STRENGTHENING ACADEMIC
CAREER PATHWAYS
AND LEADERSHIP DEVELOPMENT

UNIVERSITY TRANSFORMATION PROGRAMME, ORANGE BOOK

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University Transformation Programme Orange Book

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PREAMBLE

THE UNIVERSITY TRANSFORMATION PROGRAMME (UniTP) ORANGE BOOK

Professors, lecturers and teachers teach students, inspire learning, and create and share knowledge, forming the backbone of Malaysia's knowledge economy. The important roles and vital contributions of academic staff and institutional leaders in Malaysia's Higher Learning Institutions (HLIs) are recognised in Shift#2 of the Malaysia Education Blueprint 2015-2025 (Higher Education) – MEB (HE). This Shift highlights the importance of developing, nurturing and supporting Talent Excellence among academic staff and institutional leaders via the New Academia Talent Framework (NATF).

The NATF model as shown in Exhibit 1 sets out a framework for creating talent ecosystems capable of nurturing excellence and leadership in teaching, research, professional practice and institutional leadership. The model aims to create holistic academics with baseline capabilities in core domains of scholarship such as teaching, research and management contribution, while nurturing and developing excellence and leadership in at least one of these core domains. The NATF model serves as the basis for the development of the Differentiated Career Pathways (DCP) framework for academic staff as presented in this UniTP Orange Book.

In formulating plans and developing guidelines for implementing DCPs, it is important to understand the current implementation status at universities, and the level of awareness and acceptance among academics. Exhibits 2 to 5 discuss the results of a survey which show the support for the implementation of DCPs among academic staff in local HLIs, where from a total of 5,144 respondents, 86% agree to the implementation of DCPs. In addition, 46% see themselves as passionate educators and 30% see themselves as active researchers.

This book contains **guidelines** to support Malaysian HLIs in their efforts to develop the DCP framework for their academic staff. The objectives of this Orange Book are to:

1. develop an understanding of the need to implement the DCP framework;

2. help HLIs plan and implement DCPs, taking into consideration the mission of their respective institutions; and

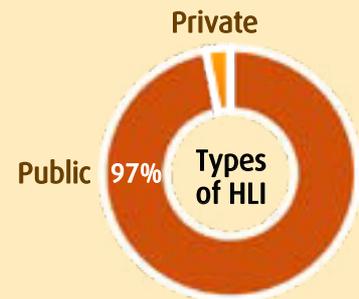3. provide HLIs guidance on leadership development strategies to support the DCP framework.

Exhibit 1

New Academia Talent Framework (NATF)

A
Resource

- Explore new or non-conventional sources of talent, including academics, leaders, and professionals or practitioners from the public, private and social sectors

- Employ a talent search scope and criteria that meets regional and international standards

- Expand into global sourcing to find both top local and international talent

B
Recruit

- Enhance and professionalise standard operating procedures (SOPs) for recruitment

- Implement recruitment processes that are more talent-friendly and personalised to attract talent

- Ensure recruiting is the collective and joint responsibility of leaders across the institution

C
Reward

- Benchmark and align remuneration packages and benefits with local and international HLIs

- Review talent value propositions regularly to ensure competitiveness

- Design reward schemes aligned to different career pathways with different forms of recognition and rewards

D
Retain

- Establish a conducive and supportive environment that is attractive to top local and international talents

- Emphasise meritocracy and enhance performance management for talent development

- Create more opportunities for professional development, talent mobility, and improve human resource and support functions

- Facilitate immigration processes including supporting PR status for excellent international talent

Adapted from Shift #2: Talent Excellence, Malaysia Education Blueprint 2015-2025 (Higher Education)

Exhibit 2

Survey on Differentiated Career Pathways (DCP)

A total of 5,144 responses were recorded in an on-line survey conducted among the academic staff of participating HLIs

An online survey was conducted from August to September 2015 to gauge the level of awareness, acceptance and preferences of DCP among academics. The sample was selected based on a convenient sampling where formal emails as well as messages through social media were sent to members of all public universities and a few private universities. A total of 5,144 responses were collected. The respondents represented demographics that cut across disciplines, grades, years of experience, gender, and types of HLI.
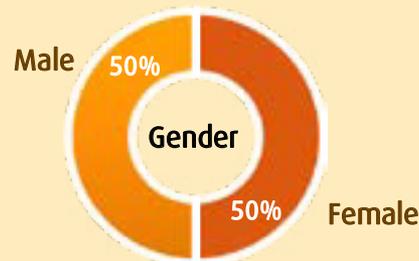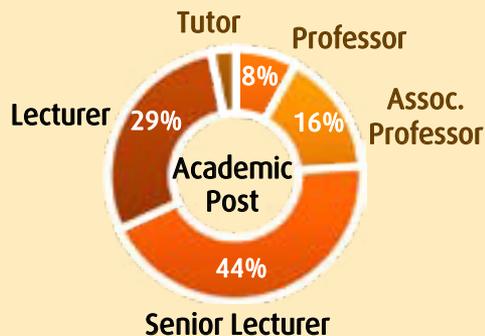
Total respondents = 5,144

Types of HLI
- Private
- Public 97%

Years of service
- < 5 years 25%
- ≥20 years 15%
- 10-19 years 36%
- 5-9 years 24%

Qualification
- Bachelor
- PhD 62%
- Masters 35%

Academic Post
- Tutor 8%
- Professor
- Assoc. Professor 16%
- Lecturer 29%
- Senior Lecturer 44%

Gender
- Male 50%
- Female 50%

Institutional Leadership Position
- Yes 40%
- No 60%

Exhibit 3

How do academics see themselves?

The largest proportion of academics see themselves as passionate educators

Respondents from 24 Malaysian universities were asked to choose a phrase that describes them best: a passionate educator; an active researcher; an experienced practitioner; or, a good academic leader:

- The biggest percentage of respondents (46%) saw themselves as passionate educators while 30% saw themselves as active researchers

- About 5% of respondents saw themselves as "other," that is, they saw themselves as balancing more than one role
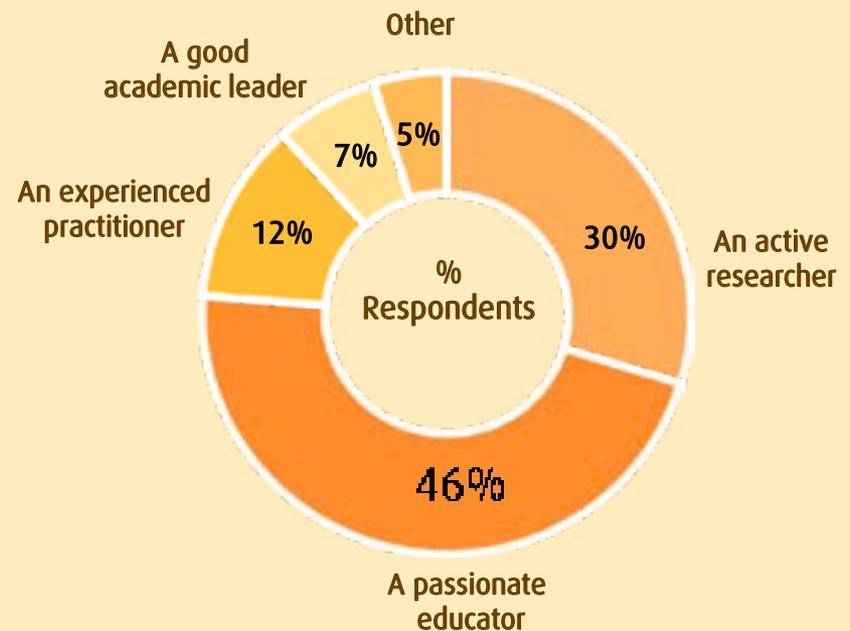
A good
academic leader

Other

An experienced
practitioner

7%

5%

12%

30%

An active
researcher

% Respondents

46%

A passionate
educator

Exhibit 4

View of academics on the implementation of Differentiated Career Pathways and their preferred career pathways
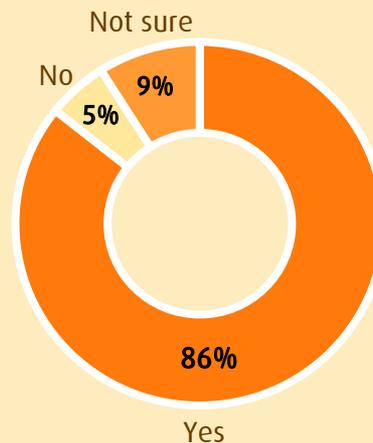
The survey shows that 86% of academics agree on the implementation of Differentiated Career Pathways (DCP) and the largest proportion chose to be passionate educators

Respondents were asked about the present state of implementation of DCP at their institutions. It was found that almost a third of the academics were unsure if their institutions offered DCP for academic staff. Over 86% agree to its future implementation with 42% choosing the passionate educator pathway, and 33% choosing the active researcher pathway.

The survey illustrates an acceptable distribution of the four proposed pathways since research and teaching still remain the mainstay of the academic functions chosen by the respondents.

Does your institution have differentiated career pathways for academics?

Not Sure 32%
Yes 34%
No 34%
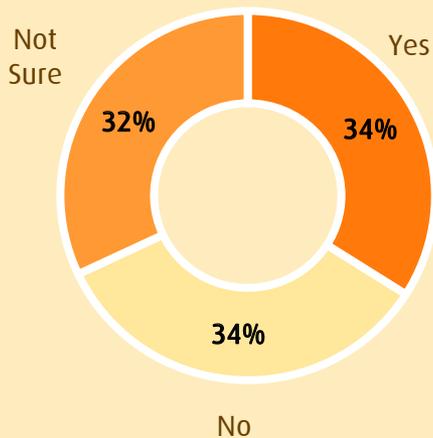
Would you like to have differentiated career pathways at your institution?

Not sure 9%
No 5%
Yes 86%

Which academic pathway would you prefer to be in?

Transformational Leader 9%
Experienced Practitioner 16%
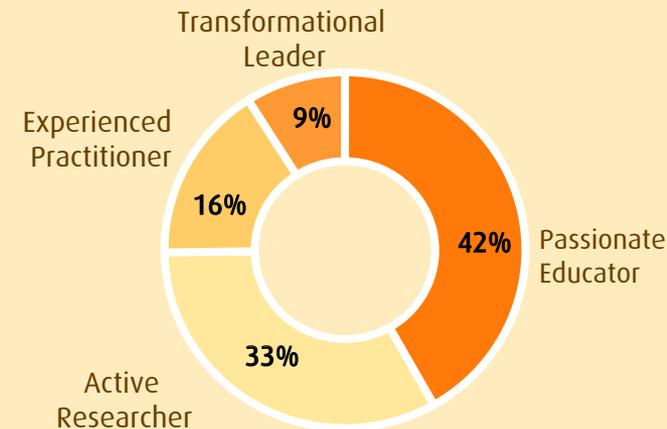Passionate Educator 42%
Active Researcher 33%

Exhibit 5

The main concerns in implementing Differentiated Career Pathways

The survey highlights some concerns expressed by academics in implementing Differentiated Career Pathways (DCP) at their institutions

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The concerns to be addressed before the implementation of DCP are outlined below.

Readiness

Academics and the university are not prepared for the differentiated career pathways

Baseline skills and expertise

Young academics may go into a pathway before they are ready

Imbalance

Will result in less holistic academics due to having to focus on a specific pathway. This could undermine the shared values of the organization

Unfairness

Promotions within different pathways are subjected to different evaluations. Thus, addressing consistency concerns across clusters of disciplines and pathways will be important to ensure fair implementation

Additional comments from the survey:

Academics should have a balanced role of teaching, research, and leadership. This is following a view that an educator must also be an excellent researcher, and vice-versa. This is because knowledge gained through research is to be shared and taught to students.

In addition, academics are also expected to contribute and harness their leadership skills to ensure the university has a pool of talented leaders to carry through the university's vision and aspirations.

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INTRODUCTION

EXECUTIVE SUMMARY
STRENGTHENING ACADEMIC CAREER PATHWAYS AND LEADERSHIP DEVELOPMENT

The University Transformation Programme (UniTP) Orange Book lays out the framework for achieving Talent Excellence, the second shift out of ten shifts detailed in the Malaysia Education Blueprint 2015-2025 (Higher Education) or MEB (HE).

This Orange Book serves as a **guideline** for Malaysian Higher Learning Institutions (HLIs) in their efforts to create academic career pathways based on the New Academia Talent Framework introduced in the MEB (HE). Differentiated Career Pathways (DCP) is a framework for creating academic ecosystems capable of nurturing excellence and leadership in teaching, research, professional practice and institutional leadership.

The need for this guideline was reinforced through a survey among academic staff where a very large majority (86%) agreed with the implementation of DCP.

Chapter One introduces the importance of building talent excellence and the framework for the four academic career pathways.

Chapter Two outlines the implementation process which includes the guiding principles, the elements critical for a successful implementation, the roles of the various entities in HLIs at different stages of implementation, and the estimated timeline to develop the DCP. In addition, the recommended weightage for each pathway, the percentage of academic staff population in each pathway, challenges in aligning staff aspirations to institutional missions and objectives, and how universities can manage the transition from a single career pathway to multiple career pathways are presented.

Chapter Three discusses the pertinent factors in developing and sustaining leadership excellence in DCP. It includes a discussion of leadership values and competencies, the implementation framework for leadership talent development, and the respective roles of HLIs and AKEPT in leadership development.

MALAYSIA EDUCATION BLUEPRINT (HIGHER EDUCATION)
THE TEN SHIFTS

Talent Excellence is one of the ten shifts defined in the Malaysia Education Blueprint 2015-2025 (Higher Education), or MEB (HE).

Shift#2: Talent Excellence focuses on achieving excellence through an ecosystem that is able to attract, develop and retain talent. The quality of Malaysia's HLIs, and therefore the higher education system, can only be as good as the quality of its academic community, from educators, researchers, institutional leaders, practitioners, to academic support staff.

At present, however, rigid career development pathways restrict the extent to which HLIs are able to attract, recruit, and retain the best talent. There is a need to move from a one-size-fits-all model to one in which HLIs have diversified models of career excellence. These models will then lead to institutional excellence where HLIs will be able to specialise based on their strengths and focus areas, and be recognised for (i) excellence in overall research; (ii) excellence in niche areas of research; and (iii) excellence in teaching and instruction.

The academic community will benefit from a conducive, supportive, and meritocratic environment with well-planned continuous professional development programmes that would enable them to meet changing responsibilities and expectations. With these in place, Malaysia's academics will continue their journey towards excellence, being respected, referred, and relevant, both locally and internationally.

MALAYSIA EDUCATION BLUEPRINT (HIGHER EDUCATION)
THE UNIVERSITY TRANSFORMATION PROGRAMME

The transformation of the higher education sector must be driven by universities and not directly by the Ministry.

Every university is unique. The role, operating model, and even composition of an academic community has to be tailored to the university's specific context – its history and its current situation, and its priorities. Each university today will have its own strengths, weaknesses, challenges and aspirations, as well as different starting points.

Consequently, implementation of any changes needs to be structured in a modular manner, so that universities can adopt the elements that are best suited to their situation and pace.

Accordingly, the UniTP has been developed as an important initiative under the MEB (HE) to help Malaysia's 20 public universities accelerate their transformation journeys.

The UniTP consists of eight elements. Four elements focus on helping universities develop their own transformation plan by ensuring universities have the right tools and support available to them. These four elements include the development of transformation playbooks for the most important reform areas, the involvement of pilot universities to "lead the way" in implementing transformations recommended in these playbooks, the development of tailored transformation plans by each university, as well as the establishment of the Putrajaya Higher Education Taskforce to enable cross-ministry decision-making.

The remaining four elements focus on improving accountability for better performance and outcomes. These include developing Headline Key Performance Indicators (KPIs) and Key Intangible Performance Indicators (KIPs) to monitor the overall performance and health of universities, establishing performance contracts linked to those KPIs and KIPs, defining a new funding formulae that shifts universities towards performance-based funding, and lastly, ongoing consultation, monitoring and reporting by the Ministry.

The first element under the UniTP is the development of five transformation playbooks, which contain best practice guidance and tools, on the topics of (i) university governance, (ii) academic productivity, (iii) talent development, (iv) income generation and (v) performance management and financial reporting. Pilot universities have been identified to "lead the way" in implementation, and lessons learnt will be disseminated to all universities upon completion of the pilots.

A	B	E	F
Five Transformation Playbooks on critical topics	**Pilot Universities** to "lead the way" on playbook implementation	**Define Headline KPIs** for each public university	**Performance Contracts** to be rolled out in phases

C	D	G	H
University Transformation Plans by each public university	**Putrajaya Higher Education Taskforce** (stakeholders from public and private sectors)	**New Funding Formulae** and framework to be implemented	**Ongoing consultation, monitoring and reporting**

5 Transformation Playbooks include:

- Enhancing University Board Governance and Effectiveness
- Enhancing Academic Productivity and Cost Efficiency
- Strengthening Academic Career Pathways and Leadership Development
- Enhancing University Income Generation, Endowment and Waqf
- Strengthening University Performance Management and Financial Reporting

SOURCE MATERIAL AND SPECIAL THANKS

APPROACH TO DEVELOPING THE ORANGE BOOK

The UniTP Orange Book was developed by the Ministry of Higher Education with the support and guidance of a core team of senior advisors and administrators from Malaysian public universities and the Ministry of Higher Education. It draws upon global best practices in higher education and lessons learned from the implementation of the Government-Linked Companies (GLC) Transformation Programme.

Collaborative discussions between the Ministry and universities, including with Deputy Vice-Chancellors (DVCs) (Academic and International), DVCs (Research and Innovation), and Registrars as well as leaders of academic staff associations, ensured the relevance of the models and framework proposed.

During initial drafting, a survey on the level of awareness and implementation of the differentiated academic career pathways at HLIs was distributed to selected academics in Malaysia's universities.

The results of the survey, as well as an analysis of the current Differentiated Career Pathways (DCP) model implemented at a few public universities, were used to align the UniTP Orange Book's content with common challenges and issues most critical to universities' current efforts in fostering talent excellence.

All public university Chairpersons, Vice-Chancellors, Registrars, Bursars and officers from the institutions' programme management office (iPMOs) were invited to provide feedback on early drafts. Participants provided input on key content areas of the book, including the criteria for each pathway, the important elements in fostering talent excellence, and the key processes involved in the implementation of the differentiated academic career pathways.

Comprehensive and detailed Case Studies on how the DCP framework has been implemented at Malaysian public universities are shared in the Orange Book. These case studies include discussions on matters such as linking workload management, annual appraisals, and evaluation for promotion purposes. In addition, the cases also provide detailed descriptions of their processes for developing and implementing DCPs.

The Ministry would like to extend its thanks to all who contributed to the creation of this book, including university leaders and Ministry staff.

DIFFERENTIATED CAREER PATHWAYS FOR TALENT EXCELLENCE

CHAPTER ONE
DIFFERENTIATED ACADEMIC CAREER PATHWAYS FOR TALENT EXCELLENCE

The first step in strengthening academic career pathways is to clearly understand the importance of talent excellence and how it relates to institutional excellence. The differentiated career pathways builds on the New Academia Talent Framework (NATF), by ensuring that there is a right combination of talents in the course of resourcing, recruiting, rewarding and retaining talents.

The importance of building talent excellence

This section starts by presenting the significance of establishing a talent ecosystem to foster excellence. It also stresses that HLIs need to address new challenges and changes in the higher education landscape, which will lead to the need of greater specialisation of roles among academics.

Different attributes of talent excellence are also presented, which will support the development of talent excellence in a more focused way. In other words, diversity among academic talent needs to be recognised, and distinctive criteria and different benchmarks are needed to reward these diverse talents. Only then can the HLI achieve both talent and institutional excellence.

The concept and framework for Differentiated Career Pathways

Based on current best practices, feedback from stakeholders, and aspirations outlined in the NATF, a new concept and framework for Differentiated Career Pathways (DCP) is proposed. This new DCP is designed to facilitate alignment between individual academics' aspirations, and institutional missions and objectives.

The implementation of DCP will require differentiated performance management, which involves distributing the workload, and evaluating the achievements and excellence of academic staff based on the chosen pathway. The four pathways emphasise excellence as the main consideration for promotion and that no one pathway is better than the other.

THE IMPORTANCE OF BUILDING TALENT EXCELLENCE

Talent excellence refers to a community of scholars which includes inspiring educators, accomplished researchers, experienced practitioners, and transformational leaders. Talent excellence is a critical contributor to institutional excellence

Establishing a Talent Ecosystem to Foster Excellence	Embracing the Changing Education Landscape	Recognising Different Attributes of Talent Excellence	Aligning Talent Aspiration to Institutional Mission
A concerted institutional effort is highly important to foster talent excellence, and it involves the creation of a sustainable and adaptive ecosystem in which talent can thrive.	With the changes in the higher education landscape and its related challenges, there is a need for more specialisation of roles among academics. Hence, HLIs need to transform the way they recruit, nurture and reward talent.	It is important for academic staff to develop overall baseline competencies in research, teaching, management and services. Here, attributes of talent excellence for different pathways are presented. The level of excellence is of equal merit and stature for each pathway.	HLIs need to ensure that individual staff aspirations match institutional missions and vision. This will motivate staff to contribute based on their areas of expertise and passion, while ensuring institutions attain their performance target.

Establishing a Talent Ecosystem that Fosters Excellence

HLIs are essentially talent-driven organisations in which academic staff are the main drivers of institutional excellence

It is vital that HLIs establish a sustainable and adaptive talent ecosystem that is able to continually resource, recruit, reward and retain academic staff to nurture talent excellence. The following describes the pertinent elements in establishing a talent ecosystem that fosters excellence.

Elements	Descriptions	Possible actions
Identify and Attract	Flexible but selective hiring policies and practices: ▪ Recruit talent with potential to achieve excellence ▪ Recruit talent with ability and desire to collaborate and to serve ▪ Recruit through all possible channels ▪ Recruit using a variety of strategies	Utilise multiple methodologies to identify and attract a diversity of talent: • Assess academic and professional qualifications • Evaluate career track record • Use profiling and psychometric assessments • Source for industry and international talent
Nurture	Opportunities for continuous professional development and personal growth to foster holistic and balanced academic staff: ▪ Enhance skills and expertise ▪ Enable knowledge exchange ▪ Foster personal growth and life-long learning	Provide opportunities for Continuous Professional Development (CPD) and personal growth: • Basic training in teaching, supervision, research, and management tasks • Specialised training for specific pathways • Community and industry attachments
Support	Facilitate scholarly-meaningful and personally-fulfilling careers: ▪ Create opportunities for academics to thrive and flourish ▪ Foster conducive, safe and rewarding work environment ▪ Build personal and career resilience	Embrace policies, processes and structures that promote career growth with work-life balance • Sufficient infrastructure, incentives and reward for all forms of achievement and contributions • Recognition and support for diverse personal circumstances, passions and talents • Career counselling services, and mentoring programmes

Elements	Descriptions	Possible actions
Equitable Workload Distribution	Fair distribution of workload and responsibilities to encourage diverse talents to flourish: ▪ Considerate of chosen pathways, existing workloads, individual inclinations and personal circumstances ▪ Individual and departmental work that cumulatively contribute to achievement of institutional targets	Enable talent to excel through equitable workload: • Systems that monitor fair distribution of workload • Institutionalize protected time for academic staff to focus on core functions of their chosen career pathways
Diversity & Inclusivity	Development of inclusive policies, structures and practices: ▪ Inclusive definition of diversity that respects Malaysian cultural sensitivities including diversity in abilities, ways of working, personal circumstances, nationality etc. ▪ Harnessing of talent of various inclusive shapes and forms	Embrace diversity and foster inclusivity: • Build and sustain infrastructure and systems designed for inclusivity and ease of access for all • Leverage on technology to facilitate flexible work arrangements, (e.g. online teaching and supervision) • Facilitate immigration processes including supporting PR status for excellent foreign talent
Career Advancement	Career advancement and promotion: ▪ Promotion systems that recognise and reward both tangible and intangible efforts ▪ Recognition and reward, including promotion, for intangible contributions and efforts that may not yield immediate or measurable outcomes	Create ample opportunities for career advancement and promotion: • Develop performance indicators for promotion • Design performance appraisals and promotion criteria that also recognise and reward excellent talent whose efforts and contributions are not readily defined in quantitative performance indicators
Succession Planning	Management of succession planning to cultivate and nurture new institutional leaders: ▪ Anticipation of leadership gaps ▪ Identification of leadership talent ▪ Leadership talent development programmes ▪ Succession planning that is robust and can adapt to external transformations and internal change	Manage succession planning carefully: • Maintain up-to-date database of high potential talent • Ensure leadership talent is fully engaged in leadership development activities • Evaluate the effectiveness of leadership development practices

Embracing the changing education landscape

HLIs must develop a better career advancement and promotion system to meet current and future challenges

The changing education landscape demands that academics continue to play their various roles while fulfilling their core functions with greater intensity.

The current system for career advancement and promotion is largely dictated by a traditional view of academic contribution, which is a "one-size-fits-all" approach. For years, research and publications have taken precedence over other academic contributions. Achievements and contributions in scholarship of teaching, for example, have not been given due weightage for academic promotions.

The current considerations and recognition for staff promotion lack flexibility as they do not recognise individuals' different strengths and talents. Thus, the practice tends to create discontentment among academic staff, and to some extent, becomes counter-productive to the institution's aspirations towards excellence.

For academics to thrive in their roles and functions of teaching, research, services and administration, each HLI is expected to address the following challenges:

- demand for greater intensity in the academic core responsibilities;
- appreciation of scholarship in different core responsibilities; and
- recognition of different attributes of excellence for different core responsibilities and clusters of disciplines.

Therefore, there is a need to develop:

1. criteria that recognises excellence for the range of academic responsibilities of research, teaching, services to industry and community, and administrative services for the purpose of management and leadership development;
2. criteria that recognises excellence across a range of academic fields, such as the sciences, social sciences, and health sciences;
3. a more flexible, fair, transparent and comparable reward system for responsibilities with differing emphasis, all of which are important; and
4. criteria to continue the current practice of time-based promotion, if HLIs decide to do so.

In addition to all these considerations, fairness and transparency in promotion evaluations need to be demonstrated.

Core Academic Responsibilities

Teaching

Research

Services

Administration

Recognising attributes of different talent excellence

With the right support, talent excellence can be nurtured by aligning them to differentiated career pathways

All academic staff are expected to have baseline competencies in teaching, research, services and management, after which they may focus to excel in any of the four responsibilities, guided by the following attributes:

INSPIRING EDUCATOR

- Espouses a clear philosophy and theory of teaching and learning
- Exhibits creativity and innovation in teaching, learning and assessment
- Introduces innovation that impacts learning
- Makes outstanding contribution(s) to leadership of teaching and learning, which are recognised nationally and internationally
- Is engaged in scholarly activities and/or pedagogic research in their subject area and/or innovation

ACCOMPLISHED RESEARCHER

- Demonstrates excellence in research and produces original work which makes significant impact in the field
- Makes significant contribution(s) to the body of knowledge through research of international standing
- Is able to attract major research grants
- Research has impact on community and society at large (i.e., knowledge transfer takes place)

EXPERIENCED PRACTITIONER[1]

- Demonstrates excellence in professional practice
- Is an authority in the field of specialisation and contributes to the field of practice at both national and international level
- Makes major contributions and innovations in the development of their respective professions
- Shows evidence of national and international recognition of excellence through consultancy activities
- Where applicable, has obtained certification by relevant bodies

INSTITUTIONAL LEADER

- Demonstrates excellence in institutional leadership
- Leads and empowers institution to serve the community and the nation to achieve national agenda
- Demonstrates good leadership attributes
- Demonstrates leadership in sustaining best practices, and in leading change where necessary
- Is a recognised figure at national and international level
- Demonstrates overall understanding of key aspects of management, as well as rules and regulations
- Is visionary and has a strategic mindset

[1] See Exhibit 6 for a more detailed explanation on what it means to be an experienced practitioner

Exhibit 6

The experienced practitioner

Practitioners who are skillful, proficient, respected experts in their specific fields of practice will enhance learning by bringing their experiences into the classroom

There are several ways an experienced practitioner may contribute in an academic institution:

Professor of Practice

An individual promoted to a professor in the professional practice pathway may be termed a "Professor of Practice." These are distinguished experienced practitioners who are recognised for their contributions in their field of practice, both nationally and internationally.

These professors are of high reputation and remain at the frontier in their field. Examples of "Professors of Practice" include:

- Professor of business practice
- Clinical professor
- Professor of engineering practice

The Professional Practice Academics

The Professional Practice academics are HLI academics who wish to develop their professional expertise through engagement with relevant sectors and industries. It is also for industry practitioners who wish to join academia as full-time staff.

The main responsibilities of academics in this pathway are service to industry and community, innovation, and teaching related to their specific expertise and unique professional experience.

Practitioners from Non-academic Careers

Experienced practitioners in this context may not have traditional academic backgrounds and qualifications, but they possess a wealth of working experience, apart from their regular practice.

These practitioners continue to stay active in their professional fields while being actively engaged in students' learning and academic development.

Aligning talent aspirations to institutional mission

Highly-motivated academics will lead to high-performing institutions

- It is important for HLIs to position themselves according to different forms of institutional excellence that takes into account the various academic responsibilities, the institution's niche area, and its vision and missions.

- HLIs are expected to excel in all core academic responsibilities of teaching, research, service to industry and community, and administrative services. These diverse needs require some form of role specialisation among their academics.

- Role specialisation requires differentiated career pathways and performance management to acknowledge the talent and the resources spent. This will result in greater motivation and career satisfaction among staff, which in turn will result in a motivated academic workforce that will be instrumental in building an agile, high-performing institution.

DIVERSE ACADEMIC RESPONSIBILITIES

- Teaching
- Research
- Professional Practice
- Community Engagement
- Administration

ROLE SPECIALISATION

Differentiated Career Pathways,

hence

Differentiated Performance Management

Career Satisfaction,

hence

Enhanced Professionalism

Motivated, Performing Workforce

Agile, High-Performing Institution

THE CONCEPT AND FRAMEWORK FOR DIFFERENTIATED CAREER PATHWAYS

The Differentiated Career Pathways (DCP) framework is derived from the Boyer's model for scholarship (see Exhibit 7), which outlines four different core functions of academic institutions. The DCP emphasises baseline competencies in teaching, research and service that all academics must have, while recognising individual diversity and talents.

Concept

The concept promotes the holistic development of academics while enhancing their excellence in a focused core function. Excellence in each of the core functions is equally recognised and rewarded. The concept also recognises the diversity of talent available and the benefits gained from the strength of these diverse talents, and facilitates individual and institutional growth as a means of attracting and retaining talent.

Framework

Current practices of academic promotion lack flexibility and do not recognise diversity of talent. The proposed framework recognises this limitation and leverages on the individual talent's expertise and passion, which shape the aspirations of this talent. These individual aspirations must be aligned to institutional aspirations to help the institution fulfill all its core functions and responsibilities.

The framework is built on the premise that all academics are expected to have baseline competencies in all the core functions of the university. In addition, the framework presents different performance criteria and indicators for four different pathways, which will enable the academics to focus on their specified role, while ensuring their continued, holistic development as academics.

Exhibit 7

Scholarship For Different Core Functions: Boyer's Model

The basic premise is that scholarship should be broadened beyond the predominant emphasis on the scholarship of discovery (research) to encompass the scholarships of teaching, integration and application. This model provides a new perspective which is aimed at recognising and balancing the critical domains of scholarly activities that are essential to the missions of the university

DISCOVERY

The scholarship of discovery includes original research that advances knowledge.

TEACHING & LEARNING

The scholarship of teaching and learning is the systematic study of teaching and learning processes.

INTEGRATION

The scholarship of integration involves the synthesis of information across disciplines, across topics within a discipline, or across time.

APPLICATION

The scholarship of application (engagement) is the engaging of peers and community.

Adapted from E. L. Boyer, (1997), "Scholarship Reconsidered: Priorities for The Professoriate", Jossey-Bass, San Francisco

Concept of Differentiated Career Pathways

Current practices for rewarding excellence and awarding promotions are mostly based on a single pathway. Research output is often the main consideration when academics are being considered for promotion, especially for professorship (see Exhibit 8). As of 2015, there is only one public university which has implemented differentiated career pathways, providing promotional pathways for teaching, research and leadership (see Exhibit 9).

Differentiated career pathways facilitate the development of a holistic academic with multiple capabilities while nurturing excellence and leadership in one core domain, taking into consideration the diverse talents and passions of individual academic staff members.

Excellence in teaching, research, field of practice and institutional leadership are equally recognised and rewarded through Differentiated Career Pathways. Differentiated Career Pathways would serve to:

Recognise the **diversity** of talents, strengths, and interests of academics

Facilitate and spur **institutional growth** by providing freedom and motivation to academics to develop their passions and interests

Leverage on and **optimise** the **strengths** of academics, allowing creativity to be unleashed and nurtured

Retain existing talent and **attract talent** from industry who may not fit traditional academic criteria but have a wealth of experience to bring to the university

Exhibit 8

UPM and UTHM criteria and weightage for a single career pathway

These two universities typify the single-pathway promotion criteria currently being used in the majority of HLIs, where research takes precedence over other academic functions, including teaching. Academics who excel at teaching, service or professional practice will find that their contributions carry less weight compared to those who excel at research.

UPM

No	CRITERIA	Weightage for each position (%)		
		Senior Lecturer	Assoc. Professor	Professor
1	Teaching and Supervision	50	40	30
2	Research, Consultancy and Publication	40	40	40
3	Academic Leadership and Contribution to University	10	10	20
4	Contribution to Community and Nation		10	10

Source: Garis Panduan dan Kriteria Kenaikan Pangkat Pegawai Akademik Universiti Putra Malaysia, Pejabat Pendaftar UPM, Edisi 3, 2008

UTHM

No	CRITERIA	Weightage for each position (%)		
		Senior Lecturer	Assoc. Professor	Professor
1	Teaching and Supervision	30 - 40	30 - 40	20 - 30
2	Research and Publication	20 – 30	20 – 30	30 – 40
3	Consultancy and Expert Services	5 – 10	5 – 10	5 – 10
4	Conference	5 – 10	5 – 10	5 – 10
5	Service, Recognition and Academic Leadership	5 – 10	5 – 10	5 – 10
6	Professional qualification	5	5	nil

Source: Polisi dan Prosedur Pelantikan/ Kenaikan Pangkat Staf Akademik, Pejabat Pendaftar UTHM, Cetakan Ketiga, 2013

Exhibit 9

UiTM criteria and weightage for three career pathways

Universiti Teknologi MARA (UiTM) began offering differentiated career pathways consisting of three pathways (Teaching, Research and Institutional Leadership) in 2011. The clear criteria, and the proportion of effort and contribution needed for each pathway have helped their academic staff chart their individual pathways to excellence, rising in position from lecturer to professor. For instance, in the Teaching Pathway, regardless of the level of academic position (senior lecturer, associate professor or professor), the largest proportion of recognition in the performance evaluation (50%) is given towards teaching. For the Research Pathway, the largest proportion of recognition is given towards research and its related activities (60%), for all levels of academic positions.

No	Criteria	Teaching Pathway	Research Pathway	Leadership Pathway
1	Teaching and Supervision	50%	20%	50%
2	Research, Publication and Conference			
3	Consultancy and Expert Services	30%	60%	50%
4	Innovation/Commercialisation/Entrepreneurship			
5	Services (University, Community, Student)			
6	Recognition & Awards	20%	20%	
7	Academic Leadership & Personal Qualities			

Source : Pejabat Pendaftar UiTM, 2011

Recommended Framework for Differentiated Career Pathways

Current practices for rewarding excellence and awarding promotions are mostly based on a single pathway. The Differentiated Career Pathways framework rectifies this oversight by taking into account various forms of excellence as the basis for academic promotion at all levels, from being a lecturer all the way up to becoming professor.

The framework recognises four core academic responsibilities in line with a HLI's mission. These responsibilities are (i) Teaching; (ii) Research; (iii) Services and (iv) Management/Leadership. The framework recommends that HLIs develop baseline competencies in these core academic responsibilities for all academic staff during their formative years.

After those formative years, the academics will need to chart their academic careers based on their expertise and area of passion, and the institution's overarching vision, mission and strategic goals.

The Differentiated Career Pathways framework, as illustrated in Exhibit 10, offers different promotion routes, where individual academics are evaluated more

heavily on efforts and contributions for a core function in their chosen pathway. For example, academics choosing the Teaching pathway will have their teaching and learning activities and achievements be weighted higher (50-65%) when they plan for their annual workload and apply for promotions. Research and services, which they most likely do less of, will have less weightage during their promotion assessments.

Similarly, academics choosing the Research pathway will be evaluated more heavily on their research activities and achievements (50-65%) and less on their teaching and service contributions.

Academics whose expertise is in professional practice will similarly have fairer opportunities for promotion via this new framework. A higher weightage of recognition is given to their contributions and expertise in the field of practice. They will also be evaluated for teaching because they are expected to share their expertise in the field of practice in the classroom.

Additionally, academics who are tasked with the responsibility of leading and

managing others through administrative and management posts are also being rightfully appreciated via the creation of an institutional leadership pathway.

The choice of the Institutional Leadership pathway typically commences from the academic's fifth year of service, upon selection and identification by the HLI or MOHE through the *Akademi Kepimpinan Pendidikan Tinggi* (AKEPT).

This pathway is offered to transformative leaders in roles such as Head of Department or Centre, Deputy Dean, Deputy Directors, Dean of Faculty or School, Director of Institutes, Deputy Vice-Chancellors and Vice-Chancellors of the institution. Leadership and managerial contributions as an institutional leader are duly recognised throughout an academic's tenure and are appropriately considered in his or her evaluation for promotion.

Exhibit 10

Recommended framework for Differentiated Career Pathways

The framework recognises four core academic responsibilities, which are (i) Teaching; (ii) Research; (iii) Services and (iv) Management/ Leadership. These responsibilities are applicable to all pathways; however, for each pathway the recommended weightage for each academic responsibility is differentiated based on the core responsibility of that pathway.

1 Teaching Pathway	2 Research Pathway	3 Professional Practice Pathway	4 Institutional Leadership Pathway[1]
Teaching 50-65%	Teaching 20-30%	Teaching 30-50%	Teaching 5-10%
Research 20-30%	Research 50-65%	Research 5-10%	Research 10-40%
Services 10-15%	Services 10-15%	Services and Professional Practice 30-50%	Services 10-30%
Management/Leadership 5-10%	Management/Leadership 5-10%	Management/Leadership 5-10%	Management/ Leadership 30-60%

[1] This pathway is offered to academics who have been identified as transformative leaders and have served or are serving as Head of Department/Centre, Deputy Dean, Deputy Director, Dean of Faculty/School, Director of Institutes, DVC, or VC of the institution.

IMPLEMENTING DIFFERENTIATED CAREER PATHWAYS

CHAPTER TWO
IMPLEMENTING DIFFERENTIATED CAREER PATHWAYS

This chapter presents important aspects of the implementation of the Differentiated Career Pathways. It starts by discussing the critical elements for successful implementation, the roles of different stakeholders in supporting the implementation, followed by the steps in developing Differentiated Career Pathways. In addition, it discusses specific operational **guidelines** for the implementation, which are based on best practices and can be adapted by HLIs to suit their own requirements.

1 What are the guiding principles?

2 What are the critical elements for successful implementation?

3 What are the roles of the various entities in HLIs at different stages of implementation?

4 What are the estimated timelines for specific activities in developing Differentiated Career Pathways?

5 What is the recommended weightage for each pathway?

6 What percentage of the academic staff population should be in each pathway?

7 How should universities address challenges in aligning staff aspirations to institutional vision, missions and objectives?

8 How should universities manage the transition from a single career pathway to multiple career pathways?

1 What are the guiding principles?

The Differentiated Career Pathways (DCP) framework takes into consideration the diverse talents and passions of individual academic staff members. It facilitates the development of a holistic academic with multiple capabilities, while nurturing excellence and leadership in one core domain. This framework allows for the recognition and reward of each and every form of academic talent, and can be realised with the provision of resources and support for career development by the HLIs.

The following five guiding principles should be at the heart of a successful implementation of DCP by an HLI:

1. Espouse an overarching aim of nurturing excellence and leadership among the institution's academic talent.

2. Design career pathways that are aligned with the institution's core mission, strategy and structure.

3. Allocate selection of pathways based on an inclusive spirit of collegiality and respect for diversity in individuals' talents, passions, and circumstances.

4. Establish fair promotion criteria that is mutually beneficial for the talent and the institution.

5. Facilitate flexibility and career growth opportunities for academic talent to chart their path towards excellence and leadership in their preferred pathways.

Guiding Principles for Differentiated Career Pathways

1. **Excellence & Leadership**
2. **Alignment of Strategy & Structure**
3. **Collegiality & Respect for Diversity**
4. **Fairness & Mutual Benefit**
5. **Flexibility & Growth**

2 What are the critical elements for successful implementation?

Appropriate strategies critical to the successful implementation of Differentiated Career Pathways need to be put in place to ensure that the performance targets of individual academic staff and HLIs can be met

Career pathway simulation

To implement the new Differentiated Career Pathways (DCP) and their criteria for promotions in stages, are encouraged to do two levels of simulation.

First, HLIs should simulate the right mix and proportion of talent in each different career pathway to ensure it achieves its overall objectives and performance targets.

Second, HLIs should also simulate at the individual level by comparing the promotion chances of individual staff using existing criteria, and comparing it with the DCP promotion criteria.

Workload distribution

An annual workload distribution will need to be done in a fair and equitable manner for the mutual benefit of the individual academic, colleagues, students, the univesity and other stakeholders. Workload is distributed in the spirit of collegiality and respect.

A proper workload distribution must be consistent with the pathway chosen by individual academic staff. For example, if the staff is in the teaching pathway, his/her annual workload will be greater in teaching and supervision, compared to research, services and management.

Institutional support and periodic review

HLIs need to recognise the uniqueness of different clusters or fields so that realistic benchmarks can be set for performance targets. They need to provide mentorship and appropriate support for individuals to chart their career progression along the pathways. They also need to help staff to find their focus, enhance productivity and build credentials in the selected pathway.
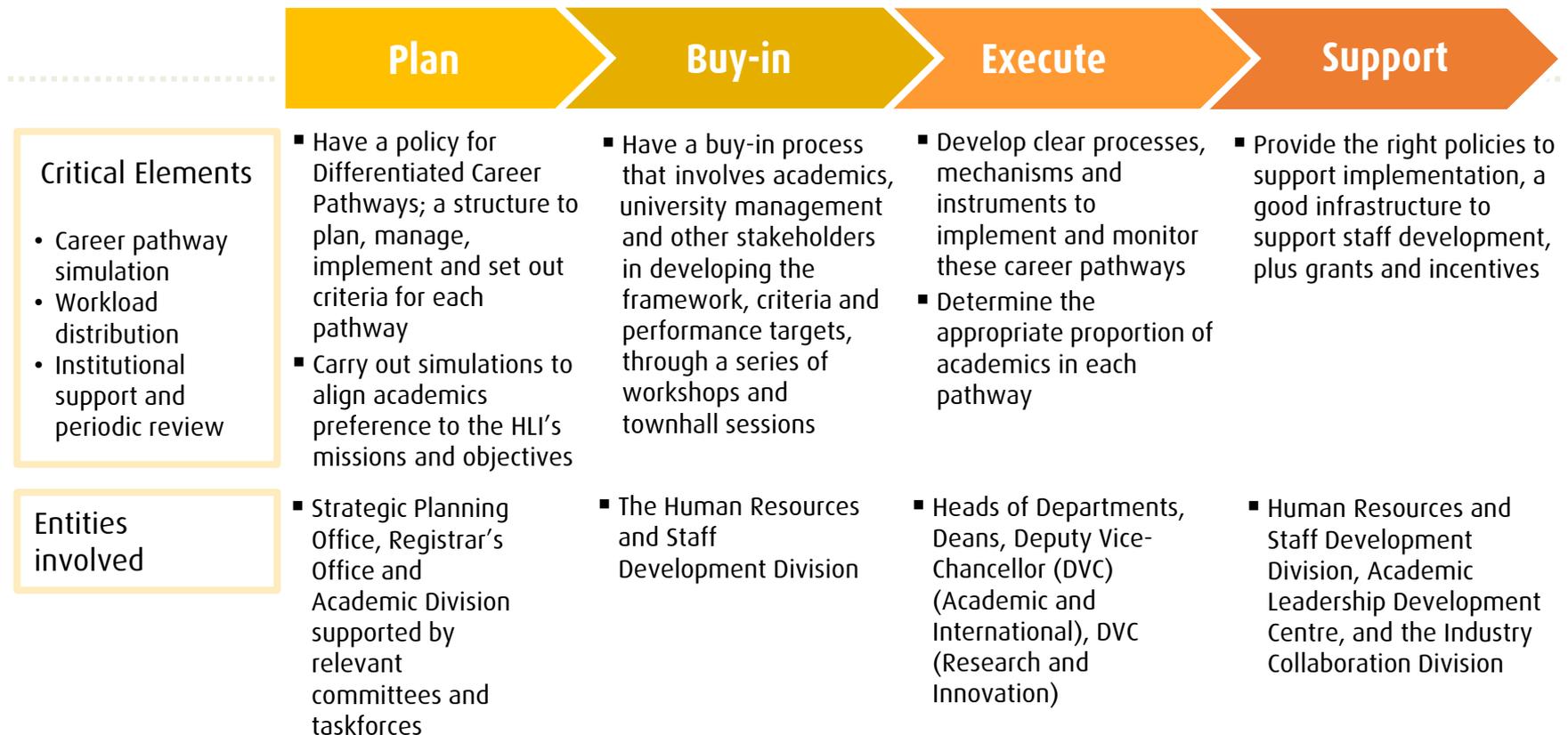
HLIs must institutionalise assigned time for periodic reviews to assess staff development. The aim is to help the individual to achieve his/her specified academic performance targets, or to shift to a more suitable pathway.

HLIs may allow for a hybrid pathway, for example, a research-cum-teaching pathway, during the transition towards the full implementation of Differentiated Career Pathways.

3 What are the roles of the various entities in HLIs at different stages of implementation?

Management of Differentiated Career Pathways requires input and collaboration from different entities in HLIs at various stages of its implementation

The overall management of DCP involves planning, getting buy-in, implementing and providing support. Different entities such as the Strategic Planning Office, Human Resources and Staff Development Division, Academic Leadership Development Centre, and the Industry Collaboration Division, play their respective roles at different stages of implementation.

	Plan	Buy-in	Execute	Support
Critical Elements • Career pathway simulation • Workload distribution • Institutional support and periodic review	▪ Have a policy for Differentiated Career Pathways; a structure to plan, manage, implement and set out criteria for each pathway ▪ Carry out simulations to align academics preference to the HLI's missions and objectives	▪ Have a buy-in process that involves academics, university management and other stakeholders in developing the framework, criteria and performance targets, through a series of workshops and townhall sessions	▪ Develop clear processes, mechanisms and instruments to implement and monitor these career pathways ▪ Determine the appropriate proportion of academics in each pathway	▪ Provide the right policies to support implementation, a good infrastructure to support staff development, plus grants and incentives
Entities involved	▪ Strategic Planning Office, Registrar's Office and Academic Division supported by relevant committees and taskforces	▪ The Human Resources and Staff Development Division	▪ Heads of Departments, Deans, Deputy Vice-Chancellor (DVC) (Academic and International), DVC (Research and Innovation)	▪ Human Resources and Staff Development Division, Academic Leadership Development Centre, and the Industry Collaboration Division

4 What are the estimated timelines for specific activities in developing Differentiated Career Pathways?

Appropriate buy-in to and design of the Differentiated Career Pathways will foster successful implementation

HLIs need to fully engage all stakeholders in order to develop their Differentiated Career Pathways. The engagement involves a series of workshops to design the pathways, and then obtain feedback from all parties including staff, university management and board members. These steps may take between one to two years as shown below:

Months 1-3

Discussion: Townhall, Focus Group
Feedback: Survey, Email, Social Media, Comment Boxes
Analysis: Quantitative, Qualitative

Months 7-9

Seek Board of Directors' approval and build HRM systems for administration

Months 13-24

Collect and analyze feedback from university community

Obtain approvals & institutionalise pathways

1ˢᵗ series of workshops

Create working groups to draft preliminary performance criteria and indicators. Groups to comprise of representatives from each service grade and staff association

Months 4-6

2ⁿᵈ series of workshops

Redraft criteria based on community feedback. Working groups to include new members identified from feedback contributors

Months 10-12

Implement DCP

Distribution of option papers and processing of caught-in-between promotion applications

5 What is the recommended weightage for each pathway?

It is recommended that the largest weightage be assigned to the criterion that is most relevant to the pathway

General criteria for workloads and promotion can be grouped into four categories aligned with the four pathways recommended in the framework for Differentiated Career Pathways (DCP). As seen below, for the Teaching Pathway, the weightage for workload and promotion is greatest for teaching-related activities. Similarly, for the research pathway, the weightage is greatest for research-related activities.

The effectiveness of the DCP can be ensured by adherence to fair and transparent processes, as described in Exhibit 11. Examples of criteria and indicators for all pathways are shown in Exhibit 12. For each pathway, HLIs should determine the performance targets relevant for each of the academic levels (such as senior lecturer, associate professor and professor).

Currently, for the research and leadership pathways, the Ministry has a provision for the Distinguished Professor position. The general requirements, criteria and indicators are shown in Exhibit 13.

General criteria for assessment	Weightage for criteria in each pathway (%)			
	Teaching	Research	Professional Practice[1]	Institutional Leadership
Teaching, supervision, and related activities	50 – 65	20 - 30	30 – 50	5 – 10
Research, publication, and related activities	20 – 30	50 – 65	5 – 10	10 – 40
Services and contributions as a Practitioner, and related activities	10 – 15	10 – 15	30 – 50	10 – 30
Management/leadership-related activities	5 – 10	5 – 10	5 – 10	30 – 60

[1] It is recommended that the weightage be adjusted for the practitioner profile (for example, to reflect the different categories described in Exhibit 6)

Exhibit 11

Ensuring the efficacy of the Differentiated Career Pathways

To ensure the efficacy of the implementation of the Differentiated Career Pathways, a systemic and systematic approach is required in the planning and implementation phases. The system needs to put in place a workload distribution process and promotion criteria that fulfills baseline requirements and are clearly differentiated between the pathways. In addition, HLIs must ensure that the following basic requirements are met:

- HLIs need to ensure all academics have equal access to recognition and promotion opportunities in all pathways;

- Relatedness must be evident through the linking of workload, annual appraisal and promotion criteria;

- Options for multiple pathways or changing of pathways must be made available to ensure flexibility;

- Appropriate internal and external peer reviews, and a 360º assessment that encompasses personality traits, collegiality and congeniality; and

- Links with external bodies such as Professional bodies and the Public Service Department (PSD) as there may be a need to review service requirements and pension schemes.

Other considerations include the following:

1 **Fair and just measures**
Instruments and processes for annual performance appraisals are made available to all

2 **Clear and differentiated promotion criteria**
The criteria for promotions are clear to all academics and university management so that expectations are aligned

3 **Avoidance of mismanagement in the implementation**
Detailed and transparent administrative processes in decision-making

4 **Balancing academic workloads**
Clear guidelines for workload distribution for teaching, research, services and management

5 **Featured in recruitment information**
The information on Differentiated Career Pathways should be made clear to future prospects

Exhibit 12
Examples of criteria and indicators for all pathways

GENERAL CRITERIA FOR ASSESSMENT	INDICATORS
Teaching, supervision, and related activities	• Quantity and quality of teaching • Innovation in teaching and learning • Publications related to innovation in teaching and learning, including case writings • Recognition at national and international level • Involvement in learned or professional society for teaching and learning • Quantity and quality of supervision • Involvement as examiner and assessor
Research, publication, and related activities	• Quantity and quality of research • Journal papers and patents • Citations or H-index • Impact of research on community or industry • Books published • Amount of accumulated research grants • Recognition at national and international level • Involvement as grant evaluator, journal reviewer and editor
Services and contributions of Practitioners, and related activities	• Quantity and quality of services • Involvement at centre/department/faculty/university level • Contribution to community or industry • Membership and positions in learned and professional society • Recognition at national and international level • Winning prestigious awards for design and innovation, or in competitions in the profession • Innovation in practice
Management/Leadership-related activities	• Quantity and quality of leadership positions • Recognition for leadership excellence – university, national and international level • Professional/academic leadership – university, national and international level • Internationalisation initiatives • Impact and Influence - university, national and international level • Innovation in leadership

Conditions and Criteria for Promotion to Distinguished Professor (Profesor Ulung) in Research and Leadership Pathways

The evaluation and promotion process for the post of Distinguished Professor is currently implemented at the Ministry. In the past, the Ministry has introduced the criteria for promotion to this post based on the Research pathway. Currently, the Ministry is in the process of introducing promotion criteria to Distinguished Professor based on the Leadership pathway. In the future, criteria and indicators towards the level of Distinguished Professor may be developed and introduced for the Teaching and Professional Practice pathways. The current criteria based on the Research pathway, and the proposed criteria based on the Leadership pathway, are discussed below:

Research Pathway

The Distinguished Professor or Professor Ulung is the highest academic designation conferred upon academic staff in Malaysia. Introduced by the Ministry in 2012[1], the title recognises distinguished individuals who are internationally-revered role models in their respective academic fields, have contributed profoundly to Malaysian academia through research and academic-based advocacy, and have demonstrated extraordinary academic leadership. The conferee is expected to be not only an inspirational figure in academia, but also a thought leader in providing views toward solving national and global issues.

The appointment of a Distinguish Professor is based on four criteria, namely academic authority with distinctive and extraordinary attributes, scholarship based on impactful research and contributions to the community, proven intellect, and international recognition in the form of prestigious awards.

Leadership Pathway

This category is being proposed with the following conditions and criteria:
- Candidate is a Grade VK5 Professor and is currently a Vice-Chancellor or has been a Vice-Chancellor.
- Candidate is evaluated based on his or her achievement as a Vice-Chancellor and has shown impact on the academic community, society and industry.
- Candidate has achieved the related performance targets set for a Vice-Chancellor such as graduate employability, income generation and others.
- Candidate has shown overall leadership in teaching, research, management and services.
- Candidate has obtained national and international recognition from reputable organisations.

Adapted from "Garis Panduan Pelantikan & Kenaikan Pangkat ke Jawatan Profesor di Institusi Pengajian Tinggi di Malaysia", Kementerian Pengajian Tinggi Malaysia, Edisi ke-2, 2012

6 What percentage of the academic staff population should be in each pathway?

HLIs need to have the right mix of talents to fulfill the core functions of the institutions

Each HLI may determine the proportion of its staff that should be in each pathway by taking into consideration the HLI's missions, objectives, strengths, and annual performance targets. The proportion should be reviewed periodically and can be determined through simulation of output with different percentages of staff in each pathway. The following table shows the recommended proportion of staff in each pathway for different categories of HLIs:

Category of HLIs	Recommended proportion of academic staff in each pathway (%)			
	Teaching	Research	Professional Practice	Institutional Leadership
Comprehensive	40~60	20~30	5~15	10~20
Research	20~30	40~60	5~15	10~20
Technical	30~40	30~40	15~25	10~20

7 How should universities address challenges in aligning staff aspirations to institutional vision, missions and objectives ?

Distinguished academics who are passionate about what they do are embodiment of knowledge and leadership. They will be self-motivated and will help universities achieve their missions and objectives

HLIs may face some challenges in determining the proportion of staff in each pathway as the decision may not align with the needs and passions of individual staff. There are also other challenges. For example, the performance appraisals for one pathway may be perceived as being "easier" than the others. These challenges may be overcome through:

1. Proper alignment between the annual performance targets (i.e. Key Performance Indicators) and promotion criteria

2. Simulations of promotion scenarios to ascertain if the criteria are feasible and reasonable (i.e. run simulations for existing promotion applications to determine whether the new promotion criteria will result in promotion for the academic staff)

3. Providing opportunity for individual academics to select their preferred career pathways, within limits of university-wide proportions, with final approval resting with university management

4. Giving due consideration when evaluating an individual academic's pathway selection. Management needs to take into account all reasons and justifications put forth by the academic, including interest, and the potential or psychometric fit for a specific career pathway

8 How should universities manage the transition from a single career pathway to Differentiated Career Pathways?

Implementation of Differentiated Career Pathways should be done in stages, with special attention given to the needs of existing staff

A

HLIs must ensure that academic staff and other stakeholders support the implementation of the new career pathways

HLIs should publicise its intention to develop a new Differentiated Career Pathways framework by conducting campaigns and roadshows, inviting the university community to participate in working groups and town hall discussions, while providing ample room and multiple channels for suggestions and feedback.

B

Allocate a reasonable period for the transition to take effect

An interim period of 12-24 months is recommended to develop organisational processes and allow individuals to make preliminary plans regarding their career paths.

C

Deal with promotions during the transition period by paying special attention to the needs of the existing academic staff

HLIs should award promotions based on criteria that are most beneficial and fair to the individual applicant. Individual academics applying for promotions during this transition period need to select between old or new promotion criteria. HLIs should take into account individuals who are caught in between (they partially meet the old and new criteria) with the aim of finding ways to award rather than deny promotion. HLIs must avoid penalising individuals who meet the old criteria but not the new ones (and vice-versa). Giving a provision for an appeal panel will ensure that the promotion processes are fair.

DEVELOPING AND SUSTAINING LEADERSHIP EXCELLENCE

CHAPTER THREE
DEVELOPING AND SUSTAINING LEADERSHIP EXCELLENCE

This chapter focuses on the concept of leadership values and competencies, and the leadership development framework in shaping the minds of and nurturing future leaders. It also discusses the roles of HLIs and *Akademi Kepimpinan Pendidikan Tinggi* (AKEPT) in the development of these leaders.

Leadership Values and Competencies

Implementation framework for leadership development

Roles of HLIs and AKEPT

- The *Qalb* (Heart)-Guided Leadership model
- The *Qalb* (Heart)-Guided traits and behaviours

- Align values and competency requirements
- Identify leadership pipeline
- Nurturing leadership values and competencies
- Assess and appraise leaders
- Assess effectiveness of leadership nurturing programmes

- Roles of HLIs
- Roles of AKEPT
- Focus areas of training by HLIs and AKEPT
- Recommended skill sets for future leaders of HLIs

LEADERSHIP VALUES AND COMPETENCIES

The Ministry views *Qalb*-Guided Leadership as the essential foundation for academic and institutional leadership. It acknowledges the importance of developing academic and institutional leaders who are God-conscious and values-driven. With the right values, traits and behaviours, leaders can address challenges in managing and leading HLIs. The *Akademi Kepimpinan Pendidikan Tinggi* (AKEPT) has been entrusted with providing leadership development programmes based on the *Qalb*-Guided Leadership model (see Exhibit 14) to nurture and strengthen HLI leadership and potential leaders.

Qalb (Heart)-Guided Leadership Model

The *Qalb* is the most important element to preserve high moral conduct, integrity, humility and respect of others, within leaders.

The *Qalb*-Guided Leadership model is grounded in both the *Rukun Negara* and National Education Philosophy, and espouses the concept of a "balanced and harmonious human being" who firmly believes in and is devoted to God, and of in service to society. It embraces the notion that the "right" traits and behaviours should emerge from consciousness of God, which is the most primal instinct for human beings. As the *Qalb* is central to a person's thoughts, actions, behaviours, feelings and emotions, such God-consciousness leads to the "Submissive Heart (*Qalb al-Salim*)." This in turn leads to the four principal virtues of Wisdom, Justice, Courage and Temperance. Nurtured in a perfectly balanced way, these virtues will manifest the desired leadership traits and behaviours of a *Qalb*-guided leader.

The *Qalb* (Heart)-Guided Leadership Traits and Behaviours

The *Qalb*-Guided Leadership Traits encompass several values acting in a perfectly balanced way to mould characters based on the *Qalb-guided Leadership Model.* Examples of these traits are listed in Part a of Exhibit 15.

The *Qalb*-Guided Leadership Behaviours (Part b, Exhibit 15), comprising competencies and skills, are the manifestation of the Leadership Traits. The *Qalb*-Guided leader is expected to demonstrate behaviours that promote holistic qualities.

AKEPT has identified core competencies required for HLI leadership in its training module, which are derived from the *Qalb*-Guided Leadership traits and behaviours. In addition, competency indicators for identifying potential leaders within HLIs can be a point of reference for AKEPT and HLIs in promoting leadership excellence (Part c, Exhibit 15) .

Exhibit 14

Qalb (Heart)-Guided Leadership Model

The Qalb (Heart)-Guided Leadership model inspires a person who is devoted to God to demonstrate a wholesome and balanced personality
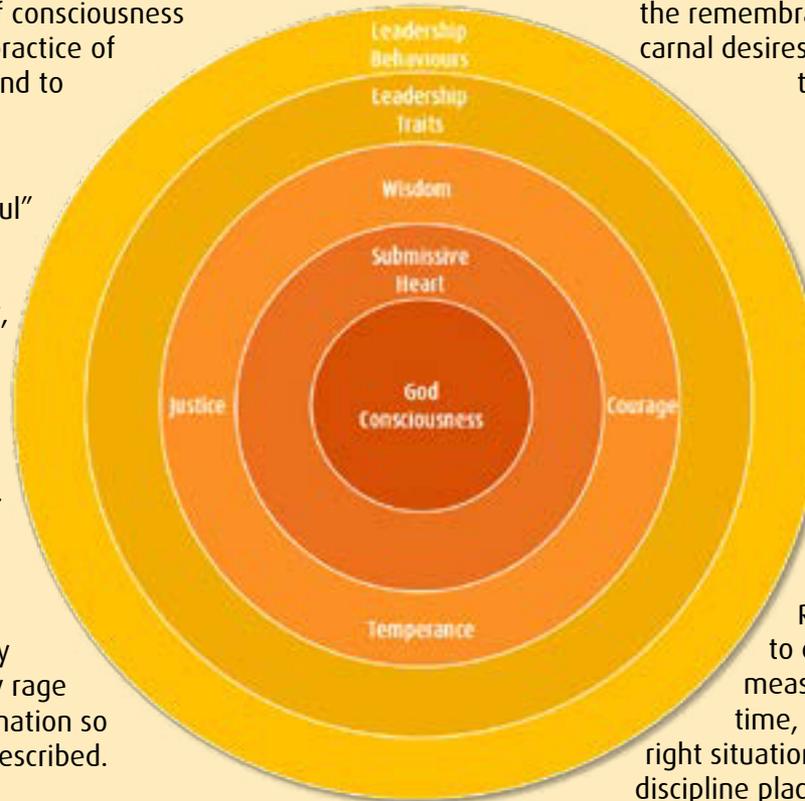
God-Consciousness

Rooted in innate experiential knowledge cultivated through intuition and spiritual reflection. This state of consciousness acknowledges God's presence through the practice of remembrance in the Heart , that will transcend to closeness and recognition of His Lordship.

Justice

Denotes the placing of things in their "rightful" place. Outwardly, it is concerned with relationships between one and others in ensuring just and fair treatment. Intrinsically, it relates to oneself and to God. It is about giving what is due, to whom it is due, and the way it is due. It is foremost about managing one's own self, before applying it to fellow humans, the society, and to God. It is about actualising the state of (Perfect) Balance.

Courage

The harmonious state of (Perfect) Balance by managing (disciplining) emotions, especially rage and anger, display of ego, desires and domination so that Wisdom and Justice can be served as prescribed.

Submissive Heart

A heart that is sound, tranquil and at peace in the remembrance of God. It is free from any carnal desires that hinder one from realising the state of God-consciousness.

Wisdom

A quality of knowing as well as reflecting deeply before aptly translating into action in accordance to primal instinct that distinguishes true from false in making conscious decisions and choices.It reflects the experiential state of God-consciousness to arrive at a (Perfect) Balance.

Temperance

Refers to the natural inclination to do what is "right" – in the right measure, the right way, at the right time, for the right reason, and in the right situation. It is indicative of the level of discipline placed on the appetitive faculty by the intellect as prescribed in the Law.

Leadership Behaviours
Leadership Traits
Wisdom
Submissive Heart
Justice — God Consciousness — Courage
Temperance

Exhibit 15

Leadership traits, behaviours and core competencies for institutional leaders

Leadership traits and behaviours for academic and institutional leaders

Part a: Examples of *Qalb* (Heart)-Guided Leadership Traits

- God-Conscious
- Leads with Integrity and Dignity
- Just and Fair
- Humble and Modest
- Intelligent and Wise
- Generous and Compassionate
- Ethical and Principled
- Patient and Tolerant
- Trustworthy and Accountable
- Courageous and Decisive

Part b: Examples of *Qalb* (Heart)-Guided Leadership Behaviours

- Excellent Leader of Change
- Collegial and Collaborative
- Professional and Passionate
- Has Clear Vision and Direction
- Sustainability and Diversity-Focused
- Future and Mission-Oriented
- Responsible and Effective
- Creative and Resourceful
- Manages and Resolves Conflict
- Kind and Respectful

Part c: Core competencies and indicators for institutional leaders

No.	Core Competencies incorporated in AKEPT's training modules
1	Advocates positive national image in a multi-cultural and multi-ethnic environment, with a strong respect for diversity
2	Is visionary, and results-oriented
3	Has excellent organisational, interpersonal and communication skills
4	Able to work under pressure
5	Has a firm, just and transparent leadership style
6	Able to inspire others and possesses a towering personality
7	Promotes, demonstrates and manifests high values and ethics in all actions and deeds
8	Displays excellence in relationship building and networking
9	Able to identify the environmental and organisational issues

Competency Indicators[1] incorporated in AKEPT's training module

- Impact & Influence
- Results Orientation
- Organisational & Environmental Awareness
- Networking/ Relationship Building
- Teamwork
- Analytical Thinking
- Initiative
- Developing Others
- Self Confidence
- Directiveness/ Assertiveness
- Information-Seeking
- Team Leadership
- Conceptual Thinking

[1]Description of these indicators are in Appendix D

IMPLEMENTATION FRAMEWORK FOR LEADERSHIP DEVELOPMENT

Each HLI is unique in its focus, governance, vision, mission, strategy and culture. This uniqueness depicts the context within which values and leadership development, in addition to succession processes, can be continually promoted.

The Leadership Development Framework (see diagram) shows that the core, or the heart of leadership development is the commitment and involvement of the HLI leadership (board and top management). This framework is applicable to all pathways.

There are five recommended key processes in this framework:

A1 Align values and competency requirements

A2 Identify leadership pipeline

A3 Nurture leadership values and competencies

A4 Assess and appraise leaders

A5 Assess effectiveness of leadership nurturing programme

These key processes are interconnected indicating the interactive nature of the model. The sequence of the leadership development processes is shown in Exhibit 16.

Leadership Development Framework
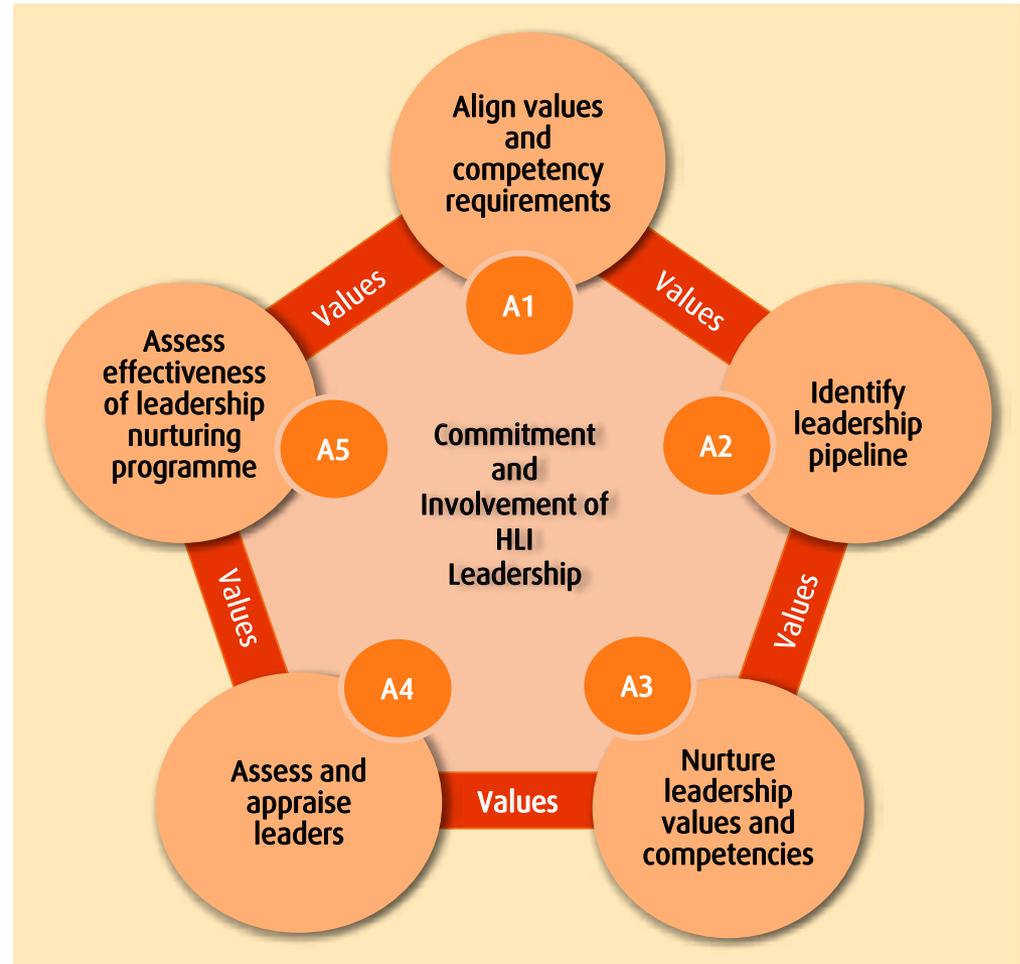
Adapted from P. E. E. Mateso (2010), "Understanding Succession Planning and Management Efforts at Midwestern University: A mixed Methods Study", Dissertation for Doctor of Education at Graduate College of Bowling Green State University

Exhibit 16

Recommended Key Processes in Leadership Development

A1   **Align Values and Competency Requirements**

| Set up Leadership Nurturing Committee | Determine relevant traits, behaviours and competencies | Design assessment tools to match leadership matrix and indicators |

A2   **Identify Leadership Pipeline**

| Appointment | Election | Search Committee | Focus group | In-depth interview |

A3   **Nurture Leadership Values and Competencies**

| Training Need Analysis | Organisation Development | Coaching & Mentoring | Experiential Leadership Programme |

A4   **Assess and Appraise Leaders**

| Asses Leaders | Tracking & Intervention | Appraise Leaders |

A5   **Assess Effectiveness of Leadership Nurturing Programme**

| Review Effectiveness | Improvement & Enhancement | Engagement & Sustainability |

➡ = indicates flow between key processes

A1 Align values and competency requirements

The first step in the process is the alignment of the desired leadership values and competency requirements. This entails an assessment of both the current and future requirements of work and competency for key positions in HLIs. The aim is to ascertain existing gaps between the actual situation and the desired competencies for certain identified leadership position(s). In nurturing the leadership potential, the values, skills and competencies must be well-aligned.

The recommended actions for this step include:

Set up a Leadership Nurturing Committee

- Set the policies, terms of reference, and job scope in terms of nurturing leadership potential.

- Monitor the leadership nurturing programmes in HLIs.

Determine relevant traits, behaviours, skills and competencies

- Align the university's vision and mission with the aspired values embraced in the MEB(HE) 2015-2025, that are in line with the National Education Philosophy.

- Identify the relevant traits, behaviours, skills and competencies to be applied.
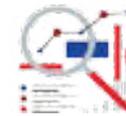
Design assessment tools to match leadership matrix and indicators

- Design suitable, reliable, valid assessment tools to measure competencies.

- Evaluate the effectiveness of the tools in ensuring reliability and validity.

A2 Identify leadership pipeline

The second step in the process is to identify leadership values that match the relevant competencies that will be used as a basis for recruitment from within or outside the HLI, and for succession plans of future leaders. The outcome would be a pool of potential leaders that could be further nurtured for career advancement and leadership position(s). The process must be totally transparent and conducted with full responsibility and accountability.

There are five recommended approaches for this process. The HLI may choose any two, or more, of these approaches:

Appointment

- Using suitable tools in identifying values-aligned competencies and abilities required, HLIs can nominate competent leaders to fill the position.

- Based on a nominated list of competent leaders, HLIs should deliberate and appoint the most competent leader to fill the position.

Election

- An electoral process can be employed to assist the Leadership Nurturing Committee in identifying potential leaders.

- Faculty members will nominate and/or vote for eligible candidates to fill the position.

Search committee

- Comprised of independent senior and respected representatives of the HLI community. The committee will:

  a) assess candidates based on criteria most relevant to the position; and

  b) objectively evaluate the traits, behaviours and competencies most relevant to such a position.

Focus group

- Comprised of selected representatives of academic and administrative associations.

- The group will scout, evaluate and recommend the most competent candidate(s) based on the stipulated leadership criteria and requirements.

In-depth interview

- The interviewers comprised of senior or management of the HLI.

- The in-depth interview will assist in identifying and assessing the most suitable candidate(s), especially on criteria that is more subjective and intangible, depending on the position and requirements.

A3 Nurture leadership values and competencies

The third step in the process focuses on nurturing pools of potential leaders in HLIs through various leadership nurturing programmes. These programmes aim to enhance and develop the relevant and desired leadership skills and competencies. Recognising the need for various competencies relevant to each potential leader, the programmes should be customised to best fit the individual concerned. HLIs can choose **two or more of the following** approaches that are most appropriate for the leadership position(s) and requirements.

Training Needs Analysis (TNA)

- TNA helps to identify the gaps and training needs of leaders in HLIs for the purpose of improving values-aligned competencies, skills and performance.

- Through TNA outcomes, programmes are designed to ensure that the training is aligned to the needs of leaders in HLIs.

Organisation Development (OD)

- OD is a field of research, theory and practice geared towards helping organisations expand the knowledge and effectiveness of their leaders, in order to effect the necessary changes, and improve the HLI's overall performance.

- The OD approach is action-oriented, and consists of techniques based on behavioural science (such as behavioural modelling, sensitivity training and transactional analysis).

Coaching and Mentoring

- Coaching and mentoring will create an environment that facilitates either one-on-one or team-based discussion to enhance leadership skills, knowledge, and performance, towards sustainability of HLIs.

Experiential Leadership Programme

- The focus is on providing on-job-training, cross-fertilisation, and attachment programmes.

- This involves the acquisition of new knowledge and skills through experiences.

A4 Assess and appraise leaders

The fourth step in the process focuses on assessing and appraising leaders. This is to ensure that the right leaders from a pool of potential candidates are selected to occupy the right leadership positions. It is vital for HLIs to conduct proper assessments of potential leaders, in terms of performance and leadership readiness. Successful candidates from the pool will undergo further nurturing programmes to equip them for key positions when the opportunities arise. The assessment mechanisms used will depend on the HLI's relevant values and cultural context.

Assess Leaders

- Assessment is required to ensure that programme objectives are met.

- It includes pre and post assessments to indicate the values-aligned competencies and skills levels stipulated.

Tracking & Intervention

- Tracking and intervention for potential leaders are important to minimise the values-aligned competency gap(s). This involves a continuous process which aims to reduce the competency gap(s) identified.

- Tracking involves identifying the individual's potential needs based on the values and competencies required.

- Intervention involves designing materials, developing training presentations and exercises, as well as implementing the programmes.

Appraise Leaders

- Evaluate and recognise the strengths and performance of the leaders through a comprehensive approach.

- The appraisal is used to offer more prospective career advancement opportunities for leaders.

A5 Assess effectiveness of leadership nurturing programme

The fifth step in the process constitutes assessing the effectiveness of the leadership nurturing programme, parallel to tracking the performance of individual talent. To assess the effectiveness of leadership nurturing programmes in HLIs, the following processes can be applied.

Review effectiveness

- Measure and determine the programme's effectiveness in terms of improvement and enhancement.

- As an example, HLIs can use the Kirkpatrick Model, which focuses on reaction, learning, behaviour and result.

Improvement & Enhancement

- Improve the contents of the programme to re-align with the desired outcomes in terms of attaining values-aligned competency leaders.

- Enhance the reviewed contents of the programme in order to offer high-impact quality programmes.

Engagement & Sustainability

- Constantly engage leaders with continuous, high-impact programmes in order to achieve effective, lasting and satisfying results.

- Continuous commitment towards creating more dynamic and innovative leadership programmes in facing the changing demands of HLIs.

ROLES OF HLIs AND AKEPT IN DEVELOPING AND SUSTAINING LEADERSHIP EXCELLENCE

Developing and sustaining leadership excellence in higher education requires a synergistic collaboration between HLIs and AKEPT. While AKEPT plans for leadership development at the national level, it is the role of the HLIs to develop their talent from early on and identify the potential leaders to be nurtured for leadership at the institutional and national levels. In the context of this playbook, leadership in academia encompasses both academic leadership and institutional leadership.

Academic leadership

Academic leaders are scholars who are influential experts in their respective fields and engage in impactful academic pursuits. Guided by the Qalb, academic leaders display the utmost integrity in pursuing science and scholarship, whether in advancing novel theories and ideas, leading methodological or pedagogical innovation, or spearheading meaningful societal engagement. Academic leadership encompasses being an examplar of teaching and learning (T&L), research, or professional practice, while also mentoring others to achieve academic excellence.

One of the aspirations of the Differentiated Career Pathways (DCP) under the New Academia Talent Framework (NATF) is for every academic to eventually grow into an academic leader in his or her chosen field or career pathway. Guided by their own personal *Qalb*, every individual academic has the potential and the opportunity to enter the sphere of academic leadership.
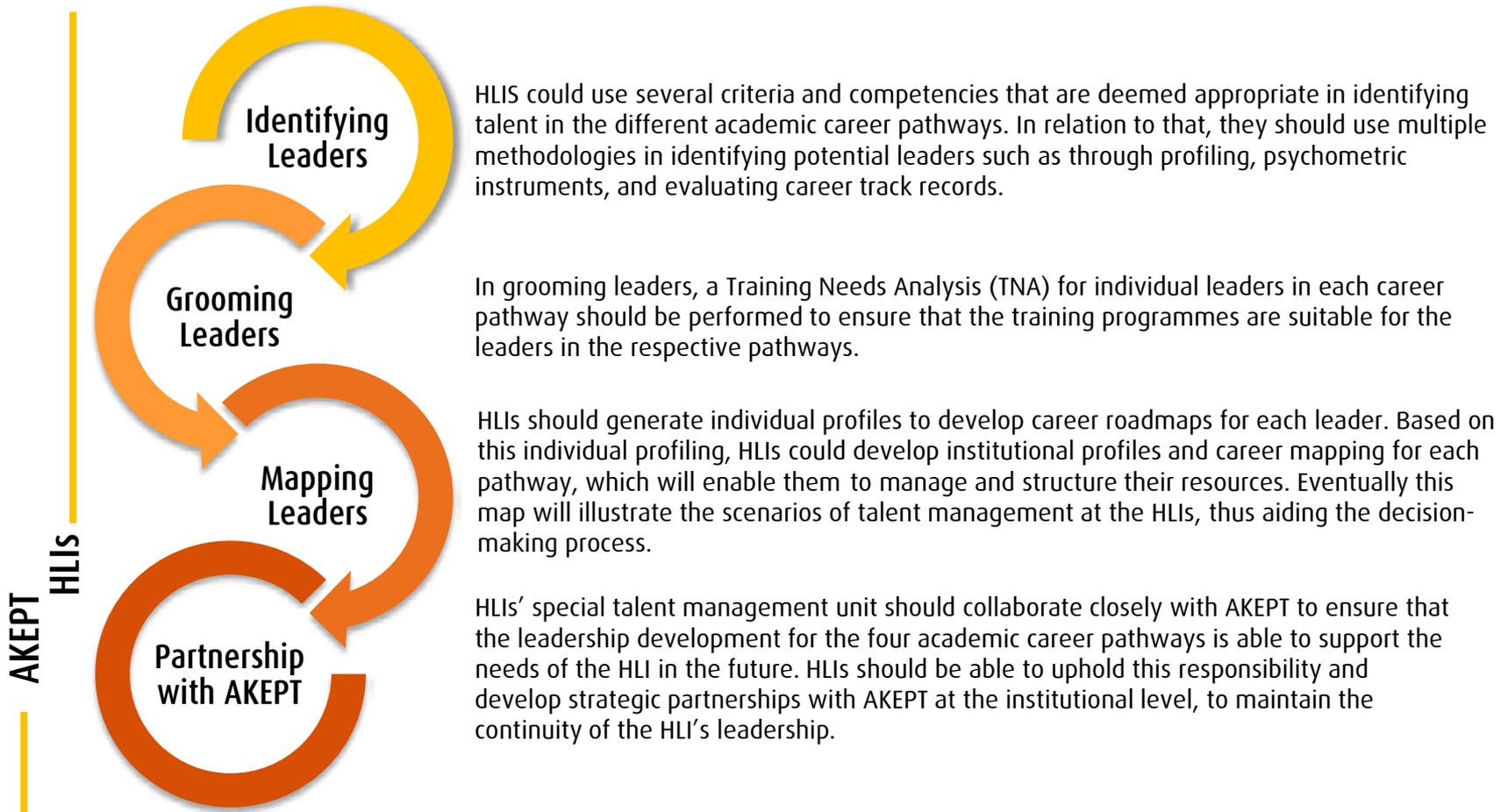
Institutional leadership

Institutional leadership refers to top and middle management in the university who perform management functions and inspire efforts to realize the university's vision and mission. They demonstrate managerial capacities by being flexible, adaptable, strategic, and most of all, effective. In addition to being scholars in their own right, they are able to inspire others by creating, supporting and sustaining environments for talent to flourish. They have vision and foresight, and are able to balance idealism and realism through *Qalb*-guided optimism and pragmatism. Driven by the *Qalb*, such institutional leaders combine their strategic and managerial talents with holistic human values to promote well-being among students, staff, community, the nation and humanity.

In the university setting, institutional leadership positions have always been considered temporary appointments for a stipulated period of time. Examples of such leadership appointments covers posts from Heads of Department to the Vice-Chancellors.

Role of HLIs

As mentioned earlier, strategic and synergistic collaboration between HLIs and AKEPT are important in developing academic and institutional leaders. While each has its own roles, It is critical for HLIs to place their focus towards identifying, grooming and mapping leaders at their respective institutions, while simultaneously collaborating strategically with AKEPT to ensure the success of the entire ecosystem.

Identifying Leaders

HLIS could use several criteria and competencies that are deemed appropriate in identifying talent in the different academic career pathways. In relation to that, they should use multiple methodologies in identifying potential leaders such as through profiling, psychometric instruments, and evaluating career track records.

Grooming Leaders

In grooming leaders, a Training Needs Analysis (TNA) for individual leaders in each career pathway should be performed to ensure that the training programmes are suitable for the leaders in the respective pathways.

Mapping Leaders

HLIs should generate individual profiles to develop career roadmaps for each leader. Based on this individual profiling, HLIs could develop institutional profiles and career mapping for each pathway, which will enable them to manage and structure their resources. Eventually this map will illustrate the scenarios of talent management at the HLIs, thus aiding the decision-making process.

Partnership with AKEPT

HLIs' special talent management unit should collaborate closely with AKEPT to ensure that the leadership development for the four academic career pathways is able to support the needs of the HLI in the future. HLIs should be able to uphold this responsibility and develop strategic partnerships with AKEPT at the institutional level, to maintain the continuity of the HLI's leadership.

AKEPT   HLIs

Role of AKEPT

The vision of AKEPT is to be a centre of excellence for Higher Education Leadership. Its mission is:
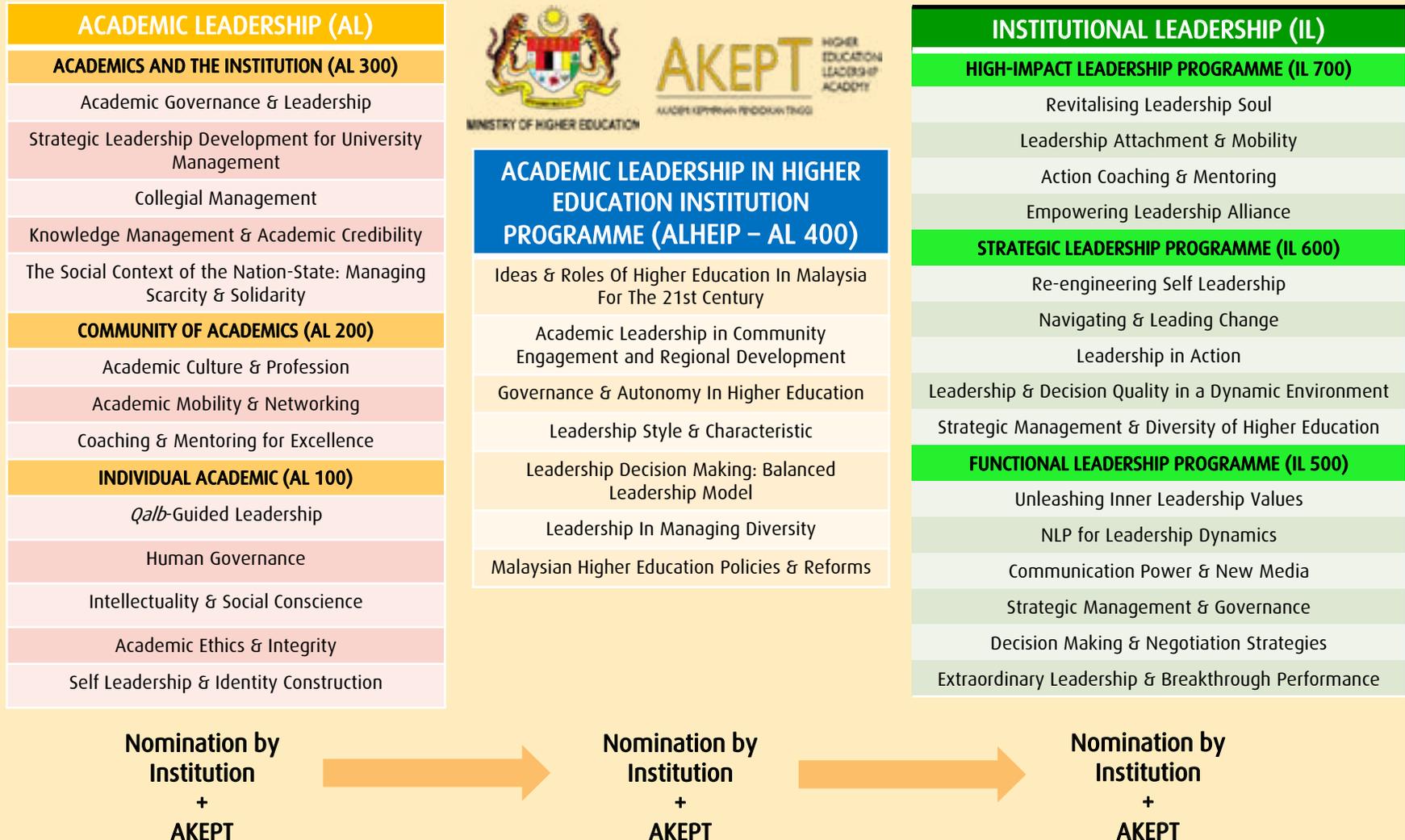- To provide effective learning and development programs for Higher Education Leadership.
- To equip the nation's talent pool of higher education leaders with the relevant knowledge and competencies, and instil a culture of excellence.
- To create and maintain a repository of high-performance, researched knowledge on Higher Education leadership and organizational effectiveness.

AKEPT envisions and provides training for the different career pathways in terms of developing and sustaining leadership excellence in both the areas of academic leadership and institutional leadership. In addition, AKEPT supports HLIs through training opportunities and by sharing best practices in developing leadership excellence.

AKEPT prepares a comprehensive training module for the development of both academic and institutional leaders (see Exhibit 17). The modules focus on the enhancement of leadership personal qualities and skill sets such as *Qalb*-Guided leadership, academic ethics and integrity, strategic leadership and decision-making, the aspirations discussed in the Malaysian Education Blueprint 2015-2025 (Higher Education), and in the various Acts related to education.

The potential leaders targeted for these training modules are identified by the HLIs and AKEPT.

Exhibit 17

Focus Areas or Academic Leadership, Governance & Leadership Talent Development[1]

ACADEMIC LEADERSHIP (AL)

ACADEMICS AND THE INSTITUTION (AL 300)

- Academic Governance & Leadership
- Strategic Leadership Development for University Management
- Collegial Management
- Knowledge Management & Academic Credibility
- The Social Context of the Nation-State: Managing Scarcity & Solidarity

COMMUNITY OF ACADEMICS (AL 200)

- Academic Culture & Profession
- Academic Mobility & Networking
- Coaching & Mentoring for Excellence

INDIVIDUAL ACADEMIC (AL 100)

- *Qalb*-Guided Leadership
- Human Governance
- Intellectuality & Social Conscience
- Academic Ethics & Integrity
- Self Leadership & Identity Construction

ACADEMIC LEADERSHIP IN HIGHER EDUCATION INSTITUTION PROGRAMME (ALHEIP – AL 400)

- Ideas & Roles Of Higher Education In Malaysia For The 21st Century
- Academic Leadership in Community Engagement and Regional Development
- Governance & Autonomy In Higher Education
- Leadership Style & Characteristic
- Leadership Decision Making: Balanced Leadership Model
- Leadership In Managing Diversity
- Malaysian Higher Education Policies & Reforms

INSTITUTIONAL LEADERSHIP (IL)

HIGH-IMPACT LEADERSHIP PROGRAMME (IL 700)

- Revitalising Leadership Soul
- Leadership Attachment & Mobility
- Action Coaching & Mentoring
- Empowering Leadership Alliance

STRATEGIC LEADERSHIP PROGRAMME (IL 600)

- Re-engineering Self Leadership
- Navigating & Leading Change
- Leadership in Action
- Leadership & Decision Quality in a Dynamic Environment
- Strategic Management & Diversity of Higher Education

FUNCTIONAL LEADERSHIP PROGRAMME (IL 500)

- Unleashing Inner Leadership Values
- NLP for Leadership Dynamics
- Communication Power & New Media
- Strategic Management & Governance
- Decision Making & Negotiation Strategies
- Extraordinary Leadership & Breakthrough Performance

Nomination by Institution + AKEPT → Nomination by Institution + AKEPT → Nomination by Institution + AKEPT

[1]Detailed discussion of each level is shown in Appendix C.

Focus areas of training by HLIs and AKEPT

At the start of their career, academic staff are expected to equip themselves with the baseline competencies in teaching and learning, research and services. Thus, the training programme will be tailored for such needs and should be conducted by relevant centres or divisions at HLIs. Referring to Exhibit 18, these programmes should be designed to impart the basic knowledge skills, competencies and exposures required by all academic staff to be effective in teaching and learning, research and services.

The training programmes at this level should include learning modules such as problem-based learning, e-learning, case teaching, curriculum design, pedagogy and the modular approach and method of teaching. Besides that, the modules related to research, innovation, commercialisation, entrepreneurship, publication and community engagement also need to be offered to the academic staff at this level.

Simultaneously, HLIs should also provide some initial opportunities for academic staff to perform services such as contract research and consultancies in order to enhance their practical knowledge and networking capabilities with practitioners in their relevant fields.

Upon completing the baseline competency programmes, which should take about one to three years, all academic staff are expected to envisage their preferences and strengths in a suitable career pathway.

Consequently, each HLI will identify and nominate potential leaders from this pool of academics, to be trained and groomed by AKEPT through its Academic Leadership (AL) programme modules.

All the modules offered under AL programme have been designed to nurture potential leaders into *Qalb*-Guided leaders in their respective career pathways, be it teaching and learning, research, and services or professional practice. The modules seamlessly combine the inspirations to enhance and strengthen the leadership knowledge and skills in these pathways.

As shown in Exhibit 18, the Institutional Leadership (IL) programmes develop institutional leadership talent through three phases, which are the Functional Leadership Programme, the Strategic Leadership Programme and the High-Impact Leadership Programme.
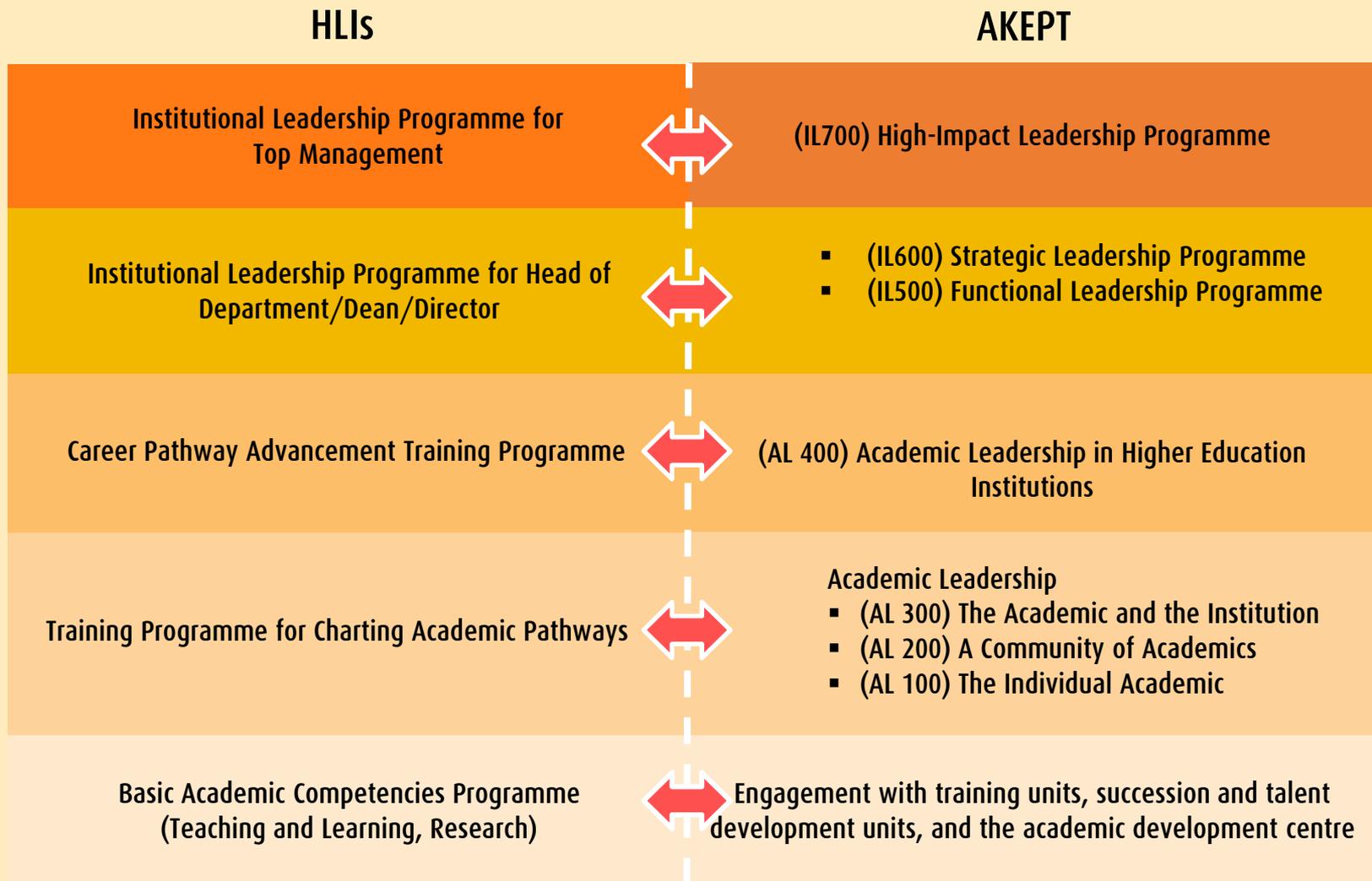
Each phase will expose the selected talent to different skills and knowledge. It emphasises the active role that institutional leaders play in developing the vision and mission of the organisation. The IL programmes will also assist senior leaders in improving institutional effectiveness and building capacity to advance their missions.

In other words, the IL programmes focus on harnessing the collective ability of leaders to detect and cope with changes in the external environment by maintaining the primary goals of the organisation.

As can be seen in Exhibit 18, there is some interconnectivity between the trainings conducted at HLIs and AKEPT, at all levels of training programmes.

Exhibit 18

Mapping of HLIs and AKEPT leadership training programmes

HLIs	AKEPT
Institutional Leadership Programme for Top Management	(IL700) High-Impact Leadership Programme
Institutional Leadership Programme for Head of Department/Dean/Director	▪ (IL600) Strategic Leadership Programme ▪ (IL500) Functional Leadership Programme
Career Pathway Advancement Training Programme	(AL 400) Academic Leadership in Higher Education Institutions
Training Programme for Charting Academic Pathways	Academic Leadership ▪ (AL 300) The Academic and the Institution ▪ (AL 200) A Community of Academics ▪ (AL 100) The Individual Academic
Basic Academic Competencies Programme (Teaching and Learning, Research)	Engagement with training units, succession and talent development units, and the academic development centre

Recommended Skill Sets for Future Leaders of HLIs

Universities are facing greater challenges as they need to continually produce excellent graduates, conduct high-end research, and provide services to communities and industries. University leaders need greater capabilities to keep universities relevant and at the forefront of their missions. This section discusses the recommended skill sets for future leaders at HLIs, which should be kept in consideration by both HLIs and AKEPT in developing their training programmes.

Strategic positioning	Strategic positioning includes the devising of the desired future position of HLIs on the basis of current and foreseeable growth, and the formulating of plans to realise the excellent future of HLIs. It is important to further enhance the HLIs' leaders' capabilities in decision making in terms of the kind of value they will create and the difference it will make.
Foresight analysis	Foresight analysis is a complex adaptive systems thinking framework that refers to the process of anticipating and identifying opportunities and threats for the future. Thus, this practical knowledge will aid the HLI leaders in dealing with challenges in these turbulent times. Ideally, this capability will then inspire creative and innovative thinking that can lead to excellent outcomes.
Dealing with policy shifts	Disseminating and controlling information regarding policy shifts is important to ensure the success of policy implementation. Leaders in HLIs should be equipped with the skill of dealing with policy shifts as they engage directly or indirectly in the planning and implementation phases. The main purpose is to ensure continuous improvement in enhancing the achievements of HLIs.
Influencing policies	Influencing policies involves a process of turning ideas into action and inspiring leaders to advocate for justice in persuading the HLIs to achieve their vision that is aligned with the national agenda. In view of that, leaders in HLIs should develop their capabilities and power in influencing policies within their organisations. This is very significant if HLIs are to prevail and justify the relevance of their existence.
Risk management	Risks include strategic, operational and financial failures, market disruptions, environmental disasters and regulatory violations. A clear understanding of these potential pitfalls will help leaders outline a proper plan of action. This capability should be imparted to leaders in HLIs so that they are able to assess risk, and proceed to act in a manner or advocate policies and procedures that will avoid and minimise risks for the HLIs.
Financial Management	Financial management deals with raising financial resources and overseeing the effective utilisation of financial resources. It consists of planning, organising, directing, controlling and monitoring all financial matters. In this rapidly changing time, leaders in HLIs should acquire this practical knowledge to ensure the financial efficiency, effectiveness and sustainability of HLIs.

APPENDICES

APPENDIX CONTENTS

APPENDIX A
EXAMPLES OF GLOBAL PRACTICES

Global practices
Academic staff career pathways at Newcastle University, UK

The University of Newcastle, UK has outlined three academic staff career pathways which are Teaching and Research, Teaching and Scholarship, and Research and Innovation. The main elements for each of the pathway are discussed below.

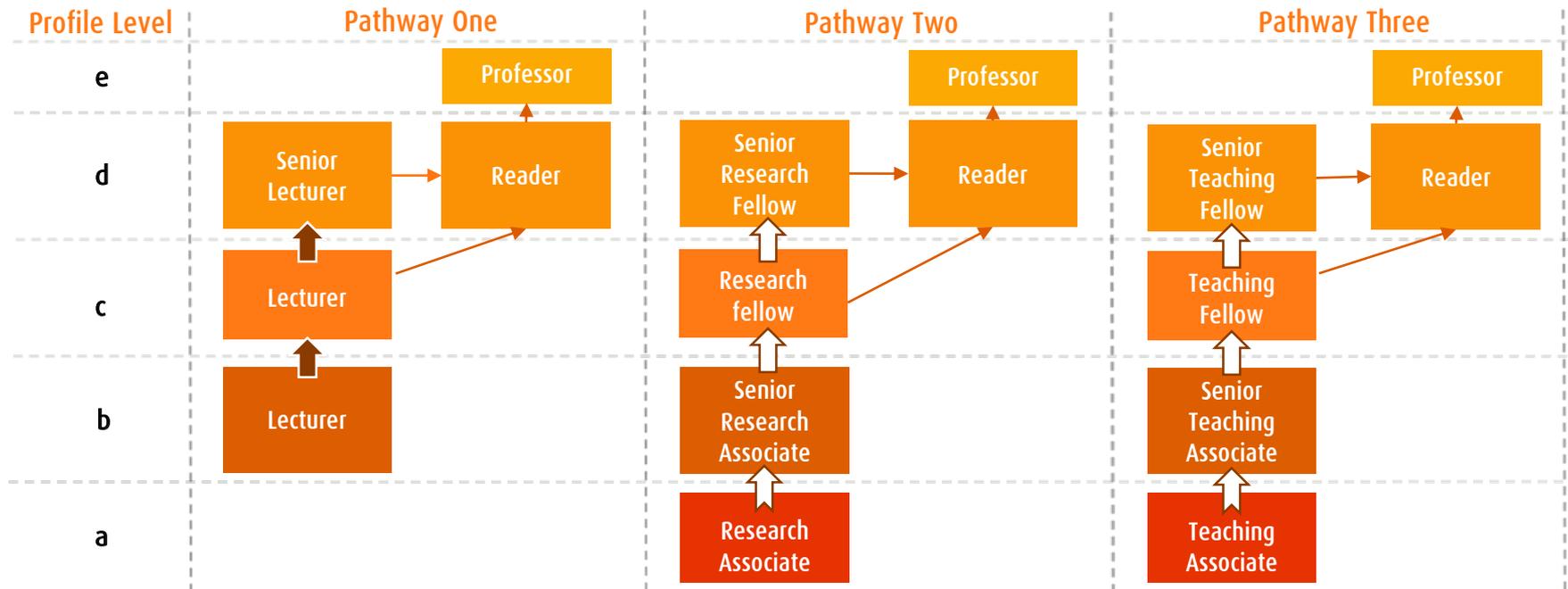|	
Teaching & Research	This is the primary route for academic staff pursuing a long term career at Newcastle University. Roles within this route offer a higher level of self-determination, based in part on the individual's success in their research and/or in developing teaching and learning activities. Staff following this route will normally be pursuing a broad range of activities which would usually include both teaching and research (in variable proportions) and possibly involvement in engagement activities based on their skills in one or both areas of teaching and research. As they progress, they will increasingly be providing leadership and management of academic activities.
Teaching & Scholarship	The requirements for teaching staff are driven by the organisation of teaching and learning activities in response to demand from students and to ensure that the University delivers on its commitment to students. At the higher levels, individual members of staff will be directly influencing this by developing, managing and leading teaching and learning programmes. It is a key requirement at all levels that staff display scholarship by maintaining their knowledge and understanding of the latest developments in their discipline, and of best practices for applying teaching and learning strategies for their subject.
Research & Innovation	Research and Inovation pathway is available to those from Teaching and Research pathway, who are successful in getting external research grants. The period for this pathway is limited by the duration or the amount of the grant. The majority of positions in this pathway exist at the Research Assistant and Research Associate levels.

Adapted from "Academic Staff Career Pathways", The University of Newcastle, UK, http://www.ncl.ac.uk/hr/assets/documents/academic_career_pathways_rjcb_290513.pdf

Global practices
Academic staff career pathways at the University of Bristol, UK

The Academic Career Pathway framework at the University of Bristol consist of three pathways. The first is the Research and Teaching pathway, the second is the Research pathway, and the third is the Teaching pathway. Each pathway consists of a series of levels with distinct role profiles associated with that level, each with its unique requirements. Each profile represents a generic job description, each of which has been scored using the University of Bristol Job Evaluation Scheme (UBJES) methodology to determine the relevant grade. The profiles set out what is expected of an academic member of staff at the particular level. The role profiles also set out a collection of competencies expected for each level.

A clinical career pathway is a sub-set, almost invariably of either Pathways One or Three, and covers all staff whose contractual duties include the undertaking of clinical duties but which otherwise are the same as one of the pathways above. Except as required to be modified by the performance of those clinical duties, the clinical career pathways and the clinical role profiles will be based on and contain the same provisions as those three pathways, and so do not need separate identification.

Profile Level	Pathway One		Pathway Two		Pathway Three	
e		Professor		Professor		Professor
d	Senior Lecturer	Reader	Senior Research Fellow	Reader	Senior Teaching Fellow	Reader
c	Lecturer		Research fellow		Teaching Fellow	
b	Lecturer		Senior Research Associate		Senior Teaching Associate	
a			Research Associate		Teaching Associate	

Adapted from "Academic Career Pathway framework", The University of Bristol, UK, http://www.bristol.ac.uk/hr/grading/academic

APPENDIX B
CASE STUDIES

Case Study: University of Malaya
A journey from design to deployment of multiple career pathways

The university's previous criteria only recognise research and publication achievements and give minimal emphasis on teaching and management/leadership contributions

This section describes the processes UM has taken to create its differentiated career pathways, the performance indicators that it has adopted, and the elements which characterise UM's differentiated career pathways.

In December 2014, the UM Management directed the DVC(A&I) to look into revamping its criteria for promotions.

This had two overarching objectives:

- To formulate a fairer criteria for evaluating promotion applications that would take into consideration a wider range of achievements and contributions.

- To create Differentiated Career Pathways that would allow UM academics the advancement opportunities in their preferred pathways, whether in teaching, research, or a combination of both.

The following specific tasks were laid out:

- A set of criteria that recognised excellence in a range of academic activities, such as Research, Teaching, and Academic/Administrative Leadership, was to be developed.

- A set of criteria that recognised excellence in the different clusters such as the Sciences, Social Sciences, and Clinical Clusters was to be developed.

- A more flexible and equitable reward system for roles with differing emphases, all of which are important in the delivery of UM's vision and mission as a premier research university, was needed to support these new pathways.

Case Study: University of Malaya
What steps did UM take to create Differentiated Career Pathways?

The university set up working groups in order to develop differentiated career pathways, and went through a series of engagements. This took about 12 months before the differentiated career pathways were approved by the board.

- UM appointed 3 working groups to draft promotion criteria and performance indicators for: Sciences, Social Sciences, and Clinical Practice

- The 3 working groups drew up criteria for each pathway for the Sciences, Social Sciences, and Clinical Practice clusters, and formulae were created to compute marks for all these criteria

- The groups ran simulations on individuals and the effect on the institution's performance if these new criteria were to be used

- UM worked out the process flow for promotion and worked to create a system to handle these new criteria

- Feedback was obtained to refine the criteria

- The necessary approvals were obtained

- The new pathways were implemented

05 — Implementation
- 3-6 months for options & decisions
- 6-12 months for interim period transition

04 — Management & BoD meetings
Institutional approvals

03 — Townhall & email feedback
- Direct and indirect feedback
- Inclusiveness
- Transparency

02 — Series of workshop to draft new criteria
- Operational definitions
- Criteria
- Formulae
- Simulations

01 — Management meeting
DVC(A&I) was directed to look into new criteria for promotion

Case Study: University of Malaya
What are the performance indicators for the new career pathways at UM?

In the first cycle of implementing the differentiated career pathways, the university focuses on teaching and research pathways and a mixed of teaching and research pathway. The performance indicators for each pathway are listed below:

Teaching

- Promotion and recognition of excellence in T&L quality, innovation & leadership
- Supervision
- 360 assessment
- Teaching load
- Teaching related leadership and enhancement
- Research & Publication
- Administration & leadership

Mixed (Teaching and Research)

- Balanced between T&L and research
- Targets halfway between Teaching & Research pathways

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

Practice

- 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

These are the guiding principles for the new performance indicators:

- There is variation between pathways

- There is variable weightage for each criterion, that is, the same criterion is not accorded the same weightage under the different pathways

- Compensatory marks are allowed for people who do not meet certain criteria but who contributed a lot in other criteria

- There is a minimum threshold candidates must meet in order to apply for promotion

- Panel assessment and external assessor reports are still required to supplement objective criteria

Case Study: University of Malaya
What elements characterize UM's Differentiated Career Pathways?

1 It retains a "normal pathway" for academics who wish to have balanced weightage for teaching and research duties.

2 It acknowledges that interests can evolve and life circumstances can change, and thus allows for flexibility of switching pathways twice throughout an individual's career.

3 It recognises varied types of achievements and contributions:

- Ongoing supervision of students
- Book chapters
- Administrative contributions
- Entrepreneurial achievements
- Societal contributions
- Leadership in curriculum enhancement

4 It sets a minimum criteria for promotion based on formulae to calculate marks of various contributions and achievements.

5 It encourages individuals to present their achievements and contributions directly in a face-to-face presentation to the promotion panel in a meaningful interview session (as opposed to interview as "a procedure").

6 It grants bonus/compensatory marks for extra achievements and contributions.

The weightage for each pathway is differentiated based on the core activities of that pathway.

1 Teaching Pathway	2 Research Pathway	3 Mixed (teaching & research) Pathway
Teaching 60%	Teaching 20-25	Teaching 40%
	Research 60	Research 40%
Research 20-25%		
Administrative Contributions/ Leadership 15-20%	Administrative Contributions/ Leadership 15-20%	Administrative Contributions/ Leadership 15-20%

Case Study: UiTM
Example of Instrument for Evaluation of Teaching & Learning

In 2011, Universiti Teknologi MARA (UiTM) began offering three pathways: Teaching, Research, and Institutional Leadership. The criteria and weightage for the respective pathways are shown on Exhibit 9 (pp 35). An example of evaluation for the teaching pathway is presented in this section. The proposed evaluation consists of compulsory, general and specific criteria. Weightages are assigned to seven main areas of contribution where 50% is attributed to teaching and supervision, to reflect the teaching pathway.

COMPULSORY CRITERIA

PRODUCE AT LEAST SEVEN (7) ACADEMIC PUBLICATIONS

(Articles in refereed journals recognised by the university or books published by the university publisher/any other recognised publishers, and published while in the present post/grade)

GENERAL CRITERIA

1 Student evaluation (SUFO) or equivalent – (achieving a minimum score of 60%)
2 Course file prepared according to the format approved by the university – (achieving a minimum score of 60%)
3 Fulfilment of the supervisory and teaching workload as required by the university
4 Involvement in at least five student activities recognised by the Student Affairs Division

SPECIFIC CRITERIA

1. Evaluation of in-class teaching by a committee appointed by the university (achieving a minimum score of 80% for two courses taught)
2. Publication of highly-regarded text books or teaching materials and evidence that they are used as references for university-level courses
3. Involvement in course design, curriculum review and curriculum development of a new programme
4. Acknowledgements and/or awards received for teaching and learning (e.g. *Anugerah Akademik Negara*)
5. Supervisor and mentor for post-graduate and degree students (local and international)
6. Examiner of theses (university, national and international)
7. Evidence of Teaching and Learning innovation other than those specified in the above criteria

Evaluation criteria and weightage for teaching pathway

Contribution	Weightage, %
1. Teaching and post-graduate supervision	50
2. Research, publications and involvement in conferences	30
3. Consultancy and/or expertise	
4. Innovation/commercialisation/ entrepreneurial activities	
5. Service (University/ Community/Student)	20
6. Academic awards and accolades	
7. Academic leadership and personal qualities	
TOTAL	100

Case Study: UiTM
How does UiTM link workload management, annual appraisals and evaluations for promotion?

An important aspect that must be taken into consideration is the link between academic workload, annual performance appraisals and promotion evaluations. It is also pertinent that these three factors be differentiated.

Each semester, an academic fills in the workload sheet or ATP (*Amanah Tugas Pensyarah*).

At the end of the year, he or she ensures the information in the Online Performance Appraisal system (OPAL) is uploaded and complete. In both cases, the academic chooses his or her pathway.

When an academic applies for promotion, he or she will once again be evaluated using an instrument tailored to his or her chosen pathway.

Case Study: UiTM
What are the tools linking workload management, annual appraisals and evaluations for promotion at UiTM?

Different tools are used in UiTM for the purposes of:

1) workload management,

2) annual appraisal and

3) performance evaluation for promotion

The tools are the UiTM ATP calculator, an online annual performance system, and the instrument for promotion.

These are designed and developed to address all three existing pathways.

"ATP" calculator

OPAL

Instrument for promotion
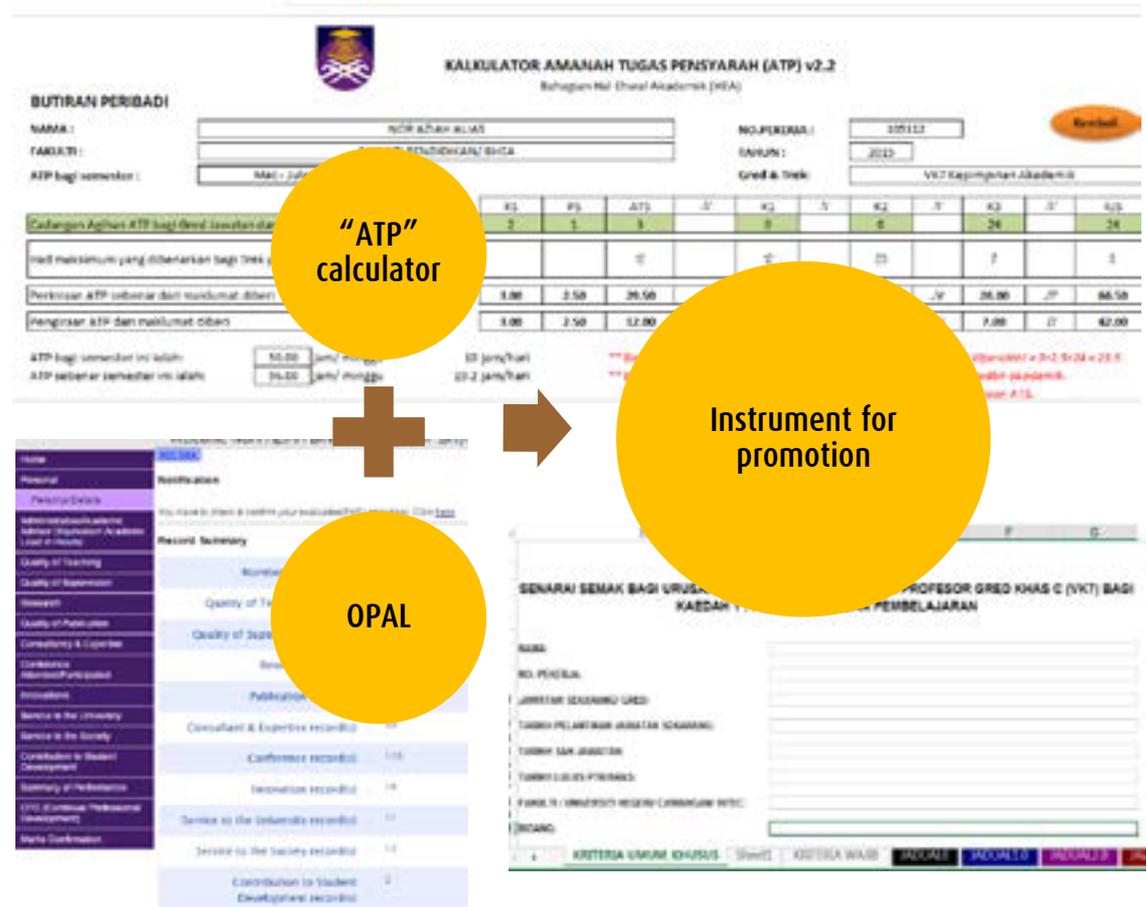
Case Study: UiTM
How does UiTM assist academics in charting their Teaching pathway?

Academics tend to opt for the teaching and learning pathway without a clear picture of what indicates an "inspiring educator." UiTM addresses this matter by providing the following support, mechanisms, enablers and programmes, which are developed and offered by various departments and centers.

1 Scholarship of Teaching and Learning
- Academic Research Assimilation (ARAS) Grant
- Support for Interest groups (Engineering Education, Medical Education, Math Education) groups

2 Teaching and learning awards at the faculty, campus and university level

3 Innovative T & L development programmes
- Funds and training on e-Content development
- Training on online pedagogy and latest technology tools for T & L

4 Grooming For Promotion sessions

5 Rigorous processes in evaluating excellence in teaching
- Student evaluation of teaching
- Peer evaluation of teaching

6 Certificate and structured training sessions and seminars at ILD
- Certificate of Education for academics

7 Policy on equivalence of e-content and publication

APPENDIX C
AKEPT LEADERSHIP PROGRAMMES
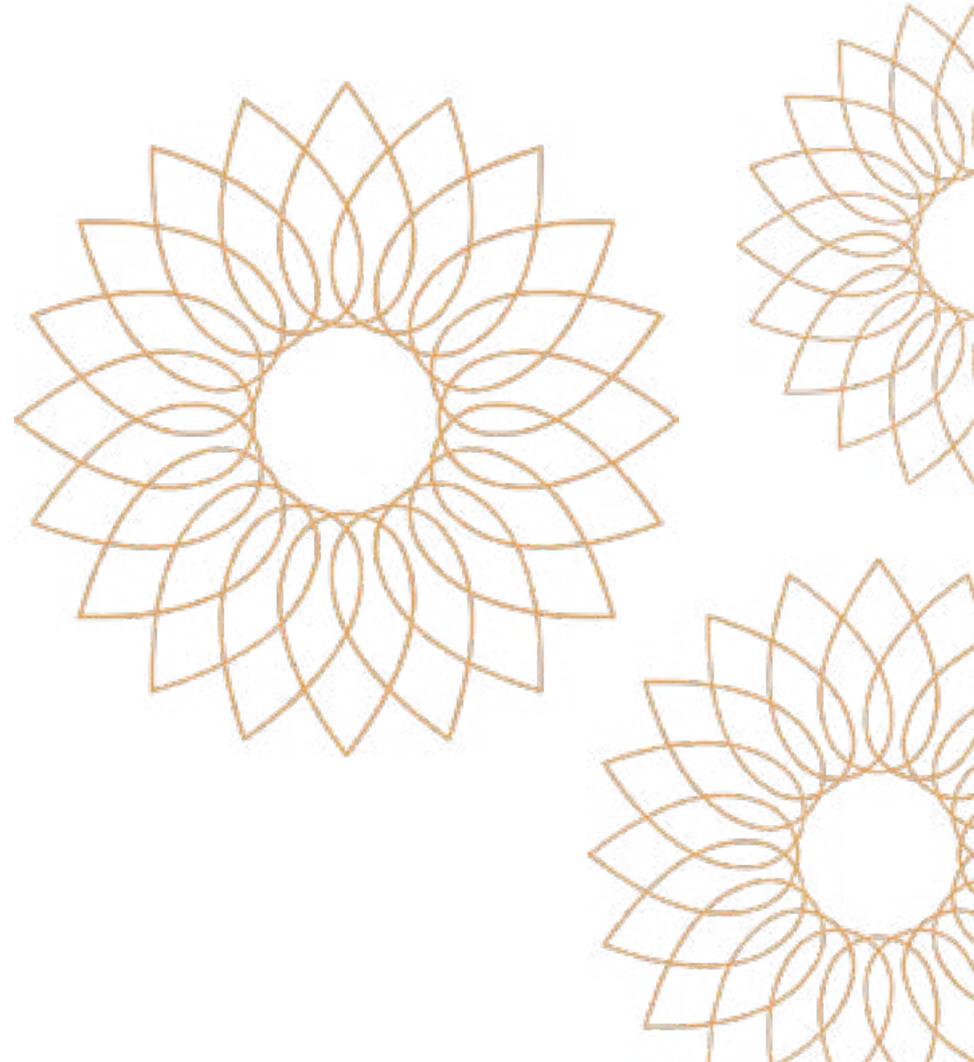
AKEPT Academic Leadership Programmes

AL 400

Academic Leadership in Higher Education prepares the talent for specific roles in higher education that focus on the ideas, roles, nature, scenarios and challenges in HLIs.

AL 300

The Academic and the Institution as the third level concentrates on the holistic success of the organisation. AKEPT aims to empower academics towards effective governance, and to be leaders in their respective fields of governance arrangements, committee structures, and operations that cover corporate strategy, collegial management, knowledge management and academic governance.

AL 200

The Community of Academics is the second level of ALP, to be built on communities of scholarship, diverse perspectives, and academic freedom. These modules emphasises scholarship in teaching & learning, scholarship in research, and scholarship as practitioner. Scholarship in these three career pathways are expected to mobilize the community of academics in their respective institutions.

AL 100

The Individual Academic is designed as the first level of ALP, to strengthen academic accountability and quality. These modules focuses on internal values that could enhance an individual's core values in *Qalb*-based Leadership, Human Governance, Academic Ethics and Integrity, as well as Self Leadership and Identity Construction.

AKEPT Institutional Leadership Programmes

IL 700

Maximising personal leadership power and energy is at the heart of leadership success. It is the ultimate in driving the HLIs towards excellence and sustainability. Hence, the **High-Impact Leadership Programme** is designed specifically for top and senior management as well as the leadership pipeline of the HLIs, in order to nurture great leadership values that further propel leaders to lead their institutions nationally and globally. Five specific leadership modules are designed to strengthen the leadership values, capabilities and competencies in sustaining the excellence of the HLIs.
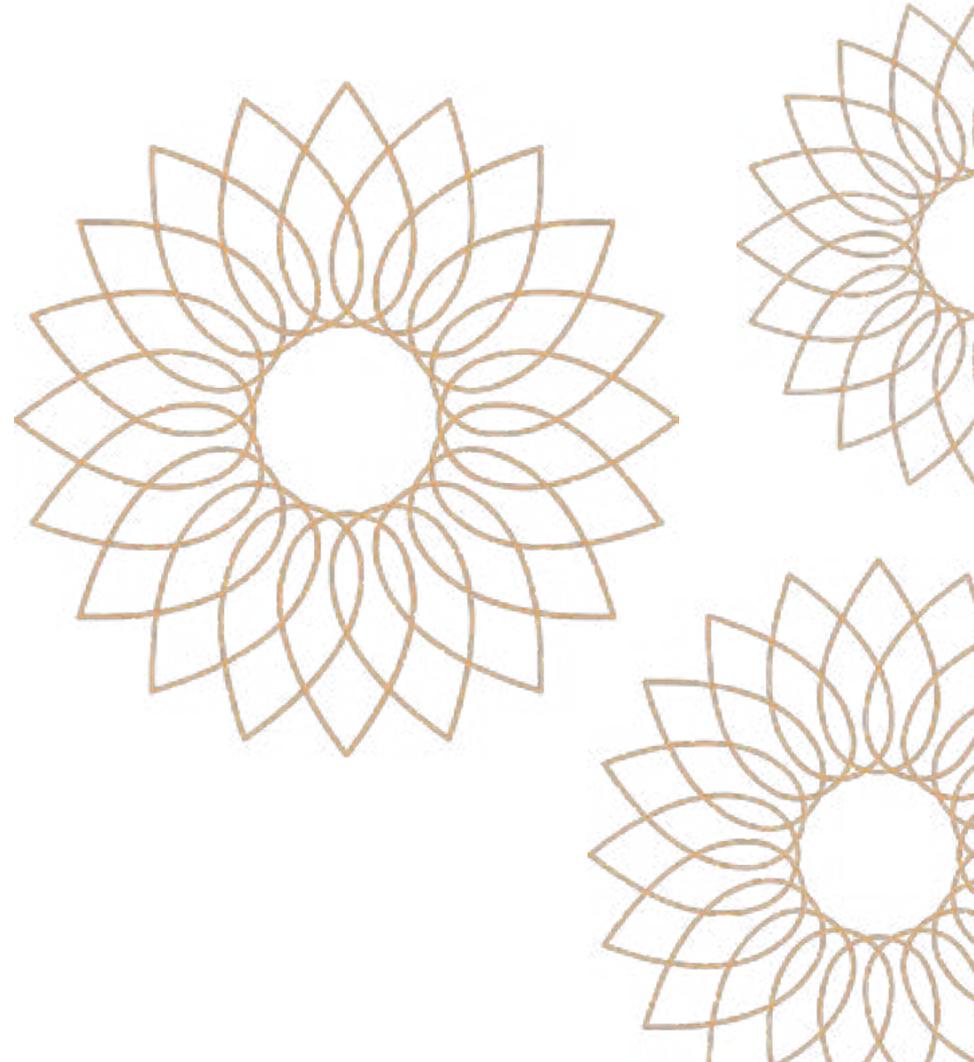
IL 600

There is a need for crucial continuity of leadership excellence at the HLIs in which focused experiences and leadership agility are central to leadership capacity building. It is necessary for institutional leaders to immerse themselves into various strategic leadership topics to accelerate their leadership capabilities and competencies in driving the team and organisation towards tangible results. AKEPT intensely provides the **Strategic Leadership Programme** that comprises of five modules to sharpen their experiences in strategic leadership that leads to improved team dynamics and highly-committed leadership towards ensuring high-performing outcomes for HLIs.

IL 500

The needs and demands to strengthen leadership capabilities and competencies are essential elements in a leadership development programme. With the dynamic change in the academic landscape, institutional leaders are expected to manage complexity, balance competing priorities, and deal with emerging technology in driving the team towards excellence. The **Functional Leadership Programme** for leaders at faculty and centre level is a strategic move to deal with this issue. The required capabilities and competencies to function in leading the self, others and the team are designed into six specific modules in fostering effective leadership among potential leaders.

APPENDIX D
COMPETENCY INDICATORS

Description of leadership competency indicators

NO	INDICATOR	DESCRIPTION
1	Impact and Influence	An intention to persuade, convince, influence, or impress others, in order to get them to support the speaker's agenda; or the desire to have a specific impact or effect on others.
2	Results Orientation	Concern for working well or for competing against a standard of excellence. The standard may be the individual's own past performance (striving for improvement); an objective measure (results orientation); the performance of others (competitiveness); challenging goals set by the individual; or even what anyone has never done (innovation).
3	Teamwork	A genuine intention to work cooperatively with others, to be part of a team, to work together as opposed to working competitively or separately. For this competency to be effective, the intention should be genuine. Teamwork may be considered whenever the subject is a member of a group of people functioning as a team.
4	Analytical Thinking	Understanding a situation by breaking it into smaller pieces, or tracing the implications of a situation in a step-by-step causal way; it includes organising the parts of a problem or situation in a systematic way; making systematic comparisons of different features or aspects; setting priorities on a rational basis; identifying time sequences, causal relationships or If-Then relationships.
5	Initiative	A preference for taking action, proactively doing things and not merely thinking about future actions. The time frame of this scale moves from completing past or current projects to acting on future opportunities or problems. Formal strategic planning is not included in this competency.
6	Organisational and Environmental Awareness	The individual's ability to understand the power relationships in his or her own organisation or in other organisations (customers, suppliers, etc.) and, at the higher levels, the position of the organisation in the larger world. This includes the ability to identify who the real decision makers are and the individuals who can influence them; and to predict how new events or situations will affect individuals and groups within the organisation, or the organisation's position vis-a-vis national or international markets, organisations, or politics.

NO	DEFINITIONS ON COMPETENCIES
7	**Networking/Relationship Building** Working to build or maintain friendly, warm relationships or networks of contacts with people who are, or might someday be, useful in achieving work-related goals. Relationship building may be expressed either within one's own organisation or with people from other organisations or the community.
8	**Developing Others** Foster the long-term learning or development of others with an appropriate level of needs analysis and other thought or effort. The essence of this competency lies in the development intent and effect rather than in a formal role of training.
9	**Self Confidence** Belief in one's own capability to accomplish a task. This includes the person's expressing confidence in dealing with increasingly challenging circumstances, in reaching decisions or forming opinions, and in handling failures constructively.
10	**Directiveness/ Assertiveness** One's intent to make others comply with one's wishes. Directive behaviour has a theme or tone of "telling people what to do." The tone ranges from firm and directive to demanding or even threatening. Ideally, this means being able to be assertive and directive without being too forceful, while maintaining goodwill, as well as productive relationships with colleagues and subordinates.
11	**Information Seeking** Making an effort to get more information, not accepting situations "at face value": it is driven by an underlying curiosity, a desire to know more about things, people, or issues. It implies going beyond the questions that are routine or required in the job. It may include "digging" or pressing for exact information, or a resolution of discrepancies by asking a series of questions.
12	**Team Leadership** Taking the role as leader of a team or other group; it implies the desire to lead others; it is generally, but certainly not always, shown from a position of formal authority.
13	**Conceptual Thinking** Understanding a situation or problem by putting the pieces together, seeing the larger picture; it includes identifying patterns or connections between situations that are not obviously related; identifying key or underlying issues in complex situations. Conceptual Thinking uses creative, conceptual, or inductive reasoning to apply existing concepts.

Adapted from "Behavioural Competency Dictionary", University of Guelph, Canada, April 2010, https://www.uoguelph.ca/cio/sites/uoguelph.ca.cio/files/HR's%20Competency%20Dictionary.pdf

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