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Su, F., & Wood, M. (Eds.). (2017). *Cosmopolitan perspectives on academic leadership in higher education*. London, England: Bloomsbury

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I was very much attracted to this book, having spent much of the last 20 years in various leadership and executive level positions in both public universities and private higher education institutions in Australia, with many international links. The issues of leadership in an academic setting have become more and more pronounced as major forces of change impact on the sector. These include globalisation and the threat of market-based competition partly fuelled by emerging technologies and the developing collaborative economy; the rise of managerialism with a push for measureable outcomes and accountability; and the drive for improved rankings by universities, with global accreditations and affiliations. All of this is coupled with increased participation in higher education globally and the emergence of students and employers as consumers with increased global mobility. That is certainly a lot and I am sure it is not a comprehensive list.

In my experience, the leaders chosen to deal with these issues are drawn from a relatively small pool of scholars, often developing their own leadership skills through their experience as scholars, and in collaborating with other scholars, then applying this to leading and managing major entities. This is a tried and tested way to develop leadership in a collegial environment, but one wonders whether all the necessary skills are developed in this way to tackle the major issues confronting the sector. I feel this partly depends on the mission of each institution and how its core purpose sits within its own community. One could argue that different leaders are needed for different types of institutions: diversity requires diversity in style. Anecdotally we can see this in that recruitment processes for leaders in highly ranked institutions often require experience at a similarly ranked institutions. 'Likes attract', presumably to preserve a culture and style that drives the high ranking. From a different perspective there is the emergence of new universities partly through the reclassification of polytechnic institutions and the entry of new private for profit and not for profit institutions. Higher education is developing into an increasingly heterogeneous sector. Essentially, there is probably no longer one leadership style, rather different leaders are needed for different institutions facing different environmental issues and challenges, and indeed missions.

Diversity in the sector requires diversity in leadership.

Su and Wood have assembled some excellent chapters in this book that help put frameworks and clarity around some of these issues. After a well-researched introduction, the book is divided into three sections: the first being the development of some theoretical underpinnings to academic leadership; the second a series of narratives from experienced and largely successful academic leaders; with the final section devoted to a discussion of some future directions.

The introduction by Su and Wood explores the notion of a cosmopolitan outlook on academic leadership. They view academic leadership as "relating directly to the core academic functions of teaching and learning, research and services, as distinct from the managerial aspects of leading higher education institutions such as financial and strategic planning, marketing and human resource management" (1). They propose a view of cosmopolitanism focused on 'relationality' and 'interconnectivity'. Their view is formed after consideration of the etymology of the word tracing back to the Stoic philosophers where a person was seen as inhabiting "two worlds, a local and a wider community, seeing the individual as belonging to the wider world of humanity" (3). Paraphrasing the environmental movement: Think global. Teach local.

The chapters by Smyth, and Rizvi and Beech, discuss the theoretical basis of cosmopolitanism and academic leadership. Smyth critically addresses the emergence of neoliberalism and its influences on leadership in higher education manifest in increasing managerialism and a command style of leadership at the expense of collaboration and collegiality. He argues that academic leadership is in need of "considerable rehabilitation" (31). However, I was left wondering whether the factors I have identified above and the diversity emerging in the centre means that one leadership style fits all entities from traditional universities to new private higher education providers, or is diversity necessary to approach the forces differently in different contexts.

Rizvi and Beech trace the history of cosmopolitanism and provide solid support for the view proposed by Su and Wood. They too identify the forces of neoliberalism as potentially reducing cosmopolitanism to a commodity, and accordingly, rendering it banal. Education needs to take up its role in developing understanding of intercultural differences, not commodifying a standard product. Rather the focus should be on critical cosmopolitan learning displaying the virtues of: historicity; relationality; reflexivity; and criticality, leading to conversations that “are necessary for living in an era of ubiquitous global mobility and connectivity. These are the conversations for which academic leaders could usefully assume a key responsibility” (53).

In terms of academic leadership development, the cosmopolitan transition to being a leader involves dialogue in different settings, usually with global experiences, all of which that is very much relationship based. In this way, leaders develop attributes such as integrity and honesty, but also enthusiasm, excitement, commitment and passion are seen as essential elements. The narratives in part 2 of the book demonstrate leaders with these attributes as well as self-knowledge, knowledge of their institutions, people and the environment. All attributes can be seen as developed as part of a cosmopolitan journey.

Accordingly, the Section 2 narratives are particularly valuable in providing real cases of leadership development, in different settings, and facing different political, social, and economic challenges. How does a Japanese woman rise to a leadership role in a traditionally male dominated sector? How does a Jesuit priest manage the challenges of leadership in a hostile political environment? What about an outsider as academic leader in an Afrikaans-speaking, male dominated university? These narratives are compelling reading and demonstrate the vital role of cosmopolitan learning in leadership development and success, in the face of significant counter forces and challenges.

The final section aims to address Future Directions in academic leadership. Layer addresses many of the factors identified above noting the key areas of rapid change as ‘delivery’ of learning; subject development and professional

development. If not managed carefully the development of conformity and control styles of leadership may stifle innovation and indeed knowledge creation at the heart of higher education occurring within a scholarly environment (172). Cook-Sather and Felten consider the ethics of academic leadership and suggest that ‘an ethics of reciprocity and the practice of partnership in teaching and learning, might serve as a bridge between dominant, neoliberal values and ... “an ethics of connectivity” (175).

To me this chapter is the beginning of a new debate, embracing more about technology, market competition, consumerism and society’s expectations of students’ output, and the need for academic leaders versus managers. Indeed, what is the role of a university? Is sector diversity desirable? What impacts on the type of leaders, style and the culture developed within the institution? What does the degree of the future look like with credentials, MOOCs, etc.? Disruptive change might not replace Harvard or Oxford, but what if Harvard offered a new form of qualifications and were closely linked to the forces of neoliberalism? How would the smaller, low ranked and more expensive regional institutions survive? This part of the future of commodification of education will challenge our traditional views on higher education and hence academic leadership. It is to be resisted or embraced? This most valuable book has helped me conceptualise my own experience and development as an academic leader. Like many in higher education, I did not initially seek a leadership role, rather inherited them, and often felt like the last one standing. This is a function of the older notion of a rotating chair of department – often elected by the faculty. In other situations, I have been the nominee of a Vice-Chancellor, and in other cases, thrown to the wolves of the headhunting worlds.

Overall, I strongly recommend this book as a significant contribution to the debate of academic leadership and further the role of higher education institutions. The theory elements have stimulated revision of my own view of the sector and the forces shaping change while the narratives are intriguing in demonstrating the role of cosmopolitan learning in the development of successful academic leaders in a number of different contexts.