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Published in the Slovak Republic

European Journal of Contemporary Education

ISSN 2304-9650

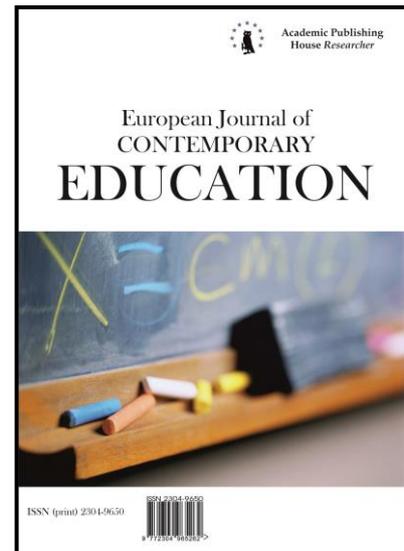
E-ISSN 2305-6746

2017, 6(1): 126-137

DOI: 10.13187/ejced.2017.1.126

www.ejournal1.com

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Head of a University Department: Competence and New Activity Priorities

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Abstract

The purpose of the article is to justify the increasing role of a university department in achieving the major objective of higher education, namely to train highly qualified specialists for the national economy. The article contains some of the results of monitoring (questionnaire) of 350 heads of departments of Russian universities, as well as 30 experts – experienced representatives of the university management. The factors that complicate the job of university departments and their heads have been identified; new requirements for professional competence of heads of departments have been established; the results of the analysis of changes in the structure, content and priorities of the activities of heads of departments have been stated. Based on the results of a survey of heads of departments and highly qualified experts, measures to improve management efficiency at a university department as a key element of a Russian University have been proposed.

Keywords: a department, a head of a department, an institution of higher education, a university, professional competence, priorities of activities.

1. Introduction

Over the last decades, the Russian system of higher education have been undergoing reforms in difficult socio-economic conditions under the influence of external factors (consumers, competitors, companies and organizations – employers, local and federal authorities, the international community, etc.). The conditions influencing universities include the following ones:

- integration of the Russian education system at the international level (After the accession of Russia to the Bologna Declaration on September 19, 2003 the tasks of integration into the all-European space of higher education have risen before it as a full participant of this process);
- enhancement of the role of teachers' and students' scientific research and publications in the evaluation of university activities;

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- demographic decline and increased competition between institutions of higher education in the sphere of provision of educational services;
- a need to address the problems of financing and extra-budgetary funding of a university, formation and development of business and other income-generating activities of universities;
- Russian entrants' preference in favour of administrative, economic and legal professions (while scientific and technical professions are not so popular), and engagement of the majority of Russian universities in provision of such education services;
- significant toughening of licensing and accreditation requirements for the universities.

Despite the fact that the institution of a university department, and along with it – heads of departments, is now being reduced in some Russian universities, and even lacks in a number of foreign universities, the role of a head of a department – a head of a training direction, and consequently a university department, remains quite significant. After all, it is the department that ensures a direct contact with students and has a direct impact on them – educational, scientific and moral one, and thus is a key element in a modern university management system. The main tasks of a university department is to meet the needs of students, graduate students, students of supplementary education courses in training or professional development, expansion of basic and applied research.

Scientists from various countries have always paid great attention to the problems of management in institutions of higher education.

Among foreign authors Francesca Pucciarelli and Andreas Kaplan (Pucciarelli, Kaplan, 2016), Carolin Plewa, Joanne Ho, Jodie Conduit, Ingo O. Karpen (Plewa et al., 2016), B. Sporn (Sporn, 2010), Juergen Enders (Juergen Enders, 2015), Chitra De Silva Lokuwaduge and Anona Armstrong (Lokuwaduge et al., 2015), A. Gornitzka, I.M. Larsen (Gornitzka, Larsen, 2004), B. Le Gall, Ch. Soulié (Le Gall, Soulié, 2009), Marion E. Broome (Broome, 2013) should be noted.

A number of scientific publications of scientists are devoted to studying of problems of gender asymmetry in the system of higher education, in particular such authors as Young-joo Lee, Doyeon Won, S.N. Makarova, Peterson Helen (Lee, Won, 2014; Makarova, 2014; Peterson, 2016).

During the last years the system of higher education in Russia undergoes essential changes. The problems which accompany these changes concern such scientists as M. Yudkevich (Yudkevich, 2014), Valentin Babintsev, Viktor Sapryka, Yana Serkina (Babintsev et al., 2015).

A number of publications of foreign authors (R. Smith, B. Smith, Tony Bush) (Smith, 2007; Smith, 2002; Bush, 2016) is devoted to studying of the role of the head in a management system of the educational organization, in particular a dean of a faculty in a management system of university.

The problems of management of a university department were considered in publications of such scientists as S.A. Druzhilov (Druzhilov, 2013), V. Petrov, V. Stegny (Petrov, Stegny, 2007), S.D. Reznik, O.A. Sazykina (Reznik, Sazykina, 2015; Reznik, Sazykina, 2016), N.N. Karmayeva, N.V. Rodina (Karmayeva, Rodina, 2016), A.R. Alaverdov, T.P. Alaverdova (Alaverdov, Alaverdova, 2013), V.P. Grakhov, S.A. Mokhnachev, Yu.G. Kislyakova, H.B. Anisimova (Grakhov et al., 2014), D.L. Kuznetsov (Kuznetsov, 2009), D.R. Makeeva, V.M. Bely (Makeeva, Bely, 2015), S.I. Chernomorchenko, O.A. Potapenko (Chernomorchenko, Potapenko, 2014), etc.

Russia is one of the countries where the university department and its head play a key role in the organization of educational process and scientific activity in any institution of higher education. The department is defined as a team of teaching staff and researchers (usually not less than 5) united on the basis of one or more closely related disciplines.

The new conditions of the market economy have changed and complicated the job of the immediate department's supervisor – its head. The challenges of the time substantially affecting the activity of heads of departments include the following ones:

- stricter requirements for evaluating universities' effectiveness;
- universities' merges (establishment of federal universities), establishment of the status of national research universities, creation of basic regional higher education institutions and making them more significant as compared to conventional regional universities;
- a very high average age of heads of departments reducing their organizational and publication activity;
- a need for enhancing the role of women leaders in the management of university departments;

- a need for formation and development of professional competencies of heads of departments that would be coherent with today's complex conditions;
- a need for professional management of departments, etc.

2. Materials and Methods

In 2003, in accordance with the order of the Ministry of Education of the Russian Federation, the Department of Management at the Penza State University of Architecture and Construction implemented the project "Development and implementation of the internal university's system for formation, training and development of the management capacity of Russian institutions of higher education" (State registration number: 01200103655") (Reznik et al., 2003), within which 390 heads of departments of 66 higher educational institutions of various regions of the Russian Federation were surveyed.

In 2015, we conducted a repeated monitoring of heads of departments of Russian universities, which aimed at assessing the changes in the composition and content of the activities of heads of departments of higher educational institutions, establishing professional competence of a head of a department that is necessary for effective activities of departments as a key link in the university management system. 350 heads of departments of 24 higher educational institutions of various Russian cities took part in the survey. 30 experienced representatives of university management from 20 Russian universities acted as experts. 26 experts, doctors and professors included two rectors, four vice-rectors, six deans, thirteenth heads of departments, three professors of departments, as well as the head of the Center for Regional Sociology and Conflict Management of the Institute of Sociology of the Russian Academy of Sciences.

The general population of the research included 24200 heads of departments in 2003 (Labor and employment, 2006), and 24600 heads of departments in 2015 (Russia in Figures, 2015). Selection of heads of departments for the questionnaire was carried out by an accidental method from the list of departments of higher educational institutions of Russia. According to a statistical technique of primary sociological information the results of the research have probability 0,95 with a margin error in 5 % in both cases.

To monitor the composition, content, activities and professional competence of heads of departments at Russian universities, special types of information collection were used:

- a questionnaire of a head of a university department;
- an expert's questionnaire.

The monitoring results were analyzed in accordance with several directions used to analyze the activities of university departments heads:

- changes in the composition of university departments;
- changes in the composition of heads of university departments;
- management of the teaching stuff of departments;
- organization of educational and methodical work in departments;
- management of research activities in departments;
- teaching activities of heads of departments;
- personal organization of heads of departments.

Reliability of results of the research is confirmed by the following:

- use of modern techniques of handling of initial information (by the results of a questionnaire databases are created. They were processed by means of software statistical data processing SPSS 10.0 and Microsoft Excel);

- use of the great amount of the state and municipal statistics, in particular, statistical data on the number of heads of departments of Russian higher educational institutions;

- a representative sample the results of which have probability 0,95 with a margin error in 5 %;

- statistical information on the research object – heads of departments of Russian higher educational institutions for the period of 2003–2015.

- confirmation of the results of monitoring of heads of departments by expert evaluations of specialists. There were 30 authoritative representatives of higher school management from 20 universities of Russia among them;

- comparison of the results of the research with the data of foreign and domestic experience (see bibliography, subitems Karmayeva, Rodina, 2016; Alaverdov, Alaverdova, 2013; Grakhov et al., 2014; Kuznetsov, 2009; Makeeva, Bely, 2015; Chernomorchenko, Potapenko, 2014);

- substantiality of analytical conclusions as the basis of the offered recommendations;
- experience of practical implementation of the results of the research in practice of activities of Penza state university of architecture and construction on the basis of which the School of managers was organized and successfully functioned for a number of years, and also when carrying out training seminars "Management in a higher educational institution", which were carried out by S.D. Reznik for the last years by the invitation of rectors at universities of Russia (Russian Peoples' Friendship University, Samara State University, Moscow State University of Economics, Statistics and Informatics, Southern Federal University, Moscow State University named after S.Yu. Witte, etc.);
- experience of use of the results of the research in scientific researches which have state registration ("Development and implementation of intra high school system of forming, training and development of managerial capacity of the higher school of the Russian Federation" (2001–2002, No. GR 01200103655),
- publications of the results of the research in the reviewed scientific editions (see bibliography, subitems [Reznik, 2015](#)).

3. Results and discussions

Changes in the composition of heads of departments at Russian universities.

The total number of heads of departments in Russian state and private universities amounted to 24.6 thousand people as of the beginning of 2014/2015 academic year, which is 3700 persons lower than that of 2012/2013 academic year (28.3 thousand) ([Russia in Figures, 2015](#)). At the same time the number of heads of departments has decreased by almost 20% over the last five years (the number of heads of departments made up 29.6 thousand persons in 2010/2011 academic year). This is due to the fact that university rectors tend to reduce the number of departments and merge them in order to optimize their financial resources.

While the ratio of women occupying the position of a head of a department was 26.4 % in 2000, i.e. slightly more than a quarter of the total number of heads, this indicator rose sharply in 2015 and amounted to 42.2 % of the total number of heads of departments at Russian universities. These figures show the development of the management capacity of women in the field of higher education, their ability to adapt to new, more complex conditions of Russian higher education.

The monitoring carried out in 2003 allowed to determine the average age of heads of departments, which amounted to 51.6 years. As shown by statistics, the average age of heads of departments already amounted to 54.2 years at the beginning of 2012/2013 academic year, and it grew even more and reached 54.7 years in 2015.

While there were only 6.5 % of heads of departments, who were 65 years or older in 2003, in 2015 already 16.4 % of heads of departments were of that age. Thus, the ratio of heads of departments of the retirement age increased by 9.1 % and amounted to 35.1 %. There were just a few young heads of departments: those who are younger than 40 years amounted to only 12.7 % of the total number of heads of departments. In order to occupy this position, you need to go a long way up the career ladder. On the other hand, the elderly age of heads of departments can demonstrate growth of conservatism of a large number of heads, obsolescence of their management practices, and requires involvement of young and professionally trained managers who are ready to innovate.

As shown by monitoring results, the average experience of working at the position of a head of a department at Russian universities makes up 10.2 years. At the same time, as in 2003, when more than a quarter of heads of departments had headed their departments for less than 3 years, and 37 % of heads of departments had occupied their positions for less than 5 years, in 2015 the situation was similar: a quarter of the surveyed heads of departments have headed their departments for less than 3 years, and a third of heads of departments have worked for less than 5 years. Thus, almost a third of existing heads of departments do not have a solid experience in managing a university department.

At the same time it should be noted that the position of a head of a department is one of the most attractive management positions at a university. This means that an employee, having taken the post of a head of a department, will work there for a long time and take the position several terms, including up to 20 years.

In 2003, more than a half of heads of departments (56.7 %) showed their interest in occupying a higher managerial position. The last monitoring held in 2015 showed that two-thirds

of existing department managers (75.1 %) were not interested in their career progress, and less than a third of the surveyed heads of departments had ambitions regarding their career growth. Such results are firstly due to a high age of heads of departments, and secondly, to the fact that the position of a head of a department is today the most comfortable for a scientist, a teacher working at a university, makes it possible to show one's organizational skills and at the same time to engage in research and teaching activities.

Features of managerial influence of heads of departments on other teachers and staff.

In recent years there were important changes in the system of Russian higher education, in particular:

- a new system of assessment of knowledge of school students (USE) is adopted;
- transition to the federal state educational standards (FSES) and three-level system of higher education is performed (bachelor-master-graduate student);
- federal and national research universities are created;
- payment terms for teaching staff are changed in connection with adopting "the effective contract" and others.

These changes entailed changes in priority activities of heads of departments, in their leadership style, etc. That is shown by the stated below results of researches.

70.9 % of heads of departments at Russian universities see themselves as informal leaders in their departments, 22.6 % said that there was no informal leader in the department, 6.5 % of heads believed that another teacher at the department was an informal leader. In comparison with the results of the monitoring held in 2003, the proportion of heads of departments being informal leaders in their departments increased by 7 percentage points (from 63.9 % to 70.9 %), which demonstrates an increase in reputation and significance of university leaders in the eyes of their subordinates (Table 1).

Table 1. Specific features of managing stuff by heads of departments

	2003	2015
See themselves as informal leaders	63.9%	70.9%
Management style		
Democratic	32.9%	57.7%
Authoritarian	27.7%	22.5%
Liberal	39.4%	19.8%
Rarely talk with their subordinates or do not talk at all	55.7%	56.1%
Are not interested in the problems of their subordinates	33.2%	43.1%
Think that the team of their department is not very tight-knit	27.1%	20.4%
Teachers participate in the management of the department	44.3%	86%
Hold informal meetings with their stuff	55.8%	68.3%
Actively contact with employers in order to find jobs for their graduates	32.3%	42.8%

The work of current heads of departments is usually of democratic nature (57.7 %), rarer – authoritarian (22.5 %) and even much rarer – liberal (19.8 %). In 2003, 40% of the surveyed heads were liberal in their practice, and today, only 20 % adhere to the “laissez faire” style in managing their departments.

It was found that 56.1 % of heads of departments rarely talk with their subordinates or even do not talk at all. 43.1 % of heads are not interested in the problems of their subordinates. 20.4 % of the surveyed department heads think that their teams are not tightly-knit.

While in 2003, only 44.3 % of heads indicated that their staff was involved in the management of the team, which demonstrated poor development of organizational skills and managerial culture of heads of departments, the new monitoring showed that the involvement of teachers in solution of their departments' management problems has increased, and already 86 % of heads of departments delegate their authorities to subordinates, and 68 % of heads of departments organize informal meetings with their teachers and staff.

On the priorities of activities of heads of departments.

The monitoring of heads of departments (Russia in Figures, 2015) shows that, according to heads of departments, their major priority is management of the department. The importance of management of the department was assessed by surveyed heads of departments at the level of 4.3 points. According to the respondents, 4.2 points were awarded to scientific and teaching activities (Table 2).

Table 2. Priorities in activities of heads of departments, average points (according to a 5-score scale)

Priorities in activities of heads of departments	Total	
	2003	2015
a) management of the department	4.3	4.3
b) personal scientific work	4.5	4.2
c) personal teaching activities	4.1	4.2

At the same time, according to experts, the priorities of management activities of heads of departments are distributed as follows (Table 3): academic work of the departments is the most important activity; the second place is occupied by scientific work, which is connected with the need to improve publication activities of the teaching staff. The third rank was assigned by the experts to the work of heads of departments with their personnel – teachers and staff of the department. Then the following activities of heads of departments come (in decreasing order): methodological work, document support and innovation (rank 4), economic support of the department (rank 5), external relations (rank 6), pre-university work with schoolchildren (rank 7) and morale-building work with students (rank 8).

Table 3. Priorities in activities of heads of departments (experts' ratings)

Priorities in managerial activities of heads of departments in 2015	Ranks
Organization of the educational process (training, presenting course and final thesis, methodical providing, etc.)	1
Organization of the scientific work (scientific researches, publications of scientific monographs and articles, etc.)	2
Work with staff (selection, motivation, professional development, creation of favourable social and psychological climate, etc.)	3
Methodological work, document support of the academic process and innovations	4
Economic support of the department's and university's activities	5
External contacts (Education review office, universities, companies, etc.)	6
Pre-university work with schoolchildren	7
Morale-building work with students	8

On professional competence of heads of departments.

The issue of professional competence of heads of departments at Russian universities currently becomes more and more acute. Based on a manager's qualities model, the authors proposed a model of organizational and managerial qualities of a head of a department, where professional competence is the most significant element (Table 4).

Table 4. Model of organizational and managerial qualities and competence of heads of university departments [32]

No.	Qualities	Head of a department	
		ranks	percentage, %
1	Professional competence	1	27.0
2	Organizational skills	2	19.0
3	Business qualities	3	18.0
4	Moral qualities	4	15.0
5	Political culture	5	14.0
6	Efficiency	6	7.0

Organizational and managerial field of activity is a basis for the work of any manager. A head of a department should cover all the spheres of the scientific and the teaching staff. This criterion is met by the organizational and managerial classification reflecting the general management requirements for a manager at an institution of higher education (Reznik, Sazykina, 2015a).

The complicated conditions, in which Russian universities exist today, place increasing requirements for training of heads of departments, especially for their professional competence. In this case, “professional competence” means professional knowledge and skills in the field of university management, knowledge of specifics of the work in the position of a head of a department, comprising five groups of competencies – managerial, scientific, educational, economic and legal ones (Table 5).

Thus, the above data show that the new conditions determine significant changes in the composition, nature and priorities of activities of heads of departments at Russian universities.

Table 5. Structure of the professional competence of a head of a department at a Russian university

Composition of professional competence	Ranks
Managerial competence: professional knowledge and skills in the field of university management, and in particular the department management, as well as in the organization of collective morale-building, methodological and scientific work	1
Scientific competence: knowledge in the relevant fields of science, ability to organize scientific research, experience in independent research work, many publications	2
Pedagogical competence: pedagogical knowledge and skills, experience in pedagogical activities, ability to apply innovative educational technology	3
Economic competence: economic knowledge, ability to use economic methods of management, ability and experience in earning money in the university environment	4
Legal competence: knowledge of the economic, labor and other kinds of law, legal and regulatory framework of functioning and development of the education system, ability to use this knowledge	5

Ways to improve the efficiency of managerial activities of heads of departments.

Based on the results of our research, we established five major directions to further enhance the effectiveness of work of heads of university departments: enhancing the role of the departments in the university management system, organizing document control, reducing the paper flow, increasing importance of direct communication with teachers, entrants and students, further training of heads of departments, stabilizing the academic load of heads of departments, improving the scheme of remuneration of heads of departments.

1. In order to enhance the role of departments in the university management system, it is important to focus on the following issues:

- Greater independence of heads of departments in the implementation of educational programs;
 - Elimination of functions overlapping with the middle management;
 - A need to fundamentally revise universities' regulations on their administrative and managerial staff (middle-ranking);
 - Enhancing the role of deputy heads of departments;
 - Enhancing the participation of heads of departments in the activities of educational and methodological associations;
 - Enhancing capabilities of integration with international professional communities;
 - Development of the laboratory base of departments, provision of modern equipment.
2. Organizing document control, reducing the paper flow, increasing importance of direct communication with teachers, entrants and students:
 - To make electronic copies of all the educational and methodological documents;
 - To create an electronic database of reporting indicators that will allow the university to collect data from departments, without the need to submit certificates;
 - To reduce numerous orders to provide information, whose forms frequently change.
 3. Further training and increasing professionalism of heads of departments:
 - To systematically organize training for heads of departments based on the study of the best practices of leading universities;
 - To arrange annual seminars with heads of departments of universities having a similar profile;
 - In order to fill the position of a head of a department, to include additional vocational training in the sphere of "Management" and "Human Resources" as a required competence;
 - Development of a long-term staffing policy providing for training of a personnel reserve in each university.
 4. Stabilization of academic (teaching) load of heads of departments:
 - According to 63.2 % of the experts, the academic workload of heads of departments should not exceed 400–500 hours per academic year.
 5. Improving the scheme of remuneration of heads of departments:
 - A head of a university department should have a decent salary and a possibility to effectively manage the department.

Organizational and functional structure of managing a university department.

Effective implementation of educational training technologies and organization of scientific work at departments is possible only subject to creating appropriate organizational, personnel and material conditions, which in its turn requires a lot of resources. For the purpose of optimal use of such resources, the department should operate on the basis of a flexible organizational and functional management structure.

The management structure of a department may include five functional units: the department development strategy and external relations, educational work, scientific work, social work, and inventory and logistics management of the department. The major units of the management structure shall be supervised by a deputy head of the department, in particular, by deputy heads on educational and scientific work. All the department's staff should be involved in the development and continuous improvement of such a structure. This will improve the quality of the management structure, improve its psychological perception, and increase the reliability of implementation of decisions taken at the department.

On the experience of forming a personnel reserve and improving professionalism of the university managerial staff.

As shown by the results of the study, 33.3 % of departments do not prepare a personnel reserve to the position of the head. Officially, there is a person who may take the position of the head only in a third of the surveyed departments. At the same time, 89.3 % of the experts consider it appropriate for any university to establish a system of preparing the personnel reserve. It must be regulated by special documents (either a development program for the personnel reserve, or a regulation on work with the personnel reserve).

In 2000, the Penza State University of Architecture and Construction started work on formation of the personnel reserve to occupy managerial positions. In parallel, it organized a School for managerial personnel to train personnel reserves and improve the qualification of

existing managers. Over this time, 428 people have studied there, including 12 employees of the rector's office, 27 deans and their deputies, 40 heads of departments, 85 deputy heads of departments, 20 heads of services and divisions, 94 employees enrolled in the personnel reserve, as well as graduate students as a strategic reserve of the university. Such training helped to improve the efficiency of their own work and the work of their divisions, which in its turn positively affects the work of the entire university (Reznik, Sazykina, 2013).

For the purpose of training of various manager categories (vice-rectors, deans, heads of departments), special programs have been developed allowing to master managerial functions in an institution of higher education.

This program has been tested by the authors on corporate training seminars held for the managerial staff at the leading universities of Russia: the Russian Peoples' Friendship University, the Samara State University, the State University of Management, the Southern Federal University, the Moscow State University of Economics, Statistics and Informatics, the St. Petersburg State Engineering and Economic University, the Saint-Petersburg State University of Economics and Finance, the Chuvash state University named after N.I. Ulyanov, etc.

Scientific and methodological support of university managers.

To ensure methodological support of the university management and, in particular, professionalization of the work of heads of departments, special textbooks and practical manuals have been developed: "Management of the Department" (Reznik et al., 2003), "University Teacher" (Reznik, Vdovina, 2016), "University Student" (Reznik, Igoshina, 2015).

The issue of scientific support of heads of the departments is touched upon in the following monographs: "Heads of departments at Russian Universities: stages of growth" (Reznik, Sazykina, 2015), "Teachers of Russian universities: the formation and development of professional competence" (Reznik, Vdovina, 2016a), "Postgraduates in Russia: selection and preparation for independent research and teaching activities" (Reznik et al., 2015), "Preparing students for post-graduate training at a university: the management system and mechanisms" (Reznik, Ustinova, 2016), "Orientation on competence and competitiveness of Russian students: experience, problems and prospects" (Reznik et al., 2016).

The task of the above scientific and methodological complex of textbooks and monographs is to maximally contribute to the high quality of university management, good mutual understanding and interaction of all participants in the educational process (Reznik, 2015).

The use of textbooks, manuals and scientific research results in practical activities of university managers will improve the quality and efficiency of their work.

4. Conclusion

In this context a number of the following conceptual conclusions can be made:

1. Rigid government policies aimed at reducing the number of institutions of higher education has led to the situation, in which the number of institutions of higher education has returned to the level of 2000 at the beginning of 2014/2015 academic year, when there were only 950 universities, including 548 state and 402 private ones. As of the beginning of 2014/2015 academic year, the total number of heads of departments at Russian state and private universities amounted to 24.6 thousand people, which is 3700 lower than the number of heads of departments in 2012/2013 academic year (28.3 thousand people). At the same time, the number of heads of departments has decreased by almost 20 percent over the last five years.

2. The monitoring results have allowed to reveal significant changes in the composition of heads of departments and to get a portrait of an average head of a department at a modern Russian university, whose characteristics demonstrate presence of a greater work experience in a managerial position and a higher scientific potential.

3. The need to improve the professional competence of university leaders, including heads of departments of Russian universities, becomes more and more acute. An organizational and managerial model of qualities and competencies of a head of a department has been proposed. The classification of organizational and managerial qualities of a head of a department determines its professional competence, business characteristics, organizational skills, moral qualities, political culture and performance. The structure of professional competencies of a head of a department has been ranked by the experts as follows: managerial competence – 27 %, scientific competence – 23 %,

pedagogical competence – 19 %, information competence (use of computer technology, knowledge of foreign languages) – 11.0 %, economic competence – 10 %, legal competence – 10.0 %.

4. On the basis of the results of a survey of heads of departments and highly qualified experts, we have systemized and summarized the measures to improve the efficiency of department management to be implemented by institutions of higher education within their management systems:

- Enhancing the role of departments in the university management system,
- Organizing the document control, reducing the paper flow,
- Further training of heads of departments,
- Stabilizing the academic load of heads of departments,
- Improving the scheme of remuneration of heads of departments.

5. A list of scientific and methodological books helping to increase the professionalism of heads of university departments has been developed, including textbooks and monographs touching upon various aspects of the work of heads of departments with university leaders, teachers, graduate students, entrants, etc.

The implementation of the proposed measures to improve the efficiency of work of heads of departments at Russian universities largely depends not only on the state policy in the sphere of education, but also on the real efforts of the universities.

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