ACADEMIC LEADERSHIP

- A Self-appraisal inventory

(Structured by Dr.S.SATHIYAGIRIRAJAN, Former Director, Human Resource Development Centre, Madurai Kamaraj University, Madurai)

You can assess yourself objectively in each key aspect of Academic leadership by drawing a circle over the appropriate letter (A, B, C, D or E) which indicates your rating point.

[**A** – Excellent; **B** – Good; **C** – Mediocre; **D** – Below Mediocre; **E** – Poor]

Serial No.	Key Aspects of Academic Leadership	Rating Scale
	How good/effective are you in …..?	
1	Teaching	A B C D E
2	Research	A B C D E
3	Outreach Services	A B C D E
4	Enriching your professional competency	A B C D E
5	Motivating your staff to give their best	A B C D E
6	Taking initiative with a drive to achieve academic excellence	A B C D E
7	Planning, organizing and executing academic enrichment programmes	A B C D E
8	Maintaining healthy interpersonal relations with your staff	A B C D E
9	Oral communication (appropriate facial expressions; body language; eye contact; good speaking voice; sense of humour)	A B C D E
10	Written communication (clarity; simple) idiomatic language; precision; appropriate diction	A B C D E
11	Being receptive and open minded in staff meetings on academic programmes	A B C D E
12	Making your staff feel at home (creating a 'comfort zone')	A B C D E
13	Being democratic in your style of functioning	A B C D E
14	Matching the individual academic goals of your staff with the institutional academic goals	A B C D E
15	Being resourceful in predicting, identifying and solving academic problems	A B C D E

16	Recognising and rewarding good academic work	A B C D E
17	Fostering a sense of job security in sincere staff	A B C D E
18	Making institutional academic climate conducive to good work	A B C D E
19	Helping your staff take the right academic decisions	A B C D E
20	Extending unconditional positive regard to each member of your staff	A B C D E
21	Facilitating professional enrichment of your staff	A B C D E
22	Redressal of staff grievances	A B C D E
23	Catering to the individual differences of your students (enrichment for the gifted; stimulation for the mediocre; remediation for the low achievers)	A B C D E
24	Introducing creative, innovative and progressive academic programmes	A B C D E
25	Learning from constructive criticism of your academic programmes	A B C D E

Scoring Procedure :

      4, 3, 2, 1, 0 for each encircled A, B, C, D, E respectively

Maximum Aggregate Score : 25 x 4 = 100

P.S.

      Please do not compare your scores with those of your fellow – participants – inter comparison (and feel elated or dejected) because the degree of objectivity in self-rating varies from individual to individual. How, ever compare your own (self) ratings in different key aspects of Academic leadership (Intra comparison) – your merits and limitations. Self-appraisal leads to self-diagnosis which, in turn, leads to self-remediation and subsequently self–enrichment.

Outstanding Academic Leadership Facilitates Academic Excellence

TOWARDS ASSESSMENT OF QUALITY OF INSTITUTIONS OF HIGHER EDUCATION – A STUDY

(Tool Structured by Dr S.Sathiyagirirajan Former Director, Human Resource Development Centre, Madurai Kamaraj University, Madurai, Tamil Nadu.)

National Development depends upon, Interalia, the competence and commitment of the youth who form a part of the workforce. Quality of such youth obviously depends upon the institutions which mentor them

This rating scale attempts to study your perception and assessment of factors which facilitate quality performance in Higher Education.

You may be a member of the faculty or a student or a parent or a citizen who is aware of the quality level of this institution.

Please indicate your response in the separate response sheet furnished by encircling A,B,C,D or E which corresponds to your response. Please do not leave any statement unresponded. Please do not make any marks on the sheets of paper. They are reusable.

A) To a great extent / exactly / almost always:
B) To a substantial extent / nearly / often
C) To a certain extent / somewhat / sometimes:
D) To a marginal extent / marginally / occasionally :
E) To a negligible extent / almost not / almost never:

A. Role Functionaries :

(Functionaries – Key office bearers of the Management, the staff – academic, administrative, technical)

1. Are they aware of the goals of Higher Education?
2. Are they aware of ways and means of achieving these goals?
3. Are they earnest and sincere in their attempts?
4. Do they involve students in these attempts?
5. Do they get exposed to any orientation on these tasks by a competent body?
6. Do they monitor progress periodically?
7. Do they get feedback from appropriate bodies?
8. Do they introduce appropriate innovation when needed?
9. Do they make constructive use of criticism? (Are they open minded?)
10. Do they initiate measures to improve the quality of the institution based on evaluation by competent bodies?

B. Infrastructure:

11. Is the institution located away from the city/town in pollution free environment?
12. Are the Blocks well constructed and well ventilated?
13. Are the classrooms furnished with modern equipment?
14. Are the laboratories/workshops furnished with modern equipment?
15. Are the Hostel facilities satisfactory?
16. Are the rest rooms in all the blocks neat and clean?
17. Does the institution have adequate playgrounds and facilities for games/sports?

18. Do the Learning resources centres of the Institution possess current journals, magazines and the latest books and technology based resources for the courses of study offered by the Institution?
19. Do Day Scholars and staff have adequate transport facilities for Commutation?
20. Can the institutions meet any emergency (Medical / Accident etc.)?

C. Quality of the Faculty :- Predictors

21. Are they qualified as per norms?
22. Were they academically brilliant in their student days?
23. Are they effective in oral communication?
24. Are they effective in written communication?
25. Do they have aptitude for teaching?
26. Do they evince interest in teaching?
27. Are they up to date in their subjects?
28. Do they love their subjects, profession and students?
29. Are their interpersonal relations with others healthy?
30. Do they match their individual goals with the institution's?

D. Quality of the Faculty :- Professional ethics

31. Are they proud of their Profession?
32. Are they proud of the Institution?
33. Do they accept social responsibility?
34. Are they aware of the various forces which influence students in the campus?
35. Are they lifelong learners?
36. Do they accept responsibility for the consequences of their performance?
37. Do they comply with their professional code of conduct?
38. Are they fair and impartial in evaluating student performance?
39. Do they defend their colleagues for the right cause?
40. Do they employ only fair means to achieve their goals?

E. Quality of the Faculty:- Performance

41. How effective are they in classroom presentation?
42. How good are they in research?
43. How good are they in outreach programs?
44. Do they employ students' feedback to improve their performance?
45. Do they monitor the learner progress periodically?
46. Do they judiciously employ technology to improve the quality of teaching?
47. Do they employ effective instructional strategies?
48. Do they cater to the individual differences among students?
49. Do they establish good rapport with students?
50. Do they facilitate effective and meaningful student participation in the classroom?

F. Curriculum:

51. Do the members of the faculty undergo periodic inservice programs in curriculum construction and implemention?
52. Is Curriculum revised periodically and made need-based?
53. Does the current curriculum achieve academic excellence?
54. Does the current curriculum maintain balance between 'theory' and 'Practicals'?
55. Are the prospective employers involved in curriculum construction?
56. Is the current curriculum on par with that of advanced institutions in India?
57. Is the current curriculum on par with institutions in advanced countries?
58. Does the current curriculum meet the criterion of social relevance?
59. Is meaningful and relevant feedback from faculty, students and prospective employers taken into account while restructuring curriculum?
60. Does an external body of experienced and competent academics evaluate the curriculum periodically?

G. Autonomy:

61. Are the functionaries aware that autonomy implies accountability?
62. Are the functionaries aware that autonomy implies flexibility (freedom from rigidity) In all aspects of Higher Education?
63. Are the functionaries aware that autonomy implies active participation of faculty, students and appropriate sections of the society in decision making to realize the objectives of Higher Education?
64. Are locally available resources included in the curriculum?
65. Does the institution undertake projects which are locally relevant?
66. Do the members of the faculty tryout new methods of instruction and evaluation discussed in inservice programs?
67. Are the functionaries exposed to an orientation programme in autonomy?
68. Do the functionaries make a 'SWOT' (strengths, weaknesses, opportunities, threats) analysis on 'Autonomy' periodically?
69. Did the institution deserve 'Autonomy' before it desired it?
70. Are the functionaries aware that autonomy is a challenge as well as an opportunity to achieve quality in Higher Education?

H. Student Orientation:

71. Are admissions to different courses of study based on the aptitude and interest of students?
72. Are students oriented for the academic content at the entry stage?
73. Are they oriented for the new campus life?
74. Are counsellors easily accessible to students?
75. Is student counseling personal, academic and professional?
76. Do students get exposed to remedial teaching (after diagnosis)?
77. Do they get an orientation in life skills?
78. Do they get exposed to a programme of Personality Development?
79. Do they get exposed to a programme for the improvement of Mental Health?
80. Do they get exposed to 'Value Education'?

I. Academic Network:

81. Is the Institution in the academic network of other institutions of quality?
82. Does the Institution invite competent faculty from other institutions for facilitation of sessions in current trends?
83. Does the Institution depute faculty to study the effectiveness of quality performance measures in other institutions?
84. Does the academic network include advanced institutions of India?
85. Does the academic network include advanced institutions abroad?
86. Does the academic network facilitate Human Resource Development?
87. Does the academic network facilitate curriculum restructuring?
88. Does the academic network facilitate participation in inservice programmes?
89. Does the academic network facilitate the evaluation of the programmes and activities of the institutions?
90. Does the academic network initiate specific measures to facilitate quality performance in Higher Education?

J. Institutional climate:

91. Do students manifest a sense of identity with the institution?
92. Do the academic staff manifest a sense of identity with the institution?
93. Do the administrative staff manifest a sense of identity with the institution?
94. Do the technical staff manifest a sense of identity with the institution?
95. Do the members of the staff and students interact with one another freely and meaningfully?
96. Do the members of the staff play their role effectively?
97. Do students devote their best attention to their studies?
98. Has the institution built up a favourable academic image?
99. Are students with good academic performance and skills offered jobs during placement?
100. Is the institution the top choice for students who desire to pursue Higher Education?
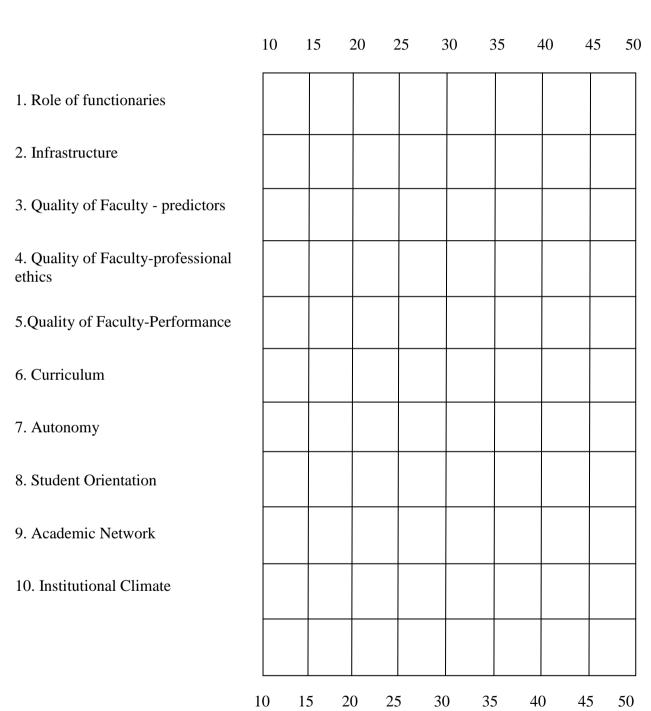
Response Sheet

1.	A B C D E	26.	A B C D E	51.	A B C D E	76.	A B C D E
2.	A B C D E	27.	A B C D E	52.	A B C D E	77.	A B C D E
3.	A B C D E	28.	A B C D E	53.	A B C D E	78.	A B C D E
4.	A B C D E	29.	A B C D E	54.	A B C D E	79.	A B C D E
5.	A B C D E	30.	A B C D E	55.	A B C D E	80.	A B C D E
6.	A B C D E	31.	A B C D E	56.	A B C D E	81.	A B C D E
7.	A B C D E	32.	A B C D E	57.	A B C D E	82.	A B C D E
8.	A B C D E	33.	A B C D E	58.	A B C D E	83.	A B C D E
9.	A B C D E	34.	A B C D E	59.	A B C D E	84.	A B C D E
10.	A B C D E	35.	A B C D E	60.	A B C D E	85.	A B C D E
11.	A B C D E	36.	A B C D E	61.	A B C D E	86.	A B C D E
12.	A B C D E	37.	A B C D E	62.	A B C D E	87.	A B C D E
13.	A B C D E	38.	A B C D E	63.	A B C D E	88.	A B C D E
14.	A B C D E	39.	A B C D E	64.	A B C D E	89.	A B C D E
15.	A B C D E	40.	A B C D E	65.	A B C D E	90.	A B C D E
16.	A B C D E	41.	A B C D E	66.	A B C D E	91.	A B C D E
17.	A B C D E	42.	A B C D E	67.	A B C D E	92.	A B C D E
18.	A B C D E	43.	A B C D E	68.	A B C D E	93.	A B C D E
19.	A B C D E	44.	A B C D E	69.	A B C D E	94.	A B C D E
20.	A B C D E	45.	A B C D E	70.	A B C D E	95.	A B C D E
21.	A B C D E	46.	A B C D E	71.	A B C D E	96.	A B C D E
22.	A B C D E	47.	A B C D E	72.	A B C D E	97.	A B C D E
23.	A B C D E	48.	A B C D E	73.	A B C D E	98.	A B C D E
24.	A B C D E	49.	A B C D E	74.	A B C D E	99.	A B C D E
25.	A B C D E	50.	A B C D E	75.	A B C D E	100.	A B C D E

PROFILE

Scoring : 5, 4, 3, 1 for A, B, C, D, E respectively

Maximum score for a factor : $10 \times 5 = 50$

Minimum score for a factor : $10 \times 1 = 10$

	10	15	20	25	30	35	40	45	50
1. Role of functionaries									
2. Infrastructure									
3. Quality of Faculty - predictors									
4. Quality of Faculty-professional ethics									
5.Quality of Faculty-Performance									
6. Curriculum									
7. Autonomy									
8. Student Orientation									
9. Academic Network									
10. Institutional Climate									
	10	15	20	25	30	35	40	45	50

A HYPOTHETICAL PROFILE

Scoring : 5, 4, 3, 1 for A, B, C, D, E respectively

Maximum score for a factor : $10 \times 5 = 50$

Minimum score for a factor : $10 \times 1 = 10$

(Hypothetical Scores are furnished within brackets)

| | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |

1. Role of functionaries

(32)

2. Infrastructure

(27)

3. Quality of Faculty - predictors

(30)

4. Quality of Faculty-professional ethics

(37)

5. Quality of Faculty-Performance

(30)

6. Curriculum

(40)

7. Autonomy

(35)

8. Student Orientation

(25)

9. Academic Network

(20)

10. Institutional Climate

(25)

| | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |