



EdD Thesis Research

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Que(e)rying leadership on a LGBTQ+ Leadership Development Programme for UK Higher Education staff

A LGBTQ+ leadership development programme for UK Higher Education (HE)

- Marginalisation and stigma affect all stages of leadership development for LGBTQ+ people (Fassinger et al., 2010)
- LGBTQ+ leaders offer a distinct capital; LGBTQ+ leaders need to be aware of this, contexts need to be critiqued, and the prevailing notions of leadership need to be challenged (Courtney, 2014; Ahmed, 2012; Bowring, 2004; Fine, 2017)
- Reframing leadership and leadership development for UK HE is necessary (Gunter, 2005; Biesta, 2015; Spendlove, 2007)

Research Questions

1. How is (LGBTQ+) leadership perceived to be valued more broadly in UK HE?
2. How was leadership reframed by the LGBTQ+ programme's community in a queer space?
3. How was the LGBTQ+ leadership development programme valued by attendees?
4. How might LGBTQ+ leadership and accompanying leadership development programmes be reimagined, moving out of the programme's queer space?

Timeline of data generation

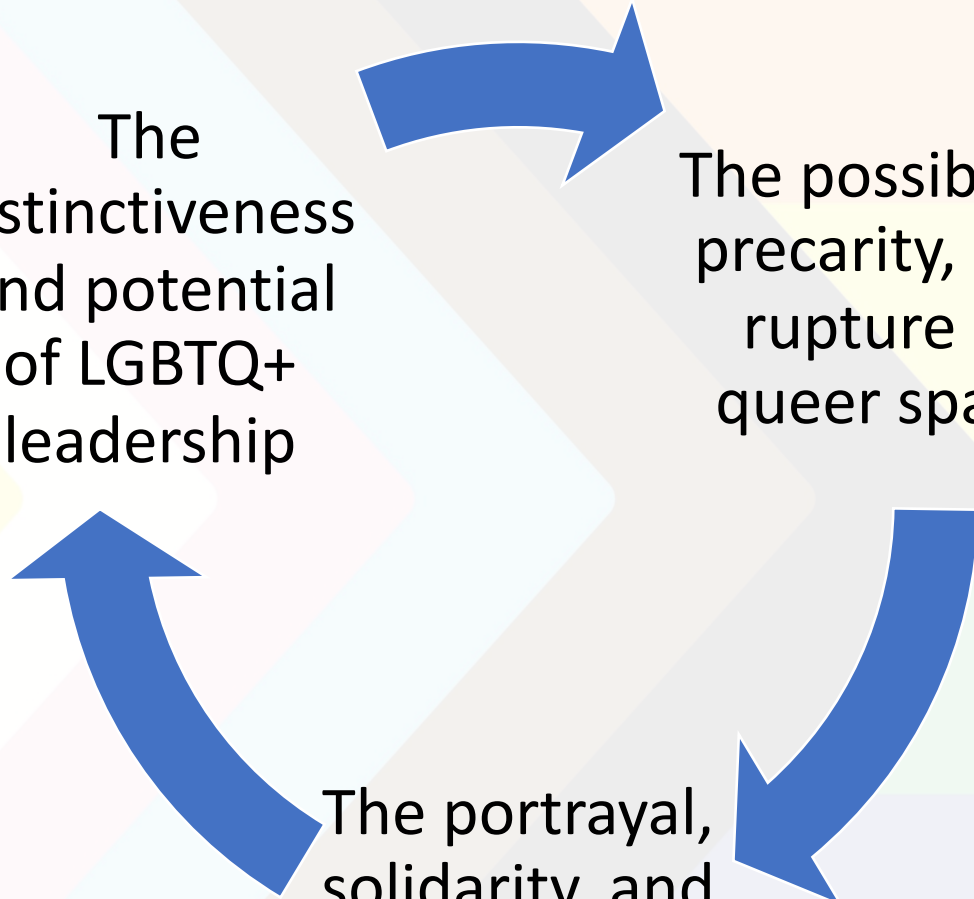
- Sept 2022 Day 1 field notes
- Oct 2022 Accessed host university website
- Nov-Dec 2022 Interviews with 7 mentees
- Jan 2023 Day 2 field notes. Interview with 1 mentee.
- Feb-Mar 2023 Reflexive thematic analysis began. Interviews with 5 mentors and co-leader(b)
- May-Jun 2023 Day 3 field notes. 2nd interviews with 7 mentees
- July 2023 Interview with guest on day 3
- Aug 2023 Interview with co-leader(a) (who was also a mentor)

Analysis

The distinctiveness and potential of LGBTQ+ leadership

The possibility, precarity, and rupture of queer space

The portrayal, solidarity, and collaboration of trailblazers





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