



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

IMPLICATIONS OF THE PROFESSIONAL ETHICAL FRAMEWORK IN THE MODERN UNIVERSITY

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1. WHAT IS THE PROFESSIONAL ETHICAL FRAMEWORK?
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...

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)

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)

- 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?

(BARNETT & MIDDLEHURST, 1993, P.127)

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”.

(YEATMAN, 2018, PP. 213-4)

...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.

(ROWLANDS, 2015, P.1023)



**WE NEED TO
DEAL WITH
THIS REALITY**

There has been three decades of managerialism

Different values of management

Loss of power

Role confusion

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)

Changes over three decades have
reduced power and voice of academics

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

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

...CAREERISTS OR
ENTREPRENEURIAL
INDIVIDUALS...

The notion of academics as autonomous individuals 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 AT ALL LEVELS, 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 PRECARIETY 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:

- FOSTER A PROFESSIONAL IDENTITY FOR ACADEMICS ACROSS THE COUNTRY? INTERNATIONALLY?
- 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
 - ARTICULATE THE RELEVANCE OF THE FRAMEWORK TO ACADEMICS AT EACH STAGE OF THEIR CAREER
 - EXPAND MEMBERSHIP TO INCLUDE PHD STUDENTS, AND LEVELS A-C.

END OF PART 1

QUESTIONS OR
COMMENTS...?



SURVEY OF AAUP MEMBERS

	To what extent do you agree that the Framework clearly articulates the role of academics as professionals?	...the AAUP should lead the further development of the Framework?	...the Framework articulates the inherent importance of autonomy and academic freedom in relation to academic work?	...the Framework will be a guide for academics in management and leadership roles?	...the Framework will help other stakeholders, such as government, industry and the community better understand the academic role?	...the Framework will be of benefit in informing the development of appropriate academic workload and performance policies in universities	...the Framework will assist in the development of better governance policies in universities?	...the Framework will be of benefit to higher education as a whole?
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

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 [HOW DID WE GET HERE?](#) BY ERNST
BENJAMIN.

**Professionalism and co-leadership
suggests a different form of employee-
employer 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 GOVERNMENT

- 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 ACADEMIC LEADERSHIP AND 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:

- ACKNOWLEDGE THE FUNDAMENTAL NATURE OF ACADEMIC WORK
- 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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