Final report to the LFHE

PROFESSORIAL ACADEMIC LEADERSHIP IN TURBULENT TIMES: THE PROFESSORIATE’S PERSPECTIVE.

Project leader: Professor Linda Evans, University of Leeds
Other project participants: Dr Matt Homer, University of Leeds; Dr Justine Mercer, University of Warwick

OUTCOMES ACHIEVED THROUGH THE COURSE OF THE PROJECT
The project has:

- generated a substantial quantitative and qualitative database on university professors’ professionalism and on the professorial role generally, and with a particular focus on the nature and quality of professors’ academic leadership;
- begun to raise awareness, through media reporting and dissemination within the academic community in the UK and overseas, of the need to examine specific under-researched issues and topics and to elucidate unclearly defined concepts relating to the work of UK-based professors: the purpose of professors, the nature and parameters of the professorial role, and the notion of academic leadership;
- given a voice to professors in the UK higher education sector, which may inform policy and practice;
- provided a follow-up study to the LFHE-commissioned project, Leading professors: examining the perspectives of ‘the led’ in relation to professorial leadership (Evans, Homer and Rayner), presenting an alternative, ‘other side of the coin’ perspective to it;
- created a database that will inform the LFHE-commissioned stimulus paper on the purpose of professors (Evans), to be delivered by June 30th 2013.

EVALUATION OF THE PROJECT AGAINST ITS AIMS AND OBJECTIVES
The aim of the project was to augment the findings of the LFHE-funded project, Leading professors: examining the perspectives of ‘the led’ in relation to professorial leadership, by allowing professors themselves to articulate their perspectives on professorial academic leadership, and to respond to the perspectives of ‘the led’:

This has been achieved by means of a research project that involved:

- two phases of data collection:
  - an online questionnaire was launched during the project’s first quarter (March-May 2012) and yielded a total of 1,268 largely complete responses, amongst which was a small proportion (<1%) of missing responses to some items;
  - 43 one-to-one interviews with a sub-sample of the questionnaire sample;
- preliminary analysis of the data generated - due to the volume of data, analysis remains on-going at the end of the project, will continue for many months and is expected to incorporate analysis in relation to, inter alia: gender, institution type (pre and post-1992) and discipline;
- oral dissemination as specified below.
Progress in relation to meeting each specific objective is detailed below

1. to construct a picture of how the professoriate sees the nature and quality of professorial academic leadership at a time of unprecedented pressure within the HE sector

This was achieved through the data collection referred to above. Preliminary analysis reveals that over 60% of questionnaire respondents reported having seen much change to the professorial role over the years. In response to the question: During your career as an academic, to what extent – if at all – have you seen any change to the professorial role and to expectations placed on professors? Responses were as presented in Table 1 below:

<table>
<thead>
<tr>
<th>response options</th>
<th>responses (expressed as percentages)</th>
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</thead>
<tbody>
<tr>
<td>enormous change</td>
<td>17.9</td>
</tr>
<tr>
<td>quite significant change / change in most respects</td>
<td>46.5</td>
</tr>
<tr>
<td>a degree of change / change in many respects</td>
<td>21.6</td>
</tr>
<tr>
<td>a little change / change in only a few respects</td>
<td>5.6</td>
</tr>
<tr>
<td>no change</td>
<td>1.6</td>
</tr>
<tr>
<td>not sure / difficult to answer</td>
<td>6.8</td>
</tr>
</tbody>
</table>

Table 1: questionnaire responses to the item: ‘During your career as an academic, to what extent – if at all – have you seen any change to the professorial role and to expectations placed on professors?’

Over 40% of survey respondents indicated that it was ‘extremely’ important for them to provide academic leadership (rating it 10 out of 10 on a scale of importance). A further 45% rated it ‘very important’ (8 or 9 on the 10-point scale).

Similarly, interviewees in phase 2 of the study revealed a consensual acceptance that academic leadership is a key aspect of the professorial role. It is important to recognise, however, that the two samples may not be representative of the UK’s professoriate because participants were self-selecting, and – the research data indicate – tended to support the general notion that professors have a distinctive role and responsibilities involving academic leadership. On the basis of a negligible number of abusive or aggressively offensive responses to our email requests to participate, it is reasonable to assume that professors who do not consider it part of their role or responsibility to provide academic leadership tended not to participate in our survey. This has left us with a skewed sample, particularly at the interview stage (phase 2). Our findings must be considered in the light of this inevitable bias.

The questionnaire responses suggest that academic leadership is understood by professors in a variety of ways. As Table 2, below, indicates, 96% of survey respondents evidently understood academic leadership as involving mentoring/advising others, whereas only 24% associated it with making ground-breaking advances in the pedagogy of their discipline.
Table 2: questionnaire responses to the item: ‘What do you understand by the term ‘academic leadership’?’

<table>
<thead>
<tr>
<th>response option</th>
<th>responses</th>
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<tbody>
<tr>
<td>mentoring/advising others</td>
<td>96%</td>
</tr>
<tr>
<td>demonstrating exemplary scholarship and/or research expertise</td>
<td>93%</td>
</tr>
<tr>
<td>contributing towards setting the research agenda within the field</td>
<td>92%</td>
</tr>
<tr>
<td>having an impact on the development of the field internationally</td>
<td>87%</td>
</tr>
<tr>
<td>practising academic citizenship within the institution</td>
<td>80%</td>
</tr>
<tr>
<td>being a role model</td>
<td>79%</td>
</tr>
<tr>
<td>pushing back the frontiers of knowledge in the field</td>
<td>76%</td>
</tr>
<tr>
<td>holding an important role within the wider discipline</td>
<td>76%</td>
</tr>
<tr>
<td>manifesting teaching excellence</td>
<td>64%</td>
</tr>
<tr>
<td>holding a substantial administrative role within the institution</td>
<td>50%</td>
</tr>
<tr>
<td>having a high public profile</td>
<td>29%</td>
</tr>
<tr>
<td>making ground-breaking advances in the pedagogy of your discipline</td>
<td>24%</td>
</tr>
</tbody>
</table>

The interviewees likewise manifested a variety of perceptions about the nature of professorial academic leadership. Most broadly shared the view that academic leadership included responsibility for contributing to capacity building, by developing junior colleagues individually and collectively. The following quotes from professors, extrapolated from interview transcripts, illustrate this perception:

‘I’ve always thought that academic leadership was about enabling and facilitating the opportunities for people. It’s about enabling and assisting the opportunities of those who are in different positions in the department where I’m working and, increasingly, more widely across the university. I have been approached by other people in other departments and asked if I would give them advice, talk to them about career development things. And I’m formally mentoring somebody in the administration, who asked, specifically, if I would do so. So, it’s about showing other people, who haven’t got where I’ve got, about the opportunities that might be open to them. And trying to persuade them that my example, or different take on things, might be an opportunity for them to rethink their own trajectories.’

(female arts & humanities professor, pre-92).

‘I see the role as helping people to, or even leading people, in terms of the way they approach problem solving, both in terms of theoretical guidance, but recognising that there is no right and wrong - recognising that you need to support everything that they are doing, theoretically and empirically.’

(male engineering professor, post-92).

‘I think it’s a lot of being able to mentor; to, sort of, provide direction – but not in a kind of very patronising way ... I think ... we assume (and I think even more so now) with new staff that they come ready formed, ‘cos now nobody gets hired unless they’ve got research history, do they? So I think we kind of assume that they can hit the ground running in many cases. And, you know, it’s a big ask. And what I’ve often found with new
colleagues is that they’re incredibly talented – really fantastic – but they do still need that … maybe it’s guidance, maybe more mentorship, but not just with research – with teaching as well.’

(female business school professor, pre-92).

Consistent with the findings from Bolden et al.’s LFHE-funded (2012) study, the dominant perception incorporated recognition that mentoring is a key – but not the only - element of academic leadership. Not all professors shared this view, though. For some, academic leadership did not involve mentoring; rather, it involved setting an example by taking a lead within the wider discipline; by advancing knowledge and developing scholarship; and by establishing oneself as a leading expert in the field, what Macfarlane (2012) calls ‘intellectual leadership’, whilst, for others it involved taking on specific designated roles and responsibilities within and outside the institution, such as head of department, RAE/REF panel member or chair, and journal editor.

2. to examine the degree of congruence between professors’ perspectives and those of ‘the led’

There is much correlation between interpretations of academic leadership held by most professors in our sample and most of the ‘the led’ who participated in the LFHE-funded Leading professors project carried out by Evans, Homer and Rayner (2011-12). A minority of ‘the led’ seemed to equate academic leadership with formal management or leadership roles within universities, such as head of department or dean of faculty; so, too, did a minority of professors. The majority of ‘the led’ seemed to interpret academic leadership more broadly, as ‘intellectual leadership’ of the kind that leads the research agenda within a discipline or subject, and which contributes towards defining the boundaries of the subject and to influencing the predominant knowledge base, and this, too, represents the views of the majority of the professors in our sample. Many of ‘the led’ also combined this interpretation with one of leadership as mentoring, assisting or guiding others – particularly early career academics – through passing on knowledge and information and helping to acculturate junior colleagues into institutional and/or disciplinary or subject communities. For the most part, professors indicated that they shared this view. Most, too, represented themselves in interviews as manifesting the characteristics that ‘the led’ had identified as those of the ‘ideal’ – and hence ‘effective’ - professor as academic leader: one who, variously:

- has time for junior colleagues and helps them develop;
- demonstrates ‘citizenship’ within the institution and/or wider discipline;
- manifests intellectual distinction;
- serves as an exemplar of good practice or as a role model.

In their questionnaire responses, however, whilst most professors agreed that characteristics such as these (and others, such as maintaining a research and publications record that exceeded those of junior colleagues) represented the ideal, they indicated that in reality these ideals were hard to sustain. The professorial questionnaire sample was honest in rating their own capacity to practise many specific aspects of academic leadership as somewhat lower than they ideally would like it to be.

Where there was a distinct lack of correlation between the perspectives of ‘the led’ and those of professors was in relation to negative views of professors and their effectiveness as academic leaders. The Leading professors sample (i.e. ‘the led’)
included many – particularly questionnaire respondents – who were critical (sometimes excessively so) of professors’ inadequate, ineffective, or sometimes, it was reported, damaging, academic ‘leadership’. Not only did our sample of professors (predictably - since, as we observe above, this was self-selected sample) fail to represent themselves as being uninterested in, or unconcerned to practise, academic leadership or as otherwise members of this negatively-assessed sub-group, they also differed from ‘the led’ insofar as they identified relatively few examples of professorial colleagues (within and outside their institutions) whom they recognised as failing to fulfil their professorial responsibilities. The professors consistently represented themselves as conscientious, collegial, responsible, caring and hardworking – indeed, overworked and overburdened. For the most part, they gave the impression of being loyal to their institutions, committed to institutional missions and of taking their professorial roles (however they defined these) and responsibilities very seriously – in many cases, with considerable altruism.

3. to uncover the factors that are facilitators and motivators of, and barriers/impediments to, professors’ capacity or willingness to engage in academic leadership

We interpret professorial academic leadership widely, as any influence that professors’ work-related attitudes, behaviour or intellectuality has on the work-related attitudes, behaviour or intellectuality of others. Such influence may be planned and deliberate (e.g. through mentoring or through leading a research team or group) or it may be achieved unintentionally, incidentally and/or unconsciously (e.g. through dissemination of research findings or through exemplary professional behaviour that is noticed by others).

Since – as we indicate above – our sample comprised people who were, to varying degrees, willing academic leaders, our findings uncovered only one evident barrier to planned or intentional academic leadership. This took the form of professors’ reluctance to lead others, and it was identified in only a very few cases. These include the case of a junior professor employed in a world-leading department where 50% of the academics were professors. Our interviewee argued that the more junior academics in his department did not need anyone to lead them because they are all self-motivated, highly competent, high achievers, likely to be promoted to professorships in due course. A similar example is the case of a senior professor who argued that mentoring colleagues - which many of our interviewees had identified as a key aspect of academic leadership – was not one of his professorial responsibilities. (He provided several examples of other responsibilities that he had willingly accepted [e.g. head of department; journal editor; RAE panel chair] and which he categorised as academic leadership).

The greatest impediments to certain aspects of academic leadership, rather than to academic leadership per se, was reported in the interview phase of the study as excessive workload. This created pressures on time, forcing professors to prioritise specific roles or elements of their work and reducing their availability for others – and, in some cases, their accessibility to colleagues. All of these different tasks or responsibilities may have represented academic leadership as we interpret it, in its widest sense, but the point is that the demands of some upset the balance that professors ideally wanted to incorporate into their roles; as one questionnaire
respondent commented: ‘it is an all-encompassing fluid role that has to be flexible. The problem is that it’s just too big, and doing any of it requires compromises elsewhere’. Another wrote: ‘I have felt well supported and well prepared but expectations have grown and I am expected to take on more and more’.

The most frequently identified specific task/role reported by interviewees as excessively demanding was REF lead. Others included director of research and head of department. The most frequently identified casualty of the demands of these roles was professors’ own research, which, by extension, potentially reduced their capacity to lead their fields.

4. to uncover ‘leading’ professors’ ‘secrets’; precisely how they go about providing effective academic leadership; to synthesise data and formulate models of good practice (identify features of ineffective or inadequate practice)

Despite the pressures and constraints identified in 3, above, all but one of the professors whom we interviewed were evidently managing to keep their heads above water in relation to their own research and publications profiles and, were REF-able for 2014 (though some expressed concerns that their entries in the next, post-2014, REF may be compromised if their workloads were not reduced). Their current REF-ability, despite excessive demands that might otherwise have threatened it, was evidently a result of their combined resourcefulness and foresight, which stemmed from their extensive and successful experience as academics, and which had prompted them to plan ahead and to ensure that, before taking on major roles, they had produced enough high quality published work to secure their REF-ability. The following remarks, made by both pre-92 and post-92 professors, are indicative of the concerns expressed by the majority of the interviewee sample:

‘I've found, in doing what I am doing as HoD, that in research terms I am living on capital; so it's not that I am not publishing, but an awful lot of what I am writing (and all the public lectures, or pieces for magazines like **** I do) draws on empirical research I've done before, or involves dusting off things I wrote and never got round to finishing off for the press. You do need to have had a certain period of time in the profession to have that sort of bank of saved research capital on which to draw while you do major admin; I can think of few [academics] in their 30s who'd be in such a position. (And of course for them a 3-year silence could be extremely damaging.)’

‘The REF is so all-consuming, and I have too many research students, [so] I have no time for my research. And you can live with that for a while - and you can even use previous stuff and reformulate it, for two or three articles.’

‘There has been a very meticulous approach taken to REF preparations. So, organising all the stuff that we send out to external reviewers, writing and rewriting, and rewriting again, and amending the narrative statements that will go as part of our environment and impact statement, and our case studies - and all that kind of thing - that has taken up quite a lot of time ... have I actually had a chance to maintain my own publication
profile? Well, not really. So, this weekend, for example, I shall be reading student drafts of undergraduate final year projects ... then there is a load of stuff coming in from year two of my PhD students ... in addition to the day job. So, actually, keeping my own head above water will be quite hard work.'

In terms of academic leadership involving supportive and facilitative relationships/interaction with junior colleagues, and often taking the form of mentoring, our findings uncovered several bases or indicators of effectiveness that are derived from interviews with professors who represented themselves as relatively successful ‘leading professors’. From these data, several indicative characteristics emerge as potential ‘secrets of success’. To varying degrees, it appears, ‘leading professors’:

- derive satisfaction from helping others and feeling that they have made a useful contribution to their professional or career development;
- are able to cope with – and are not unduly fazed or deterred by – negative attitudes or behaviour (e.g. recalcitrance, aggression, confrontation) manifested by some individuals whom they are trying to help;
- value and derive pleasure from collegiality and collegial interaction;
- have well-developed social skills;
- are proactive, rather than reactive, in addressing the needs of junior colleagues;
- are thoughtful and considerate and mindful of other people’s feelings;
- are not unduly focused on self-aggrandisement or self-promotion;
- are careful to behave ethically and demonstrate fairness;
- prioritise junior colleagues’ needs and interests (in some cases, over their own).

One or more of these characteristics (derived from professors’ self-reporting during interviews) was implicit in the specific cases of ‘leading professors’ extrapolated from our interview data. A male professor employed in a pre-92 university, for example, described in detail the process he had adopted to pursue his mission to build research capacity within and enhance the REF profile of his department. This, he reported, involved reading in detail each of his junior colleagues’ (he was the only professor in the department) proposed REF outputs, and then engaging with them in turn and mentoring them through a very time-consuming and labour-intensive series of one-to-one focused conversations. When it was suggested to him that his commitment manifested selflessness, his response focused on the great satisfaction that he evidently derived from the work:

‘How can you say I’m selfless when the thing I get most enjoyment out of is helping others? … What greater reward can you have than being able to help? … So there’s a real sense in contributing to them. Now that’s [sigh of pleasure] – they pay you to do this! At times, it’s almost immoral! It is almost immoral, you know, that something that’s so utterly enjoyable … so, no, I really don’t see it as selfless in any way whatsoever.’

5. to examine the implications of 1-4 for university leadership policy and practice, and for capacity building and succession planning in institutions, the wider disciplines and research communities

A key problematic issue (that appears to have been first addressed by Malcolm Tight [2002]) is that generally there is no clearly defined role for the professoriate, sui generis. This lack of clarity has evidently exacerbated the problem of pressure and work overload that most of our professors identified. Without a consensually accepted,
explicitly defined role for them, professors will inevitably be judged on the basis of potentially wide-ranging, subjectively-determined, perceptions of how they fulfil whatever assorted collection of tasks others believe they should be performing, and how they discharge whatever list of responsibilities others consider it reasonable for them to carry. The danger is that, through the sum of these expectations, they will be called upon to be all things to all people, and be assigned an ever-expanding list of multifarious responsibilities demanding superhuman capacity. Moreover, since our sample indicated a keenness to meet other people’s expectations, it is reasonable to suggest that much of their work overload stems from trying to keep everyone – institutional management, junior colleagues, and students – happy. Professors represent a constituency that is distinct on the basis of achievement. The professoriate represents a group of academics that has excelled and that takes pride in excelling, and, for the most part, professors avoid disappointing expectations of them because meeting expectations is seen as an indicator of excellence.

It is reasonable for those appointed to a specific work role or given a specific job-related title to understand what it is intended to entail, and what is expected of them. Likewise, this information should also be available to those who aspire to this role or title, and/or who are, to some extent, affected by how its incumbents relate to and interact with them and potentially impact upon their working lives. Yet this does not necessarily occur in the case of the professoriate, and where it does occur, it represents the communication of non-standard, often localised, information. There is no general, sector-wide, unanimity on what a professor is, should be, does, or should do, nor on what degree of experience or what level or quality of achievement the role or grade requires or demands. These issues can depend upon which sector (pre- or post-92), which university, which faculty or department, and which subject or discipline the professorship is affiliated with. In this respect the UK is distinct from many other European countries, where the appointments and delineation of the roles and responsibilities and expected achievement records of professors are often more standardised and, in some cases, centrally controlled.

The UK’s university sector should take steps to demystify the role of professor: to clarify – to professors and junior academics alike - whether professors are expected, for example, to:

- mentor junior colleagues;
- maintain frequent physical presence in the institution/department;
- demonstrate excellent teaching;
- take on heavy duty administrative roles.

Lack of clarity about what is meant by the nebulous, ill-defined, term ‘academic leadership’ is particularly problematic; most institutions seek evidence of this in professorial promotions and appointments and the term is often used as a neat, all-encompassing label that describes the professorial role. Yet academic leadership may be interpreted very widely, to include a large number and a wide range of diverse tasks. By expecting all professors to manifest academic leadership, so interpreted, universities are increasing the pressure on professors to excel in all aspects of academic life. This is unreasonable since it fails to incorporate recognition of the professoriate’s heterogeneity; some professors excel at research funding capture; some at writing for publication; some at administration and management; some demonstrate outstanding interpersonal or communication skills. Seldom are all of these skills or attributes found in one individual – yet the implication of professors’ being
expected to provide ‘academic leadership’ is that they all should excel at all of the above – and more.

Much more realistic, we suggest, is consideration of the professoriate within any one institution (and – where feasible – any one department) as a collective: a group or team of leading academics that, as a whole, is able to provide all aspects of academic leadership in its widest sense, with each individual focusing on her/his strengths and aptitudes. In this respect – as one of our interviewees suggested – the professoriate could be considered as a leadership team that, like Belbin’s (2010) model management team, comprises individuals who each take on a role that matches her/his talents but that, collectively, is very effective.

Our research has revealed that a growing number of universities now differentiate between grades or classes or categories of professors, having introduced systems that differentiate, depending on the institution, up to five different professorial grades, with associated salaries, but which are not generally ‘visible’ outside the institutions. Oxford University has for several years distinguished between titular and statutory professorships (the latter – effectively, named chairs - being the more prestigious), while Manchester University has five professorial grades. Newcastle, Birmingham and Leeds Universities have followed or are following suit, but with fewer ‘zones’ of professors, as Leeds calls them.

On the one hand we accept that this policy has the advantage of distinguishing between (often recently promoted) ‘junior’ professors and those veterans whose accomplishments are exceptional, even by professorial standards. As such it partly addresses criticisms made by some of our interviewees that the professoriate is being debased by its being increasingly easy to be promoted to a professorship. On the other hand, if this trend of distinguishing between grades of professors becomes commonplace it risks imposing yet more pressures on those individuals who strive to excel and to attain the highest possible levels of recognition within academic circles, as they make it their goal to move up through the professorial ranking system. It may also – particularly if and as professors’ grades, and their significance, become increasingly known outside their own institutions – create a hierarchy within the professoriate that will inevitably end up being skewed in favour of those subjects and disciplines that are the most marketable: the highest professorial grade categories are likely to be represented predominantly by top scientists, medical researchers, mathematicians and engineers who can demand high salaries and status-related conditions of service, than by social scientists and arts and humanities professors. And since the former are more likely to be men than women, by extension, this situation will have gender balance implications. One of our interviewees – who was himself a top grade professor in a research-intensive university – commented: ‘If you set up a system where professors are graded, the university’s already basically saying, “Well, a professor isn’t a professor, isn’t a professor!”’

The issues identified above should be given serious consideration by the university sector and by institutional management teams.
6. to disseminate our findings widely across the UK’s HE community

This has been achieved, and remains on-going; dissemination will continue for several years. Details of written and oral dissemination are presented below. One conference paper that we presented was given press coverage – unfortunately with some inaccuracies and incorporating a rather sensationalist focus - by a Times Higher Education journalist who was a member of the audience: http://www.timeshighereducation.co.uk/422189.article. It is also worth mentioning that, with the benefit of having worked on both this project and the Leading professors LFHE-funded project, Linda Evans has often incorporated both projects' findings within single dissemination events, and shall continue to do so. Several of the articles and seminar/conference papers listed below have disseminated/will disseminate both projects.

Linda Evans has also met with the organiser of Newcastle University’s Unpacking Your Chair in-house professorial development and support programme (which received a LFHE award), who was pleased to learn of our preliminary findings.

We would also welcome the opportunity of presenting professional development-focused workshops under the aegis of the LFHE’s programme of events.

AN ANALYSIS OF THE BENEFITS OF THE PROJECT

In addition to the impact afforded by coverage in the national press (referred to above), the project has yielded much academic benefit, which is set to continue as we extend our dissemination activities beyond the end-date. It has widened the parameters that delineate the scholarship of educational leadership and management, forcing the inclusion within the research agenda of consideration of: leadership and management in the context of higher education; professorial professionalism and working life; and the meaning of academic leadership – all of which have hitherto been neglected areas within educational research. It has augmented the benefits (yielded by Evans, Homer and Rayner’s LFHE-funded study of professorial academic leadership from the perspective of ‘the led’, and which will be further augmented by Evans’s LFHE-commissioned stimulus paper on the purpose of professors) of examining the role and work of professors in UK universities, and feeding into the policy discourse and informing institutional and national policy and practice.

A DETAILED BREAKDOWN OF ACTUAL AND PROJECTED DISSEMINATION ACTIVITIES

Written dissemination

This has only recently begun, since analysis of data and writing for publication in leading academic peer-reviewed journals takes considerable time. Over the next 4 years we expect to publish around 4-5 papers in total that disseminate the project’s findings. In addition:

- The LFHE-commissioned stimulus paper, The Purpose of Professors, to be written by Linda Evans and delivered to the LFHE by the end of June, will draw upon the project’s findings.
Subject to securing a publishing contract, Linda Evans plans to write a book that will disseminate the project’s findings alongside those of the *Leading Professors* project.

The editor of the *Times Higher Education* has invited Linda Evans to write an opinion piece that draws upon the findings of both LFHE-funded projects.

Linda Evans has submitted to the *British Educational Research Journal*

‘A changing role for university professors? Professorial academic leadership as it is perceived by “the led”’. Whilst this paper predominantly disseminates the findings of the *Leading professors* project, it also draws upon preliminary findings from this project (*professorial academic leadership in turbulent times: the professoriate’s perspective*).

**Oral dissemination**

<table>
<thead>
<tr>
<th>Events that have taken place</th>
<th>title of event</th>
<th>date</th>
<th>location</th>
<th>presenters</th>
<th>focus/nature of event</th>
<th>audience</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Professorial academic leadership in turbulent times: the professoriate’s perspective</td>
<td>21&lt;sup&gt;st&lt;/sup&gt; July 2012</td>
<td>Manchester – Midland Hotel</td>
<td>Mercer &amp; Evans</td>
<td>2012 annual conference of the British Educational Leadership, Management &amp; Administration Society</td>
<td>UK academics and research students</td>
</tr>
<tr>
<td></td>
<td>The professoriate’s perspective on academic leadership in turbulent times: the place of Britain’s chairs at Europe’s table</td>
<td>20&lt;sup&gt;th&lt;/sup&gt; Sept. 2012</td>
<td>Spain - University of Cadiz</td>
<td>Evans &amp; Mercer</td>
<td>2012 European Conference on Educational Research</td>
<td>International academics and research students</td>
</tr>
<tr>
<td></td>
<td>Professorial academic leadership in turbulent times: the professoriate’s perspective</td>
<td>13&lt;sup&gt;th&lt;/sup&gt; Dec 2012</td>
<td>Celtic Manor Resort, Wales</td>
<td>Evans &amp; Mercer</td>
<td>2012 annual conference of the Society for Research into Higher Education</td>
<td>International academics and research students</td>
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<tr>
<td></td>
<td>The role of the professor</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; May 2013</td>
<td>University of Warwick, Arden House</td>
<td>Mercer</td>
<td>Teaching session of the London Institute of Education’s MBA in Higher Education Management</td>
<td>Senior HE administrators &amp; academics</td>
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<tr>
<td></td>
<td>Professorial academic leadership in UK business schools: is there a need for professorial preparation and development programmes?</td>
<td>23&lt;sup&gt;rd&lt;/sup&gt; May 2013</td>
<td>France - Université Paris Dauphine</td>
<td>Evans</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Annual EFMD Higher Education Research Conference</td>
<td>European academics</td>
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### Forthcoming events: invitations issued & papers accepted

<table>
<thead>
<tr>
<th>Event Title</th>
<th>Date</th>
<th>Location</th>
<th>Presenter</th>
<th>Event Details</th>
<th>Location/Type</th>
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</thead>
<tbody>
<tr>
<td>Leadership preparation and development for UK-based university professors</td>
<td>13th July 2013</td>
<td>Dalmahoy Hotel &amp; Country Club, Edinburgh</td>
<td>Evans</td>
<td>2013 annual conference of the British Educational Leadership, Management &amp; Administration Society</td>
<td>UK academics &amp; research students</td>
</tr>
<tr>
<td>Why are there four blue chairs to every pink one? The influence of gender on the UK professoriate</td>
<td>13th July 2013</td>
<td>Dalmahoy Hotel &amp; Country Club, Edinburgh</td>
<td>Mercer</td>
<td>2013 annual conference of the British Educational Leadership, Management &amp; Administration Society</td>
<td>UK academics &amp; research students</td>
</tr>
<tr>
<td>What is the role of professors in providing academic leadership?</td>
<td>October 21st 2013</td>
<td>University of Leeds</td>
<td>Evans</td>
<td>Invited seminar within the Leeds University in-house Leaders@Leeds programme for senior leaders</td>
<td>University of Leeds senior leaders and managers</td>
</tr>
</tbody>
</table>

### Projected/planned events (some titles are provisional and may change)

<table>
<thead>
<tr>
<th>Event Title</th>
<th>Date</th>
<th>Location</th>
<th>Presenter</th>
<th>Event Details</th>
<th>Location/Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title to be decided</td>
<td>Dec. 2013</td>
<td>Celtic Manor Resort, Wales</td>
<td>Evans &amp; Mercer</td>
<td>2013 annual conference of the Society for Research into Higher Education</td>
<td>International academics and research students</td>
</tr>
<tr>
<td>Title to be decided</td>
<td>Nov. 2013</td>
<td>University of Aston, Birmingham</td>
<td>Evans</td>
<td>2013 annual conference of the International Professional Development Association</td>
<td>European academics and professional development practitioners</td>
</tr>
</tbody>
</table>

All dissemination outputs (oral and written) have gratefully acknowledged the support of the LFHE, and future dissemination will continue to do so.

### A FULL BREAKDOWN OF INCOME AND EXPENDITURE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>staff time: Evans</td>
<td>£4,667.96</td>
</tr>
<tr>
<td>staff time: Homer</td>
<td>£475.96</td>
</tr>
<tr>
<td>staff time: Mercer</td>
<td>£3,703.00</td>
</tr>
<tr>
<td>travel and subsistence - fieldwork &amp; research team meetings</td>
<td>£1,077.53</td>
</tr>
<tr>
<td><strong>total expenditure</strong></td>
<td><strong>£9,924.45</strong></td>
</tr>
</tbody>
</table>

The above table indicated total expenditure to date. As agreed, a final statement of expenditure will be submitted in August 2013 when all transactions have been processed.
References


