LEADERSHIP OF THE UNIVERSITY PRESIDENT IN THE HIGHER EDUCATION INFORMATICS ERA

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Abstract –The COVID-19 pandemic has not only forced HEIs to switch from traditional face-to-face instruction to hybrid or even entirely online models, but it has also made higher education around the world realize the enormous possibilities of incorporating cutting-edge information technology. With the advent of the higher education informatics era, where opportunities and difficulties coexist, people are looking forward to the leadership reform of university presidents. As the key person in the university, what role should the university president play in promoting the reform of the university's educational informatics? What kind of abilities do they need to possess, and how should they apply those abilities for university governance? To answer these questions, this study conducted a case study on the leadership of the President who works at Normal University in Southern China based on the research framework from the critical elements of E-Leadership (Vision Plans, Technological Skills, Communication skills, and Change Management Skills) and Transformational Leadership (Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration, and Contingent Reward) theories. Furthermore, the study explored the role of university presidents in higher education informatics reform through interviews and observations with the president. The findings indicated that establishing a transparent reward system, using well-built ICT platforms and educational resources, mastering specialized knowledge, and having a clear vision and development path was crucial for advancing higher education informatics in universities. Additionally, this study offered some implications for practitioners and policymakers regarding the evolution of higher education informatics.

Keywords – University President, Leadership, Transformational leadership, E-leadership, Higher education informatics.

I. INTRODUCTION

In the 21st century, people have come to realize that technology resulted in a more profound change. Such a change is likely to shake the higher education system for a long time, and it is possible to subvert the original form of higher education (Ha, Fu, & Feng, 2015). Particularly following COVID-19, when the lockdown compelled a sudden shift from analog interactions and face-to-face communication to digital communication and e-learning (Contreras, Baykal, & Abid, 2020). In this context, almost every university with basic information technology has new expectations for the application of information and communication technology (ICT), and some universities

have already taken active actions (Liu & Ko, 2020). Under this situation, the university president needs to act quickly to deal with the relationship between the teacher and student management systems internally, manage the disruption of learning innovation technology, and resolve conflicts with the board of directors and society externally (Wiyono, Komariah, Alghamdi, & Fahlevi, 2023). The complex and complicated affairs require the university president to face differentiation and take responsibility to integrate action, leadership, decision-making, and support functions.

As the leader of higher education informatics reform in university, the university presidents are considered to be a key factor in the success of the reform, and their leadership naturally plays an important role in the university's development. However, the current research mainly focused more on the economy, company, and business (Contreras, Baykal, & Abid, 2020). As for the higher education field, the interpretation of the theories and connotation, the current status and satisfaction survey of the university presidents, the improvement strategy and development, and the evaluation system construction of the university presidents' leadership in university governance. There is a lack of research on successful cases (Bao, 2023; Bao, Yang, & Xu, 2020; Ding, 2020; Jia, 2020; Ren, 2022).

Thus, answers to the questions, such as what role university presidents need to play in the universities' informatics transformation, what kind of abilities they need to possess, and how they should apply these abilities for university governance, are fully worthy of more in-depth discussion and research. Therefore, the purpose of this study is to offer a successful case of President A's e-leadership and transformational leadership, who is affiliated with B Normal University in southern China. President A adopted a systematic change based on flipped classrooms and used advanced technologies (such as information technology, big data, cloud computing, and AI/Chatgpt) to fully support teaching and learning inside and outside the classroom, increasing its ICT application rate from 30.5% in 2013 to 93.6% in 2020. Teachers and students' use of ICT in teaching and learning practices significantly increased. This study adopted a case study method and examined President A's transformational leadership and e-leadership, revealing the role and ability of the university presidents in the higher education informatics transformation process and extracting effective concepts, strategies, and action plans to promote more education informatics transformation in colleges and universities.

II. LITERATURE REVIEW

E-Leadership of the University Presidents

E-leadership is a concept derived from leadership in the information age. It is the ability of individuals, teams, or organizations to use information technology as an intermediary to influence and lead followers and

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stakeholders to implement organizational changes and achieve common goals. Many countries define it from the perspective of competency standards and promote corresponding training (Avolio, Kahai, & Dodge, 2000; Avolio, Sosik, Kahai, & Baker, 2014; Zhang, 2017). Nowadays, the new concept of E-leadership is also an emerging term that is being used to elaborate on the results of the current digital revolution in the information era (Munir, Fatima, Malik, Abid, & Ali, 2023). However, E-leadership is also faced with difficulties and challenges. With the spread of the COVID-19 pandemic, according to Van Wart, Roman, Wang, and Liu (2019), E-leaders faced additional challenges, such as insufficient and poor communication, miscommunication, communication chaos, lack of instructor support, poor motivation of the small group, insufficient accountability and use of accountability incentives, poor understanding and underutilization of ICTs, and weak management of the basic and auxiliary technology.

As for the Chinese context, the concept and connotation of the university presidents' E-leadership became constantly evolved, and the definition of the concept and connotation of the university presidents' E-leadership by related researchers has also been constantly enriched and improved. For example, to analyzing the responsibilities of university presidents from the perspective of E-leadership standards, many scholars claimed that the leadership of presidents in informatics planning was also very important and that they should play a critical role in the following aspects: Vision Plans, Technological Skills, Communication skills, and Change Management Skills (Lei, Zhang, & Jin, 2021; Wang, 2022; Zhao & Shen, 2019). Wang (2022) proposed that the E-leadership of university presidents was a composite ability formed by the interaction of information technology and general leadership ability. It required the university presidents to be able to influence the faculty members as well as stakeholders through the development of informatics planning, implementation of informatics management, and organizational informatics assessments in the leadership process of achieving organizational goals.

Therefore, this study uses factors, including vision plans, technological skills, communication skills, and change management skills, to analyze President A's experience of E-leadership while promoting higher education informatics at B Normal University.

Transformational Leadership of the University Presidents

James McGregor Burns (1978) formally put forward the transformational leadership theory and claimed it was a distinctive leadership theory that emerged after the trait theory, behavior theory, and contingency theory. On the basis of Burns' transformational leadership theory, Bass and his colleagues (1985, 1993, 2003) expanded the theory into a four-dimensional structural model of transformational leadership: idealized influence (charisma), inspirational motivation, intellectual stimulation, and individualized consideration. Meanwhile, compiling the transformational leadership questionnaire MLQ (Lowe, Kroeck, & Sivasubramaniam, 1996). Goodwin, Wofford, and Whittington (2001) proposed to incorporate "contingent reward" into the dimension of transformational leadership. Furthermore, Judge and Piccolo (2004) showed findings

from a study based on quantitative analysis that there was a positive correlation between transformational leadership and positive indicators of leadership. Conger (1998) researched multi-factor leadership questionnaires and found that transformational leadership is highly related to leadership.

In the context of China, scholars combined China's special cultural background, revised the transformational leadership model in China, and formed a Chinese version of the transformational leadership questionnaire with vision incentives, leadership charm, moral character, and personalized care as the core content (Bao, 2023; Bao, Yang, & Xu, 2020; Jia, 2020; Li & Shi, 2005; Zhang, & Mao, 2022). Bao (2023) used a meta-analysis method to confirm that transformational leadership can significantly enhance the effectiveness of leadership and teachers' organizational commitment. Among them, idealized influence (charisma), intellectual stimulation, and individualized consideration had the most obvious influence on leadership. Furthermore, from both the connotation and practical level, the university president's transformational leadership is a subordinate concept of the university president's leadership, and the relationship between E-leadership is also applicable to the university presidents' transformational leadership (Bao, Yang, & Xu, 2020; Dong, Huang, Sun, & Sang, 2015; Zhang, & Mao, 2022).

To date, transformational leadership has become a classic paradigm in the field of leadership studies not only in China but also in other geographical contexts. In this study, five dimensions of transformational, including Idealized Influence (charisma), Inspirational Motivation, Intellectual Stimulation, Individualized Consideration, and Contingent Reward were used as critical factors to research President A's experience in higher education informatics reform at B Normal University.

III. RESEARCH METHOD

The purpose of this study is to understand what kind of concerns and challenges universities experience in the course of designing and operating informatics in teaching, learning, and governance. To achieve this purpose, this study used a qualitative research method, targeting university president A, who had experience in developing and operating higher education informatics. The qualitative research method enables researchers to explain complexity or provides vivid and rich data (Miles & Huberman, 1994). The qualitative research method was considered suitable for this study to analyze President A's experiences and concerns about higher education informatics in the university context. The research framework of the study is based on the research on university presidents' transformational leadership and E-leadership. The application of information technology in higher education can be regarded as a typical change. Therefore, understanding the responsibilities of the president from the perspective of change will provide a useful case. The research questions of this study were as follows:

(1) How does President A promote university informatics reform?

(2) What is his role and ability in transformational leadership and E-leadership in the process of university

education informatics?

(3) What actions did President A take and how did these actions affect and promote university development?

University Background

B Normal University is a model university in southern China. It ranked fifth in the district before 2013. In September 2014, President A took office. In 2016, the university's multimedia classrooms were all put into use. By 2019, the university's ICT application rate reached 92%, and the use and application of ICT technology in teachers and students during teaching and learning practice have also been greatly improved. The infrastructure, teaching quality, and school influence continue to improve, and the university's appearance has undergone substantial changes. Now the B Normal University has become a national higher education informatics pilot primary University and recently focused on integrating Big data, Cloud computing, and AI (such as Chatgpt) into the teaching and learning process. President A, a senior teacher, the first batch of "famous presidents and famous teachers" in southern China, the leading talents, and members of senior job review experts. President A has worked as a professor, teaching director, deputy president, and president, who understands teachers, as well as college management.

Research Method and Process

The current study used observation and semi-structured interviews to record the university president's leadership in different situations. President A was interviewed four times online through WeChat (both video and voice chatting) and Email, which lasted longer than 3 hours. The interview questions were organized from the perspective of E-leadership and transformational leadership and included 8 open questions as seen in Table I. During the interview, according to the interviewer's response, the order of some questions was temporarily changed, and some extra questions were given, but all the pre-developed questions were not omitted.

TABLE I: INTERVIEW QUESTIONS ON TRANSFORMATIONAL LEADERSHIP AND E-LEADERSHIP

NO.	Interview Questions
1	This is an interview about the transformational leadership of university presidents in the educational information era. As the principal of the university, can you briefly introduce yourself and your daily leadership work and achievements?
2	What is the philosophy and education policy of B University?
3	What do you think of transformational leadership in the era of higher education informatics? What are the key elements of transformational leadership?
4	What characteristics do you think a good University President should possess in university management and operation, and why? How to assess the leadership of a university president?
5	Do you think you have these leadership characteristics, have you clearly reflected the characteristics of leadership in the management and operation of the university (for example according to the five main dimensions of transformational leadership)?
6	As the president of an education informatics demonstration university, you must have some unique educational

exploration and practical thinking. Can you share any experience or suggestions with us?

7	For managing a school, an excellent faculty is the basis for improving the quality of education and teaching. Do you have any specific measures and methods for the construction of teachers in the era of higher education informatics? What are your job requirements or job standards for teachers?
8	What is your outlook and vision for future education?

Research Analysis Framework

Based on the previous literature and the current situation of the development of university education informatics in China, according to the E-leadership and the transformational leadership theoretical framework, this study conducted a comprehensive analysis from the perspective of the president's influence on the development of higher education informatics. The specific research analysis framework is shown in Table II.

TABLE II: RESEARCH ANALYSIS FRAMEWORK OF E-LEADERSHIP AND TRANSFORMATIONAL LEADERSHIP

Leadership	Dimensions	Relative Contents
E-leadership	Vision Plan	Plan the development prospects, implementation steps, and paths of the university in informatics transformation.
	Technological Skills	Knowledge of technology development, versatility in technique selection, aptitude for troubleshooting, and capacity to offer a sufficient degree of technical assurance.
	Communication Skills	Avoidance of information overload, unintentional signals, and unclear communication.
	Change Management Skills	Preparing for changes, monitoring results, and improving technology after deployment.
Transformational Leadership	Idealized Influence (Charisma)	By acting as a role model and moral example, instilling beliefs, pride, respect, vision, and other ideas into teachers and students, thereby influencing the values of teachers and students.
	Inspirational Motivation	Explain and communicate a convincing and influential future vision, and describe and motivate teachers and students to proactively change the status of education and teaching to achieve the vision.
	Intellectual Stimulation	Encourage teachers and students to relentlessly pursue and strive to innovate, and stimulate teachers and students' intrinsic motivation.
	Individual Consideration	Act as a coach or mentor, focus on each person's strengths and weaknesses, and pay attention to the individual needs of each teacher in the career development and growth process.

Contingent Reward	Appropriate rewards for teachers and students in various ways.

Data Collection

The data obtained in multiple interviews were sorted and analyzed according to the research framework formed by "E-Leadership" and "Transformational Leadership", and the material analysis and sorting keywords were determined as seen in Table III. The paragraphs with corresponding keywords were classified under the corresponding dimensions, and then the overall combing was carried out.

TABLE III: DATA COLLECTION AND SORTING KEYWORDS

Leadership	Keywords
E-Leadership	
Vision Plan	Vision, development goals, future expectations, and university planning.
Technological Skills	Purchase cost, cooperation strategy, financial support, software, hardware, website, and platform.
Communication Skills	Communication clarity, lack of miscommunication, management of communication flow.
Change Management Skills	Good leader support, diversity management, and team motivation and accountability.
Transformational Leadership	
Idealized Influence (Charisma)	The model role, admires, learn from role models, and take the lead.
Inspirational Motivation	Encouragement, inspiration, speech.
Intellectual Stimulation	Challenges, tasks, selections, open classes.
Individual Consideration	Personalized care, special treatment, different arrangements, corresponding arrangements, specific teachers, and different personalities.
Contingent Reward	Bonuses, rewards, remuneration, more work more benefits, performance pay.

IV. RESULTS

E-Leadership of President A

(1) Vision Plan:

The vision is a highly generalized description of the development prospects and direction of the organization by members of the organization. Some studies argue that the university's vision should be formulated by the president and teachers in cooperation, based on the team members' understanding of teaching, and reflected in the university's short-term and long-term strategic planning (Lei, Zhang, & Jin, 2021). In terms of the vision plans of the university, President A has a clear lead. He already had a plan in his mind to develop a vision of "information technology supports personalized learning and promotes the change of learning culture". But when he first arrived at the university, he did not make the vision explicit. Instead, he looked for the best entry point and gradually advanced it so that teachers could accept it and form a common vision. Technology was used to solve problems, and the real problems called for teachers' motivation for change.

In 2019, President A put forward new requirements for the development of students' thinking. In some classes, students were allowed to bring their own mobile phones and use the camera function to upload mind maps. Teachers could make target comments on the big screen to change the phenomenon of just delivering knowledge to the class. From the perspective of the various measures taken by President A to implement reforms, he had a clear understanding of the vision and implementation path of "information technology supports personalized learning and changes the learning culture", and released different requirements at different stages, so that teachers gradually accepted and internalized it into their own vision.

(2) Technological Skills:

Technological skills referred to the actual organization and arrangement of informatics infrastructure, software, and hardware (Zhao & Shen, 2019). The informatics conditions of the city are relatively backward. Therefore, to realize President A's transformation vision, more funds were needed, including digital resources, software, and hardware platforms. Regarding digital resources, President A purchased micro-videos of various disciplines from high-quality publishing houses. What teachers were asked to do is to "answer questions and solve puzzles" micro-videos for problems. Regarding the software and hardware platform, President A chose a relatively mature teaching platform, including a full set of functions such as micro-class recording, homework evaluation, network control, and learning analysis. It could also divide the network and was not affected by external networks, which solved teachers' concerns about students using informatics systems. Recently, President A was dedicated to integrating advanced technology (such as big data, cloud computing, AI/Chatgpt) into the teaching and learning process and looking forward to creating a more efficient and creative learning environment at B University.

(3) Communication Skills:

In the information age, communication skills were defined as clarity, the absence of misunderstandings, and effective flow management. In order to prevent mistakes and unproven assumptions, communication in informatics contexts should be particularly structured, unambiguous, and feedback-friendly. Additionally, filtering information can be overly vast or complicated and overload staff (Duan, 2020; Lei, Zhang, & Jin, 2021; Van Wart et al., 2019). According to our interviews and observations, President A created an information database of development planning at B University and worked with the faculty and staff to formulate special plans and devote special time to communicate with teachers, students, parents, and the community on campus and in the community, so as to ensure that the university development goals conform to the requirements of the times.

President A participated in and led the education and teaching in the classroom and the problems that arise in the university governance process in a professional way, such as teacher growth, supervision and implementation of education and teaching plans, and assistance to underachievers and problem students. For example, established "gratitude and feedback" to the construction of

"a culture of helping and helping students with problems", and "promotes the development of faculty, staff and students". President A not only shared his own blueprint in the process of creating university culture, but also he is good at listening to the voices of teachers, students, and parents, and bringing everyone into the process of creating a positive cultural environment.

(4) Change Management Skills:

Change management skills are referred to provide change management techniques by transitions, monitoring implementation, and refining technology practice with experience. The leader is responsible for making sure that all staff in ICT-mediated surroundings occasionally receives customized communication in case of any emergency. The leader should ensure that support of diversity is as well monitored in online settings as it is in face-to-face settings (Van Wart et al., 2019; Wang, 2022). Furthermore, the capability to make sure that Team building occurs in both real and virtual teams (Qu, & Gao, 2022). For example, President A grasped the pulse of the informatics times, kept paying attention to the current situation and future of education and teaching development, and used big data to examine and adjust his own governance philosophy in a timely manner. These practical governance concepts promoted teacher and student development and university success.

Although President A could not understand every student's learning situation and the teacher's teaching situation in detail, he kept pace with the times, put effort into the latest strategies and methods that can promote student learning and teacher teaching, and encourages teachers and student to use these strategies and apply them into the real practice of teaching and learning. For example, he set up reflection time twice a week to help teachers and students form the habit of self-reflection and require every teacher to practice teaching leadership. These training activities on teaching strategies around effective teaching have effectively promoted students' learning efficiency and improved teaching and learning at B University.

Transformational Leadership of President A

(1) Idealized Influence (Charisma):

Transformational leaders generally have high ethical standards, professional skills, and strong personal charm. They are loved and trusted by employees. President A is the leader of higher education informatics. All the key training in technological change was the first lesson from President A, and he often encouraged teachers to use new technologies hand in hand. President A said that a math teacher once commented that "President A is so much older than me. He is still working hard to learn and use information technology to demonstrate to young teachers. We have no reason to be afraid and not to work hard." President A has played an exemplary role for teachers in terms of professional practice, attention to teaching, knowledge-seeking, and sharing. Such advanced concepts and positive attitudes deeply affect every teacher and effectively drive the teacher team.

(2) Inspirational Motivation:

Inspirational motivation refers to that leaders can formulate, explain and communicate a persuasive and influential vision, and describe and motivate employees to proactively change the organization's status to achieve the vision (Bao, Yang, & Xu, 2020). President A was full of confidence in the school's vision and development plan. It was this confidence that gave teachers the courage to achieve change. Many university presidents visited the university, thinking that the way of the school was a model to follow. However, after learning the corresponding experience in some schools, and even using the same informatics software and hardware equipment, the expected changes did not happen as scheduled. When asked about the reason, the president replied that "this method is indeed reproducible. Why is it not always possible to succeed in other schools, I think it may be a question of confidence. I have done it when I was a teacher throughout the process, if you encounter problems, you know how to solve them, and you have more confidence. If you don't have confidence, you will shrink and compromise when you encounter difficulties. Step by step, you won't be able to make changes." In addition, since the vision delivered by President A has developed step by step through the rhythm and process, he has set, he continued to show persuasive effects, and the school's grades, appearance, and even teacher temperament have changed.

(3) Intellectual Stimulation:

The so-called intellectual stimulation refers to encouraging employees to relentlessly pursue and strive to innovate, give full play to their imagination, satisfy their curiosity, find fun from exploring solutions to problems, and stimulate employees' internal motivations (Avolio, Kahai, & Dodge, 2000; Avolio, Sosik, Kahai, & Baker, 2014). President A set up a mechanism of "College-level core teachers" in the university. As long as they promised to complete the corresponding innovative tasks, teachers could apply and become "College-level core teachers" and receive corresponding performance support. This move greatly stimulated the enthusiasm of young teachers. At the same time, President A believed that open classes were excellent opportunities to challenge teachers. The university had an external reception every week, directly opening the classroom for visitors. Teachers were urged to work hard to prepare for every lesson. President A also set up a platform for teachers to display to the outside, and fully tap the potential of teachers.

(4) Individual Consideration:

Individualized consideration is that the leader acts as a coach or mentor, paying attention to the individual needs of each employee in the career development and growth process (Bass, Avolio, Jung, & Berson, 2003; Jia, 2020). In the process of pursuing information transformation, President A was very concerned about the individual feelings of the teachers. Every action for the whole took into account the situation of different groups of people and carefully designs different plans. At the beginning of the reform, President A encouraged some young teachers who volunteered to participate in the demonstration. After the initial results of the reform, President A devised a scheme combining experienced teachers and green-hand teachers to allow more teachers to join the reform team. For teachers

who were resistant to the new teaching model, President A was not eager to persuade them but allowed them to stick to their teaching ideas. President A's high degree of trust in teachers, respect, and understanding of their independence will make teachers happy and convinced of the changes.

(5) Contingent Reward:

The rewards in transformative leadership describe an implicit expectation. According to Rousseau's psychological contract theory, the psychological contract between transformative leaders and their subordinates is based on a common goal and vision and strives to achieve it. There is no need to establish a transaction commitment to obtain a "good performance can be rewarded" guarantee (Rousseau, 1990). In the case of President, A, first of all, he believed that rewards were not a prerequisite for encouraging teachers to change. Performance salary used to be a sharp contradiction of the university, but when President A took office, he carried out informatics reform, and the positive energy of "focusing on teaching, focusing on students" gradually emerged, and the problem gradually resolved.

Secondly, President A believed that rewards were a necessary condition for teachers to obtain continuous motivation to work. In the process of carrying out changes, he upheld two Presidents: "open and transparent" and "closely related to the working state he is expecting to present." All university-level performance programs were published online on campus, and teachers gradually increased their trust in the school's impartiality; according to the different stages of reform, President A developed different incentive mechanisms. In practice, the reward mechanism of the university has gradually developed from "Quantitate consideration" to "Quality consideration". The evaluation requirements were also more specific, quantifiable, and more practical.

V.   CONCLUSIONS AND IMPLICATIONS

Conclusions

This study has studied the impact of President A's higher education informatics reform at B Normal University from the perspective of e-leadership and transformational leadership. Obviously, President A's performance in this dimension was convincing, and this was the driving force that enabled the university to show an exponential growth rate in a short time. Reflecting on scholars' research on e-leadership and transformational leadership, combined with the findings of this case study, the following conclusions can be drawn as follows.

In the reform of higher education informatics at B University, the role of the president is very important. First of all, President A was a firm changer. It is much needed that the president has a clear vision and not be easily shaken. Second, the decision-makers and leaders of the reform, formulate practical paths according to the actual situation, and gradually advance and lead the way, leading the team to form a valued identity for the informatics reform. At the same time, he is also a professional experienced leader, repeatedly trying out various functions of the platform, finding problems, and making suggestions to make informatics technology better serve the teaching. In the end, he is also a teacher and student helper.

As science and technology are increasingly integrated into the higher education environment, the e-leadership of the university president is getting more and more attention for integrating ICT in universities. e-leadership, which focuses on the vision plan, technological skills, communication skills, and change management skills, combined with transformational leadership focuses on how to motivate teachers to participate in the internal driving factors of change, such as role model influence, morale encouragement, intellectual stimulation, personalized care, and rewards are both critical leadership skills that the modern university president should be obtained. In the process of carrying out the reform of college education informatics, the abilities of university administrators are indispensable.

Implications

In addition to the responsibilities and requirements entrusted to the university president by the research framework itself, we have also obtained several development strategies that contribute to the transformation of informatics from the case analysis. First of all, presidents play a professional leading role, clarify the direction of change, cut branches and do hard work, and reduce unnecessary trial and error and redundant work, which is the key to rapid success. The emphasis on this point will help other universities to grasp the main context when applying these dimensions or frameworks. It is particularly worth mentioning that the president in this case knows the future direction of the school and the powerful effects that higher education informatics can produce, but he pays special attention to grasping the rhythm and adopts a "decompression first, then boosts" method.

Second, mature platforms and resources should be used to reduce unnecessary time costs for teachers. Based on his own experience and vision, President A chose a mature and informatics platform that supports "learning before teaching", reducing the difficulty for teachers to accept new things; at the same time purchasing high-quality, scientific, complete, and full-coverage online courses, Reducing the pressure of teacher curriculum development has greatly reduced the threshold for teachers to apply information technology to teaching so that they can devote more time and energy to innovative teaching methods and academic research.

At last, establish a transparent reward mechanism to ensure the completion of tasks. "Contingent reward" is not a prerequisite, but it is a necessary condition, which reflects the recognition of teachers who are brave and responsible. Rewards need to be linked to specific tasks, and these tasks are linked to important tasks at different stages of school development, so the completion of small tasks can promote large tasks and the completion of the task. This was also one of President A's important experiences.

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