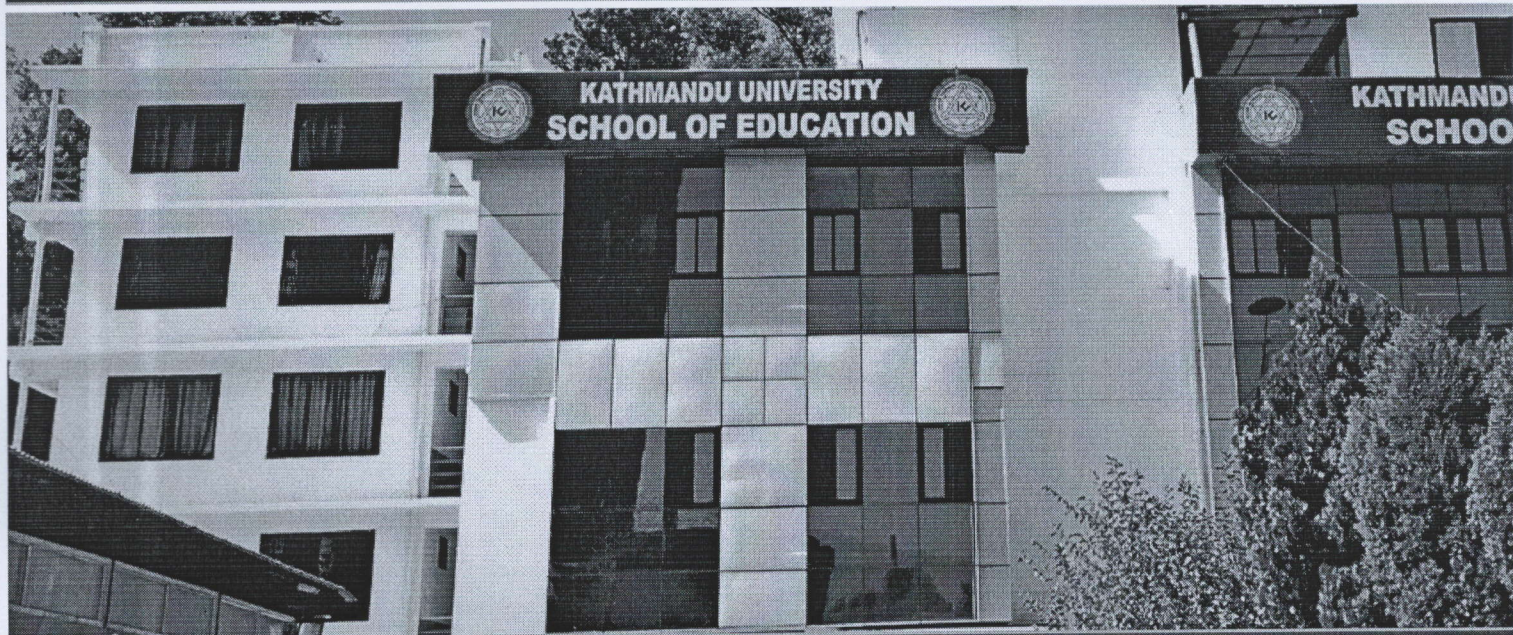




**Kathmandu
University**



Policy Guidelines for Academic Leadership Sensitization 2023

<https://soed.ku.edu.np/>



School of Education

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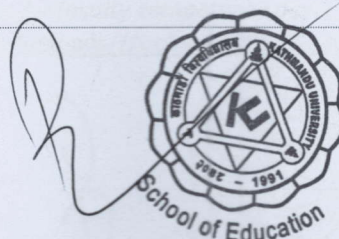
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Introduction

Kathmandu University School of Education (KUSOED) envisions transforming the educational landscape of Nepal through a high-quality holistic teacher education program and playing an instrumental role in developing teachers, teacher educators, educational leaders, development professionals, and researchers who can contribute to social transformation. It is, therefore, the mission of the School to prepare competent educational and development professionals who are contextually engaged, innovative and, progressive in their outlook. In addition, the School also aims to nurture educational leaders who can bring transformation at tertiary, secondary, and primary levels of education. The development professionals are believed to be instrumental in bringing about transformation in their respective sectors.

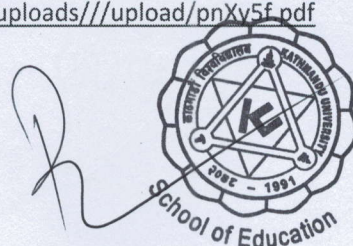
In order to produce competent human resource for the country, KUSOED also provisions preparing and developing its faculty and staff so as to deliver up-to-date and demand-driven educational programs and services. In addition, academic leadership is as much important as the teaching faculty. In fact, academic leaders are key agents for policy intervention to shape the higher education system. Therefore, “sensitization of academic leaders and their empowerment with the emerging needs in higher education are critical in tandem with faculty upskilling” (UGC, 2022)¹. Thus, KUSOED also adheres to the UGC guidelines for sensitizing academic leaders in planning, designing, implementing, evaluating and reforming its programs and activities. Academic leaders include Dean, Associate Deans, and Heads/Coordinators of the Departments/Units/Centers. This is a strategic guideline document that aligns with Kathmandu University strategy and includes key dimensions of the academic leadership sensitization and development.

Guiding Principles for Academic Leadership

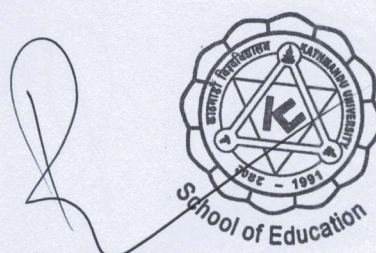
As a higher education institution of repute, KUSOED expects each academic leaders to create their personalized leadership career development plan so as to deliver excellence at KUSOED and beyond. KUSOED expects its academic leaders to adhere to the following principles and guidelines to make our educational programs responsive to the labour markets as well as meet the criteria of intellectual rigor, participatory pedagogy, and meaningful learning.

Principles	Explanation
1. Represent School/	Advocate and represent broader School/University perspective. Facilitate organizational growth and development.

¹ UGC. (2022 May). *Standards, operational policies and guidelines for faculty competency development and academic leadership sensitization*. <https://www.ugcnepal.edu.np/uploads///upload/pnXy5f.pdf>



University ethos	
2. Coordinate across departments/units	Coordinate and cooperate across departments/units to create synergy in efforts in offering exemplary educational programs.
3. Ensure service quality	Empower staff/faculty members to provide quality and timely service. Motivate staff/faculty to go the extra mile. Empower others to action.
4. Promote diversity and inclusion	Promote a diverse work environment. Create a safe and inclusive learning environment that respects and values the diversity of all students/faculty/staff. Follow the principles and practices of inclusion and equitable opportunity while conducting faculty training and sensitization of academic leadership.
5. Use technology effectively	Utilize technology to enhance learning and support student engagement.
6. Promote reflection and self-evaluation	Encourage faculty to reflect on their teaching/research/community service and evaluate their progress. Give clear feedback. Develop greater job satisfaction and enhance overall job performance. Performance-based evaluation system is promoted.
7. Address labour market needs	Develops possibilities and new ideas in program design (focus on labour market needs)
8. Model and practice empathetic leadership	Lead by example and model the behaviors and practices that you expect from your faculty/staff. Support, encourage and develop people. Be aware of other's feelings and thoughts, understand and appreciate their needs, be accessible and provide appropriate support (professional and personal). Make everyone feel important.
9. Be proactive, responsive and resourceful	Be proactive and responsive regarding the challenges and opportunities at the School/University. Also, bring information, perspectives, and solutions to situational problems. Be data driven and evidence based in words and actions. Explore opportunities and expand knowledge to create positive sustainable change.
10. Be a reflective practitioner	Every academic leader is expected to reflect <i>on, in, and for</i> action to improve their leadership practice. Continuously brush-up on your leadership and team skills.
(Adapted from <i>Guidelines for faculty for the February 2023 Semester</i>)	



Academic Leaders' Competencies

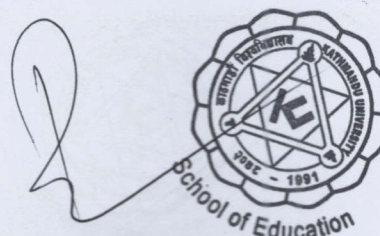
Hereunder are the key dimensions of academic leaders' competencies.

- Academic Competencies
- Digital/Technological Competencies
- Research Competencies
- Agility and Adaptability
- Innovativeness and Creativity
- Leading and Working Collaboratively
- Social Competencies (communication, socio-cultural, emotional Competencies)
- Lifelong Learning and Improvement
- Diversity and Inclusiveness
- Problem Solving and Decision Making
- High Moral Conviction and Professional Integrity
- Reflective Practice (Reflective and Critical Competencies)
- Community Engagement
- Cosmopolitan and Posthumanist Mindset [empathy and global stewardship]
- Resourceful, Responsible, Respectful
- Performance Management (Developing self and others)
- Managing Resources
- Interpersonal Understanding
- Striving for Excellence
- Organizational Commitment
- Proactivity and Planning
- Resilience

Provisions for Academic Leaders' Sensitization

1. Emerging Leaders' Sensitization

The Dean/Associate Deans in cooperation with respective Heads/Coordinators of the Department/Units/Centers are responsible for identifying emerging academic leaders. Emerging leaders are gradually provided opportunities to partake in leadership development and sensitization activities. Besides, Associate Deans/HoDs will also provide onsite support and mentoring. KUSOED values the system of in-service knowledge updating and preparing its own staff/faculty for leadership positions.



2. Training and Development of Academic Leaders

KUSOED encourages academic leaders to partake any training opportunity beyond KU/School of Education. If an academic leader taps such an opportunity, KUSOED will arrange/manage some incentives like paid leave, unpaid leave, substitutive work opportunity, fee payment and substitution of time and duty to release for the duration of the training. The School (esp. Continuing and Professional Education Center [CPEC], Writing and Communication Center [WCC], and Research and Innovation Center [RIC]) and individual faculty may explore different opportunities for enhancing contemporary skills for academic leaders on leadership and management in higher education.

3. Academic Leaders' Sensitization Package

CPEC at KUSOED in collaboration with the Department of Educational Leadership and School of Management (KUSOM) has prepared a 30-hour training package for Academic Leaders' Sensitization. The key training sessions include the following (the session details are in the Curriculum).

SN	Tentative Session Titles	Duration (in hours)
1	Management Skills for Academic Leaders	4.5
2	Strategic Leadership in Higher Education	4.5
3	Academic Leadership in the Digital Era	3
4	Leading Change and Organizational Renewal	4.5
5	Talent/Knowledge Management	3
6	Managing Diversity & Inclusion	3
7	Leadership in Higher Education	3
8	Project/Grant Management for Academic Leaders	4.5

4. Weightage to Designated Course Completion

KUSOED lobbies with the university to revise its policies related to the promotion of faculty members/academic leaders in order to incorporate a certain weightage in the marking for the successful completion of trainings.

KUSOED considers primacy of meritocracy, competition and performance during new entry, appointment and promotion of both the academic faculties and the academic leaders. Therefore, in the recruitment and promotion of the academic leaders or emerging leaders to a leadership position, a certain weightage will be given to the designated course completion certificates (credits). KUSOED encourages emerging/academic leaders to enhance their leadership and management competencies through all possible training opportunities (national or international), not limited to the Kathmandu University/School of Education.

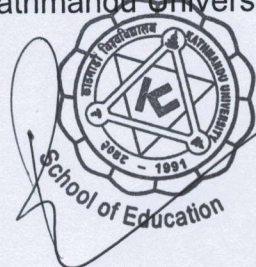
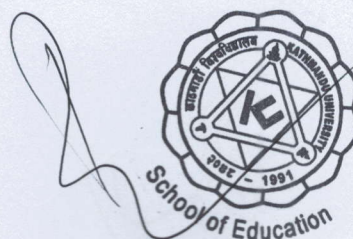


Table 1 illustrates the roster of training course areas (to be updated every year) and possible marks allocation to different training completion certificates or credits. These course completion certificates/credits shall be used for various competitive grants and benefits in the School/university.

Table 1: Outline of the marks for different types of trainings for academic leaders

Elementary Course Areas (1 Cr = 1 mark)	Intermediate Course Areas (2 Cr = 2 marks)	Advanced Course Areas (3 Cr = 3 marks)
<ul style="list-style-type: none"> • Leadership Styles/Skills • Financial Planning and Budgeting • Organizational Behavior/Culture • Safe Workplace • Grievance Handling • Leading Online Programs • Digital Media and Information Literacy • Learning-centred leadership • Leadership of Teaching and Learning • Strategic Leadership in Education • Employee Wellbeing and Work-Life Balance • Ethical Leadership • Creativity, Problem Solving and Decision Making • Team Work Skills • Academic Leadership in the Digital Era • Public Policy and Administration • Reflective Leadership Practice • Effective Organizational Communication • Growing as a Purposeful Leader • Project Management • Becoming an Academic Leader • Effective Organizational Communication • Essential management 	<ul style="list-style-type: none"> • Governance and Decision making • Strategic Thinking and Planning • Coaching and Mentoring • Collective Bargaining and Employee Relations • Managing Diversity & Inclusion • Educational Policies and Systems • Workplace Case Studies • Leading Transformative Change in Education • Dealing with Conflict/Leading in Times of Crisis • Leading Change Initiatives • Women's Leadership Excellence • Sustainability Leadership • Policy Development and Analysis • Public Relations Management • Developing mindfulness and authenticity • Building and Sustaining Competitive Advantage • Policy Paper Writing • Transforming Mindsets and Capabilities in Higher Education 	<ul style="list-style-type: none"> • HR/Talent/Knowledge Management • Project Skills (Design/ Management/ Monitoring & Evaluation) • Negotiation and Self-Advocacy Skills • Executive Coaching • Inclusive Governance for a Diverse Workplace • Developing/Leading High Performance Team • Leading Disruptive Growth/Innovation • Academia-Industry-policy partnerships • Designing Organizational Structure • Leadership for Senior Executives • Leading Change and Organizational Renewal • Driving/Managing Performance and Innovation • Governance, Accountability and Transparency • Higher Education Policy Design and Implementation • Agile Leadership: Strategic Agility



Skills for Emerging Leaders		
• Public Engagement		
Some of these courses are already in offer at KUSOED. See: https://soed.ku.edu.np/program/graduate diploma in higher education ; https://soed.ku.edu.np/cpep ; https://soed.ku.edu.np/wcu Interested faculty can apply for the course. Also, see Academic Leader Fee Waiver policy.		
An academic leader or emerging leader can submit a maximum of three course completion certificates (max. 5 marks) for promotion purpose.		

5. Academic Leaders' Exchange Visits and Sharing of Best Practices

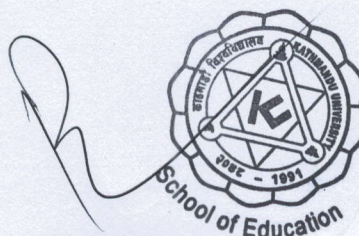
All academic leaders are eligible to participate in leadership exchange and mobility programs as these may be arranged. Academic leaders interested in such programs should express their interest or apply through the respective School (Dean) and upon positive recommendations from the Dean, it must be approved by the EC prior to the beginning of the exchange. These activities will be coordinated by the Global Engagement Division of the University. However, School-wide exchange arrangement made by the School/departments can be approved by the Dean, and forwarded to the EC and GED for reference.

6. Conferences

KUSOED regards the academic leadership conferences/symposia and seminars/webinars as important academic functions of it and encourages departments/centers/faculty to organize and host such events periodically. Accordingly, the School prepares/updates an academic leadership conference plan. The conferences need to have a national/international coverage with participation of several HEIs/partners across the country and beyond. The conference will showcase best practices on academic leadership in Nepal, recognize the best leaders, arrange for experience sharing from national and international universities and have thematic discussion sessions on problems, challenges, visions and ways forward. Moreover, similar faculties from different universities may jointly organize such conferences. Both national and international collaboration in organizing such conferences is strongly encouraged.

7. Academic Leader Fee Waiver

If an academic leader wants to get the short-term courses or even GDiHE program (offered by the School) to develop their knowledge, skills and expertise in academic/professional practice, the waiver of tuition fees for faculty/staff will be available to academic leaders as well. The Dean of KUSOED can decide on the fee waiver upon application by an academic leader.



8. Obligatory faculty/staff development provision

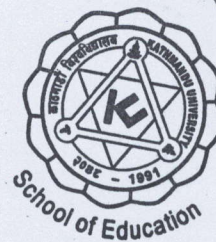
It is mandatory for all academic leaders to undergo at least one of the faculty development activity (outlined above) once in every two years.

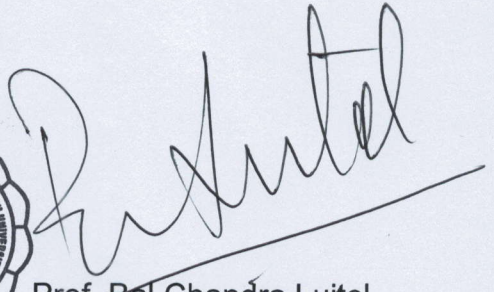
Review of the Policy

KUSOED policy and guidelines for Academic Leaders' Sensitization shall be reviewed at least once in every four years. However, it may undergo revisits whenever deemed necessary by a Department, which however needs all Department's consensus. The revision shall be done by the RIC and CPEC in consultation with academic leaders across Departments (and Schools), and it will be approved by the Dean/IQAC Chair.

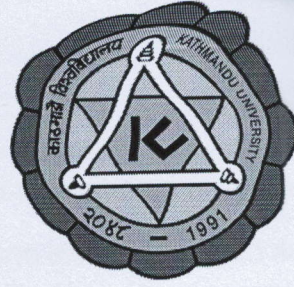
Approved

Date: 2 March 2023
PhD




Prof. Bal Chandra Luitel,

(Chair of IQAC /Dean)

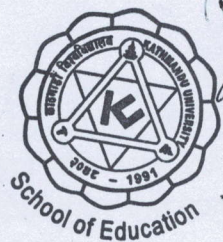


Norms for Non-Credit Courses

Kathmandu University School of Education

Prepared By
Research and Innovation Center

April 2023



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