LOST IN TRANSITION
Supporting the academic workforce through change and uncertainty
The Future Academic Workforce

WHAT WE KNOW
A universal shift

AGILE AND FLEXIBLE
- Volatility in student expectations
- Completions and graduate employability
- More flexible workforce management

PROFESSIONALISATION
- Systematic, strategic and dynamic professional development
- Need to focus on sustained currency of capability and skill sets
- Reconceptualising the nature of academic work

SPECIALISATION
- Moving away from the 40/40/20 academic
- Permanent sessionals
- Practitioner academics / ‘para-academics’ / ‘third space’ professionals: digital learning designers / student enrichment officers
New/enhanced workforce skills are required

Digital literacy & learning analytics

Industry-focused, production-based

Globally connected

Personalised learning & student diversity

Student-centered learning

Interdisciplinary collaboration
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THE SECTOR RESPONSE
Evolve or perish?

“The university system may have reached its peak contribution... We’re seeing major issues around the employment of graduates, core competency and skills development. Most worrying is the rise of competitors – private, online, micro-courses and work-based learning”

(Dr Ken Coates 2017)
Evolve or perish: Good advice or hype?

- **Digital disruption:** 15 years ago Google, Facebook and the iPhone didn’t exist
- **Accelerated change:** Universities are being pressured to function “like the banking or entertainment industries” (Coates 2017)
- **Yet disruption is not new to the sector...**
- **Dawkins 1988 reforms:** “turned colleges into universities, free education into HECS, elite education into mass education, local focuses into international outlooks, vice-chancellors into corporate leaders...” (Sharrock 2013)

- **Since the 2008 Bradley Review:**
  - TEQSA as the national regulator; Participation and equity targets
  - Rise of the demand-driven system (2012): growth of domestic and international student numbers – a renewed focus on ‘quality’, cost, and employment outcomes
New entrants – new models

Competition, revenue constraints and massification are driving universities to diversify into new markets and new products:

- MOOCs
- Micro-credentials / neo-credentialism
- Multiple terms and modes of offer…
  - Leading to teaching intensification for some
- Entry of ‘experiential providers’
  - e.g. UnCollege for gap year
- Rise of boutique providers: Minerva, NCH…
Outsourcing core and non-core business

- PPP’s are a key strategy for many institutions
  - Reputational risks
  - Privatisation by stealth of public assets?
- Outsourcing
  - Services
  - Teaching
De-skilling the workforce
Digital Taylorism and workforce stratification

• Workforce fragmentation: specialisation and deskilling
  – Permanent ‘casuals/sessionals’ and outsourcing

• One path is towards an elite band of academics with “permission to think” and a large group of people underneath whose knowledge is captured and automated:

  “And the same thing is likely to happen in universities, you'll get your star professors who will give a presentation, which will be recorded and can be distributed anywhere around the world, and then you'll get a whole cadre of doctoral part-time employees who will provide seminar backup and mark assignments”.

  *Professor Phillip Brown, Cardiff University speaking on RN 2016*
Workforce diversification is accelerating…

**With PhD**

- **Industry Fellow Enterprise and Innovation**
  - Convenient CBD location
  - Part time, fixed term contract to February, 2020
  - $90,112-$107,910 p.a. + super

- **TEAM LEADER, ENROLMENT COORDINATION (STEM)**
  - Career opportunities, professional development, work-life balance.
  - Use your expertise and innovative thinking to truly have an impact.
  - Who says you can’t change the world? We expect to do nothing less.
  - **Academic Services, University Services**
  - **Salary:** $95,844 - $103,730 p.a. plus 17% superannuation

**Without PhD**

- **The Professor of Practice** titles seek to highlight what industry can contribute to academia and represent a largely new concept for business schools and faculties across Australia.

**New specialised positions**

- Professor of Creative Industries Management
- Associate Professor of Entrepreneurship
- Senior Lecturer in Disruptive Technologies
- Postdoctoral Researcher in Innovation, Knowledge Translation, Organisational Change and Research Impact
New academic identities: HDR training in transition

• 21c university academic workforce
  – Professionalisation of HE teaching? (James 2016)
  – HEA (UK) | HERDSA…
  – Preparing ECRs to work within and beyond the academy

• The T-shaped PhD: Beyond disciplinary expertise
  – Industry experience and business acumen
  – Doctoral Training Centres
  – Valued-added experiences
  – Developing a doctoral curriculum (Barrie 2016)
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BABY AND THE BATHWATER...
What should we preserve?

• Greater diversification of university missions…

• Investment in digitisation, new credentials and delivery modes is underway across the sector – yet is the digital ‘tail wagging the dog’

• Despite the hype, universities are still pursuing major CAPEX strategies to build the ‘sticky campus’ - attract research talent, industry collaboration…

• A pragmatic approach is needed and will vary from institution to institution
  • There is no ‘one size fits all’ model
  • Complacency is not an option
The Minerva Project

• A new US university for next generation global leaders
  • Focus is on ‘how to think’: academics instill cognitive skills and foundational concepts / knowledge

• Founder Ben Nelson states:
  o Disruptive technologies focus on **knowledge dissemination: Lecture TEDification**
  o **Intellectual development** is different and cannot be automated

• Pedagogy based on the transition of theory into practice

• Online dissemination allows for tracking student progress – lectures are banned
• A liberal arts-inspired curriculum taught to small groups and one-to-one
• Elite and exclusive: taps into market demand for personalised, bespoke learning, but remains traditional at its core
The 2016 Gartner Hype Cycle™

Standard process of new technologies coming into mainstream use

Yet this is what most of us are familiar with: hype & expectation, but little fruition
Applied to the higher education sector

MOOCs & Big Data predicted to have another 5-10 year timespan before mainstream adoption – if they survive the ‘Trough of Disillusionment’

Source: http://www.gartner.com/newsroom/id/3412017
We need to ‘disrupt the disruptors of public, non-profit higher education’

Gary Hall, *The Uberfication of the University*
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SUPPORTING THE TRANSITION
## Case study:
### 3 pillars of UON’s workforce strategy

<table>
<thead>
<tr>
<th>PERFORMANCE &amp; ROLE CLARITY</th>
<th>LEADERSHIP CAPABILITY</th>
<th>TALENT ATTRACTION &amp; RETENTION</th>
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<tbody>
<tr>
<td>- Ensure proportion of ongoing academic staff with doctoral qualifications &gt; 80% by 2015</td>
<td>- Introduce a UoN Professional Development Program</td>
<td>- Recruit &amp; retain outstanding staff</td>
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<tr>
<td>- Ensure effective succession planning processes</td>
<td>- Develop a Leadership Framework that articulates skills &amp; capabilities supported by development programs</td>
<td>- Introduce a sector leading Employee Value Proposition</td>
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<tr>
<td>- Provide access to robust, real-time &amp; relevant performance data</td>
<td>- Provide systematic support &amp; development to sessional staff</td>
<td>- Attract outstanding leading academics to UoN as global innovation chairs</td>
</tr>
</tbody>
</table>

**Objective 1:** Staff are supported to perform at world-class levels

**Objective 2:** Build leadership capacity & capability to deliver 2025 vision

**Objective 3:** Staff are clear about roles & performance to support career aspirations
**Case study:**

**Bespoke UON Leadership Framework**

<table>
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<tr>
<th>THE UON LEADERSHIP FRAMEWORK</th>
<th>SHAPE THE FUTURE</th>
<th>by taking a University-wide perspective to understand the broader and longer term factors that may impact UoN</th>
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<tr>
<td></td>
<td>ENGAGE BEYOND THE UNIVERSITY</td>
<td>by understanding the sector, building strong connections to create a positive impression of UoN and build its reputation</td>
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<td></td>
<td>WORK COLLABORATIVELY</td>
<td>by being a good UoN citizen; building relationships across the University and considering the impact actions and decisions have on others</td>
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<td>STRIVE FOR EXCELLENCE</td>
<td>by demonstrating a strong ‘can-do’ approach; striving to achieve high standards and investing time coaching, mentoring and developing colleagues</td>
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<td></td>
<td>DRIVE PERFORMANCE</td>
<td>by having a clear understanding of performance expectations and taking accountability for delivering plans/targets/KPIs</td>
</tr>
<tr>
<td></td>
<td>SHOW COURAGE AND RESPECT</td>
<td>by challenging unacceptable behaviour respectfully and remaining calm and objective when undertaking difficult conversations</td>
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</table>

This diagram shows the link between the six Leadership Capabilities and UoN's Vision.
Embedding the UON Leadership Framework

THE LEADERSHIP FRAMEWORK
How to use the Leadership Framework to get the best out of your people

EMPLOYEE LIFECYCLE AT UON
Understanding the Employee Lifecycle at UON
Case study: Key building blocks for effective workforce planning at UON

- **Workforce planning** was embedded in strategic planning
- **Talent management** tailored to institutional requirements and potential leaders identified to be developed and retained
- **Reward & recognition + job redesign** initiatives are integral to addressing the barriers to taking on leadership roles
- **Gender equity and Indigenous employment initiatives** were central to the approach
Key success factors

• **A Leadership Framework** should be used to recruit, promote and develop future leaders and...
  o Be ‘fit for purpose’ (not pre-fab / ‘out of a box’)
  o Focus on capabilities *and* behaviours at *all* levels
  o Be aligned with performance management, promotion and staff development processes

• **Universities need to invest** in leadership development and succession planning
  o Both academic and professional staff

• **Executive endorsement and sponsorship is essential**
DON'T MISS THE FOREST FOR THE TREES
QUESTIONS & DISCUSSION

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