Abstract

The article considers the specificity of the contemporary university administration, when the University is losing its classical unity and acquires plural forms of existence. Particular attention is paid to the research university, which transforms the classical university’s ideas in its adaptation to the conditions of the information society. Cognitive management in the research university is a form of governance that increases its competitiveness in the globalized educational area. The most important factor bringing about cognitive management is based on the transformation of knowledge into information, when it solves the task of forming the social capital and increasing the student’s cognitive competence.

Keywords: knowledge management; research university; globalized educational area

1. Introduction

Today the concept of the Classical University is being actively discussed within the context of the challenges it has faced over the nine centuries of its history. The University was established on the basis of advancing knowledge; thus, advancement of human knowledge through learning and research has become its mission. However, the University has now ended up in crisis in the 21st century. Consequently, it has become imperative in discussions of mission to address the question, whether the Classics disappear, as well as what is actually happening with the
Classical University vis-à-vis other University forms that have grown around it? The problem of this article is to discuss the question of management for the modern University. This problem is a key to understanding the present and the future of the University. The purpose of the article is to argue the knowledge management as an appropriate strategy of control for the transformation of the University into the information society or the knowledge society.

2. Background: The correlation of the Classical University and the Research University

The questions connected with different aspects of the correlation of the classical and research universities have been repeatedly raised by modern researchers of the University (Lyotard, 1993; Barnett, 1990; Readings, 1996; Habermas, 1987; Altbach, 2006; Crow and Tucker, 2001; Crow, 2010; Salmi, 2010).

Among other new forms of modern University (the entrepreneurial University, the corporate University, the pedagogical University, innovative University and so on), it is the Research University that attracts particular attention. The problem of the correlation of the Classical University and Research University is relevant today. It can be hypothesized that the Research University is as a new type of University. Today, the Classical University retains its name. The Research University is a continuation of the Classical University.

This means that the Criteria of the Classical University are a legacy for the Research University, and these criteria have become relevant forms for contemporary analysis. This implies change in the foundation of management for the Research University as well.

3. Knowledge management as a relevant strategy of management for modern Research University

The research hypothesis states that the Research University is a form of the Classical University. But this means, that the Research University is in need for a new form of management; i.e., knowledge management. The new form of management emerged as the conditions of social development were transformed too. This form of management emerged under the conditions of new sociality, science and culture. Globalization processes and dynamics, randomness, unpredictability and multilinearity of development characterize the contemporary sociality. But, the transformation from knowledge to information is the main change. It is central for establishment of knowledge management. Of course, these transformations concern the criteria, idea and mission of the Classical University.

Modern sociality specifies direction of transformation of the Classical University. In addition to these, it is necessary to keep in mind that modern scientific knowledge has changed the concept of fundamentality. Knowledge, having transformed into information acquires characteristics of constant growth, movement and change of information flows. As a consequence, it is necessary first to transfer scientific attention from the result of scientific discovery to process of this discovery; secondly to see modern science as concatenation and interlacement of all scientific disciplines. Modern science bases itself on two principles. The first principle is “the cogito-turning” and the second principle is interdisciplinarity. It is significant that the modern science changes the form of scientific fundamentality. Therefore, it is necessary to change the form of fundamentality of the modern university’s education too.

Additionally, modern science is undergoing significant changes, which are expressed in its cogito-turning. This means that much attention is given to the work of cogito. Cogito-turning of the modern science and its interdisciplinarity are the features of the modern university’s education. In this form of education fundamentality of the Classical University has transformed into the Research University. Knowledge management has emerged as the new form of management for the Research University. It occurred in response to the demands of modern scientific knowledge and its new form of management.

Knowledge and truth present the traditional Idea of the University, its essential content and symbolic form. But today, knowledge and truth have taken other forms. Therefore, they evidence transformations of the modern University and highlight the new status of knowledge (informational status). Information brings the University all its new features (utilitarian nature, cost, and form of knowledge, trade relations and the possibilities for commercialization). The Research University perceives them. This contributes to the fact that the University takes cognitive management as its own management theory.

It is necessary to formulate main tasks and functions of knowledge management as a new type of management theory and practice. The use of the knowledge system is based on the process of transition to the learning type of
organization. Knowledge management is considered as a general theory of modern management. This consideration is based, first, on the special importance of knowledge in the information-oriented society where it, having transformed into information and having become the main source of the social development, takes not only epistemological but socio-cultural meaning. Therefore, knowledge and intellect (cogito) management becomes the leading activity in the sphere of social processes in general. This is evidenced by the fact that the knowledge having transformed into information has become a personal attribute of the individual and represents his or her intellectual capital.

So then, knowledge management is a general theory of modern management for the modern Research University. This is the main conclusion of modern analysis concerning the management of the University. Relevance is guaranteed by the fact that the modern Research University is a World University in contrast to Classical University. The modern Research University enters the competition for global leadership and demonstrates its competitiveness in the world educational space. Knowledge management as a general strategy of modern management theory supports and helps the Research University to work at the world level.

4. The differences of knowledge management for business structures and the Research University

Unfortunately, knowledge management has not been recognized for the university’s education today. This type of management has been recognized within modern business structures. However, it should be said that the modern University has the possibility of commercialization and business too. While the essence of education is not commercial, the university uses other forms of marketing. Knowledge as information has embraced the notions of cost and form of product. It can be sold. Education acquired the character of educational services. The market of education appeared and education has recognized other opportunities for commerce. Knowledge management is applied in these conditions. However, commerce may not be the primary goal of knowledge management for education. The primary goal of knowledge management for education is the formation of professional and personal identity of the modern graduate. Competence and identity of a graduate of the modern university are based on the specifics of the modern professional world. Competence and identity give way to other personal attributes: speed, activity and non-algorithmic thinking, ability to take on risk, the capacity for planning and foresight, the ability to abandon old knowledge and experience, etc.

5. Conclusion

Thus, knowledge management is the answer in the transformation to informational society within the sphere of education.

The practical recommendations of the article are summarized as follows. The main task of knowledge management is shaping cognitive competence. The content of cognitive competence is the ability to generate new knowledge. This means that cognitive management is a strategy that directs the process of generation of new knowledge. Prorector (provost) of educational work is the main manager for the Research University. He provides expertise in development of curricula and may adjust them if their content is not aimed at the formation of student ability to generate new knowledge.

The theory of communicative action by J. Habermas, shifted onto education, is the theoretical basis for knowledge management. The main structure of the educational process is educational and communicative action. Educational and communicative action contributes to the organization of the training process on the basis of knowledge management.

There are still other problems in the transformation from classical education to knowledge for which solutions and their innovators must be found.

References

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