From Leading Academic to Academic Leader

Professor John Germov
The University of Newcastle
CHALLENGES FOR ACADEMIC LEADERS

- Fiscal pressures & uncertain policy environment
- Global competition for students & academic staff
- Innovations in pedagogy & research training
- Funding & enhancing research productivity
- Changing expectations of the role of academic staff
- Workforce demographic factors
- Effective performance management
- Managing up & down
A strong academic workforce, led by skilled academic leaders is essential for the success of the sector and this is now becoming critical as the sector faces a period of significant change which some have called a “perfect storm” (Parker 2010).
Leading Academics do not automatically become Academic Leaders

However...
Academic leadership for succession: research and implementation across the arts, social sciences and humanities in Australia (2013)

- This DASSH sponsored OLT study provided an analysis of leadership succession planning among ASSH leaders; and identified key elements of a leadership succession framework.
Academic leadership for succession: research and implementation across the arts, social sciences and humanities in Australia (2013)
PROPORTION OF RESPONDENTS WITH A SUCCESSION PLAN

Source: DASSH Academic Leadership Survey 2011, N=152
ATTITUDE TOWARDS A FORMAL SUCCESSION PLAN

Source: DASSH Academic Leadership Survey 2011, N=140
KEY FINDINGS

• Leadership succession planning is not widely undertaken among ASSH leaders & when it is done, it is typically informal.
• Dominant approach is reactive rather than institutionally driven.
• Academic leaders experience a number of external barriers & challenges for leadership succession, & express ambivalence toward succession initiatives.
• A mixed approach, incorporating both informal & formal initiatives, is a preferred strategy for leadership succession initiatives.
• A supportive institutional culture is essential for effective leadership succession initiatives and workforce planning.
• Succession planning should be open, transparent and a committed priority among academic leaders and institutions.
SUMMARY OF IMPLEMENTATION STRATEGIES

Key building blocks for effective succession planning:

- Senior executive support
- Identification & resolution of barriers & enablers
- Cascading business planning
- Articulated career paths & workforce planning
- Improvements in business processes & infrastructure
- Recruitment & selection help address the main barriers to leadership succession planning
• Institutional support strategies such as:
  – more timely & transparent decision-making
  – budget & leadership development initiatives
• A talent management approach tailored to institutional & individual requirements will enable potential leaders to be identified, developed & retained
• Putting in place mechanisms to support & foster non-linear & linear careers is a key component of succession planning
• Reward & recognition, plus structure and job design initiatives, are integral to addressing the barriers to taking on leadership roles
CASE STUDY:
THE UNIVERSITY OF NEWCASTLE (UON)
# The 3 Pillars of University of Ontario's People Strategy

<table>
<thead>
<tr>
<th><strong>Objective 1:</strong> Staff are supported to perform at world-class levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERFORMANCE &amp; ROLE CLARITY</td>
</tr>
<tr>
<td>- Ensure proportion of ongoing academic staff with doctoral qualifications &gt; 80% by 2015</td>
</tr>
</tbody>
</table>

| LEADERSHIP CAPABILITY |
| - Introduce a UoN Professional Development Program |

| TALENT ATTRACTION & RETENTION |
| - Recruit & retain outstanding staff |
| - Introduce a sector leading Employee Value Proposition |

<table>
<thead>
<tr>
<th><strong>Objective 2:</strong> Build leadership capacity &amp; capability to deliver 2025 vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERFORMANCE &amp; ROLE CLARITY</td>
</tr>
<tr>
<td>- Ensure effective succession planning processes</td>
</tr>
<tr>
<td>- Provide access to robust, real-time &amp; relevant performance data</td>
</tr>
</tbody>
</table>

| LEADERSHIP CAPABILITY |
| - Develop a Leadership Framework that articulates skills & capabilities supported by development programs |

| TALENT ATTRACTION & RETENTION |
| - Attract outstanding leading academics to UoN as global innovation chairs |

<table>
<thead>
<tr>
<th><strong>Objective 3:</strong> Staff are clear about roles &amp; performance to support career aspirations</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERFORMANCE &amp; ROLE CLARITY</td>
</tr>
<tr>
<td>- Develop a new Performance Review &amp; Development Framework (PRD) that defines performance expectations &amp; career aspirations</td>
</tr>
</tbody>
</table>

| LEADERSHIP CAPABILITY |
| - Provide systematic support & development to sessional staff |

| TALENT ATTRACTION & RETENTION |
| - Enhance career pathways & mobility of professional staff |
| - Revise the induction process for all staff |
Tailor-made for UON, the Leadership Framework was:

- Developed through consultation and dialogue across the university
- Built on a solid understanding of UON’s priorities, strengths and challenges, with values as its foundation

It comprises a set of principles that clearly outlines the expected behaviours and characteristics required to successfully deliver on the institutional strategic plan.
UON LEADERSHIP CAPABILITIES

BE A GLOBAL LEADER IN EACH OF OUR SPHERES OF ACHIEVEMENT
UON LEADERSHIP CAPABILITIES DEFINED

SHAPE THE FUTURE
by taking a University-wide perspective to understand the broader and longer term factors that may impact UoN

ENGAGE BEYOND THE UNIVERSITY
by understanding the sector, building strong connections to create a positive public impression of UoN and build its reputation

WORK COLLABORATIVELY
by being a good UoN citizen; building relationships across the University and considering the impact actions and decisions have on others

STRIVE FOR EXCELLENCE
by demonstrating a strong ‘can-do’ approach; striving to achieve high standards and investing time coaching, mentoring and developing colleagues

DRIVE PERFORMANCE
by having a clear understanding of performance expectations and taking accountability for delivering plans/targets/KPIs

SHOW COURAGE AND RESPECT
by challenging unacceptable behaviour respectfully and remaining calm and objective when undertaking difficult conversations

DASSH
DEANS OF ARTS, SOCIAL SCIENCES AND HUMANITIES
EMBEDDING UON’S LEADERSHIP FRAMEWORK

Ownership across all levels of UON

Plus:
- Forums / presentations
- Workshops
- 360 degree review
- Self-assessment
- Institutional and local level communications
EMBEDDING UON’S LEADERSHIP FRAMEWORK

70 : 20 : 10 Principle

10%
Education
e.g. courses, books

20%
Exposure to others
e.g. coaching, mentoring, feedback

70%
Experience
e.g. on the job, projects, secondments
A Leadership Framework should be used to recruit, promote &
develop future leaders and should:

- Be ‘fit for purpose’ (not pre-fab / ‘out of a box’)
- Focus on capabilities & behaviours at all levels
- Be aligned with performance management, promotion & staff
development processes

As learning institutions, Universities need to invest in leadership
development & succession planning of their staff

- Both academic & professional staff

Executive endorsement/sponsorship is essential

- Value needs to be placed on future workforce planning across the
institution
All about DASSH

The Australasian Council of Deans of Arts, Social Sciences and Humanities – the authoritative agency on research, teaching and learning for the ASSH disciplines in Australian and New Zealand universities.

Advocates for and promotes the important contributions of the Arts, Social Sciences and Humanities.

Contributes to policy debates, initiatives and inquiries impacting ASSH research and teaching in universities.

DASSH supports

Data collection, analysis and dissemination.

Members responsible for the governance and management of ASSH disciplines.

ASSH disciplines comprise

65% of all Australian enrolments
71% of all Australian course completions
61% of all NZ enrolments
65% of all NZ course completions

Our members

43 member universities across Australia and New Zealand

Recent projects

Bachelor of Arts Benchmarking Project (2001-12): A longitudinal study of the nature, strengths, contributions, and challenges of Arts degrees in Australia.

Academic Leadership for Succession (2013): An insight into the challenges and requisites for leadership succession planning among leaders in the ASSH disciplines.

Discipline Support Strategy Projects (2013): Four projects conducted by the Associate Deans Networks that looked at assessment, social inclusion, first-year experience and the first year curricula in ASSH disciplines.
Humanities, Arts, Social Science Research

Total ARC funds for HASS
- 22% in 2002
- 25% in 2012

In 2010, HASS comprised $2.3B or 28.50% of total higher education R&D effort.

From 2002-12
$1.7B ARC funds awarded to 5,621 projects

The University of Tasmania’s Centre for Colonialism and its Aftermath researchers have redefined our national identity through investigations of cultural heritage.

RMIT’s Bushfire community safety project focused on Australia’s ‘Prepare, stay and defend, or leave early’ approach to bushfire safety with the research findings informing and changing bushfire response around the world.

Flinders University’s Miscarriages of Justice project resulted in the South Australian Parliament changing legislation to grant 2nd or 3rd appeals if compelling evidence emerged to show that there had been a wrongful conviction.

Tweet reach: Researchers at The University of Newcastle, ANU & Deakin University investigated how Twitter can increase information exchange in people with communication disabilities.

HASS contributed 44% of the total number of Units of Evaluation in the 2012 ERA research assessment exercise.

According to the ERA’s Discipline Growth Index, of the 62 disciplines across the system recording growth rates above the average (12%), 32 are HASS disciplines.

The overall percentage increase in ARC funds across all FoRs (STEM and HASS) from 2002–12 was 62.6%; the HASS percentage increase was 89.1% and STEM was 55.2% * (calculated on 2012 equivalent dollars).

HASS represented 26% of total funding awarded in the ARC National Competitive Grants Programme.