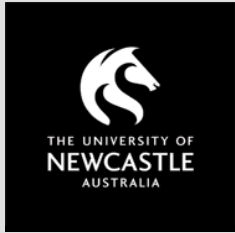


Professor John Germov
Acting Deputy Vice-Chancellor
(Education)

University of Newcastle



The Future Academic Workforce

WHAT WE KNOW

A universal shift

AUSTRALIAN HIGHER EDUCATION WORKFORCE OF THE FUTURE

JANUARY 2016



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

The Future Academic Workforce

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-\$107,010 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 - \$103,739 p.a. plus 17% superannuation

Coordinator: Professional Development for Graduate Qualities

Deputy Vice-Chancellor (Education) Portfolio

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.



Industry Fellow Enterprise and Innovation

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)



The Future Academic Workforce

BABY AND THE BATHWATER...

What should we preserve?

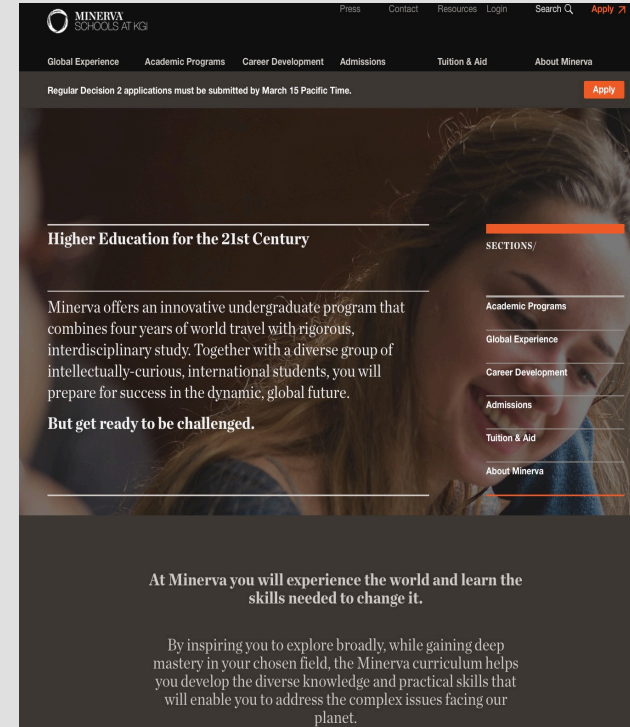
- Greater diversification of university missions...
- Investment in digitisation, new credentials and delivery modes is underway across the sector – yet is the digital ‘tail wagging the dog’
- Despite the hype, universities are still pursuing major CAPEX strategies to build the ‘sticky campus’ - attract 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:
 - Disruptive technologies focus on **knowledge dissemination: Lecture TEDification**
 - **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



Direct applications are open for 2017 entry



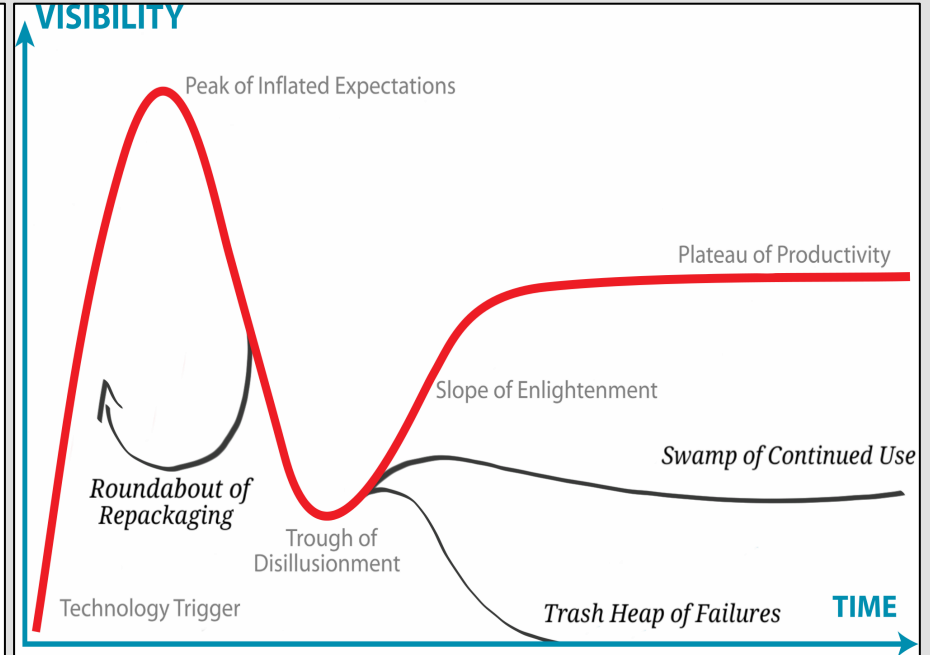
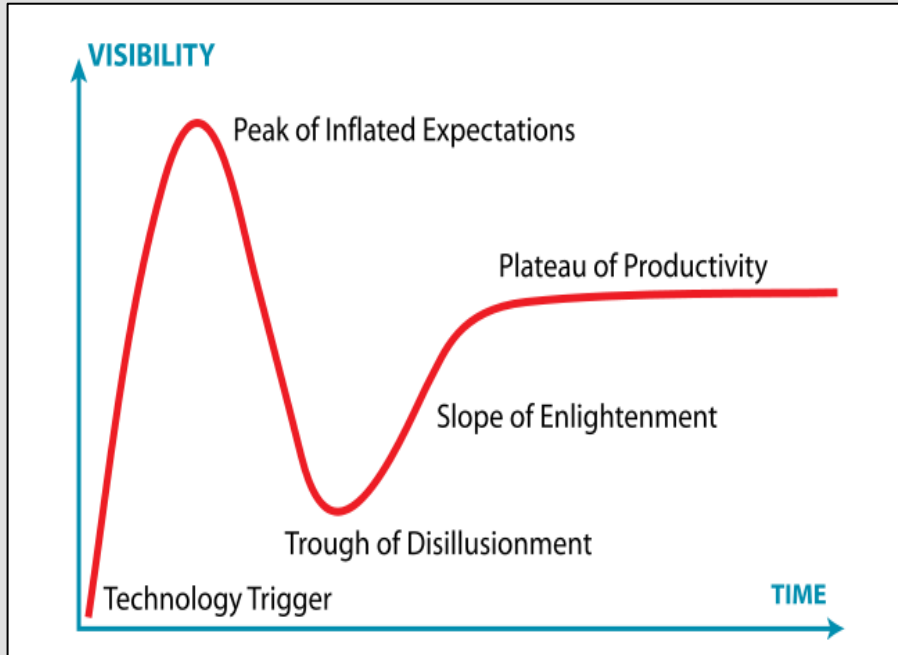
1/4

- 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™

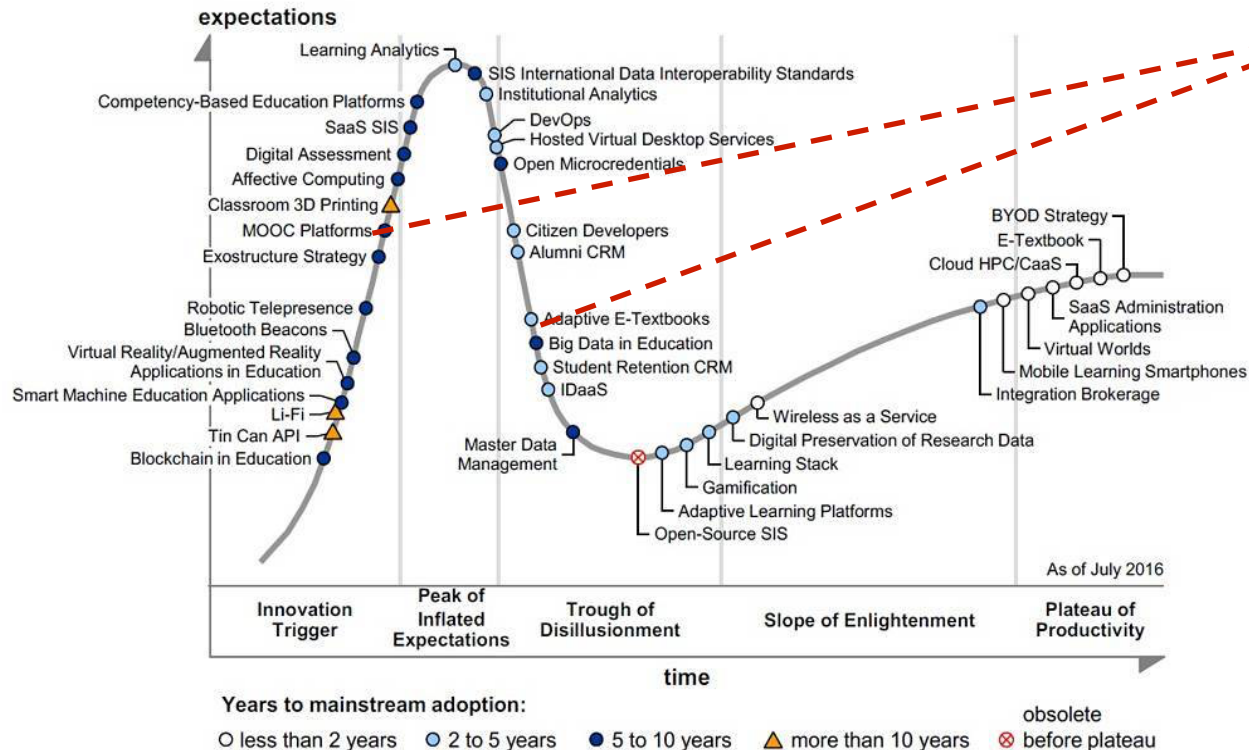
Standard process of new technologies coming into mainstream use

Yet this is what most of us are familiar with: hype & expectation, but little fruition



Applied to the higher education sector

Figure 1. Hype Cycle for Education, 2016



Source: Gartner (July 2016)

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



We need to ‘disrupt the disruptors of public, non-profit higher education’

Gary Hall, *The Uberfication of the University*

The Future Academic Workforce

SUPPORTING THE TRANSITION

Case study:

3 pillars of UoN's workforce strategy

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

PERFORMANCE & ROLE CLARITY	LEADERSHIP CAPABILITY	TALENT ATTRACTION & RETENTION
<ul style="list-style-type: none"> - Ensure proportion of ongoing academic staff with doctoral qualifications > 80% by 2015 	<ul style="list-style-type: none"> - Introduce a UoN Professional Development Program 	<ul style="list-style-type: none"> - Recruit & retain outstanding staff - Introduce a sector leading Employee Value Proposition
<ul style="list-style-type: none"> - Ensure effective succession planning processes - Provide access to robust, real-time & relevant performance data 	<ul style="list-style-type: none"> - Develop a Leadership Framework that articulates skills & capabilities supported by development programs 	<ul style="list-style-type: none"> - Attract outstanding leading academics to UoN as global innovation chairs
<ul style="list-style-type: none"> - Develop a new Performance Review & Development Framework (PRD) that defines performance expectations & career aspirations 	<ul style="list-style-type: none"> - Provide systematic support & development to sessional staff 	<ul style="list-style-type: none"> - Enhance career pathways & mobility of professional staff - Revise the induction process for all staff

Case study:

Bespoke UON Leadership Framework



THE UON LEADERSHIP FRAMEWORK

This diagram shows the link between the six Leadership Capabilities and UoN's Vision

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 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

Embedding the UON Leadership Framework



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...
 - Be 'fit for purpose' (not pre-fab / 'out of a box')
 - Focus on capabilities *and* behaviours at *all* levels
 - Be aligned with performance management, promotion and staff development processes
- **Universities need to invest** in leadership development and succession planning
 - Both academic and professional staff
- **Executive endorsement and sponsorship is essential**

A photograph of a dense forest with many tall, thin, vertical tree trunks. The trees are covered in green moss or lichen. The lighting is soft and filtered, creating a misty or ethereal atmosphere. In the lower center, a small figure of a person is visible, standing among the trees, providing a sense of scale.

**DON'T MISS
THE FOREST
FOR THE TREES**

QUESTIONS & DISCUSSION

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