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Academic Leadership

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**COMMERCIAL EDUCATION SOCIETY
OF AUSTRALIA
PERIODIC DISCUSSION PAPER No.9***

**September
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ACADEMIC LEADERSHIP

This document follows the HEPP-QN model except for a couple of updates and additions from the references by Emeritus Professor Tony Shannon AM

Dean, CESA

Background

The Higher Education Private Providers Quality Network (HEPP-QN) has collaboratively formulated the attached Academic Leadership Statement and Academic Leadership Charter (2019).

The Leadership Statement provides members of the HEPP-QN with a charter to guide their academic leadership practice.

Charter

“The Statement asks that leaders in the academic sphere commit to the following:

1. Endorse and support a formal academic governance structure to ensure effective review and monitoring of academic outcomes in the context of the Higher Education Threshold Standards Framework [2015] and relevant professional standards
2. Adopt an integrated approach to quality assurance by aligning the faculty’s performance to committee-endorsed institutional policy and practice
3. Ensure a robust internal continuous improvement system supported by an external system of review and validation
4. Apply a transparent and communicative approach with internal and external stakeholders
5. Support a distributed model of academic leadership through deploying shared leadership skills and collegial team-building strategies to connect faculties with the institution’s strategic goals and to the formal structures of academic governance.”

Attachments

- 1) Attachment 1 – Academic Leadership Statement & Charter;
- 2) Interpretations.

* These papers are for internal discussion within CESA: on topics related to CESA’s Mission and Vision.

Attachment 1:



The HEPP-QN Academic Leadership Statement ©

PURPOSE

The Leadership Statement provides members of the HEPP-QN with a charter to guide their academic leadership practice.

The Statement asks that leaders in the academic sphere **commit** to the following:

1. Endorse and support a **formal academic governance structure** to ensure effective review and monitoring of academic outcomes in the context of the Higher Education Threshold Standards Framework [2015] and relevant professional standards
2. Adopt an **integrated approach to quality assurance** by aligning the faculty's performance to committee-endorsed institutional policy and practice
3. Ensure a **robust internal continuous improvement system** supported by an **external system of review and validation**
4. Apply a **transparent and communicative approach** with internal and external stakeholders
5. Support a **distributed model of academic leadership** through deploying shared leadership skills and collegial team-building strategies to connect faculties with the institution's strategic goals and to the formal structures of academic governance.

Definition of Academic Leadership

Academic leadership is the art of leading a team in good academic governance to support the achievement of effective academic outcomes measured by indicators of student success. It involves the application of a combination of capabilities and competencies encompassing the design, delivery, implementation and evaluation of all functions of an academic, a team, a faculty, or an institution for the purpose of supporting quality student-centred higher education outcomes.

With an eye to continuous improvement, academic leadership involves both the leadership and management of higher education outcomes in the following areas:

1. Academic Governance
2. Operational Administration
3. Learning & Teaching
4. Scholarship of Teaching and Learning (SoTL)
5. Discipline Scholarship, Research and Supervision
6. Course and Curriculum Design
7. Technology Enhanced Learning (TEL)
8. Innovation
9. Academic Policy Development
10. Capacity Building and Sustainability of Academic Roles
11. Stakeholder and Community Engagement
12. Continual Professional Development
13. Application of Professional Learning for Academics
14. Benchmarking and Quality Assurance
15. Managing and Mitigating Academic Risks

HEPP-QN Academic Leadership Charter

To assist in implementing this Statement, we developed the HEPP-QN Academic Leadership Charter, which presents the focal points of academic leadership.

The HEPP-QN Academic Leadership Charter is intended to guide leaders in good academic leadership practice as well as provides a self-assessment framework for shaping academic leadership practice.

Definitions

- **Professional development:** extending professional knowledge for the individual's development or growth "in order to influence his/her practice".
- **Professional learning:** [integration and application] 'implies an internal process in which individuals create professional knowledge through interaction with this information in a way that challenges previous assumptions and creates new meanings. [...] Professional learning is an active process of systematic inquiry into the effectiveness of practice for student engagement, learning and well-being and through this process become self-regulated learners. This inquiry process has many parallels to formative assessment practices found to be effective in promoting student learning.¹

¹ Kinicki, Angelo. 2018. Don't Forget the "Soft Skills": What does it mean to be career-ready? <https://www.mheducation.com.au>.

Five references have either motivated or been useful in developing the HEPP-QN Academic Leadership Charter:

1. The findings of the HEPP-QN Academic Leadership Pilot Study [2016]
2. Discussions on the HEPP-QN Online Forum and National Forums.
3. Scott et al., "Learning Leaders in Times of Change", May 2008
4. TEQSA's Guidance Notes on Academic Leadership [2013]
5. Bolman & Deal's Four-Frame Model ¹

HEPP-QN ADAPTATION OF FOUR-FRAME MODEL

The HEPP-QN Academic Leadership Charter adopts the four structural frames model proposed by Bolman and Deal (2013) as an organising framework for its focal points in academic leadership practice [See Table 2]. It unpacks four categories of work-practices and aligns relevant focal-points for academic leadership to each of the four-frames.¹

Table 1 and 2 reference each other. Table 1 provides a set of Key Performance Indicators[KPIs] for each frame. The KPIs assist in determining the relevant focal points of the Charter as outlined in Table 2.

TABLE 1

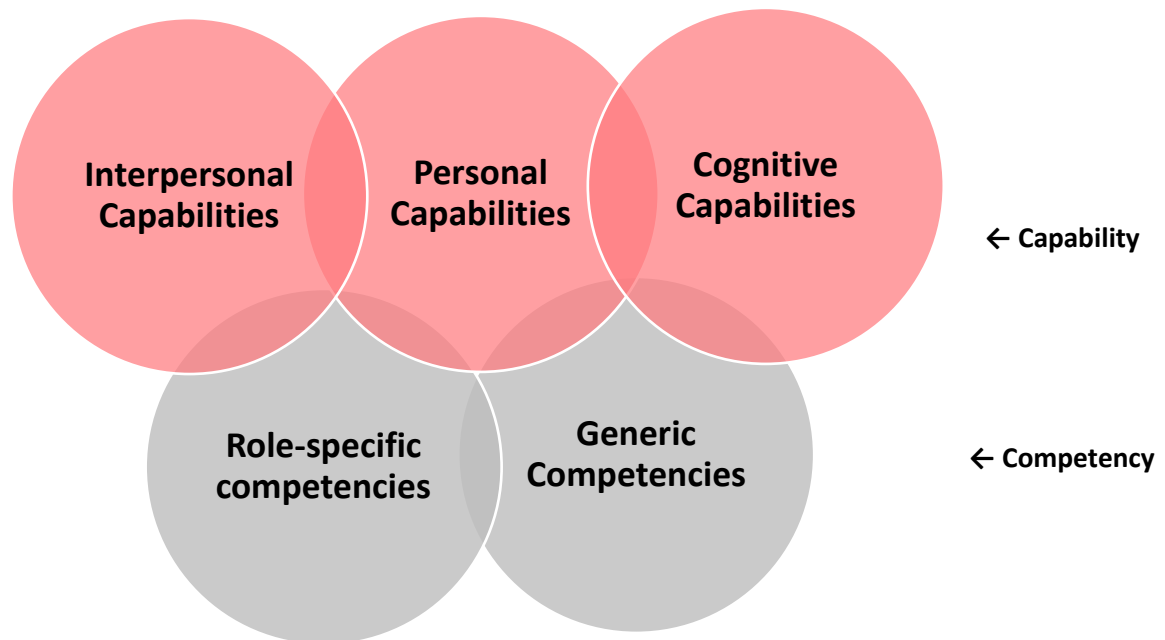
SYMBOLIC	STRUCTURAL	PEOPLE	POLITICAL
Aligning, linking and leading through institutional mission, ethos, purpose; rituals and symbols	Aligning to purpose through enabling formal structures, clarifying roles and responsibilities supported by a robust QMS framework	Investing in Human Capital by developing talent and facilitating Staff Engagement;	Encouraging strategic alliances and collaborations to reduce competition and encourage strategic cooperation through disseminating understanding of efficient outcomes, appropriate delegations and good resource management practice

¹ The HEPP-QN Charter is aligned to Bolman & Deal's four frames.

Table 2 HEPP-QN Academic Leadership Charter ©

Bolman & Deal Lenses	Academic Leadership Focal Points
<p>Frame 1</p> <p>Symbolic</p>	<ul style="list-style-type: none"> a) Academic leaders inspire, develop and communicate strategies for aligning the achievement of academic and scholarly outcomes to an institution's mission and ethos through connecting academics to the institutions' history, culture and value. b) Academic leaders champion academic and research integrity. c) Academic leaders uphold the pursuit of academic freedom. d) Academic leaders identify and own important rituals and symbols of the institution and help review and moderate the institution's organisational culture.
<p>Frame 2</p> <p>Structural</p>	<ul style="list-style-type: none"> a) Academic leaders ensure the quality of academic and scholarly outcomes through supporting a formal academic governance structures b) Academic leaders assure a robust Quality Management framework linked to the institution's strategic and operational plans while referencing the Threshold Standards, AQF and relevant Professional Standards as appropriate. c) Academic leaders work within a quality management structure in managing course design, delivery and review. d) Academic leaders participate both formally and informally in ensuring that the standards are met through continuous improvement. e) Academic leaders review and organise work-flows around efficient structures and strategies and clearly-defined roles. f) Academic leaders identify good practice, address gaps, mitigate risks and ensure closing-the-loop on reporting through committees and organised work-flows. g) Academic leaders ensure that the academic outcomes, student experience and quality frameworks are benchmarked and submitted regularly for external review and validation.
<p>Frame 3</p> <p>People</p> <p>[HR]</p>	<ul style="list-style-type: none"> a) Academic leaders access professional development opportunities and apply professional learning in leading, mentoring and managing teams and individuals to improve good academic practice. b) Academic leaders engage in advising and recruiting talent into the institution as well as help build capacity for emerging leaders. c) Academic leaders facilitate the reward and recognition of leaders and academic staff. d) Academic leaders support staff in fostering a student-outcome-focused work-practice.
<p>Frame 4</p> <p>Political</p>	<ul style="list-style-type: none"> a) Academic leaders invest in building and sustaining strategic stakeholder relationships b) Academic leaders uphold appropriate delegations of authority c) Academic leaders build collegial and effective workplace environments. d) Academic leaders consult widely, defer to knowledge experts and seek consensus where appropriate. e) Academic leaders prioritise teambuilding while taking the lead on difficult decisions.

Attachment 2: Interpretations



References

Bolman, Lee G., and Terrence E. Deal. 2017. *Reframing Organizations: Artistry, choice and leadership*. 6th Edition. Hoboken, NJ: Jossey-Bass.

Scott, Geoff, Hamish Coates and Michelle Anderson. 2008. *Academic Leadership Capability for Australian Higher Education*. Melbourne, VIC: Australian Council for Educational Research.

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TEQSA. 2019. *Guidance Note: Technology-Enhanced Learning*. <https://www.teqsa.gov.au/latest-news/publications/guidance-note-technology-enhanced-learning>