Day Dreaming of Highly Effective Dean: An Important Role towards the Success of

Higher Educational Institutes (HEI)

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Abstract

A highly effective Dean plays a marvelous role in the success of creating Quality oriented culture as a Professional Leader, Strategic Thinker, Effective Manager of the Faculty, staff and Students and raises the standards of academic quality. After a detailed review of the prevailing literature about an Effective Dean, this article proposes a conceptual framework that will help out in promoting a healthy culture of effectiveness in the community of Deans. Issues like strategic planning, curriculum, facilities and research are also part of the responsibilities of Effective Deans**.** Daydreaming 'offers a positive, simultaneous effect on task performance. Through a wide-ranging attributes of Effective Dean, the probable model as mentioned in Figure No. 6.1, uncovers the Planning, Professional, Leadership, and Managerial, scholarly and effective teaching capabilities of Deans. Adopting continuous Improvement strategy, getting accreditation of the relevant Programs at national as well as international level are also the key attributes. The model, if implemented successfully can develop Effective Deans who can run their Schools effectively and the culture of Effective Schooling will ultimately lead towards the creation of a successful Higher Education Institute (HEI).

   Keywords: leadership, planning, professionalism, academic standards, higher educational institute (HEI)

Day Dreaming Of Highly Effective Dean: An Important Role towards the Success of Higher Educational Institutes (HEI)

AACSB (International - The Association to Advance Collegiate Schools of Business) conducted a series of Training workshops. The focus of these workshops was those points which can contribute successfully in the practical lives of highly effective Deans. Anderson, (1999) identified that Schools are always in search of those Deans who can perform up to the entire satisfaction of their Schools. He was also of the viewpoint that if a Dean can perform successfully in a Higher Educational institute (HEI) with effective skills as mentioned below, he / she can change the environment and practical lives of their Schools / institutes.

Although the responsibilities of the title are quite diversified and challenging but definitely, if a Dean adopts the role as a Leader, Strategic Thinker, Professional Manager, Mentor, Trainer, Effective Teacher, promoter of research oriented skills amongst the faculty and students and effective Communicator only then he / she can raise standards of the programs associated with his / her school and their programs can be accredited with National as well as Accreditation councils ultimately giving these schools the edge of well-groomed and reputed Schools in the Higher education sectors. These qualities if adopted in the lives of a Professional Dean can contribute a lot towards the success of the higher Educational institutes (HEIs).

Objectives of the Study

This paper proposes a conceptual framework after going through the literature on the subject. The author assumes that the same model, if implemented in the Higher Educational Institutes (HEIs), can enhance the performance of the relevant HEIs/Schools.

1. To uncover the various capabilities in relation to high quality Deanship. These capabilities include Leadership, Planning & Preparation, School, Faculty and Students

Management, Program assessment, raising academic standards, research oriented skills and teaching effectiveness etc.

2. To propose a conceptual framework describing the impact of key attributes for becoming highly Effective Dean who can play an important role towards the success of HEI.

Literature Review

Chief scholastic officers of Schools, schools and colleges wear different names like Academic Vice Chancellor, Dean of academic affairs, and Dean. Rudolph, (1977) expressed in his study that before the Civil War, the vast majority of the instructive organizations depended on President, a treasurer, and a librarian to satisfy secretarial obligations. Rudolph, (1977) recorded that in 1860 the middle number of heads in American universities was four. This figure developed to 30.5 by 1933.

Compelling Deans must be instructive agents, communicators, supervisors, organizers/investigators, and backers, another key variable for viable leadership starts from the Dean's relational abilities. By using eight ways Deans can accomplish his / her goals:

(1) Leading research exercises,

(2) Thoughtfulness and deducting faculty research,

(3) Assigning time for personnel research,

(4) Publicizing and giving noteworthy research,

(5) Pursuing subsidizing for help of Faculty, who are doing research,

(6) Encouraging solid exploration library advancement,

(7) Creating outside organization research ventures, and

(8) Endorsing internal institutional research.

Simala (2014) in his article "Deanship, Leadership Dilemmas and Management Challenges Facing the Social Sciences" portrays that there are numerous clashing requests

and impacts on the senior member as leader of a personnel. Driving and dealing with a personnel in contemporary advanced education is an overwhelming errand. He prescribed that significantly more centers be put on the administration and administration of the resources of sociology.

McCaffery, (2010) clarifies in his book on "Compelling initiative and administration in colleges and schools" that the requests made upon advanced education directors are more prominent today than they have ever been. Viability as a college pioneer obliges administrators to ace four crucial requirements. They should know their surroundings; know their college; know their area of expertise; and know themselves as people.

Black, (2015) expressed that Higher Education pioneers require a mix of authority and Administration capabilities so as to address the difficulties confronted in the part; partition of these aspects is counterproductive and won't address the negative effect of managerialism saw inside foundations. Pioneers in advanced education are regularly allocated to authority positions with practically no preliminary administration preparing or improvement and are relied upon to learn at work. The relationship and significance of psychological knowledge (IQ) and enthusiastic insight (EQ) for initiative has been analyzed from a business point of view.

Leadership is a continuous duty of citizenship and it happens in all parts of one's college life. Since a few changes are as neighborhood as presenting or advancing pedagogical open doors and others as Large as changing social needs and conditions. Some must be reacted to by educators in the Context of individual classes, others require the contribution of huge quantities of workforce (curricular amendment, for instance), but then others require additional college exercises, for example, arranging government–university structures.

Consideration now swings to Leadership advancement that spotlights on the Dean's advantage and duty regarding driving the self and a promise to building up a 'common and shared feeling of leadership character'.

Initiative in instructing and learning by scholastics in non-formal parts could be all the more generally advanced and compensated in advanced education. All scholastics in advanced education need to consider receiving cooperative initiative attributes that are prepared to make new societies to bolster quality administration in learning and instructing grant (Hofmeyer, *et al.,* 2015).

The role of academic Dean has recognized developing thought in present day years as the requirement for Quality Management in higher education has gotten to be crucial (Austin, Ahearn, and English, 1997). Business schools organizing to compact with the several contests facing higher education in the twenty-first century necessitate active leadership. Yet, business schools Dean's face in credible stress, as demonstrated by the large number of turnovers that occur each year (OíReilly, Wyatt, 1994). The perceptions of proficient business Deans in relation to the beliefs, roles and approaches of dealing business schools are occasionally obtainable for students and practitioners to use as they seek an indulgent of the factors associated with success or failure in the position of business Dean (Stevens, 2000). In this regard, AACSB International - The Association to Advance Collegiate Schools of Business has reinstated its New Deans Conference program. During the course of this Conference, a number of recorded interviews with recognized, effective Deans were accompanied and later transcribed.

Anderson, (1999) described that some schools endure to reopen searches for Deans who can encounter their requirements. (Dolan & Schmidt, 1994) were of the viewpoint that usually Deans have only tenure of 4.5 years.

(Wepner et al., 2008) referred to the hypothetical framework about effective Deans which appeared from two past investigations of twelve education Deans. In the first study, six education Deans in their arguments stated about ethical apprehension as thought-provoking requirements of faculty, schools, and communities. This introductory substantiation of ethical constituent in basic leadership was concentrated on utilizing a reproduced model of six more Deans who were interviewed alongside the first six Deans. In the second study, both of the gatherings of Deans were addressed anticipated to decide their skillfulness and individual encounters. On the basis of detailed research of the literature surveys, as mentioned in the articles of various authors in Section 7.0, following 11 themes were supported:

(1) Allows perplexity, unpredictability, and ambiguity;

(2) Surpasses divergences and realizes authenticity as composite and contrary;

(3) Distinguishes that they function differently in different roles,

(4) Set Vision and performance standards;

(5) Expresses methodologies passionately

(6) Recognizes internal clashes between faculty and staff members

(7) Manages conflict rather than disregards it or plans it;

(8) Managing the academic and administrative staff with regards to their roles and responsibilities;

(9) Makes health competition between the relevant staff and faculty members;

(10) Grasps to comprehensive community principles; and

(11) Comprehend suggestions as a prospect to negotiate different viewpoints in order to achieve sufficient outcomes.

Much literature about Deans emphases on realistic, organizational, and appropriate influences that gives impact their efficiency Bowen, 1995; Dejnozka, 1978; Geiger, 1989; Gmelch, 1999; Heald, 1982; Huffman-Joley, 1992; Wepner *et al.,* (2015); Martin, 1993; Riggs & Huffman, 1989; Wolverton *et al.,* (2001). Deans have to exercise abilities and

policies in order to overcome the conflicts between various stakeholders (Wepner *et al.,* (2008).

These academic administrators provide leadership, establish the departmental culture, which ideally includes a supportive and collaborative atmosphere, identify the means of increasing operational effectiveness, and are ultimately accountable for departmental performance (Bryman, 2007; Sahney *et al.,* 2004). Typically academic administrators are selected from the faculty ranks. Del Favero, (2006) primarily because they have excelled as scholars, and less as the result of having held previous leadership positions, possessing managerial experience, or having demonstrated leadership abilities (Bryman, 2007). Yet, research has shown that the majority of faculty is often dissatisfied with their administrators' leadership effectiveness (Sotirakou, 2004).

Methodology

Through the literature Survey including Haden et al., (2015); Rich *et al.,* (2008); Calderhead, (1989); OíReilly, (1994), Key attributes of Highly Effective Deans have been identified.

After a thorough and detailed analysis of the literature review about the key attributes of highly effective Deans from the Research papers as mentioned in References (Section 7.0), the author proposed a Conceptual framework as described in Figure No. 6.1. This proposed framework uncovers the capabilities of a highly effective Dean, and which if implemented in its true letter and spirit, ultimately can contribute a lot towards the success of the higher Educational institute (HEI).

This methodology has been chosen to give a role model to the Deans working in Higher Educational Institutes (HEIs). After detailed study of the literature, the author proposed a framework which can be helpful for the improvement in HEI's success.

Key Attributes of Highly Effective Deans

Leadership

Dean must have an established high level aptitude to provide leadership, to stimulate and produce a unifying sense of purpose even in times of change, challenge and uncertainty and to provide administration to a varied range of senior academic and professional staff in order to encourage, progress, authorize and train staff to obtain brilliance in presentation and the accomplishment of University and Faculty outcomes, including a demonstrated ability to build effective high performance executive and management teams (Nyangau, 2014; Odhiambo, 2011).

As a senior leader of the University, he/she ought to be fit for advancing the accomplishment of the University's main goal, objectives and targets and playing a main part in guaranteeing the Faculty adds to the strategic plans and results of the University. This also includes the monitoring of achievement of any applicable key performance indicators (KPIs) at Faculty level, in a consistent, cooperative and collaborative approach. Maintains and develops a practicing role in the teaching program. Design and coordinate student leadership programs. The source of the difficulty lies in the fact that leadership is an endless subject Carless, *et al.,* (2000).

An effective Dean as a leader in growth agenda, and managing change necessitated by the University's strategic directions must have a proven capacity to work across organizational boundaries to achieve agreed corporate outcomes. Sound understanding of the relevant higher educational issues and the potential implications of these encourages new program improvement or project development inside the School according to administrative power terms and conditions.

She/he keeps up contact with suitable experts, industry associations and regulatory authorities in the applicable portfolio regions. She/he additionally speaks to the University

locally, broadly and universally as asked. He / She must be capable enough of handling financial, physical and human resource management and business operations primarily authenticated prosperous personnel administration, counsel and peacemaking aptitudes, with a reputation of accomplishing trust, cooperation, duty and attachment (Ruegg, 2010). He specified in his one of the studies that a Leader teams up with and enables instructors to create units and actualize learning open doors that oblige understudies to dissect, assess, and make with new learning/thoughts and abilities. Dean teams up with and enables staff to advance by taking instructed, learner-centered dangers to enhance teaching and learning adjusted to World Class Education. Senior member likewise teams up with and engages staff to recognize required improvement(s) and/or advancements and expect an authority part to encourage positive change.

Professionalism

Western Liberty University assigns and evaluates their Deans the following duties of Professionalism:

Dean pursues teachers and administrators to advise concerning cases, imploring their standpoints on separable students. Dean designs a comprehensive framework for observing understudy advance and uses it to align with the program objectives and its outcomes.

An effective Dean must be professionally prepared in the relevant knowledge area before the commencement of the class. And also trains the junior staff as how to adopt Professional attitude in their conduct as well as teaching. An expert Dean comes to work resembling an expert. Such a Dean additionally leads him or herself in a way that will impart to the understudies/staff and personnel that he/she is not lighthearted about the occupation of Deanship.

Brater, (2007) described to make a considerable influence to school occasions and extends and accepts a leadership part with partners. He / She not only shows professionalism

through his Leadership and performance of activities but also inculcates these abilities to the staff working under his / her supervision. Handling the academic and administrative duties professionally that creates a healthy culture of systematic approach amongst the faculty, staff and their students.

Planning and Preparation

(Moore, 2014) indicates the following responsibilities in terms of Planning and Preparation:

Dean is profoundly conversant with the school's discipline program; activities are highly appropriate in relation to the circumstances and the age of the students; Dean works to shape its future direction of the school discipline program.

Dean tries to understand, suspects partner needs, attempts to determine worries ahead of time by conveying them to a win-win arrangement, imparts all choices, and stands by all choices to understudies, staff, and the school group. She/he takes an interest in school's procedures of objective setting, key arranging, critical thinking and assessment of exercises.

(Lee & Hoyle, 2002) refer to in one of his articles taking after focuses as far as Planning and Preparation as his duties. Coordinate semester scheduling of classes, enrollment administration, and room utilization gives an observing of enlistments and space needs to guarantee fitting space is accessible to staff and understudies. Dean's evaluation plan must be exceptionally all around centered and profoundly refined with a dream towards change of the scholastic system on a continuous premise. Dean participates with accomplices to appreciate the fascinating qualities of the school by making/utilizing different frameworks/chances to speak with, and advice partners about the school's way of life and atmosphere, one of projects, plans, and other applicable data in a format(s) that is clear, brief, and effortlessly comprehended/available.

(Lown, *et al.,* 2007) depicts the accompanying Planning duties while publicizing the position of Dean of the School of Continuing and Professional Studies. Dean teams up and

enables staff to create and execute a helpful school group. Senior member models positive open doors for staff to reestablish connections when they have been hurt. She/he is more likely than not demonstrated capacity to finish key results by adjusting.

The advancement of consultative development and decision making, to progress a intelligence of unanimity, collaboration and shared determination amongst staff; and the installation a high presentation philosophy with a consequences focus through tough decision making, executing rigorous actions and confirming responsibility and ownership of outcomes.

Development of Resources

Moore, (2014) described the following points in terms of development of Resources:

Dean must be effective in seeking research grants and funds from external sources. Dean attempts to build up a school-based-budget plan, adjusting student focused needs to school objectives, and showing creative ways to deal with expand resources. Resources incorporate assets, physical and in addition intellectual resources, Computers, books and Journals and so on. Dean must be viable in picking up a fitting offer of assets for the School from the aggregate spending plan and he/she should be sufficiently fit to use those resources.

Resource Allocation

(Moore, 2014; Kolodny, 2000) explained the following responsibilities in terms of Resource allocation: Dean's allocation of resources to departments and instructional projects must be predictable with School's vision and needs. Dean stays away from preference in distributing resources for solicitations random to School's needs and in view of the accomplishments of the departments. Dean must be very much educated about my area of expertise's arrangements, needs and achievements. She/he screens and endorses automatic spending plans in the School gives responsibility to departments of suitable utilization of money related assets gave through the asset designation model. Monetarily manage all

programming, dealing with budgetary oversight and long-amplify masterminding. Mastermind, progress, and manage all lawfully restricting declaration related to workplaces, shippers and diverse affiliations.

Adopting Continuous Improvement Strategy

Vogan *et al.,* (2014) mentions the following points in relation to adoption of Continuous Improvement Strategy: Dean Lead's key, nonstop change through improvement and execution of school vision, mission, objectives, and vital arrangement utilizing a frameworks thinking approach. He / She performs systemic administration by comprehension and utilizing framework progression to accomplish school's goals/objectives. He / She works together with CODs and different partners to assess current state against craved state, "stands up to the fierce actualities" (Collins) about their school, encourages open doors for partners to distinguish underlying drivers of "holes" between the two, and guide the interrelatedness of powers affecting those main drivers.

(Read, 2001) stated in TLE Observation and Evaluation Rubric Deans taking after focuses as duties of Deans. Dean teams up with every one of the partners to distinguish and utilize inventive methodologies in their arrangement for change that influence framework progression techniques that address the underlying drivers amongst ebb and flow and coveted state and utilize a comprehension of the relatedness of strengths. Dean teams up with and move partners to actualize creative, high-influence methodologies for the arrangement as indicated by the course of events set up, consider execution, and rolls out improvements as fundamental. Senior member (Dreier *et al.,* 1993) delineates that Dean utilizes input systems for expert advancement including evaluation of the expert improvement against and the real execution of that expert improvement in the workplace for quality affirmation and rate of return (ROI) investigation. Senior member finds a way to react to the investigation. Dean separates instructional and operational administration in view of individual needs and

learning of every staff part. Dean has solid interpersonal aptitudes, situational mindfulness, and stays proficient in all connections and interchanges.

School Management

A highly effective Dean sets the Key Performance Indicators (KPIs) of the school in relation to the academic as well as administrative goals. He / She manages the school activities in a timely and organized manner in order to remain not only competitive with other schools of the Community but also to enhance the performance of their schools. He / She also assures coordination and dedication of all the stakeholders in order to achieve excellence in the academic programs and also to achieve the stakeholder's confidence specially students, alumni, community, Employers of the Alumni etc. Dean Take's regular feedbacks from the entire stakeholder's about effective and efficient functioning of School and program related activities. Dean exhibits tremendous time management skills, realizing all responsibilities in a unified mode; students and teachers comprehend the Dean's schedule.

Curriculum Management

Kent State University OHIO describes in its report 2012 – 2013 the role of Dean in assisting in assortment and employment of online/merged mechanisms of curriculum. She/he gives administration in educational modules progress/appraisals, involving scholarly program evaluations – consoles viability with the institutional educational programs survey process; offers a level of assurance that educational modules is contemporary and appropriated proficiently; conveys a level of presentation that educational programs substance is in conformance with the requirements of personnel, understudies, and the workforce group. Curriculum is suitably associated and focused towards developmentally appropriate outcomes. He / She is inhibited by existing space and aptitude to employee and retain qualified faculty. As future programs are acknowledged, the challenge will be to find

advanced explanations to support current and planned programs. As student enrollment

increases, finding suitable placement of potential candidates will be a challenge.

Faculty & Staff Management

According to Job Description of Dean expressed in GN0134-Job Description Faculty

Baumert, (2014) University, Dean shows responsibility to a World Class group by

proactively procuring quality hopefuls and overseeing low entertainers. Dean uses sound

judgment in selecting and holding exceptional employees/departmental heads/CODs. She/he

ensures a useful, collective and creative society over the Faculty. Activities and leads a group

of workforce, staff and understudies to actualize an introduction program that backings the

mission of the School and diverts our determinations towards safeguarding. He / She creates

and driving an exceptionally successful and durable Faculty. A compelling Dean gives

progressively and better backing to new instructors to be fruitful in testing classrooms. An

effective Dean builds the compositional differences of the showing corps with the goal that

training turns out to be socially important to the students. She/he makes the schools and

instructing corps that every one of our understudies merit will request diligent work and more

assets. Our future relies on upon those speculations. Senior member must be objective in

mediating question amongst workforce and division heads/CODs. Senior member must

embrace reasonable approaches in mediating debate amongst workforce and division

heads/CODs. Dean has been target and reasonable in tending to faculty and staff unfortunate

behavior. An effective and efficient Dean takes appropriate decision making in the issues

identified with the advancement of the programs. He / She consider all staff in charge of

master and good conduct (numbering keeping laws, courses of action and frameworks).

College of California, San Diego, University of California, Berkeley, San Francisco,

and San Francisco in their handbook Preparing Faculty for Academic Management depicted

the followings: Dean shows master comprehension of every standard and component of the

assessment tool(s) and reliably applies that understanding/desire to the execution of staff individuals. He / She must embrace reasonable and straightforward methodology in enrolling, preparing, advancing and giving suggestions for pay increases. Dean secures the master balance of all staff by rehearsing protection and watchfulness all through the evaluation strategy. He / She attracts workforce, staff and understudies in trades of to a great degree imperative college issues and ensuring a positive, incredible work environment.

Students' Management

Lees, N. D. (2006) described the followings in terms of Student's Management: Dean clearly defines expected student behavior. He / She audits understudy reports and their execution when deemed necessary. Dean Starts correspondence/discourse with guardians and educators in connection for the sake of student's welfare. An effective Dean liaises with other administrative departments on management of students affairs. All students must be cognizant of social prospects and they follow the procedures. Students pursue the Dean, imitating a high degree of relaxation and faith in the association.

Varghese, (2008) stated that a Dean administers student discipline in accordance with the HEI's rules and regulations. He / She pauses incongruous conduct quickly and reliably, with a suitable voice level / word choice, preserving the self-respect of the student and promising students to self-discipline. Make eye contact with all students often. He/ She creates and executes in school and after school intercession projects to target lowest performing students; sets rules for information use in alluding students to take part in projects.

He / She produces and implements in school and after school intervention programs to target lowest performing students; set guidelines for data use in referring students to participate in programs. This School must become virtual in responding to student inquiries. What is the most cost effective way to broadcast School success in meeting student learning

outcomes? Is it print, phone, web based, etc. He / She works with Academic Affairs staff and faculty to support students' success. An effective Dean follows and promotes all Academic policies set forth in staff and student handbooks. Dean's plan must be extremely comprehensible also, precaution and serves to bolster understudies separately, inside the more extensive instructive system.

Effective Interaction and Communication

Eisenberg, (1984) explains followings in terms of Effective Interaction and Communication: Dean institutes suitable methods for apprising the faculty, CODs and pertinent Directors of significant improvements. Dean establishes effective ways for interaction and communication with faculty members seeking their opinion on relevant issues. Converses reliably and sympathetically with students, staff and faculty and uses varied means to involve them in the educational program.

Lees, (2006) stresses after amassing extraordinary relationship with different people can altogether decrease nervousness and strain in your life and creates solid relational abilities that would build the chance for effective connections. He / She uses the right words at right tem in right perspective. He / She must have confidence when talking, it doesn't matter what other people think. Do not interrupt or talk over the other person--it breaks the flow of conversation.

Effective Teaching

Qualities of a Dean as Effective Teaching: Be a highly effective teacher and classroom Manager who can model best practices for other teachers in demonstration lessons when necessary. Exhibit a thoughtful obligation to distinction through his/her persistent proficient development. He/ She recommend structural and curricular changes to school operations that would improve students' learning strengthen teachers' effectiveness and decrease operating costs. He / She provide thorough week after week guiding to roughly 1/3 of school instructing

staff. Guiding incorporates booked and unscheduled classroom perceptions and precisely developed input gatherings that incorporate clear activity steps that will bring about expanded understudy engagement and learning in the classroom. An effective Dean incorporates extra visits and feedback, co-teaching and displays instructional practices.

Raising Academic Standards

Raising Academic Standards means achieving excellence by maintaining and improving the highest standards possible. Achieving and improving Key Performance Indicators ensures a strong academic and financial performance by the School /Higher Educational Institute (HEI). He / She develop appropriate plans, policies and strategies for the School and University more broadly. Dean cooperates with faculty / CODs /staff members to collect, investigate, and understand measurable and qualitative data from numerous foundations (including, but not limited to unceremonious, consistent classroom walk-through and formal classroom observations) systemically collected throughout the year -- to categorize refrains found in their widespread assessment of teacher/staff performance against the specified standards. He / She authenticate the foremost feasible standards of particular and weird conduct and oblige dependable assurance in particular, skillful and team enhancement. Dean must be numbered on to comprehension of the premier criterions of trustworthiness, reliability and secrecy.

Research Oriented Skills

As per IMHE Institutional Management in Higher Education, September 2012 Encouraging Quality Teaching in Higher Education: Policies and Practices, Dean proactively synthesizes current research and literature regarding world class education for all students, and facilitates a world class, constructivist opportunity for stakeholders to innovate and create a desired state for their school associated to the best for students – reconsidering and apprising on an incessant basis. Dean is all around grounded in momentum writing and

research and uses that aptitude to guarantee that all school objectives/methodologies are centered around what is best for understudies in the 21st century. Dignitary combines learning to assess current educational systems/approaches/practices and works with partners to instruct and execute creative changes and/or new thoughts.

Dean creates a considerable influence to the occupation through activities such as imparting trainings to the newly inducted teachers about Effective and Efficient teaching practices, conducting research in the relevant area and/or writing articles for publication. He fosters a culture of collaboration, shared endeavor and innovation across the Faculty, and with other organizational units within the University by promoting excellence in teaching, learning, and research and community service. He / She achieves and maintaining a high performance Faculty including a vibrant and viable academic program portfolio and a productive teaching-research nexus.

He / She meets targets established within the corporate planning process, and Implement key University strategies, and in particular those relevant to the themes of Personalized Learning and Focused Research.

Program Assessments

A successful Dean builds up an extensive system to guarantee the nature of the School's instructional, research and other scholastic projects. Dean settles on managerial choices that encouraged change of the under graduate, Graduate and research programs. He / She gives all scholastic oversight and lead whole deal masterminding. Work with the Council on Academic Management to decide, advance and realize new scholarly tasks which respond to the necessities of the business division, including online and development enhanced course. Senior member must be a promoter for Students' Learning Outcomes. Dignitary must be strong in urging divisions to give evaluation of Student Learning Outcome reports.

Accreditation of Programs

Murphey & Yancey, (2008) depicts the accompanying obligations in his production as: Playing a key part in accreditation, program review and distinctive methods that are key for interminable change of the School's activities. Give authority to specific national also worldwide accreditation of projects like SAQS, EFMD, AACSB and so on. Arranges yearly evaluation of understudying learning results with CODs and program chiefs – meets the school accreditation necessity that understudy learning is being surveyed; guarantees that understudies are accomplishing fancied results.

Discussion and Conclusion

After having gone through the literature on the said topic, the author uncovers: There are various roles of highly effective and efficient Deans. These roles and capabilities include Leadership, Planning & Preparation, School, Faculty and Students Management, Program assessment, raising academic standards, research oriented skills and teaching effectiveness etc.

The author proposes a conceptual framework for a Dean to be highly effective in his / her discipline and the author assumes that if implemented in the Higher Educational Institutes (HEIs), can enhance the performance excellence of the relevant HEIs through effective and efficient role of Dean. If all the Deans of a higher Educational Institute will be having and exercising Qualities as prescribed above will contribute towards the creation of a highly professional, leadership oriented, organized, planned, well managed, Visionary and research oriented culture with effective, efficient, dedicated and committed teams of highly effective Faculty and staff members which are the key contributors towards the success of any higher educational institute (HEI).

Daydreaming 'offers a positive, simultaneous effect on task performance. The proposed Conceptual model (Figure No. 6.1) enlightens about the Key attributes for a Highly

effective Dean and dreaming and implementing those attributes can contribute a lot towards the success of the higher Educational institute (HEI).

This culture also supports raising academic standards which ultimately leads towards the accreditation of programs with relevant national as well as international accreditation agencies. Having valid accreditations with these agencies can create a voice in the public about the satisfaction of students, alumni, employers and above all the community which ultimately can raise the enrollments as well.
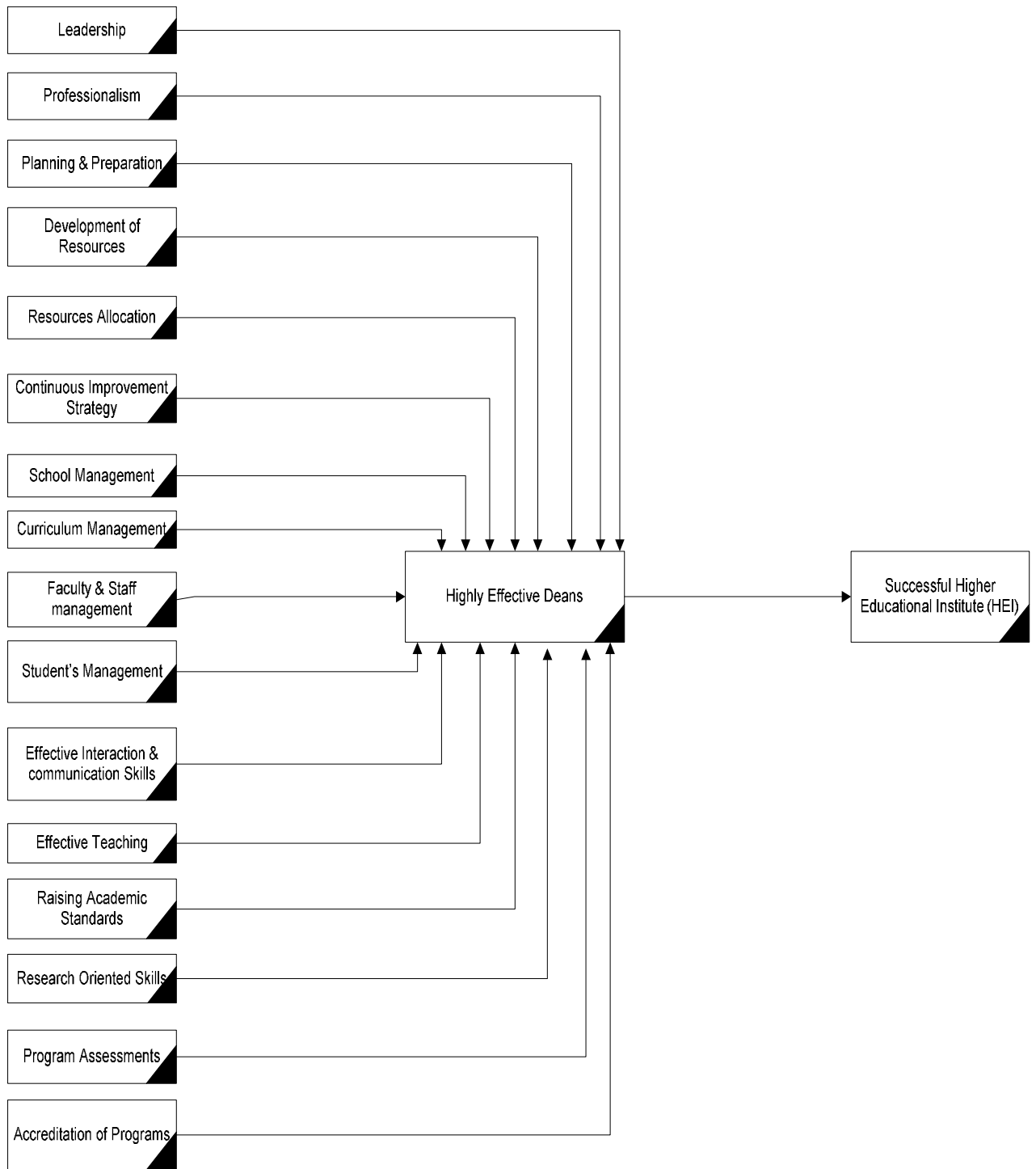
Figure 1: **Conceptual Framework for Highly Effective Deans**

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