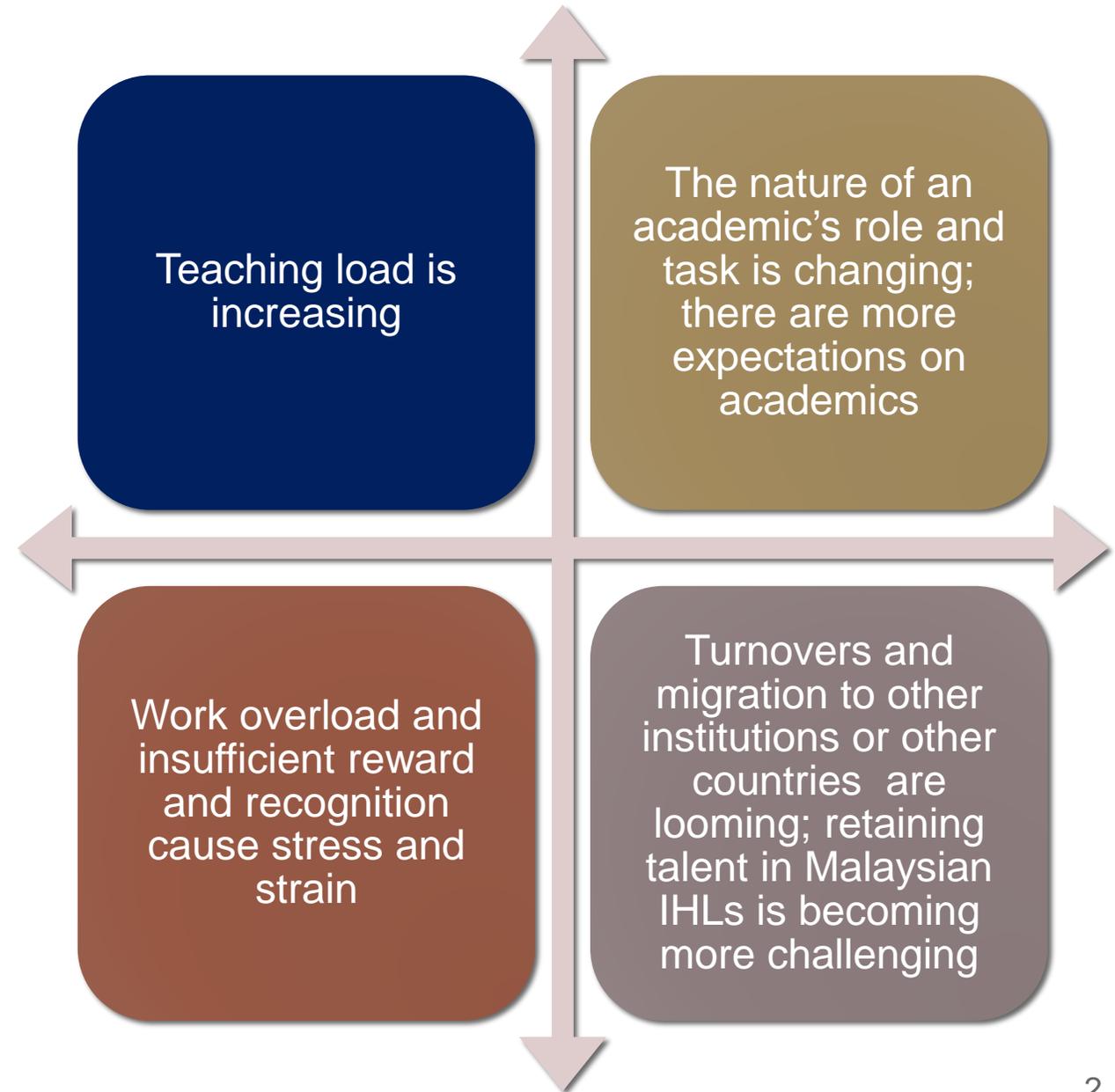


STRENGTHENING CAREER PATHWAY AND LEADERSHIP DEVELOPMENT

An overview of current trends in academic workforce



PROBLEM STATEMENT

- ✓ Currently the system for career advancement and promotion is using the 'one-size-fits-all' which creates discontentment, and to some extent, counter productive to the institution.

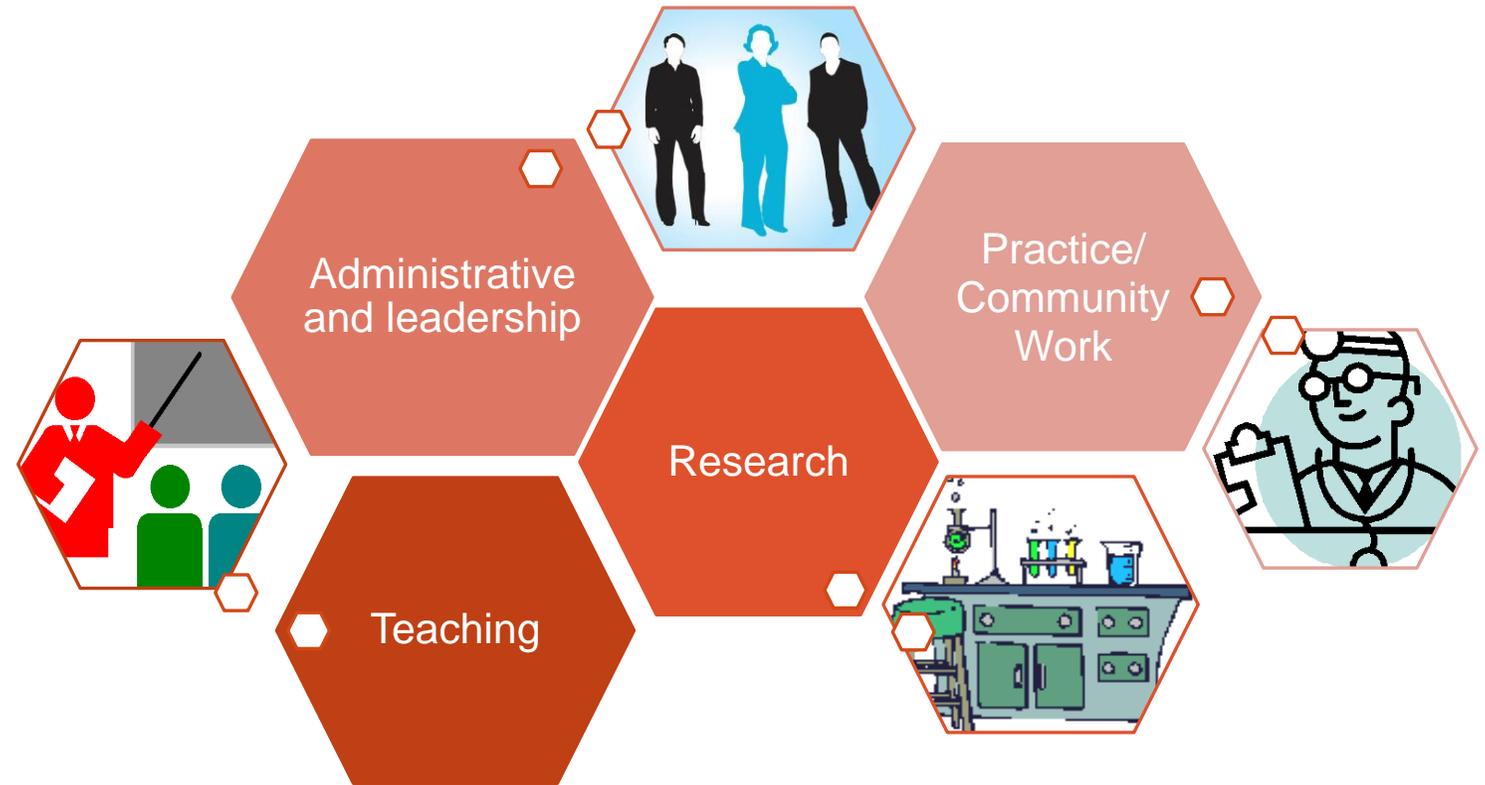
High Turnovers:

There is a high non-researcher talent turnover in a research-bias RU

In a Non RU, research talent from non-RU are moving to RU's

Existing career structure for academic staff

1. Is rigid and lacks flexibility
2. Does not recognize different individual strengths and tendencies
3. Relies on similar performance and productivity indicators across diverse disciplines



There is a need to:

- develop a set of criteria that recognizes excellence in a range of academic activities, i.e. Research, Teaching, Practice, and Administrative /Leadership
- develop a set of criteria that recognizes excellence in a range of academic fields, i.e. the Sciences, Social Sciences, Clinical duties
- develop a more flexible and equitable reward system for roles with differing emphasis, all of which are important

The Present

- ONE SIZE FITS ALL
- Diversity of talents not fully leveraged
- Teaching-Research Nexus: Research-informed teaching not being realized in the university
- Highly-talented academic staff always given administration in addition to existing academic work
- Academics passionate in Community Engagement has no room for career growth

The Challenges

Create differentiated career pathways that is designed to value each and every one of the academic talent in the broadest sense.

The Way Forward

The challenges are in

- (1) Developing a well rounded and motivated academic
- (2) Balancing individual academic's needs and the university's goals
- (3) Managing public & peer perception

Those who focus on teaching may be perceived as second-class academic or professor.

Aspiration

A motivated and holistic academic who reaches apex of excellence and leadership

**Competent in Many,
Profess in One!**

The Concept of Differentiated Academic Career Pathway

- ✓ Excellence in teaching, research, professional practices and institutional leadership are equally recognized and rewarded through differentiated academic pathways
- ✓ Career Pathways facilitate the development of a holistic academic with multiple capabilities whilst nurturing excellence and leadership in one core domain, taking into consideration the diverse talents and passions of individual academic staff members.

Academic career pathways would serve to:



Recognize the diversity of talent, strengths and interests of academics



Leverage and optimize on the strength of academics, allowing the creativity to be nurtured or unleashed



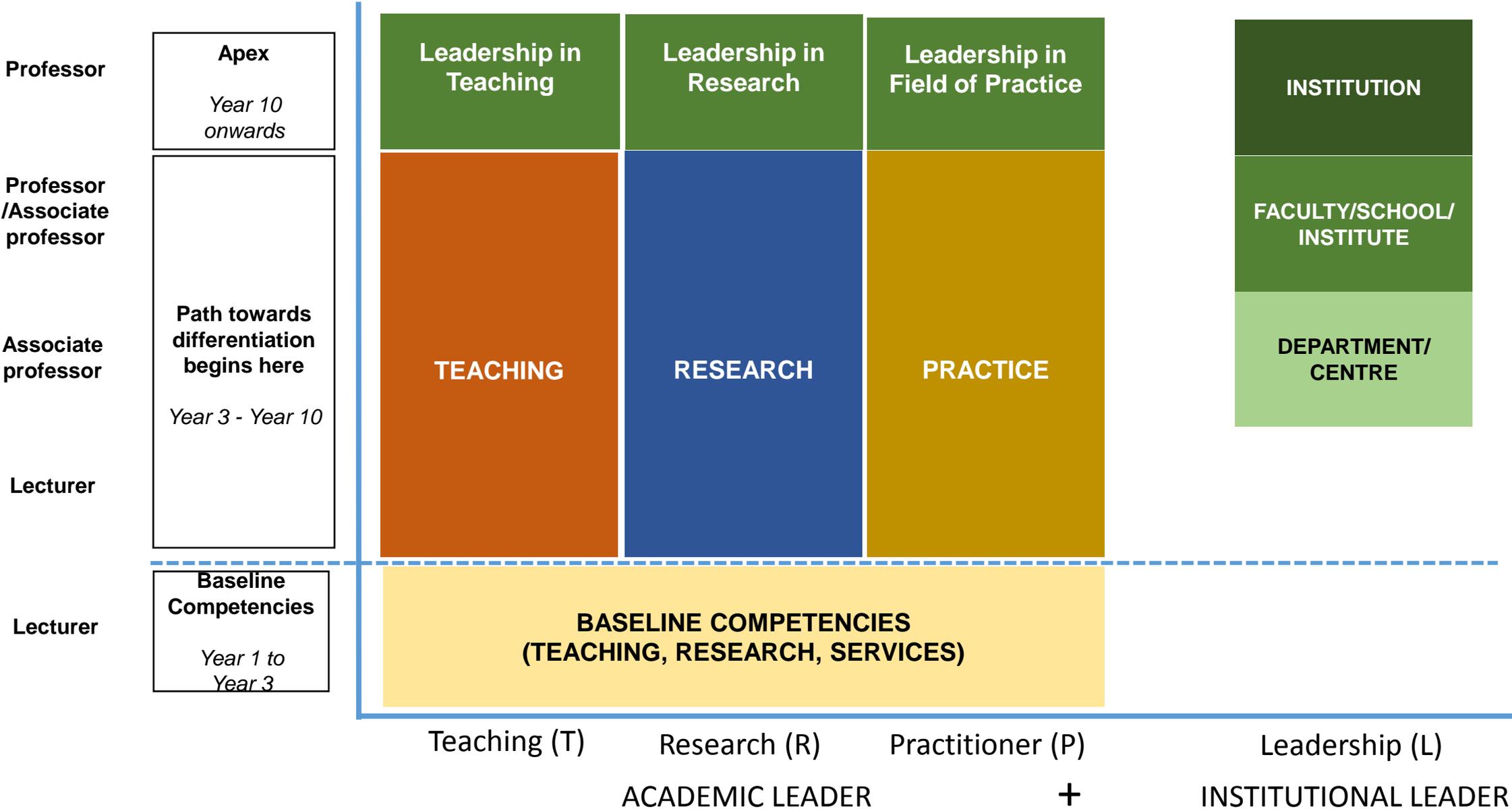
Facilitate and spur institutional growth by providing freedom and motivation to academics to work on their passion and interest



To retain existing talent and attract talent from industry who may not fit the criteria to be academics but have a wealth of experience to bring to the university

NEW ACADEMIA

DIFFERENTIATED CAREER PATHWAY FRAMEWORK



Talent retention and expansion via talent mobility and collaboration opportunities: **FACILITATING CAREER GROWTH ACROSS CAREER PATHWAY SPECTRUM**



Incentivise and reward management and administrative contributions to facilitate career progression in Institutional Leadership



Facilitate mid-level and higher-level entry points for industry leaders and practitioners



Recognize and reward both institutional leadership and leadership in scholarship



Facilitate and reward mobility by recognizing secondments / external appointments for career progression of all pathways.



Facilitate fair and equitable promotions opportunity for practitioners

Survey on Differentiated Career Pathways

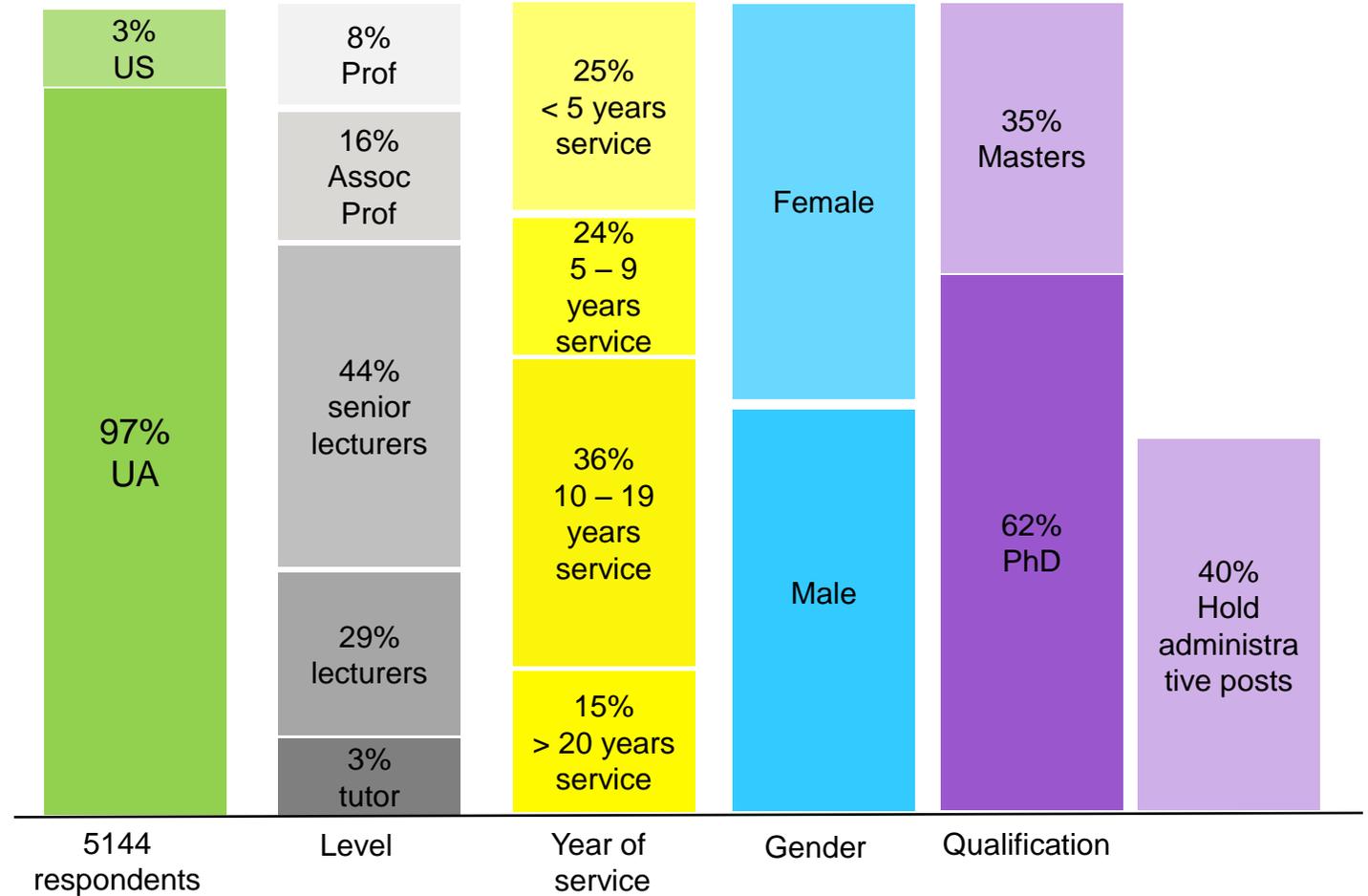
Survey on Differentiated Career Pathways

Information on the current status of academic career pathways in the universities and the academics' awareness is important in order to formulate plans and develop guidelines for the implementation of differentiated career pathways for academics.

An online survey was conducted to gauge the awareness and preference of academics from August to September 2015. Sampling was basically convenience sampling ; formal emails as well as messages through social media were sent to all public universities and some private universities.

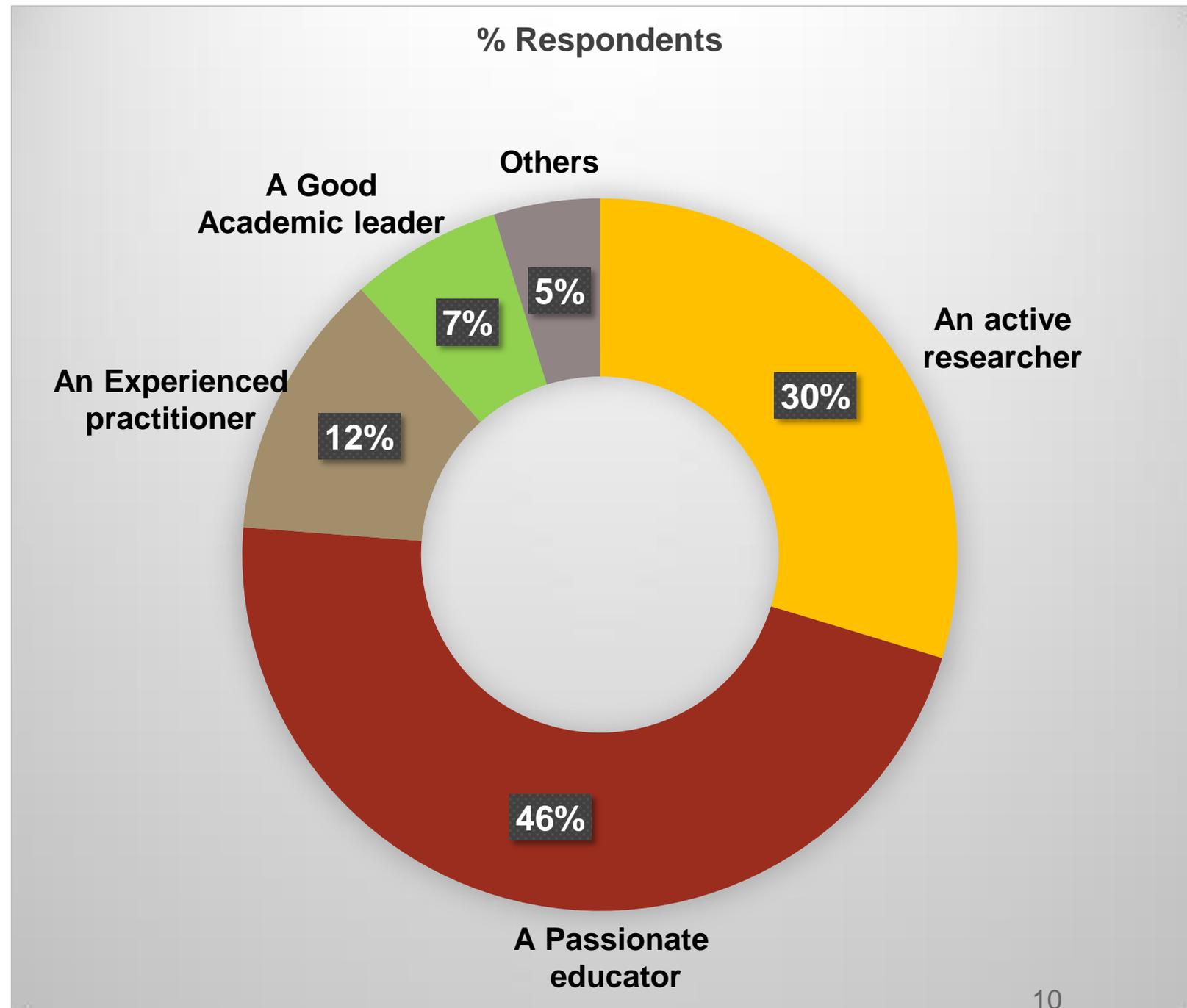
A total of 5144 responses were collected.

Profile of respondents



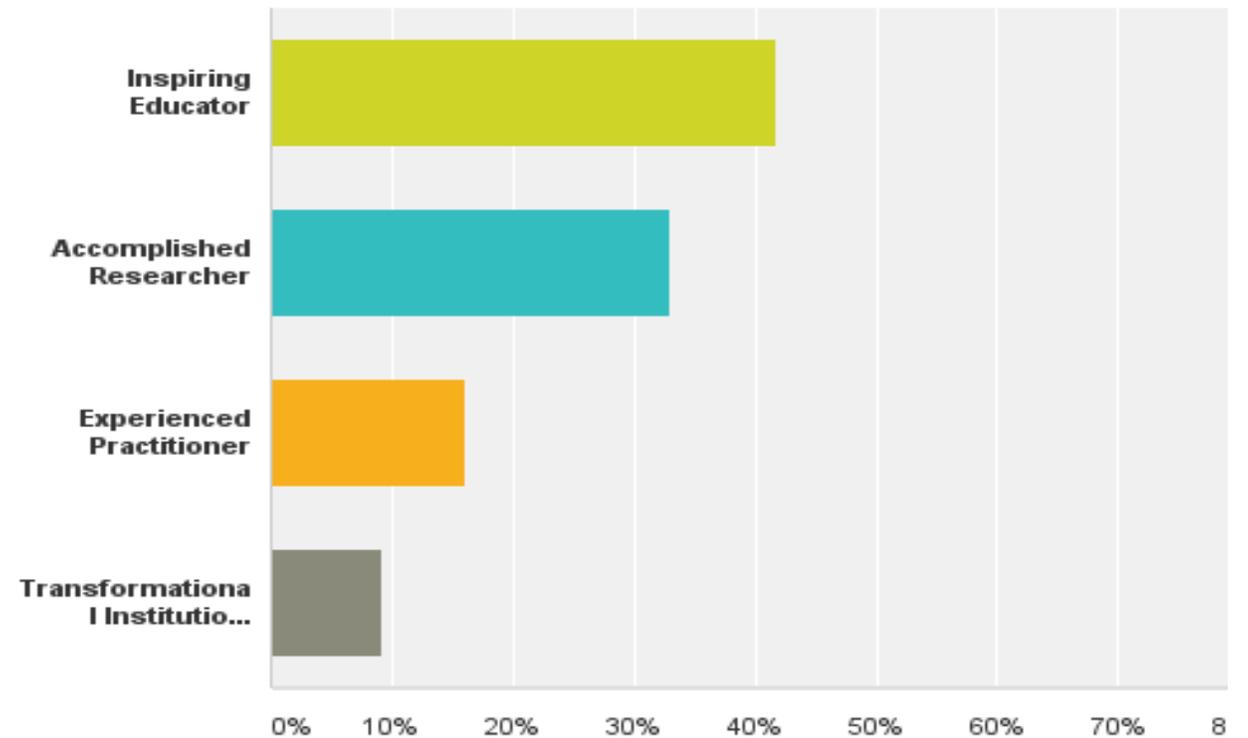
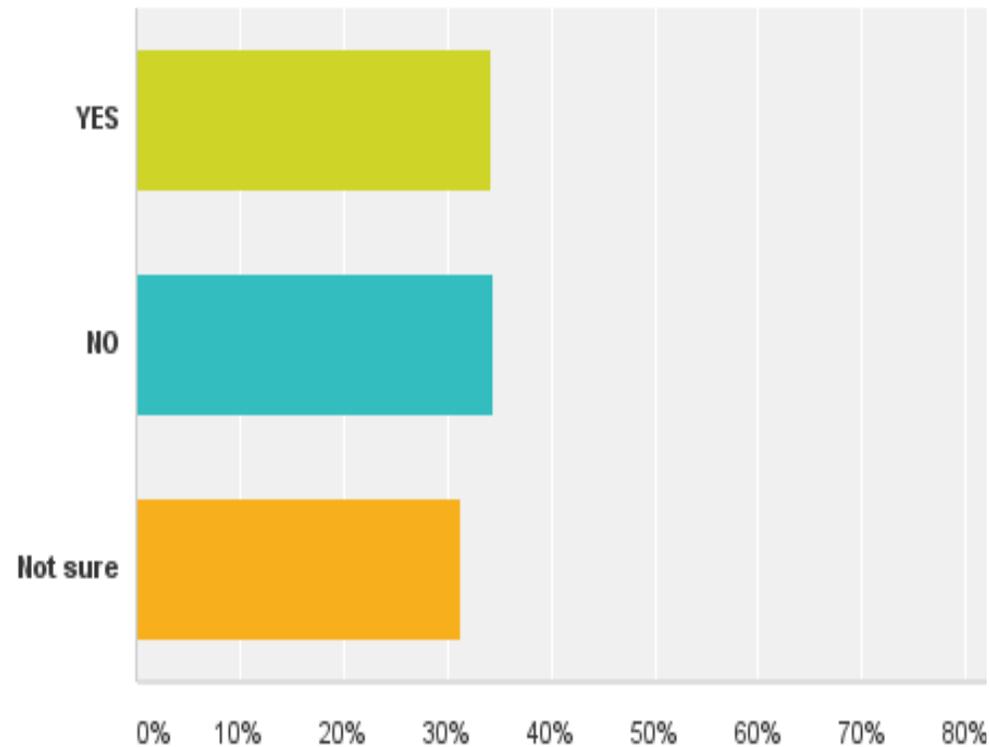
How do academics see themselves?

- ✓ Respondents were asked to choose a phrase that describes them best
- ✓ About 5% responded as OTHERS; most see themselves as balancing two roles



General Findings

To a question asking if their university has differentiated career pathways, almost 32% were not sure. Given a choice of academic pathway, a high percentage of the respondents opt for inspiring educator (41.8%). 33% chose the accomplished researcher



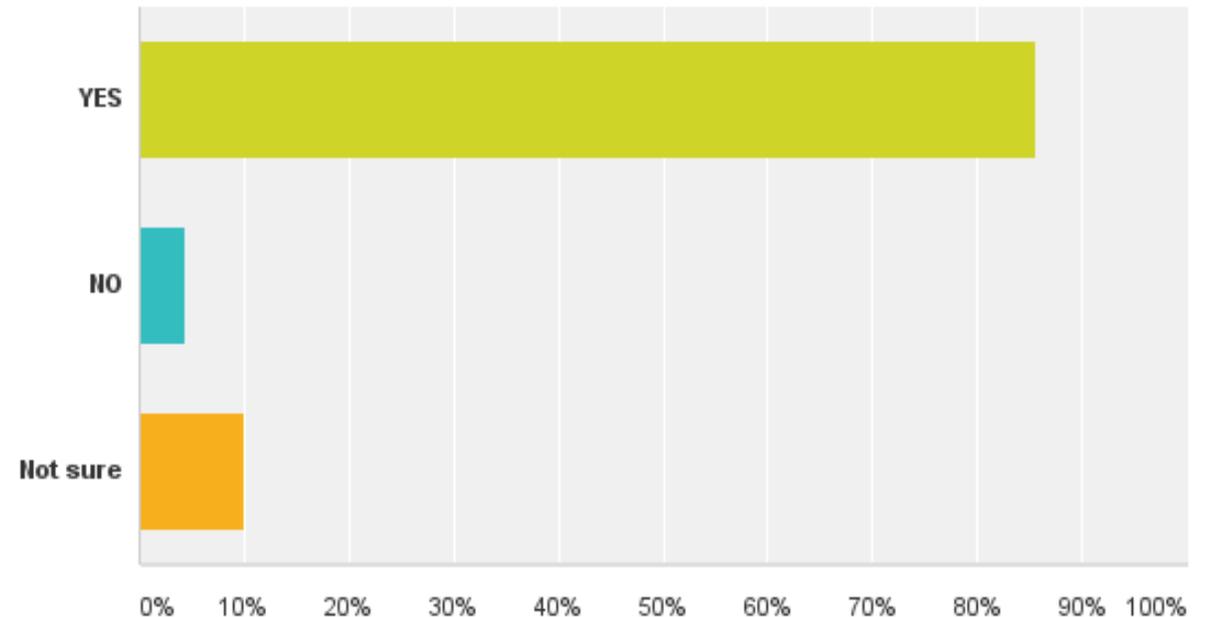
General Findings

85.7% of the respondents think the university should implement the differentiated career pathways

Respondents stated individual strength as one of the main reason for differentiated career pathways

Q12 Do you think the university should implement (or continue to implement) multi-track/differentiated career pathways?

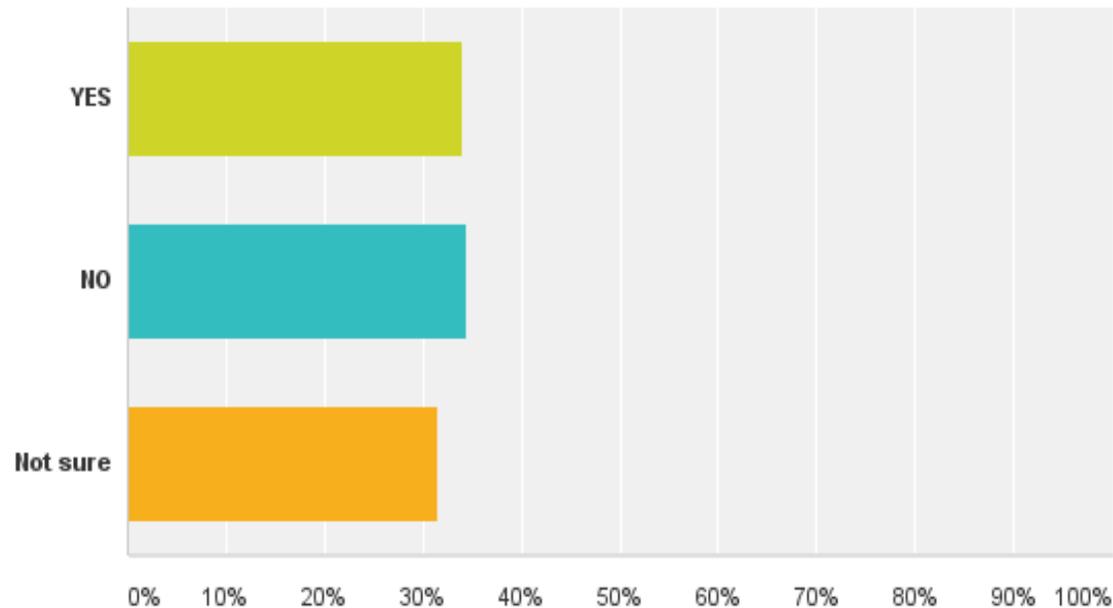
Answered: 5,144 Skipped: 0



General findings (Public Universities)

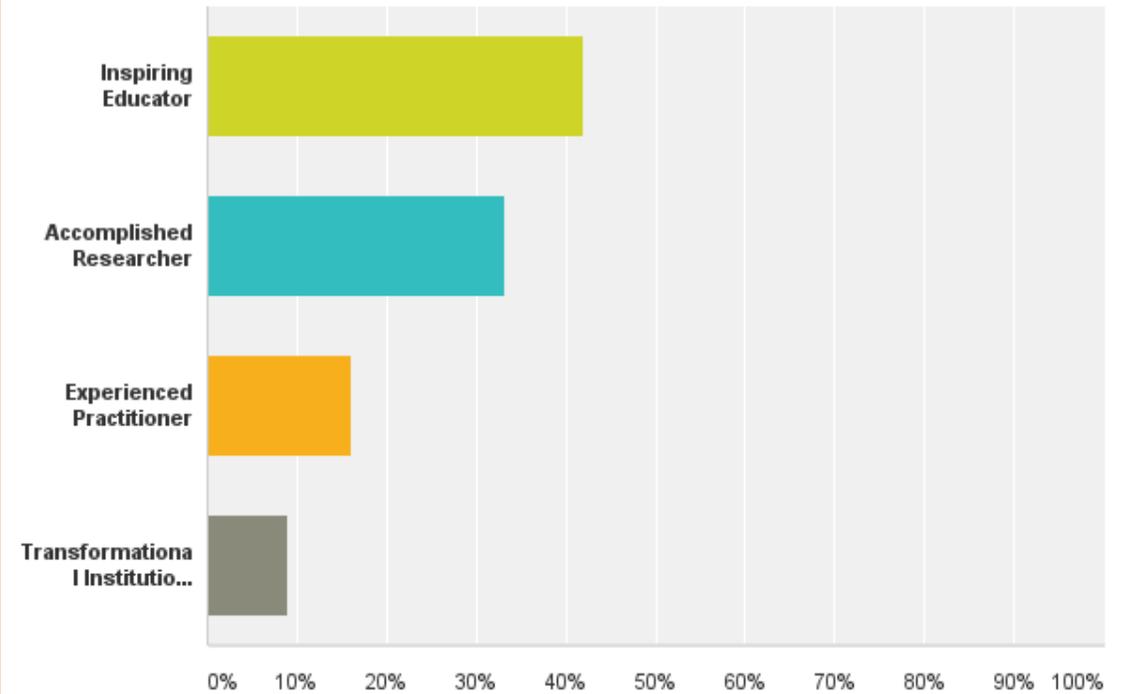
Q10 Does your university have multi-track/differentiated career pathways for academics?

Answered: 4,982 Skipped: 0



Q11 If YES, which pathway would you choose? or have you chosen?

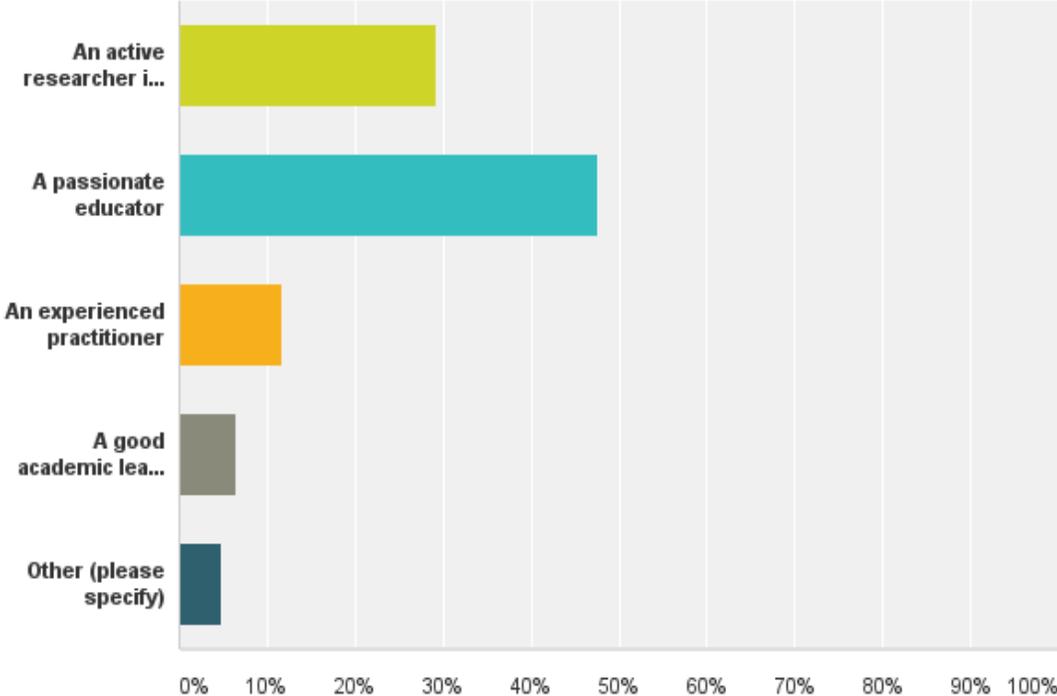
Answered: 3,092 Skipped: 1,890



General findings (Public Universities)

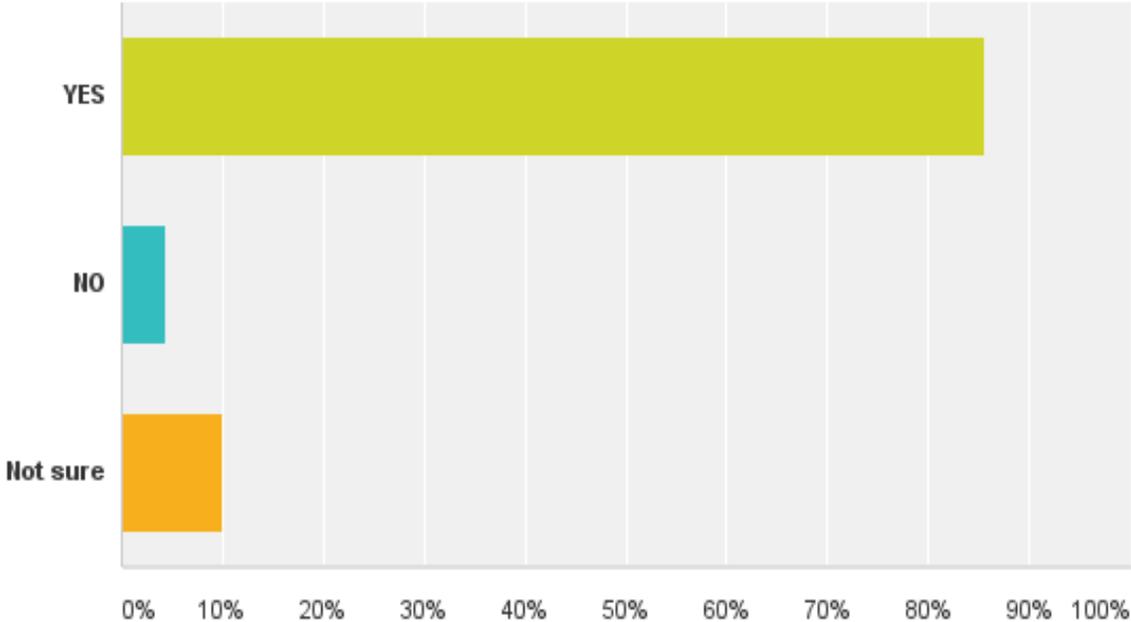
Q8 How would you describe yourself ?
Please select the most dominant option

Answered: 4,982 Skipped: 0



Q12 Do you think the university should implement (or continue to implement) multi-track/differentiated career pathways?

Answered: 4,982 Skipped: 0



What percentage of a university's academic staff population should be in each pathway?

WORKFORCE PERCENTAGE	TEACHING	RESEARCH	PRACTIONER	LEADERSHIP
RU	~40	~50	~5	~5
NON-RU	~60	~30	~5	~5

**The proportions above are recommendations. Each university should determine proportions of staff in each pathway by taking into consideration its unique strengths, mission & vision, and strategic plans & annual performance targets. Proportions should be reviewed periodically.*

Recommended weightage for promotion in each pathway

GENERAL CRITERIA FOR PROMOTION TO PROFESSOR POST	TEACHING	RESEARCH	PRACTITIONER*	LEADERSHIP
Teaching & supervision related activities	50 % - 65%	20% - 30%	30% - 50 %	20% – 30%
Research & publication related activities	20% - 30%	50 % - 65%	5% - 10%	20% – 30%
Services/contribution/practitioner related activities	10% - 15%	10% - 15%	30% - 50 %	20% – 30%
Leadership/management related activities	5% - 10%	5% - 10%	5% – 10%	30% – 40%

**It is recommended that weightage be adjusted for practitioner profile (i.e. industry leader coming into university, clinical, professional practice, academic-as-consultant, etc*

Sample Criteria and baseline (UM) – Sciences for RESEARCH PATHWAY

GENERAL CRITERIA FOR PROMOTION TO PROFESSOR POST	CRITERIA	54	VK 7
Teaching & supervision related activities	Teaching administration and development enhancement No. of Completed PhD & Masters supervision	3 PhD, 3 Masters	5 PhD, 5 Masters
Research & publication related activities	No. of ISI journal papers No. patent granted No. of books published No of publications as first/corresponding author ISI H-index No of accumulated Scopus index citation Amount Accumulated research grant	15 2 patents = 1 ISI(max 4 patents) 1 book Min 30% H index depends on discipline Citation depends on discipline Min 100k (contribution of internal grant cannot exceed 30k) contribution of consultancy cannot exceed 30k	35 2 patents = 1 ISI(max 4 patents) 1 book min 30% H index depends on discipline Citation depends on discipline Min 225k (contribution of consultancy cannot exceed 30k) contribution of consultancy cannot exceed 30k
Services/contribution/practitioner related activities	No of involvement in department/faculty/centre level No of involvement in university level Contribution to society	Min 1 appointment 1 contribution to society	Min 5 appointment 2 contribution to society
Leadership/management related activities	Awards and recognition – university, national and international Professional /academic leadership – university, national and international Internationalization initiatives	1 university, 1 national, 1 international 4 university, 1 national 1 internationalization	2 university, 2 national, 1 international 6 university, 2 national, 1international 2 internationalization

Sample Criteria and baseline (UM)– Sciences for TEACHING PATHWAY

General Criteria for Promotion to Professor Post	CRITERIA	54	VK 7
Teaching & supervision related activities	Teaching administration and development enhancement No. of Completed PhD & Masters supervision	1 PhD + 2 Masters or 3 Masters	5 PhD + 5 Masters
Research & publication related activities	No. of ISI journal papers No. patent granted No. of books published No of publications as first/corresponding author ISI H-index No of accumulated Scopus index citation Amount Accumulated research grant	6 2 patents = 1 ISI (max 4 patents) 1 book Min 30% H index depends on discipline Citation depends on discipline Min 100k (contribution of internal grant cannot exceed 30k) contribution of consultancy cannot exceed 30k	11 2 patents = 1 ISI (max 4 patents) 1 book min 30% H index depends on discipline Citation depends on discipline Min 225k (contribution of consultancy cannot exceed 30k) contribution of consultancy cannot exceed 30k
Services/contribution/practitioner related activities	No of involvement in department/faculty/centre level No of involvement in university level Contribution to society	Min 1 appointment 1 contribution to society	Min 5 appointment 2 contribution to society
Leadership/management related activities	Awards and recognition – university, national and international Professional l/academic leadership – university, national and international Internationalization initiatives	1 university, 1 national, 1 international 4 university, 1 national 1 internationalization	2 university, 2 national, 1 international 6 university, 2 national, 1international 2 internationalization

Sample Criteria and baseline (UM) – Social Sciences for TEACHING PATHWAY

GENERAL CRITERIA FOR PROMOTION TO PROFESSOR POST	CRITERIA	54	VK 7
Teaching & supervision related activities	Teaching administration and development enhancement No. of Completed PhD & Masters supervision	1 PhD or 2 masters	3 PhD or 1 PhD + 4 Masters
Research & publication related activities	No. of Scopus journal papers/books) No. patent granted No of publications as first/corresponding author No of accumulated Scopus index citation Amount Accumulated research grant	7 Copyrights can be considered (music chores, dance choreography) Min 30% Citation depends on discipline Min 40k (contribution of internal grant at least 5k) contribution of consultancy cannot exceed 30k	12 Copyrights can be considered (music chores, dance choreography) min 30% Citation depends on discipline Min 80k (contribution of internal grant at least 10k) contribution of consultancy cannot exceed 30k
Services/contribution/practitioner related activities	No of involvement in department/faculty/centre level No of involvement in university level Contribution to society	Min 1 appointment 1 contribution to society	Min 5 appointment 2 contribution to society
Leadership/management related activities	Awards and recognition – university, national and international Professional /academic leadership – university, national and international Internationalization initiatives	1 university, 1 national, 1 international 4 university, 1 national 1 internationalization	2 university, 2 national, 1 international 6 university, 2 national, 1international 2 internationalization

Sample Criteria and baseline (UM) – Social Sciences for RESEARCH PATHWAY

GENERAL CRITERIA FOR PROMOTION TO PROFESSOR POST	CRITERIA	54	VK 7
Teaching & supervision related activities	Teaching administration and development enhancement No. of Completed PhD & Masters supervision	2 PhD	4 PhD
Research & publication related activities	Total No. publications (books, articles , etc) No. patent granted No of publications as first/corresponding author Amount Accumulated research grant	30 (min 2 books) Copyrights can be considered (music chores, dance choreography) Min 30% Min 100k (contribution of internal grant at least 50k) contribution of consultancy cannot exceed 30k	50(min 4 book) Copyrights can be considered (music chores, dance choreography) min 30% Min 200k (contribution of internal grant at least 100k) contribution of consultancy cannot exceed 30k
Services/contribution/ practitioner related activities	No of involvement in department/faculty/centre level No of involvement in university level Contribution to society	Min 1 appointment 1 contribution to society	Min 5 appointment 2 contribution to society
Leadership/management related activities	Awards and recognition – university, national and international Professional /academic leadership – university, national and international Internationalization initiatives	1 university, 1 national, 1 international 4 university, 1 national 1 internationalization	2 university, 2 national, 1 international 6 university, 2 national, 1 international 2 internationalization

What are the steps to take to create differentiated career pathway?

- ✓ Estimated time 12 – 24 months to complete transition from single to differentiated career pathways



What are some possible issues universities need to give special attention to?

- ✓ Proportion allowed in each track
- ✓ Salary concerns
- ✓ Performance appraisal concerns

1. Annual performance targets (i.e. KPIs) and promotion criteria need to be aligned.
2. Simulations of promotion criteria should be conducted to determine if they are feasible and reasonable. (i.e. Run simulation of existing and potential promotion applications to determine whether new promotion criteria allows academic staff to get promoted)
3. Proportion of staff for each career pathway needs to be planned in a way that that will ensure university strategic plans and annual targets are achieved.
4. Individual academics should be allowed to select their preferred career pathways, within limits of university-wide proportions, with final approval resting with university management.
5. When evaluating an individual' academic's pathway selection, management needs to take into consideration all reasons and justifications put forth by the individual, including interest, potential or psychometric fit for a specific career pathway.

Suggested performance indicators

- ✓ Awards
- ✓ Substantial teaching hours at several levels
- ✓ Postgraduate supervision
- ✓ Invited /keynote address
- ✓ Number of indexed publications
- ✓ Value of Research Grants
- ✓ Invited panel
- ✓ Involvement in high level committees
- ✓ External examiners/assessors
- ✓ Consultations
- ✓ Leadership Assessment

Teaching and Learning

- New Learning models/approaches
- T & L Innovations/ Learning resources
- Lead design of curriculum
- Lead development of innovative assessments
- Mentoring academics
- Number of publication/textbook
- significant contribution to the pedagogical knowledge base of the subject

Research

- Original research work with clear record of impact
- Number of indexed publications
- External research income generation
- Value of Research Grants
- Impact metrics
- Citations
- Supervise and examine PhD students

Leadership

- Significant administrative/managerial roles
- Significant innovative contributions to the faculty and university
- Significant contributions to the community and institution nationally and globally
- Lead high impact programs and projects
- Lead change, lead people, and driving results
- Significant assessment in Leadership and Monitoring Evaluation.

Practitioner

- Consultations/ expertise sought
- Substantial experience in the field
- Significant visibility in the field
- Key contributor to the field – develop or implement new technique or methodology

Need to address:

- ✓ Several implementation and review elements need to be taken into consideration as academics may not be sure of or adhere to a well defined pathway.

Clarity of roles

Transitioning from baseline career plan to a differentiated career pathway

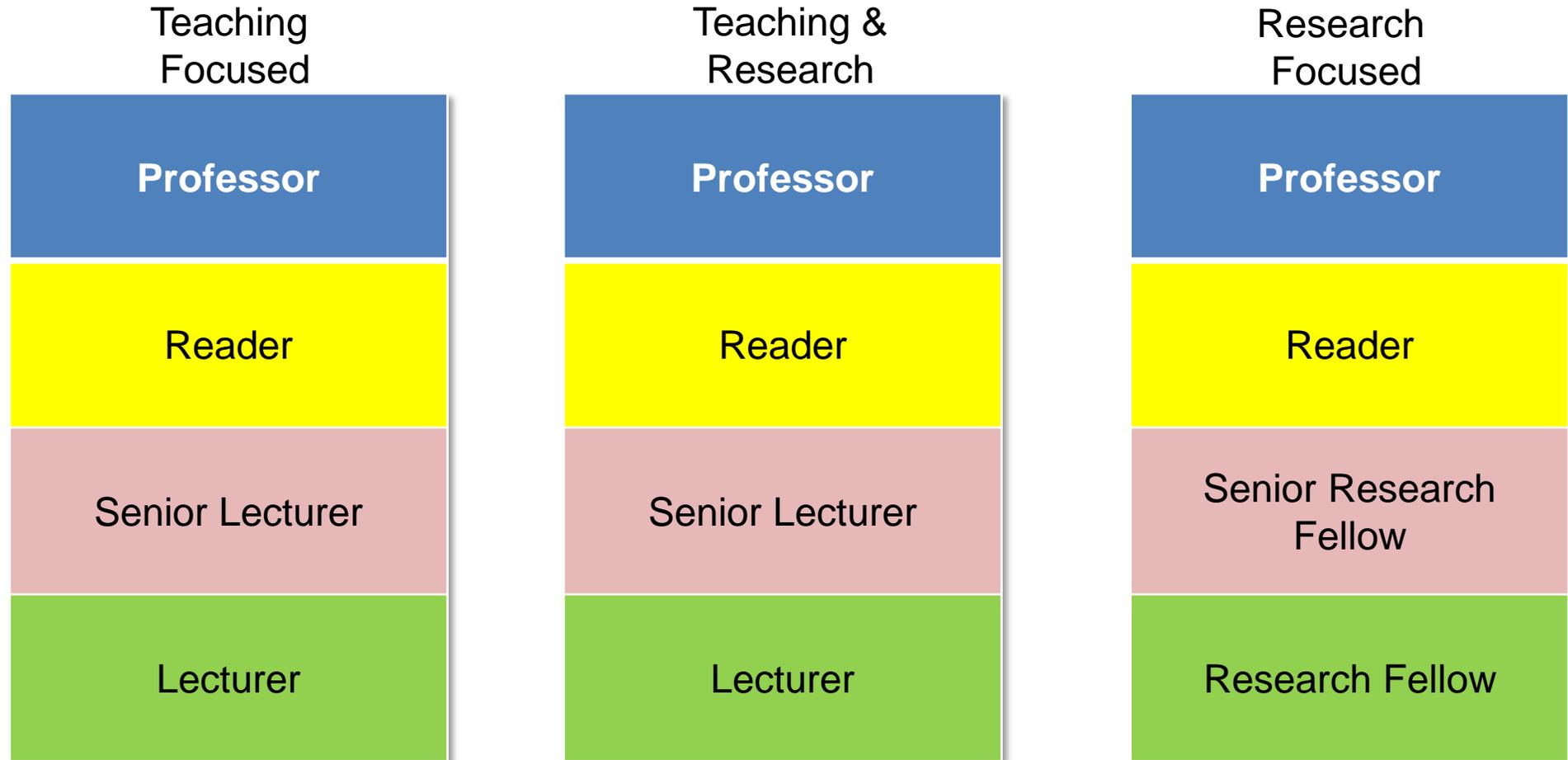
Academics unsure of career progression

Academics not meeting criteria to stay on pathway

Academics stay on a pathway without much growth – little or no change

Assistance, and support network for academics

Manchester University (QS:33)



THANK YOU