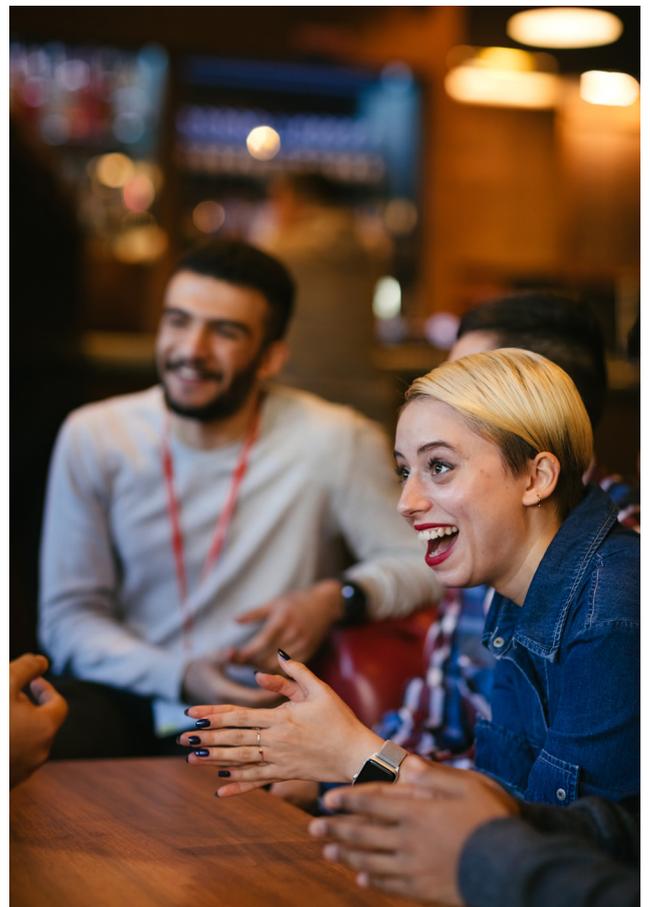


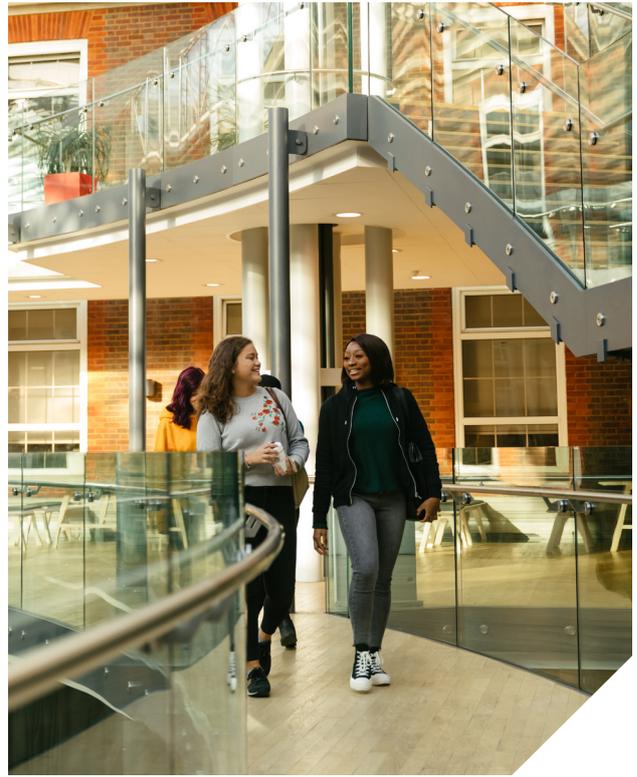


Saxton Bampfylde

Appointment of Board Members

Appointment brief
April 2019





Contents

Foreword from the Chair of Governors	3
About Middlesex University	4
Transforming Potential into Success 2017 to 2022	7
Teaching Excellence	8
Research at Middlesex	10
Organisation	11
Academic structure	14
The role	15
Purpose	16
Key responsibilities	17
Person specification	18
How to apply	20

Foreword from the Chair of the Board

Thank you for your interest in becoming a Governor at Middlesex University.

Middlesex is an amazing institution, taking its students on life-changing journeys, confident in our role in an uncertain world, and with employees whose jobs bring a sense of personal accomplishment in increasingly challenging times.

The only London university to be ranked among the world's top 150 universities under 50 years old, we have come far since our first founding college opened in 1878 and we achieved university status in 1992. Today, we offer a comprehensive range of courses, teach almost 20,000 students each year, validate or franchise courses that are taken by another 20,000 students across the globe, undertake a wide range of research, employ around 2,000 staff, and support many other jobs with suppliers, contractors and partners.

Our students come from a diverse range of backgrounds, from Londoners who are often the first generation in their families to go on to higher education to learners from over 130 countries around the world. They are attracted by our modern campus experience, the real-world relevance of our courses and our practice-based approach to learning. We have given ourselves a tough mission: to see our students through to successful careers and fulfilled lives whatever their background, and we see our diversity as an opportunity to do this in new and innovative ways.

Middlesex is more than a teaching and research institution. We are a community, a public service, an educational charity, a multinational business, and a hub for arts and culture; we run science and technology outreach programmes, business support services and multiple partnerships with many other organisations; and we strive to be a good employer.

We work in an environment where higher education has become increasingly marketised and competitive, and where we are subject to high levels of regulation in a regime where universities will be allowed to fail. We face a constant stream of policy reforms and new expectations.

Middlesex has a proud history of innovation and has both adapted to change and itself driven change in policy and practice. We have pioneered new subjects, new course designs, new pathways to and through higher education, transnational education, new technologies and new business and staffing models from outsourcing to joint ventures. However, like many universities we face growing financial challenges, especially keeping our costs aligned with our income, raising productivity, increasing the value our students expect from their fees and employers and the public expect from their taxes.

Our Governors are essential partners with the Vice-Chancellor, Professor Tim Blackman, and the Executive, in working for even greater future success for the University. Together, under the leadership of our Vice-Chancellor, we will deliver the vision and mission of the University, which are reflected in our institutional strategy. For this purpose, we need individuals who are able to contribute to the Board at a strategic level and bring a broad range of expertise and experience at a senior level within their respective sectors. We welcome applications from individuals who have a shared passion and commitment to our mission and values.

We have identified some skills gaps in our current Board and are particularly looking to recruit academics who have operated at the highest level of the UK higher education sector, individuals with expertise in Higher Education policy, individuals with expertise in Further Education, Training and Professional Development and individuals with expertise in digital transformation and solutions. We need people with wide experience, a constructive approach to working with colleagues, and with extremely good judgment, people with credibility, strategic analytical skills, professional standing, and excellent communication skills. Governors should be willing to devote 15-20 days per year. This includes six Board meetings, four to six committee meetings, two strategic away days, training and induction as required, with the time, interest and energy to get involved with the University – through serving on the Board's sub-committees and attendance at Middlesex University events.

This brochure sets out details of the role of a Board member, and the people we are looking for to join the University's Board of Governors to help us rise to the challenges and opportunities ahead.

We look forward to welcoming new Governors who can help us to create the next chapter in our incredible history of transforming lives. We look forward to discussing the role with you.



Geraldine Proudler
Chair of the Board
of Governors

About Middlesex University



For more than 140 years Middlesex University has been home to great minds, with a determined and unwavering ambition to improve the world through teaching, learning and research. We have grown from a successful polytechnic to a leading modern university and global institution. Now the University has 20,000 culturally diverse students at its main campus in Hendon, and almost 20,000 students studying for Middlesex awards with academic partners in the UK and overseas and at three overseas campuses in Malta, Dubai and Mauritius.

The University is consistently ranked as one of the best modern universities in London according to league tables such as the Sunday Times Good University Guide and Times Higher Education World University Rankings, with noted excellent performance in graduate employment. With around 2,000 members of staff, including many leaders in their academic field as well as practising professionals, Middlesex University is a destination for students and staff who want to achieve their potential and get the most from their professional and academic careers.

We have always been a progressive institution and we inspire our students to be progressive too. A Middlesex student is not just a learner, but an agent of change, transformed by new experiences that can open doors to life-changing possibilities, and empowered with the knowledge and skills to be a change-maker.

One of our key values as an educator is to put students first, by providing expert teaching and inspiring research. We actively practise this approach by enabling our students to become partners and co-creators of educational success.

Tomorrow's skills today

At Middlesex University we equip our students with the skills and knowledge to lead successful professional careers and establish successful businesses in tomorrow's world. Our ambition is to amaze our students by showing them that they can do what they never thought themselves capable of doing, confident in being creative, enterprising and global professionals. Middlesex students are equipped to be 'makers', individuals who can create and improve things, whether products, services, techniques, policies or works of art.

Our programmes are relevant to the future employment needs of the student. We build high level skills, knowledge of modern technology, and a depth of critical understanding that is so vital in a complex business and professional world. Our courses and research are designed to connect our students with opportunities around the world in the professions, the arts and industry. We reflect the needs and requirements of the global employee to equip our students to thrive and achieve in the global workplace. We enable our students to develop skills and competencies that can be transferred not only between jobs, but also between sectors and industries and between cultures and countries.



We want to be among the best for the quality of our education and professional services, with teaching based on inspiring scholarship, our students learning in world-class, technology-rich environments, and our graduates in demand. However, we want to achieve this while opening up opportunities, attracting students from diverse backgrounds because we see a mix of talents and influences as a resource for learning, personal development and social change.

We engender an understanding of how people from different cultures feel, how they think and how to work with them in harmony, increasingly an essential attribute for career success in a global workforce. Our students appreciate and use different ideas and perspectives, apply new knowledge and techniques from research and practice, and collaborate, innovate and improve by using skills developed in both educational and professional settings.

We focus on the personal development of our students with truly transformational 21st century teaching. We are committed to pioneering innovative teaching methods using the latest technologies and thinking to provide an outstanding learning experience and environment for our students. Putting our students first, we aim to provide a life-transforming education to diverse intakes of students who can create more inclusive professions and businesses that reflect the society in which they live and work.

Our people

Our strength is our diverse community of students and staff, multinational and multicultural, where difference is an inspiration for our work. Middlesex is a vibrant university where everyone learns to work with one another across differences; to share knowledge, understandings and perspectives to engender a mix of world views and ways of thinking that is exciting and inspiring.

We hire, support and develop academics and professionals who are passionate about learning. Individuals who create opportunities and the tools for students to succeed beyond what they ever thought possible.

We bring creativity and collaboration to all that we do in teaching, research and support services. Our people are open to new ideas and perspectives, committed to excellence, approachable and friendly with a shared and unifying goal of helping our students to achieve their ambitions. Our staff and how we value them make this a reality. We strive to create the right conditions for everyone to succeed and give their best, and we work collaboratively to achieve together what we cannot achieve alone.

Our partners

We are an engaged university connected through our many partners in the NHS, schools, colleges, local authorities, companies, business groups, professional bodies, national and international agencies and sector bodies. This adds to the complexity of our operating models but partnerships have become key to large parts of our delivery and we see the future as one where success will depend on collaboration. Middlesex works with leading educational institutions from across London, the UK and around the world. We work with employers to make sure that what our students learn is what employers need, further developing these relationships through our research and knowledge exchange. The many companies and organisations with whom we collaborate are where our students undertake placements, internships and higher and degree apprenticeships; where we develop cutting-edge work-based learning or partner to deliver courses; the services where our students spend time in professional practice; or the wealth of sports, arts, government, commercial and scientific organisations with whom we interact daily in many professional, advisory and voluntary roles.



Our history

Great universities are not born great but become great because of their staff and students. Middlesex University grew out of mergers between different schools and colleges in North London. It began in 1878 when our founding institution opened, St Katherine's College, one of Britain's first teacher training colleges, starting our mission of education for professional careers and, above all, education based on excellent and inspiring teaching. In 1880, our second founding institution opened, the iconic Hornsey School of Art. In 1968 Hornsey was a hotbed of student radicalism, with its famous sit-in that started with what was seen then as an extreme demand: student representation on course committees. The college's students pioneered the principle of students as co-creators of their education – a principle that we hold dear today. Next in our chronology was the Ediswan Institute, founded in 1901 by Joseph Swan, inventor of the electric light bulb, which became the Ponders End Technical Institute and later Enfield College of Technology.

The Ediswan Institute is an important part of our history for two reasons: it pioneered lifelong learning, for Swan's factory workers, and it was a centre of applied research. It was where work that led to the invention of the thermionic valve started, the valves used to construct Colossus, the world's first electronic computer that by cracking German codes helped win the Second World War. Between 1962 and 1970, the Principal of Enfield College, George Brosan, and his deputy Eric Robinson, were leading figures in shaping a new concept for higher education that became the polytechnic. Middlesex became a polytechnic in 1973. Polytechnics were institutions of higher education not created in the image of Oxford or Cambridge but to embrace the needs of their local communities, to teach well and to develop applied research specialisms important to their localities. In 1992 their separate designation was abolished and Middlesex, along with other polytechnics, became a university, confident in its own aims and purpose. Our first Chancellor, Baroness Beryl Platt of Writtle, a distinguished female aeronautics engineer, signified another mark of our pioneering and progressive institution.

Our current campus in Hendon was the original home of Hendon Technical Institute. We have invested more than £200m to create a modern single site campus in North London. Building on our proud history and heritage, we now form part of the fabric of cosmopolitan London, with a truly global footprint.



Our context

The environment in which the University operates is volatile and challenging. The capped home undergraduate fee is unlikely to increase for the foreseeable future and may be reduced, the Post-18 Education and Funding Review is likely to propose some significant and potentially disruptive changes, and pension costs and Brexit pose major risks. Initiatives to drive value and choice for students, such as the TEF, comparison websites and apps, and the publication of LEO graduate salary data, will be growing influences on student recruitment. The fourth industrial revolution will have profound effects on education as well as how large and complex organisations like universities do their business.

Change is becoming the new normal for all universities and Middlesex has often pioneered innovation and has met external challenges with new ideas and agility. We need to keep investing in innovation in our business processes and the skills and roles we need to succeed. Our future success in this context is dependent on constantly looking to the future and embracing change, developing the people and organisational agility to adapt positively through transforming processes and changing cultures.

Transforming Potential into Success 2017 to 2022

Our institutional strategy, agreed by the Board of Governors in July 2017, sets out the University's direction for the following five years with a clear and ambitious vision that has our students at its heart. Our priorities are presented as six strategic aims, supported by specific objectives. These are driven by our vision, mission and values, which guide the way we work together and unite us in a common purpose.

Inspiring success

Strategic Aim 1

Provide an inspiring choice of courses and learning pathways that empower students with the ambition, skills and knowledge to succeed in graduate employment.

Practice-based learning

Strategic Aim 2

Engage our students in active, practice-based learning, with teaching enriched by research and innovative practice that creates highly employable graduates.

A vibrant student experience

Strategic Aim 3

Create a vibrant student experience that promotes wellbeing and builds a sense of belonging and commitment.

A values-driven culture

Strategic Aim 4

Foster a values-driven high-performance culture that enables us to realise our vision.

Research that benefits our students

Strategic Aim 5

Undertake high quality research, practice and knowledge exchange that benefit our students.

Building support for our mission

Strategic Aim 6

Further our mission through corporate, policy and community engagement, building support for the University and setting agendas in tertiary education and skills.

Our vision

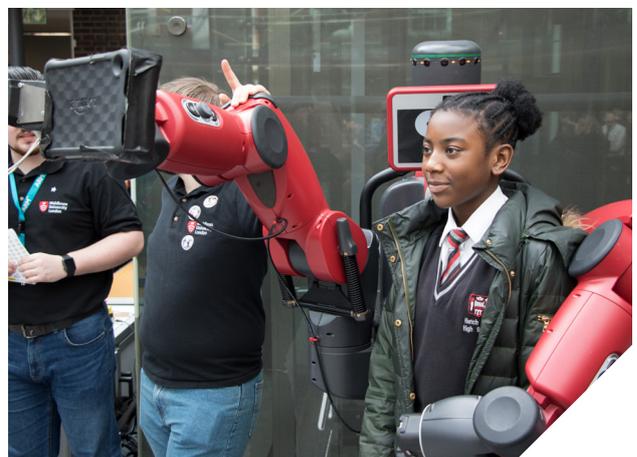
The leading university for transforming potential into success.

Our mission

Everyone at Middlesex will have the opportunities and tools to chart their path to success in a community where the experiences we create together are life-changing and our diversity is a strength and inspiration.

Our values

- We put students first
- We collaborate, achieving more by working together
- We act fairly, with integrity, respect and purpose
- We shape the future, continuously improving on what has gone before.





Teaching Excellence

At Middlesex, we are dedicated to unlocking potential and transforming the lives of our students. They are at the heart of everything we do and we are proud of the rich diversity they bring to our campuses. It is this which we use as inspiration for our work.

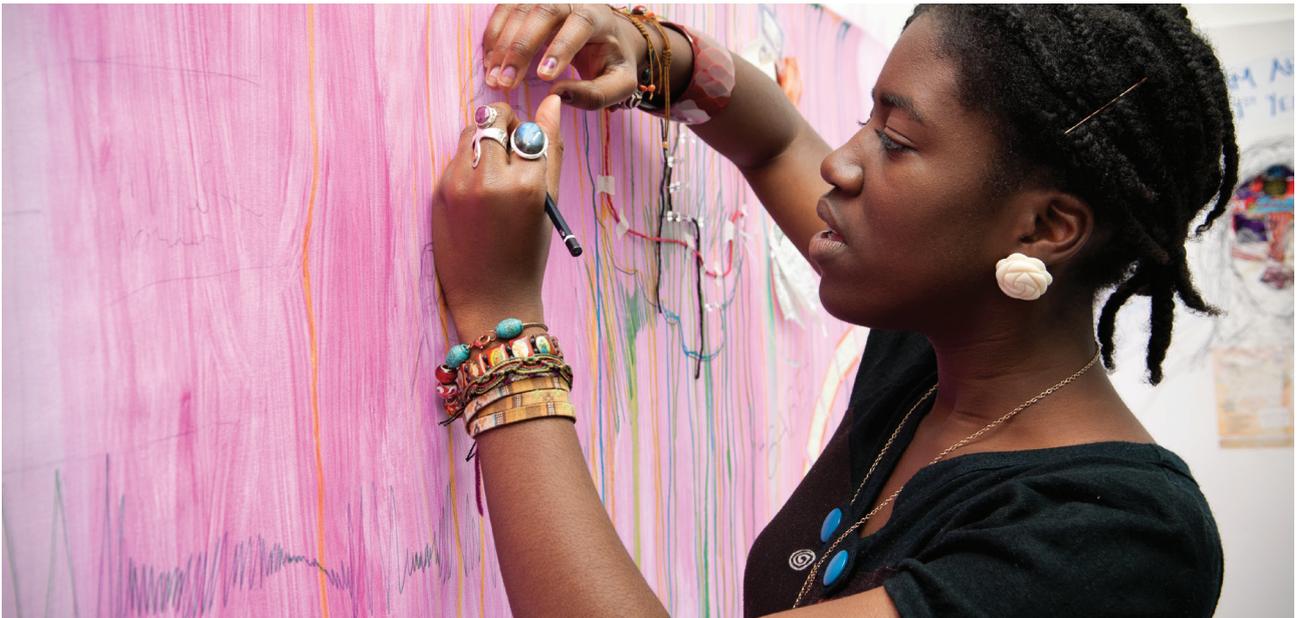
The quality of the University's teaching has been recognised in several awards. The University is now one of the top 500 universities in the world. We have been awarded a silver medal in the UK's first Teaching Excellence Framework assessment, receiving particular praise for our commitment to supporting and enhancing student engagement, and with the assessment panel commenting that students from all backgrounds achieve excellent outcomes at Middlesex; that there is a culture which values and rewards teaching; and that there is a strong emphasis on graduate employment.

We engage our students in active, practice-based learning, with teaching enriched by research and innovative practice that creates highly employable graduates. We provide an inspiring choice of courses and learning pathways that empower students with the ambition, skills and knowledge to succeed in graduate employment. Our courses are designed to meet future skills needs, and we consciously build partnerships with industry, the professions and other learning providers to create career opportunities and to develop new programmes and pathways, such as apprenticeships and mobile learning.

Many of the students here are the first in their families to go to university and embark on professional careers. Our aim is for Middlesex graduates to become agents of change, adding tremendous value to the companies where they work, pioneering innovation in the public services and creating the businesses of the future.

We work with our students as partners to continuously improve their experience, engagement and commitment. Working closely with the Students' Union (MDXSU), the University takes a proactive approach to helping students cope with stress, keep healthy and develop resilience. We provide personalised academic, professional and peer support, acting early to help students who get off track to re-engage with their studies.

Middlesex is a very diverse institution, with a rich mix of cultural and national backgrounds that we are increasingly using as a resource in our teaching and co-curricular activities, such as our Language and Culture Exchange where students are pairing up to teach each other their native languages. We are the first university to be awarded gold as a UK Investor in Equality and Diversity.



Research at Middlesex

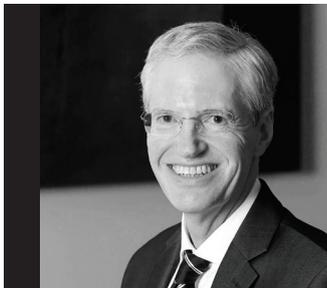


Middlesex achieved a ranking of 85th out of 128 institutions submitting to the 2014 national Research Excellence Framework (REF) based on grade point average and 58th based on research power, which considers the number of research-active staff. The University's highest subject rankings by grade point average were Social Work and Social Policy, Computer Science and Informatics, Business and Management Studies, Law, Art and Design, and Music, Drama, Dance and Performing Arts.

The total value of research grants currently held is £22 million. Our annual QR block grant for research, based on the last REF result, is currently £4.7 million and we receive a further £1.4 million knowledge exchange funding. Our main source of knowledge exchange earnings is CPD and short courses, totalling over £10 million annually.

The University's strategy commits us to aligning better our research and knowledge exchange activities with benefits for our students, either using our research and knowledge exchange to enrich students' learning or building relationships with the companies and organisations likely to employ our graduates by undertaking research and consulting with them. We have more to do to implement this aim and track our success with achieving it. Our objective for research and knowledge exchange income is to at least maintain our current levels of income, while improving overhead recovery, and for the next REF in 2021 to at least maintain the current level of QR income. We also aim to maintain a high quality of research degree provision at Middlesex, including both PhDs and Professional Doctorates.

Organisation



Professor Tim Blackman
Vice-Chancellor

Professor Tim Blackman was appointed Vice-Chancellor of Middlesex University in July 2015. Prior to coming to Middlesex he was Acting Vice-Chancellor at The Open University and previously Pro Vice-Chancellor for Research and Quality.

Tim has extensive leadership experience in higher education. Having graduated from Durham, he returned to the University to hold positions including the Head of the School of Applied Social Sciences, Director of the Wolfson Research Institute and

the Dean of the University's campus in Stockton-on-Tees. He has also served as Dean of the Faculty of Social Sciences and Law at Teesside University and Deputy Dean of the Faculty of Social Sciences and Law at Oxford Brookes University.

A Fellow of the Academy of Social Sciences and Royal Society of Arts, Tim has also served as an assessor for Social Policy and Social Work in the 2014 UK Research Excellence Framework.



Professor Andrea Dlaska
Deputy Vice-Chancellor,
Learning and Innovation

Andrea started at Middlesex University in April 2016 coming from the University of Surrey where she held the position of Pro Vice-Chancellor Learning and Teaching.

Previous positions include Director of the Joint Language Centre of the University of Zurich and the Swiss Federal Institute of Technology, which she established in 2002, and lecturer in German at Warwick University.

Andrea provides executive leadership to student success and the student experience and leads on the University's submission to the Teaching Excellence Framework. She has responsibility for Learning Support Services, the Employability Service, the Centre for Academic Practice Enhancement, student health and wellbeing, academic quality assurance, liaison with the Students' Union, and the University's campuses in Dubai, Mauritius and Malta.



Katie Bell
Chief Commercial Officer

Katie Bell came to Middlesex University London in 2009 following a career in brand marketing, innovation and strategic planning for Nestlé UK and GlaxoSmithKline Consumer Healthcare. Her role before joining Middlesex was Vice-President of Global Digital Marketing.

She also worked for several years in Portugal and Spain, and was the Dean of the European University Business School in Barcelona and Madrid. As a member of the University's Executive team, Katie is accountable to the Vice-Chancellor for marketing; international and home student recruitment, including higher and degree apprenticeships; collaborative academic partnerships including course franchise and validation partners; pre-sessional courses for international student and international student mobility; corporate engagement, corporate communications and external relations; and student and alumni engagement.

She is also a Non-Executive Director for UCAS Media and a Trustee on Saracens Multi Academy Trust.



James Kennedy joined Middlesex University in 2016 and is responsible for strategic financial planning, capital investment and driving strategies to optimise the effective and efficient utilisation of resources and processes.

James has worked in a variety of different sectors, most recently as Chief Operating Officer with an NHS Foundation Trust.

Prior to this, James worked for 10 years at Thermo Fisher Scientific, a US quoted company, where he held a number of UK and European director level positions. James is also a member of the Institute of Chartered Accountants of Scotland and holds a master's degree from the University of Oxford in Engineering Science.



Sophie Bowen joined Middlesex University in 2016. Prior to this, she worked at St George's University of London as University Secretary and Director of Academic Administration and Quality. She also held a variety of roles at the University of Birmingham. Sophie graduated from the University of Oxford with a BA and MPhil (Research) in Sociology, and also gained an MBA from the Open University.

At Middlesex, Sophie is responsible for coordinating strategic planning, central and departmental academic administration, computing and communications systems services, governance and regulation support, and student and legal affairs. She is also currently responsible for the HR and Business Enhancement Teams, which will transfer to the Chief People Officer when in post. She is Honorary Treasurer of the Association of Heads of University Administration, a member of the OIA Good Practice Framework Steering Group and was until December 2018 a member of the Board of the Leadership Foundation for Higher Education.





Anna Kyprianou
Pro Vice-Chancellor
and Executive Dean

Anna Kyprianou is Pro Vice-Chancellor and Executive Dean of the Faculty of Professional and Social Sciences, which comprises the Business School, the School of Health and Education and the School of Law. Anna also has university-wide responsibility for promoting diversity.

Anna's areas of specialism are organisational behaviour and leading and managing people with a particular emphasis on the virtual organisation. She has worked with the strategic development of organisations and their leadership and management teams for more than 35 years.

For the past six years, she has been elected the Vice-President for the Chartered Institute of Personnel and Development's Membership and Professional Development Committee and also sat on the CIPD Board.

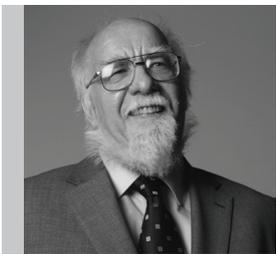


**Professor
Carole-Anne Upton**
Pro Vice-Chancellor
and Executive Dean

Carole-Anne Upton is the Executive Dean of the Faculty of Arts and Creative Industries, bringing together academic provision across art, design, media and performing arts. She also, from April, has university-wide strategic responsibility for research and knowledge exchange, including the Research and Knowledge Transfer Office.

Carole-Anne joined the University in 2012 as Dean of the School of Media and Performing Arts and Professor of Theatre. Prior to joining the University, she was Chair in Drama at the University of Ulster.

Carole-Anne has 20 years' teaching experience spanning directing, space and performance, liveness and documentation, modern Irish theatre, French classical theatre, Beckett, avant-garde performance and African and Caribbean theatre.



**Professor
Martin Loomes**
Pro Vice-Chancellor
and Executive Dean

Martin Loomes is the Executive Dean for the Faculty of Science and Technology and Pro Vice-Chancellor for Research and Professor of Computer Science.

He has over 40 years of experience in education having taught mathematics and computer science at a wide range of levels. He has published widely and managed several large research grants over the years, nearly all collaborative with industry.

Martin's main area of interest is how people conceptualise problems and design solutions to problems using computer technology. This includes aspects of safety critical systems (where mistakes occur), machine learning (how aspects of problem solving can be automated), and systems engineering (how components are brought together to generate solutions).



**Professor
Sean Wellington**
Pro Vice-Chancellor
and Executive Dean

Professor Sean Wellington will join the University in April to succeed Professor Loomes as Executive Dean of the Faculty of Sciences and Technology, who retires later in the year. He will also have overall responsibility for the campus experience.

Sean is currently Associate Dean Strategy and Development in the Faculty of Technology, Design and Environment at Oxford Brookes University. His responsibilities include leadership and management of the Faculty, co-ordinating strategic development and deputising for the Pro Vice-Chancellor/Dean across the full range of Faculty activities.

Sean began his career in the engineering industry, initially as an Apprentice and then Engineering Technician with Marconi Defence Systems, progressing to hold senior leadership roles in higher education. He is a Chartered Engineer, a Fellow of the Institution of Engineering and Technology (IET), a Principal Fellow of the Higher Education Academy, a TEF Pilot Subject Panel Member, a Member of the IET Education and Skills Policy Panel, a Governor of Abingdon and Witney College, and a Member of Oxfordshire Skills Board.

Academic structure

The University's academic provision is delivered by its three academic Faculties.

Our Faculties encourage the integration of ideas and expertise across teaching and research that is closely aligned to industry and real world learning. Students are encouraged to be partners and co-collaborators in their learning to ensure a rich, effective and sustainable learning experience. Our award winning staff take pride in the quality of their teaching, as proven with ambitious outcomes in successive QAA audits and continuous improvements in student academic achievement.



Faculty of Arts and Creative Industries

Incorporating subjects from art and design and media and performing arts, this exciting creative hub inspires and challenges student in a friendly, inclusive and innovative environment. Teaching is underpinned by industry-standard facilities enabling students to shape their disciplines using the most relevant equipment and technology. The Faculty is led by Executive Dean, Professor Carole-Anne Upton.

Faculty of Professional and Social Sciences

The Faculty groups together subjects from the Business School, School of Law and School of Health and Education. With strong links with businesses and public sector bodies the Faculty provides practical real world learning that prepares students to be change makers and to create and share their knowledge between the professional and academic worlds. The Faculty is led by Executive Dean, Anna Kyprianou.



Faculty of Science and Technology

The Faculty brings together students, staff and programmes from subjects including psychology, sport science, biomedical science, computer science, design engineering, telecommunications, computer engineering, mathematics and statistics, information systems and environmental science. Bringing together leading academics the Faculty encourages students to challenge thinking and formulate approaches that are fit for purpose in our modern world. The Faculty is led by Executive Dean, Professor Martin Loomes.



The role

This is an exciting opportunity to join our Board of Governors in challenging times for universities, when business as usual is not an option. Middlesex University is dedicated to unlocking the potential and transforming the lives of its highly diverse body of students, to producing outstanding research and to providing an excellent environment for employees. Our Governors play an important non-executive role in helping Middlesex to achieve these objectives working with the Vice-Chancellor Professor Tim Blackman and the **Executive team**.

Our current Governors have all made notable contributions to business, academic and public life. They contribute insights, knowledge and expertise from their professional, specialist and general management experience to drive the development of Middlesex University. Members of the Board bring an independent view to their work engaging constructively with the Executive to challenge, support and hold them to account.

You can see more about the current members of our Board of Governors [here](#).

Purpose



The responsibilities of the Board of Governors derive from the University's Articles of Government and from statutory and regulatory requirements and guidance. They include in particular:

- To set the Strategic Direction, educational character and mission of Middlesex University in partnership with the Vice Chancellor;
- To challenge constructively, support and hold the Executive to account at full Board meetings;
- To bring specialist expertise that can both assist the Executive and be used to test their decision-making;
- To take responsibility for risk management policy;
- To take responsibility for the effective and efficient use of resources;
- To take responsibility for the budget, to approve the annual budget and financial statements, and to have overall responsibility for the University's assets, property and estate;
- To examine detail in Sub-Committees and report back to the full Board meeting as part of the process of holding to account;
- To approve the appointment or dismissal of the Vice-Chancellor and of senior post holders;
- To approve the remuneration of the Vice-Chancellor and senior post holders;
- To safeguard the good name of the University;
- To ensure that there are policies and procedures for employing staff, for dealing with staff performance, discipline, dismissal and grievance, and for dealing with student discipline, complaints and academic appeals;
- To represent the University externally and deal with key stakeholders when required;
- To fulfil statutory/regulatory responsibilities including as charitable trustees.

Members of the Board of Governors serve in an individual capacity, rather than as representatives of any organisations or corporate bodies.



Standards of governance and effectiveness of Governors

Board members are holders of public office.

Working with the Vice-Chancellor as Chief Executive, they share ultimate and collective responsibility for the conduct of the business of the University. All appointed Board members – staff, students and lay Governors – have a public duty to observe the highest standards of corporate governance in exercising that responsibility.

Good governance depends on sound decision making. To be effective, Governors need a good working knowledge of the University, of its history and of its place within the higher

education system and the wider community. Governors also need to know what is expected of them collectively and individually, particularly when this is a legal requirement, and Governors could be held accountable for their acts and/or omissions.



Equality and Diversity Statement

The Middlesex University Statement of Diversity (August 2018) sets out that: “Diversity is respected, embraced and promoted at Middlesex University. It is an integral part of who we are and what we stand for, both as a University committed to educating the next generation of diverse leaders, makers and shapers, and as a voice in public affairs”.

In support of this Statement, the University Strategy and governance good practice as specified through the HE Code of Governance, the Board of Governors is committed to ensure that Board recruitment pro-actively supports diversity. A diverse Board is more likely to contain a broader range of skills, knowledge and experience than one which is more narrowly based, and consequently will contribute to more effective governance. Creating a diverse Board can also help to increase accountability and stakeholder confidence.

The Board will seek to ensure that the diversity of the Board is taken into account during recruitment, as well as that, collectively, the membership of the Board provides an appropriate range and balance of skills, knowledge and experience.

Person Specification

Middlesex University have identified the following skills gaps on their Board and would welcome applications from candidates with background and experience in the following areas:

- Academics who have operated at the highest level of the higher education sector in the UK;
- Expertise in Higher Education Policy;
- Expertise in Further Education, Training and Professional Development; and
- Strategic expertise in digital transformation and solutions.
- Beyond these areas candidates must be able to contribute to the Board at a strategic level and bring a broad range of expertise and experience at a senior level within their respective sectors. Candidates should bring all or most of the following knowledge, experience and attributes:
- Experience at board level in a public, private or third sector body;
- A familiarity with financial reporting;
- A track record of leadership at a senior level within their field;
- Awareness of the modern regulatory environment, so that legitimate scrutiny and accountability are respected and effectively discharged;

- Understanding of the impact of government policy on Higher Education; and

- A passion for the work the University does and an empathy with its mission.

Terms of Appointment

- The initial appointment is one year, which is extendable to three years by mutual consent. You may also be re-appointed for a second term.
- Governors should be willing to devote 15-20 days per year. This includes six Board meetings, four to six committee meetings, two strategic away days, training and induction as required, and occasional invitations to corporate functions such as graduation ceremonies.
- This is an unpaid, non-executive role.
- Expenses are provided for care allowance, travel and subsistence in relation to duties undertaken as a consequence of Board membership.
- The Board encourages, supports and values diversity and welcomes nominations from all sections of the community. Nominations are particularly welcome from ethnic minority candidates who are currently under-represented on the Board.



Saxton Bampfylde

Saxton Bampfylde Ltd is acting as an employment agency advisor to Middlesex University on these appointments.

Candidates should apply for this role through our website at www.saxbam.com/appointments, using code RIXE.

Click on the **'apply'** button and follow the instructions to upload a CV and cover letter.

The closing date for applications is noon on **29th April 2019**.

GDPR personal data notice

According to GDPR guidelines, we are only able to process your Sensitive Personal Data (racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, genetic data, biometric data, health, sex life, or sexual orientation) with your express consent. You will be asked to complete a consent form when you apply and please **do not** include any Sensitive Personal Data within your CV (although this can be included in your covering letter if you wish to do so), remembering also not to include contact details for referees without their prior agreement.

The equal opportunities monitoring online form will not be shared with anyone involved in assessing your application. Please complete as part of the application process.

