

IN THE SPOTLIGHT 焦点

ACADEMIC LEADERSHIP & GOVERNANCE DURING UNCERTAIN TIMES

不确定时期中的学术领导力与学术治理



Professor Gerard A. Postiglione is a veteran in the field of education, with over 40 years of experience in educational research and administration as well as teaching. His areas of specialization include, among others, educational reform and development, building research universities and access and equity in higher education. He has occupied various positions across the globe and led and contributed to several projects, publications, and conferences in the field of education. Hence, it is not a surprise that he has 20 books and 150 articles under his belt in addition to various prestigious awards and fellowships.

We had the pleasure of interviewing Professor Postiglione and discussing the impact of uncertain times on academic leadership and governance with him:

Gerard A. Postiglione教授是教育领域的资深人士，在教育研究、行政管理 and 教学方面拥有40多年的经验。他的专业领域包括教育改革与发展，建设研究型大学和高等教育进入与公平。他曾在全球各地担任过各种职务，领导并促成教育领域的多个项目、出版物和会议。因此，除了得到过许多赫赫有名的奖项和学术奖金之外，他还出版过20本著作和150篇文章也就不足为奇了。

我们很高兴有幸采访到了Postiglione教授，并与他讨论不确定时期对学术领导力和学术治理的影响：

1. Tell us about your leadership role at your university either currently or in the past.

I am currently an emeritus professor as well as an honorary professor at the faculty of education at the University of Hong Kong. I am also the coordinator of the Consortium for Higher Education Research in Asia (CHERA). Nonetheless, I have held various leadership roles at the University of Hong Kong in the past. For instance, I have been the Associate Dean for Research and the Head of the Division of Policy, Administration and Social Science in the Faculty of Education at the University of Hong Kong, in addition to numerous other committee headships in the university.

请告诉我们您目前或过去在大学中所担任的领导角色。

我目前是香港大学教育学院的名誉教授同时也是荣誉退休教授。我还是亚洲高等教育研究联盟（CHERA）的协调人。不过，过去我还在香港大学担任过各种领导职务。例如，我曾担任香港大学教育学院的研究副院长，政策、行政和社会科学系主任。此外我还担任过大学许多其他委员会主席。

2. What are the uncertainties and challenges that you experience over the course of your work?

As academics, we are always challenged with producing valuable work which includes academic research, book and journal publications, teaching plans and curricula, knowledge exchange with the community, papers for international academic conferences, various web-based communications, engagement with global knowledge, innovative problem-solving methods, research grant applications, as well as opportunities to mentor younger colleagues, assessments and specialized consultations. And those challenges have to be balanced with the challenges of family and community as well as the day-to-day challenges which arise, such as driving through traffic jams. Thus, I believe the main challenges of academics, particularly in our field, concerns maintaining a balance among all the demands that are placed on us today.

您在工作过程中遇到的不确定性和挑战是什么？

作为学者，我们始终面临着生产有价值成果的挑战，这些成果包括学术研究、书籍和期刊出版物、教学计划和课程、与社区的知识交流、国际学术会议的论文、各种基于网络的交流、全球知识的参与，创新性问题解决方法和研究资助申请以及指导青年同事的机会、评估和专业咨询。这些挑战必须与来自家庭和社区的挑战以及日常出现的挑战，诸如在拥堵的马路驾驶，相平衡。因此，我认为学者们面临的主要挑战，尤其是在我们领域，是如何平衡当今社会对我们提出的所有要求。

"... Those challenges have to be balanced with the challenges of family and communities as well as the day-to-day challenges which arise, such as driving through traffic jams."

"...这些挑战必须与来自家庭和社区的挑战以及诸如在拥堵的马路驾驶这种日常出现的挑战相平衡。"

3. Can you share with us an example of a specific uncertainty or challenge that you have encountered?

Most recently, and in the context of higher education in China, one of the most interesting challenges that I have observed is the reform of China's provincial universities, specifically their attempts the reform application-oriented bachelor degrees. This is related to the shift in China's educational system from elite to mass education which led to its rapid expansion across the provinces to meet the existing demand, particularly in graduate employment. Graduates of the provincial colleges and universities, many of whom are the first in their family to go to higher education, have to compete to find employment. They pay for their education while deferring their earnings while they are still at university. Hence, it's essential that these graduates get a quality education that is relevant to the labour market. The mission of higher education has come to include improving students' abilities to develop soft skills like communication, problem-solving, creativity, etc. Thus, the demands are quite formidable in a situation in which you need teachers who are credentialed and have experience teaching in universities and can also produce useful research products. Additionally, one of the major challenges for university governance is to build relationships with industrial enterprises. I found quite a bit of progress in two of China's western provinces (Gansu and Yunnan) where one of the ways for establishing this relationship with enterprises is the representation of members of these industries on the university councils or committees which deal with the curriculum as well as building relations for student internships.

4. How did you make decisions during uncertain times? And what would you say is the best decision you have made in an uncertain situation?

Within the University of Hong Kong, there were times when I had to make decisions regarding, for example, the key research areas for the future in our faculty. The best decision-making method to confer widely with specialists and colleagues before designing a solution to a problem. Good decisions require time and energy. Evidence-based research helps to improve policies and practices.

5. What are the strengths and weaknesses of your university that you haven't recognized before uncertain times?

The main strength of my university is its academically free environments for teaching and research. It is also important to deepen knowledge exchange by engaging with innovative business and industrial enterprises in other parts of the country as part of the Greater Bay Initiative.

6. How does your university deal with global challenges?

We address global challenges by remaining competitive and cooperative with counterparts in addressing climate change, pandemics, global poverty, income inequality, and other world challenges. We take advantage of our positioning in Asia and as a part of the People's Republic of China. We have to continually calibrate-to balance and take advantage of our engagement with universities and enterprise in our region and the rest of the world. We continue to attract top-notch scholars and scientists from all over the world. We have been through many transitions. When Hong Kong was a colony, the most academic staff came from the UK and other commonwealth countries, and then our recruitment patterns shifted to academics from the Chinese mainland who earned their doctorates overseas, then our recruitment expanded to over 20 countries. Indeed, our university recruitment has helped to maintain a contingent of productive international scholars and scientists.

7. In your view, how has COVID-19 affected the field of higher education?

This is a very important question. Hong Kong's universities had the valuable experience long before Covid-19 with the SARS epidemic in 2003. When the Covid-19 pandemic occurred, the greatest challenge was to maintain the quality of instructional delivery. The University of Hong Kong had to

您能与我们分享您遇到的特定不确定性或挑战的例子吗？

最近，在中国高等教育中我观察到的最有趣的挑战之一就是中国省级大学的改革，特别是他们对应用型学士学位进行改革的尝试。这与中国的教育系统从精英教育向大众教育的转型有关，这种转变导致教育在各省快速扩张来满足现有需求，特别是毕业生就业这方面的需求。省级院校和大学的毕业生（其中许多人是家庭中第一个接受高等教育的人）必须竞争才能找到工作。他们在上大学时会为自己的学业付费，同时还会延缓他们开始收入的时间。因此，让这些毕业生接受与劳动力市场相关的高质量教育至关重要。高等教育的任务已经包括提高学生的能力，以发展诸如沟通、解决问题、创造力等软技能。因此，大学急需有资质、具有教学经验、并且还可以产出有意义的科研成果的老师。此外，大学治理的主要挑战之一是与企业建立关系。我发现中国的两个西部省份（甘肃和云南）取得了相当大的进步。在这些省份中，与企业建立这种关系的一种方式是企业作为行业代表成员参与大学理事会或委员会，负责课程开发，同时为学生建立实习渠道。

在不确定的时期，您是如何做出决策的？在不确定的情况下，您做的最好的决策是什么？

在香港大学内，有些时候我不得不做出决策。例如，关于我们学院未来的关键研究领域。在设计有关问题的解决方案之前，与专家和同事广泛协商是最佳决策方法。好的决定需要时间和精力。循证研究有助于改善政策和实践。

在不确定的时期之前，您未意识到大学具有的优势和劣势是什么？

我们大学的主要优势是其教学和研究的学术自由环境。作为大湾区倡议的一部分，通过与国家其他地区的创新企业和工业企业合作来加深知识交流也很重要。

您的大学是如何应对全球性挑战的？

我们在应对气候变化、流行病、全球贫困、收入不平等以及其他世界挑战方面与相关方保持竞争与合作，从而来应对全球性挑战。我们也会利用我们位于亚洲以及中华人民共和国中这样的地理优势。我们必须不断进行调整，以平衡并受益于我们与本地区以及世界其他地区的大学和企业之间的合作。我们继续吸引来自世界各地的顶尖学者和科学家。我们经历了许多转型。当香港是一个殖民地时，大多数学术人员都来自英国和其他英联邦国家，而后我们的招聘转向了来自中国大陆并获得海外博士学位的学者，之后又扩大到了20多个国家。的确，我们的大学招聘帮助维持了一支有生产力的国际学者和科学家队伍。

您认为COVID-19全球疫情如何影响高等教育领域？

这是一个非常重要的问题。香港的大学于2003年SARS流行时就积攒了宝贵的经验，这是远远早于在Covid-19的。当Covid-19大流行时，我们最大

sustain course offerings for 30,000 students from 100 jurisdictions. It had to manage pressing issues of online access in many parts of the world. It had to respond to basic issues of internet penetration, especially when asking students to view and download quite large files of course materials. As in most major universities, only a small proportion of academic staff had run online courses. Those few professors who had created a MOOC were better placed, but they were a minority. Most professors had experience conducting face-to-face classes supported by a website that stored course materials, videos and PPTs, offered a chat room, and enabled assignments to be submitted. The virus led to a rapid uptick in professors engaging fully in online education, either grudgingly or enthusiastically. Indications are that class attendance is the same for online as for face-to-face courses. However, teaching online requires more planning and follow-up. To support professors taking their classes online, the University of Hong Kong ran an ongoing series of webinars to hone the skills for online teaching. It also offered on-demand troubleshooting services for professors facing technical difficulties, with in-house experts reachable first through WhatsApp and then through Zoom. It made 2-3 minute videos covering an array of basic issues. It sent out bulk emails to all teachers on a regular basis to keep them abreast of the developments. To support students engaging more fully with online learning than ever before, it again issued regular bulk emails and maintained email accounts through which students could receive real-time responses to issues and concerns. Maintaining good lines of communication has been essential throughout the crisis. Many professors and students reported an increase in participation through Zoom tutorials, one of a small number of positives to emerge from the switch online. Trust matters because teachers have to trust that students are actually online beyond the electronic indication that they are attending, though parallel issues also arise in face-to-face teaching. With the worldwide cancellation of academic conferences, keynotes, and other overseas meetings, blocks of work time were reallocated. Staff meetings were conducted online. Academics and students saved commuting time but working at home in Hong Kong is a different matter, as most local students share small accommodations without a separate study space. For this reason, universities kept libraries and learning commons open throughout the emergency, advising entering students on health and hygiene protocols. Fresh engagement with teaching and learning has taken place in this most unusual academic year. A platform for dialogue about new ways forward for teaching and learning now exists on many campuses, and senior managers have the opportunity to work with that.

8. In your opinion, what are the lessons learned from the COVID-19 experience?

See above. There will be future pandemics. Universities everywhere need to cooperate in order to better address future pandemics, climate change, inequality, growing poverty and so on.

的挑战是保持教学质量。香港大学必须持续为100个司法管辖区的3万名学生提供课程，必须管理世界许多地方面临的急迫的线上访问问题，必须解决有关互联网覆盖率的基础性问题，尤其是当学生需要查看和下载相当大的课程资料文件时。与大多数大学一样，只有一小部分学术人员开设了在线课程。那些之前就创建过慕课的教授应对会更自如，但是只占少数。大多数教授都有通过网站进行面对面授课的经验，在网站上存储课程资料、视频和PPT，开设聊天室，并让学生提交作业。新冠疫情使得积极全职从事在线教育的教授人数迅速增加。迹象表明，在线教学与面授课程的出勤率是相同的。但是，在线教学需要更多的计划和后续措施。为了支持教授在线上上课，香港大学举办了一系列在线研讨会，以提高教师在线教学的技能。港大还为面临技术难题的教授提供按需的故障排除服务，首先通过WhatsApp，然后通过Zoom与内部专家联系。港大还制作了2-3分钟的视频，涵盖了一系列基本问题，定期向所有教师发送电子邮件，帮助他们及时了解事态发展。为了支持学生比以往任何时候都能更充分地参与在线学习，港大再次发布了常规的批量电子邮件并保持电子邮件帐户畅通。通过这些帐户，学生可以收到对问题和疑虑的实时回复。在整个危机中，保持良好的沟通至关重要。许多教授和学生报告说，通过Zoom参与课程的人数有所增加，这是切换到在线教育中看到的少数积极因素之一。信任也很重要，当电子信息显示学生在上课时，教师还必须相信学生实际上是在线的，不过在面对面的教学中也会出现类似的问题。随着全球范围内学术会议、主题演讲和其他海外会议的取消，工作时间也被重新分配了。员工会议在线进行，学术人员和学生节省了通勤时间，但在在家工作在香港却是另一回事，因为大多数本地学生在没有单独学习空间的情况下共享小宿舍。因此，在紧急情况下，大学应保持图书馆和学习共享空间的开放，并建议学生按照健康和卫生规程进入。在这个最不寻常的学年里，教学与学习有了新的参与方式。现在，在许多校园中都有一个对话平台，以探讨新的教学方法，高层管理人员有机会通过该平台展开工作。

您认为从新冠全球疫情的经验中学到了什么？

正如上面我说的。未来还会有流行病，各地的大学都需要合作，以便更好地应对未来的流行病、气候变化、不平等、贫困加剧等问题。

