

## Preface

Sustainable and accessible higher education through technology integration with greater emphasis on social media is the changing façade of current higher education environment. It has now become essential for all higher education institutions, irrespective of their stature and positioning whether national or international, that their policy, administration and leadership perspectives for higher education be aligned with changing dimensions of higher education i.e. sustainable, collaborative and participative higher education. As a result of the existing dynamism and rapid development in Higher Education environment, this Handbook of Research was planned and perceived to address the core issues of Technology, Management, Governance, Administration, Leadership, and Policy in the domain of Higher Education with the following set of objectives:

1. To present a comprehensive volume of Research Studies/Case Studies on Transnational Technological and Institutional collaboration amongst institutions for improved governance and administration of Higher Education and related areas;
2. To draw the attention of the audience towards comparative and analytical perspective of various issues like Technology, Governance, Policy, etc. in Higher Education institutions, their educational programs and support services and the related issues in the context of international competition; and
3. To highlight the important issues or factors involved in leadership that either promote or prevent scholarly innovation, research and development in educational institutions. It was also conceived to focus on strategic framework adopted by Higher Education Institutions and policies formulated for developing and advancing educational programs and student services to successfully meet global challenges, thus placing these institutions at a competitively advantageous position over other institutions.

Accordingly, the mission of this handbook was to provide an international platform to the policy makers, teachers and researchers, educational program developers and managers, educator leaders, trainers, and educational administrators to contribute and share their research studies, experiences, ideas and philosophies, attitudes and perspectives on how institutions in their respective countries are addressing the core issues of management of higher education towards providing quality and internationally accredited higher education. It has also endeavoured to highlight the core issues related to leadership in higher education institutions and the challenges faced by the educational policy makers and leaders in the context of continuous transformation in the national and international educational environment forged by various dynamic forces.

The Handbook is a compilation of 22 chapters that focus on various aspects of higher education administration, policy and leadership. The research papers focus on a gamut of dimensions pertaining to policy and leadership in higher education management. The ensuing paragraphs present a brief backdrop of the chapters included in this handbook.

The authors of the first chapter by Harry T. Hubball, Anthony Clarke, and Marion L. Pearson attempt to define the term scholarship of educational leadership (SoEL) in a distinctive form of educational scholarship with an explicit transformational and strategic agenda that is directed at academic leaders in diverse research-intensive university (RIU) settings. They have addressed issues that focus on effective ways for RIUs to engage in SoEL. In doing so, they have given attention to a rationale for SoEL in global RIU contexts; a theoretical framework for SoEL; practical examples for strategic use of SoEL by academic leaders within diverse institutional settings; and key institutional challenges and supports. This is based on the authors' 17 years of research and mentoring experience with hundreds of academic leaders in diverse research-intensive university (RIU) environments around the world. The authors strongly believe that scholarship should be central to academic leadership initiatives in RIUs and that it has significant benefits for RIUs and academic leaders with educational roles and responsibilities at various institutional level.

The second chapter by Boniface Toulassi highlights the 5 cardinal and navigational points needed to rebirth Educational administration and leadership (EAL) in Francophone Africa, namely, de-politicization and decolonization of the institution for its democratization, digitalization, and its internationalization with genuine promotion of female education, all in a tripartite partnership binding the government, business leaders, and the civil society. The author believes that EAL is the thermometer and the offspring of the national political leadership. Thus, a realistic national political awareness and conscience becomes the navigational tool towards a rigorous and relevant leadership development for the professionalization of school leaders and teachers, the specification and the quality of the students in a qualitative and relevant education system which incarnates an absolute congruence between educational results and citizens who fit the needs of the globalized village, their time, and countries. La voie par excellence for any strategic, transformational EAL passes through an educational revolution with initiatives and reforms that spearhead the de-politicization, the decolonization, the digitalization, and the internationalization of education in Francophone countries through innovational education in a tripartite partnership: government, business leaders, and the civil society. Leadership development should become an executive goal and project not an entertainment.

The following paper entitled "Scholarly Praxis at the Edges: Why Responsible Academic Leadership Matters in Developing Faculty Scholarship" by Linda Jean Schwartz and E. Christina Belcher explores how academic leadership might facilitate an opening for the convergence of scholarly inquiry with a fidelity to concerns that shape the values and experiences of faculty. The authors point at three components that have the potential for meaningful interface, namely, academic tradition in higher education (ideological world); the regulatory formation of institution (system world); and the integration of scholarship with personal values in life and work (life world). They feel that tensions emerge at critical moments between what constitutes appropriate scholarly inquiry in a discipline field and the belief systems that form and inform the scholar's worldview. The authors have suggested principles for educational leaders who desire to bring about the much needed transformation in the communities of scholarship. In stating so, they have also recommended that further research on administrative and faculty understanding around scholarly inquiry is warranted.

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In the next chapter, Ross Henderson Paul draws attention of the readers to an important and challenging aspect of educational leadership. He underlines the growing concern in Canada about the increasing failure rate of university presidents. He states that although institutional boards invest significant time and money into presidential recruitment, engaging professional search firms and consulting with a vast array of stakeholders, still more and more Canadian university leaders fail to meet the requirements of the position in the institution. He poses an important question to the target readers, “What changes can be made to reverse this trend?” Based on his almost 20 years of experience as university president, a longitudinal study of presidencies in 47 Canadian universities and other current research, the author provides an overview of the issues involved, explores them in more detail through mini-case studies and identifies “institutional fit” as the key variable in presidential success. He concludes the chapter with suggestions to Boards and prospective presidential candidates as to how they can increase the likelihood of success in such crucial appointments.

Gilbert Ahamer in the ensuing chapter, places learning into a wider context and suggests three main categories as modes of thinking: the level of facts, the level of interaction and the level of perspectives. He opines that in order to provide a fresh view of learning, it needs to be founded on communication (in several possible forms, including non-spatial e-learning). He is of the view that successful learning from an evolutionary, global view is seen as enabling realities and this can be onset cooperatively. The author deliberates the role of didactics in bringing about this change wherein it is seen as the training which is directed at changing perspectives. Building on a concept of space that is generated by communication, and after a survey of historic approaches to space and cognition from Asia and Europe, learning is understood to be a generic result of the manifoldness of views and perspectives. A core suggestion of the author brought to fore is “to accelerate time means to facilitate learning” and vice-versa “learning means to accelerate time”. He proposes an approach of “meta-didactics” to lead to a competence that is capable of bridging all possible standpoints – especially in the fields of globalization, multicultural comprehension and education towards global peace.

Kijpokin Kasemsap in his chapter explains the current trends in higher education and studies the significance and multifaceted applications of neuroscience in the perspective of knowledge management and higher education. While neuroscience is a multidisciplinary science that is concerned with the study of the structure and function of the nervous system, knowledge management is the practice of organizing, storing, and sharing vital information, so that individuals can benefit from its use. The understanding of achievements in these areas of study can transform higher education institutions by an increase in educational performance, sustain competitiveness, and fulfill expected objectives in higher education. The author emphasizes the need to encourage the application of tenets of neuroscience and KM in higher education for improved performance and achievement of educational goals in higher education.

In the following chapter by Neal Shambaugh, demonstrates through a case study the use and advantages of program review wherein the objective is to periodically discuss how academic programs have provided good value to students so as to better understand the student and the needs of the student, how these needs are met by the program for use in the future. The author states that this less formal approach can be successful because of some issues facing the higher education institutions in the present scenario such as changing nature of learners, educational structures not adapting to these individual and social changes, shrinking enrollment and changing demographics of students, and the need for increased accountability to show evidence that higher education is a good value and worthy of investment. In the present chapter, the author focuses on program review which is an annual participant-oriented program

evaluation activity conducted by faculty, staff, and students, thus, becoming a regular fixture and responsibility of faculty members.

The next research paper by Fernando Almaraz-Menéndez and Alexander Maz-Machado aims to explain a model of organizational unit within universities committed to deriving full advantage of the opportunities provided by digital technologies. The authors are of the belief that adaptability and change has become imperative for the higher education institutions due to the pressure experienced by them because of several global trends linked to digitalization, thus seriously affecting their activities. Technological innovations are drivers of change resulting in the rise of social networks, availability of more and more connectivity enhancing devices and the full availability of video content on the Internet are creating a new global landscape for universities. The authors emphasize the need for correct management of resources for digital innovation and content production in Higher Education Institutions in three spheres of activity: digital learning, institutional communications and digital marketing. The discussion is based on the implementation of the model in the case of the University of Salamanca, exploring the particular features that the role of Chief Digital Officer (CDO) and the process of digital innovation carried out at the MediaLab of the University. Based on the study, the authors have raised some important research questions around the phenomenon of the digital transformation of universities that includes the kind of organizational units responsible for digital content production and their similarity with the model described in the chapter and what other models are existing in the institutions? Secondly, how the study of digital transformation of Higher Education Institutions be characterized? Can a theoretical framework be defined to investigate digital transformation in organizations as specific as universities? Another key question raised by the authors is who should lead the process of digital transformation and are universities truly incorporating the figure of Chief Digital Officer in their organizational charts and if yes, what duties have they been assigned?

The ninth chapter in the Handbook discusses how the policy decisions in higher education institutions across the globe are influenced by social media. This chapter by Pamela A. Lemoine, P. Thomas Hackett and Michael D. Richardson focuses on the challenges faced by the higher education institutions in the wake of technological advancements including the wide spread use of social media. The authors feel that this has led to a change in the methods of communicating, making it imperative for the teachers to bring about the much needed transformation in the way a student thinks. Hence educators need to be facilitators in the acquisition of knowledge and not dispensers of knowledge for the students. Hence the authors through this chapter try to draw the attention of the educationists towards this paradigm shift and the challenges ahead of them. They further deliberate on the opportunities provided by the technology to the students to acquire knowledge, communicate, socialize and network. In doing this, they also highlight the ways in which the educators are adopting methods of social media to communicate with their target groups.

Victor C.X. Wang and Theresa Neimann in the paper: “English Teaching and Andragogy in Transitioning Students from Secondary to Higher Education in China” make an investigative study of the potentiality for Western andragogy as a teaching method in China’s high schools, particularly in teaching English as a foreign language (ESOL). During the study, the authors found that the Chinese teachers of English taught andragogically to some extent such as personalizing instruction, relating to experience, assessing student needs and climate building. The findings showed that these teachers taught the lower levels of Bloom’s (1956) taxonomy, which are characterized by rote learning, memorization, knowledge transmission, lecturing, and focusing on exams (Li & Cutting, 2011). The authors found that these teach-

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ing methods run contrary to Western democratic approaches which are characterized by negotiating curricular priorities with students, giving out learning contracts and using learning portfolios instead of exams and involving students when planning lessons. The Western style of teaching is believed to contribute to the communicative/collaborative learning process when it comes to learning as a foreign language such as English.

The next chapter by Paul Hendry Nkuna focuses on language policy execution by South African universities. The emphasis is particularly on the execution of language policy in relation to the promotion and development of the nine official indigenous languages, namely isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, siSwati, Tshivenda and Xitsonga. Since South Africa is a multilingual country with 11 official languages, the Constitution of the Republic of South Africa, 1996, provides that every learner may use the official language of his or her choice in any public institution of the country. The Language Policy for Higher Education (Ministry of Education, 2002) requires all South African universities to develop and execute language policies. Section 20 of this policy which was adopted 13 years ago reads: “All higher education institutions are required to develop their own language policy subject to the above policy framework, which should be submitted to the Minister by 31 March 2003. The Ministry will continue to monitor the impact of language policy in higher education” (Ministry of Education, 2002, p.15). The author, however, through his study points towards the fact that not one of the country’s universities is truly executing the language policy. According to the author, the educators feel it is impractical to use the country’s indigenous languages in the light of their historically diminished utility and status. They say the country’s indigenous languages have not been developed to a level where they may be used for all higher education functions. From the study conducted by the author, it is evident that the language policy for higher education (2002) could not be adequately executed in the universities therefore, the author opines, the Ministry of Higher Education requires rapid language policy reform in line with the fourfold mandate given by the Constitution and the people involved in language policy reform should choose how universities should progress. This again can be effective when political leadership is committed to linguistic transformation, especially in the country’s education environment.

The twelfth chapter by Cynthia Roberts focuses on the status of women in leadership roles in higher education. The author reviews the forces that either promote and/or hinder the advancement of women into leadership roles in higher education both in the United States as well as in the countries abroad, however, the percentage of women in key roles continues to remain stagnant. From the literature survey, Cynthia Roberts points to a recent study of the American Council of Education (2012) that states “although women earn a majority of post-secondary degrees in the states, they occupy just 26 percent of all college presidencies”. While studying the literature for possible reasons for this status, the literature reveals several barriers/hurdles that impede the progression, ranging from obstacles such as implicit bias, individual preference, and struggles with work life balance to organizational obstructions such lack of adequate role models and a culture structured around masculine archetypes. The author strongly feels that although much is written about programming aimed at the individual or micro level, the larger context of organizational culture must be addressed in order to effect real change. In this context, the author therefore reviews aspects of the organization that can be utilized as levers for change and suggests that creating a culture of inclusion can facilitate advancement and equity..

Ranjit Biswas in his chapter introduces a new theory called by “Theory of IRE with  $(\alpha, \beta, \gamma)$  Norm” which according to the author, if implemented could provide a solution for Higher Education Management (HEM) & Policy Administration in as and when applicable in the institutions across the globe. According to the author, the model under reference is an engineering model for seven major dimensions of HEM: (i)

How To Continuously Monitor The Real Time Progress of Research Work of the Ph.D. Scholars in the Universities/Institutions (ii) Method for Recruitment of Teachers in Universities (iii) Promotion Policy of Teachers In Universities (iv) Selection of the ‘Most Suitable Candidate’ for the various prestigious awards/honors in a country (v) Prevention of to restrict the publications of sub standard research papers in journals? (vi) Selection of the genuine experts for every visiting team of NAAC of UGC? and (vii) Selection of the ‘Most Suitable Candidates’ to fill-up the seats falling under reserved quota. The author also claims that implementation of this new theory by the concerned ministry in higher education institutions of respective countries can help in ensuring quality assurance for excellence in higher education management in the country.

The chapter “A Typology of Supports for First Generation College Students in the U.S.: The Role of Leadership and Collaboration” by Brooke Midkiff and Leslie Grinage presents the case study of first generation college students in the Unites States who are the first in their families to pursue higher education. According to the authors, this is a unique group of learners in terms of their parents’ level of education, their race, gender, or socioeconomic status, which becomes an indicator of persistence to degree completion. The study in the chapter reveals that higher education institutions have been developing programs to assist this group and these initiatives vary in purpose, level of institutional and/or government support, and intended audience. The chapter makes a comprehensive typology of the student supports for first generation college students for understanding the ways in which universities are currently working to improve college completion rates for these kinds of students besides determining the academic and financial challenges faced by this segment of learners in the colleges. It concludes by proposing recommendations that can be implemented by institutional policymakers for further improving the success rate of such group of students.

The next chapter by Lynne Hunt and Denise Chalmers makes a study of approaches for the promotion of quality university teaching and learning. It draws attention to the specific organizational contexts of universities that influence change leadership processes and in doing so, the authors point towards the requirement for a combined coordinated and concerted effort of all the constituents of the higher education institution, the faculties, libraries, administration, and student support and learning technology services ‘joined-up’ policies, plans and procedures. The ultimate goal of the management and leadership is to bring about university level change in order to ‘get the context right’ for teaching and learning. The authors in the paper conclude, it is important to attend to ‘what you do and the way that you do it’ to produce sustainable outcomes. A key message that the paper provides is that the leadership needs to adopt systems approach to build a culture that supports teaching and learning through a whole-of-institution dimension. For the success of this approach, a shared strategic vision and ‘joined-up’ policies and procedures is needed that re-orientate traditionally hierarchical university organizations that accords priority to research over teaching. The paper is based on five principles of action (McInnes et al. 2012) namely, (1) Shape the strategic vision that puts student learning and student experience at its core; (2) Inspire and enable excellence; (3) Devolve leadership of learning and teaching; 4) Reward, recognize and develop teaching; and (5) Involve students.

The contributing authors Silvia Olivares, Alejandra Garza Cruz, Mildred López Cabrera, Alex Suárez Regalado, and Jorge Valdez García of the following chapter make a study on the dimensions of quality management and assurance in medical education in Mexico since excellence in healthcare delivery is only possible by addressing the quality issues in medical education. The authors in this paper make an assessment of the development of medical schools in México considering a model for quality assurance, proposed as Quality Model for Medical Schools (QMMS) having five levels of the Incremental

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Quality Model (IQM). In this research, the authors apply an exploratory descriptive approach wherein 46 authorities from medical schools made a self-assessment of their processes (strategic, core, support and evaluation) included on the QMMS to determine their development in the five levels of the IQM i.e. Start, Development, Standardization, Innovation and Sustainability. The authors are of the view that the proposed quality model may serve as a guide to improve their performance and if implemented, it can advance innovation and sustainability of quality medical education and improvement in healthcare services.

Thalia Mulvihill and Lorna Timmerman in their chapter, while examining the reliance on contingent faculty in U.S. higher education, attempts to address the impact of employing contingent faculty from the viewpoint of a departmental chair of a medium-sized Midwestern research university where contingent faculty are hired on a routine basis. The authors attempt to look into institutional issues arising out of hiring contingent faculty like planning and leadership in the department and use of contingent faculty within the department vis-à-vis interpretations, perceptions and understanding of higher education administrator.

Thomas Bisschoff and Michael Nieto in the next chapter focuses the study in the areas of transformational leadership, followership and distributed leadership in a Business School context in post 1992 scenario. Based on the selected case studies, authors observed the absence of transformational leadership in all the Business Schools studied herewith where participants were critical of their leadership and the lack of consultation or engagement. Their study also suggested evidence of disengagement and minimal distributed leadership instead of effective followership.

Mark Polatajko and Catherine Monaghan in this chapter attempt to study the impact of graduation and retention rates through a quantitative study examining the effectiveness in the United States of allocating state resources to state public institutions of higher education. The authors in their research revealed that the method of funding was not a statistically significant predictor of either the initial status or the rate of change of graduation rate or retention rate over the eight-year period. Their study, recommends further research of performance funding outcomes, state funding levels, and other environmental factors also as a means of helping administrators and policy makers in their quest to facilitate economic progress through an educated citizenry.

In the following chapter, the authors Luis M. Villar Angulo and Olga M. Alegre de la Rosa present a research study to analyze the contextual and personal factors associated with student teachers' inclusive and intercultural values towards minimizing learning and participation barriers and also the role of Higher Education in developing social inclusion. The outcome of the study suggests that positive elements emphasized the gender variable with highly significant scores on all the three dimensions i.e. Culture, Politics and Inclusive Practices. Besides, the authors found through the present study that experience increases more predisposition to the inclusion and recognition of barriers to learning and participation. The study further suggests that principles of social inclusion may be influenced by variables such as gender, age, cultural experience and experience with people.

Mary Susan Runte and Robert Runte in their chapter on "The Evolving Discourse of the Purpose of Higher Education: The Rhetoric of Higher Education Reform", identify four separate discourses, higher education for enlightenment, to develop human capital, as manpower management, and as consumerism. Their study reveals that the dominant discourse of the purpose of higher education appears to be manpower planning and consumerism. The authors are of the view that these distinct discourses are often confabulated with little apparent awareness of the contradictory nature of rhetoric drawn and thus provide a simple analytical framework to overcome this confusion.

Finally, the authors of the last chapter of the Handbook i.e. Pamela A. Lemoine, P. Thomas Hackett and Michael D. Richardson attempt to draw a similarity between current education environment with that of VUCA (Volatility, Uncertainty, Complexity, Ambiguity) which results into facing the uncertainty of workforce reductions and budget cuts affecting the process of increasing student performance. With greater participation of social media in the higher education, authors visualize that higher education institutions are caught in a critically demanding and increasing unknown present and its future characterized by volatility, uncertainty, complexity and ambiguity.

The chapters presented in this handbook reflect the various dimensions of higher education in the perspective of administration, policy and leadership in the wake of current challenges faced by higher education including provision of accessible, affordable and technologically feasible educational opportunities. Through these research studies, it is evident that institutions need to formulate policies and device strategies that encourage inclusive and participative higher education governance encompassing the various constituents of the institution and inculcate environment for development of academic leaders.

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