

An Exploration of Academic Leadership Dynamics: A Literature Review

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Abstract

India is the second most populous country in the world, with over 133.92 crores people (2017), more than a sixth of the world's population. Already containing 17.5% of the world's population, India is projected to be the world's most populous country by 2022, surpassing China, its population reaching 1.6 billion by 2050. Its population growth rate is 1.7%, ranking 95th in the world in 2017. India has more than 45% of its population below the age of 25 years. There is solid evidence from all over the country for this increasing appetite for education across all social groups and across all income groups. Academic leadership is the one who can fulfil this appetite of the masses. Present research work tries to analyse the dynamics of academic leadership in the country and focus on essential traits required for academic leadership for fulfilling the long term observe of the nation. The study conducted based upon the data collected from the literatures and from other multiple secondary sources of evidence. The study signifies that academic leadership has become larger and more central for the development of qualities of higher education in the country. Universities need to be consciously and explicitly managing the processes associated with the creation of academic leadership with their knowledge assets and to recognise the value of their intellectual capital to their continuing role in society and in a wider global marketplace for higher education.

Keywords: Academic Leadership, Higher Education, Global Marketplace, Intellectual Capital, Leadership Traits, etc

JEL Classification: 121, D70, D74, D78

Introduction

In present era, challenges and unpredictability in society is growing with rapid pace. To cater the unpredictable consequences there is need of high degree of academic strength with quality. All education is for social environment and aims to transform human being. It introduces human being to values, humanity, prudence, wisdom, intelligence, commitment, virtue, honesty and character.

In general education is utilised to express knowledge, subject and process. Achieving degree up to certain level or completing particular discipline is not an education. Process of education holds the importance. In traditional sense, education means controlling or disciplining the behaviour of an individual. Historically if we examine the word education then we find that in English term "Education" has been derived from two Latin words Educare (Educere) and Educatum. The dictionary meaning of the word "Educare" is to train or mould and "Educatum" means the act of teaching.

Academic Leadership

It is widely accepted truth that no one wants to become an academic leader and academic administrator. It is a toughest job on earth and gotten more challenges and complexities as budget shrink, public scrutiny and other ever growing academic and social responsibilities. Academic leadership requires a unique set of skills. They have to act as a part field general, part mediator, part counsellor, part visionary, part circus barker, a friend a mother and a father. But what does it really take to become an effective leader.

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Over the last two decades, educators and policy makers started recognising and giving importance to sound education leadership. It is found that effective leadership makes a difference in improving learning. But the question arises that what are essential ingredients of successful leadership, what effective leadership looks like. Why it matters to student education? How does it work and who are the academic leaders? What effect does a successful academic leader have on student learning? Is there a common leadership practices which are used by the successful leaders in all circumstances? What more than basic academic skills are required for successful leadership? How does a successful leadership influence the learning of students? In general, Academic Leadership is having two dimensions, "Academic Institute Leadership and Academic Leadership as a Teacher". Identifying which leadership is much more effective and required.

Academic Leadership as a Teacher

Teachers are a unique breed who can find wealth of opportunity to extend their influence beyond their lecture room to their academic colleague, institution and to the area where they live or belong. Good institution become good not due to their physical infrastructure but because of good teachers. Vision of good teachers extends beyond their lecture rooms and reaches to the society. Such teachers consider that student's institutional experiences depend upon complex systems of the institution and of society not merely depend on interaction with teachers. This awareness and futuristic approach prompts these teachers to bring change and influence the academic and social bigots. They always think about the betterment of society and experience professional restlessness. These teachers keep on exercising teacher leadership in some way, sometimes on their own initiative and sometime within a formal structure.

Academic or teacher leaders serves in two fundamental types of roles, formal and informal. Formal teacher leader generally fills roles like master teacher, instructional guide or departmental chair. These teachers are inducted through selection process and go through training for their new responsibilities. These formal leader teachers play significant role and manage curriculum projects, support academic study groups, facilitate workshops and order materials. They also evaluate the performance of other

colleague and act as a pseudo administrator. Informal teacher leaders are just contrast to formal teacher leaders. They emerge spontaneously and organically from the teacher ranks. They are not selected but they take initiative to address a problem or institute a new programme. They do not have any positional authority, but they command respect through their expertise and practice. Good teacher possesses and exhibit important skills, high ethical values and dispositions. The litmus test of all leadership is whether they are able to mobilise people's commitment and converted their energy into actions designed to bring transformations and improvement. It is individual commitment, but it is collective mobilisation.

A hallmark of effective academic leadership is the ability to collaborate with others. A good teacher leader enlist colleague to support his vision, develop effective relation and consensus among diverse sect of educators and convince others by discussing the plan which is proposed to bring improvement and changes in academic system. Good academic leaders are open minded, and they welcome other views. They have expertise in their respective field and are highly motivated, confident and optimist in approach. They do not allow setbacks to dent their initiatives; they are flexible and willingly adopt different approach if their efforts failed to achieve desired results.

Academicians of Yester Year

It is very much found that earlier academicians were people with long beards surrounded by books and equipment, teaching with great passion and enthusiasm, busy in doing experiments and do not have any desire of material world, just thinking about society, its growth and benefits.

Academicians of Present Era

In present era demands on academics and academicians have become much more complex and competitive. On one side government force academic institutions to produce better research outputs, industry demands better employable graduates, parents desire overall development, society expects social cause and equity, faculty expect a fulfilling career according to the industry status and the management expects institutional growth, overall efficient functioning, brand building and proliferation of courses.

To provide solution to all these complexities, educators have to transform themselves as academic leaders and have to expand their role. They cannot be limited into traditional mode of education system. They have to possess creativity, enthusiasm, honesty, humour, kindness, listening, calculative, open-mindedness, originality, perseverance, problem solving, reading, writing, social studies, sportive, positive work ethics and teamwork because they have to play multiple roles as a researcher & teacher, consultant, entrepreneur, corporate trainer, independent director and case writer. These roles require similar skills and improvement and advancement and in result they enhance the brand image of an educator and establish them as a leader.

Literature Review

Worldwide society and higher educational institutions are working on the betterment of education and taking care about quality of education. Globally higher education institutions are very much in pressure to produce and maintain educational quality and implement quality mechanisms. Attaining quality in education is possible only through overall educational leadership. The researchers from their extensive research came to the conclusion that there is strong connection between student achievement and collective leadership of institution head, teacher, parents and institution administrator and other academic participant in decision making. Leadership is considered as a major factor in success of the institution. The contribution of effective leadership is largest when it is needed the most. Across the world many research are been carried out to analyse what is quality, and academic leadership whether it is university teaching, student learning experience, supervision practice, research activities, institutional support mechanism, or a set standard and criteria used to measure educational outcomes. Many researchers endorsed that teachers in high performing higher education institutions are more likely to see gains in students learning. But question that what is quality and academic leadership is yet to be answered.

Going through past researches in general it is found that the ultimate goal of education is to discipline the mind rather than furnishing it and enabling human being to use its own powers rather than accepting others directions. It

is also being found that achieving entire goals of education become possible if all the factors and participants act in positive direction with positive frame of mind. It is being considered that education is a mutual commitment between dedicated and honest teachers, motivated and hardworking students and enthusiastic parents with noble expectations. It is being found that teachers are the leader, a role model and an architect of future and they are widely considered as a representative of Holy Prophets and thus they owe the responsibility to act as parents, as a friend and as a guide to the students. Most of the researches are carried out in advance nations on education and on educational leadership. Very few are carried out in Asia sub-continent and Middle East region. The outcome of their studies with difference and similarities of opinions has set the base for future generation researchers.

Hutchins (1992) found that the term management here means authoritative control over the others, or an act or instance of guiding, Harvey and Knight (1993) found that models of quality as fitness for purpose and value for money have encouraged the expectation of educational institutions that students are customers, Mortimore (1993) found that there is a kind of setting which contributes in student learning significantly above or below expectations. Research based planning and teaching impact not only leadership, but also educational institutions as well, Woodhouse (1996) found that fitness for purpose has become the most widely adopted approach to evaluate quality in higher education, McMillan and Cheney (1996) found that customer model also suggest undue distinction between the student and educational process and it compartmentalises the educational experience as a product, as opposed to a process, Hursthouse (1999) consider that quality as a virtue of professional practice is a matter of personal ability and willingness to govern one's individual's behaviour in accordance with values and commitments, Winston (1999) found that students may not know if the education has met their needs until years after their graduation, Brennan and Shah (2000) found that many studies and researches reveal that academics feel detached from the process of quality evaluation. They consider that this is happening because it focuses on management control and institutional quality instead of individual academic's teaching and learning practices, Newton (2002) considers that there is a feeling that quality has been as an integral component of the spread and location of government power, Morley (2003)

consider that academics describe quality as power and as compliance and bureaucracy, Watson (2002) found that student cannot purchase degrees even after they are accepted by the university and they will not return it back to the university if they are not satisfied, Schwarz and Wasterheijden (2004) through their study found that the root of quality as a fitness purpose belong to industrial TQM philosophy. They emphasise to establish national and international structures for evaluating quality, Redding (2005) found that student do not have that kind of experience and expertise which is needed to understand the subject fields that they choose to study. He also found that there is conflict in the perceived role of academic as experts and the perceived role of providing a purchased product to a student, Clayson and Haley (2005) found that there is a debate on whether student should be considered as a customer. They also found that customer identity influences the expectation of the university community, as it defines who is responsible for student education, Niemi and Jakku – Sihvonen (2006) consider that for better educational planning extensive research is needed. They further said that it is one of the main fields that should be embedded in higher education curriculum, Eagle and Brennan (2007) found that there is another perspective that the very concept of customer defined quality is not correct but is problematic, Amaral (2007) in his carried out study found that this has led to increased emphasis on accountability, in that institution have the obligation to report to others, explain, justify and answer questions about how resources have been used, George (2007) found that in traditional model customers are having liberty to purchase in free market but student choice is limited. They need to satisfy the university criteria before they can purchase an educational product, Molesworth et al, (2009) emphasises that institutions have to minutely study that how academics engage with students, and how to measure progress and quality, Harvey and Williams (2010) consider that quality has become a key term in higher education since 1980s. He found that lot of debate has been carried out worldwide to discuss the meaning of quality and its evaluation methods, but quality remains an elusive and contested concept, Dill (2001) in his carried-out study found that it is difficult to assess the objectives with a qualitative or quantitative measure. He considers that objectives might not be stated clearly or implied easily. He further stated that focus on institutional missions doesn't evaluate the quality of the education process and

its outcomes but strengthens missions doesn't evaluate the quality of the educational process and its outcomes but strengthens external influences on the performance of the institution, Stewart (2011) found that in most of the developed nation's teacher's role is changed from training teachers to transfer knowledge and transforming them to adopt and practice a new role of producing knowledge, Hosoya and Talib (2011) found that in the past ten years Japan has witnessed numerous problems in educational institutions. They also found that this problem is continuing due to non-competent teachers, Henard and Roseveare (2012) emphasises that higher educational institutions need to ensure that the education they offer is sufficient enough to meet the student expectations and employer present and future requirement, Shah and Nair (2012) consider that the emerging view of students as a customer's distances quality from its true meaning of excellence and promoted that education is a service product. Now it is expected that educational institution has to maintain quality to satisfy customers, Diana, T.J (2013) consider that primary goal of all teacher educator is to provide pre service teachers with meaningful professional development opportunities that will help them to succeed in making the transaction into their classrooms, Cheng (2014) found that sometimes academics wonder whether the criteria and standards used for measurement purposes really represent what it truly quality, Cheng (2014) found that use of performance indicators and benchmarking has turned quality into an apparently deliberate outcome. He further stated that quality could be an enabling process which student and academics can experience, instead of process that produces designated changes in learners.

Trait of an Effective Academic Leader in Present Era

Leadership traits are defined as integrated patterns of personal characteristics that reflect a range of individual differences and foster consistent leader effectiveness across a variety of group and organizational situations (Zaccaro, Kemp, & Bader, 2004). On the basis of extensive literature survey, some of the traits of academic leadership were identified and is presented below:

An academic Leader must be of High Vision: If want to achieve the goal, one has to set the goal and must know what a goal is. If the goal is related to future, then leader must be having potential to imagine the goal. Academic

leader has to perceive it and then have to make strategy to achieve it.

Academic Leader must be Articulate: Every institution starts with some vision and mission. Knowing the vision of the institution is not enough. To achieve the vision of institution it is necessary to coordinate entire institute and facilitate them. Vision has to be articulated in such a way that coordinates every stakeholder to perform in order to achieve the vision. Academic leader must be capable to set, initiate, convince and sketch a plan of future course of action which should be accepted by everyone.

Academic Leader must be an Academician: An academic leader must be from academic background. If he is not from academic fraternity then it does not have any credibility and impact. Academician as a leader know the root cause of academic health and his passion, dedication and commitment to a cause of academic will make the difference and people to whom he will lead could easily relate to him. Anybody from outside the academic circle will lack trust, motivation and dedication and will be treated like stranger in mirror.

An Academic Leader should be a Team Person: Being a leader he is responsible and accountable for every event and all responsibilities lie on his shoulder. It is important for him to carry himself as a 'first among equals'. He may not create gap, walls and boundaries between organizational layers. He must be easy to approach, open to suggestions, discussion and must accept the opposition and welcome the criticism. Followers respect trustworthy, honest and democratic leader, like to cooperate and contribute. If leader is dictatorial then followers disregard him and become apathetic. This is counterproductive to the mission, vision and goals of the organization.

An Academic Leader has to Set a Standard by Example for Others to Follow: All leaders are role model to their followers. People have more faith in them when they lead by example. Leader has to set the standard and have to lead the followers by trustworthy and loving behaviour. This will develop unique bond among, gives positive message, contribute in success and lead to everlasting relation. Not leading by example leads to loss of credibility.

An Academic Leader must have Ability and Courage of Conviction: Leader can achieve only if he truly believes in goals that have been set. When he starts believing in

them he will develop strength and courage of conviction and ultimately he will then convince other stakeholders about the path he has set to follow. If he has doubts about the goals, then he will pass confusion in the organization which will lead to chaos and mockery.

An Academic Leader must have Positive Attitude: Effective and efficient leaders assess the natural chaos and interpersonal interaction minutely. They act and react with high degree of discipline and proactive attitude. They are determined to ensure that their aim is not only to achieve personal goals but more importantly that group must achieve its objectives and contribute in fulfilling in the mission of an organization.

An Academic Leader must love People: Academic leader have to be humble, loving and caring in their organization relationship. They have to acknowledge, appreciate, value and respect the co-workers and students with the dignity to which they deserve.

An Academic Leader should be a Good Listener: Effective communication is an ultimate solution to many problems. It is a two-way process and plays pivotal role in achieving interpersonal organizational goal. Good leaders have to be a good listener in order to develop effective communication system in the organization. To be an effective leader, firstly they have to learn how to understand then have to wish to be understood.

An Academic Leader must Share the Truth with Compassion and Zeal: Academic leader must share the reality and truth with co-faculties compassionately. They know the importance of truthfulness and trustworthiness. By speaking truth, they develop trust, which play instrumental role in developing effective academic environment. It is very much found that differences occur when people are not able to differentiate between task related conflict issues and their personal involvement in particular situation. In such situations only transparency, trust and truth bring the solution.

An Academic Leader must Expect and Respect Conflict: Organization without conflict is a dead organization. Human resources are integral part of the organization and they are most unpredictable among all economic resources. It has been found that among all professionals, academicians are the most egoists, thus conflicts and differences are bound to occur. It is natural,

inevitable and constant factor of human interaction and develops competitive environment in an institution. It acts as a medicine to hidden deceases and disaster. Positive conflict contributes significantly in institutional growth and overall development and thus academic leader must expect and respect conflict.

Academic Leader must be Proactive: Academic leader should be proactive if want to be successful. Individuals who assume leadership must be having ability and strength to face the circumstances and challenges in order to move forward and set examples for others to follow. They may not shy away from the prevailing circumstances, but always actively searching the odd and hostile situations to tame them.

An Academic Leader must know the Importance of Commitment: Commitment of the leader reflects its metal. Any person who assumes a leadership role must be man of commitment and must be committed to the group. Effective and successful leaders to lead others always use high degree of morality and commitment. They use their ability, strength and technical skills judiciously in conceptualise situations and help their team members to achieve predetermined academic goals and targets.

An Academic Leader must be Ready to Take Risk: Profit is a reward of risk taking. Without taking risk no leader can become successful. Some time it becomes necessary for a leader to step outside the ring to take some innovative decisions. Leaders have to be flexible enough to accommodate the fluctuating situations. They must be having ability to analyse when to try innovative idea of teaching, new academic procedure or to implement a new academic policy.

Academic Leader must be Accountable to the Higher Authority: Academic leader like other leader are accountable to their team, group or followers and to the higher authority of the institutions to which they are associated. We all are working under the authority of someone, whether it is a supervisor, head of the department, manager, dean, director, president, board of governors, or whomsoever else. We are bound to be responsible and accountable to the superiors.

An Academic leader must Follow Policies and Procedures: Successful and effective leaders are good followers. They know it is not good for their legacy to act

alone. They always prioritise their work with discipline which is aligned to the institutional goal. They have an appropriate sense of self importance

An Academic Leader must have Honesty and Integrity: As a leader you must know yourself and your values. Associate yourself with an academic institution which align your values then club your values and institutional values for common academic purpose. Establish personal and professional commitment to be honest with yourself and your team at all times. Be bold and transparent. Nurture honesty and integrity among students and academic fraternity. Accept your mistakes if committed, take responsibility of committed mistake, resolve it and learn from it. Always respect and uphold your words, commitment and promises.

An Academic Leader must have Ability to Inspire: An academic leader must be inspiring. Being a leader, you have to address academicians, faculties, students, parents and society people by speeches and have to tell them about teaching, learning, importance of education and its noble possibilities. Always highlights the mission and vision of the institution. Create motivation and optimism among all to work together and establish institution as a north star for others to follow.

Academic Leader must Hold High Degree of Confidence: Being an academic leader you need to be a confidant and approachable. Always maintain positive presence, discuss and ask questions, value what you see and give importance to learning process and adopt effective teaching. As an academician and academic leader, you will have to face difficult situations with confidence. You have to stay calm, have to maintain morale, and have to develop confidence among academic community and academic participant. You have to keep your focus on institution mission, vision, targets and strategic goals. Your objective as an academic leader is to keep everyone working and moving ahead.

Academic Leader must have Ability to Trust and Empower Others: Academic leader have to develop high degree of trust. Without trust nothing can be achieved. Being a leader, you have to understand your academic followers, colleague and students. You have to understand their talent, interests and passions and then have to motivate, direct and delegate responsibilities accordingly. Empower them to take responsibilities and share burden

achieve the mission and vision of the institution and of society. Play parental role and guide them and always praise them for what they achieve.

An Academic Leader must be Communicative, Collaborative and Connected to all academic Participants: Good academic leader are passionate learner and a good communicator. They do not leave any opportunity to learn, they openly seek and share information and knowledge with their colleague, students and other academic participants. Being an academic leader seek to be understood and to understand others. Connect, develop and maintain relation through electronic social links and media. Collaborate with others virtually, face to face and person to person and make ensure that best decisions are made.

Academic Leader must have Ability to Redesign the Organization: The contribution of schools, colleges and universities to students learning largely depend upon motivation and overall strength of teachers and administrators. Successful educational leader develops their schools, colleges and universities as an effective organization in order to sustain and support the performance of students, teachers and administrators. They adopt and introduce exclusive practices which are systematically associated with the organizational fundamentals like strengthening academic culture, modifying organizational culture and structure, building collaborative processes and effective learning environment. Such practices assume that the core purpose behind the redesign of organizational cultures and structures is to explore overall academic strength, capacity and to facilitate the working environment to match the market pace and demand.

Academic Leader must have Ability to set the Directions: It is a globally accepted truth that leadership practices which are integral part in setting directions account for the largest proportion of leader's impact. These practices help colleagues to build understanding in organization and its collective activities, target and set goals are focused toward fulfilling the mission and vision of the institution. Large numbers of people feel comfortable with easy targets and goals; they are highly motivated by the goals which they find personally compelling and challenging but achievable. By setting and achieving such goals peoples justify their potential and try to seek identity for them. Setting directions are specific leadership practices in which identifying and articulating

a vision, accepting and promoting group goals and high-performance expectations are core. Promoting effective communication throughout the organization and assessing and monitoring organizational performance also play vital role in the development of mutual organizational purpose.

An academic Leader must have Ability to Develop People: An academic leader must have an ability to develop and to train future generation of leader. Successful and good leader play instrumental role in organization success. It is a universal truth that people are not born with leadership skills, but they develop leadership skills and quality by facing the circumstances. It is a reality that compelling organizational directions contribute significantly to motivate the organization people. Such motivation and dedications come through direct experience which followers get from those who are leading them. The specific set of leadership practices like intellectual stimulation, individual support, developing efficient and effective working environment, providing appropriate models of best practice, cooperation, integration, trust, confidence and equity significantly influence and impact direct experiences of organization people and craft them as a next generation leader.

Academic Leader must act with Positive Energy: A good academic leader always works in positive, proactive and caring approach. They spare out time to meet students, teachers, parents and other academic associated people. They always try to build everlasting and authentic relation. They give importance to all academic associated people and value relation. To cater diversified range of activities they have to maintain positive energy.

Academic Leader Must Possess High Degree of Willingness to learn, Unlearn and Relearn: Leaders can be strong only if they have information. To be strong they have to make learning as a habit. Present generation is highly intelligent and to command them require high degree of intelligence. To avail the advantage of prevailing opportunities and possibilities leaders have to adopt a positive mindset. If leaders stooped learning then they will not be in position to shoulder the academic responsibilities, answer the growing and unpredicted challenges and eventualities, these things will start scaring them. The only solution to such unwanted situation is that they must keep themselves updated and must develop habit to learn and relearn willingly.

Academic Leader should be Creative, Innovative and Entrepreneurial: Academic leader must have ability to think outside the ring. By being creative and innovative they can manage the disruptions and complexities of the present generation. Groom and empower students and teachers to be resourceful, creative, and flexible, to think like entrepreneurs and develop everlasting relations, global partners and resources to face the ever-changing competitive world. Leader must transform the institution as a centre of excellence with entrepreneurial strength.

Findings

The study found that in present era of education educators have to transform themselves as an academic leader and have to expand their roles. They have to justify their research skills; have to transform themselves from teacher to consultant, advisors, case writer, entrepreneur, independent directors, and corporate trainers. It is found that there is strong connection between student achievement and collective leadership. The study found that good academician can be a good academic leader. Being an academic leader, he must be of high vision and a good team Person. He has to set a standard by example and have ability and courage of conviction. He must be of loving nature with positive attitude; he should be a good Listener and have ability to share the truth with compassion and Zeal. He must have proactive personality with high degree of commitment and desire to expect and respect conflict. He must be ready to take risk and accountable to the higher authority and must follow policies and procedures in effective way. He must be honest and work with integrity and have ability to inspire people with confidence. He must have ability to trust and empower others. Being a leader, he must be communicative, collaborative and connected to all academic participants. He must have willingness to learn, unlearn and relearn and work with positive energy. He should be creative, innovative, and entrepreneurial and have ability and desire to redesign the organization in order to set the directions and develop People.

Conclusion

Leadership plays an important role in organizational change and setting the direction for the improvement in higher education institutions. Academic leadership shoulders

dual responsibility. On the one hand, academic leaders are setting the standard to develop skilled manpower through effective utilising the tax payer's resources. On the other hand, they set a standard for student to copy and learn from how things are performed in their universities. As a result, academic leadership in the higher education system plays a multiple role shaping the student as well as society as a whole. This may imply that academic leaders need to differentiate and prioritise strategic activities from daily routines so that first prioritised activity can be performed first. Hence, for the development of the society and nation as a whole, it is essential to find the means of developing academic leadership, nurture it and support with all means for doing the right thing at the right time.

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