

# Academic Leadership in a Dynamic Environment

Professor Raymond W. So\*

Dean, School of Business  
Hang Seng Management College

July 8, 2016

*(\*Prof So left HSMC in July 2016.)*

# Academic Leadership

2

Some daily examples of academic leadership:

- setting academic priorities
- evaluating faculty members' performance
- succession planning
- development of faculty members and administrators
- responsibilities

# Domains of Academic Leadership

3

- Teaching
  - Curriculum, evaluation, deployment
- Research
  - Research direction, agenda, seek connection with different research questions
- Administration
  - Guide the Higher Education Institution (HEI) as a whole

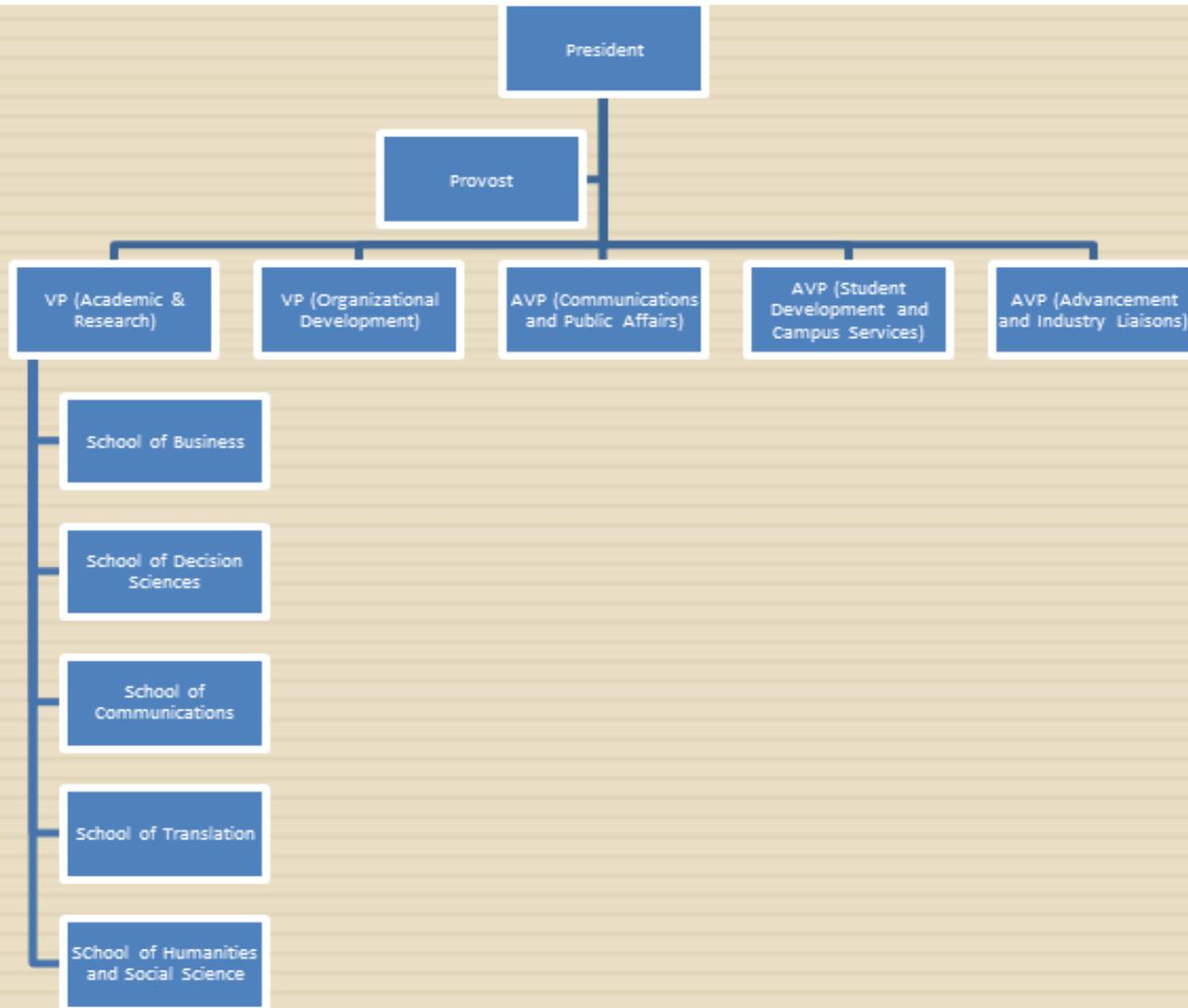
# Role of Academic Leadership

4

- An academic leader can have many hats
- Depending on the hat(s) he/she wears, the leader will have formal positions such as Department Chairman, Programme Director, Dean; or simply possess expert influences

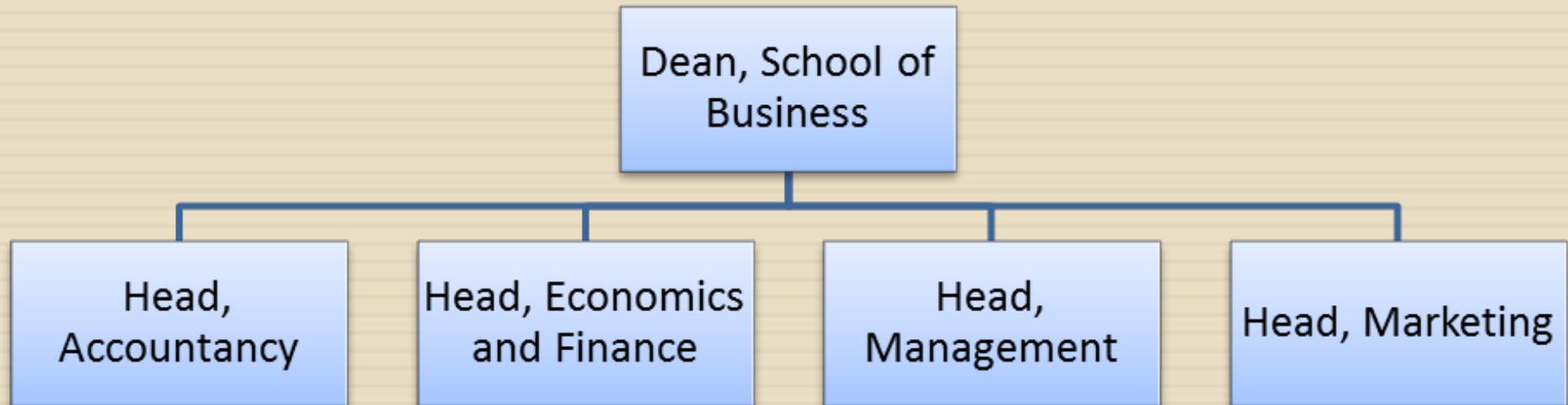
# HSMC's Administration

5



# HSMC's School of Business

6



# My Roles as an Academic Leader under HSMC's Context

7

- Organizational Leadership
- Research Leadership
- Leadership to strategic planning and strategic management
- Leadership to quality assurance and management
- Leadership to external relations, collaboration and partnerships
- Self development and scholarship

# Role of Academic Leadership

8



# Organizational Leadership

9

- Development of a shared vision for the HEI, in the context of the HEI's mission, vision and strategic plan
- Strategic and academic planning, policy development and the leadership of the HEI
- Work collaboratively with other Faculties / Schools / Units of the HEI

# Organizational Leadership

10

- Communicate and promote the vision, strategic goals and policies of the HEI to staff
- Lead and direct in developing and implementing policies and procedures
- Motivate staff to commit to and achieve organizational and individual goals

# Academic leadership

11

- Development, delivery, review and QA of teaching programmes
- Engage colleagues in professional developments
- Nurture and develop colleagues' academic leadership in programme / course development, teaching and learning, and professional development
- Promote team-work and a collaborative culture across the HEI and facilitate cooperation with other Faculties / Schools

# Academic Leadership

12

- Improve QA of Teaching programmes
  - Quality of programmes delivered
  - Student intake quality: balance between quality and quantity, with quality comes first
- Cooperation with other Faculties / Schools

# Academic Leadership

13

- Secure outside funding like QESS, Subsidy on Exchange for Post-secondary Students (SSE), Scheme for Subsidy on Exchange to “Belt and Road” Regions for Post-secondary Students (SSEBR)
- Improve professional development of colleagues
- Encourage and support research activities if colleagues are interested in
- Apply Institutional Development Scheme (IDS), Faculty Development Scheme (FDS), IIDS (Inter-Institutional Development Scheme)

# Leadership to strategic planning and strategic management

14

- Regular preparation, implementation and review of strategic / development and operational plans for the HEI
- Management of the people, physical and technological resources of the HEI to achieve the strategic goals of the HEI
- Performance against agreed targets and regular performance measurements
- Academic policies of the HEI

# Leadership to quality assurance and management

15

- Monitor HEI performance outcomes within the framework of the HEI's Quality Assurance policies
- Continuous improvement and development of sound quality assurance and quality management processes and systems
- Achieve high quality results within the limits of resources

# Leadership to external relations, collaboration and partnerships

16

- Maintain, develop and initiative relationships with relevant professional associations, Government units, schools, universities, other education providers and research institutes (local and non-local)
- Promote the HEI in the wider community

# Leadership to strategic planning and strategic management

17

- Academic/teaching and learning plan, as well as staff professional development plan
- Long term staffing plan, integrated with strategic and academic planning, to allow staff development
- Integrated with the HEI's strategic and academic plans

# Self development and scholarship

18

- Maintain a self-development programme and an appropriate level of scholarly work through teaching, research, professional development

# Some HSMC Experience for Sharing

# School Vision, Mission and Goals

## 1. Vision

To be a reputable business school in Hong Kong, recognized for our qualities in teaching, learning and research.

# School Vision, Mission and Goals

## 2. Mission

To provide quality business education, which is consistent with the College's unique "Liberal + Professional" pedagogical approach in teaching, with an emphasis on the application of theories into practices and the enhancement of students' professional skills. While we are primarily a local institution, we seek to prepare our students to succeed in the global field.

Three principles are central to our mission.

### Learning

We nurture innovative young people through excellent education so that they can become responsible citizens in the knowledge-based economy. Our education has focuses on theoretical exploration, professional knowledge and skills as well as business ethics.

### Research

We conduct intellectual activities to advance knowledge that related to business and management, to apply theories to practice, and to utilize research outcomes to further learning.

### Service

We serve our community, professional field and stakeholders through engagements in various professional activities

# School Vision, Mission and Goals

## 3. Goals

We aim to achieve the following goals with measurable metrics:

- Maintain periodic review of our curriculum so as to ascertain that it is up-to-date
- Seek advices from industry and professional bodies in our curriculum design
- Emphasize business ethics in our programmes
- Apply theories in practice in our classroom teaching
- Conduct useful research and disseminate research findings to further teaching
- Provide professional services to the academic community and public sectors
- Prepare the AACSB accreditation with a workable timeline and schedule. The target is to submit the initial application by the end of 2016.

# School Vision, Mission and Goals

## 4. Benchmarking

The School of Business intends to benchmark the following schools:

- School of Business, Sun Yat-sen University (Guangdong, China\*)
- School of Business, Chung Yuan Christian University (Taoyuan, Taiwan\*)
- School of Business, Lingnan University (Hong Kong\*)
- SolBridge International School of Business, Woosong University (Daejeon, South Korea\*)
- School of Business, University of Macau (Macau#)

\*AACSB Accredited; # Seeking AACSB accreditation

There is an action plan to seek AACSB accreditation. Currently the SBUS is doing an inventory count of deficiencies in the AACSB Standards. The major gap is the inadequate number of AACSB qualified faculty members. This will require College wide support in the HR process.

# Curriculum, Teaching and Learning

## 5. Existing Programmes

BBA; BBA-CG; BBA-FA; BBA-MGT

# Curriculum, Teaching and Learning

## 6. Curriculum Streamlining and Revitalizing

After the re-accreditation of the BBA, all business programmes offered by the SBUS have a common curriculum structure, which comprises of 16 modules of common cores (3 modules in Chinese Language; 3 modules in English Language; 7 modules in General Education; 2 modules in Mathematics & Statistics; and 1 module in Information Technology), 10 modules in Business Education, and 12 modules in respective concentrations / majors, and 2 Free Electives. It is expected that future undergraduate programmes offered by the SBUS will follow this common curriculum structure. Slight deviations from this common curriculum structure can be allowed as there may be differences in the subject discipline and professional recognitions.

# Curriculum, Teaching and Learning

## 7. New Programmes Planned

The following programmes are considered: BBA in Applied Economics (BBA-AE); MSc in Business Management (MSC-BM); MPhil in Business Administration (MPhil); Doctor of Business Administration (DBA) and PhD in Business Administration (PhD).

The existing BBA may also be regrouped and reorganized into three new programmes: BBA in Professional Accountancy (BBA-PAC); BBA in Banking and Finance (BBA-BAF); and BBA in Marketing (BBA-MKT).

# Curriculum, Teaching and Learning

## 8. Executive Training Courses

The SBUS has expertise in conducting opinion surveys, finance training and professional consultancy on policy research. The SBUS will also work closely with the Executive Development Centre on soliciting executive training projects. One possible area is to work with the SCOM to conduct short courses on basic finance for journalists who want to have financial knowledge.

# Curriculum, Teaching and Learning

## 9. Strategic Initiatives of Programmes

The number of undergraduate programmes offered by the SBUS is about right. Apart from the BBA-AE listed in (7) above, there is not an urgent need to launch new undergraduate business programmes. Future offerings of new undergraduate programmes will consider future manpower needs of Hong Kong so that our business programmes are updated and can meet society's needs.

After the successful application for Programme Area Accreditation (PAA), the SBUS will have greater flexibility in introduction of new programmes. For example, more cooperation with other Schools in launching new programmes is expected and planned, such as Minors in functional areas of business, e.g., Accounting, Economics, Finance, Management, and Marketing, etc.. Functional business minors will academically benefit non-SBUS students. Also, PAA allows the SBUS to introduce QF5 and QF4 programmes, which can be useful to the EDC's tasks of doing award bearing executive training programmes.

Postgraduate programmes in business will not only bring in additional students to the College, but also strengthen the connections with industries. Strategically, master programmes will be launched first before the introduction of doctoral programmes; and professional postgraduate programmes will be introduced before academic postgraduate programmes. The sequence of introduction of postgraduate programmes will then be MSC-BM, DBA, MPhil and PhD.

# Curriculum, Teaching and Learning

## 10. New Initiatives to enhance Teaching and Learning

While the SBUS will follow the College's policies on Teaching and Learning, the SBUS will also consider the following new initiatives:

- School wide Teaching Award to recognize excellent teaching
- School based Honor Roll Ceremony to recognize outstanding students' academic achievements
- Launch Massive Open Online Courses (MOOCs) for enhancing effectiveness in teaching and learning, particular in the area of e-learning
- Develop local cases through the cooperation with the Centre for Teaching & Learning to enhance teaching with local relevance.

# Faculty

## 11. Recruitment Strategy and Plan

- Senior faculty member will contact prospective applicants through personal connections
- attendance at major professional meetings such as the American Accounting Association, Academy of Management, Financial Management Association and the American Marketing Association
- Recruitment of short term Visiting Professors
- The student-to-teacher ratio is set to be 23
- The appointments of part time teachers are to provide practical experience to students, rather than cost saving considerations
- Part time teachers will be kept at a minimum
- Conduct one overseas recruitment exercise at academic conferences

# Faculty

## 12. Professional Development Programmes

Faculty members are encouraged to work for professional qualifications in their respective disciplines. Apart from seeking professional qualifications, faculty members are also encouraged to engage in professional activities through corporate consulting. Sitting on committees of professional bodies are valued.

# Faculty

## 13. Faculty- Student Interaction

Support the College's Tutor-Tutee meeting. Encourage the development of a culture of life-long friendship between students and faculty member. Maintain close relationship with alumni and invite them to share experience with our students.

# Students

## 14. Student Recruitment

Proactive student recruitment efforts are needed. More presence in China and nearby regions is considered a must. Attending education expos with Registry may be a way to explore. The SBUS will support the Summer Taster Programme to promote the SBUS programmes to high school students.

# Students

## 15. Student Life / Experienc e & Pastoral Care

Individual programmes will continue to provide pastoral care to students. More exposures in enriching student life / experience are also expected. More field trips and company visits will also be arranged by individual programmes so that students can obtain more exposures in the corporate sectors.

# Students

## 16. Graduate Employment

Individual programmes will provide advice and guidance to students. For example, colleagues in the ACY department are actively coaching students for job interviews and competition.

# Research Development

## 17. Focused Research Areas

The SBUS has identified the following Strategic Research Areas: (1) Accounting & Financial Studies (Organizational Social Network, Responsible Investment and Management and Market Stability); and (2) Behavioral Studies (International and Cross-cultural Management Studies, Marketing Studies with an Emphasis on Cultural and Sustainability Issues). Despite these identified research areas, faculty members will also take government policies, market demands and other changes into consideration in future updates of the focused research areas.

# Research Development

## **18. Planned Research Areas**

**Future research areas will be public policies relating to business, e.g., the Internationalization of RMB, the Shanghai-Hong Kong Stock Connect, impacts of tourism etc. Research with local relevance will also be a planned focus.**

# Research Development

## 19. Research Support

Aggressive applications for external research grants are expected. Faculty members will be evaluated in the annual appraisal exercise according to their efforts and records in research grant applications. Additional resources on research are expected and the requests for such resources will be made to the SMC for approval.

# Research Development

## 20. Research Strategy

Further cultivation of a vibrant research culture is needed. Departments are encouraged to organize more research seminars. Local researchers will be invited to present their research findings, as well as building a research culture in the SBUS. Senior faculty members will also serve as mentors and co-authors to junior teachers in fostering their research potentials. Cooperation and co-authorship with other Schools in HSMC are also encouraged.

Though we are not a research intensive institution, a good Business School should improve its current knowledge so that up-to-date business education can be provided to our students. Hence, it is expected all SBUS colleagues are involved in activities that will lead to intellectual contributions. Research / Intellectual inactive colleagues will be advised to develop plans to remedy the situations.

# Public Engagement and Outreach

## 21. Existing Partnership

We have working relationships / partnership with professional bodies, business entities and other universities. The current list includes:

- ACCA
- Association of International Accountants
- Barclays Bank
- CFA Institute
- Cottey College
- CPA Australia
- GRC Institute
- Hong Kong Institute of Bankers
- Hong Kong Institute of Certified Public Accountants
- Hong Kong Institute of Chartered Secretaries
- Hong Kong Institute of Marketing
- Lipscomb University
- SolBridge International School of Business, Woosong University
- SRH University Heidelberg
- Queensland University of Technology

# Public Engagement and Outreach

## 22. Planned Partnershi ps

We plan to develop more partnerships with professional bodies and overseas universities. One immediate target is the Chartered Institute of Management Accountants. The School of Business also works closely with the Academic Exchange Committee to explore more new partnerships in Europe, North America and Asia.

# Public Engagement and Outreach

## 23. Outreach

Currently our outreach activities are mainly on individual levels. The annual Junzi Survey is our signature outreach event.

## 24. Publicity and Media

Colleagues of the School contribute to the College's newspaper column and we actively participate in events with media coverage. It is envisaged that each colleague of the School will be an expert in an area and can comment on issues specific to their areas.

# Impact of Plan

**25. Academic Community** Our colleagues' research outputs can influence the academic community through pedagogical applications of the research findings, as our focus is on the applications of theories and practices. The publication of cases is encouraged so that cases produced by our colleagues can be used in Business Schools in the academic community.

**26. Society** Active participation in public services are recognized and supported. Serving professional bodies under capacities of advisors or committee members is highly encouraged.

# Key Profile Indicators (KPIs)

- Students
  - Application number, quality and trends: due to the decrease in fertility rate, application number is on the decline trend. A KPI of at least 2 applications for 1 place is suggested. The decrease in fertility rate will have a direct impact on student quality. A KPI of a decrease of not more than 1.5 average DSE points per year for enrolled students is suggested.
  - Student enrolment number, quality and trends: Decline in fertility rate will have adverse impact on student enrolment number. A KPI of fulfilling at least 80% of the intake quota is suggested.
  - Student diversity: A KPI of having at least 10 non-local students enrolled in programmes offered by SBUS is suggested.
  - Student satisfaction surveys: A KPI of all modules will have a student rating within 1 standard deviation of the College mean.

# Key Profile Indicators (KPIs)

- Faculty members

Job application number and quality: A KPI of receiving at least 5 applications for 1 position is suggested. All new recruits should be AACSB qualified at the time of appointment, unless the hiring unit has strong justification for such deviation.

Staff diversity: A KPI of following the College's long term plan of staff diversity is suggested, that is, not more than 20% of faculty members graduated from the same school, not more than 50% of faculty members are from local schools, and not less than 30% of faculty members are at the rank of Associate Professors or above. This is to be achieved over a course of 3 years.

Percentage of professorial staff with doctorates: A KPI of having at least 60% of faculty members to be doctoral degree holders.

Staff-Student Ratio (SSR): A KPI of following the College stipulated SSR of 1:23 is suggested.

# Key Profile Indicators (KPIs)

- Faculty members (Continued)

Full-time and Part-time teacher ratio: A KPI of not having more than 10% FTE part time teacher.

Participation in staff development programmes: A KPI of having 100% of faculty members participate in at least one activity of staff development, either in-house or organized by outside organizations.

Annual performance ratings: A KPI of having at least 90% of staff receiving an annual performance rating of 6.0 or above.

Staff retention rate: A KPI of having at most 10% academic staff turnover rate in a given calendar year.

Staff satisfaction surveys: A KPI of having at least 90% of faculty members giving a rating of 5 or above, out of 6-point scale, in staff satisfaction survey.

Teaching and Learning: A KPI of having at least one contribution to or participate in the activity of Centre of Teaching and Learning per faculty member during his / her contract period.

# Key Profile Indicators (KPIs)

- Faculty members (Continued)

Average class size: A KPI of having the average class size to be lower than 40 for modules offered by the SBUS.

English exit test average scores: A KPI of having 100% students pass the English exit test, with a minimum IELTS score of 6.0 or above.

Putonghua exit test average scores: A KPI of having 100% students pass the Chinese exit test.

Students' feedback/scores on modules & teaching / learning: A KPI of having SBUS average student feedback score within 1 standard deviation of the College mean.

Student GPA and honours distributions: A KPI of at least 60% of students will graduate with a cGPA of 2.5 or above and with at least 30% Second Class Lower Division Honours

# Key Profile Indicators (KPIs)

- Faculty members (Continued)

Student graduation and attrition ratio: A KPI of having annual attrition rate of not more than 10%. Apart from deferral cases, 65% of the Freshmen will successfully graduate when they enter Senior Year.

Student scholarships awarded: A KPI of having at least 10 scholarships offered by the Government to students of SBUS.

Student internship offers: A KPI of having at least 75% of students having internship offers during their study with the College.

Fresh graduates' employment or future studies at reputable institutions: A KPI of having at least 90% of employment rate within 6 months of graduation for fresh graduates. A KPI of having graduates able to continue their studies at local UGC funded institutions or overseas of similar academic standing for those who want to have further studies.

# Key Profile Indicators (KPIs)

- Research

No. of RGC grants application submitted and grant earned: A KPI of having at least 1 RGC grant application per faculty member within his / her contract period. A KPI of having a minimum of HK\$300,000 per successful grant application.

No. of other competitive grants application submitted and grants earned: A KPI of having at least 1 other competitive grant application per department within a 3 year period. A KPI of having a minimum of HK\$50,000 per successful grant application is suggested.

No. of refereed publications: A KPI of having at least 50 refereed publications for the SBUS during the 3 year period.

# Key Profile Indicators (KPIs)

- Research (Continued)

No. of refereed publications per academic staff: A KPI of having at least 1 refereed publication per faculty member within his / her contract period.

No. of citations of HSMC publications: A KPI of having at least 5 cites per paper within the first 5 years of publication

# Take Away from HSMC Experience

- Vision
- Communication
- Commitment
- Credibility

# Academic Leadership

52

The key to effective academic leadership:

# Collegiality

Thank You !