

THE PROFESSIONAL ETHICAL FRAMEWORK – SIX CHALLENGES TO ENGAGE, EMPOWER AND IMPROVE THE SECTOR

IMPLICATIONS OF THE PROFESSIONAL ETHICAL FRAMEWORK IN THE MODERN UNIVERSITY

PRESENTER: JOHN KENNY, CONVENOR, ETHICS WORKING PARTY

JILL BLACKMORE, MICHAEL BIRD, ROBYN BRANDENBURG, KURT SEEMANN, BING WANG, TREVOR WILMSHURST





1. WHAT IS <u>THE PROFESSIONAL</u> <u>ETHICAL FRAMEWORK</u>?

2. OPPORTUNITIES FOR AAUP COMING FROM THIS WORK? 3. WHAT ARE THE CHALLENGES?

4. THE NEXT STEPS?



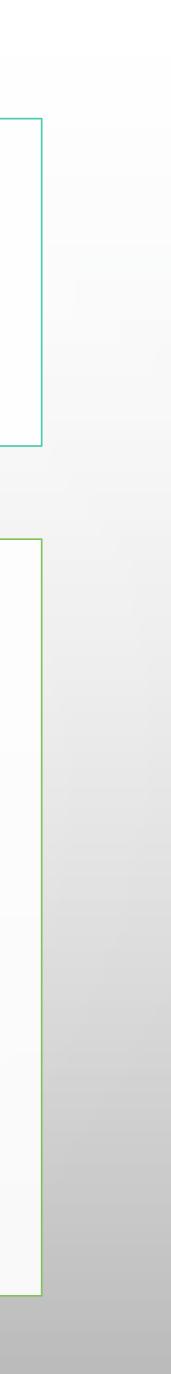
MYTH VS REALITY...

In theory, the modern university is:

- More efficient
- Operates under a shared governance model
- Expectation to be more accountable

In practice, the modern university

- Is dominated by managerialism
- Academic leadership has been reduced to quality assurance
- Diminished role of the professoriate
- Sets accountabilities for managers (KPIs), generally quantitative, that impinge on the work of academics
- Promotes impact and productivity agendas that distort what counts as academic work (Kidd et al. 2021)



RECLAIMING THE LANGUAGE RELATED TO OUR WORK IN UNIVERSITIES...

SADLY....

"MANY SENIOR MEMBERS OF THE ACADEMIC PROFESSION HAVE NOT BEEN SLOW TO ADOPT THE LANGUAGE OF THESE IDEAS; THE CONTAMINATION HAS, IN MANY CASES, BEEN VOLUNTARY." (BEECHAM, 2008, P. 114)

MANAGERIALISM HAS CO-OPTED THE LANGUAGE OF HIGHER EDUCATION (BEECHAM, 2008; MALPAS, 2018)

"THE DISCOURSE IS AUTHORITARIAN BECAUSE IT IS EMPLOYED TO ELIMINATE DIFFERENCE." (BEECHAM, 2008, P.114)...THE LANGUAGE "IMPRISONS YOU IN ITS IDIOM" AND "IS OF ITS NATURE ANTI-EDUCATIONAL" (P. 118)

• ACADEMIA HAS PLAYED A PART IN WHAT HAS HAPPENED TO THE SECTOR...HENCE THE NEED FOR A PROFESSIONAL ETHICAL FRAMEWORK (ROWLANDS & GALE, 2019)

WE HAVE BEEN COMPLICIT...!

THE LOST PROFESSION

IF THE PROFESSIONALISM OF ACADEMICS HAS COME UNDER ATTACK, ...AND IF THAT ATTACK HAS SUCCEEDED, TO WHAT EXTENT IS THIS OUTCOME THE RESULT OF A FAILURE OF ACADEMICS TO EXPLICITLY DEFINE THEIR PROFESSIONALISM?

THE SUBORDINATION OF PROFESSIONALISM TO MANAGERIALISM LEADS TO "PROFOUND COMPROMISE" BY SEPARATING THE "ETHIC OF PROFESSIONALISM FROM PROFESSIONAL WORK" AND VALUING ONLY THE INSTRUMENTALIST ASPECTS OF EXPERTISE, WHERE CORPORATE OBJECTIVES REPLACE PROFESSIONAL PURPOSE. "NO ONE IS PLACED BETTER THAN PROFESSIONALS THEMSELVES TO RECLAIM PROFESSIONALISM AND ITS IMPORTANCE".

...REGARDING THE CORPORATISATION OF THE UNIVERSITY AND ITS PLACE WITHIN A GLOBALISED HIGHER EDUCATION MARKET...STAFF WERE AWARE OF AND HAD SANCTIONED THESE CHANGES AND THE IMPACT THEY HAVE HAD ON GOVERNANCE AND MANAGEMENT ARRANGEMENTS.

(BARNETT & MIDDLEHURST, 1993, P.127)

(YEATMAN, 2018, PP. 213-4)

(ROWLANDS, 2015, P.1023)



WE NEED TO DEAL WITH THIS REALITY

Loss of power

Role confusion

There has been three decades of managerialism

- Different values of management
- Inappropriate forms of accountability
- Define our professionalism in this context

CHALLENGE 1 - ACADEMIA

THE FIRST (AND MOST IMPORTANT) CHALLENGE IS TO OURSELVES

...WE CANNOT CONTINUE TO LEAVE A VACUUM...

ENCOURAGE A BROADER BASE OF ACADEMICS TO COMMIT TO THE FRAMEWORK

Management will fill/has filled the vacuum

Re-empower academics as members of a profession with recognised underpinning values and clear expectations

The challenge, as a recognised profession, is to re-claim the narrative about our work in, and the purpose of the modern university



THE FRAMEWORK IS SUPPORTED BY 96% OF AAUP MEMBERSHIP...

• IS UNIQUE AND EVOLVING...

• AIMS TO CLEARLY ARTICULATE THE FUNDAMENTAL NATURE OF ACADEMIC WORK AND HOW IT RELATES TO POWER IN THE MODERN MANAGERIAL UNIVERSITY

• COMMUNICATES THIS TO ACADEMIC COLLEAGUES AND OTHER STAKEHOLDERS: POLITICIANS, MANAGEMENT, OTHER ACADEMIC BODIES, INDUSTRY & STUDENTS

• CHALLENGES ALL IN THE SECTOR TO ADAPT TO A NEW CONCEPTION OF THE ACADEMIC ROLE IN THE **MODERN UNIVERSITY**





COHERENT STRUCTURE OF THE PROFESSIONAL ETHICAL FRAMEWORK (UNIQUE)

FOUR INTERRELATED THEMES:

- 1. ACADEMICS AS CO-LEADERS
- 2. ACADEMICS AS
 - PROFESSIONALS (VALUES)
- 3. ACADEMICS AS SCHOLARS
- 4. WORKING CONDITIONS
 NEEDED TO SUPPORT
 ACADEMIC WORK



ACADEMIC LEADERSHIP IS LINKED TO THE EFFECTIVENESS OF **MODERN UNIVERSITIES**

(BENJAMIN, 2010; EVANS, 2012; ROWLANDS, 2015; YIELDER & CODLING, 2004)

Need an approach that empowers academics as part of university leadership

The Framework articulates foundational claims about academia that must be acknowledged and properly resourced

Changes over three decades have reduced power and voice of academics

AS MEMBERS OF A PROFESSION, OUR CLAIMS WILL HAVE MORE AUTHORITY THAN...

...CAREERISTS OR ENTREPRENEURIAL INDIVIDUALS... The notion of academics as autonomous <u>individuals</u> feeds into the careerist & entrepreneurial narrative

As members of a recognised profession individuals have responsibilities that go beyond self-interest, such as accountability to the discipline, profession, society, ...

As members of a recognised profession individuals can justify claims for autonomy and academic freedom



EURODOC STATEMENT ON ACADEMIC FREEDOM (2023)

"ACADEMIC FREEDOM IS THE FREEDOM OF RESEARCHERS <u>AT ALL LEVELS</u>, AND THUS IT ALSO CONCERNS THE ACADEMIC FREEDOM OF DOCTORAL CANDIDATES AND OTHER EARLY CAREER RESEARCHERS, JUST AS IT CONCERNS THE ACADEMIC FREEDOM OF MORE SENIOR RESEARCHERS AND STUDENTS."

SEE ALSO RECENT ARTICLE EARLY CAREER PRECARITY IMPERILS ACADEMIC FREEDOM

"ACADEMIC FREEDOM IS ONLY AS STRONG AS ITS WEAKEST LINK AND IF UNIVERSITIES AND OTHER ACADEMIC INSTITUTIONS AND GOVERNMENTS FAIL TO PROTECT AND SAFEGUARD THEIR MOST PRECARIOUS RESEARCH EMPLOYEES, THEN ACADEMIC FREEDOM AS A WHOLE IS PUT AT RISK..."

ACADEMIC FREEDOM IS LINKED TO DEMOCRATIC SOCIETY. THIS MUST BE RECOGNISED AT THE LEVEL OF GOVERNMENT AND THE INSTITUTION AND ENACTED THROUGH

- DEMOCRATIC GOVERNANCE OF UNIVERSITIES
- ACADEMIC FREEDOM FOR ACADEMICS AT ALL LEVELS, IRRESPECTIVE OF EMPLOYMENT STATUS
- ADEQUATE RESOURCES FOR ACADEMIC
- **REASONABLE WORKING CONDITIONS**

AAUP IS WELL PLACED TO BECOME THE NATIONAL PROFESSIONAL BODY FOR ACADEMIA. AS AN INDEPENDENT BODY, AAUP CAN PROMOTE THE FRAMEWORK AS A PROTECTION MECHANISM FOR INDIVIDUAL ACADEMICS OPERATING AS MEMBERS OF THE PROFESSION

CHALLENGE 2- AAUP HOW CAN WE USE THE FRAMEWORK TO ADVANCE **OUR GOALS FOR UNIVERSITIES?**

UNIQUE OPPORTUNITY TO:

- LEAD, ADVISE, ADVOCATE AND EDUCATE ON PROFESSIONAL ACADEMIC ISSUES
 - EMPHASISE THE VALUES UNDERPINNING ACADEMIC WORK AS CENTRAL
 - ASK AAUP MEMBERS TO COMMIT AS A CONDITION OF MEMBERSHIP?
 - SUPPORT OUR FURTHER RESEARCH
- BEGIN CONVERSATIONS WITH BROADER BASE OF OUR COLLEAGUES AND NTEU
- EXPAND MEMBERSHIP BASE
 - BUILD AWARENESS OF FRAMEWORK INTO ALL PHD PROGRAMS

 - EXPAND MEMBERSHIP TO INCLUDE PHD STUDENTS, AND LEVELS A-C.

FOSTER A PROFESSIONAL IDENTITY FOR ACADEMICS ACROSS THE COUNTRY? INTERNATIONALLY?

ARTICULATE THE RELEVANCE OF THE FRAMEWORK TO ACADEMICS AT EACH STAGE OF THEIR CAREER

END OF PART 1 QUESTIONS OR COMMENTS...?



SURVEY OF AAUP MEMBERS

	To what extent	the AAUP	the Framework	the	the Framework	the Framework	the	the
	do you agree	should lead	articulates the	Framework	will help other	will be of benefit	Framework will	Framework
	that the	the further	inherent	will be a	stakeholders,	in informing the	assist in the	will be of
	Framework	developmen	importance of	guide for	such as	development of	development of	benefit to
	clearly	t of the	autonomy and	academics in	government,	appropriate	better	higher
	articulates the	Framework?	academic	management	industry and the	academic workloa	governance	education as
	role of		freedom in	and	community	d and	policies in	a whole?
	academics as		relation to	leadership	better	performance	universities?	
	professionals?		academic work?	roles?	understand the	policies in		
					academic role?	universities		
SA	57.1	69.3	60.0	40.0	35.0	27.9	31.4	50.7
A	35.7	27.9	32.9	40.0	43.6	43.6	42.1	40.7
U	4.3	2.1	2.9	12.9	12.1	22.9	17.9	5.7
D	1.4	0.7	3.6	4.3	7.9	4.3	7.1	1.4
SD	1.4	0.0	0.7	1.4	1.4	1.4	1.4	1.4
% SA & A	92.9	97.1	92.9	80.0	78.6	71.4	73.6	91.4

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OUR RESEARCH & DISSEMINATION PLAN TO ENGAGE OTHERS

- WORK THROUGH AAUP CHAPTERS TO SEEK FURTHER FEEDBACK AND REFINE THE FRAMEWORK
- RAISE AWARENESS AMONGST ACADEMICS BY DISSEMINATING THE FRAMEWORK, PUBLICATIONS, MEDIA, SEMINARS AND CONFERENCE SESSIONS: NATIONAL AND INTERNATIONAL
- APPROACH HIGHER EDUCATION GOVERNMENT AND MANAGEMENT GROUPS, UNIONS, TEQSA AND OTHER NON-ACADEMIC STAKEHOLDERS AND
- TO EDUCATE AND SEEK SUPPORT FOR THE FRAMEWORK

CHALLENGE 3: ENGAGE A BROADER BASE OF ACADEMICS

 AS A PROFESSIONAL GROUP, ACADEMICS TAKE UP THE CHALLENGE OF SHARED GOVERNANCE AND PARTICIPATION IN **DECISION-MAKING.**

SERVE THE COMMON GOOD AND REPRESENT THE WIDER UNIVERSITY COMMUNITY IN DECISION MAKING

RE-AFFIRM AND FACILITATE THE ROLE OF THE PROFESSORIATE IN ACADEMIC LEADERSHIP

ENSURE ADEQUATE RESOURCING FOR THE ROLE IN POLICY FORMULATION AND IMPLEMENTATION

WORK INTERNALLY TO DEVELOP POLICIES AND PROCESS FOR GENUINE SHARED GOVERNANCE

EDUCATE OTHER STAKEHOLDERS IN HIGHER EDUCATION ABOUT THE UNIQUENESS OF ACADEMIC ROLE



CHALLENGE 4-

ENGAGE THE NTEU...

LEARN FROM AAUP (U.S.) EXPERIENCE THE PROFESSIONAL WITH THE INDUSTRIAL (SEE <u>HOW DID WE GET HERE?</u> BY ERNST

BENJAMIN.

Professionalism and co-leadership suggests a different form of employeeemployer relationship?

Rethink of how the "organising union" operates in relation to academic work.

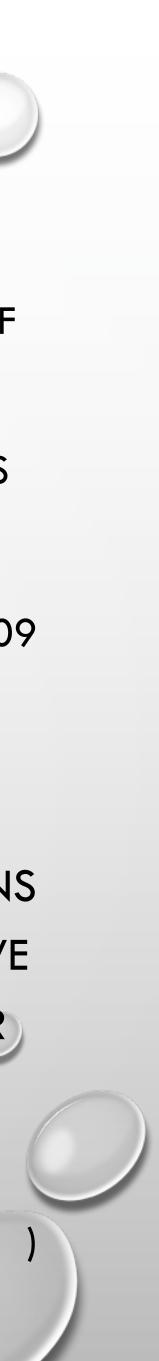


- WORK IN PARTNERSHIP WITH NTEU TO:
 - WORK TO DEVELOP INDUSTRY WIDE PROFESSIONAL STANDARDS OF PRACTICE
 - UNDERPIN STANDARDS WITH APPROPRIATE WORKING CONDITIONS
 - INCORPORATE THESE INTO ENTERPRISE AGREEMENTS

BOWDEN (2009

ENSHRINE THE FRAMEWORK IN "THE TERMS AND CONDITIONS OF THEIR APPOINTMENTS" BECAUSE, WHILE ACADEMICS HAVE "ETHICAL RESPONSIBILITIES TO THEIR PROFESSION AND THEIR INSTITUTIONS...ONLY THE LATTER ARE LEGALLY BINDING"

(BENJAMIN, 2010, P.13)



CHALLENGE 4- (cont.)

Acknowledge changing research & legal landscape (FWC)

Equity is linked to transparent workloads

Work with NTEU to establish professional industry standards in EBAs (Bowden, 2009)

Recent decision in FWC suggests need for workload standards based on the actual time to do activities.

Need a research informed national approach to guide local action on academic workload and performance policies

A recent report in US links transparency of workload allocation to equity (O'Meara et al. 2022)

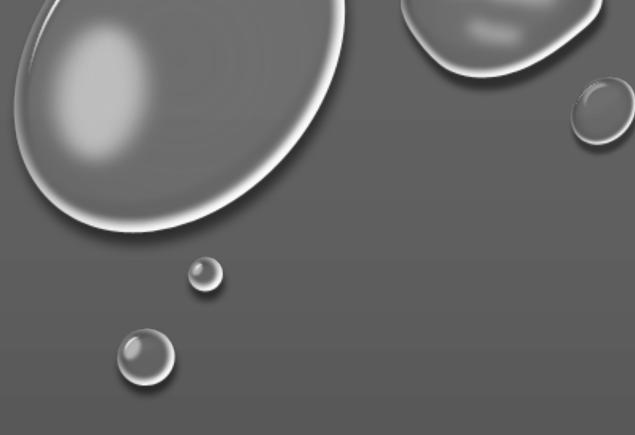
Controlled by profession under auspices of AAUP

Avoid re-inventing the wheel & save on resources

Published principles and validated workload time estimations linked to activities pave way for professional standards.

(Kenny & Fluck, 2022a, 2022b)

Holistic workload estimation tool (AWET) & Principles.



CHALLENGE 5-

ENGAGE <u>GOVERNMENT</u>

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FORMAL SUBMISSION TO ACCORD?

 WORK WITH PUA TO BUILD RESEARCH & EVIDENCE BASE ON IMPACT OF THE FRAMEWORK

 ARTICULATE THE LINK BETWEEN EFFECTIVENESS OF UNIVERSITIES AND WORK OF ACADEMICS

• SPECIFICALLY INCLUDE ANALYSIS OF <u>ACADEMIC LEADERSHIP AND</u> SHARED GOVERNANCE PROCESSES IN TEQSA RISK EVALUATION

CO-DESIGN APPROPRIATE UNIVERSITY GOVERNANCE **STRUCTURES**

ACKNOWLEDGE THE FRAMEWORK IN UNIVERSITY

LEGISLATION (PUA MODEL ACT?)

NEED TO PROFESSIONALISE ACADEMIC WORK TO ENSURE ITS **ESSENCE IS PROTECTED**

ENSHRINE ACADEMIC FREEDOM AND AUTONOMY

PROVIDE ADEQUATE RESOURCES TO SUPPORT ACADEMIA AS A PROFESSION

CHALLENGE 6-

WORK WITH UNIVERSITY MANAGEMENT TO IMPLEMENT GENUINE SHARED GOVERNANCE

FOR GENUINE SHARED GOVERNANCE:

- WORK

ACKNOWLEDGE THE FUNDAMENTAL NATURE OF ACADEMIC

 ACKNOWLEDGE THE ROLE OF ACADEMICS AS CENTRAL TO THE EFFECTIVENESS OF THE UNIVERSITY

 CO-DEVELOP WITH ACADEMICS A POLICY FRAMEWORK THAT SUPPORTS THEIR ROLE

 WORKABLE PROCESSES TO ENABLE SHARED GOVERNANCE & **DECISION MAKING**

SEPARATE UNIVERSITY ACCOUNTABILITIES FROM INDIVIDUAL PERFORMANCE

 SELECT AND SET MANAGERIAL KPIs BASED PRIMARILY ON THEIR ABILITY TO ENABLE SHARED DECISION MAKING

END OF PART 2 QUESTIONS OR COMMENTS...?



AWAKEN THE SLEEPING GIANT

- DIFFICULT TASK- WE ARE STARTING 30 YEARS BEHIND
- CANNOT GO BACK TO "GOLDEN AGE" SO AAUP CAN POINT TO A WAY FORWARD
- THE CLEAR ARTICULATION OF THE ESSENCE OF OUR WORK WILL HELP OTHERS TO SEE WHY IT MUST BE PROTECTED
- STRENGTHENS THE COLLECTIVE ACADEMIC VOICE THROUGH A PROFESSIONAL IDENTITY
- EMPOWERS INDIVIDUAL ACADEMICS (KENNY, 2018)
- GUIDE INDIVIDUALS, ESPECIALLY YOUNGER ACADEMICS, TO FORGE THEIR OWN PROFESSIONAL **IDENTITY**

DOES COUNCIL ENDORSE & SUPPORT OUR RESEARCH & DEVELOPMENT PLANS?

OVER NEXT 2-3 YEARS

- WORK FROM GROUND UP TO BUILD AWARENESS OF THE FRAMEWORK
- GO THROUGH CHAPTERS TO ENGAGE BROADER ACADEMIC AUDIENCE
 - SEEK FEEDBACK TO REFINE THE FRAMEWORK
- DEVELOP THE FRAMEWORK INTO A MORE GRAPHICALLY APPEALING DOCUMENT
- PUBLISH THE REFINED FRAMEWORK ON AAUP WEBSITE

APPROACH OTHER STAKEHOLDERS TO DETERMINE THEIR RESPONSE TO THE FRAMEWORK

SPECIAL THANKS

- AAUP & MANUEL
- MEMBERS OF WORKING PARTY: JILL BLACKMORE, TREVOR WILMSHURST, ROBYN BRANDENBURG, MICHAEL BIRD, BING WANG, KURT SEEMANN & DI NICOL.

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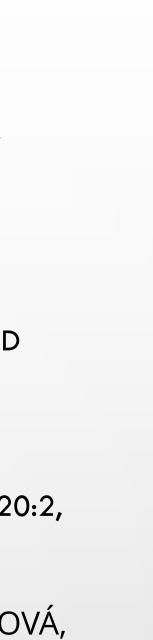
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