International Mapping of Tertiary Education Leadership Training Programs
ANALYTICAL REPORT

This study focuses on aspects of research and analysis undertaken at the International Association of Universities.

Founded in 1950, under the auspices of UNESCO, the International Association of Universities (IAU) is the leading global association of higher education institutions and organizations from around the world. It brings together its Members from more than 130 countries for reflection and action on common priorities. IAU is an independent, bilingual (English and French), non-governmental organization and an official partner of UNESCO (Associate status). It acts as the voice of higher education to UNESCO and other international higher education organizations, and provides a global forum for higher education leaders. IAU serves the global higher education community through expertise & trends analysis, publications & portals, advisory services, peer-to-peer learning, international events and global advocacy

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*A study undertaken by the International Association of Universities
on behalf of the World Bank*

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Introduction and Rationale

Higher education is a fast changing sector facing numerous and diverse challenges. Depending on the national or regional context, the number of tertiary education institutions (TEIs) is growing, the nature of the institutions is diversifying, their role in society is continuously questioned and the demands placed on these institutions is expanding. It is thus not surprising that the leadership of such institutions becomes more complex and that the development of leadership capacity becomes a priority. The transformations that are taking place in the sector, around the world, are driven both by internal and external factors, often having to do with the fundamental values and purposes of tertiary education. They place new demands on and change the nature of the role leaders, at various levels, are expected to play within the institution and in society.

To name but a few of these challenges, here is a brief list:

- Changing funding models and accountability requirements
- New institutional governance structures
- More domestic and international competition for students, faculty and resources
- Growing importance of institutional reputation and rankings
- Increased diversity of students, faculty and staff
- Multiplicity of societal and economic expectations for immediate impact on employability, on social cohesion and on finding solutions to global challenges
- Continuous changes in ICTs and their impact on learning/teaching, research and institutional management
- Ethical dilemmas and the importance of maintaining scientific integrity

In response to these complex realities, there is a growing number of professional development and training programs offered to help strengthen tertiary education leadership. Yet, there is no single source of information about what is on offer in this domain, nor have there been many studies to look at the impact of such training undertaken by the leaders.

The International Association of Universities (IAU) itself offering a leadership program since 2016, agreed to investigate what is available around the world and produce an initial mapping of programs. The aim of this exercise is thus to identify and briefly describe programs that are on offer and discover gaps and lacunae that may need to be filled in the future in terms of geographic coverage, type of program offered, who is being targeted etc.

Methodology and Scope of the Mapping

The list of programs and their descriptions are the results of desktop research undertaken by IAU during the months of June and July 2017. Thus, the primary source of information for this report has been the internet, and the information that can be readily found on public websites. In order to collect and disseminate information about the programs in a comparable manner, IAU structured the information and organized the information found on various websites accordingly. Once collated and organized, the information was sent for verification and validation to all program providers and updated/completed when feedback from providers was received (a third of the programs).

Approximately one third of all program providers that were contacted replied and thus either updated or approved the information gathered. The IAU was seeking professional development

programs for leadership at various levels of institutions in the higher/tertiary education sector. It was decided not to include in the study academic programs leading to an academic degree. Furthermore, the focus of the desktop research was purposefully narrow, seeking only those programs that specifically address leadership training. There are programs that may develop capacity for research management, quality assurance or internationalization in tertiary education. These were not included in this mapping.

Results

IAU identified 78 distinct programs. In general, the information that was available online was clear and comprehensive, though as will be seen below, some key information was often missing - for example, on how often a program was offered, how many participants took part at any one time.

The list of all 78 programs is available as Annex 1, in a comprehensive catalogue in pdf version (Annex 1- *Catalogue.pdf*) as well as in Annex 2, a searchable excel file (Annex 2 - *Programs search.xlsx*) which allows sorting the programs according to 6 topics as follows: target audience, duration, delivery mode, location, tuition fee and credential. These categories and others are explained below and summarized in figures in Annex 3 (Annex 3 – *Results*).

The following analytical report is organized according to these same categories or descriptive dimensions that can be used for searching the database and others that help explain what is on offer. In some cases, these categories did not easily match the information provided by the various organizations or institutions offering the training programs, and this is highlighted below.

Providers

The 78 programs found were offered by 45 distinct providers. As shown in the summary table in Chart 1, 74% of the programs were offered by organizations, associations or networks of some kind, rather than by tertiary education institutions (TEIs) themselves though TEIs were the second largest group of providers (23%) and often a TEI was associated with the program. The TEIs, when providing leadership training programs frequently offered such an opportunity to their own staff, rather than making the program available more broadly.

It is interesting to note that IAU's research did not yield information about private sector providers, such as large consulting groups that offer an array of leadership development training. Companies such as INSEAD, Ernst and Young or Mackenzie and others, offer a large variety of training program in all kinds of sectors but do not offer specific programs for the tertiary education community. This does not mean, however, that some leaders and senior managers of universities do not join and attend programs offered by these firms but higher education leadership development appears to be the domain of specialized organizations or institutions working directly and exclusively in this sector.

Chart 1:

Type of providers		
Higher Education institution(s)	18	**23%**
Organization/Association/ Network	58	**74%**
Mixed partnership	2	**3%**
Grand Total	**78**	

Target audience

There are three main areas of interest concerning the target audience for such leadership development programs in tertiary education. First, it is interesting to know what level of seniority participants occupy most often in the institution. Second, their role or function within the institution is worth examining and finally, where they come from to join the program is worthwhile knowing. As shown in the summary table in Chart 2, most programs target primarily a mix of senior and mid-level administrators (50%) and senior level management (38%) forms the second most frequent category. The role or function they fulfill in the institutions is more difficult to categorize. Drawing a distinction between *academic* and *non-academic (professional)* roles is not possible, as too often the way the participants are described does not make this clear. Participants appear to be drawn from various backgrounds ranging from Heads of Institution, to Vice-presidents or Pro-rectors, Deans, but also Heads of Human Resources, academic Department Heads, Chief Financial Officers and Registrars. The variety is thus very broad.

The geographic source of participants is also difficult to ascertain but the programs appear mostly to serve domestic (institutional or national) audience with a few exceptions such as the *Leading Globally Engaged Universities* (LGEU) offered by the International Association of Universities or the *IGLU* program offered by the Inter-American Organization for Higher Education (IOHE).

Chart 2:

Position of target audience		
Mid-level administrators	9	**12%**
Mixed levels	39	**50%**
Senior level management	30	**38%**
Grand Total	**78**	

Function of target audience		
No information	2	**3%**
Academic leaders	28	**36%**
Administrative leaders	0	**0%**
Mixed backgrounds	48	**62%**
Grand Total	**78**	

Periodicity, duration and frequency

There is a variety of models in all training and professional development programs. Some are highly concentrated and short, others are longer and designed also to create a sense of team among the participants. Yet others bring the participants together more than on time and expect individuals to undertake specific tasks between sessions. Among the 78 programs identified in this mapping exercise, this variety comes through very clearly without any one kind of approach being clearly dominant.

As shown in the summary table in Chart 3, just slightly more than half of the programs identified (55%) bring participants together only once, though 40% do offer multiple sessions. This is clearly more possible when the cohorts are fairly local or basically national as time and cost make this

approach somewhat more difficult when dealing with international cohorts. Most programs (53%) are short in duration - namely less than one week in total. Though a substantial number - 23% of the programs last more than two weeks and just under one fifth are somewhere between one and two weeks in length. Thus, there appears to be quite a variety of approaches to choose from and perhaps, only the availability of time for senior leaders to take out of their schedule leads towards shorter rather than longer sessions.

Certainly, in the corporate world, the variety of models is perhaps even greater with numerous programs lasting just one or two days.

A high number of the providers do not give information on the frequency of their programs, attesting perhaps to a more ad hoc nature of their offer of training programs. On the other hand, those that do announce the frequency of their programs usually offer them once per year. It could be assumed that the frequency of the offer has much to do with the total size of the potential audience for the program. Offering training twice per year or more frequently than that would require a steady stream of interested and available participants, which may be rather difficult in a given country.

Chart 3:

Programme periodicity		
No information	4	5%
Multiple-session programme	31	40%
One-time programme	43	55%
Grand Total	**78**	

Programme duration		
No information	5	6%
Less than 1 week in total	42	53%
From 1 to 2 weeks in total	10	13%
More than 2 weeks in total	18	23%
Variable	3	4%
Grand Total	**78**	

Programme frequency		
No information/ Not applicable	31	40%
Once a year	30	38%
Twice a year	10	13%
More than twice a year	3	4%
Variable	4	5%
Grand Total	**78**	

Program delivery mode

As online education and training grows, especially in the tertiary education sector, it is also important to learn whether this development is also reflected in the choice of delivery mode adopted by the providers of these leadership training programs. Not too surprisingly, the majority of

the programs (78%) are presential, face-to-face sessions with only 5% being offered completely online. The remaining 17% offer a blended approach combining both face-to-face and online aspects (see Chart 4).

The blended approach is most frequently used by those program providers that offer multiple sessions within a program. Obviously online connections keep the program participants in touch and enable progress to be made while back in their working environment. However, given the relatively high number of programs that include multiple sessions (40%), one could have expected more of the online or blended approach. Perhaps, this reflects the belief that leadership development is not a solitary exercise but rather needs the face-to-face presence of peers and others.

Chart 4:

Programme delivery mode		
No information	2	3%
Online	4	5%
Face-to-face	61	78%
Mixed face-to-face/ online	11	14%
Grand Total	**78**	

Program location

As noted above, the tertiary education landscape is rapidly changing in most parts of the world, expansion taking place in some nations while in others there are increasing numbers of mergers and some contraction is visible elsewhere. However, the advent of more competition, more diversified funding, for the push to climb the rankings ladders are felt, in differing degrees in most regions of the globe. Thus, leadership skills to meet these challenges and demands, improve or change management methods, strengthen strategic planning and forecasting are all in high demand in the institutions. Therefore, looking around the world to see where tertiary education leadership programs are offered is an important part of the mapping exercise. It is also noteworthy to underline that while at the macro level these trends appear to be quite universal, various regions and nations - and thus tertiary education systems - continue to differ with, for example, the new public management approaches highly visible in Anglo Saxon nations and less so in the Francophone world or in Latin America, for example.

The map of the available tertiary education leadership development programs appears to reflect this with the highest number of programs available in or from Europe (37%), followed by North America (28%) and Asia and Pacific (10%). All other regions represent at most 5% of the available programs (See Chart 5).

Though there are some programs offered in the national language (French, Spanish, Swedish, etc.) the vast majority are available in English even in non-Anglophone nations.

There is an important caveat to underline with regard to the results of this study, namely that the desktop search was conducted in English, French and Spanish and thus may be missing programs offered in Arabic, Mandarin or other languages.

Chart 5:

Programme Location		
Online	4	5%
Asia & the Pacific	8	10%
Europe	29	37%
International	4	5%
Latin America & the Caribbean	4	5%
North Africa & Middle East	3	4%
North America	22	28%
Subsaharan Africa	4	5%
Grand Total	**78**	

Size of the cohort

Another lens that can be used to learn more about the kind of training programs that are being offered is to look at the size of the cohort brought together for any given session. Unfortunately, this is not information that is easily found, as many providers do not make it publicly available. More than half of the providers did not indicate the number of participants in their program. Among those that did however, 58% report that the predominant size of the participating group is relatively large, ranging from 20-50 participants, though there is a significant number of programs (24%) that also report having more than 50 participants in a cohort (See Chart 6). The larger programs may also aim to offer networking opportunities for their participants in addition to developing leadership skills.

Chart 6:

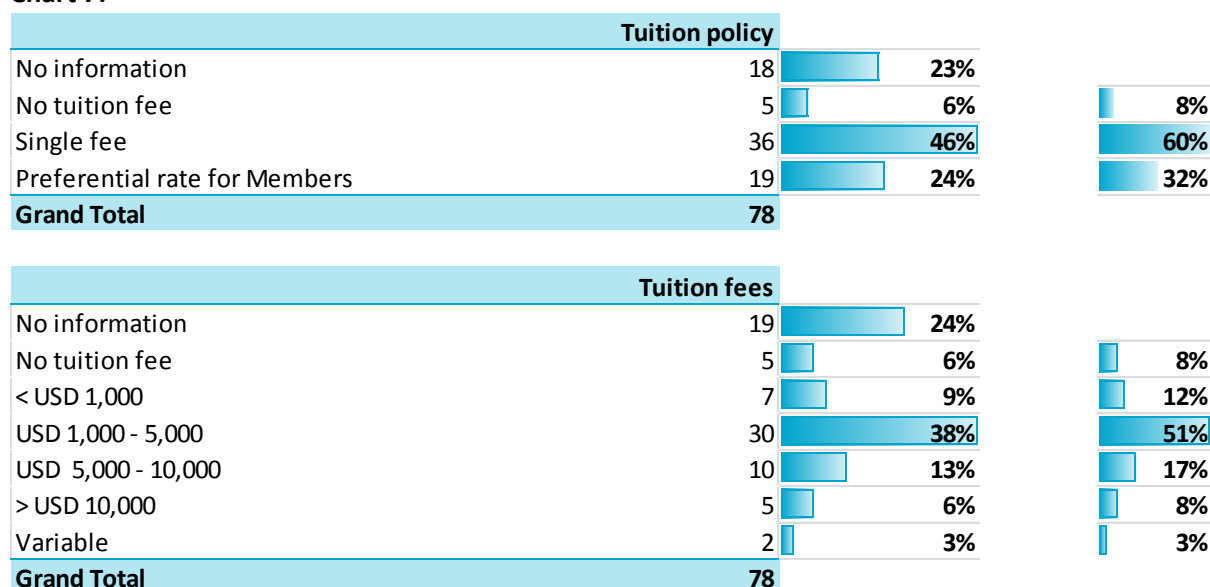| Size of the cohort				
No information	45	58%		
Individual training	1	1%		3%
Up to 20 participants	5	6%		15%
From 20 to 50 participants	19	24%		58%
More than 50 participants	8	10%		24%
Grand Total	**78**			

Tuition fees policy

In the corporate world, leadership development programs are a large and highly competitive industry. For this reason, some key aspects of information that could be used for comparison when seeking the best service are not shared immediately with possible clients. In the realm of tertiary education programs, this is less so the case but some information is definitely more difficult to find. In terms of the fee or cost of the program for each participant, almost one quarter of the programs (24%) did not indicate this on their website, as shown in Chart 7. Among the remainder of the providers, namely those that made information about the tuition fees they charged available online, 51% charged between USD 1,000 and USD 5,000 per session. A similar number of providers (20%) charged no fees or fees under USD 1,000 but 8% of the providers indicated a cost above USD 10,000.

For the most part, the fee was not modulated according to any other criteria (category of participant) though several programs offered preferential rates to their Members and some

programs, for example the IAU's LGEU offered partial scholarships whenever possible to participants from developing nations.

The publically available general information makes it difficult to compare tuition fees between different programs for a number of reasons. The specific amount is not always indicated; fees cover programs of different duration; programs are organized in countries that have different currencies and more importantly different costs of living; the programs are offered in different delivery modes and the fee may cover various services (academic program, meals, accommodation, site visits etc.) just to name a few. More in-depth research would need to be undertaken to get closer to an assessment of costs in order to draw comparisons.

Chart 7:

Tuition policy			
No information	18	23%	
No tuition fee	5	6%	8%
Single fee	36	46%	60%
Preferential rate for Members	19	24%	32%
Grand Total	78		

Tuition fees			
No information	19	24%	
No tuition fee	5	6%	8%
< USD 1,000	7	9%	12%
USD 1,000 - 5,000	30	38%	51%
USD 5,000 - 10,000	10	13%	17%
> USD 10,000	5	6%	8%
Variable	2	3%	3%
Grand Total	78		

Program curriculum

- **Topical emphasis**

Learning what future or current leaders in tertiary education are learning in order to become stronger and more effective is perhaps the most critical aspect of this mapping exercise. Yet it is also among the most difficult to analyze, as again, comparing across various program descriptions, there is simultaneously relatively few details, some similarity in keywords used, and diversity of areas which programs cover. In this regard, the list of topics that is drawn up in order to present an overview is both long and diverse, and the providers are spread across many areas without much concentration on any one specific area. The exception to this is the number of times providers highlight the following two areas as being covered during their program:

- Institutional change
- Understanding the higher education landscape

In addition, of course, leadership skills development is another area that is frequently underlined, as are change management, strategic planning, and financial management issues.

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It may be noteworthy to underline that with respect to internationalization, for example, and increasingly with respect to sustainable development, there are a number of specialized programs that are being organized in various parts of the world. These were not part of this mapping. In Europe, the EAIE alone offers countless short term and longer-term trainings linked to international education, international student recruitment, admissions etc., for professionals dealing with these issues at all levels of the TEI. The only program mentioned here is the EAIE Academy, which gives participants the possibility to tailor their own programs. Some of the courses offered as part of this Academy, specifically concern leadership and strategy development-related topics, such as change management in international higher education, the development of policy-making, or leadership and strategic decision-making skills. Similarly, education for sustainable development and sustainability in higher education more generally, are becoming a special focus for capacity development too.

In this project, the main lens through which programs were identified and included in this mapping was one that focused on tertiary education leadership development while specialized programs were left out.

Chart 8.a: Program curriculum topical emphasis

Topical emphasis	
Leadership skills development	38
Change management	30
Decision making processes	17
Intercultural/ Interpersonal management	11
Institutional challenges	42
Understanding HE landscape (trends, research, policy framework)	42
Internationalization strategies / international partnerships	15
Strategic planning	29
Student management	7
Funding and financial management	18
Women empowerment / young leaders empowerment	1
Innovation / technologies	11
Religious focus	4
Sustainable development	12

- **Geographic focus**

Another aspect that dominates the narrative of tertiary education at present has to do with globalization and the increasingly internationally interconnected landscape of this sector. For this reason, the research attempted to identify the geographic (national, regional or global) focus that various training programs adopted. Again, this information is not easy to glean from the websites and few institutions articulated this in a very clear manner. Nevertheless, from the information that was available and was gathered, it appears that programs are spread quite evenly across the three possible areas of focus, namely national, regional and global (See chart 8.b).

Chart 8.b: Program curriculum – Program Focus

	Programme Focus		
No information	12		15%
National	21		27%
Regional	20		26%
Global	25		32%
Grand Total	**78**		

Pedagogical methodology

The manner different programs are taught, or what they emphasize in their pedagogical approach is another area that might differentiate programs or allow a kind of categorization of what is available. While it is not easy to group the programs by the way providers describe their approach, there appears to be a clear preference for focusing on very practical issues that participants may encounter in their day-to-day work. As shown in Chart 9, the majority of the programs mention peer-learning and making use of sharing of best practices. Case studies and practical exercises are popular. Given the size of the cohorts, most programs emphasize remaining in plenary sessions and promoting group activities as well. Clearly, the theoretical underpinnings of the leadership training are secondary and readings play a relatively small role in most programs.

Chart 9:

Methodology	
No information	6
Networking activities	13
Plenary sessions	51
Virtual / online sessions	16
Readings	5
Case studies / practical exercises	41
Peer-learning / Best practices exchange	53
Group activities / Team work	33
Coaching / Mentorship	15
Field visits	8

Credentials

As indicated earlier, this mapping exercise excludes the academic programs that are offered by universities and other TEIs, which usually lead to a post-graduate degree in higher education management. Nevertheless, some professional development programs do offer credentials upon completion but not very often. 60 % of the programs identified report not offering any kind of completion certificate. In the case of the 14% that do offer a certificate, it is merely to show attendance rather than completion of a given curriculum. Only 7 programs appear to offer some credit, presumably towards an academic program (See chart 10).

Clearly, as most participants are senior representatives of the TEI and the programs tend to be short term and practically oriented, the goal pursued by the participants is not to obtain a credential but rather to acquire the knowledge and skills to fulfill their professional duties better.

Chart 10:

Programme credential			
No information	13		17%
None	47		60%
Certificate	11		14%
Academic credit modules	7		9%
Grand Total	**78**		

Conclusions

The results of this mapping exercise provide a general overview of the availability and scope of various programs designed to improve or strengthen leadership skills and knowledge in tertiary education institutions. The study can lead to a few conclusions but also opens the door to many more questions that went beyond the scope of the current project and warrant more investigation. Since information is not always readily available, more in-depth probing into each of the programs would have enabled a more informative portrait, not only of each program but also of the landscape of available programs more generally.

Noteworthy among the findings are the following:

- Tertiary education institutions (TEIs) leadership development programs are mostly offered in tertiary education specialized organizations or institutes

- No programs designed specifically for tertiary education leaders were found as being offered by corporate consultancy groups that offer similar professional development opportunities to the business community.

- With some notable exceptions (African Association of Universities), most programs are available/offered in and by high income country organizations.

- Programs tend to be short-term, face-to-face and small in terms of number of participants.

- Programs appear to cater to a fairly narrow target audience, not combining decision-makers from outside the TEIs (with one exception in India) and are not frequently international in terms of participants.

- There is little or no information available with regard to gender of participants and no emphasis on seeking a balance in the cohort was found.

- Publically available information does not offer insights into the processes in place for analyzing or monitoring impact on graduates or following up on or networking with alumni, though some program providers (ACE, IOHE, and IAU, for example) are doing some of this.

It would be worthwhile to investigate the following areas by a more direct approach to the various program providers:

- Mechanisms for selecting participants, building a cohort

- Means used to monitor 'graduates' and track impact on their performance in the short-term and their career in the longer term

- Obstacles standing in the way to more broad-based participation in the program - bringing participants from other sub-sectors of education, from government, from the business community which partners with TEIs

- Profile of program directors and facilitators (trainers)

- Rationale of organizations that offer the programs and the benefits they gain or expect.

Finally, given the rapid change in TE sector and the multiple demands on leaders at all institutional levels, new programs are being developed and offered all the time. For this reason, and to keep this mapping up-to-date, it would be worthwhile to review the list regularly. Once approved by the World Bank, IAU can place the list online and issue an open invitation for institutions and organizations to share their program information so the list can be kept current.

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