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Professional Development and Training for Academic Leadership: Between Managerialism and Collegiality

Maria SLOWEY

<Abstract>

The issue of academic leadership in contemporary higher education is gaining increasing attention as universities and other higher education institutions are looked to by governments to meet a variety of public policy objectives－educational, economic and social. This requires both rapid and coherent responses from insti-tutions. The state is not the only stakeholder: students, civic society, employers, professional bodies and academic disciplines all have an interest in the shape and operation of contemporary higher education. Taken together these create a complex environment of competing demands on the university and those charged with managing these interactions and subsequent implementation processes.

As educational institutional it might be expected that universities would be well placed to support those appointed (or elected) to leadership positions at middle and senior levels through substantive and relevant training and professional development. But is this necessarily the case? Focusing mainly on developments in Europe, this paper draws on relevant literature to explore the situation in practice. It addresses the challenges of balancing ‘efficiency’ with maintenance of collegiality and efforts towards greater inclusiveness and diversity in the composition of academic leadership, with particular attention to the continuing under-representation of women at senior levels.

Professor, Higher Education Research Centre, Dublin City University
(Visiting Professor, Center for the Studies of Higher Education, Nagoya University)

Too often higher education researchers (and practitioners and policy-makers) seek explanations for change within what may be termed an ‘internal’ framework – in other words, the pressures for change that emerge from within the higher education system. But at least as much emphasis needs to be put on ‘external’ explanations⋯ Larger changes are taking place in wider society, the economy and culture that make change in higher education inevitable. The world ‘out there’ is changing; so must higher education. (Peter Scott 2015: 44)

1. Introduction

The theme of leadership in higher education is gaining increasing attention worldwide (Marhsall 2017, McCaffery 2019). Many factors underlie this trend of which two can be identified as being of particular importance. First, there is a perceived need for universities and other higher education institutions to be able to respond to competing expectations and demands from diverse stakeholders in a strategic way – that is, acting as institutions rather than loose collections of academic departments and units.[1] Second, as higher education becomes the focus of attention for different aspects of public policy, there is increasing use of earmarked (dedicated) funding as a mechanism through which governments seek to ‘steer’ supposedly autonomous institutions towards certain kinds of behaviour – for example, greater industry collaboration, regional development, research, innovation in teaching and learning and widening access. A coherent institutional ‘voice’ is required to manage these interactions and the subsequent decision making, implementation and accountability processes.

These developments have given rise to a considerable body of literature over the last three decades or so investigating the impact of neo-liberal policies and new public management in higher education and the resultant emphasis on ‘strategic’ academic management issues relating to resourcing, staffing and planning (Henkel 2000, Ferlie et al. 2007). The generic features of the new public management approach as summarized by Pollitt (2003) include: a shift in management systems from inputs and processes towards outputs and outcomes; increasing measurement and quantification; performance indicators and explicit standards (hence away

from trust in professionals and experts); more specialized, and autonomous organizational forms rather than large, multi-purpose, hierarchical ministries or departments; increasing out-sourcing and use of contracts; a widespread deployment of market-type mechanisms for the delivery of public services; an emphasis on service quality and a consumer orientation, redefining citizen-users of public services as 'consumers' (and potentially also, by logical extension, students as consumers); blurring boundaries between the public sector, the market and the voluntary sector; and, shifts in value priorities away from universalism, equity, security and resilience towards efficiency and individualism (Pollitt 2003: 27-8). These policy shifts carry significant repercussions for higher education which are well ana-lyzed for different global regions by, for example, Marginson and Considine (2000) Middlehurst (2004) Deem et al. (2007) Marginson (2011) Schuetze and Alvarez Mendiola (2012) Teixeira et al. (2016) and Yamamoto (2018).

Such developments inevitably place considerable demands on those occupying leadership roles at various levels in higher education institutions – from Presidents and other members of senior management teams, to 'middle' level academic managers such as Deans, Heads of Departments and Programme Leaders.[2)]

As educational institutions with a core mission to promote learning and development of high levels skills across a wide range of professional areas, it might be expected that universities should be well placed to provide training and professional development to assist those appointed (or elected) to leadership positions to best address the challenges they face. But to what extent is this the situation in practice? There does appear to be an increasing emphasis on professional development for academic staff in relation to their research and teaching functions (Slowey et al. 2014) but to what extent does this also apply to academics as they take on leadership roles? Surely we might expect that, as McCaffery (2019) argues, leaders in higher education should be equipped to bring the same professionalism in the way 'we lead and manage people as we do towards our teaching and research' (McCaffery 2019: 6).

Before proceeding to discussing leadership at various levels, two prior

questions need to be addressed. In a situation in which universities are increasingly buffeted by, on the one hand,the steering policies of national governments, and, on the other, market forces, to what extent does academic leadership actually matter? Is it not, to use a nautical metaphor, a case of 'steady as she goes'—as long as the ship rides the waves, and survives, is this not the primary objective and in itself a 'successful' outcome? The thrust of the argument in this paper is that more than mere survival is required if universities are to deliver their core missions-otherwise they may be in danger of becoming empty shells, losing the actual meaning of their core missions and potentially becoming 'zombie institutions' (Bauman 2000).

Thus, the discussion here is based on the view that, yes, leadership *does* indeed matter. At the core of the mission of universities that are thriving—rather than 'zombie'—institutions lie forms of teaching, research and civic engagement that are committed to the independent pursuit of knowledge and learning from critical, evidence based positions. In a European context, this mission largely draws on enlightenment principles espoused in the nineteenth century by, for example, Wilhelm von Humboldt and Charles Henry Newman—and variously updated for the twenty-first century (de Vries and Slowey 2012).

As one extensive exploration of management and leadership in higher education concludes

> …good leadership, can over time provide the conditions in which teaching and research can flourish, just as, more usually, *poor management can undermine teaching and research and precipitate institutional decline.* (Shattock 2010: 1, Emphasis added)

This gives rise to a secondary question: what *level* of leadership is important? At the risk of straining the metaphor, does success rest with the captain of the ship? Or, in large, complex organizations with long traditions of academic autonomy and collegial decision-making processes, are other levels of leadership not also crucial in achieving successful outcomes? If leadership does matter and matters at a variety of levels, then we face an issue which predates all the 'how to manage' books. To

what extent does 'good' leadership derive from innate, personal qualities? Or, rather, in socially constructed roles such as university academic leaders, to what extent can high quality professional development and training enhance the capability of individuals, with diverse backgrounds and skills, to develop their own effective and inclusive approaches?

My interest in this topic is partly stimulated by my experience of the challenges involved in academic leadership roles at middle and senior management levels in three universities in Ireland (Dublin City University), Scotland (Glasgow University) and England (Northumbria University). Receiving little more management training than a few one day sessions, I became curious as to how other academics prepared themselves – if at all – to take on similar roles. To explore these issues further this paper draws on relevant higher education research literature and two qualitative studies with which I was involved some twenty years apart – one comprised a series of case studies of middle level academic managers in British universities (Slowey 1995) and, more recently, an analysis of strategies adopted by institutional leaders in a selection of Irish higher education institutions as they grappled with the effects of the economic crash of 2008 (Pritchard and Slowey 2017).

The following discussion is organized in three parts. Issues of university leadership, and leadership development cannot be viewed in isolation from the wider social, political and economic context of contemporary higher education. Consequently, the first part provides an overview of key aspects of this wider environment which are important if we are to understand the complex nature of the demands placed on academic leadership, especially at senior and middle levels. While this discussion draws primarily on European traditions and experiences, many common forces can be discerned in other global regions – including Japan – although, of course, the ways in which these forces play out are subject to interpretation and mediation at national levels reflecting historical, cultural, political and economic factors.

The second part highlights the issues facing institutional leaders in concrete terms. The case of Ireland is used to illustrate these challenges as university senior leaders grappled with the impact of the global financial

crisis of 2008. The third part shifts the focus to middle level academic managers – their roles and the support which they do, or do not, receive to help equip them for their responsibilities. Finally, in the concluding part the potential benefits of achieving greater diversity in the composition of senior university leadership is raised – specifically, the continuing under-representation of women.

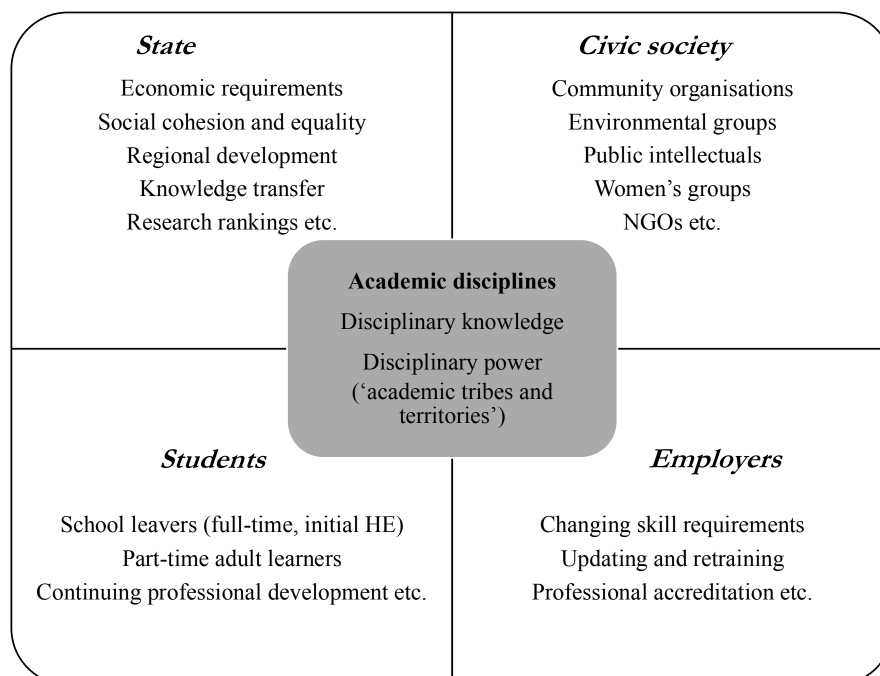
1.1 The Context: Global Factors Impacting on Higher Education Institutions

Universities are social institutions located in dynamic interaction with the societies of which they are a part. Also, despite major developments in e-learning and the like, they are geographically located in particular urban/regional environments, with all the distinctiveness of economic, cultural and historic conditions this implies. A university based, for example, in the city of Dublin, Ireland will be different in many ways to a university based, for example in Nagoya, Japan – in terms of historical background, local economy, forms of partnerships, networks, disciplinary conventions, recruitment, promotion strategies, student profiles and the like. Yet, at another level, the impact of globalization means such universities face many challenges in common as a result of growing uniformity and homogeneity at the level of public policy – a trend described as 'isomorphism' (Meyer et al. 2007). The role of inter-governmental bodies such as the OECD, the World Bank and the European Union, are important here as 'carriers' of global ideologies which, while mediated at national levels, exert a strong influence through funding leavers and policy agenda setting.

The case of OECD is particularly interesting as it does not have substantial financial resources at its disposal. It comprises thirty-six Member countries which 'span the globe, from North and South America to Europe and Asia-Pacific. They include many of the world's most advanced countries but also emerging countries like Mexico, Chile and Turkey' (OECD 2018). The OECD also works closely with emerging economies such as the People's Republic of China, India and Brazil and developing economies in Africa, Asia, Latin America and the Caribbean.

The OECD exerts influence through its reputation and various mechanisms including: agenda setting; international peer review; generation of large-scale data sets; and widespread dissemination of results. Leaving aside the question as to whether the consequences are intended or unintended, the actual effect of these expert discourses and comparative strategies, is that similar answers are imposed in quite different national environments (Nóvoa 2002: 144). This tendency towards similar policy solutions which have the appearance of being 'common sense' is exemplified by the case of Ireland where a detailed examination of OECD reviews of education (including higher education) over several decades found that that whereas previously the OECD tended to focus on states individually, taking account of histories and idiosyncrasies, the more recent tendency was to compare states with each other against *standardized* criteria (Clancy 2015).

While a counter narrative is to be found to this analysis of growing global homogeneity in higher education, common trends and pressures can be discerned which carry consequent implications for leadership at all levels. Five key factors are summarized here in Figure 1.



Source: Author's own diagram. The phrase 'academic tribes and territories' refers to work of Becher and Trowler (2001).

Figure 1 Competing Demands on Contemporary Higher Education

In the top left quadrant lies the role of the state and public policy. Higher education has come to be viewed as having a significant role to play in the achievement of a range of policy objectives – such as skill formation, economic development, R&D, innovation, regional development policies, internationalization and equality of opportunity – consequently, different wings of national Governments have developed an interest in seeking to steer universities in particular directions. As these directions do not necessarily cohere with one another universities are faced with competing policy demands. Additionally, as will be discussed further below, this attempt to shape the behaviour of higher education in recent times is often accompanied by a reduction in core budgets and/or 'top slicing' of financing to support targeted activities.

In the top right quadrant lies the role of civic society. Operationalized in different ways, this represents the social responsibility or public function of higher education – as, for example, articulated through university engagement with various interest groups and social movements.

In the bottom right quadrant are employers and professional bodies which, in different ways, have a strong interest in the skills and knowledge (generic and specific) acquired by graduates through their university experience.

In the bottom left quadrant are, arguably, the most important stakeholders: students. It is important to include here not only 'traditional' students, who enter directly from school on a fulltime basis, but also the increasing number who are lifelong learners of various categories, including part-time learners, adult students and those engaged in continuous professional development.

Overarching these four quadrants, lies the central role of the academic disciplines. This dimension not only relates to where knowledge is generated, but also – for good or bad – reflects power differentials characteristic of 'academic tribes and territories' (Becher and Trowler 2001) and provides the foundations for research rankings and highly influential national and international 'league tables'.

Taken together, the interaction of these forces on contemporary higher education places significant pressures on university leadership – at all

levels. The quality of leadership displayed by those at senior levels can play a crucial role in shaping institutional responses. In some European countries there is a trend towards 'strong' Presidents and senior management teams which have more in common with the US model of leadership, than the traditional collegial European model. In a classic analysis of the historical origins of the US 'strong' President Martin Trow (1985, reprinted 2010) suggests that it

> …arose out of the weakness of the academic profession in America thoroughout most of our history in conjunction with the tradition of non-involvement by federal government in education generally and higher education in particular. (443)

Widely regarded as one of the 'founding fathers' of the field of higher education research it has been pointed out that Trow perhaps demonstrated

> …little sympathy for the European combination of a more positive appreciation of the 'visible hand' of governments and a higher mistrust of strong university leadership, and remained suspicious of the elitist views of academics in the elite sector. (Teichler 2010: 88)

Included in this European context has been the traditional role of the President as being one who is elected by his (usually) or her (rarely) peers, and for a time limited period of office. This was a fiercely defended right, and, as von Lüde (2018) points out, disputes over this right

> … to elect the rector or the warden are among the most prominent 'battlefields' of modern university constitutions and these, too, have their origin in early university history. In its early days the Jagiellonian University in Kraków began to follow the model of the Italian universities of Bologna and Padua, where students had the right to elect the rector. Later (～1400) the pattern of the University of Paris was adopted where the rector was elected by the professors only. (von Lüde 2015: 152)

More recently however, for reasons previously mentioned, there has been a marked change of culture evident in European higher education－strongly influenced by the Bologna Process and ambitions for the

development of the European Higher Education Area (EU 2018, Scott 2012). A new form of the institutional logic of managerialism is, arguably, turning universities into 'organizational actors'. For example, to take the case of Germany, for centuries

> …research in German universities was driven by individual researchers' ingenious ideas. The notion of *organizational* actorhood of the university now transforms the inner mechanisms of a formerly collegial governance system. The implementation of governance principles of a 'New Managerialism', adopted from profit-oriented companies, including target and performance agreements, altered decision making. (von Lüde 2015: 157)

Much of this critique of the changing shape and governance of universities arises from *within* the wider academic community. So, how are these issues viewed from the 'top' from senior leaders themselves? The next part, explores challenges from the vantage point of senior university leaders, and their perceptions of the challenges they faced, as illustrated by the case of Irish institutions of higher education as they sought to deal with the effect of a national economic crisis following the banking crash of 2008.

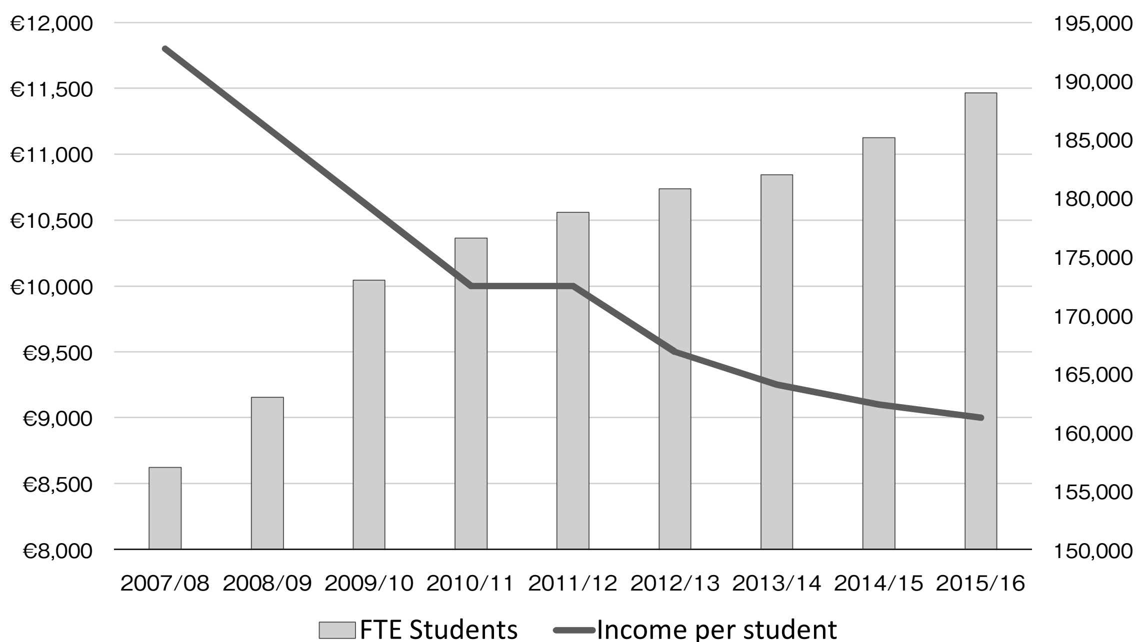
1.2 Challenges Facing Contemporary University Leadership: The Case of Ireland

The economic crash of 2008 triggered a global economic crisis with disastrous results for many countries, including also, to greater and lesser extents, institutions of higher education. The case of Ireland is illustrative. As it is a small, open economy, the impact of the banking collapse was sudden and dramatic as the economy went from 'boom to bust' in a very short space of time. Large sections of society suffered greatly through emigration and unemployment, and collapse in property prices leading to financial hardship and even homelessness (Heffernan et al. 2017).

Higher education was not left unscathed. The subsequent situation facing higher education has been described as a 'perfect storm' with the coming together of three post-crisis factors (Clancy 2015: 245).

- An increasing demand for entry from potential students for access to higher education – some of whom might otherwise have secured employment.
- Strong competing demands for support from other areas of public service – for example, health, unemployment benefits, housing and support for small businesses – coupled with a political culture in favour of either no increases, or even reductions, in taxation.
- The fact that the economic crash had placed family households under severe financial pressures leaving them challenged to provide financial support for higher education study.

The scale of the challenge is illustrated in Figure 2 which shows the rapid decline in funding per student over the period 2007 to 2016.



Source: Expert Group on the Future of Higher Education [Ireland] (2015: 5, Figure 2)

Figure 2 State Income per Student in Ireland (2007/8-2015/16)

In the wake of the economic collapse in 2011 *A National Strategy for Higher Education in Ireland* was published (DES 2011). This presented a case for higher education and research to be viewed as having a central role to play in a strategy for national recovery, and, consequently that the

sector should be protected from the worst of the budgetary cuts. Nevertheless, as student numbers increased, *per capita* allocations decreased. Presidents and their senior management teams sought to generate income from other sources – research, commercial activities, spin-off companies, recruitment of full-fee paying international students, alumni and philanthropy. In order to elicit information as to how some of those who were caught in the eye of this 'perfect storm' sought to respond on behalf of their respective institutions, interviews and written observations were obtained from Presidents and others at senior levels from a number of higher education institutions (Pritchard and Slowey 2017). While not a representative sample, the feedback does offer a snapshot of leadership responses in highly constrained circumstances.[3)]

Common steps taken to cut back expenditure mentioned by many were summarized by one respondent as follows:

> …increased class sizes, larger tutorial groups, and reduced access to one-to-one interaction with academics; reduced options and subject streams; academics teaching increasing student numbers (with a consequent impact on research time); reduced library purchasing and opening hours; charges for medical services; reduced support services such as porters, security and building opening hours.

Most respondents drew attention to how cutbacks meant that many (even most) academic staff were required to teach larger numbers of students as a matter of concern. As the President of one university expressed it:

> The strongest manifestation of alteration [as a result of the crisis] is in the changing staff: student ratio. Of all the indicators this is the best for international comparison.

The same respondent rather wryly quoted a previous President of Stanford University as saying that the key to achieving university excellence was easy:

The 3 R's – resources, resources, resources.

For several decades Ireland has had an explicit policy aim to increase participation rates from students from socio-economically disadvantaged backgrounds (updated, HEA 2015). A further common theme from respondents highlighted concerns about the impact of austerity policies on this widening access objective. As one respondent expressed the issue.

> For undergraduate students the recession and budget cuts have meant: increasing student contribution; fewer part-time and summer jobs available; less money in the home to support students; limited ability to borrow (with a credit squeeze).

Related to this theme, concerns were also expressed about particular sub-categories of students such as adult returners (those aged over 23 on entry) 'second chance' and part-time lifelong learners.

> The impact of the recession has been greater for mature and postgraduate students. We saw a decline in both these categories in the recession.

Other effects of austerity policies in Ireland included a reduction in real terms pay rates and the introduction by the Government of an emergency Employment Control Framework leaving, university leaders felt, little or no room for flexibility (even when they generated additional external income). In one way or another, all respondents expressed frustration at the lack of opportunity to manage their own resources which, as they saw it, posed a threat to institutional autonomy. Respondents regarded the Government as seeking to micro-manage universities, finding it, as one international higher education expert expressed it:

> …extraordinary that the Irish government has imposed these cuts on the one hand, but on the other has not enabled universities to respond to those cuts in an optimal way.

This is, of course, a selective view from the senior levels of higher education institutions. Two contrasting narratives can be anticipated. First, from Government, along the lines that as the whole country was in a financial crisis, universities should not be exempt but should be subject to similar constraints as other (public) sectors. Second, from mainstream

academic staff who may well have viewed cutbacks as emanating ‘top down’ from senior levels of their institutions.

This issue of how communications from Presidents and senior management groups are perceived by academic staff was explored in a largescale survey *The Changing Academic Profession (CAP)* (Locke et al. 2011). Data collected from surveys using a common instrument in eighteen countries – including Ireland and Japan – sought views of academics on topics such as institutional management, academic decision making, the balance of research and teaching and the changing nature of their work (Arimoto 2011). In relation to governance and management, respondents were asked about the extent to which they agreed or not with a series of statements. Most academic staff in the eighteen countries felt they had authority on academic matters such as choosing new faculty, promotions, tenure decisions and approving new programmes. Decisions about budget priorities and selection of key administrators were taken at ‘higher levels’ such as Deans and department chairs. However, when asked about their views higher level management, across all countries a majority of respondents did *not* agree that there is ‘good communication’ between them and institutional management in relation to decision making processes. In twelve countries, a majority of respondents felt that the management style in their institutions was indeed ‘top-down’. This may perhaps be an indicator of the rise of managerialism with the President or Vice-Chancellor as Chief Executive – rather than ‘first among equals’ – and decline in the power of collegial bodies such as academic senates (Shattock 2006).

In Ireland, academic and curriculum decisions are the clear responsibility of academic councils or their equivalent. However, the Irish universities voluntarily ceded their right to review academic units and quality of teaching to the Irish Universities Quality Board in order to comply with Bologna Process requirements for independent scrutiny. One immediate effect of the financial crisis was a Government cost cutting decision to merge this body with three other related agencies into a single Quality and Qualifications Ireland with, arguably, further loss of autonomy (Pritchard and Slowey 2017). Overall, perhaps one of the most important

effects was the fact that educational decisions were increasingly based on resourcing rather than academic grounds. This is not to slip into some mythical notion of a 'golden age' but, as one senior level respondent expressed the concerns of many, that the quality of education may be being eroded, as

> …there can be no doubt that the cumulative effect of these measures we are forced to adopt will impact on quality.

This reflection on the experience of university leaders in Ireland over a particular crisis point is not new. An in-depth empirical study of university leadership in the UK found that

> …externally imposed changes impel institutions towards a new managerial agenda, whether individual academic-managers want this or not. But on the other hand, posts such as Head of Department or Deputy Vice-Chancellors are hardly new to universities. Nevertheless, these posts are taking on a new significance as concerns about money, audits and budgets come to the fore, with incumbents wrestling to combine informality with relatively non-hier-archal ways of organizing academic work through collegiality with new ways of doing things under a harsher funding and policy regime. (Deem 2003: 59)

Middle level academic leaders/managers such as Deans and Heads of Department carry much of the responsibility of dealing with this 'harsher' regime as they negotiate between senior management teams and their academic colleagues and peers, and it is to this group that attention is turned in the next part.

1.3 The 'squeezed middle' ?

With the dramatic changes which have taken place in higher education in recent decades it is interesting to take two snapshots of training concerns of middle managers at two different periods of time. One of my previous studies (Slowey 1995), highlighted the fact that training needs to take account of the fact that some of those appointed or elected to middle-management positions, such as Head of Department, Director of a Research Centre or Dean, do so rather reluctantly, out of a desire or an obligation to be a 'good citizen'. Others, more positively, see it as an

opportunity to shape the future of their respective unit, and many change their views once in post. However, not only did many also report a lack of clarity in the requirements of the role to which they were appointed or elected but few had received any formal management training – a phrase which recurred was that they had to learn the job 'on the hoof' – perceived as a handicap which they had to overcome.

An analysis at that time by Tann (1995), highlighted the kinds of issues raised by this middle level group where advanced training and continuing professional development might have been of assistance.

- On taking up their roles they wanted better 'handover' periods, succession planning, briefing, and introduction.
- Support for strategic planning – heads expressed feeling overwhelmed – even to the point of desperation as '*they* always move the goal posts'.
- Departmental management teams – many Heads feel uneasy about the language of management, so they seek to 'manage without appearing to do so'.
- Achieving transparency, clear departmental structures and delegation.
- Motivation – what incentives have Heads at their disposal?
- Appraisal and staff development-building trust taking time, valuing feedback.
- Communication – upwards to senior management.

Overall, Tann concluded that

> …with the more managerial approach to university management there are inadequate opportunities for expressing points of view, that the senate has become a set piece, and that the centre does not wish to hear from middle managers except through the formal decision-making machinery. There is often a strong suspicion that all the important decisions have been taken elsewhere. (Tann 1995: 95)

It is instructive to contrast these findings with more recent work on the role of middle level academic leaders and potential areas for assistance in the implementation of their roles and responsibilities. A detailed literature review undertaken by Byman (2008) examined the findings of empirical studies in peer reviewed higher education research journals in English

over the period 1985-2005 on what makes an 'effective leader' at the middle level. This research review yields a list in which issues of trust, communication and inclusion feature prominently. Specific topics emerging from the studies reviewed included: setting a clear direction for the department; being considerate; treating academic staff fairly and with integrity; being trustworthy; allowing the opportunity to participate in key decisions/ encouraging open discussion; communicating well; acting as a role model; creating a positive/collegial work atmosphere in the department; advancing the department's cause with respect to constituencies internal and external to the university and being proactive in doing so; providing feedback on performance; securing resources for, and adjusting workloads to, stimulate scholarship and research; making academic appointments that enhance department's reputation (Byman 2008).

The challenge remains as to how these features might be translated into action and specifically into leadership development programmes which might support good practice (Meek et al. 2010). Here, Byman cautions against simplistic competency models, noting that the above aspects of effective leader behaviour are very general, and offer limited guidance in relation to concrete proposals for professional development. Additionally, as he points out, aspects of departmental leadership effectiveness may clash. In an academic environment research performance is a key aspect of credibility, but how is this to be obtained, maintained or enhanced while taking on onerous management roles?

In summary, this middle level of leadership appears to receive little training of substance and relevance to assist them in the conduct of their roles. 'Substance' and 'relevance' are indeed the key matters when it comes to professional development in general, and, in particular, for academic staff for whom an enquiring mind and the independent pursuit of knowledge are central aspects of their disciplinary training.

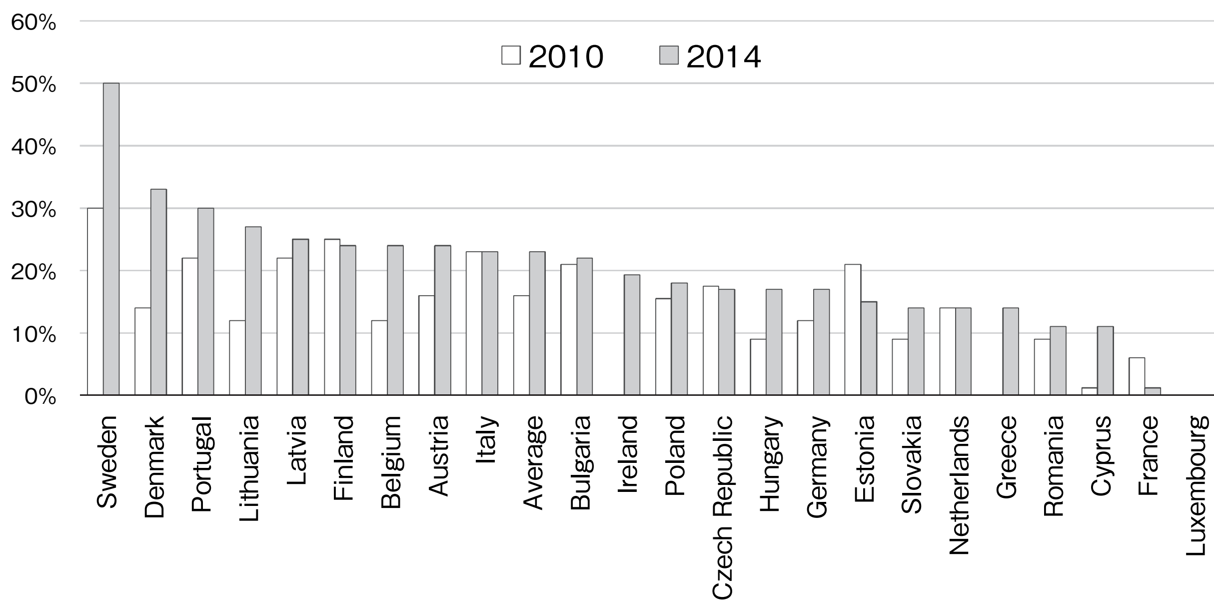
The concluding section takes up this issue, as well as an important underlying challenge of diversity – or, rather, lack thereof – in the composition of university leadership.

1.4 Concluding Observations: Leadership Training, Diversity and Inclusion

The discussion in this paper has focused on the challenges facing leadership at senior and middle levels. In this a key difficulty lies in achieving a balance between on the one hand, a 'strong steering core' (Clark 1998) – which equips the institution to respond effectively to rapidly changing external forces – and, on the other, maintenance of a collegial and inclusive approach, which aims beyond mere institutional survival. In other words, an approach which seeks to protect and, potentially, enhance core university values such as independent knowledge discovery, high level education of students, promotion of critical thinking and wider social responsibility.

As the development of leadership skills does not take place in a social vacuum, one important challenge relates to the composition of leadership teams and the lack of diversity evident at middle and, particularly, senior university levels. In the case of women, for example, even in countries women represent half or more of the students in higher education, striking imbalances persist when it comes to career advancement and participation in academic decision-making. Across the European Union, for example, despite significant progress in levels of education achieved, women are increasingly under-represented as they move up the stages of an academic career. Thus, at the basic academic grade, the difference stands at c10%, while at senior grades it reaches c58% (EC 2016).

Here is one important topic for substantive training for leadership and management in higher education in order that issues such as gender equality and unconscious bias are addressed. Figure 3 shows the percentage of heads of higher education institutions across 23 European countries at two points in time, 2010 and 2014 (EC 2016). While there is some evidence of progress, on average just one fifth of higher education leaders are women.



Source: Adopted from European Commission (2016) *She Figures 2015*, derived from Women in Science database, DG Research and Innovation.

Figure 3 The Proportion (%) of Female Heads of Higher Education Institutions in 23 European Countries (2010-2014)

In the case of Ireland, a recent review of gender inequality in institutions of higher education undertaken by the Higher Education Authority showed that while a number of institutions of technology and colleges had a female President at some point in their history, at the time of writing no Irish university has ever appointed a woman as President (HEA 2016). In relation to the composition of senior management teams only two of the seven universities reported having 40% or more women, with a sector average of 32%. Furthermore, it was pointed out that it was unclear from the data how many of these women were in academic as opposed to senior administrative roles.

In addition to principles of justice and equality, it is interesting to note increasing interest from other sectors, such as business, industry and commerce, in the organizational benefits of more diversity in management teams (Deloitte 2011). A review of literature to support more engagement by women at senior levels in the business world identified a number of approaches and barriers including: the need for leadership to ensure that

team members speak up, are heard and encouraged to propose novel ideas; that women should not be made to feel they have to act to 'like a man' to become a leader; inclusion of women in informal networking activities; and the establishment of clear career paths taking account of the fact that women tend to carry the main responsibility for childcare and also often for elderly relatives (Sherbin and Rashid 2017).

There is some evidence that national higher education systems and individual universities are starting to take active steps to promote greater gender equality not only from a commitment to fairness and equality, but also in practical recognition of the potential institutional benefits of greater diversity In Japan, for example, Nagoya University is one of 10 universities globally which has been designated as a UN *He for She Champion* (UN 2019) with (Nagoya 2018). In Ireland, it is now a requirement of the national funding body and research councils that all universities commit to gender equality targets, publish strategies for their achievement within a specified timeframe, and are assessed on this material and plans for progress against international criteria developed by the *Athena Swan* Charter initiative (Athena Swan 2019). To-date c160 higher education institutions from Australia, the UK and Ireland have signed up to the principles of this Charter which includes an acknowledgement that, as 'academia cannot reach its full potential unless it can benefit from the talents of all' charter members commit 'to advancing gender equality in academia, in particular, addressing the loss of women across the career pipeline and the absence of women from senior academic, professional and support roles' and 'addressing unequal gender representation across academic disciplines and professional and support functions' (Athena Swan 2018). Following an external peer review process awards can be made at three levels Bronze, Silver and Gold.

The block at the midcareer stage is highlighted in Athena Swan as many studies show that, in addition to important policy issues such as career breaks and childcare, there is a need to address long standing cultural practices, unconscious bias, the role that 'prestige' plays in academic careers and the extent to which prestige itself is a somewhat gendered concept in academia (Coate et al. 2015). Many respondents in the

latter study felt that men gained access to academic 'indicators of esteem' more easily than women such as invitations to give keynote lectures, editorial positions and the like. Furthermore, many women also had ambivalent feelings about gaining recognition through prestige, they understood the importance of status and knew the 'rules of the game', but were sometimes critical of these rules and reluctant to pursue them.

Short term 'off the shelf' training clearly cannot equip current and incoming leaders to address the complexity of such challenges in addition to those of creating and maintaining collegiality in the face of pressures towards managerialism. It is not surprising that there can be a deal of skepticism from potential recipients as training and professional development opportunities that are both relevant and substantive require serious commitment in time and resources from individuals and institutions (Middlehurst 2008, 2012).

Examples of good practice do exist. To take just four of different types from different parts of the English-speaking world. In the USA, the Centre for Studies in Higher Education (CSHE) at University of California Berkeley has partnered in the development of an *Executive Leadership Academy* (ELA). This five-day program that aims to prepare college and university leaders to guide their institutions in a multicultural and global environment. ELA promotes key critical thinking skills, leadership, and strategic planning for higher education officials. In the UK, the Institute of Education of University College London developed a pioneering MBA in Higher Education Management while in Ireland, as an example of a more university specific initiative, Dublin City University introduced a *University Leadership and Management Programme* (ULM) which involves blended learning over four months and is aimed at incoming heads of both academic and administrative departments. In Australia, the LH Martin Institute of Melbourne University offers a well-established programme in Tertiary Education Management.

It is likely to be the most motivated leaders who choose to participate in such programmes, and it will always be difficult to prove cause and effect. However, given that other professional areas and sectors invest heavily in the professional development of senior staff, as educational institutions it is

surely to be expected that universities would lead the way in this regard? There is here something of a paradox: academics who are dedicated to the pursuit of knowledge and skill development in their own disciplinary area, may be somewhat resistant to the idea there is also a need for training and professional development in relation to their leadership roles (Middlehurst 2004).

Even amongst those who are committed to promoting greater equality, there can be a tendency to seek quick solutions to with the consequent danger of complex problems being oversimplified (O'Connor 2014, David 2015). And it is here, as research based institutions, that universities might be expected to take a lead on developing more sophisticated evidence based training and development provision in support of inclusive and effective models of leadership. Leadership (at all levels) matters too much to be left to *ad hoc* arrangements. The profiles from international case studies undertaken by Watson and colleagues (2011) across twenty universities from the global north to the global south highlights '…the power of individual and collective leadership. They show how individuals and small groups – of heads of institutions, professors, students and community partners – can make a decisive difference' (Watson et al. 2011: 252). Three of the leadership elements and strategies identified as important and effective included in this study.

- Vision
- Coalition building
- Collaboration

This paper commenced with a discussion of the pressures on higher education and the associated growth of managerialism. However, alternative responses to external challenges *are* possible. While some people may instinctively come to such responses, many of us could benefit from more structured training to help enhance our knowledge and skills associated with creative and inclusive management based on evidence from higher education research and a commitment by universities to the promotion of lifelong learning (Schuetze and Slowey 2002). As Cuthbert (2011) puts it, it is the job of university managers to seek to shape institutional narratives to make the ambiguities of external pressures

manageable for faculty, governing bodies and students. However,

> [I]f they over-use rationalistic analysis, targets and key performance indicators as 'weapons' to respond to the 'attacks' they face, they may reinforce the very problem which causes the pressure – the inappropriately managerialist framing of evaluation questions. Mechanistic responses which do not sufficiently acknowledge academic and educational values reproduce external managerialist practices within the institution. (Cuthbert 2011: 138)

The case is made here that relevant, evidence based training has a potentially important role to play in helping higher education leaders, particularly at middle and senior levels, avoid the danger of such mechanistic responses – and the 'group think' which can be associated with uniformity in composition of academic management teams – in order to develop more inclusive and creative approaches to university leadership and management.

Notes

1) The discussion in this paper focuses primarily on leadership in universities rather than other types of higher education institutions such as polytechnics and technological institutions which tend to have different traditions and structures.
2) As leadership titles vary between countries and institutions the following conventions are used: 'President' for heads of institutions, called, for example, 'Rector' in many European countries, 'Vice-Chancellor' in England and 'Principal' in Scotland; 'Programme Leader' for academics with responsibility undergraduate or postgraduate degrees; 'Head of Department' for Heads or Chairs of major disciplinary groups or Directors of research centres; and 'Dean' for Heads of larger groupings of academic departments.
3) Quotations are drawn from interviews or written observations reported in Pritchard and Slowey (2017).

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アカデミックリーダーの専門性開発と研修

－同僚性とマネジリアリズムの狭間で－

マリア・スロウィ

＜要　旨＞

今日の高等教育機関は、教育・経済・社会など広い領域の公共政策に沿うことが政府から期待されており、アカデミック・リーダーシップを巡る議論への注目が高まっている。大学はそうした期待に、迅速でありながらも一貫性ある対応を取らなければならない。主要なステークホルダーは政府だけでなく、学生、地域社会、雇用主、専門職団体、学会なども、高等教育機関のあり方と運営に関心を寄せている。このことは、大学が矛盾する要求に応えなければならない環境に置かれることを意味し、大学執行部には各ステークホルダーとの調整やそれをふまえた計画の実行が求められる。

大学は教育機関であるから、任命や選挙による選出にかかわらず、大学執行部の地位を得るまでに、中堅・ベテラン教職員に対して実質的かつ妥当なトレーニングの機会を用意すべきだという考えもあるだろう。しかし、こうした考えはうまくいくだろうか。本稿では、主に欧州での取り組みに注目しながら、現場の状況を詳述した文献を整理する。その上で、同僚性の維持を担保した効率性追求と、大学執行部における多様性の包摂というバランスが、重要な課題であることを論じる。とくに、多様性の包摂では大学の上級職に女性が少ない問題も考察する。

アイルランド ダブリンシティ大学・教授
名古屋大学高等教育研究センター・客員教授