

Leading for disruptive change in higher education: staying small, smart, agile and furry

Jonathan Powles
PVC Academic Innovation

Alicia Zikan, Portfolio Manager,
Strategy and Performance

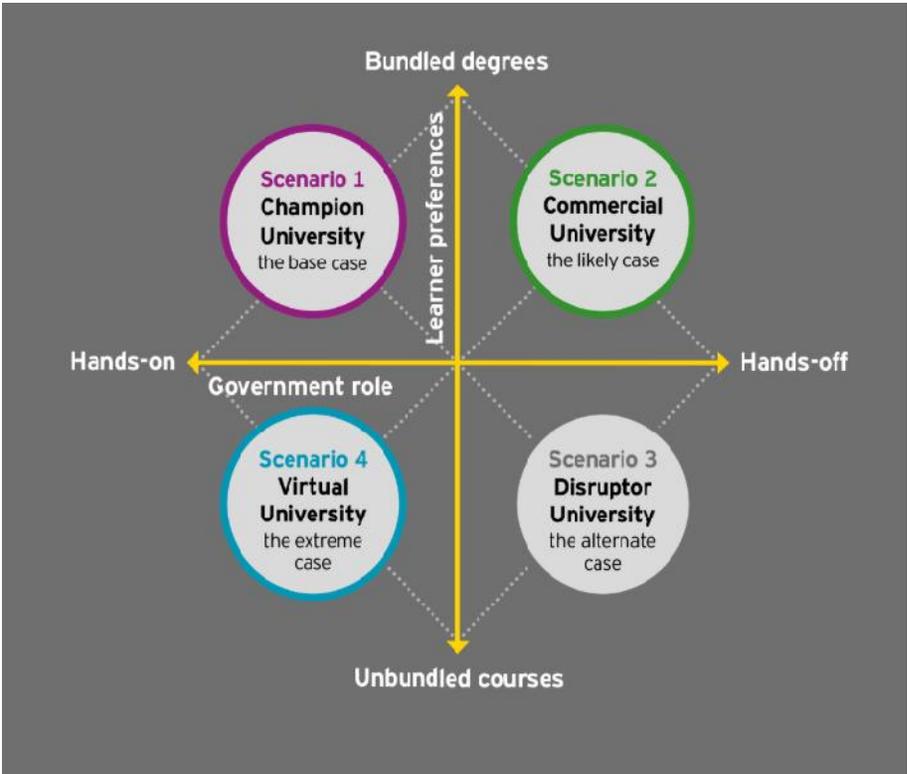
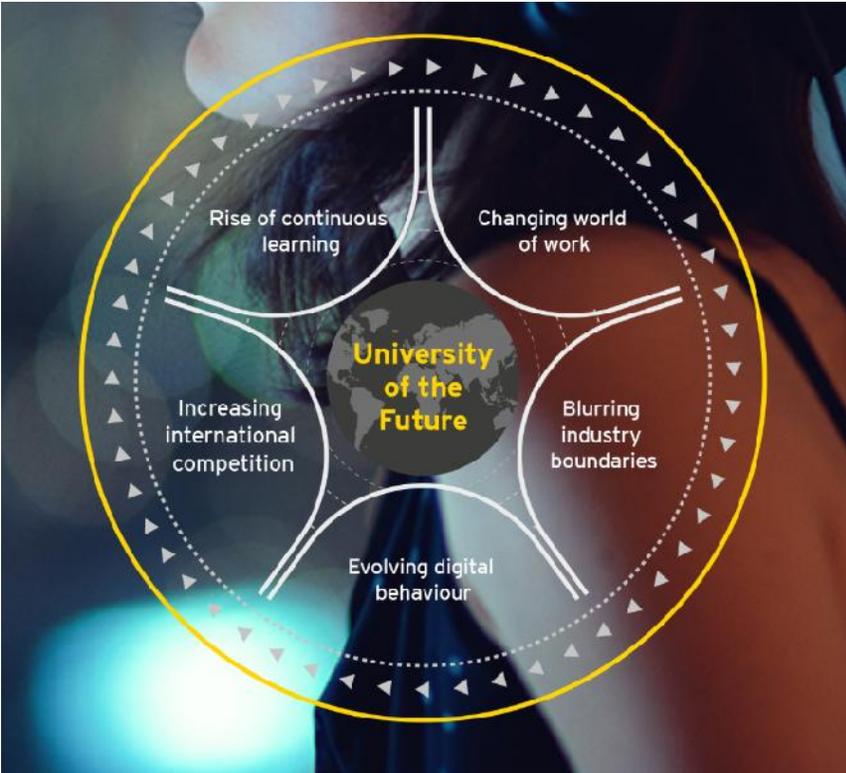
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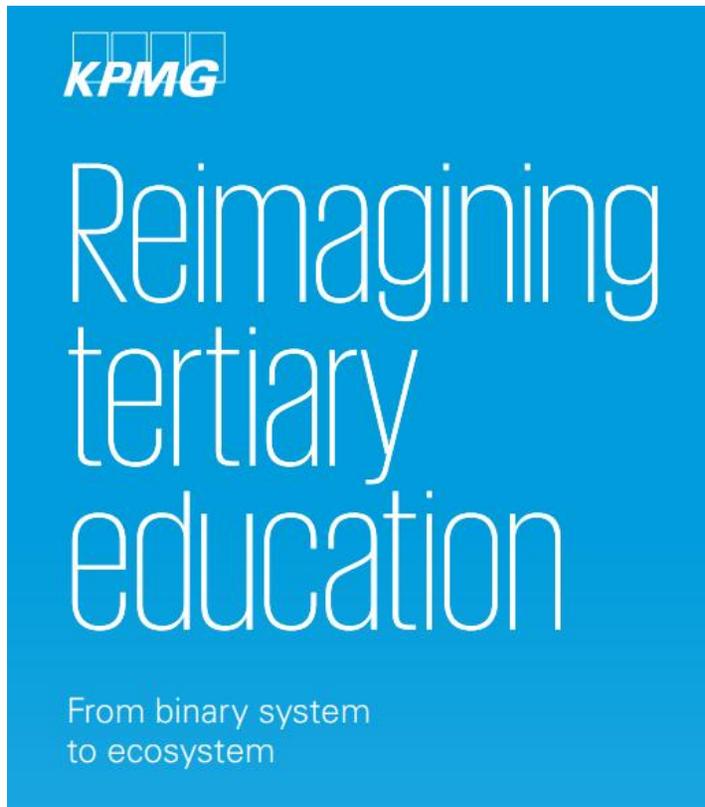


EY: The University of the Future (2018)





KPMG: Reimagining Tertiary education (2018)

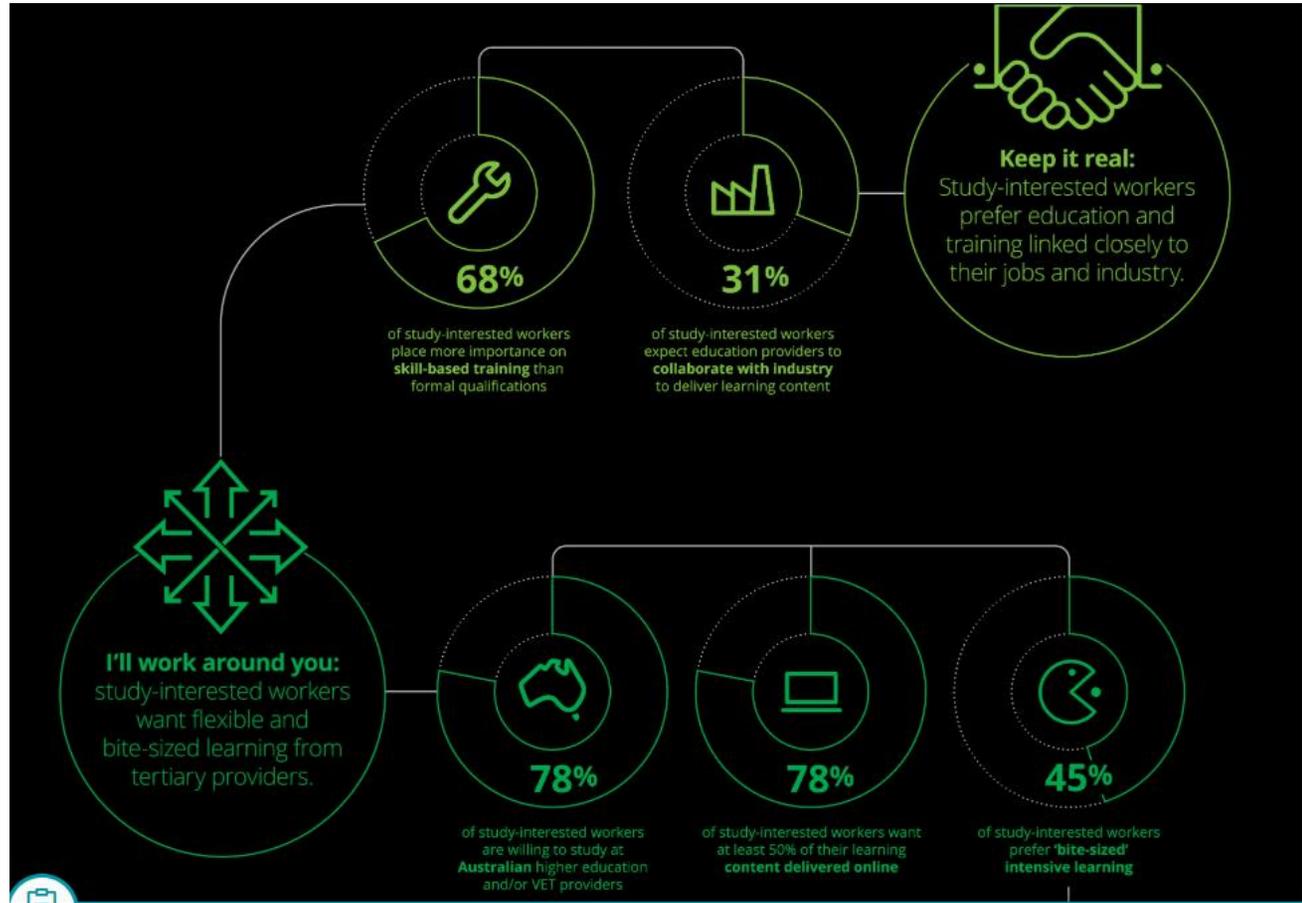


Key recommendations:

- Unified tertiary system with no distinction between university and TAFE, and abolition of provider categories
- Unified funding and student loans model with independent pricing authority
- Funding for research and teaching should be disaggregated – i.e. student fees should not support research
- System for evaluating and recognising teaching excellence, not just research, across the unified sector



Deloitte: Higher Education for a Changing World (2018)





Future of work is here

UNE's Future of Work event in September 2018 in Tamworth, with Google Education Evangelist Jamie Cassup, drew 1900 participants, most of whom are contemplating university study.





UNE at a glance: the myth of the level playing field

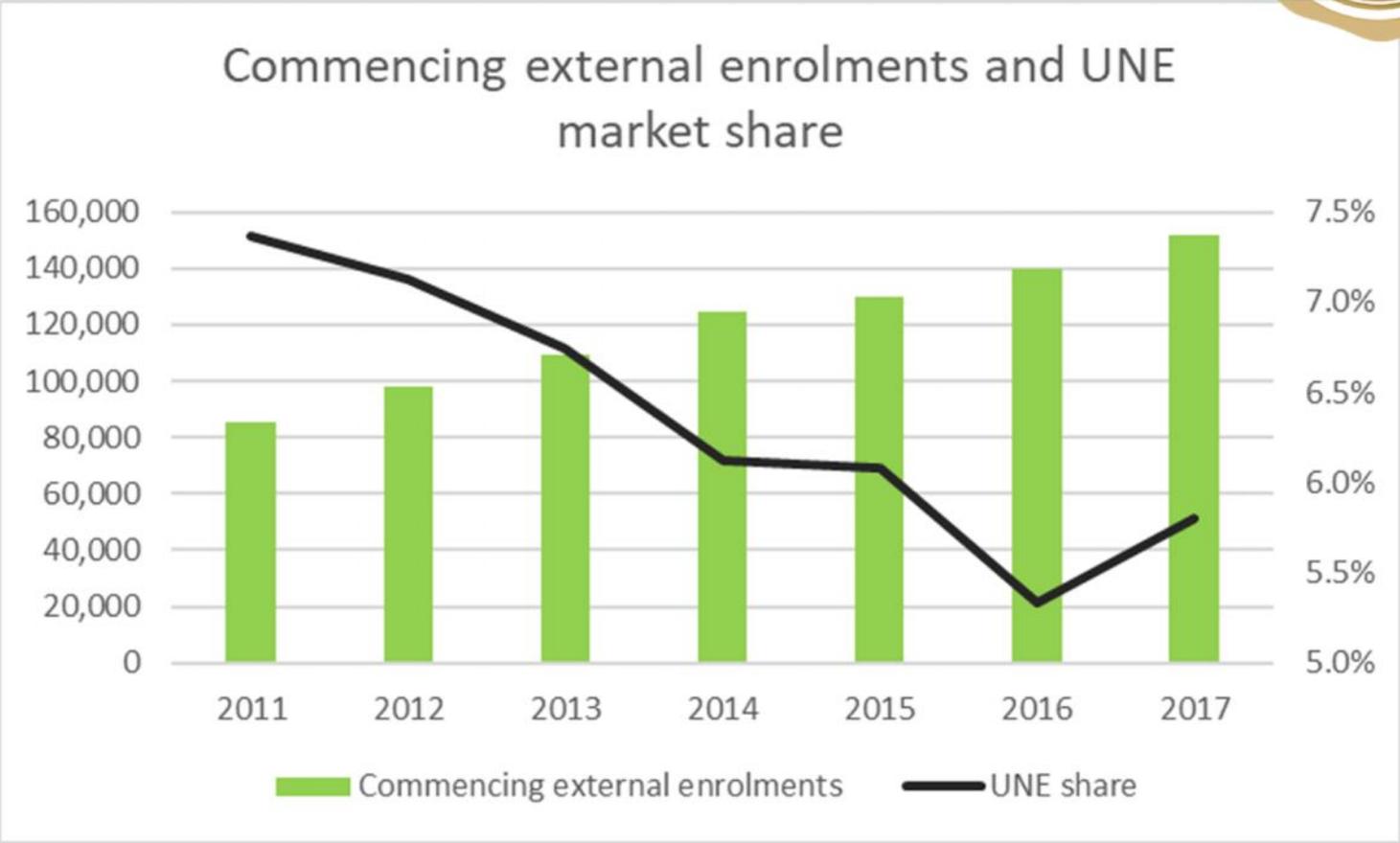
	Metropolitan students	UNE students
External/online	16.8%	79.0%
Part-time	33.0%	61.7%
Female	56.7%	66.0%
Over 25	37.33%	74.6%
School leavers	c.58%	c.13%
Bachelor completion in six years	c. 69%	c.48%

2016 data





The challenge for UNE



Choluteca Bridge



The logo for the University of New England (UNE) features the letters 'une' in a stylized, lowercase, green font. The 'u' and 'n' are connected, and the 'e' is separate. Below the letters, the text 'University of New England' is written in a smaller, white, sans-serif font.

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Academic transformation: a adaptive leadership challenge

“Companies today face ... *adaptive challenges*. Changes in societies, markets, customers, competition, and technology around the globe are forcing organisations to clarify their values, develop new strategies, and learn new ways of operating. [...]

Adaptive work is required when our deeply held beliefs are challenged, when the values that made us successful become less relevant, and when legitimate yet competing perspectives emerge. [...]

Mobilizing an organisation to adapt its behaviours in order to thrive in new business environments is critical. ... Indeed, getting people to do adaptive work is the mark of leadership in a competitive world. Yet for most senior executives, providing leadership not just authoritative expertise is extremely difficult.”

– Heifetz and Laurie, (1997) “The work of leadership”, *HBR*

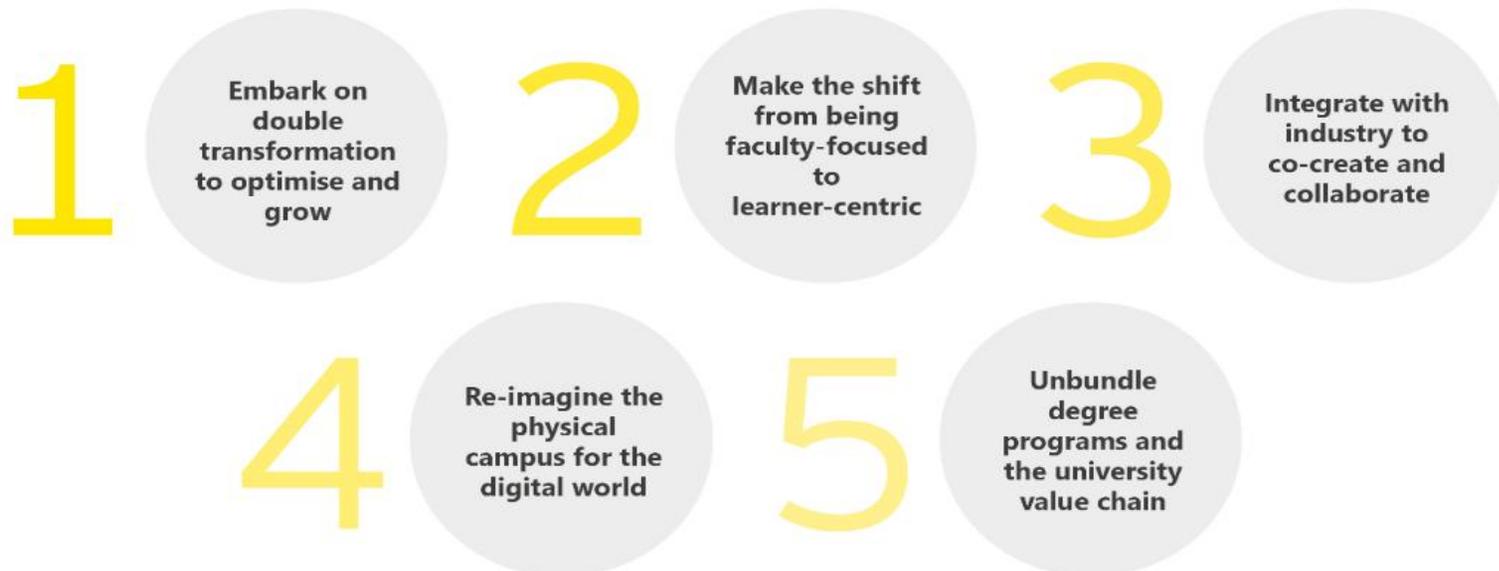
A solid green horizontal bar at the bottom of the slide.

EY: The University of the Future (2018)

Transforming the university business model

To seize the upside of disruption, universities must take risks and invest in a disruption agenda, even as they continue to focus on initiatives that will keep them competitive in the near to medium term. Leading universities through transformative change is challenging. But the forces driving change in the sector are powerful and the coming paradigm shift will be profound.

Universities should consider the potential to:



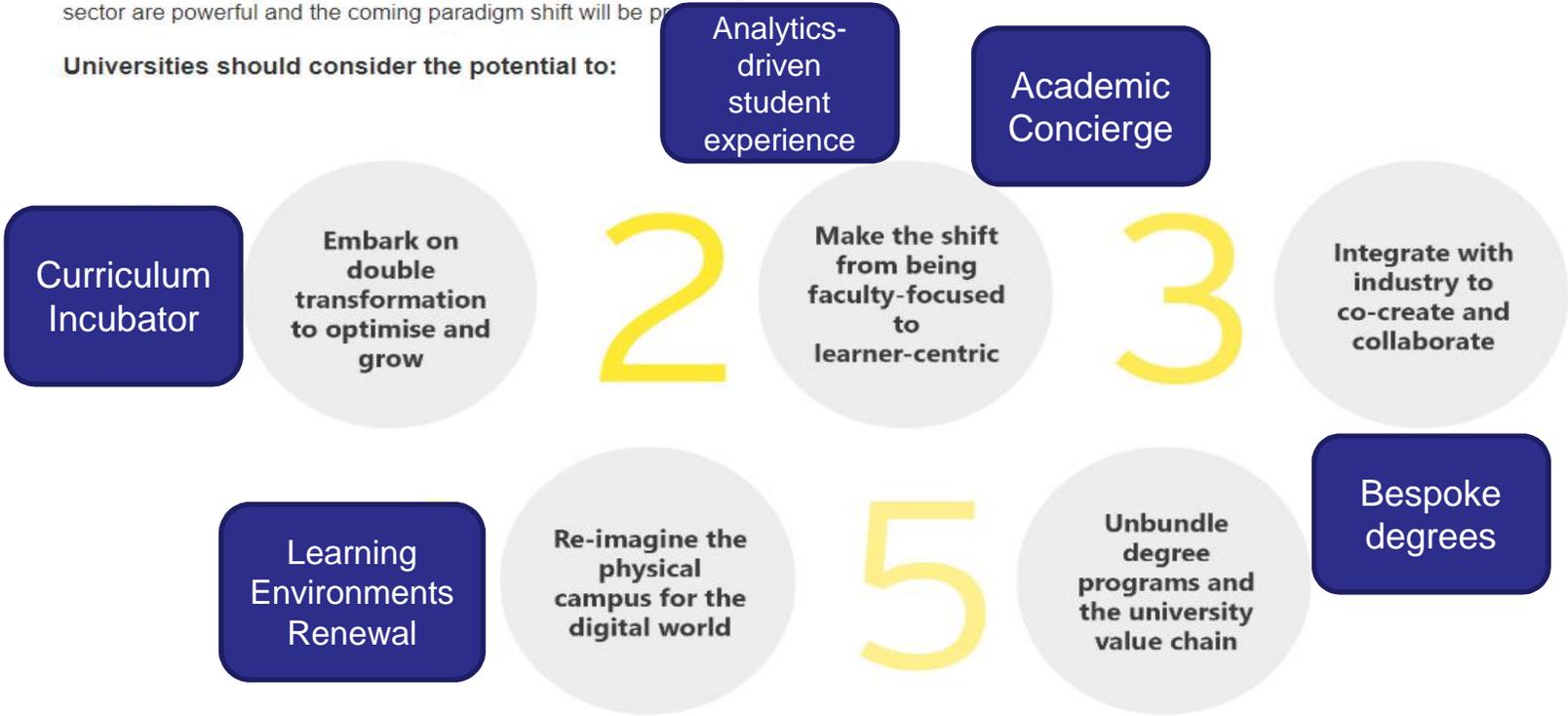


EY: The University of the Future (2018)

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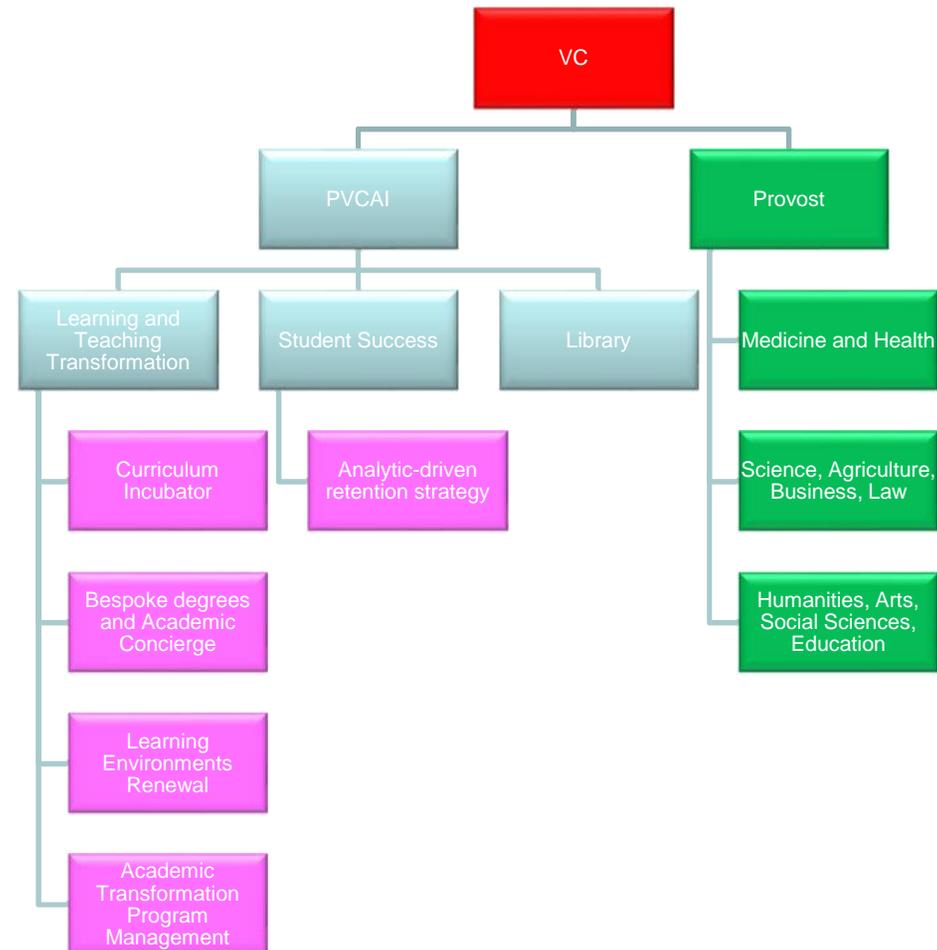
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Double loop transformation

In the UNE Business Plan 2019-2021, Faculties drive BAU renewal of courses and units for immediate efficiency in 2020, while PCVAI portfolio develops radically new models aimed at 2025.





Adaptive vs Transactional leadership

Transactional leadership	Adaptive leadership
Based on rewards contingent on individual performance	Based on rewards contingent on whole-institution transformation
Performance measured against known and agreed criteria	Criteria for performance are volatile, uncertain, complex and ambiguous
Compliance-driven	Aspiration-driven
Hierarchical, with a focus on leader-follower interaction	Leadership is a practice, not a position
Leadership role based on expertise – leaders provide answers	Leadership role based on hypothesis and empowerment (<i>Auftragstaktik</i>)
Seeks to minimise conflict	Seeks to leverage conflict

After Kahn, N (2017) “Adaptive or Transactional Leadership in Current Higher Education: A Brief Comparison”, *IRRDL* 18/3, and Bass, B. M. & Bass, R., (2008). *The Bass Handbook of Leadership; Theory, Research, and Managerial Applications*. New York: Free Press.





Transactional roles in traditional HE leadership roles: the view from UNE

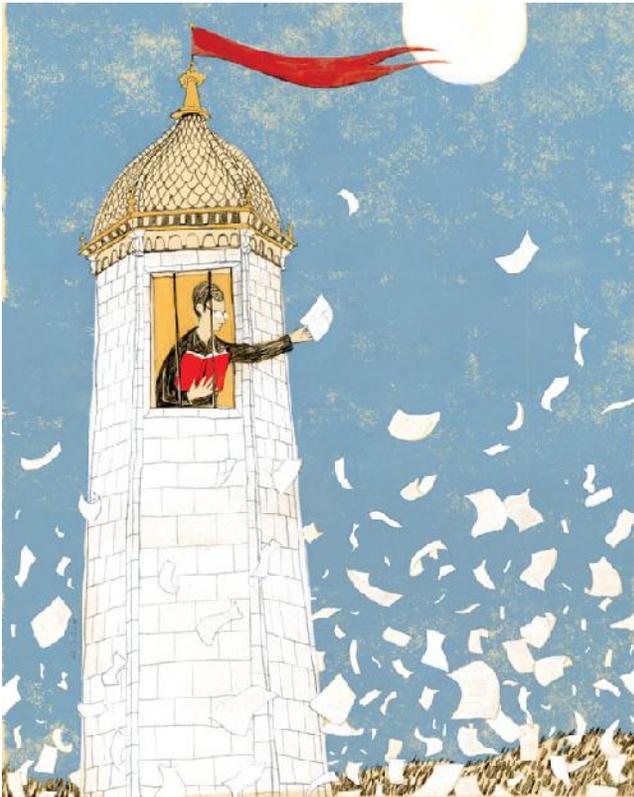
Transactional leadership	Expertise-based roles (e.g. Head of Discipline)	Governance Roles (e.g. Academic Board)	Resource managers (e.g. Deans)
<ul style="list-style-type: none"> • Based on rewards contingent on individual performance • Performance measured against known and agreed criteria • Compliance-driven • Hierarchical, with a focus on leader-follower interaction • Leadership role based on expertise – leaders provide answers • Seeks to minimise conflict 	<ul style="list-style-type: none"> • Appointment on the basis of subject-matter expertise. • Privileges individual research performance • Privileges a perspective on curricula focused on individual subject expertise (enshrined in “the unit”) not the holistic student experience. 	<ul style="list-style-type: none"> • Courses subject to binary gate (approved/not approved) rather than strategic risk assessment • Representation by constituency or discipline rather than capability • Reluctance to look outwards or forwards; the quality yardsticks are often internal and transactional 	<ul style="list-style-type: none"> • Excellence rewarded by “teaching relief” • Workload driven by EFTSL not effort or innovation • Inadequate resourcing of continual improvement, let alone strategic change • Strong link between EFTSL <-> FTE. Little capacity for strategic investment or workforce change.



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Why do we have this problem?



Transformational learning
“understands the limits of personal ideologies and authority and realises that contradiction, opposites and multiple systems are needed for wholeness. ... [The adaptive mindset] coheres through its ability not to confuse internal consistency with wholeness or completeness.”

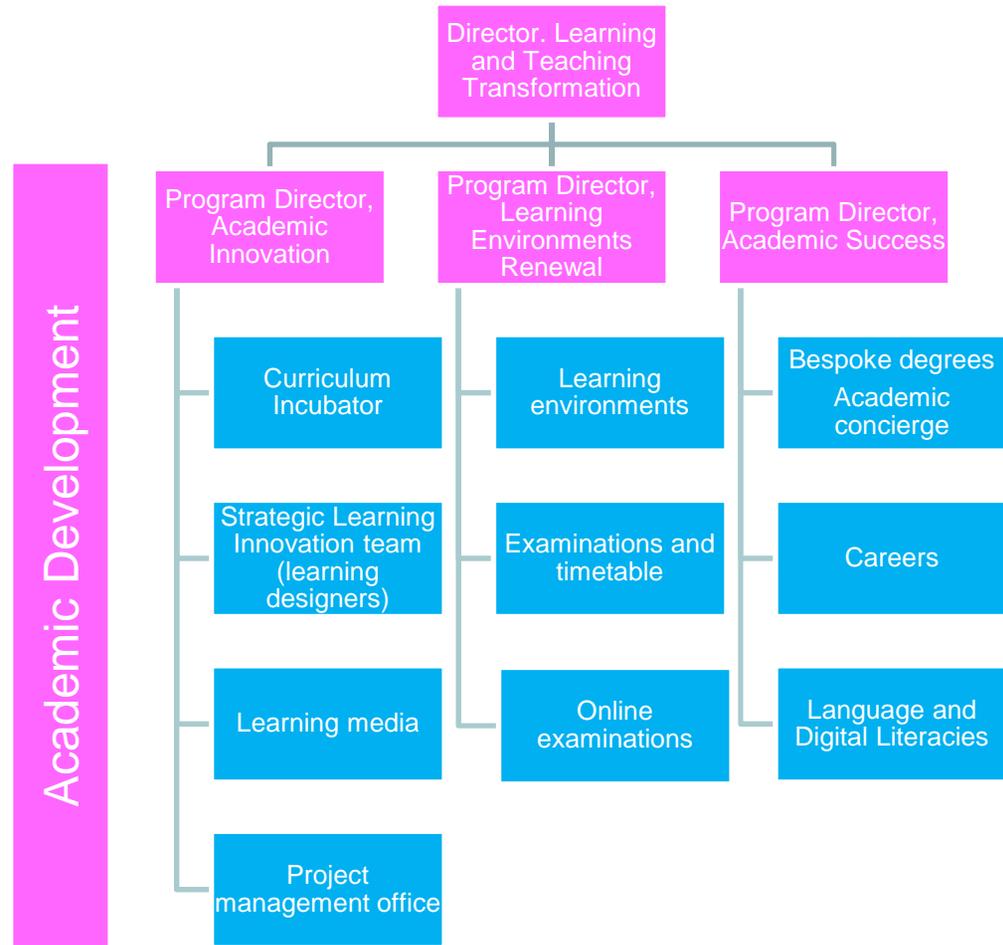
Yukuwa, J (2015) “Preparing for complexity and wicked problems through transformational learning approaches”, *JELIS*, 56/2



Adaptive roles at UNE

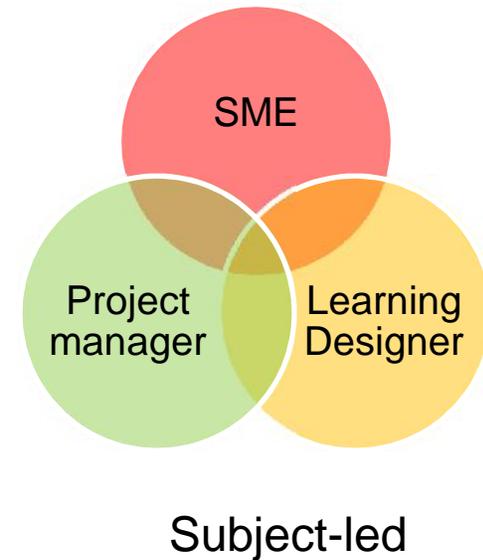
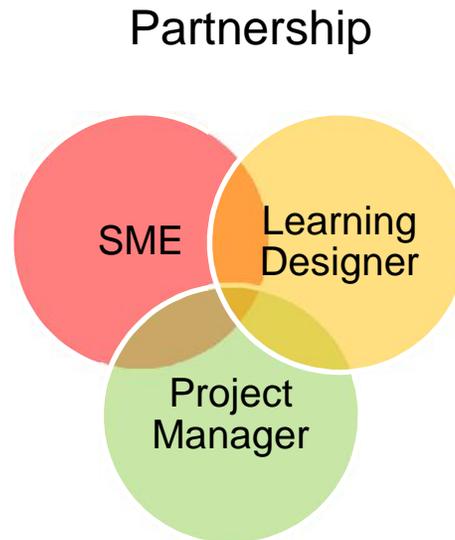
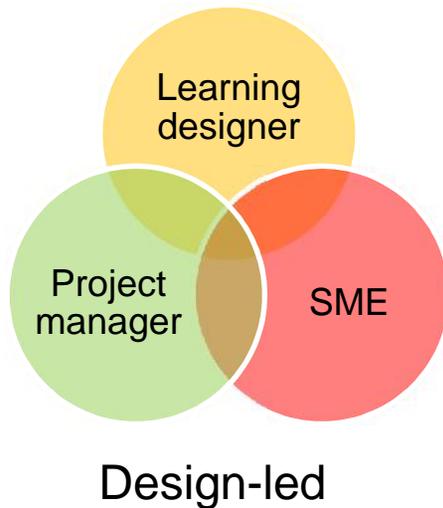
Leadership roles (magenta) are:

- Third space, outside EA
- Defined by transformational goals not functions or services
- About capability development, to support a matrix structure of semi-autonomous projects
- *Not* managing a single change, but setting up the organisation for perpetual adaptation





Curriculum project leadership configurations



Slide 17

JP1

Jonathan Powles, 6/2/2019

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Failure to adapt

Randall & Coakley (2007)
“Applying adaptive leadership to
successful change initiatives in
academia” *Leadership and
Organisational Development
Journal* 28/4

Kahn, N (2017) “Adaptive or
Transactional Leadership in
Current Higher Education: A Brief
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Bass, B. M. & Bass, R., (2008).
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