

HIGHER EDUCATION AND LEADERSHIP

A critical view.

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Responding to the world's problems from HE

GLOBALISED HIGHER EDUCATION

GLOBALISED HIGHER EDUCATION

- Higher education (HE) has existed for many centuries under different guises.



Socrates teaching in Athens, 4th Century BCE



Alexandria Library Ptolemaic Dynasty Egypt, 300 BCE



China, 6th Century CE Sui Dynasty introduced examination for bureaucrats



Nalanda Buddhist Monastery, India 5th to 12th Century



University of Bologna, Italy, 11th Century

GLOBALISED HIGHER EDUCATION

What has remained since Socrates and the Alexandria Library?

- Knowledge has remained a universal, global good.
- The global circulation of people and ideas.

What has changed?

- The size of HE and who access it.
- From elite pursuit to mass HE. (In 2006 144 million students in the world)
- ***The purposes of HE have multiplied***

GLOBALISED HIGHER EDUCATION

Purposes of higher education:

- 19th century: support industrial revolution and nation-state.
- Post- WWII (1939-1945): democratisation, driving technological change and science.
- Under globalisation: knowledge and innovation the bases of competition and global advantage.
- HE functions become more and more complex in the 21st century.

GLOBAL HIGHER EDUCATION

World Higher Education Conference, Paris 1998

- Educate, train and conduct research.
- Preparing students for active citizen participation “with a worldwide vision, for endogenous capacity-building, and for the consolidation of human rights, sustainable development, democracy and peace, in a context of justice”.

GLOBAL HIGHER EDUCATION

Consensus at the end of the 20th century

- HE has a fundamental role in the production, diffusion and management of knowledge.
- HE “produces” the most global of all goods: Knowledge (harnessing this knowledge is essential for development).
- HE has a role in preparing students to exercise their role as citizens.
- *But the consensus was opened to local interpretations and implementations that prioritised differently these roles.*

LEADERSHIP: THE PROBLEM

LEADERSHIP

Definitions and meaning (OED)

- 19th century: the office of the leader.
- 1930s: ability to lead.

LEADERSHIP

Studies on leadership

- Leadership an individual affair: Traits, behaviour of the leader.
- Since the 1970s: focus on the relationship between leader and followers.
- Relational leadership, distributive leadership, transformative leadership.
- Still leadership is about the influence of one individual on others; what changes is the manner and purpose of the influence.

LEADERSHIP

- Google marks a trend.
- Leadership as a measure of success.
- Leadership as comparative advantage in the global market.
- Leaders everywhere.
- Leaders become celebrities.

LEADERSHIP

Buy leadership!

Sell leadership!

The leadership industry

LEADERSHIP

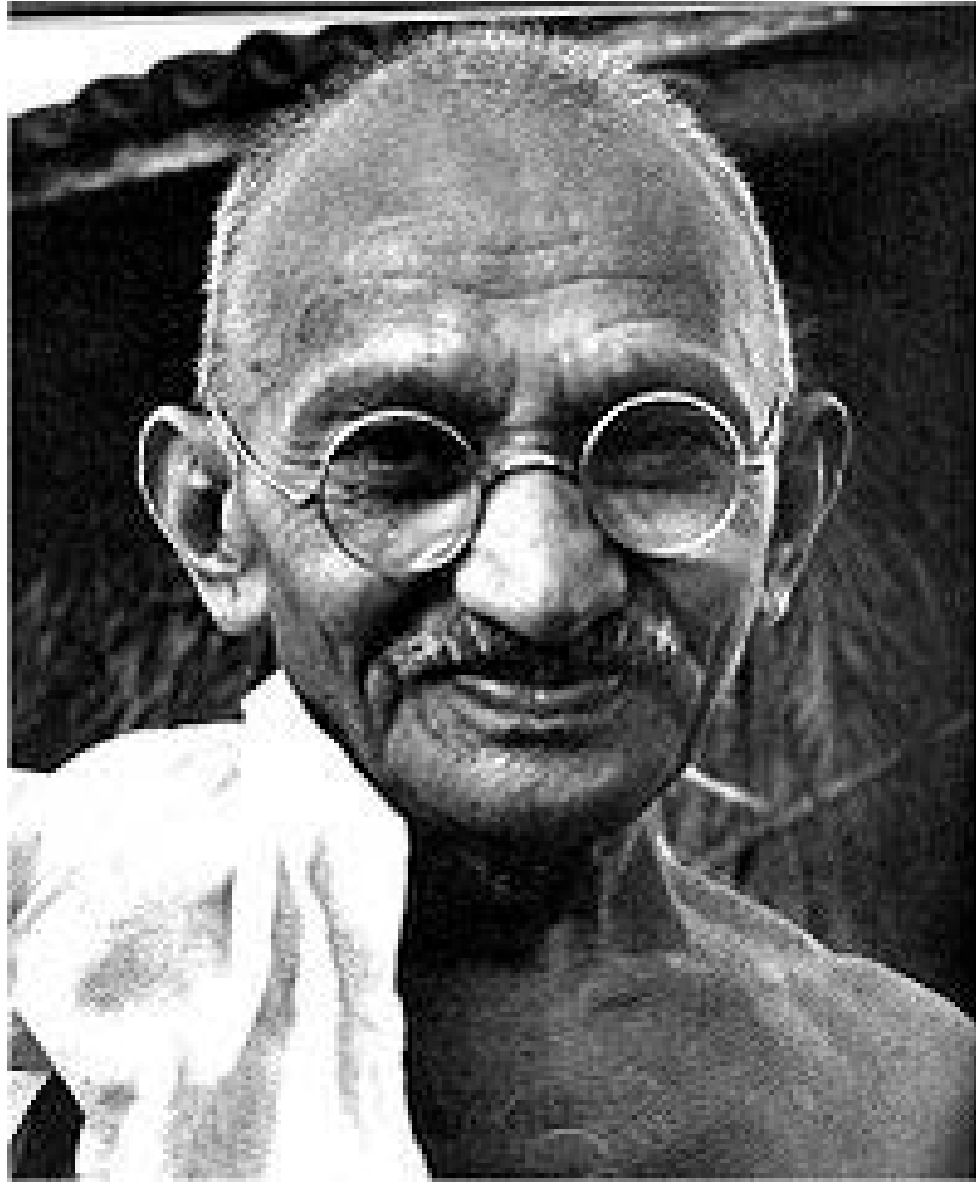
- At the end of the 1990s 600 universities and colleges in the US offered leadership programmes to their students.
- Leadership programmes a global phenomenon.
- What is the problem in our globalised world to which leadership training is the ubiquitous answer?
- Why should universities be in charge of such a task?



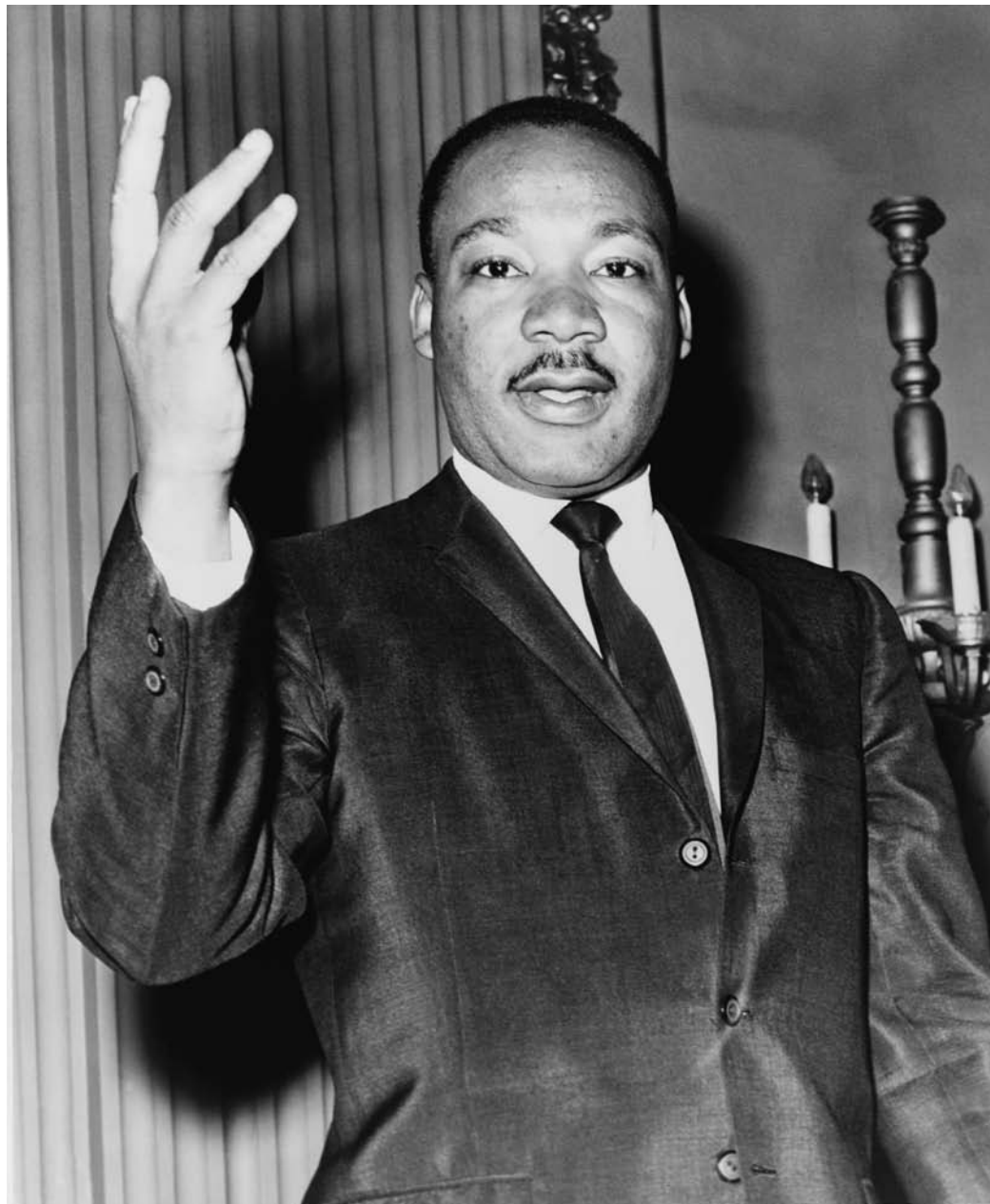
JOSEPH STALIN



HENDRIK VERWOERD



MAHATMA GHANDI



MARTIN LUTHER KING



NELSON MANDELA

SOUTH AFRICA'S HIGHER EDUCATION SYSTEM

SOUTH AFRICA'S LIFE UNDER APARTHEID (1948-1993)

- Education enforced and reproduced white domination.
- Universities racially segregated.
- Black universities (1959): isolated, divided along race and ethnic lines.

SOUTH AFRICA'S HIGHER EDUCATION

On the eve of the first democratic election (1994)

- 525 000 students enrolled in 36 HEIs.
- 47% of the enrolments were white students.
- Black African youth participation in HE 9%.
- White youth participation in HE 70%.

SOUTH AFRICA'S HIGHER EDUCATION

Post 1994

- Internal reconstruction and development.
 - Build democratic institutions, redress racial imbalances, deliver social justice.
- Enter and compete in the global world.
 - Participate in international fora, participate in international markets.

SOUTH AFRICA'S HIGHER EDUCATION

- The current HE system was constructed against the backdrop of apartheid.
- Transformation was the conceptual shorthand that define the nature and the direction of change.

SOUTH AFRICA'S HIGHER EDUCATION

Purposes:

- To meet the learning needs and aspirations of individuals through the development of their intellectual abilities.
- To address the development needs of society and provide the labour market with high level skills.
- To contribute to the socialisation of enlightened, responsible and constructively critical citizens.
- To contribute to the creation, sharing and evaluation of knowledge.

SOUTH AFRICA'S HIGHER EDUCATION

- 900 000 enrolments.
- Majority of black enrolments.
- Increased number of women students.
- Greater number of black enrolments in science, engineering and technology.

- Low participation rate.
- High drop-out.
- Insufficient de-racialisation.
- Insufficient democratisation and transformation of knowledge.

SOUTH AFRICA'S HIGHER EDUCATION

Policy focus after 18 years

- Greatest policy and implementation attention to access, success and efficiency.
- Focus on research and teaching.
- Little or no attention to “the socialisation of enlightened critical citizens”.
- Too busy trying to get the basics right.

SOUTH AFRICA AND THE WORLD

- Basic access to food and health.
- Social justice, equity and human rights.
- Intercultural coexistence, dialogue and understanding.
- Peace, democracy, participatory governance and citizenship.
- Relation with the natural environment and different forms of life.
- Ethics, freedoms and values.

THE QUESTION

- **What is the problem in our globalised world to which leadership training is the ubiquitous answer?**

RETHINKING LEADERSHIP

WHAT LEADERS LACK

- Lost their sense of citizenship.
- Became deaf to the community, selfish and destructive.

RE-POLITICISATION

- The Arab Spring and Occupy Wall Street.
 - deliberative process.
 - politics not for politicians.
- This is symptomatic of a new kind of leadership.

CITIZENSHIP

- Republican citizenship: social identity.
 - Public deliberation.
 - Acting together.
 - Politics as an everyday way of existing with others.
-
- ***My identity as citizen provides content and ethical direction to my potential leadership***

CITIZENSHIP

- If citizenship is about arguing and acting together
- *How do we know that we are doing the right thing?*

CITIZENSHIP

- Judgement as a pre-condition for action.
- Citizenship taking the lead of my existence in community.
- Republican citizens are leaders in that step up and speak up.

HIGHER EDUCATION AND LEADERSHIP

- To contribute to the socialisation of enlightened, responsible and constructively critical citizens. Higher education encourages the development of a reflective capacity and a willingness to review and renew prevailing ideas, policies and practices based on a commitment to the common good.

HIGHER EDUCATION AND LEADERSHIP

- Citizenship is not an automatic state, individuals are socialised into it.
- Citizenship has specific properties, i.e. it is critical and responsible.
- Citizenship requires reflection, evaluation and renewal.
- Citizenship focuses on the common good.

FACILITATING CITIZENSHIP

- Know, understand, judge, challenge, act.
- Knowledge that is critical of itself.
- Understanding as an intellectual and moral operation.
- Enlarged imagination.
- Practise of judgement.
- Teaching as a public sphere space.

THANK YOU