



**Brunel**  
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# Preparing Early-Career Faculty for Leadership in Universities

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# Agenda

- Background to the UK context
- Outline of the programme
- Feedback and impact

- Traditional models of academic career progression have broken down
- More students to do PhDs / doctorates
- Between 1999 and 2003 there was 31% increase in numbers doing PhDs in UK
- 2008 – 2018 23% increase in research staff
- At the same time:
  - Mandatory retirement age withdrawn
  - Pressure on public funding for universities
  - “Log jam” of career movement within higher education institutions
  - Now being more proactively addressed

<b>Level of study</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
Postgraduate					
Doctorate research	95,805	98,365	98,555	98,560	100,085
Other postgraduate research	12,665	13,130	14,355	14,615	12,435
<b>Total postgraduate research</b>	<b>108,470</b>	<b>111,490</b>	<b>112,915</b>	<b>113,175</b>	<b>112,520</b>

Title:

Subtitle:

Reference ID:

Data source:

Data source link:

Figure 3 - HE student enrolments by level of study

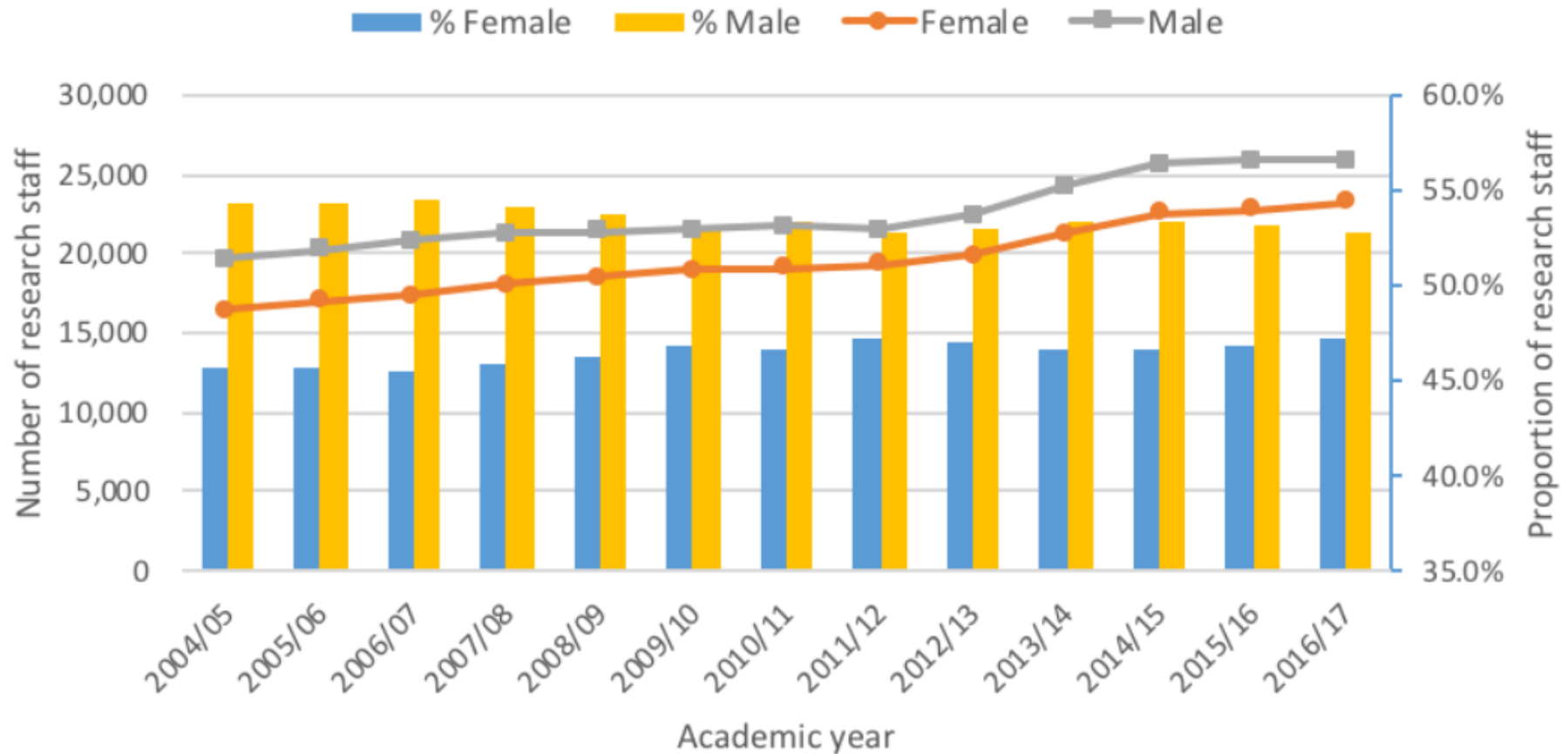
2012/13 to 2016/17

SFR247 Figure 3

HESA

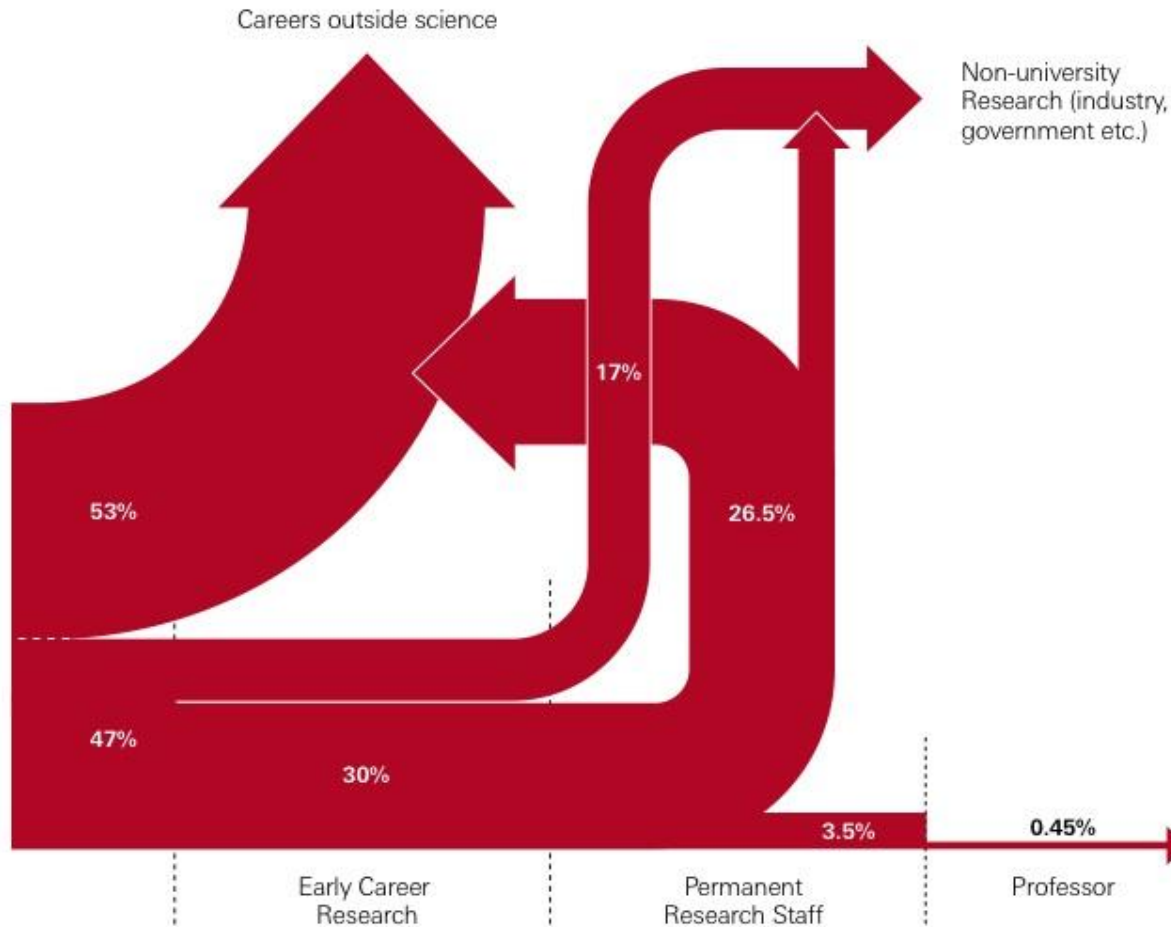
<https://www.hesa.ac.uk/data-and-analysis/sfr247/figure-3>

Figure 1: Numbers of female and male research staff employed in UK Higher Education Institutions since 2004/05



[Review of the Concordat to Support the Career Development of Researchers](#)  
[June 2018](#)

Figure 1.6 **Careers in and outside science**



14 The Scientific Century: securing our future prosperity

# The Challenge of Academic Leadership

14 February 2022

- “prestige factors” are critical in achieving promotion – not leadership or management ability
- The role itself can involve a focus on other aspects and cause identity-conflict and dissatisfaction (Blackmore 2015, Kandiko-Howson and Coate 2015)
- Postdoctoral researchers and early career academics are often “leading” but without positional authority or line management

# Preparing for Leadership

14 February 2022

- Written by Steve Hutchinson and Paul Toombs for [Vitae](#)
- 2-day experiential workshop run numerous times with researchers and early career academics in UK universities and more recently in Europe
- Adapted to a one-day workshop for expediency in Copenhagen with Velux Foundation Fellows
- Works well with researchers and academics from any discipline but typically within 0-4 years of starting a post-doc or faculty position



# Key Questions

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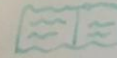
- Where do you want to go in your career?
- What does it take to be in that role?
- How can you develop a plan to get there?
- Where are you now?
- How can you best deal with the challenges of leadership that you currently face?

# What do we do?

- Pre-workshop preparation of reading and drawing a career road map
- Start off with discussion of what leadership is (and isn't)
- Coaching pairs and developing coaching and listening skills
- Road maps – what got you here won't get you there...
- Values
- Facets of superior performance
- Principal Investigators and Research Leaders Survey results
- Discussion around managing difficult situations
- Skills for managing people
- McClellands work on motivation
- Organisational culture
- Cohort leadership development activity

# Pros and Cons

- Cons:
  - Initially can have a mixed reception
  - Leadership development groups rarely continue for long post-course
  - Rather a “sheep-dip” approach to leadership
- Pros:
  - Really relevant, supportive conversations
  - Honest exposure to what academic leadership positions really involve
  - Help with career planning
  - Confidence-building

AUTHORSHIP ISSUES  
 (LSE)

WHO AM I AS A LEADER?

ONE SIZE DOES NOT FIT ALL

YOUR CHALLENGES:

- RECRUITMENT OF RIGHT PEOPLE
- MANAGING PERIODS OF LEAVE
- TRAINING + DEVELOPING OTHERS
- MOTIVATION
- TIME MANAGEMENT
- IDENTITY AS A LEADER
- INDEPENDENCE FROM PREVIOUS BOSS
- DEVELOPING FIELD OF RESEARCH
- PUBLICATION + FUNDING STRATEGIES

WRITING SKILLS

LEARNING THE "STRATEGIC YES!"

YIP  
 04/04/18

COACHING CONVERSATIONS  
 - HELPING OTHERS TO OWN SOLUTIONS TO THEIR PROBLEMS  
 - LEARNING TO LISTEN ACTIVELY

APPREZIATING DIFFERENCES  
 - HOW MUCH DO WE KNOW ABOUT EACH OTHER?  
 - BUILD TRUSTWORTHY RELATIONSHIPS  
 - UNDERSTAND MOTIVATION

SUPERIOR PERFORMERS:  
 - AUTHENTIC  
 - DEMOCRATIC  
 - COACHING

TASKS x 6  
 COMPETENCIES  
 SKILLS  
 ATTRIBUTES  
 EXPERIENCE



MOTIVATING OURSELVES + OTHERS

SITUATIONS & LEADERSHIP



# References and Further Information

14 February 2022

- Blackmore, P., 2015. Prestige in universities: in tension with the efficiency and effectiveness agenda? Paper presented at the *Society for Research into Higher Education Annual Research Conference*, Newport, UK.
- Kandiko-Howson, C. and Coate, K., 2015. The prestige economy and mid-career academic women: strategies, choices and motivation. Paper presented at the *Society for Research into Higher Education Annual Research Conference*, Newport, UK.
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