

**Leadership
Foundation**
for Higher Education

ENGAGE

YOUR MAGAZINE FROM THE LEADERSHIP FOUNDATION FOR HIGHER EDUCATION

A NEW LANDSCAPE FOR HIGHER EDUCATION

BY CARL LYGO, BPP UNIVERSITY COLLEGE

IN THIS ISSUE:

Strategic planning in uncertain times

Elite but not elitist

Procurement roadmap

CENTRE PAGES: Critical times, creative responses

Calendar of events

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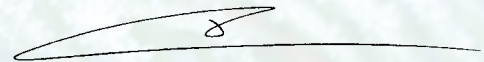
The first year of the 'twenty-teens' carries on where the last decade left off: with significant uncertainty over the funding and future shape of higher education and the need for leaders and managers in the sector to develop new capabilities far more rapidly than before.

This issue of ENGAGE celebrates 2010's award-winners, some key professional development events and the excellent work of current projects but we also consider - with Carl Lygo, chief executive of BPP University College - some of the potential changes in the HE landscape (p10).

The planning processes of the past may no longer be fit for that changing landscape (Ewart Wooldridge, p5), but a new resource from JISC InfoNet (p12) aims to help the sector understand current capacity through business intelligence while Geoff Hope-Terry offers a roadmap for advanced procurement (p9). Jackie Dunne from the University of Leicester (p6) reminds us of the value of career development in fostering adaptability and capacity for change.

The Leadership Foundation continues to support the sector with topical programmes to meet immediate needs (see p3), focused events such as our annual Leadership Summit (on internationalisation, p4) and more intense team-based change programmes such as the Change Academy 2011 (p13).

We know that 2011 will present major challenges for higher education, the impact of which will be felt for many years to come. We look forward to working with you to meet those challenges and sharing lessons learned.



DR LESLY HUXLEY
EDITOR

ENGAGE Issue 24 CONTENTS

FEATURES

p6 Elite but not elitist

Jackie Dunne, director of the institute for lifelong learning at the University of Leicester on her passion for her own and students' development.

p8 Project updates

Reports from two of the twelve projects funded by Hefce's LGM and leading transformational change programmes that will be presented at the dissemination day on 26 January 2011.

p9 The procurement roadmap

Geoff Hope-Terry on approaches to advanced procurement.

p10 Perspective

Carl Lygo, CEO of BPP University College on the challenges facing public and private providers of higher education.

p12 Innovation

Making strides towards the 'intelligent university': Steve Bailey from JISC InfoNet on new resources to support business intelligence.

p15 Book review

Professor Noel Lloyd, vice-chancellor, Aberystwyth University: The elegant road to technological advance.

p16 Calendar of events

NEWS

p3 In focus

- | Leading teaching teams in-house
- | Welcome to the Board
- | Pricing and positioning

p4

- | Leading internationalisation: raising our game
- | Starter for Ten: David Pilsbury

p5

- | Strategic planning in uncertain times
- | Cardiff University wins THE 2010 award

p13

- | Change Academy 2011

p14

- | CIHE annual lecture
- | Bookmarks

ENGAGE

Editor

Dr Lesly Huxley, Director, Publications and Organisational Development,
lesly.huxley@lfhe.ac.uk

Publishing editor

Tricia Wombell, Director of Marketing and Communications,
tricia.wombell@lfhe.ac.uk

ENGAGE support team

Susie Norton, Marketing and Communications Manager,
susie.norton@lfhe.ac.uk

Copy editing and proofing

www.rachcolling.co.uk

Design and print

www.printconnectionltd.co.uk

Next Issue

Spring 2011

Engage ISSN 1752-401 (Online)

Submissions:

We encourage contributions to ENGAGE. Please contact the editor by email. We regret we cannot be responsible for unsolicited manuscripts, photographs or any other material.

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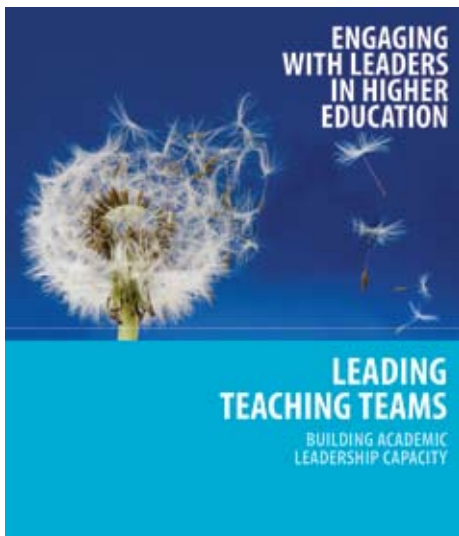
Charity: The Leadership Foundation for Higher Education is a registered charity – number 1101959

Printed on paper sourced from sustainable forests.

STAFF DEVELOPMENT CONFERENCE 2010

SEE CENTRE PAGES

Critical times, creative responses



New: in-house for 2011

Are you considering development for leaders of teaching teams? If so then *Leading teaching teams* delivered in-house may be the answer. This is a programme designed to develop participants' skills, capabilities and beliefs as leaders of teaching teams, particularly for those who are new to the role and may not yet be line managing the team. It is run at your institution and helps develop a community of leaders who can share and debate relevant issues together.

Leading teaching teams provides clear benefits at all levels. For the institution - clearer alignment with university priorities, potentially better team morale and motivation, and a network of leaders working together. For the team - improved outputs in teaching quality and student satisfaction, a greater sense of shared endeavour with mutually supportive colleagues, and a reduction in potentially unproductive conflict and misunderstanding across the team. For the individual - clear and identifiable team leadership attributes and an ongoing action plan of personal development.

At a time when budgets are tight and cross-team understanding and communication are as important as ever, this programme gives you the flexibility of training customised to your institution's specific requirements, delivered at your chosen venue on a date that suits you. **E**

More details about LTT can be found at www.lfhe.ac.uk/supportteam/inhouseleadership/ltt



Welcome to the Board

The Leadership Foundation is delighted to welcome Professor Andrew Wathey, vice-chancellor, Northumbria University and Professor Steven West, vice-chancellor, the University of the West of England to our Board.

Andrew and Stephen take over from Professor Dame Joan K. Stringer DBE, principal and vice-chancellor, Edinburgh Napier University, and David Allen, registrar and deputy chief executive, university of Exeter, who stepped down in November 2010. We'd like to give them a very warm thank you for all their help and support during their tenure.

Annual Review

Copies of the Leadership Foundation Annual Review 2009/2010 - No Illusions About the Challenges Facing the Sector - should be with you now. **E**

A PDF is available to download at www.lfhe.ac.uk/publications or if you would like more copies contact **E:** info@lfhe.ac.uk.



Pricing and positioning

This short, focussed seminar (Wednesday 23 February) will address the key issues which flow from the tuition fees decision. A significant section of UK higher education now knows the new parameters within which it will be expected to cope with funding changes and is already in intensive consideration about pricing and positioning strategies. How does a university work to differentiate itself? How is a pricing strategy developed? What are the legal implications of this? These and a host of factors will inform what each university can and does do.

This seminar will look at the marketing strands of pricing and market positioning, moving on to consider the legal aspects that follow from these critical issues. Delegates will have the chance to hear what our thoughtful, well-informed and experienced specialist panel consider to be the key strategic level thinking that needs to be undertaken, and communicated to stakeholders internally and externally. **E**

Visit www.lfhe.ac.uk/support/essential to learn more about this topical programme new for 2011.

“When we accept tough jobs as a challenge and wade into them with joy and enthusiasm, miracles can happen.”

Gilbert Arland French essayist and literary critic (1899 - 1986)

HE Leadership Summit 2011: Leading Internationalisation: raising our game



The Leadership Foundation's annual summit (Thursday 10 February) will be returning to the theme of internationalisation, which it first explored in 2006. Circumstances are of course radically different, 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. Exploring the topics of Global challenges through research; The quality and range of the student experience; Reciprocal community engagement; and Sustainable

stakeholder and business partnership, **Leading internationalisation: raising our game** offers an opportunity to explore just how far UK higher education is doing that, and to learn from leading practice in the UK and beyond.

Contributors include John Sexton, President, New York University, Suranjan Das, Vice-chancellor, University of Calcutta, Richard Hill, of Rolls Royce plc. **E**

All the details of the Leadership Summit are at www.lfhe.ac.uk/evt-crs-prog/201011/summit2011/index.html

Starter for Ten

David Pilsbury took up the position as Pro Vice Chancellor, International for Coventry University in September 2008 with responsibility for the university's international strategy including overseas partnerships, internationalisation of the curriculum, mobility and exchanges as well as its new London Campus. Coventry University has an ambitious development agenda to become a Global Enterprising University.

David was previously the founding Chief Executive of the Worldwide Universities Network. Under his leadership WUN became recognised as the leading global research alliance. Prior to this he was Head of Research Policy for Hefce - where he oversaw a fundamental reappraisal of research policy and the creation of the UK's main funding organisation for the arts and humanities - the Arts and Humanities Research Council. He came to this role having formerly been Assistant Director of Research and Development at Cambridge University Hospital. David spent a number of years in strategic consultancy and investment banking after completing a D.Phil and postdoctoral research at the University of Oxford. David is an alumnus of TMP 18.



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

Lead by example - this is especially important in higher education. Most people will engage with someone who is passionate and committed and can articulate a compelling vision.

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

The late Sir Gareth Roberts - a truly exceptional individual with great vision who was the most networked person I have ever met.

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

The move away from management as science to management as art exemplified by the role of leader as 'story-teller' and growing recognition of the power of narrative.

Who has inspired you most in your working life?

John Wiley, previously Chancellor of the University of Wisconsin, Madison. A man of fantastic intellect, who does what he thinks is right and treats all people the same.

What was the best professional move you made and why?

Moving into higher education - you spend a lot of hours at work so you need to be doing something you love.

Which six leaders, past or present, would you invite to a dinner party and why?

Bill Clinton - because he is a man of such incredible gifts, but also clearly flawed like

the rest of us; **Winston Churchill** - a man of such broad gifts but who was defeated in every election until he became Prime Minister at the age of 62. His speech "Never give in. Never give in. Never, never, never, never - in nothing, great or small, large or petty - never give in, except to convictions of honour and good sense" always resonates; **Mohandas Gandhi** - to inspire with his commitment to a modest life and fostered simple living and high thinking; **Deng Xiaoping** - to understand what made him the reformer who led China towards a market economy; **Margaret Thatcher** - to understand what drove her; **Eleanor Roosevelt** - for her commitment to social justice globally.

What will you remember most about TMP?

The quality of the facilitators - they really stimulated my thinking in new ways.

Have you continued to meet/engage with your TMP Fellows? If applicable

Some of my colleagues have been enormously helpful on an informal basis but we were a very disparate group, so two of us are taking the 'action set' principle and forming a group from peer institutions to share thoughts on international issues.

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

Find yourself a mentor whom you can trust and who can guide your choices.

What's been your biggest professional challenge and how did you overcome it?
Conceiving and delivering our new London

campus - we went from a blank sheet of paper to our first intake in 18 months. Recruitment has been fantastic but it was challenging across multiple dimensions. I had a small group of wonderful staff that formed the core project team and we recruited an excellent Director.

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

My wife - who has tolerated me for 20 years with good humour and practical good sense.

Quentin Tarantino, Neil Jordan or Martin Scorsese?

Scorsese every time - incredible versatility.

Tell us a secret about yourself?

I've kept it quiet for 40 years - but I can now say with pride - I am a Manchester City fan.

What can't you live without?

My Toshiba Portege - fires up in seconds, lasts all day, has all the files I need on it - and I can read my inbox without squinting. Life is too short to endlessly retype emails on a PDA.

Favourite Book?

Tess of the d'Urbervilles.

Favourite website/blog?

BBC - for news and radio when travelling around the world. **E**

Leading lines: strategic planning in uncertain times

By Ewart Wooldridge

In this occasional feature, we invite a leading figure to consider aspects of higher education. An abridged version appears here; the full version of this and previous Leading Lines will appear at www.lfhe.ac.uk/publication/leadinglines

I have just finished working on two programmes – a Leadership Foundation Strategic X-Change ‘organisational raid’ at Sheffield City Council, and a module on strategic planning with a senior group of academic leaders at a major UK university. Both experiences were about developing new strategies, and brought home to me the challenges of strategic planning in a period when the goalposts are moving so rapidly in a very fluid political climate.

Working with a number of senior teams in universities, what has become apparent to me is that we need to completely rethink the strategic planning process that has grown up over the last 10-15 years. Driven significantly (but not exclusively) by the agendas of funders and

regulators, and a product of more comfortable financial times, the outputs have been long documents with a sound evidence base which are seldom read or referred to on a regular basis.

It’s different now. Our ability to plan ahead is seriously constrained by lack of clarity about the detail of funding and government policy. The distinction between strategic plans and operating plans has eroded as they end up covering similar time horizons. And the strategy process is moving from one which is under-focused to one which is driven by the market and wider stakeholders.

In many ways, the new kind of strategy is less a route map of how we are to navigate the future (since we do not know the whole map), and more an assessment of an institution’s capacity to be agile and flexible in the face of emergent and unpredictable change. There is likely to be a heavy emphasis on having: the right people and organisational culture; a vision that is truly engaging; a capacity to optimise the

student experience; and innovative stakeholder alliances which deliver new sources of funding and influence.

As Professor Sir David Watson commented in our recent research series on HE Futures, scenario planning is a critical part of strategy development, but, most importantly, institutions need to understand themselves first – their present and past condition, their strengths and weaknesses, and their capacity and agility when handling change. **E**

Ewart Wooldrige CBE is the founding chief executive of the Leadership Foundation.

Reference

Kubler, J. and Sayers, N. (2010). Higher Education Futures: Key Themes and Implications for Leadership and Management. Research and Development Series. London, Leadership Foundation for Higher Education. www.lfhe.ac.uk/publications/research



Ewart Wooldridge, Chief Executive, Leadership Foundation (left) with Martin Udwin, Organisational Development Manager, Cardiff University

Cardiff University’s approach to preparing researchers for leadership and management roles was described by the judges (led by Ewart Wooldridge CBE, chief executive of the Leadership Foundation) as “rigorous and comprehensive”. The university was “probably the most committed to this kind of development activity in the UK”.

Martin Udwin, organisational development manager, who accepted the award on behalf of the university, said:

Cardiff wins award for Leadership Development

“Getting this award is very gratifying, in that it recognises the effort we have put into developing the capabilities of this very important group of staff. It was unstinting support from all levels of staff, both academic and administrative, across the university that made it happen. Most important though, is that our research staff value what they get out of the programme as being practical and useful.”

Nearly 100 academics have benefited from Cardiff’s programme since its inception in 2007. Participants have come from a variety of disciplines: science, medicine, social sciences, engineering and humanities. Each programme runs for four to six months and has around 12 participants, ranging from postdoctoral research assistants to professors. The programme model, which has been adopted by four other universities, uses a variety of methods to ensure that these

research leaders of the future have a firm grasp of the skills required. Without making unreasonable demands on busy researchers’ time, the programme looks at vivid scenarios involving legal and ethical problems, and provides a thorough grounding in procedure. Academics are encouraged to link up and learn from other researchers in different disciplines, while engaging with senior management so that they develop a greater understanding of Cardiff’s strategic priorities.

The programme’s effectiveness is attributed to the sustained support it has received from all levels of the university. Experienced researchers take on mentoring roles while specialist staff play active parts in course design and presentation. **E**

Nominations for the 2011 THE Awards open in March 2011.

INTERVIEW

Elite but not elitist

So stated Times Higher Education when awarding the University of Leicester the University of the Year title in 2009. Here **Jackie Dunne**, director of the Institute of Lifelong Learning at the university, talks to **Professor Dawn Forman** about her passion for lifelong learning and her own career development.



Jackie Dunne

With the problems that universities are facing in the current economic climate, many are seeking to differentiate themselves by developing strategies which not only build on their strengths but also take into account the changing dynamics of research, teaching and employer engagement.

The University of Leicester was given the University of the Year award by Times Higher Education in 2009. This traditional, 1994 Group university, which was recently ranked 12th in the Guardian's league tables, has the reputation of excellence in research and teaching. It also features as the most inclusive university in the top 20 of the league tables, with the greatest proportion of students from under-represented groups.

Jackie Dunne is director of the university's Institute of Lifelong Learning and feels passionate about working at an institution which is highly regarded in terms of its research and teaching abilities. Perhaps more important for her, however, is the fact that the institution is keen to ensure it provides opportunities for individuals who would not traditionally access a university like the University of Leicester.

Jackie herself is the first in her family to have gone to university, and is grateful for the support of her family and for the opportunities she has been given. Before coming to the University of Leicester she spent 12 years working at Coventry University, where she was a principal lecturer in Spanish and was also involved in a number of projects with large employers looking at language and business culture training. In a sense, this was the start of her involvement in lifelong and employer-led learning.

She moved to the University of Leicester in 2001, taking up the post of director of continuing professional development at the Institute just after it was set up by the vice-chancellor, Professor Sir Bob Burgess. In 2004 she became head of the Institute of Lifelong Learning, and since 2008 has held the university-wide role of director of lifelong learning.

The University of Leicester had already established a programme of flexible part-time and accredited courses as well as more established degree and postgraduate provision. The Institute of Lifelong Learning supports the university in providing access routes for

non-traditional students, stimulating academic innovation and curriculum development, and leading on public and community engagement.

There are four main parts to the work of the Institute on which Jackie leads, the first being to manage an academic department with teaching and research in its own right. The Institute offers a number of part-time adult education and distance learning programmes, with a range of subjects and around 60 staff to support these initiatives. The second part of Jackie's portfolio relates to the Institute taking the lead on employer engagement across the university (it was one of only a few research-intensive universities to receive Hefce Strategic Development Funding in this regard). One of the original aims was to build on existing strength in its distance learning provision (of the 23,000 students at the university, 9,000 are distance learning students) and to build capacity through flexible, employer-led programmes, both national and international.

The third focus of the Institute is the higher education and further education agenda. This is undertaken through a variety of networks, links and partnerships. The Colleges- University of Leicester Network (CULN) has 20 partners across the East and West Midlands, and Leicester also hosts one of the regional Hefce-funded Lifelong Learning Networks, promoting vocational progression.

The fourth aspect of Jackie's role is overseeing the university's arts centre, Embrace Arts, ensuring that students, staff, and members of the public and community are encouraged

to access courses, events and performances through a range of art media.

So how has all this been possible with an institution which has always prided itself on its research and teaching capacity? Jackie sees herself as quietly challenging the way in which things are done. Progress can sometimes be slow; nevertheless, Jackie and her staff work with academics to build on their strengths and look for partnership opportunities where research and teaching can be extended to a range of learners. Jackie feels it is for the Institute of Lifelong Learning to find ways of doing things which fit with the research and teaching agenda using the strong research base, working on the curriculum and developing long-term sustainable relationships. While there can be some resistance to change, Jackie feels that strong senior leadership and success have brought a "culture of confidence and self-belief" to the institution, which facilitates the ability to think differently and to take forward innovative opportunities. Jackie describes this as thinking through how innovation can be taken forward in a "Leicester-relevant way" and outlines as an example the development of six foundation degrees which were relevant to both the university and the local community.

Jackie feels that due to recent successes the university is well situated to adapt to the changes which are now taking place, and to provide opportunities for part-time study and facilitate social mobility while still maintaining high-quality teaching and learning provision and an excellent research reputation.

Jackie has also engaged proactively in her own career development over the years. From a strong foundation with her degree at Liverpool and also her MA in education and industry, which she undertook at the University of Warwick, she has more recently undertaken a number of Leadership Foundation programmes to help prepare for the future. These have provided her with an insight into some of the management and leadership issues facing the sector, and also started her on the route to establishing wider networks of colleagues who can be called upon to both support and challenge her when she's trying to think through a particular situation in a work context.

Jackie feels that the move to Leicester, where she has been given an opportunity to be involved in a wide range of activities and to contribute to planning at institutional level, has been a real turning point in her career. She also believes that the leadership development programmes have offered her key points of difference in her thinking:

"I have gained a broader perspective of what is happening in higher education at a national and international level. I have become more aware of the diversity of institutions and how vital differentiation is for each of them. The support and networking opportunities gained, particularly through an action learning set, have enabled me to develop a close set of colleagues who are always available and offer a mutual, grounded perspective on developments. I have also become acutely aware that government and policymakers need the help of senior managers in the sector,

both in understanding the effects of policy on the higher education sector and for planning for the future in a strategic and aligned way."

Jackie loves her job and she feels that networks are vital in ensuring she can perform at her best. She has been invited to join a number of external work opportunities which again facilitate her access to other perspectives. These include her being: honorary secretary of the Universities Association for Lifelong Learning (UALL), a position which she has held for two years; board member of the University Vocational Awards Council (UVAC); chair of the East Midlands Universities Association (EMUA) Employer Engagement and Skills Group; and chair of the governing body at a local college.

Jackie somehow fits all this in alongside her research interests (she publishes in the area of higher education policy and lifelong learning) while ensuring that her five-year-old son, Conor, remains the ultimate passion and focus of her life.

While Jackie works at one of our elite universities, she remains grounded, modest and approachable and embodies the perspective of being non-elitist. **E**

Professor Dawn Forman is a key associate of the Leadership Foundation, where she directs the Governor Development Programme and contributes to the delivery of the Top Management, Preparing for Senior Strategic Leadership and Senior Strategic Leadership programmes, as well as undertaking consultancy assignments.

PROJECT UPDATES

LEADING TRANSFORMATIONAL CHANGE

Preparing Today's Leaders for Tomorrow's challenges

Leadership Governance and Management Projects 2011
26 January 2011

This annual one-day dissemination event comes at a pivotal time as the picture becomes clearer about the new challenges and opportunities facing the sector. It will focus on a range of major change projects which have been supported by the Hefce Leadership, Management and Development (LGM) and Leading Transformational Change (LTC) funds. The day will focus on the themes of: doing more with less; rethinking delivery models; changing cultures and working smarter. Two of the 12 projects featured are outlined below; several others have already been described in previous issues of ENGAGE.

Collaboration Sheffield

LTC Project Reference: LTC 035

Leading Organisations: University of Sheffield and Sheffield Hallam University

Collaboration Sheffield aims to find new and innovative ways of bringing together complementary and overlapping academic areas of the University of Sheffield and Sheffield Hallam University.

The vice-chancellors of the University of Sheffield and Sheffield Hallam University are leading a programme that is exploring how the areas of Digital, Healthcare and Education can be brought together in new and innovative ways. It is intended that these developments lead to a more rounded education and research offer for the City Region. This approach will strengthen collaboration between the two universities, while maintaining the distinctive profile, identity and heritage of the two institutions. Throughout the summer of 2010 the three project strands have, with the support of independent external facilitation, discussed what opportunities exist for collaboration and how best these might be achieved. The project strands are currently in process of finalising the activities which will deliver the vice-chancellors' vision, so that with effect from the beginning 2011 they will be able to establish new models and implement new ways of working.

Collaboration Sheffield has achieved significant levels of support from the executive teams within each university and the active involvement of the vice-chancellors within the three projects has been valued by those leading each one of the strands. The teams involved in Digital, Healthcare and Education have all held regular discussions in which they have embraced the process of innovation and co-creation for the future.

Collaboration Sheffield is taking place at the same time as the Local Economic Partnership is being developed and there is a high degree of dovetailing between the two discussions/outcomes. The universities are therefore also playing an active and integral part in the formation of LEP.

The Collaboration Sheffield team will also be sharing best practice at the AUA conference in April 2011. **E**

Contacts:

Dr Claire Baines, Academic Secretary and Head of Academic Services, Sheffield University. Professor Michael Smith, Pro-vice-chancellor for Research and Knowledge Transfer, Sheffield Hallam University

Behaviours that Underpin Excellence

LTC project reference: LGM 179

Lead organisation: Durham University

The project is examining the leadership, governance and management behaviours that are essential for the success of academic departments. The goal is to develop a toolkit for heads of department or others to use which will enable the results to be shared throughout the sector. The overall methodology for the project is based on collecting data from seven collaborating universities (five UK and two overseas) to examine the link between behaviours and performance of academic departments.

The data collection for the project is progressing in three phases:

Preliminary Questionnaire

The first stage of the data collection was a preliminary questionnaire, designed to provide an initial investigation of the leadership, governance and management behaviours and culture that exist within fifteen excellent departments across the five collaborating UK universities. The questionnaire consisted of a series of open questions and was structured around the McKinsey 7S framework (strategy, structure, systems, shared values, skills, staff and style). To provide a holistic picture of each department, a range of staff members were asked to complete the questionnaire, including lecturers, researchers, teaching staff and administrators. In addition, staff outside of the department in a close working relationship with the department were asked for their opinions. This included individuals from central support functions such as finance, HR and research support offices as well as pro-vice chancellors.

Interviews

Using the findings from phase 1, a semi-structured interview framework was developed to allow deeper investigation of the common themes. Forty-six interviews with a representative sample of staff from nine of the original fifteen departments were completed.

Survey

The qualitative findings from the preliminary questionnaire and interviews have been used to devise a fixed-response style survey which will be used with a wider range of departments. The aim of this phase is to validate and test out the findings by investigating departments with a range of performance levels. Quantitative analysis will be used to ensure the correct traits and behaviours are identified and incorporated into the toolkit.

The two overseas institutions are taking part in a similar process and the findings are being used to compare and contrast with the UK data. Any interesting and innovative practice identified will also be included in the toolkit. The engagement with the project partners has been very good, resulting in 161 people completing the preliminary questionnaire, equating to an excellent response rate of 79%. Similarly, staff in all departments contacted were willing to spend time being interviewed for the project. This has provided a huge amount of information which will ensure that the resulting toolkit is evidence-based.

The key output will be an evidence-based toolkit and resource package. The outcomes will be a better understanding of what drives high performance of academic departments and ultimately, improvements made as a result of the toolkit being used. **E**

Contacts:

Claire McDonald LGM Project Manager Durham University
Mark Crabtree Assistant Director HR (T&D) Durham University
Dr Seng Kiat Kok Project Researcher Durham University

STAFF DEVELOPMENT CONFERENCE 2010

10 - 12 November 2010, Leeds
www.lfhe.ac.uk/membership/sdcs/sdc2010

Critical times, creative responses



Graphical record of part of the first day of the conference

There may be fewer universities as we know them in future, but more organisations delivering higher education. This was one view from the opening panel at the Staff Development Conference 2010, which was held in Leeds on 10-12 November. Panellists Nicola Dandridge, chief executive of Universities UK, Aidan Grills, chief executive of Leeds University Union and Ewart Wooldridge CBE, chief executive of the Leadership Foundation, were questioned on the event's overarching themes: the critical times facing UK higher education and the need for creative responses from the development community.

In the face of an incredibly challenging agenda for the higher education sector, the panel saw success emerging for those with the flexibility and ability to move very quickly. While acknowledging that the landscape could potentially look very different, they were keen not to underestimate the role higher education institutions have in their communities and local economies; 'unpicking' these interdependencies would not be easy. The panel strongly believed in engaging students more in the development

of universities and releasing their potential for the benefit of institutions. Staff development was also seen as having a critical role in fostering culture change, particularly at a time when the psychological contract between universities as employers and the range of their employees may be changing. The focus for development was on middle managers and governors, who were also seen as key stakeholders in higher education's future.

The panel was an excellent scene-setter for the rest of the conference, which saw the launch of the Staff Development Forum's new continuing professional development framework. There were some thought-provoking plenaries on the nature of the psychological contract, the relationship between HR and staff development, and the scope of, and capacity for, organisational development in higher education. Perry Timms, head of talent and organisational development at the Big Lottery Fund, ended the conference with insights into development from outside the sector. With a dozen parallel workshops and many networking opportunities alongside the plenaries, the

conference, organised in partnership between the Leadership Foundation and the Staff Development Forum, provided a rich mix of professional development.

Feedback has been very positive, but acknowledges the need for future events to help address the challenges to come. Delegates would like to see more opportunities to develop and share strategic responses to meeting the challenges of change and to developing higher education with colleagues from across their institutions. The Leadership Foundation will be meeting with colleagues from other professional groups in the new year to consult on needs and ensure that a 2011 conference addresses them. **E**

A selection of presentations and other information from the conference is available at: www.lfhe.ac.uk/membership/sdcs/sdc2010

If you are interested in informing the shape of a future event on developing higher education, please contact: **Dr Lesly Huxley**.
E: lesly.huxley@lfhe.ac.uk

CRITICAL TIMES, CREATIVE RESPONSES



Finalists for the Impact Award 2010 with Peter Casebow (left) of GoodPractice and winners Jim Andrews and Colleen Harding, Bournemouth University

Rewarding development

The significant impact of development professionals in higher education was recognised at the Staff Development Awards 2010, which were presented at the Staff Development Conference in Leeds in November.

The Practitioner of the Year was named as Lynne Howlett, leadership and management development manager at Newcastle University. GoodPractice sponsored the Impact Award for a second year, which was won by Jim Andrews and Colleen Harding from Bournemouth University.

The 'Releasing Research-Enterprise Potential' initiative at Bournemouth was designed to involve academic staff during a period of significant organisational change, to engage the professoriate in the leadership of the university, and to build competence in research and enterprise. The Bournemouth team developed a portfolio of initiatives including career coaching, mentoring, action learning, workshops and masterclasses, and a poster event. Feedback from participants revealed perceptions of an increase in confidence and a cultural change that really recognises research participation. The numbers add up to: an average increase of between 17% and 19% in participants' successful research bids compared to pre-programme figures; 609 publications; and around 10 promotions. The attention to quantifying impact against a strategic need was recognised by the judges: "Very strong

business need demonstrated and very focused programme. Evaluation was given attention at the outset and the multiple objectives were evaluated separately. There's a genuine attempt to identify costs and paybacks from the project."



Matt Levi presents the Practitioner of the Year 2010 award to Lynne Howlett, Newcastle University

The Practitioner of the Year award was new for 2010, and was sponsored by the Leadership Foundation and the Staff Development Forum. Lynne Howlett of Newcastle University was nominated by Veryan Johnston, the university's executive director of human resources, and Tony Stevenson, pro-vice-chancellor. The judges were particularly taken with Lynne's national as well as local contribution, and the transformational nature of her approach to leadership and management development in the university: "What stands out is the breadth and depth of Lynne's LMD work and the multi-faceted knowledge and skill sets it takes to sustain a constantly high quality of contribution and effort and succeed in this way. Inspiring!"

The quality of nominations for both awards was very high, and the judges found it hard to reach the required shortlist of three. Two other outstanding professionals joined Lynne Howlett as finalists for the Practitioner of the Year award and received similarly passionate testimonials from those who nominated and worked with them:

- Vincent Cornelius, De Montfort University, nominated by Ben Browne, HR director;
- Beverly Simpson, Teesside University, nominated by Graham Henderson, vice-chancellor.

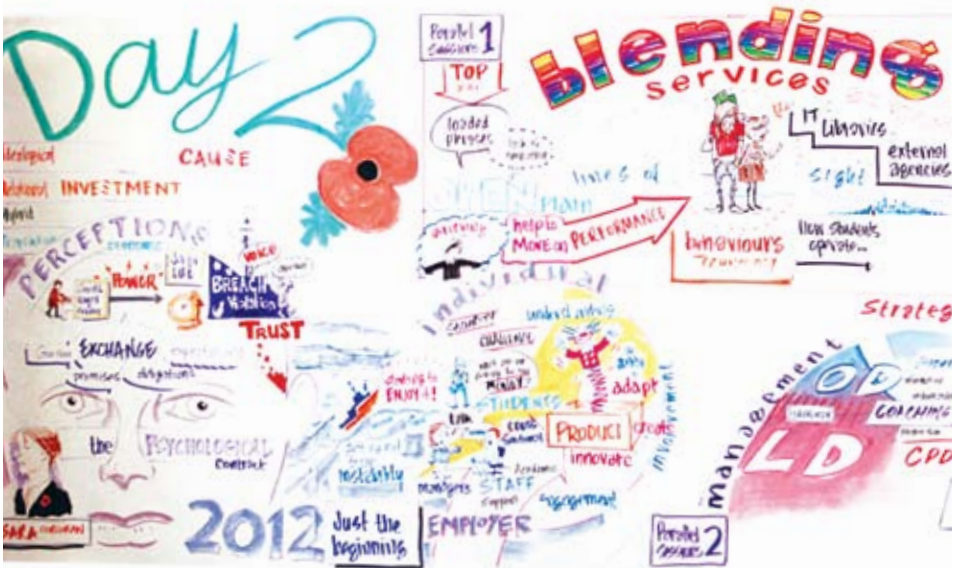
With very close scoring, four others joined Bournemouth as finalists for the Impact Award:

- Business skills development programme, Cranfield University;
- Leadership and management development programme, De Montfort University;
- Valued ways of working, Open University;
- Post-voluntary severance scheme staff development strategy, University of Sheffield. **E**

Our congratulations to all the finalists and in particular to the winners!

More detail of their initiatives and the impact they have had in their institutions is available at www.ifhe.ac.uk/membership/sdcs/sdc2010/awards

STAFF DEVELOPMENT CONFERENCE 2010





staff development
forum

Connecting, supporting, developing: the way forward



Matt Levi

I am still euphoric following the excellent annual Leadership Foundation/Staff Development Forum Staff Development Conference in Leeds. For SDF, this was a significant landmark in our development as a community and organisation. There has been much talk over the last year of CPD events and accredited awards programmes, but, as the old saying goes, 'talk is cheap'.

I was delighted to be able to introduce our new branding and publicity materials for the events programme, and receive our first bookings. Thanks to all in Leeds who contributed feedback about what SDF should do for you – we will try and build your ideas into future plans.

The SDF council was privileged to welcome new members to our October meeting, two of whom (Ros Pepper and Denise Fieldhouse) have contributed some impressions of their first exposure to SDF 'business'.

Matt Levi, chair SDF

E: Matt.Levi@heated.ac.uk

www.staffdevelopment.ac.uk



Ros Pepper

Ros Pepper, chair of Midlands Staff Development Partnership (MSDP)

"It was great to meet members of the SDF council at my first meeting representing the MSDP - I came away encouraged by the projects being developed and keen to share them with peers in my region. The CPD events programme is an opportunity for staff developers to learn new skills and keep up to date with current practice, while the Awards Framework will allow us to further develop our personal learning through accredited qualifications. The new branding of 'connecting, supporting, developing' strengthens our values, and gets the SDF message across about doing exactly what it says on the tin!

The SDF Spring Conference (12-13 May 2011) is being organised by MSDP, and will continue to support this work. With a theme of 'Fit for the Future', it will provide focused and practical support in key areas like motivation, resilience, goals, teamwork and strength. We are really looking forward to welcoming you to the Midlands - please see the SDF website for more details!"



Denise Fieldhouse

Denise Fieldhouse, joint council representative for SDF in the north-west

"It quickly became apparent that the SDF council has been working hard on initiatives like the accreditation scheme for higher education training and development professionals and a programme of events.

The other notable achievement is that, save some minor tweaking, the council has had a bid for charitable status approved.

This is more important than it first appears - year on year surpluses generated by SDF will no longer be subject to corporation tax, enabling SDF to plough them back into supporting the higher education staff development community. I am happy to be joining the council at such an exciting time, and looking forward to building on such solid foundations.

SDF has a set of values around inclusivity and support, and as a new member of the council I was pleased to be given a very warm welcome - thank you, Matt, for my gift of a stick of Exmouth rock!" **E**

The procurement roadmap

Geoff Hope-Terry, Chair, Universities UK Strategic Procurement Group for HE

Advanced Procurement is a tried and tested methodology used in leading organisations to consistently show real improvements to the bottom line. The Universities UK Strategic Procurement Group (SPG) has identified the key aspects of Advanced Procurement and produced a roadmap to help institutions on their journey towards achieving the financial benefits from this approach.

Why you should adopt Advanced Procurement

UK higher education's resources are going to be severely constrained for the foreseeable future until public finances recover. Advanced Procurement should be at the forefront of initiatives that contribute to combating the financial challenges arising out of the switch from grant to student funding. In particular, 'demand management' can deliver significant financial benefits for reinvestment.

Advanced Procurement is the delivery of procurement through fully integrating the attributes of world-class supply chain management. This involves expert market intelligence, best practice and legally compliant tendering and negotiation, always on a whole-life cost and sustainable basis while maximising collaboration. Suppliers are classified and proactively managed, and all this is supported by lean and effective processes which are constantly monitored and improved, together with optimised use of relevant value-enhancing electronic tools.

Advanced Procurement recognises that governance and 'buy-in' by stakeholders is critical. This will only be achieved within the culture of higher education through influence and demonstration of value by professional delivery, not by mandate.

To successfully introduce Advanced Procurement in a higher education environment, institutions need to:

- | Appreciate that good procurement doesn't end when the contract is signed, and that supplier development and strategic positioning add value to the supplier base;

| Arrange for key operational people to spend time with the procurement team to ensure end-user requirements are understood, and vice versa;

| Refresh strategies, skills, processes and overall procurement capability regularly, and measure supplier performance 'beyond price', to benefit end user and buyer;

| Recognise that some aspects of Advanced Procurement are better done in concert with other institutions, for example supply chain management or gathering market intelligence;

| Introduce and develop IT systems and procedures that support the above, identifying and capturing efficiencies while recognising the need and importance of sustainable procurement.
- The roadmap**
- The SPG has pulled together a number of tools and aids, designed to support HEIs.
- | The first step is to gauge the current value-for-money of procurement activity, and establish a baseline using a set of **six best practice indicators** (three for efficiency and three for effectiveness). Institutions can measure their own trends and position relative to best practice, and performance can also be benchmarked by submitting an annual return to the Procureweb data bank.

| A **competency matrix** is available to measure the skills of individuals involved in procurement against the levels required to perform effectively. It is complemented by a **self-assessment checklist** which allows HEIs to compare their procurement processes against best practice. Obtaining the correct balance of skills and resources is a critical stage on the journey.
- | The Leadership Foundation, in conjunction with SPG, are looking at **training and development programmes** for procurement professionals, aimed at enhancing the skills of senior staff. These will underpin the plans and activities necessary to operate under Advanced Procurement.
- | The **Flexible Framework tool** has been adopted as the basis of a separate best practice indicator, measuring individual performance with respect to **sustainability**. A centre of excellence has been established to offer support and advice.
- | **Collaboration** is a major factor in improving price performance. The higher education sector has a good record in this endeavour, but recognises that there is still room for improvement. SPG has been working with the relevant groups, and new strategies are emerging which will help increase collaborative activity. To maximise the benefits and gain the best advantage for the institution, it is imperative that senior management teams fully support this agenda.
- | A library of real-world **best practice examples** is being built up on the SPG website to enable HEIs to learn from the experience of others.
- | SPG has developed a **Governors' Toolkit** which has been included in the Leadership Foundation's 2011 programme. This provides the methodology for checking whether an HEI's procurement governance, management and accountability match up to the best Advanced Procurement standards. Separate versions will be available for audit committees and individual governors.
- Finally, a Procurement Good Practice Guide will be published by Universities UK in early 2011. The guide will support senior management teams in improving procurement performance, and help them achieve Advanced Procurement. E
- Further help and assistance is available on SPG's website: www.universitiesuk.ac.uk/StrategicProcurementGroup

- | Ensure all leaders across the institution support professionally led procurement in devolved and central activities, and understand the importance of working with procurement professionals from the start of every activity and process (ie when the need is first identified);

A new landscape for higher

Carl Lygo, CEO of BPP University College looks towards the future and draws on some lessons from the past...



Carl Lygo

Whatever the decade, the country or the city, the provision of higher education invokes strong opinions and defines a nation's view of itself.

Paris, March 1968: Around 800,000 students, teachers and workers marched through the French capital demanding the fall of the government under Charles de Gaulle. Students called for a reform of the 'bourgeois' university system and an end to the 'police state'.

The one-day strike, part of a protest that spread across France until around 10 million workers had downed tools, paralysed the nation for nearly two weeks. De Gaulle called an election for the end of June - and his party won a huge majority. The new government announced major reforms to the education system - 67 new universities and a more democratic system of governing councils.

London, November 2010: Around 50,000 students and lecturers marched in the capital to protest about the government's plans to raise tuition fees. Demonstrators clashed with police, and there were a number of arrests, in the first of what is predicted to be a backlash against proposed tuition fees and the coalition's Comprehensive Spending Review.

One consequence of Lord Browne's higher education funding review that has surprised me most is the virtually universal acceptance that higher education is all about business, the returns to business and the returns to individuals from enhanced lifetime financial rewards. As you would perhaps expect, his review is anchored in business terms, which he shared with BPP's students at the first annual BPP Business School lecture in October 2010. "Returns on investment", "student as customer", "market for fees", and "funding following the student" were just some stand-out phrases bandied around.

What this all means is that the leadership of any higher education provider requires shrewd commercial judgment as well as excellent academic insight. My experience is that people with such skills and knowledge are a rare breed!

So what's different today?

The student

Students have long expected to be treated as consumers. Funding following the student will reinforce that consumerist view. There has been growing resentment among students because of the reduction in teaching hours, large class sizes, more 'online abandonment' of

the university experience and varying quality of delivery. Working in a quality postgraduate provider, we hear lots of stories from students about their undergraduate experiences.

There may have been some scepticism about referring to student as customers - while some dismiss this as marketing speak, it is now a reality, and the sector will need to live with it. There will be more pressure from students for smaller class sizes, increased feedback from faculty and more attention to their individual learning needs (not just using a virtual learning environment as a tool to reduce faculty participation).

Return on investment

Return on investment (ROI) is a term frequently used by finance directors when questioning company spend; or as my colleagues in the US would say, "more bang for your buck". Translated into student-speak, this means that more transparency will be demanded in terms of: employment prospects; value for money; flexible teaching approaches to suit individual needs; and proper links with sectors, employers and businesses. I suspect the use of cross-subsidies between schools may become an issue in break-even providers.

Again, the term 'customer' comes to mind. Students pay for their education. So why not question its value? And why invest in something that won't result in any payback?

The class of '68 didn't have the benefit of reflecting on an education model established over 60 years ago - which, despite, attempts to reform from time to time, has remained unchanged and unquestioned until now. Lord

education

Browne's much awaited independent review has, at the very least, raised the issues which have built up over the years and resulted in an unsustainable, cumbersome and ineffective infrastructure. As leaders, we should welcome the fact that this is a start.

Public/private partnerships

When we became BPP University College in July 2010, we were the first private provider in three decades to be granted this status. In the weeks following the announcement, I met many senior figures from publicly funded higher and further education organisations. They all shared the same sentiments - they wanted to continue to provide quality courses and training that was in demand - but they were at risk of failing financially should their funding be cut. One senior manager informed me that Hefce suggested exploring the option of setting up a partnership with a private provider.

This type of approach is no different to what a chief executive of any business might have to consider. As leaders in education, some of us are faced with similar challenges. We shouldn't overlook opportunities which may seem against our principles initially, but, which, in the longer term, could actually keep future generations educated and put us ahead of our global counterparts.

Findings from Lord Browne's review show cause for concern. On the numbers of people who have the skills provided by higher education, the UK ranks 15th among the 30 OECD countries. For 25 to 30-year-old workers, the UK ranks 19th, which is down from 14th five years ago.

When BPP's university college status was announced, we outlined our plans to extend into healthcare and education, to complement our existing business and law schools. We are currently looking into opportunities to link up with other organisations, and aim to progress these further in 2011. We hope that this is just the beginning.

Think like a business, act like a business

Last month, a journalist asked me about a recently published report which stated that two-thirds of deputy VCs felt their VCs were not commercially minded enough to steer their universities through the current environment - the belief was that some would simply fail or disappear. These findings do not surprise me.

From my own research, I have found that the cost base of most universities is 25% more than it should be. This is 25% of spending which could be better used to provide what the 'customer' values (or to reduce fees). If a fees market envisaged by Lord Browne does happen (and there is doubt, since most higher education providers will rush to charge the highest fee, regardless), then the ability to differentiate price, based on the costs of higher education operation, will become crucial to long-term success.

Some organisations may think that cuts could be made to teaching faculty numbers. My belief is that you don't need to reduce teaching staff or teaching hours and class contact time to make savings on your cost base - these areas should be receiving even more investment. There are other ways to achieve cost savings, such as procurement (especially in the current commercial climate, where suppliers

operate in a cut-throat environment). It's not the easiest management exercise to drive a culture of spending money wisely through an organisation, especially when so much excess is identified at the top!

With a little help from my friends

I can't write about higher education without mentioning participation. We can have the best business and funding models in the world, but to overlook one of the most important aspects of our system would be an offence.

Everyone who has potential should be able to benefit from higher education - financially, and in a way that will suit their learning and personal needs. Provision for mature students, funding part-time study the same way as full-time, online learning and continuing professional development (lifelong learning) are all crucial.

I strongly believe that good leadership within schools, education providers and private businesses should drive participation and access - we should not rely on the government or the taxpayer to plug any gaps; instead, we should take the initiative. Earlier this year, our law school did just that. We linked up with a law firm, an investment bank and an ethnic minority group to run a competition for a law scholarship for lower sixth formers who showed potential and came from less-advantaged backgrounds.

2011 marks the beginning of a new decade, and one that I am certain will bring some new challenges to our sector - and new opportunities for those who are prepared to lead and pioneer in this brave new world. **E**

Making strides towards the 'intelligent university'

By Steve Bailey, Senior Advisor, JISC InfoNET

What is driving current interest in business intelligence?

Sir Francis Bacon famously asserted that "knowledge is power". There is little doubt that business intelligence (BI) is becoming an increasingly hot topic for the higher education sector – JISC infoNet has just launched a major new BI resource in recognition of this fact. But what is driving this current interest? 'Increased efficiency' perhaps? Or maybe 'improved market share' or 'better preparedness'?

During a time of shrinking budgets and the Browne Review, one might reasonably assume that the business case for investment in BI was based around efficiency gains, smarter working and the growing importance of being able to 'stand out' in an increasingly competitive marketplace. However, although these do all feature as factors, our research suggests they currently fall behind a focus on improved strategic planning and decision-making (notably the ability to make quicker, more informed, evidence-based decisions).

Ultimately, it could be argued, BI is about ensuring the right people have access to the right information at the right time. Perhaps unsurprisingly in the current climate, it is questions about finance and costing which currently dominate the thinking: What are our salary commitments for the next financial year? Which are our most profitable courses, financially and academically?

Data data everywhere

Information used to support business intelligence and contribute to strategic planning can be derived from data generated and held within higher education and further education institutions, and from data generated and hosted by external data collectors and organisations. One of the major challenges is the successful integration of the two.

The sector is fortunate to have access to data gathered, compiled and analysed by a host of committed bodies and agencies (the Higher Education Statistics Agency (HESA), Hefce and UCAS to name a few). Many of these will be well-known to those working in the sector, but what is not always so well appreciated is the breadth, depth and nature of the data they can provide access to – perhaps leading to their under-utilisation by some.

The JISC infoNet BI resource will hopefully encourage a fresh appreciation of these rich sources of data (see www.jiscinfonet.ac.uk/bi/external-data-sources), and of both the benefits and challenges of using them (see table below).

The benefits and challenges of using external data

Using external data: the benefits:

- External data providers make available high quality information and data for reuse by institutions to support strategic planning;
- The quality of data held is assured;
- Large quantities of data are available to institutions via free providers' websites;
- Bespoke services are provided when more detailed data is required;
- Regular publications are provided in hard copy form by some providers;
- High-level data on peer institutions enables comparisons to be made;
- Time series and historical data enables comparisons over time;
- Training in the use of data is offered by some providers;
- Ongoing discussion between providers aims to provide a rounded service;
- Data providers are working proactively to enhance the usability of their data;
- Allows an institution to benchmark specific aspects of its own performance against that of peer and/or rival institutions.

Using external data: the challenges:

- Working with statistics is still seen as a burden rather than a benefit by some managers in HEIs;
- Some managers still see working with statistics as a function just for the IT department;
- Without experience it can be difficult to frame the right question to ask external providers;
- It can be expensive to acquire customised data from external data providers;
- It can be difficult to translate statistics into meaningful information accurately;

- Providers need to supply more guidance and case studies on reuse to the sector;
- A lack of data join-up and shared definitions (about the same data) between external providers can lead to inefficiency and inaccurate outcomes;
- It can be difficult to join up external and internally held data to draw accurate conclusions;
- It is difficult to obtain data at a sufficient level of detail for making useful comparisons with competitors.

Implementing BI

There is no single right approach to achieving a successful BI system, nor even a single definition of what a successful BI implementation should look like. Ultimately, it is a question of fitness for purpose within the individual institutional context. Does it combine or include all the data sources required? Are its contents updated with the frequency required by its users? And, most importantly of all, does it provide the answers to the most pressing questions being posed by decision-makers within the institution?

One lesson which is emerging from experiences to date, is that the realisation of successful BI is closer to an ongoing journey than to the completion of a one-off project. To help institutions try to determine where they might currently be on that journey, JISC infoNet's BI resource includes a six-stage 'maturity model' (www.jiscinfonet.ac.uk/bi/maturity-model).

The JISC infoNet BI maturity model (overview)



The model describes the different stages of BI implementation - as observed in interviews with higher and further education managers and vendors, published research and case studies, and experience drawn from other sectors. To help institutions visualise each stage and categorise their current position, the model is supported by a series of 'composite' case studies, based on the experiences of multiple organisations. These are designed to illustrate what maturity at each stage may look like.

Conclusions

It is to the sector's credit that its interest in BI is more driven by a desire to make the right decisions than to just cut costs or make more profit (which may well happen as a natural consequence of the former).

Achieving these benefits is not easy, and will not be accomplished through technology alone. Flashy 'dashboards' and interactive graphs and charts may impress initially, but will soon be exposed as expensive white elephants unless the data they are based upon is complete, reliable and relevant. To a large extent it is the existence or otherwise of these less visible, but highly critical components: sound information management, effective processes and appropriately informed staff – the foundations of good BI – that will be the ultimate determinant of success.

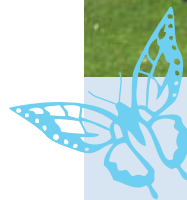
JISC is keenly aware of the challenges faced by institutions in this regard, and is shortly to fund 10 18-month projects, designed to help institutions improve the maturity of their BI systems and to share their learning with the sector.

The experience from other sectors, from other countries and which is beginning to emerge from universities here, is that effective BI has the potential to make a significant contribution to an institution's ability to not only survive but to prosper during the turbulent years ahead. Only time will tell if this proves to be true. **E**

For more information visit
www.jiscinfonet.ac.uk/bi



Participants at the 2010 Change Academy residential



CHANGE ACADEMY 2011

Deadline for proposals: Thursday 3 March 2011

Change Academy brings together cross-institutional teams, and gives them the time and space to think creatively about and develop a major change initiative. Higher education institutions are invited to put forward proposals for participation in the 2011-12 Change Academy by Thursday 10 February 2011.

Organised through a partnership between the Leadership Foundation and the Higher Education Academy, Change Academy is a year-long process that includes specific development opportunities for nominated team leaders, an ongoing support network and a four-day residential. It provides a creative environment in which the whole team can focus on planning and developing strategies for lasting change.

Change Academy supports both rapid innovation and capacity building for longer-term change. This is a unique, high-quality process for professional learning, which provides: knowledge and approaches that can be cascaded more widely; access to consultants with national and international experience; and dedicated support from the Higher Education Academy and the Leadership Foundation. Both organisations provide a significant subsidy annually to support Change Academy.

We asked teams at the 2010 residential to tell us what they thought about their experience of Change Academy:

"I think we really feel that we've come together as a group here and particularly that it has actually brought out the partnership between the student members of the group."

"I don't think we'd have actually been able to get to the stage that we've reached had it not been for Change Academy. I think the help of

the facilitators and some of the exercises we've gone through have actually really helped us..." **E**

You can find out more about teams and projects at this and previous years' Change Academies, and view a video round-up on the Change Academy website: www.heacademy.ac.uk/ourwork/universitiesandcolleges/changeacademy

A proposal form and guidance notes are available at: www.heacademy.ac.uk/ourwork/universitiesandcolleges/changeacademy

Contact: **Dr Lesly Huxley and Professor Bob Thackwray, programme directors**
E: lesly.huxley@lfhe.ac.uk
E: bob.thackwray@lfhe.ac.uk

CHANGE ACADEMY: KEY DATES

Deadline for proposals
Thursday 3 March 2011

Notification of acceptance
Friday 18 March 2011

Team leaders' Spring event
Tuesday 24 - Wednesday 25 May 2011

Four day residential event
Tuesday 6 - Friday 9 September 2011

Final team leaders' event
Tuesday 13 March 2012

The impact is going to be big



Richard Lambert

The first Annual Lecture of the Council for Industry and Higher Education (CIHE), supported by the Leadership Foundation, took place in November. Richard Lambert, director general of the CBI, gave a wide-ranging assessment of business-university relationships.

He discussed how Lord Browne's report on university funding and the outcome of the comprehensive spending review will shape the way that businesses and universities are likely to work together in the future. The impact on businesses – both as employers and as research partners – will be significant, and he focused on six key areas for potential change.

Student guidance: Faced with possible debt of £27,000, how will students choose what course to study? Determining the highest return on their investment will require greater clarity and guidance for students around career prospects and salaries. Employers will need to articulate their skills needs and careers opportunities clearer and sooner.

Engaging individuals: Businesses need to become more proactive at engaging their future employees at an earlier stage if they are to meet their future skills needs in a demand-led system. This may involve providing bursaries, sponsorships or work placements and potentially reintroducing the sandwich course.

Influencing skills and courses: Businesses may need to collaborate more closely with universities to influence the skills being taught. Examples of such partnership may include designing and/or running courses that teach the skills required by employers. This collaboration could also help attract students from less privileged backgrounds, by providing professional development and high-level apprenticeships.

Research collaboration: Business relationships with universities may also need revisiting in terms of research collaboration. As research funding becomes further concentrated in the hands of fewer institutions, the distinction between research-focused and teaching-focused universities may become clearer. SMEs are more likely to be affected as opportunities for local partnerships are reduced.

Pooling resources: A merger of further and higher education resources in areas struggling to attract student customers may also prove advantageous to businesses. If FE and HE pooled their vocational and academic expertise, this could result in special courses focusing on student employability being developed. If employers were prepared to support these types of initiatives, all parties could benefit.

Funding: A utilitarian approach to funding where students choose the courses to be taught may not be favourable to employers. Businesses thrive on collaboration between different disciplines; if students perceive only certain subject areas as 'valuable' the result could be too narrow a focus on teaching, which could be damaging for future employers. **E**

A video and transcript of the lecture is available on the CIHE website: www.cihe.co.uk/richard-lambert-addresses-cihe-event-on-the-future-of-business-university-collaboration

Bookmarks

An occasional feature listing recent publications in print and online relating to leadership, governance and management.

A Chance for European Universities: Avoiding the Looming University Crisis in Europe.

Jozef Ritzen. Amsterdam University Press. 2010.
ISBN-10: 9089642293 (paperback).
Available from **Amazon.co.uk** @ £23.70

Jozef Ritzen, the former Dutch minister of education, culture and science, looks at the new threats and opportunities facing European universities, and outlines the changes required to make them more globally successful.

IT Savvy: What Top Executives Must Know to Go from Pain to Gain.

Peter Weill and Jeanne W. Ross. Harvard Business School Press. 2009.
ISBN-10: 1422181014 (hardback).
Available from **Amazon.co.uk** @ £18.99

Aimed at managers wishing to understand strategic IT planning and management, this book shows you how to avoid expensive, isolated systems and business processes, providing a framework for driving value from IT.

Supporting Your Institution. JISC (www.jisc.ac.uk/supportingyourinstitution.aspx). Free to access.

JISC helps institutions make best use of technology to manage all aspects of their business. This website details how JISC can help with pressing institutional issues, like cost reduction, research excellence and sustainable futures.

Dance With Chance: Making Luck Work For You.

Spyros Makridakis, Robin Hogarth and Anil Gaba. Oneworld Publications. 2009.
ISBN-10: 1851686533 (paperback).
Available from **Amazon.co.uk** @ £11.99

This book explores how luck operates in all spheres of human endeavour, examining the limits of predictability and explaining how we fall foul of the "illusion of control".

Globalization and Internationalization in Higher Education: Theoretical, Strategic and Management Perspectives.

Felix Maringe and Nick Foskett (eds). Continuum. 2010.
ISBN-10: 1441132775 (hardback).
Available from **Amazon.co.uk** @ £76.00

Drawing on a wealth of international experience, this book explores the internationalisation agenda in higher education, pulling out the emerging patterns of strategy and practice to give an understanding of the new challenges.

The elegant road to technological advance

Many of the books which I read tend to be biographies or about science. My academic discipline is mathematics, so it may not be surprising that I am attracted to books about theoretical physics. I have drawn particular pleasure from books such as Lisa Randall's *Warped Passages*, in which she describes the multidimensional and elegant mathematics of string theory and branes, and Lee Smolin's *The Trouble with Physics*, written from a somewhat different standpoint. These are my attempts, perhaps, to catch up with new developments in physics. I could also mention Abraham Pais's classic biography of Einstein, *Subtle is the Lord*, first published in 1982, which I re-read recently.

However, none has given me greater pleasure than Graham Farmelo's acclaimed biography of Paul Dirac, *The Strangest Man*. Dirac (1902-1984) was one of the pioneers of quantum theory, and he provided deep insights into the rapidly developing theory that underlies so much modern technology and is at the heart of our understanding of the physical world. The early part of the 20th century was a period of incredibly dramatic developments in fundamental physics – a period of such excitement that it is difficult to conceive that its like will be repeated. I have always thought that Dirac has not received the public attention that his work deserves. Some of the other great names of the quantum – Bohr, Heisenberg, Schrödinger – are well-known, but Dirac's contributions were also deeply significant. He was awarded the 1933 Nobel Prize in Physics when he was 31 years old, sharing it with Schrödinger. Heisenberg was awarded the 1932 prize, but its presentation was deferred and the three collected their awards in the same ceremony.

Dirac was an intensely private individual, and the stories about his taciturnity are legion: conducting a social conversation of any length with him was an achievement. Farmelo's book not only describes the scale of Dirac's scientific achievements but also provides insights into the nature of his personality. It is a sympathetic biography, and I certainly found it compelling reading. Dirac was a fellow of St John's College, Cambridge, and the striking portrait of him which hangs in the dining hall continues to convey to generations of students the intensity of his personality and the depth of his intellect.

One of my recollections of my time as a student is the discovery of Dirac's book, *The Principles of Quantum Mechanics*. I will remember

following a third-year course in quantum theory and turning to Dirac's book, which is written in such an elegant and translucent style. It is striking that the world of the quantum is still a major intellectual challenge, not least because some elements of the theory appear to be counterintuitive. Years later, I discovered a thin book by Dirac on general relativity – lectures he gave in Florida after he retired from Cambridge. In the introduction, Dirac mentions that you cannot understand general relativity without a command of the underlying mathematics of Riemannian geometry. This presents a challenge to mathematicians and theoreticians: it is essential to seek to convey the fundamental conclusions of even the most abstruse mathematical theory to the public. One must engage, and it is sometimes extremely difficult.

There is no theory which is attested to so thoroughly and completely by observation and experiment as quantum theory. There is no theory which has so fundamentally changed understanding of the physical world, and there is no theory which has led to such an array of technological development. I welcome the importance now attached to the impact of research – as long as it is defined appropriately and sensibly – but the history of quantum theory illustrates the timescales involved in converting theory into applications and the inherent unpredictability of the process.

Dirac at all times emphasised the need for our mathematical description of the world to satisfy the test of elegance – in his case a stringent test. So we have the link between a theory that commences with mathematical elegance and the myriad applications with which we are familiar.

The gestation period between theory and application is nowhere better illustrated than in the relationship between general relativity (GR) and global positioning systems, which require several corrections to take the tiny effects of GR into account otherwise they lose accuracy very rapidly. There is another mathematical theory which had to pass the test of elegance, and which has led many years later – in this case the best part of a century later – to totally unexpected technological advance.

The lessons? The importance of identifying the really important questions and assembling multidisciplinary approaches to them, the value of pure thought – and the relevance of pure mathematics! **E**



PROFESSOR NOEL LLOYD CBE

Noel Lloyd is vice-chancellor of Aberystwyth University. He took up his post in 2004, having previously been registrar and secretary, pro-vice-chancellor, dean of science and head of the Department of Mathematics. He graduated in mathematics from the University of Cambridge, completed his PhD there and was research fellow at St John's College. At present he is chair of HEW (Higher Education Wales), and a vice-president of Universities UK.



THE STRANGEST MAN: THE HIDDEN LIFE OF PAUL DIRAC, MYSTIC OF THE ATOM

BY GRAHAM FARMELO

Publisher: Faber and Faber (2010)

Format: Paperback, 560 pages

ISBN-10: 0571222862

Price: From £5.00 at Amazon.co.uk

References

Dirac, P. A. M. (1930). *The Principles of Quantum Mechanics*. Oxford, Oxford University Press.

Dirac, P. A. M. (1975). *General Theory of Relativity*. New York, Wiley. (Reprinted by Princeton University Press, 1996).

Pais, A. (1982). *Subtle is the Lord: The Science and the Life of Albert Einstein*. Oxford, Oxford University Press. (Reissued with a foreword by Roger Penrose, 2005)

Randall, L. (2005). *Warped Passages: Unraveling the Mysteries of the Universe's Hidden Dimensions*. New York, HarperCollins.

Smolin, L. (2006). *The Trouble with Physics: The Rise of String Theory, the Fall of a Science, and What Comes Next*. New York, Houghton Mifflin.

CALENDAR OF EVENTS

TOP MANAGEMENT PROGRAMME

An individually designed personal and professional development programme, for those operating at the most strategic levels in HEIs.

TMP25 Nomination Deadline:

Friday 25 February 2011

Orientation: Friday 10 June 2011

Week A: Strategic Responses to a Rapidly Changing Future

Monday 11 - Friday 15 July 2011

Action Learning: Tuesday 13 September 2011 and Tuesday 6 December 2011

Coaching: Tuesday 4 or Wednesday 5

October 2011 plus 1 session of remote coaching November 2011 TBC

Week B: Leading the High Performing Organisation

Monday 16 - Friday 20 January 2012

Price: £10,995

TMP26 Nomination Deadline:

Friday 13 May 2011

Orientation: Wednesday 14

September 2011

Week A: Strategic Responses to a Rapidly Changing Future

Monday 26 - Friday 30 September 2011

Action Learning: Tuesday 18 October 2011 and Tuesday 7 February 2012

Coaching: Tuesday 1 or Wednesday 2

November 2011 (either) plus 1 session of remote coaching December 2011 TBC

Week B: Leading the High Performing Organisation

Monday 12 - Friday 16 March 2012

Price: £TBC

International Week: **Policy, Power and Politics**

For both **TMP 25** and **TMP 26** this is now offered separately. Participants choose one or more options from:

Option 1: London/mainland European Location

Monday 14 - Friday 18 November 2011

Price: £4,100

Option 2: Outside Europe

Sunday 20 - Friday 25 May 2012

Price: £4,750

See www.lfhe.ac.uk/support/tmp for more details.

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: The Grand Hotel, Bristol BS1 2EL

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.

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 YO4 1QQ

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.

HOD12 Application Deadline:

Friday 13 May 2011

Module 1: Thursday 26 - Friday 27 May 2011

Module 2: Tuesday 5 - Wednesday 6 July 2011

Venue: Milton Hill House, Abingdon OX13 6AF

Price: £2,800

ESSENTIAL SKILLS

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

Political Influencing, Awareness and Lobbying

Date: Friday 18 February 2011

Venue: The Houses of Parliament, London

Price: £395

Pricing and Positioning

Date: Wednesday 23 February 2011

Venue: Central London, TBC

Price: £195

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

Essentials of Finance

Date: Thursday 7 April 2011

Venue: The Hatton, London EC1N 8HN

Price: £395

Leading Your Technical Team

Spring Application Deadline:

Friday 25 March 2011

Dates: Thursday 14 - Friday 15 April 2011

Venue: York, TBC

Price: £740

PROFESSIONAL PARTNERSHIPS

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

Enhancing Business Capabilities and Partnering in HE

The leadership and management challenges for finance professionals.

ECB2 Application Deadline:

Tuesday 18 January 2011

Module 1: Tuesday 1 - Wednesday 2 February 2011

Module 2: Wednesday 2 March 2011

Venue: Warwick, TBC

ECB3 Application Deadline:

Tuesday 10 May 2011

Module 1: Tuesday 24 - Wednesday 25 May 2011

Module 2: Thursday 30 June 2011

Venue: TBC

Price: £950

GOVERNOR DEVELOPMENT PROGRAMME

A series of development seminars and networking events for Boards and Chairs of Governors in HEIs. Opportunities, Risk and Audit

Opportunities, Risk and Audit

Date: Thursday 3 March 2011

Venue: The Hatton, London EC1N 8HN

Price: £395

Ensuring Financial Health: The Role of Governors

Date: Thursday 17 March 2011

Venue: The Hatton, London EC1N 8HN

Price: £395

Seminar for Staff Governors

Date: Thursday 14 April 2011

Venue: The Hatton, London EC1N 8HN

Price: £395

Strategy and Measuring Performance

Date: Thursday 19 May 2011

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

INTERNATIONAL

International Leadership Development Programme

Designed to facilitate the growth and development of international links and connections. Timed to coincide with the 2011 Going Global Conference.

Dates: Monday 7 - Thursday 10 March 2011

Venue: Hong Kong, TBC

Price: £4,975

CONFERENCES

HE Leadership Summit 2011: Leading Internationalisation: raising our game

This high profile event will focus on the leading internationalisation in higher education, exploring how institutions can develop partnerships across countries that achieve long term benefits for all parties.

Date: Thursday 10 February 2011

Venue: Lancaster London Hotel, London, W2 2TY

Price: £375

Building Sustainable International Partnerships in Higher Education: key features of success

The HE Leadership Summit will be followed by a one-day internalisation workshop which will explore the issues covered at the summit in more detail.

Date: Friday 11 February 2011

Venue: Central London, tbc

Price: £375

OR £695 for both the HE Leadership Summit and the Internationalisation workshop.

To book a place on a programme or event, please contact:

Melissa Scuteri T: 020 7849 6906

E: melissa.scuteri@lfhe.ac.uk

To talk about in-house programmes, coaching or consultancy contact:

Sweta Purohit T: 020 7849 6914

E: sweta.purohit@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.