ACADEMICS' NEEDS AND EXPECTATIONS TOWARD ACADEMIC MANAGEMENT & LEADERSHIP PROGRAMS

Figen KARAFERYE[1]

ABSTRACT

With the strong effect of globalisation, knowledge-based societies, competitiveness and new technologies upon universities, interest and need in academic management & leadership programs are increasing. More Higher Education Institutions (HEIs) are beginning to provide their staff with academic management & leadership programs to ensure successful formal and professional management. Academics with & without managerial position attend those programs to improve their understanding & skills in departmental management and/or academic research/project team management. The aim of this study is to determine the needs and expectations of academics regarding that kind of programs in a HEI (which is currently without those programs) in Turkey. Participation in the study was voluntary and a semi-structured interview form was used to gather data. Convenience sampling method was used to reach the participants and content analysis was conducted in data analysis. According to the findings, participants believe that kind of Professional Development (PD) programs are useful in academic career, education and management & leadership fields; in addition, they are willing to participate in those programs if planned. However, it is obtained that they kind of have some bias against the PD programs regarding their content, the way they are arranged or the trainers' style. Based on the findings, while planning that kind of programs, it is suggested to provide a content variety on various platforms; to design applicable-friendly programs based on the needs & expectations of the department in order to be able to address to different needs & expectations and to make it welcoming for more participation.

Keywords: Professional Development; Academics; Management; Leadership.

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[1] Dr. Dumlupınar Üniversitesi Yabancı Diller Yüksekokulu figen.karaferye(at)dpu.edu.tr

AKADEMİSYENLERİN AKADEMİK YÖNETİM VE LİDERLİK PROGRAMLARINA YÖNELİK İHTİYAÇ VE BEKLENTİLERİ

ÖZ

Küreselleşmenin, bilgi toplumu olmanın, rekabetin ve yeni teknolojilerin üniversiteler üzerindeki güçlü etkisiyle, akademik yönetim ve liderlik programlarına olan ilgi ve ihtiyaç artmaktadır. Giderek daha fazla sayıdaki yükseköğretim kurumu başarılı ve profesyonel yönetimi sağlamak üzere çalışanlarına akademik yönetim ve liderlik programlarını sunmaya başlamaktadır. Yönetsel görevi olan ve olmayan akademisyenler, birim yönetimi ya da akademik araştırma/proje takım yönetimi üzerine anlayış ve becerilerini geliştirmek üzere bu programlara katılabilmektedir. Bu çalışmanın amacı, Türkiye'de bir üniversitedeki (bu yönde bir program yürütülmeyen) akademisyenlerin bu tür programlara yönelik ihtiyaç ve beklentilerini belirlemektir. Çalışmaya katılım gönüllülük esaslı olup, veri toplamada yarı-yapılandırılmış görüşme formu kullanılmıştır. Kolay ulaşılabilir durum örneklemesi yöntemi ile çalışma grubuna ulaşılmış ve içerik analizi yöntemi ile veri çözümlenmiştir. Elde edilen araştırma bulgularına göre, katılımcılar bu tür mesleki gelişim programlarının akademik kariyer, eğitim-öğretim ve yönetim & liderlik alanlarında yararlı olduğuna inanmaktadır ve planlanması halinde bu tür programlara katılmaya isteklidir. Öte yandan, katılımcıların kurumlarda düzenlenen mesleki gelişim programlarına yönelik içerik, düzenlenme şekli, eğitimcinin tarzı gibi birtakım nedenlerden dolayı bir önyargısı olduğu sonucuna ulaşılmıştır. Araştırma bulgularına dayalı olarak, bu tür programların planlanmasında, farklı ihtiyaç ve beklentilere hitap edebilmek ve de daha çok katılıma zemin hazırlayabilmek üzere çeşitli platformlarda erişilebilir program çeşitliliği sağlamak; ilgili birimin ihtiyaç ve beklentileri odaklı uygulamaya dönük programlar tasarlamak önerilmektedir.

Anahtar Kelimeler: Mesleki Gelişim; Akademisyen; Yönetim; Liderlik.

Introduction

In the twenty-first century, with the impact of globalisation, competitiveness and new technologies, universities are seeking to increase the quality by introducing versatile planning to address changing and diverse needs. In this sense, in universities there are a variety of applications aimed at enhancing the quality of academic management & leadership and interaction between managers-academics and academics-academics which define the dynamics of the academicians' working environment (Grunefeld et al., 2015; Wolverton et al., 2005).

Management and leadership are decisive factors in the academic working environment; however, managers & leaders at university have the least/no training prior to being appointed (Dickson et al., 2012; Gmelch, 2004; Ramsden, 1998). Therefore, those academics experience a number of changes especially when they first move into management & leadership and they can "find themselves immersed in a transition that demands personal development and creates new learning settings" (Hacıfazlıoğlu, 2010). Today, to overcome this transition problem, to increase the quality of management & leadership and to empower academicians in the institution, especially in the universities in Europe and America, there are institutional professional development units providing their staff with workshops and seminars on managing teaching & learning, research, and management & leadership practices within the framework of the higher education standards and in line with the university mission and vision.

Trends in development programs

More universities in Europe and America offer seminars, workshops, online and offline programs on academic management and leadership to their staff to provide institution-specific, successful and professional management in response to changing times and needs. As Marshall, et al. (2000: 43) puts it "the task of defining the values, purposes and strategies of the universities of the twenty-first century cannot be left to those in formal positions of leadership or management responsibility alone, but must be shared by all staff". Therefore, HEIs "need to provide opportunities for their academic employees to develop across their range of roles" since initial training steps such as PhD is not solely sufficient in the modern higher education world (Boud & Brew, 2013: 208). Thus, faculty developers are searching into providing a variety of PD programs for academics to develop professional and personal skills in departmental management, collaborative academic work/project/research team management. The programs are offered under the name of "development", aiming not only for the "training" but also for the professional and personal growth of academicians (Noe et al., 2014).

Research shows that effective management of collaborative academic research/project teams and effective departmental management play an important role in achieving the institution's shared vision and goals. Planning and organising the ways & tools to obtain sustainable effective management of those in university are of great importance. Research also shows that student learning increases when the academic environment in university becomes a "professional learning community", in other words, when supportive and shared leadership, common creativity, shared values and vision, supportive conditions and collaborative practices dominate in the academic environment (Hord, 2003; Huffman, et al., 2001). Professional learning communities lead to effective schools, which can be considered similar to Peter Senge's learning organisations. In the learning organisations, knowledge is freely shared by the staff and students; teamwork is a habit; learning and teaching problems are discussed, and mistakes are seen as opportunities for learning and development (Ramsden, 1998).

Effective schools are revealed integrally in the studies investigating the effectiveness and success of school management (Bolam et al., 1993; Harris et al., 1997). This is why many universities particularly reputable ones are providing their staff with management & leadership programs pre-service and on-the-job. Those management & leadership programs are not solely focusing on departmental headship or senior management, they try to support academics to develop a capacity to adapt to the changing nature of higher education since change is inevitable and it involves learning (Hipp & Huffman, 2003); they also take into consideration other units of academic management suh as program leadership, course leadership, coordinating units, managing academic/research teams and so on (Milburn, 2010).

Some of the universities that offer academic management and leadership programs to their staff make their seminars and workshops more varied and even participatory at national and international level. They design courses addressing to different profiles of needs (e.g. new managers, experienced managers, managers in higher education, K-12 or in business sector). Some samples of universities providing their staff with PD programs can be mentioned in detail as below.

Rochester Institute of Technology created The Wallace Center in 2010 to enrich the academic experience by blending library, faculty development, event and media services, and by advancing information discovery, scholarship, and community engagement at the university. The centre provides academic leadership development, faculty mentoring and new faculty orientation programs. The centre also provides grant opportunities and with the membership organisation Collaborative on Academic Careers in Higher Education (COACHE), which is based at the Harvard Graduate School of Education (HGSE), gathers benchmarking

data on best practices for recruitment and retention of faculty. The research results obtained by the COACHE are used to strengthen the university's capacity to identify the drivers of faculty success and to implement informed changes. The COACHE research-partnership is known to more than 250 colleges, universities, community colleges and state systems together with the leadership development programs offered by the Harvard Institutes for Higher Education at HGSE. The Harvard Institutes for Higher Education offers leadership development programs designed for higher education leaders and managers. HGSE provides programs for teachers, principals, administrators, and policymakers both in Higher Education and Pre-K-12 from all over the world. Those programs are enrolled via application processes with some requirements.

University of Bristol is another example providing its staff with the Academic Staff Development (ASD) program under the CREATE (Cultivating Research and Teaching Excellence) scheme which is the continuing PD scheme for academics in the university. The aim of the program is to enhance and support excellence in academic practice at Bristol across leadership, professional skills, research and teaching, and working with staff across all three academic pathways. University of York, also, offers outstanding PD programs under the titles of learning and development, career development, coaching and mentoring, leadership and management which was awarded the Princess Royal Training Award in 2016 in recognition of the program & three Times Higher Education awards (2009, 2012 and 2014), organisational development, professional@York, researcher development and staff development. Under each title, there is a variety of programs to enhance and support the needs of academics both with and without managerial roles. There are many more examples of universities providing their staff with continuous PD programs to sustain a leading university. Still it is known that there is not just one perfect prescription to be applied in every university. "Instead, faculty, faculty developers, and administrators will need to consider the specific and unique needs of their own institutional context" (Austin & Sorcinelli, 2013: 94).

Studies show that mentoring programs, academic integrity programs, research-related programs and other enhancing academicians' working environment programs are necessary but above them all, the way the academicians are managed and led plays a big role in determining the culture and climate of the academic organisation (Gmelch 2004; Ramsden, 1998; Sergiovanni et al., 1999). Thus, on-the-job and pre-service training & development programs on leadership and management at university are widespreadly seen in universities. In many parts of the world, meeting the developmental needs of school leaders has become widespread which means it is easier to attend increasingly elaborate programs of training,

assessment and certification. However, these programs are mostly for school principals, and programs specifically for academic leaders are not provided as many as those for school principals' (Ribbins, 2008; Su et al., 2003).

Local context

In universities in Turkey, there are PD units in some departments/faculties providing their staff with workshops/seminars in line with their needs, which are generally about teaching & learning processes. However, it is seen that PD units providing all academics in the university with workshops and seminars on academic management & leadership and academic research/project team management are not widespread. Here are some examples studying PD programs in universities.

In Hacıfazlıoğlu's study on the deans working in Turkish and U.S. universities, it is put forth that the mental adaptation to their new positions is one of the most significant challenges that leaders face in their entry period to a leadership position. With the move from a regular faculty to the leadership position they face some new issues such as time management, and the issues related to budget, regulations and procedures. The study revealed that especially during the first six months they have more difficulty. Furthermore, both leaders from Turkey and the U.S. indicated that some issues such as overcoming resistance, fitting with the institution and maintaining balance and interpersonal relations continue to be some of the main challenges for more than six months (Hacıfazlıoğlu, 2010).

In some other studies on Turkish academicians' PD needs, those topics are revealed as the highly emphasised ones: training & development programs on teaching skills and the use of technology (Odabaşı, 2003; Latchem et al., 2006); change in education, assessment and evaluation, effective teaching, learning steps and material development (Soran et al., 2006); globalisation, EU adaptation process, quality in education and accreditation, preparing international projects, writing international articles, doing research, foreign languages and the use of technology (Erişen et al., 2009); national & international project management and grants, and research techniques (Koç et al., 2015).

As it is previously stated, PD programs specifically designed for the academics in a HEI are not widespreadly seen in Turkey. However, there are uniquely successful implementations as well. An example can be given from Anadolu University. As the initial step in 1999-2000, a WebCT-based faculty development program was provided to the academic staff in the university. The asynchronous online study was provided through an information desk (featuring

online articles about different aspects of university teaching and links to online resources); a development program (short-term online courses for faculty members); an online learning community (enabling all faculty members to share experiences, ideas and resources). As the second step they launched the development program in 2003-2004. The program was provided through a series of one-week modules and a mix of research assignments, reflections and applications with three types of interaction - participant-participant, participant-facilitator and participant-content. Even though the program was an in-house event, academicians from other universities also wanted to attend (Latchem et al., 2006). Another example in Turkey can be given from Koç University (KU). KU provides its students and staff with a variety of PD programs designed by the Office of Learning and Teaching (KOLT). The goal of KOLT is to continually improve the learning environment at KU for academic success.

Regarding improving teaching and learning processes in university; Dearn, Fraser & Ryan (2002), reviewing the state of PD in Australian higher education, recommended a formal preparation program and/or presenting a portfolio evidencing one's teaching competence in university teaching as part of probation requirements. Following that, comprehensive ongoing PD programs as further formal studies in higher education teaching are also recommended to be provided by the university to the access of all its staff. In Europe, America and Australia, in universities educational management & leadership programs are provided and it is beginning to be accepted that competence in educational leadership cannot be something acquired solely on the job (Fraser & Ling, 2014; Grunefeld et al., 2015). The job itself is difficult, besides, since academics are professionals in their field, they cannot be managed merely by rules and regulations. Simply applying the rules to achieve the objectives of the institution is not effective. It is necessary for academics to integrate around the common values & goals and to increase the institutional belonging and acceptance. Research shows that there is a lot to do to achieve that and it is again mostly academic managers' job. Moreover, an academic leader is not just responsible with managerial processes but also continues fulfilling the responsibilities of an academician as a scientist (Gmelch, 2004; Kalargyrov et al., 2012; Yurdasever & Karakaya, 2016: 477). Therefore, since academic leadership requires plenty of time and commitment, an academician who is also an academic leader/manager accomplishes a very difficult task.

In university management & leadership, academic working environment and academic productivity are interrelated. Academic leadership must provide tools and resources for academics to perform well (Ramsden, 1998). Thus, PD programs for managers and leaders might be very effective. Academic managers can improve

their managerial & leadership skills when they discuss work-specific problems they encounter on the job with other professionals and managers. Academics also can develop their professional and personal capabilities when they attend PD programs such as teaching & learning, doing research, doing projects and leadership & management. Those programs/workshops also help develop better communication & interaction among academics and suppport collaborative work. Based on these arguments the aim of this study is to determine the needs and expectations of academics regarding these kinds of programs in a sample HEI in Turkey.

Methodology

Research shows that embracing all staff in organisational management and leadership issues strategically – everyone working complementarily on their part is necessary for the organisation, however, the perception by academics and administrative staff that such programs happen to be irrelevant to their specific needs makes it a problem to be solved (Marshall, et al., 2000). From this point of view, this study is carried out in one HEI to explore the specific needs and expectations of the academics – without the aim of generalising the findings to all HEIs. Therefore, an exploratory case study was carried out to better explore the needs and expectations of academics in a HEI in Turkey by asking if the academics in the HEI want to attend academic management & leadership programs in their university – if so what they want to see and how they want to attend those programs. Exploratory case studies seek to answer questions like "what", "why" and "how" (Poole & Ewan, 2010; Ying, 2003; Zainal, 2007), and by seeking the answers to those questions they "open up the door for further examination of the phenomenon in the data which serves as a point of interest to the researcher" (Zainal, 2007: 3).

To collect data based on the research question, a semi-structured interview form was used. Relevant studies in literature (Austin & Sorcinelli, 2013; Boer & Meek, 2010; Daniels, 2016; Decramer, Smolders & Vanderstraeten, 2013; Dickson, et al., 2012; Fraser & Ling, 2014; Grunefeld, et al., 2015; Huffman, et al. 2001; Marshall, et al., 2000; Wolverton, Ackerman & Holt, 2005) were examined to develop a draft interview form with 5 open-ended questions. The questions were aimed to explore what kind of academic management & leadership programs are desired, how accessible & where they should be, how long those programs should last and who should be training/presenting in the programs. The form was revised after taking expert opinion from two academicians specialised in educational studies, on the clarity and relevance of the statements to the objective of the study. After that, a pilot study was applied with randomly selected academicians. Regarding the results, the form was finalised to be used in the study.

A convenience sample of 12 academics from a HEI voluntarily participated in this study. The academics were full-time and from different departments with working experience of 5 years and above. Participants with and without managerial experience were taken into the study to see if there were any differences between their needs & expectations. Also, varying levels of management were captured in the interviews. As Table 1 shows below, 9 participants are holding or have held a managerial position (director, department head, etc.) and 3 participants have not. Besides their academic roles, 5 participants have carried out dean/director duties. Deans/directors are responsible to manage the activities in a faculty/school. 6 participants have carried out department-head duties (responsible to manage departmental activities in a faculty/school) and 2 participants have carried out coordinator duties (responsible to manage the activities in a specific unit, such as the Testing Unit or Professional Development Unit). Some participants have carried out more than one managerial duty at once.

Table 1.

	Academician only	Dean/ Director & Assistants	Department head & Assistants	Coordinator	Willing to attend the programs on
P1				X	Department headship & faculty management
P2			X		Department headship & faculty management
P3	X				Academic guidance & counselling; Research/ Project team management
P4		X			Department headship & faculty management
P5	X				Research/Project team management
P6			X		Department headship & faculty management; Research/Project team management

P7		X			Department headship & faculty management; Research/Project team management
P8			X		Department headship & faculty management; Research/Project team management
P9		X	X		Research/Project team management; Effective Communication
P10		X	X		Department headship & faculty management; Research/Project team management
P11	X				Department headship & faculty management; Research/Project team management
P12		X	X	X	Department headship & faculty management; Research/Project team management
Demographic information of the participants & their willingness to attend PD programs					

To analyse the data, content analysis was done. Content analysis aims to make a broad definition of a phenomenon by means of themes and categories as an analytical technique used in methods that frequently involve observations, interviews and texts. It enables a detailed contextualised interpretation by examining the frequency of words/phrases in interviews/texts and categorizing them to interpret (Creswell, 2009; Elo & Kyngas, 2008; Yıldırım & Şimşek, 2008). For this, the data were arranged and interpreted in the order of the specific concepts and themes gathered together. Expert opinion was consulted in order to ensure the reliability of the study in relation to the coding and the themes represented in the data. By using Miles & Huberman's (1994: 64) *inter-rater reliability formula r= number of agreements/ (total number of agreements + number of disagreements) X 100*, co-efficiency level was found .92, which was accepted as an "excellent agreement" according to the given formula.

Findings and Discussion

There was a high level of willingness to attend the PD programs. 9 participants indicated that they are willing to attend department headship & faculty management programs. 9 participants indicated they want to attend research/project team management programs. 1 participant who has not had managerial roles indicated that she prefers to attend academic guidance & counselling programs. 1 participant who is working both in directorate and department headship indicated he would also like to attend programs specifically on effective communication. 1 participant who is working in deanship indicated that he does not need to attend management & leadership programs since he completed his undergraduate and graduate studies in management. However, he would like to attend department headship & faculty management programs. Although the participants were aware of the benefits of PD programs for the academia and most of the participants indicated that they would willingly think of participating in PD programs, which is promising, it is seen that they kind of have some bias against the programs regarding their content or the way they are presented. The findings related to the content of the programs, platforms & frequency and developers/trainers of the programs are presented below.

Content of the programs

All participants with and without managerial experience put forth that PD programs should include institution-specific and even department-specific cases. Identifying the target audience, getting to know the exact needs of the participants from a university is vital. Instead of making generalisations about the whole academic world, working on the specific issues of the university/faculty/department is necessary since there are differences among schools/departments even in the same university (Austin & Sorcinelli, 2013).

All participants willing to attend department headship & faculty management and research/project team management programs indicated that it must be easy to transfer between the program and daily practice, this way it is worth to attend a program. In the study of Grunefeld et al. (2015) describing the design and effects of one of the first academic development programs on Leadership for Educational Change, transfer between the program and daily practice was also seen vital.

An academic willing to attend PD programs and stressing the importance of program design allowing transfer states it as below:

P1: *It must focus on the problems of the faculty in the department and their possible solutions in an interactive way. It's no use if a speaker comes and talks about things in one session. We need something interactive and sustainable to be able to transfer & apply things in long term.*

All participants emphasised the importance of clear definitions of roles & duties, equal & fair division of roles & duties stating that planning the processes to accomplish these makes the real difference. They indicated that PD programs should include seminars/workshops working on how to make the definitions of roles & functions & duties clearly; how to plan role assignments and how to supervise academics through the process and afterwards; how to set objectives, how to plan the stages of an organisational task; how to deal with difficult academics, such as the ones frequently causing problems and not eager and/or easy to communicate/negotiate with. Since HEIs have a bureaucratic structure working with centralism, hiercarchy, differentiation & integration and rules & regulations (Enders, 2007; Geist, 2002), formal & bureaucratic side of the organisation with its requirements needs to be known & met by all the staff in the institution without causing red-tape, wasting time and ignoring professionalism & communication (Hoy & Miskel, 2010). Since academics are professionals, they will not be eager to follow a "line manager". Academics have their own agenda, but they also need to fit into the institutional mechanism which makes managing academics a delicate issue (Boud & Brew, 2013; Gmelch & Gates, 1995). It is seen that the process of getting to know the formal procedures in the institution needs to be improved as the participants in the study stated things desired to be done and things already been done show difference.

5 participants indicated that there should be specific programs on the bureaucratic/formal structure of the institution such as how to plan and make role assignments and how to provide clear definitions of roles & functions. The participants with managerial experience, especially, indicated lack of knowledge about the correspondence procedures and administrative correspondence can create many problems and some serious delays. Thus, programs on these topics should be designed with a variety of samples as workshops. Furthermore, it is stated that management layers from the top to the base with their functions and the boards & commissions with their functions in a department/school need to be introduced. 2 participants also stated they need to learn about how to plan rules & regulations documents and how to make slight changes on them. One of them stated they had some problems regarding these changes and added:

P8: *I think we need seminars/workshops showing us step by step what to do in order to change an article in an existing regulation or what correspondence is*

needed to be done, with samples. Otherwise, things get more complex and we waste time, which is not desirable of course.

The participant willing to attend the effective communication PD program and other participants emphasising communication in departmental management and team management indicated that it is known collaborative work among academics in the academic culture and equal & fair division of roles & duties in the organisation are of importance. However, establishing this is difficult (Boer et al., 2010; Bryman, 2007; Decramer et al., 2013). Besides, even it is established, there are always some colleagues who are difficult to work with or communicate with and they frequently resist to accept responsibilities & fulfill them. In literature, these problematic/negative behaviours of employees are studied as "dark side behaviours" in the field of organisational behaviour (Griffin & O'Leary-Kelly, 2004; Linstead et al., 2014). And it is suggested that a multi-perspective approach should be taken to eliminate the causes of problematic/negative behaviour. Therefore, as the participants stated PD programs should include communication problems & possible reasons and solutions regarding those difficult academics.

The participants with managerial experience stated that supervision of academics is another issue to be dealt with delicately. PD programs focusing on supervising academics and guiding them would be beneficial. A participant stated that giving new responsibilities to academics in an equal & fair division is already difficult and afterwards when the academic does not fulfill the duty as s/he is supposed to or even has not started yet, it affects all the task and efforts of the other academicians and put it as below:

P2: *What way should be followed at this point? We are all academics, I'm an academic, too, but when I become a coordinator/head/director, I have to have things done. How should I manage this positional change and the way I communicate with my colleagues, how should I supervise & guide them?*

It is seen that the move from an academic to a managerial position requires some support in many aspects (Hacıfazlıoğlu, 2010), particularly in communication processes and it should not be planned just from the manager's perspective but also from the colleagues' perspectives.

Apart from academic-academic and academic-management related issues, 3 participants with departmental management experience stated there might be conflicts between the different layers of the management, thus, they would willingly attend PD programs where they can find answers to what to do when a conflict arises between the layers of the management in the institution. This makes it clear

that PD programs in a HEI should be designed to meet the needs and expectations of a variety of profiles under a variety of titles, such as when addressing to a manager profile many aspects should be taken into consideration: Is it a management issue between layers of the management? Is it a management-academics issue? Is it about planning educational & academic processes or is it about communication processes in the department and so many on.

The importance and the need for effective research teams in the institution are also stated. The participants willing to attend the research & project teams programs stated they are aware of the importance of those programs both for the instution and academics themselves. Thus, they need those programs to include how to build up productive teams; how to plan the stages of a project, methods and techniques of coordinating a team, and how to deal with possible problems. This will promote professional learning among peers to maintain and develop their skills & practices at the workplace and it will also satisfy the institution (Daniels, 2016).

Lastly, the participant finding management & leadership programs not compatible with academic life indicated that guidance and counselling in academic life programs should be in practice and they should include how to provide guidance to academics and how to plan duty-sharing equally. This view makes an emphasis on professional orientation and relies upon individual initiative of the professional expert – academician (Hoy & Miskel, 2010). However, research shows that a balance is needed between professional orientation and bureaucratic orientation. Bureaucratic discipline, professional expertise, managerial planning and individual initiative are all needed in a HEI since its formal structure cannot be disregarded (Enders, 2007; Ramsden, 1998).

Platforms and frequency of the programs

In determining the platform and the frequency of the program, it is stated a program variety should be taken into consideration. It is stated that a variety of programs can be provided addressing to different profiles in the institution: school-specific and/or department-specific programs addressing to different positions and experience years. This way, every academic can find a topic worthy to satisfy one's needs.

Most of the participants (7 participants) stated that programs should be held for 2/4 times a year -such as in the weeks before the start of the educational terms and after the terms finish for a couple of days or a week at most. 3 participants stated that programs should be held every month and 2 participants indicated that the programs should be available at all times. It is put forth the programs should be

designed as short and effective sessions, frequency of the sessions can be determined regarding the needs of the participants and the changes in the university.

The participants mostly preferred face-to-face programs due to the fact that they allow more interaction among colleagues. Interaction brings collaborative learning and exchange of information. Both formal and informal networks that emerge through interactions are effective in faculty development (Pifer et al., 2015). Online programs were preferred to support face-to-face ones in a compatible way since they are more practical. School/department-specific topics are repeatedly emphasised in determining the platform and frequency as well, a participant put it as below:

P9: *General topics can be provided online & offline, but department-specific topics to be dealt with should be designed face-to-face to allow more interaction and collaboration.*

On the other hand, offline programs are generally mentioned to be accessible to the staff at all times providing information on bureaucratic procedures of the institution.

Developers/Trainers of the programs

Seven participants stated that PD programs should be run by professionals not only with managerial experience but also with educational & research background in management & leadership. 5 participants stated that PD programs with a concentration on general managerial and academic topics can be run by professionals with managerial experience in any field. On the other hand, programs with a concentration on academic topics can be run by professionals with educational & research background and managerial experience specifically in the related department/school/field. One participant also stated that reputable counsellors and strategists in the field can also be of great help.

Conclusions

The participants highly emphasised department/school/institution specific programs; programs allowing transfer between the workshop/seminar and daily practices at workplace, which requires a careful program design both for applicability and sustainability of the practices; flexibility on reaching the programs by being provided a variety of platforms and sessions; having a variety of program/content alternatives to satisfy their specific needs. They are also looking

forward to being inspired by the way the sessions are held, the trainers are expected to be professionals in their field.

Based on the findings, it can be concluded that both formal and informal structure of the institution need to be studied and the processes need to be improved accordingly. It is put forth that some of the programs should include bureaucratic/formal trainings such as role assignments, correspondence procedures, administrative correspondence, other bureaucratic procedures, boards & commissions and their functions, and planning change in regulations. Some of the programs should include issues of professional expertise and communication such as increasing effective interaction among academicians, collaborative work, effective communication, how to provide guidance and orientation to academicians.

There are PD programs designed for HEIs worldwide and contributing to the academic world such as the programs in HGSE and COACHE. However, setting up an authentic model in a HEI by designing PD programs specifically designed for itself to meet the needs and expectations of its staff will bring a more vivid and sustainable academic culture. In this study, the needs and expectations of academics in a HEI (without continuous PD programs) are explored towards PD programs in their own case and it is found out they need those programs and they are mostly willing to attend if the programs are designed in a multi-perspective and applicable-friendly way. The findings of the study suggest that a content variety addressing to a variety of different profiles in the institution is needed in the design of PD programs. Instead of theoretical seminars, interactive sessions allowing collaborative learning should be designed. Online, offline platforms are both practical to be used in a compatible way depending on the topic. Finally, developers/trainers of the programs are expected to be professionals and influentials in their field.

This study is limited to the views of the academics working in one institution to be able to explore the specific needs and expectations of them – without the aim of generalising the findings to the other institutions. Since qualitative exploratory research allows to explore the population at hand and build an understanding based on their ideas (Creswell, 2009), it is suggested to do exploratory study first in an institution, then to start to design authentic PD programs to meet the needs and expectations of its staff.

As an outcome of this study, in a department/school in the HEI, PD programs on department headship & faculty management and research/project team management can be started as a pilot implementation through face-to-face, online and offline sessions offering a variety of content under different titles for a period of time. During the period and at the end of it, the effects of the program can be studied

to make the program stronger. Then, for more departments/schools PD programs can be provided with necessary adaptations.

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