

Academic Leadership in Higher Education

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ABSTRACT

Purpose: *The effectiveness of our higher education system depends on effective and vibrant teachers with knowledge of Academics, Assessment and evaluation, Pedagogy, Research Culture, and Innovation in teaching & learning. The National Education Policy (NEP) 2020 specifies that the "most important factor in the success of higher education institutions is the quality and engagement of its faculty. The study focuses on the understanding of NEP and OBE amongst faculty members and academic leaders, the factors affecting teaching and learning in higher education, and the role of academic leadership in implementing outcome-based education in higher education.*

Approach: *The study is based on the data collected from 53 academic leaders from 53 different B- schools. To have better results the study has collected data from different regions in India, covering East, West, North, and South. Data is collected through a data triangulation approach. For this purpose, structured questionnaires were used, telephonic interviews of the sample and Focus Group Discussions with members of the senior cadre were conducted. The study employed different methods of data collection, preliminary interviews, and focus group discussions to yield the parameters on which a structured questionnaire was prepared. After deciding on the constructs of the scale, indicator items were prepared. Statistical analysis is done to assess the awareness and application of NEP 2020 in Management Education.*

Results: *The focus group discussion and primary interview with the academic leader helped to design the application of Maslow's Hierarchy of needs to Employee Engagement in Higher Education. The faculty need to know the level of their performance and areas in which they need improvement. Performance improvement helps the organization to meet its goals and objectives. Performance counselling is a very important activity that helps employees to know themselves better. It has been observed that employee engagement increases with performance counselling. Hence the desired result of NEP implementation will be better with faculty training and counselling. The attributes of Academic Leadership for academic, administrative, and research & extension activities are identified, analyzed, and evaluated. A conceptual model with the required attributes and qualities for a Role model/Super academic leader is also described.*

Type of Paper: Exploratory and descriptive

Keywords: Academic Leadership, Outcome-Based Education, Maslow's Hierarchy, Higher Education

1. INTRODUCTION :

The effectiveness of our higher education system depends on effective and vibrant teachers with knowledge of Academics, Assessment and evaluation, Pedagogy, Research Culture, and Innovation in teaching & learning. The National Education Policy (NEP) 2020 specifies that the "most important factor in the success of higher education institutions is the quality and engagement of its faculty [1-6]. A career in higher education is very rewarding, whether it is in teaching, research, or administration. Faculty members must work on developing leadership qualities and skills. Effective leadership in academics happens only when the faculty develops all aspects that comprise teaching, research, innovation, networking, and administration. Any academic leader, who has risen through different ranks

of teaching cadre, i.e., Assistant Professor (Lecturer), Associate Professor (Reader), and then full Professor will always be a hands-on academic administrator. No matter whatever specific duties and responsibilities a teacher has, leadership skills and practices should be used to be an effective leader. A good academic leader should be able to make major decisions for an educational institution and fulfil the vision and mission of the Institution.

Teachers shape the future of the nation. The teaching pedagogy as prescribed by NEP is determined by the training provided to the teachers, their empowerment to implement outcome-based education, and the motivation given to teachers through career advancement, salaries, and incentives, to reach the desired standards.

Faculty members should constantly upgrade their knowledge through their research and participation in knowledge upgradation. It is only the engagement strategy of the faculty and the Institution, that can make a vibrant learning organization.

The authors propose to conduct a study to explore the broader theme of 'Understanding and Transforming Higher Education' with the following factors that can contribute to a focused National Education Policy framework:

- (1) Changing paradigm in higher education
- (2) Higher order learning
- (3) New age learning
- (4) Technology & its tools
- (5) Simulations and experiential learning
- (6) Examination reforms
- (7) Role of communication in faculty engagement

Management education is an important branch of higher education in India and has a high impact on India's economic growth. It has proven to be very successful in providing much-needed qualified and skilled professional manpower. The NEP's focus on multidisciplinary education in management institutions suggested future policy implementation and a road map for management education [1-6]. Unlike other disciplines, management schools do not have an intake of bachelor students from their disciplines only. The postgraduate courses offered by the management institutes in India have interest of students from diverse backgrounds. These institutes provide holistic education within multiple fields of management. Almost 82 % seats in postgraduate management courses are occupied by students from diverse educational backgrounds. Thus, management schools have a highly multidisciplinary student intake compared to other disciplines.

Business schools by their very nature are different from other educational institutions and thus need to be looked at differently by policymakers. Management education institutions have a different model than general/ or other academic programs. Management education is highly linked to the requirements of the industry and the coursework can be flexible. Globally and in India management schools are focused on postgraduate programs, while accepting students from all disciplines.

It is heartening that the Ministry of Human Resources has come out with the National Education Policy also referred to as New Education Policy, NEP 2020. The policy is aimed to address and plug the various loopholes in the current education system. NEP 2020 mentions the need for entrepreneurship education and industry-institute partnerships at various levels of the academic hierarchy. The NEP emphasizes research, innovation, entrepreneurship, and professional education, especially about the curriculum with learning outcomes like knowledge, skills, self-confidence, and entrepreneurial initiatives [1-6].

Business schools have been providing professionally trained graduates to Industry 4.0 to fulfil its requirements. What's turning out to be more important is the approach in the face of complex challenges and uncertainties. The administrative abilities of leaders and managers are put to the test only in complex situations. When companies are redefining their purpose, B- Schools should redefine their pedagogy. To rethink work, workforces, and workplaces, the role of higher education and B- schools, is imperative.

Throughout time, academic institutions have sought to respond to the demand of changing and evolving environmental conditions and structural changes in higher education. The roles of the leaders within the institutions have changed to solve different functional needs at the institute level. The role of an academic leader is managing through information, monitoring, disseminating knowledge, delegating, designing, discussing, making, distributing, and managing staff, acting directly or indirectly. Economic and administrative responsibilities, human resource management and development, internal and

external cooperation, networking, research collaboration and many other roles have evolved, more so in the last 10 years. Today's B- School faculty must spend time outside of academic and create a positive impact on career growth.

This research studies the awareness and preparedness of outcome-based education with a focus on inputs, processes, and output. The study uses Maslow's Hierarchy of Needs for Employee Engagement in Management Education. Finally, the study proposes strategies to improve faculty engagement in Management Institutes [13].

Goals are formulated by employees themselves and in consultation of superiors. Goals are mental images of preferred outcomes to which an individual is committed and moves ahead to realize it (Fishbach & Ferguson, (2007). [8]). Faculty sometimes feel as if they're adrift in the world. Though they put in a lot of effort, probably they don't seem to get anywhere meaningful. Goal setting requires the acquisition of knowledge, and it requires an individual to organize his/her time and resources so that they can make the most of their life. While setting a goal an individual makes a commitment on the achievement of realizing the goal; the commitment should rest on the understanding that the individual has the capability of achieving the goal; and that s/he will behave over and over again with that commitment (Cialdini, 2009). Taking the essence of SMART goals, making goals realistic and achievement, an individual's knowledge about his/her strengths is very important. A purposeful goal setting illuminates the requirements of the organization and paves the way for the employee to approach the goal. A personal understanding of one's strengths and weaknesses helps to identify the most realistic goals based on the individual's current situation and helps to recognize goals that should be kept on hold for the future. Strengths are the set of an individual's natural abilities that the individual perceives as good at performing. As the individual is more aware of his strengths, he will be better positioned to set achievable goals.

Individuals who consciously know and use their strengths are closer to their set goals and are more capable of delivering successful results. Focusing on already-known strengths helps an individual become more focused on which he/she can excel. Knowing their strengths will help individuals to understand how to apply them to the job they do; this is where it gets linked with performance. Looking at performance, strengths-based development involves three stages: identifying the talent, matching with self-perception bringing in necessary behavioural change (Clifton & Harter, (2003). [9]).

The study addresses the challenges in outcome-based education and how knowledge and training of NEP can improve outcome-based education.

2. OBJECTIVES :

- (1) To evaluate the understanding of NEP and OBE amongst faculty members and academic leaders
- (2) To explore the factors affecting teaching and learning in higher education.
- (3) To identify and evaluate the attributes of Academic Leadership for academic, administrative, and research & extension activities.
- (4) To discuss a conceptual model with the required attributes and qualities for a Role model/Super academic leader.
- (5) To study the role of academic leadership in implementing outcome-based education in higher education.

3. METHODOLOGY :

The empirical analysis is based on the data collected from 53 academic leaders from 53 different B-schools. To have better results the study has collected data from different regions in India, covering East, West, North, and South

Data is collected through a data triangulation approach. For this purpose, structured questionnaires were used, telephonic interviews of the sample, and Focus Group Discussions with members of the senior cadre were conducted.

The study employed different methods of data collection, preliminary interviews, and focus group discussions to yield the parameters on which a structured questionnaire was prepared. After deciding on the constructs of the scale, indicator items were prepared with the assistance of the experts in the field. Statistical analysis is done to assess the awareness and application of NEP 2020 in Management Education.

4. RESULTS AND DISCUSSIONS :

A total of 53 survey complete survey forms were received. Of this, 58 % were faculty members from Private B- Schools and 42 % were from Government and Deemed University. The respondents were from different locations, like, Bangaluru, Chennai, Delhi, Jaipur, Kashmir, Kolkata, Mumbai, Odisha, Pune, and Telangana.

About 26.4 % were in the age group of 30- 40 years, 35.8 % were in the age group of 41- 50 32.1 % were in the age group of 51-60 years, and 5.7 % in the age group of 60 years and above. About 34 % of the respondents were with 20 years of experience and above. 26.4 % had 15-20 years of experience, 17 % of the respondents had 15- 20 years of experience and 22.6% with 10 years of experience. More than 52.8 % of the respondents firmly believe that outcome-based education is a shift from context-based learning and 51% is of the opinion that outcome-based education is more focused on curriculum structures and processes. For fulfilling the NEP objectives of outcome-based education, 54.7 % of the academic leaders strongly agree that proper manpower planning and training is needed and 62.3 % of the respondents agree that the autonomy of teachers is important for setting goals and standards to meet the learning outcomes. However, 47.2 % of the respondents agree that training through workshops, with respect to NEP should be provided for better implementation.

In the focus group interview, the following suggestions were provided by the senior academics

- (1) The NEP structure should focus on the Indian Knowledge System in the curriculum.
- (2) Education should focus on innovation and value-based learning outcomes.
- (3) NEP should make the structure more inclusive and accept diversity.
- (4) A detailed road map and planning are needed for better implementation.
- (5) Proper guidelines for teachers and institutions should be there for a proper understanding of credit transfer and gap year.
- (6) The most important suggestion was to upgrade the facilities and modernize the system for which regular quality checks and internal quality assessments should be conducted.

The Academic Leaders mentioned that faculty engagement is important to;

- (1) Identify the strengths and weaknesses of faculty.
- (2) Identify core strength areas to improve upon.
- (3) Help in setting goals and formulating action plans.
- (4) Facilitate in generating alternative plans to address the concern.

This above analysis matches with the Attribute study and Employee Engagement in higher education. Employee engagement is an attitude that employees gradually form about their organization and the work they do. It is the responsibility of the employer to create a culture of open communication, learning and development, work-life balance, recognition, and rewards [10-12]

Major job attitudes are job satisfaction, job involvement, and organizational commitment. All three will increase the overall performance of the organization.

Table 1: Analysis of Attribute and Impact

S. No.	ATTRIBUTE	IMPACT
1	Job Resources: Physical, Social and Organizational aspects of the job	Work environment that offers many resources foster the willingness to dedicate one's effort and abilities. The task will be completed successfully
2	Performance Management: Is a tool used to quantify the efficiency or effectiveness of action. Organizational control. Organizational control and management control theories view organizational as dynamic entity.	An employee can perform better only with meaningful work engagement supported by both technical control and social control systems
3	Training and Development: Effective training and development, employee engagement and empowerment are important factors to reduce turnover and increase in productivity.	When employees are nominated for training and development, they perceive themselves to be valued by the organization and to be reciprocating with more vigour, dedication and absorption.
4	Career Development Opportunities: Career development is an important aspect of employee	Satisfaction of growth needs depend on a person finding the opportunity to be what he or she is

	engagement. All that is learnt in training is used in career development.	most to achieve in career. This improves the level of engagement.
5	Incentive: Compensation or remuneration is an important attribute for employees. Attractive compensation comprises of pay appraisals, promotions, bonuses, and rewards. It becomes essential for management to present acceptable stands on remuneration and recognition, if they wish to achieve a high level of engagement	Only bringing up the pay and incentive package, without proper HR policies will not encourage employee engagement. Incentives should be supported with structured career progression policies.

5. APPLYING MASLOW’S HIERARCHY OF NEEDS TO EMPLOYEE ENGAGEMENT IN HIGHER EDUCATIONAL INSTITUTIONS :

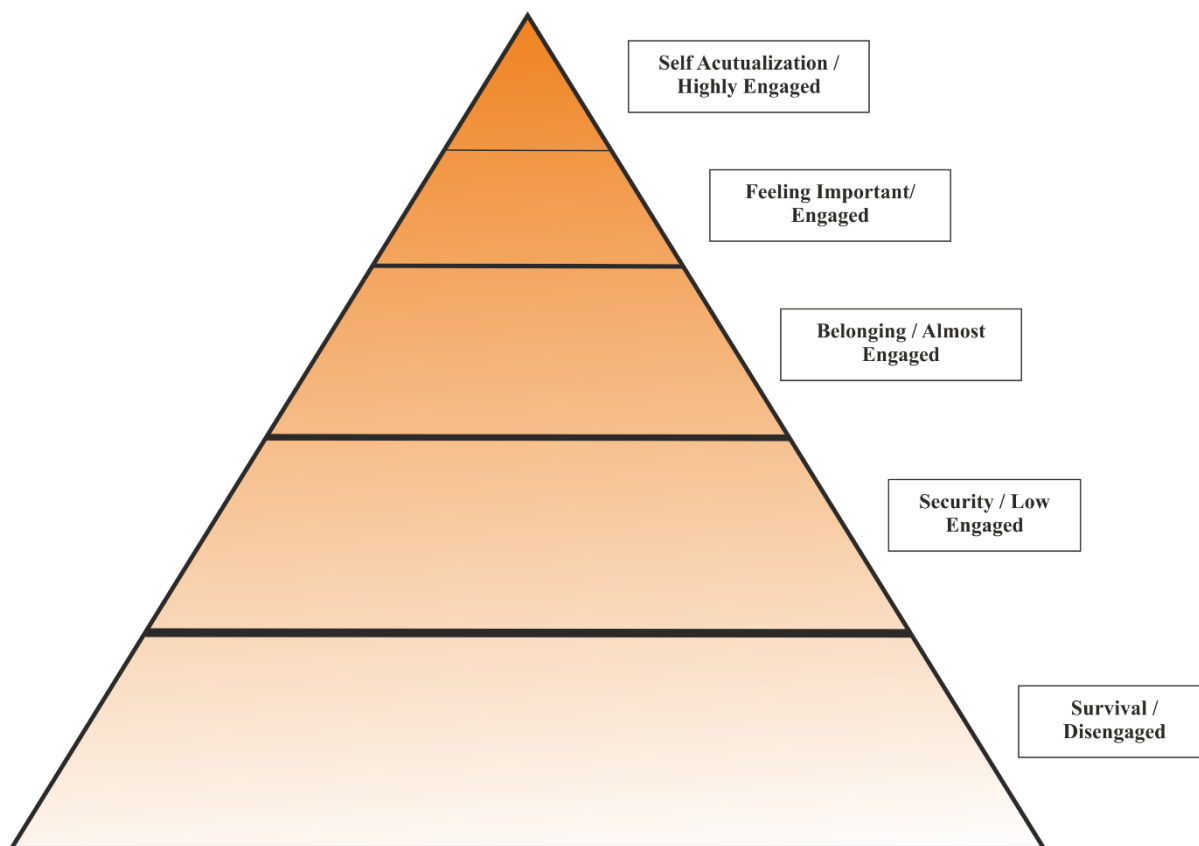


Fig.1: Adapted from Maslow’s Hierarchy- Model developed by Researchers [13]

The focus group discussion and primary interview with the academic leaders helped to design the application of Maslow’s Hierarchy of Needs to Employee Engagement in Higher Education [13]. The objective is to understand why the level of engagement is low and develop strategies to motivate faculty members for better engagement.

The disengaged stage of an employee can be compared with the survival stage of Maslow’s hierarchy of needs. This is at the entry level, where the faculty is new in the job, and is learning the tricks of the trade, the faculty wants to focus more on the job, to have a permanent, tenured job, hence is less engaged in other related activities, other than teaching. This is the mistake many new teachers make; it is this contribution that ultimately brings success to teaching and improves faculty engagement.

The faculty then progresses to a level where he/she seeks security and from disengagement gradually starts moving towards low level of engagement. This phase is a transition phase and without much cognizance of the faculty, it moves to a stage of belongingness to the organization, where the employee is almost engaged. It is very important therefore that the academic leader takes effort in making the transition from disengaged to almost engaged. The teacher and the senior management should therefore

identify the deficiency or inadequacy in a new faculty and motivate them through training and development. One must satisfy lower-level deficit needs before progressing to meet higher level growth needs. All work environments follow the same dynamic since its human being who are represented everywhere.

Micromanagement and autocratic management styles are the reasons for low engagement levels. Continuous bickering, fault finding, and interference discourages the employee to engage whole heartedly in the organization. The employee just hangs-in there only for salary. Here the Institutions and students stand to lose as the faculty is not committed to the vision and mission of the organization. In level three, the employee gradually finds a sense of belonging to the organization and is now interested in the career growth path. The work performance, vigour and dedication gradually improve. The final stage is, self- actualization, when the employees find the meaning of success in the organization. The perception, that the organization fulfils all needs, starting from economic to psychological (growth needs) is the phase when faculty is committed to the organization and delivers the desired results.

It's therefore very important for the faculty to know the level of their performance and areas in which they need improvement. Performance improvement helps the organization to meet its goals and objectives. Performance counselling is a very important activity that helps employees to know themselves better. It has been observed that employee engagement increases with performance counselling.

6. CONCEPTUAL FINDINGS :

6.1 Attributes of Academic Leadership for Academics in HEIs:

A comprehensive list of anticipated attributes for academic leadership in higher education institutions is given in Table 2. These attributes emerged from the personal interviews with the academic leaders.

Table 2: Expected attributes for academic leadership for Academic activities of HEIs

S. No.	Key Attributes	Description
1	Visionary Leadership	Possession of the ability to articulate a convincing vision for the academic development and growth of the institution.
2	Strategic Planning	Competence in formulating long-term plans that support the objectives of the organization and adjust to the ever-changing nature of education.
3	Innovative Thinking	Promoting an innovative culture in research, education, and administrative procedures.
4	Collaborative Skills	Promoting cooperation between academic staff, students, faculty, and other stakeholders in order to attain academic success.
5	Effective Communication	Strong communication abilities to express ideas, motivate people, and have productive conversations.
6	Ethical Decision-Making	Maintaining the highest moral standards while making decisions, making sure that everything is transparent and equitable.
7	Empowering Faculty Development	Providing faculty with opportunities for professional development to improve their research and teaching techniques.
8	Promotion of Diversity and Inclusion	Dedication to creating a welcoming, inclusive, and varied learning environment that honours all viewpoints and backgrounds.
9	Adaptability and Resilience	Capacity to negotiate obstacles and developments in postsecondary education, modifying tactics to suit changing requirements.
10	Data-Informed Decision-Making	Incorporating data analytics and evaluation instruments to guide and enhance educational initiatives and guidelines.
11	Student-Centric Approach	Putting a high priority on student achievement by offering a supportive learning environment, resources for students, and chances for development.
12	Resource Management	Effectively overseeing financial resources, physical spaces, and new technology in order to meet academic objectives.

13	Quality Assurance and Accreditation	Ensuring that academic programs adhere to accreditation organizations' mandates and quality standards.
14	Global Perspective	Embracing internationalization initiatives and developing worldwide alliances to raise the academic status of the institution.
15	Crisis Management Skills	The ability to manage difficult circumstances and handle crises while upholding the institution's image and integrity.
16	Advocacy and Leadership Development	Defending the interests of the university while assisting and mentoring upcoming academic leaders.

These attributes collectively contribute to effective academic leadership, guiding higher education institutions toward excellence and relevance in a dynamic educational landscape.

6.2 Attributes of Academic Leadership for Administration Activities:

A detailed list outlining the anticipated attributes of academic leadership specifically focused on administrative activities within higher education institutions is given in Table 3.

Table 3: Expected attributes for academic leadership for administrative activities of HEIs

S. No.	Key Attributes	Description
1	Organizational Management Skills	Competence in supervising departments, managing intricate administrative systems, and streamlining processes to increase productivity.
2	Financial Acumen	The capacity to plan and oversee budgets, obtain financing, and make wise financial decisions in order to further the objectives of the organization.
3	Policy Development and Implementation	Establishing and carrying out rules that respect academic goals and guarantee adherence to laws and guidelines.
4	Strategic Resource Allocation	Setting priorities for needs, allocating resources wisely, and maximizing resource use across departments.
5	Technology Integration	Embracing technology developments to increase business efficiency, optimize data management, and expedite administrative procedures.
6	Risk Management	Recognizing any hazards and creating plans to reduce them in order to maintain the stability and sustainability of the organization.
7	Human Resources Leadership	Putting in place efficient HR procedures, encouraging a healthy workplace environment, and making sure that employees are treated fairly.
8	Change Management	Overseeing and directing shifts and modifications in organizational frameworks, promoting flexibility and reducing interference.
9	Collaborative Partnerships	Building connections with other institutions, government bodies, business partners, and external stakeholders in order to promote cooperation and win-win outcomes.
10	Facilities and Infrastructure Development	Directing the construction and upkeep of campus buildings to make sure they satisfy the changing requirements of academic programs and student life.
11	Compliance and Accreditation Management	Ensuring adherence to legal criteria and managing the accreditation procedures for different educational programs.
12	Data Governance and Analytics	Putting in place mechanisms for data governance, using analytics to guide administrative choices, and improving institutional efficacy.
13	Crisis Response and Preparedness	Creating thorough backup plans and procedures to deal with emergencies or unanticipated circumstances that impact administrative operations.

14	Environmental Sustainability Initiatives	Promoting sustainability initiatives inside the organization and putting eco-friendly procedures into facilities and administrative processes.
15	Transparent Communication and Reporting	Keeping lines of communication open and transparent in order to inform interested parties about decisions and developments made by the administration.
16	Continuous Improvement and Evaluation	Putting in place systems for continual assessment, gathering input, and executing process enhancements in administration.

These attributes are vital for effective leadership in administrative roles within higher education institutions, ensuring smooth operations and support for the academic mission.

6.3 Attributes of Academic Leadership for Research, Publication, & Extension Activities:

A comprehensive list outlining the anticipated attributes of academic leadership in research, publication, and extension activities within higher education institutions in the following Table 4:

Table 4: Expected attributes for academic leadership for Research, publication & extension activities of HEIs

S. No.	Key Attributes	Description
1	Research Vision and Strategy	Creating and sharing a clear vision for research projects that are in line with the objectives and mission of the organization.
2	Strategic Planning for Research	Creating strategic plans to find funding sources, promote an innovative and inquisitive culture, and advance research aims.
3	Mentorship and Support for Researchers	Provide tools, mentorship, and advice to academic staff and students who are conducting research.
4	Promotion of Interdisciplinary Research	Fostering multidisciplinary research projects and encouraging cross-disciplinary cooperation to address difficult issues.
5	Grant Acquisition and Management	Obtaining grants and resources for research, successfully managing spending plans, and guaranteeing adherence to financial specifications.
6	Publication and Knowledge Dissemination	Assisting in the spread of knowledge by facilitating the publication of research findings in respectable journals and venues.
7	Intellectual Property and Technology Transfer	Encouraging the transfer of technology, the commercialization of research results, and the defence of intellectual property rights.
8	Quality Assurance in Research	Putting in place procedures and safeguards to guarantee the excellence, morality, and conduct of research projects.
9	Extension and Community Engagement	Creating collaborations, outreach programs, and projects that use research results to address societal issues and involve the community.
10	International Collaboration in Research	Promoting partnerships with international partners to improve research capacities, exchange knowledge, and address global concerns.
11	Research Infrastructure Development	Investing in cutting-edge buildings, labs, and technology to assist cutting-edge research projects.
12	Metrics and Impact Assessment	Evaluating the effects of research endeavours on academics, society, and business through the use of metrics and assessment instruments.

13	Continual Professional Development in Research	Providing opportunities for continuous training and development so that researchers can keep up with new approaches and advancements in social science and technology.
14	Promotion of Research Ethics and Integrity	Maintaining a culture of academic integrity in research techniques and making sure that ethical standards are followed.
15	Evaluation and Recognition of Research Achievements	Putting in place systems for honouring and compensating exceptional contributions to publications and research.
16	Flexibility and Adaptability in Research Agenda	Recognizing new trends and modifying research goals to take advantage of opportunities and difficulties of the modern world.

These qualities are essential for academic leadership since they stimulate creativity, support publication, extension, and research activities while also advancing knowledge in higher education.

6.4 Academic Administrator as Role Model/Super Academic Leader :

"Role model" or "Super Academic Leader" describes an academic administrator who has high values for administrative innovation, academic innovation, and research & extension innovation. A "Super Academic Leader," also known as an Academic Role Model Leader, is a person who possesses extraordinary abilities and attributes in a variety of fields. The required attributes and qualities for Role model/Super academic leader is listed below:

(1) Visionary Leadership:

Their mission for significant research and extension initiatives, academic quality, and administrative efficiency is both obvious and exciting. Their strategic choices are informed by this vision, which also encourages others to pursue innovation.

(2) Holistic Innovation Champion:

A culture of innovation is actively encouraged and supported in all facets of the organization, including academic, administrative, and research/extension. They set an exemplary example by promoting innovation, creativity, and forward-thinking methods.

(3) Collaborative Approach:

A Super Academic Leader is someone who loves teamwork, cultivates an atmosphere that welcomes many viewpoints, and promotes multidisciplinary collaboration. They encourage collaboration, joint ventures, and information exchange across institutions and departments.

(4) Strategic Thinker and Executor:

They successfully convert their vision into workable plans by putting into practice creative policies, programs, and initiatives that promote administrative effectiveness, academic expansion, and significant research and extension.

(5) Continuous Learner and Mentor:

They demonstrate an unwavering commitment to learning, keeping abreast of emerging trends, technologies, and approaches. Additionally, they actively mentor and assist staff, instructors, and students in their pursuit of innovation and professional development.

(6) Ethical and Inclusive Leadership:

They preserve the greatest moral standards, guaranteeing integrity, fairness, and openness in all facets of academics. They also promote inclusion, equity, and diversity, creating a climate in which everyone is treated with respect and worth.

(7) Resourceful and Adaptable:

Super Academic Leaders are adept at resource management, using it to fund creative academic initiatives, smooth administrative operations, and significant research & extension. They adjust to shifts, transforming obstacles into chances.

(8) Communication Mastery:

They are excellent communicators; they can engage stakeholders, clearly state their goal, and promote candid discussion. Their ability to communicate effectively inspires, encourages, and wins support for creative projects.

(9) Results-Oriented and Impact-Driven:

They put a strong emphasis on measurable outcomes and use research and extension activities to gauge how their initiatives are affecting academic progress, administrative efficiency, and the larger community.

(10) Risk-Taker and Resilient Leader:

They embrace experimentation and the ability to learn from mistakes, and they are not afraid to take measured risks. Because of their resilience, they can overcome obstacles and disappointments and keep moving in the direction of their objectives.

(11) Global Engagement and Advocacy:

They actively interact with international partners, promoting cross-border cooperation and speaking out on behalf of the institution's interests internationally.

All of these qualities are combined to create a Super Academic Leader who is an inspiration to others in the academic community and at their own institution. They drive transformation, inspiring others to embrace innovation and excellence in academia, administration, and research & extension.

(12) Integration of SDGs into academic curriculum:

Academic leaders of Higher Education Institutions (HEI), play an important role in promoting United Nations-Sustainable Development Goals (UN-SDGs) through the curriculum and learning experiences of the students. HEI can drive change and participate in the dissemination of SDGs.

7. STRATEGIES SUGGESTED TO IMPROVE EMPLOYEE ENGAGEMENT IN HIGHER EDUCATION :

(1) Culture and Perspective: The first and foremost thing required for improving employee engagement is changing the organizational culture and perspectives towards employee engagement activities. Organizations will have to facilitate and promote commitment to employee well-being and an accessible and transparent HR Policy.

(2) Rewards and Recognition: Every individual needs reward and recognition in the form of incentives, pay, promotion, felicitation, and acknowledgment of faculty contribution towards the institution. This is a big factor in determining employee engagement.

(3) Role of Senior Leaders and Management: What has been discussed and seen during the research interview is that the faculty have expressed the support of the senior management and academic leaders in their meaningful contribution. Teachers mentioned that they expect respectful treatment and two-way communication for better engagement and performance. Hence HODs, Principals, Directors and Deans, along with the Management have a big role to play in effective employee engagement. High-quality leadership, proper governance, and ethical practices in academic institutions can contribute towards better employee engagement. During the in-depth interview, many faculty members mentioned that the behavior of the senior academic leaders has an impact on faculty engagement. Due to the increased role of technology in teaching, young faculty /teachers are adept in it, and reverse mentoring is on the rise. While senior academic leaders share knowledge and research skills with young faculty members, they in turn teach the senior members technology-based learning. This has improved faculty engagement in HEIs. The academic environment is more civil and there is less rudeness as compared to earlier times.

(4) Structured Appraisal Forms: With a structured Appraisal Form shared by Higher Education authorities, things have become more transparent, and the faculty gets due credit for all activities, starting from research, teaching, institution building, social contributions and participation in knowledge sharing events. This is the reason for high faculty engagement in HEI.

(5) Attributes of Academic Leadership: The attributes of Academic Leadership for academic, administrative, and research & extension activities are identified, analyzed, and evaluated in the study. These recommendations can be considered for excellence in academics.

(6) Role Model/Super Academic Leader: A conceptual model with the required attributes and qualities for a Role model/Super academic leader in academic leadership, administrative leadership, and research

and extension activities leadership is also suggested. To support this, certificate courses, workshops and training are required. Such workshops can be organized at state level, by universities or by group of institutions.

8. CONCLUSION :

Diversity of thinking is much needed in a business school, academic leaders and faculty must be able to develop a corporate outlook and mindset in students and this is achieved by making the academic industry goal-oriented. It can further be added here that setting goals like research, classroom teaching, institution building and administrative responsibilities for faculty members in an agile business school is to update knowledge in management education, keeping abreast with the recent trends and requirements, and also competing for better ranking and quality management. It has also been observed that faculty handling varied roles as teachers as well as administrators make better academic leaders and develop the ability to tackle difficult situations, problems, and knowledge to achieve individual and institutional goals. The subject of faculty engagement has started to be seen and talked about by both big and small institutions, yet implementation is still a grey area. The first step towards faculty engagement is to know what motivates people, what drives their actions, and what translates into productivity, performance, and loyalty to the organization. Clapton, P (2016) [7] in her study on employee performance suggested three engagement drivers.

First, is the Management and Leadership driver; based on the report of Employee Engagement Trends of Quantum Workplace- 2016, the two most important drivers are (i) leaders' commitment and (ii) Trust in the leaders to set the right path always. Employees reported high levels of trust in their leaders leading to higher employee engagement. Employees feel engaged when they are valued and their efforts are recognized. The second important driver is meaningful work. Meaningfulness of the job can be thought of as the feeling that one's job contributes to society as a whole, a specific community, a cause, and many more. The mission and vision statements are essential and provide guidance to all stakeholders. Therefore, the effectiveness of communicating the mission and vision to the employees is equally important. The Deloitte Talent 2020 series surveyed 560 employees across every major industry and global region. According to this report, 42 % of respondents believe their job doesn't make good use of their skills and abilities, hence retaining them could be a challenge. Career progress and challenging profiles are the top factors influencing career decisions. Meaningfulness of the job was also identified as employees' engagement driver in SHRM's 2016 Employee Job Satisfaction and Engagement Report. The third and equally important driver is the relationship with co-workers. One of Gallup's Q 12 reputed survey statements proved that relationship with co-workers have proven to be essential for all workplaces. Research shows that employees' relationships with co-workers and supervisors will increase the psychological meaningfulness and employee engagement. Positive relationships with co-workers can foster a sense of loyalty, camaraderie and moral support. These bonds boost overall results and productivity. Individuals who feel personally meaningful will be motivated to give 110% at work. There are several factors like job resources, performance measurement, training and development, career development, incentive factors at job, compensation benefits, work environment, company culture, and many more that drive employee engagement. Together these factors form an intricate system that motivates people to give their best. It is felt that employees should be encouraged to talk openly and engage in giving and receiving feedback and bringing new projects to the table. Making a difference toward a purpose that is larger than one individual or organization offers a sense of fulfilment to employees. With a structured Appraisal Form shared by Higher Education authorities, things have become more transparent, and the faculty gets due credit for all activities, starting from research, teaching, institution building, social contributions, and participation in knowledge-sharing events. This is the reason for high faculty engagement in HEI [14-15].

What has been discussed and seen during the research interview is that the faculty has expressed the support of the senior management and academic leaders in their meaningful contribution. Teachers mentioned that they expect respectful treatment and two-way communication for better engagement and performance. Hence HODs, Principals, Directors, and Deans, along with the Management have a big role to play in effective employee engagement. High-quality leadership, proper governance, and ethical practices in academic institutions can contribute towards better employee engagement. The attributes of Academic Leadership for academic, administrative, and research & extension activities are

identified, analyzed, and evaluated. A conceptual model with the required attributes and qualities for a Role model/Super academic leader is also described.

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