye on the leadership development programme, "being confident to ask lots of questions and make sure we really listen to the feedback and adapt our approach accordingly. We know we can't get it right unless we really understand the people and the contexts." She has also commissioned an independent research study from University of Plymouth's Socio-Economic Research and Intelligence Observatory (SERIO) as well as including bespoke questions in the recent staff survey, the first of three biennial surveys to take place over the next six years: "we want to make sure we're going in the right direction, and that we have a way of benchmarking progress internally".

Helen acknowledges that the destination for the journey outlined in the HR strategy is a moving target. "The 'there' will change so it's difficult to say that we'll ever arrive, but we're operating within a strategic agenda that is owned by our university. This enables us to respond in a way that creates value and helps determine where we channel our resources, and that's a

good place to be. One of the things that people really notice is the difference in the way we have become more 'joined up' – not just with partners in other parts of the university, but within HR itself."

So where next for Helen and her team? For the leadership programme, they have developed a conceptual map to help identify "what will make a difference to our leaders in the climate we're now in, as well as for the longer term". A framework is beginning to emerge for the future which will be shaped further by the feedback from SERIO's research in September – currently its core components are around 'Connecting you', 'Competitive edge', 'Self-leadership' and 'Equipping for today'. This is very much early thinking but, Helen adds, "it's typical of working here really; you have an idea, share it and shape it further, and probably in the not-too-distant future this or something very like it will be our framework. This is a place where ideas really take off." **E**

Organisational Development in Practice



PROJECT UPDATES

Leading, governing and managing enterprising universities

LTC project reference: LTC-029

Lead organisations: University of Plymouth and Teesside University

This groundbreaking project aims to better understand the new market space that the enterprise agenda creates for the higher education sector.

One of seven projects funded by Hefce's Leading Transformational Change programme, it focuses on distinctiveness strategies, and their importance within the context of government warnings against an over-reliance on public funds (see reference).

The project has, to date, analysed mission statements and strategy documents from across the sector, revealing that some universities are moving towards covering all bases. We are seeing examples of teaching universities adopting research-focused strategies; multi-focus teaching and research universities ramping up their research competitiveness; and research-intensive universities investing in their teaching quality.

Contrary to the perception that the sector is polarising, we could see a 'race to the middle' as universities aim for excellence across teaching, research and third-stream activities. This clustering in the middle ground is likely to lead to 'vertical' differentiation, with cut-throat competition for leading places in the various ranking systems.

The alternative scenario is one of 'horizontal diversity' universities moving into new market spaces. Distinct from the middle ground, we have identified a group of universities with self-proclaimed 'business-facing' or 'enterprise' agendas. The next stage of research will study how some of these are developing the business models needed to engage with this agenda for social and economic benefit. **E**

Reference

BIS (2010). "A Strategy for Sustainable Growth".

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Accessed 03 September 2010. p8.

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Leadership and management development programmes

An initial evaluation of the perception of their contribution to OD and culture change in UK HEIs.

SDP project reference: SDP14 (2008-09)

Lead organisations: The Organisational Development in Higher Education Group and the University of Westminster

Leadership and Management Development (LMD) is often cited as the key to culture change and is still a priority area for development activities in higher education. The project's purpose was to explore the contribution that LMD programmes are perceived to make to the achievement of organisational culture change, and to clarify the basis of those perceptions.

A literature review revealed that the relationship between LMD interventions and culture change within institutions had not been explicitly examined within the sector. Through a combination of a questionnaire and face-to-face interviews, activities at 26 institutions were investigated.

Results indicate that the use of LMD programmes to support organisational development or culture change is still in its infancy in the sector, and even universities with a strategy that clearly links the two struggle to specify how exactly impact evaluation will be undertaken. There is a vast range of LMD activity taking place within the institutions which engaged with the project. It is clear that the community is working with what it has - and that university managers and leaders need to involve LMD specialists at the outset, to talk about the desired outcomes and about how LMD enables, supports, and delivers that achievement alongside the other functions that decide upon and deliver culture change. **E**

The final report is available at www.ifhe.ac.uk/research/smallprojects/sdpcurrentprojects.html

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New laws: new opportunities

DR DIANE BEBBINGTON, KNOWLEDGE PERSPECTIVES AND THE LEADERSHIP FOUNDATION'S DIVERSITY ADVISOR AND DR SIMONETTA MANFREDI, DIRECTOR - CENTRE FOR DIVERSITY POLICY RESEARCH, OXFORD BROOKES UNIVERSITY.

Introduction

A number of reports and commissions have highlighted the crucial role of leaders, governors and managers in tackling equality issues in higher education. As we point out in this article, legislative changes are under way. While the law may be a key driver there is a need to move beyond a compliance approach, as Russell Seal, chair of Council, University of Exeter, said in his foreword to the Equality Challenge Unit's handbook for governing bodies:

"Equality legislation is now extensive and imposes specific responsibilities on governing bodies. More legislation is expected in 2009. However, it is increasingly clear that governing bodies must now consider moving beyond compliance. Many already are. More than ever before there is a need for clarity of vision, policy and priorities. Governors need to analyse the strategic importance to their institution of equality and diversity, together with the risks involved." (ECU 2009a, p.iv).

This edition of In Practice aims to provide an overview for leaders, governors and managers of higher education institutions. We set out key forthcoming legislative changes, highlight some of the main challenges for the sector, and provide information on projects and resources from which leaders, governors and managers can draw.

New legislative developments: the Equality Act 2010

The new Equality Act is scheduled to be brought into force between October 2010 and April 2011 (for further details see www.ecu.ac.uk/law/equality-bill). The overall purpose of the act is to bring together existing equality legislation, harmonise its provisions and introduce greater consistency and clarity. It also aims to strengthen the legislative framework for equality, providing more powers and responsibilities. The act represents an important milestone in the quest to achieve greater equality in society, from the creation in the 1970s of an individual right not to be discriminated against on the grounds of race, gender or (from 1995) disability, to the creation of public sector duties from 2001 onwards.

Under the new Equality Act the following 'characteristics' are 'protected' (PCs):

- | Age;
- | Disability;
- | Gender reassignment;
- | Marriage and civil partnership;
- | Pregnancy and maternity;
- | Race;
- | Religion or belief (including non-religious and philosophical belief);
- | Sexual orientation.

Some of the most significant changes introduced by this legislation (which as suggested by Hepple (2010, p21) are at the core of a new transformative approach to equality) are:

1. *The creation of a single general public duty extended to all the protected characteristics (except marriage and civil partnership).*

This is underpinned by three key objectives: taking steps to eliminate discrimination; advancing equality; and fostering good relations.

2. *The expansion of provisions for positive action currently only allowed in relation to employment.*

This means that, for example, HEIs will be able to take positive action to tackle disadvantages experienced by students on the basis of a protected characteristic. However, at present it is not yet clear whether positive action will be extended to cover the provision of bursaries that are restricted to students with a protected characteristic.

With regard to employment, under the act positive action measures will allow an employer to take into account protected characteristics of people who are under-represented when making decisions about staff recruitment or promotion. For example, in a so called 'tie-break' situation (Hepple 2010) between two job applicants or candidates for promotion who are equally well qualified for the post, it will be lawful for an employer to recruit or promote the person who because of a protected characteristic (eg gender or race) is under-represented in a particular occupational group or level (eg senior management).

3. *The introduction of a new public duty to take into account socio-economic disadvantage when making strategic decisions.*

This, however, does not apply to higher education but only to core government and administrative bodies. Such a measure is intended to tackle socio-economic inequalities and is considered to be "one of the most interesting and potentially wide-ranging reforms" but "there is doubt as to whether it will be brought into force by the new government as the Conservatives do not support it" (Ashtiany 2010, p25).

4. *Changes to the concept of direct discrimination.*

These include:

- | Discrimination by association, which relates to a situation where someone is treated less favourably because of their link or association with a person with a protected characteristic (eg a person is treated less favourably because their partner is transsexual).
- | Discrimination by perception, when for example an employee might be treated less favourably because it is believed that he/she is gay, irrespective of whether that person is gay.
- | Dual discrimination that protects people who experience direct discrimination as a result of a combination of two protected characteristics (eg a black woman who feels that she is being discriminated against because of her race and sex can make a combined claim for both protected characteristics).

Under the act, HEIs will also be required to publish figures about their gender pay gap and employment rates for disabled and black and minority ethnic staff.

For full details about other changes introduced by the act and its implication for HEIs see the ECU Briefing (www.ecu.ac.uk/law/equality-bill) and the Government Equalities Office (www.equalities.gov.uk).

IN PRACTICE: NEW LAWS: NEW OPPORTUNITIES

Race

Positive trends have been reported in terms of the statistical representation of black and minority ethnic (BME) staff in academic roles (Hefce 2010). The proportion of UK-domiciled BME staff in senior posts rose by 0.6% in the period 2005-6 to 2008-9 and the proportion of permanent BME academic staff also rose (although with a slight decrease in the proportion of international staff). While this small change has occurred, leaders in higher education are overwhelmingly white, and though structural diversity may be important in increasing the opportunities for the exchange of knowledge it is only part of the solution. According to Brown (2004, p26), diversity requires conceptual changes “through a reformulation of the mental models one uses to construct his or her context, a context that too often resists reorganisation to reflect the changing reality of a racially diverse society.”

Cultural change

The need for cultural change is underlined in a review of literature that investigated the experiences of BME staff in the sector (ECU 2009b). Senior staff felt that their leadership ability was in question, and lecturers teaching in the areas of race, equality and multiculturalism reported that these subjects had low status when performed by themselves, yet had higher status when performed by white staff. There were experiences of invisibility, isolation, marginalisation, racial discrimination, heavy workloads, and more scrutiny of BME staff than their white peers.

There is a view that race has slipped down the agenda after a brief period of progress following the Race Relations (Amendment) Act 2000 (Pilkington 2009). Current initiatives to address race equality in the sector are thus crucial.

Leadership

A number of ongoing initiatives are focusing on leadership and cultural and ethnic diversity in higher education. The University of Salford is carrying out the ‘Leading Culturally Diverse Communities in Higher Education’ project (www.lcdc.salford.ac.uk). This aims to identify those higher education institutions with the most diverse communities, and seek out drivers that enable institutions to successfully engage with such communities. In this context communities include staff, students and the public. The research team comprises senior leaders and researchers at the university, including Professor Martin Hall, vice-chancellor, and Professor Ghassan Aouad, pro-vice-chancellor for research.

A cross-institutional leadership development programme is currently under way. Funded through Hefce’s Leadership, Governance and Management Fund, the Stellar HE project aims to counter the under-representation of BME staff and improve their promotion prospects. There are 16 participants from 10 institutions, working in a range of professional and academic roles. They are carrying out, with the support of their managers, institution-based projects with the aim of embedding good practice at strategic level. The final conference will take place on 6 December 2010. For further information please contact Christine Yates, Imperial College London (E: c.yates@imperial.ac.uk).

Gender

In spite of the increasing proportion of women in academic posts, they remain significantly under-represented in senior posts. According to Higher Education Statistics Agency (HESA) data only 22% of professors are women, while women’s representation is even lower – 10% – in STEM departments (Hefce 2010). Such marked gender differences at professorial level may be partly attributable to differences in men and women’s research careers.

Research Assessment Exercise 2008 (RAE2008)

A qualitative study undertaken by Hefce of the selection of staff for inclusion in RAE2008 (Hefce 2009) shows a lower selection rate for women – 48%, compared to 67% for their male colleagues. This is in spite of a more robust approach taken by the Higher Education Funding Councils to promote equality in the RAE.

A study commissioned by ECU to investigate the methods adopted by a sample of 32 HEIs to implement the RAE2008 equality guidance found that most of the equality impact assessments (EIAs) conducted by these institutions reflected a similar pattern of gender differences in the selection rate of their staff. It also found that out of 22 institutions that provided documented evidence of RAE-related EIAs only a few indicated that further investigation would be undertaken to explore the causes for these differences (Manfredi and Vickers 2009a). This suggests that although EIAs can be a useful tool to identify patterns of inequality and pinpoint the areas where these occur, they need to be followed up by an action plan with a set of clear objectives to tackle the causes of such inequalities.

Causes of gender inequality

There is a significant body of academic literature which has identified a number of causes that can impact negatively on women’s research careers. These include occupational segregation, both horizontal in terms of discipline and vertical in terms of academic grades (Doherty and Manfredi 2006, 2010). They are also disadvantaged by the way in which academic excellence is constructed (Rees 2004) and work-life balance issues (Brouns and Addis 2004, Ackers 2007). There is a tendency for women to have greater teaching, pastoral care and administrative workloads compared to their male colleagues (Bagilhole 1993, Wells 2002).

HEIs can draw on these and other studies to take a robust evidence-based approach to set objectives and inform practice to achieve greater equalities in research careers.

Useful resources and information to promote gender equality can be downloaded at www.ecu.ac.uk/subjects/gender

Disability

While positive developments have taken place for disabled students there is concern that, in spite of the introduction of disability legislation, discrimination against disabled staff persists. Furthermore, their experiences in the lifelong learning sector are reflective of their experiences in the wider labour market. Key findings of the Commission for Disabled Staff in Lifelong Learning (NIACE 2008) included:

- That disabled people in the further and higher education sectors are not treated equitably in recruitment, employment and promotion;
- A lack of disclosure policy and practice;
- A lack of confidence in understanding mental health;
- Inconsistency in attitudes towards disabled staff;
- A lack of disabled staff role models at senior level.

Some of the key outcomes required by the commission are set out below.

Outcomes for disabled staff

- More disabled staff recruited to and working in the lifelong learning sector;
- More successful disclosure procedures thereby improving the accuracy of data;
- Targets to secure substantially more disabled staff in senior and strategic positions;
- Identification and encouragement of disabled staff to attend and complete leadership and management programmes;
- Formal events celebrating disability equality achievement in the sector;
- Disability equality training for staff at all levels, particularly senior managers.

Adapted from paragraph 1.4, p4, NIACE (2008).

In addition, the commission highlighted the vital role of leaders and managers in bringing about disability equality, stating that leaders should not delegate this to others but should take direct responsibility. A new project, to be undertaken by NIACE and De Montfort University, will explore the experiences of disabled staff in higher education and produce guidance for the sector. In particular it will consider what can be done at strategic level to bring about change. For more information contact Kate Byford, senior policy adviser, ECU (E: kate.byford@ecu.ac.uk).

Disclosure

Since the publication of the NIACE report, work has developed around disclosure issues. ECU, for example, published their guidance (ECU 2009c).

Disability disclosure is particularly low in higher education, and this may mean that employers fail to make reasonable adjustments or provide the workplace support that staff need. The ECU guide gives practical advice in a number of areas including:

- Creating a positive culture for disclosure;
- Creating practical opportunities for disclosure;
- Using self-service online systems for HR data;
- Data protection and privacy issues;
- Communicating the case for disclosure to staff.

Sexual orientation

Almost a decade ago a report by the Association of University Teachers (AUT 2001) found that lesbian, gay, bisexual and transgendered (LGBT) staff in higher education had low levels of 'comfortableness' in the workplace and were likely to receive treatment that was unequal to that received by their heterosexual colleagues.

In the meantime, the legal landscape for LGBT individuals has changed drastically with the introduction of various pieces of legislation including:

- The Employment Equality (Sexual Orientation) Regulations 2003;
- The Civil Partnership Act 2004;
- The Gender Recognition Act 2004.

However, staff and students who attended focus groups as part of research undertaken by ECU (ECU 2009d) were not aware of any attempt to communicate the implications of these legal developments via HR or their equality and diversity unit. Some key findings for students were that:

- Higher education provided an important space for students to be themselves and establish their independent adult identities;
- They were mainly out to their university friends, but not to their tutors for fear of discrimination;
- LGB students reported significant levels of negative treatment on grounds of sexual orientation, particularly from fellow students;
- Trans students reported even higher levels of negative treatment than LGB students.

Key findings for LGB staff included concerns over employment security, discrimination in relation to promotions, discretionary pay rises and redundancies, and reports of negative treatment on grounds of sexual orientation, primarily by colleagues. The report also identified a view among LGBT staff that issues of sexual orientation were treated less seriously than those of race or disability.

Practical guidance

ECU recently published practical guidance for institutions on improving the experience of LGB staff and students in higher education (ECU 2010). This focuses on legal developments, addressing homophobia, improving the visibility of and commitment to LGB equality, monitoring sexual orientation, and addressing issues of sexual orientation and religion or belief.

Moving beyond process, Walsh (1995, p90) draws connections between female identity, sexuality and academic production. For lesbian academics, claiming a lesbian identity can be risky and requires "balancing confidence, activism, and a sense of privacy, with a recognition of the possible consequences for the quality of daily life and career prospects, and therefore, economic and social self-determination". Walsh argues, however, that it is only by transgressing limits and constraints that women can survive and thrive in their creative endeavours, even though as transgressors they may be targets particularly as feminists, lesbians and/or single women.

Religion or belief

There seems to be a lack of information about the experience of higher education staff and students with a religion or belief (including non-religious and philosophical beliefs) in higher education. The ECU has commissioned a study to gather evidence in this area and in particular to investigate:

- Staff and students' perceptions of inclusiveness in higher education;
- Staff and students' perceptions of how HEIs accommodate different religious observances in their policies and practices;
- Issues of discrimination and harassment.

This study is being undertaken by a research team at the University of Derby, led by Professor Paul Weller, and is due to be completed in January 2011 (www.ecu.ac.uk/our-projects/religion-and-belief-in-higher-education-researching-the-experiences-of-staff-and-students).

ECU has also produced a briefing about religious observance in higher education: facilities and services (www.ecu.ac.uk/publications/files/Religious-obs-facilities-and-services-briefing.pdf).

For an in-depth understanding of this equality strand and its practical implications for policy and practice in the workplace see Vickers (2008a, 2008b).

Age

The default retirement age (DRA) of 65 is currently under review, and the UK coalition government has announced its intention to abolish it as from October 2011. If this proposal goes ahead, contractual compulsory retirement age, a form of direct age discrimination, will have to be objectively justified as a proportionate means of meeting a legitimate aim. For example in the case of certain types of jobs the adoption of a contractual compulsory retirement age may be justifiable on grounds of health and safety and the welfare of an employee. However, employers will need to think very carefully what factors, if any, may objectively justify the adoption of compulsory retirement within their workplace.

Most HEIs still operate a contractual compulsory retirement age. However, a staff survey undertaken in 12 HEIs (six pre-1992 and six post-1992), as part of a wider project funded by Hefce under its Leadership Management and Governance Fund to develop good practice in managing age diversity, shows that there is widespread support among staff across different occupational groups in the sector for the removal of the DRA (Manfredi 2008). Furthermore, significant proportions of both academic (36%) and manual (30%) staff indicated that they would like to continue to work beyond the age of 65. The results from this survey also show that the majority of respondents (56%) were interested in flexible retirement options but that the vast majority of them (71%) did not know whether their pension scheme allowed for this.

However, line managers who took part in a series of focus groups conducted as part of the same project expressed concern about allowing staff to continue to work beyond the age of 65, due to the anticipated effect of reducing staff turnover. Additionally there were worries about the potential implications for departmental budgets and career progression opportunities for younger staff.

Flexible retirement

Line managers lacked knowledge about flexible retirement options and seemed to have mixed feelings about flexible retirement. The idea of flexible retirement was generally supported for academic staff but was seen as more problematic for professional and support staff. This was because managers felt their departments had reached a level of 'saturation' regarding flexible working in order to accommodate the needs of other staff such as, for example, working parents (Manfredi 2008, Manfredi and Vickers 2009b). This is an evolving area likely to pose a number of challenges for the management of human resources in HEIs but equally likely to open up opportunities for extending working lives and retaining staff with valuable skills and expertise.

A full research report from this study and a resource guide to help HEIs develop good practice in managing age diversity can be accessed at www.brookes.ac.uk/services/hr/cdprp/age. ECU will be working with the Centre for Diversity Policy Research and Practice at Oxford Brookes University on approaches to flexible retirement and extending working lives in order to help the sector manage changes to the DRA. Contact Chris Hall (E: chris.hall@ecu.ac.uk) or Dr Simonetta Manfredi (E: smanfredi@brookes.ac.uk).

Conclusion

This article has focused primarily on staff issues. Nonetheless, inequalities persist among students, for example in terms of the differential degree attainment of black and minority ethnic students. It appears that staff perceive equality issues to relate mainly to students, particularly with regard to widening participation and student retention. At the same time they note a lack of attention paid to their own needs including those associated with a disability (Deem and Morley 2006).

The evidence and legal developments presented here provide a compelling rationale for promoting equality in higher education, and counteracting the trend noted by a number of researchers that this decade has seen equality deprioritised and depoliticised. Key points arising are:

- | The vital importance of senior staff and governors in leading on equalities issues;
- | The need for cultural change as well as compliance with the law;
- | The need to focus on specific issues such as disclosure for disabled staff.

The NIACE report (2008, p13) makes the point that implementing steps to achieving disability equality benefits all in higher and further education, going "beyond disability to the heart of ethical and organisational functioning" – an aim that is also, surely, at the heart of leadership. **E**

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Reflections from the deputy chair



Matt Levi and Becky Robson provided an overview of SDF work in progress in the last edition of ENGAGE. I thought as the new deputy chair it might be useful to provide a more reflective, personal take on SDF priorities for the next 12 months.

Since moving to Manchester in 2003 I have become increasingly active within the north-west and national SDF. As a newbie to the north-west it was invaluable to be able to network with like-minded colleagues on so many levels - to overcome isolation, pinch ideas, check out my thinking and have a really good laugh.

Over the years the north-west group has organised a number of staff developer CPD events as well as our annual retreat, and convened several special interest groups. We set up the 2009 Spring Conference and facilitated a national event for heads of staff development units. Critics are very ready to point out that such activity is a luxury unrelated to core institutional work. My rejoinder is that it is core to my work to continue to develop professionalism, expertise, ideas and learning from others; this, quite simply, is what the SDF is about, writ large.

The Leadership Foundation recently commissioned the second annual review of SDF progress. By and large this was positive, recognising that SDF offers a range of valuable networking opportunities. A number of the review's recommendations will be addressed by work currently in place to: develop an annual CPD events programme; establish the accredited CPD Awards framework; and further develop the resources and networking opportunities available through the website.

Two areas for development, however, warrant closer consideration – both connected with perceptions around the SDF's exclusivity. The first observation was that SDF might make more sustained efforts to engage with a wider cross-section of the staff development community. My own regional meetings are occasionally attended (and enlivened) by colleagues who work as 'Roberts' trainers and library and information service staff developers. However this is the tip of the iceberg. The Executive and Council of the SDF are aiming over the next year to extend its reach to educational developers, PGR skills trainers, and so on, to ensure that the SDF is seen as a truly inclusive and representative body.

The second observation is a little more complex. The review reported some perceptions that those more actively involved in SDF as Council or Executive members appeared to make up a 'select club' or clique. This view may be genuinely held by people, but in my own view is based on the misconception that opportunities for participation are somehow limited to a select few. In reality I believe the situation is entirely the opposite. SDF actively seeks to involve as many people as possible by offering CPD events, sharing resources, using the online forum, contributing to project groups, etc.

I would like to take this opportunity to encourage people from across the staff development community to get involved: attend your regional meetings and make your views known; register on the website; take part in regional and national CPD events. It would be great to have you on board. **E**

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www.staffdevelopment.ac.uk

Previous editions of Engage can be found at **www.lfhe.ac.uk/publications/newsletters.html/**

Higher education leadership summit: 10 February 2011

In 2008, Professor Sir Drummond Bone recommended to government that universities and colleges should focus international efforts on a long-term programme of internationalisation as this would best promote the interests of the UK at large, its universities, and their students.

The political and economic climate is now very different, yet international competition is as strong as ever and the imperative to collaborate internationally is strengthening too. In essence, the message is now more than ever that we should raise our game beyond immediate economic concerns to embrace approaches to international engagement and collaboration that reap reciprocal and sustainable benefits.

The 2011 Summit (**Leading internationalisation: raising our game**) offers an opportunity to explore just how far UK higher education is doing just that, and to learn from leading practice in internationalisation in the UK and beyond. A mix of plenary and workshop sessions focus on leading internationalisation across the following four themes:



- Global challenges through research
- The quality and range of the student experience
- Reciprocal community engagement
- Sustainable industrial and business partnerships

Speakers and participants will consider the questions: how are higher education institutions across the UK now addressing internationalisation and how do we compare

with the rest of the world? What is the impact of internationalisation strategies on other parts of the world? How can these enhance research, learning and enterprise? Are new 'deep partnerships' working? Does short-term competition hinder long-term sustainability? The programme will also explore some of the conditions that might lead to successful internationalisation approaches, such as new kinds of leadership, strategic creativity and agility (nationally, institutionally and regionally) and the infrastructures, policies and technologies for collaboration and partnership.

The Summit will bring together senior leaders and managers from across UK higher education with an interest in and responsibility for leading and enabling internationalisation with representatives of the higher education funding bodies, related agencies and public sector organisations from the UK, other countries and other sectors. **E**

To book your place, see: **www.lfhe.ac.uk/evt-crs-prog/201011/summit2011**

Developing a lifelong alumni relationship

Susie Hills, Director of Development and Alumni Relations, University of Exeter

In a fast-changing and truly challenging marketplace, we must deepen the relationship we have with our customers. We must be relevant to their lives and make it easy and enjoyable for them to engage with us. Development and alumni relations must be intensely customer-focused. It is only through deepening our relationships with our customers - our alumni and supporters - that we can attract higher levels of philanthropic investment.

Increasing philanthropic income is clearly both more important and more challenging now than ever before. Philanthropy can play a vital part in securing our institutions' futures against the uncertainties of public sector funding. How different would our institutions be if philanthropy brought in not 1% or 2% of our income but 5%, 10% or more?

The only way to deliver a step change in performance and achieve this increase in philanthropic income is to take development and alumni relations beyond 'central office', to deepen the relationships we have with our alumni and supporters by embedding these activities in our institutions.

Professor Steve Smith, vice-chancellor of the University of Exeter and president of Universities UK, often says in his speeches at alumni events that "those universities which will be the most successful will be those with the most friends". This isn't just a nice thing to say - it's a powerful truth. The strength that universities like Exeter can gain through their alumni communities is enormous. How many other institutions can call upon stakeholders in every walk of life, in every sector, at every level? HEIs have a unique relationship with their alumni which they must do more to develop.

Developing lifelong relationships with these stakeholders - this diverse and talented alumni community - requires committed investment and a committed attitude. The recently published Ross-CASE survey of development (see References) demonstrated a clear correlation between investment in alumni relations and fundraising income. Statistics from US higher education (presented at a CASE development event in Chicago in October 2009) demonstrate to us that those who give their time to an institution are five times more likely to give financial gifts.

To secure major gifts, ones which can transform an institution, these relationships or friendships cannot remain at a superficial level. We can't

deliver a step change in performance through an alumni magazine, a student phone call and a campus reunion (important as those activities are). Step-changing performance requires greater depth and breadth of engagement, and our institutions must be committed at all levels.

At the University of Exeter we have launched a campaign, Creating a World-Class University Together, with three targets. The first is the amount of time we want our alumni to give (2,012 hours by 2012). This gift of time and talent is focused on supporting our students and helping them to be more employable in a highly challenging job market. For many of our alumni, the gift of their time is the starting point in deepening the relationship. This gift of time has intrinsic value to the university and may lead to a financial gift. The second target is to secure over 250 legacy pledges, which will help us to build an endowment and secure the long-term future of our university. The transatlantic endowments we so envy began modestly, and so will the endowment at Exeter. The third target is to secure £23m in gifts by 2012 - a modest campaign goal by some UK university standards, but one which is realistic given the levels of alumni engagement we have had in the past.

By achieving three realistic goals (and only launching when we had achieved over 60% of our targets) this campaign will lay the foundations for a step change in development and alumni relations. The campaign slogan, "Creating a World-Class University Together", has proved to have wide appeal among staff and students, and is being used widely as a way to express the ambitious goals of the institution and the teamwork that will enable us to achieve those goals. The slogan also demonstrates our commitment to deepening the relationships we have with our alumni and involving them as true members of our team.

The Exeter alumni relations programme concentrates on relevance and impact. We want our alumni to feel that the university still has a role in their life 2, 5, 10, 20, 50 years after graduation. That role will change, but it should always feel relevant. As the relationship we have with them develops, and we ask them to get involved in many ways - our promise must be that their time, energy and investments will have impact on Exeter.

Alumni relations activities that are relevant and have impact will of course differ for alumni at different stages of their life. For example

at Exeter we offer our recent alumni careers workshops and networking with more senior alumni in their fields, and involve our more senior alumni in developing university strategy through our Alumni Network Group and other advisory board roles.

To further extend our alumni relations programme, each academic college is investing in an alumni relations officer. This will begin to further embed alumni relations and development throughout the university. The colleges will focus on building strong networks with their alumni, and alumni working in relevant sectors, to assist in particular with employability.

In the future, our alumni could be the first port of call for any of our academics needing support as they consider the impact of their research or take a concept to market. Our alumni could help us to develop core strategies - advise us on 'sweating our assets' or assist with course development, marketing and pricing. For the first time at Exeter we are involving our alumni in focus groups to help us to develop the strategy which will take us to our diamond jubilee in 2015. If our alumni feel ownership of our strategy then they will find ways to support us to achieve our goals.

Embedding alumni relations can be very challenging for an organisation. If we say we want to 'engage' with our alumni we must truly mean it. They will tell us things we find uncomfortable, spot the weaknesses or inconsistencies in our strategy, and ask us questions to which we may not know the answer. Inevitably they will at times disagree with us, perhaps quite passionately. However, through deeper engagement they will also be our greatest ambassadors, our strongest friends, our most powerful pathfinders and, over time, our greatest investors. Given the changing, challenging market we now find ourselves in, how can we afford not to embrace our alumni as part of our team?

Under Susie's leadership, the University of Exeter won the 2010 THE Leadership and Management Award for Outstanding University Fundraising Team. **E**

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Derby wins

The University of Derby won the **Outstanding Leadership and Management Team** category at the 2010 Times Higher Education Leadership and Management Awards, sponsored by the Leadership Foundation. The awards celebrate the higher education sector's leadership, management, financial and business skills, showcasing innovation, teamwork and commercial acumen.

The university's vice-chancellor, Professor John Coyne, said, "I am delighted. It is a real privilege to have our peers recognise the journey we have been on, and the quality of talent that we have so broadly and deeply in our university. I have never felt so proud of my university. We will use this award to give us confidence to continue our development."

THE magazine editor Ann Mroz said: "When we launched the Times Higher Education Leadership and Management Awards last year amid the gloom of a deep recession, we were taken aback by the magnificent response and heartened by the sense of immense pride in the work being carried out, often in challenging circumstances."

The Leadership Foundation also sponsors the **Outstanding Contribution to Leadership Development** category of the Times Higher Education Awards 2010. Six institutions have been shortlisted: Cardiff University, University for the Creative Arts, University of



Far Left, Comedian Alexander Armstrong (of Armstrong and Miller), with the Derby University's management team and Ewart Wooldridge, Leadership Foundation, far right.

Hertfordshire, University of Hull, London South Bank University and Oxford Brookes University. The winners will be announced on 25 November 2010. The judges include Leadership Foundation chief executive Ewart Wooldridge CBE, Professor Stephanie Marshall, director of programmes, and Professor Bob Thackwray, director of membership and networks. **E**

Wolverhampton LEADs the way



Professor Stephanie Marshall, Leadership Foundation; Helen Robinson (participant) - Postgraduate Marketing Manager; Professor Caroline Gipps - Vice Chancellor, University of Wolverhampton; Ashar Ehsan (sponsor) - Director of Marketing and Communications.

The LEAD programme at Wolverhampton University is in its fourth year and is designed and facilitated by Stuart Hunt and Glyn Jones, Key Associates of the Leadership Foundation. At the university itself the programme is led by an experienced facilitator selected by the

consultancy team. The LEAD programme has been devised to meet the development needs of key leaders at the university and has a strong emphasis on self-awareness through feedback.

The programme starts with a 360-degree questionnaire developed specifically for the needs of the higher education sector and is supplemented by a focus on awareness of personality traits.

The facilitated feedback leads to the creation of a personal and professional development plan (PDP) that is agreed with the participant and their sponsor or line manager. This involvement is reinforced throughout the programme through regular strengthening of the PDP through involvement of the sponsors. In addition to the 360-degree questionnaire, participants gain valuable support from taking part in workshops and action learning sets. A self-managed project is also a significant part of this programme and gives the participant the chance to work with senior managers across the university to expand their network and make a real contribution to the success of the organisation. **E**

If you would like to initiate a version of the LEAD programme for your own university please contact:

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Not your typical training programme

Antony Brewerton, Head of Academic Services, University of Warwick muses on his experience of the Future Leaders Programme.

When was the last time that a professional course really changed you? Sure, we all pick up tips at conferences, and some workshops can really lead to a change in practice. But when was the last time you felt that a course had really changed you?

For me, it was the 2009/10 **Future Leaders Programme** (FLP) run by the Leadership Foundation, which is aimed at professionals in library and IT services.

The Future Leaders Programme isn't like other courses I have done. For a start, you don't just pay your money and turn up – you need to apply. The application includes some of the things you might expect – an up-to-date CV and a reference from your boss – but it also includes some more testing elements.

You have to put together a 'statement of purpose' which covers your understanding of 'leadership' and why you want to go on the course. You also need a 'project' – a major activity over the course's lifetime that will stretch you as a leader. In my case this was developing the University of Warwick Library Academic Support Division, to grow its service offering to meet the future needs of its user communities, in support of teaching and learning and the university's evolving research ambitions. For me, this was an integral part of my development.

You also have a telephone 'interview', with questions about yourself to see how you would respond to the nature of the course, and how you feel you might change. As I say, not your typical course.

Before we began, all the members of the cohort were registered on the programme's virtual learning environment and given a book review to write. This was partly to get us thinking about leadership. But it was also a tool to encourage teamwork, which was one of the programme's key approaches. Group activities were undertaken in learning triads, action learning sets and other groupings throughout the course.

The reading got us thinking about our understanding of leadership. We were also asked to think about our understanding of ourselves – we were sent various questionnaires to complete to obtain our Team Management Profile and ascertain our Window on Work Values.

Over the year we undertook three modules covering three themes: you, your team, and your organisation. Each module took three to four days, and included some traditional lecture/workshop elements, but mostly focused on group activities and individual reflection. Each of the module themes tied in with my project and my leadership journey.

Module 1 focused on developing a greater understanding of self. We were given the results of our Team Management Profile and the Window on Work Values questionnaires – neither revealed any great surprises for me. I guessed I was a 'blue sky thinker' more concerned with people (empowerment, individualism and independence) than processes (compliance, authority and conformity).

What was more interesting was how this was handled by the course leaders. Instead of leaving us each to reflect on our character, we were all lined up in order of our 'scores' on various themes, to explore different spectrums of behaviour. This showed that there is no one 'right' way to lead, and highlighted areas where we could all develop our skill sets – or at least ensure we surrounded ourselves with people with complementary skills.

Module 2 covered team relationships, which was especially important for my project since it (by then) involved reconfiguring my division and developing new teams within it.

Module 3 looked to the wider context which again I found useful as my project was influenced partly by external drivers (the research agenda, scholarly communications developments, web 2.0 opportunities) as well as by new university strategic priorities.

But it would be wrong to portray the programme as merely 10 long but enjoyable days in Cambridge. The 'real' work took place over the other 355 days of the year. The project was – of course – nonstop, but we also undertook other ongoing developmental activities. These included readings (even the FLP has some traditional elements!), regular (virtual) contact with supportive triad groups and (physical) meetings with our action learning sets. We had to conduct a 360-degree review of our management style (twice – to identify developments over the year), carry out a PESTLE analysis of our sector and interview a leader who impressed us. We were also urged to keep a reflective diary.

Structured programme

So, what are my reflections on the programme? Although it did seem like large chunks of time to be away from the office, I found the modules (and their related activities) extremely useful. It was actually good to get substantial periods of time away to reflect, become exposed to new ways of thinking, and discuss my project and personal issues with fellow leaders.

Action learning set

I found the action learning set to be an excellent way to explore ideas and concerns in a safe and supportive atmosphere. The team did take a while to 'perform' and really facilitate valuable learning

conversations, but our later meetings were especially productive, with much effective inquiry and considerable insightful advocacy.

Triad

I particularly valued the work undertaken with my triad. Although setting up (and keeping to!) sessions proved difficult, the regular hour-long telephone meetings helped me to reflect and put problems into perspective, and consider the merits of various possible solutions. I also found I got support, reassurance and (on occasions) a much-needed 'virtual hug'.

Reflective diary

Although I have undertaken reflective practice for many years, I do not routinely keep a diary and found it difficult. Having said that, this has proved another useful discipline and it was invaluable to have a year-long overview to look back on to see how I have really developed.

At the end of the programme you are expected to put together a capstone report reflecting on your project and your journey. I found this a deeply personal and moving experience. I also found I was more than happy to share my reflections with my action learning set, which showed just what a journey we had taken together.

Compiling the report also helped me to pull out themes. It made the elements of the programme click together: at last I really saw how textbook readings about 'defining moments' or 'tough empathy' linked to observations from the leader I interviewed, and how this related to my project and myself. The 12 months have given me a greater understanding of what leadership really means, a greater understanding of the paths leaders need to travel, and a greater understanding of myself and where I am on this journey.

So what next? For me, one of the most powerful stories in one of our central texts was the tale of the hermit cutting wood, who knows he needs to sharpen his rusty saw but instead focuses on the immediate need to cut wood, albeit slowly and ineffectively (Quinn, 1996). I have benefited from a structured development programme that has taken me away from the immediate demands of cutting wood. I now need to ensure that I continue to sharpen my saw rather than merely going back to focus on my piles of timber. **E**

For more information about FLP contact

Melissa Scuteri

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Reference

Quinn, R. E. (1996). *Deep Change: Discovering the Leader Within*. San Francisco, Jossey-Bass.

Aspiring to a top role

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 learning aspirin target results staff goals teaching
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leaders management
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One of the current strategic aims of the Association of Heads of University Administration (AHUA) is to create opportunities to develop the careers of staff who wish to move into a head of administration or registrar role.

The AHUA, in partnership with the Leadership Foundation, has developed the **Aspiring Registrars Programme** to do just this. It is aimed at senior managers who are already in strategic leadership positions within their institutions, and who are thinking about making the next move. The term ‘registrars’ is used to reflect the myriad job titles AHUA members enjoy - from chief operating officer and director of operations to pro-vice-chancellor and university secretary.

The programme is designed to help participants understand the demands of the role and to identify the attributes they need to develop in order to be effective in post. It also aims to help them decide whether the move to registrar is one they actually wish to make.

The programme is intended as a gateway to a registrar position, with particular stress on the future development of personal and political skills. A significant feature is the opportunity the programme offers to reflect on the role of registrars, and to understand fully the varied demands placed on them. It also offers each participant an individual session with a professional coach to discuss their current skill set and their development needs.

Also particularly valued by participants is the chance to engage with others from a variety of senior management backgrounds who share a common interest in pursuing this career path. The 2011 programme – the third so far – includes: one-to-one feedback from a professional coach; a residential development programme focusing on the leadership skills needed to become a successful registrar (including sessions led by current registrars and a vice-chancellor); and a series of four action learning sets to enable participants to explore topical work issues with a group of peers.

Applicants are asked to provide a one-page personal statement outlining their experience of strategic leadership and their motivation in seeking to join the programme. The relevant dates, application form and guidance notes are available at www.lfhe.ac.uk/support/registrars. The deadline date for applications is 14 January 2011. **E**

For more information about the Aspiring Registrars Programme please contact:

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What they say about Aspiring Registrars Programme...

“Well run, excellent presenters, a great environment - I thought the whole event was superb!”

“Inputs from existing registrars were particularly valuable.”

“Excellent speakers, discussion, simulations!”

“very informative, professionally run, challenging and interesting - a winning combination!”

“I have an action plan for my own development to help ensure I am a credible candidate when the moment comes.”

“A very thought provoking speech.”

“Well facilitated and an engaged and engaging group, so participation was easy.”

“An exceptionally well organised and insightful programme. One of the best development programmes I’ve experienced.”

“Well planned and professional.”

“Plenty of opportunities to participate and have questions answered.”

“An excellent programme that sketched the picture of the role of the Registrar and coloured in the detail of what I need to develop in order to get there.”

“All the speakers were enthusiastic, excellent and engaged the attention – well chosen!”

Back on course

Each year around 45,000 UK students leave full-time higher education without completing their qualification – yet, with increased funding pressures on universities, student retention is now more crucial than ever across the sector. A new cross-sector initiative, Back on Course, has been established to work with HEIs on this issue and support those students who have left university early.

Back on Course is designed to complement universities' existing student support and retention strategies. It offers an individual and impartial service to students who do withdraw from higher education, giving them another avenue of information and guidance to help with their decisions.

The project is a three-year Hefce-funded service which works in partnership with HEIs and UCAS. During 2009-2010 Back on Course was piloted in the north-west of England and received support from HEIs in the region. Hefce extended the project funding and scope in July 2010, to enable the service to be offered to all HEIs in England. The project is run by the Open University and UCAS on behalf of the sector.

Back on Course provides an impartial advisory service which helps early leavers reflect and focus on their next steps. They are contacted by UCAS once their own university's retention scheme options have been exhausted, and offered in-depth and confidential discussions about their withdrawal with one of Back on Course's experienced advisers. The advisers help them to explore the opportunities available, providing impartial information, advice, guidance and support. The outcome could be that students opt to change courses, enrol with another HEI or even FE institution, or pursue options in work.

Students often have more than one reason for leaving their university. Discussions with our advisers have regularly touched on a number of issues including finance, personal problems, unsuitable courses, health problems and disability issues. Where appropriate, students are signposted to specialist advisory bodies that can help them with particular problem areas, and more formal referrals can be made as part of the guidance process.

Back on Course, along with UCAS, is also conducting a major sector-wide research project intended to identify which students leave higher education early, the reasons they leave, and what works to get them back into education. The thoughts of over 50,000 students will be recorded, researched and disseminated to the sector.

An initial research report which draws on some of the pilot data will be published at the end of 2010. To find out more about these initial findings please sign up to our newsletter at www.backoncourse.ac.uk or email info@backoncourse.ac.uk.

Any HEI in England is welcome to become a partner in the scheme (it is not currently available for FE). To find out more, email info@backoncourse.ac.uk and we can arrange to either have a phone conversation or come to meet you. Alternatively visit our website: www.backoncourse.ac.uk **E**

Barbara Stephens

Back on Course project director
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The role of private providers



The Leadership Foundation's chief executive, Ewart Wooldridge CBE, will be speaking at the first major conference on the role of private providers in higher education in December 2010.

Recognising that in the future there will be a wider range of providers, the conference, organised by Neil Stewart Associates, will bring together vice-chancellors, principals and other senior decision makers from across public and private higher education. It aims to examine the threats and opportunities on the horizon for all higher education providers, and will provide a platform for exchanging ideas and examining the shape of future higher education provision in the UK.

Ewart's presentation is entitled 'The leadership and governance implications of increasing private provision of higher education'. Other speakers include: Leadership Foundation board member Professor Sir Drummond Bone, the former vice-chancellor of Liverpool University; Paul Marshall from the 1994 Group; and Anthony McClaran from the Quality Assurance Agency.

The conference will take place on Thursday 2 December in London. **E**

For more information or to register for a place contact **Paul Rushworth**
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Hons and Rebels

Some of you may be surprised at my choice of this book. I first read *Hons and Rebels* over 30 years ago, and it sparked an interest in the Mitford family – particularly the ‘Mitford girls’ – which has endured.

The autobiography tells the story of Jessica Mitford’s life from the mid 1920s to the late 1930s (a second autobiography chronicles her story until the 1960s). Her family life as the fifth daughter of Lord and Lady Redesdale is the stage of the story. It provides an amusing, colourful and insightful account which reads as fiction – but is in fact true. The wit and incisiveness of the writing, a characteristic of the Mitford sisters, enabled me as a young person from a very different background (and post-second-world-war generation) to be engaged and enthused by her story.

The book opens with a sketch of Mitford’s domestic home, described by her as “having many aspects of a fortress or citadel of medieval times”. Schooled by a series of governesses, with social, recreational and spiritual needs all served within the village, “it was not necessary nor, generally, possible to leave the premises for any normal human pursuit”. Her father, Lord Redesdale, added to this isolation with his view on ‘outsiders’ and his prohibition on their entry to the family estate. Outsiders included everyone except for “some of our relatives and a very few... neighbours”.

The idiosyncrasies and eccentricity of family life are humorously and deftly illuminated by examples such as the nicknames for her siblings, a childhood language called Bouldledge, and the organisation of a ‘Society of Hons’ by Jessica and her younger sister Deborah. The society’s main activity was to outwit and defeat ‘the Horrible Counter-Hons’ of which her only brother was the chief representative.

Life outside the family home revolved around the church, the Conservative Party and the House of Lords. The General Strike of 1926 is recalled as an exciting event, with the family providing refreshment for the scabbing lorry drivers; the end of the strike was met with some sadness as it returned their lives to “dull normalcy”.

As the older siblings progressed to adulthood, the book reveals their trials in challenging the controls established by Lord and Lady Redesdale. The impact of these experiences led the 12-year-old Jessica to plan her escape.

An astute individual, she opened a “Running Away Account” with her bank, initially depositing 10 shillings. This fund was instrumental in supporting her flight from England at 18 years old with her cousin (and husband-to-be), Esmond Romilly, to fight in the Spanish civil war.

The latter part of the book reveals the complications and divisions in the family during the 1930s as the political beliefs of the siblings (Jessica and her elder sisters Unity and Diana) underpinned their actions. Unity and Diana became involved with Oswald Mosley, who at that time was organising the British Union of Fascists; Diana later married him. Challenged to join the organisation by Unity, Jessica’s rivalry with her sibling provokes the response: “I hate the beastly Fascists. If you’re going to be one, I’m going to be a Communist” Unity became a part of Hitler’s entourage, encouraging her parents and Diana to meet him (which they did, to the condemnation of the British press).

Jessica, inspired by the communist actions of her cousin Esmond, boldly planned her escape with him using the subterfuge of a European trip with friends as a cover. In the train from London, she “had time to collect my thoughts... I was quite sure I had left my father’s house for the last time”. This turned out to be true. The rift within the family created by Jessica’s elopement and marriage, as well as their differing political allegiances, meant that Jessica never returned to her family home.

After giving birth to a daughter, 21-year-old Jessica and her husband emigrated to the US using the windfall of a trust fund payment of £100. The later chapters describe their days in the US and in Cuba, where they learned how to run a bar; the ‘American good life’ contrasts starkly with the austerity of Britain. The young couple seized the opportunities to meet and become friends with influential media and political figures. The book ends in 1939 with the departure of Esmond for Canada, to volunteer for the air force.

Through the medium of the autobiography Mitford wittily recalls her early years and, without pathos, the devastating impact that political rifts between siblings, her elopement, and the second world war had on her family. The book illustrates the power of the written word and the craft of the author, who in 200 pages evokes a whole generation, providing a social, cultural and political account of this era. **E**



JULIE LYDON

Julie Lydon became vice-chancellor of the University of Glamorgan in April 2010. She was previously deputy vice-chancellor at the University of Glamorgan, which she joined in April 2006.

Following an honours degree in Economics she worked for the Tube Investments group for 10 years, becoming sales and marketing director in the specialised steel tube division. Her career in higher education began in 1989 at the University of Wolverhampton Business School, which she joined as a lecturer, becoming associate dean. In 2003 she moved to the University of the West of England, as assistant vice-chancellor.

She has a strong reputation for academic leadership, including major change projects in strategic academic development, curriculum design, widening access, partnerships and quality. Her research interests and publications are in the fields of organisational change and collaboration within higher education.



HONS AND REBELS

BY JESSICA MITFORD

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(previous editions available secondhand from £1.99)

CALENDAR OF EVENTS

TOP MANAGEMENT PROGRAMME

A personal and professional development programme for those operating at the most strategic levels in HEs.

- TMP25 Nomination Deadline:**
Friday 28 January 2011
Orientation: Friday 10 June 2011
- Week 1: Leading the Changing Organisation**
Monday 11 - Friday 15 July 2011
Action Learning: Tuesday 13 September 2011
Coaching: Tuesday 4 or Wednesday 5 October 2011
- Week 2: Leading in an International Context**
Monday 31 October - Friday 4 November 2011
(The dates may be subject to change as they are dependent upon the location of the international visit)
Action Learning: Tuesday 6 December 2011
- Week 3: Leading the High Performing Organisation**
Monday 16 - Friday 20 January 2012
- Venues:** Various, TBC
Price: £TBC

SENIOR STRATEGIC LEADERSHIP

An intensive programme that provides the practical skills, principles and networking for those already operating at a senior level in key positions.

- SSL13 Application Deadline:**
Friday 18 February 2011
- Module 1: The Reality of Leading Change**
Tuesday 8 - Thursday 10 March 2011
- Module 2: Personal Impact Analysis**
Tuesday 10 - Wednesday 11 May 2011
- Venue:** Bristol, TBC
Price: £4,250

PREPARING FOR SENIOR STRATEGIC LEADERSHIP

PSSL is designed to prepare those new in post as academic and administrative leaders to play a senior cross-institutional strategic role in higher education.

- PSSL13 Application Deadline:**
Friday 12 November 2010
- Module 1: Unpacking Strategic Leadership**
Monday 29 November - Wednesday 1 December 2010
- Module 2: Strategic Leadership in Action**
Tuesday 25 - Wednesday 26 January 2011
- Venue:** The Grand Hotel, Bristol
Price: £3,600
- PSSL14 Application Deadline:**
Friday 4 March 2011
- Module 1: Unpacking Strategic Leadership**
Tuesday 22 - Thursday 24 March 2011
- Module 2: Strategic Leadership in Action**
Tuesday 7 - Wednesday 8 June 2011
- Venue:** Marriott Hotel, York
Price: £3,600

HEAD OF DEPARTMENT

HoD is an intensive personal and leadership development programme for those in head of department posts in academic, administrative or professional services environments. It includes Mythodrama on Julius Caesar, interactive theatre on handling conflict, 360-degree appraisal and coaching.

- HOD11 Application Deadline:**
Friday 19 November 2010
- Module 1:** Tuesday 7 - Wednesday 8 December 2010
Module 2: Tuesday 8 - Wednesday 9 February 2011
- Venue:** Marriott Hotel, York
Price: £2,800

- HOD12 Application Deadline:**
Friday 13 May 2011
- Module 1:** Thursday 26 - Friday 27 May 2011
Module 2: Tuesday 5 - Wednesday 6 July 2011
- Venue:** Oxford, TBC
Price: £2,800

ESSENTIAL SKILLS

Practical leadership events focusing on contemporary and challenging topics and issues facing HE.

- Essentials of Finance**
Date: Thursday 25 November 2010
Venue: The Hatton, London EC1N 8HN
Price: £395

- Introduction to Project Management**
Date: Thursday 17 March 2011
Venue: Central England, TBC
Price: £325

- The Marketing Programme**
Date: Tuesday 29 March 2011
Venue: The Hatton, London EC1N 8HN
Price: £395

PROFESSIONAL PARTNERSHIPS

A series of programmes developed in collaboration with higher education professional groups.

- Leadership Development Centre: Amoshe LDC Application Deadline:**
Friday 5 November 2010
- Dates:** Tuesday 30 November - Wednesday 1 December 2010
- Venue:** Central London, TBC
Price: Various, check website

- The HR Business Partner Programme: UHR Winter**
Module 1: Monday 1 - Tuesday 2 November 2010
Module 2: Tuesday 30 November 2010
- Venue:** Oxford, TBC
Price: £600

- Spring**
Module 1: Tuesday 25 - Wednesday 26 January 2011
Module 2: Monday 28 February 2011
- Venue:** Nottingham, TBC
Price: £600

- Future Leaders Programme FLP6 Application Deadline:**
Friday 7 January 2011
- Applicants notified by:**
Friday 21 January 2011
- Module 1: Personal Foundation of Leadership**
Tuesday 22 - Friday 25 March 2011
- Module 2: Leadership Behaviour**
Wednesday 13 - Friday 15 July 2011
- Module 3: Leading Organisations and Change**
Wednesday 2 - Friday 4 November 2011
- Psychometric Results Feedback:*
Monday 23 and Tuesday 24 May 2011
- Action Learning Sets:*
Wednesday 25 May 2011
Wednesday 7 September 2011
Wednesday 11 January 2012
- Capstone Day:*
Monday 5 March 2012
- Venues:** TBC
Price: £7,100

GOVERNOR DEVELOPMENT PROGRAMME

A series of development seminars and networking events for Boards and Chairs of Governors in HEs.

- Sustainability**
Dates: Thursday 25 November 2010
Venue: The Hatton, London EC1N 8HN
Price: £395

- HE Governance Forum: After Browne?**
Date: Thursday 2 December 2010
Venue: The Hatton, London EC1N 8HN
Price: £195

- Key Changes in Legal and Policy Protocol**
Dates: Thursday 9 December 2010
Venue: The Hatton, London EC1N 8HN
Price: £395

- Determining the Educational Character: What is the Role of the Governing Body?**
Date: Thursday 16 December 2010
Venue: The Hatton, London EC1N 8HN
Price: £395

A full list of Governor Development Programme events can be found at www.lfhe.ac.uk/governance/events

CONFERENCES

- Staff Development Conference: Critical Times, Creative Responses**
Dates: Wednesday 10 - Friday 12 November 2010
Venue: Queens Hotel, City Square, Leeds LS1 1PJ
Price: £685 residential (for non-residential/day rates see the website)

- Leading Transformational Change: LGM Projects 2011**
This annual joint dissemination event of the most innovative change management projects funded by Hefce will share the results of their findings with their peers from across the UK. The event will act as a showcase for the learning from a series of varied interventions that will be of value to all participants in their strategic planning.

- Date:** Wednesday 26 January 2011
Venue: Central London, TBC
Early Bird: £195 (before Friday 7 January 2011)
Price: £250 (after early bird date)

- Leadership Summit 2011: Universities in the world: making a difference?**
This high profile event will focus on leading internationalisation in higher education.

- Date:** Thursday 10 February 2011
Venue: Central London, TBC
Early Bird: £325 (before Monday 10 January 2011)
Price: £375 (after early bird date)

For more information or to book a place, please contact:

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E: melissa.scuteri@lfhe.ac.uk

Full details of all programmes and seminars, with booking forms, are also available online at www.lfhe.ac.uk

Your institution must be a member of the Leadership Foundation for the members' prices to apply.