Training Program for Senior University Research Administrators (URAs) in Japan

Meta Trial Module "University Management"

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Content Overview

- Background of the Assignment

- Overall Approach, Methodology & Why Europe

- Meta Trial Module "University Management"

- Visions for Senior URAs in Japan

- Feedback & Discussion

Introduction

Background of the Assignment

IRIS Science Management Inc.

Tokyo-based consulting company, specialized in research management, policy advice, and support for "**I**nternational **R**elations **I**n **S**cience".

Dr. Iris Wieczorek – founder and president
- Studied Japanese and Chinese Studies, as well as Computer Science in Germany
- Over 25 years of Japan experience, broad knowledge about the scientific systems in Europe & Japan
- Worked as a research on comparative assessment of the Japanese research and innovation system
- Has been involved in various science management and training activities

Our Services Include
- Personal Advice for Top Management of Scientific Institutions on Strategic & Organizational Development
- Training for Early Career Researchers and University Research Administrators (URAs)/ Science Manager
- Project Management & Research and Insights

Hired by Kanazawa University to Conceptualize Training Modules for Senior University Research Administrators (URAs) in Japan

Part 1

Overall Approach, Methodology & why Europe

Science Management Training Program for Senior URAs

1. Module: University Management

➢ What does (strategic) University Management mean today?

➢ Roles, tasks and responsibilities of Senior URAs?

➢ Necessary skills of Senior URAs to support University Management?

➢ Case Studies from Europe => Group Discussions

2. Module: Research Strategy Planning

➢ Basics of Research Strategy Planning (including Strategy for Research Funding)

➢ Roles, tasks and responsibilities of Senior URAs?

➢ Necessary skills and tools for research strategy planning

➢ Case Studies from Europe => Group Discussions

3. Module: Planning and Management of a Research Project

➢ Basics, Phases and Success Factors of Project Management

➢ Roles, tasks and responsibilities of Senior URAs?

➢ Necessary skills and tools for project management?

➢ Case Studies from Europe => Group Discussions

Today:
Trial module

Textbook
in Engl. and Jap.
&
URA "Skill Card"
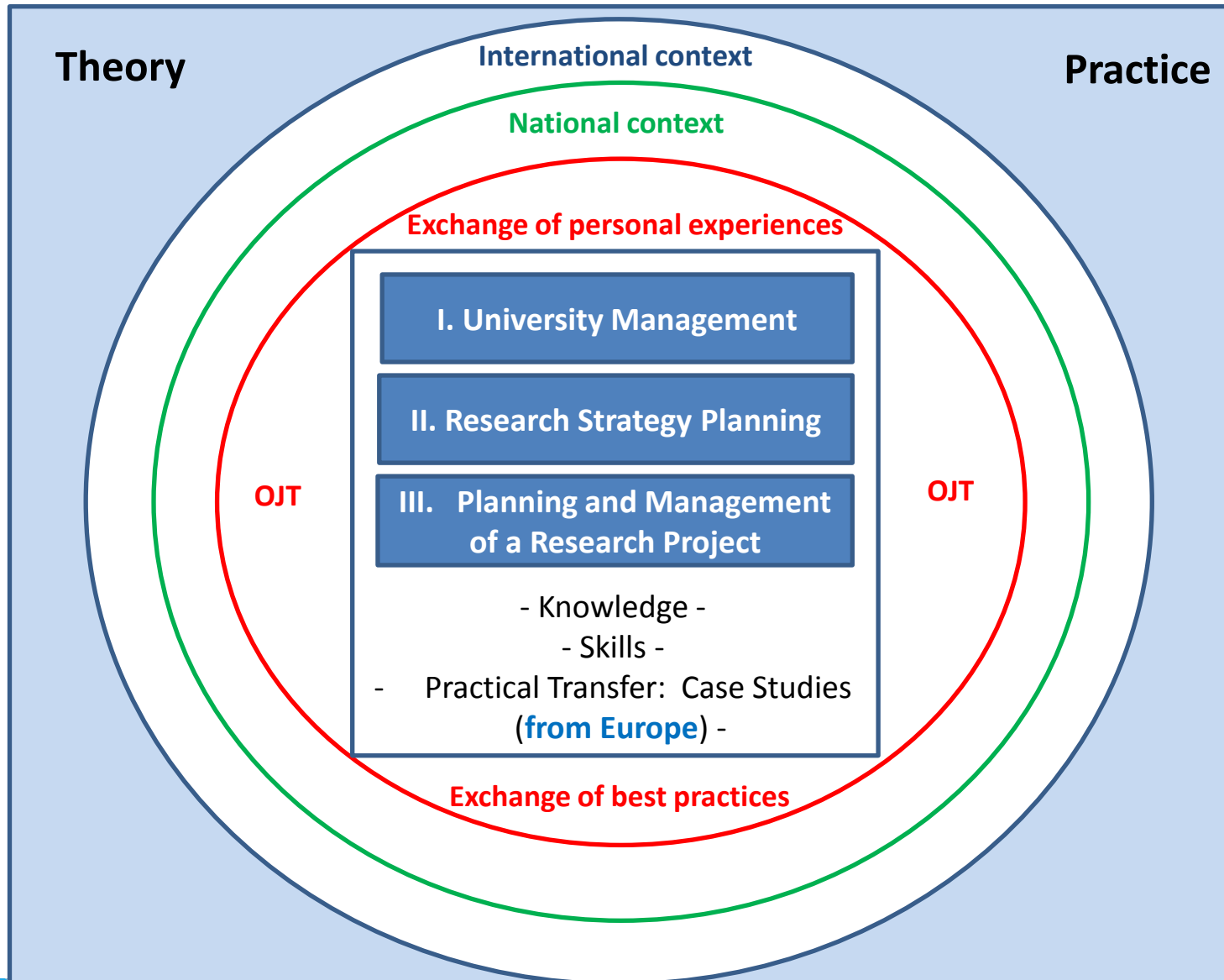
Why Europe?

- Somewhat Comparative Environment
  - Similar education system
  - Comparable funding approaches (although with the additional "EU" layer)
  - Institutions with similar history
  - Similar academic labor market situation
  - Comparable recent developments & pressure to compete internationally
  - Historically rigid and bureaucratic administration structures of universities, but they changed at a high speed over the past 15 years
  - $\Rightarrow$ **change is possible through innovative approaches toward organizing and managing research!**
- The US
  - Institutional and funding situation is very different from both Japan & Europe
  - Thus, comparison is often difficult

Science managers in Germany
changes in the number of non-academic staff

- Outstanding management is a key success factor for universities nowadays
- URAs/ Science Managers have a central role!
- Especially Senior URAs/ Science Manager are (and will be) in need to cope with new challenges
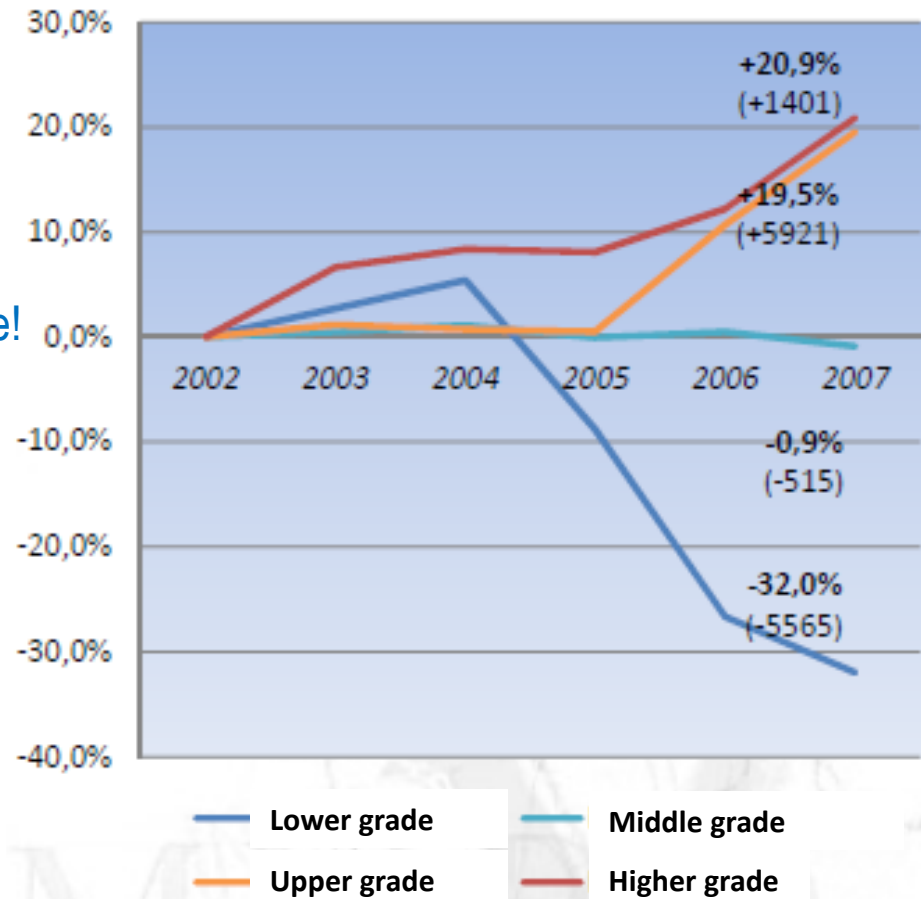
Source: Blümel/Krücken/Kloke/Netz 2010

Tasks & responsibilities of (Senior) Science Managers in Germany

An overview

Project development:
ideas & planning & fundraising

Support for (research) strategy
planning, change management

Supervising and carrying out (large)
projects: to be kept two apart

Resource management/ controlling/
permanent adjustments

Staff recruitment/ leadership/
coordination/ delegating/ training

Presentation of results/ evaluation/
follow-up projects

Communication/ people management
› Information/ meeting management
› Networking/ cooperation
› Conflict management/ negotiation

Quality & diversity management
› Structures/ processes/ results
› Culture as well as instruments!
› Research integrity & ethics

Skills of Senior URAs/ Science Managers – to be discussed

An overview

Analytical skills	Strategic & tactical skills
Management & organizational skills	"Accounting" skills
Leadership skills	Presentation skills
Communication & interpersonal skills (incl. conflict management etc.)	Intercultural skills & English ability

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INTERNATIONAL RELATIONS IN SCIENCE

Part 2

Meta Trial Module "University Management"

Objectives of the Training Module

- ✓ Demonstrating meaningful "connections" of research and management

- ✓ Discussing the question: How much control/ management and how much anarchy is needed for successful research?

- ✓ Discussing the question: What does "management" mean in the context of a university?

- ✓ Discussing the basics of (strategic) university management

- ✓ Discussing case studies and "practicing" university management

- ✓ Exchanging experiences about university management

- ✓ Discussion of roles and responsibilities of senior URAs

Overview of the Meta Trial Training Module

I.   Shifting Missions of Research Universities

II.   Management in Academia – short version

III. University Management in Practice:

      Start with Developing a Strategy - Case Studies

IV.   Visions for Senior URAs in Japan

Part 2

Meta Trial Module "University Management"
II. Management in Academia

Management in Academia
Management FOR Science

Key Messages

- Transition from a "traditional" model to a "managerial" model
- Management in academia is different from management in a company
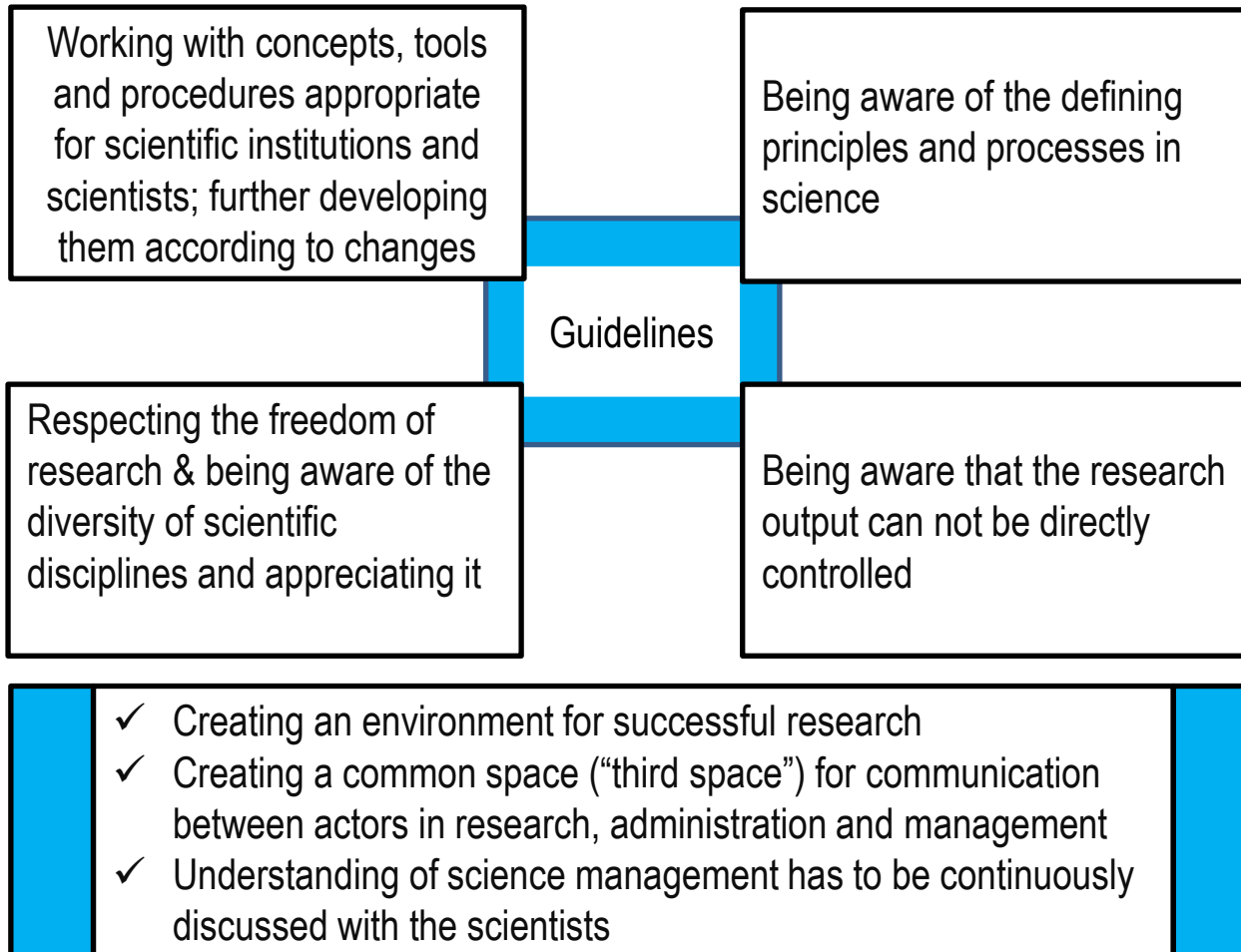
Aim of the Training Section

- Understanding of the difference of "administration" and "management"
- Understanding the specifics of management in academia
- Discussing guidelines for good science management

Exercise for Discussion

- Relocation of a faculty and its members within the university campus
- ⇒ Today only as "warm-up": what do you think first, what would be your first steps?

Good Science Management
Management FOR Science

Working with concepts, tools and procedures appropriate for scientific institutions and scientists; further developing them according to changes		Being aware of the defining principles and processes in science
	Guidelines	
Respecting the freedom of research & being aware of the diversity of scientific disciplines and appreciating it		Being aware that the research output can not be directly controlled

- ✓ Creating an environment for successful research
- ✓ Creating a common space ("third space") for communication between actors in research, administration and management
- ✓ Understanding of science management has to be continuously discussed with the scientists

From Administration to Professionalized Science Management

Exercise for "Warm-Up" Discussion

- One faculty and its members have to move to a different building as the current building is old and will be destroyed

- On the 5th floor of the building No 7 of the university would be enough space to host all faculty members

- But, there are 3 small interdisciplinary labs which occupy three rooms a 50qm. Nonetheless, on the 2nd floor of building No 7 are empty rooms to which they could move

- What comes first to your mind?

- How do you manage the situation? What are your first steps?

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INTERNATIONAL RELATIONS
IN SCIENCE

Part 2

Meta Trial Module "University Management"
III. University Management in Practice:
Start with Developing a Strategy – Case Studies

(Strategic) University Management in Practice

Key Message

- Most crucial is to carefully plan the strategy development process in advance
  - who shall be "on board" before developing a strategy and during the process?

Aim of the Training Section

- Providing Insights into University Management in Practice
- Discussion of top-down and bottom-up mechanisms

Case Studies

- Strategy development at German Universities

Stages of (Strategic) University Management

A | **Vision & Mission** (sometimes after strategy development)
for the development of the university

B | **Strategic Analysis & Forecast**
stakeholder and core competencies of the university

C | **Formulation of a Strategy** developmental planning of the university
(central part! Which criteria shall a strategy meet?)

D | **Implementation of the Strategy**
change management

E | **Performance review & feedback**

- ✓ At all stages science managers are important
- ✓ Strong cooperation of various actors is essential!

Strategy Development for a University
Case Study I from Germany

- New power of the top-management is used for a top-down strategy
⇒ Negative consequences: e.g. significant barriers of acceptance, conflicts

Example from Hamburg University (Students: 41,214; Professors: 700)
- Authoritarian and undemocratic leadership style of new president Monika Auweter-Kurtz
  (started in July 2007 => contract forced to end in July 2009, would have lasted until 2012)
- Various solely top-down decisions and directions for a speedy reform process
- Moreover, harsh behavior towards Professors and not respecting their "freedom",
  e.g. enactment 2007: Professors should ask the PR Department before they talk to journalists

⇒ Professors, students, politicians asked for her resignation
⇒ What had happened? What would have been your advice to the president?
⇒ Good practice of combined top-down & bottom-up processes?

Strategy Development
Case Study II from Germany

The situation

Mid-sized university with a strong scientific basis in certain fields
Facts & figures: 6 faculties, 17,200 students, 1,875 scientific-staff (214 Prof.), 1,444 non-scientific staff)

Goal: National & International Positioning
Trigger: Excellence Initiative

Good leadership of the president, but no long-term strategy

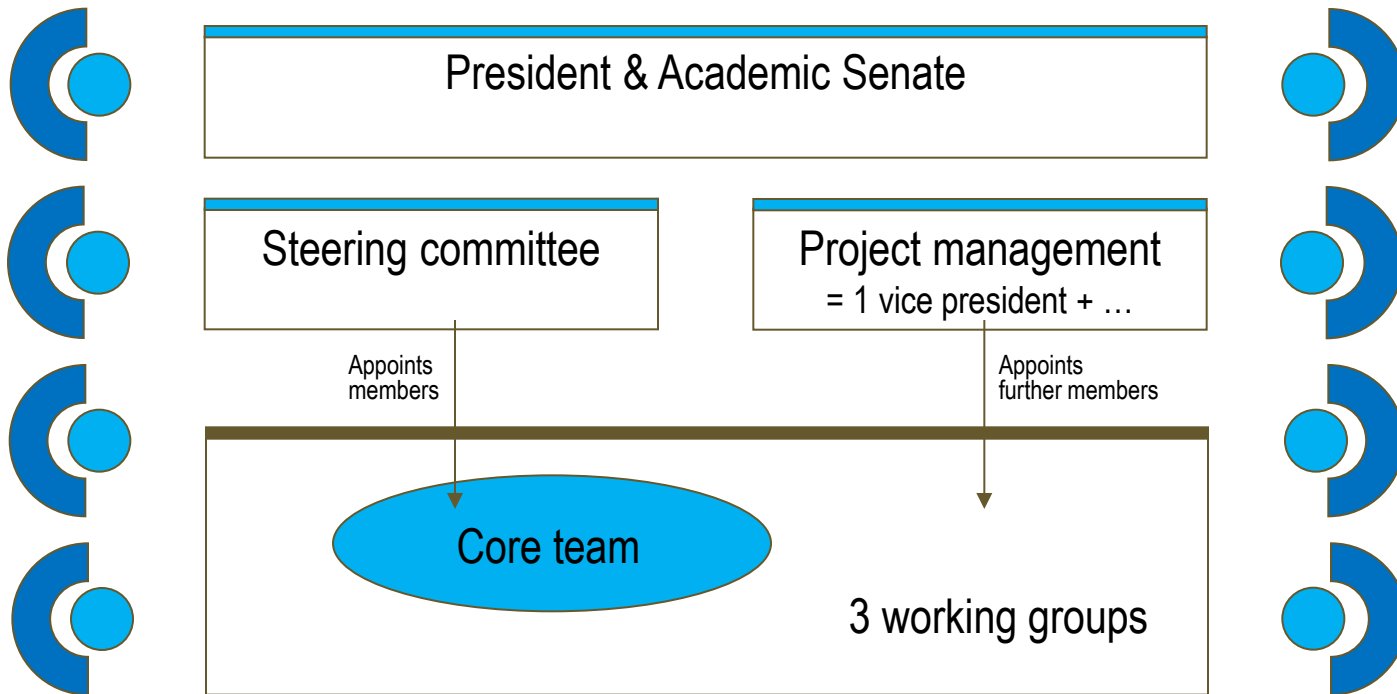Excellent researcher of the university became too "independent"

Strategy development to "unite" the university and to successfully position the university nationally and internationally

Pre-Kick-Off-Workshop with about 25 people of the university
Result: Agreement of university boards & hiring external consultant to moderate the strategy development process

Strategy Development for a German University

Structure of stakeholders and committees

Possible role(s) for Senior URA?

President & Academic Senate

Steering committee

Project management
= 1 vice president + …

Appoints members

Appoints further members

Core team

3 working groups

Strategy Development for a German University

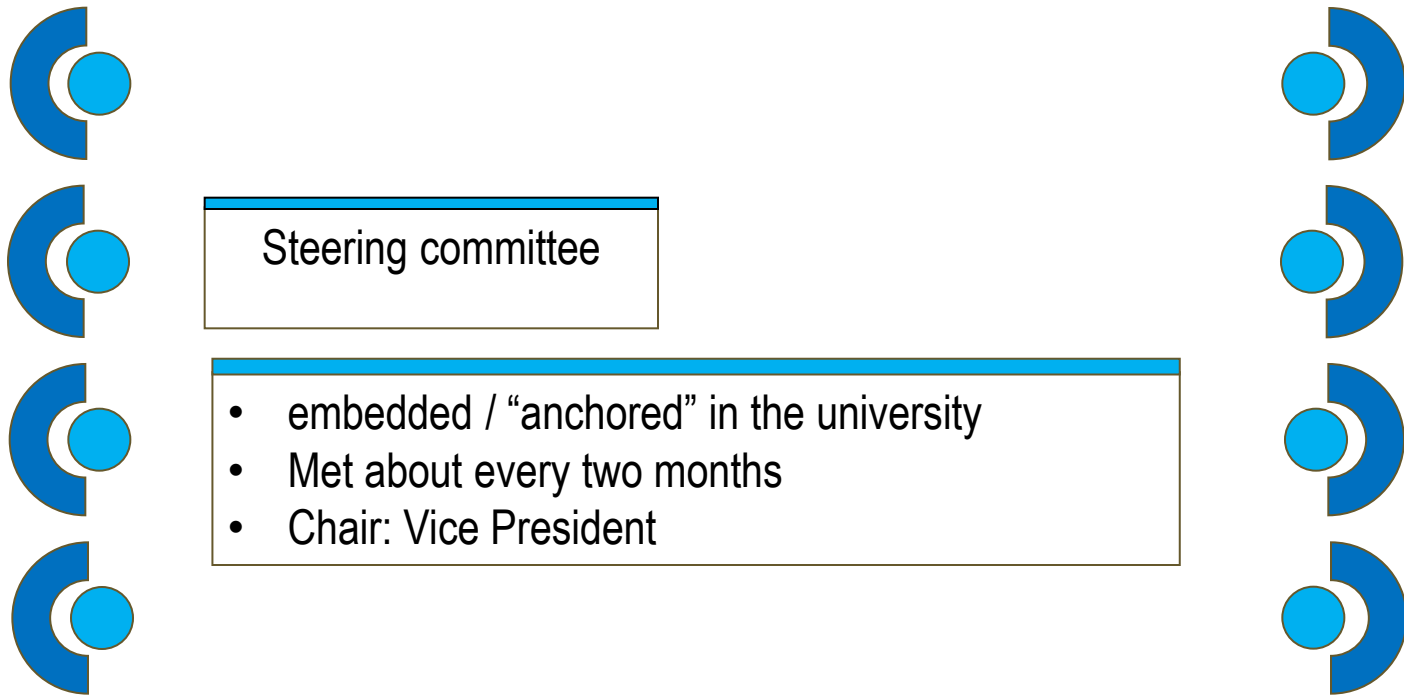Structure of stakeholders and committees

President & Academic Senate

Academic Senate:
- 13 members: 7 professors, 4 academic and technical staff members, 2 students
- Is involved in all important University decisions, e.g., election of University presidents, appointment of the University Council, confirms vice presidents in office, issues guidelines etc.
$\Rightarrow$ great authority in the creation of self-governing units at the university

Strategy Development for a German University

Structure of stakeholders and committees

Steering committee

- embedded / "anchored" in the university
- Met about every two months
- Chair: Vice President

Strategy Development for a German University
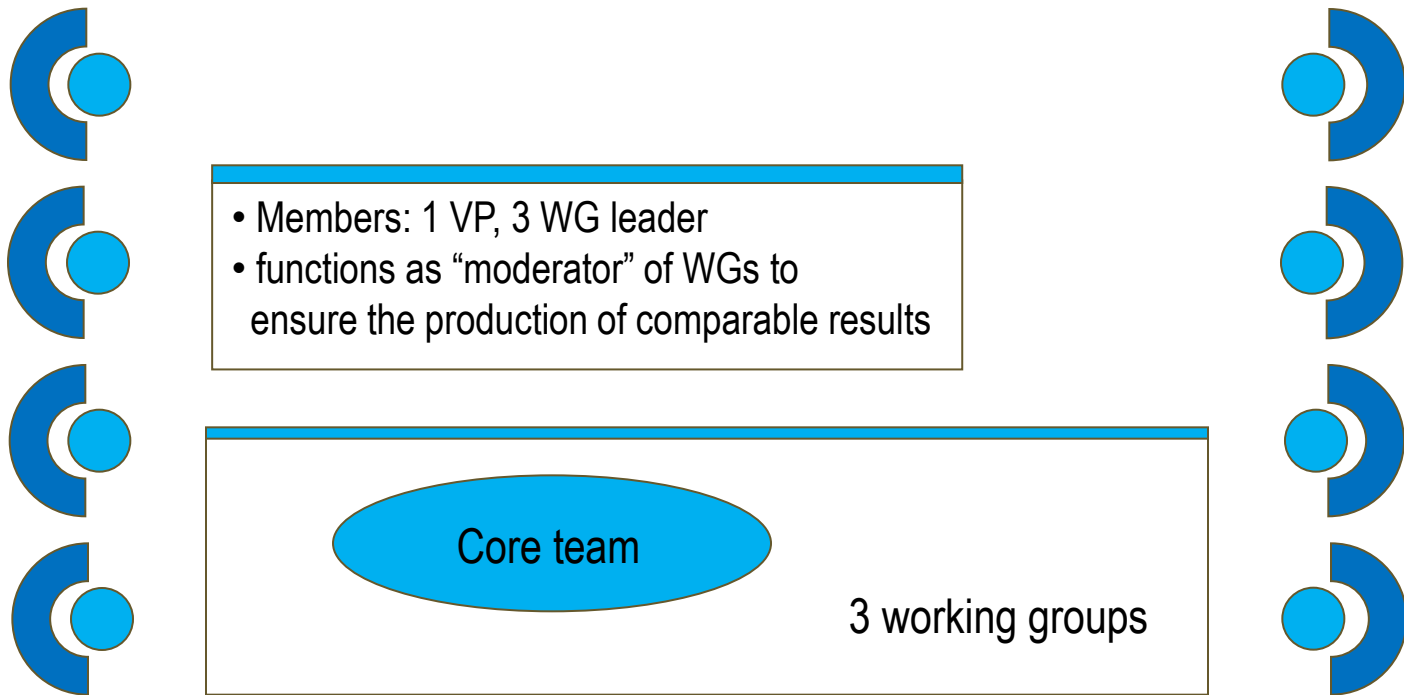
Structure of stakeholders and committees

Project management
= 1 vice president + …

- Operational function
- Members:

1 VP, 1 Senior URA,
external consultant,
1 student assistant

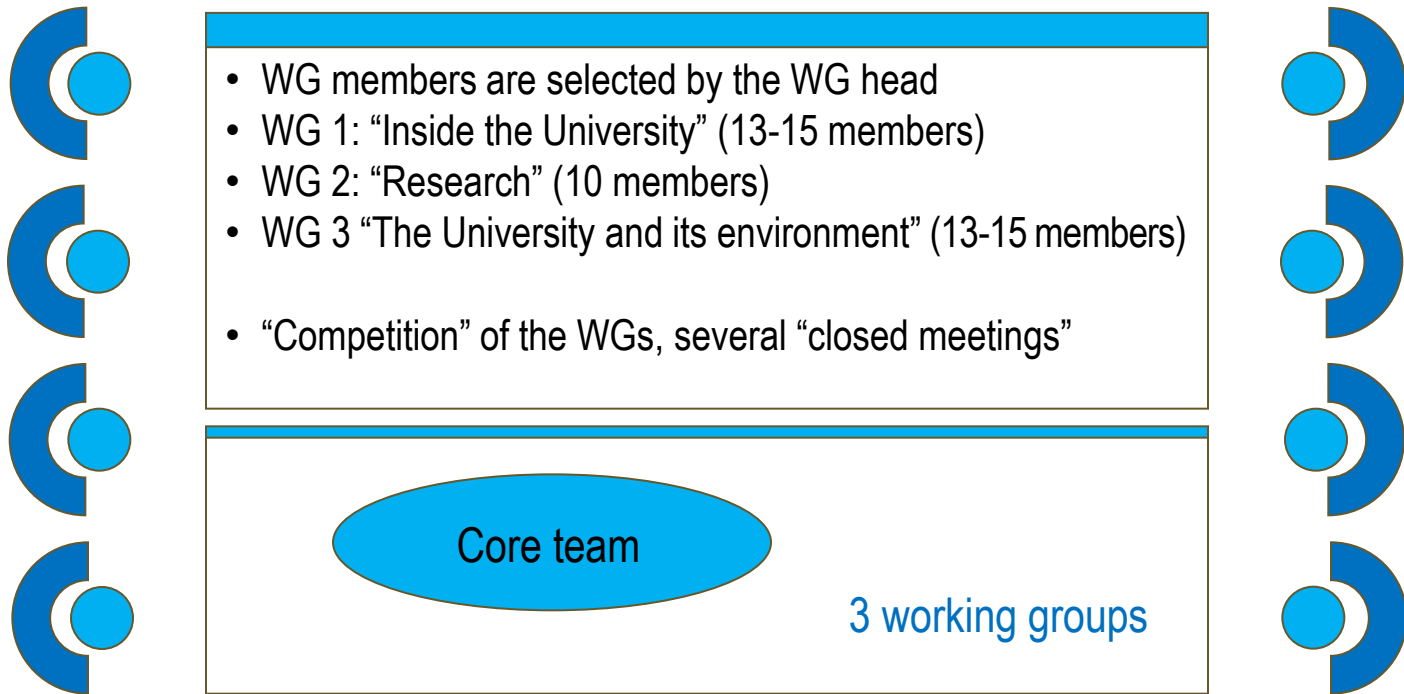# Strategy Development for a German University
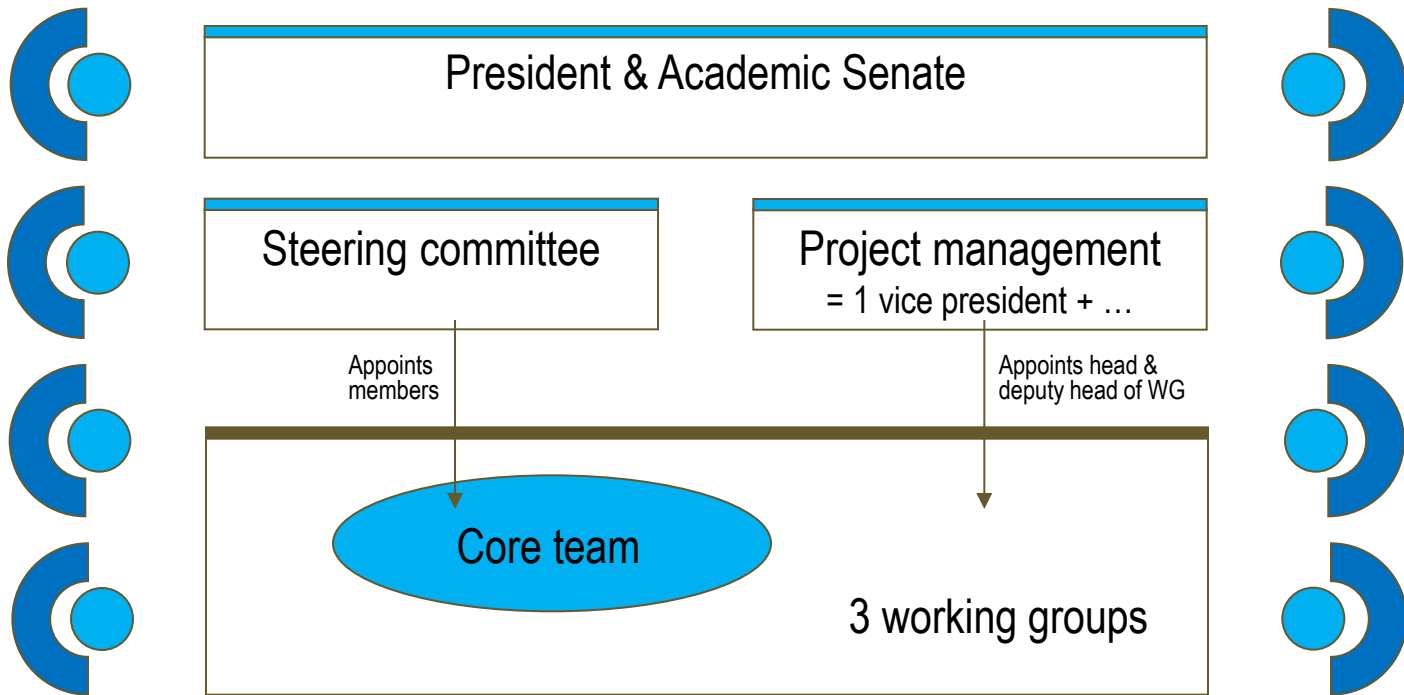
Structure of stakeholders and committees

- Members: 1 VP, 3 WG leader
- functions as "moderator" of WGs to ensure the production of comparable results

Core team

3 working groups

Strategy Development for a German University

Structure of stakeholders and committees

- WG members are selected by the WG head
- WG 1: "Inside the University" (13-15 members)
- WG 2: "Research" (10 members)
- WG 3 "The University and its environment" (13-15 members)

- "Competition" of the WGs, several "closed meetings"
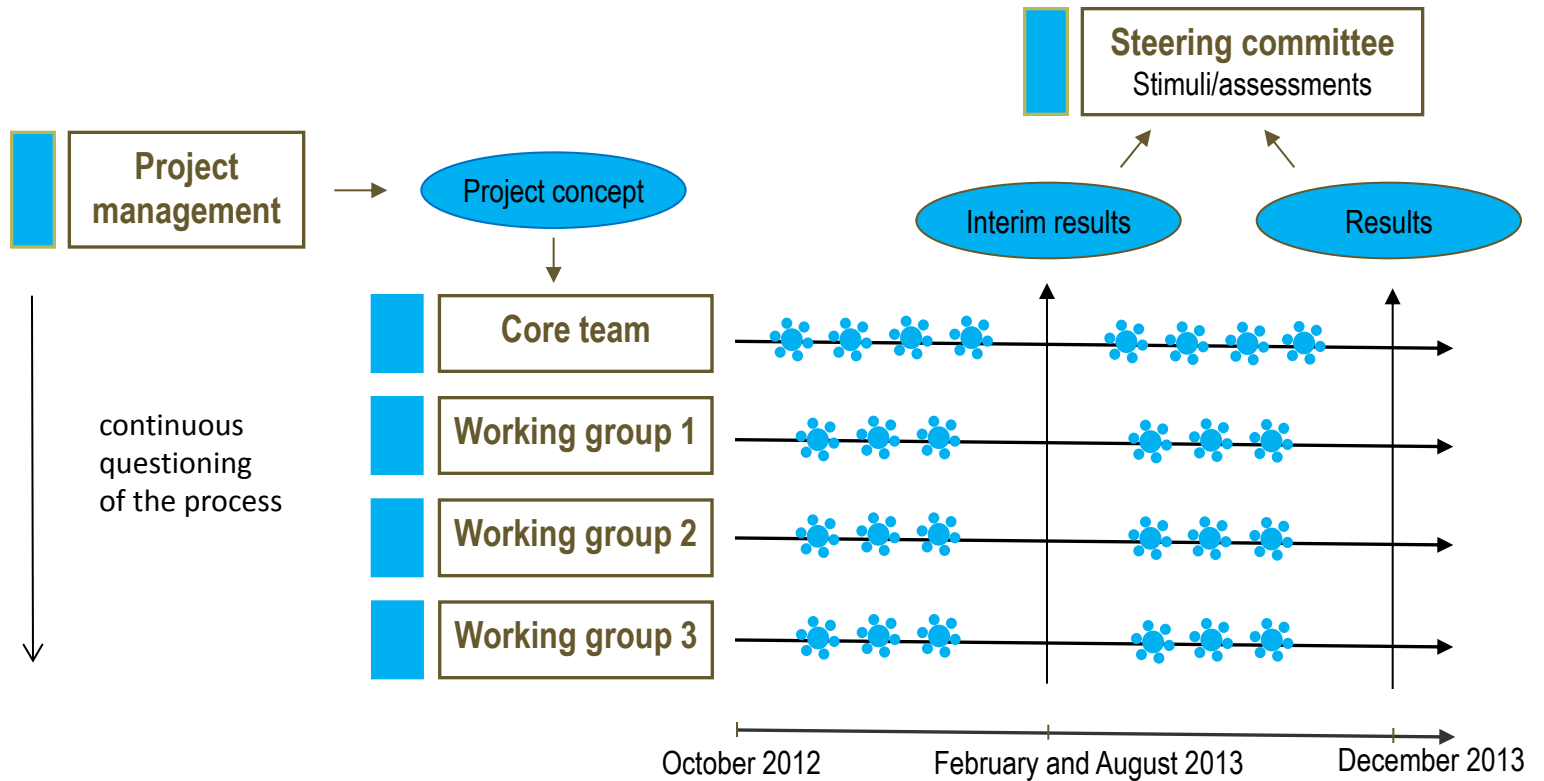
Core team

3 working groups

Strategy Development for a German University

Structure of stakeholders and committees

Strategy Development for a German University

The process sequence

Strategy Development for a German University

Results: Consensus & Satisfaction

Objectives/ Goals

| Research |
| Education |
| Recruiting & HR Development |
| Strategic capability/ governance |

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Clear & transparent rules for university management (top-down & bottom-up processes)

Values

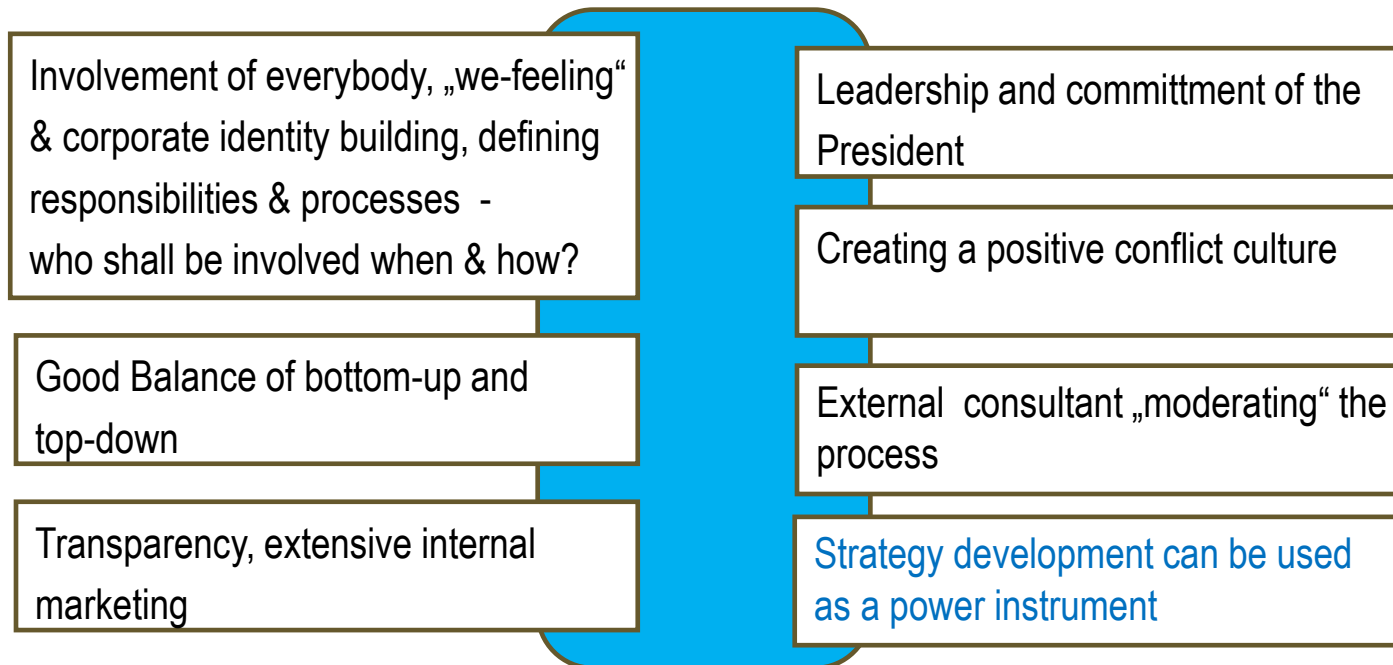| Self-concept / image |
| Interaction with ourselves & others |
| Governance & leadership |

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Permanent reflection & further development of the strategy and governance

Strategy Development for a German University

Success factors

Involvement of everybody, „we-feeling" & corporate identity building, defining responsibilities & processes -
who shall be involved when & how?

Good Balance of bottom-up and top-down

Transparency, extensive internal marketing

Leadership and committment of the President

Creating a positive conflict culture

External consultant „moderating" the process

Strategy development can be used as a power instrument

Triggering off a strategy develoment for a university

Who needs to be „on board" – before the start and for the first period? (15 Min Exercise)
Take your universities as examples!

TOP

↓

down

?

Up

↑

BOTTOM

Exercise

Exercise
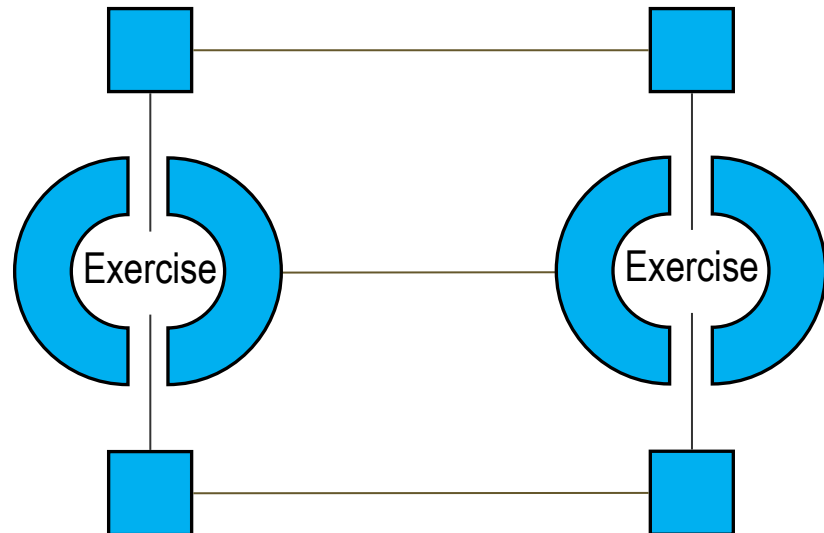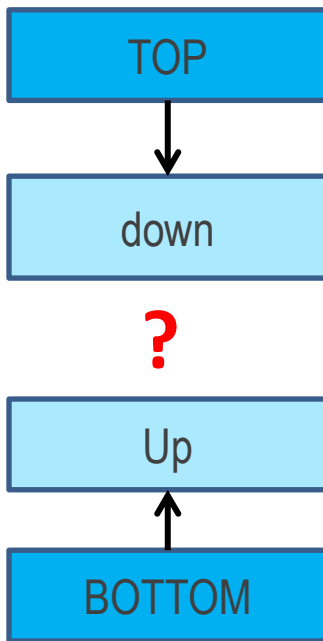
Take Home Messages
(Strategic) University Management

Central to University Management is the development of a strategy

- It is important to think well in advance who shall be "on board" before & during the process of developing a strategy
- Balance of top-down & bottom-up mechanisms is important
- The strategy development process has to be managed on various levels
- Leadership & project management are essential
- Commitment of involved actors is necessary (first of all: of the president)
- Communication is crucial

(Strategic) University Management
Further Possible Case Studies/ Exercises

- How to develop an internationalization strategy?

- How to use rankings for university management?

- How to evaluate the efficiency of university management?

- How to secure quality management?

- How to implement effective feedback-mechanisms?

- Etc. etc.

Part 2

Meta Trial Module "University Management"
IV. Visions for Senior URAs in Japan

Visions for Senior URAs in Japan

- What would Senior URAs be in the future?

- What could Senior URAs deliver in the broader context of university management?

- Which responsibilities could and should Senior URAs have?

- Which skills/ experiences should Senior URAs have?

Visions for Senior URAs in Japan

✓ **Flexible training modules for**

- Management knowledge (e.g. strategic management, empirical methods of science management, evaluation & quality management)

- Specialization knowledge (e.g. technology transfer, internationalization)

- Soft skills (e.g. leadership and cooperation in scientific organizations, (intercultural) communication)

✓ **Methodology**

- Focus is NOT on "theoretical" knowledge, but on gaining "practical sensitivity"

- Lectures, seminars, case studies, group work

- Individual coaching, group coaching

- Internships & exchange in Japan and abroad is important, build up your network!

Part 3

Feedback & Discussion

Feedback & Discussion

www.pixelio.de/S.Hofschlaeger

Contact

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