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Section 1
Leadership Challenges in Global Higher Education

This section discusses challenges faced by university leaders during times of change.

Chapter 1
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The coronavirus pandemic remains one of the most significant and unpredictable global public health crises. The disease (COVID-19) caused by the virus represents a complex and ambiguous adaptive crisis that prompted the rise of the allostatic higher education leader. These leaders were able to learn from the pandemic and inspire faculty to exhibit similar leadership behaviors such as connecting with people, distributing leadership, and communicating clearly. COVID-19 provided higher education leadership with the opportunity for mission-driven changes related to course delivery models, pedagogy, student choices, affordability, access, and opportunity, and the post-COVID-19 institute of higher education will be a better place to work, and more student-centric. Those academic leaders with the adaptive capacity to see the crisis as an opportunity will envision a continued role for new and disruptive technologies. The pandemic has also provided faculty leaders with an opportunity for self-reflection that in many cases was long overdue.

Chapter 2
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This chapter explores some of the specific departmental leadership issues that have emerged as universities around the world have struggled to adapt to restrictions imposed by governments in response to the COVID-19 pandemic. The chapter argues that for academic departments to succeed and flourish in a post-pandemic world, there needs to be a major reconceptualization of what we mean by academic leadership at the department level. Consequently, a new model of academic leadership is proposed, one which is based on social and relational models of leadership practice, focused on a more individualized

approach to leadership development than is currently the case, and which recognizes the crucial role that all academics must play in ensuring the future success of their departments.

Higher education now faces the critical role of partnerships, linkage, and strategic joint ventures to achieve shared goals in a transformed external environment. This environment is itself shaped not only by the pressures of neo-liberal competition, but by a set of crises emerging from the contradictions that is producing greater levels of inequity and social division. It is in this context that the chapter evaluates the importance of global learning as a critical tool to understand, engage with, and potentially transform a globalized socio-economic environment and engage proactively with existing multiple crises. Academics and educators are now intimately connected to the need to articulate and demonstrate globalized learning models and reflective practice founded on explicitly international perspectives. Given the urgency, internationalization alone is insufficient to achieve transformation. A re-appropriation of purpose and values is also required within an emancipatory and social justice model that asserts human needs, not corporate efficiency.

The aim of this chapter is to give a comprehensive framework through integrating the modern and post-modern leadership approaches in times of crises. The COVID-19 pandemic has led to great challenges worldwide. Organizing in times of crisis or crisis management has gained greater attention much more than before. Pandemic new workforce created new perspectives on the basis of leadership. This study provides detailed information about both modern leadership types as autocratic, democratic, laissez-faire, charismatic, transformational, transactional, and post-modern leadership types as spiritual, resonant, agile, relational social constructionist, and hybrid. In chaotic and uncertain environment, the leadership types and their effectiveness are analyzed and discussed at the heart of social exchange, social identity, leader-member exchange, self-determination, and complexity leadership theoretical point of views and related empirical findings.

This chapter analyses the principles and practices of effective leadership and management in times of complex change. It presents an illustrative case study of a UK research-intensive university's strategic response to global and national changes in the higher education sector as they intersected with a profound and unexpected crisis – the COVID-19 pandemic. The chapter explores emergent possibilities for practising leadership that respects the culture(s) of the academic and professional collective of a research-intensive university, while considering some of the lived contradictions and kinds of emotional labour experienced

during this time of great pressure. The authors propose a new cross-cutting articulation of 'leadership in academia' based on seven key principles as a means of bringing faculty members and professional staff into new collaborative spaces. Their conclusion highlights the importance of establishing a culture of consent to cooperation to enable institutions to navigate disagreements over policy decisions.

Chapter 6

This chapter explores the strategic management of European universities and aims to provide an overall picture of the focus of contemporary strategic research. Twenty-five articles are examined using the public sector strategic research framework. The review provides a fragmented and multidimensional picture of the strategic management and leadership of universities. It can be viewed from several different perspectives, and therefore, the emphases are also different. Additionally, this is a challenge for strategic leadership when considering strategic choices in the higher education sector. This literature review suggests that the changing environment of the higher education sector highlights the need for new processes and frameworks for universities. Despite comprehensive strategy work, higher education institutions have been unable to meet the challenges related to change. A more comprehensive understanding of strategic management theories, frameworks, and tools would give universities a stronger understanding of strategic leadership and its implications for future success.

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Section 2
Agility in Global Higher Education

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This section discusses aspects of agility within the higher education sector.

Chapter 7

Higher education institutions (HEIs) rely heavily on information technology (IT) to create innovations. Therefore, IT governance (ITG) is essential for education activities, particularly during the ongoing COVID-19 pandemic. However, the traditional concept of ITG is not fully equipped to deal with the current changes occurring in the digital age. Today's ITG requires an agile approach that can respond to disruptions in the HEI environment. Consequently, universities increasingly need to adopt agile strategies to ensure superior performance. This research proposes a conceptualization comprising three agile dimensions within the ITG construct: structures, processes, and relational mechanisms. An extensive qualitative evaluation of industry uncovered 46 agile governance mechanisms. Moreover, 16 professors rated these elements to assess agile ITG in their HEIs to determine those most effective for HEIs. This led to the identification of four structure elements, seven processes, and seven relational mechanisms.

Chapter 8

In today's agile corporate world, the expectation is that the university will be able to rapidly adapt and evolve in response to its ever-changing global, educational, economic, social, political, and technical environments. But, at what cost? This chapter argues that many of our universities have lost their soul in their race to become agile because their focus has shifted away from fully achieving their core purpose—the creation and the dissemination of knowledge—to production-line teaching and learning and income-based research. There is now universal apprehension arising from the belief that university leaders are more concerned with income and budgets than knowledge and people. In response, this chapter argues for a radically new understanding of what constitutes truly effective university leadership which is readily able to create an agile university culture while simultaneously ensuring it sustains its commitment to its core purpose.

Chapter 9

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The world has seen conflict and political instability since World War II, but currently the world is uniting to fight the COVID-19 pandemic, although education has suffered with schools and universities closed for long periods. The practice of social distancing minimized interpersonal contact in all higher educational institutions. Afghanistan was catapulted into the online learning community despite having limited infrastructure. The American University of Afghanistan (AUAF) had faced disruption of normal university life in 2016 when terrorists attacked the university. This chapter will highlight some of the best practices at AUAF implemented to make the university agile. Secondary data was collected from the university to evaluate the effectiveness of e-learning, with further improvements identified, implemented, and evaluated. The findings show that while the campus prepared to open for students along with the HyFlex model of face to face, synchronous online, and asynchronous online teaching, the institution continues to remain agile, irrespective of the situation.

Chapter 10

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Representing distinct parts of Rutgers University—academic innovation and experiential learning, organizational leadership and strategy, and the university library—the authors approach this discussion of agility and cross-university partnerships from three distinct vantage points. Despite different administrative portfolios and scholarly and professional interests, the authors collectively view this moment as one of profound opportunity for our institution and for higher education more broadly. Purposeful collaborations have contributed to new and innovative partnerships that will be discussed in this chapter, including a new learning community for interested members of the New Brunswick Libraries—The Hatchery, a dedicated design thinking and ideation studio centrally located in the Archibald S. Alexander Library—and varying points of convergence with the Innovation, Design, and Entrepreneurship Academy (IDEA) that integrates design and entrepreneurial thinking and leadership development into the Rutgers student experience.

Chapter 11
Strategic Competencies and Skills for Future University Leaders: Creating More Agile
Universities 169

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The aim of the chapter is to explore competencies and strategic skills required for future university leaders to be more agile in their daily activities. Coping with the pandemic has been particularly difficult for some universities because they serve several different stakeholder, albeit overlapping, functions. The focus will be on the strategic skills that are required for future university leaders and what needs to be done to change universities to be more agile in the future. To contribute to the development of best practices in higher education leadership through approaches and strategies that will be in line with future universities, data will be collected via literature review.

Section 3
Rethinking Higher Education for a Post-Pandemic World

This section discusses the opportunities that the COVID-19 pandemic offers for rethinking aspects of higher education provision.

Chapter 12
COVID-19 Crisis Response of Higher Education Institutions: Tampere University (TAU) and
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This chapter explores the preparedness and initial responses to the COVID-19 crisis of two higher education institutions, Tampere University in Finland and the University of São Paulo in Brazil, using a crisis management framework. The crisis has disrupted teaching and research operations and caused unforeseen challenges to universities. While the crisis is still ongoing, and the long-term impact of the crisis cannot be assessed, this chapter focuses on the initial phase of the crisis, crisis preparedness, and response. The findings suggest that the Finnish case university applies a very systematic and centralized crisis management strategy, while the Brazilian case university has a more decentralized approach coming from its collegial mode of governance. Cross-case analysis shed light on similarities and differences in their capacity to respond to crises such as COVID-19.

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Lifelong work-integrated learning is a key challenge in the growing knowledge society, with the Corona pandemic as a catalyst for technology enhancement. This chapter argues for the need of a post-pandemic strategy that rethinks not only the pedagogical aspect but also the technology enhanced and collaborative aspects of lifelong and work-integrated learning. The strategy that is presented in this chapter is based on the author's experience from the BUFFL initiative, a pilot project for industry development at banks and

insurance companies through technology-enhanced lifelong learning. The recommendation is a strategy tailored for the target group that supports the work-integrated learning aim of academia providing useful theories for real-world tasks in the industry. Some important components in the strategy are 1) to extend pedagogy with andragogy and heutagogy, 2) the design of user-friendly hybrid environments, and 3) blended communities of practice.

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This chapter interrogates the benefits that would accrue to and challenges faced by universities in their developmental transition from being an ivory tower to engaged and people-centered institutions. The chapter argues that universities should consider themselves as vehicles of socio-economic change by participating in the process of forming values and setting reachable goals for the benefit of larger society. University of Botswana (UB) adopted 'Strategy for Excellence: University of Botswana Strategic Plan to 2016 and Beyond' while the University of KwaZulu-Natal has adopted Strategic Plan 2017-2021 with eight goals. Through these plans, the universities seek to have a more direct impact within communities and society. Community engagement or service learning is adopted as one of the vehicles to fast-track the transition process in this chapter. This chapter is qualitative and has made use of UB and UKZN as the case studies to deliberate the university transition from ivory towers into engaged, responsible, and people-centered institutions.

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The pandemic has badly affected the world without exception. All the domains of human existence have been impacted. Poor countries have suffered in specific and general ways for many reasons to do with a systemic lack of infrastructure, endemic poverty, and lack of appropriate resources. Action is required to find new and innovative ways to adapt education to the needs of developing societies in addressing crises such as this. The connection between conflict transformation theories and post-pandemic higher education challenges is explored with specific reference to indigenous paradigms in shaping alternative structures. This reflection is threefold: The authors reflect on how the concept of conflict transformation is relevant to the post-pandemic higher education and how the pandemic impacts Madagascar. Then, they focus on how Madagascar dealt with the pandemic through adoption of a more traditional approach. Finally, they discuss the concept of Teny ierana as a solution to the global crisis, not only in Madagascar but globally.