Chapter 4
Five Critical Domains of Effective Leadership in Higher Education Administration

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ABSTRACT

Higher education today consists of a complex myriad of varying levels with individuals tasked to perform multiple roles and responsibilities. Faculty and staff find themselves tasked with multiple responsibilities and fewer resources. Many who embark on the journey of becoming academic administrators and leaders in higher education often do so based on their technical expertise and successes as a faculty member within the institution. Few organizations prepare faculty to step into leadership roles with the appropriate training. One area which often lacks training is in the area of individual leadership capabilities and connecting with others within the organization to accomplish a common goal. This chapter will provide insight into five critical domains necessary for individuals to focus on developing before entering into a leadership role within a higher education institution. Within each domain are central and core competencies which help to determine effectiveness in higher education leadership.

INTRODUCTION

Higher education today consists of a complex myriad of varying levels with individuals tasked to perform multiple roles and responsibilities. Faculty and staff no longer perform a single set of responsibilities; instead, they find themselves tasked with multiple responsibilities and fewer resources (Morris & Laipple, 2015). Many who embark on the journey of becoming academic administrators and leaders in higher education often do so based on their technical expertise and successes as a faculty member within the institution. Few organizations prepare faculty to step into leadership roles with the appropriate training (Leaming, 1998). One such area, which often lacks training, is in the area of individual leadership capabilities and connecting with individuals to accomplish a common goal.

The job of any leader requires an incredible amount of stamina, often feels taxing, and might take an emotional and physical toll if one fails to look after their individual health and well-being. Bolman and Gallos (2011) stress the importance of this in their book *Reframing Academic Leadership*, when discussing the five steps to healthy academic leadership and healthy academic leaders. They point out that healthy leaders look for opportunities to create strategies which will "sustain confidence and leadership resolve during the darkest hours" (Bolman & Gallos, 2011, p. 191), and that one should work toward achieving this accomplishment by paying close attention to the five key areas: boundaries, biology, balance, beauty, and bounce.

This chapter will provide insight into five critical domains necessary for individuals to focus on developing before entering into a leadership role within a higher education institution. These critical domains include: 1) Personal and Ethical Leadership, 2) Academic Leadership, 3) Strategic and Organizational Leadership, 4) Policy and Political Leadership, and 5) Evidence-Based Leadership. Within each domain are central and core competencies that help to determine effectiveness in higher education leadership. This book chapter will examine each of these domains and competencies. The goal of this chapter is to provide evidence related to best practices and recommendations associated with these five critical domains of leadership as well as the core competencies in each of the domain areas.

Personal and Ethical Leadership

As a leader in higher education administration, the ability to act with integrity, take responsibility for ones actions, and be portrayed as honest, provides a strong base for those in the organization (Gmelch & Miskin, 2011). Understanding what this means as a leader will guide individuals looking to advance within higher education.

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