Exploration and Practice in the Construction of "Dual-Leader" Teams in Higher Education Institutions

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Abstract: *With the acceleration of social changes and technological advancements, higher education is facing new challenges and opportunities. As crucial institutions for talent development and knowledge innovation, universities themselves need continuous innovation and improvement. Against this backdrop, the construction of "Dual-Leader" teams in higher education institutions has emerged as a response. This innovative approach to talent development aims to enhance overall institutional capabilities by introducing dual leadership roles. This strategy not only promotes disciplinary development but also ignites research and innovation vitality, injecting new momentum into the sustainable development of higher education institutions.*

Keywords: *Higher education; "Dual-Leader" teams; Construction; Exploration and practice*

1. Introduction

The construction of "Dual-Leader" teams emphasizes the introduction of outstanding academic leaders and exceptional young talents in various fields. Through the collaborative efforts of these dual leaders, it seeks to achieve intergenerational inheritance and innovative development in disciplines. This model not only facilitates the integration and innovation of traditional disciplines but also fosters interdisciplinary talents. However, how to effectively implement the construction of "Dual-Leader" teams and fully unleash the synergistic effects of dual leadership roles still requires continuous exploration and the summarization of experiences in practice. This article aims to provide new ideas and methods for talent development and research innovation in higher education institutions by exploring innovative practices in the construction of "Dual-Leader" teams in universities.

2. Definition and Characteristics of "Dual-Leader" Teams

2.1 Definition

"Dual-Leader" teams refer to a dual leadership structure within higher education institutions, consisting of an academic leader and an administrative leader. The academic leader primarily oversees academic affairs, including disciplinary development, research innovation, and talent cultivation, while the administrative leader focuses on administrative management, resource allocation, and overall development strategies of the university.[1] This model aims to synergize the strengths of both academic and administrative aspects to drive innovative development in higher education.

In "Dual-Leader" teams, the academic leader is typically an accomplished professor or researcher with exceptional academic expertise and influence in a specific discipline. They are responsible for guiding the direction of the discipline, promoting research innovation, leading academic frontiers, and actively contributing to academic exchanges and international collaborations. They not only possess profound insights into academic research but also have the ability to inspire the academic potential of team members, enhancing academic reputation and impact.[2]

On the other hand, the administrative leader is an individual with extensive management experience and organizational leadership skills, often holding administrative positions within the university, such as president, vice president, or dean. They manage the daily administrative tasks of the university, including resource allocation, budget management, and talent recruitment. Administrative leaders play a crucial role in strategic decision-making and organizational coordination within the university, ensuring the overall development and goal attainment.

The core characteristic of "Dual-Leader" teams lies in collaborative cooperation. Academic and administrative leaders leverage their respective expertise, complement each other's strengths, and collectively promote innovative development within the university. They need to establish a close working relationship, closely coordinate academic and administrative work, jointly formulate the university's development strategies, and elevate the overall level of the institution.

2.2 Characteristics

Outstanding Comprehensive Qualities: As "Dual-Leaders," they possess not only outstanding expertise in their respective academic disciplines but also exceptional management abilities and leadership skills.[3] They have deep knowledge and research experience in their disciplinary fields, enabling them to lead discipline development. Additionally, they are well-versed in organizational management theory and practice, possessing excellent skills in strategic planning, resource coordination, and team management.

Integration of Academic Leadership and Organizational Promotion: They make significant contributions to academic research, guiding the direction and trends of their disciplines. Simultaneously, they combine academic achievements with organizational development by formulating strategic plans, initiating organizational reforms, and coordinating resources, thus driving the overall development of the university or organization.

Multidimensional Cross-Disciplinary Collaboration: They possess a cross-disciplinary perspective and comprehensive abilities, establishing connections between various academic fields, fostering interdisciplinary collaboration. They can integrate resources from various sources, create platforms, promote collaborative innovation between different disciplines, and advance interdisciplinary research and comprehensive projects.

Open-mindedness and Awareness of Change: As "Dual-Leaders," they have open-minded thinking and an innovative consciousness, actively adapting to the demands of societal changes and disciplinary developments. They monitor academic trends and cutting-edge research both domestically and internationally, continuously updating their knowledge structures to drive disciplinary innovation and reform.

Balancing Teaching and Ethical Education: In the educational environment, they not only focus on the quality and effectiveness of disciplinary teaching but also emphasize students' moral education. Through teaching practices and personal demonstrations, they guide students to develop the right values and ethical concepts, promoting students' holistic development.

Proficiency in Team Management and Leadership: They possess excellent team management skills and leadership abilities, capable of building and leading efficient teams, achieving team collaboration, and goal attainment. They can inspire team members' potential, nurture a collaborative atmosphere, and drive the team toward common objectives.

3. The Necessity of Establishing "Dual-Leader" Teams in Higher Education

3.1 Enhancing Leadership and Decision-Making Efficiency

As centers for knowledge and talent cultivation, universities need to excel in both academic research and operational management. However, traditional leadership models may fall short when addressing this dual challenge. In this context, the introduction of "Dual-Leader" teams becomes an innovative choice.[4] The collaboration between academic and administrative leaders equips university leadership teams with professionals in both academic and managerial aspects. Academic leaders are responsible for guiding academic directions, advancing research outcomes, while administrative leaders coordinate resources and plan operations, making the decision-making process more accurate and efficient. The innovation of this leadership model lies in its ability to achieve an organic fusion of academics and management, creating a synergistic and efficient work mechanism that enhances the overall leadership and decision-making efficiency of university leadership teams.

3.2 Achieving an Organic Fusion of Academics and Management

The development of universities relies on the synergistic progress of academics and management. Academic leaders emphasize academic research and education, while administrative leaders are

responsible for resource allocation and organizational management. Both are interdependent and indispensable for the university's development. One of the core objectives of building "Dual-Leader" teams is to achieve an organic fusion of academics and management. The close collaboration between academic and administrative leaders promotes the integration of academic ideas and management practices, ensuring that academic directions are seamlessly integrated into management decisions, and vice versa. This organic fusion enhances the efficient utilization of internal and external resources, providing a solid foundation for the sustainable development of universities.

3.3 Promoting Interdisciplinary Collaboration and Innovation

The establishment of "Dual-Leader" teams in universities promotes interdisciplinary collaboration and innovation. Academic leaders typically come from diverse disciplinary backgrounds, and their exchanges and collaborations bring diverse perspectives into play, sparking innovative thinking and research directions. This interdisciplinary exchange helps break traditional disciplinary boundaries, explore new research areas, and drive the birth of cutting-edge research outcomes. Meanwhile, the organizational and resource coordination abilities of administrative leaders facilitate the translation of interdisciplinary collaboration into practical actions, promoting the application of innovative outcomes and constructing a conducive ecosystem for innovation within the university.

3.4 Enhancing the Overall Competitiveness of Universities

The establishment of "Dual-Leader" teams in universities contributes to enhancing the overall competitiveness of these institutions. A university's competitiveness relies not only on academic achievements but also on advantages in management and resource allocation. The collaborative efforts of academic and administrative leaders can optimize resource allocation, enhance academic influence, and improve the efficiency of various management tasks. Such comprehensive advantages make universities more competitive both domestically and internationally, attracting outstanding faculty and students and elevating the overall level of the university.

3.5 Meeting Complex Development Needs of Universities

Today, universities face a dynamic and complex external environment and internal demands. Single leadership models struggle to address these diversified challenges. Therefore, establishing "Dual-Leader" teams has become an effective approach to meet these complex needs. The collaboration between academic and administrative leaders enables more flexible responses to issues and changes in different fields, making university development strategies more diversified and adaptable. This multifaceted development will enhance universities' adaptability.

4. Practical Paths for Establishing "Dual-Leader" Teams in Higher Education

4.1 Clearly Define Team Building Goals and Principles

Before constructing "Dual-Leader" teams in higher education, it is essential to clearly define the goals and principles of team building to ensure the direction and path of team development. Clear objectives provide guidance for the roles and missions of leaders in both academic and management fields. In the academic realm, the goals of leaders may include driving innovation and development in academic research, enhancing academic reputation, and nurturing outstanding academic talents. In the management domain, objectives may focus on improving the university's management level and efficiency, promoting organizational development, and fostering innovation. Well-defined goals help leaders understand their roles and responsibilities, providing a clear direction for team building and development. Furthermore, team building should adhere to certain principles and guidelines, including fairness, equity, transparency, and openness. Fairness and equity imply that the selection and evaluation of leaders should be based on objectivity and fairness, avoiding any form of bias or unfairness. Openness and transparency mean that the selection and evaluation processes should be open and transparent to participants, ensuring visibility and traceability, and providing opportunities for public supervision and participation.

4.2 Establish a Rational Selection Mechanism

Establishing a rational selection mechanism is a crucial step in building "Dual-Leader" teams. The selection mechanism should emphasize the assessment of academic and managerial capabilities to ensure that selected leaders possess outstanding academic and management qualities to meet the university's development needs. In terms of academic assessment, the evaluation may consider factors such as academic achievements, research experience, and academic reputation to measure contributions and capabilities in the academic field. Regarding managerial assessment, indicators like management experience, organizational abilities, and leadership skills can be considered to evaluate capabilities and potential in the management domain. The selection mechanism should be open, transparent, and adhere to principles of fairness and equity to ensure the fairness and scientific validity of the selection process. Additionally, the selection mechanism should be diverse and inclusive, encouraging and attracting talents with diverse disciplinary backgrounds, experiences, and talents to participate, enriching the diversity and creativity of the team.

4.3 Provide Professional Training and Support

Providing professional training and support to "Dual-Leader" teams is a significant measure to promote team building. Training content should address the needs in both academic and management fields, including knowledge and skill development in academic research methods, trends in disciplinary development, team management, and decision analysis, among others. Through training, leaders can continuously enhance their professional competence and capabilities, staying aligned with the latest academic and management concepts. Training can be conducted through various methods, including internal training, external training, and collaborative exchanges with other universities and institutions. Furthermore, arranging exchanges and cooperation between academic and administrative leaders can promote mutual learning and growth. Academic leaders can share their academic research experiences and achievements, providing guidance and support for disciplinary development, while administrative leaders can share their management experiences and strategies, offering guidance and support for organizational development and operations. This exchange and cooperation can facilitate the fusion of academics and management, cultivating more comprehensively developed leaders and promoting the overall development of the university.

4.4 Establish an Effective Incentive Mechanism

The construction of "Dual-Leader" teams in higher education requires a scientifically sound incentive mechanism to motivate team members' enthusiasm and creativity. This mechanism should comprehensively consider incentives in both academic and management aspects, encouraging leaders to be more involved and fully participate in team building. Compensation incentives can be differentially designed based on individual academic and management performance to reflect individual contributions and efforts. In addition, the granting of professional titles and honorary titles can serve as an incentive, motivating leaders to achieve higher accomplishments in academic and management fields. In terms of project support, universities can provide research funding and team-building resources to support leaders in their academic and management work, enhancing team cohesion and innovation.

4.5 Strengthen Team Collaboration and Communication

When constructing "Dual-Leader" teams, team collaboration and communication are paramount. Team collaboration can be realized through regular academic seminars, management experience sharing sessions, and other forms of engagement. Through these activities, academic and administrative leaders can share their experiences and insights, promoting communication and integration between academic and management fields. Additionally, communication can facilitate both internal and external cooperation and synergy. By collaborating with other teams, universities, or institutions, teams can access more resources and support, further enhancing the strength and influence of the entire team. By strengthening team collaboration and communication, it is possible to achieve the organic fusion of academics and management, driving the collective development of the entire team.

4.6 Establish an Effective Evaluation System

To ensure the effectiveness of building "Dual-Leader" teams, it is necessary to establish a

scientifically valid evaluation system. This evaluation system should comprehensively assess academic and management performance, aiming to encourage team members to make breakthroughs in both academic and management aspects. Academic performance assessment may be based on factors such as research publications, research project funding, etc., to measure the impact and innovation capabilities of academic leaders. Team management assessment can examine the team coordination and resource allocation abilities of administrative leaders to evaluate their management competence. Decision-making effectiveness assessment focuses on the performance of leaders in complex decision-making, testing their decision-making wisdom. By establishing an effective evaluation system, problems and deficiencies can be identified promptly, and targeted improvement measures can be taken to continuously enhance the construction of "Dual-Leader" teams.

5. Future Prospects for the Construction of "Double Leading Figures" Teams in Higher Education

5.1 Continuously Enhancing the Professional Competence of Higher Education Leadership

In the future, the construction of "double leading figures" teams will continue to strengthen the professional competence requirements for higher education leadership. This means that academic leaders not only need to excel in academic research but also demonstrate leadership in education, teaching, and discipline development. They should possess profound expertise in their academic field, be able to lead the direction of disciplinary development, and promote innovative research. Simultaneously, they should excel in educational and teaching capabilities, nurturing outstanding talents and driving educational reform and innovation. Additionally, management leaders should not only be well-versed in university administration but also have a deep understanding and respect for academic characteristics. They should possess professional knowledge and skills in university organizational management while collaborating closely with academic leaders to better integrate university management and academia.

5.2 Encouraging Interdisciplinary and Cross-Disciplinary Collaboration

In the future, the construction of "double leading figures" teams will encourage higher education leadership to engage in interdisciplinary and cross-disciplinary collaboration. The synergy between academic leaders and management leaders will no longer be confined to their respective fields but will extend to broader areas of influence. This collaborative model helps break down traditional disciplinary barriers, promoting communication and collaboration between different fields. Through interdisciplinary and cross-disciplinary collaboration, new ways of thinking and methodologies can be introduced, fostering innovation and interdisciplinary research development. Academic leaders and management leaders should actively promote cooperation between different disciplines and fields, establish interdisciplinary research platforms, and work together to address complex problems and global challenges.

5.3 Promoting International Cooperation and Exchange

In the future, the construction of "double leading figures" teams will further promote international cooperation and exchange in higher education. Higher education leadership needs to possess an international perspective and a global background, enabling them to lead universities onto the international stage and actively participate in global education and research collaboration. International cooperation and exchange facilitate the sharing and integration of academic resources, enhancing universities' competitive positions on the global stage. University leaders should actively expand international cooperation channels, establish and strengthen partnerships with internationally renowned universities, research institutions, and enterprises. Through international cooperation and exchange, more international students and outstanding faculty can be attracted, enhancing the university's international influence and competitiveness.

5.4 Strengthening Social Responsibility and Sustainable Development

In the future, the construction of "double leading figures" teams will emphasize higher education leadership's sense of social responsibility and awareness of sustainable development. As important hubs of knowledge production and intellectual resources in society, universities should actively assume

social responsibilities and uphold the principles of sustainable development. University leaders need to have social concern and global awareness, driving universities to actively participate in solving social issues and contributing positively to societal development and progress. They should focus on the needs and problems of society, actively engage in social welfare activities, and promote cooperation and interaction between universities and various sectors of society. At the same time, university leaders should lead their institutions toward sustainable development, emphasizing a balance in environmental protection, resource utilization, and social justice.

5.5 Advocating for Diversity and Inclusivity

In the future, the construction of "double leading figures" teams will advocate for diversity and inclusivity in higher education leadership. University leadership should better reflect the diversity of society, including gender, race, culture, and other aspects of diversity. This means that during the selection and development of leaders, various backgrounds and characteristics should be considered fairly and justly to ensure diversity and representativeness in the leadership. A diverse and inclusive leadership can create a more inclusive and equitable academic and management environment, unleashing a broader range of talent potential. Leaders from different backgrounds and perspectives can bring different ideas and viewpoints, promoting innovation and transformation. They can better understand and respond to the needs of different groups, building a more inclusive and respectful academic community.

6. Conclusion

The construction of "double leading figures" teams in higher education is a promising yet challenging new field. Through in-depth research and continuous practice, we can harness the synergistic effects of these leaders to contribute to the sustainable development and enhancement of innovation capabilities in universities. With the collective efforts of all stakeholders, the construction of "double leading figures" teams in higher education is poised to achieve even greater achievements in the future. In the course of future development, it is essential to focus on further research into the construction of these teams, exploring both theoretical and practical aspects to further refine this model.

Acknowledgment

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