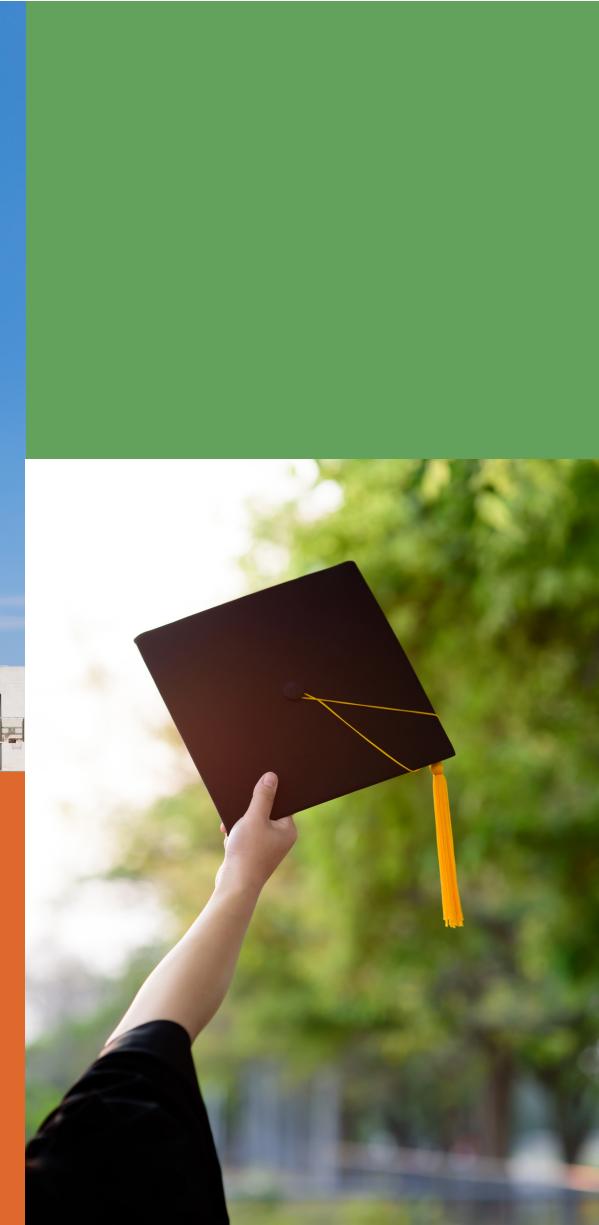




# Educational Administration

June 25, 2021

Asst. Prof. Dr. Poonpilas Asavisanu



# Topics

The  
Department  
Chair:  
Responsibilities  
Knowledge and  
Skills



Higher  
Education  
Landscape

Students at  
the heart of  
everything  
you do



So now you  
are the  
chair.....



- For personal development (challenge, new opportunities)
- To advance my department
- Drafted by the Dean or my colleagues
- Out of necessity (lack of alternative candidates)
- To be more in control of my environment
- Out of a sense of duty, it was my turn
- For financial gain
- An opportunity to relocate to a new institution



**WHY DID YOU  
BECOME  
CHAIR?**

## **Department Chairs are the most important persons in the university**

"Who advances the discipline? Who teaches students? Who produces graduates? Who serves the professional community? Clearly the answer is the department, guided by the *department chair*. In many ways, the university structure should be turned upside down. Deans need to serve their department chairs as they serve faculty and students."

Source: Gmelch, W. (2015). The call for leadership: Why chairs serve, what they do, and how long they should serve. AKA Monographs: Leading and Managing the Kinesiology Department, 1(1), 1-12.

## **The department chair is the most unique management position**

"Do department chairs still teach, advise students, and engage in scholarship? Yes, of course as virtually all department chairs still teach. Ninety-six percent of the chairs perceive themselves as faculty, or faculty-administrators, and only 4 percent as administrators. Where in the corporate world do managers take their previous jobs to their new ones?"

Source: Gmelch, W. (2015). The call for leadership: Why chairs serve, what they do, and how long they should serve. AKA Monographs: Leading and Managing the Kinesiology Department, 1(1), 1-12.

## **Only 3% of department chairs receive training**

"Several studies related to academic leadership development reported that approximately 3% of chairs came to their position with the preparation in the skills they needed. To put it bluntly, academic leadership is one of the few professions that one can enter without training in, credentials for, or knowledge about the duties of the position."

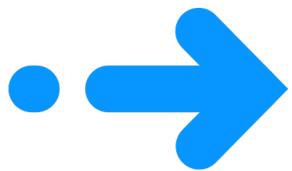
Source: Gmelch, W. (2015). The call for leadership: Why chairs serve, what they do, and how long they should serve. AKA Monographs: Leading and Managing the Kinesiology Department, 1(1), 1-12.

- To lead and manage the department so that it realizes its potential and delivers excellence in the full portfolio of academic activity, within the context of the operation and strategic development of the Faculty and University.
- To lead, manage and develop the department to ensure it achieves the highest possible standards of excellence in all its activities.
- To exercise leadership, demonstrate vision, and empower others in order to deliver the agreed departmental strategy within the Faculty.



## JOB DESCRIPTION?

# Some examples of responsibilities....



- To contribute to the formation of strategy and plans at the faculty level through engagement with the Dean, Associate Deans and faculty colleagues, environment scanning and assessment of opportunities and risks
- To support and develop academic leadership in the department
- To ensure that the activities of the Department are undertaken in accordance with the governance, policy and regulatory frameworks of the university
- Review and develop new programs in order to attract new students and markets



Contributing to University-wide initiatives in order to improve understanding and communication of this area

Taking responsibility for budgets and comply with University's financial regulations

Maintaining compliance with auditing, quality assurance and risk management procedures both internal and external

Continuing to develop as a leading academic researcher; including publication, securing of external funding and the pursuit of other relevant indicators of standing in the field.

Giving due consideration to the status of the Head of a Department as a role model for other members of staff in the pursuit of academic excellence

# Responsibility Areas

LEADERSHIP AND MANAGEMENT

TEACHING AND STUDENTS

PEOPLE MANAGEMENT

KNOWLEDGE TRANSFER

FINANCIAL MANAGEMENT

QUALITY ASSURANCE

RESEARCH

# Knowledge & Skills Needed

Familiarity with administrative and management systems of the university

Ability to manage difficult situations

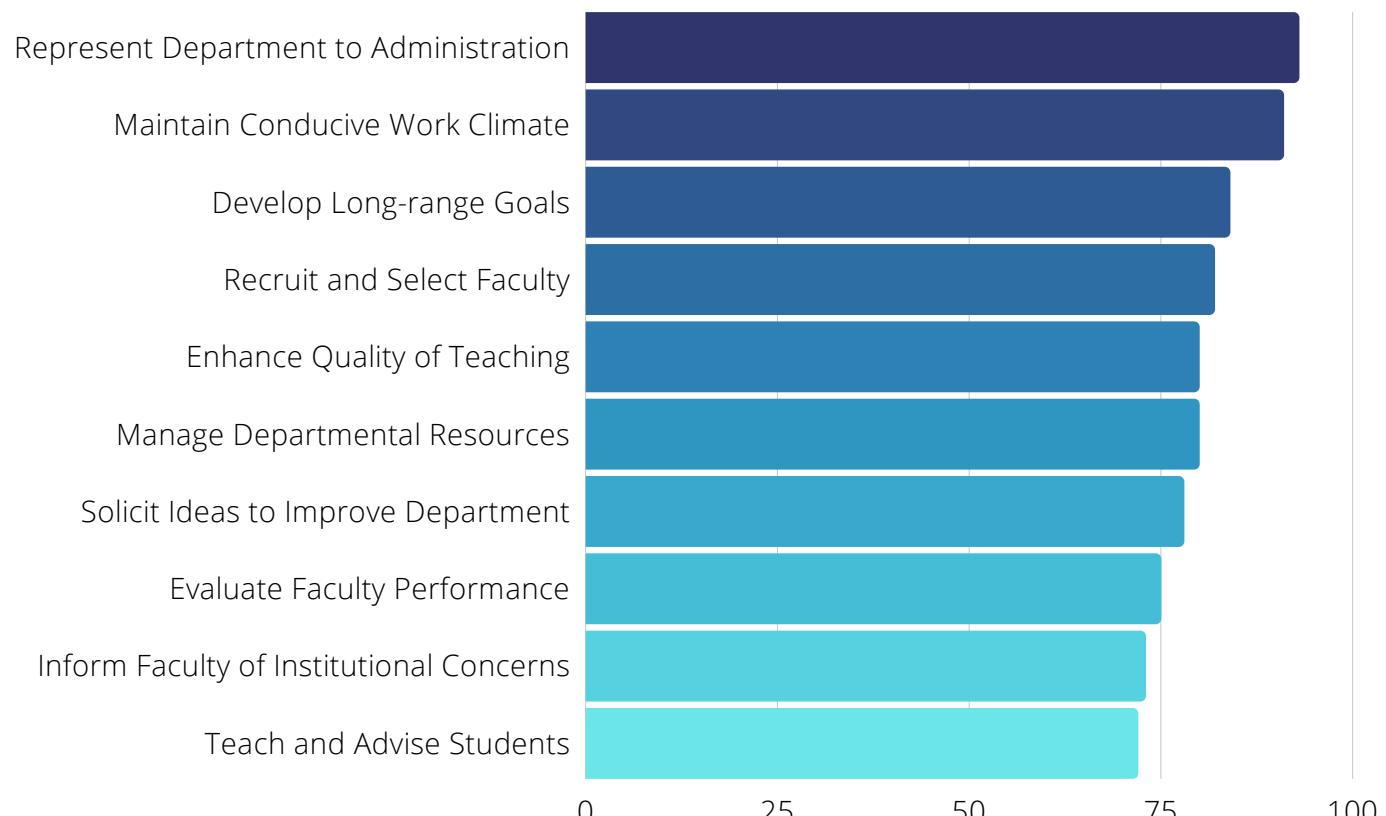
Strong interpersonal communication skills

Ability to create a collegial atmosphere and willingness to take account of diverse views

Ability to set and communicate clear vision and expectations for departmental and individual performance

Commitment to challenging poor performance and inappropriate behavior

# Top 10 Department Chair Responsibilities



### **Disseminate Useful Information**

If you have some good articles or sources of information about technology and innovation, share them. Let others know what you're reading or what you've found.

### **Cultivate a change friendly environment**

Help to create a buffer between the people with the innovative ideas and the people who just say no.

### **Get faculty involved early**

Having faculty involved early on in the proposed initiatives may make the 'no' sayers more receptive to new ideas or online programs.

## **Leading for Positive, Voluntary Innovative Changes**

What to do when you want to move your department forward, to help people integrate useful new pedagogies or technologies for teaching?

# Cross-cultural Communicative Competence

Cross-cultural communicative competence is the ability to effectively communicate across cultures with diverse individuals. As an international university, the diversity in students and faculty members is a given. It makes sense to have a critical understanding of this aspect.

## Inclusion

Include faculty members of various cultures in committees and activities. Bring other groups in to plan and implement new projects. Realize that the dominant culture may inhibit participation.

## Value differences

Allow chances for people to share different perspectives. See language and cultural differences as an opportunity not a hindrance. Other groups may see things that yours can't.

## Open-mindedness

Recognize your own biases or stereotypes and how they influence how we treat others of different cultures or languages

# Handling Conflict

- Clarify the source of the conflict
- Find a safe and private place to talk
- Listen actively and let everyone have their say
- Investigate the situation
- Determine ways to meet the common goal
- Agree on the best solution and determine the responsibilities of each party in the resolution
- Evaluate how things are going and implement preventative strategies



# The Higher Education Landscape



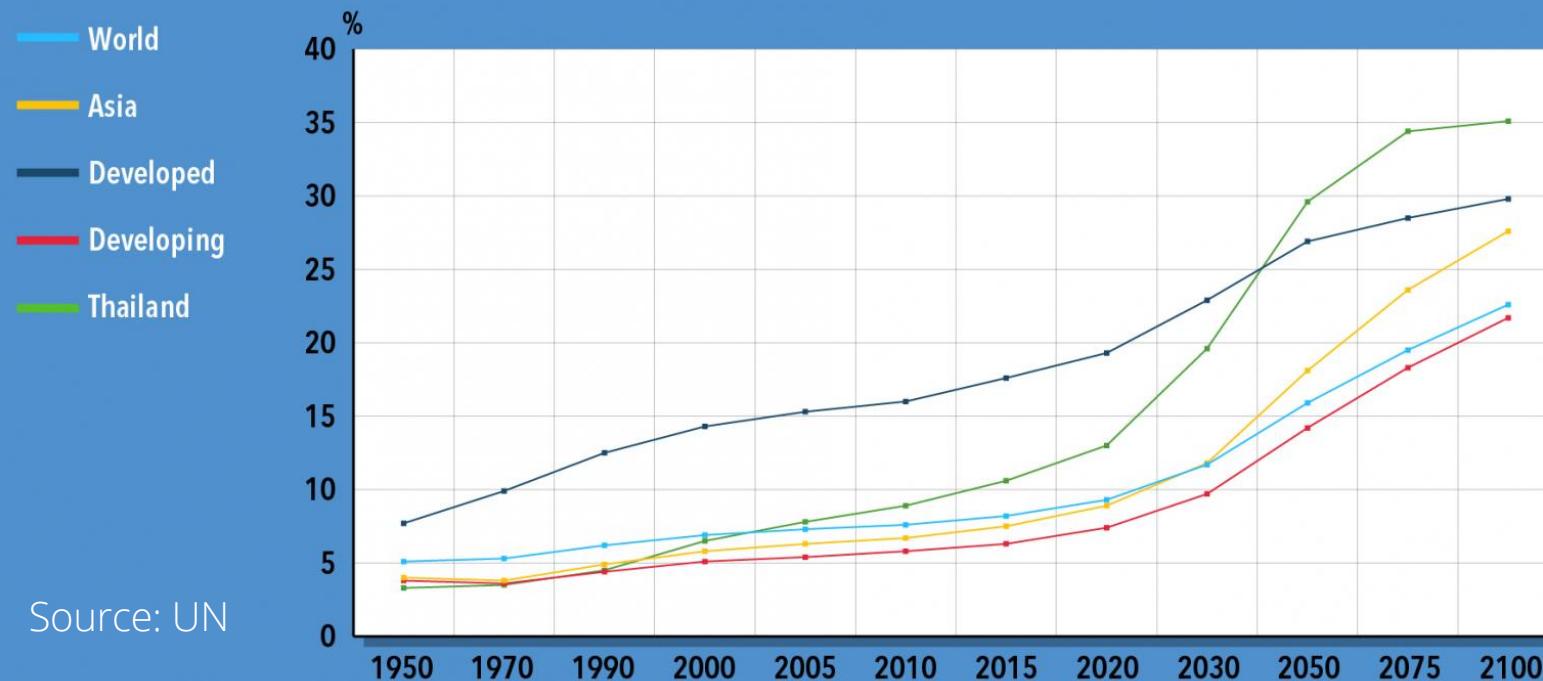


## Situational Factors of Higher Education in Thailand

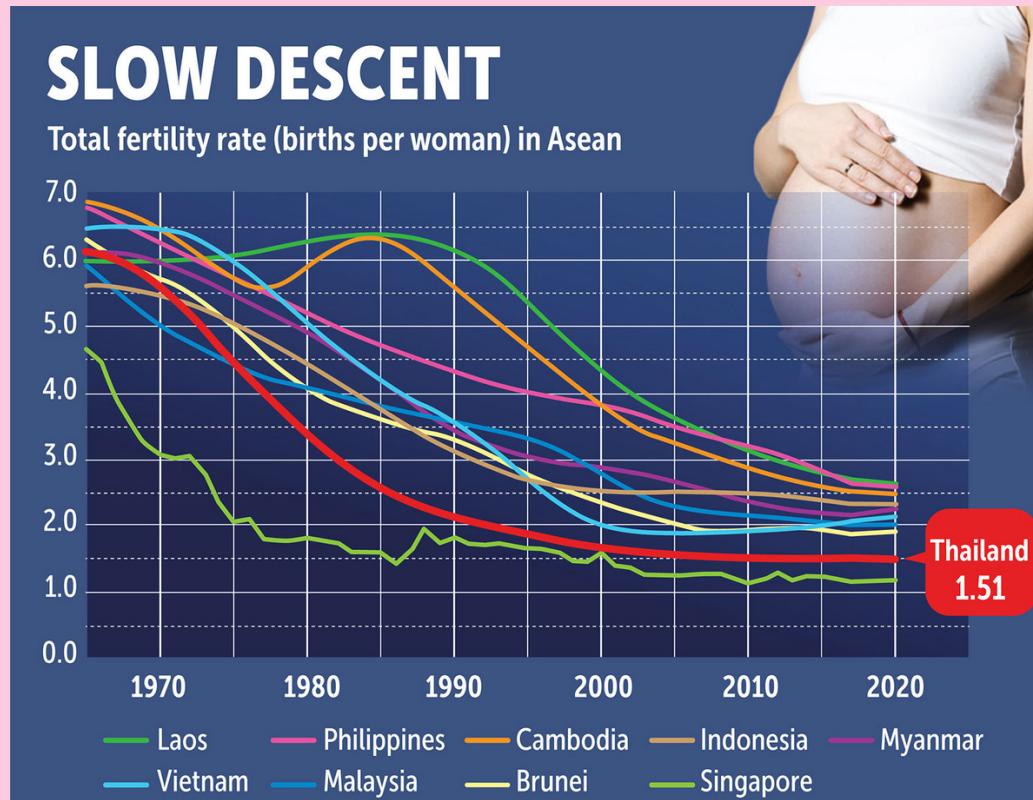
- Demographics
- Competition

# Aging Population

Percentage of population  
age greater than 65 years old



# Low Birthrates



Source: World Bank, Royal Thai College of Obstetricians and Gynaecologists BANGKOK POST GRAPHICS

# Competition

## Oversupply

- In the 1990's there were 20 public universities and a handful of private universities
- By 2014, there were 85 public universities and 72 private universities

## Competition from public universities

### Policy changes by the government:

- Structural and fiscal reform of public universities
- Increase autonomy of public universities led to increases in programs and alternative admissions schemes

## Competition from private universities

- Private universities make up approximately 20% of the higher education pie
- Rankings of private universities in Thailand change depending on the source
- Some experts say that only the top 10 private universities can survive into the future

# Challenges for Educational Administration and Leadership



- Changing population
- Technology/digital learning
- Unsustainable costs of traditional methods
- Balancing the curriculum



## Trends in Higher Education

- Hybrid teaching
- Internationalization under threat
- Skills over knowledge
- The devalued college degree
- Faculty casualization



# Students at the heart of everything you do

- Know your students
- What makes them leave?
- How do we keep them?

## **Generation Z**

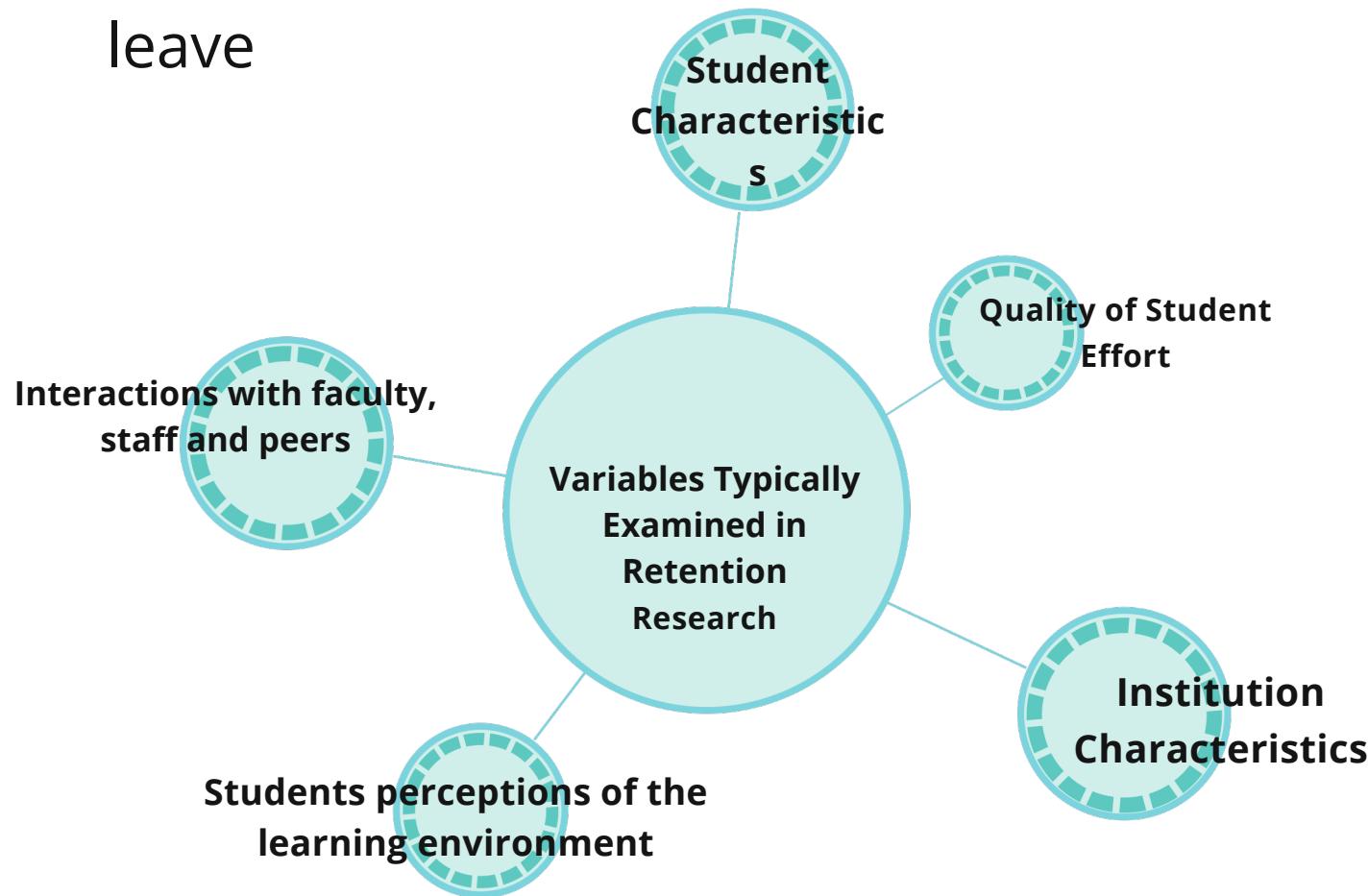
- Generation Z (1995-2010) is also known as the 'instant' generation. They are entrepreneurial, desire practical skills and want to be self-employed.
- They want a more 'customized' college experience, where they can design their own course of study or major and integrate work experience or internships while taking classes.
- They value input more from their peers than their parents.
- They want instant answers to their questions.
- Gen Z's are considered the most tech savvy generation to date. To them, the world is a 'screen' and it's normal to be constantly connected, able to stream music and movies 24-7.
- They prefer to text and don't like to use email.

## Teaching Gen Z

- For Gen Z, tech is a way of life, it is not a question of WHY include it in our teaching, but of HOW and WHAT.
- Allow personal devices in the classroom and integrate them as tools for learning
- Gen Z's don't like long lectures. Try a variety of teaching methods to keep the class interesting.
- Gen Z's are practical and realistic, they want to know why they should learn something and how it will help them in meet their goals. Provide a rationale for the information/knowledge that you are teaching.
- Use visuals to keep students interested, Gen Z's don't like long blocks of texts. They respond better to infographics and visual media.
- Provide assignments in multiple formats (students have choices to submit in various formats)
- To connect with students, hold online office hours, allow them to text you if possible



## Reasons why students leave



# The 4P's Framework for Student Retention

D.H. Kalsbeek, (2013). "Framing retention for institutional improvement: A 4 Ps framework," New Directions for Higher Education, \_\_

## Profile

Know your students. What is the typical profile of AU students? Are they weak in English or math? Do they lack critical thinking skills? Do they need help in specific areas? Focus assistance in those areas for those students.

## Progress

Identify at risk students as soon as possible, before they've failed or need to repeat a course. Identify courses that students don't do well in. Try to help them before the problem occurs so that they don't perceive their failure as an impediment to future progress and decide to leave.

## Process

Don't let the administrative and bureaucratic process of the university make students feel that they are given the run around or that service providers are unhelpful. Students who don't feel good about staff and faculty are more likely to leave.

## Promise

What was the brand promise that the university made to the student? Was it delivered? Did we do what we said we would? Did the student get a satisfactory experience as we said they would?



**THANK YOU**