

Leadership and Innovation in Higher Education in 2035: The open research agenda

Sandra Baroudi

Zayed University, UAE

sandra.baroudi@zu.ac.ae

Miltiadis D. Lytras

Effat University, Saudi Arabia

mlytras@effatuniversity.edu.sa

This chapter highlights the key areas for the leadership and innovation research agenda in 2035. This agenda will direct researchers' focus to the core transversal skills that individuals must have amidst the shift toward a greener and digitalized economy. Such skills include leadership, management, creativity, communication and adaptability. The role of macro governmental policies and micro organizational policies is of great significance to ensuring the implementation (if any) of these changes and of core to the research agenda. This chapter will also guide researchers to the challenges at the higher education level that need to be addressed to ensure the balance between the skills and knowledge acquired by workers through education and the needs of businesses in order to increase the productivity and innovation.

1. Major innovations and transformations in Higher education: examples from worldwide universities

Higher education is at a crossroads, having to decide between the path of knowledge commodification, focusing on efficiency and optimization with the health of the economy as a key driver, or the path of socio-ecological transitions, necessitating new ways of research and learning as well as different capabilities and values that enhance the well-being of the planet and people (Barth et al., 2015). Furthermore, modern universal realization resulted from the function of research in Asia, not only in helping more established systems, but also in creating innovations (Coates, Xie, & Hong, 2021). Higher education will be affected in the long run by changes made to international education, student mobility, faculty work, and research fundamentals. For example, Asian and increasingly African middle-class families will be less likely to travel to foreign schools as a result of the effectiveness of online education, which necessitates international collaboration in terms of education regulation and quality control (Coates, Xie, & Hong, 2021). Gated campuses are already being transformed into sanctuaries, and they are giving rise to external "fab cafés" and "walk-up stores" to involve the

neighborhood in knowledge-led socioeconomic transformation. Governments have already heightened anticipated calls for additional proof of