

Developing Criteria for the Selection of Academic Leaders at Saudi Arabia's Higher Education Institutions and Technical and Vocational Training Corporation

*Fahad Mohammed Al-abdulmenem **

ABSTRACT

This study was started in light of the researcher's perception that the determination procedure of academic leaderships in his own country's higher educational institutions is not based on scientific grounds, and many of the appointed academic leaders are in reality with no prior training on leadership. The study aimed to develop appropriate criteria and techniques for choosing academic leaders in Saudi higher educational institutions and Technical and Vocational Training Corporation (TVTC). The study's sample consisted of 215 respondents with a background of deans, vice deans, chairmen of academic departments, and faculty members. These respondents came from five selected higher educational institutions such as Imam Muhammad ibn Saud Islamic University, King Saud University, Prince Sattam University, Shaqra University, and Al Majmaah University; and five technical colleges such as College of Technology in Riyadh, College of Technology in Kharj, College of Technology in Zulfi, College of Technology in AlMajmaah, and College of Technology in Alartauh. Results of the electronic survey showed that the present criteria used for selecting educational leaders require some few changes by creating a more standardized selection criteria, that depends on logical grounds. The following are the items/questions regarding "Standards for selecting academic leadership," which were evaluated "high to very high" by both the HEIs and TVTC respondents: Having good reputation among his colleagues in the college; Efficient in his role and position; Held various managerial academic positions previously; among others mentioned in the discussion. According to the results of the study, the researcher recommended several recommendations at the end of the study.

Keywords: Selection of academic leaders, technical and vocational training corporation, dean selection, selection of department chair.

Introduction

Since the foundation of human culture, leadership has been essential, in Islam's way of life, leadership is essential for the development and maintenance of an ideal society (Ali, 2009; Al-Tawil & Shwemeh, 2016?; Al- Ali, Yosura, 2016). In light of the Holy Quran and Hadith, leadership is defined as a dynamically shared process of influence. Academic leadership in higher education has been reviewed by a number of researchers (Abu Kaream & Tanash, 2016; Barnett et al., 2005; Martin et al., 2003; Heywood et al., 2001; Daft & Lane, 2005; Strathe & Wilson, 2006; Wolverson & Gmelch, 2002; Yelder & Codling, 2004; Bryman, 2007; Harman, 2002). While there has been a considerable measure of writings on the theme effective academic leadership, however, little scholarly attention has been given to the selection process for academic leaders at Saudi Arabia. This study was initiated because of the researcher's observation that the selection process of academic leaderships in Saudi's higher educational institutions is not based on scientific grounds, and many of the appointed academic leaders are in fact without any prior training on leadership.

The main objective of this study is to develop suitable criteria and methods for choosing academic leaders in Saudi Higher Educational Institutions (HEIs) and Technical and Vocational Training Corporation (TVTC), taking ideas from the current selection criteria from different country models and basing on the perceptions of the majority of respondents. To achieve this goal, the study sought to answer the following questions: 1) What is the reality of academic leadership

*Science and Human Studies College at Huraimila, Shaqra University. Received on 11/5/2017 and Accepted for Publication on 24/8/2017.

selection in Saudi Universities at Present; 2) What are the present criteria used in selecting educational leaders in Saudi's Higher Educational Institutions and Vocational and Training Corporation? ; 3) What are the characteristics of standardized Selection for academic leaders in Saudi Arabia Universities and Technical and Vocational Training Corporation; 4) Do the set of criteria determine the success of selection and appointment about respect to qualifications of candidates?; 5) What are the powerful tools and guidelines that strengthen monitoring process in the selection of academic leaders which are not yet included in the current monitoring process of selection and appointment of leaders?; 6) What are the recommended criteria for selecting educational leaders (deans, vice deans, and department heads) in the Saudi Ministry of Education in light of the current experiences in some developed countries and according to the recommendations of the respondents of the study?

The significance of this study is to provide valuable information and recommendations on current best practices regarding academic leaders' selection of higher educational institutions particularly in both Saudi Arabia Universities and Technical and Vocational Training Corporation.

According to Ministry of Education of Saudi Arabia, College or Institute deans are nominated by the university rector. The candidates should be renowned to be competent academically and administratively. For Vice-Deans, based on the decision of the university rector, together with the nomination of the dean, they appoint one or more vice-deans who are also renowned to be competent academically and administratively, and be able to assist in all matters related to Dean's work and will act on behalf of the dean during Dean's absence. For Department Chairman, by the decision of the university rector and by the dean, they appoint Saudi Faculty Member who is renowned for being competent academically and administratively and who is responsible for submitting reports on academic, administrative and financial affairs of the department. The three positions of the academic leaders are for a two-year renewable contract. <http://www.moe.gov.sa/en/pages/default.aspx>

According to Gibney & Shang (2007) in their article they mentioned that "Decision making in academia: A case of the dean selection process," they conclude that Analytical Hierarchy Process (AHP) provides a convenient and useful tool for evaluating personnel. To overcome biases, researchers suggest that recruiters should devise standardized interview questions. They also recommend AHP to compare qualifications of the candidate based on prior and job criteria. The AHP model significantly develops clear, consistent and defensible selection and appointment criteria, avoid inconsistencies and biases and develop an agreement.

Back in the early period, the technical and vocational training in Saudi was distributed among three governmental authorities: the Ministry of Education that prioritized training secondary schools, the Ministry of Labor and Social Affairs that prioritized the vocational training, and the Ministry of Municipalities and Rural Affairs that prioritized the assistant institutes.

In preparation of the manpower for the needs in technical and industrial fields, the Kingdom of Saudi Arabia gathered all the trainees under an umbrella organization which is the TVTC. Eventually, a Royal Decree No. 30/m, dated on 10/08/1400, predetermined the establishment of the TVTC and to cluster all the technical institutes and vocational training centers under the umbrella of the TVTC. As a result, TVTC started to utilize and developed its programs continuously to get the length of Kingdom's needs and to progress human resources to meet the needs of the labor market. There was an essential need to uncover highly qualified national manpower that is capable of achieving the Kingdom's aspiring plans of development. Then another decree called the Supreme decree No. 7/h/5267, issued on 07/03/1403, was subject behind the pronouncement of the Superior Committee of Educational Policies No. 209, issued on 29/10/1402, that states the stipulation of focusing on technical training and technical colleges in order to form other paths for higher education that the kingdom needs. The resolution stressed that TVTC is liable for elaborating that kind of education, and that, of course, has many affirmative effects (TVTC, 2016).

The monitoring committee guidelines and departmental search process and procedures for academic leaders at Washington University in Saint Louis

The search for academic leaders in Department of Arts and Sciences at Washington University in St. Louis starts with the formation of monitoring committee which ensures that selection is by the due process in the appointment of academic leaders. The Monitoring Committee does all the reviews of application, screening, and interviews. The Monitoring

Committee ensures that the guidelines such as deadlines are applied.

According to Mengote (2004), the highly noted criteria from the qualifications of an effective academic leader are mostly rooted from the personal characteristics of the candidate leader. A candidate leader should possess some administrative skills in administering the Institution as well as familiarizing him/herself with faculty members and staff. Leaders should never ignore and oppress anyone who is part of the institution even though they have the dominance over them. Professional competencies such as problem-solving, professional knowledge - which are knowledge of education/instruction and regulations, administrative skills such as leadership skills, obeying the rules and being fair, contribute to an ideal characteristic of an academic leader (Fritz, 2006).

Academic dean responsibilities, appointment, compensation, and evaluations at Illinois State University

Academic deans engage an outstanding place in the field of academic administrators, as a link among department chairpersons/school directors, faculty members, staff, students, and University headship. Deans' essential roles include: Serving as academic heads or leaders of colleges, representatives of their colleges to the rest of the University, especially University supervision, and representatives of the college and University to peripheral bodies.

Deans may be removed from their positions at any time by the provost following actions sketched out in the manual of policies and procedures. In such instances, individuals will be chosen to be responsible as full-time faculty members. At the time they resume their responsibilities, deans chosen from among the faculty members in their colleges must possess academic tenure and must hold the academic rank of Professor within their departments/schools of appointment. Deans appointed from remote areas must be working at the rank of professor and must have suitable academic credentials so that they may be granted academic tenure at the time of selection. Exceptions concerning the above must be approved by the provost and the President of the University. Deans, with a faculty status, are selected to undergo the twelve-month contracts and are subject to the policies and procedures for Administrative Professional (A/P) employees of the University. Compensations of recently designated Deans will be discussed at the time of selection and appointment. Criteria for salary grade shall include the professional affiliations of the individual dean, market salaries for Deans at comparable colleges, and the salary levels of other Deans at Illinois State University. <http://illinoisstate.edu/>

Procedures for the selection of faculty dean at trinity college, University of Dublin, Ireland

A faculty dean will not hold any other office within college during the period of her/his deanship. The term of office of the dean should normally be five years with the possibility of renewal for a further three years on the approval of the Provost and a Faculty election.

The dean will normally be selected by nomination, and election and this method of selection will operate in all three faculties.

Candidates for nomination must be a full-time member of the Faculty concerned at professorial level and have demonstrated leadership in university administration, research, and teaching. Nominations for faculty dean should be from academic staff from within the Faculty concerned and proposed and seconded by a member of the school staff from within the Faculty electorate. Nominations will be made to the Faculty Executive Committee, chaired on this occasion by the Provost.

An election will take place provided at least one eligible candidate is approved by the Faculty Executive. The electorate for shall be: (1) Academic staff, part-time and full-time, (2) Research staff, part-time and full-time, (3) Support-staff, part-time and full-time, and (4) Undergraduate and postgraduate student representatives. The academic staff vote should count for at least 70% of the total eligible vote, and the vote of the other three groups will collectively account for no more than 30%. The Secretary of the College will be the Returning Officer for the elections. <http://www.ucd.ie/>

Procedure for Selecting Academic Deans at Lafayette College, USA

When a vacancy occurs in a deanship or when a new undergraduate college is created, the Provost/Vice President for Academic Affairs will initiate the following procedures. These should be timed to allow for a realistic search for the best possible candidate(s). In the case of a pressing need a temporary dean may be named, but the search should be resumed in a reasonable length of time.

A Qualifications Screening Nominating (QSN) Committee will be selected as follows: the QSN Committee will typically consist of fourteen to seventeen members. Special circumstances such as the size of the college or an

exceptionally high interest, obligation, or need by an outside group (e. g. area Superintendents of Education in the case of the education dean) may alter these numbers. Each department or equivalent academic unit within the College will meet and elect by secret ballot one of its faculty members as its candidate for representative on the QSN Committee.

The committee will work along with the representative of the administration (Provost/Vice President for Academic Affairs) for the purpose of establishing and developing criteria which will be required of applicants for the position of academic dean of the College. A call for applications will follow reasonable promulgation of these criteria. The applications will clearly state the rules previously agreed upon and will specify an initial deadline for receiving these request and accompanying the information. After the deadline for receiving applications has passed, the committee will review the credentials of the applicants and prioritize a short list of top ten candidates. The names and credentials of the top five candidates will be transmitted to the Provost/Vice President for Academic Affairs who will select three candidates to be interviewed. The Provost/Vice President for Academic Affairs in consultation with the President of the University shall nominate the dean for approval by the Board. If there are no candidates who qualify after the interview, a request for another line up of candidates may be made from the QSN Committee. <https://www.lafayette.edu/>

Selection Process for the Position of College Dean at York University, USA

Procedures for searches at York and many other universities often require the creation of a search committee, with a majority of the members elected to the faculty council and full-time faculty members. The search committee would consult with members of the relevant academic unit about criteria to guide the identification and selection of candidates. Based on that input, as well as its deliberations, the committee approves a “position description” that includes the responsibilities associated with the position and the qualifications needed in the next academic leader. The committee would consider potential candidates in light of that position description and eventually identify the top three to five candidates and invite these individuals for a campus visit.

Visiting the campus would involve candidates to make a public presentation to the faculty like staffs and students, as well as meeting with other members of the community. Following the campus visits, those who met with, or heard from, the various candidates, were invited to provide their confidential written feedback and comments to the committee. Based on the committee members’ assessments, as well as the confidential feedback, the committee would recommend to the president or board which candidates were deemed qualified for the position and in what rank order.

This process was intended to lead to the appointment of effective academic leaders who could promote the best interests of the faculty. But the way the process was structured it made extremely difficult for the candidate to be appointed who didn’t enjoy broad support among the faculty as a whole, even if they were extremely qualified and would undoubtedly have been successful in the post (Monahan, 2013).

Selection Process for Deans, Vice-Deans, Department Chair, and other Administrative Positions in Missouri State University, USA

All Search Committee Chairs and Department Approvers are required to complete the search training conducted by the Office of Institutional Equity and Compliance within twelve (12) months before the commencement of a search. While it is not mandatory that all members of a search committee attend the training, it is advisable to ensure that all members are aware of the search processes and the necessary requirements that must be followed for a legal and efficient search.

Confidentiality is vital in recruiting and retaining strong candidates and preserving the integrity of the search. People who are successful in their current positions and not seeking to change jobs are unlikely to let themselves be recruited without the protection of confidentiality until they become finalists. All committee members, hiring unit administrative staff, Department Approver, Executive Approver, etc., are all responsible for maintaining the secrecy and confidentiality of the search process. Information obtained regarding an applicant must remain confidential throughout the process and thereafter.

Search committees should include members with a variety of perspectives and sensitivity to equity and diversity issues. Membership may include faculty, staff, and students, as well as alumni or other outside constituents. Search committees should include women and person who are racially and ethnically diverse. The screening process begins after the published deadline/date of first consideration to the announcement of an open position. The search committee is responsible for

selecting the candidates for interview who meet all minimum requirements and are most qualified to fill the vacancy based on the stated requisite and desirable qualifications.

No nominee for a position is an applicant until he or she has contacted the University by letter, or electronically, and submitted all of the required documents. Only applicants who submitted a letter of interest, curriculum vitae, employment application, and have provided references, should be evaluated by the search committee. Committees work best in a consensus environment in which committee member review and make initial rankings. These initial rankings are then discussed in a committee meeting, and consensus decisions are documented in the search summary report. The form should have both qualitative and quantitative information. For quantitative information consider ranges (i.e. low, average, high; 1-10; etc.).

While it is an employer's right to establish job-related requirements and to seek the most qualified applicant for a job, inquiries about race, sex, disability, religion, etc. usually are not relevant to an applicant's qualifications and are not legitimate. Only those inquiries necessary to determine an applicant's qualifications and eligibility for employment, that is, job-related inquiries, should be made during job interviews.

Once applications have been screened, and a preliminary determination of candidates for interviews has been made, the search committee chair or administrative support person initiates the process requesting permission to conduct interviews.

The Department Approver, in consultation with the Executive Approver, will select the finalist to be offered the position based solely on the ability of the finalist to perform the job requirements as evidenced by the credentials, interviews, references, and other job-related criteria. When the Department Approver is ready to recommend a candidate for hire, the Department Approver or administrative support person submits a request to extend an offer of employment.

An appointment letter is prepared and issued to the finalist. Once the University has received the acceptance of an appointment from a finalist, the original applicant file of the finalist must be forwarded to the Office of Human Resources. When approved by the Board of Governors, the appointment becomes binding subject to the University's bylaws and policies. <http://www.missouristate.edu/>

Current Facts about Deans Today

The AACSB International's recently released 2014-2015 deans Survey which was published in BizEd.com (April 2015), was based on responses from 574 deans and 76 interim deans in 61 countries. The following are the findings of the survey:

Thirty-six (36) years old is the youngest dean in the survey, and it comes from leading schools in Asia and Latin American and Caribbean Countries (LACC). On the other hand, the oldest dean is 76 years old, and it comes from a leading school in North America. The mean age of current deans is 57 years old, 69% of the deans are in their first deanship.

Women make up 19% of responding deans in the 2014 survey, compared to 17% in 2012.

top 5 last positions before the first deanship are as follows: department head/chair, 21.9%; associate dean, 21.7%; interim/acting dean, 14.4%; faculty member, 13.6%; and vice dean, 8.9%.

Deans have spent a mean 4.3 years in their positions, down from 4.6 years in 2011-2012. Those in their posts the longest are Northern America (31.7 years), Europe (30 years), and Latin American and Caribbean Countries (15 years). The mean tenure of the previous deans at responding schools is 6.1 years, with the longest prior term at 41 years and the shortest, six months. Only 28.5 percent of these deans have fixed terms- of these, 42.4 percent are at accredited schools. The survey finds that 12.9 percent of deanships are endowed-among them, nearly 82 percent are at U.S. schools.

Types of experience deans bring to their jobs are more academic than professional, 47%; Equal parts professional and academic, 23.2%; Entirely academic, 19.6%; More professional than academic, 8.9%; and Entirely professional, 1.3%.

The top ten pressing tasks or to-do lists of the dean are: 1-Improve school reputation; 2-Achieve initial or reaffirmation of AACSB accreditation; 3- Develop faculty; 4-Develop strategic plan; 5-Improve relations with business; 6-Increase external funding; 7-Improve education programs; 8-Develop or solidify school mission; 9-Improve faculty research; and 10-Improve faculty teaching.

Meanwhile, the top 10 critical pressures deans face include: 1-Budget issues; 2-Faculty recruitment and retention; 3-Fundraising; 4-Student enrollments; 5-Accreditation; 6-Competition from other schools; 7-Faculty development; 8-Faculty demands; 9-Internationalization; and 10-Rankings.

Academic Dean's Jobs and Responsibilities

Organizationally, the dean is the head of a college. He or she serves at the appointment of the university provost or president with the formal approval of a board of trustees (also called governors or regents). Deans are viewed as academic leaders of their respective organizational unit, acting toward "building a community of scholars to set direction and achieve common purposes through the empowerment of faculty and staff" (Gmelch & Wolverton, 2002, p. 33). Deans are authorized to chart the course for their college or school by setting the unit's goals, allocating resources, and assessing the productivity and performance of faculty and staff. Critical to the university, deans can potentially exercise much influence over their respective colleges or schools (Rosser, Johnsrud & Heck, 2003).

Specific job descriptions and scope of work might vary depending upon the type of institution in which they work (Jackson, 2004). For example, differences occur if the University is a research, doctoral degree granting institution as contrasted with a liberal arts four-year undergraduate institution. The former might placed greater emphasis on grants and scholarship productivity than the latter institution; the dean's scope of work would vary accordingly.

Among the challenges that all deans face, Montez, Wolverton, and Gmelch (2002) state that deans must negotiate the tasks placed upon them by their superiors (administrators, the board of trustees), by their constituents (faculty and students), and by their benefactors (taxpayers, legislators, and endowers). Deans often negotiate conflicting interests among these groups to accomplish their work. Role conflicts for deans occur when they are faced with incompatible expectations that arise from serving their faculty while also serving the university's administrators and the greater academic organization. Role ambiguity exists when there is no clear direction about expectations or assignments. The deanship as it currently exists can be enigmatic with internal and external pressures imposed upon the one leader (Montez, Wolverton & Gmelch, 2002, p. 254).

Department Chairs' Jobs and Responsibilities

According to Roach (1976), 80% of all university decisions are made at the department level. Gmelch and Burns (1994) wrote, "The department chairperson has been identified as key in the management of today's colleges and universities" (p. 79). With these many decisions being made at the department level, many researchers promote the importance of department chairs in institutions of higher education. Also, within the academic department, many institutions fail to recognize the importance of this unique and challenging position, which is the chair. The chair has the most influence over faculty and academic support staff members; (Seagren, Cresswell, & Wheeler, 1993).

With the majority of decisions being made at the department level, there is considerable pressure on the department chair. Gmelch and Burns (1993) studied 564 department chairs and the levels of stress in their position. Their findings indicated that the department chair has a larger workload than most administrators in higher education. Gmelch and Burns (1993) wrote that an increased level of stress leads department chairs back to the classroom to avoid the daily pressures of department management. Department chairs experience two main types of pressure in their position: being effective leaders and productive faculty members (Gmelch & Burns, 1993). The department chair is often caught in a state of flux because they have to be a mediator between faculty and administration (Tucker, 1984). Further, this position is the only academic manager that has to interact with people on a daily basis in which they have made decisions regarding their working environment (Hecht, Higgerson, Gmelch, & Tucker, 1999). Deans, vice presidents and presidents rarely have contact on a regular basis with all of their subordinates. The decision-making process between department chairs and upper administration is different. While department chairs are not considered to be prestigious high profile positions in higher education, they are needed to ensure the efficient day-to-day operations of the department (Hecht, Higgerson, Gmelch, & Tucker, 1999).

According to Tucker (1984), an effective department chair should have good interpersonal skills and the ability to work well with faculty, staff, students, deans, and other members of the institution. Psychologically, an effective chair should have an aptitude, physical stamina, maturity, judgment, attitude, reliability, and dependability. Also, they should be able to identify problems and resolve them on time. The chair should also know how to adapt their leadership styles to fit different and unique situations. Setting department goals and making satisfactory progress in motivating the staff and faculty to meet the established goals is another important skill. The department chair must search for and discover the best method in motivating their faculty members to meet objectives. Department chairs should be active in their profession and have

respect for their professional colleagues. Tucker also emphasized that the position of department chair varies depending upon department type and that each chair must use his or her skills within the institutional framework that correlates with the department and institution.

METHODOLOGY

Sample Groups

The study's sample consisted of 215 respondents with a background of deans, vice deans, chairmen of academic departments and faculty members, respectively. These respondents came from the following:

Higher Education Institutions

1. Imam Muhammad ibn Saud Islamic University.
2. King Saud University.
3. Prince Sattam bin Abdul-Aziz University.
4. Shaqra University
5. AlMajmaah University.

Technical and Vocational Training Corporation

1. College of Technology in Riyadh.
2. College of Technology in alKharj
3. College of Technology in alZulfi.
4. College of Technology in AlMajmaah
5. College of Technology in Alartauh

The samples had been randomly chosen from their original community. A random sample was regarded as a basic condition to use the statistical tools.

Research Tools

An electronic questionnaire had been designed on Google web. Then, the researcher had sent the site link to the target deans, vice deans, chairs of academic departments and faculty members. Several follow-up emails were made with the respondents to encourage them to participate in the study, there were who responded on the questionnaires and there were small number who were not able to give back the questionnaire. The questionnaires were then reclaimed and subjected to statistical analysis.

RESULTS AND DISCUSSIONS

Data Presentation and Analysis

In this chapter, the results of data analysis are presented. The data were analyzed and processed in response to the problems posed in the first chapter. The findings are as follows:

1.Distribution of the study community and sample.

Table 1.

The sample and community of the study, the numbers, and percentages of the distributed and reclaimed questionnaire

Community	No. of distributed questionnaire	No. of reclaimed questionnaire	Percent (%)	No. of non-valid questionnaire	No. of valid questionnaire
Higher Educational Institutions (HEIs)	104	95	91.35	9	95
Technical and vocational Training Corporation (TVTC)	125	120	96.00	5	120
Total	229	215	94	14	215

As can be seen from Table 1, a total of 229 questionnaires were sent to both target respondents from Higher Education Institutions (HEIs) and Technical and Vocational Training Corporation (TVTC). For some reasons or another, only 94% responded. Because of this, 14 (6%) questionnaires were considered as invalid.

2. Profile of the respondents regarding designation and the academic status of the teaching staff in selected Saudi's higher educational institution and Technical and Vocational Training Corporation (TVTC)

Table 2.1

Profile of the Respondents in Saudi's Higher Educational Institution in terms of designation

Higher Educational Institutions (HEIs)	Frequency	Percentage
Dean	8	8 %
Vice Dean	17	18%
Department Chairmen	22	23%
Faculty Member	48	51%
Total	95	100 %

Table 2.1 shows the distribution of the respondents in the Saudi's Higher Educational Institutions (HEIs) in terms of designation. As depicted in the table, it can be seen that out of ninety-five (95) respondents, forty-eight (48) or fifty-one percent (51%) of them are faculty members; followed by twenty-two (22) or twenty- three percent (23%) of the respondents are department chairmen; seventeen (17) or eighteen percent (18%) are vice deans and eight (8) or eight percent (8%) of the respondents are deans which is the least population from the group. This also shows that though the higher the rank in the Saudi's Higher Educational Institutions (HEIs) the lower population they have in the academe.

Table 2.2

Profile of the Respondents in Saudi's Technical and Vocational Training Corporation (TVTC) in terms of designation

Technical and Vocational Training Corporation (TVTC)	Frequency	Percentage
Dean	6	5%
Vice Dean	12	10%
Department Chairmen	25	21%
Faculty Member	77	64%
Total	120	100 %

Table 2.2 shows the distribution of the respondents in Saudi's Technical and Vocational Training Corporation (TVTC) in terms of designation. Apparently, out of one hundred twenty (120) respondents, seventy-seven (77) or sixty-four percent (64%) of them are faculty members; followed by twenty-five (25) or twenty-one percent (21%) of the respondents are department chairmen; twelve (12) or ten percent (10%) are vice deans and six (6) or five percent (5%) of the respondents are deans which is the least population from the group. This also shows that Saudi's Technical and Vocational Training Corporation's (TVTC) number of population in terms of designation has almost the same ratio in comparison with the Saudi's Higher Educational Institutions (HEIs). The higher the rank, the lower the population.

Table 2.3

Profile of the Respondents in Saudi's Higher Educational Institution in terms of Academic Status

Higher Educational Institutions (HEIs)	Frequency	Percentage
Professor	5	5%
Associate Professor	23	24%
Assistant Professor	33	35%
Lecturer	28	30%
Teacher	6	6%
Total	95	100%

Table 2.3 shows the distribution of the respondents in Saudi’s higher educational institutions in terms of academic status. Apparently, out of ninety-five (95) respondents, thirty-three (33) or thirty-five percent (35%) of them are assistant professors; followed by twenty-eight (28) or thirty percent (30%) of the respondents are lecturers; twenty-three (23) or twenty-four (24%) are associate professors; six (6) or six percent (6%) of the respondents are teachers and five (5) or five (5%) of them are professors which is the least population from the group.

Table 2.4

Profile of the Respondents in Saudi’s Technical and Vocational Training Corporation (TVTC) in terms of academic status

Technical and Vocational Training Corporation (TVTC)	Frequency	Percentage
Professor	0	0%
Associate Professor	0	0%
First Trainer (A)	18	15%
First Trainer (B)	47	39%
Trainer A	55	46%
Total	120	100%

Table 2.4 shows the distribution of the respondents in Saudi’s Technical and Vocational Training Corporation (TVTC) in terms of academic status. Seemingly, out of one hundred twenty (120) respondents, fifty-five (55) or forty-six percent (46%) of them are Trainer A; followed by forty-seven (47) or thirty-nine percent (39%) of the respondents are First trainer (B); eighteen (18) or fifteen percent (15%) are First trainers (A) and none of them are professors and associate professors.

3. Have you ever assigned to an academic leadership?

Table 3.1

Have you ever assigned to an academic leadership?

Academic Institution	Yes	No	Total
Higher Educational Institutions (HEIs)	38(40%)	57(60%)	95
Technical and Vocational Training Corporation (TVTC)	29 (24%)	91(76%)	120

Table 3.1 shows the distribution of the answers of the respondents with the question whether they have been assigned to an academic leadership. A majority of the respondents from both Higher Education Institutions (HEIs) and TVTC answered “No” to this question.

4. Reality of Academic Leaders Selection in Saudi Universities at Present

As pointed out in the review of related literature, academic leaders in most of the Saudi universities particularly the “deans” are normally just being appointed by the Ministry of Education. The researcher sees this process as too simple that may end up appointing some academic leaders who may not be perfectly suited for the job or don’t have the characteristics of a good leader and sometimes was just appointed in exchange of giving favors to the Ministry of Education that would lead to unhealthy way of managing the universities.

After going all through the related literature and studies of best practices in selecting leaders from the best universities around the world, the researcher suggests that it is about time that the Ministry of Education should update its selection process (which is already 15 years old) and adopt a more scientific and standardized ways of choosing academic leaders. The Ministry of Education may formulate the selection criteria by getting inspiration from the “Selection Process for Deans, Vice-Deans, Department Chair, and other Administrative Positions in Missouri State University, USA” which has been discussed in this study. The reason is that their selection process for academic officials has the characteristics of being highly standardized or scientific, democratic, transparent and objective. This same suggested selection process may also be adopted by each university.

5. Characteristics of standardized selection for academic leaders in Saudi Arabia Universities and Technical and Vocational Training Corporation

Synthesizing the literature and studies previously discussed on best experiences on an academic selection from different universities around the world, the researcher has come up with the following “Standards of Selecting Academic Leadership”:

First Dimension

- Executive principles for the selection process.
- Clarity of procedures currently uses to select academic leadership for universities and technical faculties.
- Selection according to clear standards to:
 - a) Achieve adequacy principle.
 - b) Have participation of the staff in the determination and approval of academic leadership principles.
 - c) Interview people selected for their academic adequacy.
 - d) Select directly without any interference from anybody
 - e) Organize leadership skills for the candidate.
 - f) Know the rules of faculties.
 - g) Participate in scientific committees and boards of department and faculty.
 - h) Participate in execution of students cultural and scientific activities

Second Dimension

This includes the “Procedures for Selecting Academic Leaders”, as follows:

- A list for administration and academic procedures to select academic leadership.
- A guide for job description to determine responsibilities for academic leadership in the faculty.
- A list of procedures for the candidate for vice-deans, and head of departments, and staff point of view have to be taken into consideration when selecting dean of the faculty.
 - Head of departments and staff point of view have to be taken into consideration when selecting vice-deans.
 - Staff’s point of view has to be taken when selecting head of the departments.
 - Direct election will take place to select academic leaderships.
 - Selection should be according to the rules of the election committee consisting of the dean of the faculty, vice-dean, head of departments, and at least three members of the staff.
 - Head of the department should be one of one of the five elders of the staff.
 - The candidate should present his program and his strategies on how to develop the faculty or the department.
 - The dean’s working period should be renewed one time only for three years as dean of the faculty and head of the general institute for technical and academic training.
 - Technical faculties and university should provide training as a qualification requirement for a candidate in academic leadership.

Table 5.1
Stability coefficient statements and dimensions of the questionnaire

Dimension	No. of item	Series	Statement Stability Coefficient	Dimension Stability Coefficient	Total Stability Coefficient
Standards of Selecting Academic Leadership	20	1-20	0.767-0.815	0.819	0.842
Procedures of Selecting Academic Leadership	13	21-33	0.781-0.827	0.837	

Table 5.1 illustrates the statements stability coefficient for dimension 1&2 which is less than the dimension stability coefficient which contains these statements. This proves that the statements are stable and that neglecting any statement will negatively influence the dimension, the total stability coefficient is (0.842) which is a high value. This reflects the high stability of the questionnaire and its applicability.

Table 5.2
Correlation coefficient between degree of every dimension and the total degree of the questionnaire

Dimension	No. of item	series	Correlation between the statement and the dimension	Correlation coefficient between the first dimension and the second dimension
Standards of Selecting Academic Leadership	20	1-20	0.618-0.739	0.708
Procedures of Selecting Academic Leadership	13	21-33	0.671-0.728	0.711

Value of table correlation coefficient for the level (0.01) = 0

Table 5.2 shows correlation coefficient between the degree of every dimension and the total degree of the questionnaire, as can be noted in the table, with the values of 0.618-0.739, it indicates that there is a high correlation between the statement and the dimension. The Same degree of high correlation is also shown between the first dimension and the second dimension.

Table 5.3
Organization of the study variables in dimensions of the study

Dimensions		Means	Organization of Variables
Standards for Selecting Academic Leadership	HEIs	3.52	2
	TVTC	3.62	1
Procedures for Selecting Academic Leadership	HEIs	2.17	1
	TVTC	1.88	2

Table 5.3 illustrates the standards of selecting academic leadership reached a moderate degree of acceptability among higher education (HEIs) and technical training (TVTC) samples, although technical training sample degree is better than higher education. Procedures of selecting academic leadership for higher education (HEIs) and technical training (TVTC) achieved a weak degree although higher education (HEIs) are better than the technical training (TVTC) samples.

Table 5.4
Means and deviation for the responses of the samples of the study on first dimension “Standards of selecting academic leadership”

	Questions	HEIs N=95		TVTC N=120		t-value	Eta ²	Rank		mean	rank
		Mean1	Std1	Mean2	Std2			1	2		
2	Standards are considered executive principles for selecting process	2.34	0.81	1.89	1.39	*2.801	0.036	6	8	2.09	7

	Questions	HEIs N=95		TVTC N=120		t-value	Eta ²	Rank		mean	rank
		Mean1	Std1	Mean2	Std2			1	2		
3	Clarity of procedures of selecting academic leadership (technical faculties and universities) currently used	2.51	0.67	1.99	1.42	*3.290	0.048	4	5	2.22	5
4	Selecting according to clear and standardized methods	2.31	0.59	2.09	1.62	1.259	0.007	7	3	2.19	6
5	Achieving adequacy principle	2.97	0.73	2.07	1.57	*5.161	0.111	3	4	2.47	4
6	Participation of the staff in determination and approved of selecting academic leadership standards	1.43	0.91	2.18	1.63	*4.015	0.07	8	2	1.85	8
7	Interviewing people selected for their academic adequacy	4.09	1.28	1.97	1.54	*10.787	0.353	2	6	2.91	2
8	Selecting directly without any interference from anybody	2.43	1.08	2.54	1.69	0.551	0.001	5	1	2.49	3
First dimension :		2.83	0.98	2.09	1.09	*5.21	0.113			2.42	
Organization and leadership skills for the candidate											
9	Knowing the rules of faculties	3.94	1.08	4.53	0.84	*4.506	0.087	4	7	4.27	7
10	Participate in scientific committees and boards of department and faculty	3.87	0.94	4.71	0.76	*7.246	0.198	6	2	4.34	4
11	Participate in execution of students cultural and scientific activities	3.81	1.25	4.69	0.81	*6.235	0.154	7	3	4.3	6
12	Held various managerial, academic positions previously	4.11	1.27	4.79	0.64	*5.105	0.109	2	1	4.49	1
13	Obligation to his role and position	4.19	1.08	4.58	0.73	*3.151	0.045	1	6	4.41	2
14	Participate in developing society and the ability to communicate inside & outside the faculty	4.07	0.94	4.67	0.82	*4.993	0.105	3	4	4.4	3
15	Characteristics of the candidate in developing society and committees inside the faculty and outside it.	3.91	0.97	4.66	0.67	*6.692	0.174	5	5	4.33	5
Second Dimension		3.99	0.88	4.66	0.76	*6.04	0.146			4.36	
The personal characteristics of the candidate											
16	Fairness, honesty, and neutrality	3.76	1.05	4.72	0.82	*7.528	0.21	3	4	4.3	3
17	Cooperation with colleges and leadership	3.98	0.94	4.35	0.77	*3.173	0.045	1	3	4.19	5
18	The ability to motivate others and creating various ways to achieve that	3.85	0.76	4.62	0.69	*7.769	0.221	4	1	4.28	4
19	The ability to influence others	3.77	0.82	4.72	0.94	*7.781	0.221	2	5	4.3	2
20	Have a good reputation among his colleagues	4.39	0.94	4.68	0.83	*2.399	0.026	5	1	4.55	1
The first dimension as a whole		3.52	0.81	3.62	0.76	0.977	0.004			3.57	

The value of t-test from tables at the level (0.05) = 1.96

Table 5.4 illustrates the statement number (1), "There are organized standards to select academic leadership" took the first place in the dimension of academic leadership selection in general and took the first place in HEIs and the seventh place in TVTC. It proves the existence of organized standards for higher education intermediately but weak for the TVTC. The seventh (7th) statement which is interviewing nominated candidates as an academic leadership the second place by a mean (2.91), this makes a weak degree. It took the second place in HEIs and the sixth place in TVTC which is weak.

Statement (8) selecting directly without interference from anybody took the third place by a mean of (2.49) and proves that selection does not take place directly, but there is always interference from somewhere. It took the first place in TVTC and the fifth place in HEIs. The fifth statement “Achieving adequacy principle” took the fourth place by a mean of (2.47) it is better in HEIs than TVTC. The third statement “Clearness of procedures of selecting academic leadership” took the fifth place by a mean of (2.22), it is a weak result for both HEIs and TVTC. Then the fourth statement “Selecting according to clear and approved standards” by a mean of (2.19) which is a weak result for both HEIs and TVTC, followed by statement (2) by a mean of (2.09), then the statement number (6) by a mean of (1.85) which proves a weak degree of participation of staff in determining standards of selecting academic leadership although it is better in TVTC than HEIs. For the organization adequacy and the leadership skills for the candidate who is presented in statements from (9-15) all statements took a very high degree by a mean of (4.27- 4.49) and it is better in TVTC than in HEIs.

For the personal characteristics of the candidate which is presented in the statement from (16- 20) it was organized as follows (good reputation – powerful personality able to influence others – fairness and honesty – able to motivate others – cooperation with others are better in TVTC than in HEIs.

In addition, as the table also indicates, the following are the items/questions which were rated high by the HEIs, arranged from the highest to the lowest:

- There are organized standards for selecting academic leaderships (4.58)
- Having good reputation among his colleagues in the College (4.39)
- Efficient in his role and position (4.19)
- Held various managerial academic positions previously (4.11)
- Interviewing people selected for their academic adequacy (4.09)
- Participate in developing society and the ability to communicate inside & outside the faculty (4.07)
- Participate in leadership training or seminars (3.98)
- Know the rules of faculties (3.94)
- Participate in scientific committees and boards of department and faculty (3.87)
- Participate in the execution of students cultural and scientific activities (3.81)
- The ability to influence others (3.77)
- With fairness, honesty, and neutrality (3.76)

On the other hand, TVTC respondents rated the same above items quite differently:

- There are organized standards for selecting academic leaderships (1.96)
- Have good reputation among his colleges (4.68)
- Obligation to his role and position (4.58)
- Held various managerial academic positions previously (4.79)
- Interviewing people selected for their academic adequacy (1.97)
- Participating in developing society and the ability to communicate inside the faculty and outside it (4.67)
- Cooperating with colleges and leaderships (4.35)
- Knowing rules of faculties (4.53)
- Characteristics of the candidate in developing society and committees inside the faculty and outside it (4.66)
- Participating in scientific committees and boards of department and faculty (4.71)
- Participating in execution of students cultural and scientific activities (4.69)
- The ability to influence others (4.62)
- Fairness, honesty, and neutrality (4.72)

However, comparison of the ratings of both HEIs and TVTC, it can be noted that in general, both of them rated the above items “very high”. The only difference is item 1: “There are organized standards for selecting academic leaderships”. The HEIs rank it as number 1, while TVTC ranks it the last. Interestingly, items 2 to 6, and 8 were rated “very low” by both the HEIs and TVTC respondents.

Table 5.5
Means and deviation for the responses of the sample of the study on the second dimension
“Procedures for selecting academic leadership.”

		HEIs (N=95)		TVTC (N=120)		t- value	Eta ²	rank		mean	rank
		Mean1	Std1	Mean2	Std2			1	2		
21	A list for administration and academic procedures to select academic leadership	4.11	0.76	2.31	1.08	13.77	0.471	1	4	3.11	1
22	A guide for job description to determine responsibilities for academic leadership in the faculty	3.98	0.88	2.41	1.09	11.4	0.379	2	2	3.1	2
23	A list of procedures for the candidates and nominees to follow	2.34	0.49	2.54	1.54	1.217		4	1	2.45	4
24	Vice-deans, head of departments, and staff point of view have to be taken into consideration when selecting dean of the faculty	2.41	0.82	2.33	1.38	0.499		5	5	2.37	3
25	Head of departments and staff's point of view has to be taken into consideration when selecting vices	2.29	1.05	2.19	0.98	0.72		6	6	2.23	5
26	Staff point of view has to be taken when selecting head of the departments	2.27	1.11	1.99	1.46	1.548		1 3	11	2.11	6
27	Direct election will take place to select academic leaderships	1.28	1.34	1.42	1.63	0.676		9	13	1.36	13
28	Selection should be according to rules through election community containing dean of the faculty, vices, and head of departments according to determined procedures and three members of the staff	1.63	1.28	1.39	1.75	1.12		1 2	10	1.5	9
29	The general institute for training decided that candidate nominated to be heads of university should work for 5 years as dean of the faculty and 3 years as vice president of the University	1.49	1.61	1.51	1.82	0.084		7	11	1.5	12
30	Head of the department should be one of the five elder staff	1.69	1.27	1.42	1.43	1.444		1 0	9	1.54	8
31	The candidate should present his program and his strategies to develop the faculty or the department to reflect his vision	1.58	1.37	1.53	1.37	0.266		8	7	1.55	10
32	His period of working should be renewed one time only for 3 years as dean of the faculty through head of the University, head of the general institute for technical and academic training	1.66	1.52	1.74	0.85	0.488		1 1	8	1.7	7
33	Technical faculties and university should provide training period to qualify academic leaderships	1.52	1.43	1.64	0.76	0.789		3	3	1.59	11
The second dimension : procedures of selecting academic leadership		2.17	0.88	1.88	0.91	1.88				2.01	

t-test from tables for the level (0.05) = 1.96

It is of significance at the level (0.05)

Table 5.5 shows that no significant statistical difference was found at the level (0.05) for the responses of both HEIs and TVTC for all statements of the second dimension “procedures of selecting academic leaderships” presented in statements from (21-33) except the statement number (21). A list of administrative and academic procedures to select

academic leadership was for HEIs and took the first place for the whole sample in procedures of selecting academic leadership. It also took the first place in HEIs and the fourth place in the TVTC.

In the statement (22) took the second place in HEIs and the TVTC. η^2 for both statements is (0.741,0.379) which proves that 74.1% and 37.9% of variety in degrees of both statements goes to the different samples of both HEIs and TVTC. Statements with mean ranges from (1.36 to 2.37) prove a weakness in procedures of selecting academic leadership, and this is presented in the statement (24) by a mean of (2.37) which proves that no one says his opinion in the candidate.

Statement (23) "A list of procedures is found to be followed by the candidate" took a mean (2.54) which proves that no list is found. All responses for other statements were weak to very weak, as no point of view is taken into consideration when selecting dean of the faculty or vices or head of departments.

Furthermore, it can also be noted from the table that only item 1: "A list for administration and academic procedures to select academic leadership"(4.11) and item 2: "A guide for a job description to determine responsibilities for academic leadership in the faculty"(3.98) by the HEIs respondents. Ironically, the same items were rated "low" by the TVTC respondents. From items 23 to 33, the ratings given by both HEIs and TVTC were "low to very low".

6. Do the set of criteria determine the success of selection and appointment with respect to qualifications of candidates?

According to the second dimension of the criteria which refers to the "Procedures for Selecting Academic Leaders": (28) Selection should be according to the rules through the election community containing dean of the faculty, vices and head of departments according to determined procedures and three members of the staff ranked ninth (9) and (31) The candidate should present his program and his strategies to develop faculty or the department to reflect his vision ranked tenth (10). These two criteria ranked lowest among the set of criteria in the selection of academic leaders. This illustrates that there are still inconsistencies and biases in the procedure of selection. Seemingly, criteria number 28 focuses more on the rules of selection. On the other hand, criteria number 31 focuses on the qualification of the candidate wherein he/she should comply with the submissions of his affiliations, works and his strategies that would help in accomplishing the vision of the institution.

According to Gibney and Shang (2007), a common problem in the selection of personnel is that the biases of those doing the rating have a tendency to creep into the selection process. One frequently encountered the problem is the halo effect, which is a rater's tendency to let one attribute of the candidate influence their overall assessment. For example, a candidate who is highly likable, but who may not have many of other qualifications needed for the position, is rated higher than candidates who possess more of the needed requirements. On the other hand, if the selection of the leaders is according to rules, this will lead to the appointment of effective academic leaders who could promote the best interests of the faculty.

7. What are the powerful tools and guidelines that strengthen monitoring process in the selection of academic leaders which are not yet included in the current monitoring process of selection and appointment of leaders?

1) Forming the Monitoring Committee

The purpose of the monitoring committee is to ensure that the process of the search is conducted in accordance with the guidelines and no inconsistencies and biases will be identified. After the incumbent Dean announced his/her decision to step down, the monitoring committee consisting of the assistant, associate, and full professors, together with the representatives from undergraduate and graduates students, will monitor all searches for the new academic leader. The task of the monitoring committee is the most crucial of all the roles in the selection process. Their task is to review all the applications thoroughly. After reviewing, they are all required to respond to each application submission. More importantly, the committee must not be influenced by the attributes of the candidates.

2) Determining the qualifications and credentials of the candidates

In this process, the applicants are instructed to provide documents particularly, letter of application/intent, curriculum vitae that includes affiliations, and references. The committee reviews the applications and invites them for campus visits.

3) Standardized interview questions

It is advised that recruiters should design standardized interview questions and apply explicit criteria to candidate

evaluations to overcome rater biases such as the halo effect, to gather information.

4) Nomination and Ballot

Self-nominations and other nominations for the positions are accepted. After secret ballot voting, the results of this ballot, in a form determined by the department faculty, including a record of those who voted, will be forwarded to the Dean as part of the report. The results may include numerical counts to the nearest number to protect the confidentiality of faculty votes.

5) Decision-making, Selection, and Appointment

When the Dean supports the department recommendation, he/she may meet with the monitoring committee and make a recommendation for appointment to the school head. However, if the Dean does not support the departmental recommendation, the Dean shall meet with the department faculty to discuss its recommendation and the dean's objection. After this meeting, the department faculty and the college Dean shall reach a mutual agreement either 1) to process the original departmental recommendation, or 2) to establish another departmental nomination and faculty ballot process for an alternative recommendation. If the disagreement persists, the Dean shall forward the department's recommendation and his/her statement of non-support to the school head. It will be the responsibility of the school head to work with the Dean and the department in order to obtain a mutually acceptable solution.

If the school head or his/her designee disagrees with the recommendation of both the department and the dean, he/she shall meet with the department faculty and the dean to discuss his/her objection. If the disagreement cannot be resolved, the department will re-institute the selection procedure in order to provide an alternative recommendation.

When a new Dean is appointed, the incumbent dean shall facilitate the dean elect's smooth transition in departmental management.

6) Appointment Review

The purpose of the review is to provide department faculty the opportunity to assess the performance of the dean at middle term appointment, so that the department faculty may give the dean recommendations for development and improvement. This review, in a format to be established by the department, shall be based on the aforementioned four categories of dean's "duties and responsibilities" and other stated department criteria.

By no later than mid-year of the chair' term, the department faculty shall meet to elect a Dean Review Committee of at least three members. The Dean Review Committee will solicit information and recommendations from all departmental faculty, staff, the chair, and others as deemed appropriate. The data may include evaluations by individual faculty and staff, the chair's self-evaluation, and any other pertinent information collected during the review. The committee will summarize these data and any other pertinent information. The Dean Review Committee will give the dean and the department faculty a copy of the summary report, and subsequently will call a department meeting to discuss the report and its recommendation of the dean and the department faculty prior to submitting the report to the School head.

Conclusions and recommendations

Presented in this chapter are conclusions and researchers recommendations on the processes and methodologies in the selection of more qualified academic leaders (deans, vice-deans, and department heads) in the Saudi's higher educational Institutions and Technical and Vocational Training Corporation (TVTC).

Conclusions

Based on the results of the study, the following may be concluded:

1. The present criteria used for selecting educational leaders in Saudi's HEIs and TVTC need some improvements by creating more standardized selection criteria that are based on scientific grounds and if possible inspired by best practices from well-known universities around the world. As in most of these universities, these criteria must also be both transparent and objective and could be a world wide benchmark criteria for educational leaders selection.

2. The selection criteria for academic leaders should include the following:

a) Have good reputation among his colleagues in the college

- b) Efficient in his role and position
- c) Held various managerial, academic positions previously
- d) Participate in developing society and the ability to communicate inside and outside the faculty
- e) Participate in leadership training seminars
- f) Know the rules of faculties
- g) Participate in scientific committees and boards of department and faculty
- h) Participate in the execution of students cultural and scientific activities
- i) Can influence others
- j) With fairness, honesty, and neutrality
- k) Have no bad legal records in the community and in the university

Recommendations

Based on the results of the current study the researcher suggests the following:

1) Each of the Higher Educational Institutions (HEIs) and the Technical and Vocational Training Corporation (TVTC) create or establish a committee for academic leaders' selection. The main purpose of this committee is to contribute to the composition of the leadership of academic and administrative leader in colleges through the development of rules and procedures for selecting the Dean and other academic officials. This could be the most important committee in the university. In developing selection criteria, the committee should benefit from the selection criteria of prestigious universities in the world. One important characteristic of the committee is its adherence to the principle of transparency and objectivity. Other function of the committee is the collection of practical ideas and visions for the development of the college or university and then presents these to the selected incoming dean for him/her to take advantage of these.

2) In selecting members of Committee for academic leader's selection, the specific criteria must be established to eliminate biases and promote transparencies during the process.

3) A training center is established where the future academic leaders such as the deans, vice deans, department heads, etc. will undergo training. An elite group of faculty members may head this center and craft the curriculum necessary to provide enough knowledge and skills for the trainees to become effective leaders someday. No academic leaders should be appointed without having attended and passed the tests in leadership training.

4) The standards made for the selection of academic leaders (which may be based on this study) should be disseminated to all concerned departments, organizations or institutions.

5) Moral and material support be given to the appointed academic officers (dean, vice dean, department chair, etc.) so that they can perform their tasks and duties with the highest efficiency.

6) More surveys or studies should be conducted to detect administrative efficiencies in the organizational units, to build a base of updated and comprehensive information on leadership competencies in the organization.

7) Evaluation of the past academic leaders' selection to verify if the standard process was followed and if there were anomalies found, the committee shall be ready to re-investigate the process and be willing to submit themselves to any legal responsibilities.

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تطوير معايير اختيار القيادات الأكاديمية في مؤسسات التعليم العالي بالمملكة العربية السعودية والمؤسسة العامة للتدريب التقني والمهني

فهد بن محمد العبد المنعم *

ملخص

في حين كانت هناك الكثير من الكتابات حول موضوع القيادة الأكاديمية الفعالة، إلا أن عملية اختيار القيادات الأكاديمية بالتعليم العالي بالمملكة العربية السعودية أعطيت القليل من الاهتمام العلمي. و كان اهتمام هذه الدراسة بسبب ملاحظة الباحث أن عملية اختيار القيادات الأكاديمية غالباً في مؤسسات التعليم العالي لا تقوم على أسس علمية، وأن الكثير من القادة الأكاديميين المعينين حديثاً لم يحصلوا على تدريب مسبق بالقيادة. وقد هدفت الدراسة إلى وضع معايير وأساليب مناسبة لاختيار القادة الأكاديميين في مؤسسات التعليم العالي بالسعودية والمؤسسة العامة للتدريب التقني والمهني. فيما يتعلق بالدراسة الميدانية فقد كانت عينة الدراسة مكونة من (215) مشاركاً من (عمداء ووكلاء ورؤساء أقسام أكاديمية وأعضاء هيئة التدريس). وكانت المشاركة في هذه الدراسة من خمس جامعات محلية هي: جامعة الإمام محمد بن سعود الإسلامية، وجامعة الملك سعود، وجامعة الأمير سطام، وجامعة شقراء، وجامعة المجمعة، وخمسة كليات تقنية هي: كلية التقنية بالرياض، وكلية التقنية بالخرج، وكلية التقنية بالزلفي، وكلية التقنية بالمجمعة، وكلية التقنية بالارطاوية. وقد أظهرت نتائج الدراسة أن المعايير الحالية المستخدمة في اختيار القادة الأكاديميين تحتاج إلى بعض التحسينات من خلال وضع معايير اختيار أكثر توجيهاً تستند إلى أسس علمية. وفيما يلي أهم معايير اختيار القيادة الأكاديمية: وجود سمعة طيبة بين زملائه في الكلية، والكفاءة في دوره وموقفه، وشغل العديد من المناصب الأكاديمية والإدارية سابقاً، ومعايير أخرى ذكرت في الدراسة. ووفقاً لنتائج الدراسة، فقد أوصى الباحث بتوصيات عدة في نهاية الدراسة.

الكلمات الدالة: اختيار القادة الأكاديميين، المؤسسة العامة للتدريب التقني والمهني، اختيار العميد، اختيار رئيس القسم.

* كلية العلوم والدراسات الإنسانية بحريملاء، جامعة شقراء، المملكة العربية السعودية. تاريخ استلام البحث 2017/5/11، وتاريخ قبوله 2017/8/24