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MIDDLE LEVEL ACADEMIC LEADERS

中层学术领导

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BACKGROUND:

THE NEED FOR ACADEMIC LEADERSHIP

- New public management: **leadership is vital** in achieving organizational objectives and promoting organizational change (Arntzen, 2016).
- «universities are under pressure» 大学正承受着压力
- «good ideas with no ideas on how to implement them are wasted ideas» (Scott, 2004)有好点子却不知如何实施，就会被浪费
- **Middle Level Academic Leaders (MLAL)** play a crucial role in fulfilling the leadership gap in the academy 中层学术领导至关重要，能填补学术界的领导力缺口

BACKGROUND:

THE NEED FOR ACADEMIC LEADERSHIP

- Deans walk a delicate administrative **tightrope** 院长们走着一根很细的行政钢丝
 - They provide the delicate but crucial backbone of university decision making. **They link central administration with academic departments** (Antjzen, 2016).
- They head professional bureaucracies within professional bureaucracies. 主管专业型组织中的专业型组织
 - They have legitimate authority, but within their faculty such direct power can rarely be exercised. Here, the dean often functions as a disciplinary expert, who happens to be carrying out administrative tasks. (Wolverton et al. 1999; in Antjzen, 2016).
- On the other hand they must be careful not to **violate the academic values** which connect them with their peers.



BACKGROUND:

THE NEED FOR ACADEMIC LEADERSHIP

- The leadership vs managerialism dilemma
 - Changes in the relationship between the government and the HEIs change the roles **change responsibilities and authority of AL** (Inman, 2009).
 - New responsibilities on lower levels increases the pressure on the academic leaders
 - e.g. UK universities being increasingly subject to external audit外部审核 through research and teaching quality assessments, which have had a significant impact on the way institutions are managed and led



WHO ARE THE MLALs

- Ill defined concept; the role may change according to the context, discipline and type of institution (Jackson, 2004).
- Vary from one country to another
 - There is no such thing as a standardized dean 通用的院长. The concept dean is used differently in countries throughout the world and even varies between institutions in the same country.

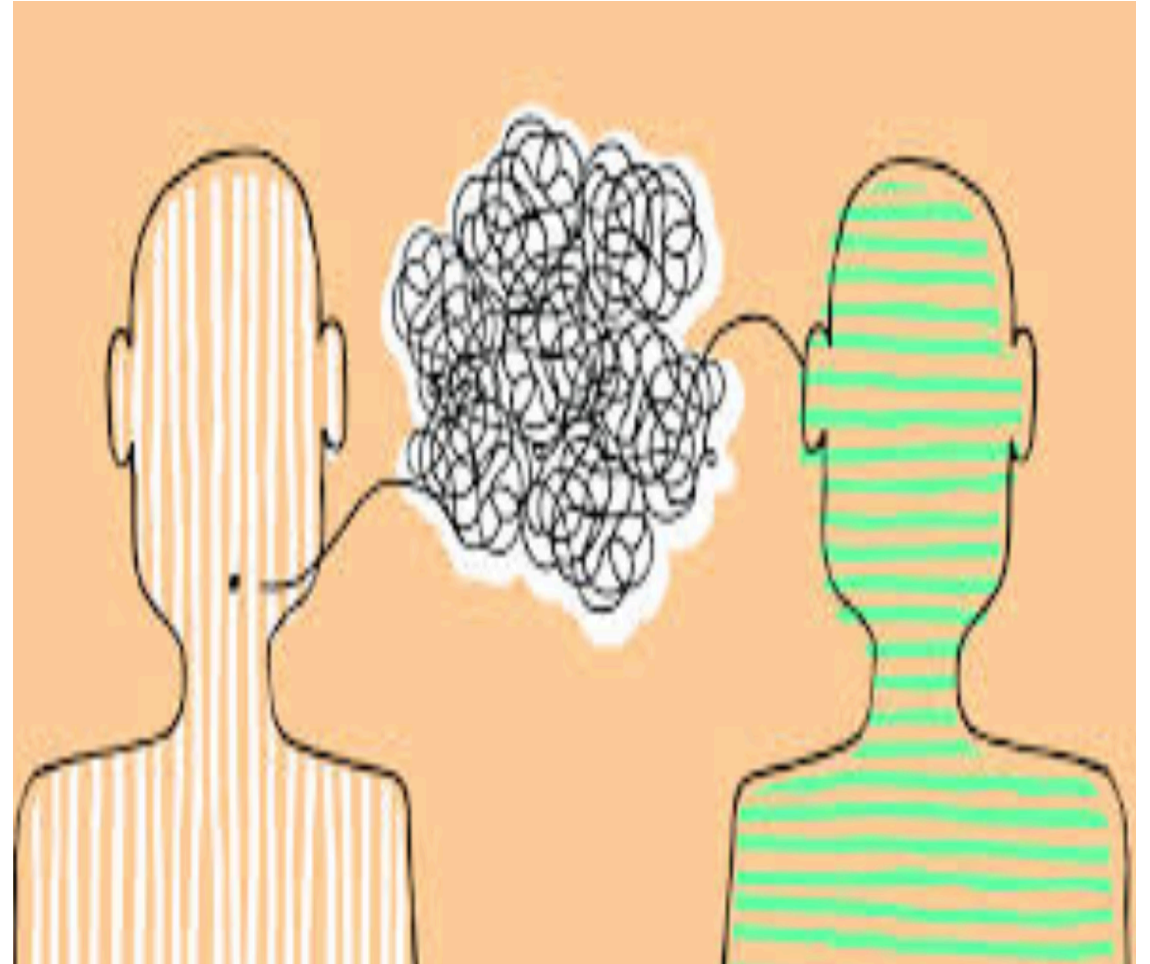


KNOWLEDGE SKILLS AND ATTRIBUTES FOR MLAL

- Eleven categories of knowledge, skills, and attributes for **department chairs in the US**
 - budgeting and resource allocation;
 - curriculum and programs;
 - department administration;
 - external communication;
 - faculty affairs;
 - internal communication;
 - Legal affairs;
 - office management;
 - professional development;
 - staffing; and
 - student affairs (Aziz et. Al., 2005)
- Overseeing administrative tasks,
- Managing resources,
- Leading the department with a **strategic vision**,
- Acting as a representative liaison both within and outside the university,
- Securing new resources for the growth and sustainability of the department,
- Setting the unit's goals, allocating resources, and assessing the productivity and performance of faculty and staff
- Facilitating a collegial environment in which faculty members can achieve thriving careers (Wolverton, Gmelch, Wolverton, & Sarros, 1999).
- “building a community of scholars to set direction and achieve common purposes through the empowerment of faculty and staff” (Gmelch & Wolverton, 2002, p. 33)

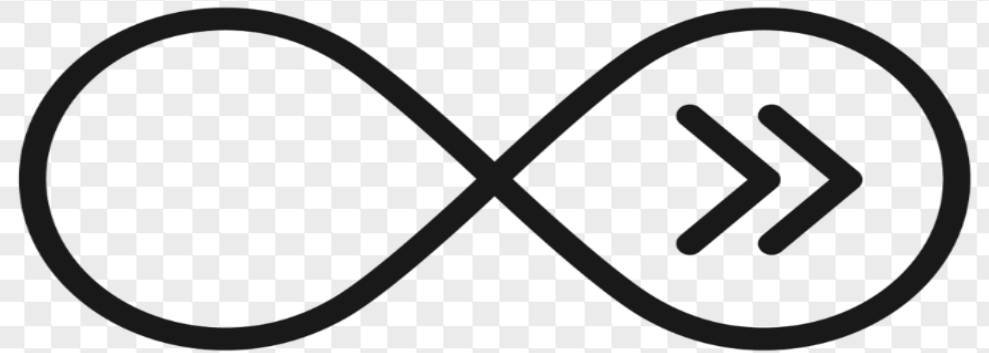
KNOWLEDGE SKILLS AND ATTRIBUTES FOR MLAL

- Valued Traits of Leaders
 - “People skills” communication skills (listening, speaking and writing—in that order) important;
 - Deans need to offer service, be accountable, fulfil a moral role, act as a steward, build diverse communities with trust and collaboration and promote excellence.
 - Honesty, integrity, and the ability to hear and value multiple perspectives;
 - Being high energy, hard working, efficient, timely, and decisive



PROBLEMS IN CULTIVATING NEXT GENERATION MLAL

- Problems of **retention and longevity** in MLAL
 - lack of effective leadership as evidenced by the **short tenure rate**任期短 associated with the **dean and department head** positions (Gmelch, 1991; Symonds, 2009).
 - On average service duration ends in 2 years (Symonds, 2009)
 - **a lack of qualified leaders** in higher education institutions; three or four cycles of searching before finding viable candidates (Andersen, 2002).



PROBLEMS IN CULTIVATING NEXT GENERATION MLAL

- Incompatible with work-life balance,难以平衡工作与生活
 - detract from commitments to research and teaching,
 - “going to the dark side.”
 - “Takes You from the Things You Love” 剥夺了追求兴趣爱好的时间
 - Many saw the door into administration as an exit from which there was no return to active research; barriers to promotion; demands on time, loss of control of time, and the “grinding amount of work.”熬人的工作量
- Increased complexity as a result of growing regulatory requirements and budget constraints.

PROBLEMS IN CULTIVATING NEXT GENERATION MLAL

- Discomfort and stress of **redefining their relationships with colleagues** who may have been their close friends (or long-time adversaries)
 - awkward and difficult to **supervise and evaluate** those who were once their peers.
 - “**faculty don’t thank you for anything. You could drag it out of them – maybe.**” loneliness they experienced and the need to establish new networks, particularly with other chairs, to overcome their isolation.
 - «It is joining forces with the devil » «we are all Darth Vader黒武士» (DeZure, Shaw, & Rojewski, 2014).

PROBLEMS IN CULTIVATING NEXT GENERATION MLAL

- **Conflicting demands** that are placed on academic leaders **and the vast array of responsibilities** they must fulfill in setting their unit (Smother et al., 2011).
 - the demands placed upon them by their superiors (administrators, board of trustees), by their constituents (faculty and students), and by their benefactors 捐助人 (taxpayers, legislators, and endowers) (Montez, Wolverton, and Gmelch, 2002; in Smothers et al., 2011).

CULTIVATING NEXT GENERATION MLAL

- Services roles as critical **steppingstones**.
 - enabled the MLALs to assess and sharpen their skills over time in low-risk contexts
 - determine whether they enjoyed service and leadership
 - learn about the institution and how organizational work gets done.
 - working with different types of people, both inside and outside the department, or creating positive collaborations between faculty and administrators
- Types of service roles
 - Department or college advisory committee member
 - Curriculum committee member
 - Graduate program or clerkship director
 - Associate, assistant or interim chair,
 - Office leader in a disciplinary or a Professional association
 - Faculty governance
- Serving informal roles (necessary but not sufficient) may also contribute to academic leaders
- experiences on the job in combination with socialization (Gmelch, 2000: in DeZure et al., 2014).

CULTIVATING NEXT GENERATION MLAL

- Approaches to MLAL development
 - Give them tasks and see how they do: Observe faculty with their colleagues and in meetings
 - See leadership cultivation as part of leader's role
 - Ask if they are interested
 - Encourage
 - Talk about leadership
 - Provide leadership opportunities
 - Cover cost for Pd个人发展 (for MBA) (DeZure, Shaw, & Rojewski, 2014).

DISCUSSION QUESTIONS

- Who are the middle level leaders in your country context?
- What are the roles of deans and departments heads at your setting?
- What does leadership mean for you as an academic leader?
- Which kind of competencies are needed by MLALs?
- What can be done to improve the skills and competencies of middle level academic leaders?

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