Change of the Higher Education Paradigm in the Context of Digital Transformation: From Resource Management to Access Control

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Abstract

Digitalization and transition to a new technological structure bring humanity to another level of development. The changing technological structures, industry and society progress, enhance the importance of improving the university development model. The existing management system and infrastructure in universities are often oxidized and unable to ensure their competitive and adequate functioning. Hence, the need to improve the processes of using the university infrastructure through digital technology. The composition and range of the resources should also be reviewed and supplemented with new components.

The purpose of this work is to reveal the principles and requirements for improving the university infrastructure using digital technology.

The methodology is based on modeling the university management system, with the concept of infrastructure logic as a core, meant to include new elements in the university management infrastructure: university stakeholders, cultural values, investments and translation.

The management model transformation implies a transition from structural to infrastructural approach, from infrastructure management to managing the infrastructure logic. The digital network platform incorporating the information on all the infrastructure facilities, their status, will provide effective user access management to each university resource.

The recommendations formulated to improve the university infrastructure using digital technology will make higher education more effective.

Keywords: university infrastructure, infrastructure logic, resource management, access control, university development strategy, university digitalization, university digital transformation

1. Introduction

1.1 Research Problem

Digitalization and transition to a new technological structure lead humanity to a new level of development. The new level of development involves active use of digital technology. In these conditions, the importance of improving the development model of the university is growing (Lezer et al., 2020; Khalid et al., 2018).

As the dynamism of technological structure changes inevitably grows, this then requires modern universities to increase their responsiveness to external and internal changes in the university system, flexibility and adaptability. The existing management systems and infrastructures in many universities often date back to the past era, and therefore are usually not able to ensure the competitive functioning of the university adequate to the new realities. There are completely new requirements for infrastructure management (Holmwood et al., 2019; Hasanović et al., 2012). In order to accelerate the technological development of the university, it is necessary to involve not only all infrastructure objects, but also intellectual and cultural potential. Historically, university infrastructure was mainly focused on the management of material resources such as buildings, structures, equipment, networks, and in current times, in order to solve the tasks of adaptability, flexibility and rate of development, there needs to be a system of cultural values and staff involvement as a tool for coordinated interaction making it possible to interconnect all the components together (Shaik et al., 2020; Rothmann, 2013). Mobilization of a significantly larger number of

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   New Thinking on Higher Education Joel W. Meyerson,1998   *The Future of Higher Education* Frank Newman,Lara Couturier,Jamie Scurry,2010-04-30 A powerful look at the risks inherent in the trend toward making higher education a market rather than a regulated public sector The Future of Higher Education reveals the findings of an extensive four year investigation into the major forces that are transforming our American system of higher education The book explores the challenges of intensified competition among institutions globalization of colleges and universities the expansion of the new for profit and virtual institutions and the influence of technology on learning This important resource offers college and university leaders and policy makers an analysis of the impact of these forces of change and includes suggestions for creating an effective higher education market as well as a call for a renewed focus on the public purposes of higher education

   Resources in Education ,2000-10   **Governing Academia** Ronald G. Ehrenberg,2016-10-01 Public concern over sharp increases in undergraduate tuition has led many to question why colleges and universities cannot behave more like businesses and cut their costs to hold tuition down Ronald G Ehrenberg and his coauthors assert that understanding how academic institutions are governed provides part of the answer Factors that influence the governance of academic institutions include how states regulate higher education and govern their public institutions the size and method of selection of boards of trustees the roles of trustees administrators and faculty in shared governance at campuses how universities are organized for fiscal and academic purposes the presence or absence of collective bargaining for faculty staff and graduate student assistants pressures from government regulations donors insurance carriers athletic conferences and accreditation agencies and competition from for profit providers Governing Academia which covers all these aspects of governance is enlightening and accessible for anyone interested in higher education The authors are leading academic administrators and scholars from a wide range of fields including economics education law political science and public policy   Private Higher Education Alma Maldonado-Maldonado,Yingxia Cao,Hong Zhu,Daniel C. Levy,Philip G. Altbach,2006-08-01 This research project has been supported by the Ford Foundation the Lynch School of Education at Boston College and the Program of Research on Private Higher Education at the University at Albany   **The Knowledge Economy and Postsecondary Education** National Research Council,Division of Behavioral and Social Sciences and Education,Center for Education,Committee on the Impact of the Changing Economy on the Education System,2002-05-11 The Workshop on the Knowledge Economy and Postsecondary Education documents changes seen in the postsecondary education system In her report Lisa Hudson focuses on who is participating in postsecondary education Tom Bailey concentrates on community colleges as the most responsive institutions to employer needs Carol Twigg surveys the ways that four year institutions are attempting to modify their curricular offerings and pedagogy to adapt those that will be more useful and Brian Pusser emphasizes the public s broader interests in higher education and challenges the acceptance of the primacy of job

preparation for the individual and of market metaphors as an appropriate descriptor of American higher education An example of a for profit company providing necessary instruction for workers is also examined Richard Murnane Nancy Sharkey and Frank Levy investigate the experience of Cisco high school and community college students need to testify to their information technology skills to earn certificates Finally John Bransford Nancy Vye and Helen Bateman address the ways learning occurs and how these can be encouraged particularly in cyberspace **Higher Education's Road to Relevance** Susan A. Ambrose,Laura A. Wankel,2019-11-20 Explores the current context role and challenges of post secondary education and presents options for promising pathways forward The post secondary educational system has undergone dramatic changes and experienced immense stress in the past two decades Once regarded as the logical next step toward career opportunities and financial security higher education is a subject of growing uncertainty for millions of people across the United States It is more common than ever to question the return on investment skyrocketing cost and student debt burden of going to college Prospective students and many employers increasingly view attending institutions of higher learning as inadequate preparation for entering the 21st century workforce High profile scandals financial impropriety sexual abuse restrictions of free speech among others have further eroded public trust In response to these and other challenges leading voices are demanding strengthened accountability and measurable change Higher Education s Road to Relevance illustrates why change is needed in post secondary education and offers practical solutions to pressing concerns The authors internationally recognized experts in college level teaching and learning innovation draw heavily from contemporary research to provide an integrative approach for post secondary faculty staff and administrators of all levels This timely book helps readers identify the need for leadership in developing new networks and ecosystems of learning and workforce development This valuable book will help readers Understand the forces driving change in higher education Develop multiple pathways to create and credential self directed learners Promote access to flexible cost effective and relevant learning Adapt structures and pedagogies to address issues and overcome challenges Use an inclusive approach that extends to employers K 12 educators post secondary educators and policy makers among others Higher Education s Road to Relevance is a much needed resource for college and university administrators academic researchers instructors and other faculty and staff who support and interact with students Narratives of Academics' Personal Journeys in Contested Spaces Namrata Rao,Anesa Hosein,Ian M. Kinchin,2023-05-18 Narratives of Academics Personal Journeys in Contested Spaces provides theoretically informed personal narratives of 11 emerging and established leaders in learning and teaching in Australia Finland New Zealand Singapore the UK and the USA The academics narratives focus on how the individuals have navigated to their current leadership role in learning and teaching whilst negotiating contested identities such as gender and physical and social marginalised spaces such as interstitial middle leadership positions These international narratives provide unique perspectives on the sense making of academics as they reflect on their learning and teaching leadership journey and how

these journeys are shaped by their contested identities and the marginalised spaces they inhabit Often such identities and spaces are not recognised in higher education which may lead to even more isolating and challenging leadership journeys The book contributes to our understanding of the subjective experiences that academics encounter in their leadership journeys Further the personal narratives included in the book capture how the contested identities and marginalised spaces influence the learning and teaching leadership practices in various educational cultural and national contexts   *Engaging Families in Higher Education* Christine Self,Elizabeth Massengale,Amy Murphy,2023-07-04 In today s colleges and universities parents and families are increasingly important as partners to support students in enrolling and navigating the college experience Tailored to higher education professionals who work with the families of college students this book provides a solid foundation for establishing or enhancing parent and family initiatives across the institution and how to partner with families to foster student success The chapter authors seasoned professionals working in higher education share best practices and relevant research related to partnering with families and addressing challenges that come with engaging families Chapters also explore ways to make parent and family programming accessible for first generation families and families from underrepresented groups who may often feel left out of traditional activities programs and services Chapters feature Voices from the Field sharing best practices as well as Tough Talks breaking down some of the more difficult interactions between families and students and staff This book is a valuable resource to higher education and student affairs professionals seeking to strengthen their work with families in order to better support student success in college   *Team Academy* Elinor Vettraino,Berrbizne Urzelai,2021-12-24 Within Entrepreneurship Education Team Academy is seen by some as an innovative pedagogical model that enhances social connectivity as well as experiential student centred and team based learning It also creates spaces for transformative learning to occur In this book the third book in the four part Routledge Focus on Team Academy series the contributors explore the concepts of leadership and teams in the context of TA Topics including the way in which learners attempt to navigate the complexity of leadership and team dynamics whilst understanding their place and impact on the processes involved will be examined This book is aimed at academics practitioners and learners engaged in the Team Academy methodology pedagogy and model as well as those interested in the area of entrepreneurial team learning Readers will be inspired to innovate in their delivery methodologies and to explore learning by doing approaches to creating value The book also aims to challenge the discourse around entrepreneurship and entrepreneurial activities offering insights research stories and experiences from those learning and working in the Team Academy approach   **Effective Learning and Teaching in Social Policy and Social Work** Hilary Burgess,Imogen Taylor,2004-11-10 Written to meet the needs of teachers lecturers tutors and trainers this is the essential guide to understanding the key issues in learning and teaching in social policy and social work as well as related areas such as early childhood studies youth and community work and probation studies The field of social care is constantly changing and this

book acts an accessible introduction to all the core concerns that will be critical to teaching professionals working in the field today Key areas covered include curriculum planning design and delivery of teaching assessment promoting inclusion e learning and interprofessional practice This book also aims to provide an international perspective outlining innovative best practice from around the world Written for undergraduate and postgraduate level teaching less experienced teachers looking for authoritative expert guidance will find this title indispensable as will more experienced professionals seeking material for reflection   *International Perspectives on Leadership in Higher Education* Alasdair Blair,Darrell Evans,Christina Hughes,Malcolm Tight,2022-11-21 As complex large institutions universities present unique challenges for leaders International Perspectives on Leadership in Higher Education examines how contemporary leaders in higher education in different disciplines at different levels and in different parts of the world are identified developed and supported

Reconceptualizing Securitization in Afghanistan Arif Sahar,Christian Kaunert,2024-12-09 This book analyses the securitization of ethnic identities and social groups by the state in Afghanistan in the post 2001 context Securitization is arguably the most successful theoretical framework to analyse security beyond the military confines Yet despite its broadening agenda the securitization framework has been accused of a Western bias This book analyses the extent and the modalities and practices of the securitization of ethnic identities and social groups e g women by the state in Afghanistan post 2001 which is especially relevant following the takeover by the Taliban in August 2021 It puts forward a more nuanced argument by analytically distinguishing and empirically testing state policies practices and perspectives on ethnic and social groups that are largely informed by the fear and legacies of civil war 1978 2001 The work argues that the traditional lack of a stable state identity that could function as a basis for ontological security in Afghanistan has resulted in a persistent state of fragility exacerbated by the legacies and fears of civil war that have had a direct impact on the development of the state s perspectives on ethnic and social groups Whilst the state does not necessarily indulge in explicit securitization practices and discourses securitization often takes place through implicit activities to undermine ethnic and social groups ability to enter political economic and socio cultural competitions fairly and equitably which would in turn enable these groups to challenge the state The securitization process therefore has had an impact on the ability of these groups to benefit from opportunities fairly and equitably This book will be of much interest to students of critical security studies statebuilding Asian politics and International Relations in general   *Handbook of Research on Internationalization of Entrepreneurial Innovation in the Global Economy* Carvalho, Luisa Cagica,2015-03-31 Globalization demands the creation of new business approaches to achieve high levels of competitiveness Cultural differences factor into policies as companies expand their businesses in different countries and seek to collaborate with international entrepreneurs The Handbook of Research on Internationalization of Entrepreneurial Innovation in the Global Economy brings together research on international business entrepreneurship and innovation in order to present a comprehensive publication for business professionals This volume is

an essential reference source for practitioners academicians researchers and upper level students interested in learning about internationalization and innovation in a global market **Reflective Teaching of Geography 11-18** Graham Butt,2002-10-11 THIS IS THE SERIES BLURB LIST ALL BOOKS TOGETHER Continuum Studies in Reflective Practice and Research is a new series of textbooks aimed at teaching students As with Andrew Pollard s books they use the idiom of reflective teaching In other words they avoids the two extreme views about learning to teach namely that it is best done simply through acquiring practical tricks of the trade without any theory or that it is best done applying sytematized objective theory The distinctive feature of relective teaching is that it encourages practitioners to develop by continually inter relating theory and research findings to their own practice situation and style These comprehensive textbooks provide an accessible guide to all those who are new to teaching in secondary schools Covering all aspects of job from planning through to teaching and assessment the authors provide constructive accessible and above all practical advice to help subject teachers become more effective in their work *Shaping the College Curriculum* Lisa R. Lattuca,Joan S. Stark,2011-01-11 Shaping the College Curriculum focuses on curriculum development as an important decision making process in colleges and universities The authors define curriculum as an academic plan developed in a historical social and political context They identify eight curricular elements that are addressed intentionally or unintentionally in developing all college courses and programs By exploring the interaction of these elements in context they use the academic plan model to clarify the processes of course and program planning enabling instructors and administrators to ask crucial questions about improving teaching and optimizing student learning This revised edition continues to stress research based educational practices The new edition consolidates and focuses discussion of institutional and sociocultural factors that influence curricular decisions All chapters have been updated with recent research findings relevant to curriculum leadership accreditation assessment and the influence of academic fields while two new chapters focus directly on learning research and its implications for instructional practice A new chapter drawn from research on organizational change provides practical guidance to assist faculty members and administrators who are engaged in extensive program improvements Streamlined yet still comprehensive and detailed this revised volume will continue to serve as an invaluable resource for individuals and groups whose work includes planning designing delivering evaluating and studying curricula in higher education This is an extraordinary book that offers not a particular curriculum or structure but a comprehensive approach for thinking about the curriculum ensuring that important considerations are not overlooked in its revision or development and increasing the likelihood that students will learn and develop in ways institutions hope they will The book brings coherence and intention to what is typically an unstructured haphazard and only partially rational process guided more by beliefs than by empirically grounded substantive information Lattuca and Stark present their material in ways that are accessible and applicable across planning levels course program department and institution local settings and academic disciplines It s an admirable and

informative marriage of scholarship and practice and an insightful guide to both Anyone who cares seriously about how we can make our colleges and universities more educationally effective should read this book Patrick T Terenzini distinguished professor and senior scientist Center for the Study of Higher Education The Pennsylvania State University **How Colleges Change** Adrianna Kezar,2013-10-01 Higher education is in an unprecedented time of change and reform To address these challenges university leaders tend to focus on specific interventions and programs but ignore the change processes and the contexts that would lead to success Joining theory and practice How Colleges Change unmasks problematic assumptions that change agents typically possess and provides research based principles for approaching change Framed by decades of research this monumental book offers fresh insights into understanding leading and enacting change Recognizing that internal and external conditions shape and frame change processes Kezar presents an overarching practical framework that can be applied to any organizational challenge and context How Colleges Change is a crucial resource for aspiring and practicing campus leaders higher education practitioners scholars faculty and staff who want to learn how to apply change strategies in their own institutions **The Bloomsbury Handbook of Sustainability in Higher Education** Wendy M. Purcell,Janet Haddock-Fraser,2023-01-12 This Handbook illustrates that universities per se and higher education in general are essential to catalyze and action the transformative change needed for sustainability and delivery of the Sustainable Development Goals Part One shows how sustainability can be adopted as a driver of change within higher education institutions HEIs as they react and respond to influencing factors outside the academy Part Two examines how a university working with and for sustainability can influence effect and amplify change beyond the institution working with and through others International contributors explore regional national and international perspectives presenting a variety of critically assessed accounts case studies that reflect different local and national contexts institutional archetypes and academic missions Frameworks of sustainability led transformation are illustrated at the level of the institution executive administrative organization culture place based anchor and student in various countries including Aruba Belgium Brazil Canada Hong Kong Japan Lebanon Nepal New Zealand Nigeria South Africa Spain Uganda United Kingdom and the United States of America The book concludes with a manifesto for change and a call to action It identifies that the sustainability journey of a HEI is influenced by context and place with mission leadership and strategy playing a vital role and change agency by students a key ingredient Recognizing the patience and resolve to effect change communication dialogue and inclusion were central to community building and partnership *The Bloomsbury Handbook of Context and Transformative Leadership in Higher Education* Mary Drinkwater,Patrick Deane,2024-08-22 The Bloomsbury Handbook of Context and Transformative Leadership in Higher Education explores the importance of cultural political socioeconomic and historical context in change leadership in higher education With contributions from four continents the handbook brings together multi contextual perspectives to explore the importance of context to the development of the field A broad range of topics are

covered including skills strategies and dispositions local regional and cross national partnership development opportunities and considerations for technology and future visions Countries covered include Argentina Brazil Canada Columbia Dubai Ghana Japan Malaysia South Africa Turkey the UK and the USA The book forms part of the Bloomsbury Handbooks of Crises and Transformative Leadership in Higher Education collection brought together by Mary Drinkwater   Organizing Academic Work in Higher Education Liudvika Leišytė,Uwe Wilkesmann,2016-04-14 Organizing Academic Work in Higher Education explores how managers influence teaching learning and academic identities and how new initiatives in teaching and learning change the organizational structure of universities By building on organizational studies and higher education studies literatures Organizing Academic Work in Higher Education offers a unique perspective presenting empirical evidence from different parts of the world This edited collection provides a conceptual frame of organizational change in universities in the context of New Public Management reforms and links it to the core activities of teaching and learning Split into four main sections University from the organizational perspective Organizing teaching Organizing learning and Organizing identities this book uses a strong international perspective to provide insights from three continents regarding the major differences in the relationships between the university as an organization and academics It contains highly pertinent scientifically driven case studies on the role and boundaries of managerial behaviour in universities It supplies evidence based knowledge on the effectiveness of management behaviour and tools to university managers and higher education policy makers worldwide Academics who aspire to institutionalize their successful academic practices in certain university structures will find this book of particular value Organizing Academic Work in Higher Education will be a vital companion for academic interest in higher education management transformation of universities teaching learning academic work and identities Bringing together the study of the organizational transformation in higher education with the study of teaching learning and academic identity Organizing Academic Work in Higher Education presents a unique cross national and cross regional comparative perspective

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