



**Inclusive Academic Leadership- Meaning and Competence
Development: European and Chinese Perspectives**

包容性学术领导力-欧洲与中国视角下的含义及能力培养

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Inclusive Academic Leadership- Meaning and Competence Development: European Perspectives

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Content for PPTs' Presentation

1. Contextualizing Inclusive Academic Leadership in Higher Education
高等教育视阈下的包容性学术领导力 (Slides 3- 6)
2. Defining and ongoing Discourse on Inclusive Academic Leadership in Higher Education
高等教育中的包容性学术领导力含义及现有讨论 (Slides 7-9)
3. Major Challenges and Opportunities for Inclusive Academic Leadership in Higher Education
高等教育中的包容性学术领导力主要挑战与机遇 (Slides 10-11)
4. Competence Development for Inclusive Academic Leadership in Higher Education
高等教育中的包容性学术领导力能力培养 (Slides 12-14)
5. Questions and Answer Session – Q & A
问答环节 (Slide 15)

Contextualizing Inclusive Academic Leadership (IAL) for Universities

大学视阈下的包容性学术领导力

Role and Importance of the Sustainable Development Goals (SDGs)

可持续发展目标的角色及重要意义



Education 2030 Framework for Action (FFA)

教育2030行动框架

SDGs No.4

Education should be:

- (E) equitable 公平
- (I) inclusive 包容
- Of (Q) uality 优质
- For (A) LL 全民
- For (L) ife 终身

Target 4.3 of SDGs No. 4 for Higher Education: “**By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.**”

可持续发展目标4.3 “到2030年，确保所有男女平等获得负担得起的优质技术、职业和高等教育，包括大学教育。”

New Possibilities for Inclusive Academic Leadership (IAL)

包容性学术领导力新的可能性

The SDGs' 2030 Agenda

- A truly-holistic and highly comprehensive perspective for Universities and Higher Education Institutions under the SDGs' 2030 Agenda with array of topics and issues (e.g. poverty, zero hunger, environment, health and wellbeing, quality education, gender equality,...).
兼具整体性与全面性的视角
- Increased possibilities to respond to the needs of diversity and inclusion – Post COVID-19, Planet and Environmental Degradation, Human Insecurity....
更多回应多元化与包容性需求的机会
- Cross-cutting and coordinated policies for joint achievement of the 17 SDGs should be promoted.
跨部门且协调一致的政策
- Trans-disciplinary works between and within Universities should be supported.
跨学科工作
- Building new partnerships and access to new funding should be further encouraged.
建立新的合作伙伴关系
- Universities as powerful drivers of global, national and local innovation, economic development and societal wellbeing.
大学作为强有力的驱动器

Landscape Mapping of Situations & Challenges for European Universities

– A Macro-Level Perspective

宏观视角下的欧洲大学现状与挑战

- **Diversified Structure for Diverse Student Body** (针对不同学生群体的多元化的治理结构)
 - *Bologna Process- Mobility-Inclusiveness- Cross Bordering*
- **Demand for Skilled and Competent Graduates** (对有技能有能力的毕业生的需求)
 - *Lifelong Learning, Entry-ReEntry, Demand-Driven, E-Learning, Cross-Fertilization, Excellence*
- **Improved, Efficient and Effective System** (改善后的高效且有效的体系)
 - *Compatibility, Comparability, Convergence, Competition, Coordination, Connectivity, Customer (EQF, ECTS, EIT, NPM)*
- **Professional and International Standards** (职业性与国际化标准)
 - *Performance-Based Funding, Benchmarking, Outputs and Outcomes, Measurable Indicators, Ranking*
- **Closer Links with Employers** (与雇主更紧密的联系)
 - *Employability & Brain-Transfer*
- **Stronger Governance** (强化的管理)
 - *Autonomy, Accountability, Auditing, Accreditation*
- **Diversified and Transparent Funding** (多元化且透明的资助)
 - *MultiStakeholder, Ownership through Partnerships, Public, Private, Blended Providers*
- **Rationalization of Resources** (资源合理化)
 - *Value for Money, Win-Win Strategy*

Inclusive Academic Leadership (IAL)

A Never-Ending Discourse in Higher Education

- **Definition of Leadership** in Higher Education (e.g. IAL) falls within the definition of the general aura of leadership where the discourse is persuasive; appealing, and seductive. Everything can be squeezed in and benefit from that aura.
高等教育中对领导力的定义与关于领导力的整体讨论一致
- **Inclusion in leadership**, they must attend not only to decision- and policy-making processes, but also the ends for which they strive- credibility, impartiality, and fairness. *(Marianne Ekman & Monica Lindgren & Johann Packendorff, 2017).*
领导力中的包容性不仅包括决策与政策制定层面，同时也包括目标层面。
- **Essential Competencies** for IAL would include: individual consideration inspirational motivation; intellectual stimulation; unqualified acceptance ; empathy, listening and persuasion. *(Employers Network for Equality and Inclusion- ENEI, 2016)*
包容性学术领导力的核心能力
- **Academic freedom issues** are of great importance and relevance for IAL to succeed. *(Milind Sathye, 2004).*
学术自由
- **Collaborative, reciprocal and horizontal relationships** over the more traditional management hierarchies should be prioritized. For them, leadership does not reside in a position or a person, but in equitable, participatory, caring and fluid relationships among various individuals *(Rusch, 1998).*
协作式、相互性且扁平化的管理关系

Inclusive Academic Leadership (IAL)

An Evolving Concept and Meaning for Higher Education

- **Inclusiveness** has become a strategic question for a number of universities and higher education institutions, impacting learning and teaching, research and institutional cultures - to enable people from traditionally less-represented backgrounds to find their place in higher education. (*OECD, 2019*).

包容性是诸多大学与高等教育机构需要解决的战略性问题

- **IAL dimensions of diversity** in higher education include: (1) Disability; (2) Gender; (3) Ethnic/cultural/migration background; (4) Socio-economic background; (5) Sexual identity (including LGBT); (6) Educational background (alternative pathways, lifelong learners; (7) Caring responsibilities, (8) Religious background/beliefs); and (9) Age. (*European University Association – EUA, Report, 2019*).

高等教育多样性中的包容性学术领导力层面

- **Democratic principles of “inclusion”** need changes in academic leadership where critical dialogue and social justice prevail to build a culture and mindset of inclusion with shared vision and mission, shared leadership, shared responsibility, and shared accountability. (*Stefani, L and Blessinger, 2017*).

融合过程中的民主性原则

- **Leader inclusiveness behaviors** that promote the inclusion of all team members in discussions and decisions and in which their divergent perspectives are explicitly valued and encouraged (*Nembhard & Edmondson, 2006*).

领导者的包容性行为

Inclusive Academic Leadership (IAL)

Research Highlights from European University Association Report (2019)*

- **Awareness-raising** among the university community about diversity and inclusion issues is a continuing challenge, followed by a lack of funding and other resources as well as the difficulty to identify the target groups.
提高大学人员有关多元化与包容性事宜的意识
- **Staff training** is required, both for administrative staff as well as teaching and research staff, to raise the level of awareness and provide concrete tools and approaches for addressing diversity. Ultimately this will foster inclusive learning, teaching and research environments.
职员培训
- **Dialogue at system level** between universities, policy makers, funders, public authorities and stakeholder organisations active on behalf of underrepresented, disadvantaged and vulnerable groups is needed. Measures conceived in this way are likely to be more fit for purpose and have higher impact than a 'carrot-and-stick-approach' (for example, putting further financial pressure on higher education institutions if externally set targets are not met).
在体制层面促进对话交流
- **A holistic system-level approach**, rather than looking at higher education institutions in isolation, is key. Exchange of experience and peer learning between universities from across Europe as well as at the level of policy makers and administrators can be a useful tool to inspire this dialogue.
具有整体性与系统性的方法
- **New policies and strategies** then need to be adapted to respond to the specific system context and challenges.
新的政策与战略
- * *EUA Report November 2019: Diversity, Equity and Inclusion in European Higher Education Institutions.*

Major Challenges for Implementing Inclusive Academic Leadership (IAL) in Universities

- **Need for New Visionary Leadership** to help eliminating rigid Disciplinary Boundaries.
需要新的具有远见的领导力
- **A Paradigm Shift** - Neo-liberalism and New Public Management, i.e. survival of the fittest, doing more with less, be held accountable, increased control, monitoring and reporting, and instrumentalism, value for money, performance-based with ranking competition.
范式转变
- **New Leadership Skills and Competencies** for Management and Monitoring of diversified and Conflicting higher education policies, goals, processes, programs, projects and activities.
新的领导力技能与能力
- **Interdisciplinary Environment** for Team-Building with Coalition and Alliances among Stakeholders at Sub-systems, Systems, Sectoral and Cross-Sectoral Levels.
跨学科环境

What can Universities do to strengthen Inclusive Academic Leadership (IAL)?

- **Having Champions**: Engage and empower faculty, students, and staff in shaping, applying, and continuously improving inclusive leadership policies, strategies, processes.
建立评优体系
- **Empower and strengthen** multi-stakeholder's engagement in improving and sustaining inclusive academic leadership.
赋权多方利益相关者并加强他们的参与
- **Initiate and facilitate** cross-sectorial dialogue and action for inclusive academic leadership implementation
发起并促进跨部门的对话和行动
- **Build capacities** for Inclusive academic leadership's policies, planning, management and advocacy.
提高相关能力
- **Support and promote** the IAL principles and undertake research that provides solutions to IAL.
支持并推广包容性领导力原则

Competence Development for Inclusive Academic Leadership

Required IAL Traits, Skills and Competencies

- 1. Visible commitment:** Inclusive Leaders articulate authentic commitment to diversity, challenge the status quo, hold others accountable, and make diversity and inclusion a personal priority. （可视化投入）
- 2. Humility:** Inclusive Leaders are modest about capabilities, admit mistakes, and create the space for others to contribute. （谦逊）
- 3. Awareness of bias:** Inclusive Leaders show awareness of personal blind spots, as well as flaws in the system, and work hard to ensure a meritocracy. （能够意识到偏见）
- 4. Curiosity about others:** Inclusive Leaders demonstrate an open mindset and deep curiosity about others, listen without judgment, and seek with empathy to understand those around them. （对他人保持好奇心）
- 5. Cultural intelligence:** Inclusive Leaders are attentive to others' cultures and adapt as required. （跨文化意识）
- 6. Effective collaboration:** Inclusive Leaders empower others, pay attention to diversity of thinking and psychological safety, and focus on team cohesion. （有效合作）

Competence Development for Inclusive Academic Leadership

An Example for IAL: Working With and Through Teams

- **COMMITMENT (投入)** : within the team but also from the sponsoring leadership
- **MISSION (使命)** : an understanding of what the purpose of the team is to be
- **OBJECTIVES (目标)** : agreed as being consistent with the mission
- **TRUST (信任)** : including Respect and Willingness to invest in each other
- **SHARED RESPONSIBILITY (共享责任)** : developed through a true team focus
- **CONFLICT MANAGEMENT (管理争端)** : recognized as an essential within the team
- **ROLES and RESPONSIBILITIES (角色与责任)** : developed within the team
- **PARTICIPATION (参与)** : seen as an expectation of all participants
- **COMMUNICATION (沟通)** : so that all members have a clear record of events

Coleman and Glover (2010)

Competence Development for Inclusive Academic Leadership

IAL Strategies-Policies-Plans-Actions

ACTORS	Areas for University Intervention
SWEDISH UNIVERSITIES & HIGHER EDUCATION INSTITUTIONS (HEIs)	<ul style="list-style-type: none">• Strategies-Policies-Plans with Evidence-Based Data and Information. 基于事实数据与信息战略-政策-计划• Capacity-Building programs for Leaders, Students and Teachers as Future IAL Change Agents. 针对领导者、学生和教师的能力培养项目• Advocacy of IAL - educating and aligning All Students, Lecturers, and Leaders to think critically and ethically. 鼓励包容性学术领导力• Sustainable IAL links for Research & Innovation between Disciplines and between Universities and Society at large. 可持续的包容性领导力• IAL Curricula with mandatory introductory courses and integrated course for all Students, Lecturers, and Leaders. 包容性领导力必修入门课程• Creating awareness and share science-based knowledge among individuals and pushing decision-makers to act on IAL 提升包容性领导力相关意识• IAL Empowerment Tools and Methods for Students, Lecturers, University Administrators and Leaders as IAL Change Agents. 包容性领导力赋能材料与方法

Questions and Answers



Question 1: Importance of Joint and Collaborative Research and Scholarships in Inclusive Academic Leadership

包容性学术领导力中联合研究与联合奖学金的重要性

Inclusive Academic Leadership (IAL) is an emerging area for cross-disciplinary and cross-bordering research and development (R & D). How can you strengthen joint and collaborative research and scholarships across countries, institutions, faculties, departments and unit in this emerging academic and scientific area?

Question 2: Needs for Capacity–Building, Education, Training and Networking in Inclusive Academic Leadership

包容性学术领导力中能力培养、教育培训及职业社交需求

There are major needs for Inclusive Academic Leadership (IAL) to address and to implement the 17 SDGs? How can such needs be addressed and implemented by your institution, faculty, department, and unit through programs for capacity-building, education, training and networking in this emerging academic and scientific field?



THANK YOU!

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