



# ANNUAL REPORT 2016 - 2017

Inspiring  
Leadership

**Leadership  
Foundation**  
for Higher Education

# INSPIRING LEADERSHIP: KEY ACHIEVEMENTS



**159** members  
from across the  
UK and Ireland.

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**5,608 participants**  
on our leadership  
development programmes,  
events and projects.

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Collaborated with **16**  
other specialist higher  
education providers  
across our leadership  
development portfolio.

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**249 academics and  
higher education  
professionals** sharing  
their knowledge and  
giving back to current and  
future leaders through  
delivering on programmes,  
courses and events.

**27 case studies**  
and thought leadership pieces,  
discussing topics including:  
leadership development  
and research impact; Brexit;  
governance; equality, diversity  
and inclusion; value; and  
coaching, mentoring and  
programme experience.

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**24 new research &  
online resources.**

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**1,600** participants taking  
part on our equality  
and diversity activities  
Aurora and its associated  
programmes, Leadership  
Matters and Diversifying  
Finance; and the BME  
development interventions  
Diversifying Leadership and  
the BME Leadership Summit.

**Establishing new**  
Consultancy, International  
and Membership strategies.

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Delivering over  
**15,400** participant  
days of leadership,  
management  
and governance  
development.

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Refreshing and delivering  
'Catalysing Change: Strategy  
2017-2020', the Leadership  
Foundation's strategy.

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**115 events,  
programmes  
& conferences.**

# INSPIRING LEADERSHIP: OUR PURPOSE

Our purpose is to foster leadership excellence for every organisation, every team, and every person who works in higher education.

At the Leadership Foundation we are committed to developing the leadership, management, and governance skills of all current and future leaders of higher education.

It is this commitment which drives our passion and determination to innovate thought leadership and research, develop and design sustainable leadership programmes and work with the brightest minds in the sector to communicate and share leadership expertise.

Our mission, vision and values inform why and how we work. Set out here, these are underpinned by our belief in good leadership as the sum of acting with authenticity, working with empathy, listening with openness and pioneering with courage. It is these beliefs that make up the whole of everything we work for and do.

## OUR MISSION

Our mission is to serve, drive and catalyse the best possible leadership, governance and management in higher education.

## OUR VISION

Our vision is that higher education is recognised for excellence in leadership which transforms lives, enriches society and develops the economy for the better.

## OUR VALUES

Ambition for those we serve, passion in all we do, path finding new ways of leading, governing and managing, commitment to quality, expertise, relevance and impact.

# INSPIRING LEADERSHIP: HIGHLIGHTS

Highlighting exceptional strides in leadership development, participation, development of leadership resources and agile responses to pressing higher education issues.



**60** bespoke programmes delivered in-house for 58 institutions.

## Launching ✓

a new Talent Management stream of work that has started with the publication of Talent Management: Learning Across Sectors, co-authored by Dr Wendy Hirsh and colleagues.

**56** member institutions utilising their Membership Development Support Days.

## Commissioning and developing 3 longitudinal studies

to tackle topics we need to understand and make positive change happen: gender equality in leadership; diversifying leadership equality of BME; and leadership pathways of senior leaders from the Top Management Programme.

## 40 participants

from 2 cohorts of the Top Management Programme, who join 820 alumni, including 69 vice-chancellors; there have been 40 cohorts.

## 87% growth

participants taking part in our Governor Development programmes and events over two years.



5 regional membership events welcoming 175 participants, an

## increase of 29% on 2015-16.



**1007 women on Aurora** from 115 universities and agencies, the largest higher education women's development programme in the UK.

**225%** increase in Small Development Project proposals, leading to 9 case studies and 7 full projects.

**5 Leading in Uncertain Times publications**, a mini-series of Leadership Insights with an international outlook, responding to changes post EU referendum.

Publishing 'Increasing the Diversity of Senior Leaders: The Role of Executive Search Firms'.

**Downloaded 1,000 times one month after its launch.**

**51** strategic consultancy assignments delivered at 44 institutions.

**Developing a 'What Works'** approach to leadership, governance and management initiative with 40 sector leaders.

**8** international leadership development projects across four continents.

**54 senior executive coaching assignments.**

# CHAIR'S STATEMENT

We often talk about change, but rarely has the sector weathered so much, so rapidly. It is in times like this that leadership and good governance with all their complexities must be at the forefront of shaping the future direction of higher education.



For the Leadership Foundation, the Bell Review asked us to consider how three agencies could become part of something even greater. Since its publication, we have worked closely with the Higher Education Academy and Equality Challenge Unit to create the blueprint for a new agency, one which will bring together the expertise and experience of leadership and governance, learning and teaching, with equality and diversity. It is an unrivalled opportunity to create an organisation that has the development needs of higher education at its heart. For this to work, we will draw on the effectiveness and impact of each organisation, including the strengths of the Leadership Foundation, as set out in this annual report and review.

This has been one of the most challenging years for all who work in higher education. Which has in turn led us to create our widest, most diverse and most ambitious stand on leadership development yet. We have created progressive new programmes and consultancy approaches to address political and environmental challenges, and designed and delivered initiatives to stimulate a new way to lead in these complex times.

I am particularly proud of the work we have done with women to help them to develop their careers both as academics and board leaders. Last year, for the first time we ran five Women onto Boards events across the UK and I was delighted to host the London seminar where we explored how to ensure our boards become more diverse. We have increased our portfolio of programmes for those who are new to leadership.

Looking ahead to the creation of the new agency, there will be an even bigger role to play as a critical friend, partner and collaborator for higher education institutions. The new agency must provide a rich and diverse set of experience and expertise, necessary to meet the demands of the political landscape that is evolving around us.

At the juncture of reviewing an old academic year and meeting the new one, I would like to take this moment to thank the staff and the Board of the Leadership Foundation who worked tirelessly to make such an ambitious agenda happen. We shall continue to draw on these strengths and create, innovate and deliver new ways to lead.

**Gillian Camm**  
Chair, Board of Governors

“This has been one of the most challenging years for all who work in higher education. Which has in turn led us to create our widest, most diverse and most ambitious stand on leadership development yet.”

# CHIEF EXECUTIVE'S STATEMENT



## Meeting leadership challenges: innovation, courage and a little inspiration.

The value of finding time and space to reflect, and using this to let creative and much needed solutions emerge, is well known to leaders. However, when so many things impinge on our limited time, it can be hard to find these valuable moments to truly reflect. And in this last year, more than ever, we need solutions. In a year marked with unprecedented change, at the Leadership Foundation we made it our priority to create this space; supporting the higher education leaders of today to find and explore new ways to meet current challenges, while also nurturing the leaders of tomorrow to plan for the opportunities that these changes may bring.

Throughout this last year, we have not been without our own changes. Working closely with Universities UK, the HEA and the ECU we have been striving to bring the Bell Review and vision to life. We are excited to be part of a new agency that will work holistically across leadership, learning and teaching, and equality. As chief executive designate, I am honoured to have been invited to take on this key role for higher education. We will continue to listen to, understand and meet the needs of the sector.

This is fundamental not only for the new agency, but is at the very core of the Leadership Foundation. This Annual Report and Review is the story of our work over the past year. It is a celebration of the leaps we took to rapidly develop our strategy, and enhance our portfolio to support equally rapid demands. And it is a moment to say thank you, for the confidence that our members put in us – membership is something that we never take for granted. It is the needs of our members that shape our priorities and focus our work. And it is the trust of our members which enables us to be

innovative in our mission to catalyse the best possible leadership, governance and management in higher education.

### CREATING SUSTAINABLE LEADERSHIP

Providing leadership development at all levels on a national scale is integral to our mission to create pathways of leadership to ensure/establish lasting, sustainable, talent development. We sought to ensure that wherever leadership was called for, we would be there to support and nurture those individuals, teams and organisations.

So this year we ran more leadership development programmes in more locations than ever before. This improved access created more opportunities for more people. Amongst our biggest portfolio in our 13-year history, we developed and ran a full itinerary of programmes and events in Scotland, a new Welsh executive leaders programme in collaboration with Hefcw, a 3-part agenda of Irish events, and committed to the biggest number of regional network events and programmes across the UK that we've ever delivered.

During the year we anticipated and responded to a significant increase in demand for governance development support. Free, new, Governance news alerts and bulletins are now received by over 1,600 subscribers every month, and participation on our Governance Development Programmes and events has increased by over 87% in the last two years. We have completed our largest number of Governance Effectiveness Reviews to date, and continue to work with institutions to scope, develop and undertake these in 2017-18.

Meanwhile, our core programmes continue to go from strength to strength. Last year Aurora reached over

1,000 participants, the sector's largest cohort yet. Two complete cohorts of our Top Management Programme are ongoing. We never rest on our laurels, our longitudinal studies are generating rich insights that we will use to ensure that future iterations of this high profile development programmes are as up to date as they can be.

The unique conditions that have characterised the past year have challenged us to create a greater, more diverse portfolio, driven by the needs of the sector. One of our newest and boldest developments has been Powerbrokers. Responding specifically to the increasing need to understand and influence policy at a national level, we ran two cohorts last year and continue to provide this programme in 2017-18. Other new developments included our first online-only programme, Essentials of Budgeting, Executive Masterclasses, and our What Works project run in collaboration with the ECU and HEA.

### INVESTING IN COLLABORATION

Increasingly the sector seeks expertise. A 'jack-of-all-trades' approach is outdated. Instead, we are focusing on building connections, pooling resources and knowledge so that we can adapt to the evolving landscape quicker, and more successfully. Leadership has a key role to play in bringing people together.

Last year we sought to increase our collaborations with individuals and organisations. This led to our most engaged year yet with nearly 250 academics and higher education professionals contributing to our programmes and events. In turn, this maximises opportunities to build networks within and across the sector, and share invaluable expertise and experience with current and future leaders.

We continued strong partnerships with the Committee of University Chairs on our Governance work, the HEA to deliver two successful Leading Transformation in Learning and Teaching cohorts, as well as with nine sector bodies representing professional service colleagues to deliver the second successful cohort of Future Professional Directors.

We built successful new partnerships to deliver initiatives that called for a broader set of expertise, such as: our What Works phase two developed with the ECU and HEA; an event on Mindfulness in Higher Education delivered in partnership with Universities UK and facilitation on a UUK-Local Government Association project, Leading Places, and the subsequent 'Knowing Our Place?' programme.

### EQUALITY AND DIVERSITY

One of the biggest and ongoing challenges facing the sector is that of equality and diversity. Leadership is fundamental to pave the way for change, and has a responsibility to make it happen. In past years, we have grown our resources to support the advancement of equality and diversity, and this year we created a number of short and long-term actions to progress this.

Aurora continues from strength to strength, and last year saw the publication of the first full year report of its five-year longitudinal study. The first longitudinal study of its kind, it is essential we understand the opportunities and barriers for women's leadership, and armed with this information we will support leaders to create enduring and meaningful change.

The initial success of this first longitudinal study spurred on the development of other longitudinal studies, including one to follow the journey of participants on Diversifying Leadership, a programme dedicated to creating a pathway for BAME professional and academic staff to access leadership development. And while we plan for the future of the sector's equality and diversity, we

also took immediate action. A BME leadership summit, attended by 140 leaders from across the sector was held to bring together those who could enact change immediately within their institution. Five Women onto Boards events were held across the UK, welcoming over 180 women, and we published the first ever research to understand how top-level positions are recruited to, prompting one of our most highly received pieces of research 'Increasing the Diversity of Senior Leaders in Higher Education: The Role of Executive Search Firms'.

### THINKING ABOUT THOUGHT LEADERSHIP

Research and thought leadership has always been central to what we do, often feeding directly into programme development and wider understanding of leadership theory and practice. In the last six years alone, 61% of our research has contributed in some way to our programmes and wider portfolio, and 52% has had reach outside of the Leadership Foundation in policy mentions, journal citations and media coverage.

But this past year, our priority was to translate this experience into making our thought leadership more accessible, more thought-provoking and more hands on than ever before, encouraging the innovative leadership needed to tackle the challenging year ahead.

In a post-EU Referendum world, we published a series of blogs to help universities make sense of this altered world order, and new editions of our 'Leading in Uncertain Times' series discussed pressing and emerging issues from social divisions, and freedom of speech, to internationalisation and cross-border collaborations.

To support an increasingly practical approach to skill development, we created the Research Leaders Impact Toolkit, a free resource for our member institutions, to help researchers embed 'impact thinking' in their systems and processes. We also updated Essentials of Budgeting, a free online programme

for our members, to develop understanding and confidence in budgeting processes.

As we speak we continue to create, curate and publish resources through our blog, research and resources centres on our website, to offer guidance during these uncertain times and support the ongoing work that higher education is committed to.

But throughout all the challenges of 2016, the faith and commitment of our 159 members, our largest membership year to date, was crucial. And we're delighted to see this continue in the 2017-18 academic year. Our Membership benefits continue to be welcomed. We were thrilled to see some exceptional outcomes from our member-only services such as a staggering 225% increase in the number of Small Development Project proposals; a surge in attendance at regional members-only Change Network events; and closer working with professional networks.

We welcome the creation of the new agency that will bring together the strengths of leadership, learning and teaching and equality. The shared expertise of all these colleagues, their knowledge, deep understanding of the sector and ability to respond quickly to changing needs means that we can continue to be all these things – bold, innovative, creating confidence during uncertain times and more. For now, as the outgoing chief executive of the Leadership Foundation and the chief executive designate of the new agency, it's left for me to say a heart-felt thank you, to our members, our colleagues and all who work with the Leadership Foundation who have made these extraordinary achievements possible. I am proud to have led and worked with a team full of passion, enthusiasm and commitment. It truly has been an astonishing year, and one which we can be proud of.

**Alison Johns**  
Chief Executive



## OUR MEMBERS

These members represent both some of the smallest and the biggest institutions, and are drawn from all university and higher education college mission groups.

Meeting the needs of all members is the driving force behind everything we do. The evolving needs of our members have prompted innovation and rejuvenation of our portfolio, and catalysed us to invest in new ways to create improved access to leadership resources – from new online membership tools to pioneering thought leadership pieces.

Pivotal to providing our members with support and guidance that the challenging climate over the past year has prompted, we brought together seven dedicated leadership experts to work with members across the UK and Ireland. These seven assistant directors of membership bring with them a wealth of experience in higher education. They have led and developed our biggest portfolio of national and regional events to meet local need, acted as confidential sounding boards, shared advice and facilitated and co-created strategic leadership developments, leadership programmes and online resources with our members.

“The Leadership Foundation is proud to have counted 159 universities and higher education institutions as members of the Leadership Foundation in 2016-17; our biggest and most committed membership year to date.”

# 159

# MEMBERSHIP HIGHLIGHTS

**5** regional membership events welcoming **175 participants** representing over **40 member institutions.**

## Visited a total of

**140 HEIs** (plus some other stakeholders eg Hefcw, SFC, Universities Scotland, Department for the Economy NI, Universities Wales, London Higher, THEA (the representative body for Institutes of Technology in Ireland) and the Higher Education Authority Ireland.

## Kirsty Williams AM

Welsh Assembly's cabinet secretary for education, guest contributor at the 2016-17 Wales Conference.

## 6,510 web visits

to the Knowledge Bank, a dedicated member-only feature providing practical guides and toolkits to deliver fast, effective support for leaders.

Delivered a selection of our leadership interventions - Women on Boards, a National Change event, and the programme Preparing for Senior Strategic Leadership - in Ireland.

**Essentials of Budgeting: launch of a new membership benefit providing practical skill development.**

**Accessed by almost 300 participants from 93 institutions.**

Action Learning: a regional event inspired by a Small Development Project that aimed to develop a methodology to enable sustainable cross-institutional action learning, and led to the creation of a practical guide published in the journal *Action Learning: Research and Practice*.



**'Let's talk Scotland' headline event for our first series of leadership events dedicated to Scottish institutions. Keynote speakers were Professor Craig Mahoney, vice-chancellor, University of the West of Scotland and Leadership Foundation Board member, Professor Frank Coton, pro vice-chancellor, Glasgow University, and Susan Stewart, director of The Open University Scotland.**

# 159 members in 2016-17

**99 - two thirds** have been members of the Leadership Foundation for over 10 years.

**122 MEMBERS FROM IN ENGLAND**

**16 MEMBERS IN SCOTLAND**

**9 MEMBERS IN WALES**

**9 MEMBERS IN IRELAND**

**3 MEMBERS IN NORTHERN IRELAND**



“

**WHAT THEY SAY**

*“This programme is invaluable if you are committed to making real progress in promoting equality and diversity. A very hands on, interactive programme which will give you the tools required to implement change.”*

**Equality, Diversity and Inclusion Immersion Retreat for Governors and Chairs**

(May 2017)

*“An excellent opportunity to explore with other institutional leaders, the parameters of organisational change through the lens of legal structures and organisational forms. Intelligently facilitated by knowledgeable and well connected team.”*

**Leading Change in Legal and Organisational Forms**

(May 2017)

*“A programme that enhances one’s insights into and understanding of politics in the UK and offers first hand and highly stimulating learning opportunities for the effective engagement with central government and local politicians.”*

**Powerbrokers**

(January 2017)

*“Future Professional Directors was a demanding and challenging experience. I learnt a lot about myself and how I interact with others which will help me shape my approach to leadership. Through the programme, and especially as a result of the challenge group and action learning set, I now have a wide support network in the rest of the cohort and have made some good friends, and we will continue to stay in touch well beyond the end of the programme.”*

**Future Professional Directors**

(2016 cohort)

”

# LEADERSHIP DEVELOPMENT

In 2016-17 we offered our largest, most ambitious range of leadership programmes to date.

Ranging from our established programmes to new, targeted development interventions, we sought to support institutions to develop pipelines of talent, and work with aspiring and established leaders to lead, manage and innovate through personal and organisational change.

We engaged with 58 institutions to deliver 60 bespoke leadership programmes in-house with a good mix of repeat and new clients. 114 programmes took place across the UK and Ireland, and we committed to run more programmes to support an ambitious equality and diversity agenda, and saw our biggest participation on Aurora yet, welcoming 1,032 women to the programme. This was accompanied by five Women onto Board events running across the UK, a dedicated programme (Diversifying Leadership) for BME academic and professional staff, in addition to a conference to launch thought-provoking research on the role executive search firms play in increasing diversity at senior levels, now downloaded over 1,000 times.

In response to overwhelming need, we expanded our Governor Development portfolio and resources, running 26 events and creating a free Governance news alert that is subscribed to by over 1,600 people.

Last year demanded a rapid and innovative approach to supporting organisations and leaders through unprecedented and continuous change. Targeted development opportunities for senior leaders, such as our Strategic Finance Programme and Powerbrokers (for a better understanding of how Westminster and Whitehall works), were developed to deliver focused leadership development, and have stimulated growing networks of leaders confident in the skills they will need to lead in the evolving environment.

*“The Leadership Foundation coaches and consultants are experienced and extremely professional. They are well respected by our participants and are flexible and responsive in their approach. Working with the Leadership Foundation, we have made refinements and improvements to the programme, which are benefitting the participants.”*

**Sue Pandey, Head of Learning and Development,  
University of Cambridge**

Bespoke Leadership programme

## CORE LEADERSHIP DEVELOPMENT HIGHLIGHTS

2 cohorts of Top Management Programme, welcoming **40** people to join an alumni of over **820** senior leaders that make up over **69** current vice-chancellors.



**1,032 women** participated on Aurora from over 115 institutions, and were supported by 277 role models and 35 speakers.

**Over 5,800** participants on leadership events, programmes and projects.

**59 bespoke leadership development programmes**, working with 42 universities and higher education institutions.

**87%**

increase in participation on Governor Development Programmes.

**12th cohort of Academic Leaders Programme**, flagship in-house programme with Durham and Newcastle universities.

## PARTNERSHIPS AND COLLABORATIONS HIGHLIGHTS

### Delivering our Governance services in partnership with:

- ▶ Committee of University Chairs
- ▶ Universities UK
- ▶ GuildHE
- ▶ The National Union of Students
- ▶ The Quality Assurance Agency
- ▶ The Association of Heads of University Administration

**Working with 9 professional sector bodies to deliver our unique Future Professional Directors programme for leaders of professional services.**

Working with Higher Education Academy on the **eighth and ninth successful** Leading Transformation in Learning and Teaching programmes.

## FUNDER COMMISSIONED WORK



**180** women from **56** universities attending **5** Women onto Board events.

Leading in Uncertain Times symposium to share 5 thought leadership pieces written by senior leaders on the implications for higher education one year on from the 2016 EU Referendum.

## Launch

of **'Knowing Our Place: Strategic Leadership of University Local Partnerships'** a place leadership programme piloted with Hefce, civic leaders and senior higher education leaders.

**Scoping study for a 'What Works' initiative in an Ideas Lab with 40 sector leaders from a range of organisations including Higher Education Academy and the Equality Challenge Unit.**

**Developing 'Leading Change: Legal Organisational Forms'** a targeted programme to address how institutions can change their own legal forms, create university groups, create partnerships and enter into mergers and acquisitions.

# DIVERSITY AND EQUALITY

Equality and diversity are fundamental to every aspect of the Leadership Foundation's work. We strive to understand opportunities and barriers through our research, and we make it our priority to create pathways to achieve equality and diversity quicker, and more sustainably, for higher education. Here are ten key highlights from the Leadership Foundation's work in 2016-17.



# 74%

of participants on all programmes were women, a 1.1% increase on last year.

## The 2016-17 BME leadership summit

focusing on the role of the change agent, was attended by 140 higher education leaders and chaired by Baroness Valerie Amos, director, SOAS, University of London.

# Second

year of the Aurora longitudinal study '**Onwards and Upwards? Tracking women's work experience in higher education**'. To date 2,240 women have completed at least one survey.

**Work began on our longitudinal study of our BME programme for academics and professional services staff Cracking the "concrete ceiling": Tracking the impact of the Diversifying Leadership programme on participants and institutions.**



This year **34 women from 27 institutions** participated on Leadership Matters, a programme dedicated to supporting women in senior leadership roles.

# 66%

of participants who took part in Governor Development Programme events were women, an increase of 16% over the past two years.

'Increasing the Diversity of Senior Leaders: The Role of Executive Search Firms' was the most read of our research, published at the end of March 2017, following a launch event, there have been almost 2000 online reads and nearly 600 downloads of the publication.



An increasing participation of colleagues identifying as **black/black British up 1% to 2.5%** - it had remained static at 1.5% for many years. Most participants identify themselves as white. *N.B. this was 2.5% in 2016-17, in previous years it had 1.5% or less.*

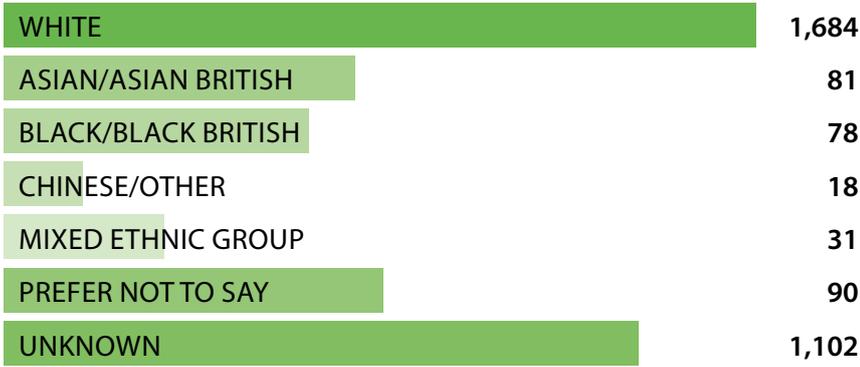
Our online Sponsorship Toolkit, created in collaboration with the Equality Challenge Unit, to support sponsors of participants of the Diversifying Leadership programme went live in March 2017 and has been accessed nearly **800** times with over **5,500** page views. Following user feedback, we have also now published the contents of the Sponsor Toolkit as a downloadable publication.

## 32 colleagues from 14 institutions

participated on Diversifying Leadership, now in its third year, a programme designed to create a sustainable talent pipeline of leadership development for early career academics and professional services staff from black and minority ethnic backgrounds.

# THE STATISTICS **TOTAL: 3,084** (PARTICIPANTS)

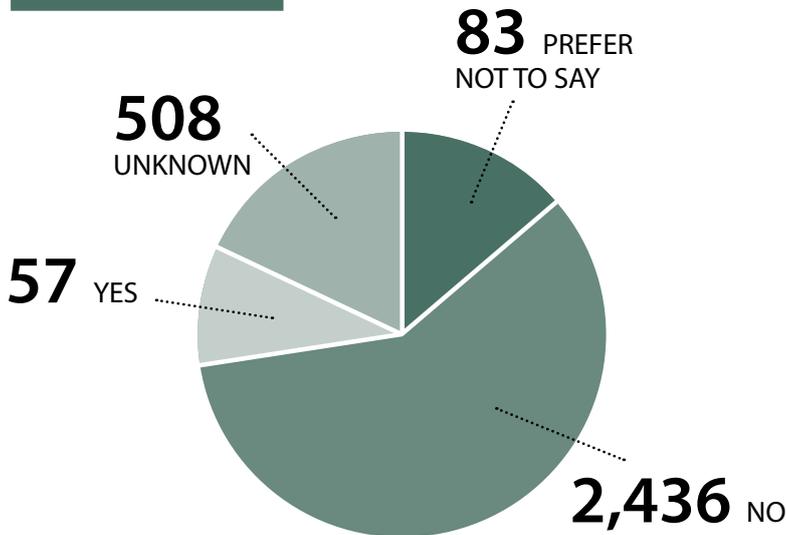
## ETHNICITY



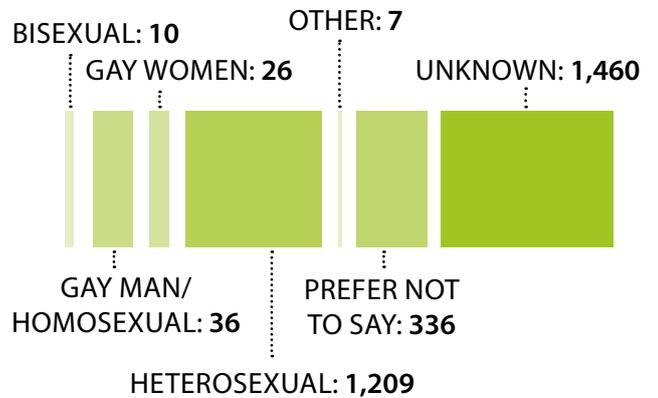
## GENDER



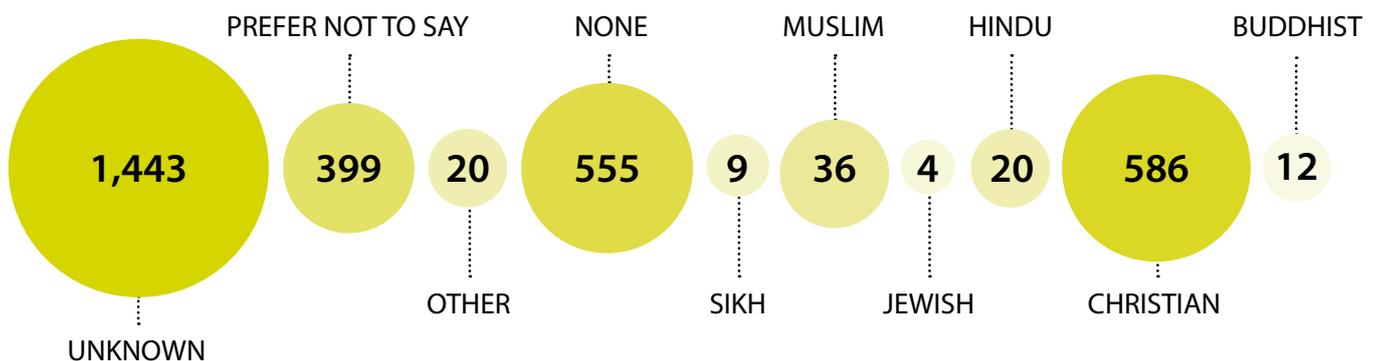
## DISABILITY



## SEXUAL ORIENTATION



## RELIGION



Strategy  
review

**Facilitated Collaboration  
and Conversation**

ACADEMIC  
GOVERNANCE

*SHARED  
SERVICES  
REVIEW*

Strategic

**Governance  
Effectiveness  
Review**

## CONSULTANCY AND INTERNATIONAL

Our portfolio of consultancy projects reflects the diverse nature and needs of universities and higher education institutions.

In the last year, we have worked with 44 institutions to deliver 51 strategic consultancy assignments. These range from national projects and reviews for funding bodies, through to strategic advisory projects for individual institutions and sector bodies, and a growing number of governance reviews.

The increasing appetite for consultancy at a strategic level was matched by interest from a broad spectrum of international partners seeking leadership development. In the past year alone we have delivered eight international projects around the world. Colleagues from UK universities contributed their knowledge to a number of these projects, fostering important connections between UK colleagues and their international peers.

# EXECUTIVE COACHING

**360-degree Higher Education Transformational Leadership Questionnaire and Feedback**

Planning

Research  
Management

Change  
Management

**Strategic Consultation**

*"This content was excellent. I teach a lot of this stuff in my organisational theory course, but on a much more theoretical and empirical level. This was very practical, but based on sound theory. Great work in putting this together!! What a huge signal of empowerment to us all-deans, associate deans, chairs, associate chairs!! Way to go!!"*

**Participant on The American University in Cairo Department Chairs Workshop**

## INTERNATIONAL PROJECTS

- ▶ **UKRAINE:** Delivering the first two cohorts of a higher education leadership development programme for four universities and impact evaluation; running a two-day development centre; three-day change academy; and a scoping session with displaced universities.
- ▶ **KAZAKHSTAN:** A leadership development programme for Nazarbayev University Graduate School of Education to help develop research and entrepreneurial activities that will contribute to the National Plan.
- ▶ **PERU:** Creating and running a leadership programme for 60 higher education leaders, ministry officials, national agency officials, chancellors and vice-chancellors.
- ▶ **MYANMAR:** Strategic consultation and needs analysis to develop leadership capability.
- ▶ **PAKISTAN:** Delivering a roundtable event to discuss leadership in Pakistan.
- ▶ **EGYPT:** A two-day programme for senior leaders at the American University in Cairo.
- ▶ **GIBRALTAR:** Reviewing and advising on governance arrangements for a newly created university.
- ▶ **CHINA:** A study visit for a group of delegates visiting the UK.

# RESEARCH AND INNOVATION

Developing research and expert thought leadership is the basis for much of the tangible work of the Leadership Foundation. It forms the basis for many of the Leadership Foundation's programmes, and supports innovative thinking on issues that are increasingly significant to the sector, including equality and diversity, governance and the globalisation of higher education.

The following pieces of commissioned research, Small Development Projects, Leadership Insights and longitudinal studies were published during 2016-17:

## LEADERSHIP IN PRACTICE

### THE PURPOSE OF PROFESSORS: PROFESSIONALISM, PRESSURES AND PERFORMANCE

Professor Linda Evans, School of Education, University of Leeds  
*Stimulus Paper, November 2016*

### MAKING THE ROAD WHILE WALKING: CO-CREATION, TEACHING EXCELLENCE AND UNIVERSITY LEADERSHIP

Paul Willis, Leeds Business School, Leeds Beckett University, and Anne Gregory, University of Huddersfield  
*Stimulus Paper, August 2016*

### LEADING TECHNOLOGY-ENHANCED LEARNING IN HIGHER EDUCATION

Professor Linda Evans, School of Education, and Neil Morris, University of Leeds  
*Research and Development report, August 2016*

## CULTURE, CHANGE AND ORGANISATIONAL DEVELOPMENT

### THE IMPACT OF MERGERS, ACQUISITIONS AND COLLABORATIONS IN HIGHER EDUCATION AND OTHER KNOWLEDGE BASED SECTORS

Professor Ewan Ferlie and Dr Susan Trenholm, King's Business School, King's College London  
*Literature review, August 2017*

### TALENT MANAGEMENT: LEARNING ACROSS SECTORS

Dr Wendy Hirsh and Elaine Tyler, Institute for Employment Studies  
*Research and Development report, June 2017*

### BIG DATA – DISRUPTIVE, DISTRACTING OR ADDING VALUE?

Alex Katsomitros, Journalist, The European  
*Stimulus Paper, April 2017*

## LEADING EQUALITY AND DIVERSITY

### INCREASING THE DIVERSITY OF SENIOR LEADERS IN HIGHER EDUCATION: THE ROLE OF EXECUTIVE SEARCH FIRMS

Professor Simonetta Manfredi, Oxford Brookes University  
*Research and Development report, March 2017*

### ENCOURAGING DISABLED LEADERS IN HIGHER EDUCATION: RECOGNISING HIDDEN TALENTS

Professor Nicola Martin, Higher Degrees and Student Experience Division of Education, London South Bank University  
*Stimulus Paper, March 2017*

## LEADERSHIP INSIGHTS

Short reads on leadership, governance and management from a range of voices from the sector, aimed at discussing topical, important issues for higher education.

### A MORNING WITH RICHARD WATSON, THE FUTURIST

Richard Watson, Independent consultant, and Vijaya Nath, Leadership Foundation  
*February 2017*

### RELIGION IN BRITAIN: CHALLENGES IN HIGHER EDUCATION

Professor Tariq Modood, Centre for the Study of Ethnicity and Citizenship, University of Bristol, and Professor Craig Calhoun, Berggruen Institute, United States  
*Leadership Insight, December 2016*

### LESSONS IN LEADERSHIP

Professor Colin Riordan, Cardiff University  
*Leadership Insight from Leadership Lecture, October 2016*

### WHY SHOULD ANYONE WORK HERE? THE LEADERSHIP EXPERIENCES OF A VICE-CHANCELLOR

Professor Julie Lydon OBE, University of South Wales  
*Leadership Insight from Leadership Lecture, October 2016*

### CAN UNIVERSITY LEADERS CHAMPION COMMON VALUES IN AN INCREASINGLY COMPLEX, COMPETITIVE AND COMMERCIAL HIGHER EDUCATION SECTOR?

Professor Cara Aitchison, Cardiff Metropolitan University  
*Leadership Insight from Leadership Lecture, October 2016*

### CIVIC LEADERSHIP AND HIGHER EDUCATION: WHERE ARE WE NOW?

Professor John Goddard OBE, Newcastle University  
*Leadership Insight, November 2016*

### HIGHER EDUCATION LEADERSHIP AND MANAGEMENT SURVEY (HELMS): THE RESULTS IN BRIEF

Edited by Tony Tysome, Director, Media FHE Ltd  
*Leadership Insight, August 2017*

## LEADING IN UNCERTAIN TIMES (LEADERSHIP INSIGHTS)

A series of Leadership Insights with an international outlook written by senior figures in higher education/opinion leaders.

### LEADERSHIP IN THE FAULT LINES

Professor Martin Hall,  
University of Cape Town  
*Leading in uncertain times*  
*Leadership Insight, June 2017*

**IT IS A BIT MORE COMPLEX THAN FREEDOM OF SPEECH**  
Dom Weinberg with other voices in conversation

*'Leading in uncertain times'*  
*Leadership Insight, June 2017*

**WHAT DOES GLOBAL HIGHER EDUCATION MEAN FOR UNIVERSITY LEADERS?**

Professor Ellen Hazelkorn,  
Centre for Global Higher Education,  
University College London  
*Leading in uncertain times'*  
*Leadership Insight, June 2017*

**HIGHER EDUCATION: WHAT IS IT GOOD FOR?**

Professor Janis Fook, Leeds Trinity  
University and Royal Holloway,  
University of London  
*Leading in uncertain times'*  
*Leadership Insight, June 2017*

**LEADING COLLABORATION TO SOLVE GLOBAL CHALLENGES**

Professor Rajani Naidoo,  
University of Bath  
*Leading in uncertain times'*  
*Leadership Insight, June 2017*

## SMALL DEVELOPMENT PROJECTS

Insights from researchers across our member institutions, funding is made available for small projects and case studies that highlight concise, evidence-based outputs.

**PROMOTING ORGANISATION CITIZENSHIP AND COLLEGIALLY: THE UTILITY OF AN ONLINE, VALUE-CENTRED TRAINING PROGRAMME FOR LEADERSHIP ASSESSMENT AND DEVELOPMENT**

Durham University and  
Sheffield Hallam University  
*Small Development Project report,*  
*November 2016*

**HOW CAN WE PROMOTE A GREATER MUTUAL APPRECIATION AND UNDERSTANDING BETWEEN STUDENTS, ACADEMICS AND PROFESSIONAL SERVICE STAFF?**

University of Sheffield  
*Small Development Project report,*  
*November 2016*

**DEVELOPMENT OF A GOOD PRACTICE GUIDE FOR FACILITATING AND EVALUATING CROSS INSTITUTIONAL ACTION LEARNING**

University of Liverpool  
*Small Development Project report,*  
*May 2017*

**ACTION: A GOOD PRACTICE GUIDE FOR FACILITATING AND EVALUATING CROSS INSTITUTIONAL ACTION LEARNING**

University of Liverpool  
*Small Development Project report,*  
*May 2017*

**CARERS AND CAREERS: CAREER DEVELOPMENT AND ACCESS TO LEADERSHIP POSITIONS AMONG ACADEMIC STAFF WITH CARING RESPONSIBILITIES**

University of Roehampton  
*Small Development Project report,*  
*September 2017*



## LONGITUDINAL STUDIES

In 2016-17 we launched two further longitudinal studies to accompany the Aurora longitudinal study (Onwards and Upwards? Tracking Women's Work Experience in Higher Education). Longitudinal studies give us deep insight into the cultural and environmental experiences of higher education, and will assist in our understanding of how to make proactive and sustainable change for the future.

### ONWARDS AND UPWARDS? TRACKING WOMEN'S WORK EXPERIENCES IN HIGHER EDUCATION

Dr Sarah Barnard; Professor John Arnold; Dr Sara Bosley;  
Dr Fehmidah Munir.  
Loughborough University  
*Research and Development report  
(Year 1), December 2016 Research  
ongoing, 2014 to 2019*

### CRACKING THE "CONCRETE CEILING": THE IMPACT OF THE DIVERSIFYING LEADERSHIP PROGRAMME ON BME ACADEMICS AND INSTITUTIONS

This study is being undertaken by a research partnership between Leeds Trinity University, University of East London, University of Bradford and the Equality Challenge Unit.

Professor Janis Fook, independent researcher; Dr Terri Kim, Cass School of Education and Communities, University of East London; Professor Udak Archibong MBE Centre for Inclusion and Diversity, University of Bradford; Tinu Cornish, Equality Challenge Unit; Dr Amanda Aldercotte, Equality Challenge Unit; Dr Kevin Guyan, Equality Challenge Unit  
*Research ongoing, 2016 to 2018*

### LEADERSHIP JOURNEYS: TRACKING THE CHALLENGE AND IMPACT OF THE TOP MANAGEMENT PROGRAMME

Dr Martin McCracken; Professor Heather Farley; Mark McCrory; Professor Marie McHugh.  
Ulster University Business School  
*Research ongoing, 2016 to 2020*



# AGILE LEARNING: TOOLKITS

Responding to the increasing need for access to practical and sustainable learning, in 2016-17 the Leadership Foundation developed three new online toolkits to provide a useful approach to specific training needs.

Over the course of last year, the Research Leader's Impact Toolkit, Governance Effectiveness Toolkit and Sponsorship Toolkit were created. Designed to create targeted learning, each toolkit was developed with colleagues in the sector to ensure that it would meet immediate and accurate needs.

## RESEARCH LEADER'S IMPACT TOOLKIT

The Research Leader's Impact Toolkit is designed to assist researchers to get the most impact from their research programmes and projects. It guides users through an evidence-based process to maximise the potential impact of their work, and aims to embed 'impact thinking' in research processes.

The Toolkit was developed with funding from the higher education funding councils and created in collaboration with six academic learning partners from across higher education.

Since its launch it has been accessed by **over 100 subscribers from 79 institutions.**

## SPONSORSHIP TOOLKIT: SUPPORTING SPONSORS OF THE DIVERSIFYING LEADERSHIP PROGRAMME

Developed in collaboration with the Equality Challenge Unit, the Sponsorship Toolkit is designed to support sponsors of participants on the Diversifying Leadership programme.

This is a critical component to support all partners involved on the programme, and aims to strengthen the development of more sustainable and robust leadership pathways for participants on the programme.

Consisting of five thematic modules, the Toolkit has been **downloaded 800 times since its launch in March 2017.**

## GOVERNANCE EFFECTIVENESS TOOLKIT

The increase in development for Governors has been supported by a new Governance Effectiveness Toolkit, launched last year. The Toolkit has been created to support Leadership Foundation member institutions when they are conducting governance reviews.

Recognising the need to provide both detailed and compact advice, the Toolkit is available in both long hand, as a complete survey covering the entire regulatory framework, or as a shorter version, covering the core set of issues, both of which enable institutions to move efficiently through the processes and structures of governance.

One of the Leadership Foundation's most popular Toolkits, the Framework for supporting governing body effectiveness reviews in higher education has been **accessed nearly 600 times this year**, and LF members can request copies of the short or long versions of the survey to complete in-house.

## EQUALITY AND DIVERSITY TOOLKIT FOR GOVERNORS

Responding to an increasing need to create practical guidance on increasing equality and diversity amongst governing bodies, the Leadership Foundation, in collaboration with the Equality Challenge Unit, created the Equality and Diversity Toolkit for Governors.

The Toolkit is designed to ensure that compliance in the area is understood, and moves on to how equality and diversity might be developed in a way that supports the distinctiveness of the institution. It is a pioneering, hands-on tool, and has been designed to encourage and enable proactive, sustainable action to achieve greater equality and diversity across higher education governing bodies.

In 2016-17, the Equality and Diversity Toolkit for Governors has been **accessed over 1,460 times with nearly 10,000 page views.**

# FINANCIAL REVIEW

The financial result across all activities of the Leadership Foundation during the year to July 2017 was a modest surplus of £78K.

The Leadership Foundation generates income from four main sources: fees for open programmes; consultancy fees; membership subscriptions; and commissioned work from the four national Funding Bodies, managed in 2016-17 through HEFCE. The Leadership Foundation's turnover in 2016-17 was 12% lower than the previous year. There were three principal factors which accounted for much of the reduction. Firstly, during 2015-16, we exceptionally ran three cohorts of the high-value Top Management Programme and during 2016-17 we returned to the regular two, as planned. Secondly, the value of commissioned income from the four national Funding Bodies, together with fee income generated by related activities, was significantly lower in keeping with their respective strategies. Thirdly, income generated by international activities fell by 66%, reflecting the high degree of volatility associated with this income stream.

Net income was reduced significantly from £358K in 2015-16 to £78K in 2016-17, as lower levels of activity were not fully matched by associated cost reductions. In accordance with the Financial Reporting Standard FRS102 the Leadership Foundation has recognised a liability of £393K as at 31 July 2017 (2016: £456K) in respect of its commitments under the deficit repayment plan of the USS defined benefit pension scheme.

## COMMISSIONED WORK - FUNDER SUPPORTED PROJECTS

The four national Funders provided investment of £976K, targeted to specific areas of activity designed to address Funders' priorities. A similar arrangement has been secured for the following year.

## RELATED PARTIES

The Leadership Foundation has received valuable investment from the Higher Education Funding Council for England (HEFCE), Higher Education Funding Council Wales (HEFCW), the Scottish Funding Council (SFC), and the Department for the Economy (Northern Ireland). The Chair and senior staff of the Leadership Foundation have regular "Funders' Group" meetings with senior representatives of the funders, to discuss strategic direction and a range of operational issues.

In the normal course of its operations, the Leadership Foundation has made grants to a number of higher education institutions; there is no personal benefit derived from these grants and conflicts of interest are appropriately declared. Details of all grant transactions with related parties are set out in note 19 to the accounts.

## RESERVES

Reserves are required to provide working capital for the Leadership Foundation's activities, to enable it to respond to opportunities to invest in higher education projects over a period of time, and to protect against the risks inherent in the present economic climate. The total reserves are £2,259K comprising general funds of £1,932K, designated funds of £166K and restricted funds of £161K as at 31 July 2017 (see note 16).

The Board has reviewed its reserves policy and concluded that it should remain unchanged. The policy is that the undesignated general funds of the organisation, excluding unfunded investment in tangible fixed assets ("free reserves"), should be maintained at a level representing between three and six months of the forthcoming year's planned expenditure.

At 31 July 2017 the free reserves of the Leadership Foundation were £1.9m (2015: £1.8m). The level of reserves remains within the policy range of between three and six months' future expenditure – three to six months of planned expenditure for 2017-18 would represent between £1.6m and £3.2m. In the context of the economic circumstances, and the challenging prospects for the higher education sector, the Board believes this position is satisfactory.

The Designated Development Fund, previously created by the Board in order to finance the development of new programmes and the upgrading of business systems, was partially utilised during the year. The Board considers that the remaining balance of the Development Fund is adequate to fund known development plans for 2017-18.

## INVESTMENT POLICY

At the end of the year the Board held cash investments which covered its free reserves and designated funds, as well as cash representing deferred income (i.e. amounts paid in advance by higher education institutions for future programmes and services).

Under its Memorandum, the Board may invest in investments, securities or property. The Board's current investment policy has been to invest funds surplus to immediate needs in secure and diversified bank deposits, obtaining the best return available. During the year, funds have been invested in deposit accounts with four banks, ranging from immediate access accounts to fixed term deposits of six months, with interest at rates of between 0.1% and 1.5%. These rates reflect the very low rates generally available during the year. As a consequence, the Board required a re-consideration of its treasury management policy through a short-life working group to report on options for improving returns

as well as diversification to improve security and future banking arrangements. The establishment of this group was deferred in light of the proposal to merge the LFHE with the Higher Education Academy (HEA) and the Equality Challenge Unit (ECU).

## INDEPENDENT AUDITORS' REPORT TO THE MEMBERS OF THE LEADERSHIP FOUNDATION FOR HIGHER EDUCATION

We have examined the Summary Financial Statements of The Leadership Foundation for Higher Education for the year ended 31 July 2017. This report is made solely to the company's members, as a body. Our work has been undertaken so that we might state to the company's members those matters we are required to state to them in an auditor's statement on the summarised financial statements and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the company's members as a body, for our audit work, for this report, or for the opinions we have formed.

## RESPECTIVE RESPONSIBILITIES OF TRUSTEES AND AUDITORS

The Trustees, who act as Directors for the purpose of company law, are responsible for preparing the Summary Financial Statements in accordance with the recommendations of the charities SORP and in compliance with the relevant requirements of section 426 to 429 of the Companies Act 2006 and other applicable law. Our responsibility is to report to you our opinion on the consistency of the Summary Financial Statements with the Report of the Board and Financial Statements. We also read the other information contained in the Annual Review and consider the implications for our report if we become aware of any apparent misstatements or material inconsistencies with the Summary Financial Statements.

## BASIS OF OPINION

We conducted our work in accordance with Bulletin 2008/3 "The auditors' statement on the Summary Financial Statements" issued by the Auditing Practices Board for use in the United Kingdom.

## OPINION

In our opinion the Summary Financial Statements are consistent with the Report of the Board and Financial Statements of The Leadership Foundation for Higher Education for the year ended 31 July 2017.

haysmacintyre, Statutory Auditors  
Registered Auditors  
26 Red Lion Square  
London WC1R 4AG

4th October 2017

## SUMMARY STATEMENT OF FINANCIAL ACTIVITIES FOR THE YEAR ENDED 31 JULY 2017

	Restricted £	Designated £	Unrestricted £	2017 Total £	2016 Total £
<b>Income</b>					
<i>Charitable activities:</i>					
Governance programmes	-	-	146,806	<b>146,806</b>	140,154
Top management programmes	-	-	699,347	<b>699,347</b>	962,589
Executive leadership programmes	-	-	1,901,744	<b>1,901,744</b>	1,840,396
Professional programmes	-	-	152,020	<b>152,020</b>	233,179
Tailored programmes	-	-	561,478	<b>561,478</b>	666,670
International programmes	-	-	173,766	<b>173,766</b>	514,875
Organisational development	-	-	612,577	<b>612,577</b>	538,419
Membership	-	-	955,119	<b>955,119</b>	953,762
Innovation and development	-	-	1,000	<b>1,000</b>	8,150
Funder-commissioned projects	976,000	-	25,330	<b>1,001,330</b>	1,215,698
Investment income	-	-	19,843	<b>19,843</b>	33,468
<b>Total income</b>	<b>976,000</b>	<b>-</b>	<b>5,249,030</b>	<b>6,225,030</b>	<b>7,107,360</b>
<b>Expenditure</b>					
<i>Charitable activities:</i>					
Governance programmes	-	1,493	137,673	<b>139,166</b>	136,607
Top management programmes	-	7,108	618,035	<b>625,143</b>	741,669
Executive leadership programmes	-	17,954	1,641,771	<b>1,659,725</b>	1,487,945
Professional programmes	-	1,871	190,567	<b>192,438</b>	232,060
Tailored programmes	-	6,807	561,857	<b>568,664</b>	657,463
International programmes	-	1,959	248,200	<b>250,159</b>	515,132
Organisational development	-	8,136	764,851	<b>772,987</b>	641,900
Membership	-	4,891	728,961	<b>733,852</b>	677,248
Innovation and development	10,188	26,177	276,071	<b>312,436</b>	417,822
Funder-commissioned projects	883,402	7,739	1,369	<b>892,510</b>	1,241,194
<b>Total expenditure</b>	<b>893,590</b>	<b>84,135</b>	<b>5,169,355</b>	<b>6,147,080</b>	<b>6,749,040</b>
<b>Net income / (expenditure)</b>	<b>82,410</b>	<b>(84,135)</b>	<b>79,675</b>	<b>77,950</b>	<b>358,320</b>
<b>Total funds brought forward</b>	<b>78,603</b>	<b>249,960</b>	<b>1,852,289</b>	<b>2,180,852</b>	<b>1,822,532</b>
<b>Total funds carried forward</b>	<b>161,013</b>	<b>165,825</b>	<b>1,931,964</b>	<b>2,258,802</b>	<b>2,180,852</b>

## SUMMARY BALANCE SHEET 31 JULY 2017

	2017 £	2016 £
<b>Fixed assets</b>		
Tangible fixed assets	<b>12,691</b>	<b>25,074</b>
<b>Current assets</b>		
Debtors	<b>751,936</b>	901,931
Cash and cash equivalents	<b>4,542,045</b>	4,521,957
	<b>5,293,981</b>	5,423,888
<b>Creditors: amounts falling due within 1 year</b>	<b>(2,570,629)</b>	(2,668,807)
<b>Net current assets</b>	<b>2,723,352</b>	2,755,081
<b>Creditors: amounts falling due after 1 year</b>	<b>(477,241)</b>	(599,303)
<b>Net assets</b>	<b>2,258,802</b>	2,180,852
<b>Funds</b>		
<i>Unrestricted funds:</i>		
General funds	<b>1,931,964</b>	1,852,289
Designated funds	<b>165,825</b>	249,960
<b>Total unrestricted funds</b>	<b>2,097,789</b>	2,102,249
<b>Restricted funds</b>	<b>161,013</b>	78,603
<b>Total charity funds</b>	<b>2,258,802</b>	2,180,852

## TRUSTEES' STATEMENT

We confirm that the Summary Financial Statements presented on this page represent a summary of information extracted from the Report of the Board and Financial Statements of The Leadership Foundation for Higher Education approved by the Board on 4th October 2017. The Summary Financial Statements may not contain sufficient information to allow for a complete understanding of the financial affairs of The Leadership Foundation for Higher Education. For further information, the full Report of the Board and Financial Statements should be consulted. Copies can be obtained from The Leadership Foundation for Higher Education, Peer House, 8-14 Verulam Street, London WC1X 8LZ. The 2016-17 Report of the Board and Financial Statements have been audited by haysmacintyre (registered auditors) and received an unqualified opinion, and have been submitted to both the Charity Commission and the Registrar of Companies.

# WHO WE ARE

The Leadership Foundation is made up of a small number of staff dedicated to the pursuit of leadership excellence for higher education.

It is supported by a Board that brings together knowledge and experience of higher education, leadership, governance and management.

## THE BOARD

The Leadership Foundation's Board is responsible for strategy, finance and employment. All Board members are appointed through open competition. Board members are also directors of the company.

In 2016-17, the Leadership Foundation was delighted to welcome five new Board members representing a diverse mix of experience, sectors and backgrounds.

These were: **Andy Chew**, Managing Director, Architectures and Innovation, Cisco UK & Ireland, **Sophie Bowen**, Chief Operating Officer, Middlesex University, **Farley Thomas**, Executive Coach and Business Consultant, **Rose Wangen-Jones**, Global Business Director, WPP and **Professor Steve West**, Vice-Chancellor, University of the West of England.

The Board has established three sub-committees to assist its work: the Audit, Finance and Risk Committee (chaired by Janet Legrand), the Remuneration Committee (chaired by Stephen Marston), and the Nominations Committee (chaired by Gillian Camm).

LEADERSHIP FOUNDATION TRUSTEE, DIRECTOR, BOARD MEMBER (KEY MANAGEMENT PERSONNEL)	EXTERNAL ROLE
<b>Gillian Camm</b> Chair of the Board Chair of the Nominations Committee Member of the Nominations and Audit, Finance and Risk Committee	Chair, University of the West of England, Consultant and Non-Executive Director
<b>Geoff Dawson</b> Deputy Chair of the Board	Chair of the Committee of University Chairs
<b>Wendy Alexander</b> Member of the Nominations Committee	Vice-Principal (International), University of Dundee
<b>Andy Chew</b>	Non-Executive Director and Strategic Business Advisor
<b>Sophie Bowen</b>	Chief Operating Officer, Middlesex University
<b>Janet Legrand</b> Chair of the Audit, Finance and Risk Committee	Partner, DLA Piper International LLP
<b>Dr David Llewellyn</b> Member of the Nominations Committee	Vice-Chancellor, Harper Adams University
<b>Professor Julie Lydon OBE</b> Member of the Audit, Finance and Risk Committee	Vice-Chancellor, University of South Wales
<b>Professor Craig Mahoney</b>	Principal and Vice-Chancellor, University of the West of Scotland
<b>Stephen Marston</b> Chair of the Remuneration Committee	Vice-Chancellor, University of Gloucestershire
<b>Professor Nick Petford</b> Member of the Audit, Finance and Risk Committee	Vice-Chancellor, University of Northampton
<b>Professor Colin Riordan</b> Member of the Remuneration Committee	President and Vice-Chancellor, Cardiff University
<b>Rose Wangen-Jones</b>	Global Business Director, WPP
<b>Professor Steve West CBE</b>	Vice-Chancellor, University of the West of England

# THE TEAM

Led by Alison Johns, chief executive, and the wider senior leadership team, the Leadership Foundation is a small but agile organisation.

## CHIEF EXECUTIVE'S OFFICE

### ALISON JOHNS

Chief Executive

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## FINANCE AND BUSINESS OPERATIONS

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## LEADERSHIP DEVELOPMENT

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## MEMBERSHIP AND INNOVATION

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### WILL WADE

Innovation and Policy Manager

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## MIDLANDS, YORKSHIRE AND NORTH EAST

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## LONDON, EAST AND SOUTH EAST

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## NORTH WEST ENGLAND

### MERIEL BOX

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## SMALL AND SPECIALIST INSTITUTIONS

### REBECCA BULL

Assistant Director, Membership

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“Last year we sought to increase our collaborations with individuals and organisations. This led to our most engaged year yet with nearly 250 academics and higher education professionals contributing to our programmes and events.

**Alison Johns**  
Chief Executive

Inspiring  
Leadership

**Leadership  
Foundation**  
for Higher Education

Inspiring  
Leadership

**Leadership  
Foundation**  
for Higher Education

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