



HAL
open science

Development of manager-academics at institutions of Higher Education in Catalonia

Diego Castro, Marina Tomas

► **To cite this version:**

Diego Castro, Marina Tomas. Development of manager-academics at institutions of Higher Education in Catalonia. *Higher Education Quarterly*, 2011, 65 (3), pp.290. 10.1111/j.1468-2273.2011.00490.x . hal-00657594

HAL Id: hal-00657594

<https://hal.science/hal-00657594>

Submitted on 7 Jan 2012

HAL is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.

**Development of manager-academics at
institutions of Higher Education in Catalonia**

Journal:	<i>Higher Education Quarterly</i>
Manuscript ID:	HEQU-May-10-0036.R1
Manuscript Type:	Article
Keywords:	academic-managers, Higher Education , management, development managers

SCHOLARONE™
Manuscripts

View Only

Development of manager-academics at institutions of Higher Education in Catalonia

Diego Castro

Universitat Autònoma de Barcelona, diego.castro@uab.cat

Marina Tomàs

Universitat Autònoma de Barcelona, marina.tomas@uab.cat

Formatted: Font: Not Italic

Abstract

Managers at Spanish universities are having to deal with increasingly complex managerial tasks as a result of current changes in higher education. This paper presents the results of a study into the professional development of deans and department heads at universities in Catalonia. At management level, these universities are typically based on an elected, rotating model rather than an appointed or permanent one. The findings from 23 qualitative interviews and a focus group identified three phases in the development of academic management: learning and contextualisation, development of functions and the institutional projection and transmission of management tasks.

Keywords

Academic-managers, higher education, management, development managers

Trends in higher education management

1
2
3 This article examines developments in the management roles performed by academic-
4 managers in higher education institutions in Catalonia. As defined by Deem and
5 Brehony (2005), manager-academics are teachers or researchers who take on
6 management roles in higher education, whether temporarily or permanently. The
7 manager-academics involved in this study were faculty deans and department heads
8 with managerial responsibilities of a non-professional and temporary nature at
9 institutions where managers are elected on the basis of representativeness criteria.
10
11
12
13
14
15
16
17
18
19

20 As society and universities undergo rapid change, most European countries are having
21 to respond to a widespread need to rethink management and managerial tasks at
22 university level (EURYDICE, 2008). Different models of leadership at public
23 universities have been studied and debated with increasing intensity in recent years.
24 European governments have shown a growing lack of confidence in traditional models
25 of management at institutions of higher education (Deem *et al.*, 2007). As a result,
26 universities have been forced to restructure their management model and the manner in
27 which they monitor performance. Concern about training provision for academic-
28 managers in the United Kingdom is reflected in studies such as that by Whitchurch
29 (2007), which analyses changes in the roles of managers. In the Leadership Foundation
30 *Getting to Grips* publications, Watson and Huxley (2009) also put forward areas of
31 governance that may be of interest to leaders and managers elsewhere in higher
32 education.
33
34
35
36
37
38
39
40
41
42
43
44
45

46 Bricall (2000) coordinated a national report on the situation of the Spanish university
47 system. This included a diagnostic dimension and a set of alternative measures to
48 improve university management and governance. This diagnosis concluded that the
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 Spanish university system is based on a managerial model of an elective, non-
4 professional and transitory nature. The first proposal was to increase institutional
5 autonomy and external social control. The second proposal geared to improvement was
6 to professionalise the role of university managers. The third proposal suggested that
7 greater value should be accorded to management roles assumed by academics as part of
8 their long-term career development. Finally, some stimulus to innovation was proposed
9 in university management to increase competitiveness among higher education
10 institutions.
11
12

13
14
15 The growing trend towards university autonomy has meant that in a significant number
16 of Europe's higher education academics have assumed many of the management
17 responsibilities previously held by educational administration (Larsen, Maassen &
18 Stensaker, 2009). Nowadays, universities demonstrate their ability to respond
19 adequately to society's needs by using resources responsibly and maintaining standards
20 of excellence in their principal roles of teaching and research. The increasing trend,
21 characterised by encouraging autonomy and accountability, has changed the traditional
22 system of governance addressed to promote self-management among academics (Sporn,
23 2003). New models of government are focused on the redistribution of both
24 responsibilities and the power of decision-making among the different internal and
25 external stakeholders, with an eye to broader accountability. A key coordination
26 approach to university management is to promote and enhance links between
27 government/state and public universities. This involves a redefining of autonomy and
28 new strategies for social responsibility at university level. University governance refers
29 to the balance between the academic corporation model and the management model,
30 based on a professional process of decision-making. The university functional structure
31 provides a further control mechanism. Nowadays it is necessary to define the degree of
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54

1
2
3 rigidity or flexibility university structures have in dealing with the changing
4 environment. This requires institutions to analyse the usefulness of their central
5 organisation as well as at other structural levels, such as university departments.
6
7

8
9
10 Conventionally, university management can be subdivided into three models that
11 overlap to a certain degree: the bureaucratic model, the collegiate model and the market
12 model. Clark (1983) defined these models of university management by analysing three
13 axes: the state, the academic corporation and the market. Overall, the model of
14 university management applied in Catalonia might be defined as the collegiate model
15 with some features of the bureaucratic model.
16
17

18
19
20 Although the academic model displays certain advantages, many authors have also
21 identified a number of weaknesses (Mora, 2000; Bricall 2000). First, one of the most
22 frequent criticisms concerns the low interest shown by academics in taking
23 responsibility for university management. This may be explained by the fact that
24 academics are usually more orientated towards teaching and research activities.
25
26 However, the weaknesses displayed by other management models have been useful in
27 helping to redefine the traditional model. Second, the matrix structure model of
28 academic management has also been identified as a problematic factor. This structure
29 makes a distinction between two clear profiles: academic and administrative
30 management (Larsen, Maassen & Stensaker, 2009). Third, weaknesses have also been
31 exposed by academics, whose main concern is the lack of training to cope with
32 management functions at universities (Smith, 2008). Indeed, even rectors have been
33 found to demonstrate a low level of ability in dealing with university financial
34 management. However, recognition of a lack of training among university personnel is
35 not always at the root of staleness in university government (Tomàs, 2006). Criticism
36 has also been levelled at the implementation of different models of university
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54

1
2
3 management that are more professionalised and based on the market model. Research
4
5 by Deem *et al.* (2007) into department heads, deans and senior managers concluded that
6
7 the concept and use of managerialism has both infiltrated the daily life of manager-
8
9 academics and changed typical power relations. New managerialism is not only a means
10
11 to reform governance, it also represents a change in the conceptualisation of the
12
13 university. When the traditional model is contrasted with more professionalised models,
14
15 its main weakness concerns the way in which the university is financed. The chronic
16
17 lack of resources at many public universities hampers their ability to deal with current
18
19 social demands. Given the weaknesses surrounding the different management models,
20
21 Trakman (2008) suggests the development of a mixed model that incorporates the
22
23 advantages of each. The mixed model is useful because it addresses the specific needs
24
25 of each university and focuses on: the research and creation of structural knowledge;
26
27 improving revenue-generating activities; increasing funding from governmental
28
29 sources; innovation geared to securing economic development; academics having the
30
31 freedom to produce research in their own areas of expertise; building critical mass in
32
33 those disciplines or areas in which the university displays excellence; and providing a
34
35 context in which students are given the opportunity to develop and achieve their
36
37 maximum potential.

38
39
40 In short, management of higher education institutions in Catalonia, as in other European
41
42 countries, is a matter that gives cause for concern. In many countries certain aspects of
43
44 the national higher education policy are currently under governmental review. These
45
46 include institutional autonomy, the professionalisation of managers and competitiveness
47
48 among different universities.
49
50
51
52
53
54
55
56
57
58
59
60

Phases of development in managerial positions

The concept of an academic career has not properly been defined in Catalonia, despite the proposal included in the Bricall Report (2000). This report argued that professional careers must be oriented towards a natural expectation of professional promotion. In practice, however, a professional career is necessarily linked to human resources management at university level and in most cases reflects human resource turnover in the educational system.

A comparison of the evolution of professional careers and management positions at universities reveals similar levels of development (Tumbull & Edwards, 2005). The institutional performance of management positions show a certain pattern of evolution characterised by an artificial logic, in which it is easy to find a common thread running throughout the entire evolutionary process. From a phenomenological analysis, this implies the overlapping of different phases. According to Akerlind (2008), for example, individual features are also related to workplace development at universities. In addition, however, organisational and social characteristics influence the role of individuals at their place of work. Management positions can be categorised according to a number of taxonomic orders. Most of these note that, first, the evolutionary process through phases of development is nonlinear and any of its phases may be altered or repeated depending on how it is influenced by individuals, groups or the organisational culture. Second, there is no homogeneous development and each person can develop his or her own specific process. Professional reality therefore incorporates a high degree of pluralism and complexity. Third, the characterisation of phases allows the projection of different perspectives, conflict identification and resolution and subsequent intervention. Fourth, it is a cyclical model, during which the incorporation of a new

responsibility or place of work reproduces, to a greater or lesser extent, all the development phases.

Robbins (1987) identified five phases relating to a person's performance in the place of work: integration, socialisation, maintenance, negotiation and memory.

Integration occurs when subjects comes into contact for the first time with their new professional context. Integration into the new institutional dynamic is crucial and also includes relationship with the environment: contacts, people, groups, influences, etc.

Socialisation includes not only implicit but also explicit acceptance of the new place of work and its characteristics. During this period several processes occur, including assimilation of, and adaptation to, the dominant cultural patterns and development of the subject's own strategies for acting in the context.

During the *maintenance* phase subjects consolidate their ability to integrate and opportunities for participation and involvement are enhanced. In addition, professional development takes place during this phase. Innovation and change are common during the maintenance phase because there is more opportunity to promote technical and relational aspects. Control and security are also characteristic features.

With learning and innovation complete, subjects pass through a *negotiation* phase, during which they incorporate negotiation strategies with a view to extending their functions or competences. If negotiation is successful, it may result in a redefining of the workplace and a new approach. This is a preliminary phase, however.

Performance at the new workplace is influenced by past experiences: *memories*. Relationships and experiences among people often yield synergies that, at some point in the future, may be consolidated and institutionalised. Importance is attached to

1
2
3 reminiscences, memories and associations, since these affect both the personal and
4
5 institutional background.
6

7
8 In summary, analysis of the development phases of a manager's positions concludes
9
10 that phases are neither homogeneous nor linear in time. Conventionally, literature
11
12 identifies five phases (integration, socialisation, maintenance, negotiation, memory that
13
14 will be contrasted in the research.
15

16 17 18 19 **Management in Catalan Higher Education**

20
21
22 Having elaborated the theoretical background to university management and the phases
23
24 of development of managerial positions, this section describes the situation specific to
25
26 universities in Catalonia.
27

28
29 Catalonia is one of 20 autonomous regions of Spain established by the democratic
30
31 constitution of 1978. Since the 1980s the state has undergone a process of increasing
32
33 decentralisation, devolving power to the various autonomous communities in ways
34
35 which, despite similarities, also show up significant differences. With a population of
36
37 seven million, Catalonia is a region with a long history, a language of its own and
38
39 distinct traditions, many of which date back to the medieval period. Today it enjoys
40
41 very wide powers in many areas of administration, including its universities. In practice,
42
43 this means that although certain general aspects come under state control, the specific
44
45 regulations and administrative management of Catalan universities are the responsibility
46
47 of the regional government, in this case the Generalitat de Catalunya (Catalan
48
49 Autonomous Government).
50
51
52
53
54
55
56
57
58
59
60

1
2
3 Powers over university management were transferred to the autonomous communities
4
5 by Spanish central government in 1983. Central administration retained only a few
6
7 responsibilities, such as curricular criteria and the issuing of degree certificates. In 2003,
8
9 Catalonia promulgated the Law of Universities of Catalonia (Llei d'Univeristats de
10
11 Catalunya), which adapted state regulations to the specificities of the autonomous
12
13 community. The university system in Catalonia is made up of twelve university centres
14
15 (eight public and four private) and has its own agency for external assessment. The
16
17 governance and management of public universities have features that differ to those of
18
19 private universities, particularly concerning appointments to unipersonal positions.
20
21 Specifically, in private universities these positions are appointed and not elected as in
22
23 public universities.
24

25
26 University governing bodies can be classified on the basis of two variables: composition
27
28 and scope of influence. The composition of governing bodies can be unipersonal or
29
30 collegiate; their scope of influence may be general or peripheral (also called territorial).
31
32 This can be represented in tabular form (figure 1).
33
34
35
36

		<i>Composition</i>	
		<i>Collegiate</i>	<i>Unipersonal</i>
Scope of influence	<i>General</i>	Social Council Governing Council Senate Advisory Board	Rector Vice Chancellor Secretary General Executive Manager
	<i>Peripheral</i>	Faculty /School Board Department Council	Dean Head of School Head of Department

37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

Figure. 1. Classification of university governing bodies

1
2
3 In particular, department heads and deans take on fundamentally different roles and
4 functions. Whereas department heads take care of human resources management and
5 research, deans are responsible for organisation of the curriculum, teaching and
6 timetabling.
7
8
9

10
11 What characterises the unipersonal roles in particular is that they are elected and based
12 on principles of representativeness, the style of management is non-professional and
13 there is a transient nature to the positions. This type of election is based on
14 representative features and a matrix structure. The internal system of organisation,
15 based on the Napoleonic theory of university management, is dominated in the main by
16 the academic corporation model, in which teaching staff often have considerable
17 organisational power, orchestrated through an institution-wide association. According
18 to Mintzberg (2003) this management style is linked to 'professional bureaucracy', as
19 well as to a well-structured system of different institutional constituencies. This not
20 only allows teaching staff to form an association but also permits similar associations of
21 students as well as administrative and service personnel. Given that teaching staff are
22 organised according to academic ranking, the whole educational system is divided into
23 different levels. Consequently, academic organisation is structured along the lines of an
24 elementary professional bureaucracy. A study of universities in Catalonia identifies a
25 permanent matrix structure (Mintzberg, 2003), which combines a dual authority pattern
26 giving them their own functions and decision-making powers at both administrative and
27 academic levels.
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44

45
46 The administrative level includes personnel who support and service academic
47 activities, as well as the institutional activities of management. The academic level
48 includes the teaching and research personnel in charge of scholarship, research and
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 teaching. The management level of Spanish universities is characterised by an elected,
4 rotating model.
5
6

7
8 First, manager-academics are elected by the teaching staff; in most cases those elected
9 are people in senior positions. According to the levels of authority defined by Clark
10 (1995), the university in Spain has split power into two branches: the high-ranked
11 academics (academia) and managers (bureaucracy).
12
13
14

15
16 Second, university management is also characterised by non-professionalism. The
17 representativeness of teachers is traditionally present in a university culture, even in the
18 process of decision-making at collegiate and unipersonal level. Teachers usually assume
19 tasks in administrative positions at faculties and departments and most of them accept
20 such responsibilities voluntarily and temporarily. This has resulted in a non-
21 professionalised management model (Mora, 2000). Traditionally, assessment of
22 teachers' ability has placed a greater focus on evaluating teaching and research skills
23 than on aptitude for institutional management.
24
25
26
27
28
29
30
31

32
33 A new university staff law is currently pending approval by the Ministry of Education
34 (Ministerio de Educación, 2010). This new law proposes that responsibilities of
35 university administration should not limit the development of teachers in their teaching
36 and research activities. The managerial model of faculties and departments is therefore
37 not oriented towards a professional model.
38
39
40
41

42
43 Third, academic management is also characterised by temporality. Once elected,
44 teachers are required to exercise their mandate for a certain period of time. The current
45 regulation specifies that department heads and deans can only exercise this position for
46 three years; extension of this mandate for three more years is only possible upon re-
47 election. Representation and leadership are always limited by time and dependent on the
48
49
50
51
52
53
54

1
2
3 decision of colleagues and those who elected them (Mora, 2000; Castro, 2006). This
4
5 approach to internal government is in line with the Latin concept of *primus inter pares*
6
7 (first among equals).
8

9
10 In summary, institutional management is subordinated to terms of mandate carried out
11
12 by different teachers. Managers are renewed every three or six years, along with a
13
14 number of changes in policies and performance.
15

16 17 18 **Methodology** 19

20
21 The methodology used for the study was mainly qualitative (Tesch, 1990). Of the
22
23 various types of qualitative study in use, the approach selected was the systemic
24
25 perspective of grounded theory (Strauss and Corbin, 1998). The aim of this approach
26
27 was to generate theoretical constructs which, along with substantive codes and
28
29 categories and their properties, develop a theory that encompasses and explains as
30
31 much behavioural variation as possible (Munhall, 2001).
32

33
34 The research issues that guided this approach focused on perceptions of professional
35
36 development of academic-managers and analysis of the conditions in which they
37
38 exercise their mandate as unipersonal entities.
39

40
41 Two techniques were used for data collection: interviews and focus groups. Semi-
42
43 structured, in-depth interviews were drafted with a focus on the principal topics of the
44
45 research. The data obtained from these interviews were then presented to a focus group.
46

47
48 The study then looked at unipersonal entities classified within the public university
49
50 system, specifically the deans and department heads. Twenty-three interviewees, drawn
51
52 from four public universities (all in the Barcelona metropolitan area), were interviewed.
53

1
2
3 Three types of interview were prepared according to the type of interviewee: 1) Twelve
4 interviews with academics in managerial positions or with management functions in
5 school departments or faculties; 2) Eight interviews with experts on educational
6 assessment from government and management agencies; 3) Three interviews with
7 personnel in administrative and support functions. The interview guide posed questions
8 about each interviewee's perception of the workplace, its importance, tasks and
9 repercussions; the style of management at the university and its conditions; career
10 opportunities and development; common problems and barriers; and leadership styles.
11
12

13
14
15 The final sample was selected according to non-probabilistic criteria, the interviewees'
16 representativeness and the model of theoretical sampling (Flick, 2004). Data from the
17 interviews were then analysed and systematised using Aquad software (version 6). A
18 preliminary report was drafted, establishing the most relevant themes extracted from
19 the interviews, as well as any issues or themes considered controversial. This report
20 then formed the basis for the second phase of data collection, in which a group of nine
21 academics took part in a focus group. These participants were selected for the focus
22 group on the grounds of their expertise in management in the context of higher
23 education in Europe.
24
25
26
27
28
29
30
31
32
33
34
35
36
37

38 Findings

39
40
41 The key finding identified that manager-academics not only evolve throughout their
42 period in management, they also go through a number of phases defined by common
43 factors. These phases can be grouped into three: early, development and final.
44
45
46
47

48 Early phase

49
50 The main feature of this phase is the teacher's contextualisation and adaptation to his or
51 her new managerial role. This phase implies the need to know the institutional context,
52
53
54

1
2
3 understand and analyse the dynamics of different groups and individuals and become
4 familiar with routines and bureaucracy as well as other aspects key to this kind of
5 position. The duration of this phase might coincide with the first cycle of administrative
6 work, leading managers to have to deal simultaneously with the administrative cycle
7 and their other tasks and responsibilities, including academic work.
8
9
10
11
12

13
14 It is clear that managers do not appreciate the complexity of their
15 responsibilities until they have completed the whole of the first year,
16 particularly if they have had no previous experience in managerial positions.
17 There is a need to contextualise themselves with their new tasks. The
18 administrative cycles to a large extent determine management by the deans and
19 department heads. (Gines, expert)
20
21
22
23
24

25 Detailed analysis identified three key characteristics: strong motivation; discretion in
26 the decision-making process; and an exercise of power that might be categorised as
27 'low-intensity' in nature. Respondents agreed that this was the most interesting phase,
28 given the degree of motivation and high expectations it engendered. There is also a
29 strong eagerness among people to achieve their maximum potential, although the need
30 to act with caution and prudence is also present during such a process. In a context in
31 which lack of experience and ignorance of certain issues is prevalent, the recommended
32 approach is to tackle urgent matters first. New managers tend to continue with past
33 directives, refusing initially to propose radical measures.
34
35
36
37
38
39
40
41
42

43 During the initial phase you already have your own ideas about what you want
44 to do. Your aim is to develop your previous manifesto. Then you get the feeling
45 of being wrong, so in order to avoid any mistake you review what has been done
46 previously. During my first months I was very anxious to get on with the job,
47 yet at the same time I was very circumspect. Before proposing any plan and
48 proceeding, I took care to see if there was an approach I could use that was
49 similar to the way the previous manager did things. (Jon, department head)
50
51
52
53
54

55
56
57
58
59
60

1
2
3
4
5
6 The main difficulties reported by academic-managers centred on the chairing of
7 meetings, particularly those involving large numbers, the possibility or expectation of
8 conflict and, in addition, the risk of being wrong-footed as a consequence of insufficient
9 knowledge of the law or internal organisational regulations. Most of these concerns lead
10 academic-managers to undertake new negotiation and consensus processes prior to
11 formal meetings, particularly with certain interest groups, so as to avoid conflict
12 situations but thereby suffering a loss of recognition as a manager on occasions.
13
14 Knowing the micro policy of different groups is crucial during this phase.
15
16
17
18
19
20
21

22 There are also certain dynamics and procedures that are strongly ingrained into
23 staff behaviour and some everyday facts that can surprise you. If you want to
24 avoid making mistakes, you must observe others, maintain an open
25 attitude and promote dialogue with all members of the organisation. It is also
26 important for academic-managers to assume the strategy of developing closer
27 relationships with lead teachers, consulting them and taking their advice. You
28 have to be familiar with internal policy and informal systems. (Steve, expert)
29
30
31
32
33
34

35 Some factors identified as important included a need for familiarity with the different
36 organisational units (groups, people, commissions), the diagnosis of teamwork to
37 improve cohesiveness, the diffusion of managerial strategies and meetings with
38 colleagues. This phase is considered a rapid learning process and managers are
39 constantly required to refresh their knowledge of important issues and concerns:
40
41
42
43
44

45 You certainly have to look all around you to realise what is happening. Never
46 admit as true a decision you have not taken. The first thing I did was to schedule
47 meetings with departments, listening to them and making approaches before
48 they came to me. There was a certain amount of alienation at times. There
49 were always meetings involving new issues. Since I had never been told about
50
51
52
53
54

1
2
3 any of these prior to my appointment, I was forced to get up to speed with them
4 pretty quickly. (Paul, dean)
5
6
7
8

9 **The development phase**

10 The development phase is mainly concerned with implementing the principle functions
11 of manager-academics, which in Catalonia form part of higher education law or are
12 assigned by university statutes and relevant outside agencies. This phase is defined as
13 highly active.
14
15
16
17
18

19 I spend most of my time in personnel management, with tasks ranging from the
20 contracting process to the resolution of interpersonal problems. This situation is
21 now having profound effects on the teaching staff and one is required to spend a
22 great deal of time listening to them. I also think it is important to improve
23 research into quality and to analyse the impact of bureaucracy and
24 administrative matters at department level. (Alicia, department head)
25
26
27
28
29

30 A manager's responsibilities during this phase are divided into two groups. The first
31 concerns institutional functions: meetings, representative commissions, interventions on
32 conflict resolution, communication, bureaucratic processes and the process of
33 negotiation (mainly demands for new resources). The second group covers personnel
34 management at the academic and administrative or service level. Several factors relating
35 to current policy applying to Catalonian universities were found to affect the data
36 obtained. Most of the interviewees mentioned the process of convergence between
37 Catalonian and Spanish universities and the European Higher Education Area. Some
38 aspects were highlighted in particular, such as the new university curriculum, new
39 systems of coordination and the design of degree and post-degree programmes.
40
41
42
43
44
45
46
47
48
49

50
51 Sometimes there is not enough time, the amount of work is overwhelming. In
52 the teaching process, for instance, the environment is ambivalent and you must
53
54

1
2
3 organise both the academic structure and the provision of academic staff to cope
4 with it. Ultimately, there are three or four very specific areas which are meant to
5 require little work. But since we are doing the work virtually on our own and
6 management is extremely complex, any innovation or team coordination
7 processes can become enormously burdensome.” (Andrew, department head)
8
9

10
11
12
13 Management during this phase is orientated towards three key aspects: new projects; the
14 opportunity for managers to take greater control over their work; and the rise in factors
15 that demand greater confidence, such as chairing meetings. Those academic-managers
16 in charge of the application of disciplinary procedures or other institutional regulations
17 reported higher levels of decision-making and also felt more comfortable applying these
18 than in the first stage. An increased capacity for initiative-taking was noted, as well as a
19 higher level of confidence regarding personal and teamwork skills. Experience and
20 learning facilitated the proposal of innovative activities.
21
22
23
24
25
26
27
28
29
30
31
32

33 **Final phase**

34 The final phase is characterised by the completion of previously initiated projects,
35 institutionalisation of these into the organisational culture and preparation for leaving
36 the managerial role and returning to academic life. It could be called the ‘way out’
37 phase and is sometimes shorter than the other two phases identified. During this final
38 period the manager effectively controls different administrative functions, has a broad
39 understanding of all the major issues and feels less pressure from colleagues on factual
40 and strategic matters. During this phase academic-managers show greater initiative and
41 their leadership ability reaches its highest level.
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 From my point of view, the moment when managers know most coincides with
4 the termination of their mandate. With the experience they have gained over
5 these years they are more independent, more creative and more assertive. It is a
6 pity to waste all this learning and apprenticeship. (Lisa, expert)
7
8
9

10
11 The end of the management period also means managing the transition at the point of
12 changeover, identifying what managers want the institution to retain as a result of their
13 leadership, consolidating this within the institution during the transfer of mandate and
14 discussing key issues to be considered and handed on in the transition process to a new
15 person or team. Those interviewed reported that design and anticipation of this
16 institutionalisation are highly relevant during this phase and the leader must take full
17 responsibility for it. The tasks involved in preparing for handover to a new manager are
18 of utmost importance, since they are factors that ensure the transfer of power is
19 successful. These tasks include motivating teachers to submit new project applications
20 or curriculum developments and ensuring that the process established under the
21 institutional regulations for transfer of power and the managerial role is fully
22 accomplished, both before and after transition to a new leader.
23
24
25
26
27
28
29
30
31
32
33
34

35
36 My work did not end the day I left my position, since I had to ensure that the
37 colleague succeeding me was able to develop his or her own project. Even if
38 you do everything right, you still have to plan an exit strategy: failure to do so
39 may cause problems. You have a lot of institutional responsibilities, you belong
40 to the department. (Andrew, department head)
41
42
43
44
45

46 At the end of their term in office, manager-academics face a number of new challenges.
47 The first is of a more formal nature and involves a smooth transfer of responsibility to
48 the successor. The second is more functional and involves the efficient handover of all
49 outstanding issues to the new manager. Finally, measures must be put in place that take
50
51
52
53
54

1
2
3 account of a manager's personal characteristics to ensure the outgoing manager once
4 again becomes a full member of the department or faculty. During this phase the former
5 manager is required to focus exclusively on academic activities, teaching and research.
6
7

8
9
10 The interviews revealed that there is no tradition of taking on various consecutive
11 mandates. Those performing unipersonal functions considered that such positions
12 demand a high level of personal and professional commitment. Consecutive election to
13 further management positions may have a negative impact on a person's academic
14 career. The minority of applications made by deans or department heads for
15 consecutive management periods are mainly motivated by unfinished projects, explicit
16 support from colleagues or a lack of other applicants capable of ensuring a clean
17 transition:
18
19
20
21
22
23
24

25
26 Three years is more than long enough to achieve what you set out to achieve. If
27 you cannot do it in three years, you are even less likely to do it in six. A six
28 year-period is too long and would probably have a negative effect on your
29 *curriculum vitae*. I cannot imagine myself applying for the position of dean a
30 second time, absolutely not. (Maria, dean)
31
32
33
34
35

36 A retiring manager's background and experience in former positions is key to the
37 process of appointing a successor. Few universities elect people with little or no
38 experience or without any previous background. Such a tradition is widely supported by
39 the academic community because it ensures continuity in the management model and
40 the establishment of institutional principles. In addition, this tradition implies a certain
41 training model for management issues that is highly valued in a non-professionalised
42 context.
43
44
45
46
47
48
49

50 I think many deans and department heads have already exercised low-level
51 responsibilities prior to taking on management roles. To present oneself without
52
53
54

1
2
3 any training or experience is tantamount to committing professional suicide.
4
5 (Gines, expert)
6
7

8
9 The findings and recommendations of external agencies for the assessment of
10 academics (for example in relation to acquisition of tenure or other forms of promotion)
11 are very positive about the fact that most university statutes allow a period of up to one
12 year of study leave for those who have served a term as dean or head of department.
13
14 The sabbatical period must be used for personal update of a scientific, artistic or
15
16 technological nature:
17
18
19

20
21 Assessment tasks of teachers must also include their management functions, all
22 these activities are very important during our careers. You cannot do everything
23 well and everything at the same time. The current system is a trap, since
24 performing a management function is not well regarded in a system where the
25 most prized goal is research. If the system remains as it is, nobody will want to
26 go into management. If your focus is solely on management activities, then you
27 must be judged on these exclusively; it is senseless to make not being a
28 researcher a reason for punishment. Each period of your professional career may
29 be dedicated exclusively to one activity—teaching, research or management—
30 and you should only be judged on one if any. (Betty, expert)
31
32
33
34
35
36
37
38

39 Most of those interviewed considered it impossible to combine management with other
40 academic activities, research in particular. This is why weighting for research activities
41 has now become a major concern among teachers in positions of management. Most of
42 the respondents voiced concern at the low value attached to managerial promotion.
43
44 Academics consider that when appraisals are carried out, managers are at a
45 disadvantage because they are unable to provide evidence of much research activity.
46
47 There is increasing demand for a balanced model, which considers research, teaching
48
49
50
51
52
53
54

1
2
3 and management activities on equal terms. In addition, such a model should include a
4
5 fair assessment of different merits. As an alternative, a new assessment model has been
6
7 proposed with a view to integrating these three functions over a specific time period
8
9 (Ministry of Education, Government of Spain, 2010). This model is geared to
10
11 establishing whether teachers fulfil their tasks and to monitoring the completion and
12
13 success they achieve over a period of time. Under this model equal value is attached to
14
15 all three activities.
16

17 18 **Conclusion**

19
20 The management model of Catalan public universities, members of which are non-
21
22 professional and democratically elected on a rotational basis, involves the identification
23
24 of several phases during the mandate of the manager-academic. This study identified
25
26 three phases with distinct characteristics. The three phases identified reflect the
27
28 evolution of the academic-manager and is not intended as a predictive model.
29

30
31 The influence that different environments, personal and institutional realities and
32
33 personal factors can have on the development of academic functions is well known. All
34
35 the phases described during the analyses of individual positions at universities are
36
37 almost identical to those reported by Robbins (1987) on the development of human
38
39 resources in organisations (integration, socialisation, maintenance, negotiation and
40
41 memory). This study revealed a growing interest in properly defining the phases of
42
43 development of academic-managers during their activities in universities, an aspect
44
45 which corresponds with the evidence of Durand (1997). Durand argued that analysis of
46
47 academic development based on phases allows for an important definition of common
48
49 profiles among academics.
50
51
52
53
54
55
56
57
58
59
60

1
2
3 The paper identified three well-differentiated phases of development of management
4 functions: learning and contextualisation, development of functions and the institutional
5 projection and transmission of management tasks.
6
7
8

9
10 The first period of work, which can be termed the contextualisation phase, implies
11 taking control of the new managerial role and is characterised by a high level of
12 motivation. The leadership style during this phase finds a parallel in the way Mercer
13 (2009) referred to the academic performance of junior managers. Their decisions are
14 often a result of ongoing consultation with individuals or influential groups.
15
16
17
18

19
20 All these characteristics, together with the structures of informal power in departments
21 and university faculties, confer an important role on micro-politics. The development
22 phase requires both maximum effort and exclusive dedication to managerial functions.
23
24 It is considered the longest of the three phases identified. It is oriented towards the
25 achievement of previously defined objectives and the proper functioning of
26 competences. All programmes are geared to maximising productivity. Evidence derived
27 from preliminary achievements is of crucial importance. From the leadership point of
28 view, this phase affords possibilities to develop new ideas and policies as well as
29 highlighting the need for control mechanism improvements. During the final phase
30 managers reach the maximum level in the development of their functions. Leadership
31 levels are also high, thereby reducing the influence of micro-politics and the need to
32 harness these to maximise general benefit. In the proposed taxonomy of phases, the
33 final one is the most effective as far as the time required for implementation is
34 concerned. The managerial level and the institution as a whole increase their feedback
35 processes, aimed at showing results and objectives achieved. A superior level of
36 institutional awareness also increases its importance. There are also significant benefits
37 at a superior level of institutional awareness. The research found that by undertaking
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3 managerial positions academics felt a greater sense of institutional belonging. This is
4 very relevant to the preparation of new candidates for managerial positions and the
5 proper planning of future work. According to Strike and Taylor (2009), many people
6 change their perception of their professional career shortly after this phase. Their
7 professional situation tends to be exclusively reoriented towards teaching and research
8 activities.
9

10
11
12
13
14
15
16 The research evidenced how each of the three phases identified is characterised by the
17 development of a particular consciousness relating to management functions. During the
18 first phase, the most important aspects are those relating to personal and individual
19 characteristics. The second phase is geared to the development and optimisation of
20 managerial functions. During the final phase, in which managers prepare to step down
21 from the position, the most valuable measure is the achievement of objectives.
22
23
24
25
26
27

28 These findings may serve as orientation for policy and decision-makers in the Catalan
29 higher education system in two respects. First, they may help determine the cost of a
30 rotational system, in which all unipersonal entities would be renewed every three years.
31 This means that academics would have to take over functions related to the institutional
32 administration of faculties and departments and consequently some features of the three
33 phases looked at in this study would be repeated. Second, the non-professional nature of
34 the position would call for training programmes or advisory services tailored to specific
35 circumstances, the time frame and the individual. It is hoped that in-depth analysis of
36 the features, functions, concerns and concepts associated with every phase will open up
37 new perspectives in the professional development of manager-academics.
38
39
40
41
42
43
44
45
46
47
48
49

50 **References**

51
52
53
54
55
56
57
58
59
60

- 1
2
3 Akerlind, G. (2008). "Growing and developing as a university researcher." *Higher*
4 *Education*, 55: 241-254
5
6 Bricall, J. M^a. (2000). *Informe Universidad dos mil*. Madrid, CRUE.
7
8 Castro, D. (2006). *Los órganos unipersonales de gestión académica en la universidad*.
9 Tesis doctoral. Departamento de Pedagogía Aplicada, UAB.
10
11 Clark, B. (1983). *The Higher Education System: Academic organization in cross*
12 *national perspective*. Los Angeles, University of California Press.
13
14 Clark, B. (1995). "Leadership and innovation in Universities. From theory to Practice."
15 *Tertiary Education and Management*, 1 (1): 7 -11.
16
17 Dearing, R. (1997). *Higher education in the learning society*. London, Department for
18 Learning and Education.
19
20 Deem, R. (2006). "Changing research perspectives on the management of Higher
21 Education: Can research permeate the activities of manager-academics?" *Higher*
22 *Education Quarterly*, 60(3): 203-228
23
24 Deem, R. & Brehony, K. (2005). "Management as ideology: the case of 'new
25 managerialism' in Higher Education." *Oxford Review of Education*, 31(2): 217-235
26
27 Deem, R; Hillyard, S. & Reed, M. (2007). *Knowledge, Higher Education and the New*
28 *Managerialism: The Changing Management of UK Universities*. Oxford, Oxford
29 University Press.
30
31 Dolan, S. L. (2003). *La gestión de los recursos humanos*. Madrid, McGraw Hill.
32
33 Durand, J.C. (1997). *Dirección y Liderazgo del departamento académico en la*
34 *universidad*. Navarra, EUNSA.
35
36 EURYDICE (2008). *Higher Education governance in Europe. Policies, structures,*
37 *funding and academic staff*. Brussels, European Commission.
38
39 Feixas, M. (2002). *El desenvolupament professional del professor universitari com a*
40 *docent*. Tesis doctoral. Departamento de Pedagogía Aplicada, UAB.
41
42 Fernández, M. (2006). *Desarrollo Profesional Docente*. Granada, Grupo Editorial
43
44 Flick, U. (2004). *Introducción a la investigación cualitativa*. Madrid, Morata.
45
46 Hancock, T. (2007). "The business of universities and the role of department chair."
47 *International journal of educational management*. 21 (4): 306-314
48
49 Kember, D. (1997). "A reconceptualisation of the research into university academics'
50 conceptions of teaching." *Learning and Instruction*, 7: 255-257
51
52 Kugel, P. (1993). "How professors develop as teachers." *Studies in Higher Education*.
53 18 (3): 315-328
54
55 Larsen, I; Maassen, P. & Stensaker, B. (2009). "Four basic dilemmas in University
56 Governance Reform." *Higher Education Management and Policy*, 21 (3): 41-57
57
58 Mercer, J. (2009). "Junior academic-manager in higher education: an untold story?"
59 *International Journal of Educational Management*, 23 (4): 248-259
60
61 Middlehurst, R. (2004). "Changing internal governance: a discussion of leadership roles
62 and management structures in UK universities." *Higher Education Quarterly*, 58
63 (4): 258-279

- 1
2
3 Ministerio de Educación. (2010). *Estatuto del personal docente e investigador de las*
4 *universidades españolas. Borrador del decreto*. Madrid, Gobierno de España.
5
6 Mintzberg, H. (2003). *The strategic process*. Edinburgh, Prentice Europe.
7
8 Mora, J-G. (2000). "El gobierno de las universidades: entre la autonomía y la eficacia".
9 *International Seminar on University Governance and Management*. Barcelona,
10 EAIR.
11
12 Munhall, P. (2001): *Qualitative Perspective*. Bartlett Publishers
13
14 Oja, S. N. (1989). "Teachers: ages and stages of adult development." Holly, M. L. &
15 McLaughlin, C.S. (Eds.). *Perspectives on Teacher Professional Development*,
16 London, Falmer Press.
17
18 Oxford University (2006). "White Paper on University Governance." *Oxford University*
19 *Gazette*, 36: 15-27
20
21 Ribbins, P. (2007). "Middle leadership in schools in the UK: improving design – a
22 subject leader's history." *International Journal of Leadership in Education*, 10(1):
23 13-30
24
25 Samper, L. (1992). "Carrera professional i cicle vital: continuïtat i canvi en la
26 socialització ocupacional dels docents." *Revista de Sociologia*, 39: 11-21
27
28 Seminar Report (2008). Future business models for universities in the UK: issues and
29 challenges. 1-2 May, Universities UK.
30
31 Smith, D. (2008). "Academics or executives? Continuity and change in the roles of pro-
32 vice-chancellors." *Higher Education Quarterly*. 62(4): 340-357
33
34 Sporn, B. (2003). *Management in Higher Education: current trends and future*
35 *perspectives in European Colleges and Universities*. Netherlands, Springer Link.
36
37 Strauss, A. & Corbin, J. (1990). *Grounded Theory Procedures and Techniques*.
38 Newbury Park, EUA, Sage
39
40 Strike, T. & Taylor, J. (2009). "The career perceptions of academic staff and human
41 resource discourses in English Higher Education." *Higher Education Quarterly*,
42 63(2): 177-195
43
44 Robertson, D.L. (1999). "Professors' perspectives on their teaching: a new construct
45 and development model." *Innovative Higher Education*, 23(4): 271-294
46
47 Robbins, S. (1987). *Comportamiento organizacional. Conceptos, controversias y*
48 *aplicaciones*. Madrid, Prentice Hall.
49
50 Tesch, R. (1990). *Qualitative Research*. NY, Falmer.
51
52 Turnbull, S. & Edwards, G. (2005). "Leadership development for organizational change
53 in a New UK University. Paper presented at the Academy of Human Resource
54 Development International Conference (AHRD) (Estes Park, CO, Feb 24-27, 2005)
55 p. 109-116
56
57 Tomàs, M. (2006). *Reconstruir la universidad a través del cambio de cultura*.
58 Bellaterra, Servei de publicacions de la UAB
59
60 Tomàs, M; Borrell, N; Castro, D; Feixas, M; Bernabeu, D. y Fuentes, M. (2009). *La*
cultura innovadora de las universidades. Barcelona, Octaedro.

- 1
2
3 Trackman, L. (2008). "Modelling University Governance." *Higher Education Quarterly*, 62(1/2): 63-83
- 4
5
6 Watson, D & Huxley, L. (2009). "Effective governance in higher education: perspectives and practice". *In practice*. Leadership Foundation for Higher Education. (Available: www.lfhe.ac.uk (consulted: 14/10/2010) cv
- 7
8
9
10 Whitchurch, C. (2007). "The changing roles and identities of professional managers in UK Higher Education." *Perspectives: Policy and Practice in Higher Education*, 11(2): 53-60.
- 11
12
13 Zabalza, M. A. (2002). *La enseñanza universitaria. El escenario y sus protagonistas*. Madrid, Nancea.
- 14
15
16
17
18
19

Acknowledgements

20 We should like to thank Professor Rosemary Deem of Royal Holloway, University of London, for her help in commenting on various drafts of this paper.

21
22
23
24
25
26
27

Biographical notes

Dr. Diego Castro

Professor of Universitat Autònoma de Barcelona

Edifici G-6
08173- Bellaterra (Spain)
diego.castro@uab.cat
tel. +3493 581 2235
fax. +3493 581 3052

PhD in Education. Junior Lecturer in Educational Administration at UAB. A member of the research group on Culture Change in Catalan Universities he has conducted research into the role of academic-managers in HE.

28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44

Dr. Marina Tomàs

Professor of Universitat Autònoma de Barcelona

Edifici G-6
08173- Bellaterra (Spain)
marina.tomas@uab.cat
tel. +3493 581 3197
fax. +3493 581 3052

45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

PhD in Education. Senior Lecturer in Educational Administration and Leadership at UAB since 1992. As director of the research group on Culture Change in Catalan Universities she has a particular interest in organisational culture in higher education.

Total number of words: 6306

For Review Only