Leading the way of Higher Education into 21st Century

Christian Bach and Alessandra Castagnetto
Department of Technology Management
University of Bridgeport, Bridgeport, CT

Abstract

It has been 15 to 16 years in the arena of Higher education and counting; started as Financial Aid Counselor and presently as one of the Associate Director of Student Financial Services at a Four year non-profit institution of higher education. It has never crossed my mind to continue my master's degree but in times of difficult economic crisis and high competitors in the job market is inevitable that one cannot be blind to the economic and social environment and fallen behind by not upgrading yourself professionally, to maintain your job and continue be competitive in the job market. One of my biggest flaws in my profession is the lack of knowledge for Technology and its implementation. Therefore, I decided to take one class after almost 20 years on which I have not grabbed or read a book for schoolwork. As I mentioned one time to one of my peers, he advise me to go for Masters in Science in Technology management. I have to thank my colleague to encouraged me in start to register for a graduate course and to my professor for his patience, tolerance and understanding by giving me the flexibility and allow me to follow and complete the material of the course at my pace. This course of Marketing, Entrepreneurship and Innovation, has been an exciting awakening in which had taught me the basic foundations to be able to choose my topic. The topic that I have chosen is leading the way of Higher Education into the 21st century. It has taken me several hours of researching related materials, journals and articles to see what other researchers has observed, wrote, developed and proposed to improve Higher education in the United States, that will take us to be one of the best among others abroad institutions of the world. Where the technology and economic globalization has already reached all facets of our daily lives and where it is time to act now.
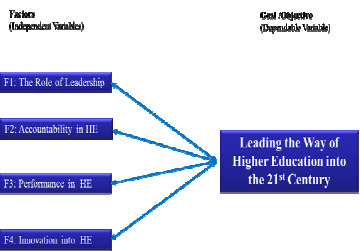
Introduction

There is a growing interest in *leading the way of Higher Education into the 21st century*, for example (McLoughlin, 1999), (Carter, 1999); (Drucker, 1999)and (A., 2004) are just few researchers that wrote on Higher education as organization and the various issues where I extracted most of the information and I was able to gather what are the independent variables that will allow a smooth transition towards a better tomorrow on Higher education. Here we need to view Higher Education not only as a product but as a service is provided to the public. The role that plays leadership towards a better education; what qualities should today's higher educational leaders should foster to effectively face the twenty first century in the United States. We are live in a hyper connected and hypercompetitive world. In order to prepare our graduates to be high-functioning citizens in today's increasingly global society and to master the dominant information landscape of our time, to be productive employees. School administrators and teacher leaders have the authority and resource control to professional educated-related learning environment, and implementation of certain values, the politics and interest which exits in all market place. These could be found mention on the following journals, (Pless, 2007), (Crosby, 2010; Maak & Pless, 2006), (Maak, 2007); (Yates, Wagner, & Majchrzak, 2010); (Utschig & Schaefer, 2008); (Lin & Bransford, 2010) among others whom thanks to their work and research I gathered the Knowledge and understanding what it takes to be a leader in this market. The accountability in Higher Education has become a common or most recent phenomenon on most institutions around the world. At the extreme end there were those who disliked external motivation to improve their teaching and who counted on the professional integrity of their colleagues for quality improvement (Currie, 2004), (Bennis, 1956b), (Bennis, 1956a). the performance requires by all of us that play important roles in Higher education; from the president of an institution to the client which is the student, new develop skills, implementation and complexity of these concerns, proper allocation, quality and quantity of funding, and unavoidable innovation of technology that governs and embarks all levels of our daily

Research Method

We are entering an era where the population is growing and the environmental turbulent conditions worsens and is the reality and concerns that overarching changes and that affects the sustainability of our resources; leading to what are we seeing the global financial and economic crisis that we are currently are living. We hardly are keeping up or going at the same pace that everything that is happening around us at the same time these effects results in trying to come out with new ideas, innovation and technology that result of the individual's need. When there is a need or a problem, there are others that come out with an idea or theory and identify the causes to create a solution. We can see it with Higher Education around the world, where the traditional education are losing ground to an innovative way of learning and with the same and which is the acquiring of knowledge. A new perspective which at the same time is changing the way we are accustomed from a traditional to an innovative way of learning and meeting the needs. Therefore, these educational institutions are having better things to offer the student.

Let us view Higher Education as an institution that sells a good or product; this product is Knowledge where we learn to generate and enhance or make it flourish. The student is the client who happens to be interest buyer to purchase the goods or product. The Research Methodology that I am targeting into lead the way of Higher Education to the next 21st century by the use of multiple factors or variables that affects the outcome and a customer driven process. The reality is that all from the governments, organizations, outside-sourcing, higher learning institutions, the administration, faculty and the students must work and collaborate together and learn to adapt the new changes for new knowledge of higher learning.

Model Name: **LEADING THE WAY OF HIGHER EDUCATION INTO 21st CENTURY**

Quotes Variables and References:

F1: In Modern and Globalization era, a really international world of learning, highly competitive, is emerging (Ahmad & Hassan, 2006).;
F2: Others believe that the increasing attention to public, measurable accountability is the logical consequence of governments retreating from closely monitoring higher education and allowing an increase in institutional autonomy. Moreover, others are preoccupied with the intended and unintended consequences of accountability. Given these concerns many interesting questions arise regarding accountability. (Currie, 2004)
F3: Forms of resources allocation influence the behavior of academics and managers in Higher Education, particularly their levels of activity as well as the kinds of activities they engage in and their ways of dealing with Risks. (Liefner, 2003).
F4: It argues that the study of Innovation demands that questions are asked about the mature and ownership of the innovation, its policy context and whose interests the innovation serves. (Silver, 1999).
F - Goal: The purpose of Universities is to generate and transmit knowledge. Much of what is generated is knowledge for the sake of Knowledge. (Lowman, 2010)

Leading the way of Higher Education

What we need and it takes to start moving to a new era of higher learning. "In Modern and globalization era, a really international world or learning, highly competitive, is emerging" (Ahmad & Hassan, 2006). It's to start with a good leadership which is a viable factor in order to transition to a higher learning by leading the population of students that are growing and the demands which are constantly changing. I have seen two types of leaders in the university and colleges with different control on running higher learning. The Administrator/manager Kathryn S. Hoff refers these as two as different entities; and which I see them as one. Their qualities or require skills should be revisit and fuss to become one. Since there are already get pay as corporate employees due to their highly skills and expertise in the field; the other is the Faculty which controls the curriculum as the experts and holders of a more complex knowledge. In order to achieve our goal these two main groups must act and work together. What would be the responsibilities, qualities that should acquire and exhibit the unique attributes, skills, and values required to function in this changing environment to be a successful unify force in our higher education are the following:

Although there are common elements, some of these lists are fairly unique in the wording and terms used to describe these characteristics. Included in Gardner's (1990) list are physical vitality and stamina; intelligence and judgment-in-action; willingness (eagerness) to accept responsibilities; task competence; understanding of followers/constituents and their needs; skill in dealing with people; need to achieve; capacity to motivate; courage and resolution, steadiness; capacity to win and hold trust; capacity to manage, decide, and set priorities; confidence; ascendance, dominance, and assertiveness; and adaptability and flexibility of approach. The obvious point is made that all leaders cannot possess, nor demonstrate consistently, all the attributes included. Addressed separately, Gardner listed five skills of critical importance: agreement building, networking, exercising non jurisdictional power, institution building, and flexibility. In a discussion regarding coping with change, creating continuous learning environments and forging a new future (Bennis, 1963)(Bennis,1989a) listed ten personal and organizational characteristics as critical. The ten factors are that leaders (1) manage the dream; (2) embrace error; (3) encourage reflective backtalk; (4) encourage dissent; (5) possess the Nobel Factor (an individual with boundless optimism, sure he or she could win the Nobel prize if he were a scientist); (6) understand the Pygmalion effect in management; (7) have the Gretzky Factor (in addition to keeping a thumb on the current pulse of the organization, the leader senses where the culture is going to be and what must be done to remain viable); (8) see the long view; (9) understand stakeholder symmetry; and (10) create strategic alliances and partnerships. The possession of these characteristics by the leadership team of a university is crucial. Warren G. Bennis, former president of the University of Cincinnati, and now Distinguished Professor of Business Administration at the University of Southern California offered examples from his own experience in educational leadership to support the critical need for our leaders to demonstrate these important characteristics. (Hoff, 1999) The organizational structure of an institution of higher education is "one of the most complex structures in modern society" (Alpert, 1985). "Colleges and universities are extremely complex organizations, more complex than businesses of comparable size. The organization of higher education delivers the products are teaching, research, and public service - are difficult to measure and to evaluate" (Ford,1993). As I mention the key success of an educational structure resides in the willingness, collaboration, and essential communication and take the risks in a united efforts among the faculty, administration (all the university staff) and service units to a better learning organization environment for all.

The following main factor that I will discuss is accountability in Higher education policy agenda of many systems. Others believe that accountability is the logical consequence of governments retreating from closely monitoring higher education and allowing an increase in institutional autonomy has permitted that higher learning institution in the United States had implemented their own policy agenda (Romzek, 2000), offers the most comprehensive framework for analyzing types of accountability relationship. She identifies four basic types: Hierarchical, Legal, professional and political accountability. The last two are the types that more often are seeing the higher education environment. Professional and political accountability systems reflect situations "where the individual or agency has substantial more discretion to pursue relevant tasks than under legal or hierarchical types. And the review standards, when they are invoked, are much broader"(Romzek, 2000). Romzek notes that the difference between professional and political accountability is the source of the standard for Performance. (Trow, 1996) adds to Romsek's framework by more explicitly pointing to the function of accountability and more specifically focusing on the higher education context. Regarding the functions, he first maintains that accountability is a constraint on arbitrary power, thereby discouraging fraud and manipulation, and strengthening the legitimacy of institutions that are obligated to report to appropriate groups. Second, accountability is claimed to sustain or raise the quality of performance by forcing those involved to examine their operations critically and to subject them to critical review from the outside. Third, accountability can be used as a regulatory device through the kind of reports and the explicit criteria to be met by the reporting institution. Our forms of quality management in the USA are related to the efficient and effective use of public resources. Due to the globalization and economic hard times that are we passing the relationship between government and universities has been changing since a decade or two and still is, where were existed strong bonding relationship on the funding, legislation and planning mechanism are no longer are being subsidized and is diminishing more and more. The Efficiency and value for money are being the concerns of the governments and the massive growing population of student that claims for efficiency and effectiveness where the parents and taxpayers are started to question the value of education. This brings the urge to increase information and technology towards the implementation of processing. To sum up the urge to rapidly act to the various trends or factors has increased and are affecting higher education and the role and instruments of accountability in Higher education. But as long as the governments decide to implement accountability mechanism and how they are approaching globalization and the socio-economic soon then we will have a brighter and worth educational system in the United States. Many governments use competitive elements in the process of allocating public funds to institutions of Higher Education. "Forms of resource allocation influence the behavior of academics and managers/administration in Higher education, particularly their levels of activity as well as the kinds of activities they engage in and their ways of dealing with risks (Liefner, 2003). Empirical analyses partly confirm these hypotheses. Competitiveness is necessary for obtaining high levels of funding, and universities have to offer high-quality teaching and research and foster educational and organizational innovations. In traditional state-coordinated systems, programs of teaching and research offered by institutions of higher education are strongly managed by government directives. Moreover, these systems receive funding exclusively from their governments (Clark, 1983), (Flitner, 1989) The studies also imply that the state-oriented systems have the tendency to conserve structures and be less innovative and less responsive to changes in demand. In the United States, Higher education systems provides both structures education and research and are market driven competitors. Research has shown that higher education administrators and institutions respond to changing mechanism of resource allocation. What determines the success of an education in the long term; is the importance of academics a factor classified as devise for a long term success. The second factor that has been a significant impact into a long term development prospects of universities is the ability of the (motivated and qualified) students. Out of the six universities that were interviewed manage to attract highly qualified faculty. The result that the quality of faculty is a crucial factor for success can also be combined with the results of the hypotheses and the findings of the second empirical section. The majority of the interviewees agree that well-qualified people tend to respond less to monetary incentives. Instead they work according to their individual motivation and scientific interests (Liefner, 2003). As a form of resource allocation cannot directly influence the long term success but what can do is to have the government involve forcing us to realize that it is the taxpayers monies who support much of the funding the universities receive through the government, therefore the institution should find ways to adjust organizational structures more quickly to emerging needs and opportunities and last but not least should re-allocate funding to the individual or departments that has been proven to be successful and to reduce the budget of those who are not performing in an acceptable way. Understandings of "Innovation" depend on where and why it occurs in institution, organizations and systems. In Higher education the 'Innovator' may be a person, a team or a committee, or government department or funding agency. When the Dearing report on Higher Education recommended 'To stimulate innovation' as one function of its proposed institute for learning and Teaching (Education, 1997) it thereby added further policy to an already extensive policy-driven innovation. Innovation has also involve the educational technology; individual experimentation ; curriculum innovation; responses to changing student numbers, structures and funding; problem-based, resource-based and open to other strategies of learning. Innovation can be seen as encompassing a range of topics. In the periods from the early 1960s and 1990s it is possible to place innovations in, or directly influencing, teaching and learning in a rough systematic classification:

Individual and group innovation: classrooms and course related a direct response to student needs and professional concerns (student-led seminars, laboratory simulations).
Disciplinary initiatives: sponsored and encourages by subject associations or by professional or professional related bodies such as the General Medical Council; informal collaboration amongst subject specialists across institutions.
Innovations responding to the educational media: Taking advantage of new technologies and acquiring or developing associated materials (software, e-mail, open or resource-based learning materials).
Curriculum-prompted innovations: To meet the needs of modular and semesters structures (including new assessment procedures) and in response to the changing content of fields of study and inter-disciplinary developments.
Institutional initiatives: Including policy decisions of many kinds (regarding information technology, work-based or resource-based learning) and staff development processes; new structure, including educational development units and similar bodies, teaching and learning committees, and the appointment of senior management to oversee the developments (pro-vice chancellors, deans).
Systematic initiatives: including government creation of new and in various ways and different kinds of institutions.
Systematic by-products: resulting within higher education institutions from system-wide policies and practices (Teaching quality Assessment, changes in financial and moral support, and different types or classifications on innovations calls for a different requires in relation to financial (moral and moral support, and different opportunities for access to both in different types of institution (traditional and Innovative institutions approaches of institutions). (Silver, 1999).
The study of Innovation in teaching and learning is a study of interactions, attitudes, institutional policies and practices or implementation and the confrontation characteristics of all of them.

Continue – Leading the way of HE

Finally, leading the way of Higher Education into 21st century, presents its challenges but not impossible to achieve as mentioned before conviction, trust collaboration and the willingness to work towards a common goal will make us at the end successful. Human are constantly evolving and acquiring new knowledge and era that present challenges and demands for which are expanding and changing faster than ever before. Our surrounding is use of rapid communications, exposing huge potentials increasing for new Knowledge and the impact of new technology. Due to all these the 21st century institutions of higher education call for recognition of the changed nature of higher education and the multiple purposes such institutions serve. (Lowman, 2010). We should acquire a different approach if we want to embrace the new technology and serve our students by viewing Higher Education as a business and translating the corporate strategy into strategy projects. Global economic crises, environmental problems, the increase growth of the population are conditions which forces us to re-visit our strategies to endure some form of stability and long term survival. For a new higher education organization the implementation of a business model seems to be appropriate to the related issues that need to be taken into account for a successful implementation of strategy. The world- wide recession that started in 2008, compelled organizations to place, or emphasis on the delivery of projects, namely to deliver on time and within budget (Weeks & du Plessis, 2011). We can see that services are beginning to dominate our higher education organization like the business or corporation that renders the goods and services. In order to maintain stability we might need to gear in understanding Servitization and what entails. Servitization is a process of moving from a fundamentally manufacturing enterprise to one that provides clients with an integrated bundle of products and services that collectively meet the needs of the clients in this case with the students. To achieve this movement towards the implementation of the servitization process in Higher Education; we first require a special set of skills to include a service and relationship to an already existing functions in higher education infrastructure organization. (S. & J., 1988)
These skills require are not to be replace but to be added as an extension of their daily functions in the organization of higher learning. This dual nature of skills required namely, the service and relationship skills, has become known as the T-shape skills profile. This will also secure and increase the success rate every time we execute strategic projects. Many researches has agreed that in order to succeed and endure in the today's market we need to be aware that 'services require a different mind-set all together; the knowledge base is more intellectual in nature and because of the higher interpersonal involvement, interaction skill gain weight and meaning"(IBM, 2008)

Table 1: Model: Variables, quotes and references.

Variables	Quote	Reference
The Role of leadership in Higher Education	In Modern and Globalization era, a really international world of learning, highly competitive, is emerging.	(Ahmad & Hassan, 2006; Tokatli, 2007)
Accountability in Higher Education	Others believe that the increasing attention to public, measurable accountability is the logical consequence of governments retreating from closely monitoring higher education and allowing an increase in institutional autonomy. Moreover, others are preoccupied with the intended and unintended consequences of the growing attention to accountability other factors:	(Mizrahi, González, & Avendaño, 2003)
Performance in Higher Education	Forms of resources allocation influence the behavior of academics and managers in Higher Education, particularly their levels of activity as well as the kinds of activities they engage in and their ways of dealing with Risks	(Romano, 2009)
Innovation into Higher Education	It argues that the study of Innovation demands that questions are asked about the mature and ownership of the innovation, its policy context and whose interests the innovation serves	Silver, H. (1999)

Table 1 model breaks my variables factors presented on this report, the quotes that caught my attention and though them useful to use it in my paper. As mentioned before every independent factors are interrelated and must interact in this world of technology and innovation.

Importance of Model

The use of diagram, table and model allows me to simplifying and illustrating without losing the perspective of the goal; the major influence factors I consider essential to acquire and reach the Objective, which in this case is to lead the way to higher education into 21st Century. A simple Model where anyone can easily take and study further each of its components. There are researchers who have written on the subject from different point of views and to list few of these

Conclusion

Leading the way of Higher Education into the 21st century will imply changes, rethinking and reconstruction. Will also infer the re-examination of the ways we currently conduct our activities and changes in our traditional and fundamental aspects of its structures and operations in Higher learning institutions in our nation. Being the student our ultimate target and central of achievement in our institutions; we should already start implementing some changes and attempting to respond to the impetuous wave of new knowledge and technology within the traditional ways. We still have a long way to go and little time to implement and take risks but not impossible to achieve if we want to succeed and reach our goal. It is important that higher education leaders make the decision and take the risk to these new challenges and not see them as a threat but an opportunity to excel and enhance professionally. Our current socio-economic conditions are one of the significant barriers were both in funding and human capital, will always be insufficient unless a clear shift of roles occurs such as that professional development and faculty performance in Higher learning institutions. Embrace innovation approach into higher education in order to improve our processing and data information and making a smooth transition to the new era.