Empowering Academic Leadership Excellence in Higher Education

Author: Dr Jharna Kalra

Assistant Professor

Sydenham College of Commerce & Economics, Churchgate, Mumbai, Maharashtra, India

Abstract:

The achievement of a better training group relies upon now not best at the fulfillment of the lecturers it has, however additionally its leaders. Those leaders in better training institutions are referred as "instructional leaders. "Academic leaders are leaders who motivate academics in universities, faculties, or departments and provide challenging opportunities in addition to developing appropriate instructional environments for academics to improve themselves. Instructional leaders have greater duties than commercial enterprise leaders. Due to the fact their success or failure influences now not simplest a commercial enterprise however also the complete society, this large effect of academic leaders calls for similarly exam of the difficulty. **Keywords: Challenges, Academic leaders, Higher education**

Introduction:

Academic leadership is the term given to leadership in an educational field or organization as a special division of leadership in general. Educational leadership is leadership that combines roles such as creating an idea and work based on the organization's science and data research, setting up ideas, creating and providing team work. Leaders in higher education had to make decisions and take immediate action on how they would treat the larger education communities, addressing the needs of students, teachers, and staff, as well as the needs of the community. Using the teaching method, our research aims to highlight the major challenges university leaders face and to understand their responses to those challenges.

The Changing Nature of Higher Education

Higher education needs to undergo significant change in reaction to such factors as government policy, persevering with growth in demand for ever higher ranges of tutorial attainment and credentials, rapid

financial improvement, pervasiveness and society wide impact of communication and facts technology, demands for multiplied access, internationalization and globalization The emergence of the idea of the understanding economy and its significance as a driving force of economic growth has an increasing number of challenged the higher schooling area to offer a skilled personnel that may carrier such trends

The evolving needs for better training are often difficult and less effective ideas about the nature and motivation for better education and its place in society, but moreover about management structures and leadership that need to work within educational institutions. in the community, but also in terms of administrative and leadership systems that should operate within educational institutions. Thinking ahead, this pandemic period could be the restart button that higher education needs. It might be an opportunity for universities to recalibrate their organizations and to build a more efficient, accessible, and adapted set of offerings to the knowledge-based society in the post-pandemic world of work. Therefore, the main goal universities should assume is to be ready to increase their community impact in a competitive environment.

Making decisions in times of crisis requires great leadership competencies. Hence, analyzing the perceptions and experiences of academic leaders as decision-makers in a university may provide valuable insights about the decision-making process in complex educational institutions during major crises, such as the COVID-19 crisis.

Objectives of the paper:

- To understand the need for academic leadership

- To provide a better understanding of academic leadership in crisis

- To highlight the main challenges faced by university leaders

- To understand their responses to those challenges.

Research Methodology:

This study is basically exploratory in nature. The Research paper has been developed from descriptive secondary data availed from Research papers, Journals, Newspapers, Conference proceedings Government Publications & Research Reports of various organizations.

Challenges of Higher Education Leadership

As the pace of change in higher education progresses rapidly, the challenges become increasingly difficult; current and future leaders must address the changing needs of many stakeholders, law enforcement, skeptical society, strengthening competition, new technologies and methods of education delivery, and depleted sources of revenue. Over the past few years, public universities, in particular, have been in the grip of a major budget deficit, yet an increase in tuition fees to recover lost revenue has sparked widespread opposition from parents, students, and state legislatures. Even private universities face academic exhaustion for often wealthy parents. (Nejdet, 2013)

Another major challenge is those who come to leadership and management positions from the faculty or professional positions generally did not have a formal preparation those roles as part of their education (Hecht, 2006; Ruben, 2004, 2006; Wolverton & Gmelch, 2002).

That is, education, although it promotes independent thinking and problem solving and space the great importance of providing feedback and expressing and defending the idea effectively does not provide the additional talents needed by the organization leader; that is, creative skills agreeing on priorities, a place for reflection in thought and action, and the ability to procrastinate or lowering one's self-esteem. In these roles, the promotion and co-ordination of the contributions of the other is critical, as it becomes a student of organizational politics and high-level economics education. Therefore, a successful leader must learn to focus on his or her efforts to improve personal recognition and professionalism of the achievements of others, and their achievements institution, over his achievements.

These days' universities and different institutions are expected now not handiest to create understanding, improve equity, and respond to student desires however to do so a lot extra efficaciously. At the equal time, they must more and more compete for college students, research funds, and academic personnel both with the private quarter and across the globe. In these more complex surroundings direct control with the aid of governments is now not appropriate. As a substitute, as outlined in this paper, instructional leadership must play a primary function in growing vision, speaking policy, and deploying approach at some stage in the higher education status quo.

Traits of Effective Leadership in Higher Education

The qualities of a successful educational leader include:

- **Passionate About Their Work**

Powerful leaders in higher training have a ardor for the paintings they do, which may include helping teachers or college students enhance their performance or placing dreams for the college as a whole. These leaders put the abilities and knowledge they've gained through the years into exercise to benefit the college or the humans they're responsible for.

- **Lead by Example**

Leading by example instead of level and title can help you build trust with students and staff to earn their respect. This may mean showing a willingness to listen to others, even when they have problems with your leadership, or even when you make a mistake. When you set a good example for others, they are more likely to listen and work as a team when needed.

- **Driven to Help Others**

Effective leaders in education don't focus on the power and authority that comes with this role, such as telling others what to do or how to do it. In fact, these leaders have a strong desire to help others. Those who work in post-secondary education leadership roles tend to focus on helping others in different ways, such as inspiring students to work on areas of improvement or helping teachers receives the training needed to achieve their goals. This desire to help others also plays an important role in establishing trust and respect as a leader.

- **Are Planners:**

Those working in higher education should be organized and have the ability to develop short- and long-term goals. This includes being a good organizer, which is a quality often found among the best and most successful leaders.

- **Encourage Risk-Taking:**

Effective leaders are those who are not afraid to take risks if necessary, such as when they come up with a long-term goal or consultation strategies to achieve smaller goals. These leaders are willing to think outside the box in order to come up with new or unusual ways to deal with problems. They also encourage others to take risks in order to achieve goals or improve their performance.

- **Develop Strong Connections:**

The most effective leaders have the ability to develop strong relationships with others, including students or staff members who lead or manage them, as well as colleagues. These leaders have the qualities and skills needed to build and maintain communication between students or staff, such as social skills and communication skills. Being able to make these connections helps leaders achieve their goals when they need to work together or collaborate. These interactions can also enhance the attitude of students and staff by helping them feels part of a team or group.

Conclusion:

In conclusion, a major research body suggests that effective delivery is effective support and development, higher education leaders must have certain skills and knowledge (Chenoweth & Everhart, 2002; Lambert, 2003; Peterson, 2002; Reiss, 2007; Reynolds, 1996). These skills that include skills

 (a) to create a shared vision and core values;

(b) to create a feeling community;

(c) create a sense of ownership;

(d) provide an understanding of and identify the strengths and areas to be used growth;

 (e) empowerment, empowerment, and capacity building; and

(f) implement information sharing strategies and others to ensure system emergence.

These the information from the textbooks refers to practical advice for college and university leaders at all standards can work quickly to address the internal effects of criticism as well depression. In this way they can create the necessary conditions for success effective education leaders. Specifically, such leaders need to know nature, to know it university / college, they know themselves, they can lead while celebrating diversity and development student knowledge, know the strategic challenges that are important in higher education, know the university govern, know the financial life of the institution, know the university as a study ecology, know how to manage dignity, and know how to communicate in a critical situation. All of these factors are necessary make effective leadership. From the rich conversation that followed, we captured three key principles which will be especially important for leaders as they continue to respond to the crisis and move beyond it: harnessing new forms of collaboration, smart use of technology and data, and a focus on equity, inclusion, and wellbeing.

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Shri Chinai College of Commerce and Economics: National Conference on
Sustainability of Business during COVID-19   286