The roles and expectations for and of universities leadership

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World Class Universities Leadership

- Introducing a Clear, Robust, tangible and Feasible Mission and Vision

- *A clear vision of the future direction of higher education, both nationally and internationally.*

- Well recognized and understood Global, National and Institutional Challenges and Opportunities

The Overall Universities Vision and Mission

- Social responsibility as the third mission
- Context-driven, problem-focused and interdisciplinary
- Continual innovation in education,
- Employability
- Sustainability
- Leading edge research,
- Internationalization
- Entrepreneurship
- Creativity,
- Students to be intellectually, socially, and personally transformative
- Critical thinking

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Global, National and institutional Challenges and Opportunities

- Rapid expansion of tertiary education;

- Simultaneous shrinking of public subsidies for higher education;

- The knowledge explosion

- The need for universities to acquire more expensive infrastructure;

- Cross-border academic mobility

- The increasing worldwide competition for prestige and (often) for the same funds, for the same students, and for the same faculty

Global, National and institutional Challenges and Opportunities..

- Managing unmanageable

- Diverse public looks to universities as engines of development, social equalizers, professional training grounds, centers of continuing education, and on and on.

- Commodification of education and equity

- Conflicting between interests of faculty members and administration:

i.   Education VS Research (The balancing of teaching and research commitments is a contentious theme in many HE institutions.

Global, National and institutional Challenges and Opportunities

ii.   Faculty Research Interests
iii.   Faculty Service Responsibility
iv.   Faculty Research Funding
v.   Faculty Business Involvement

- Professional service departments:
i.   accommodation,
ii.   sports facilities,
iii.   administration and management of student finance
iv.   human resources,
v.   finance, marketing, estates management,
vi.   coordination of research funding and engagement with business.

Typical Leadership Paradigms in Higher Education

- **Hierarchical Model,** command-and-control approach or top-down

- **Individualistic Model,** Individualistic leadership is based on personal status and professional recognition, research versus teaching

- **Collegial Model,** It is pursued for the benefit of the community itself, not users or external demands (such as expectations of the government, students, industry, or funding bodies) and this raises difficulties for the institution itself.

Heifetz & Laurie, 1997; Bennis, 1999, 2009; Kouzes & Posner 2007). Altbach, 2011

Typical Leadership Paradigms in Higher Education

- **Collaborative Model,** Collaborative model, with its emphasis on social and intellectual engagement and mutual responsibility

- **Transformative Models ,**Transformative model ○ is a style of <u>leadership</u> where a leader works with subordinates to identify needed change, creating a <u>vision</u> to guide the change through inspiration, and executing the change in tandem with committed members of a group.

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Challenges and solutions, A case study
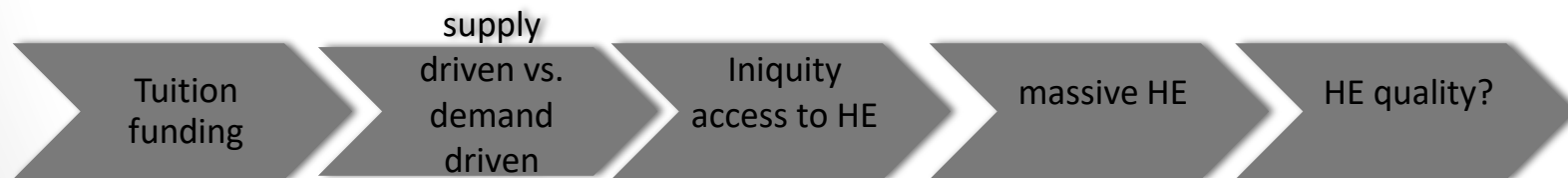
1.   Planning and strategy

University 5 years plan aligned with the mission and vision:

- Promoting the international status of the university
- Transforming to an Entrepreneurial University
- Promoting Ethics and Social Responsibility

University Budget and incentives are linked to the plan

2.   Funding challenges

Amongst 4 million and 400 thousand HE students, 50% are in public universities while 85% are paying tuition (only 15% are tuition free)

| Tuition funding | supply driven vs. demand driven | Iniquity access to HE | massive HE | HE quality? |

Challenges and solutions, A case study

- ## Alternative and diverse resources

- National and international funding and grants by enhancing society services of university
- Establishing and stimulate University affiliated Philanthropy organization, fund raising and Endowment
- Science and Technology park expansion to facilitate and support start up business
- University investment organization transformation of knowledge into business
- Supportive alumni network
- joint research and educational institute with main Iranian organization for grants and society needs responding
- Stimulate National and institution loan funding

Challenges and solutions, A case study

3. Incentive and promotion model to answer conflict between interests of faculty members and university strategy, (performance rewarding vs. quantity rewarding) :

- Social responsibility achievement through problem solving
- High quality Publication (a minimum publication is required)
- Citation and H index in 5 recent years
- Taught courses (a minimum courses are required)
- International collaboration and activity
- Book publication
- Student consulting
- Teaching quality and students satisfactions(a <u>crucial parameter</u>)
- Service activity

According to annual assessment and evaluation the promotion is approved and equivalent financial incentive will be considered in the salary of individual

Question

- How institution leadership could handling funding challenges, faculty interests and institution strategic plan.

Let's share our experience and knowledge

Thank you for your attention

- The budget should be linked to the plan to implement it, and a good plan is the plan prepared according to tangible budget and both of plan and budget should be well aligned and follow up the strategy of Institute

Leadership VS Management

- Universities are not democracies. While consultation with the faculty senate is important, universities need strong presidents who must be able to recruit their own executive teams and establish goals appropriate for their institutions.

- in most countries, universities are losing public funding, which is forcing them to adopt a cost-sharing model in which students pay much more than before, often with the help of loans. Free higher education is disappearing in most nations. Governments, however, continue to subsidize higher education, and their contributions are still greater than tuition, which typically covers less than half the cost of educating students.

- Leadership roles in academic institutions have a number of anomalies; whilst traditional senior executive roles (e.g. Vice-Chancellor, Chief Executive, President, Vice-President, pro-Vice Chancellor) resonate with executive

- roles encountered in other sectors, academic leadership roles (such as Deans or Heads of School) are unusual and commonly have complications such as transitory nature of role-holders

- Economic development and Supply driven and demand driven strategy

Good governance includes cooperation between faculty and administration, accountability, transparency, meritocratic selection, and academic freedom. Financial stability is necessary to make good governance possible.

- highlighting the importance of philanthropy as a necessary complement to public funding. Indeed, some states, such as Singapore and Hong Kong, have very productive matching-fund schemes involving the government and...

- Leadership is a key ingredient in the ultimate success or failure of any organization.

- The traditional model where senior professors elected from their own ranks for short terms of office is perhaps no longer practical in the light of the now myriad skills demanded in an effective university leader (Altbach, 2011

The traditional model where senior professors elected from their own ranks for short terms of office is perhaps no longer practical in the light of the now myriad skills demanded in an effective university leader.

- In a study from Norway (Aasen & Stensaker 2007) found that academic leaders participating in leadership training program was generally positive.
- In a study at Lund University (2009) most deans find that their tasks were adequate and sufficiently clear defined, but that frequent organizational changes kept creating uncertainties. Many deans argued that it was important that the dean had the possibility to participate in core activities such as teaching and research.
- Many deans found that introduction of ICT (administrative systems) reduced their role as leaders and that they more and more were serving electronically based systems. In their opinion deans were at risk of being so event-driven that it was no longer room for strategic work.
- Deans are caught between the expectations of their colleagues and those of the central administration.
- Other important role partners were representatives of local unions and student association.

There has been a growing interest in the role of leaders within Higher Education (HE) institutions in recent years, driven both by the influence of HE institutions in developing learners who later develop as leaders in wider society, and by the changing shape of HE leadership itself in the face of global challenges in the sector.

Several contextual shifts have occurred within the Higher Education sector in recent decades, particularly globalisation of the market and internationalisation of institutions, development of for-profit private institutions, cutbacks in public funding and increased cross-border academic mobility (Gibbons, 1998; Middlehurst, 1999; Schofer & Meyer, 2005; Altbach, 2011).

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