

TEMPUS ELITE Partner 3: UK

Professor Jill Jameson and Nadine Crawford-Piper

**Centre for Leadership & Enterprise
Faculty of Education & Health
University of Greenwich**



International Perspectives on **Leadership** in Higher Education:

Critical Thinking

for Global Challenges

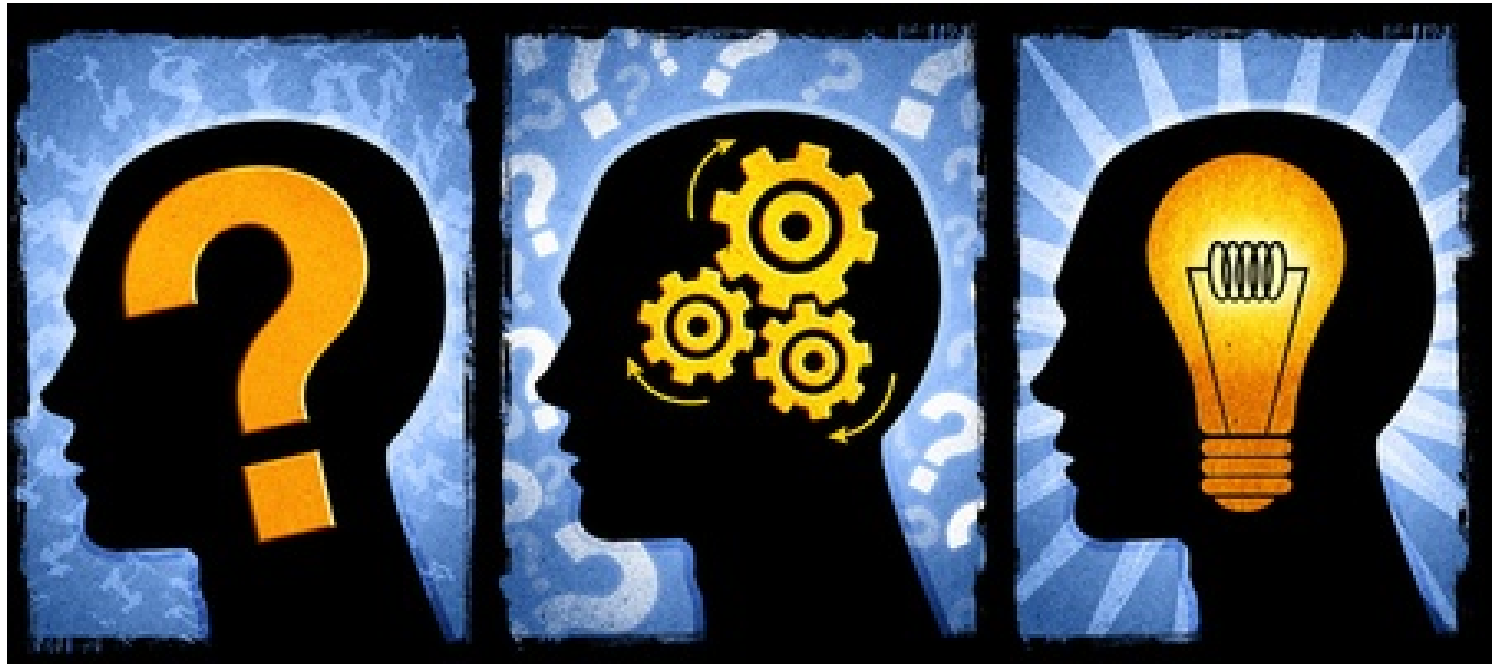
Professor Jill Jameson

Chair/Director, Centre for Leadership and Enterprise
University of Greenwich

A world map in light blue with a network of white lines and glowing nodes overlaid, representing global connectivity. The text is centered over the map.

Critical Leadership Thinking

**needed for
Global Challenges**



Critical thinking =

Leader as complex problem solver

Critical thinking

“ ..identifying & challenging assumptions, exploring & imagining alternatives, understanding the importance of context, & engaging in reflective skepticism....”

Brookfield (1987)

Criticality re. leadership

Inner: Philosophical – Educational – Outer: Socially active

Independent questioning analysis

Mindful, ethical, logical judgement

Resist pre-determined outcomes

Observational **accuracy/skepticism**

Creative solutions to **complex** problems

Meta-analysis: **self-reflect/correct**

Cope with uncertainty/ambiguity

Critical Thinking: Definitions and Definers

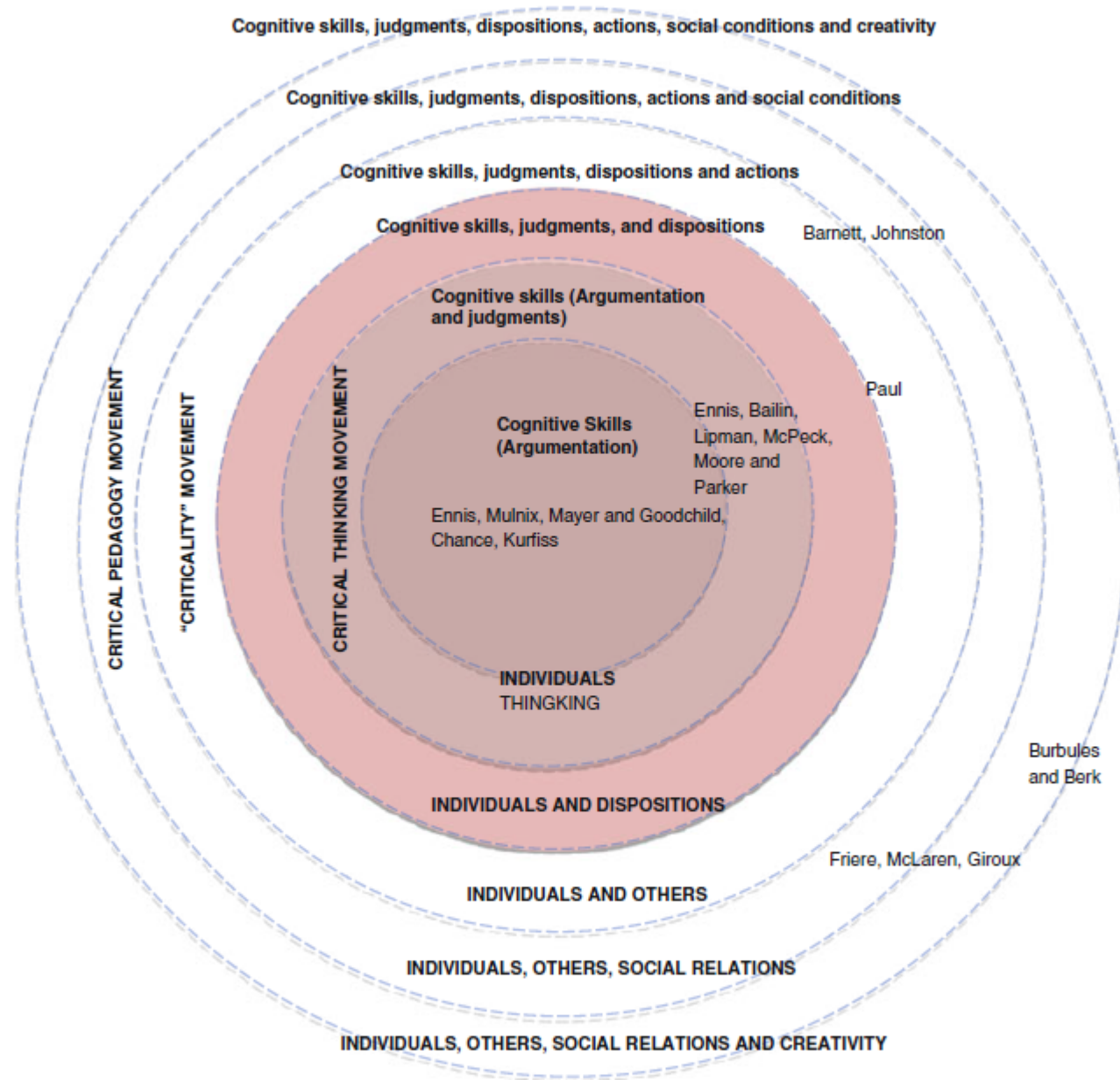
Attributes	Bloom	Scriven & Paul	Elder & Paul	Erwin	Fascione	Vaill	Einstein	Freud
Knowledge	X		X				X	X
Comprehension	X		X				X	X
Application	X	X	X				X	X
Analysis	X	X	X	X	X	X	X	X
Synthesis	X	X					X	X
Evaluation, judgment	X	X	X	X	X	X	X	X
Conceptualization		X	X			X	X	X
Data gathered: observe, reflect, experience, etc.		X				X		X
Values: clarity, accuracy, precision, consistency		X	X				X	X
Examination: purpose, problem, questions		X	X				X	X
Interpretation			X	X	X	X	X	X
Logic: inductive, deductive, arguments		X	X	X	X	X	X	X
Reflection			X	X	X	X	X	X
Dispositions				X	X	X	X	X
Self-regulation				X	X	X	X	X
Exploration					X	X	X	X
Good thinking, illogical, irrational avoidance					X	X	X	X
Expressive, feeling						X	X	X

Critical thinking re. leadership

Paradox:

Critical thinking **is crucial** for university research, teaching and scholarship

Yet it may be **assumed or ignored**, and not taught in **leadership** development for individuals or as social action.



Outer =
Critical Being



Inner =
Individual



Outer =
Social
Action

Davies,
2015: 85

Fig. 2.9 A model of critical thinking in higher education



Global challenges

**‘Critical Being’ as Leadership
in Higher Education is**

vital

**to help solve
Global challenges**

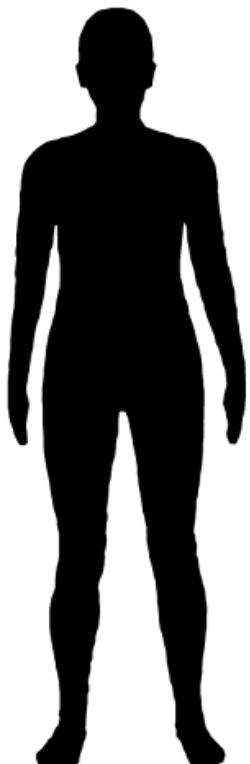
Legitimate leadership needed to solve global problems in the world:





Global Challenges for Human Needs and Life

Human Needs

- 
- ◀ Food to eat
 - ◀ Being healthy
 - ◀ Safe birth
 - ◀ Physical integrity
 - ◀ Air to breathe
 - ◀ Water to drink

Global Challenges

- ◀ **World nutrition and poverty eradication**
- ◀ **Stop epidemics**
- ▼ **Keeping climate liveable**
- ◀ **Safe birth conditions**
- ◀ Safety at work
- ◀ Clean indoor air
- ◀ Access to safe water
- ▼ Low pollution
- ▼ Stabilizing finance
- ▼ Road safety
- ▼ Peace and security
- ▼ Maintaining biodiversity and ecosystems
- ▼ Protecting soils
- ▼ Availability of water
- ▼ Preparedness for natural disasters
- ▼ Safe injections
- ▼ Protection from second-hand tobacco smoke
- ▼ Safe technologies
- ▼ Sustainable resource use
- ▼ Containing measles
- ▼ Containing ozone layer depletion

Capacity building:

- ◀ Chances to improve living conditions
- ◀ Cooperation, citizenship and democracy
- ◀ Human rights and gender equality
- ◀ Information and education, research and innovation

Global Challenges

Global Challenges Initiative: www.2030.net

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Structuring Mass Higher Education

The Role of Elite Institutions

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OXCHEPS: International Studies in Higher Education
New edited book by Jameson:

Leadership in Higher Education: Critical thinking

Critical Thinking/Being - **why now?**

- Re-examine leadership: **'post-truth' era**
- Troubling issues: **the authority of experts and facts** is increasingly **questioned**
- **Who or what is 'leading'** in this era?

Critical Thinking/Being - why now?

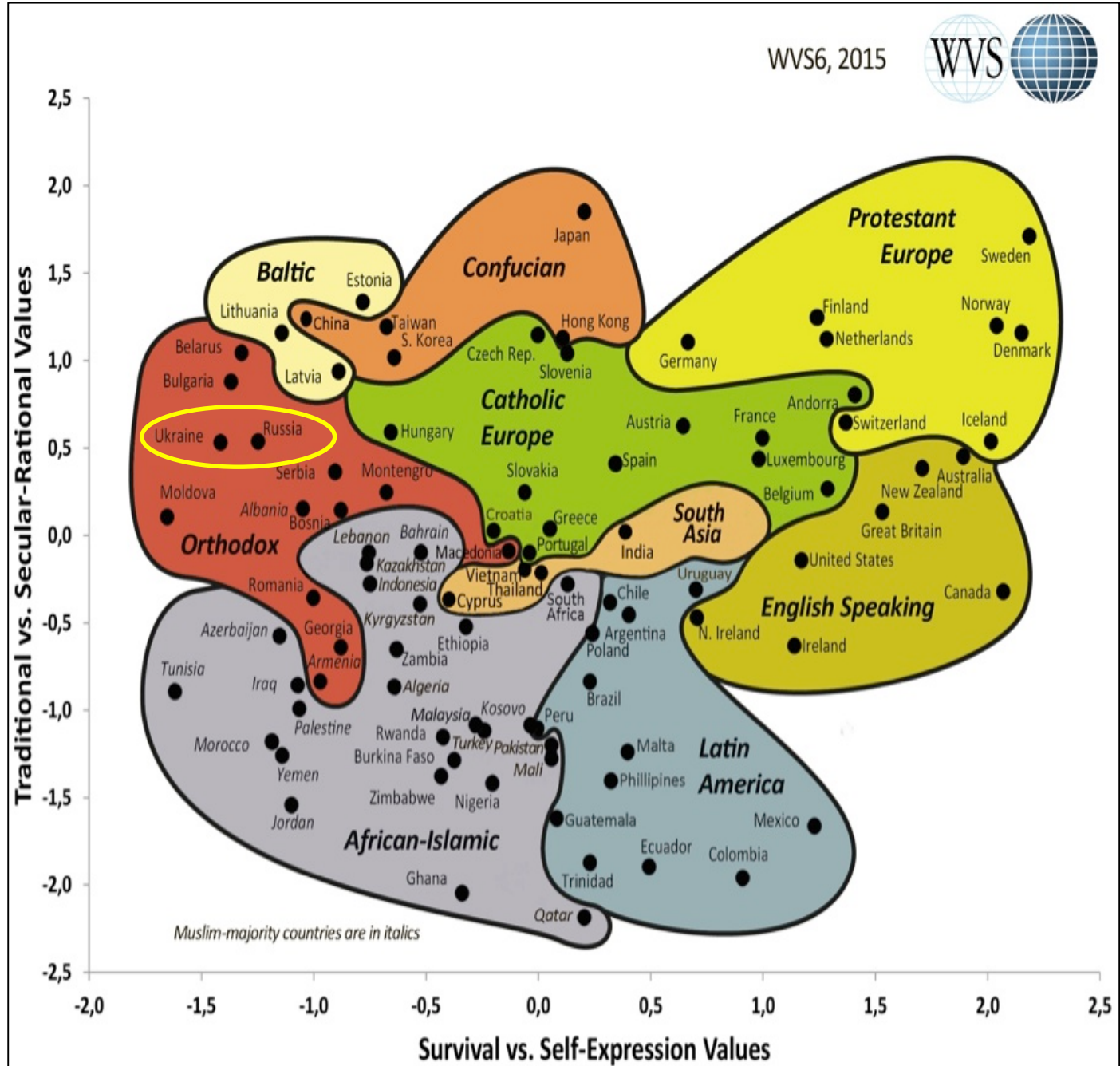
‘ Critical thinking skills development, among other things, may well have been abandoned as part of the emergence of the entrepreneurial university...’

(Davies and Barnet, 2015)

World Values Survey 1981-2016

- The World Values Survey (www.worldvaluessurvey.org)
- Global network of social scientists
- 400,000 nationally representative respondents in 100 countries 1981-2016 , c. 90% world's population
- WVS seeks to use the most rigorous, high-quality research designs in each country.

WVS6, 2015



Inglehart-Welzel
Cultural Map:
Secular-Rational &
Self Expression
Values as a map of
cultures based on
**World Values
Survey data (2015)**

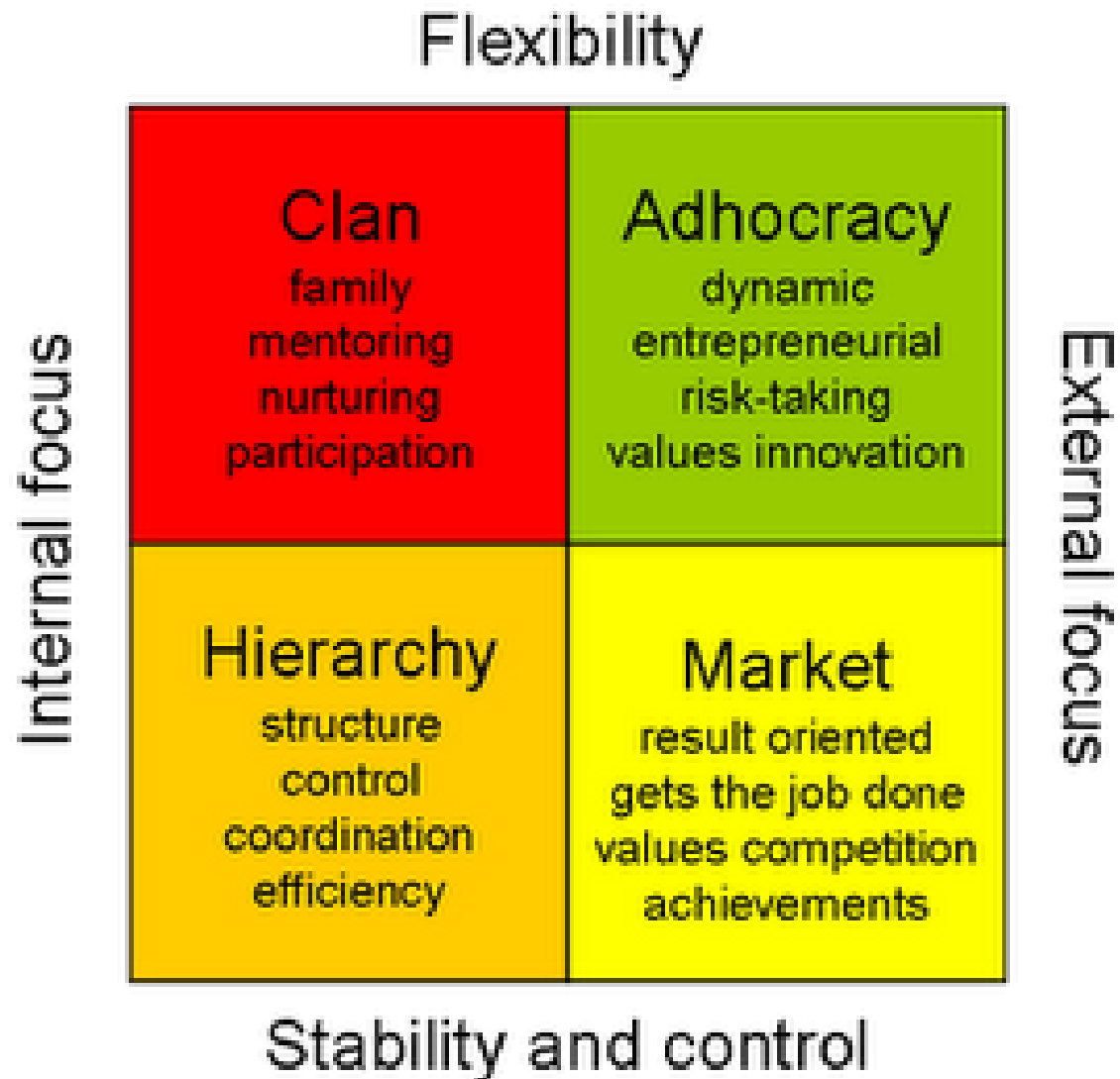
**2015 Russia
more self-
expressive
than Ukraine
(U= + survival)
Both equally
traditional
(less secular-
rational)**

- Re. **Critical thinking**, how do these values relate to leadership in different contexts?
- How does your university contribute to creative solutions for **global challenges**?

Competing Values Framework (Cameron and Quinn, 1999)

Compare with World Values Cultural Map and Ian McNay's organisational cultures framework for higher education.

Competing Values Framework By Cameron and Quinn



Discussion: Leadership in Higher Education

Q: Is it useful to **advance criticality for leadership effectiveness and build shared values** in Ukrainian higher education at a local level?

Thank you!

j.jameson@greenwich.ac.uk