



AZTECA UNIVERSITY
(Universidad Azteca)

**Strategic Management and Quality Assurance as a Driver for
Innovation, Transcendence, and Creativity in Small and
Medium-sized Universities**

By
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**This thesis was submitted as a partial fulfillment of the requirements for
the award of the degree of Doctor of Philosophy Ph.D. in Quality
Management
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Statement of authorship

I, Mustafa Kayyali hereby state that I'm the author of the doctoral dissertation titled Strategic Management and Quality Assurance as a Driver for Innovation, Transcendence, and Creativity in Small and Medium-sized Universities. The contents of this dissertation are original and have not, in whole or in part, been submitted to this or any other university for consideration for any other degree or qualification.

Mustafa Kayyali

Mar, 6th, 2023

Dedication

During the preparation of this thesis, my circumstances were not suitable at all, and I had never ever thought that I would reach the moment when I would finish writing the thesis and move to the dedication section. Many times, death was much closer than that.

During the writing of this thesis, and since the beginning of my Ph.D. journey with Universidad Azteca, there was, and still is, a war in Syria. During the preparation of the thesis, I was exposed to the dangers of displacement more than once... I lost many friends... I had COVID-19... Finally, we were struck by the devastating earthquake that changed our lives.

I suffered from time and work pressure, from the difficulties of life, and from organizing my priorities... I used to spend more than 18 hours every day in front of my laptop trying to balance work, study, and research.

Many times I thought about giving up, but there was a strength that pushed me to persevere and continue on this journey.

I thought many times that I would not finish writing the thesis, and thankfully, I finished it, and I would not submit this research, and I submitted it.

I read a lot about willpower and challenging circumstances and difficulties...

I read a quote by Benito Mussolini in which he says: *Men do not move mountains; it is only necessary to create the illusion that mountains move.* Despite this, I felt that what I was doing was more difficult than moving mountains, and despite this, I did not give up.

I thank my family.. my princesses (Larin, Mira, and Celia) for enduring the difficulties of my work, and the challenges I was suffering from...

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Mar, 6th, 2023

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Introduction

Higher Education Institutions proceed in a developmental and improvement manner that helps to develop and improve their work and activity, and to avoid the difficulties and obstacles that it suffers from. At the same time, these institutions are working on building a network of relations and cooperation with their local, regional, and international partners to promote and improve many concepts, principles, and standards that these educational institutions consider necessary to develop their work and activity, and improve their performance, which helps them to enhance their external reach and achieve several objectives, whether Scientific, such as contracting with international academics, or academic, such as publishing new research, studies, and articles (and converting them into patents), or technical, such as registering international students with them, or material, such as obtaining grants or funding from private financing institutions or international bodies such as the Fund International Monetary Fund, the United Nations, UNESCO or other international funders.

As a result of the orientation of higher education institutions around the world towards new trends and directions in the last years of the past decade, specifically, the internationalization of its activities and programs, many urgent issues emerged that higher education institutions around the world had to focus on, and perhaps the most important of these issues are strategic planning, creativity and quality assurance, and accreditation and thinking in a creative, strategic and creative way, as well as promoting scientific research and linking the university with society and establishing a governance system that ensures the preservation of transparency of work indicators in higher education institutions, without forgetting the permanent and continuous improvement of the work of higher education institutions, and linked to the important performance indicators that universities should work on.

All of the above was accompanied by several serious challenges facing higher education institutions during the past few years, including the emergence of accreditation mills that offer fake accreditation without value, the emergence of fake universities, and the serious danger they present to the academic authenticity of the academic community around the world, and finally, the emergence of the COVID-19, and its mutations and the accompanying significant impact on changing the structure of higher education institutions around the world.

In the face of all these variables and challenges, higher education institutions that wish to develop themselves must keep pace with all the changes ravaging the world, and work to find a place for themselves in the academic community.

Given all of the above, higher education institutions around the world had to define themselves: are they public, private, research, or community universities, each university had to chart its path according to all the previous levels based on its description of itself.

The idea of this research emerged to provide a descriptive-analytical study of the state of higher education institutions around the world, taking into account the description of these institutions based on their type, size, number of students, and the extent of compliance of higher education institutions around the world with modern trends in higher education, and building a measurement tool at an international level through which to understand the level of application of all higher education institutions around the world to these contemporary trends. The questionnaire for the study was shared with a large number of higher education institutions, including more than 40 countries around the world on all continents so that when presenting the results of the study, we can say that the study can be generalized in all countries of the world, and its results can be shared with higher education institutions around the world.

Strategic management and quality assurance are the aspects covered by this study, and their direct impact as a motive for innovation, transcendence, and innovation in higher education institutions. Strategic management in higher education refers to the process of defining and implementing a long-term vision and plan for an academic institution. It involves identifying the institution's strengths, weaknesses, opportunities, and threats, and developing strategies to optimize resources and achieve its goals. Strategic management in higher education is a critical process for ensuring that an academic institution remains relevant, competitive, and successful over the long term. Quality assurance in higher education refers to the systematic processes and practices implemented by academic institutions to ensure that their programs and services meet the highest possible standards of quality. The goal of quality assurance in higher education is to ensure that students receive a high-quality education that prepares them for their careers and meets the needs of society. It involves a continuous cycle of planning, monitoring, evaluating, and improving the quality of academic programs and services. Quality assurance in higher education is essential for ensuring that academic institutions meet the needs of their students, faculty, staff, and society as a whole, and maintain their reputations as providers of high-quality education.

Theoretically, we noticed a direct relationship between strategic management and quality assurance, on the one hand, and their direct connection to enhancing creativity in higher education institutions. To clarify this relationship and its direct impact on higher education institutions, we started this research by defining management in higher education and defining strategic management of higher education institutions. After that, we moved on to sustainable strategic management, how to accomplish sustainable strategic management, the mechanisms for its implementation, and how sustainability can be implemented. The next step was represented in strategic management and entrepreneurship, clarifying the ways and mechanisms in which entrepreneurship in strategic management can be developed, and identifying mechanisms through which strategic management can be developed. Within the definition of these mechanisms, we talked about the difficulties facing the application and implementation of strategic management in higher education.

After that, we moved on to talk about the structure of higher education institutions, and the structure of management models in higher education. Then, we talked about governance models in higher education institutions. Next, we moved on to our explanation of defining higher education institutions according to their model of interest, (public-private non-profit - private for-profit - research) and their size to the number of students (small-sized universities - medium-sized universities - large-sized universities).

We then moved in our study to talk about quality assurance in higher education institutions and the definition of quality assurance for higher education institutions. Within the discussion of quality assurance for higher education institutions, we talked about accreditation and its types (programmatic accreditation - institutional accreditation - regional accreditation - licensing as a type of accreditation - and new types of accreditation such as entrepreneurial accreditation). Certainly, we did not neglect to talk about diploma mills, accreditation mills, and the mechanism for distinguishing each one of them. Then, in our discussion of quality assurance, we discussed the most important quality assurance networks in higher education and their importance in achieving sustainability in quality assurance and some information about them.

We then moved on to talk about innovation in higher education. This section included talking about innovation, its definition, the difficulties of its application, what are its motives in higher education institutions, and what are the difficulties of its application and examples of it.

After that, we moved on to talking about rankings and their role as a performance indicator for developing and improving the operation of higher education institutions and considering them as a performance indicator for improving the operation of higher education institutions.

Taking into account the impact of COVID-19 on the operation of higher education institutions around the world, and its change to the model and mechanism of operation of these institutions, we have included an entire chapter to talk about the COVID-19, its impact on higher education institutions, maintaining quality assurance in higher education and its role in the post-pandemic world. Considering COVID-19 has caused attention to new types of education, we have provided a detailed explanation of the impact of COVID-19 and distance education, the emergence of blended education, and the internationalization of higher education in the post-Corona world.

As a result of the above, many challenges have emerged that accompanied the implementation of quality assurance in the past years, and therefore we mentioned some challenges and difficulties to overcome them.

Transcendence is one of the results of improving strategic management and quality assurance in higher education institutions. Therefore, in the next chapter, we talked about Transcendence in higher education, what are transcendent universities, what is the Transcendence mentality, and who are the Transcendence faculty members.

Creativity was also one of the results of improving strategic management and quality assurance in higher education institutions. Therefore, we talked about creativity in higher education, what is the creative mindset, what are the characteristics of creativity in higher education, what are creative universities, who are the creative faculty members, and who are the creative students.

The chapter was also accompanied by presenting creative plans to improve the performance of higher education institutions.

As a future perspective, and as a result of the current era, higher education institutions have emerged as bodies pushing towards the future, and so we talked about how universities can lead the future, how universities can change our world today, and the contemporary trends of higher education in the twenty-first century.

By analyzing the results of the questionnaire that was sent to the universities, we found the impact of each strategic management and quality assurance on small and medium-sized

universities and the impact of quality assurance, creativity, and Transcendence as motives for change and development of higher education institutions.

The research should be viewed taking into account all the points it covers, the added value it covers, its impact on the scientific academic community, and the applied results that can be used through it.

This study ends by presenting the results and recommendations to the universities and presenting suggested future prospects for the study.

Background

Many small and medium-sized universities suffer from administrative problems related to the mechanism of their work. According to the level of their impact, the most influential of these problems for those educational institutions is the absence of long-term strategic planning management processes for their plans, development of their performance process, and improvement of their methodology. Besides, these educational institutions face the obstacle of building a quality assurance system, quality maintenance chain, and internal and external monitoring circles for their work. Quality assurance can be a driver for institutions to achieve excellence in higher education. In other words, the implementation of quality in higher education institutions is not a factor of welfare or luxury, but rather a binding factor to ensure the achievement of basic standards in education.

Not only do those problems lead to poor performance, poor executive structure, loss of confidence, and financial problems, but they also, at later periods, may lead to the educational institution preventing working or even a direct and inevitable collapse of the operation. In the context of strategic university management, the state has great importance - because at this level there is an understanding of higher education strategy since the role of the state is unquestionable because it is the main customer and the subject of influence, forming curricula, programs, types of the work and rules of educational activity assessment.

Management problems in small and medium-sized educational institutions are the hidden and indirect wedges that may, in time, lead to exacerbating subsequent crises and increase disputes within the same institution. In addition to that, the absence of a strategic plan, and a fair quality policy would prevent the existence and application of innovation and creativity.

Strategic management is of utmost importance for every HEI which understands itself as an autonomous actor, making independent decisions regarding goals, successes, and failures while maintaining accountability regarding those outcomes.

The failure of educational institutions to the aspect of quality and strategic planning leads to the weakness of the structure of the educational institution. Many universities and academic institutions might overlook that administrative structures (quality and strategic planning) have a direct role at the later stages to support creativity in the educational institution and increase the creative, and unprecedented abilities of the students. Thus, educational institutions lose a vital part

of their structure when these administrative and institutional aspects are neglected. Managing strategy is supposed to be the most important dogma a university thinks about. According to Watson, it allows all of its main activities (teaching, research, social and economic service) to be realized. One of the important issues to be taken into account is that the quality of educational programs meets local and international standards simultaneously has become a great challenge in many countries and for that reason, academic institutions might think of neglecting those standards.

Strategic management is becoming one of the most promising management mechanisms of higher education development in conditions, where universities are faced with new opportunities and new risks, arising due to globalization, and the increasing role of the human factor. Today, many Russian universities, both large and small, have begun to prepare their own development strategies, reflecting the vision of the university development prospects.

Intra-Institutional quality assurance of higher education can be realized only through genuine efforts with systematic, deliberate, strategic, and continuous planning, proper implementation, and frequent evaluations and rectifications.

In addition to that, good and appropriate operation of HEI can't neglect Quality systems. The infrastructure of the HEIs should be good enough to pursue advanced learning comfortably and conveniently. Imposing and majestic structures have the psychological advantage of stimulating awe and wonder in the learners' minds about higher education, and this prompts them to take the study seriously.

The development of the Internal Quality Assurance Model in Higher Education Institutions will provide guidelines for the achievement of institutional goals. Thus, the application of quality would assist in the operation of the HEIs.

Strategic management is a core component that should not be ignored or forgotten for every higher education institution regardless of its size, structure, and field of knowledge it focuses upon. The implementation of the quality system is also considered a guarantee to maintain the internal structure of the educational institution, which is imperative for all educational institutions, whether this process is related to the administration, or the educational process, and it is a necessary and inevitable stage for small, medium and large universities.

Strategic management and quality procedures are the main components that lead to innovation and creativity. In addition to that, it is extremely important to define both approaches

(quality and strategy) in which, the challenge for higher education leaders is to define a strategic management approach that fits the specific situation of their institutions: “Although there is no single, ‘right’ approach to strategic planning, certain basic types can be identified that can function (more or less) singly or in combination with each other, depending on the context, timing and current status of the institution”.

Focus and Scope

This research focuses mainly on the role of quality assurance and strategic management as cornerstones and foundations that support the creativity and innovation of small and medium-sized universities. Conducting such a study is extremely important because many academic institutions, for no reason, ignore the role of quality in their operation, which over time leads to serious consequences on the HEIs.

This study will add a contribution to the field of knowledge of the impact of quality measures and strategic systems on higher education institutions and specifically, on the operation of small and medium-sized universities, not forgetting the impact of those measures and approaches on supporting and encouraging the application of innovation, creativity, and transcendence on higher education institutions.

Small and Medium-sized universities are the target of this thesis.

The hypothesis of the research

Hypothesis: According to their work system, and administrative structure, small and medium-sized universities neglect to present strategic plans for their methodology, plans, and aspirations. HEIs believe such reasons and factors have no major impact on their operation thinking that not all institutions need to apply such structures and methods. The truth is neglection of these small and medium educational institutions for such standards and measures will play a negative role in their future work thinking as (Asif, Raouf, & Searcy, 2012) believe the applications of quality assurance processes in higher education and discussed in the literature, yet skepticism prevails on the effectiveness of any one QA model. Furthermore, the absence of innovation and creativity would harm alumni of HEIs. Many higher education institutes might think of ignoring quality issues and strategic management’s prospects for financial factors and

hence, (Shuiyun Liu, 2016) believes that more economical factors play a role in quality assessment and could lead to rewards through an enhanced reputation, and status allocation, increased funding, and greater influence.

Assumption: This thesis assumes that educational institutions that neglect to develop strategic plans (5-10 years) for their work and whose administrative structure and management system do not include a specific and strict quality structure, will not be able to provide an educational process that is transparent, creative, innovative and original, and it will also put its graduates in front of an ambiguous face-to-face relationship with markets and trends because of their lack for all the entrepreneurial, managerial and creative skills that enable them to solve problems, can make good judgment, and deal with all difficulties that they may encounter in the labor market. These creative characteristics contribute to bridging the gap between the university and the job market, and this point is considered the responsibility of the educational institution. It is worth mentioning that this theme of relationship is one of the main pillars of quality assurance standards and guidelines in the European Higher Education Area (ESG, 2015).

Aim of this study

The study aims to provide evidence to educational institutions that neglection of the strategic planning methodology will be exposed at later stages to great difficulties and stumbling blocks in their performance to the extent that those institutions might be addressed as fake or failed educational institutions or an institution that provides fake certificates or false or original education (Diploma mill).

Research questions

The suggested questions for the research are the following:

1. Should small and medium-sized educational institutions prepare strategic plans for their work and focus on ensuring the educational and administrative quality of their programs to be ahead in the process of innovation and creativity?
2. What is the reason that will push an education institute to apply those strategies?
3. What are the desired benefits?
4. What are the expected obstacles?

5. What are the risks that an educational institution will face if it neglects to implement these aspects?
6. Are there existential losses to the educational institution if these aspects are neglected?
7. Are the factors of originality, transcendence, creativity, and innovation inherent or extraneous, necessary, or secondary in the educational process??
8. Are there benefits to their implementation and application in the institution, and if not applied, will this lead to the occurrence of disadvantages?

Objectives of the study

The main objectives of the study might be manifested by the following:

1. Analyze the impact of the absence of quality systems.
2. Analyze the importance of strategic management for small and medium-sized institutions.
3. Define the operation of quality systems and quality assurance standards.
4. Persuade higher education institutions to apply quality measures and strategic management practices.
5. Define the need for innovation and creativity in higher education institutions.
6. Explain the importance of transcendence mentality for the development of higher education institutions.

Methodology

The research will involve both qualitative and quantitative data collection: A database will be compiled that includes hundreds of educational institutions, higher education institutions, technical, vocational, and virtual education institutions, non-traditional education, and non-formal education. A study, analysis, and level of suitability for the application of institutional strategies and quality standards will be carried out for each institution. Standards of success for the scientific, technical, and institutional structure, the level of success of its students and graduates, and the obtaining of employment opportunities for its graduates shortly after their graduation.

The level of creativity among graduates of these educational institutions will also be measured as whether their graduates have obtained prestigious jobs, administrative or government jobs.

After that, all these samples will be analyzed and collected, and a comprehensive result will be presented regarding the need to apply quality and methodology in small and medium-sized institutions (with some statistics on universities located in war and conflict zones).

Participants

The possible number of participants is about 150-200 higher education institutions, technical, vocational, and virtual education institutions, non-traditional education, and non-formal education.

Collection of Data, and used Questionnaire

A questionnaire was designed according to the Google form for collecting information. Several universities in many countries of the world were selected and the questionnaire was sent to them. The questionnaire included a large number of questions related to the university, its activity and work, and the extent of its interest in the topics and issues covered by this study, such as accreditation, quality assurance, creativity, strategic planning, and other various issues. Then, the results of this questionnaire were collected, analyzed, and explained in the final section of the study. More than 170 universities participated in the survey, and all of these universities are institutions of higher education and educational institutions operating within the higher education sector. The results of this study can be generalized, taking into account that the participating institutions are universities and higher educational institutions operating in a large number of countries in the world.

Strengths and weaknesses of the study

Strengths: Many types of research, studies, and theses discuss the role and importance of implementing strategic plans and quality systems for higher education institutions, but few studies focus on the role of these strategies, plans, and management systems in supporting the process of innovation, development, and creativity in universities and educational institutions. In addition, very few studies focus on the importance of these administrative systems in the development and functioning of small and medium universities in particular. This study is the only study in the world that analyzes the impact and importance of a large number of indicators and factors such as quality assurance, accreditation, creativity, and transcendence on the operation of higher education

institutions and is viewed as a motive for development and improvement in the work of higher education institutions around the world.

Weaknesses: This study neglects the role of large universities because there is many of data related to the work of large universities that cannot be covered within the context of this study. One of the other weaknesses is that the process of collecting and analyzing data was done through questionnaires via the Internet, and there was no ability to physically visit these universities.

Keywords:

Strategic Management - Quality Assurance - Innovation – Transcendence – Creativity – Higher Education.

Ethical Statement

This research and all its results are the private productions of the researcher and it is his intellectual output. This material is the original work of the author, which has not been previously published anywhere else, nor has it been submitted in part or in whole to any university or research journal, and it reflects the researcher's findings, study, and analysis truthfully and completely. The results are placed appropriately in the context of previous and existing research. All sources used have been properly disclosed (correct citation). The researcher knows that violating the rules of the ethical statement leads to serious consequences.

Conflict of Interest

The author declares that they have no conflicts of interest in his research. This research does not contain any studies involving animals performed by any of the authors. This research does not contain any studies involving human participants performed by any of the authors.

List of Papers, Book chapters, and Conferences the author participated in while writing this research

Papers :

1. Kayyali, M. (2020). Post COVID-19: New Era for Higher Education Systems. *International Journal of Applied Science and Engineering*, 8(2), 131-145.
2. Kayyali, M., & Khosla, A. (2021). Globalization and Internationalization: ISO 21001 as a Trigger and Prime Key for Quality Assurance of Higher Education Institutions. *International Journal of Applied Science and Engineering*, 9(1), 67-96.
3. Kayyali, M. (2022). Management of Higher Education Institutions: THE IMPACT OF ICT based Good Governance, entrepreneurship, and quality assurance on the operation of academic institutions. *International Journal of Applied Science and Engineering*, 10(1).
4. Kayyali, M. (2021). Positive Impact of High Technology on Higher Education. *International Journal of Information Science and Computing*, 8(2), 12–21.
5. Kayyali, M. (2020). The rise of online learning and its worthiness during COVID-19 pandemic. *International Journal of Information Science and Computing*, 7(2), 63-84.
6. Kayyali, M. (2022). Post-COVID-19 Pandemic Main Challenges with e-Learning. *International Journal of Information Science and Computing*, 09(01): 01-09.
7. Proper Administration of HEIs: How Would the Application of QA Preserve the Academic Reputation and Integrity of HEIs.
8. Applications of IoT in Green Management: Profound Cases.
9. The Application of Information and Communications Technology in Quality Assurance and Assessment of Higher Education: The Scenario of Pandemic.
10. Age of Pandemics: New Technologies and Skills for Academic Lecturers, an E-Teaching Successful Process

Book Chapters :

1. Kayyali, M. (2021). New Technologies and Skills for Academic Lecturers with Successful E-Teaching Process: The context of Pandemics. *Information Systems & Technology: The Advances*, NEW DELHI PUBLISHERS. 217-255

2. Kayyali, M. (2021). DeepFake and Possibilities of its Implementation in Higher Education: The Scenario of ICT Era. Emergence of Information and Communication Technology in Business, Society and Management. NEW DELHI PUBLISHERS. 95-107
3. Kayyali, M. (2021). The Application of Information and Communications Technology in Quality Assurance and Assessment of Higher Education: The Scenario of Pandemic. Futuristic Information & Communication Technologies. NEW DELHI PUBLISHERS. 205-209.
4. Kayyali, M. (2022). Internet of Things (IoT): Emphasizing Its Applications and Emergence in Environmental Management—The Profound Cases. In: Paul, P.K., Choudhury, A., Biswas, A., Singh, B.K. (eds) Environmental Informatics. Springer, Singapore.
5. Kayyali, M. (2023). Big Data in Management: How Big Data Changes Business Management around the World. In P.K. Paul, S. Sharma, E. Roy Krishnan (Eds.), Advances in Business Informatics empowered by AI & Intelligent Systems (pp 187-202). CSMFL Publications.
6. Internet of Things IoT: An Applicable Resort for Higher Education Institutions HEIs During Epidemics: The Scenario of COVID-19

Conferences :

1. EURIE Summit. 2023. Panel with the title “Promoting Education for Sustainable Development: A New Mission for Quality Assurance in Higher Education”.
2. SUCTIA (Systemic University Change Towards Internationalisation for Academia). June 2022. Internationalization of Higher Education: The case of HEIs That Are Located in Conflict Controlled Areas.
3. Innovating Through Post-Pandemic High Impact Research Conference. hosted by Bahrain Polytechnic. 2022. Presentation entitled: "Creativity in Higher Education in Post-COVID-19 Era".
4. International Conference on Management & Social Sciences (ICMSS). July 2022. ILMA University. Quality Education Challenges in Digital Teaching and Learning Environment".
5. 3rd International Conference on Quality Assurance in Academia. Jan 2022. Governance of HEIs: Models and Prospects.

6. ICARI International Conference on Academic Research, and Innovation in Management, Information Technology, Social Science, and Education 2021. Quality of Higher Education: ISO 21001, and EFQM Model 2020 as Trigger for Improvement at HEIs.
7. International Conference on Informatics, Artificial Intelligence & Intelligent Systems (ICONIAIIS-2021). Can We Apply Internet of Things IoT in Higher Education?
8. MANIGMA 2021. Positive Impact of High-tech on Higher Education
9. International Conference on ICT, Cyber Security & Forensic (ICONICYSEC-2021) DeepFake and Possibilities of its Implementation in Higher Education: The Scenario of ICT Era.
10. International Conference on Emerging Trends in Computer Science & Technology (ICETCST-2021). New Technologies for Good Educational Process. Context of Higher Education and Pandemics.
11. International Conference On Emergence in Commerce, Business, Management & Information Technology (ICONECBIT-2021). Internet of Things IoT: An Applicable Resort for Higher Education Institutions HEIs During Epidemics: The Scenario of COVID-19.
12. International Symposium On Advanced Computing and Informatics in Interdisciplinary Arena (ISACIIA-2023). Driving Business Value through Digital Transformation Strategic Management in the Age of Technology.
13. International Symposium On Advanced Computing and Informatics in Interdisciplinary Arena (ISACIIA-2023). Revolutionizing Education with Technology: Opportunities and Challenges

Literary Review

Rudzki, R. E. (1995). In the research paper entitled: " *The Application of a Strategic Management Model to the Internationalization of Higher Education Institutions*", The author of the study paper discussed how crucial strategic management is to obtaining excellence in higher education institutions. He claimed that defining and accomplishing an institution's goals depends heavily on strategic management. He listed the following five fundamental components of strategic management: defining goals and objectives, examining the external environment, developing and implementing strategies, and assessing and monitoring the outcomes. According to the author, higher education institutions need to create a strategic management plan that includes these components to flourish. A SWOT analysis to determine the institution's strengths, weaknesses, opportunities, and threats should also be included in this plan, along with several tactics that will help it accomplish its objectives. The significance of leadership in putting strategic management into practice is also covered in the study. To guarantee buy-in and support, the authors advise executives to establish an excellence culture within the organization and to share the strategic management plan with all relevant parties.

Ryan, T. (2015). In the research paper entitled: " *Quality Assurance in Higher Education: A Review of Literature*", the author explored the concept of quality assurance and its role in higher education institutions. The author started out by describing quality assurance as a collection of practices and procedures that guarantee educational programs adhere to a set of quality criteria. After that, he discussed the significance of quality assurance in higher education and how it helps to guarantee that students obtain a top-notch education and that educational institutions are held accountable for their actions. The cost of establishing such systems, the requirement for staff education, and the necessity for institutions to be open and accountable in their evaluation processes were all topics covered by the author in his discussion of the difficulties higher education institutions face when implementing quality assurance systems. The author also reviewed the various quality assurance models used in higher education, such as the internal evaluation model and the external evaluation model, which both involve institutions being evaluated by outside organizations against predetermined standards.

C Zhu, N Engels, 2014. In the research paper entitled: "*Organizational Culture and Instructional Innovations in Higher Education: Perceptions and Reactions of Teachers and Students*", the authors investigated the connection between institutional culture and instructional innovations in higher education as perceived and responded to by both professors and students. The study used a mixed-methods approach, including surveys and focus groups, and was carried out at a significant public institution in the United States. According to the authors' research, the institutional culture of the university was seen by professors and students as bureaucratic, hierarchical, and risk-averse, all of which they believed hampered creativity in teaching and learning. Professors did, however, also mention that they felt encouraged to try out novel teaching techniques by the departmental culture. The study's overall findings emphasize the significance of comprehending how institutional culture shapes attitudes toward instructional innovation in higher education. The authors suggest that universities attempt to foster a more encouraging and progressive culture that encourages instructors to try out novel pedagogical approaches and attends to the wants and preferences of students.

S Devi Ramachandran, S Choy Chong, H Ismail. 2009. In the research paper entitled: "*The Practice of Knowledge Management Processes: A Comparative Study of Public and Private Higher Education Institutions in Malaysia*", the authors gathered information from academic staff members in both public and private HEIs using a survey questionnaire. Independent t-tests and descriptive statistics were used to assess the data. The study's conclusions show that Malaysia's public and private HEIs have both implemented knowledge management procedures to some degree. In contrast to public HEIs, private HEIs have a higher level of implementation. The authors contend that the institutional cultures, financial capabilities, and managerial styles that distinguish public from private HEIs are to blame for this variation in implementation. The study also shows that while public HEIs have a higher degree of knowledge-creation process implementation, private HEIs have a higher level of knowledge-sharing process implementation. This shows that whereas private HEIs are more concerned with sharing already existing knowledge, public HEIs are more concerned with producing new knowledge.

HC Nguyen, TTH Ta. 2018. In the research paper entitled: "*Exploring Impact of Accreditation on Higher Education in Developing Countries: A Vietnamese View*", the authors

conducted a survey of 258 academics, administrators, and employers in Vietnam to explore their perceptions of accreditation and its impact. The findings demonstrated that respondents generally had a favorable opinion of accreditation, with many realizing that it may raise quality and increase global recognition. The cost of certification on institutions, the need for greater accountability and transparency, and the possibility that accreditation would worsen already-existing inequities are some of the issues and worries mentioned by the writers. The authors draw the conclusion that while accreditation has the potential to improve higher education in developing nations like Vietnam, it must be handled cautiously and with attention to regional contexts and difficulties. They recommend that accreditation be seen as a part of a larger framework for quality assurance that also encompasses initiatives like curriculum development, professor preparation, and the expansion of research capacity. The authors also ask for additional analysis and study on certification in the contexts of poor countries in order to comprehend its effects and guide practice and policy..

EE Chaffee. 1984. In the research paper entitled: "*Successful Strategic Management in Small Private Colleges*", the author explored the difficulties small private colleges encounter and the significance of efficient strategic management in overcoming those difficulties. Small private colleges, according to Chaffee, confront particular difficulties such as constrained funding, competition from larger universities, and shifting student demographics. By creating and implementing efficient strategic management techniques, these difficulties can be reduced. Environmental scanning, strategy creation, strategy implementation, and assessment and control are the four main steps of Chaffee's framework for strategic management in small private institutions. According to Chaffee, tiny private universities must use excellent strategic management to thrive in a difficult and competitive environment.

MD Milliron. 2007. In the research paper entitled: "*Transcendence and Globalization: Our Education and Workforce Development Challenge*", the author discussed how education and workforce development require a new strategy in the age of globalization. The author contends that a new model of education is required to ensure that students are ready for the demands of the twenty-first century and that the current educational system is insufficient for educating students for the global economy. The new model, in the author's opinion, ought to emphasize

"transcendence," which is the capacity to think beyond one's own cultural, political, and economic limitations. This entails acquiring a global perspective and strong communication skills with people from other cultures and backgrounds. The author also stresses the significance of fostering creativity, originality, and critical thinking abilities. Success in the global economy, where organizations are continually innovating and adjusting to changing conditions, depends on having these talents. The author also makes the case that the education system needs to be more adaptive and flexible in order to keep up with the shifting demands of the global economy. This involves giving employees access to lifetime learning opportunities so they can continue to learn new skills and remain useful in the workforce.

G Hughes, C Wilson. 2017. In the research paper entitled: "*From Transcendence to General Maintenance: Creativity and Wellbeing in Higher Education*", the authors explored the relationship between creativity and well-being in higher education. Although creativity is frequently regarded as a crucial element of wellbeing, the authors contend that the pressure to continually be innovative can really have detrimental impacts on mental health. The authors talked about the idea of transcendence, which is the feeling of moving beyond one's usual bounds and connecting with something bigger than oneself. They stated that this idea is frequently connected to creativity and that a lot of individuals think that engaging in creative endeavors is essential to experiencing transcendence and wellbeing. The authors developed a new model for wellbeing in higher education they call "general maintenance," as opposed to concentrating only on creativity. This paradigm places a strong emphasis on the need for self-care and self-compassion as well as the acquisition of useful skills for everyday use. According to the authors, this strategy can assist people in achieving a more lasting sense of well-being without the adverse impacts of ongoing pressure to be creative.

P Kotler, PE Murphy. 1981. In the research paper entitled: "*Strategic Planning for Higher Education*", the authors argued that strategic planning is necessary for higher education institutions to adapt to the changing needs of students and society, and to ensure their long-term success. The challenges that higher education institutions face, such as shifting demographics, diminishing enrollment, and rising competitiveness, were covered by the writers in their opening remarks. They contend that in order for institutions to overcome these obstacles and stay

competitive and relevant, they must create new tactics and methods. The process of strategic planning was then described, which entails evaluating the existing situation, establishing goals and objectives, and creating a strategy to attain those goals. They stress the significance of including professors, staff, students, alumni, and community members in the planning process. The paper makes the case that strategic planning is a crucial step for higher education institutions to take in order to successfully adapt to the changing needs of both students and society. Institutions can create effective strategies for accomplishing their objectives and maintaining their competitiveness in a fast-changing environment by incorporating stakeholders in the planning process, connecting planning with the institution's mission and values, and concentrating on implementation and evaluation.

Eddie Blass & Peter Hayward. 2014. In the research paper entitled: "*Innovation in Higher Education; Will There be a Role for "the Academe/University" in 2025?"*", the authors argued that higher education institutions must innovate to remain relevant and meet the changing needs of students and society. The difficulties higher education institutions face, such as escalating competition, growing prices, and shifting student expectations, were covered by the writers in their opening remarks. They claimed that in order to meet these difficulties, institutions must become more flexible and agile as well as generate fresh ideas for teaching and learning. The emergence of alternative educational providers including online learning platforms and career-focused programs was also covered by the authors. They contend that these organizations are upending the conventional higher education model and that universities must be open to adopting new ideas in order to stay competitive. The article makes the case that institutions of higher learning must innovate in order to stay current and fulfill the shifting demands of students and society. In order to ensure that students are prepared for the workforce, this may entail adopting new technologies, creating novel teaching and learning strategies, and collaborating closely with companies. In the end, schools that can innovate and adapt will have the best chance of success in the fast-shifting higher education landscape in the years to come.

Viktorija Kis. 2005. In the research paper entitled: "*Quality Assurance in Tertiary Education: Current Practices in OECD Countries and a Literature Review on Potential Effects*", the author examines the current practices of quality assurance (QA) in tertiary education in OECD

countries and reviews the potential effects of QA on various stakeholders. In the introduction, the role of QA in tertiary education was discussed. After that, a summary of the various QA procedures now in use in OECD nations is given, including external evaluations, institutional audits, and accreditation procedures. The many approaches to QA, including standards-based and process-based techniques, are also covered in the article. The author also covers the possible unintended effects of quality assurance, including a concentration on inputs rather than outputs and a lack of innovation. The study points out that by carefully planning and implementing QA procedures, these unexpected consequences might be lessened. In addition to reviewing the potential implications of QA on various stakeholders, the article provides a thorough analysis of the present QA methods in tertiary education in OECD nations. The study emphasizes how crucial it is to carefully plan and implement QA systems in order to maximize their positive effects and reduce their negative ones.

J Pounder. 1999. In the research paper entitled: "*Institutional Performance in Higher Education: is Quality a Relevant Concept?*", the author examines the concept of quality in institutional performance in higher education. The concept of quality is questioned by the author, who contends that it is too limited and does not adequately convey the complexity of institutional performance. The definition of quality and its use in higher education is given at the outset of the article. The author points out that quantitative outcomes like graduation rates, student happiness, and employment outcomes are frequently used to define excellence. The author contends that this constrained definition of quality, however, leaves out other crucial elements of institutional performance, such as research output, innovation, and social effect. The author also talks about the possible unexpected implications of using quality as the only metric for evaluating institutional effectiveness. According to the author, this may lead to a culture of uniformity and compliance, which may inhibit creativity and innovation. The article offers an insightful analysis of the idea of quality in relation to institutional performance in higher education. In order to truly reflect the complexity of higher education institutions and to prevent unexpected outcomes like restricting innovation and creativity, the author contends that a more thorough approach to performance is required.

Flynn, B. B., Schroeder, R. G., & Sakakibara, S. (1995). In the research paper entitled: "*The Impact of Quality Management Practices on Institutional Performance at Higher Educational Institutions*", the authors examine the relationship between quality management practices and institutional performance at higher educational institutions. The importance of quality management methods in higher education institutions and how they might enhance institutional performance was covered in the first section of the study. The authors described quality management techniques as a collection of organized, ongoing operations to raise the caliber of a provider's services and goods. Higher levels of quality management practices were linked to higher levels of institutional performance, according to the authors' research, which established a correlation between the two. The authors also discovered that private institutions performed better than public institutions when it came to the effects of quality management methods on institutional performance. The authors examine the significance of their findings for Indonesian higher education institutions and for upcoming studies on the influence of quality management systems on institutional performance before drawing to a close. In order to enhance their institutional performance, the authors advise higher education institutions in Indonesia to give adopting quality management practices a top priority. They also recommend that future research examine the correlation between particular quality management practices and particular measures of institutional performance. The study offers proof of how quality management approaches improve institutional performance in higher education institutions, with implications for both current practice and future research.

RB Kozma. 1985. In the research paper entitled: "*A Grounded Theory of Instructional Innovation in Higher Education*", the author presented a grounded theory of instructional innovation in higher education, which is based on data collected from interviews with 30 faculty members and administrators in 10 institutions of higher education in the United States. Understanding how instructional innovations are created, implemented, and maintained in higher education was the goal of the study. Three crucial stages of instructional innovation are identified by the paper's grounded theory: initiation, acceptance, and institutionalization. An individual or group of people identify a problem or an opportunity during the beginning stage. As a result, an innovative educational approach is created and then evaluated and improved through trial and error. A number of important elements that affect the creation, acceptance, and institutionalization

of instructional innovations are also identified by the grounded theory. These include the faculty members' individual and collective objectives, resource availability, institutional culture and leadership, and perceived innovation efficacy. By offering a grounded theory that reflects the complexity of the innovation process, the paper makes a significant contribution to the body of research on instructional innovation in higher education. Higher education institutions can utilize the theory to create plans for fostering and maintaining instructional innovations that can raise standards for both teaching and learning.

OY Yureva, OV Yureva. 2016. In the research paper entitled: "*Strategic Management in Higher Education System: Methodological Approaches*", the authors described three approaches to strategic management: the traditional approach, the modern approach, and the systemic approach. While the modern approach places more emphasis on adaptability, innovation, and risk-taking, the conventional approach places more emphasis on planning, institutions, leadership, and control. The systemic approach highlights the necessity of integrating strategic management into the larger system of higher education by fusing old and new methodologies. The primary components of strategic management in higher education were also covered by the writers. These components included vision and mission, environmental analysis, goals and objectives, strategies, implementation, and assessment. They stress how crucial it is to match these components with the institution's overall mission and core beliefs. The authors offered suggestions for the successful application of strategic management in higher education, such as the creation of a common vision and mission, involving stakeholders in the procedure, using data and evidence-based decision-making, and stressing the significance of ongoing evaluation and improvement. The study emphasizes the significance of strategic management in higher education and offers insightful information on the several methodological techniques that may be employed to guarantee the success of educational institutions.

M Jakovljevic. 2018. In the research paper entitled: "*A Model for Innovation in Higher Education*", the author proposed a new model for fostering innovation in higher education institutions. The paper makes the case that conventional higher education methods, which are founded on a centralized and hierarchical structure, are no longer enough to fulfill the evolving requirements of today's students and society as a whole. The suggested methodology is founded

on the idea of "open innovation," which entails working with outside partners to create fresh concepts and solutions. The author makes the case that this strategy is especially well-suited to the environment of higher education, where working with industry and other stakeholders may help institutions remain relevant and responsive to the demands of students and society. The study makes the case that this model can be used in a variety of higher education scenarios, from specific courses and programs to entire institutions. The author offers numerous examples of how the model has been successfully applied, such as collaborations between academic institutions and businesses, as well as campaigns to support social innovation and entrepreneurship. The paper makes a strong argument for the value of innovation in higher education and offers a practical framework for organizations wanting to promote an innovative culture. Higher education institutions can better prepare students for the rapidly shifting demands of the 21st-century economy by embracing open innovation and forming strong partnerships with external stakeholders.

CKIU CHEUNG, E Rudowicz, X Yue. 2003. In the research paper entitled: "*Creativity of University Students: What is the Impact of Field and Year of Study?*", the authors examine the relationship between academic field of study, year of study, and creativity among university students. Undergraduate students from the four academic disciplines of science, engineering, business, and the arts participated in the study. According to the survey, there were notable variations in originality scores between academic disciplines. When compared to those studying science and engineering, students in the arts and business had much higher originality scores. This implies that the nature of the academic topic of study may have an impact on how creative thinking abilities develop. The study also discovered a considerable variation in originality scores throughout the trial. More specifically, third-year students scored better on creative tests than first- or second-year students did. This discovery raises the possibility that creativity is a talent that improves with practice and exposure. The study contends that while assessing university students' originality, it is crucial to take into account both their academic field and year of study. The results imply that creativity may be a skill that develops with practice and time and that it may be more advantageous to pursue particular academic subjects. Insights from the study may be helpful for educators and policymakers in developing curricula and encouraging the growth of creative thinking abilities in college students.

Papaleontiou-Louca, E., Varnava-Marouchou, D., Mihai, S., & Konis, E. 2014. In the research paper entitled: "*Teaching for Creativity in Universities*", the authors argued that creativity is a valuable and necessary skill in today's rapidly changing world and that universities have a responsibility to teach it to their students. The authors believed that creativity includes problem-solving, critical thinking, and innovation in addition to creative expression. They advocate for colleges to include creativity in their curricula by fostering multidisciplinary cooperation, supporting experimentation, and cultivating an atmosphere that encourages taking risks and exploring new ideas. The writers talked about the difficulties that come with trying to educate creativity in academic settings. These issues include opposition from established academic fields, a lack of knowledge about what creativity is and how to teach it, and challenges with evaluating creativity. They contend that colleges must address these issues by fostering faculty innovation, including measures of originality in assessments, and developing interdisciplinary programs and courses. The paper makes the case that universities have to educate creativity because it is an important ability for students to develop in today's environment. The definition of creativity and methods for fostering and developing it in a university setting are covered in this article. The writers also go through the difficulties in teaching creativity and give examples of colleges that have done so well in their courses. Overall, the article makes a strong case for the value of creativity in higher education and offers helpful advice on how institutions of higher learning may encourage and teach it.

Lund, B., & Arndt, S. 2018. In the research paper entitled: "*What is a Creative University?*", the authors argued that creativity is increasingly important in higher education and that universities need to adapt to this changing landscape by becoming more creative themselves. According to the authors, a creative university stimulates innovation and multidisciplinary collaboration among its professors and students and engages with the local community. They contend that a creative university should value creativity and innovation throughout all academic areas rather than merely offering courses in the arts. The advantages of a creative university are then covered by the authors. These include better motivation and involvement among students, enhanced academic results, and increased entrepreneurship and creativity. They contend that by promoting economic development and social innovation, a creative university may also benefit

the larger community. The article gave examples of universities that had embraced creativity with success. These include projects that support community involvement and social innovation as well as design thinking, entrepreneurship, and innovation programs. The authors contend that these examples offer other universities hoping to boost their creativity a road map. The paper makes the case that colleges must change with the times by being more creative to keep up with the importance of creativity in higher education. The definition of a creative university, its advantages and difficulties, and examples of universities that have successfully embraced creativity are all covered in this paper.

1. Accreditation Mills

A Threat to the Quality of Higher Education

One of the risks that higher education institutions that wish to build a quality assurance system and a specialized system for university development, strategic management, and governance may be exposed to is obtaining accreditation from bogus accreditation bodies or entities that claim to provide external quality assurance services without any legal legitimacy.

What are fictitious accreditation bodies?

"Accreditation mills" are bogus quality assurance agencies that claim to carry out external quality assurance activities for bogus higher education institutions to help them appear legitimate (Eaton, J. S. 2008). Accreditation mills mislead and harm. In the United States, degrees and certificates from the mill may not be recognized by other institutions when students seek to transfer or go to graduate school. Employers may not recognize degrees and certificates from certification mills when offering continuing education tuition assistance. "Accreditation" from the accreditation mill can mislead students and the public about the quality of an educational institution (Ezell, A. 2005). With degrees mills and Accreditation mills in place, students may spend a great deal of money and receive no education or usable credentials."

1.1 What is an Accreditation Mill?

Accreditation Mill is an organization that aims to award educational accreditation to institutions of higher learning without obtaining governmental authority or recognition from mainstream academia to act as an accrediting body. The term implies the assumption that the "manufacturer" has low standards (or no standards) for such accreditation. Accreditation mills are "dubious providers of accreditation and quality assurance or processes offering quality certification organizations that are considered bogus."

Accreditation Mills is an organization that aims to award educational accreditation to institutions of higher education without obtaining governmental authority or recognition from mainstream academia to act as an accrediting body. The term implies the assumption that the "manufacturer" has low standards (or no standards) for such accreditation. Accreditation mills are very similar to diploma mills, and in many cases are closely related to diploma mills. The "accreditation" they offer has no legal or academic value but is used in diploma mill marketing to help attract students.

An accreditation mill is an organization that is not recognized as a quality assurance organization and/or does not carry out any actual accreditation procedures (Ezell, A. 2009). Some institutions obtain accreditation from an independent group with lower standards. In other cases, the institution creates its own seemingly independent accreditation board and then accredits itself. This gives the appearance that an outside group has approved the education being offered at the university.

An accreditation mill is an organization that grants educational accreditation to higher education programs without obtaining governmental authority or recognition from mainstream academia to act as an accrediting body. Accreditation mills are very similar to diploma mills and, in many cases, are closely related to diploma mills. The "accreditation" they award has no legal or academic value but is used in diploma mill marketing to help attract students.

Accreditation mills go hand in hand with diploma mills. They are organizations that claim to offer full accreditation of online schools, but in reality, do little or no investigation or verification. For just the effort of filling out a form and submitting payment, any fly-by-night online school can receive the blessing of the accreditation mill and claim to be fully accredited.

However since the Accreditation Mill itself is not a true accreditation body, this claim is worthless. Not all accreditation mills are completely fake. Some are on the sidelines and just have the kind of strong standards they need to weed out diploma mills. This type of credential mill is the most dangerous because it can look completely legitimate, but sometimes lets in a bad apple.

Overlapping accreditation bodies can also lead to something called accreditation shopping. This is where the informal college goes to look for an accrediting body that has the easiest criteria to meet. They avoid the extra expense and scrutiny that a more qualified credentialing body brings, but the quality of education suffers (Cohen, E. B., & Winch, R. 2011).

Degree mills fully offer organizations accreditation without the usual quality processes. In some cases, Accreditation mills offer accreditation to the entire organization or even accreditation to the agency that accredits the institutions themselves (Hallak, J., & Poisson, M. 2007).

Accreditation Mill is a fictitious accreditation agency that is not recognized by the authority responsible for managing the provision of education in the country of operation. They offer accreditation for a fee and will do little or no investigation into the quality of education provided by the institutions they claim to accredit. They often choose names similar to recognized accrediting agencies, and will even incorrectly add accredited schools to lists of accredited

members. Accreditation mills are sometimes located at the same address as a school that claims to be accredited, or they may disguise their locations to make it more difficult to prove their legitimacy.

Accreditation Mill is a fictitious accreditation agency that is not recognized by the authority responsible for managing the provision of education in the country of operation. They offer accreditation for a fee and will do little or no investigation into the quality of education provided by the institutions they claim to accredit. They often choose names similar to recognized accrediting agencies, and will even incorrectly add accredited schools to lists of accredited members. Accreditation mills are often manufactured by diploma mill owners who try to trick people into believing their schools are legitimately accredited. Accreditation mills have been found to operate from the same address, and even their website is hosted on the same IP address as the schools they claim to accredit.

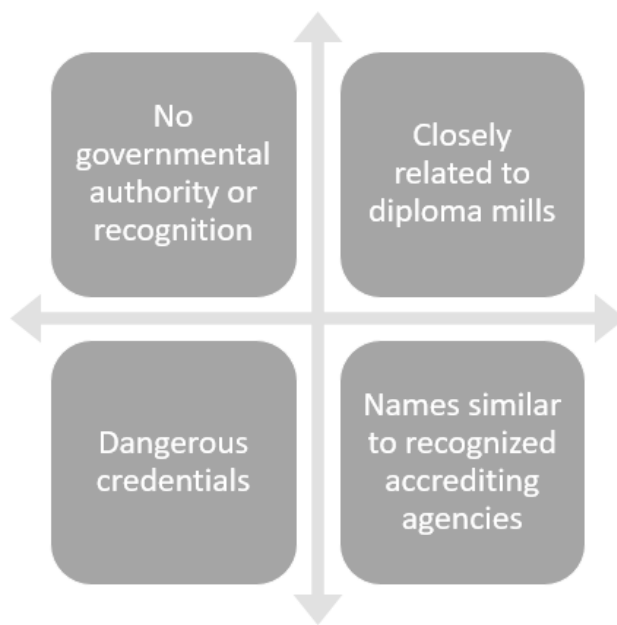


Illustration 1: How to identify diploma mill

1.2 How can I Distinguish That the Entity I am seeking to Obtain Accreditation from is an Accreditation Mill?

Much of the time, fake accreditation bodies make grand claims about offering accreditation based on international standards that can be obtained in a short amount of time without emphasizing the adoption of those standards by institutions of higher learning or posing any actual requirements that the university must meet. The accreditation bodies' focus is limited to obtaining

a sum of money paid by the educational institution, and then they carry out formal procedures and meet formal requirements that ultimately lead to obtaining accreditation. As a consequence, they do not make a real evaluation of the university's students, graduates, or management, and they are not based on any real criteria for accreditation. This institution is probably a fake accrediting body if you believe the accreditation body you contacted adheres to the same criteria and procedure. As professionals in quality assurance, accreditation, and evaluation in higher education know, quality assurance agencies obtain their legitimacy through membership in international quality assurance networks, which are in fact academic councils and congregations working to develop quality assurance for their members (Knight, J. 2005).

One of the most important factors in determining whether an accreditation body is fake or real is its membership in international quality assurance networks. Fake accreditation bodies do not want to obtain membership in quality networks, because this will reveal that they are fake and reveal the falsity and fraud of their claims and because membership in these networks will lead to structuring these fake entities in a way that leads to their suspension. In addition, these entities can't apply for membership in international quality networks because these fictitious entities can't meet the requirements of these networks (Vinten, G. 2008).

In order to make sure that the accreditation body you seek to obtain accreditation is a real agency, you will find it included in the lists of several international quality assurance networks, and if it is not present in any network, this agency is often fake.

1.3 Characteristics Shared by Accreditation Bodies:

It is allowed to purchase accreditation: Accreditation for these bodies is more of a trade than a service provider to raise the quality, standard, and efficiency of work in institutions of higher education. Therefore, these bodies do not reject any accreditation application submitted by any university, and the result of accreditation cannot be a refusal of accreditation. In this case, granting accreditation to higher education institutions is guaranteed and confirmed because it is a commercial process (purchase process) and not a process of raising the level, of efficiency, and development.

It allows institutions to obtain accredited status in a very short time: according to international standards, and according to most quality assurance institutions around the world, the period of program accreditation ranges from 4 to 5 years for unconditional accreditation, and one year for conditional accreditation, while it is estimated at 7 years for total institutional

accreditation, and The duration of the ISO 21001 license is only three years. The period of accreditation provided by fictitious agencies and fraudulent entities exceeds 10 years, with no request for any evaluation of the institution’s work during this period.

No field visits or interviews with key personnel as part of the accreditation process, instead reviewing institutions only based on documents submitted: one of the requirements for accreditation is visiting experts (whether by a physical visit to the university or online) and expert committees conduct interviews with Students, alumni, university administration, and the university’s teaching staff send a report to the accreditation board at the accreditation body, through which a draft report is submitted to be shared with the university, after which a decision is made to adopt or reject it. For fictitious accrediting bodies, they don't work that way, and they grant accreditation without going that way.

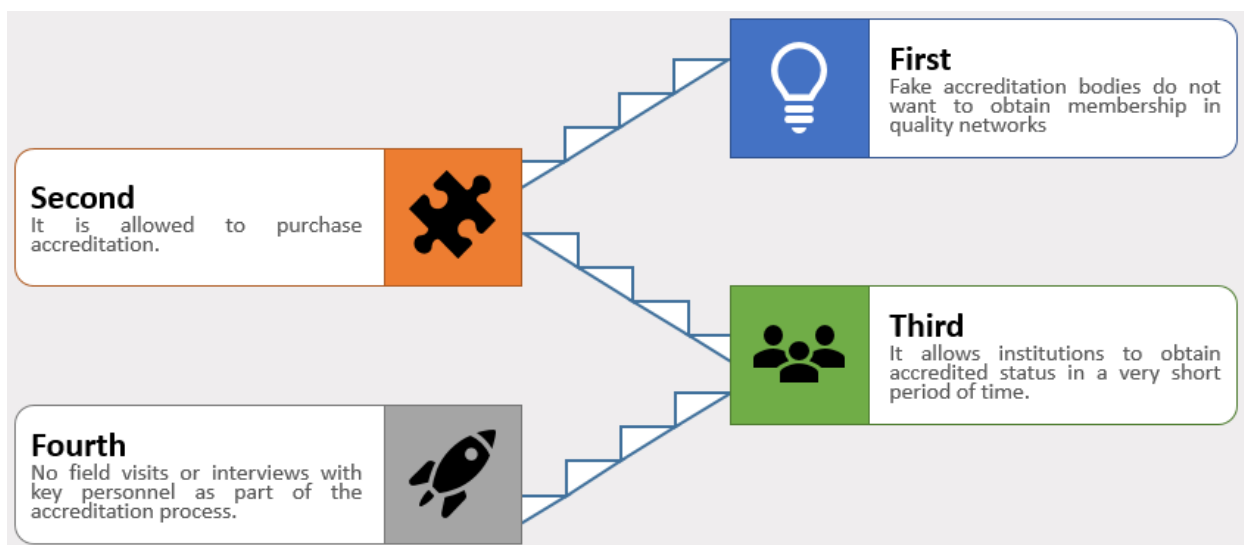


Illustration 2: Characteristics shared by accreditation bodies

Permanent accreditation is granted, without the need for subsequent periodic review: There is no permanent accreditation, and when an accrediting body offers you that it grants permanent accreditation, it is a bogus body.

It has a name very similar to that of a recognized accrediting organization: fictitious accrediting bodies design names or titles that suggest their strength or legitimacy so that higher education institutions believe they are actually real agencies because of the name. For example,

fictitious accreditation bodies begin with "American Association," "American Council," "International Association," "International Council," or other deceptive designations.

Professional website design: At first glance, the website design of the fake accreditation bodies seems that they are real agencies and provide real quality assurance services, but the professional website design is nothing but a deceptive front for the scam.

The list of accredited institutions or programs is published without the knowledge of the listed institutions and programs: If you find that the accreditation agency to which you wish to apply has published a list of universities that have obtained accreditation, and you did not find in the websites of these universities any news about their accreditation by that entity, this means that they are Fake, and adopted without value.

Publish little or no quality standards: Accreditation standards are the most important point in the work of QA agencies, and they are the primary influencing factor through which the University's compliance and development are ensured. Standards are illusory in general if there are no standards if they are below acceptable levels, or if they are useless or ineffectual.

Post assertions for which there is no supporting data QAAs may assert that they have approved several institutions of higher learning, are recognized by worldwide organizations, or are a part of global networks. When you verify the information provided and find that it does not match reality, this means that the accreditation agency is fake and not real.

Licensing from fictitious bodies: Accreditation agencies may state that they are licensed by fictitious and unreal networks or centers, and they may also claim to be licensed by fictitious networks. In this case, the agency is certainly fake and not real.



Illustration 3: Shared lies shared by diploma mills

It is challenging to tell whether they are real because they restrict their locations: The actual accreditation bodies disclose their physical address, along with the location of their building, which may be visited in person or even seen on Google Earth. Fake bodies offer areas that are not real, cannot be accessed, or cannot be reached at all.

They have the same Internet domain as the fake university that awarded it accreditation: The vast majority of the time, fake accrediting bodies are linked to fake institutions that declare to be recognized by an international accreditation body, but in reality, both the university and the accrediting agency were created by the same company to be governed by the same laws at the same time. Check the accreditation body's IP address and make sure it isn't connected to any other university websites to confirm its credibility before submitting a request for accreditation.

concentrating on particular areas One of the more contemporary techniques used by some accreditation bodies is to focus on specific nations and geographical areas. By that, we mean that instead of focusing on America and the European Union, for example, and instead focusing on Asia and Africa, the accreditation body targets universities and other higher education institutions in these areas. The simple fact that their information, specifics, the extent of their operation, and their phony services are unavailable or unknown in the nation where they have created a center makes it challenging for these universities to confirm that they are a fraudulent company.



Illustration 4: Shared tactics shared by diploma mills

Different bodies and entities for one owner: It is possible for a person or a group of persons to design a large number of websites that include several different fictitious accreditation bodies, and to design each website with information, names, details, and services different from other websites, and thus, it determines geographical addresses are different for each accreditation body he has designed. In this case, this person or group of people can market each accreditation agency that he designed differently, given that each one belongs to a completely different geographical location from the first site. As a result of the above, we will have tens or even hundreds of bogus entities claiming to provide accreditation and quality assurance services when all of these entities are completely bogus entities.

Accreditation bodies that lose their legitimacy: One of the widespread practices is that a real, reliable, and reputable accreditation agency turns from academic services and quality assurance of higher education institutions around the world into a profit-based institution. In this example, the accreditation agency spends years establishing its credibility and reliability, and after numerous universities obtain its accreditation, it transforms into a profitable business and grants its accreditation to several fictitious universities, losing all credibility and becoming fictitious organizations in the process.

In reality, accreditation mills are businesses that sell accreditation to any institution willing to pay for it, regardless of their claims of providing genuine, and authentic accreditation for colleges and universities. These referred to as "accrediting agencies" are not held accountable to the same criteria or requirements as true accrediting bodies, and accreditation networks refuse to recognize their certificates of accreditation.

The increasing number of accreditation mills represents serious hazards to both the students who attend the colleges that they accredit and the quality of higher education. Students who enroll in colleges certified by these bodies run the risk of failing to get an excellent education and getting their degrees rejected by companies or other institutions of higher learning.

1.4 Why Accreditation Mills can Operate and Why They are a Problem?

Accreditation mills can exist and are problematic for a number of reasons. First of all, those who are new to the certification process may find it perplexing, and it is not always clear which certifying organizations are reputable and which are not. Confusion is increased by certain accreditation mills' extensive websites and promotional materials that give the impression that they are authentic organizations.

In order to save money, certain institutions may be tempted to apply for certification from a mill since the accrediting procedure might be costly. The economic savings of receiving accreditation from a mill, however, pale in comparison to any potential long-term repercussions.

Some organizations might be desperate for accreditation and resort to using a mill. These institutions may be having difficulties with their finances, their academic programs, or both. They may view accreditation from a mill as a method to draw in students and remain viable.

There are a few strategies for customers and students to guard themselves against falling for an accreditation mill. One strategy is to check an institution's accreditation before enrolling.

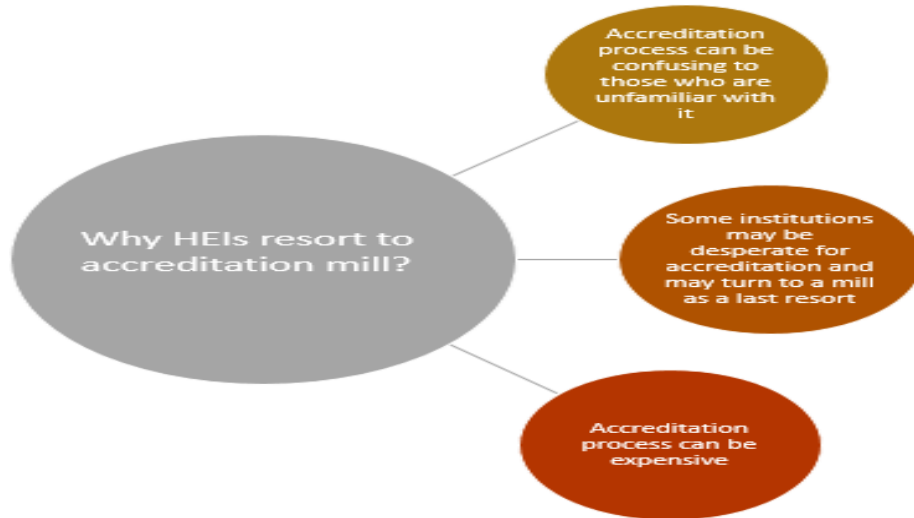


Illustration 5: Reasons why universities resort to accreditation mills?

Investigating the accrediting organization directly is another option to safeguard oneself. A warning sign that an accrediting organization is not real is if it lacks a physical location or does not make its accreditation procedure transparent.

Students must understand the potential repercussions of enrolling in a school with a mill's accreditation. These outcomes may include being unable to transfer credits to other universities, having trouble getting financial aid, and having a degree that is not respected by employers.

The standard of higher education as well as the students who attend the institutions they accredit is seriously threatened by accreditation mills. Consumers and students must be aware of these groups and take precautions to avoid becoming victims of one. Students may make sure they are getting a quality education and a degree that will be valued and recognized by checking an institution's accreditation and doing research on the accrediting body.

Accreditation mills are organizations that falsely represent themselves as official accreditation agencies and grant accreditation to universities that don't adhere to their requirements.

1.5 A Threat to Higher Education

Diploma and accreditation mills pose a grave threat to higher education on several fronts. These mills fail to measure institutions against recognized quality standards, leading to a decline in the quality of education and a decrease in the value of higher education degrees. They deceive students, parents, and employers by offering accreditation to illegitimate institutions, resulting in wasted resources and a lack of investment in academic programs.

Accreditation mills can also lead to legal implications, tarnishing the reputation of higher education as a whole. Institutions that are accredited by these mills may be perceived as illegitimate or of lower quality, harming their reputation and that of higher education in general. Additionally, these mills can be involved in financial aid fraud, making it difficult for students to make informed decisions about their education and careers.

Moreover, institutions accredited by mills may face challenges in obtaining international recognition or acceptance, limiting opportunities for students who want to study or work abroad. Accreditation mills can also undermine consumer protection efforts, making it difficult for students to transfer credits to other institutions, obtain licensure for certain professions, or pursue their desired careers.

These mills can also be associated with degree mills, which offer fake degrees or diplomas for money or minimal coursework, undermining the credibility of legitimate higher education institutions and degrees. Moreover, accreditation mills may not be held accountable for their actions or may be difficult to prosecute, creating a culture of impunity that allows them to continue their fraudulent activities.

Furthermore, accreditation mills may not be subject to government oversight or regulation, making it difficult to detect and prevent their activities. They may also fail to provide transparent information about their accreditation criteria, process, or standards, misleading institutions, students, and employers. These mills may make exaggerated or false claims about the benefits of their accreditation, misrepresenting it as being recognized or approved by government agencies or professional institutions.

Accreditation mills pose a grave threat to the quality and credibility of higher education, deceiving students and employers, undermining consumer protection efforts, and hindering career prospects. It is essential to combat these mills and hold them accountable for their fraudulent activities to ensure the integrity of higher education.



Illustration 6: The negative impact of accreditation mills

Accreditation mills lack the critical component of peer review, which is necessary for legitimate accreditation. Without it, institutions may receive accreditation without undergoing the rigorous evaluation and feedback that is needed for quality improvement. This can lead to inadequate oversight of academic programs and potentially harmful practices.

In addition, accreditation mills may not conduct adequate assessments of the institutions they accredit, resulting in low standards and potentially harmful practices. The absence of established and recognized standards that ensure the quality of education and academic programs can also lead to institutions receiving accreditation without meeting adequate academic and professional standards.

Accreditation mills may have low standards that are easy to meet, leading to low-quality education and potentially harmful practices. Additionally, they might not be accepted by other trustworthy accreditation bodies, which would limit the acceptance and recognition of the institutions they accredit.

When accreditation mills give accreditation to universities, there could potentially be a conflict of interest due to money or personal ties. The integrity of the accreditation procedure may be compromised as a result, and accreditation may be granted without sufficient examination and supervision.

Accreditation mills that grant accreditation to institutions that do not provide excellent education or adhere to acceptable academic standards may hurt students. This may lead to a waste of time and resources on degrees that businesses or other academic institutions do not value. Additionally, accrediting mills might not give schools enough feedback, which would hinder their capacity to raise the caliber of their academic offerings and instruction.

Only a small number of schools may be able to receive accreditation due to restricted access to the process, which could include demanding expensive fees from institutions or other challenging restrictions. The institutions that accreditation mills accredit might also not be properly monitored, which could result in poor oversight of academic programs and potentially hazardous behaviors.

By offering degrees that fall short of acceptable academic and professional requirements, accreditation mills can also hurt companies by depriving graduates of the knowledge and abilities

they need to execute their jobs well. Additionally, accrediting mills could discourage educational institutions from enhancing the caliber of their instruction and academic programs, resulting in obsolete and stagnant academic programs that underprepared students for future employment.

Accreditation mills may lack value or recognize the diversity of academic programs and higher education institutions. This could lead to an accreditation process that is one-size-fits-all and fails to effectively take into account the particular requirements and features of each institution.



Illustration 7: Why universities should never use accreditation mills?

Graduates of accredited universities from accreditation mills may struggle to get jobs or continue their studies in different countries or international institutions due to the lack of worldwide recognition.

Lack of manpower and resources may affect accreditation mills, making it impossible for them to thoroughly assess and monitor the schools they accredit. This may result in a lack of oversight and quality control of academic programs.

Additionally, certain accreditation agencies may only accredit particular varieties of educational institutions or programs. As a result, they might not fully comprehend the higher education system, which would result in poor monitoring of academic programs outside of their area of specialization.

The public's impression of higher education can be negatively impacted, diminishing its credibility and overall worth, if accrediting mills grant accreditation to institutions that do not adhere to professional and academic standards.

The public and institutions may be unable to understand how accrediting decisions are made and assess the caliber of recognized schools because accreditation mills may lack transparency on their accreditation criteria, processes, and standards.

Accreditation mills may not be held accountable for their activities if they make poor accreditation decisions because there may not be any repercussions.

Government higher education standards and regulations may contradict those of accrediting mills, confusing institutions and resulting in a lack of monitoring of academic programs.

Accreditation mills might not sufficiently prepare schools for the accreditation process or help institutions in their efforts to raise the caliber of their academic offerings.

Degrees from accredited universities accredited by accreditation mills may only receive partial acceptance from employers, other academic institutions, or professional institutions, lowering their value and recognition.

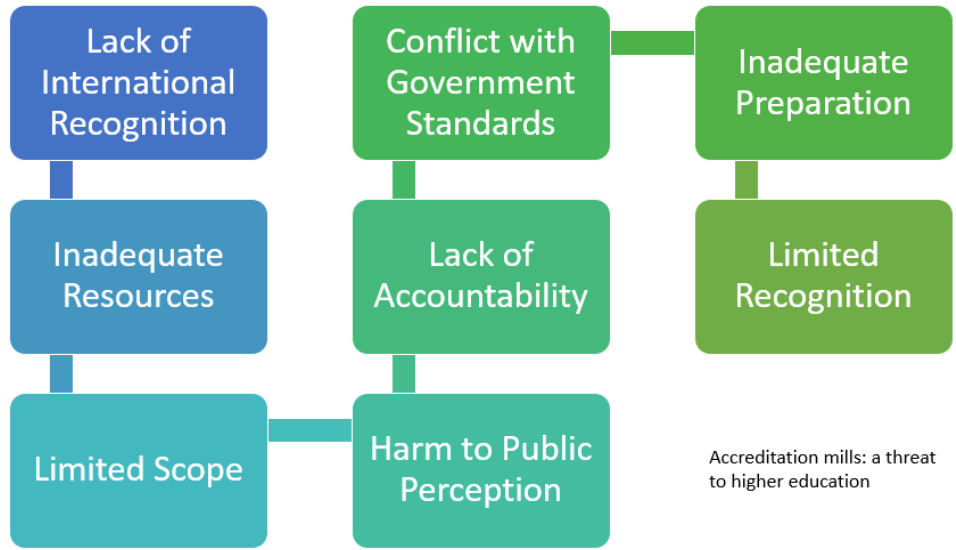


Illustration 8: Limitations of Accreditation Mills

2. Diploma Mill

Diploma mills, sometimes referred to as degree mills, are businesses that offer fake academic credentials to people attempting to get higher education credentials (Angulo, A. J. 2016). These degrees are bought by the person rather than obtained via actual academic study.

2.1 What are Diploma Mills?

Diploma Mill is a company or organization that claims to be an institution of higher education but offers illegitimate academic degrees and diplomas in return for certain fees paid to obtain the certificate (Calote, R. J. 2002). Degrees can be fabricated (not real), forged (fake), or distorted, scientifically and academically useless. These mock degrees may be awarded based on prior experience or expertise, but should not be confused with legitimate prior learning assessment programs (Cooley, A. H., & Cooley, A. 2008). Diploma mills are frequently supported by certification mills, which are set up to provide a semblance of authenticity. An individual may or may not realize that the degree he or she has earned is not entirely legitimate. In either case, legal problems can arise if the qualification is used on resumes. In these shell establishments, the requirements are below minimum standards which cost an unwary customer a lot for a piece of paper, not worth the paper it is printed on.

The term "diploma mill" originally referred to an institution that offered diplomas on an intensive and profitable basis, such as a mill. More broadly, it describes any institution that offers qualifications that are not accredited and not based on an appropriate academic assessment (Cramer, R. J. 2002).

Although the terms "degree mill" and "diploma mill" are frequently used interchangeably, the academic community occasionally distinguishes between the two. While the Diploma Mill issues fraudulent degrees bearing the names of legitimate colleges, the degrees they issue are from unaccredited institutions, which although usually unlawful may be allowed in specific areas. A facility may declare that it is issuing US certificates. However, this IP address comes from a Pacific Ocean island. If it can be identified at all, the operation's physical address may be in another nation in the interim. Due to unclear jurisdiction in these situations, the degree mill frequently goes unpunished.

2.2 Why Diploma Mill is a Chronic Problem in Higher Education?

Diploma mills are a chronic problem in both higher and secondary education. Particularly in the digital age, they operate in the shadows, establishing business operations in a single country,

and offering "degrees" for a price through multiple, cleverly packaged websites. At a moment in history where online education is widely accepted and credentials are often fragmented, recognition is sometimes difficult, especially for prospective students hoping to get a leg up in the job market (Ezell Jr, O. A. 2002).

Academic diplomas can be legitimately awarded without any study as an acknowledgment of authority or expertise. When conferred exceptionally, these degrees are called honorary degrees, or honorary degrees. Also, at some universities, holders of a lower degree (such as a bachelor's degree) may routinely be awarded honorary higher degrees (such as a master's degree) without study.

The term "diploma mill" can also be used pejoratively to describe a legitimate institution with low academic admissions standards and a low employment rate, such as for-profit schools (Ezell, A. 2019).

The most notable feature of diploma mills is that they lack accreditation by a nationally recognized accreditation agency. (Note, however, that not all unaccredited institutions of higher learning are diploma mills.) Diploma mills, therefore, use various methods in an effort to appear more legitimate to prospective students (Moore, M. G. 2009).

Some diploma mills claim accreditation by the accreditation mill while referring to themselves as "fully accredited" (Lagorio, C. H. R. I. S. T. I. N. E. 2006). Accreditation mills located in the United States may model their websites after real accrediting agencies that are overseen by the Council for Higher Education Accreditation (CHEA). Another typical ploy is for mills to claim to be internationally recognized by organizations such as UNESCO. UNESCO has no authority to recognize or accredit higher education institutions or agencies and has published warnings against education organizations claiming recognition or affiliation with UNESCO.

Some diplomas and degrees have played a role in creating accreditation bodies that are not recognized as well. These diploma and degree mills may confuse matters by claiming to take into account work history, professional education, and prior learning, and may also require the submission of a dissertation or dissertation to give an additional appearance of legitimacy.

Because diploma mills are usually licensed to do business, it is common practice in the industry to misrepresent their business license as indicating government approval of the enterprise.

Promotional materials may use words that indicate legal status such as "licensed," "state authorized," or "state approved" to suggest the equivalent of certification.

2.3 What are their Claims?

If you are responding to a diploma mill ad, a customer representative will likely make some (or all) of these claims:

- "Get your degree from a reputable non-accredited university."
- "Do you want a diploma without dreary classes, hated professors, and annoying exams?"
- "You can get a diploma from our university based on your current knowledge and life experience. No lessons necessary!"
- "There will be no required tests, lessons, books, or interviews."
- Bachelor's, Master's, and Ph.D. degrees are available in your chosen field.
- "You have been selected for an MBA."
- "\$299 will see you earn your bachelor's degree from XXX University."
- You will receive your certificate within days.
- "By paying an additional \$75 in tuition, you will earn a *Magna Cum Laude*."
- "If you register today, we will send you your diploma, a laminated, portfolio-sized, transcript of your diploma with the honors of your choice, transcripts, and letters of recommendation."
- "You will receive unlimited support from us, including verification of your credentials for potential employers."
- Get a Bachelor's Degree and Master's Degree Today for \$1,200.

2.4 How do They Operate?

A résumé and money are typically sent in, and in exchange for the degree, a diploma mill will function in several different ways. Some diploma mills even provide "distance learning" courses that allow students to pay to take online "tests" and eventually graduate with a degree.

The expansion of diploma mills poses a grave threat to both the holders of fraudulent degrees and the integrity of higher education. People who have degrees from diploma mills may not have the information or skills required for their jobs, and employers and other institutions of higher learning may not accept them.

There are a number of factors that make diploma mills viable and problematic. One reason is that figuring out which schools and universities are legitimate and which are not can be difficult due to the sometimes complex accreditation procedure for colleges and universities. Diploma mills frequently take advantage of this uncertainty by developing complex websites and promotional materials that give the impression that they are reputable institutions.

Another reason is that some people may be persuaded to use a diploma mill as a less expensive option because the expense of earning a higher education certification can be unreasonably high (Arnstein, G. 1982). However, the savings from using a diploma mill are negligible in comparison to the possible long-term effects of possessing a fraudulent degree.

2.5 How to know if you are a Victim of a Diploma Mill?

How can I find out if a university is a diploma mill?

- They often have names similar to well-known colleges or universities but fail to mention an accrediting agency or name a fake accrediting agency.
- The institution frequently changes addresses, sometimes moving from one state to another.
- Written material usually includes many spelling and grammatical errors, sometimes in the diploma itself.
- Overemphasis on the speed and brevity with which someone can obtain a degree (eg, “*Call now and have your degree shipped to you overnight!*”).
- Degrees can be obtained in much less time than usual (e.g. 27 days) or the diploma is printed with a specific back date.
- There are no selective admissions processes, no questions about previous test scores, or detailed academic history.
- No interaction with professors or faculty members (eg, only 2 letters received from a professor).
- Degree requirements are vague or unspecified, lacking class descriptions and without any mention of the number of credit hours required to complete the program.
- Tuition and fees are usually on a per-degree basis.
- Grade point average (GPA) and academic honors (eg, Summa Cum Laude) may be specified at the time of purchase.

- Prospective students are bombarded with heavy promises about a degree program.
- Students are given a single invoice for the degree instead of paying tuition per semester or credit hour.
- The school's website does not have a phone number.
- The mailing address of the fictitious university is a home, garden, street, or any other public address
- The university does not have a .edu web address.
- There are no names of deans, directors, or professors on the site.
- The name of the college is very similar to that of a well-known traditional school.
- Degrees are awarded in a very short time - just a few weeks or months.
- The college claims to be accredited by an institution that is not listed as an accrediting body approved by the Ministry of Education.
- Can degrees be purchased?
- Is the accreditation institution that granted accreditation to the university questionable in its credibility?
- Does this operation lack a state or federal license or authority to operate?
- Is little, if any, attendance required of students, either online or in class?
- Are there a few tasks required for students to earn credits?
- Is a very short time required to obtain a degree?
- Are degrees only available based on experience or CV review?
- Are there a few requirements for graduation?
- Does the university charge very high fees compared to the average fees charged by higher education institutions?
- Alternatively, are the fees so low that they don't seem to correlate with the cost of providing a legitimate education?
- Does the university fail to provide any information about a campus or business location or address and rely on, say, a PO box only?
- Does the university fail to provide a list of faculty members and their qualifications?
- Does the university have a similar name to other well-known colleges and universities?
- Does the university make allegations in its publications that have no evidence?

The number and variety of fake universities mean that they are not always easy to detect although there is evidence that would help identify illegal activities (O'Neill, G. P. 1991).

If you come across advertisements offering a degree for a price with little description of the academic soundness of the program or the length of study, they likely include bogus degree-granting universities.

Many online advertisements and email offers are about promoting degree certificates without having to meet any academic requirements. Examining these certificates may help identify fraudulent operations (Noble, D. F. 1998).

Some certificates have a creative institution name, and it's meant to look good when framed and hung on the wall. Sometimes, the ad will contain a disclaimer that says "This is just for fun," but this case is a case of pure deception where such a certificate could be offered to an unwary employer to get a promotion or a pay increase (Stewart, D. W., & Spille, H. A. 1988). Other degrees come in the name of a real university, but not in its authority, and this process is clearly a forgery. Universities have several ways to address this, including verification services (anyone can ask if a particular certificate in a person's name is genuine) and printing degree certificates on non-reproducible paper.

Institutions with a good history and reputation tend to attract more attention from the public and fake service providers take advantage of this. They often claim to partner with well-known institutions while the actual partnership may be with a substandard provider with a similar name, which is not obvious to locals in another country. For example, the average person might not detect slight differences in the spelling of names and differences in the names themselves such as Columbus University and Columbia University or Newcastle University and Newcastle University (Contreras, A., & Gollin, G. 2009).

Aside from differences in the name of a reputable institution, some bogus universities make false claims about affiliation with reputable bodies. For example, UNESCO has spotted fake universities using the UNESCO name or logo to advertise their affiliation. The UNESCO website provides a cautionary note that "Any higher education provider or accreditation agency that claims or gives the impression to be accredited and/or recognized by UNESCO should be viewed with caution. These institutions or accreditation agencies may use various fraudulent methods."

Likewise, a bogus service provider may demand some form of recognition from a state or county government, which is rare in the United States and does not constitute a legitimate

endorsement. Governments do not grant accreditation, leaving it to a recognized agency to do so. A fake applicant may assert that their certification is recognized by a professional or trade association – which does not have the authority to grant accreditation (Snyder, P. 1974).

It is also important for individuals to be aware of the potential consequences of holding a degree from a diploma mill. These consequences can include difficulty finding employment, difficulty obtaining professional licenses, and criminal fraud charges.

2.6 A Significant Threat to the Integrity of Higher Education

The integrity of higher education and those who possess fraudulent degrees are seriously threatened by diploma mills. It is critical for people to be aware of these organizations and to take precautions to avoid becoming a victim of one. People can make sure they are acquiring a legitimate and reputable higher education qualification by checking the university's accreditation and investigating the institution and degree program.

To control and get rid of bogus providers, many institutions are taking action. All US states are being urged by the Council for Higher Education Accreditation (CHEA) to take the necessary steps to deter and ultimately get rid of fraudulent higher education providers. The next paragraph contains the questions that the Council for Higher Education Accreditation has included to help users recognize bogus universities.

Questions to ask to determine a mill grade:

1. Can degrees be purchased at an extraordinarily low price?
2. Is accreditation claimed in the absence of evidence of this case?
3. Is there a claim for accreditation from a questionable accreditation institution?
4. Does the operation lack a state or federal license or authority to operate?
5. Are students required to attend very few lectures, or not at all, either online or in class?
6. Are there a few tasks required for students to earn credit?
7. Is there a very short time for obtaining a degree?
8. Are degrees available solely based on experience or CV review, and is there a fee for each academic credit awarded?
9. Are there a few requirements for graduation?

10. Does the university fail to provide information about the location or address of a campus or business and use it only for a post office box?
11. Does the university fail to provide a list of faculty members and their qualifications?
12. Does the university have a similar name to other well-known colleges and universities?
13. Does the process make published claims for which there is no evidence or means of verification?

Some advertise other indicators of authenticity unrelated to academic credentials. For example, Northern Washington University declares that its diplomas are "certified and sealed for authenticity by a government-appointed notary." In fact, notarization only certifies that the document was signed by the said person.

Diploma factories are often named as confusingly similar to those of prestigious accredited academic institutions. Even though trademark law aims to prevent this situation, diploma mills continue to use various methods to avoid resorting to the law. Many diploma mills have acquired British-sounding names that are similar to but not exact matches for those of actual colleges, ostensibly to capitalize on the UK's international reputation for high-quality education. "The University of Shaftesbury," "The University of Denham," "University of Reading," and "The University of Suffield" are a few examples of British-sounding names employed by credential mills.

A school's website may not have a .edu domain, or another country-specific equivalent, since registration for these names is usually restricted. However, implementation was sometimes less restrictive, and the .edu domain cannot be seen as a validation of a school's quality or reputation. Some diploma mills use the .ac top-level domain name, which looks like the original academic second-level domain names like ac.uk but is actually the ccTLD of Ascension Island. To prevent their names from being misused in this way, some legitimate academic institutions have registered .ac domains.

2.7 Online Degree-Mills

As more students turn to e-learning to get a degree or develop their abilities, online education has grown in popularity in recent years. The emergence of online diploma mills, which can significantly reduce the value of e-learning and higher education as a whole, has also been a

result of this increase in popularity. We'll discuss what online credential mills are, how they work, and how they can harm higher education and e-learning in this post (Contreras, A. 2001).

The legitimacy of reputable online education providers is compromised by online diploma mills (Pa, A. A. 2009). The degrees acquired by students who have invested the time and effort to finish an accredited online program are devalued when they purchase a degree or diploma online without completing any actual coursework. This may result in a general lack of faith in online education, which might harm both students who have obtained valid online degrees and reputable online education companies. Online degree mills may harm employment prospects. Employers may doubt a candidate's credentials and honesty if they learn that they obtained a degree or diploma from an online diploma mill (Pa, A. A. 2010). This may result in fewer employment possibilities for graduates of accredited online schools as well as greater skepticism on the part of employers regarding the merits of online learning. Online degree mills can harm higher education's credibility as a whole. It can harm higher education's reputation as a whole when news reports surfaced about people who bought phony degrees from internet diploma mills. Online degree mills can harm higher education organizations' overall reputations. The public may start to doubt the worth of higher education in general if they learn that phony degrees can be simply obtained online. For legal universities and colleges, this might result in a decline in enrollment and financial support, which would be detrimental to the standard of instruction offered to students. The use of online diploma mills for fraud is possible. A person using a fraudulent degree obtained from an online diploma mill, for example, can use it to land a job or be admitted to a professional group. This compromises the integrity of the profession as a whole in addition to harming the reputation of the individual. It is crucial to increase awareness of the problem. Both students and companies need to be made aware of the risks associated with false degrees and the significance of selecting recognized schools. Taking action against false credentials and making it clear that they do not accept degrees from online diploma mills are further efforts that educational institutions can take to safeguard their reputation.

Additionally, legislators can help solve the issue of online degree mills. For example, it is prohibited in several states to sell or use phony degrees. However, it can be challenging to police these regulations, particularly when the websites selling these phony degrees are headquartered abroad. The legitimacy of online learning and higher education as a whole is seriously threatened

by online diploma mills. These websites provide phony degrees in exchange for cash, frequently requiring little to no effort from the student.

2.8 A Threat to Higher Education

Diploma mills are organizations that award degrees and certificates without offering the training and education required to obtain them. For several reasons, including the following, these institutions pose a serious threat to higher education:

- Lack of academic rigor: Degree or diploma mills frequently sell these without any real criteria or qualifications. Enabling people to gain degrees without doing so via legitimate academic study and achievement, compromises the integrity of higher education.
- Diminished value of degrees: People who receive degrees through diploma mills lower the value of degrees that are legitimately gained via arduous study and hard effort. The public's confidence in higher education and the value of degrees earned through higher education could be damaged as a result.
- Accreditation fraud: Some diploma mills set up phony accrediting bodies to give their courses the appearance of validity. Students may believe they are receiving a valid degree from a reputable college as a result of this when they are not.
- Diploma mills frequently charge very low prices for their programs, taking advantage of students looking for ways to improve their education and job prospects. This results in monetary difficulties for individuals. These colleges and universities may also provide scholarships or loan assistance, which may put students at risk of defaulting on their debts if their degrees aren't recognized by employers or other recognized colleges and universities.
- Threat to public safety: Obtaining a degree from a diploma mill can have serious consequences for the safety of people in several professions, like engineering, business, or healthcare. If individuals without the required education and training are allowed to work in these professions, it could be hazardous to the public's health and safety.

- Reputational hazard: The higher education sector as a whole suffers from the reputational damage resulting from diploma mills. Due to the prevalence of diploma mills, the validity of all degrees is called into doubt, and the educational system as a whole loses its trustworthiness and credibility.
- Lower standards: Students in diploma mills are not held to the same academic requirements as those at accredited universities. In order to compete with diploma mills, reputable institutions may feel compelled to offer easier coursework or to slacken their admissions standards. This can result in a reduction of standards across the board.
- Diploma mills siphon funds away from legitimate educational institutions, which results in less support for those schools. Students who enroll in credential mills are not helping to support accredited colleges, which run on tuition and donations.
- Negative effects on the labor market: When people with degrees from diploma mills enter the workforce, it may be for the worse for the industry. With fewer career options and lower pay levels, employers might be reluctant to accept people with dubious degrees.
- Legal and ethical issues: Diploma mills may engage in unethical or unlawful acts, including lying about the content of their programs, utilizing misleading marketing or promotional strategies, or committing fraud. For students looking to advance their education and job prospects, this may raise moral and legal questions.
- Online diploma mills have become a danger to the legitimacy of online learning as a result of the expansion of online education. Online degree and credential mills make it challenging for students to distinguish between reputable and fraudulent online schools.
- Unqualified instructors: Diploma mills frequently hire unqualified instructors because they lack the training and experience needed to instruct at the college or university level. This may result in inadequate instruction and education, which would further damage the reputation of higher learning.

- False advertising: Diploma mills could use false advertising to present false information about their courses and offerings. Students may be tricked into believing they are enrolled in a reliable program when they are not by doing this.
- The campus that does not exist: Despite claiming to have a physical campus, diploma mills may actually have no campus at all or a site that is ill-equipped to offer the facilities and resources needed for education.
- Negative effects on international students: International students who may be aiming to get degrees from respected universities may suffer from the effects of diploma mills. Due to their unfamiliarity with the American educational system and potential lack of access to reputable institutions, international students may be particularly susceptible to credential mills.
- Lack of student support: Career counseling, academic guidance, and mentoring are only a few of the vital services that frequently disappear from diploma mills. Students may have an adverse educational encounter as a consequence, which may limit their achievement in the field they have selected.
- Credits from diploma mill degrees may not be accepted by reputable universities, which limits the ability of graduates to transfer credits or continue their studies.
- Reduced educational attainment: Students may be deterred by diploma mills from pursuing higher education or obtaining degrees in professions that need strong academic training. This could result in lower educational achievement, which would be bad for the labor market and the economy as a whole.
- Diploma mills can undermine academic freedom by encouraging a climate of lax accountability and low academic standards. Legitimate universities may find it challenging to uphold strict academic standards and encourage academic freedom and creativity as a result.
- Damage to democracy: For a democracy to operate effectively, its citizens must be well-educated. The value of education is reduced through diploma mills, which may additionally impact the level of involvement in society and the abilities people have to make informed decisions.
- Trust decreases as a consequence of diploma mills, which can harm the community in its entirety. People may be hesitant to look for education, support educational

initiatives, and value education throughout its entirety when they lose confidence in the educational system.

- Diploma mills can hurt the international reputation of American higher education. People from other countries may lose confidence in American educational institutions and may be less inclined to enroll in American universities or hire Americans if they witness credential mills functioning in the country.
- Damage to the economy: By generating graduates without the ability to succeed in the workforce, diploma mills can cause economic damage. Employers who recruit graduates from diploma mills may be hiring people who lack the training and experience required to carry out their jobs successfully, which can result in lower output and slower economic growth.
- Student debt growth: Students who visit diploma mills may accrue large debts and may not be equipped with the requisite knowledge or credentials to repay that obligation. Students might encounter monetary struggles as a consequence, which might jeopardize their financial future in the future.
- The undermining of meritocracy: The idea that individuals should be compensated based on their skills and dedication is being undermined by diploma mills. A society in which people are rewarded for their relationships rather than their skills and abilities might occur if people obtain degrees without studying hard. This decreases the value of dedication.

If students utilize counterfeit degrees, they may face legal and professional repercussions. Diploma mills may offer fraudulent degrees, which may subject users to such repercussions. For example, faking a bogus degree in order to obtain a job or engage in a profession that is regulated can have you penalized, investigated, and lose the license or qualification. The integrity of research in academia can be damaged by diploma mills' contributions to the propagation of false scholarship and research, which may damage the reputation of academic institutions and threaten the integrity of academic research. In order to provide graduates with degrees that are not similar in quality or rigor to those gained at legitimate colleges and universities, diploma mills have to generate graduates with credentials that are neither equivalent to those earned at these educational

institutions. This could end up in fewer students enrolled at universities with accreditation and undermine those institutions' reputations.

Diploma mills can contribute to unequal access to education by offering subpar degrees to students who lack the funds or credentials to enroll in accredited institutions, which can result in unequal access to education. This has the potential to maintain social and economic inequality and jeopardize the objective of giving everyone access to equal educational opportunities. The idea that degrees may be gained without effort or academic achievement is promoted by diploma mills, which can help foster a culture of dishonesty and cheating. This could result in a society where lying and cheating are accepted, which would be bad for society as a whole.

The decline in overall academic standards: Diploma mills frequently lack the tools essential to offer a high-quality learning environment, such as access to current textbooks, research facilities, and knowledgeable professors. This may cause the overall academic standard of degrees obtained from diploma mills to decline. Typical educational processes, such as standardized exams, curricula, and grading scales, are frequently ignored by diploma mills. This might make comparing degrees obtained from various diploma mills challenging and reduce the value of those degrees.

Diploma mills are also associated with the following characters:

- False claims about accreditation, employment rates, or the caliber of education are just a few of the deceptive marketing and advertising techniques that diploma mills frequently employ to draw in students. This may cause students to be misled and make erroneous educational decisions.
- Diploma mills can reduce the worth of academic credentials by awarding shoddy degrees to people who did not acquire them, hence lowering the value of those credentials. As a result, those with valid degrees may find it harder to be recognized for their accomplishments and the perceived worth of their academic credentials may decline.
- Lack of accountability: Since diploma mills frequently operate outside the reach of any monitoring or legislation, it can be challenging to hold them responsible for dishonest or unethical behavior. The culture of impunity that results from this can

make it more challenging for students to seek redress when they are the targets of dishonest or unethical behavior.

- Academic results might be diluted as a result of the expansion of diploma mills because degrees obtained from these institutions are frequently of lesser quality and more lenient standards than those obtained from accredited colleges. This may result in a devaluation of academic accomplishments, making it more difficult for those who have obtained valid degrees to be acknowledged for their efforts and accomplishments.
- Job market disruption: By flooding it with unqualified people who possess fake degrees, diploma mills can cause market disruption. This can make it harder for companies to find and hire qualified people and might lead to unfair competition for those who are qualified.
- Reduced public faith in the educational system: Due to the existence of credential mills, it may be more challenging to recruit and keep staff, students, and financing. The effectiveness of education and educational institutions' capacity to serve the needs of their students and communities may suffer as a result in the long run.
- International students may experience special harm from diploma mills because they may not be familiar with the American educational system or the accreditation procedure. International students may be more susceptible to deceptive marketing and advertising techniques and hence more likely to sign up for diploma mills.
- Financial harm to students: By charging exorbitant tuition fees for poor education, diploma mills can financially injure students. The monetary cost of attending these institutions is made worse by the likelihood that students who enroll in diploma mills aren't eligible for aid from the government or other types of student support.
- Academic freedom and integrity are infringed on by diploma mills: Higher education fails to adhere to the standards of freedom in academia and integrity. They fail to uphold academic norms, engage in intellectual inquiry or study, or encourage knowledge in their specific fields of study.
- Diploma mills have the potential to damage legitimate universities' reputations and reduce the value of degrees obtained from these institutions. The capacity of the

institutions to draw in and keep faculty, students, and money may suffer as a result in the long run.

- Potential for fraud and corruption grows: The prevalence of diploma mills has the potential to grow the likelihood of fraud and corruption in higher education. This may result in a decline in public confidence in the educational system and threaten the reliability of academic accomplishments.
- Creates a poor perception of distance learning: The legitimacy of legitimate online programs may be affected by the unfavorable perception of online education brought about by diploma mills that provide distance learning programs. This could end up in fewer students enrolling in accredited distance learning courses, making it tougher for such courses to draw in and keep both faculty and students.
- Consequences on the economy: The development of diploma mills has the possibility of damaging the economy through a decrease in the supply of competent labor in a variety of professions. This may have a bearing on the nation's general economic growth and the overall productivity of businesses and industries.
- Threatens the safety of the nation: The presence of diploma mills places the safety of the nation in jeopardy because individuals with bogus degrees may be assigned to positions of confidence and accountability without possessing the necessary expertise and abilities. For the public's safety and national security, this could have catastrophic consequences.
- Increases the danger of professional misconduct: People with fake degrees from diploma mills might not have the ability to carry out their obligations effectively, which raises the possibility of professional misconduct. For the public's health and safety, especially in industries like engineering and healthcare, this can have major repercussions.
- Diploma mills undercut the value of lifelong learning because they grant degrees without requiring students to show that they have mastered the subject matter or to participate in continued professional development. This could promote a culture of complacency and downplay the significance of continued education and professional growth.

- Damages the image of the United States as an innovator in higher education: The growth of diploma mills could harm the United States' reputation as a pioneer in higher education. The long-term consequences could affect the country's capacity to attract and retain international students as well as its ability to participate in the global marketplace.
- Undermines social mobility: By offering substandard education to those from economically marginalized populations, who may not have access to high-quality educational institutions, diploma mills may undermine advancement in society. As a result, social inequality can continue and it may be more challenging for individuals to better cope with their financial circumstances.

3. Accreditation

Accreditation in higher education, according to (Alstete, J. W. 2004), is a procedure by which an outside agency assesses and acknowledges the quality of an institution's academic programs, services, and operations. For the purpose of guaranteeing that students acquire an excellent education and that universities and colleges uphold particular standards of quality, accreditation is often used (Ewell, P. T. 2001). Usually, accrediting organizations, which are independent entities that undertake evaluations of educational institutions using a set of standards and criteria, conduct accreditation. Curriculum, faculty credentials, student services, institutional resources, and outcomes for student learning are just a few examples of some of the topics that these standards often include. Though accreditation is voluntary, it is frequently required by institutions to obtain government support as well as for students to transfer credits or look for higher education. Depending on the accreditation legitimacy and the type of program under review, accreditation may be given at either the level of the institution or the program level. Higher education institutions must be accredited in order for students to receive a quality education and for their degrees and credits to be recognized by businesses as well as other organizations. Accreditation is an essential aspect of higher education.

Higher education's accreditation process is important. It is a process by which universities, colleges, and other types of higher education institutions are evaluated and recommended for meeting particular standards of academic achievement (Gaston, P. L. 2013). Accreditation ensures that students receive an excellent education and that their degrees are valued by organizations such as businesses and graduate colleges. While accreditation is a voluntary process, both learners and businesses place importance on it. In addition, accreditation is a requirement for universities to get funding from the government and for degrees to be recognized internationally. As it certifies that the services and programs they provide comply with a set of rigorous requirements for effectiveness and quality, accreditation is an essential procedure for universities as well as other higher education institutions (Makhoul, S. A. 2019).

For such organizations, accreditation is of the utmost importance in several ways, including:

- Accreditation is an assurance of the quality of universities and various other colleges of higher learning, as well as the esteem and acceptance that other companies and organizations accord to the credentials and degrees that they grant.
- Eligibility for Funding: Funding from various private and public funding sources, such as scholarships, grants, and loans, are frequently accessible to accredited institutions.
- Transferability of Credits: those who attend an accredited institution can more easily continue their studies and acquire recognition for the work they have already done as universities with accreditation ensure that the credits they earn can be transferable to different universities.
- Professional Licensure: For programs leading to professional licensures, such as the field of nursing, legislation, and education, accreditation is often necessary. Institutions with accreditation ensure that their educational programs adhere to the high standards set forth by government organizations and professional organizations.
- Accreditation is a continuous process that encourages higher education institutions to evaluate and enhance their programs, services, and infrastructure on an ongoing basis in order to make sure they are fulfilling the ever-evolving needs of students and the public as a whole.
- International Recognition: Accreditation provides universities and higher education institutions worldwide recognition and enhances their reputation internationally, making it easier for them to bring in and keep instructors as well as learners from all over the world.
- Regulation Compliance: To guarantee that accredited educational institutions operate themselves ethically and legally, they have to conform to all relevant local, state, and federal legislation and requirements.
- Public Accountability: Accreditation is a way for colleges and other higher education institutions to show that they are committed to being transparent and accountable to the public. Institutions must submit performance reports to accreditation organizations as well as documentation of their adherence to rules and regulations.

- Employer Confidence: Accreditation gives employers reassurance regarding the caliber of instruction and training offered by colleges and other higher education institutions. The capacity of accredited institutions to train graduates for the workforce and their strict criteria are recognized.
- Access to Research Funds: Governmental organizations and private foundations frequently provide research funds to accredited institutions. Accreditation guarantees that these organizations can conduct outstanding studies that may improve our comprehension of a variety of topics.
- Financial Aid Qualification for Students: Students have to be accredited in order to be eligible for governance scholarship schemes like Pell Grants and student loans. Students could be denied access to the financial aid that they need to complete higher education without accreditation.
- Universities as well as other higher education institutions are additionally required to be accredited for them to be eligible for a variety of government funding programs, including grants for infrastructure research and development.
- Program Evaluation: Universities along with other higher education institutions must continually evaluate their programs to ensure that they are meeting the needs of both students and the community in order to keep their accreditation. This aids organizations to figure out how they can improve and how to better satisfy their stakeholders.
- Institutional Improvement: Accreditation aims to advance institutional improvement in addition to upholding standards. In order to help institutions enhance their programs and services and provide better results for students and the community, accreditation authorities frequently offer advice and support.
- Collaboration and networking: Receiving accreditation gives universities and other higher education institutions the chance to work together and network with other organizations. Partnerships that improve educational possibilities, research collaborations, and other avenues for institutional progress can result from this.
- Institutional acknowledgment: Universities and other higher education institutions can obtain respect and acknowledgment from other academic institutions by

becoming accredited. Accreditation offers a symbol of excellence that is appreciated and acknowledged by other organizations, increasing reputation and credibility.

- Community Engagement: Universities and other higher education institutions must interact with their local communities and support regional social and economic growth in order to maintain accreditation. This can involve collaborations with neighborhood companies, volunteer work, and other community engagement activities.
- Institutional governance: Universities alongside other higher education institutions have to have effective management processes and structures in place for them to be accredited. In order to guarantee that institutions are acting in the best interest of their stakeholders, this promotes transparency, accountability, as well as effective decision-making.
- Faculty Development: Universities alongside other higher education institutions have to provide their faculty members with chances for personal growth in order to preserve their accreditation. This makes it possible to ensure that academic staff members have the expertise and skills necessary for providing their students with high-quality training and instruction.
- Student Results: Student outcomes, such as rates of graduation, rates of job placement, and other indicators of student success, are the primary focus of accreditation. This helps to make sure that universities and other types of institutions of higher learning successfully accomplish their primary objective of providing students with the education and skills they require to be effective in their fields of interest.
- Quality Control: The accreditation process is a way of making sure that universities and other institutions of higher learning adhere to or exceed the established standards for academic excellence. This makes it possible to ensure that students get a top-notch education that equips them for achievement in the fields of their choice.
- Accreditation encourages universities and other higher education institutions to pursue continual improvement initiatives that benefit the community and students.

In addition to the adoption of fresh and cutting-edge teaching and learning techniques, this might also entail the continual review and assessment of programs and services.

- International Mobility: By assuring that their credentials are accepted by other organizations and employers around the world, accreditation enables students to continue their education beyond national boundaries. This encourages global travel and makes cross-border information and skill sharing easier.
- Program Innovation: Universities and other higher education institutions are urged to be creative in their programs and services by accreditation, allowing them to create cutting-edge novel areas of study. As a consequence, institutions may be more capable of reacting to the changing demands of economics and community.
- Professional Development: Accreditation requires that higher education institutions offer opportunities for professional growth for their employees and professors in order to ensure that they have the skills and expertise required to offer students high-quality training and instruction.
- Employer Recognition: Employers respect and take notice of the quality mark that accreditation offers. Ensuring that graduates have the information and abilities required to thrive in their chosen industries, can improve their job prospects.
- Public Confidence: By confirming that universities and other higher education institutions are reaching or exceeding defined standards for academic quality, accreditation helps to increase public confidence in these institutions. As a result, the general people may grow to trust and support higher education institutions.
- Credit Transferability: The accreditation process guarantees that credits students acquire at one institution can be transferred to another. Students may have more options and freedom to continue their education and training as a result.
- Institutional responsibility: By requiring universities and other higher education institutions to be open and honest about their operations, finances, and results, accreditation fosters institutional responsibility. By doing this, institutions may make sure that their resources are being used efficiently and that their stakeholders' requirements are being met.

- Access to Federal Schemes: Universities and other higher education institutions that wish to participate part in federal funding schemes such as research grants and forgiveness of student loan schemes must first obtain accreditation. This may give institutions essential assets to help them accomplish the goals they have set.
- Universities and other higher education institutions frequently require to be recognized in order to be eligible for state and private funding. The institution's capacity to preserve its financial stability and provide its students with a top-notch education and training could rely significantly on this assistance.
- Legal Compliance: Accreditation enables educational institutions to feel sure they comply with every relevant legal and regulatory requirement. Through doing this, the organization may be able to minimize its legal and financial hazards.
- Alignment of Programs: Accreditation guarantees that programs and curricula follow current trends and industry requirements. This makes it possible to guarantee that students are receiving a relevant, current education that will help them succeed in their chosen industries.
- Support for Research: Universities and other higher education institutions frequently need to be accredited in order to access financing for research from both private and public sources. The institution's capacity to carry out research that advances knowledge and benefits society may depend heavily on this funding.
- Student Satisfaction: Accreditation encourages student satisfaction by assuring that colleges and universities deliver high-quality instruction and cater to their students' needs. Higher retention rates and greater student involvement may result from this.
- Alumni Success: Accreditation may enhance graduates' opportunities for employment. Graduates from certified schools can be seen by employers as possessing more knowledge and abilities, which could improve their prospects for employment and raise their earning potential.
- Community Involvement: Universities and other higher education institutions may become more involved in their local communities as a result of accreditation. Partnerships with neighborhood businesses and groups may result from this, which would be advantageous for the community and would give students access to worthwhile experiential learning opportunities.

- Ethical and Professional Standards: By forcing colleges and other higher education institutions to follow established codes of conduct and best practices, accreditation promotes ethical and professional standards. This makes it possible to make sure that graduates are ready and have a solid ethical foundation when they begin their chosen professions.
- Academic Mobility: By assuring that students can transfer their credits to other schools both inside and beyond the nation, accreditation can support academic mobility. This may provide students more freedom to pursue their education and training, and it may also make it easier for people to share knowledge and skills across national boundaries.
- Standards for Accreditation: Employers, other stakeholders, and members of the higher education community work together to set standards for accreditation. By doing this, it is made sure that the standards are current, pertinent, and take into account societal demands.
- Accreditation can help universities and other higher education organizations get a greater international reputation. Accreditation may be seen as a symbol of quality and validity by international students, employers, and other stakeholders.
- Quality Control: Universities and other higher education institutions can evaluate and enhance the quality of their programs and services through accreditation. This may result in continuous advancements in education, study, and other fields that benefit both students and society at large.
- Accountability to Students: Accreditation encourages accountability to students by mandating that colleges and universities give open disclosure of program outcomes, employment rates, and other pertinent information. This aids students in making wise decisions about their futures in education and employment.
- Student Learning Outcomes: Universities and other higher education institutions must assess and report on student learning outcomes in order to maintain accreditation. This guarantees that students are learning the information and abilities required to be successful in their chosen industries.

- Continuous Improvement: By forcing colleges and other higher education institutions to conduct continuing evaluations and assessments, accreditation fosters continuous improvement. By doing this, institutions may make sure that they are addressing the demands of their stakeholders and staying up to date with changes and trends in their respective disciplines.
- Professional Development: Universities and other higher education institutions may be more inclined to fund faculty and staff professional development if they have accreditation. This can improve the standard of instruction, research, and other services while assisting institutions in keeping up with industry best practices and new trends.
- University and higher education institutions must submit to standardized evaluations as a condition of accreditation, which can be used as a benchmark for comparing them to other institutions. This can be used to pinpoint areas in need of improvement and to provide benchmarks for monitoring the institution's progress over time.
- Student Diversity: Universities and other higher education institutions may be inspired to provide diversity and inclusion of students a priority by accreditation. All students may profit from this and it may also assist in establishing a more friendly and encouraging learning atmosphere, which will promote a just and equitable society.
- Program Innovation: Universities and other higher education institutions may be encouraged by accreditation to create cutting-edge programs and curricula that adapt to the changing demands of both students and society. This can support institutions' efforts to remain competitive and relevant, progress knowledge, and improve society.
- Reputation: Both locally and globally, accreditation can improve the standing of colleges and universities. This can support the institution's overall success and sustainability by attracting excellent professors, staff, and students.

3.1 Programmatic Accreditation

Programmatic accreditation is a type of accreditation that evaluates specific academic divisions or programs within an educational institution rather than the organization as a whole. In the words of Head, R. B., and Johnson, M. S. (2011), it frequently focuses on a single area of study or occupation, such as business, instruction, engineering, technology, or nursing.

Professional organizations associated with the discipline being accredited frequently involve programmatic accrediting agencies (Dashti-Kalantar, Rassouli, Elahi, & Asadizaker 2019). As an example, the National Commission for Accreditation of Professor Education (NCATE) is a programmatic accrediting agency for education programs, and the Association to Advance Collegiate Schools of Business (AACSB) is a programmatic accrediting body for business school programs.

Programmatic accreditation is significant because it guarantees that the academic departments and programs receiving accreditation adhere to a set of high requirements. Additionally, it helps to guarantee that students enrolled in these programs are obtaining a top-notch education that will better prepare them for their desired careers.

The certification that a facility meets the criteria necessary for its graduates to be admitted to other respectable institutions of higher learning or to get credentials for professional activity is known as accreditation. The goal of accreditation is to guarantee that higher education institutions deliver programs of acceptable quality. Peer review and professional self-regulation are both supported by accreditation. The procedure strives to uphold the university's standards of excellence and integrity and to make sure that it is a trustworthy institution. Self-study is a general internal process that gives us a valuable opportunity to examine the ways we conduct our affairs, what improvements need to be made when they are necessary, and the procedures we follow when carrying out our affairs and tasks, depending on what the process specifies and what it requires during implementation.

The goal of accreditation is to guarantee that higher education institutions deliver courses of acceptable quality. The entire image of program quality and development is revealed by

program accreditation, which is more heavily influenced by the standards accepted by the certifying organization. A university's curriculum must meet the highest set of recognized professional and academic criteria in order to receive program accreditation degrees. Institutions and accreditation agencies create educational standards to make sure students who successfully complete the program meet the prerequisites for becoming employable in the real world. The development and adaptation of nursing education standards using significant and contemporary scientific sources are required. Program accreditation is a trustworthy instrument for establishing the quality of nursing education programs. However, the various accreditation programs put into place by various organizations may appear to be different at first. Therefore, specialists who are knowledgeable and specialized in the relevant sector must oversee the establishment and application of accreditation criteria.

Typically, programs, departments, or schools that are part of an institution are subject to specialized or program accreditation. A curriculum within a field or a college or school within a university may both be considered approved units. Units within a higher education institution certified by one of the Institutional Accreditation Commissions are reviewed by the majority of specialty or program accrediting agencies. However, several accrediting organizations also accredit independent specialized or vocational institutions of higher education, including vocational schools. Therefore, a corporate accrediting agency may also be a specialty or program accreditation agency.

Programmatic accreditation is the Authority's approval of the training program following the achievement of programmatic accreditation standards and utilizing all the administrative, educational, and clinical resources available in the training centers for training in professional health postgraduate programs (General Specialization Certificate, Subspecialty, or Professional Health Diploma), which results in providing an exceptional learning environment.

Accreditation of academic programs is intended to demonstrate that they have undergone a thorough evaluation process and have been deemed to fulfill high criteria of educational quality.

For programs leading to a single degree, accreditation is required. The academic program must be at a university with regional accreditation in order to get the award. Not every academic program is linked with a particular accreditation authority. Typically, only courses leading to pre-

professional or professional degrees, including those in business counseling, engineering, or mental health, are offered.

Institutional accreditation, which assesses an institution's overall quality as well as its resources, faculty, and governance, is distinct from programmatic accreditation. When comparing schools and universities, students and other consumers may find both types of accreditation to be significant and helpful. A type of certification called programmatic accreditation assesses particular academic departments or programs within a college or university rather than the overall organization. It is targeted at a certain area of study or profession, such as business, education, engineering, or nursing, and is frequently carried out by professional associations associated with the field being accredited.

Programmatic accreditation is significant since it contributes to ensuring the caliber of the departments and academic programs that are being assessed. Additionally, it helps to guarantee that students enrolled in these programs are obtaining a top-notch education that will better prepare them for their desired careers. The assurance that the program or department complies with particular quality criteria that programmatic accreditation provides to students, employers, and other stakeholders is one of its key advantages. These criteria may cover the caliber of the teaching staff, the curriculum, and the facilities and resources offered to students. In order to make sure that the academic departments and programs being recognized are satisfying the requirements of the industry or profession that they are educating students for, programmatic accreditation is also crucial. Making sure graduates have the information and abilities needed to succeed in their chosen careers may fall under this category.

Numerous organizations evaluate academic departments and programs in a wide range of disciplines. Examples include the National Council for Accreditation of Professor Education (NCATE) for education programs, the Association to Advance Collegiate Schools of Business (AACSB) for business schools, and the Accreditation Board for Engineering and Technology (ABET) for engineering programs. As it necessitates a careful examination of the program or department, obtaining programmatic accreditation for colleges and universities can be a time-consuming and expensive procedure. For many schools, the work is worth it because of the

advantages of programmatic accreditation, such as the assurance of quality and recognition by employers and other institutions.

When assessing colleges and universities, students and other consumers need to be aware of programmatic accreditation. It might be a good sign that a program or department is of high caliber if an institution has programmatic accreditation in the discipline or profession that the student is interested in. Institutional accreditation, which assesses an institution's overall quality as well as its resources, faculty, and governance, is distinct from programmatic accreditation. When comparing schools and universities, students and other consumers may find both types of accreditation to be significant and helpful. A useful method for guaranteeing the caliber of academic departments and programs at colleges and universities is programmatic accreditation. It gives students, employers, and other stakeholders the reassurance that these programs live up to quality standards and are preparing students for the careers they have chosen. Students and other customers who evaluate colleges and universities can make educated decisions regarding their higher education by taking programmatic accreditation into account.

Program accreditation guarantees that an academic program satisfies strict requirements for educational quality. A single-degree program or school based at a recognized institution is covered by this accreditation. Although not all fields require program accreditation, many do, including nursing, business, engineering, and counseling. For example, graduates of unrecognized nursing programs might not be eligible to sit for licensing or certification exams. For online colleges and universities to guarantee they offer the same quality of education as traditional campuses, proper accreditation is also required. Potential employers can verify that graduates have acquired useful information and skills through program accreditation. While institutional accreditation is a trustworthy sign of a respectable college, program accreditation differs by industry. To make sure that the education provided by a college or university fulfills quality requirements, institutional accreditation agencies evaluate the academic and organizational structures as a whole.

Additionally, accreditation is necessary for a university to qualify for federal student aid programs. Students who attend schools without accreditation could not be eligible for federal funding. Instead, professional and specialized programs offered by recognized institutions are those for which programs are accredited. Independent, single-purpose institutions, including trade

schools, can receive institutional and program accreditation from some specialist certifying agencies. For license or certification exams in many professions, candidates must successfully complete a curriculum that is supervised by a particular accrediting institution.

The same organizations that accredit on-campus programs typically assess online programs to make sure they adhere to high standards for education. It's crucial to be aware that some accrediting organizations do not have a solid reputation and deceive students by using names that sound similar to those of trustworthy organizations. Fake certification organizations for online software can seem credible if they have a website that looks professional. It is crucial to look into the school's credits because, in the absence of appropriate accreditation, the education they offer might not be worthwhile. Program accreditation assesses certain educational institutions' schools or programs (such as a business school, pharmacy school, or nursing program). Professionals with expertise in each subject set the program-specific requirements for these programs to guarantee that the course outcome is met per worldwide standards. A sort of accreditation that focuses on professional preparation programs inside higher education institutions is called program accreditation (also known as specialized accreditation). When a program is accredited, it indicates that its quality and curriculum have been assessed in accordance with the norms of a certain profession.

To all parties, program accreditation is crucial. Because certification demonstrates an organization's dedication to transparency, institutions value it. It permits an outsider to check that the company is acting in accordance with its values and makes the findings public. External stakeholders value accreditation because it demonstrates their ability to "trust" that a company is upholding its values. The importance of accreditation must be understood by students as well. When choosing an approved program, people are certain that the knowledge, skills, and abilities they will learn are appropriate and pertinent. They can succeed in that job thanks to this information. A student can be sure that he will graduate from a recognized institution with a specific level of education and training.

Program accreditation, sometimes referred to as specialized or professional accreditation, shows that an academic program has undergone external assessment and complies with stringent quality requirements as established by an accrediting body dedicated to a discipline or profession.

3.2 Institutional Accreditation

Thinking about the background of accreditation of higher education institutions, accreditation has been practiced in many industrialized nations since the second decade of the 20th century and has been practiced in the United States for over a century. The use of quality control mechanisms has grown recently in countries that have a short history in higher education, intending to improve the standards and development of their structures, particularly those that are new. The vast majority of institutions authorized by QAAs in these countries are accredited colleges and other programs of higher learning which operate on traditional campuses and services to students straight out of secondary school.

The demand for higher education has grown considerably in the majority of different countries over the past few years. Institutions, typically having the support of regional and national governments, have attempted to meet this need frequently through the introduction of new types of assistance, such as blended learning and the Internet. In the higher education field, lifelong learning has received a lot of attention.

Institutional accreditation is when an educational organization or institution receives a license for carrying out educational events after meeting the standards necessary to do so.

Institutional accreditation grants the entity that obtains its local, regional, and international confidence. It also guarantees high quality at the level of:

- Achieving the goals of its academic programs
- The existence of an effective administrative and financial institution.
- Providing an ideal educational and research environment.
- Providing the necessary scientific means and equipment
- Institutional accreditation is the best option, which includes that education and scientific research are heading in the right direction toward achieving their goals effectively
- Institutional accreditation achieves several objectives represented in:
 - Improving quality in higher education institutions and educational programs.
 - Providing information related to the quality of programs presented to the public for viewing
 - Support the credibility of higher education institutions, so that these institutions can use the resources available to them to provide the best services

- Ensuring that higher education institutions meet the minimum quality standards and fulfill their requirements.
- Contribute to the planning of higher education institutions, and provide suggestions and recommendations for financing these institutions and the educational programs they provide.
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 - Ensure that higher education institutions meet the minimum quality standards and meet their requirements
 - Contribute to the planning of higher education institutions, and provide suggestions and recommendations for financing these institutions and the educational programs they provide
- Institutional accreditation is a type of accreditation that evaluates the overall quality of a college or university, including its resources, faculty, and governance.

Institutional accreditation is granted once the school satisfies the accreditation criteria, which include a dedication to adopting quality and continual development, learning, and student success, as well as institutional accountability and integrity.

Institutional accreditation is evidence that an educational institution meets a set of rigorous guidelines. Institutions must prove that they are committed to high standards of higher education in order to meet accreditation standards.

A college or university that has been deemed to comply with or exceed accepted requirements for excellent education receives the status of institutional accreditation. Institutional accreditation is a thorough assessment of an institution's academic and managerial efficiency, with a focus on the strength of the establishment's quality assurance (IQA) system as well as its general systems, regulations, and procedures and how they affect the quality of all of its programs.

A higher education institution's internal quality assurance system undergoes scrutiny as part of the institutional accreditation procedure.

Institutional accreditation is the procedure of accrediting educational institutions for their efficiency, integrity, and quality so that they can gain the endorsement of the public and the community of educators. The recognition of competence is primarily provided in the United States by non-governmental organizations voluntary membership organizations that create standards for accreditation, evaluate institutions that comply with those criteria, and accredit institutions that meet those requirements.

Institutional accreditation is of the utmost importance because it guarantees a college or university can offer its students an excellent educational experience and that it complies with specific standards of quality (Brunelli, A., & Falcoz, P. E. 2014). Additionally, it is crucial to guarantee the institution's financial security and effective leadership.

Programmatic accreditation, which rates certain academic departments or programs inside a college or university, is distinct from institutional accreditation. When comparing schools and universities, students and other consumers may find both types of accreditation to be significant and helpful.

Institutions are often subjected to a rigorous evaluation every few years as a component of the institutional accreditation process (Blanco Ramirez, G. 2015). For schools and universities, the accreditation procedure can be time-consuming and expensive, but it is essential because it offers an assurance of quality.

A high-quality education and a degree that will be acknowledged and recognized by companies and other institutions of higher learning can be ensured through institutional accreditation, which is crucial for students. Additionally, it is crucial to guarantee that students are qualified for financial help and can, if they so desire, transfer credits to other institutions.

An important tool for ensuring the general excellence of colleges and universities is institutional accreditation. It provides students, businesses, and other stakeholders assurance that

these institutions are capable of providing an excellent education to their students and that they conform to an established set of quality criteria. Students as well as other stakeholders can make educated judgments concerning their higher education by considering institutional accreditation when assessing colleges and universities (Mikami, M., Shida, M., Shibata, T., Katabuchi, H., Kigawa, J., Aoki, D., & Yaegashi, N. 2018).

Through the process of institutional accreditation, colleges, universities, and other higher education institutions are assessed by a third-party organization to see if they adhere to a set of quality standards. A regional or national accreditation agency, a non-governmental entity in charge of assessing and accrediting institutions of higher learning, usually sets these standards. Institutional accreditation comes in a variety of forms, including regional and national accreditation.

Regional accreditation is mainly reserved for non-profit organizations and is thought of as the most prestigious type of institutional certification. The Middle States Commission on Higher Education, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges are the six regional accrediting organizations in the United States. Each of these organizations is in charge of certifying institutions in a certain area of the nation.

On the other hand, vocational schools and for-profit colleges frequently receive national accreditation. The Accrediting Council for Independent Colleges and Schools, the Distance Education Accrediting Commission, and the Accrediting Commission of Career Schools and Colleges are just a few of the national accrediting organizations in the US. Instead of simply being in one particular area of the nation, these organizations are in charge of accrediting institutions across the country as a whole.

Accreditation of universities is of the utmost importance for a variety of reasons. Its main objective is to make sure colleges and universities comply with a set of quality criteria. Institutions seeking accreditation must fulfill standards in areas like faculty credentials, academic programs,

and student services. This makes it easier to guarantee that students attending certified institutions are getting a high-quality education.

Institutional accreditation is crucial in addition to quality assurance but also because it may have an impact on how qualified an applicant is for financial aid. A student must enroll at an accredited college in order to be qualified for federal assistance. This means that a student must attend an institution that has been accredited by a reputable accrediting agency if they want to use federal financial help to pay for their education. Accreditation of institutions is essential since it affects their reputation. Students and employers may be more likely to believe a degree from an authorized college because accredited institutions are generally thought of as more respectable than non-accredited institutions. As a symbol of the university's dedication to excellence, accreditation may also assist an institution in attracting top professors and students.

Institutional accreditation is a lengthy and challenging process. Accrediting agencies conduct rigorous reviews of institutions that are applying for accreditation, which may include on-site visits, assessments of academic programs, and evaluations of faculty qualifications. Institutions that are applying for accreditation must also provide a thorough self-study report describing their benefits and drawbacks as well as how they follow the standards set forth by the accreditation body.

Accreditation is not a status that an institution maintains once it has gone through the process of accreditation and been given. To make certain that the institution continues to adhere to the criteria established by the accrediting organization, accreditation must be periodically evaluated and renewed. If an institution doesn't achieve these requirements, it may forfeit its accreditation, which could have a negative impact on both the school and its students.

In the setting of higher education, institutional accreditation is essential. This serves to ensure that higher education institutions maintain particular requirements of quality and may have a bearing on how qualified an applicant is for financial aid as well as the reputation of the institution in general. The accreditation procedure is a protracted and challenging one.

3.3 Regional Accreditation

The quality and reliability of postsecondary institutions, such as colleges and universities, are assessed through a sort of accreditation called regional accreditation (Baker, R. L. 2002). It is frequently necessary for credits to transfer across institutions or for students to qualify for financial aid because it is regarded as the gold standard of certification in the US (Provezis, S. 2010).

Six regional accrediting organizations that are approved by the U.S. Department of Education oversee regional accreditation. These organizations are in charge of certifying educational institutions located in particular parts of the nation. The following six regional accreditation bodies are:

Institutions in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands are accredited by the Middle States Commission on Higher Education (MSCHE).

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont have institutions that have received accreditation from the New England Commission of Higher Education (NECHE).

Institutions in Arkansas, Arizona, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming are accredited by the Higher Learning Commission (HLC).

Institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia are accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Institutions in California, Hawaii, and the Pacific Islands, as well as American Samoa, Guam, and the Northern Mariana Islands, are accredited by the Western Association of Schools and Colleges (WASC).

Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington have educational institutions that are accredited by the Northwest Commission on Colleges and Universities (NWCCU).

An institution must go through a rigorous evaluation procedure that judges the caliber of its programs, faculty, and facilities before receiving regional accreditation. The institution normally conducts a self-study as part of this procedure, and a team of specialists from the accrediting organization reviews it.

The institution must demonstrate in the self-study how it complies with the requirements imposed by the accrediting body. The institution's vision and goals, academic offerings, faculty, physical plant, and financial soundness are all covered by these requirements. The team of specialists from the accrediting organization then reviews the self-study after visiting the school to confirm the data and judge whether the institution complies with the requirements.

Regional accreditation will be given to the institution if it is determined that it satisfies the requirements. This certification is usually good for five to 10 years, following which the institution must go through the procedure once more to keep it.

For a number of reasons, regional accreditation is crucial (Provezis, S. J. 2010). It guarantees that an organization satisfies a specific standard of authenticity and quality and that its degrees and programs are accepted by other organizations and businesses. Additionally, it makes students eligible for federal financial help and permits the transfer of credits earned at the institution to other regionally recognized colleges (Troutt, W. E. 1979).

Regional accreditation is a type of quality control for American postsecondary schools. It entails a detailed evaluation procedure that rates the institution's programs, faculty, and facilities and is managed by six regional accrediting organizations. For credits to be recognized and transferable, as well as for students to be eligible for financial aid, regional accreditation is crucial.

3.4 New trends in Accreditation (Custom Accreditation – Entrepreneur accreditation of ACEEU)

One of the organizations that focus on recognizing engagement and entrepreneurship in higher education is the Accreditation Council for Entrepreneurial and Engaged Universities (ACEEU). By assessing, assisting, and igniting the potential of HEIs on their path to third-mission excellence, ACEEU seeks to set the standard for higher education in a new era.

ACEEU offers institutional (university-wide) and divisional (faculty, school, department) accreditation for entrepreneurship and (community) involvement. No matter if they are among the top 1% of all universities in the world or lesser-known regionally-focused institutions, universities participating in ACEEU accreditation are unified by their expertise in entrepreneurship and engagement.

- The worth of accreditation

The ACEEU accreditation is focused on students, corporate and academic partners, faculty and staff in higher education, as well as the general public and society. We interact with individuals, support university transformation and innovation, and encourage the process of improvement to the same extent as the status quo.

In order to maximize institutional potential, produce more employable and responsible graduates, and foster connections with and a broad impact on other societal actors and entities surrounding the university, ACEEU places a strong emphasis on fostering entrepreneurial and engaged capacity across the entire university.

- **FOSTERING CULTURAL CHANGE**

Achieving ACEEU accreditation establishes a shared objective and calls for teamwork, enabling institutions to start and support the process of rebuilding or altering the culture throughout the company.

- **ORGANISATIONAL DEVELOPMENT HAS ACCELERATED**

Your institution obtains important insights into its existing entrepreneurship and engagement practice through the accrediting methods, the outcomes, and the resulting suggestions,

ultimately helping you to make better-informed decisions and enhance the performance of your institution.

- Amplification of the Excellence Recognition

Accreditation by ACEEU showcases your dedication and quality. Your existing and prospective students, business and academic partners, staff, and funding agencies will understand clearly "what you are" when they see that your institution is ACEEU accredited, which is an entrepreneurship- and/or engagement-oriented one.

- DEVELOPMENT OF THE PROFESSIONAL AND ORGANISATIONAL

ACEEU offers staff members the professional and organizational growth opportunities they need to become the architects of entrepreneurial and active university development.

The only comprehensive accrediting program that recognizes involvement and entrepreneurship in higher education is ACEEU accrediting.

For their services to the economy and society, many institutions go unappreciated. Your company gains the respect it merits with the ACEEU accreditation for entrepreneurial and involved universities.

Universities can demonstrate their steadfast commitment to engagement and/or entrepreneurship on the institutional level to students, university stakeholders, industry stakeholders, and society by earning institutional ACEEU accreditation.

Institutional ACEEU accreditation offers a special game plan for maximizing stakeholder participation at the systemic and institutional levels, igniting institutional transformation, putting the university on the map internationally, and eventually having an impact that transcends traditional boundaries.

- Accreditation by Division

Divisional ACEEU Accreditation, which was introduced in 2021, enables individual academic units within universities, such as faculties, schools, and departments, to display their steadfast commitment to engagement and/or entrepreneurship to students, university stakeholders, industry stakeholders, and society.

Higher education institutions benefit from a cogent system because the divisional ACEEU accreditation's goals, procedures, and requirements are in line with those of institutional ACEEU accreditation. On the pages that follow, we give you all the information you need for divisional accreditation and highlight the key distinctions between ACEEU's two accreditation levels.

The ACEEU accreditation is focused on students, corporate and academic partners, faculty and staff in higher education, as well as the general public and society. We interact with individuals, support university transformation and innovation, and encourage the process of improvement to the same extent as the status quo.

In order to maximize institutional potential, produce more employable and responsible graduates, and foster connections with and a broad impact on other societal actors and entities surrounding the university, ACEEU places a strong emphasis on fostering entrepreneurial and engaged capacity across the entire university.

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- **Amplification of the Excellence Recognition**

Accreditation by ACEEU showcases your dedication and quality. Your existing and prospective students, business and academic partners, employees, and funding bodies will understand "what you are" when they see that your school is accredited by ACEEU: an entrepreneurship- and/or engagement-focused institution.

3.5 Certification of Higher Education Programs

According to different references, Whilst the terms ‘accreditation’ and ‘certification’ are often used interchangeably, they are two closely related but distinct steps on the quality assurance ladder. Accreditation is a rung further up the ladder, performing an oversight role that underpins the quality, independence, and competence of the certification process. Certification is an audit of whether an institution, product, or individual, conforms to the criteria laid out in a recognized standard or scheme, such as ISO 9001 Quality Management Systems.

Certification is the third-party confirmation via an audit of an institution’s systems or products, whilst accreditation is independent third-party recognition that an institution has the competence and independence to perform specific technical activities such as certification, testing, and inspection. It follows that only certification bodies can refer to themselves as ‘accredited’, whereas the institutions successfully audited by certification bodies hold ‘certification’. If the certification body has been accredited to audit that particular activity, then institutions successfully audited by that certification body hold ‘accredited certification’.

According to different sources, certification is a written assurance by a third party on the conformity of a service, product, or process, based on certain specified requirements provided by some form of education, audit, assessment, or external review. The third party hence provides certification by indicating full satisfaction with a service, product, or process. Certification relates to all company activities in a given industry. It is important to be certified by an official certification body, which proves the achievement of a worthwhile designation. Certification refers to a written assurance by a third party on the conformity of a service, product, or process, based on certain specified requirements provided by some form of education, audit, assessment, or external review. On the other hand, accreditation refers to the formal recognition of competency towards specified standards by an authoritative body.

While certification relates to all company activities in a given industry, accreditation is based on specific activities and is not based on all activities in an institution. Certification involves the endorsement of a product, service, or process by a third party. On the other hand, accreditation involves the endorsement of a product, service, or process by an independent third party. Certification is the declaration of conformance of an institution, products, services, processes, or system to certain requirements of a regulatory standard designed by a highly authoritative body.

The conformance is declared by a third-party assessment body after reviewing or auditing the system. The third-party independent body grants the certification in a written assurance document. They state in writing that an institution, product, service, or system has met all the mentioned requirements of the standard. Certification is a written declaration given to particular products, services, processes, companies, and even individuals when they satisfy a certain set of regulations.

Certification in quality assurance typically involves a process of evaluation and verification to determine whether a product, service, or process meets a certain set of standards or requirements.

Here are the general steps involved in the certification procedure for quality assurance:

- Determine the standard: Identify the standard or set of standards that the product, service, or process needs to meet for certification. This may involve selecting a recognized industry standard or working with a third-party certification body to determine the appropriate standard.
- Develop a quality management system: Develop a quality management system (QMS) that meets the standard requirements. This may involve documenting processes, procedures, and policies to ensure consistency and traceability.
- Implement the QMS: Implement the QMS and ensure that it is being followed consistently. This may involve educating employees on the QMS and conducting audits to identify any areas for improvement.
- Conduct internal audits: Conduct internal audits of the QMS to identify any nonconformances or areas for improvement.
- Select a certification body: Select a certification body to perform the certification audit. The certification body should be accredited and recognized for its expertise in the relevant industry.
- Certification audit: The certification body will perform an initial audit of the QMS to determine whether it meets the standard requirements. If any nonconformances are identified, the institution will need to address them before certification can be granted.

- Ongoing certification: Once certified, the institution will need to maintain its QMS and undergo periodic surveillance audits to ensure ongoing compliance with the standard.

Overall, the certification procedure in quality assurance is designed to ensure that products, services, and processes meet a certain set of standards or requirements and that they are being consistently managed and improved over time. One of the accreditation agencies that provide certification services is ACQUIN, The Akkreditierungs-, Zertifizierungs- und Qualitätssicherungs-Institut. On their website, they have mentioned the following :

The certification procedure aims to evaluate and certify the quality of a program. The certification decision is based on transparent criteria, which comply with the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG). Standards are crucial for transparency and concerning legal requirements that are necessary for credit within the framework of study programs. Further, the certification procedure shall make references to the National Qualifications Framework (NQF) or the European Qualifications Framework (EQF).

3.6 Future of Accreditation in Higher Education

The accrediting process also develops and changes as higher education does (Eaton, J. S. 2008). A higher education institution has to go through the accreditation process in order to show that it conforms to stringent quality and rigor standards. As the number of institutions offering further education has grown, accreditation has become more important than ever for preserving the quality and integrity of higher education institutions.

Several significant factors are anticipated to influence the future of accreditation in higher education (Eaton, J. S. 2012). The rising use of technology in higher education is one of these developments. Accreditation organizations will need to modify their standards and procedures as online and hybrid learning spread, in order to make sure that these new modes of delivery adhere to the same high standards of quality and rigor as conventional, in-person training. This can entail creating new measurements for assessing the efficacy of online learning or reviewing current metrics to make sure they still hold true in online learning environments (Eaton, J. S. 2012).

The growing emphasis on outcomes-based education is another development that is likely to have an impact on the future of certification. Results-based accreditation assesses the outputs of an institution's educational programs, such as student learning outcomes and employment rates after graduation, rather than relying simply on inputs (such as faculty qualifications and facilities). This strategy aims to persuade institutions to concentrate on the results that matter most to students and their future success rather than on inputs that might not directly affect educational quality.

The third trend is the increasing importance of internationalization, which might have an influence on accreditation in the future. Accreditation officials will need to develop guidelines and processes that are appropriate across many cultures and educational systems as colleges and universities become increasingly international-focused and students and faculty travel and study beyond national boundaries. To ensure that the requirements and processes used by different countries are equivalent and that students can transfer credits and degrees beyond borders, this may involve cooperating with international organizations and accreditation agencies.

Finally, the rising need for lifelong learning is likely to have an impact on the future of accreditation in higher education. To be relevant as automation and technological advances continue to change the workforce, people will need to upgrade their expertise and skills on an ongoing basis. Micro-credentials and non-degree programs, for example, may see an increase in demand as a consequence of this. For them to assess these fresh models of learning and make sure they offer the exact same level of quality and discipline that traditional degree programs, accreditation organizations will need to create new criteria and procedures.

Several significant changes, including the increased utilization of technology, an increased focus on outcomes-based education, the increasing importance of internationalization, and a growing need for lifelong learning will undoubtedly have an impact on the future of accreditation in higher education. Accreditation agencies must adapt their standards and procedures as these trends develop further in order to keep up with the evolving higher education landscape. By doing this, they may contribute to guaranteeing that students obtain the top-notch education they need to succeed in tomorrow's global marketplace.

A variety of factors, including advances in technology, changing student demographics, and the evolving demands of the workforce, are projected to have an effect on the future of accreditation in higher education. Here are some possible developments that might influence how accreditation evolves in the future:

Focus on results: Accreditation bodies will probably keep on gauging program efficacy and student learning outcomes. This could involve increasing the use of data analytics and outcome-based assessment techniques to assess student performance and monitor development over time.

Technology use will undoubtedly increase in higher education, and accreditation organizations may need to create new methods for assessing the efficacy of online learning initiatives and other digital advances.

Expansion of alternative credentialing: Alternative credentialing, such as microcredentials, badges, and certificates, is projected to increase as online learning and other non-traditional educational models gain popularity. There may be a need for accreditation bodies to change in order to assess the quality and rigor of these new learning models.

Focus on workforce needs: Accreditation bodies may pay more attention to workforce requirements and try to make sure that educational programs are in line with the abilities and knowledge that companies are looking for.

Overall, efforts to ensure that educational programs are efficient, rigorous, and pertinent to the requirements of students and society will probably continue to be made in order to maintain accreditation in higher education.

4. Quality Assurance Networks

In order to ensure that students obtain an excellent education that meets particular standards and specifications, quality assurance is an essential aspect of higher education (Ala-Vähälä & Saarinen 2009). As they connect organizations, organizations, and individuals to exchange expertise, best practices, and resources concerning quality assurance in higher education, quality assurance networks play an essential part in this process.

The purpose, as well as the goals for each of the several types of quality assurance networks, vary. While some networks are wider and extend an array of disciplines, others are broader and concentrate on certain fields of study, such as finance or technology. Others operate on an international level (Bennett, P., Bergan, S., Cassar, D., Hamilton, M., Soinila, M., Sursock, A.,... & Williams, P. 2010). Some networks are regional or national in scope.

The European Association for Quality Assurance in Higher Education (ENQA), a pan-European network that promotes quality assurance in higher education, is a perfect example of a quality assurance network. Along with making sure higher education institutions comply with an established set of norms and criteria, ENQA supports the development and distribution of best practices in quality assurance.

The International Network for Quality Assurance Agencies in Higher Education (INQAAHE), a global network that connects quality assurance agencies from all over the world, is another illustration. The mission of INQAAHE is to facilitate the development of best practices in quality assurance in higher education by promoting the sharing of knowledge and expertise in this field.

In addition to the aforementioned networks, there are a large number of regional and national quality assurance networks, such as the Quality Assurance Agency (QAA) in the United Kingdom and the Southern Association of Colleges and Colleges Commission on Colleges (SACSCOC) in the United States. These organizations focus on maintaining the quality of higher education in their particular regions or countries.

In order to guarantee that students acquire an excellent educational experience that meets specific standards and specifications, quality assurance networks are vital in the setting of higher learning (Harvey, L. 2006). These networks promote the establishment of a mindset of constant

enhancement in the discipline of higher education by sharing knowledge, best practices, and resources.

Accreditation organizations and international quality assurance depend greatly on quality assurance networks. They are essential in the following ways:

- The quality of education and training can be standardized across institutions, regions, and foreign locations with the use of quality assurance networks. They set the requirements that institutions must satisfy in order to be approved or accredited.
- Collaboration: To collaborate and exchange knowledge and experience, quality assurance networks bring together a variety of stakeholders, including accreditation organizations, educational institutions, policymakers, and employers. This makes it easier to spread best practices, raise standards, and encourage innovation.
- Monitoring: Quality assurance networks offer a structure for continuous review and monitoring of educational and training initiatives. This aids in pinpointing areas for development, assuring standard compliance, and sustaining the caliber of instruction and training over time.
- Recognition: To give recognition and endorsement of their accreditation programs, accreditation institutions rely on quality assurance networks. This promotes credibility and confidence among stakeholders, such as students, potential employers, and the general public.
- Internationalization: Networks for quality control are essential for advancing the globalization of training and education. They support student mobility, advance cross-border credential recognition, and ensure that education and training programs adhere to international standards.
- Assisting institutions in identifying areas for improvement and offering advice on how to deal with them are quality assurance networks. This can include guidance on how to build curricula, coaching techniques, and student support services, among other things.
- Accountability: Networks for quality assurance assist in holding organizations responsible for the level of instruction and training they deliver. Maintaining

continuous conformity with standards may involve requiring institutions to produce routine reports and submit them to recurrent inspections.

- **Innovation:** By enabling institutions to experiment with novel methods of teaching and learning, quality assurance networks foster innovation in education and training. Incorporating cutting-edge pedagogies and new technology into current programs can also be guided by them.
- **Diversity:** By ensuring that institutions are serving the requirements of a diverse group of students, including those from different cultural origins, with different learning styles, and with disabilities, quality assurance networks serve to promote diversity and inclusivity in education and training.
- **International Collaboration:** By developing connections between organizations in various nations, quality assurance networks help to advance international collaboration. This can involve joint initiatives, staff and student exchanges, and research partnerships that support the globalization of training and education.
- **Risk management:** Networks for quality assurance support institutions in managing educational risk. This can entail recognizing potential hazards, creating mitigation plans, and offering direction on how to handle problems as they appear.
- **Transparency:** By providing accurate information regarding the standards, criteria, and methods used to evaluate institutions, quality assurance networks help to increase transparency in the accrediting process. With stakeholders, this promotes credibility and confidence.
- **Continuous improvement:** Quality assurance networks encourage institutions to periodically examine and update their programs to make sure they stay applicable and efficient in order to build a culture of continuous improvement.
- **Research:** By funding and supporting research projects, quality assurance networks encourage research in education and training. New knowledge and insights gained in this way may be used to build new standards and regulations.
- **strengthening capacity:** Quality assurance networks assist institutions, particularly those in developing nations or with limited resources, in strengthening their ability.

This can include technical support, mentorship, and training, all of which can serve to raise the standard of instruction and training.

- **Ethical standards:** By compelling institutions to respect ethical principles and values, quality assurance networks promote ethical standards in education and training. Promoting academic honesty, avoiding plagiarism and cheating, and ensuring that research is conducted ethically can all fall under this category.
- **Employability:** By ensuring that education and training programs are in line with the demands of the labor market, quality assurance networks help to enhance employability. This can include encouraging the development of industry-specific skills, offering chances for work-based learning, and encouraging entrepreneurship.
- **Social responsibility:** Quality assurance networks encourage institutions to integrate social, environmental, and ethical principles and practices into their programs in order to advance social responsibility in education and training. This can entail supporting social justice, sustainable practices, the UN SDGs, and diversity and inclusion.
- **Continuous review** is encouraged by quality assurance networks to guarantee that training and education initiatives continue to be efficient and pertinent. This may entail tracking the results of graduates, interviewing students and companies, and reviewing stakeholder input.
- **Recognition of prior learning:** By allowing people to obtain credit for prior learning experiences, such as work experience, informal learning, and other types of non-formal learning, quality assurance networks promote recognition of prior learning. This could enhance professional development and encourage lifelong learning.
- **Standardization:** Quality assurance networks assist in bringing institutions and nations' educational and training systems up to par. By guaranteeing that graduates have comparable abilities and information, the global labor market will benefit from their increased mobility and competitiveness.
- **Sharing of knowledge:** Quality assurance networks provide communication and cooperation across institutions, which may lead to the exchange of best practices and advancements in teaching and learning. This can support the

internationalization of education and help raise the quality of education and training.

- Professional development: Quality assurance networks give administrators, employees, and professors the chance to advance their careers. The knowledge and abilities of education professionals can be enhanced through training, workshops, and conferences.
- Stakeholder involvement: To make sure that their requirements are taken into account during the accreditation process, quality assurance networks interact with a variety of stakeholders, including students, employers, and industry associations. This can aid in ensuring that educational and training initiatives are in line with the demands of both the labor market and society at large.
- Quality assurance networks provide institutions with ongoing feedback on their performance, which may help them identify areas for improvement and address problems as they arise. This can help to ensure that educational institutions are working hard to raise the standard of the training they provide.
- Innovation: By encouraging institutions to create new programs, methodologies, and technology, quality assurance networks promote innovation in education and training. This may help to encourage the use of more modern strategies that are effective and efficient.
- Flexibility: By enabling institutions to customize their programs to meet the needs of their students and stakeholders, quality assurance networks promote flexibility in education and training. giving flexible learning options, such as online or blended learning, and giving support services for students with diverse needs are two examples of this.
- Networks for quality assurance promote the value of high standards in learning and teaching on a national and international level. This may help to increase public understanding of the value of education and training and encourage increased financial support for it.
- Internationalization: Quality assurance networks encourage universities to create globally relevant programs and encourage travel between institutions and nations

in order to advance the internationalization of education. This can help students get ready for professions abroad and encourage cross-cultural communication.

- Compliance: Quality assurance networks support regulatory requirements compliance, including accreditation standards and legal frameworks. This can guarantee that organizations run transparently, are accountable, and fulfill stakeholder expectations.

The list of Major QA agencies includes the following:

4.1 INQAAHE International Network for Quality Assurance Agencies in Higher Education

- About

More than 300 universities worldwide are members of INQAAHE, an organization dedicated to quality assurance in higher education (Blackmur, D. 2008). Although the Network also accepts other institutions with an interest in QA in HE as associate members, the bulk of its members are quality assurance organizations that do their business in a variety of ways.

When INQAAHE was founded in 1991, its main goal was to build a network of organizations that concentrate on quality assurance in higher education. The network was created in response to the growing demand for higher education quality assurance, which is being fueled by the increased globalization of education.

History: Since being founded in 1991, INQAAHE has expanded into a worldwide network with more than 300 members from more than 70 nations. The network has also been crucial in advancing the growth of quality control in higher education globally.

The mission of INQAAHE is to promote and develop quality assurance theory, practice, and application in higher education globally. By working together, exchanging knowledge and best practices, and creating uniform standards and quality assurance criteria, the network hopes to accomplish this.

Mission: Through the facilitation of an active global network of quality assurance agencies, INQAAHE's primary goal is to promote and develop excellence in higher education. The International Network of Quality Assurance Agencies in Higher Education (INQAAHE) (2005) states that this is done by advancing both the theory and practice of quality assurance, encouraging member sharing and understanding of policies and actions, and advocating for quality assurance to enhance the outcomes of higher education for institutions, students, and society at large.

In order to use, practice, and improve quality assurance in higher education globally, INQAAHE works to promote it. This is achieved by encouraging collaboration, exchanging knowledge and best practices, and developing common standards and quality assurance procedures. The network's goals include fostering cooperation and communication among its members in order to achieve the shared objective of promoting understanding and application of quality assurance principles and methods in higher education.

The diverse goals of INQAAHE include encouraging the development of context-sensitive and culturally sensitive quality assurance systems and practices, using quality assurance to enhance the quality of higher education, developing capacity and expertise in quality assurance, encouraging networking and collaboration between quality assurance organizations, higher education institutions, and other stakeholders, and contributing to the creation of global policies and standards.

In the pursuit of its goals, INQAAHE encourages the implementation, application, and improvement of quality assurance in higher education in an effort to raise the standard of higher education throughout the world.

- Detailed Plan

By building a vibrant global community of quality assurance agencies, INQAAHE's main goal is to assist in the promotion and progress of excellence in higher education. To accomplish this, the organization focuses on advancing the concepts and practices of quality assurance,

encouraging member-to-member policy and practice sharing, and promoting the benefits of quality assurance for higher education, educational institutions, students, and society at large.

INQAAHE's quality assurance policy and practice are supported by a number of fundamental ideals, including:

- Recognition of the importance of collective knowledge is gleaned through the actions of a varied range of participants and their ability to solve the difficulties posed by the social and educational institutions in which they operate. As a result of recognizing and emphasizing shared principles that serve as the cornerstone of best practices and guide the activities of quality assurance (QA) organizations, INQAAHE has come to value this variety.
- believe that academic freedom and institutional integrity are of the utmost significance and are committed to the idea that higher education institutions are primarily responsible for assuring quality and putting quality assurance into practice.
- a fundamental comprehension of the significance of working in collaboration with members, institutions of higher education, local, national, and international governments, non-governmental organizations, and the business sector to support, advise, inform, and advocate for members' quality assurance.

INQAAHE offers four different membership tiers, including:

- **GGP ALIGNED MEMBERS:** These are the organizations in charge of guaranteeing the caliber of post-secondary offerings, such as accreditation, audit, or other external evaluation bodies for institutions and/or programs that have already gone through the INQAAHE GGP Alignment process and are now aligned.
- **FULL MEMBERS:** These are the organizations in charge of ensuring the caliber of post-secondary offerings, such as external evaluation bodies for

institutions and/or programs that accredit, audit, or otherwise rate institutions and/or programs.

- **ASSOCIATE MEMBERS:** These are tertiary education institutions or institutions with a significant interest in the assessment, accreditation, and quality assurance of higher education but who are not accountable for the standards of institutions or educational offerings.
- **AFFILIATE MEMBERS:** These are those who have a proven track record of involvement in tertiary education quality assurance and a major interest in the evaluation, accreditation, and quality assurance of higher education.

INQAAHE's main goals include several of the following:

- Producing, compiling, and sharing data on theory and practice in the assessment, enhancement, and preservation of quality in higher education that is present and emerging.
- Conducting original research or having it done for you in relation to higher education quality.
- Communicating with international institutions and through various channels to express the thoughts of its members as a whole on issues pertaining to higher education quality.
- Supporting higher education quality improvement theory and practice.
- Offering guidance and experience to assist established and newly established quality assurance organizations.
- Enabling communication between quality assurance organizations and their support networks.
- Assisting members in creating standards for organizations working across international borders and promoting more knowledgeable international recognition of credentials.
- Assisting in the creation and application of credit accumulation and transfer programs to improve student mobility across institutions (inside and beyond national borders).

- Giving members the ability to watch out for unethical institutions and quality assurance processes.
- On-demand, conducting reviews of member performance.

4.2 ENQA European Association for Quality Assurance in Higher Education

- About

In order to promote cooperation among European nations on quality assurance in higher education, ENQA was first established in 2000 as the European Network for Quality Assurance in Higher Education. It changed its name to the European Association for Quality Assurance in Higher Education in 2004 with the goal of advancing quality assurance throughout all Bologna Process signatory countries and promoting and improving the standard of higher education across Europe (Campbell & Van der Wende, 2000).

- Membership Requirements

At both the European and global levels, ENQA is a group of members that advocates for and helps its members. Its members are organizations with headquarters in the European Higher Education Area that work in the area of higher education quality assurance (Crozier, Curvale, & Hénard 2005). To be eligible for ENQA membership, these institutions must show that they conform to the Standards and Guidelines for Quality Assurance in the EHEA (ESG). Nevertheless, organizations that do not adhere to ESG, organizations from outside the European Higher Education Area, and other organizations engaged in higher education quality assurance may nevertheless be qualified for ENQA affiliation.

- Mission

The European Association for Quality Assurance in Higher Education's ENQA mission is to represent the interests of quality assurance organizations in the European Higher Education Area (EHEA) at the international level and to assist them on a national level by offering comprehensive services and networking opportunities. In its capacity as the authorized stakeholder

institution, ENQA strives to improve the quality assurance procedures used by the community of organizations that fall under its purview (Segerholm, C., & Hult, 2015).

- ENQA's goals and objectives are as follows:
 - Representing quality assurance agency interests: ENQA speaks for international quality assurance organizations that are a part of the European Higher Education Area (EHEA). Engaging with pertinent parties to advocate for and improve quality assurance in higher education is part of this.
 - Providing services to members and other stakeholders: ENQA offers its members and other stakeholders a wide range of services and networking opportunities, including policy creation, information sharing, education, and capacity building.
 - Promoting and implementing the Standards and Guidelines for Quality Assurance in the EHEA (ESG), as well as through research and advocacy, are some of the ways that ENQA is driving the development of external quality assurance in the EHEA.

- Values

According to GIBBS, A., DE VRIES, OBE, BECCARI, and RAIJMAKERS (2017), ENQA supports its principles by encouraging them among its members and recognizing the many techniques and systems used in higher education and quality assurance. Integrity is one of these values, and it entails acting in a responsible, impartial, impartial, and fair manner while consulting with stakeholders. Transparency is also essential, and ENQA upholds clear principles and procedures while making its standards, practices, reports, and project data available to the public. Furthermore, ENQA guarantees the independence of its agency review procedure and membership decisions. It is independent and exclusively answerable to its members. The institution also emphasizes social responsibility by considering how its criteria and processes will affect the UN Sustainable Development Goals and by encouraging social responsibility in quality assurance in its communications with stakeholders.

- Methodology

For conducting agency evaluations, ENQA adheres to a set of standards that includes an evidence-based procedure overseen by impartial experts. Unless there is evidence to the contrary, the agency's information is taken to be factual. The review's objectives are to confirm the accuracy of the data in the self-assessment report (SAR) and other documents and to find any documentation gaps. Transparency is essential, and the review's findings are made public. Furthermore, "overall compliance" with the European Standards and Guidelines (ESG), rather than strict adherence, is required for ENQA membership.

In order to make sure that the methodology utilized by ENQA is suitable for its intended purpose, agencies and stakeholders were involved in its development. A team of reviewers representing different stakeholders visits the site after the agency conducts a self-assessment as the first stage of the review process. A written report is the review's result, and a follow-up process that includes a progress visit is also in place. The step-by-step' section and Guidelines for ENQA Agency Reviews are accessible if you want further details on the process.

4.3 CEENQA Central and Eastern European Network of Quality Assurance Agencies in Higher Education

- About

The non-profit and non-governmental organization CEENQA works to encourage collaboration among its Central and Eastern European members. In order to contribute to the creation and implementation of the European Higher Education Area, it seeks to harmonize activities and enhance quality assurance of higher education in the area. Following an inaugural conference in Budapest, Hungary the year before, the Network was founded on October 13, 2001, in Krakow, Poland. On July 4, 2011, CEENQA was formally incorporated in Düsseldorf, Germany.

- Objectives

The objectives of CEENQA are to promote cooperation between its Central and Eastern European member institutions, harmonize quality assurance procedures, and take part in the European higher education dimension. The Network encourages information sharing about the

backgrounds, goals, practices, and outcomes of member agencies and acts as a clearinghouse for quality assurance concerns in higher education. In addition, CEENQA seeks to promote collaboration and information exchange among member organizations across all domains of activity. In the end, the school wants to actively contribute to the development of the European higher education market.

- **Membership**

Interested institutions must fill out an application form and send it in writing to the association's president in order to join CEENQA. The Executive Board will review the application before submitting it to the General Assembly for approval. Membership is conditional upon formal admission. Applications may be submitted at any time, and the results will be determined by a digital vote.

- **Ideals & Guidelines**

Organizations in the field of quality assurance in higher education that are recognized by the authorities of their respective countries are eligible to join.

- For quality assurance in higher education, the agency makes reference to globally accepted standards and directives including the CEENQA Code of Good Practice, INQAAHE Guidelines of Good Practice, and European Standards and Guidelines (ESG).
- Site visits and an open peer review mechanism are two examples of how CEENQA processes are carried out in accordance with defined and published procedures and criteria. Participation by stakeholders in EQA programs is encouraged.
- The agency participates in external evaluations that ensure transparency, quality, and integrity or has well-established internal quality assurance systems.

4.4 Asia-Pacific Quality Network (APQN)

- **About**

An independent, nonprofit network called the Asia-Pacific Quality Network (APQN) was founded in 2003. Its main objective is to raise the standard of higher education in the Asia-Pacific

area and remove barriers to create a region of high standards. With 253 members from 45 nations and territories, APQN has grown to be the largest and most significant international higher education organization in the area over the past 19 years. The network has contributed significantly and in a special way to the improvement of the quality assurance mechanism, the sharing of theory and practice experiences, the promotion of substantive cooperations, the establishment of the Consultant Bank, and the evaluation of the Asia-Pacific Quality Register (APQR) and Asia-Pacific Quality Label (APQL) in the region (Stella, A. 2007).

- Mission

Enhancing the work of quality assurance institutions and expanding their cooperation with one another, to improve the quality of higher education in the Asia and Pacific region.

- Vision

- To be a self-sustaining Network that is effective in its operations, open to sharing information, and a first place to go for guidance or support.
- Values Commitment to excellent standards in higher education and support for reputable institutions in the area.
- Appreciate The dissemination of information through various media, such as newsletters, documents, journals, and books in both paper-based and electronic forms, is one of the many ways used by APQN to achieve its goals. Additionally, APQN offers opportunities for learning and growth through conferences, workshops, seminars, and employee outings. The school also works in partnership with other organizations to create and use databases and other resources to raise the standard of higher education in the Asia-Pacific region. In addition, APQN uses other procedures deemed acceptable by the General Council or the Board.

- Membership Requirements

Universities receive help and development when they join APQN (Stella, A. 2010). The requirements for membership have evolved quickly. The following methodology was used to create the criteria for membership:

- Full Members: Those requesting full membership must demonstrate that they satisfy each criterion's requirements.
 - Intermediate Members: Applicants for intermediate membership must demonstrate that they satisfy Criteria 1 and 2.
 - Associate Members: Applicants for associate membership must provide evidence of a keen interest in higher education quality assurance.
 - Higher education institutions (HEIs) that carry out internal quality assurance and are in good standing with the necessary QAAs in the area are referred to as institutional members.
 - Individual Members: Applicants for individual membership must demonstrate a keen interest in higher education quality control and research.
- Membership Advantages
 - For quality managers and officers, joining APQN is a good way to connect with others in the field of higher education quality assurance.

4.5 CHEA Council for Higher Education Accreditation

- About

An American organization called CHEA promotes academic excellence through accreditation. It represents institutions that award degrees and recognizes both institutional and programmatic accrediting bodies (Bloland, H. G. 2001). The only national organization that focuses on quality control and accreditation in higher education is CHEA. It is a nonprofit organization that was founded by college and university presidents in response to requests from the US Department of Education and the US Congress to "recognize" US accrediting organizations. If an accrediting organization is "recognized" by CHEA, it signifies that it has complied with the high requirements set out by CHEA for fostering academic excellence, enhancing organizations, and fostering student achievement. Along with maintaining an efficient

accreditation structure and institution, the organization demands that its accredited accrediting institutions exhibit responsibility and transparency.

- Focus
 - CHEA has a substantial impact on national advocacy for higher education certification and quality control.
 - To make sure they effectively advance academic excellence and support higher education, students, and the general public, it assesses accrediting institutions.
 - Numerous U.S. accrediting organizations, including those involved in regional, national career, national religious, and programming accreditation, are recognized by CHEA.
 - It acts as a reliable information source and a national and international authority on accreditation and quality control.
 - In order to preserve the core academic principles of higher education, including institutional autonomy, academic freedom, and institutional mission, CHEA supports and promotes the significance of accreditation.
 - The organization offers a forum for institutions, programs, and accrediting bodies to interact and share knowledge on a local, national, and international scale.
 - A 20-member board that includes presidents of colleges and universities, institutional representatives, and members of the public oversees CHEA.

For legislative and administrative purposes, CHEA represents accreditation and quality assurance before the U.S. Congress and the U.S. Department of Education. Additionally, it acts as a prominent national spokesperson for accreditation before the general public, decision-makers, students, and families.

- CHEA is a national leader in spotting and articulating new problems in quality control and accreditation. Through conferences, meetings, and

webinars, the institution offers a national venue for discussing accreditation-related problems of shared interest and concern.

- CHEA is a reliable source of data and details about certification and quality control. It launches programs and projects with the goal of enhancing accreditation and its function in advancing the public good.
- The organization offers databases and directories of certified institutions, programs, and accreditation and quality assurance bodies in addition to hosting conferences and seminars.
- Through the CHEA Worldwide Quality Group, CHEA also organizes worldwide conferences on accreditation and quality control.

- Recognition

The term "recognition" describes the assessment and certification of the excellence of various accrediting organizations, such as those involved in regional, national career, national religious, and programming accreditation. The only non-governmental organization in the United States that conducts this review method is CHEA. On the other side, government-level recognition evaluations are carried out by the U.S. Department of Education.

- Precis

The promotion of academic excellence and student accomplishment is greatly aided by accreditation. Accrediting organizations are in charge of implementing rules and regulations pertaining to program effectiveness and academic success. Accrediting organizations must also show that they are accountable to the public for their performance and that their business practices are open.

Finally, approved accrediting organizations should maintain a functional organization that complies with CHEA standards.

- Values Assuring Quality: Accreditation enables an impartial third party with the necessary peer competence to conduct an external evaluation of the

educational quality offered by a program or institution. This recommends ways to enhance education and ensures that it adheres to specified criteria.

- Obtain financial help: If qualified students attend institutions that have been accredited by accreditors recognized by the US Department of Education, they will be able to obtain federal financial help.
 - Professional Recognition: Accreditation informs potential employers that a program of study has complied with industry-wide standards. For work in some sectors, a degree from a recognized school or institution may be necessary.
- Membership advantage

Some advantages that member universities get from CHEA include the following:

- Supporting institutional autonomy in quality definition through accreditation
- Access to the CHEA web database, which contains a list of certified institutions and programs;
- Recognition of about 60 U.S. institutional and programmatic accreditors
- An unenforceable arbitration procedure (starting in January 2023)
- Free registration for the annual Summer Roundtable - Access to CHEA Speakers for Institutional Forums - Free CHEA webinars
- Enrollment in the CHEA Fellows Program - Reduced rates for the annual CHEA/CIQG Conference - The CHEA Almanac, a reference guide on external quality review
- Regular articles, reports, op-eds, and reviews about quality assurance in the United States and abroad in publications like The Federal Update, Accreditation in the News, International QA in the News, and Inside Accreditation.
- Contact information for House and Senate Committees that have an impact on higher education policy.

- Publication of leadership-focused feature articles from member institutions.

4.6 The Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health Care (ECAQA)

- About

A non-profit organization called the Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health Care (ECAQA) works to guarantee the quality of higher education and professional training for college graduates, as well as for institutions that offer CPD education. The Republican Accreditation Council of the Ministry of Education and Science of the Republic of Kazakhstan has recognized it as an accreditation organization and listed it in the Register-1. ECAQA is autonomous in how it does business and is accountable for its decisions. When it comes to making suggestions and choices, it is not influenced by outside parties like educational institutions, governmental organizations, ministries, or other interested parties. The institutional and specialist accreditation standards for all educational levels are owned exclusively by ECAQA and are registered with the Ministry of Justice of the Republic of Kazakhstan.

- Objective:

In order to preserve public confidence in the caliber of education, ECAQA's objective is to enforce international quality standards for higher education while taking into account the unique requirements of the national healthcare and education systems.

- Vision:

To become the main accrediting organization that supports regional quality assurance in higher education and healthcare professional education to improve their skills and professionalism and meet community needs. The Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Healthcare (ECAQA) seeks to modernize Kazakhstan's system for quality assurance in the teaching of health professions. ECAQA, a specialized body, is free to set its own rules, procedures, and principles for deciding whether to accredit organizations. With participation

from all stakeholders in the ECAQA accrediting Council, it aims to build a trustworthy and open national accrediting system for health professional education. The WHO/WFME Guidelines for accreditation of medical education and the European Higher Education Area's Standards and Guidelines for Quality Assurance serve as the foundation for ECAQA's methodology. The ultimate objective is to increase healthcare and medical professionals' competitiveness both domestically and abroad.

- Values:
 - Voluntaryness/Freedom: Institutional/programmatic accreditation is a voluntary, peer-review method of quality assurance that acknowledges the academic freedom and institutional autonomy of HEIs.
 - Responsibility: Clearly defined QAA and HEI roles, participation of key stakeholders, and enough resource allocation for innovation and education reviewers/experts.
 - Transparency: The self-evaluation and external evaluation processes are fair and transparent, giving key stakeholders access to pertinent information.
 - The decision-making process is based on stated standards and procedures, taking into account the findings of both institutional self-assessment and external evaluation. - Independence - External evaluation. Independent from outside parties is QAA.
 - Efficiency: External review based on accepted norms and international quality principles emphasizes process, substance, and outcomes, leading to the development of a quality culture and maintaining the connection between internal and external quality assurance (IQA) processes.
 - Public Information: Accreditation decisions are made public and made accessible on the website of the QA agency.

- Competitiveness

By achieving a number of objectives, including adherence to global standards for quality assurance organizations and acceptance by prestigious organizations like the World Federation of

Medical Education and the European Association for Quality Assurance, ECAQA seeks to increase the competitiveness of healthcare providers and patients in Kazakhstan. Aside from implementing worldwide standards to raise the caliber of medical education, ECAQA also aims to create a credible and open national or regional system for ensuring educational quality. The organization places a high priority on efficient communication and engagement between all parties, the training of accrediting specialists, strategic alliances with top international quality networks and foreign accreditation organizations, and involvement in global initiatives and events. ECAQA aims to meet the requirements of the "Commission on Education for Graduates of Foreign Medical Colleges of the USA" (ECFMG) for the accreditation of educational programs of foreign medical colleges and their graduates by 2024. It also offers advisory and methodological support and capacity development for professors and staff of educational and scientific institutions.

4.7 CANQATE Caribbean Area Network for Quality Assurance in Tertiary Education

- About

A sub-network of INQAAHE called CANQATE was started in 2004 to support the upkeep, assessment, accreditation, and improvement of quality assurance in tertiary education in the Caribbean. CANQATE encompasses government ministries, state agencies, higher education institutions, and allied CARICOM entities that have an interest in capacity building for quality assurance, even though it predominantly consists of external quality assurance agencies. The network's goals are in line with those of INQAAHE, which wants to make it easier for its members to share information and promote effective quality assurance processes.

- Goals

The goal of CANQATE is to facilitate debates on policy and research pertaining to quality assurance and enhancement in higher education institutions while fostering capacity building. To accomplish this, they collaborate with a range of experts, including policymakers, researchers, evaluators, administrators, and faculty. IGE, on the other hand, can support you in bringing a premium trade show exhibit that satisfies your objectives, engages your target audience, and improves the perception of your brand—all while maintaining within your budget and schedule.

- Membership Criteria

- Full Members: These are the organizations in charge of ensuring the academic standards of the region's tertiary institutions or educational programs. Accrediting organizations, colleges, testing services, and other comparable organizations are examples.
- Associate members: These are organizations that have a strong interest in tertiary education evaluation, accreditation, and quality assurance, but are not responsible for ensuring the standards of institutions or educational offerings.
- Individual members: Individual members are those who focus on or are interested in quality assurance and standards but who do not have direct accountability for them.

- Services offered by CANQATE

You can make use of a number of advantages and services as a CANQATE member, including:

- Possibilities to participate in CANQATE's governance and administration;
- Access to educational courses and seminars;
- Collaboration with other members to accomplish CANQATE's goals. Professional networking.
- Possibilities to contribute to the growth of quality assurance in the region. Learning from others in the region who are working to improve the caliber of tertiary education.
- Participation in international discussion forums.
- Discounted pricing for conferences and other events;
- Quarterly newsletters from CANQATE and INQAAHE.

4.8 SAQAN South African Quality Assurance Network

- About

SAQAN is a non-profit organization made up of voluntarily participating members from Southern African higher education institutions and National Higher Education Quality Assurance

Bodies (Ayoo, Tamrat, & Kuria 2020). In order to increase staff and student mobility, the institution's main objectives are to promote higher education quality, harmonize quality assurance systems within the region and beyond, and facilitate international recognition of higher education qualifications from Southern Africa. Promote effective and efficient quality assurance and accreditation mechanisms in higher education, support the development of quality assurance through capacity building, seminars, workshops, and conferences, disseminate information via various media, take part in education and research programs, mobilize resources to support their projects and programs, and maintain a database of quality assurance bodies and experts are among SAQAN's key responsibilities (Jingura, R., & Ka).

- Background of SAQAN

SAQAN is a non-profit, member-based association of Southern African higher education institutions and National Higher Education Quality Assurance Bodies.

- Vision of SAQAN

SAQAN is a nonprofit organization that brings together higher education institutions from Southern Africa and quality assurance organizations with the goal of advancing quality in higher education.

- Mission of SAQAN

SAQAN serves as a platform for partnership, development, and cooperation.

- Organization of SAQAN

The Network's highest governing body is the General Assembly. It is made up of the Network's Full and Associate members.

- Objectives of SAQAN

Promoting quality in higher education, fostering regional and global alignment of quality assurance systems, and facilitating global recognition of Southern African-based higher education credentials to increase staff and student mobility

- Membership Requirements
 - Full Membership: This is available to national higher education accreditation and/or quality assurance agencies in SADC that are interested in advancing the Network's goals.
 - Higher education institutions and professional organizations in SADC engaged in quality assurance/accreditation and higher education are eligible for associate membership. With the exception of the ability to vote at the annual general assembly and eligibility for membership on the executive committee, Associate Members shall have the same privileges and obligations as Full Members.

4.9 East African Higher Education Quality Assurance Network EAQAN

- About

A network of quality assurance experts from the East African Community Partner States (EAC) makes up the East African Higher Education Quality Assurance Network (EAQAN). Its beginnings can be found in 2007 and 2008 when more than 45 quality assurance officers and coordinators from universities and national commissions and councils were chosen and trained by the Inter-University Council for East Africa (IUCEA), German Academic Exchange Service (DAAD), German Rectors Conference (HRK), East African partner states, and National Commissions and Councils. The educational program was designed to increase capacity and improve the internal quality control systems in East African universities.

- Objectives

The following objectives are to be achieved: to facilitate the creation of a regional network of QA practitioners; to facilitate the creation of regional QA forums; and to facilitate ongoing networking and sharing among the QA coordinators in the area.

- Vision

A network of experts in quality assurance in East Africa that is well-known worldwide.

- Mission

To advance, strengthen, and raise the standard of HE in East Africa through the application of quality control measures.

- Core Values:

Integrity, Quality, Innovation, Commitment, Excellence, and Transparency

- Institutional Membership Requirements for Membership

Universities, university colleges, and other diploma or degree-granting institutions must meet the following requirements in order to be eligible for EAQAN membership:

- Being registered and recognized by a Competent Authority to operate in the Partner State, and Having a working quality assurance system.

- Be a member of the host partner state's EAQAN National Chapter.
- Individual Subscription

Academic staff, quality assurance practitioners, and senior management from public and private universities in the EAC must meet the following requirements to be eligible for EAQAN membership:

- Must be a member of the EAQAN National Chapter in the host partner state
- Must be nominated by his or her university and the leadership of the EAQAN National Chapter.

4.10 The African Quality Assurance Network (AfriQAN)

- About

AfriQAN is a network that aids organizations involved in Quality Assurance in African higher education. The network seeks to interact with similar organizations on other continents and improve the standard of higher education. With funding assistance from the Global Initiative on Quality Assurance Capacity (GIQAC)/United Nations Educational, Scientific and Cultural Institution (UNESCO), the Association of African Universities (AAU) founded the network.

- Membership Requirements
 - National, sub-regional, and regional institutions that are in charge of ensuring the caliber of higher education in Africa are considered full members. Other institutions that meet the requirements for membership as determined from time to time by the General Assembly and are recognized by their country of origin legally are also eligible.
 - Associate members must be higher education institutions in Africa that are dedicated to improving the quality of education provided and are in good standing with the necessary quality assurance procedures.

4.11 ARAB NETWORK FOR QUALITY ASSURANCE IN HIGHER EDUCATION (ANQAHE)

- About

As a nonprofit nongovernmental organization, the Arab Network for Quality Assurance in Higher Education (ANQAHE) was founded in June 2007 (Badrawi, N. 2009).

- Purpose

The purpose of ANQAHE is to achieve the following:

- Exchange information about quality assurance;
- Build new quality assurance agencies or institutions;
- Develop standards to establish new quality assurance agencies or support the already existing ones;
- Disseminate best practices in quality assurance;
- To strengthen liaison between quality assurance bodies in the various Arab countries, the Arab Network for Quality Assurance in Higher Education was established.

- Mission

ensuring and enhancing quality assurance in Arab higher education institutions, and fostering collaboration between Arab quality assurance bodies and institutions and other regional and global quality assurance organizations.

- Objectives

The Arab Network for Quality Assurance in Higher Education (ANQAHE) has a number of goals, including assisting in the development of new quality assurance organizations, strengthening the capacity of existing ones, and promoting good quality assurance practices in higher education throughout the Arab world. In addition, to providing a forum for information on quality assurance standards, best practices, and qualified institutional and program reviewers among member institutions, ANQAHE seeks to improve communication and links between quality assurance organizations. A platform for information on certification frameworks, accredited programs, and accredited educational institutions in the area is another goal of ANQAHE. Additionally,

ANQAHE aids in the creation and execution of credit transfer programs to increase student mobility and supports the establishment of standards for institutions operating beyond national boundaries. It also offers details about quality assurance organizations functioning in the Arab world. In addition to representing and promoting the region's interests when necessary in front of other networks and international institutions, ANQAHE seeks to stimulate research in the area of quality assurance in higher education. Last but not least, ANQAHE offers the service of assessing quality assurance organizations upon request.

5. Creativity in Higher Education

The Latin word "creare" (which means to generate something) is the source of the English word "creativity." Poets and artists have the ability to create something new, according to the Latin poet Horatio. However, the meaning of the word "creation" changed dramatically during the Christian era. It was used to refer to God's act of creation rather than that of man.

Graham Wallace's thesis, which was presented in his book *The Art of Thought* in 1926, served as the foundation for the current notion of creativity. The four stages of creativity—preparation, incubation, illumination, and validation—were modeled by him. However, J.B. Gilford is credited with marking the official start of the scientific investigation into creativity. When he developed a distinction between convergent and divergent thought processes, Gilford made a significant advance to our knowledge of creativity. Divergent thinking is an uncommon and unorthodox form of thinking that generates numerous potential solutions to a problem. Convergent thinking, which is typically deductive, is thinking in which ideas are analyzed for their logical validity or in which a set of rules are followed.

The emphasis on novelty and diverse thought is consistent with the average person's conception of creativity, but it presents issues when the solution needs to be both original and efficient. When ideas start to flow, creativity occurs on the right side of the brain. However, for creativity to be effective, it also needs to be combined with convergent thinking to provide the best results.

According to Alencar, E. M., Fleith, D. D. S., and Pereira (2017), creativity in higher education refers to the application of creative thinking and problem-solving techniques to difficulties or challenges in the field of education. In order to engage students and improve their learning experience, this can entail creating new concepts, strategies, or techniques for teaching and learning.

In higher education, encouraging creativity can have a number of advantages. It can assist students in gaining the critical thinking and problem-solving abilities necessary for success in a variety of disciplines. In a world that is changing quickly, it can also promote creativity and encourage students to think creatively (Clements, L., & Redding, E. 2020).

Researchers studying creativity, have identified three key points of creativity:

1. It is a domain academic discipline that incorporates knowledge, codes, and language; experts/domain keepers; people who are the source of the new concept; it is practical and results-oriented; and it is embedded in culture, both the specific disciplinary culture and the larger societal culture.
2. Innovation in one area of the market may result from creative thinking in another. The production of a novel, original knowledge that transforms a field and is acknowledged as such by subject-matter specialists might be characterized as creativity in this context. Accordingly, it follows from this definition that one must first become an expert in their chosen field in order to lay a solid and fertile foundation for the development of innovative ideas.
3. The modern era has increased demands on higher education to become creative learning societies where students engage in rigorous creative knowledge production at all grade levels. While higher education institutions have always been places of creativity in the sense that they produce knowledge, these demands are now greater.

Since creative learning involves deliberate activity, it is also necessary to foster creativity for learners to succeed. Even if some talents and abilities may be innate, it is useful and fruitful to begin with the concept that all students are capable of creative learning and may learn to function at greater levels of creative learning if given the right care and stimulation.

Higher education institutions can support students' creativity in a variety of ways. Several tactics consist of:

- presenting chances for students to work on issues or challenges from the real world.
- encouraging students to take chances and think creatively.
- fostering transdisciplinary cooperation and learning.
- encouraging students to seek out various points of view and encounters.

- supplying tools and assistance so that students can follow their own interests and passions.
- Higher education institutions can assist students in acquiring the abilities and frame of mind required to flourish in the twenty-first century by promoting a culture of innovation.

In higher education, creativity is a key skill that can offer a number of advantages. It calls for the application of creative and unique thinking to approach and resolve issues, and it can aid students in developing the critical thinking and problem-solving abilities necessary for success in a variety of disciplines. Higher education may promote innovation and inspire students to think beyond the box, which can be beneficial in a society that is changing quickly. However, higher education does not necessarily place a great priority on innovation. Instead of encouraging students to think creatively and approach challenges in novel and inventive ways, traditional teaching techniques frequently place a strong emphasis on memory and repetition. This might restrict students' potential and hinder their capacity for original thought.

Higher education institutions can promote creativity among students in a number of ways. Giving kids the chance to work on issues or concerns from the actual world is one strategy. This may entail giving students assignments that call for them to use their imaginations to solve challenging challenges. For example, a case study at a business school can require students to create a new marketing plan for a product, while a project in an engineering program would need them to create a novel piece of equipment.

Encouragement of students to take chances and think beyond the box is another strategy for fostering creativity in higher education. This may entail creating a welcoming environment where students can express themselves freely and attempt new things. Giving students the opportunity to follow their own interests and passions rather than forcing them to adhere follow a prescribed curriculum can also be considered. In higher education, encouraging interdisciplinary study and teamwork can also promote creativity. Students who are encouraged to explore other subjects of study and collaborate with people from various professions are more likely to approach issues from various angles and provide innovative solutions.

Creativity can also be cultivated by encouraging kids to seek out varied viewpoints and experiences. This may entail encouraging students to pursue studies abroad, take part in internships, or pursue other possibilities for experiential learning. To give students a variety of viewpoints on many subjects, may also entail inviting speakers and specialists from a wide range of fields. Higher education institutions can also foster creativity by giving students the tools and encouragement they need to follow their hobbies. This may entail providing access to specialist tools and facilities or supplying financial support for research endeavors. Higher education must foster innovation if it is to give students the tools and outlook they need to prosper in the twenty-first century. Higher education institutions can promote a culture of innovation and continual development by giving students opportunities for creative thinking and problem-solving as well as by assisting them in pursuing their interests and hobbies.

Higher education is frequently seen as a step toward a fruitful career. In order to improve their employability, students enroll in colleges to acquire the knowledge, skills, and certificates they need. However, higher education serves purposes that go beyond merely imparting academic information. It is essential for creating independent learners who can direct their own education and excel in any profession they choose.

5.1 Why Independent Learning in Higher is Education Important?

The practice of managing one's own progress toward goals, creating goals, and taking ownership of one's own learning is known as independent learning. Independent learning is essential in higher education for a number of reasons:

- **Enhances Critical Thinking:** Independent learning challenges students to query, dissect, and assess data. This encourages critical thinking, which is a quality that employers strongly value.
- Independent learning creates a passion for learning that goes beyond the classroom, promoting lifelong learning. As a result, students are inspired to keep learning even after they graduate.

- **Increases Self-Confidence:** Independent learning requires students to take charge of their own learning, which helps them develop self-confidence and self-efficacy.
- **Prepares for the Workforce:** Employers place a high value on independent learners since they have the abilities and outlook necessary to be successful in any sector.

5.2 Guidelines for Succeeding as an Independent Learner

Let's look at some advice on how to achieve as an independent learner now that we are aware of the significance of independent studying in higher education. Prior to starting any learning journey, it's vital to create specific, attainable goals. This keeps you motivated and engaged while ensuring that you are moving closer to the goal that you have in mind.

1. **Create a learning plan** that includes your learning goals, materials, and timetable. It enables you to track your progress toward your goals and keeps you organized and on track.
2. **Maintain Your Motivation:** Self-directed learning requires motivation. Find strategies to motivate yourself, such as creating milestone incentives, starting a study club, or even finding a study partner so you can hold each other accountable.
3. **Utilize a Range of Learning Resources:** Use a range of learning resources, including academic publications, online courses, and textbooks. This gives you a well-rounded viewpoint and guarantees that you are picking up knowledge from various sources.
4. **Seek comments:** You can increase your learning efficiency and uncover areas for development by asking for comments from mentors, peers, or professors. It's a great method to recognize your accomplishments and acknowledge your growth.
5. **Reflect on Yourself:** Independent learning requires you to reflect on your own learning. It enables you to recognize your strengths and shortcomings and modify your learning strategy as necessary.

6. **Develop a Growth Mindset:** A growth mindset is a conviction that intelligence and skills can be improved through perseverance and hard work. You can accept challenges, learn from mistakes, and endure difficulties with the aid of this mindset.

An essential ability that is highly recognized in both higher education and the workforce is independent learning. It equips you for success in any sector by encouraging critical thinking, lifelong learning, and self-confidence. You can succeed as an independent learner by establishing reasonable goals, creating a learning plan, maintaining motivation, utilizing a range of learning resources, getting feedback, doing self-reflection, and adopting a growth mindset. Always keep in mind that autonomous learning is a lifelong path for both personal and professional improvement.

5.3 The Importance of Curiosity and Motivation in Higher Education

A route to success in both one's personal and professional life is frequently considered as involving higher education. It offers students an opportunity to learn novel concepts, enhance their understanding and expertise, and eventually achieve their goals and dreams. The path that leads to higher education is not always simple, and it can be full of challenges and obstacles that could throw one's determination and curiosity to the test.

The drive to find out, understand, and examine new things is referred to as curiosity. Our natural desire to learn about the world surrounding us serves as what motivates us to do so. Curiosity is essential for students to do well academically in higher education. Students who are curious are more inclined to engage with the subject issue, ask questions, and look for additional materials to further their learning. Curiosity may additionally end in a greater awareness and profound satisfaction with something being studied.

Contrarily, inspiration is a desire to achieve a specific goal or outcome. Motivation is essential in higher education because it provides students the motivation and focus they need to work towards their academic objectives. Even in the face of challenges and dissatisfaction motivated students are more likely to invest the time and effort required to thrive in their studies.

Students who are driven are more likely to keep focused on their objectives for the future and desires, resulting in them the magnitude to endure difficult circumstances.

Why, then, are motivation and curiosity crucial components of higher education? Here are a few causes:

- They encourage a passion for learning

A passion for investigating can be fostered via motivation and curiosity, which is crucial for success in higher education. Students are more likely to look into a subject in-depth and gain a more thorough comprehension of it when they are curious about it. Similarly, students who are driven to succeed academically are more likely to invest effort and time into their education, which may encourage a greater appreciation of learning.

- They Promote Academic Achievement

Achieving academic achievement also depends on motivation and curiosity. Motivated and curious students are more likely to thrive in their classes, do better on exams, and receive higher grades. Furthermore, ambitious students are more likely to look for additional assistance and resources, such as tutoring or academic guidance, which could enhance their educational outcomes.

- They Promote Critical Thought

Critical thinking is a skill that is necessary for success in higher education and beyond, and it may be cultivated through curiosity and motivation. Curious students are more prone to challenge presumptions and ask questions, which can result in a deeper comprehension of the material. Similarly to this, motivated students are more inclined to approach issues and obstacles with a critical eye, seeking out answers and other viewpoints.

- They promote both professional and personal development

In conclusion, drive and curiosity may contribute to personal as well as professional growth. Motivated and inquisitive students are more likely to participate in extracurricular pursuits including internships, research projects, and volunteer work. Students can attain their long-term

professional and personal objectives by learning new skills, obtaining practical knowledge, and building resumes through these activities.

For students who want to succeed in higher education, drive and curiosity are necessary characteristics. They inspire creative thinking, promote academic achievement, develop an enthusiasm for learning, and promote personal as well as professional development. Students have to encourage these qualities while searching for opportunities to increase their understanding, abilities, and skills.

5.4 Importance of Self-reflective Learning in Higher Education

Self-reflective learning is a process where students analyze their own learning experiences, identify areas for improvement, and develop strategies for addressing these areas. It is a critical component of higher education as it encourages students to become active learners who take responsibility for their own learning.

Firstly, self-reflective learning helps students to develop a deeper understanding of the course material. When students reflect on their learning experiences, they can identify the strengths and weaknesses in their understanding of the course material. This enables them to focus on the areas that need improvement and develop strategies to address these areas. This can lead to a deeper understanding of the course material, which is essential for success in higher education. Secondly, self-reflective learning helps students to develop critical thinking skills. When students reflect on their learning experiences, they are forced to think critically about their own learning processes. This can help them to identify biases and assumptions that they may hold, which can limit their ability to learn. By developing critical thinking skills, students can approach problems from different perspectives and develop more innovative solutions. Thirdly, self-reflective learning helps students to develop metacognitive skills. Metacognition is the ability to think about one's own thinking. When students reflect on their learning experiences, they are engaging in metacognition. This can help them to become more aware of their own learning processes and develop strategies to improve their learning. Metacognitive skills are essential for success in higher education as they enable students to become more efficient and effective learners.

Self-reflective learning can help students to develop a growth mindset. A growth mindset is a belief that one's abilities can be developed through hard work and dedication. When students reflect on their learning experiences, they are able to identify areas for improvement and develop strategies to address these areas. This can help them to develop a growth mindset, which is essential for success in higher education and beyond. Finally, self-reflective learning can help students to develop a sense of self-awareness. When students reflect on their learning experiences, they are able to identify their strengths and weaknesses as learners. This can help them to develop a better understanding of themselves and their learning processes. This self-awareness can lead to greater self-confidence and a more positive attitude toward learning.

Self-reflective learning is an essential component of higher education. It helps students to develop a deeper understanding of the course material, develop critical thinking and metacognitive skills, develop a growth mindset, and develop a sense of self-awareness. By engaging in self-reflective learning, students become active learners who take responsibility for their own learning. This can lead to greater success in higher education and beyond. Therefore, educators need to encourage and support self-reflective learning in their students.

- Learning by creating something important

In today's fast-paced world, it is crucial to have practical skills that are relevant to one's profession or career. While traditional classroom education is still important, it's not enough to equip students with the necessary skills to succeed in the real world. This is where project-based learning comes in. Learning by creating something important is a key aspect of project-based learning that has gained popularity in higher education in recent years.

- Promotes Critical Thinking Skills

Learning by creating something important involves identifying a problem and coming up with a solution. This process requires students to think critically and use their problem-solving skills. When students are engaged in project-based learning, they are more likely to ask questions, analyze information, and evaluate their options. This leads to a deeper understanding of the subject matter, as well as improved critical thinking skills.

- Enhances Collaboration and Communication Skills

Collaboration and communication are essential skills in the workplace, and project-based learning provides an opportunity for students to develop these skills. When students work on a project, they are required to collaborate with their peers to achieve a common goal. This involves effective communication, active listening, and conflict resolution. Through project-based learning, students learn how to work effectively in teams, which is a valuable skill in any profession.

- Builds Confidence

Learning by creating something important can also boost students' confidence. When students see their ideas come to life and their projects succeed, they become more confident in their abilities. This can be particularly important for students who may struggle with traditional classroom learning. When students are engaged in project-based learning, they are more likely to take risks, try new things, and learn from their mistakes.

- Encourages Creativity

Project-based learning encourages creativity by giving students the freedom to explore their interests and come up with their own solutions. This can be particularly beneficial for students who may not excel in traditional classroom settings. By encouraging creativity, project-based learning can help students develop a passion for learning and a lifelong love of discovery.

- Provides Real-World Experience

Learning by creating something important can also provide students with real-world experience that is relevant to their chosen profession or career. By working on projects that are similar to those they will encounter in the workplace, students can gain practical experience that will be valuable when they enter the job market. This can help students stand out from their peers and increase their chances of success. Learning by creating something important is an essential aspect of project-based learning that has numerous benefits for students in higher education. It promotes critical thinking, enhances collaboration and communication skills, builds confidence, encourages creativity, and provides real-world experience. As the world becomes increasingly complex and competitive, students need to have practical skills that are relevant to their chosen

profession or career. Project-based learning can help them develop these skills and prepare them for success in the real world.

- Multi-perspective thinking

In today's complex and interconnected world, it's more important than ever to be able to think critically and consider multiple perspectives. This is particularly true in higher education, where students are preparing to enter a workforce that demands the ability to solve complex problems and navigate diverse perspectives. Multi-perspective thinking is a skill that allows individuals to consider multiple viewpoints and arrive at a well-rounded, informed conclusion.

First and foremost, multi-perspective thinking is essential for developing critical thinking skills. When students are exposed to different perspectives, they are forced to evaluate the strengths and weaknesses of each argument. This process requires students to think deeply and critically about the issues at hand. By considering multiple viewpoints, students are better equipped to arrive at a well-informed conclusion. This is an essential skill that will serve students well throughout their academic and professional careers. In addition to developing critical thinking skills, multi-perspective thinking is also important for promoting empathy and understanding. By exposing students to diverse perspectives, they are better able to understand and appreciate the experiences of others. This is particularly important in today's globalized world, where students are likely to encounter individuals from a wide range of cultural, ethnic, and socioeconomic backgrounds. Multi-perspective thinking allows students to develop empathy and understanding, which are essential for building meaningful relationships and collaborating effectively with others.

Furthermore, multi-perspective thinking is important for promoting innovation and creativity. When individuals can consider multiple perspectives, they are better equipped to come up with innovative solutions to complex problems. By thinking outside the box and exploring new ideas, students can push the boundaries of what is possible. This is essential for fostering innovation and creativity, which are highly valued in today's rapidly changing world. Another important benefit of multi-perspective thinking is that it promotes intellectual humility. Intellectual humility is the recognition that one's own beliefs and ideas are fallible and subject to revision. By considering multiple perspectives, students are forced to confront the fact that their own beliefs

and ideas may not be the only valid ones. This encourages students to approach learning with an open mind and a willingness to challenge their own assumptions. Intellectual humility is an essential quality for lifelong learning, and it is particularly important in higher education.

Multi-perspective thinking is important for promoting social justice and equity. When students are exposed to diverse perspectives, they are better able to understand how systems of power and privilege impact individuals and communities. This is particularly important in fields such as social work, public health, and education, where practitioners must be able to understand the complex social, economic, and political factors that contribute to inequity. Multi-perspective thinking encourages students to think critically about these issues and to develop solutions that promote equity and justice. Multi-perspective thinking is an essential skill for students in higher education. It promotes critical thinking, empathy, innovation, intellectual humility, and social justice. In today's rapidly changing and complex world, these skills are more important than ever. As educators, it is our responsibility to create learning environments that foster multi-perspective thinking and equip students with the skills they need to succeed in a rapidly changing world. By doing so, we can ensure that our students are well-prepared to meet the challenges of the 21st century and to make a positive impact in their communities and the world.

- Reaching for original ideas

Higher education is meant to prepare individuals for success in their careers and personal lives. It is designed to provide students with the knowledge and skills necessary to thrive in a rapidly changing world. However, simply memorizing facts and regurgitating them on exams is not enough. To truly succeed in higher education and beyond, it is important to reach for original ideas.

- What are Original Ideas?

Original ideas are new and innovative concepts that challenge the status quo. They are ideas that are not commonly held or widely accepted but have the potential to change the way people think about a particular subject or issue. Original ideas can be found in a variety of fields, from science and technology to art and literature.

- Why are Original Ideas Important in Higher Education?

Original ideas are important in higher education for several reasons. First, they encourage critical thinking and creativity. When students are encouraged to think outside the box and come up with new ideas, they are more likely to develop critical thinking skills that will serve them well in their future careers. Second, original ideas help to advance knowledge and understanding. By questioning commonly held beliefs and exploring new ideas, students and researchers can push the boundaries of what is known and discover new information and insights that can benefit society as a whole. Third, original ideas can lead to innovation and progress. Many of the most significant advances in science, technology, and other fields have come from individuals who were willing to challenge the status quo and think outside the box. By encouraging students to reach for original ideas, higher education institutions can help to foster the next generation of innovators and thought leaders.

- How Can Students Reach for Original Ideas in Higher Education?

Reaching for original ideas in higher education can be challenging, but there are several strategies that students can use to develop their creativity and critical thinking skills. These include:

- Questioning assumptions – One of the best ways to come up with original ideas is to question commonly held assumptions. By challenging assumptions and asking "what if" questions, students can uncover new insights and develop innovative ideas.
- Collaboration – Collaboration with peers and professors can be a great way to spark new ideas and explore different perspectives. By working with others, students can leverage their collective knowledge and expertise to develop new insights and ideas.
- Experiential learning – Experiential learning, such as internships, research projects, and other hands-on experiences, can help students to develop their critical thinking and creativity skills. These experiences allow students to apply what they have learned in the classroom to real-world situations and develop new insights and ideas.
- Continuous learning – Finally, students should strive for continuous learning and exploration. This can include reading widely, attending lectures and conferences,

and seeking out new experiences and challenges. By constantly seeking out new knowledge and experiences, students can develop their creativity and critical thinking skills and reach for original ideas.

Reaching for original ideas in higher education is essential for success in today's rapidly changing world. By encouraging critical thinking and creativity, advancing knowledge and understanding, and fostering innovation and progress, original ideas can help to shape the future and benefit society as a whole. Students who are willing to question assumptions, collaborate with others, engage in experiential learning, and seek out new knowledge and experiences will be well-positioned to reach for original ideas and succeed in their careers and personal lives.

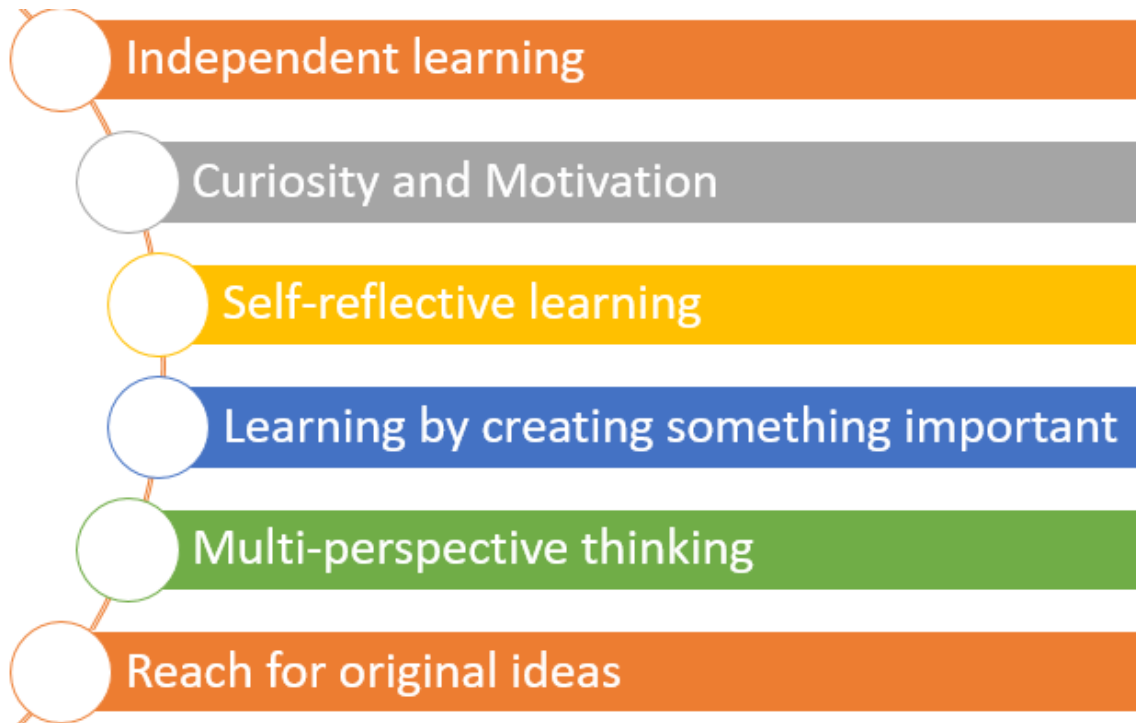


Illustration 9: How Can Students Reach for Original Ideas in Higher Education?

5.5 Why Creativity in Higher Education is Important?

Being creative is an essential human trait. People generally feel more satisfied and motivated if they can be creative. If education is about helping people develop to their full potential, then helping students understand and develop their own unique creativity is a useful

educational goal. Empowering students to be creative should be part of the higher education experience.

Creativity is an integral part of being a historian, biologist, lawyer, engineer, or any other disciplinary field. But being creative means different things in these different contexts. Robert Sternberg (a leading researcher on creativity and intelligence) argues that we need three different kinds of abilities to be successful: analytical abilities—to analyze, evaluate, judge, and compare and contrast; Practical abilities - to apply, use, implement, animate, and creative abilities - to imagine, explore, synthesize, communicate, discover, invent, and adapt. Successful people don't necessarily have strengths in all areas, but they do find ways to exploit any style of ability they might have in any given situation or context. Is this a useful concept for higher education capabilities?

After higher education, people need to be creative in order to survive and thrive in a complex, ever-changing, and unpredictable world. We need to put our imagination and creativity to work, adapting to and exploiting the complexity and change that surrounds us in whatever context we operate in.

- Conditions for Activating Creativity

Professors understand that they are responsible for creating conditions that can encourage or discourage students from being creative. Colleagues at CELT (Altree et al 2004) have identified several conditions that appear to facilitate student creativity including the following:

1. There is enough room and space in the curriculum to allow students to develop their creativity.
2. Having sufficiently varied and varied work situations enables all students to be creative.
3. Allow students the freedom to work in new and fun ways.
4. Challenge students with real, interesting, and demanding work.
5. Evaluation design that allows for outcomes that are not narrowly predetermined.
6. Promote a departmental climate that encourages reflection and personal development for both staff and students.

7. Continuing academic debate within the discipline, and dialogue with various stakeholders on the nature of the subject and the role of creativity in it.

- Teaching for Creativity

The concept of teaching is crucial to any consideration of enhancing students' creativity.

Negative views of the idea that creativity can be taught are based on transmission models of teaching where professors attempt to impart their own knowledge and meaning-making to students through lecture-dominated teaching, where students' participation in learning is based mostly on information transfer and is largely professor-determined and controlled, and where Summative assessment is the driver of the learning process. Such conditions are less likely to enhance student creativity than when the professor acts as a catalyst, facilitator, resource provider, mentor, or coach, and where students are given the space and freedom to make decisions about their own learning process and its outcomes. An analysis (Jackson 2004) of 23 accounts of teaching that was intentionally trying to encourage students to be creative in a range of disciplinary contexts revealed things higher education educators do to enhance student creativity. They are the following:

1. Permit students to be creative
2. Encourage them and appreciate their efforts to be creative
3. Provide time for students to be creative
4. Provide safe spaces where they can try new things
5. Giving students the confidence to take risks
6. Develop students' self-confidence to work in unexpected situations
7. Promote the development of self-awareness and reflective learning
8. Provide learning situations for which there are no correct answers
9. Providing learning situations in the real world
10. Provide useful activities for the participants
11. Providing fun and challenging learning situations
12. Show your creativity: set an example
13. They are willing to take risks themselves

14. Are ready to reveal something about themselves in the educational process
15. Act as mentors and facilitators
16. Adopting a questioning approach to learning
17. Create opportunities for problems or inquiries based on learning approaches
18. Provide opportunities for collaborative work and discussion
19. Sensitive to the balance between challenge and reinforcement
20. They are sensitive to the balance between freedom and control
21. They respond to students as a group and as individuals and adapt their teaching as new possibilities of summarization emerge
22. Teaching for Creativity requires a pedagogical attitude that is facilitative, empowering, responsive, open to possibilities, collaborative, and any practical values as much as results.
23. Educators work in strong cultural and procedural environments that have a significant impact on what they can do as educators to enhance student creativity.

- Why Creativity is important for universities

Creativity is essential for universities as well as other institutions of higher learning in a variety of ways:

- Innovation: The force that drives invention is creativity. Universities and other types of educational institutions that encourage innovation are more inclined to come up with unique responses to difficult problems.
- Creativity could assist students to get involved in their education and make it more engaging and unforgettable. Students are more likely to engage in an active role in their learning experience when they are given the opportunity to think imaginatively.

- **Research:** To perform innovative research, creativity is essential. To achieve ground-breaking findings and create novel theories, researchers need to have the ability to think creatively and unconventionally.
- **Problem-solving:** Problem-solving requires creativity. Universities and other higher learning institutions that value creativity can support professors and students in coming up with fresh approaches to problems and challenges.
- **Developing your career:** Many professions value creativity as a key quality. Universities and other higher learning institutions can better equip their students for success in a range of disciplines by fostering creativity.
- **Arts and culture:** The core of the arts and culture is creativity. Universities and other higher learning institutions can support the development of a thriving and diverse arts community both on and off campus if they value and encourage creativity.
- **Creativity:** Creativity is a crucial part of entrepreneurship. Universities and other higher learning institutions that value innovation can assist students in acquiring the abilities required to launch their own firms and succeed as entrepreneurs.
- **Communication:** Being creative needs the ability to express ideas and thoughts in novel and creative ways, which can assist communication abilities. In industries like journalism, advertising, and public relations, this is extremely crucial.
- **Critical thinking:** Critical thinking and creativity go hand in hand. Students are more likely to think critically and examine material in a nuanced and complicated way when they are encouraged to think creatively.
- **Creativity is a crucial tool for fostering diversity and inclusion,** which are two key concepts. Universities and higher education institutions can contribute to the creation of a more welcoming and inclusive environment that embraces diversity and celebrates differences by encouraging professors and students to think creatively.
- **Personal development:** Both students and instructors can benefit personally and professionally from creativity. When people are encouraged to use their imagination, they are more likely to experiment and take chances, which can help them advance both personally and professionally.

- Collaboration and teamwork can both be aided by creativity. When faculty members and students are encouraged to think creatively, they are more likely to jointly develop original concepts and solutions, which can result in more efficient teamwork.
- Adaptability: Creativity and adaptability go hand in hand. When staff and students are encouraged to think creatively, they are better able to respond to new challenges and adjust to changing conditions.
- Engagement in the community: Creativity may be a powerful instrument for engagement in the community. Universities and other institutions of higher learning that value innovation can aid in fostering connections with regional businesses and organizations, as well as community outreach and involvement.
- Emotional intelligence is the capacity to comprehend and regulate one's own emotions as well as those of others. Creativity can aid in the development of emotional intelligence. This is crucial in professions like social work, psychology, and counseling.
- Understanding different cultures: Being creative can aid in fostering an appreciation of different cultures. When staff and students are encouraged to think creatively, they are more inclined to investigate and value many cultural viewpoints and modes of thought.
- Sustainability: Promoting sustainability and ecologically friendly behaviors can be aided through creativity. Universities and other higher learning institutions can aid in the development of creative solutions to environmental problems and support sustainable practices on campus and in the community by encouraging students and faculty to think creatively.
- Leadership: Effective leadership requires creativity as a key component. Creative leaders are better equipped to inspire and motivate their people and create cutting-edge plans for attaining their objectives.
- Globalization: The promotion of globalization and intercultural understanding can also be aided through creativity. By encouraging cross-cultural dialogue and collaboration, universities and higher education institutions that appreciate and support creativity can aid in preparing students for success in a globalized world.

- **Self-expression:** Creativity can be a valuable instrument for personal growth and self-expression. Universities and higher education institutions can aid people in exploring and expressing their distinctive viewpoints and experiences by encouraging staff and students to think creatively.
- **Well-being:** Creativity can enhance both mental and physical well-being. Universities and higher education institutions can support a more positive and gratifying educational experience, which can have long-lasting advantages for mental and emotional health, by encouraging students and faculty to think creatively.
- **Making ethical decisions:** Creativity can support making ethical decisions. Universities and higher education institutions can assist people in developing creative answers to challenging ethical problems and in making more informed and ethical decisions by encouraging staff and students to think creatively.
- **Civic engagement:** The use of creativity as a tool can be crucial. Universities and higher education institutions can support social and political activity and cultivate a more involved and educated citizenry by encouraging staff and students to think creatively.

Creativity is essential for the creation of all forms of culture, including music, art, literature, and film. Universities and other institutions of higher learning can support the creation of high-caliber cultural works that improve our society and deepen our awareness of the globe by encouraging innovation.

5.6 Creative Universities

A general phrase, "creative universities" can refer to universities or colleges that devote special attention to creative areas such as the arts, design, media, and communication. Typical degree programs offered by these institutions include those in visual and performing arts, designing graphics, film, theater, music, and writing for entertainment, amongst others. Universities that concentrate on artistic endeavors frequently possess specially designed facilities, and professors that are knowledgeable in those fields. They might collaborate with businesses and organizations to offer students chances for networking, internships, and career development.

The Parsons School of Design, Rhode Island School of Design, California Institute of the Arts, Savannah College of Art and Design, and New York University's Tisch School of the Arts are a few prominent examples of creative universities. However, numerous additional schools of higher education are renowned for their innovative initiatives and unique methods of teaching.

Universities are changing as a consequence of the growing complexity and diversity of the world to meet the shifting demands of learners as well as society. Universities accomplish this, in particular, by encouraging innovative thinking and creativity and rebranding themselves as "creative universities." Universities that emphasize and promote creativity and innovation in every aspect of their activities, from academic study and instruction to community engagement and relationships with businesses, are said to be creative universities.

Universities with a creative bent are not a recent idea. In actuality, colleges have always been centers of invention and creativity. However, the phrase "creative university" is very recent, and it denotes a change in how universities view their function in society. Universities have historically been seen as locations where information is created, conserved, and passed on to upcoming generations. While still a crucial role for universities, creative institutions go a step further by actively promoting and assisting creative problem-solving and thinking.

So, how does a creative university actually look? Universities that are focused on creativity place a high value on multidisciplinary cooperation. This suggests staff, educators, and students from different fields cooperate on projects and activities. As an example, creative institutions might run a program that brings together engineering, design, and business students to

collaborate on a project that addresses an actual problem. Students who work alongside one another can benefit from each other's knowledge and develop creative ideas that they would not have thought of themselves. The fact that they promote experimentation and taking risks is another crucial quality of creative universities. Failure is frequently viewed as a bad thing in traditional academic environments. However, failure is seen as a normal element of learning in a creative university. Universities that are creative establish an environment that is conducive to innovation and creativity by encouraging faculty members and students to take chances and attempt new things.

Creative institutions encourage community participation in addition to encouraging interdisciplinary collaboration and risk-taking. In order to address societal concerns, this implies that universities aggressively seek out collaborations with businesses, the government, and non-profit groups. Universities can make sure that their research and instruction are applicable to current concerns and have a good impact on society by collaborating with other organizations.

Arizona State University (ASU) is a prime example of a creative university that exhibits these characteristics. ASU is recognized for its steadfast commitment to creativity and innovation, and it has been carrying out a variety of initiatives and endeavors in support of this objective. Project Humanities and Social Sciences, for example, is a university initiative that brings together academics, students, and members of the community at large to discuss issues related to inclusion, equity, and human rights. The Innovation and Entrepreneurial Thinking Group, a program at ASU, provides resources and support to students as well as faculty who desire to establish their own companies or social enterprises.

The Rhode Island School of Design (RISD) is another illustration of a creative university. RISD is a specialist institution that emphasizes art and design, although it exhibits many qualities of a creative institution. For example, RISD places a strong emphasis on multidisciplinary cooperation and encourages students to take chances and try out novel concepts. Additionally, the institution has a number of collaborations with businesses and governmental agencies that give students the chance to apply their knowledge and abilities to actual issues.

So why is it crucial that universities adopt more creative and innovative practices? There are several causes. First, universities must change if they want to stay relevant in a world that is changing quickly. Universities can make sure they are preparing students for the occupations of the future and that they are having a beneficial impact on society by embracing creativity and innovation. Second, invention and creativity are major forces behind both economic growth and social advancement. Universities may contribute to the development of an innovative culture that will benefit society as a whole by encouraging staff and students to think creatively and take risks. Finally, we should maintain creativity and innovation since they are crucial for overcoming the numerous issues that higher education institutions must face.

5.7 Creative Leaders, Presidents, and Faculty Members

The chance to study under smart, experienced professors is one of the most exciting aspects of going to university. These people frequently have an extensive understanding of their industries, and they offer a lot of information and experience to the classroom. However, other professors go over and beyond by incorporating their own creative flair into both their research and instruction(Kandiko, C. B. 2012).

Faculty members who are creative are individuals who approach their teaching and research in an artistic, novel, or unorthodox manner. To engage students and make the content more approachable, they could use unique teaching techniques or add music, art, or multimedia components into their lectures. They might also do unconventional research or come up with novel solutions to challenging issues.

One advantage of having creative professors at universities is that they can contribute to the creation of a more vibrant and stimulating learning environment. They can aid students in better comprehending difficult topics and applying them to actual circumstances by incorporating multimedia components or practical exercises. For example, a professor in a biology course might use virtual reality simulations to assist students in perceiving and comprehending how cells and organs function.

Faculty members who are creative can not only improve the learning experience but also encourage students to engage in their own creative pursuits. They can aid in bridging the gap between the arts and sciences and educate students that creativity is crucial for success in all fields by highlighting the value of creativity in their own work. They might also act as role models for

students who want to work in fields like design, engineering, or architecture that call for creative problem-solving abilities.

Faculty who are creative can make significant contributions to research advancement and knowledge expansion in their professions. They can contribute to the production of fresh insights and discoveries by pursuing unusual research questions or employing innovative techniques to address challenging issues. For example, a professor of chemistry might employ a creative strategy to develop novel chemicals with potential therapeutic uses or design new materials with special features (Zacher, H., & Johnson, E. 2015).

Additionally, innovative professors can support the dismantling of academic barriers and promote interdisciplinary cooperation. They can contribute to the creation of fresh concepts and methods that might not have been conceivable otherwise by collaborating across disciplines and embracing viewpoints from various fields. This may result in fascinating new discoveries and innovations that could revolutionize how we view the world and enhance our quality of life.

Of course, being a creative faculty member has its obstacles. Finding the time and resources to work on creative endeavors while also completing the responsibilities of teaching and research is one of the toughest hurdles. It can be challenging to acquire the required backing to pursue creative endeavors, which frequently need more time and resources than conventional ones. More conventional coworkers who may not understand the benefit of pursuing artistic endeavors can also be a source of opposition.

Despite these obstacles, colleges can assist and promote innovative faculty members in a variety of ways. One strategy is to allocate funds and materials, especially for artistic endeavors. This may involve providing money for supplies, machinery, or travel expenses to conferences or other gatherings where academics can exhibit their original works. Additionally, universities might offer specialized areas for creative activity, such as studios or labs, where academic members and students can work together.

Universities can also help creative faculty members by praising and honoring their accomplishments. This can include honors or awards that particularly acknowledge creative work, such as those for cutting-edge instruction or research. Universities can also give faculty members the chance to share their artistic endeavors with the public through performances or open

exhibitions. Because they contribute to the artistic, innovative, and developmental aspects of higher education institutions, creative faculty members are crucial to universities.

5.8 Creative Students

Universities are no exception to the general perception that creativity is a necessary skill in many professions and businesses (Donnelly, R., & Barrett, T. 2008). Many individuals attend college to explore their creativity and hone their abilities in a variety of areas, including writing, music, art, and design. Universities can be the ideal environment for creative students to thrive if they have access to the necessary tools and opportunities (Egan, A., Maguire, R., Christophers, L., & Rooney, 2017).

- The Value of Originality:

In today's world, creativity is crucial. It is crucial for professionals in science, engineering, and industry as well as for artists and authors. We can tackle complex problems, think creatively, and develop original concepts and innovations with the aid of creativity. Universities value creativity and provide a variety of resources and activities to aid students in honing their creative skills and discovering their artistic potential.

- Challenges Creative Students Face

Despite the value of creativity, creative students nevertheless encounter many difficulties in higher education. The absence of assistance and resources is one of the main problems. There may not be much opportunity for creative programs in colleges that concentrate heavily on STEM (science, technology, engineering, and math) degrees. The chances were accessible to creative students may also be constrained by underfunded, understaffed, or resource-limited programs. The lack of appreciation for creative students' work presents another difficulty. Universities frequently honor and reward academic performance, but artistic labor is sometimes neglected and devalued. Students who are artistic or who desire to work in other creative industries may find this discouraging.

- Opportunities and Resources for Creative Students:

Universities provide a wealth of chances and tools for creative students despite the difficulties. The faculty is one of the best resources available to creative students. Professors with talent and expertise are abundant in universities, and they may mentor and guide creative students. The specific creative programs offered by many universities, such as art schools or creative writing programs, also give creative students a supportive environment and access to specialist resources (Puccio, G. J., & Lohiser, 2020).

The university's facilities are another tool at the disposal of creative students. Modern studios, theaters, and galleries are available at many colleges, allowing creative students to exhibit their work and get visibility. Additionally, universities frequently offer financing and assistance for artistic endeavors, including grants for research, possibilities for artist residencies, and performance venues.

Universities can help creative students make contacts with professionals in the industry, networking opportunities, and internships that can help them build relationships and obtain significant experience in their chosen fields.

Universities need creative students, and it is important to acknowledge and support their abilities and achievements. Although creative kids encounter many difficulties, there are several chances and tools that can support their skill development and goal-achieving. Creative students can succeed in college and contribute significantly to society through their creative abilities and original ideas with the correct help and direction.

5.9 Creative Plans for the Future of Higher Education

In the twenty-first century, the landscape of higher education is changing quickly. Colleges and universities are under pressure to change in response to new realities brought about by technological advancements, changed student demographics, and shifting workforce requirements. Higher education institutions must be imaginative and creative in their planning if

they want to ensure that students are prepared for success in a world that is changing quickly. Here are some innovative ideas for higher education's future:

- Be open to digital learning

The expansion of digital learning is one of the biggest trends in higher education. Students can now learn at any time and from any location thanks to online courses, video lectures, and interactive software. Higher education institutions must embrace digital learning and incorporate it into their curriculum if they want to remain competitive. This may entail creating fresh online courses, investing in learning management systems, and collaborating with digital firms to build cutting-edge teaching resources.

- Extend the opportunities for experiential learning

A kind of education called experiential learning places a strong emphasis on practical, real-world experience. Internships, co-ops, service learning, and study abroad programs are just a few examples of how this might be done. Higher education institutions can assist students in acquiring important skills and knowledge that they can use in the workforce by improving the chances for experiential learning. Additionally, as they investigate various job options and identify their hobbies, this can assist students in finding their purpose and heading.

- Encourage collaborative learning environments

A method of education called collaborative learning places a strong emphasis on collaboration, communication, and problem-solving. Higher education institutions can assist students in acquiring the skills necessary to flourish in the connected world of today by developing collaborative learning environments. This can entail developing interdisciplinary programs that unite students from many academic disciplines, promoting teamwork and discussion, and offering chances for community service and social entrepreneurship.

- Put an emphasis on personalized learning

Every learner is different, with their own learning preferences, skills, and shortcomings. Higher education institutions can assist students in realizing their full potential by emphasizing personalized learning. Offering a variety of elective courses and concentrations that let students

customize their education to suit their interests, using adaptive learning technologies that adapt to each student's needs, and providing personalized feedback and assistance are some examples of how to achieve this.

- Develop closer ties with the industry

Building better ties with industry is becoming more and more crucial for higher education institutions as the labor market changes. Higher education institutions can make sure that their programs are in line with the demands of the workforce by working with employers. This can entail building co-op and internship programs that give students practical experience, designing courses and certifications that are industry-specific, and offering networking events and career services to assist students in locating employment after graduation.

- Prioritize Inclusion, Diversity, and Equity

For any contemporary institution of higher education, diversity, equity, and inclusion are fundamental ideals. Higher education institutions may make their campuses more welcoming and inclusive for all students by putting these ideals first. This can entail attracting and retaining a diverse faculty and student body, supporting underrepresented groups with resources, and integrating other viewpoints and experiences into the curriculum.

- Use agile planning techniques

Higher education is changing at a faster rate than ever, therefore institutions must be nimble enough to keep up. Higher education institutions can react to shifting conditions and trends more swiftly by implementing agile planning techniques. This can entail implementing quick prototyping and testing of new programs and initiatives, tracking student performance and engagement using data analytics, and obtaining feedback from students and professors to guide decision-making. There are many opportunities and difficulties for higher education in the future. Universities should improve their chances for creativity by embracing digital learning, increasing experiential learning possibilities, creating collaborative learning environments, putting a strong emphasis on personalized learning, and forging deeper linkages with other academic institutions.

5.10 Themes of Creativity in Higher Education

Higher education often emphasizes the importance of creativity. To find solutions to the challenges that we encounter, creativity is becoming more and more important as the world becomes more complicated and unpredictably unpredictable.

- Problem-solving

The role creativity plays in solving issues is one of the most important aspects of creativity in higher education. Students have to be prepared to think creatively when confronted with challenging and intricate challenges in order for them to come up with solutions that are effective. This means that in order to develop novel and distinctive solutions, students should be able to view challenges from a range of perspectives and think critically. Higher education institutions can use several types of teaching methods, such as problem-based instruction, group projects, and hands-on instruction, to promote creativity in problem-solving. The aforementioned methods enable students to work together and explore novel concepts in an appropriate environment. In addition, as technology fosters experimentation and invention, incorporating it into the learning process may help students improve their ability to think outside the box and solve problems.

- Innovation

The function that creativity plays in the invention is another crucial issue of creativity in higher education. Society requires innovation to move forward because it enables us to develop new goods, services, and technologies that may improve our quality of life. Students need to have the capacity to think critically and come up with novel ideas if they are going to be creative. Institutions may foster creativity in higher education by offering students the opportunity to play around and take risks. This could involve offering students the opportunity to work on self-sufficient projects, encouraging them to participate in programs for entrepreneurship, and more. Higher education institutions may help in preparing students for careers in sectors that promote creativity and innovation by encouraging a culture of innovation.

- Learning Success

Last but not least, creativity has a significant role in a student's success in higher education. Academic and professional success is more likely for those who possess the capacity for creative thought and can approach problems from a variety of angles. Additionally, creative thinkers are better able to adjust to changing conditions and handle challenging situations. Institutions can provide students with a range of resources and support services to foster creativity and student success in higher education. This can include services like career counseling, academic guidance, and tutoring. Institutions can also provide courses and workshops that are expressly geared toward fostering creativity and critical thinking abilities.

Here are some prevalent themes in higher education that are related to creativity:

- To promote creativity and the creation of fresh concepts, goods, and services, many universities and colleges offer courses or programs in innovation and entrepreneurship.
- Design Thinking is a method for solving issues that places a strong emphasis on imagination, empathy, and experimentation. It is frequently employed in industries including business, engineering, and architecture.
- Arts-based learning: This strategy entails utilizing artistic expression and critical thinking to improve learning. It is frequently employed in the visual arts, music, and literature.
- Collaboration between students and academics from other fields can result in creative and original ideas as well as a more well-rounded education.
- Experiential learning: This method comprises practical lessons that let students use their knowledge and abilities in authentic settings. It has the potential to be especially successful in fostering creativity and problem-solving abilities.
- Personal Development: Through programs that emphasize self-awareness, mindfulness, and emotional intelligence, creativity can be encouraged.

These are only a few examples associated with creativity in higher education. While various institutions may emphasize various strategies, creativity is increasingly seen as a crucial trait for success across a wide range of industries.

6. Quality Culture

The future of students and the society they serve is significantly shaped by higher education institutions (Bendermacher, G. W. G., oude Egbrink, M. G., Wolfhagen, I. H. A. P., & Dolmans, D. H. 2017). The success of projects in instruction, research, and community participation depends on higher education's quality culture. (Ehlers, U. D. 2009) defines quality culture as the group of professor, staff, and student attitudes, behaviors, and practices that are focused on achieving and maintaining academic excellence.

Improved learning outcomes are one of the key advantages of a quality culture in higher education (Yorke, M. 2000). When instructors and staff are focused on fostering an atmosphere that encourages critical thinking, creativity, and innovation, they are fostering a culture that supports a student-centered approach to learning. This strategy promotes student involvement in the learning process, which enhances academic achievement and raises graduation rates. Students receive a well-rounded education that prepares them for the workforce and other facets of life thanks to a superior culture. The promotion of research and innovation is another advantage of a high-quality culture in higher education. A high-quality culture motivates professors and staff to work on important societal problems through research and development. Cutting-edge research and development projects are the product of the culture's atmosphere, which encourages collaboration, creativity, and innovation. A culture of quality encourages faculty and staff to constantly improve their research and teaching strategies. This is known as a culture of continuous improvement. An institution's reputation and brand are aided by its high-quality culture in higher education. Before making choices about enrollment, funding, or investment, students, parents, and other stakeholders frequently consider the standard of instruction and the institution's overall reputation. A high-quality culture establishes a reputation for academic achievement, luring the most talented faculty, staff, and students. An institution's ability to attract money and investment is further aided by its reputation for academic brilliance, which increases the likelihood that donors and investors will make an investment in the institution.

The growth of an accountable and involved citizenry is encouraged by a high-quality culture in higher education (Katiliute, E., & Neverauskas, B. 2009). Students are encouraged to be more ethical, civically active, and socially responsible by good school culture. Students have the chance to participate in volunteer work, community service, and other programs that encourage civic involvement and social responsibility thanks to this culture. A good culture also encourages diversity and inclusion, which supports students' growth in cultural competency and their capacity to collaborate successfully with others from all backgrounds and cultures. An important component of higher education is quality culture, which has a significant impact on how future generations of students and the society they serve are shaped. An institution's reputation and brand are boosted by a quality culture, which also fosters the growth of an accountable and involved citizenry and improves learning results. In order to attain academic excellence and have a beneficial impact on society, higher education institutions should prioritize the creation and maintenance of a strong quality culture (Strydom, J. F., Zulu, & Murray, 2004).

Every university's quality assurance system depends on a strong quality culture (Harvey, L. 2009). The goal of creating and fostering a culture of quality at every university is to educate people about the value of excellence in higher education and the responsibilities each individual has in maintaining that excellence. A company's ability to thrive in its external environment and handle its internal issues is founded on its quality culture, which is the collection of quality-related ideals. Quality improvement is viewed as a systematic activity that is governed by two components in an organizational culture known as the quality culture. (1) Shared ideals, trust, expectations, and a dedication to excellence are examples of psychological elements. (ii) Management factor with a well-defined approach for quality improvement and efforts to coordinate individual performance.

Additionally, the culture of quality in universities is a subculture of the organization made up of a set of material values, of which the quality management system is the focal point, and a set of spiritual values, which are influenced by quality values. The establishment and continuous improvement of quality are made possible by connecting factors, which also ensure customer development and the long-term sustainability of universities in the context of globalization and international integration.

- The necessity to establish a culture of excellence

A good culture is also crucial. To maintain and enhance the standard of instruction, scientific research, and volunteer work, university deans must set up a system of monitoring and assessment processes. In order to meet the needs of society, it is also vital to guarantee the quality of training programs (Newton, J. 2007).

Along with enhancing the training provided by higher education institutions, post-accreditation activities that are consistently of a high caliber show the dedication and responsibility of university education. Public universities must raise stakeholder awareness and concentrate on quality assurance if they are to develop and build a culture of quality. In comparison to what is needed for international integration, the overall success and standards of the university system remain low. Creating a quality vision, mission, and value system is the goal of creating a culture of quality in public universities. Additionally, good ergonomics addresses current issues and constraints. It guarantees public institutions' long-term growth through close linkages to the globally advanced education system. In light of each higher education institution's actual need to develop and run its own internal quality assurance system, it is a question of quality. Enrollment for quality accreditation and external assessment would lessen pressure on educational institutions when internal quality assurance functions effectively. As a result, the standards of public universities and their reputations are maintained and elevated. All colleges have the same tendency to have a high-quality culture. To guarantee the caliber of instruction and represent each university's distinct identity, it is vital to build and create a culture of excellence (Maassen, P. A. 1996).

- Establishing and growing a greater culture of quality

In order to create a culture of excellence, all levels of management must agree, having an impact both top-down and bottom-up. To start the creation of a quality culture at their institutions, university leaders must be innovative and of the highest caliber. There must be participation from the officers, professors, employees, and students. Participate in discussions and make contributions to all initiatives aimed at fostering a high-caliber culture. Quality assurance and control, particularly internal quality assurance, must be related to creating a culture of quality in the university. Only then will the quality standards be suitable and satisfy the unit's development and quality improvement needs.

To rank among the best universities in the world to study in the region, a culture of quality has been developed that must be appropriate to the unique conditions of a university. These

standards were set by the Ministry of Education and Training of the Southeast Asian Universities Network. Based on the mission, vision, goals, and preferences of the stakeholder, the board, unit leaders, and organization members discuss and establish quality standards. The university has informed the workforce of its quality assurance policies and procedures through briefings, cadre-official conferences, and middle management levels. They simultaneously post documents to workplace bulletin boards and university websites.

Creating a culture of quality involves giving it values, traits, and benefits and disseminating those impacts to have an impact on how well both individuals and groups perform at work. P. Newby (1999). The assessment and evaluation modules assist in identifying the benefits and drawbacks that must be overcome in order to provide better outcomes. The culture of excellence is therefore organized and ongoing. Deans will undoubtedly raise the status and reputation of the university to a new level once a culture of quality is established for all of the participants' activities.

6.1 Why Quality Culture in Higher Education is Important?

Higher education needs a good culture for a variety of reasons including the following:

- Assuring student satisfaction: In higher education, a positive culture helps to guarantee that students are happy with their educational experience. Better retention rates and favorable word of mouth may result from this, which may draw in more students.
- Enhancing academic results: A quality culture promotes a focus on high standards and ongoing improvement, which can help to enhance academic results. This may result in improved academic achievement and subsequently better graduate job chances.
- Increasing institutional reputation: By displaying a dedication to excellence and ongoing improvement, a quality culture can serve to increase the reputation of a higher education institution. Better rankings and greater respect within the academic world may result from this.
- Meeting regulatory requirements: To keep their accreditation, higher education institutions are frequently required to comply with a number of regulatory

standards. The institution can maintain its good status and ensure that these objectives are met by fostering a high-quality culture.

- Engaging professors and staff: A strong organizational culture can encourage employee involvement by instilling in them a sense of ownership and accountability for the institution's success. This may result in a happier workplace and more job satisfaction.
- Accountability is ensured through a quality culture in higher education, which encourages it at all levels of the organization. This means that in order to accomplish performance goals, abide by rules, and provide students with a high-quality education, instructors, staff, and administrators are held accountable.
- Encourage professors and staff to experiment with novel teaching methods, technology, and learning strategies in order to promote innovation. A high-quality culture in higher education may do this. Students may learn in a more lively and imaginative setting as a result of this.
- Promoting diversity and inclusion: By guaranteeing that all students, regardless of their backgrounds or circumstances, have equitable access to high-quality education, a quality culture in higher education can help to promote diversity and inclusion.
- Building partnerships: A strong institutional culture in higher education can support collaborations between the university and for-profit, nonprofit, and governmental entities. These collaborations may aid in advancing study, invention, and knowledge exchange.
- Supporting lifelong learning: By equipping students with the knowledge and skills they need to excel in their academic and personal lives as well as their jobs, higher education may encourage lifelong learning. In the larger community, this may aid in fostering social and economic development.

In order to ensure accountability, foster innovation, advance diversity and inclusion, forge collaborations, and support lifelong learning, higher education must have a high-quality culture.

These advantages may contribute to having a favorable effect on students, instructors, staff, and the general public.

6.2 What is Quality Assurance of Higher Education?

In higher education, quality assurance refers to the procedures and controls in place to guarantee that the instruction offered by a higher education institution satisfies specific, predetermined criteria of quality. Regular program assessments, accreditation by outside organizations, and the use of standardized examinations to gauge student learning results are a few examples of these procedures. A high-quality education that equips students for success in their chosen sectors is the aim of quality assurance in higher education.

Depending on the institution and the programs it offers, quality assurance in higher education can take many various forms. The following are some typical components of quality assurance in higher education:

- Higher education institutions can demonstrate that they meet quality criteria by applying for accreditation from outside organizations. Institutions that meet requirements in areas including faculty qualifications, curriculum content, and student learning outcomes are often granted regional or national accreditation.
- Review of the program: Many universities regularly evaluate their academic offerings to gauge their quality and pinpoint opportunities for development. These reviews may be carried out internally or by outside reviewers with relevant industry experience.
- Assessment of student learning outcomes: Institutions may employ a range of techniques, such as standardized examinations or assessments included in the curriculum, to gauge student's learning outcomes and make sure they are developing the necessary knowledge and abilities.
- Professor development: In order to maintain the highest possible standards for both teaching and research, institutions may offer resources and assistance for professors to continue their professional development.
- In general, quality assurance in higher education is to make sure that students receive a top-notch education that equips them for success in their chosen sectors and that the institution is continually enhancing and serving the needs of its students.

- Higher education institutions can ensure the quality of their programs and services in a variety of other ways in addition to the ones I have mentioned. Additional components of higher education's quality assurance include:
 - Surveys of student satisfaction: Institutions may ask students to engage in focus groups or surveys in order to learn about their experiences and pinpoint areas that need to be improved.
 - External reviews: Institutions may request the assistance of outside experts to evaluate their programs and make suggestions for enhancement. These evaluations may be carried out independently of the accrediting procedure or as part of it.
 - Numerous institutions have procedures in place for routinely reviewing and improving their programs and services to make sure they stay high-quality and relevant. Data collection and analysis, stakeholder feedback gathering, and change implementation may all be necessary to achieve this.

Quality assurance in higher education is a complex process that includes a variety of actions and checks to make sure that the instruction delivered by a certain institution satisfies established criteria for excellence. In higher education, quality assurance (QA) refers to the methodical process of assessing and enhancing the caliber of instruction at colleges and universities. It serves as a technique for ensuring that students obtain a top-notch education that satisfies or surpasses the requirements established by regulatory bodies and accrediting bodies.

Higher education quality assurance includes several important elements. Accreditation is among the most crucial. In order to assess whether a college or university meets a set of criteria for quality, it must go through the accreditation process. Institutions are assessed by regional and national accrediting bodies based on a range of criteria, such as the caliber of the faculty, curriculum, student services, and facilities. Because it helps to assure that students are receiving high-quality education and that their degrees will be accepted by other schools and employers, accreditation is significant.

Continuous improvement is a crucial aspect of quality assurance in higher education. In order to do this, different parts of the educational process, such as the curriculum, teaching strategies, and student learning outcomes, must be periodically reviewed and evaluated for efficacy. This can be accomplished using a variety of techniques, including assessments of student learning outcomes, faculty evaluations, and student evaluations. Continuous improvement is to find areas that can be improved and implement improvements that will give students a better education. Research is one way that higher education institutions can raise the caliber of their courses. This might entail academic institutions working with outside groups to undertake research that is pertinent to their programs or it can involve faculty members undertaking research in their areas of specialization. Best practices can be found through research, which can also be used to design new curricula and instructional strategies.

Student support services are a crucial component of quality assurance in higher education. These can include services like mental health assistance and disability accommodations, as well as academic guidance, tutoring, and career counseling. Providing students with access to this kind of assistance can enhance their overall academic experience and boost their chances of success. In higher education, a number of different organizations and entities are involved in quality assurance. These may include professional associations, governmental groups, and accrediting bodies. For example, in the United States, the Council for Higher Education Accreditation and the Department of Education are both in charge of regulating the caliber of higher education.

Higher education institutions can utilize a variety of quality assurance frameworks and standards to direct their efforts to raise the caliber of their programs. A collection of standards created by the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) is the International Standard for Quality Assurance (ISQA), which serves as one example. The ISQA was created to assist institutions of higher education in creating and putting into place efficient quality assurance systems. Higher education quality assurance is a methodical procedure for assessing and enhancing the standard of instruction at colleges and universities. It is a crucial way to guarantee that students obtain a top-notch education that satisfies or surpasses the requirements established by regulatory organizations and accrediting bodies. Numerous companies and organizations carry out various activities related to quality assurance, including accreditation, continuous improvement, research, and student support services. Higher education

institutions can enhance the quality of their programs and better serve the needs of their students by putting more emphasis on quality assurance.

Higher education quality assurance is the methodical process of assessing and enhancing the caliber of higher education institutions, programs, and courses. It is a crucial part of the higher education system because it makes sure that students obtain a top-notch education that satisfies academic community standards and equips them for productive employment. Higher education quality assurance includes several important elements. The first is accreditation, which is the process of assessing institutions and programs of higher education to make sure they adhere to a set of high criteria. Typically, independent organizations that have been approved by the government or other regulatory agencies as being qualified to judge the caliber of higher education institutions conduct the accreditation process.

The creation and use of quality standards and criteria is another crucial aspect of quality assurance in higher education. These standards and criteria may be based on elements like the institution's mission and goals, the academic programs and courses it offers, the faculty and staff, the resources and support services offered to students, and the general learning environment when evaluating the quality of higher education institutions and programs. In higher education, quality assurance also includes ongoing teaching and learning improvement. This can involve the creation of fresh, cutting-edge teaching strategies as well as the application of technology to improve the educational process. It could also entail assessing student learning outcomes and using the results to alter the curriculum and teaching strategies.

Higher education quality assurance can be done in a number of ways. "Input-based" quality assurance is one strategy that places emphasis on the materials and inputs that go into the education process. Based on elements including the credentials of the faculty and staff, the accessibility of resources and support services, and the facilities and infrastructure, this approach assesses the quality of higher education institutions and programs. "Output-based" quality assurance is another strategy that places an emphasis on the results of the educational process. By looking at indicators including graduates' employment rates, incomes, and satisfaction with their education, this approach assesses the quality of higher education institutions and programs.

In higher education, there are also hybrid approaches to quality assurance that blend input- and output-based methods. To assess the caliber of higher education institutions and programs, these approaches might use both quantitative and qualitative data. Higher education quality assurance is a crucial component of the educational system since it ensures that students obtain a top-notch education that satisfies the expectations of the academic community. Additionally, it contributes to higher education programs' general quality, which benefits both students and society at large. Higher education quality assurance faces a number of difficulties. The lack of consistency in quality assurance procedures among various higher education institutions and programs is a problem. Because of this, comparing the standards of various schools and programs to ascertain which ones are the finest can be challenging. The higher education system's growing complexity is a further obstacle. It might be challenging to guarantee that the quality of higher education is constant across various programs and institutions due to the development of online and distance learning programs as well as the rise in the number of international students.

Furthermore, because it calls for the creation and use of high standards and criteria as well as ongoing assessment of teaching and learning, quality assurance in higher education can be resource-intensive. Higher education institutions may find this difficult, especially those with tight budgets. Despite these difficulties, quality control in higher education is a significant part of the educational system and is essential in ensuring that students receive a high-quality education that satisfies the expectations of the academic community. Higher education quality assurance refers to the procedures and controls set up to make sure that the instruction given by higher education institutions satisfies specific, predetermined standards of quality. These systems and processes may be internal, external, or a mix of the two. Internal quality assurance describes the steps an organization takes internally to make sure it is upholding the necessary standards of quality. This can involve things like frequent evaluations of the institution's offerings, professor and staff evaluations, and course and program assessments.

On the other side, external quality assurance entails the employment of other agencies or organizations to assess the level of instruction provided by a certain institution. These organizations may be government-affiliated or independent, and they frequently employ a range

of techniques to evaluate the educational quality of a facility, including site visits, a study of the course materials, and surveys of the professors and students. Higher education quality assurance is crucial for a number of reasons. In the first place, it assists in making sure that students are obtaining a top-notch education that equips them for success in their chosen industries. This is particularly crucial in today's very competitive job market when hiring managers prioritize applicants with good educational backgrounds. Quality control also contributes to preserving an institution's standing and the worth of its degrees. If a school is discovered to be of poor quality, this can harm its reputation and cause people to lose faith in the school and its degrees. This could have detrimental effects on the school, such as a drop in enrolment and a reduction in funding.

Higher education quality assurance can take a number of various forms, and the precise techniques employed will change depending on the institution and the nation in which it is located. Typical strategies include:

- Accreditation: Accreditation is the procedure by which an outside organization assesses a facility to see if it complies with particular quality criteria. The process of accreditation, which can be regional, national, or specialized (e.g., business, engineering, etc.), usually entails a careful examination of the courses, faculty members, and resources offered by a certain school. Accredited institutions are typically thought to be of a high caliber, and many businesses and graduate programs demand that applicants hold degrees from these institutions.
- Program review: A program review is a periodic assessment of a particular program or division within an organization to determine whether it is upholding the necessary standards of excellence. This could entail looking at the program's instructor credentials, student learning outcomes, and course materials.
- Student evaluations: Student assessments are a frequent way to gauge how well-rounded a program is. These assessments often involve asking students to score their instructors, courses, and the overall quality of their education through surveys.

- Faculty evaluations: Faculty evaluations are a typical way to gauge how well-rounded a program is at a certain institution. The effectiveness of a faculty member's instruction, the output of their research, and their contributions to the institution may be examined as part of these evaluations.
- Self-study: A self-study is an in-depth examination of a certain institution's activities and programs carried out by the institution itself. Identifying areas of strength and weakness and creating a strategy for ongoing progress are the goals of a self-study.

The responsibility for quality assurance in higher education also falls to a number of national and international organizations. These bodies, which may be independent or connected to the government, evaluate the educational standards of institutions using a number of techniques.

According to Watie (2003), the idea of perfection in the quality dimension can be dropped because higher education does not seek to generate perfect graduates. According to small-scale research with a sample of senior managers at higher education institutions, Lomas (2001) contends that fit for purpose and transformation seem to be the most appropriate definitions of quality.

Establishing stakeholder trust that the provision (inputs, procedures, outputs) meets expectations or adheres to basic standards is the process of quality assurance in higher education. It has to do with assessment, which is the umbrella term for all techniques used to evaluate a person, group, or organization's performance, and accreditation, which determines the legitimacy or acceptability of a higher education institution or program.

Beginning in the 1990s, existing quality assurance organizations prioritized responsibility in comparison to preset quality standards, following the example of the United States (US), which has the oldest quality assurance system in the world. The only exception was Europe, where contemporary quality assurance procedures concentrated on evaluating the degree to which institutional or programmatic goals were attained.

The expansion of QA is a reaction to various events. The increase in demand for higher education and the advent of several private providers, many of whom are dealing with a non-traditional student body and have diverse institutional and teaching arrangements, have likely been

the most significant drivers. In some countries, higher education institutions themselves developed quality assurance procedures, but in most cases, especially in the later stages of quality assurance development, this has been a public responsibility of either government agencies or independent organizations. This is because of the subsequent diversification of higher education and uncertainty about the quality of services provided, which has created a demand for someone to ensure that higher education offerings meet fundamental quality requirements.

The decline in public finances in many nations has been the second significant driver. Many governments have started to move the cost of higher education to the private sector, primarily through student fees, in order to compete with the rising demands from other sectors. This reinforces the need for accountability to students, the government, and society. Quality assurance has been further motivated by greater student and professional mobility as well as globalization. After the Bologna Declaration in 1999, this was most evident in Europe, where encouraging student and staff mobility required assurances not only that institutional goals would be met but also regarding the content of teaching and learning as well as the validity and legibility of certificates and qualifications. Due to this, accrediting agencies were developed instead of audits, albeit they still had to meet a number of quality standards in order to be recognized as such by the Bologna signatories.

Some countries have begun implementing external assessment through standardized testing as a result of an increased focus on student learning outcomes, but in general, the emphasis is more on the need for institutions to provide proof of the validity and reliability of their own methods of assessing student learning. A significant new development, based mostly on governmental rules or the activity of quality assurance networks, is the last column, which discusses the external audit of quality assurance organizations. This broad framework offers a useful basis for a thorough review of the state of various systems and the mechanisms that require additional focus to make the system quality assurance comprehensive and consistent.

The initial goal of QA was accountability: to make sure that all higher education providers adhered to a set of fundamental quality criteria and to exert some control over the unchecked growth and diversification of higher education. The necessity for a stronger emphasis on improvement has been underlined by quality assurance networks, most notably the European Association for Quality Assurance in Higher Education (ENQA) and INQAAHE. For a while, this appeared to be the dominant trend. Since quality is essentially the responsibility of the higher

education institution itself, quality assurance organizations have focused more on the mission and goals of the organization. To support accreditation and quality management needs, there has been increased interest in institutional research skills development as well as internal quality assurance.

Interestingly, governments have come to see the value of quality assurance as a regulatory tool as a result of its success in encouraging changes within higher education institutions in response to the implementation of quality standards. As a result, there is currently a trend for quality assurance to take center stage in many nations, with less emphasis on promotion and more on setting external standards. Consequently, the discussion of quality assurance has centered on risk-based assessment, peer review criticism, a focus on outcomes, and increased use of quantitative criteria and indicators.

The ownership, focus, or scope of NQA mechanisms—i.e., the sort of organization they cover—can be further examined.

In general, several researchers have identified three main models for national frameworks for external quality assurance: the European model of centralized control of quality assurance by state ministries of education, the American model of decentralized quality assurance that combines limited state control with market competition, and the British model where it abandoned The state is primarily responsible for quality assurance of self-accredited universities.

It's interesting to note that there has been a change in the unit of assessment, or the focus on quality assurance, from accreditation of programs to institutions, and then back to programs, but with a different approach. Software accreditation was the main focus in the 1990s, which was congruent with the requirement to tell potential students and employers about the relative dependability of various providers. Based on expert peer reviewers, agencies have evaluated a variety of programs, but only a small number of them (mainly regional agencies in the US) concentrate on institutions as a whole.

As accreditation's significance and scope grew, it became clear that program accreditation placed heavy demands on both human and financial resources, which caused many nations to turn to institutional accreditation. However, because of the mobility of students and professionals, some assurance must be given regarding the caliber of specialized or vocational training. As a result, specialized or vocational accreditation bodies have emerged, focusing on particular programs and

even more specifically on the accomplishment of what was previously established. Learning Results. This is seen in the European Quality Labels, which, despite being unable to be proved and evaluated internationally, have offered crucial information on how learning outcomes should be established.

In order to serve students and other stakeholders in accordance with the required quality standards, quality assurance is a comprehensive strategy encompassing all procedures in a higher education institution. The management's backing is necessary for the quality assurance system to be successful. Therefore, to help firms enhance their operations, quality assurance should also incorporate strategy management, process management, measurement, and control systems. In order to improve overall success and generate useful information about the quality assurance system, information systems must also be put in place to link the quality assurance system with management operations. We are going to suggest a paradigm for higher education institutions' quality assurance that is backed by a strategic information system. In addition to integrating strategic management, operations management, and monitoring measurement systems, the suggested strategic information system also takes into account external elements on a global, national, and regional scale.

The United Nations agrees that everyone should have access to quality education rather than just education because it recognizes the importance of education for a better and more prosperous future. To ensure a "transformed world" by 2030, the United Nations has included decent education as one of the Sustainable Development Goals. The United Nations defines quality education as an equal, universal education that encourages lifelong learning and the growth of knowledge. Instead of a higher literacy rate, inclusiveness and equity should be promoted as the cornerstones of quality education. This is a revolutionary way of looking at education and using it to impact the world.

The national policy frameworks for higher education institutions saw significant changes around the close of the 20th century. Advanced human capital has emerged as a crucial element of economic growth and a nation's competitive edge in the expanding global economy. As a result, several nations are converting from elitist to mass higher education institutions.

In addition to fundamentally altering the conventional relationship between the state and institutions of higher learning, the combined effects of globalization and expansion have also prompted policymakers to look for novel ways to guarantee academic excellence in higher

education. First, as policymakers tried to gain international recognition for the accreditations granted by their nations' higher education institutions, the demand for qualified human capital on a global scale spurred modifications in degree frameworks in many countries. The rapid spread of new academic programs throughout many nations has also been fostered by these new degree frameworks, which have tested long-standing national customs and raised academic standards. Second, the development of private institutions, such as cross-border excellence and virtual universities, has been encouraged by the rapid expansion of higher education systems, creating new challenges for national systems of external quality assurance (QA), particularly those based on centralized control from public institutions. Third, higher education institutions have had to adapt to the competitive forces unleashed by globalization and inflation in order to keep up with the fast-evolving labor markets and student program interests. In order to respond more quickly to shifting social demands, institutions around the world have worked to increase their flexibility and independence from traditional government quality assurance regulations. This has been done by developing new academic programs, reconfiguring existing ones, and getting rid of outmoded ones. Finally, students' desire to enjoy the greater private benefits offered to those with higher degrees was a major contributor to the fast-rising social demand for higher education. The traditional argument over how to pay for higher education has been altered by the factual reality of the growing private advantages of academic degrees, leading many nations to call for students and their families to shoulder a larger portion of the costs. New external quality assurance procedures thus aim to allay public worries about institutions' value for money in terms of education.

Traditional national frameworks for external quality assurance have varied from nation to nation but have typically taken one of three typical forms: the European model of centralized control of quality assurance by state ministries of education, the American model of decentralized quality assurance that combines limited state control with market competition, and the British universities where the state has essentially handed quality assurance responsibility to self. In the UK, responsibility for ensuring academic quality in the publicly financed university sector has been given to the academic profession, which has been checking the caliber of university degrees using collegiate procedures like the external examiner system. In contrast, the education ministries of the continent have taken a more active role in establishing standards for institutions. They

establish and maintain rules for college admissions, coursework requirements, program curricula, and final exams.

New National Qualifications Frameworks have been adopted in a number of nations, including Australia and Ireland, in response to the shifting landscape of higher education. These concepts can also be used to comprehend the Dublin Descriptors, the UK Graduate Standards Program, and the Bologna Transnational Framework for Research BA, MA, and Ph.D. degrees. These frameworks were originally intended to provide international recognition of academic degrees in order to draw in overseas students and better position program graduates in the marketplace. Academic credentials frameworks, however, can offer some potential reference points for external quality assurance processes by offering broad descriptors of learning goals unique to each academic degree level.

The UK Subject Standards program is an example of a degree framework that is more exacting. The development of higher education has also resulted in a large number of undergraduate programs in the vocational or technical fields, many of which lack a consensus on the subject matter and learning objectives for the students. The UK has methodically set up topic reference committees to determine appropriate academic content and threshold criteria at the level of each subject area in response to growing concerns about the comparability of academic standards across academic programs. For programs that enroll the great majority of A-level students, committees in the UK have created objective standards over a five-year period.

The development of the evaluation case was one of the biggest modifications to national frameworks for quality assurance at the end of the 20th century. Numerous national governments have taken the initiative and/or supported the development of new organizations and procedures intended to evaluate the quality of current higher education institutions and programs. Academic reviews, topic evaluations, and new kinds of academic accreditation were among the new assessment techniques.

The majority of US states established assessment regulations in the 1980s with the goal of encouraging public institutions to give student learning improvement more attention. However, these regulations gave institutions the duty for implementation; institutional responses were not evaluated externally; and the legislation's observable effects on academic quality were minimal. Similar criticisms have been leveled at traditional institutional accreditation practices in the US for their broad scope, excessive emphasis on input standards as opposed to policymakers' concerns

about academic standards, and their lack of transparency as accreditation reviews are not required to be made public. The bulk of students' preferred educational programs have not been evaluated by current voluntary program accreditations, which focus on professional fields. All institutional accreditation bodies have included student assessment as one of their review criteria, and many accreditation agencies have established new accreditation review procedures in response to mounting pressure from lawmakers worried about the decline in academic standards. However, a report by the US Department of Education (2006) found that voluntary US-style institutional and program accreditation remains an unsatisfactory mechanism for guaranteeing the quality of student learning, despite decades of experience.

Outside of the United States, many nations have made new types of quality evaluation mandatory for all publicly financed institutions of higher education, including topic exams, academic audits, and creative ways of accreditation. The order of these practices' activities— institutional self-study, external peer review, and public publication of results—was the same, but their individual foci varied. With a focus on curriculum, education, and program relevance to graduates and the economy, subject assessments are systematic evaluations of the level of performance offered for study programs in nations including the United Kingdom, the Netherlands, and Denmark. Academic auditing, which is helpfully referred to as "education quality work" in Sweden, focused on the procedures institutions take to verify they meet their chosen standards when it was established in nations including Australia, the United Kingdom, and Hong Kong.

In its examination of a program's ability to quality with a binary judgment concerning the attainment of threshold academic standards, accreditation, as practiced in Europe, is similar to US accreditation. However, European traditions were different in that they placed more emphasis on study programs than on institutions, covered more ground, and paid attention to how well program activities ensured program excellence.

As a result of all three of these new external assessment processes, faculty members are now more likely to discuss ways to enhance student learning and maintain academic standards in academic institutions. Given the growing incentives for academic staff members in higher education to devote time and energy to research, this influence is not negligible. However, if they put too much emphasis on external oversight rather than institutional accountability for improvement, these assessments can promote a compliance culture in which businesses spend time

and resources creating quality infrastructure and policy documentation to appease external assessors rather than actively working to uphold and improve academy standards.

The installation and ongoing maintenance of certification are also highly expensive. Since they are solely concerned with the subject level, these evaluations also offer few incentives for the business as a whole to create an efficient internal quality assurance procedure. Audits, on the other hand, are significantly less expensive, can be used by many kinds of businesses, and offer some of the same incentives for interaction and teamwork to enhance teaching and learning. However, if the academic audit is poorly designed, its potential benefits might be constrained. For example, an assessment that is too thorough to cover anything but the most fundamental educational processes or that places too much emphasis on quality assurance documentation rather than empirical evidence of validity and reliability. internal controls to guarantee academic standards.

In many nations, creating performance indicators to support academic standards has grown to be a crucial external quality assurance technique. Prior to new financial instruments for higher education, such as performance-based financing or university performance contracts, performance indicators were created by policymakers to guide government funding. Indicators of academic quality have been released more frequently by governmental, academic, non-profit, and commercial organizations to better advise students about choosing educational programs as higher education becomes more competitive both domestically and internationally.

If used by institutions, outcome metrics, such as graduate hiring and salaries, can be valuable general indications of the efficacy of academic programs and are generally useful and valid information for prospective students. Because they can be increased by reducing academic standards, readily available measures of outcome like student grades or graduation rates may not be accurate predictors of academic quality. In order to ensure academic standards, performance-based financing or contracts—which are typically reliant on available inputs, processes, and outputs—need to be supplemented by government regulations requiring the delivery of high-quality information and independent quality checks. While some professions, like medicine or teaching, have common postgraduate exams that have been used in conjunction with external assessments by professional accrediting organizations in the US and the UK to raise academic standards, not all subjects have them. Brazil has made the most ambitious attempt at mandatory common topic exams, creating and administering tests that are national in scope for university graduates from both public and private institutions.

Academic standards are ensured in part by publicly available information regarding academic quality, but ironically, internal quality assurance may place more importance on this information than external quality assurance. International research on student choice reveals that a relatively small percentage of students, particularly those with strong desire and achievement, are influenced by quality evaluations and rankings when making educational options. Numerous educational, social, and personal factors influence the educational decisions of the majority of students, suggesting that the individual choices of well-informed prospective students are unlikely to have a significant impact on maintaining academic standards inside academic institutions. Therefore, the generation and use of quality information by faculty members as part of institutional efforts to maintain and raise academic standards are likely to be its most significant role.

The preservation and enhancement of what higher education has accomplished in the past for the creation of the future have always depended heavily on quality assurance, which involves internal and external evaluation of the effectiveness and performance of colleges and universities. Academic independence, institutional autonomy, and social responsibility are among the "best" principles. Our dedication to these basic values has historically been supported by and, at times, driven by quality assurance. As higher education faces the challenges of change and innovation in these early years of the 21st century, quality assurance has played a particularly crucial role in safeguarding basic principles. Even as we implement new methods of teaching and learning, create new kinds of institutions, work with new kinds of education providers, and maintain our dedication to enhancing access and equity in higher education, this quality assurance continues to play a crucial role.

To uphold these ideals, quality assurance is essential in three different ways. First, the values of these principles serve as the foundation for the vision guiding this examination of higher education. Second, quality assurance is a vital tool for advancing and preserving these ideals at many institutions and universities around the globe as well as newly emerging service providers. Third, QA may and should speak up on behalf of society and students about these values and how they are fundamental to high-quality postsecondary education.

The work that QA conducts and its conception of quality are woven together with academic independence, institutional autonomy, and social responsibility. Clarity and vehemence are traits of quality assurance leaders. Without academic independence, we cannot receive an adequate education. Universities of high caliber cannot exist without institutional autonomy. Without a

complete understanding of and dedication to social responsibility, we cannot continue to provide quality value to students and society. On this foundation of values, we have constructed an internal and external quality review.

QA also shows that universities are capable of appropriately preserving their independence over time. The institution's life depends on autonomy to ensure that this leadership is followed, and academic direction is an essential aspect of that life. As the current pandemic has amply demonstrated, institutional autonomy and academic freedom have fostered a climate in which higher education has maintained the necessary leadership in thought and action. Researchers, scholars, and other thinkers have reacted swiftly and effectively to provide direction, background information, and information as well as innovative thinking, which is crucial to addressing the current crisis.

Over the past few years, social responsibility as a value has been identified as being particularly important to universities, reformulating and broadening the "community service" purpose of higher education that is widespread throughout the world. It supports both research and teaching and learning. By paying particular attention to issues of access, equity, diversity, inclusion, and inequality, QA is rooting an increasing amount of its business in the mindset of social responsibility. Universities are being evaluated more closely for their dedication to and success in carrying out this important task.

In collaboration with higher education, quality assurance is also in charge of defining and communicating key values to the general public, companies, government, and students. The social responsibility component includes this. This can be accomplished by using quality evaluation to describe and assess the social responsibility initiatives made by higher education, and by urging emerging service providers, such as colleges and universities, to take significant action in areas like access, equity, diversity, and inequality. This can be accomplished by proving that academic freedom and autonomy form a crucial part of the framework for social responsibility. In many respects, "social responsibility" is connected to the role that higher learning and quality assurance play in attaining social justice, whether locally, regionally, or globally.

However, "quality" continues to be a contentious concept, with different countries (and quality assurance organizations) interpreting it differently and with diverse emphasis, which is a key challenge for understanding quality regulation and assurance in higher education in a global context. Quality is sometimes evaluated based on the input of high-caliber students and the accessibility of resources; in other examples, the focus is shifted to the added value of the college experience, with the goal of evaluating students' learning outcomes and influencing their publications on college achievement. In some nations, government officials who have little direct expertise in a higher education context decide on quality; in other nations, senior professors at colleges and universities are given priority.

Global quality assurance development started out in three waves. The first external quality assurance organizations were created in the United States at the request of academic and professional organizations, generally independent of the government's interest and control. Since similar initiatives in other nations have primarily been directed by the government, this paradigm is still uncommon on the international stage. If the United States led the first wave of external quality assurance, the second wave began in the 1960s with the establishment of external quality assurance agencies by governments such as those in the United Kingdom and Ireland, not in response to industry-specific concerns but rather to aid in the development of a rapidly expanding and diversified sector. In the 1990s, as these organizations proliferated globally, the third wave of external quality assurance got underway. The International Network of Quality Assurance Agencies in Higher Education was established in 1991 by a large number of quality assurance organizations from all over the world as a symbol of development. Twenty years later, there are about 150 quality assurance organizations spread across more than 80 nations. The motivations for the expansion of these organizations vary, though, as practically all of them are controlled by the government; some want to give the government greater authority, while others want to give higher education institutions more control.

As was previously mentioned, traditionally, higher authorities like the Crown or the Church have established schools of higher study. Throughout history, colleges have received royal or ecclesiastical ordinance accreditation or have been granted constitutional standing as a separate branch of government. Consider the University of Michigan in the United States, which is mentioned in the state constitution but whose operations are not directly under the control of the legislature. Numerous Pontifical Universities are recognized by the Vatican and are active

throughout the world. In fact, many of the oldest institutions in the world derive their legitimacy from old legal papers rather than a solid legal foundation for their ability to award degrees. The University of Oxford, for example, has no documented founding date but received a royal charter in 1248 after being in existence for at least a century. Oxford still has sovereign status today, despite direct government funding for operations (although it is subject to UK government standards for quality certification). Public higher education institutions are typically constituted as governmental bodies, with a certificate of employment included in the legislation that established them.

Almost all institutions of higher learning in nations today are legally required to hold some sort of authorization from a government entity in order to function and grant degrees that are recognized. The permission procedure frequently runs separately from the quality assurance effort, however occasionally it does. By virtue of their very nature, public institutions must obtain this permission from the government directly through a public charter or inclusion in the law. They frequently continue to be run by the government, and the faculty, staff, and board members that they elect are still considered to be government workers.

If first recognition is granted, the institution might be given a probationary period to function during which the government will continue to check on its capacity for administration and education. In order to inform students that this is an exam, the school is frequently obligated to do so during this period. The institution will also be required to submit continuous, regular reports, and occasionally, site visits from outside examiners. After completing the probationary phase, which can last anywhere between three and six years depending on the nation, the institution is given full recognition and is then required to take part in routine sessions of external quality assurance.

To fulfill their duties for quality assurance, countries mostly employ two ways. The first step is to create an audit system to make sure the program or institution complies with rules and regulations. In this form, the audit team requests written documentation from the company and frequently also undertakes a field visit to verify the veracity of the data presented. The organization's second tactic is to create a self-study or inquiry brief that offers an internal assessment of the organization's strengths and weaknesses in light of a set of standards provided

by the quality assurance agency. This solution is excellent for established systems and businesses with reliable internal quality control methods. Its applicability is more constrained in new companies when critical self-reflection is not encouraged by organizational or national culture. The two methods are frequently combined. While the audit verifies that baseline requirements are being met, self-study will be used to concentrate emphasis on areas that need improvement.

Quality assurance is necessary for states to safeguard higher education institutions against subpar suppliers, though not a sufficient solution. In poor nations, it primarily aims to shield students from squandering time and resources on pointless schooling. QA can be used to direct system expansion without sacrificing quality when accessibility difficulties are prevalent. However, as nations like Ghana demonstrate, it is not a guarantee that quality will always be upheld, particularly when the quality assurance procedure is simple to manipulate by institutional suppliers. Particularly in situations where political pressure or corruption may have an impact on the quality assurance organization, formal policies may be shown to be wholly inappropriate.

7. Maintaining Quality Assurance, and its Role in a Post-Pandemic World

Higher education has been greatly impacted by the COVID-19 epidemic, with institutions all over the world experiencing never-before-seen difficulties in maintaining high standards of instruction in the face of rapidly shifting conditions. In our post-pandemic world, it is more crucial than ever to maintain quality assurance in higher education since it helps to guarantee that students receive a high-quality education that satisfies particular norms and requirements, especially in times of crisis.

The transition to remote learning, which forced institutions to quickly adjust and discover new ways of delivering education, has been one of the pandemic's greatest difficulties. This has brought attention to the significance of quality assurance in higher education since it ensures that students receive a consistent and high-quality education, regardless of where they learn. Higher education institutions must implement new strategies and technology that enable them to provide instruction remotely in order to sustain quality assurance in a post-pandemic environment. This may entail making investments in cutting-edge learning management systems and other technology that give students online access to course materials and collaboration tools for classmates and professors. It might also entail creating fresh ways and techniques for instruction that are appropriate for online learning. Higher education institutions must make sure they are giving students the support and resources they need to succeed in addition to adjusting to changing technologies and teaching techniques. This can entail giving students access to more tutoring and support services or specialized tools and resources.

In a post-pandemic world, it is more crucial than ever to guarantee that children have access to a high-quality education because it will enable them to acquire the skills and information necessary to thrive in a labor market that is undergoing rapid change. Therefore, higher education institutions must place a high priority on quality assurance to guarantee that they are giving students the greatest education possible—even in times of emergency. Higher education institutions can benefit greatly from the assistance of quality assurance networks in preserving quality assurance in a post-pandemic society. These networks unite institutions, groups, and people to exchange information about best practices, resources, and quality assurance in higher education. Higher education institutions can share knowledge and discover fresh approaches to upholding quality assurance in the face of shifting conditions by working with these networks.

Overall, in a post-pandemic society, maintaining quality assurance in higher education is crucial. Higher education institutions can make sure that they are giving their students a high-quality education, even in times of crisis, by implementing new technologies and teaching methods, giving students the support and resources they need to succeed, and working with quality assurance networks.

- Higher education has been significantly impacted by the COVID-19 pandemic in a variety of ways. Here are a few of the most noteworthy examples:
- The epidemic has hastened the trend toward online learning and compelled several colleges to switch to wholly online or hybrid learning approaches.
- enrolment changes: Some students have postponed or delayed enrolling as a result of the epidemic, which has led to lower enrolment rates for some universities.
- Financial difficulties: Universities have experienced financial difficulties as a result of lower state financing and decreased revenue from tuition, lodging, and board.
- Campus life adjustments: In order to comply with public health regulations, several institutions have had to make changes to their campus life, such as restricting on-campus activities, closing dining halls and other facilities, and enacting social seclusion policies.
- Mental health issues: The pandemic has significantly impacted students' and staff members' mental health, which has raised the demand for mental health services.
- Disruptions to research: The epidemic has interfered with conferences, field research, and laboratory work.
- Travel restrictions, delays in obtaining visas, and modifications to immigration laws are only a few of the pandemic's severe effects on overseas students.

- Admissions procedures have changed at many universities, with some removing the need for standardized tests, extending the deadlines for applications, and providing virtual admissions events.
- Technology use has expanded as a result of the epidemic, including the use of video conferencing, online learning platforms, and collaborative software in higher education.
- Grading policies have changed in certain universities in response to the difficulties students have faced due to the epidemic, including the addition of pass/fail or credit/no credit options.
- Impact on diversity and inclusion: The epidemic has brought attention to the gaps and injustices that still exist in higher education, especially for students from marginalized backgrounds, and has underlined the need for more focus on problems of diversity and inclusion.
- Academic calendar adjustments: To meet students' changing schedules and priorities, some universities have made adjustments to their academic calendars, such as switching to a trimester or quarter system or offering shorter, more intensive courses.
- Increased emphasis on public health: As a result of the pandemic, universities are putting a stronger emphasis on public health in order to promote safety and stop the spread of COVID-19.

Other factors related to The impact of COVID-19 on Higher Education include the following:

1. Impact on faculty and staff: The pandemic has significantly changed the workloads, and raised job insecurity, and health and safety issues for faculty and staff in higher education.
2. Impact on international collaborations: The epidemic has interfered with international conferences, research partnerships, and study abroad programs in higher education.

3. Faculty hiring and retention have changed as a result of the pandemic, with some universities instituting hiring freezes or providing early retirement benefits to save money.
4. Focus on effective online course design and delivery has increased as a result of the move to online learning, which has also caused more attention to be paid to faculty training and support.
5. Funding priorities have changed as a result of the pandemic, with several universities reallocating funds to assist pandemic-related research and public health efforts.
6. Impact on graduates' employment prospects: The pandemic has left many graduates apprehensive, and some are now confronting a difficult job market and few professional options.
7. University changes: The pandemic has sparked a reevaluation of the university's place in society. Some argue that a stronger focus should be placed on community participation, public service, and social justice.
8. Infrastructure impact on campus: The epidemic has brought attention to the need for upgraded ventilation systems, cleaning procedures, and medical facilities on campuses.
9. University student support services, including financial assistance, career services, and mental health counseling, have all had to adjust to students' shifting requirements as a result of the pandemic.
10. The epidemic has brought attention to the importance of multidisciplinary research and cross-disciplinary collaboration, opening up new possibilities for innovation and problem-solving.
11. Graduate education has seen considerable adjustments as a result of the pandemic, with many universities delaying or stopping graduate program enrollment and altering research funding and assistance.
12. College sports have been affected by the pandemic, with several universities canceling or delaying sporting events and putting new health and safety procedures for players and coaches in place.

13. Changes in philanthropic giving: The epidemic has had an effect on charitable giving to higher education. Some donors have redirected their money to pandemic-related projects or have reduced their contributions because of economic uncertainty.

The pandemic has had an impact on the academic employment market, with some colleges instituting hiring blocks or delays and others finding it difficult to handle the flood of job candidates. Open educational resources (OER), which are freely available and openly licensed content that can be used for teaching and learning, were being used more frequently as a result of the pandemic. Research priorities have changed as a result of the pandemic, with some universities reallocating funds to assist pandemic-related research and public health activities.

Student life has been significantly impacted by the pandemic, with several colleges adopting social isolation policies, postponing events and activities, and switching to online or hybrid formats. Services provided by libraries have changed as a result of the pandemic, including access to digital resources being made more widely available and the implementation of enhanced safety procedures. Effect on overseas students: The pandemic has made it harder for international students to get services and support and has imposed travel restrictions and visa delays.

Public-private partnerships are receiving more attention in higher education as a result of the pandemic, with institutions cooperating with commercial businesses and groups to solve pandemic-related issues. Funding for academic research has changed as a result of the pandemic, with some funding organizations diverting funds to assist projects supporting pandemic-related research and public health activities. A greater emphasis is being placed on equity and access for underrepresented groups and students with impairments as a result of the pandemic's exposure to existing injustices in higher education.

The pandemic has caused a greater emphasis on health and safety in higher education. As a result, colleges have implemented new safety policies and guidelines to safeguard students, professors, and staff. Institutional rankings have changed as a result of the pandemic. Some rankings have adjusted their methodology to account for the epidemic's effects on colleges. An increased emphasis on mental health has resulted from the epidemic, with universities putting new

support systems and tools in place to cater to the needs of staff, professors, and students in this area.

Academic recruiting and recruitment methods have changed as a result of the pandemic, with several colleges postponing or canceling hiring procedures as a result of budget constraints and other financial difficulties. Experience learning possibilities have changed as a result of the pandemic, with several universities suspending or delaying co-op programs, internships, and other experience learning opportunities. Academic freedom has been impacted by the pandemic, with some colleges creating new policies and procedures to handle issues associated with the pandemic that might interfere with academic freedom.

The COVID-19 pandemic's quick global spread has forced humanity to adjust to a new, drastically altering world. People's social, professional, and personal lives have undergone changes that have fundamentally altered typical lifestyles. Within the next five to ten years, the full effects of this worldwide calamity will become apparent, and they will have an influence on more than just the world economy.

In this epidemiological whirlwind that has impacted societal foundations, connections, and patterns of activity, the education system, particularly its top levels, has taken the worst hit. Data from the international online monthly magazine *University World News* indicates that in April 2020, when the virus expanded around the world, more than 3.4 billion people—or 43% of the world's population—in more than 80 countries ended up in isolation. During this time, universities and colleges shut their doors in 170 different nations. 90% of all students worldwide (or 1.7 billion people) were unable to enroll in universities and other higher learning institutions as a result. Measures of social isolation have caused disruptions in higher education that have not been observed since the end of World War II.

In the United States of America, it is evident that the higher education industry is contracting as a result of economic concerns. Since 2016, less than 50 higher education institutions have existed there or have merged with other organizations of a similar nature. At 8% on average, the expense of schooling is rising twice as quickly as the general rate of inflation. In contrast, tuition increases by a factor of two every nine years. The 2017 Gallup Poll supports Americans' perceptions that the high cost of traditional higher education does not ensure successful employment in the modern labor market. The Strada-Gallup degree Survey results from a different

survey taken in the USA in 2021 show that a sizable portion of adults are considering using online programs to study without a higher degree. For example, 40% of Americans finished college without receiving a bachelor's degree, whereas 46% graduated (Renfro, 2021). As a result, less expensive and time-consuming online programs are starting to overtake traditional higher education. Participants who study in such online programs continue to swarm into the educational platforms that Udacity, Google, Amazon, Microsoft, IBM, and LinkedIn are actively developing.

On the other hand, developed European nations like Great Britain, France, and Germany, which have well-established, centuries-old social institutions of higher education, are working extremely hard to sustain traditional yet modern universities. They have established adaptable national grant and loan programs—among them for international students—for this goal.

Universities create partnerships with top businesses and institutes in the scientific and research domains in order to gain access to additional funding streams. However, even the richest nations today cannot afford the luxury of maintaining a higher education system exclusively (or primarily) at the expense of the state.

Globalization compelled the higher education sector to modernize long before the pandemic struck. The fast expansion of the body of knowledge in the world over the past 50 years and the ease of access to this knowledge via the Internet have made the virtualization of the educational process necessary. The expanding mobility of the modern person, whose thirst for information is limitless, also plays a significant influence. On the other hand, higher education's traditional "image," which was founded on the idea of direct learning and the presence of students and professors in the same succession of space-time links, started to wane in significance and make way for the so-called "blended" (in person and online, in different connections) learning. This shift, however, has taken place gradually and mostly in wealthy nations, taking into account the requirement for significant financial expenditures in software and technology to ensure the educational process in the new format. Many nations cannot afford it, even when it is partially adopted, because the cost of online education is far higher than that of offline education.

As a result, the issue of inadequate finance for the education sector once again surfaced when it became clear that switching to a distant learning mode was the only way to complete the educational process as a result of the epidemic. Technical problems have caused studies to fail even in some developed nations. For example, the Council of Europe reports that as of March 2020, 160 French students at the University of Strasbourg were found to be lacking laptops and/or

Internet connection. An emergency fund was established to aid with this issue, and 61,000 euros were raised in less than a month, which gave the opportunity to buy laptops and provide them to students who needed them.

With the start of the pandemic, the higher school study process de facto collapsed in nations with fragile economies due to inadequate support for the education sector. Lack of high-quality online learning opportunities, outdated computer hardware, software issues, and poor Internet connectivity, particularly in rural areas far from major cities, are all logical results of the government's long-term disregard for the issues facing the educational sector.

The digital divide in the capabilities of educational institutions, professors, and students inside the nation and between different countries was another vulnerability of the system. Similarly, many instructors and students lack the digital proficiency needed to properly integrate into the modern information-based educational environment. Even in the highly technologically advanced US higher education system, which additionally had the traumatic experience of "education in emergencies" due to Hurricane Katrina in 2005, 70% of the more than 1.5 million professors had never offered online courses prior to the pandemic, according to Bloomberg Businessweek.

As the students themselves note, studying has generally become more challenging. Aside from technological and budgetary issues, the students also encountered psychological challenges as they adjusted to distant learning. According to the European Higher Education Area, (EHEA Student Life during the COVID-19 Pandemic, 2020), academic performance decreased for students who lacked a comfortable study space, insufficient access to online learning resources, and social support following the emergence of mental health issues. Universities started to develop specialized psychological support services that assisted faculty members and students in organizing their "distant" living spaces.

The "death" of higher education has been hastened by the epidemic condition. Students have turned to a variety of online courses that are not directly affiliated with any particular educational institution as direct attendance at classes in quarantine conditions is impossible. Employers are currently aggressively hiring graduates and training them "on-site" as was customary in the world before the advent of industrialization. The person began his career at that time by working as an apprentice and learning all the essential skills alongside the mentor.

Optimists advocate using the COVID-19 problem as a springboard to restructure the higher education sector. In spite of the mistakes made, the crisis was able to "push the bottom" that the economy had reached in order to "push" it up and begin a new phase of its development. For example, the 1989 Exxon Valdez ship oil spill sparked a new movement for the growth of the energy industry, and the 2008 financial crisis altered the working principles of the banking industry.

According to different sources, the COVID-19 epidemic has caused a comparable transition in higher education. The use of remote learning applications has already been tested, but their 'adaptation' has been moving very slowly, which may be related to the educational sector's inherent lethargy. In order to secure the continuity of the educational process in situations where offline study posed a hazard to the lives of professors and students, the pandemic compelled the academic community to change the traditional organizational patterns of providing educational services. Distance learning was mostly advocated by enthusiasts during the "peacetime" when it was not a viable business strategy. This widespread switch to online study was, however, impractical at the time.

Top-ranked universities are currently actively promoting distance learning courses on websites like Coursera, Futurelearn, and LinkedIn Learning where it is possible to not only find individual modules from illustrious professors but also to attend thorough classes with access to a bachelor's degree or master's degree during the corresponding semester. As before, top-tier educational institutions "keep a high bar" for their standards for prospective applicants, who must adhere to them in full. In 2020, the majority of American institutions will stop giving the SAT and ACT exams in favor of a new, more convenient method of English language testing. Overall, however, neither financial nor academic perks were provided.

All of this raises questions about the high school's resurrection in the new "digital" dimension, especially in light of the pandemic-related worldwide economic crisis. The cost of education, particularly at its higher levels, on the part of the state has, nevertheless, become a global trend in recent years for the vast majority of nations. All of this resulted in a logical outcome of the faculty members' and administrators' as well as administrators' financial status being worse. Many of them were laid off from their employment. Due to the decline in income of the universities' primary donors—the students, or more precisely—the people who paid tuition fees (parents, supervisory boards, private charitable funds, as well as various governmental and non-

governmental institutions funded from local budgets—this situation is unlikely to improve any time soon.

Due to this pandemic, the global framework for higher education has been destroyed. This framework was based on the ideas of academic mobility and was represented by a web of interconnected international projects that allowed educational institutions to educate students from all over the world. As a result, the majority of the earnings of even the institutions that have shown to be the most alluring to advanced overseas students—not to mention the "second" and "third" tier elite schools—have been lost. Foreign students' predicament has been made worse by being compelled to return home during the quarantine period, which has increased prices and cut off direct communication with educational service providers.

The outlook for long-term development is dimming, particularly for underdeveloped developing economies. Even if their economies reach pre-pandemic levels, they will still confront a long-term challenge: industrializing their economies, which will be made more difficult by the COVID-19 dilemma. As the performance of developing economies declined, for example, UNESCO records show that school closures, including partial closures, reached an average of more than 38 weeks during the first 20 months of the epidemic. Standard education lasts 35–45 weeks per year; hence, the major closure of schools must have raised the burden of families on education and created a considerable discrepancy in learning, as shown by the accessibility gap in high-quality online learning. Due to the pandemic's severe effects on education, economic growth is expected to be permanently damaged, which will cause long-term erosion of human capital.

Industrialization was at the core of poor countries' development objectives long before the epidemic, with the hope of advancing technology, gaining access to international markets, and creating better jobs. The outcomes, however, were at best ambiguous: only a few nations managed to industrialize, while others advanced slowly and continued to be non-industrializing countries. Even nations that have successfully started their industrialization process are concerned about getting stuck in low-skill manufacturing jobs and seeing their share of services grow.

Although educational attainment rates have continuously increased in many developing nations, the standard of instruction has not improved. Without a doubt, the COVID-19 crisis has made things worse by degrading both the amount and quality of instruction. In addition to school closures, inadequate conditions for online learning, a lack of public support, and diminishing family finances all work together to deny families access to education.

With a superior education system, even a tiny developing country may industrialize (like Korea, Singapore, and Taiwan). Effective education systems that train people for technologically advanced manufacturing activities make up for a small workforce. As a result, the pandemic will impair emerging countries' ability to compete in the manufacturing sector and make that sector more difficult, particularly in tiny nations with subpar educational systems, which suggests long-term uneven growth among developing economies.

7.1 Blended Learning in Higher Education Post COVID

The use of computer-based technology, distant learning, or mobile learning, among other methods, to integrate in-person classroom activities with activities outside the classroom is known as blended learning (Alammary, Sheard, & Carbone 2014). Depending on the significance and level of technology use, there are numerous blended learning approaches that can be used. The learner gains a lot from it, and professors are involved in creating innovative teaching strategies.

The COVID-19 epidemic has drastically altered the manner that which education is provided around the world. According to UNESCO, the complete or partial closure of educational facilities has had an impact on 81.8% of students worldwide, across all academic levels. Since the education facilities had to close initially due to the lockdown, the teaching was done online, which resulted in a 200% rise in the use of educational software. Students gradually started attending face-to-face classes again as their health began to recover, which in many cases gave rise to the teaching strategy known as blended learning (blended learning), which blends in-person and online learning techniques.

Blended learning respected the already-existing health metrics of social distance and sitting capacity while enabling a partial restoration to the desired "normality". However, given the infrastructure and organization needed to implement it properly, blended learning has also presented a challenge for the actors involved in the learning process—professors, students, and institutions (Anthony Jnr, B. 2022).

Since higher education seemed less likely to ever need to revert to a face-to-face teaching style, blended learning has been applied there more than at other educational levels, such as primary and secondary. Both the teaching and learning process itself and the function of faculty members have been altered by information technology. Therefore, in institutions of higher learning, students have a tendency to mix in-person instruction with online learning materials because they perceive a professor's physical presence as a complementing form of communication. This had a more noticeable impact on aspects of universities that are central to their mission, including student mobility, research, and knowledge transfer (Bonk, C. J., Kim, K. J., & Zeng, 2005).

Additionally, blended learning has had an impact on a variety of aspects of university life, including teaching, learning, social interactions, prices, and technology use. As a result, the

academic community has become a true innovation testing ground. It is important to research and comprehend how the COVID-19 pandemic has affected the educational framework, as well as its academic implications (performance, costs, quality of teaching, etc.) given this new educational context and the presence of new health crises that can result in situations like the one we experienced (Castro, R. 2019). As a result, it will be feasible to establish the practical viability of this teaching model from an educational and organizational standpoint and, in turn, to create measures and policies that will support its future effective operation.

- Learn more about blended learning.

In general, blended learning aims to enhance real-world learning with digital learning. Despite having access to online tools that support and enhance in-person learning, students will still interact with peers, professors, and other educators in person. Combining conventional and digital learning methods makes for better, more tailored learning experiences (El-Mowafy, A., Kuhn, & Snow 2013).

With blended learning, students complete coursework while learning how to use the technologies they will use to consume, assimilate, and think about information in the future. Given the constantly changing demands of the market, the importance of having practical expertise in technology cannot be stressed. When it comes to bridging skill gaps, abilities like information analysis, media, creativity, and emotional intelligence are all in demand and essential. In order to help students grasp the material, instructors are urged to take technology into account while developing blended learning programs for the twenty-first century (Graham, C. R., Woodfield, & Harrison, 2013).

- Illustrations of Hybrid Education

Although there are many distinct blended learning approaches, they all have some things in common.

- Putting the emphasis on student-centered learning: In blended learning, students have more control over their education. They can study in the most effective way for them while moving at their own pace.

- Increased reliance on technology: Blended learning augments in-person training with the use of digital resources. Apps, social media, and online learning platforms are all examples of this.
 - A combination of in-person and online learning: In blended learning, students still have face-to-face interactions with their professors and classmates, but they also have access to digital resources that support their in-person learning.
- Models of blended learning

It can be useful to look at blended learning implementation examples while you're just starting started. In the classrooms of today, blended learning methodologies can be seen as being used in the following ways (Keengwe, J., & Agamba, J. J. 2015).

Example 1: Station rotation: In the station rotation model, students rotate through various stations, some of which are set aside for in-person instruction and others for online learning. With this technique, children can cycle between solo work, small group work, and whole-class instruction in elementary schools.

Example 2: A-B-A-B Model In an A-B-A-B Model, students switch between in-person and online assignments. This teaching method can be applied to both small groups and the entire class. For example, after teaching a lesson on fractions in class, a professor might assign students to complete related homework online. They'll act differently the following day.

Example 3: The Flipped Classroom The Flipped Classroom is another well-liked blended learning strategy. In this form, students watch lectures or finish other tasks outside of class. Then, when they arrive in class, they are prepared to engage in practical exercises, talk about what they have learned, or work on projects. With the help of this model, professors can work with students one-on-one or in small groups for longer periods of time.

Example 4: Individual Rotation: Using this blended learning approach, each student receives a unique learning experience based on their individual requirements and interests. Some students may work online and others in person on various assignments at various times.

- Advantages of blending learning

Using blended learning, you can give students, professors, and educators better experiences. The top three advantages are shown below.

Benefit #1: More individualized and customized service

The fact that blended learning encourages and permits greater personalization is one of its most significant benefits. In a mixed learning environment, students can go at their own pace and select the digital content they want to view depending on the situation. This enables them to concentrate on the areas where they need the greatest assistance and to review the knowledge they already possess.

In a mixed classroom, personalization extends to the way professors present the material. With so much content available online, they may create classes and resources catering to the requirements and preferences of their students. This implies that every learner receives the precise assistance they require to succeed.

Benefit #2: More adaptability

The fact that blended learning is more adaptable than conventional techniques is another significant benefit. Learners in a blended classroom have access to content and resources at any time and from any location. Blended learning is a great alternative for students with other obligations or adult learners who may be juggling their professional development with a demanding job and family life since it gives them the flexibility to learn when it suits them.

In a blended learning model, professors have more freedom in how they deliver their lessons. It may be more effective, freeing up time for both group and one-on-one instruction.

Benefit #3: Better performance outcomes

Finally, research has demonstrated that mixed learning settings can boost students' achievement, which has been found to improve student outcomes.

With a blended learning approach, students can progress at their own pace and concentrate on the topics that they may be struggling with the most. It frequently incorporates small-group instruction and one-on-one time with students, allowing professors to concentrate on individual needs.

Additionally, it gives students additional chances to ask for and get support from their professors' opinions.

Blended learning has a number of advantages and advantages, but it is not without difficulties. Let's examine some of them.

- The significance of blended learning for universities

Online learning experiences are combined with traditional face-to-face instruction in blended learning, often known as BL (Okaz, A. A. 2015). The following are some reasons why blended learning is significant for colleges and universities:

- Flexibility: Blended learning gives students more freedom in how they approach their education. They have 24/7 online access to course materials, and they can take part in discussions and activities from a distance. This is crucial for non-traditional students who might find it challenging to attend regular face-to-face classes due to work or family obligations.
- Personalized learning: BL enables students to do their work at their own pace, access course materials online, and interact with the subject in any way they find most effective. Better academic outcomes may follow from a more individualized learning environment as a result of this.
- BL makes it possible for more dynamic and interesting learning experiences for students. The online component may contain multimedia materials that can aid students in understanding difficult ideas, such as podcasts, movies, and interactive simulations. Additionally, student participation and a sense of community can be fostered through online debates and collaborations.
- Access to Resources: BL can aid students who might not have access to typical library resources by facilitating better access to learning resources. Students can have access to a plethora of knowledge that may not be available on campus through online libraries, research databases, and other digital tools.
- Cost-Effectiveness: Compared to traditional face-to-face instruction, blended learning may be more economical for universities and other higher education institutions. It can also lower the requirement for faculty travel and other

associated expenditures while enabling schools to provide courses to a larger number of students without the need for extra physical infrastructure.

- BL has been demonstrated to boost retention and completion rates, especially for students who may be in danger of dropping out. Blended learning's adaptability and personalized nature can aid in maintaining students' interest and drive to finish their coursework.
- Improved evaluation and Feedback: BL can make it possible for more regular and rapid evaluation and feedback, which can help students pinpoint their areas of weakness and make changes to their learning practices. Faculty can speed up their grading procedures by using online tests and grading.
- Expanded Access to Education: BL can increase access to education, especially for students who might not have access to conventional in-person instruction because of limitations related to distance, cost, or other factors. Institutions may be able to reach a wider audience as a result, including students from other countries.
- BL can assist colleges and universities in being more adaptive and robust in the face of unanticipated circumstances like natural catastrophes, pandemics, or other disruptions to standard instruction. Institutions can more easily switch to online training if necessary by implementing a blended learning paradigm.
- Professional growth: BL can give professors and staff the chance to acquire new methods for instructing and learning in an online setting. This can raise instructor engagement and satisfaction while also helping to improve the overall quality of instruction.
- Collaboration and communication among students, instructors, and staff can be improved by the use of BL, even if those parties are not physically present on campus. Online interactions and debates can be facilitated by virtual office hours, group projects, and discussions.
- The learning experience that can be tailored: With BL, students can choose online materials and activities that best suit their unique requirements and interests. This may boost interest and motivation while also improving academic results.

- Data analytics: BL can give organizations access to useful data analytics that can enhance student results and organizational effectiveness. As a result of the ability of online learning platforms to monitor student progress and engagement, professors and staff can spot problem areas and modify their approach to instruction.
- Blended learning as a Pedagogical technique: Rather than replacing traditional face-to-face instruction, BL can be utilized as a pedagogical technique to enhance it. Instructors can design more interactive and interesting learning experiences by incorporating Internet materials and activities into conventional courses.
- lifetime Learning: By giving students access to online courses and other resources that they can use throughout their careers, BL can support lifetime learning. This can encourage continued professional development and help close the employment gap between higher education and the workforce.
- Increased Student Responsibility and Accountability: As they are given more choices over the scheduling and pace of their education, BL can help students establish responsibility and accountability for their own learning. Better academic results and increased student ownership of the learning process can result from this.
- Increased Faculty Collaboration and Support: As faculty members collaborate to create and execute online materials and activities, BL can promote better faculty collaboration and support. Both professors and students may gain from a more supportive and collaborative educational environment as a result.
- BL may give students access to a larger range of expertise because online resources and activities can be created and delivered by professionals all over the world. This could improve the instruction's overall quality and broaden the range of viewpoints present in the classroom.
- Increased Diversity and Inclusion: By granting students from many racial, ethnic, and geographic origins access to education, BL can aid in the promotion of diversity and inclusion. A wide range of learners, including those with

disabilities or other special needs, can have their requirements catered for by using online resources and activities.

- **Improved technological Skills:** BL can assist students in acquiring improved technological skills, which are becoming more and more crucial in today's workforce. Students can become proficient in a range of digital tools and technologies by using online learning platforms, which will help them in their future professions.

BL can give faculty members more freedom over when and where they can teach, making it simpler for them to juggle their teaching and research obligations. This may result in higher job satisfaction and better faculty retention rates. By offering a variety of interactive online tools and activities, including videos, simulations, and games, BL may increase student participation. This can contribute to the development of a more lively and interesting learning environment that is more likely to keep students interested. By encouraging professors to test out novel teaching methods and practices in an online setting, BL can promote pedagogical innovation. This could result in the creation of innovative teaching and learning strategies that would be advantageous to both staff and students.

Higher Academic Success, Student Engagement, and Retention Rates: BL has been demonstrated to increase student outcomes, especially in terms of academic success, student engagement, and retention rates. As a result, institutions may receive higher rankings and gain more respect from the academic world. BL can save institutions money since developing and delivering online resources and activities can be less expensive than providing traditional face-to-face education. This may help to increase the cost and accessibility of education for students. By giving students a more flexible and individualized learning experience, BL can assist in increasing student retention rates. By doing this, attrition rates can be lowered and programs of study can be successfully completed by all students. BL may assist in making education more accessible for students with disabilities or other special needs by allowing for the provision of online resources and activities that adhere to a variety of accessibility standards. By doing this, you can guarantee that every student has access to quality education.

BL can support students' increased invention and entrepreneurship by facilitating the usage of online resources and activities for the creation of new goods and services. This could support the development of an innovative and creative culture within universities and other higher education settings. By using online resources and activities to connect students and professors from different countries, BL can aid in promoting internationalization inside universities and other institutions of higher learning. This could encourage cooperation and understanding across cultural boundaries. BL may help institutions operate more efficiently by cutting administrative procedures and lowering the time and resources needed to teaching. Resources that could be used to support other crucial activities, like research and community engagement, could be freed up as a result of this. By giving students more influence over their learning process, BL can help to increase student satisfaction. This may result in a more favorable view of school and more motivation to learn.

Collaboration and networking among students and staff are likely to increase as a result of BL, as online tools and activities may be leveraged to foster communication and information exchange. This could promote a sense of belonging among students and faculty at universities and other higher learning institutions. BL can aid in the improvement of assessment and feedback procedures since it allows professors to use online tools and activities to give students more frequent and thorough feedback. This might make it easier for students to keep track of their development and make any necessary corrections. By giving instructors more freedom in how they organize their courses, BL can contribute to better curriculum design. This may result in the creation of more creative and useful educational resources and activities.

BL can aid in bettering faculty development by training and assisting professors in using technology to enhance teaching and learning. This can make it easier for instructors to successfully incorporate online materials and activities into their classes. By giving students a variety of online resources, including e-books, videos, and simulations, BL can aid in enhancing student access to learning resources. By doing this, it may be possible to guarantee that all kids have access to excellent educational resources.

By giving students more freedom over when and where they study, BL can aid students in developing better time management skills. This can make it easier for students to balance their personal and academic obligations. BL can aid in facilitating industry engagement with universities by connecting students, professors, and industry experts through online resources and activities. This can make it possible for students to acquire the abilities and information required to succeed in their chosen careers.

BL can assist in encouraging the usage of learning analytics, which can be used to track student progress and pinpoint areas that may require extra assistance. This can make it possible for all students to realize their full potential. BL can assist universities and other higher education institutions in building their reputation and brand by showcasing their dedication to innovation and excellence in teaching and learning. This may aid in drawing in top-notch faculty, students, and funding opportunities.

By standardizing online courses and materials to guarantee that they adhere to the same quality and content requirements, BL can help to improve credit transferability between institutions. Due to the fact that online resources and activities can be used to provide courses in a variety of formats, including self-paced or synchronous/asynchronous, BL can help to provide increased flexibility in course delivery. This can aid in accommodating students with various learning preferences and styles. BL can aid in enhancing possibilities for professors and staff members to engage in professional development activities and training online in topics including technology integration, instructional practices, and assessment techniques. By giving students a more dynamic and tailored learning experience, BL can assist in increasing student engagement and motivation. This could encourage more in-depth learning and enhance general academic results. BL can aid in fostering interdisciplinarity by bringing students and professors from various fields of study together through online resources and activities. This could encourage interdisciplinary cooperation and research.

Since online resources and activities may be created to meet various accessibility requirements, BL can aid in enhancing accessibility for students with disabilities. This can make it easier to guarantee that all students can access higher education and reap its benefits. By lowering

the need for material resources like paper and transportation, BL can contribute to an increase in sustainability. This may lessen the negative effects of higher education on the environment.

By giving students more individualized and interesting learning experiences, BL can assist in increasing student retention rates. This can ensure that students are able to finish their degree programs and lower attrition rates. BL can aid in improving workforce readiness by arming students with the knowledge and abilities required to thrive in the modern digital economy. By doing this, graduates may be better able to meet the requirements of the employment market. By giving professors additional data and information about student performance, BL can aid in improving the assessment of learning outcomes. This can make it easier to spot places where further help might be required and make sure that students are able to meet their learning objectives.

- The principal difficulties in a hybrid learning setting

Blended learning is fraught with difficulties, according to Namyssova, Tussupbekova, Helmer, Malone, Mir, and Jonbekova (2019). Here are three of the most typical difficulties professors encounter in co-educational settings.

- Problem 1: Problems with technology and accessibility

Professors and students need the tools that make blended learning reliable because it depends on technology. Students may become frustrated and fall behind if they are unable to participate in the online component of their session.

All participants should have access to experiments conducted in a blended learning setting. As a result, they must interact with assistive technology like screen readers and offer alternative methods of content consumption like closed captions on movies.

Additionally, not every kid will have the same access to or expertise with technology. As a result, there may be a digital divide in the classroom, where some children fall behind while others perform well.

- Problem 2: more professor training and preparation.

Professors and educators need to be trained in how to produce the greatest blended learning experiences possible. They must be knowledgeable about the many digital resources and tools at

their disposal and be able to use them effectively in their courses. They should also be able to resolve any problems that arise.

The first step in establishing blended learning is professor professional development. Technology training and educational or pedagogical support will give them the confidence they need to introduce the practice into classes and courses, regardless of whether they have previously created blended learning experiences or are unfamiliar with the concept.

- Problem 3: Time and scheduling restrictions

Blended learning can increase flexibility, but it also necessitates that professors and students manage their time differently. For their part, educators will have to set aside time to find, produce, and curate digital content. Adults with hectic schedules and kids with after-school responsibilities may find it difficult to find time to review and complete content outside of conventional class or office hours.

- Blended learning's effects on higher education

Due to its significance in higher education, blended learning has attracted continued study interest across the globe in recent years.

- Prior to COVID-19

One of the key advantages of blended learning from an academic standpoint is that it gives students the freedom to determine their own learning pace. As a result, the student's individual work improves and their learning is extended outside of the classroom, resulting in a continuous learning process as opposed to a classroom-only learning process. Additionally, the division of the classroom's learning into several areas and the advent of technological resources have made it possible for professors to interact with students outside of the traditional four walls. It incorporates a learner-centered learning approach, which improves student performance and skill development. In contrast to conventional lectures, emphasis is placed on the learner's capacity for processing information, gaining knowledge, and problem-solving.

Many researchers found that while blended learning improves student satisfaction with different teaching models, face-to-face, online, and online learning all have advantages. Contrary

to what was said above, the student's participation and performance in the blended learning approach do not demonstrate a noticeably improved. The incorporation of technology is one of blended learning's key features. This fact encourages the growth of more technologically savvy students and professors. Hadiyanto et al. demonstrated this. According to their study, there are statistically significant differences between face-to-face sessions and blended learning when it comes to the acquisition of digital skills.

Because technology has made it possible for colleges to offer more courses and programs to more students, it has given them more flexibility and reach. This in turn resulted in the use of resources more effectively. From a social perspective, blended learning can mean that students work more independently while occasionally not being physically present in the same location. However, there is an improvement in both student-to-student and student-to-professor communication. This is due to the fact that blended learning offers the chance for social contact to occur outside of the classroom through online activities, which has a favorable impact on students' communication and social skills. Students and professors develop a sense of community through these interactions, whether synchronous or asynchronous.

Blended learning has drawbacks in that it causes issues with equity and accessibility. For students with limited means, the requirement for computers and Internet connection is a challenge. In order to preserve the standard of education, colleges, particularly public institutions that give all students equal access to the educational system, must provide support for this set of students.

- COVID-19 timeframe

The fact that this strategy allowed for the inclusion of engaging information in in-person classrooms and productive contact with faculty members led to students' satisfaction with blended learning since they perceived it to be a learning environment that was conducive to learning. Students, however, were not aware of this integration of fascinating material into the online classroom. In contrast to a fully online teaching approach, this method gave them access to the information being covered at any time and location in the classroom and gave them the chance to make use of professor help outside of it.

Individually, each student emphasized how flexible blended learning is, allowing them to plan their time and study at their own speed. They saved the time they would have spent studying

or engaging in other activities, in part because they did not have to drive to the university to attend classes. This improved the students' academic performance by enabling them to be more independent and engaged in their studies. However, because face-to-face and online activities sometimes overlapped, they found it challenging to blend the two.

Different researchers found that students preferred face-to-face instruction over blended learning and reported higher levels of motivation, commitment, and fulfillment of expectations. Due to the richness that the mix of face-to-face classrooms will add to the learning experience, professors believe that blended learning will be a desired option in the future. One of the primary aspects emphasized by the professors for the students was introducing fresh content into the classroom. Professors were able to use teaching strategies that were tailored to the requirements of all students by having students do online tasks that complemented what was covered in class, such as discussion forums or quizzes. Professors have emphasized the benefits of web resources and online lecture recordings for blended learning since they allow students to watch the lecture material as many times as they choose. Professors claim that this helped students understand the material better.

- Technology and blended learning

Students were affected by the introduction of technology and its significance in the growth of numerous activities. According to several students (Porter, W. W., & Graham, C. R. 2016), blended learning made it challenging for them to effectively demonstrate their knowledge. This was due to the fact that the students lacked the essential preparation to handle and address the issues using the different tools, which led to the belief that their performance was insufficient.

Due to their lack of technical expertise, professors also found using online resources to be challenging. Due to privacy constraints, one of the main problems was having to mandate that students keep their cameras on throughout online lectures. Last but not least, several researchers document instructors' worries regarding the potentially dangerous impact that technological penetration has on their situation. They specifically contend that approaches like blended learning, which give students more control over their education, may lessen the significance and necessity of actors in training. These instructors thus question the viability of using online resources in place of in-person classes.

In terms of socialization, the introduction of blended learning has decreased student-to-student connections, which in certain circumstances has caused students to feel socially isolated. However, the sensation of isolation that the students had reported has been lessened by the usage of social networks and online communications for carrying out lecture activities.

As a result, there was an increase in student-student and student-professor rapport, fostering a community that promoted cooperation. Examples include the development of online discussion boards where students share ideas and interact with professors, resulting in classroom dynamics that encourage more involvement. Students may now easily shift from totally online to face-to-face instruction thanks to blended learning, which also gives them confidence in their current state of health.

Additionally, since they no longer had to come to the university to receive instruction, it was advantageous for students with impairments or mobility challenges. This did not have an impact on their ability to learn.

However, the COVID-19 pandemic and the introduction of blended learning presented universities with a number of difficulties for which they were unprepared. Since the start of the health crisis, colleges have had to maintain continuity in instruction, which called for new pedagogical teaching techniques as well as training programs for professors on a variety of online platforms. In order to ensure that the learning process is carried out successfully in the new environment, universities have to make investments in infrastructure and equipment for their centers, students, and professors. Universities had to come up with ways to guarantee that everyone could access and attend lessons while ensuring the security of the students from any infections.

Additionally, they had to develop legal frameworks to control issues related to the introduction of technology, such as privacy concerns (due to the duty to activate cameras) and student assessments. These issues were related to the potential digital divide that could affect some students.

However, the use of blended learning has given universities and other educational institutions numerous new opportunities. The outbreak placed a strong emphasis on creating backup plans so that quick action could be taken in case a circumstance such as this one arises again. The necessity of developing continuing training programs for professors and students using

online resources was brought to light by blended learning. Similar to how teaching techniques vary, students choose the institution where they will further their education by taking into account the capacity of universities to deal with challenging conditions in a way that does not impair student learning.

Therefore, having pre-determined plans may influence students' future college selections.

- i. The COVID-19 blended learning experience provides insight into the future of higher education in this regard. No matter where they are, blended learning has the ability to interest students. As a result, universities would be able to grow internationally while also making more money. Universities may also gather more information on student's behavior by having them regularly use online platforms managed by the universities, which would help them make better decisions and develop better strategies.
- ii. Universities should support the proper development of instruction and, in doing so, acknowledge the need to create schedules and resources that correspond to these needs. It is crucial to have a fresh, tailored legal system that protects individuals' privacy and provides an appropriate setting for evaluation. Professors face additional difficulties, as they need to be receptive to learning new resources and pedagogical approaches that prioritize better contact with their students.
- iii. The ability to adapt blended learning into a scalable learning model, however, represents the primary difficulty with the greatest ramifications for the future. Due to the vast number of students attending public universities and the limited resources available, attention is given to those dimensions that best serve the interests of the school and the students. Strong corporate leadership commitment to putting such a concept into practice will therefore be crucial. Due to the intricacy of the project, this commitment must be long-term, and it must seek the required financial and human resources for success.
- iv. The difficulties posed are supported by other investigations. Along with encouraging universities to undergo a digital transformation, blended learning must be maintained or explicit strategies for its implementation must be made.

Political action is necessary to address accessibility and inequality issues, particularly in emerging nations.

- v. Solutions that involve the creation of personalized learning tools and more successful pedagogical techniques, though, are also being taken into account. Other studies confirm the viability; nevertheless, in order to avoid overtaxing professors, they must be accompanied by clear and precise methods. We specifically draw attention to one of Baloran's primary points about the pandemic's effects on mental health. Higher education institutions must have plans and resources to support and help students with the accessibility and socializing concerns that blended learning can create and practice in anxious student circumstances.
 - Increased use of blended learning

The pandemic has increased the value of blended learning as an educational model that is constantly expanding to improve the development of knowledge and skills in higher education institutions (Vaughan, N. 2007). A number of conclusions concerning blended learning and its use may be reached from the examination and comparison of the data found in the literature:

1. It doesn't appear that the results of blended learning before the epidemic have been affected by the current state of health.
2. The pandemic has sped up the adoption of blended learning, which is now emerging as the future of higher education for the globalization of instruction.

Universities should support the proper development of teaching and, in doing so, acknowledge the need to create schedules and resources that take these demands into account. It is crucial to have a fresh, tailored legal system that protects individuals' privacy and provides an appropriate setting for evaluation. The need for professors to be receptive to learning new tools and instructional strategies centered on improved communication with their students is another difficulty (Yuen, A. H. 2010).

The ability to adapt blended learning into a scalable learning model, however, represents the primary difficulty with the greatest ramifications for the future. Due to the vast number of students attending public universities and the limited resources available, attention is given to those dimensions that best serve the interests of the school and the students. Strong corporate leadership

commitment to putting such a concept into practice will therefore be crucial. Due to the intricacy of the project, this commitment must be long-term, and it must seek the required financial and human resources for success.

Along with encouraging the digital transformation of universities, it is vital to plan for the future in order to accomplish it. In emerging nations, access and inequality issues call for political action. Solutions that involve the creation of personalized learning tools and more successful pedagogical techniques, though, are also being taken into account.

Numerous studies indicate that returning students are given top attention at colleges, and that technology is crucial to this process. This makes it possible for the scope to offer more chances for collaboration, improved accessibility to learning, cutting-edge tools for monitoring learning levels, and preparing students for a future focused on technology. Blended learning is viewed as a balanced approach to ensuring the safety of our children as they enter the educational system and enhancing ICT tools and platforms to hasten the learning process. Public education cannot rely on digital platforms provided by private firms; instead, open educational resources should be given precedence. To do this, it will be necessary for all national and state stakeholders, civil communities, educators, students, and parents to coordinate their activities. Therefore, it's crucial to make sure that any digital transformation involves more than just technology corporations and includes representation from educators, students, governments, members of civil society, and privacy advocates.

Blended learning is a type of instruction that blends traditional classroom face-to-face instruction with instruction using digital learning platforms and technologies. The phrase has gained popularity in recent years as more educators have used EdTech-based teaching strategies to enhance student learning (Torrise-Steele, G., & Drew, 2013). This kind of instruction, also referred to as hybrid learning, combines technology and digital media with conventional professor-led classroom activities to provide students greater freedom to tailor their educational experience. The advantage of mixed learning strategies is their capacity to enhance the learning environment for the student. For professors, the components of face-to-face and online instruction complement one another to produce a more complete learning environment. Numerous research on students have found that it has improved learning, decreased failure rates, and increased engagement. Blended learning was named one of the most significant developments in changing education in

2016 research. Numerous pre-existing patterns and trends have surfaced as a result of the pandemic. It has also highlighted a number of systemic flaws and vulnerabilities, including inequality, risks associated with the digitization of education, and how ill-prepared educational communities worldwide are for the significant move to digital and distance learning. On the other hand, some advantageous characteristics of communities are surfacing more and more. In order to reach students with the most and least digital infrastructure, technology has been deployed in a variety of ways. An increase in resourcefulness, commitment, and originality among educators, families, and students working together to create excellent learning experiences has been observed. The dire circumstances have also raised awareness of the value of enrolling kids in school and the various ways that schools can contribute to children's and youth's overall well-being. It reiterated the crucial part that education plays in people's lives as well as the lives of their communities and societies.

By leaving no one behind and making optimum use of resources, technology can be used to provide flexible methods of providing educational services. As a result, the collaboration between the public and business sectors, civil society, and other stakeholders is essential if we are to achieve our objectives.

- Blended learning as a model for education

The most vulnerable students have suffered learning losses and higher dropout rates as a result of the university closures during the Corona period. Learning, social connection, and playtime—all of which are crucial to students' overall growth and well-being—had to be missed by the students. Human engagement and well-being should be prioritized in the post-pandemic phase, according to a UNESCO report. India has embraced the decision to progressively open schools in various states in order to stop additional learning loss and lessen some of the psychological stress that kids must endure. This is thanks to the vaccination campaign that is in place and the decline in coronavirus infection rates. According to a recent study, digital technologies should be a source of innovation and wider possibilities because they make communication and collaboration possible. For SDG 4 to be accomplished, universal access to modern technologies is essential.

Widening the gaps between people who have the opportunity to learn, the COVID-19 epidemic has also revealed major differences in access to technology and other digital

infrastructures. Using technology to reach every learner while redefining the conventional educational model is possible with blended learning. In a blended learning setting, offline learning is intended to enhance a person's learning by providing them with extra materials on different digital platforms. The strategy is to increase flexibility in the classroom setting for both students and professors, rather than trying to eliminate the actual presence of the classroom. Due to the development of digital technologies, it is becoming increasingly important to use technology in teaching and learning at all levels of education, from undergraduate to graduate studies. Because online delivery of educational materials saves hours of in-person instruction in the classroom, which can be better used for learner-centered activities, better interaction, and better direction, professors frequently have more time for one-on-one time with students in a blended learning environment. Having a greater impact on more students is crucial in higher education. It offers chances for students to study with others and teach others, as well as to improve their learning outcomes and access to information.

Collaboration of any kind is encouraged and supported in the blended learning environment. According to studies, peer-to-peer learning is enjoyable and stimulating for students, particularly when it takes the shape of a digital game. Collaboration fosters the formation of a social support network for the students and fosters a favorable environment that increases productivity. Students' learning levels are likely to be more disparate than they were pre-pandemic. This will call for swift learning diagnostics to immediately ascertain the levels of the students, followed by targeted training to get them back on track.

Access to education is increased with blended learning. Students from a wide range of locations can gain from this improved access to education. The blended learning option for distance learning expands learning options globally, especially for higher education. You can expand teaching to students with special needs by utilizing technologies like text-to-speech or some accessibility options inside the basic programs. Giving them more training resources and opportunities to advance their knowledge and abilities, gives instructors more power. In general, educators can rely on the availability of instructional resources in a variety of settings. They can concentrate more on tailoring face-to-face class time to the needs of their students by developing online tools. Additionally, students have the opportunity to take charge of their education and

alternatives for quickening their learning. Projects that require students to push the bounds of the classroom and learn via experience can inspire kids.

The results of the study demonstrated that the pandemic has increased the value of blended learning as an educational model that is steadily expanding to support the development of knowledge and skills in higher education institutions. A number of conclusions concerning blended learning and its use may be reached from the examination and comparison of the data found in the literature:

1. The outcomes of blended learning before the epidemic do not appear to have changed as a result of the current state of health.
2. The pandemic has sped up the adoption of blended learning, which is now emerging as the future of higher education for the globalization of instruction.
3. Although the sudden adoption of blended learning has highlighted potential problems (infrastructure, a lack of training, the digital divide), its benefits have also been demonstrated (in terms of academic performance and effective resource management).
4. Without jeopardizing academic work, blended learning can raise teaching standards and encourage the wise use of universities' financial and technological resources.
5. It is believed that blended learning is the best option for improving students' learning and effectiveness in new educational settings.
6. Blended learning is the most practical choice because of the requirement to reach more students in the future while preserving social interactions during the learning process.
7. The foundation for the successful implementation of the blended learning program is the training of university professors in the use of technology and new teaching approaches.
8. It is crucial to employ a combination of technology inside or outside the classroom that best meets the needs of students and professors because blended learning is such a broad notion.

9. Previous studies have demonstrated that the outcomes can be influenced by the teaching style, the student background, and the academic experience measurement topic.
10. This teaching approach needs to be developed under specific conditions, including institutional efforts and a desire to use it.

Given that it provides the advantage of lessons learned during the epidemic, previous material shows blended learning as an appropriate educational paradigm for switching from distance teaching in emergencies. In addition, blended learning encourages the use of a constructivist approach as opposed to conventional face-to-face instruction. Consequently, using the blended learning approach presents a chance to raise the standard of both teaching and learning. In the post-pandemic environment, higher education institutions can direct the adoption of blended learning. These are some advantages of blended learning:

1. Given the broad meaning of blended learning, it is essential for their successful implementation that the terminology is used correctly to refer to particular e-learning or b-learning components. To provide a consistent vocabulary and norms for the application of the blended learning model in this setting, an institutional definition should be offered. It was suggested that an institutional definition be created in conjunction with the educational community to ensure adaption. Determining the proportions of online and face-to-face components is one of the most crucial aspects of the institutional rules.
2. Institutions have had to restructure their programs during the pandemic, or at the very least change the curriculum to allow for online instruction. The curricular components that must be considered in order to implement the blended education model must also be organized. Given the online and face-to-face scheduling, as well as the independent work, special attention must be devoted to the methodological and assessment components, as well as to avoid academic overload.

3. Every educational institution in the globe has been required to have an internet-connected infrastructure, including software and hardware, since the introduction of virtual classrooms. This is a significant development for the use of blended learning. Additionally, the face-to-face component needs certain physical places for collaborative work and active face-to-face learning. In order to guarantee that students have appropriate on-campus venues for independent online study as well as collaborative areas for in-person sessions, schools should assess their infrastructure.
4. Educational institutions have put a lot of effort into training faculty members throughout the Corona period, particularly with regard to the usage of learning management systems and online resources. To properly adopt the blended learning paradigm, professors still need training in a number of areas, including instructional design, new teaching methodologies, new assessment tools, virtual teaching tools, and active learning techniques for face-to-face instruction. For a successful teaching and learning process, it is also crucial to train the teaching staff to integrate both virtual and face-to-face approaches. In this situation, communities of learning must be established and/or maintained in order to exchange best practices, pinpoint problems, and work together to find answers while respecting the institutional identities of each university.
5. To find gaps and chances for improvement, businesses must conduct regular assessments. To preserve the caliber of the teaching and learning process, the evaluation procedure must be carried out methodically. Therefore, all community members whom the institution deems appropriate for the operation should be included in the assessment.
6. An effective blended learning strategy should prioritize meeting the requirements of the students. For all students to have access to educational materials and activities, it is necessary to guarantee that educational resources and technologies are available. Additionally, self-

regulation skills are crucial for time management and effective platform and tool use, therefore preparing students, particularly with regard to psycho-pedagogical factors, is also necessary to avoid failure in this learning format.

7.2 Internationalization of Higher Education in a Post-pandemic

The COVID-19 epidemic has had a tremendous impact on the globalization of higher education, and many institutions are struggling to continue offering top-notch instruction to students from around the world in the face of constantly shifting conditions.

The transition to remote learning, which has made it more challenging for international students to obtain education, has been one of the significant effects of the epidemic. For many overseas students, accessing course materials, taking part in class discussions, and receiving assistance from faculty and staff all require being physically present on campus. For many students, the change to remote learning has been very difficult. The pandemic's disruption of international travel has had another effect, making it more challenging for students to study abroad or take part in international exchange programs. International students have had trouble getting visas and other travel documents, and many study-abroad programs have been canceled or delayed.

Along with these difficulties, the epidemic has also had a financial impact on international students, many of whom depend on financial aid or scholarships to support their education. International students now find it more challenging to afford higher education due to the economic depression brought on by the epidemic. The internationalization of higher education is still crucial in a post-pandemic society despite these difficulties. International students provide a variety of viewpoints and life experiences to the classroom, and studying abroad or taking part in international exchange programs can open up opportunities for meaningful professional and cultural growth. Therefore, even in the face of the difficulties brought on by the epidemic, higher education institutions must find ways to adapt and continue assisting international students.

The Erasmus Program was introduced among the nations that were then members of the European Economic Community, a forerunner of the European Union (EU), more than 30 years ago, and it marked the start of a trend that has seen higher education become increasingly global. There are several elements that contribute to the setting of internationalization and its subsequent success. Following the fall of the Berlin Wall in 1989 and the dissolution of the Soviet Union two years later, there was a greater liberalization of the economy along with a more inclusive political atmosphere. Additionally, the Erasmus Program had a more audacious objective: to encourage European individuals to support the idea of integration. So, perhaps a few thousand students from

an increasing number of nations began to have their thoughts and desires stirred by the banner of globalization and openness to diversity, as well as by the discovery of the globe and intercultural encounters.

After 35 years, both the numbers and nationalities of the researchers and students who participated, as well as the institutions that were a part of the program, have significantly changed. According to the European Commission, more than 300,000 students took part in an Erasmus+ program in 2019 (European Commission, 2019). According to estimates, there were 5.8 million foreign students worldwide in 2018. The majority of these students were from the Asia-Pacific area and Oceania, and their primary destinations were universities in developed nations, particularly those in the English-speaking world, as well as Germany and France.

But what does "internationalization of higher education" actually mean? The introduction of multicultural, international, and global components into higher education should be seen as a process rather than an end goal in order to enhance the caliber of teaching and research. This process can be split into two parts: that which occurs overseas (commonly referred to as international mobility) and that which occurs "at home," that is, from within the participating universities.

The most obvious aspect of internationalization processes is international mobility. It is also a goal shared by many students who wish to spend a few months living abroad. This approach comprises student exchange programs, full-time study abroad (particularly for master's and doctoral degrees), internships, and short courses, such as language courses. Higher education institutions send and receive faculty members and support staff on a global scale in addition to students.

At home, internationalization refers to features like the standardization and modernization of academic programs, the negotiation of agreements between other universities, or the development of collaborative academic programs. This aspect of internationalization has at least three goals: a) to increase the attractiveness and competitiveness of higher education institutions in the educational market; b) to standardize programs for the labor market, giving students the skills they need to advance in their careers; and c) to provide a different set of skills that concentrate on students' human development and education for the promotion of active citizenship, taking into account the global environment. This final goal will be covered later.

Since at least the 1990s, both aspects of internationalization have been incorporated into higher education programs. Although the advantages of this internationalization have been extensively discussed, it is equally important to note the costs to the environment and the advancement of our civilizations. I will explain how the COVID-19 pandemic and the current post-pandemic phase have functioned as a social laboratory to enhance our comprehension of these two dimensions of internationalization and their effects on social and global sustainability in the next part.

The COVID-19 pandemic, which is rapidly sweeping the globe, presents new problems for the globalization of education. There have been increasing questions regarding the value and advantages that foreign education offers to various social groups long before the current global health crisis. The internationalization of education is opposed by those who contend that it mainly benefits privileged social classes and underprivileged groups with poor socioeconomic standing. The COVID-19 epidemic makes this argument even more pertinent.

The heightened inequality and mistrust of the post-pandemic era, according to eminent experts in the field of international higher education, are some of the key effects of what is emerging as a worldwide crisis of higher education. Understanding the inadequacies in the current support systems for the participating students as well as the effects of the internationalization of higher education is necessary to be well-prepared for the unanticipated future that lies ahead.

Globally, the majority of overseas students think they are at risk of getting COVID-19. Students' anxiety with COVID-19 is correlated with a relatively greater risk perception. Their first fear was for their families because, as a result of the widespread lockdowns, the bulk of them are still traveling and away from their homes. These worries, along with the requirement to follow preventative measures, have reportedly resulted in examples where students experience loneliness.

The majority of students believed that the COVID-19 outbreak had significantly disrupted their academic activities, with many of them estimating the impact to be between moderate and very big. Additionally, we asked respondents to judge how well they felt the pandemic-related learning experience met their expectations. Less than half of the students polled indicated they were somewhat or very little satisfied with the institutions' present teaching and supervision policies in response to this question. Foreign students, however, were extremely optimistic about the course of their studies. The vast majority of students (83.8%) were eager to return to their

existing institutions to finish their studies despite their worries about the pandemic and the loneliness it brings.

Universities need to do more to help international students obtain the right health information and social support networks in order to address the main concerns voiced by these students. It is obvious that these students will need more support to protect themselves and mentally deal with this pandemic and related health issues in the future given their immigration status and the somewhat unfamiliarity with the health systems in which they find themselves (as hinted by the respondents' knowledge of how to seek help).

Given the significant likelihood of false and occasionally exaggerated health information from these sources, it is alarming that the majority of students rely on social media for information regarding COVID-19. Higher education institutions need to be ready to come up with novel and healthy solutions to help overseas students with their social lives when times are tough. International students cannot be left to their own devices, as there is a serious risk that their lack of social interactions can lead to mental health issues.

Whether higher education institutions are/will be willing to open their own campuses with the necessary support systems, to welcome overseas students in the post-pandemic period, is the big question that the aforementioned conclusions highlight. However, given that the majority of institutions are still unsure of how to function in a safe manner, one can also question if it is moral for colleges to accept international students in the near future.

During the Middle Ages, universities started to become more globally connected through exchange programs and unlimited student and faculty travel. When examining internationalization in Western Europe, it is important to remember that the feudal system peaked in the eleventh and 12th centuries, when kingly power increased and society stabilized. With increasing political, economic, and cultural demands, the growing citizen class became the main force behind society's development. The quest for new knowledge became widespread during this time, which led to the creation of new educational institutions and forms, the most well-known of which was the medieval university. The original medieval university was a type of autonomous center for education whose main goal was to produce the specialists needed by society. Thus, the four specialized faculties of arts, law, theology, and medicine were frequently used in medieval universities to divide instruction. During this time, it was normal practice to establish numerous famous institutions in the continent's major towns, including Paris, Oxford, and Cambridge.

The idea of studying abroad was well-liked in Europe in the late 1970s and early 1980s, which meant that students visited foreign colleges as part of their home degree programs. International student mobility had grown throughout Europe by the turn of the 20th century and was starting to play a bigger role in national and institutional higher education policies. Additionally, Asian nations like China, Japan, and Korea have taken a leading role in the process of higher education's globalization. For example, during this time there was an increase in both the number of international partnerships and the export-import ratio of students attending institutions in these nations. The internationalization of higher education has accelerated considerably in the twenty-first century. The rise in students studying abroad is just one indicator of how global higher education has become. Another is the emergence of foreign branch colleges with a large international faculty. Over 4 million overseas students attended universities between 2000 and 2012, up from 2 million, according to data from the United Nations Educational, Scientific, and Cultural Organization (UNESCO). Furthermore, it is predicted that around 2% of all university enrollments globally are made up of overseas students.

However, the ongoing COVID-19 pandemic has had a significant influence on higher education, notably on student mobility, and has become a hot topic. Since the COVID-19 outbreak, many nations have decreased the frequency of foreign flights, which has restricted the globalization of higher education during the pandemic. For example, safety concerns prevented many Chinese students from continuing their studies abroad. Many universities now offer online courses for overseas students as a result of the COVID-19 pandemic, which has prevented many international students from returning to their campuses. Academics have expressed broad worries about online education, claiming that many students may not enjoy it because they are missing out on the campus experience. However, the ability to spread knowledge to a wider audience has also improved thanks to online education. The internationalization of higher education has suffered an even bigger setback since the COVID-19 pandemic's emergence. In order to jointly promote the globalization of higher education, there is a need for greater mutual respect and understanding between nations.

- Post-secondary education during a pandemic

The World Health Organization (WHO) declared a pandemic on March 11, 2020. Other epidemics, like those brought on by SARS and H1N1, have necessitated the release of emergency warnings and the implementation of preventative measures. There have been 4,291 fatalities and

118,000 recorded illnesses as of March. By August, there were 815,038 fatalities and 23,752,965 cases.

Recently, the last illness served as the first example that sparked the implementation of steps in numerous industries to deal with the emergency scenario. 2009 saw the discovery of an AH1N1 influenza outbreak in Mexico. Health precautions, a list of symptoms, the danger of dissemination, and recommendations for the community that was being studied for infection were all underlined in several information notes released by WHO during the development of this disease.

The actions implemented in higher education, notably in the area of student mobility, include returning students, temporarily suspending exchange programs, and staying outside of the nation of origin. Additionally, when cases were found among students, the best course of action was to remain in quarantine, and as Redden (2009) notes, in some North American institutions, although student travel was not canceled, in the case of a student's decision to travel to Mexico, it was Offer two options: the first is to carry out residency while staying in touch with their professors and universities; The other, and possibly most important, is the selective quarantine.

The case study by Katz, May, Sanza, Johnston, and Pitino (2012) provides another perspective on the preventive measures used in schools. Based on an analysis of the actions taken by school authorities in response to the H1N1 influenza outbreak, they initially turned to the use of ICTs for the dissemination of preventive measures, preventive vaccination, and the implementation of the use of masks. Social isolation was one of the measures that was most commonly supported, despite the fact that students did not really appreciate it.

The H1N1 report and higher education are related to this. Lessons Learned: Tools, Guidelines, and Takeaways Developed by the University of Minnesota Infectious Disease Research Center According to reports, the first H1N1 cases to be identified were among college students, and it was suspected that they may have caught the virus while traveling over spring break. A unique aspect of certain North American institutions' response, nevertheless, has been the creation of a pandemic scenario based on a number of illnesses that first appeared in Asia and had the potential to spread to other parts of the world.

- The development of COVID-19

The COVID-19 disease's spread at the beginning of this year elevated the alert level once more for various mitigation strategies. As a result, the statements made by the various

organizations concentrated on both the numerous methods for controlling the Coronavirus as well as raising awareness of its danger. Naturally, social, economic, and political repercussions appeared right away.

Due to the lack of understanding of how the outbreak spreads, measures to contain it included hand washing, social isolation, and numerous recommendations to stay away from busy places. After that, companies, leisure hubs, entertainment locations, and schools of all grade levels, including higher education institutions, started to gradually close. In some ways, limiting university activities—including administrative work—was a preventative step in response to the warning given by international and national health organizations to keep a strict social distance.

Higher education institutions were going to become aware of a different issue, though, in addition to the suspension of classes and the exchange of virtual activities: the stays of academics and students overseas. Due to the Coronavirus, embassies around the world have started issuing alerts, placing limits on travel, and shutting down borders in order to prevent the spread of diseases.

Phased implementation of these regulations was used because not all nations had clear cases or instructions to follow. People have been transported back to their original locations or houses using humanitarian flights. In contrast to what happened in 2009, this time around, the emphasis was on the urgent need to restrict human movement and to organize the humanitarian flight return of individuals who were far from their areas of origin. Another option was to remain in the foreign nation throughout the emergency.

- How the coronavirus pandemic affected the internationalization of education and the effects of studying abroad

The global COVID-19 pandemic disrupted international educational and cultural exchanges, which had an effect on the rise of anti-internationalization in higher education. Since the COVID-19 virus broke out, several nations have drastically cut back on international travel, which has hindered the globalization of higher education throughout the pandemic. Due to the COVID-19 epidemic in China, many students were reluctant to continue their studies abroad because of worries about safety.

It seems that the COVID-19 pandemic has had more detrimental impacts on the globalization of education than positive ones. In a time when international cooperation is more crucial than ever, Altbach and De Wit point out that the COVID-19 issue concerns higher

education, which could have a negative impact on support for internationalization. Many overseas students were physically unable to attend lessons at universities because of the pandemic, which could have affected how they felt about the experience of studying abroad. Due to some institutions' lockdown regulations, many students will be less likely to socialize, and other students may face psychological issues. Additionally, visa limitations and security worries may lower the desire for students to study abroad, which can result in some students' plans to do so and some foreign contacts being canceled. may make higher education more difficult.

The aforementioned condition does, however, have certain advantages for the advancement of education. For example, a dual-track system or online proximity meetings have replaced offline sessions at numerous international academic conferences. Academic conferences held online can open up participation to a wider audience by lowering participation barriers. In addition, many colleges have introduced online courses as a result of the pandemic. Since students do not need to travel to another country to attend classes in person, attending online courses from home can reduce travel and other costs, enabling students in more dire financial situations to attend school.

- How economic shocks and education interact

Economic shocks have a reciprocal impact on education that is primarily detrimental to both income sources and educational inequalities. Numerous disparities in higher education are anticipated to worsen as a result of the COVID-19 problem, both globally and among nations. In addition to reducing demand for the globalization of higher education, COVID-19 is generating a severe economic downturn in the majority of the world's nations. Universities have been forced to close across the globe because of the COVID-19 pandemic, and different nations, regions, and universities have different capacities for handling the outbreak. Even though most colleges use online education as a form of instruction and learning, there are variations in the hardware and software setup depending on the many universities in various nations and areas that use online education. For example, having access to the appropriate technology, a fast network, or even the Internet. and applications like whether the student and professor can simply utilize the Internet. The effects on higher education will be enormous and mostly negative, aggravating inequality and inequalities between students, institutions, and nations in the midst of the worst global health crisis in decades. There will be significant global variations, which will worsen the effects on underdeveloped universities. The severe economic downturn that the COVID-19 epidemic is

bringing about in most of the world's nations makes it harder for families to pay for tuition, and temporary income restrictions will lessen demand for studying abroad.

Up until now, the global process of higher education internationalization has been inextricably connected to economic development. This over-reliance on economic concerns and the internationalization of education is a bad trend. Instead, there are certain unfavorable effects of the contemporary internationalization of mobility, which has been severely undermined by economic forces. Higher education globalization is one of the major sources of income for certain nations. Most students' early ambitions to study abroad were impacted by the COVID-19 epidemic, which had some negative impacts on the nations where the internationalization of higher education is a significant economic driver.

Many colleges now offer online education courses for international students because the COVID-19 pandemic has made it impossible for them to return to campus. Online learning has grown in importance in people's lives as a result of the COVID-19 epidemic since it has made it increasingly necessary for businesses, institutions, and schools to operate remotely. Although it is still in its infancy, online education has given rise to a wide range of perspectives. According to Marginson, many students would be unsatisfied with online education since they cannot get the whole, true campus experience. The majority of students have a significantly higher demand for offline education than online education. Offline classes are generally more diversified than online classes in terms of classroom interaction and the development of critical thinking skills because the offline campus experience is a significant component of studying abroad. Online learning offers students a wealth of knowledge, but it leaves them with a limited campus experience. Additionally, many professors are unable to adjust to online teaching because they lack the advanced abilities necessary to teach online and lack training in distance learning courses. These professors find it challenging to efficiently handle online group discussions, as well as to plan online homework assignments and exams. In these circumstances, it can be quite difficult to create a productive and engaged online learning environment. Online learning, according to some academics, improves prospects for disseminating information to a larger audience as well as to students who might have previously studied via correspondence or distant learning. Online classes are more democratic and progressive, which encourages greater involvement and equality. Additionally, online learning not only enables students to read or memorize their course materials but also improves student-professor interaction, collaboration, and support. The capacity to

achieve both in-person and interpersonal interactions between students synchronously and asynchronously is one of the many advantages that online education now offers over traditional instruction.

It is acknowledged that in many nations, online education remains one of the most effective solutions to the COVID-19 pandemic, which restricts students' ability to move about freely. To improve teaching, make online learning more effective for students, and advance the globalization of higher education, every nation and area should use a variety of social media platforms and online teaching resources.

- Solutions

Some academics are gloomy about COVID-19's possible effects on higher education's internationalization, claiming that these circumstances may make the process even more difficult. For example, as was said in the paragraph above, the COVID-19 epidemic has created numerous issues for higher education in the areas of teaching, learning, collaborative research, and organizational governance. Some academics, however, think that COVID-19 may also provide benefits, including innovations in internationalization development models and a rearrangement of the internationalization landscape of international higher education. Additionally, the pandemic presents a great chance for all parties involved to reevaluate and even rethink higher education using an effective risk management method. From the standpoint of research, COVID-19 has inspired the academic community to concentrate on fresh methods for internationalization and to create more creative research. According to Rizvi, the global patterns of internationalization in higher education are anticipated to undergo substantial changes in the post-pandemic era, as well as the emergence of more varied models of international development. Each nation should try to investigate the model that best matches its national growth because the goal of international higher education development differs from one country to the next. This way, there won't be a single model for internationalizing higher education in the future.

Additionally, collaboration in global higher education has received attention during the pandemic. Governments, institutional leaders, and professors are aware that individual organizations and nations cannot address this situation on their own in light of the COVID-19 epidemic and its numerous negative impacts on higher education globally. Collaboration, on the other hand, is essential. Although reestablishing global linkages would be difficult, the epidemic presents a significant chance to improve regional collaboration.

- Considering new internationalization tactics

While there have been major physical interruptions to international academic mobility patterns, the pandemic's effects have been more severe. Higher education institutions had to deal with serious budgetary issues, delays in research and instruction, a drop in overall staffing, and overstaffing.

In the world of higher education, collaboration is becoming increasingly important. The pandemic appears to have had a direct impact on the internationalization strategy's implementation in Europe, widening the gap between strategy and practice even as network participation offered a means of resolving problems and promoting tactical adjustments. Universities and colleges in the UK support international students in their home countries by using online resources and the abroad branch campuses of their partners. Many students are now able to profit from an international education without having to pay its astronomical expenses thanks to the rise of virtual mobility. Evidence from China suggests that these programs are here to stay and that students embrace the flexibility and financial advantages of virtual mobility. A decline in immigration from China, the top source of foreign students, might have significant worldwide implications for internationalization.

- Keep the future in mind.

Online learning and communication appear to be essential elements of future internationalization practices. It's intriguing to see how distant learning will function specifically in various fields and at various program levels. The nature of student participation and the interactions between students and professors may change as a result of online contact. Studies have revealed that East Asian students are more likely to engage in professor interaction when learning online, probably because they find it simpler to communicate their ideas in a virtual setting. Building on these insights, a long-term reevaluation of the function of various forms of education will enable institutions of higher learning to provide more flexibility in the way courses are delivered, grant access to underrepresented student groups for international and cultural exchange, and open the door for institutional cooperation. There are other variables influencing internationalization in addition to the coronavirus crisis, the majority of which are external to higher education, like conflicts and natural disasters.

7.3 What Does the Future Hold for Internationalization in the Post-Corona Era?

Many businesses are having to adapt to the unexpected changes caused by the coronavirus epidemic, which has disrupted social structures and the global economy. Particularly in the education industry, there has been a significant upheaval as universities and institutions have been forced to transition to online learning and discontinue in-person interactions. Due to the closing of borders and tightening of travel restrictions, this has had a significant impact on efforts to internationalize. The post-Corona era offers organizations and governments the chance to reevaluate internationalization policies and create inclusive, resilient systems.

- **Why Internationalization Is Important**

The process of incorporating an international, multicultural, or global dimension into the objectives, procedures, and practices of educational institutions is known as internationalization in the education sector. This can take a variety of shapes, including student exchanges, team research initiatives, and foreign partnerships. The advantages of internationalization are numerous and include exposure to fresh viewpoints and ideas, the growth of intercultural competence, and the formation of worldwide networks that can advance research and innovation.

- **Technology's Place in Internationalization**

As a temporary fix to maintain educational continuity, the epidemic has compelled institutions to employ online learning. However, this has also created new opportunities for internationalization through online cooperation and exchanges. Technology can enable people to access global experiences and get beyond geographical limitations. Online platforms can make it easier for people from diverse cultures to communicate and work together, allowing students and professors to interact with people from all over the world. Additionally, the usage of digital tools can improve school quality by offering individualized and interactive learning opportunities.

- **The Problems with Globalization**

Internationalization has advantages, but there are also difficulties to be faced. The expense of international mobility, which can be a considerable financial burden for students and institutions, is one of the key obstacles. Additionally, it may be challenging for students and staff

to fully interact with their overseas peers due to linguistic and cultural obstacles. Concerns exist over the possible brain drain of gifted students and researchers leaving their home nations as well as the potential effects this may have on the growth of regional economies and companies.

- Opportunities in the Post-Corona Era and Challenges

The pandemic has sped up the education sector's digital transition and brought attention to the value of resilience and adaptation. The post-Corona era offers a chance to reconsider internationalization tactics and create more inclusive and sustainable systems. Prioritizing virtual exchanges and collaborations, which can lower costs and expand access to global experiences, is one strategy. Institutions can use technology to improve international communication and collaboration by, for example, offering language instruction and developing intercultural competence. Promoting regionalization and local collaborations, which can encourage knowledge sharing and innovation within particular geographic areas, is another technique. By giving students and researchers the chance to collaborate with worldwide partners without leaving their home countries, this strategy can lessen the effect of brain drain. By utilizing the knowledge and resources of academic institutions, it can also help the growth of regional industries and economies.

In the post-corona period, there are still obstacles to overcome, nevertheless. The pandemic has sparked a global economic crisis that has impacted government and educational budgets. This can result in less money being allocated for internationalization projects and activities. Additionally, the political climate has been more politicized and nationalistic, which can make it harder to collaborate and cooperate internationally.

The internationalization of the education sector is crucial because it gives students and academics access to international networks, knowledge sharing, and cross-cultural experiences. Although the epidemic has hampered efforts at globalization, it has also given institutions new chances to reevaluate their plans and construct inclusive, sustainable systems. Educational institutions can develop robust and adaptable internationalization systems by utilizing technology, encouraging regionalization, and encouraging local cooperation.

7.4 The COVID-19 Pandemic and Online Teaching

Globally, schooling has been significantly impacted by the COVID-19 pandemic. In order to stop the virus from spreading, schools and institutions had to close their doors, forcing educators to quickly acclimate to online learning. Despite the fact that online learning has been a reality for many years, the abrupt change to remote learning has been difficult for both professors and students.

The absence of face-to-face interaction is one of the major difficulties of online instruction. When they are not in a classroom, many students find it difficult to engage with the information. Through the use of online tools and technologies, like as video conferencing and online discussion forums, professors must make a concerted effort to foster a feeling of community and connection with their students.

Lack of resources and assistance for students who might not have access to the required technology or internet connectivity to take part in online programs is another problem. It is the responsibility of educators to guarantee that all students have equitable access to educational resources and can complete their curriculum.

In spite of these difficulties, the COVID-19 epidemic has also provided chances for educational innovation. When it comes to online learning, professors have had to get more inventive in order to motivate and interest their students. In order to offer course material and enhance student learning, many instructors have come to realize the advantages of adopting online tools and resources, such as virtual reality and interactive learning platforms.

Online education will probably become even more important as the COVID-19 pandemic's effects are still being felt around the globe. No matter where students are learning, educators must constantly look for ways to enhance and develop their online teaching methods if they are to guarantee that all students receive a high-quality education.

- What Importance Does Online Have for HEIs in the Post-COVID-19 Era?

In the post-COVID-19 era, online instruction can be a very viable alternative for colleges and universities in a number of ways:

- Flexibility: Students who are juggling work, family, or other commitments may find it especially helpful as online learning gives them the freedom to learn at their own speed and on their own time.
- Access: Students who might not have been able to attend conventional in-person classes, such as those who live in rural places or have mobility challenges, may now have greater access to education thanks to online instruction.
- Cost-effectiveness: Because online learning eliminates the need for physical facilities and resources, it may be more affordable for universities and other higher education organizations.
- Even if instructors and students are not physically present at the same time, online instruction can nevertheless encourage teamwork. Students who belong to varied or foreign communities may find this to be especially helpful.
- Personalization: Due to the ability of students to receive specialized attention and support from instructors as well as materials catered to their requirements, online instruction can provide more personalized learning experiences.
- Adaptability: Because online instruction may be provided remotely from any location, it can be more flexible in response to unforeseen occurrences or catastrophes.
- Global Reach: Universities and other institutions of higher learning can reach a global audience by offering courses and programs to students all over the world through online teaching.
- Technology Integration: Online instruction can promote the use of technology in the learning process, giving students fresh and creative ways to approach their studies.

- Self-Directed Learning: Online instruction can promote self-directed learning, giving students more control over their educational path and the chance to hone independent study abilities.
- Environmental Sustainability: Because it requires less travel and physical resources, online instruction can be more environmentally friendly than traditional classroom instruction.
- Customization: Since students can select from a greater range of courses and programs that suit their particular interests and objectives, online instruction can provide more tailored learning experiences.
- Time management: Because online students must plan their own study sessions and assignment due dates, they can improve their time management abilities.
- Assessment: Online instruction can enable more efficient and effective assessment techniques, such as online tests and quizzes that can give instructors and students immediate feedback.
- Multimodal Learning: Online instruction can aid in multimodal learning by enabling students to access course material in a range of media types, including podcasts, videos, and interactive media.
- Lifelong Learning: Because online instruction gives students the chance to continue learning and picking up new skills long after they've finished their formal education, it can facilitate lifelong learning.
- Student Engagement: Since online instruction can include a variety of interactive and collaborative activities, including discussion boards, group projects, and virtual labs, it can help students become more involved in their learning.
- Online instruction can be more inclusive since it provides accommodations for students with impairments or with other learning preferences, such as text-to-speech software, audio descriptions, and closed captioning.
- Global networking: Online instruction can encourage cross-cultural dialogue and the exchange of ideas and viewpoints among students and educators.

- Career development: Online instruction can help students grow their careers by giving them the chance to acquire new skills and credentials that will improve their employability.
- Innovation: Because it allows experimenting with new technology and educational approaches, online teaching can inspire innovation and creativity in both teaching and learning.
- Data analytics: To assess student development and pinpoint areas where additional support or resources may be required, online education makes it easier to apply data analytics, which helps to enhance student outcomes.

Other ways that confirm the importance of online learning include the following:

- Professional Development: Online instruction can present possibilities for instructors to grow professionally by giving them the tools and training they need to become better professors and stay abreast of changing educational trends.
- Accessibility: By enabling students to access course materials and take part in classes from any location with an internet connection, online instruction can provide greater accessibility and lower educational obstacles.
- Resource Sharing: Universities and higher education institutions can work together and pool resources to design and offer high-quality online courses and programs, which can promote resource sharing between institutions.
- Interdisciplinary Learning: Online instruction can aid in interdisciplinary learning by giving students the chance to investigate various topics and viewpoints and gain a more comprehensive grasp of complicated problems.
- Flexibility: Students can balance their studies with jobs or other commitments by taking classes online, which can provide more flexibility in terms of scheduling and course delivery.
- Cost-Effective: Because it can cut costs associated with campus infrastructure, travel, and other overhead expenditures, online instruction can be a financially advantageous choice for universities and other higher education organizations.

- Personalization: Online instruction can offer more customized learning opportunities for students by letting them choose their own learning objectives and pace while also receiving tailored feedback and encouragement.
- Collaboration: Since online learning can provide a variety of tools and venues for students to connect, share ideas, and collaborate on group projects, it can encourage greater collaboration among students.
- Learning via Experimentation: Online instruction can offer chances for learning through experimentation, including gamification, simulations, and virtual reality, which can help students apply their knowledge and abilities in practical situations.
- Flexible Learning: By providing a variety of multimedia resources and interactive activities, online instruction may be modified to match the needs of various learner types, such as visual, auditory, or kinesthetic learners.
- Feedback: Students can track their progress and find areas for growth by receiving more regular and in-depth feedback through online learning.
- Remote Access: Online instruction can give students access to course materials and resources remotely, enabling them to learn and complete tasks at any time and from any location.
- Environmental Sustainability: By decreasing the need for physical infrastructure, travel, and paper-based materials, online teaching can help the environment.
- Lifelong Community: Because students can keep in touch with professors and peers even after finishing their courses and programs and get access to continuous support and resources, online instruction can establish lifelong learning communities.
- Online teaching and in-person training can be combined to create a mixed-learning environment that combines the advantages of both types of education.
- Effective Feedback: Online instruction can give students more effective feedback since automated grading and assessment technologies can assist professors in saving time while giving students immediate feedback.

8. Management of Higher Education

The administration and operation of colleges and universities—which can be intricate, diverse institutions—are referred to as higher education management. Financial management, academic planning, and program development, services for students, staff and faculty management, and the infrastructure and management of resources are merely a few of the many tasks that go into administering higher education. For colleges and universities to be able to accomplish their goals and offer their students a high-quality education, effective administration is essential.

The management of finances is one of the major challenges facing higher education. Running colleges and universities is costly due to the substantial expenses of facilities, student services, and salaries for educators. Consequently, institutions have to be conscious of limitations on expenditure and decide wisely where to put their money. Setting fees and tuition rates, looking for grants and donations, and establishing partnerships with companies and other organizations are some ideas of how to do this.

The development of academic plans and programs is another crucial component of managing higher education. Institutions must continuously assess and revise their academic programs to make sure they are addressing both student and labor market demands. This may entail developing new programs, ending existing ones, and altering those that already exist.

Student services are a crucial component in managing higher education. These services can range from lodging and food to counseling for your profession and assistance with your mental health. Making sure that students have access to top-notch assistance can help to raise retention and graduation rates as well as improve the overall learning environment.

The administration of faculty and staff is an essential component of higher education management. To give students a top-notch educational experience, institutions must seek to attract, keep, and grow high-quality professors and staff. Offering competitive pay and benefits as well as chances for professional advancement might be part of this.

Another crucial component of higher education management is facility and resource management. Institutions are required to make sure that their buildings are maintained and furnished with the tools required to further the academic mission. Everything from classrooms to laboratories to dorms and entertainment centers might fall under this category. Strong leadership

and effective communication are also necessary for the management of higher education institutions. A strong vision for the institution must be able to be expressed by institution leaders, and this vision must be properly communicated to all stakeholders, including academics, staff, students, and the larger community. They must be able to forge solid connections with outside partners and collaborate well with various sections within the institution.

The growing use of technology has been one of the major developments in higher education administration during the past few years. Institutions are utilizing technology in a number of ways, such as increasing the educational experience, optimizing administrative procedures, and promoting communication and collaboration. This can include using learning management systems and online course materials as well as putting data analytics technologies in place to monitor student progress and spot potential improvement areas.

A further development in higher education management is the greater emphasis on accountability and outcomes. As a consequence of the achievement of their alumni, universities are becoming more and more accountable for the caliber of instruction they provide. The use of data analytics to track and improve these results has led to an emphasis on measurable results, such as rate of graduation and employment rates. As a whole, administering higher education is a challenging, diverse process that requires outstanding interpersonal skills, effective leadership, and cautious handling of resources. Institutions can make sure they are able to achieve their goals and offer their students an excellent education by concentrating on crucial domains like financial management, academic planning, student support, staff and faculty management, and the development of and managing resources.

The administration and oversight of colleges, universities, and other types of higher education institutions is referred to as higher education management. Given the opportunity institutions provide individuals to gain the knowledge, abilities, and certificates required to succeed in their vocations, these institutions play an essential part in society. Yet provided the broad spectrum of stakeholders, including students, faculty, staff, alumni, donors, and government officials, administering big organizations can be challenging and complicated. Ensuring that the institution is financially sustainable is one of the main challenges in higher education management. Admission fees, grants from the government, individual contributions, and private donations are

the primary sources of funding for higher education institutions. However, in recent years, financing for higher education has been dropping in numerous countries, which has caused worse reductions in spending as well as pressure on lower prices. Leaders in higher education must be strategic in their financial planning and resource allocation if they are successful in addressing this challenge. This may entail seeking methods to both generate income—through online education or corporate partnerships, for example—and lower costs—through improvements in productivity or collaborative services.

The requirement to adjust to shifting student demographics and the needs of the workforce represents another significant management challenge in higher education. The information and skills that students need to succeed in the global economy are continually changing as the world becomes more connected and knowledge-based. Institutions of higher learning must adapt to these shifting needs by routinely reviewing and upgrading their courses and programs. In order to stay competitive, they must also be able to draw in and keep faculty and staff members who are both diverse and talented. A friendly and welcoming campus environment may also be provided, along with effective branding and marketing strategies.

The requirement to balance the conflicting expectations of various stakeholders is a third difficulty in managing higher education. The demands of professors, employees, and other stakeholders, including donors and government officials, need to be addressed by higher education institutions. When resources are limited, this can be particularly challenging because satisfying the demands of a particular group can conflict with the demands of another. Directors in higher education must be competent at resolving conflicts, be able to negotiate and be able to develop solutions that satisfy the demands of all parties in order to handle this challenge.

Leaders in higher education must also address problems with academic freedom and the institution's place in society in addition to these difficulties. Higher education institutions must safeguard and advance academic freedom since they are frequently regarded as bulwarks of free speech and intellectual inquiry. This includes allowing academic staff and students to discuss and debate ideas openly and honestly, even if they may be unpopular or controversial. Institutions of higher learning are also accountable for upholding moral principles, maintaining their integrity,

and making a positive impact on society. Higher education executives must be adept at understanding these complicated issues in order to strike the correct balance between these conflicting expectations.

- Management Tasks

Planning, organizing, staffing, command, and control are the five basic management responsibilities that make up the core of any successful organization. What follows is a quick explanation of these features.

1. Defining the organization's goals, creating a broad strategy to achieve them, and creating a thorough hierarchy of plans to integrate and coordinate initiatives are all part of the planning function. Additionally, it entails deciding the mission, objectives, and methods to attain them, which calls for decision-making, or choosing a course of action from among the available options.
2. Organizing entails identifying the tasks to be completed, who will accomplish them, how the tasks will be grouped, who will report to whom, and at what level decisions will be made. In other words, organizing entails choosing the most effective groupings for organizational resources and tasks.
3. Recruitment: "Filling, holding positions in the organizational structure" is the definition of the managerial function of staffing. It entails choosing competent and suitable individuals from a pool of applicants, training recently hired staff members, frequently assessing the development needs of employees, and giving staff members the training they need to do their jobs.
4. Leadership: According to the definition of the leadership function of management, "Every organization consists of people, and the role of management is to direct and coordinate these individuals. This is the role of the leader. Numerous academics claim that the definition of leadership is "the process of influencing people so that they contribute to organizational and group goals."

The main responsibility of managers is control. Something could go wrong once objectives are established and plans are created (planning functions), the organizational structure is established (organization function), personnel is hired and trained (staffing function), and direction and motivation (leadership function). Management must keep an eye on the organization's performance to make sure everything is operating as it should. Control, in the words of a team of academics, is "measuring and correcting performance to ensure that the organization's objectives and plans set to achieve them are achieved."

- Elements of management

Institutions of higher learning operate using a number of administrative and academic processes that produce knowledge. The question is whether the proper application of this knowledge asset enhances the value of the goods and services they offer. Higher education institutions must collaborate to create plans for utilizing institutional knowledge to increase operational effectiveness. This necessitates timely reactions to the quickly evolving academic needs and technological demands. To do this, the organization's knowledge must be appropriately identified, captured, transformed, and transmitted. This makes it possible for businesses to see how important organizational learning is. Utilizing an understanding of management strategy will strengthen efforts to gain an organizationally-wide, responsive, and integrated picture of information for use in inclusion issues, improving knowledge distribution, planning, and decision-making as well as quality.

Through knowledge management, individuals, groups, and entire organizations may collaboratively and methodically create, exchange, and use the information to accomplish their goals more effectively. After boosting productivity and creativity, knowledge management encourages extraordinary collaboration to maximize the value of the organization's knowledge and information assets. The definition of "knowledge" is "the insights, interpretations, and working knowledge that we all have." Two types of knowledge are distinguished: explicit knowledge and inferred knowledge. Information that is comprehended and used without conscious thought is known as tacit knowledge. The opinions, attitudes, and values of unique persons have an impact on the very specialized, experience-based, and tacit knowledge. It is challenging to legislate and

only exists in the minds of people who possess it. It is frequently expressed through vivid conversations and memories shared by all parties.

- The concept of Education management.

Education management is the process of planning, organizing, directing, and controlling the activities of an institution through the use of human and material resources in order to accomplish the functions of teaching and extension research effectively and efficiently.

- The importance of educational management.

The concept of management is related to all of the following:

- Financial management
- Infrastructure management
- Teaching the learning process
- Professor management work
- Management of students' work
- Managing the co-curricular activity
- Examination management
- Facilities management
- Laboratory management
- Computer management
- Dealing with physical and institutional assets.
- Assistance in decision-making and problem-solving
- Assistance with contact and information management
- Help build effective work teams
- Assist in curriculum making and managing co-curricular planning, schedule, and discipline.
- Help motivate staff and students.
- Managing conflicts and stress
- Helpful in a healthy and conducive school environment.
- Helpful in organizing counseling and guidance.
- Helpful in maintaining school records, finance, and budget.

- Useful in assessing student achievement.

- Objectives of Educational Management

The educational administration helps to achieve the objectives of the institution, ie it ensures the effectiveness of the school and college. Among those objectives, we can highlight the following:

- Improves the planning, organization, and execution of the organization's activities and operations.
- Help create, maintain, and enhance a good public image for the organization.
- Assist in the appropriate use of its human resources such as faculty members, non-teaching staff, and students.
- It enhances the efficiency of the institution, that is, it helps in achieving the objectives at the lowest cost and time.
- Facilitate optimal use of infrastructure facilities (stadium, building, equipment, library, etc.)
- Prevents duplication of work.
- Promotes job satisfaction among faculty members and students' satisfaction with the institution.
- The institution enables the creation and maintenance of an appropriate school and college climate.
- Helps staff and students manage interpersonal conflicts, stress, and time effectively.
- Improves interpersonal communication among school/college members.
- Enables the manager to understand his role and carry out his job more effectively.

- The need for educational administration

There are different needs for educational institutions including:

- Social change - The education system is expected to equip society with human resources with specialized knowledge, attitudes, work ethic, social moral values, political values, experience, and skills. In order to maintain and enhance this development. This sets the demands of education to make its curricula more relevant to the life and needs of a changing society efficiently and effectively. It is also expected to enable students to bring about desirable social changes, while at the same time preserving the desirable and positive aspects of the existing culture.
- Creating an appropriate environment at the institutional level - to achieve the goals and objectives of the educational system in particular and those of the country in general, knowledge of management theories, principles, concepts, techniques, skills, and relevant strategies and their application to educational systems necessary for their effective and effective functions and outputs.
- The need to make our educational system more active rather than interactive by using the principles and techniques of applying management sciences.
- Leaders and managers in our educational institutions are selected and promoted by the teaching staff. The vast majority of them have very little knowledge and experience in running a school or college. This sometimes creates situations where the organization "loses a very good professor and receives poor, bad principals".

8.1 Governance Structures

Governance, leadership, and management are three unique characteristics of higher education management. The term "governance" describes the organization and procedures of decision-making. Leadership refers to the function of senior positions with overall organizational accountability. The operational side of managing an organization is referred to as management, which includes the systems and procedures used to plan, carry out, and monitor decisions.

Institutional administration in higher education has undergone some significant modifications during the last 25 years. This was primarily caused by the adoption of a new paradigm for the interaction between institutions and the state. With this new method of directing, state control was replaced with a paradigm of state monitoring. Therefore, the government had a "far away" view of colleges and universities. New perspectives on leadership, management, and governance evolved that were more grounded in the new public administration's traditions.

These modifications have their origins in the historical growth of higher education in Europe. Internally focused democratic governance and leadership systems were present in the 1960s and 1970s. As they developed into overworked, underprepared decision-making bodies that took a very lengthy time to reach their choice, they have shown to be inefficient and ineffectual. Additionally, they were unable to react swiftly and creatively to environmental changes. As a result, state ministries of higher education embraced a more administrative and externally focused approach in the late 1980s and early 1990s. A power structure that placed more emphasis on individuals than on cooperatives and a trend toward smaller organizations emerged. The objective was to allow as much autonomy as possible while representing the interests of stakeholders within the company.

The management of colleges and universities was one of the significant reforms. It bears repeating that governance structures are used by governments and government ministries to reevaluate the course of their higher education institutions. According to Burton Clark's research from 1983, the state and academia were the primary protagonists in governance concerns under the conventional Continental European paradigm, whereas intermediate institutional leadership

had minimal effect. The major move toward institutional autonomy brought about by the introduction of neoliberal policies empowered central administration and leadership (i.e., deans and heads of institutions, deans and heads of institutes or departments). Additionally, new stakeholders (as board members) who would represent society's interests generally and work for the institution's overall benefit were introduced.

The responsibilities of the rector, board of trustees, faculty, administration, and external stakeholders had to be redefined in light of Europe's new governance arrangements. The Board of Trustees' authority has often been curtailed to matters more closely related to its main duties, particularly education, and research. It has lost significance since it has shown to be too big and rigid to contribute to the innovation the organization needs. The Senate now serves in many nations, including the Netherlands, in an advisory capacity. A board of trustees, an executive board, and a faculty board are examples of new institutions that emerged at the same time and blended a collegiate function with a leadership function. Leaders (such as deans, etc.) frequently preside over those boards and are in charge of putting recommendations into practice.

The Board of Trustees model has been adopted in Europe as a result of the relatively recent stakeholder model in higher education governance. Board members represent highly significant stakeholders in each institution, which may include politicians, business executives, academics, or foreign specialists. The board of directors typically chooses the university president and his administration, approves all strategic papers (including the institution's organizational structure, budgets, and strategy), and has the power to reject any inappropriate behavior by senior administrators. Most board members are answerable to the ministry and typically originate from outside the organization. The subject of who should be nominated for these bodies is contentious and can range from merely ministerial nominations to a variety of institutional and governmental nominations. In this way, councils connect with the ministry and society at large while serving as a vital external supervision function.

Executive boards are the second type of collective governance system. These often include a group of vice deans and the rector in several European nations. They are all selected by the Board of Trustees and make decisions at the highest levels of the organization. Furthermore, it represents a significant shift from the past, when they were chosen by the academic community. There is frequently a functional gap between the duties of research and those of foreign affairs, and board

members are in charge of making decisions about resource allocation, promotion processes, and public infrastructure.

The College Board is the third model that comprehensive, multi-college schools employ the most. The principal areas of decision-making at this level are connected to the fundamental roles of universities in teaching and research. As a result, this board typically consists of the appropriate dean and other academic members. They make decisions on promotion and length at the first level and recommend and assess new study programs. It is frequently possible to find a program committee that aids in planning for the decision-making procedure.

It is clear that this new form of government has led to considerable discussion and even conflict. Only by following a few rules is additional harm avoidable. First, dual or dual legalization served as a means of bringing all levels of top-down and bottom-up thinking together. The overall concept was to have one level suggest and another level chooses a candidate for a board position or other leadership position. The goal was to increase the unit's or group's impact by making a legally binding suggestion and offering the level of command the option of carrying out significant modifications.

Over the years of higher education reform in Europe, colleges and universities have reinforced their leadership. The President and/or Rector are chosen to serve as the institution's leading figures and essential participants. The first function has traditionally been played by someone chosen by the university community with the primary responsibility of representing the institution in academic and ceremonial concerns. This viewpoint has drastically evolved. The university's president is a figurehead chosen by the board of directors. It is comparable to the CEO or board chairman's job. Planning and implementing all significant areas, from budget and space to teaching and research, are among the responsibilities. He or she is accountable for the business's success or failure. In other nations, like Austria, the rector is the one who negotiates important indicators and measurements and executes performance contracts with the minister.

Structures for leadership must mix accountability and responsibility. The practice of separating the strategic and operational levels of leadership and decision-making has long been prevalent in many European nations. As a result, committees made decisions on matters for which they were afterward not held accountable, sometimes without the prior knowledge, data, or planning necessary. As an illustration, consider the Senate's decision-making process for a budget

plan, where the needs of the academic unit take precedence over individual interests and make it impossible for a realistic picture to develop. The new course of action entails the consolidation of accountability and responsibility. For example, the Senate decided on matters pertaining to teaching and research (appointments, academic programs), and the deans negotiated the budget with the government and the board of directors.

Still, a new set of positions is emerging at the senior level. Vice deans, deans, or program directors have taken on certain responsibilities. These can include undergraduate and graduate degrees, as well as the fields of finance, research, teaching, and international relations. Again, in order to guarantee positive outcomes, accountability, and responsibility must be united. Candidates are frequently found among the faculty members of a university, frequently on a full-time basis with unique financial incentives. a key point of contact between the administration and the faculty. Today's schools and universities seem to value identity and confidence as the most crucial success components. We may learn from European universities that a faculty-dominated management and a high-level leadership group can support an institution's success and assist it in overcoming significant challenges. Integration of the academic personnel with the administrative staff must be given careful consideration.

Management at colleges and universities is described as the systems and procedures used to carry out decisions. In a sense, management roles are represented by structures, while management tools are represented by processes. When we reflect on the past 25 years, we will see that colleges and universities have seen a great deal of change. In the 1970s, European colleges and universities were based on a bureaucratic model of administration with a segmented organizational structure, i.e., a state bureaucracy of individual institutions responsible for adhering to legal requirements and an academic guild providing crucial services in teaching and research.

After this time, a group-based management style emerged. This kind of administration is characterized as institutional and deeply ingrained in the college. Key managerial posts involving "management of the institution" have been held by professors. A managerial approach to management has emerged as a result of the introduction of the new policy in higher education, increased market pressures, and the push for professionalization.

This entails utilizing and adopting sector-specific technologies including standard reporting, employee development, and performance indicators. Entrepreneurial management

styles have recently become more prevalent. Here, institutional leadership sets up particular frameworks for faculty motivation in order to open doors for fundraising and business operations in general. Most actions delegate accountability and obligation to the person in charge. Infrastructure and controls are only provided by higher-level management for results.

The bureaucratic, collegiate, administrative, and entrepreneurial models are all present in the higher education systems in Europe. However, over the past few years, two "principles"—management by goals and contracts, performance indicators, after-direction, and professionalism—have predominated conversations concerning university administration.

One of the guiding ideas in European higher education is the management of contracts and the management of them by objectives. These have been formed as a result of the increasing role of the state and the growth of the new public administration and are strongly tied to the concepts of benchmarking and finance. There is a need for quality monitoring and accountability because public funding will continue to be the main source of funding for universities and colleges in Europe. Contracts were thus developed as a tool for institutions, universities, and between them. These contracts often have a fixed sum and a flexible budget component, the latter of which is conditioned on meeting performance targets. Performance is assessed using a variety of measures, from student enrollment through graduation and from research productivity. The after-and-before directive is a contract management tenet.

Universities may receive funding based on the inputs they can handle or may be judged on the results they produce. At mentoring colleges and universities, some authors and politicians have urged a significant shift from input perspectives to output views of management.

- Professionalism is a key tenet in the management of modern institutions.

Moving from personnel trained as state bureaucrats to managers with the proper degree is a common step in the professionalization process. Mayors, leaders, directors, deans, and others of a similar caliber sometimes enter their positions ill-prepared and presuming the worst. More professionalism is required if the institution is to be able to manage the project on its own without the ministry's assistance. This will involve an understanding of marketing, staff development initiatives, financial management, and leadership. A new market for university managers will emerge, as demonstrated by various examples from the UK and the Netherlands. Managers from

connected industries are motivated and interested enough to accept management positions at universities where academic programs are provided.

Competitive compensation and worldwide searches will be the next steps. Understanding and preparing for the unique character of higher education institutions presents the biggest obstacle. Adopting business practices rashly will not succeed and is doomed to failure. Researchers in higher education have developed a number of themes to explain potential routes for colleges and universities, particularly in Europe. Obviously, this list is not comprehensive, but it does include some of the most well-known and significant ideas produced by higher education institutions in recent years.

The concept of an educational university is intriguing because it is consistent with the core duties of universities, namely teaching and research, as well as with ideas of organizational learning that are relevant to institutions of higher learning. There are two main concepts in the educational university. On the other side, the institution needs to create a setting where students can learn at their best potential. This entails providing current technology and a professor training unit in the classroom. A field of learning that encourages aspiration, reflection, conversation, and complex understanding is developing, and the professor-student relationship is being redefined in the process.

However, in order to respond nimbly and proactively to a dynamically shifting environment, universities as educational institutions must restructure. The authors advocate for two components that should be taken into account: the function of line managers, academic units as change agents, university executives learning from their own industry, self-organizing restructuring, and the change drivers via faculty participation and internal networks. Another set of elements, including methodical problem solving, learning from one's own experience, learning from others, experimenting with new methods, transmitting knowledge, and assessing learning, focuses on organizational design to improve university learning.

Overall, the learning approach gives university administrators and decision-makers a new perspective on the institutions' innovation structures and procedures. The premise underlying the adaptive university concept is that institutional administration must comprehend and take into account its external environment in order to survive and prosper. In this way, challenges or opportunities in the "market" or the "industry" can either be protected from or blocked by the

administration and management of the institution. Options include moving to a different workplace and altering university structures. The structures and procedures for adaptation entail devoted leadership and play a supporting role, i.e., by providing funding for the initiatives and projects started by core units. Professionalism in the administration is required, and there must be cooperative governance between the professors and the administration.

Differentiation of the structure is a crucial requirement for adaptability. A diverse set of core organizational units can assist in responding to a range of external demands in order to be flexible. Then, all university activities will have enough direction thanks to clear objectives. An environment where individual projects are rewarded and business interests are safeguarded can be created by an entrepreneurial culture.

In Europe, there is a lot of discussion around university entrepreneurship. According to case studies of universities in Europe, it is possible for universities to become entrepreneurial institutions in particular circumstances. Five essential elements—an improved mentorship core, an extended developmental environment, a diversified finance basis, an engaging academic core, and an integrated entrepreneurial culture—are the foundation of this transformation. Universities in Europe will be able to freely direct through a reinforced core with a more autonomous status, embracing central administrative groupings and academic departments. Links with outside organizations and groups at the enterprise frontier can assist across traditional boundaries through the entrepreneurial fringe. Differentiated funding, such as grants from the government and contributions from businesses and individuals, can improve the institution's independence and flexibility. Academic departments, which serve as the core of every institution, must collaborate and uphold their central position as the exclusive source of instruction and research. Academics and administrative organizations in universities need to build out new belief systems. Entrepreneurship University will be built on a culture of change support. It may begin as a simple notion and develop into a rigid system of assumptions about the direction the company is going. It is crucial that the institutional perspective strives to change and transform the entire university rather than focusing only on personal interests.

8.2 Strategic Management of Higher Education

The process of creating goals, assessing the internal and external environment in which the institution functions, and putting plans into action to attain those goals as effectively and efficiently as possible is known as strategic management of higher education (Albert, S., & Grzeda, M. 2015). To position the institution for long-term success, entails making decisions with knowledge about the institution's resources and direction (Bayenet, Feola, & Tavemier 2000).

The following steps are often included in the strategic management process:

1. Identifying the institution's aims and objectives is the first step in strategic management. Goals relating to research, community involvement, and financial stability can all be included in this, as well as goals relating to student enrolment, retention, and graduation rates.
2. An institution's internal strengths and weaknesses, as well as the external opportunities and threats it faces, are all examined during a SWOT analysis. Leaders can use this study to pinpoint the institution's unique selling propositions as well as potential areas for development or adaptation.
3. Creating strategies: Using the findings from the SWOT analysis, leaders can create strategies to aid the institution in achieving its objectives. These plans might include actions like generating more money, stepping up fundraising efforts, or upgrading campus amenities.
4. Plan execution: After strategies have been devised, the next stage is to draft comprehensive implementation plans. This could entail establishing precise goals and benchmarks, as well as distributing duties and funding.

Finally, it's critical to routinely assess the institution's progress toward attaining its objectives and make any required modifications to the strategic plan. This could entail gathering information, asking stakeholders for their opinions, and periodically reviewing the plan. In general, strategic management in higher education is essential to ensuring that institutions can adjust to changing conditions, successfully pursue their objectives, and maintain competitiveness in a quickly changing environment.

Plan execution: After strategies have been devised, the next stage is to draft comprehensive implementation plans. This could entail establishing precise goals and benchmarks, as well as distributing duties and funding. In order to ensure that progress is being made and that any necessary adjustments can be made, it is also crucial to think about how the implementation process will be monitored and assessed.

It's critical to routinely assess the institution's progress toward attaining its objectives and make any required modifications to the strategic plan. This could entail gathering information, asking stakeholders for their opinions, and periodically reviewing the plan. Strong leadership and cooperation among all stakeholders, including students, faculty, staff, and board members, are essential for effective strategic management in higher education. It also calls for the institution to have a distinct vision and mission as well as the capacity to change with the times and take measured risks. Additional best practices for effective strategic management in higher education include the following:

1. Participate in the process: It's critical to incorporate a wide range of stakeholders in the strategic planning process as they can offer insightful viewpoints. The people mentioned here could be community leaders, alumni, donors, faculty, staff, and students.
2. Open and honest communication is essential for the success of any strategic plan. It is crucial to be open and upfront about the institution's aims and plans, as well as to keep stakeholders up to date on developments and any changes to the original plan.
3. Promote a culture of continuous improvement: Institutions of higher learning should work to continually enhance their operations, services, and activities. This could entail looking for fresh perspectives and methods as well as routinely reviewing and evaluating the institution's strengths and faults.

The process of establishing and carrying out long-term goals and objectives in order to gain a competitive edge within the higher education industry is referred to as strategic management in higher education (Doyle, T., & Brady, M. 2018). It entails doing a SWOT analysis of an institution to identify its strengths, weaknesses, opportunities, and threats before creating a strategy to coordinate internal and external forces to produce the desired results.

The creation of a strategic plan is one of the essential elements of strategic management in higher education (Gomez, C. L. V., & Giroto, 2015). The mission and vision of the organization are outlined in this document, along with the precise actions that will be followed to fulfill these objectives. A SWOT analysis, a method for determining the institution's internal and external aspects that may have an impact on its success, ought to be included. To remain relevant and effective in the face of shifting market conditions, the strategic plan should be periodically evaluated and modified (Frlich, N., & Klitkou, 2006).

Strong leadership and cooperation between academics, staff, students, and administration are essential for effective strategic management in higher education (Hossler, D. 1990). Additionally, a thorough awareness of the educational industry's competitive environment as well as the evolving requirements and expectations of students is necessary. To stay relevant and competitive, institutions must be able to adapt to fast-evolving technology and market situations.

The need to strike a balance between their mission and ideals and financial considerations is one of the biggest issues that higher education institutions face. Growing student and financial competition can strain resources and force institutions to make challenging choices. However, institutions can find ways to increase productivity and effectiveness while still upholding their academic standards by putting an emphasis on innovation and continual development (Kettunen, J. 2008).

The requirement to gauge and evaluate advancement is another crucial component of strategic management in higher education. Key performance indicators (KPIs) and other evaluation techniques, such as student satisfaction surveys and external accreditation procedures, can be used to do this. Institutions can discover areas of strength and weakness and make necessary changes to their strategic plan by routinely tracking and analyzing these indicators. An organization's identity, mission, and goals are shaped and directed by strategic planning, which is a planned and disciplined effort. It is a component of global competitiveness, claim (Parakhina, V., Godina, O., Boris, & Ushvitsky, 2017).

A strategic plan for a college or university directs institutional decisions, both long-term and short-term, and ensures that choices and procedures:

- Why to do strategic plans?

A higher education institution can concentrate on its future success with the aid of strategic planning (Siegel, D. S., & Leih, 2018). What changes are taking place in the world, and how should we adapt? What chances do we have to change things? What adjustments must we make in order to prepare for tomorrow?

It enables the company to evaluate its performance. Is the company succeeding in its vision? abide by its purpose? Give students the support they require. What should be our first step? Do you still? Changes? halt operations?

- What are the benefits of integrated planning for strategic planning?

According to Lawrence, P. R., and Lorsch, J. W. (1967), as well as De Sitter, L. U., Den Hertog, J. F., and Dankbaarl (1997), higher education institutions are complex. Any project, whether it is to increase graduation rates or foster a more welcoming environment, needs the knowledge, effort, and time of many different groups to be successful. Each unit also has its own activities and work that it is focused on. Integrating strategic planning across departments promotes chances for collaboration, avoids duplication of efforts (or worse, projects that conflict with one another), and ensures that time and resources are put toward tasks that are successful. Integrated strategic planning improves business operations while conserving resources.

Implementing the strategic plan is aided by integrated planning. The integrated strategy plan of a university or institution represents the opinions and experiences of the organization's constituents, inspiring individuals to try new things. As a result of its connection to the budget, the plan's strategies can be implemented using resources. Evaluation informs the strategic plan, allowing for flexibility and continued applicability.

- Who is responsible for strategic planning?

All members of the campus community, including internal stakeholders (faculty, administration, staff, students, and alumni) as well as external stakeholders (community members and employers), must contribute to and participate in strategic planning.

- How are strategic plans created?

The organizational culture and operations must be taken into account during the strategic planning process. For example, a highly decentralized organization may present difficulties for a closely controlled top-down operation.

The following actions and traits should be part of all strategic planning processes:

- Explain the procedure, goal, parties involved, and decision-making process.
- Collect and incorporate input from as many on- and off-campus stakeholders as you can.
- Examine strengths, weaknesses, opportunities, and potential threats both internally and externally.
- Prioritize the objectives that the organization has.
- Choose how the organization will use its resources (including people and time) to carry out those objectives.
- Coordinate organization-wide activities, daily tasks, and resources with the strategy.
- Track the plan's progress and make necessary adjustments.

- Strategic management phases

According to the traditional idea of strategic management, a higher educational institution can simply implement the following three key phases (stages) of strategic management:

1. the diagnostic process.

At this point, the socioeconomic situation of the university over a number of years should be systematically analyzed in order to determine its position in the regional system of education and science (in particular, management objectives and standards, arrangement management issues, the study of the external and internal environment using STEP and SWOT analysis methods, determining the university's competitive advantages and choosing strategic development priorities

2. Strategic planning at the university.

The strategic planning period must first be determined, after which the strategic development goals, three-variable development modeling of the university (pessimistic, realistic, optimistic), forecasting of development indicators of the university for five or ten years,

optimization of the income and expenditure budget, and development of specializing programs in targeted integrated development are formed using expert evaluation methods, system analysis, and forecasting.

3. directing the strategy's execution at the university. At this point, strategic plans are implemented in the management process, tasks, conditions, and phases of implementation are established, implementation of the strategic plan is monitored, and the strategy's efficacy is assessed based on the university's final results.

The creation of an appropriate strategy is the most crucial step in implementing strategic management in a management system for a business. The management team must select the best alternative strategy from two or more that are available.

Additionally, it must be worked on in order to yield the best outcomes. Many academics emphasize the following fundamental phases in developing a strategy:

1. the phase leading up to developing the plan. This phase led to the development of strategic thinking within the university's administration and society.
2. Phase of Development: This phase leads to the alignment of the university community on a set of long-term guidelines.
3. the strategy's phase of implementation. This stage leads to the creation and promotion of the university brand as well as the recruitment of both internal and external development resources.
4. the process of obtaining and putting results to use. The university's socioeconomic standing has improved as a result.

The key goals of the preparatory stage include creating a strategic planning committee, refining the notion of strategy, and, if necessary, enlisting the help of outside advisors.

- Strategic management procedures

Goal or aim setting, analysis, strategy creation, strategy implementation, and strategy control are the five steps of the strategic management process. The strategic management process

consists of more than just a set of guidelines. It is a way of thinking about doing things. Prior to applying that thinking to the process, senior management must first think strategically. The process works best when everyone in the organization is aware of the plan.

1: State the objective.

How to specify corporate objectives and tactics. Setting goals helps to make the company's vision more clear. Three things are defined during this phase: first, short- and long-term goals. Second, specify the procedure for achieving the goals.

Last but not least, adjust the procedure to our team and assign each person a duty they can complete. Throughout the process, make sure your goals are specific, attainable, and consistent with the principles of your corporate vision. Making these aims and objectives clear to all staff is typically the last step in this phase.

2-Analysis

Analysis is an important stage since the data gathered here will shape the following two stages. Now, gather the data and information you need to realize your goal. Understanding the requirements of the business as a sustainable entity, with strategic efforts, and identifying activities that will support the business's growth, should be the main focus of the strategic analysis.

Examine any issues, both internal and external, that might have an impact on your aims and objectives. Make sure to list your organization's assets and liabilities as well as any dangers and business possibilities.

3- Develop the plan

Reviewing the data from the analysis is the first step in formulating the strategy. Find out what resources the company currently has that can be used to assist it in reaching the goals and objectives it has set. Decide where to start your search for external resources. The company's issues must be prioritized because they are essential to its success. Start developing the plan after the priorities have been decided.

4- Implementing the plan in four steps

The success of the business depends on the strategy's effective execution. At the start of this phase, a new business structure must be put in place if the overall plan does not work with the current one. Everyone in the organization needs to understand their roles and responsibilities as well as how they contribute to the overarching goal. All firm assets, including money, must also

be guaranteed at this time. Implement the strategy as soon as the staff is prepared and the funding is in place.

5- Review and direction

The first step in any effective strategy evaluation is to specify the measurement criteria. The objectives specified in the first phase should be reflected in these characteristics. Assessing actual outcomes in comparison to the plan will help you gauge your development. Monitoring both internal and external problems will also enable you to respond to any significant changes in the environment where you work. Take remedial action if you find that the company's aim is not being reached by the plan. Repeat the strategic management process if these measures are unsuccessful. All information gathered at this time should be retained because both internal and external challenges are continually changing. This will help with any future strategies.

Recent years have seen an increase in the relevance of academic management and strategic planning in higher education as a result of the pressing need to attain quality, identity, sustainability, and flexibility in a market where both private and public universities compete. The quick spread of short-term academic offerings made by large corporations like Google, which colleges will embrace. Higher education is clearly changing, not just as a result of the pandemic's digital effects but also due to the real demand for jobs with a bright future that has been made known by groups like Forbes and the Organization for Economic Co-operation and Development (OECD).

Flexible curricula are being restructured within a comprehensive framework that considers the administrative community, curricula, professors, connection to society, languages, and research. Therefore, it is crucial for the growth of entrepreneurship and the independent practice of the profession to strike a balance between the necessary theory and greater practice.

In order to establish balance in research, development, innovation, technology transfer, and business, it is crucial to emphasize this. As a result, HEI senior management must be aware that they must deal with statistics and scientific performance. In contrast to the needs of the region in terms of education, health, agriculture, software development, science, and technology, it is also necessary to determine the direction that prestigious universities in developed countries are taking and to identify relevant researchers in the field of the most important axes of sustainable development indicators. By offering exportable value-added services, these pillars are crucial for boosting the nation's economy.

As a result, they permit fresh remittances to enter nations that are categorized as developing. Linking academic management to transparency, academic stability, professor training, administration, and administrative training in a dynamic and effective environment, as well as the improvement of human and technological resources, can have a direct impact on the professional files that have been submitted to universities, a cross-discipline approach, where gaps can be unexpectedly discovered, as in an epidemic. Many university instructors were implicated in this dilemma due to their lack of technology understanding. Although they had acquired disciplinary and pedagogical skills, they were not equipped to use blended learning or flipped learning.

However, academic administration describes the "how", "what", "what" and "where" a higher education institution (HEI) can grow and engage in, as well as how it must combine the organizational model with the pedagogical model. A political and strategic vision that cannot be improvised and must be planned is what the institution needs in its academic leaders to promote ongoing coordination and cooperation. The role of academic executives must be crucial because higher education institutions must not only comply with the laws and regulations issued by each nation's regulatory authorities because failing to do so could result in the institution's bankruptcy; they must also secure the political will to implement the necessary changes.

The existing academic offer and curriculum material must be assessed if we are talking about student-centered learning today. Professors must learn how to use technology to teach and encourage student learning. However, he advises that the most crucial aspect that academic leaders must have initiative and invention in order to fulfill the objectives of the institution is how to do this without infringing the legislation set by the regulators. This led to the creation of the academic growth plan, which consists of academic policies, statutes, bylaws, and regulations as well as a new organizational chart for the university's structure with defined roles and guidelines. This needs to be done in order to acknowledge the errors made by managers in every higher education setting.

This is unquestionably a crucial managerial position that will begin with the evaluation of the outcomes to lead to the reform of higher education institutions. Additionally, it should be thoroughly examined and contrasted with the university environment in the area in order to demonstrate best practices that have led to successful outcomes at other higher education institutions. It is crucial to emphasize that not all behavior constitutes accountability or demonstrates competence and that it is not always viable to behave purely in response to the political agenda at hand.

In addition, decreasing administrative bottlenecks requires combining technological use; in reality, the primary aim is to reduce paperwork and free up time for academic administration and strategic planning. The finest university isn't merely the one that uses ISO quality standards or a particular process for every action. On the other hand, efficiency includes using technology to speed up administrative staff, faculty, and student processes. According to him, because the institution also has a distinct national identity, the actors must work harder to realize it.

Vice Deans must describe academic and research efforts on a national level. In the first scenario, the vice deans of the campus and the deans work together to develop academic departments. The vice deans for research then articulate undergraduate and postgraduate products based on research lines that involve research groups in the evaluation and assessment processes that have an immediate impact on society.

The Vice-Chancellor is also responsible for ensuring the sustainability of the campus, delivering projects and programs of the highest caliber, making the best use of the institution's current resources, and acting as a leader who completes tasks in a timely, safe, and transparent manner. He must be nimble enough to make judgments and assign tasks and actions based on administrative, academic, administrative, and research-related concerns. In order to accomplish the objectives listed in the Higher Education Institution's Mobility Chart, the Vice-Chancellor cannot govern alone and cannot do so with a small group either. Science must also be created and offer practical solutions to societal problems. He must accomplish goals without imposing, and in order to avoid errors or misinterpretations that signal uncertainty or improvisation in his decisions, he must be clear and timely in the messages he sends to the university community. His capacity to discourse makes him a crucial actor.

For this reason, colleges ought to take the initiative in managing lesson planning and enhancing teaching talent. They must also assess the professor's professional background, his or her career accomplishments, the mission and vision assigned by partners in the higher education institution, and the professor's or educator's competencies and skills in terms of subject matter, pedagogical, and technological knowledge. Academic leaders must choose themes that are pertinent to their undergraduate and graduate degrees, according to this information. The postgraduate degree of the professor is important, but his or her training background must also fully determine the field in which they should be trusted with the knowledge to work. It should be kept in mind that the postgraduate program has enhanced, not replaced, the bachelor's degree. As

a result, as you suggest, the colleges will gradually establish faculty members in accordance with the relevant academic department.

Conversely, deans who have the support of academic administration in universities play a significant role in advancing academia and addressing the challenges of inclusive education today. As a result, they must modernize the institution's academic programs and curricula while maintaining social responsibility. Deans are in charge of overseeing the educational and training sectors so that they can effectively choose the experts that the higher education institution needs to recruit and collaborate with the nations that will have the biggest influence on the production of products with added value. Learning English is necessary in order to communicate with lecturers about this postgraduate study. It is easy for emerging nations to articulate their demands since they are connected to the creation of information, which is crucial to changing the production matrix. To change the present and future of society, these are the profiles that will need to be drawn in. In institutions with a national identity, deans become the center of the academic unit.

Recognizing and appreciating the contributions of the faculty as a human academic body will be a component of the dean's responsibility. In any institution of higher learning, it is essential to enhance the spirit that inspires and motivates employees to work hard every day. As a result, the dean serves as the institution's facilitator of participation and integration. A higher education institution must also determine whether the increase in PhDs has had an impact on the academic and research climate at the undergraduate and graduate levels, as well as whether each faculty member is held accountable for the educational and educational quality of their program. Additionally, it is acknowledged that a Ph.D. degree is closely related to basic or applied research; however, it is important to demonstrate the results in a real-world setting in order to determine whether the research benefits the knowledge society and underprivileged societies with the tangible results of applied research in which the institution of higher education has invested.

Planning as a collection of potential courses of action is, in and of itself, an organized process of social change that includes relationships, organizational, institutional, and interpersonal structures, as well as goals, criteria, and resources—all of which are essential components of any managerial process. The purpose of long-term planning is to identify future objectives and assign duties and resources to achieve them. In inventive and complicated situations, it has grown more challenging to accomplish distant goals, while planning is still feasible assuming chains of stability

can be assumed. On this foundation, long-term planning can make use of scenarios, or projected states of the future, which can be inferred from existing trends, with a little foresight.

Technical concerns and the creation of various logical tools for organizational change have received a lot of attention in the present developments and debates on strategic planning and quality assurance. Any successful reform, however, depends on how actors interact to shape policies and implementation procedures. Tensions arise from these interactions as well as from vested interests, fear of the unknown, and differences in intellectual opinion about the optimal course of action.

As a result, there are several inconsistencies and paradoxes in strategic management, which include the quality process. Institutional leaders now understand that such paradoxes must coexist, that strategy growth is far from being a linear process but rather one that is highly dynamic, and that tensions must be managed in a constructive and innovative way. The effective gathering, administration, and dissemination of information concerning the university's performance and direction is a key aspect of this problem. Any method for ensuring quality must take into account how the institution learns about itself in a strategic context before carrying out the actions thought to be required for beneficial change, or the so-called virtuous circle.

Universities should think of themselves as "learning organizations," not in the traditional educational sense, but rather in the sense of ongoing self-evaluation and monitoring, which is beneficial for the institution's constant improvement of its capacity to react to and lead in a volatile environment. This certainly requires some strategic knowledge or intelligence on the level of a university, which does not kill off or discourage the creativity of the academic heart, but rather strengthens it. In terms of encouraging knowledge acquisition throughout the company and deploying it effectively for organizational change, the current organizational culture in many universities may not be at all supportive of the sustainability of organizational learning. The complexity of this phenomenon is highlighted by the research on organizational cultures in universities. Numerous studies divide university cultures into two groups based on two related dimensions. First, senior leadership at the university level can either specify the structure and traits of policy creation very precisely or very broadly. The second is the nature of the operational activity, which can either be fairly loose at one end of the spectrum, giving leaders and academics in the lower parts of the university more autonomy and freedom to operate, or tightly regulated at one end of the spectrum by a set of rules and conventions (state or institutional).

As a result, there are now four distinct types of corporate culture: bureaucratic (loose on politics, tough on regulations); collegial (loose on politics, harsh on regulations); The Company (strict on both policy and regulation); and entrepreneurial (tight on policy, loose in the organization). While a particular university may concentrate on one of the aforementioned topics, the Four Dimensions will be deterministic and present to some extent, in a particular area of the university (such as the business school) it may be very entrepreneurial, while the Other colleges are not), or for a specific function (financial management obviously has to be bureaucratic in many respects given the demands of external public account.

As a result, the institutional leader must be able to manage strategically in a variety of cultural contexts, especially within the institution itself, where the collective situation frequently rules as an integral component of the university's academic core.

- Providing strategic initiatives might be challenging.

Leaders who strive to deliver strategic or qualitative initiatives frequently run into problems, especially in cultures where there is a significant emphasis on the group. For example:

1. The propensity to dodge issues. The development of highly specialized knowledge areas may also limit challenges or the ability to learn from other perspectives, and it may motivate reward structures that are based on the individual rather than the group. This can be explained by the fact that different cultures generally respect the academic autonomy of the individual in education and research. The inability to deal with challenging circumstances may be related to pure cowardice! The practical effects of avoidance in a strategic management setting include defensiveness, isolationism, a lack of accountability, and fragmented information, which makes it challenging to stabilize quality-oriented operations.
2. When quality assurance becomes a formal process, it typically starts as a top-down endeavor driven by external accountability or cost-cutting, which necessitates crisis management. Low corporate identity traditions will lead to conflict and defensiveness, which will manifest itself in non-compliance with quality procedures. Information is thus carried upward

in a largely unfiltered manner as a result of a resistance to self-criticism and the willingness to admit faults.

3. Another factor contributing to the growth of maintenance-focused policies and processes is the fact that many universities are public and affiliated with government higher education agencies. As well as having short planning horizons or separating the planning and assessment processes, fragmented information flows created for external accountability objectives may also foster this. None of these factors contribute to the maintenance of quality processes in the way that Tapatoni described it.
4. The feedback and evaluation process itself is another prominent place where challenges to maintaining a culture of quality can be found. Except for a few simple performance indicators, this procedure frequently lacks clear objective measurements. The varying intentions, interests, and behaviors of the numerous participants make it difficult to get a commonly understood interpretation of the terminology and reality. Long feedback delays, especially for impact metrics, can make short-term alterations risky when contexts change. Delays like these make it difficult to reach a consensus.
5. Because academic and administrative employees depend on different knowledge bases, there is a barrier between the two groups that may not just be a matter of hierarchy but also reflect fundamental differences in beliefs and methods of operation. What is known as "reality" is only fully represented in each copy. Since the data has been filtered differently on both sides, questions of quality and evaluation are explored from quite different angles. However, due to the shifting responsibilities of mayors, deputy deans, and deans, there is a tendency to impose some administrative discipline on a historically extremely university-centric culture. These senior officers do, in fact, frequently experience a personal paradox: Are they academics or administrators? Are deans, in particular, members of senior management (with the

implication of shared accountability for strategic decisions) or even leaders of a delegated collective structure? They could have a very tough time juggling the expectations and role needs of the administration and their faculty colleagues.

6. The operational assumptions, attitudes, and behavior patterns that differ among disciplines also have a noticeable impact on how problems are understood, how decisions are made, and how to intervene in complicated problems.
7. Additionally, many deans and university administrators only have a limited number of organizational change management tools at their disposal, which obstructs their ability to implement the necessary quality measures.

As a result, one might draw the conclusion that current institutional cultures, to a large extent, are not favorable to the sustainability of strategic activities and methodological quality, especially when those activities seem natural, inevitable, and defensible as components of academic freedom against arbitrary executive actions, such as a catalyst for individual creativity within the academic community. Although there is still a strong emphasis on collegiate and bureaucratic characteristics in university work cultures, this is gradually giving way to project- and corporate-oriented cultures. This should result in a greater focus on strategic thinking at the university level (which is typically motivated by external constraints): serious discussion may develop over the extent to which the authority needed to achieve strategic objectives is delegated in ways that are most appropriate to the delegated unit (faculty) and its external constituencies; this development frequently leads to the use of resource incentives and budgeting.

1. The "learning university" must demonstrate a strong ability to identify, confront, and solve problems; it means recognizing their weaknesses, collectively and individually, and acting appropriately; it also means utilizing internal competition and comparisons transparently and constructively, as well as being willing to take performance into consideration.

2. As a counterweight to stability and predictability, transformation should then be built on exploration and tolerance for error. Transparency, openness, and candor are part of this non-punitive culture, and they apply to leadership style, incentive structures, and organizational change support. It promotes deliberate risk-taking, or the capacity to be ready for the unexpected.
3. Thus, by establishing precise, quantifiable goals that are the consequence of agreement and commitment, the "adaptive" university is able to make overt and systemic decisions.
4. Since agreement does not always follow from strategic thinking or vice versa, it is not a simple challenge for leaders to reconcile democratic actions against executive power.
5. In order to test the legitimacy, appropriateness, and robustness of rules and regulations, flexibility is therefore crucial. For example, it may be necessary to allow a top dean or professor to challenge management or a university president to challenge a national agency with a good chance of being heard.
6. In order to turn experiences and initiatives into learning, spread knowledge about best practices throughout the business, and allow for quick application of evaluation results, it is crucial to create intentionally planned feedback loops. Intercollegiate/cross-major relationships are less widespread at many institutions, though, as the rigid faculty boundaries continue to be a major obstacle for interdisciplinary programs — to say nothing of simply getting to know other faculties.
7. The fundamental academic unit—the department or its equivalent—is the key to cultural transformation since organizational reform in universities must considerably affect the organization for it to be comprehensive. Traditional autonomy is one thing, but until team success is valued equally to individual results, it won't inspire a culture of quality or strategy within an organization. In other words, institutional change still requires a group strategy for focused training.

8. When an organization needs to interact with various external stakeholders, each with a different agenda in terms of service requirements and timeframes (for continuing education, transfer technology, franchising, collaborative education, independent study, and e-learning, to name a few of the curated changes), formal and prior structures are no longer considered fit for new purposes. This emerging culture of transformation is characterized by structural experimentation. Demand differentiation necessitates a variety of organizational forms, both internally and at the interface with the outside world. Through specially designed structures and people arrangements for various organizational aims and priorities, tensions, inconsistencies, and paradoxes within the organization can then be accommodated.

However, because they rely on straightforward linear organizational structures that are founded on historical responsibilities and functions, universities incur the risk that a diverse range of aims will damage their sense of identity. One would expect not only differentiated structures but also conscious experience to be monitored from the center in order to support an overall institutional specificity. This would result in the development of a structured process of organizational learning based on common assessment criteria, accepted assessment modalities, and a clear understanding of the identity and motivation of reviewers. In other words, the university needs to be able to draw lessons from its mistakes.

8.3 Sustainable Strategic Management

To make it possible for an institution to achieve its goals and objectives while simultaneously considering into account the long-term environmental, social, and economic effects of its strategies, it must practice sustainable strategic management (Stukalina, Y. 2014). This approach aims to reconcile the demands and desires of all stakeholders in the process of decision-making and recognizes that the long-term viability of an organization has a strong connection to the sustainability of the wider community and the environment in which it works (Yureva, O. Y., Yureva, O. V., & Burganova, L. A. 2016).

Taking into consideration the triple bottom line of environmental responsibility, which takes into consideration social, environmental, and economic factors, is an operational component of environmentally friendly strategic management. Establishing goals that promote inclusion and diversity, lessen the company's carbon imprint, or help the community may be a component of this. In order to ensure that the organization's strategies and procedures are in line with its sustainability goals, it also involves regularly reviewing and improving them (Stead, J. G., & Stead, W. E. 2013).

Strong leadership and active participation from all stakeholders are essential for sustained strategic management to be successful. Additionally, it calls for a long-term viewpoint because sustainability objectives frequently call for major adjustments to an organization's activities and may not yield results right away (Parnell, J. A. 2008). Among the essential techniques for putting into practice sustainable strategic management are:

1. Set concrete, quantifiable, and achievable sustainability goals and targets. It's crucial to keep track of your progress toward these targets on a frequent basis.
2. Get stakeholders involved in the process: Including a wide range of stakeholders in the organization's sustainability goals, such as staff members, clients, suppliers, and the neighborhood community, can help to guarantee that these objectives are in line with everyone's requirements and interests.
3. Decision-making must take sustainability into account: To be sustainable, an organization's decision-making process must take sustainability into account in all stages, from setting objectives and priorities to allocating resources.

4. Track progress and provide updates: The organization may make any required adjustments and stay on track by regularly monitoring and reporting on progress made toward sustainability goals.

The overall goal of sustainable strategic management is to balance the requirements and interests of all stakeholders for the long-term performance of the company. It is an integrated plan that recognizes the interdependence of social, environmental, and economic factors. With the goal of generating long-term value for both the company and society at large, sustainability strategic management is a means of matching an organization's strives and procedures with the principles of sustainability, as defined by Baumgartner, R. J., & Rauter, 2017. This approach seeks to balance the needs of all stakeholders, including consumers, staff, shareholders, and the community, with the desire to preserve natural resources while safeguarding the environment (Velazquez, L., Munguia, N., Platt, & Taddei, 2006). It recognizes that an organization's well-being is inextricably connected to the well-being of the natural and social systems in which it operates.

Organizations are turning to sustainable strategic management for a number of reasons, primarily ensuring their long-term being. One of the primary variables is the increasing recognition that social and environmental problems have a substantial impact on the financial performance of an organization in addition to being important in and of themselves (Fuchs, P., Raulino, & Guerra 2020). A business that is regarded as being environmentally friendly, for example, is more likely to draw and keep clients who have concerns about the environmental effects of their purchases, but a business that is perceived as being socially responsible, contrary to popular belief, appealing to both workers and shareholders.

By enhancing resource efficiency and minimizing waste, sustainable strategic management can also assist firms in decreasing risk and expenses. As an example, an organization may decrease its use of natural resources, reduce its environmental impact, and lower its operational costs through the use of environmentally friendly initiatives like reuse and recycling, energy savings, and water conservation. Parallel to this, a business that makes efforts to make certain that its supply network is sustainable may reduce the risk of interruptions brought on by environmental or social difficulties, as well as enhance its reputation and strengthen its ties to important stakeholders (Labanauskis, R. 2017).

So, what sustainable strategic management initiatives can firms adopt? Several crucial actions can be taken, including the following :

- Set objectives and goals for sustainability: Identifying the precise sustainability goals and targets that the business seeks to attain is the first stage in putting sustainable strategic management into practice. These objectives should be in line with the organization's overarching strategy objectives and should be SMART (specific, measurable, attainable, relevant, and time-bound).
- Perform a sustainability analysis: An organization ought to carry out a sustainability assessment to review its social, environmental, and financial achievements in order to understand the sustainability implications of its operations and pinpoint possibilities for advancement. The assessment should take into account every phase of the life of the organization's goods and services, from the acquisition of initial supplies to their eventual trashing or recycling.
- Establish a sustainability strategy: Using the results of the environmental assessment, the organization ought to develop a sustainability strategy outlining the specific actions that will be done to meet the sustainable development objectives and targets. The approach ought to describe how the company is going to track its achievement, report on it, and engage stakeholders in its efforts to promote sustainability.
- Implement and track sustainability initiatives: Following the creation of the sustainability strategy, the organization should start putting the various projects and actions listed in the plan into practice. In order to make sure that these initiatives are accomplishing the required goals and aims, it is crucial to track their progress and results. This will allow for any necessary adjustments to be made.
- Communicate and report on sustainability activities: An organization should frequently communicate and report on its sustainability efforts to all stakeholders in order to show its dedication to sustainability and transparency. Sustainability reports, stakeholder engagement events, and other types of communication can accomplish this.

In order to implement sustainable strategic management, a company must commit to sustainability for the long term and incorporate sustainability concerns into all areas of its operations and decision-making procedures. The advantages of this strategy, however, are substantial and include better financial performance, decreased risk, increased customer and staff happiness, improved reputation, and improved stakeholder relationships.

8.4 Strategic Management and Entrepreneurship

Both entrepreneurialism and strategic management are essential ideas in the sphere of business (Dogan, N. 2015). On the basis of resource considerations and an analysis of the internal and external contexts in which the organization competes, strategic management refers to the creation and implementation of the primary goals and initiatives adopted by a company's top management on behalf of owners. The process of starting, running, and expanding a commercial venture is called entrepreneurship, and it frequently entails some level of invention and risk-taking.

Strategic management and entrepreneurship have a complicated and nuanced interaction (Kraus, S., & Kauranen, 2009). On the one hand, as it entails the strategic planning and decision-making that go into establishing and expanding a business, entrepreneurship might be considered as a subset of strategic management. The ability to think strategically and come to sound business decisions is essential for entrepreneurs who want to succeed in today's cutthroat business environment, so strategic management can also be seen as a function of entrepreneurship (Michael, S., Storey, D., & Thomas, H. 2017).

There are several essential tasks are necessary for effective strategic management, including:

1. Establishing clear goals and objectives entails deciding what the organization intends to accomplish as well as how success will be measured.
2. Identifying the organization's strengths, weaknesses, opportunities, and threats by completing a SWOT analysis of the organization's internal and external environments.
3. Creating a road map for accomplishing the organization's goals and taking the necessary steps to put the plan into action are both components of developing and implementing a strategic plan.
4. Progress is tracked by periodically examining and evaluating the organization's performance to make sure it is on track to reach its objectives.

On the other side, entrepreneurship entails searching for and seizing fresh business prospects. This can involve taking over and expanding an existing business or beginning a brand-

new venture from scratch. Several crucial abilities and qualities are necessary for successful entrepreneurship, including:

1. Creativity and innovation: Successful entrepreneurs must be able to think creatively and innovatively.
2. Risk-taking: Starting and expanding a business frequently requires accepting some level of risk. To succeed, entrepreneurs must be prepared to take calculated risks.
3. Perseverance and fortitude: The road to success is frequently paved with bumps and failures. Entrepreneurs need to have the fortitude to endure and recover from setbacks.
4. Leadership and management abilities: Successful entrepreneurs must be able to encourage and inspire others as well as manage and expand a business.

Despite being separate ideas, entrepreneurialism and strategic management are intimately related (Barringer, R. B., & Bluedorn, A. C. 1999). Entrepreneurship brings fresh perspectives and new chances to the table, while strategic management offers the framework and direction needed for a firm to realize its goals. Both are essential for companies that want to prevail in the cutthroat business environment of today. In the corporate world, entrepreneurship and strategic management are both crucial ideas. On the basis of resource considerations and an analysis of the internal and external contexts in which the organization competes, strategic management refers to the creation and implementation of the primary goals and initiatives adopted by a company's top management on behalf of owners. On the other hand, entrepreneurship deals with the process of starting, running, and expanding a commercial enterprise; it frequently entails a certain amount of risk-taking and invention.

Strategic management and entrepreneurship have a complex relationship. On the one hand, as it entails the strategic planning and decision-making that go into establishing and expanding a business, entrepreneurship might be considered as a subset of strategic management. However, strategic management may also be considered a function of entrepreneurship, as it is essential for business owners who want to prosper in the cutthroat atmosphere of today's economy to be able to think strategically and make wise judgments.

Several essential tasks are necessary for effective strategic management. Setting the organization's aims and objectives clearly comes first and foremost. This entails deciding what the business hopes to accomplish and how success will be measured. Analyzing the internal and external environments of the organization is crucial after these goals have been set. To do this, one must perform a SWOT analysis to determine the organization's advantages, disadvantages, opportunities, and threats. The organization can then create and put into action a strategic plan based on this information. In order to do this, a road map for accomplishing the organization's objectives must be created, and the appropriate steps must be taken to put the plan into practice. This could entail altering the company's business strategy, entering new markets, or launching brand-new goods or services.

After the strategic plan has been put into action, it is crucial to periodically review and assess the results. To make sure the company is on pace to achieve its objectives, it must evaluate and examine its performance. The strategic plan can be modified as needed to ensure that the organization continues on course.

Finding and developing new business possibilities is a key component of entrepreneurship. This can involve taking over and expanding an existing business or beginning a brand-new venture from scratch. A variety of abilities and characteristics are necessary for successful entrepreneurship, including creativity and innovation, risk-taking, perseverance, and resilience, as well as leadership and management abilities. The capacity to recognize new business prospects is one of the most important aspects of entrepreneurship. Finding a market niche or developing an original product or service that addresses a particular demand may be required for this. A business plan must be created by the entrepreneur after an opportunity has been found in order to realize the concept. This could entail finding funds, putting together a team, and creating a marketing plan.

Having the ability to run and expand a business is another crucial component of entrepreneurship. This entails establishing precise objectives and targets as well as creating and putting into practice methods to attain these objectives. Along with managing the company's finances and operations, it also entails leading and inspiring the workforce. In the world of business, strategic management and entrepreneurship are both essential ideas. Although they are separate ideas, they are closely related, and both are crucial for companies hoping to thrive in the cutthroat business environment of today. Entrepreneurship brings fresh perspectives and

opportunities to the table, while effective strategic management offers the framework and direction necessary for a firm to realize its goals.

Both entrepreneurialism and strategic management are crucial ideas in the corporate sector. On the basis of resource considerations and an analysis of the internal and external contexts in which the organization competes, strategic management refers to the creation and implementation of the primary goals and initiatives adopted by a company's top management on behalf of owners. On the other hand, entrepreneurship deals with the process of starting, running, and expanding a commercial enterprise; it frequently entails a certain amount of risk-taking and invention. Strategic management and entrepreneurship have a complex relationship. On the one hand, as it entails the strategic planning and decision-making that go into establishing and expanding a business, entrepreneurship might be considered as a subset of strategic management. However, strategic management may also be considered a function of entrepreneurship, as it is essential for business owners who want to prosper in the cutthroat atmosphere of today's economy to be able to think strategically and make wise judgments.

Several essential tasks are necessary for effective strategic management. The first stage is to clearly define the organization's aims and objectives. This entails deciding what the business hopes to accomplish and how success will be measured. Analyzing the internal and external environments of the organization is crucial after these goals have been set. To do this, one must perform a SWOT analysis to determine the organization's advantages, disadvantages, opportunities, and threats. The organization can then create and put into action a strategic plan based on this information. In order to do this, a road map for accomplishing the organization's objectives must be created, and the appropriate steps must be taken to put the plan into practice. This could entail altering the company's business strategy, entering new markets, or launching brand-new goods or services.

After the strategic plan has been put into action, it is crucial to periodically review and assess the results. To make sure the company is on pace to achieve its objectives, it must evaluate and examine its performance. The strategic plan may need to be modified if necessary to keep the company on course. Finding and developing new business possibilities is a key component of entrepreneurship. This can involve taking over and expanding an existing business or beginning a

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Both entrepreneurialism and strategic management are essential ideas in the corporate sector. Although they are separate ideas, they are closely related, and both are crucial for companies hoping to thrive in the cutthroat business environment of today. Entrepreneurship brings fresh perspectives and new opportunities to the table, while effective strategic management offers the framework and direction for a firm to realize its goals.

9. Innovation in Higher Education

Higher education is undergoing tremendous change and institutions that do not adjust promptly risk losing their relevance. There has never been a greater urgent need for innovation in higher education (Enarson, H., & Drucker, P. F. 1960). Colleges and universities need to come up with fresh, creative ways to deliver education and satisfy society's changing needs in light of the development of technology as well as rising expectations from both students and employers.

9.1 The Importance of Innovation in Higher Education

Higher education institutions need innovation because it keeps them current and competitive (Blass, E., & Hayward, 2014). Higher education institutions must adjust to changing conditions, such as shifting student demographics, technological advancements, and job market changes. Institutions can create new initiatives, instructional strategies, and technological advancements that will benefit students by embracing innovation.

Access to higher education can also be made easier via innovation, especially for marginalized groups. Barriers prevent many students from enrolling in higher education, especially those who come from low-income homes. Institutions can create innovative approaches to provide inexpensive education through innovation, such as competency-based education and online learning (Brennan, J., Broek, S., Durazzi, N., Kamphuis, B., Ranga, & Ryan, S. 2014).

Last but not least, innovation can raise the standard of higher education. Institutions can improve student engagement and assist them in achieving their learning objectives by creating new teaching techniques and technologies. As a result, students may have improved results, such as higher retention rates and better job opportunities.

9.2 Fostering a Culture of Innovation

Promoting innovation in higher education requires developing an innovative culture. According to Hoidn, S., and Kärkkäinen (2014), institutions that encourage innovation are more likely to succeed in creating new initiatives, instructional strategies, and technological

advancements. The following are some strategies institutions can use to promote an innovative culture:

- **Encourage Creativity:** By providing areas for innovation and brainstorming, institutions may promote creativity. These areas may be actual (like innovation laboratories) or virtual (like online discussion boards), where students and professors can exchange ideas.
- **Encourage Collaboration:** Innovation requires collaboration. Institutions can encourage collaboration by supporting multidisciplinary teams and offering chances for academics and staff from various disciplines to collaborate.
- **Provide Resources:** In order to innovate, one frequently needs resources, like money and access to technology. Institutions can contribute resources by setting up innovation funds, collaborating with top business figures, and granting access to state-of-the-art equipment.
- **Honor Faculty, Students, and Staff Who Produce Innovative Programs, Teaching Techniques, and Technologies:** Institutions can honor faculty, students, and staff who produce innovative programs, teaching techniques, and technologies.

9.3 Innovative Approaches to Higher Education

Institutions can create new ways to higher education in addition to nurturing an innovation culture (Perkin, H. J. 1969).

The following are some examples of how institutions might innovate:

1. **Online Education:** For good reason, online education has grown in popularity in recent years. Students have more access to education and flexibility because of online learning. Institutions are able to create cutting-edge online learning programs that make use of interactive tools and individualized instruction.
2. **Competency-based education:** Rather than emphasizing the completion of courses, competency-based education places an emphasis on skill mastery. Institutions are

able to create cutting-edge competency-based education plans that let learners advance at their own rate and show mastery of skills through practical assignments.

3. **Micro-Credentials:** Micro-credentials are condensed, brief courses that let students hone particular competencies. Institutions can create cutting-edge micro-credential programs that meet industry needs and give students useful training and credentials.
4. **Learning by Experience:** Learning through Experience entails doing. Institutions can create cutting-edge experiential learning programs that give students first-hand, in-the-field exposure.

For universities and other higher education institutions, innovation is essential for a number of reasons, including:

- **Staying competitive:** Universities need to innovate to survive in the ever-changing world of today. To give their students the greatest education possible and to best prepare them for the workforce, they must constantly adjust to shifting fashions and technological developments.
- **Enhancing student experience:** Universities can use innovation to give students a better educational experience. As an illustration, the utilization of online learning platforms and educational technology can give students greater flexibility and convenience while simultaneously boosting engagement and interaction.
- **Innovation can also help institutions' efforts to advance their research and development.** Universities can draw outstanding professors and researchers who can contribute to cutting-edge research initiatives that tackle some of the most serious global concerns by cultivating an innovation culture.
- **Establishing collaborations and partnerships:** Universities can use innovation to establish collaborations and partnerships with other organizations, business titans, and governmental bodies. These partnerships may result in shared research initiatives, internships, and employment possibilities for students, as well as grant and resource access.

- Taking on societal issues: Through innovation, colleges can help tackle some of the most urgent issues facing society, including healthcare, inequality, and climate change. Universities may have a positive impact on the world and contribute to a better future by generating new technology and solutions.
- Innovation can assist universities in luring elite personnel, such as professors, researchers, and students, and in keeping them there. Universities may stimulate creativity, curiosity, and discovery by offering state-of-the-art resources and technology.
- Increasing operational effectiveness: Innovation can also help colleges cut expenses and streamline their operations. Universities can automate administrative chores, boost data management, and improve communication by introducing new technology and procedures.
- Innovation can also assist colleges in diversifying their sources of funding. For example, universities can create new services and products like executive education programs, consulting services, and online courses that bring in more money.
- Encouragement of entrepreneurship: Students and faculty members who are exposed to innovative ideas are more likely to pursue their own business ventures. Universities may offer ambitious entrepreneurs the tools and assistance they need to convert their ideas into reality, including incubators, mentorship programs, and grants.
- Enhancing reputation and brand recognition: Universities can enhance their reputation and brand recognition by embracing innovation. They can establish themselves as industry leaders and draw in more students, researchers, and collaborators. As a result, they may be able to draw in more cash, materials, and development-related opportunities.
- promoting multidisciplinary cooperation: Innovation can bring together academics and students from various fields to tackle challenging issues and come up with creative solutions. This interdisciplinary cooperation may result in groundbreaking discoveries and innovative concepts that otherwise would not have been conceivable.

- Supporting lifelong learning: Universities may use innovation to give their students and alumni access to lifelong learning opportunities. Universities can assist people in acquiring new skills and staying up to date in their careers through online courses, micro-credentials, and other flexible learning choices.
- Innovation can assist universities in lowering barriers to education and increasing accessibility. For example, smartphone apps and online learning platforms can help those in remote locations or with disabilities access education more easily.

Innovation can assist universities in lowering their environmental impact and improving sustainability. Universities can lessen waste, use less energy, and promote sustainable behaviors by creating innovative technologies and procedures. By generating new employment possibilities, luring in investment, and spurring innovation in the local economy, innovation can also help the local economy grow. Universities can promote economic growth and development in their communities by collaborating with business titans and governmental organizations. Other important procedures and criteria for focusing on innovation include the following:

- Addressing new trends and problems: Universities can use innovation to remain on top of problems and new trends in their domains. Universities can respond to market shifts and new problems, such as the influence of cutting-edge technologies or the evolving nature of the workforce, by continuously innovating.
- Innovation can also assist colleges in promoting internationalization and interaction with the world. institutions may give their students global learning experiences and prepare them for employment in a globalized society by developing creative programs and relationships with institutions around the world.
- Increasing social impact: By tackling societal issues and advocating for social justice, innovation can assist universities in enhancing their social influence. Universities can assist in addressing problems like poverty, inequality, and discrimination by creating new technology, procedures, and solutions.
- Giving students the chance to engage in experiential learning: Innovation can give students the chance to do things like internships, research projects, and service

learning. Universities can assist students in developing important skills and gaining practical experience that will help them prepare for their future by offering these possibilities.

- In universities and other higher education institutions, innovation can also help to advance diversity, equity, and inclusion. Universities may create a more inviting and encouraging atmosphere for students, faculty members, and staff from varied backgrounds by introducing new programs and policies that encourage diversity and inclusion.
- Getting involved with business and government: Universities can use innovation to get involved with business and government partners to spur innovation and open up new opportunities. Universities can collaborate on research projects, create new goods and services, and promote economic growth and development by cooperating with these partners.
- Supporting research and development: By giving researchers new technology, tools, and procedures to utilize, innovation can support research and development. This could quicken the speed of research and result in novel findings and scientific advances.
- Encouragement of experimentation and risk-taking: Innovation has the potential to inspire students and faculty members' experimentation and risk-taking. Universities may aid in fostering a culture of invention and creativity by offering a welcoming environment for experimentation and encouraging failure as a learning opportunity.
- Increasing student engagement and retention: By giving students fresh, engaging learning opportunities, innovation can increase student engagement and retention. This can encourage students to stay engaged and motivated in their studies, which will boost their academic performance.

By assisting institutions in disseminating their knowledge and research to the general public, innovation can also facilitate the transmission of information. Universities may ensure that their research has a practical application and benefits society by creating new knowledge-dissemination tools and platforms. New platforms and technologies for teaching, learning, and research can be used by universities as part of their digital transformation activities. This can assist

colleges in increasing their efficacy and efficiency while better serving the needs of their professors and students. Innovation can support innovation and entrepreneurship among students and professors. Universities can contribute to the establishment of new businesses and the growth of the economy by offering resources, guidance, and assistance to startups and other endeavors.

By creating new platforms and methods for disseminating research data and conclusions, innovation may also promote open science and open-access projects. This can boost collaboration between researchers and institutions and assist in making research more transparent and reproducible. Enhancing alumni engagement and giving: By giving alumni fresh and interesting ways to stay in touch with their alma mater, innovation can boost alumni engagement and giving. Universities can strengthen the sense of belonging and loyalty among their alumni and boost their charitable support by introducing new programs and initiatives.

Innovation can assist colleges in creating a culture of innovation that penetrates every facet of their business. Universities can establish a dynamic and vibrant learning community that draws top talent and fosters innovation by fostering creativity, experimentation, and cooperation. By giving researchers and students from various sectors the chance to collaborate, innovation can promote interdisciplinary cooperation. This can inspire fresh concepts, methods, and solutions to difficult issues that call for a multidisciplinary approach. By creating new technologies, procedures, and regulations that support sustainability and lower carbon emissions, innovation can assist universities in addressing environmental sustainability. This can support efforts to prevent climate change globally and encourage colleges to be more environmentally conscious.

By giving students of all ages and backgrounds fresh, adaptable learning experiences, innovation may encourage lifelong learning. This can assist in meeting the needs of students who need ongoing retraining and upskilling throughout their careers, as well as aiding colleges in being current and responsive to shifting market demands. By creating new technology, methods, and strategies that remove obstacles to education and make it more accessible to students with disabilities, language hurdles, or other issues, innovation can promote accessibility and inclusion. With more diversity and inclusivity in the classroom and a welcoming environment for students from all backgrounds, colleges may benefit from this.

Promoting cross-cultural communication and understanding: Innovation can help advance cross-cultural communication and understanding by opening up new doors for global participation, cross-cultural collaboration, and cultural immersion. This can support intercultural communication and cooperation and assist colleges in preparing their students for a worldwide future. By offering tailored learning experiences, adaptive tests, and real-time feedback that support students in achieving their academic objectives, innovation can improve student results. This can assist colleges in raising their graduation rates, student satisfaction levels, and retention rates while building a solid reputation that attracts top talent.

By creating new strategies, instruments, and technology, innovation may achieve social justice. As a result, society will be more just and equitable and institutions will be more attentive to the needs and ambitions of underrepresented groups and communities. Innovation's ability to provide new resources and platforms for research, instruction, and cooperation that support intellectual diversity and freedom of expression can likewise increase academic freedom. By doing so, colleges may protect their autonomy and independence while also ensuring that no outside demands or influences are present in their academic and research endeavors. Innovation can advance internationalization by generating fresh possibilities for global cooperation, communication, and mobility. This can assist academic institutions in developing a more international and cosmopolitan learning environment that equips students for the opportunities and difficulties of a globalized world.

By launching fresh goods, services, and sectors of the economy, innovation can also propel economic development. By doing so, universities may be able to play a significant role in the economic growth of their communities and the nation as a whole. Innovation can increase institutional efficiency by streamlining administrative procedures, cutting expenses, and making better use of available resources. Universities may be able to function more effectively and efficiently as a result and provide faculty and staff better services. By giving universities additional chances to interact with their local communities, decision-makers, and other stakeholders, innovation can also increase public engagement. This could strengthen the bonds between universities and their constituents, enhance their standing, and broaden their influence.

Innovation may encourage creativity and entrepreneurship by giving students, faculty, and staff new tools, resources, and networks that enable them to transform their ideas into profitable businesses or social enterprises. This can aid in promoting innovation and entrepreneurship at universities and assist in creating a thriving, dynamic innovation environment.

9.4 Examples of Innovation in Higher Education

Among the numerous examples of innovation in higher education, we can highlight the following:

1. Online learning: With the development of online education, students can now complete their degrees from any location in the world.
2. Flipped learning: This approach allows for more participatory and engaging activities in the classroom by having students watch lectures online before class.
3. Gamification is the process of incorporating gaming aspects into instructional content to motivate and engage students, such as points, badges, and leaderboards.
4. Learning that adapts to the demands and learning styles of each learner is known as adaptive learning.
5. Learning analytics: The application of data analysis to teach more effectively and track student progress.
6. Mobile learning: The process of delivering educational content via mobile devices like smartphones and tablets and enabling remote learning.
7. Giving free access to excellent educational resources like textbooks, films, and interactive content is known as "open educational resources" (OERs).
8. Learning that is based on the display of certain abilities and knowledge as opposed to time spent in a classroom is known as competency-based education.
9. Group projects, peer reviews, and other collaborative activities that encourage students to learn from one another are examples of collaborative learning.
10. Virtual reality: The process of developing immersive learning environments using virtual reality technology.
11. Tools with AI-powered capabilities that can help with duties like grading, tutoring, and individualized learning.
12. Short, manageable learning modules known as microlearning can fit into hectic schedules and be absorbed on the fly.
13. Maker Spaces: Specialized areas where students can learn via doing and producing projects and prototypes.
14. Programs that give students the chance to study abroad, engage in cultural interaction, and obtain a worldwide perspective on their education are known as global learning initiatives.

9.5 What is Driving Innovation in the Higher Education

Higher education has changed significantly in recent years due to a variety of circumstances. Universities are implementing innovative methods for teaching and learning in response to shifting student demographics and technology developments. Technology is one of the most important forces behind innovation in higher education. Technology has rapidly advanced, opening up new teaching and learning options. For example, online learning platforms are gaining popularity because they enable students to access course materials and communicate with their peers and instructors from any location. Students can interact with complex ideas in novel and engaging ways thanks to the usage of virtual and augmented reality tools in immersive learning environments.

The shifting student demographics are another force for innovation in higher education. In comparison to students from past generations, today's kids have distinct needs, expectations, and learning preferences. Universities are therefore implementing novel teaching and learning strategies, like competency-based education and individualized learning. While competency-based education allows students to advance at their own pace and focuses on mastery of particular skills and knowledge, personalized learning employs technology and data to tailor instruction to the requirements of individual students. Higher education innovation is also being fueled by globalization. Universities are forming worldwide alliances, providing study-abroad options, and generating global learning chances as the world becomes more interconnected. These programs aid in preparing students for professions in a globalized economy, which places a rising value on cross-cultural competence and foreign experience. Innovation in higher education is also being driven by shifting social and economic situations. Students are demanding greater value from their education due to increased student debt and an unreliable employment environment. Universities are reacting by creating courses that teach useful skills and prepare students for the workforce, like co-ops, internships, and entrepreneurship projects. Universities are creating programs to promote resilience, empathy, and mindfulness while they also recognize the value of social and emotional learning.

Higher education innovation is fueled by a number of reasons, including technology, shifting student demographics, globalization, and shifting economic and social conditions. Personalized learning, competency-based education, and global learning possibilities are just a

few of the innovative teaching and learning strategies that are being developed as a result of these factors. Universities will be better able to prepare students for the opportunities and challenges of the twenty-first century if they continue to adapt to these changing circumstances.

Higher education innovation is being driven by a number of causes. To name a few:

Technological progress Innovation in higher education is mostly driven by the broad adoption of new technology. The way that students study and professors teach has changed as a result of technologies like online learning platforms, digital textbooks, learning analytics, and adaptive learning systems.

Changing student expectations and demands: Students' needs and wants are evolving. Students today seek individualized learning experiences that are tailored to their particular needs and interests since they are more varied and technologically savvy than ever before. Higher education institutions are therefore adapting to these shifting needs by placing a greater emphasis on project-based learning, flipped classrooms, and experiential learning.

Competition and globalization Higher education institutions have been driven to innovate as a result of the escalating worldwide rivalry. In order to reach a larger audience of prospective students from around the world, several schools are now providing online courses and degrees.

Partnerships with industry: Universities are working more and more closely with businesses to find creative answers to pressing issues. These collaborations can encourage innovation in higher education while assisting students in gaining useful work experience and preparing them for the workforce.

Changes in funding and policy: Innovation in higher education may also be stimulated by modifications to finance and policy at the regional, state, and federal levels. For example, sponsoring programs that encourage research and development can result in fresh understandings and breakthroughs in education.

9.6 Common Examples of Innovation in Higher Education

1. Competency-based learning

Hearing more and more about competency-based education, which is neither bad nor good but should be given greater consideration. We can suggest the following in educating students about a contemporary economy:

Although competency-based education is not always an example of innovation in higher education, the shift to competency-based education can result in additional innovations, such as the use of technology to tailor how each student navigates the material they need to learn. We may better comprehend the requirement for asynchronous access to such content if we first define asynchronous learning. This is especially true when the student can access the content on their own mobile device rather than through an antiquated university education management system.

Competency-based education ought to be more successful and student-centered, at least in terms of the learning process as opposed to the material. That's great. I'm not sure how it correlates to more knowledge considering that the university has historically commodified (and hence restricted) that information (and subsequent certification). Additionally, I'm unsure of how this will help with one of my most urgent problems, out of control. Something that increases the effectiveness of another thing must also have a wide range of additional advantageous impacts.

2. Trends in Video Streaming, Flipped Classrooms, and Online Learning

Video is possibly the most prominent and well-liked type of technology innovation in K–12 and beyond, including webinars, Zoom, Skype, and even live broadcasts on social media platforms. Of course, video facilitates more development. Example? under certain circles, the college lecture seems to be in danger due to the flipped classroom. As ought to be the case with YouTube. There is already a ton of excellent information available, so curation is just as crucial as creation. Nothing about this is very thrilling. Every university or league in higher education suffers from a lack of leadership. This is made worse by concerns of equality, because, despite claims made by programs, the standard of education a person receives is largely determined by how much money their parents make.

3. Open Education

Although they have been available for a while, open curricula like MIT's OpenCourseWare haven't really taken off. Although MOOCs are a fantastic idea, they are being held back by a number of problems, including evaluation, feedback, and certification cycles. And now, in one way or another, they wind up being the butchers of educational technology jokes. Many of the complaints that people appear to have about them are ones that I disagree with. It can be connected

to the expectations you have for your assessment. It is not fair to compare your college experience to an unsupported MOOC from 2008.

This identical MOOC suddenly seems less terrible when compared to researching topics the student has chosen on Google or Reddit. I believe that e-learning will someday be at the center of the university experience rather than the exterior: How does e-learning work? What does it cover? Which delivery model is this? There is much to think about. But this is unquestionably an illustration of innovation in higher education.

4. Modifying the faculty's makeup

You decide if this is an unhappy result of a funding shortage or an "innovation" that produces a "leaner" business model that gives better-pivoting potential. With new contractual arrangements with universities, there is a clear tendency toward adjunct professors and "global" traveling faculty, nevertheless. "Innovation in Higher Education: Can Colleges Really Change?" was the headline of an article published in 2016. Ed.D. Dustin Swanger described the ways in which the faculty is evolving.

5. Changing the revenue sources used to support the institution

Current efforts to finance institutions of higher education through state funding, federal subsidies, and other mechanisms must be quickly expanded—along with major cost reductions—given the coronavirus's already massive impact on the world economy. As a result, "finding new business models for college" is now one of the most significant inventions in recent memory. The US economy was severely damaged by the recession of 2008. And this influence has not been limited to higher education. Nearly all states reduced governmental funding for higher education institutions in 2008. Since the 2008 financial crisis, state government funding for higher education has not increased as of 2015. Michael Mitchell and Michael Leachman highlight significant financial realities that higher education must deal with in their 2015 report. In the 2014–15 school year, for example, "47 states—all but Alaska, North Dakota, and Wyoming—spent less per student than they did at the beginning of the [2008] recession." How poor is public funding for higher education, then? The average state expenditure per student in 2015 was \$1,805, which is 20% less than the average expenditure per student in the years 2007–2008. While the majority of states have made progress in reestablishing higher education funding, few have achieved pre-recession levels.

In fact, during the 2014–2015 academic year, 13 states reduced their per-student funding. Due to the reductions in state funding, schools, and universities, particularly those in the public sector, have been obliged to raise tuition faster than the rate of inflation. Public institutions have raised tuition costs by 29% on average since the 2007–2008 academic year after accounting for inflation. Over the same time span, tuition costs have climbed by 60% in some jurisdictions. The tuition rise was not well received by the electorate or the general public, but little has been done to bring state funding back to its pre-recession levels in order to stabilize tuition costs. It doesn't seem like this support will come back anytime soon. According to Donald Heller, provost of Michigan State University, public financing might never return to its pre-millennium levels. According to him, it is quite likely that state funding for higher education would not rebound as quickly from the current recession as it has in the past. Publicly supported universities and colleges will need to come up with creative ways to cut expenses, change revenue streams, and provide successful programs using new models and technologies.

And all of this occurred in 2015, long before the new economic conditions of the 2021 fiscal year were apparent.

6. Electronic textbooks

Free open-source textbooks, digital textbook rentals, etc. are innovations even though they are very small in scope. If nothing else, this increases accessibility for textbooks (much of how Open Online Courses have increased accessibility for courses, for better or worse).

7. Augmented and virtual reality

Although not yet ready for widespread use, it is quite likely to play a significant role in the future of all forms of education. an illustration? Students are able to run a chemical plant using augmented reality.

8. Intelligent learning management programs

The technology and the demand are there, but in many examples, they are currently shockingly subpar.

9. Computerized intelligence

Artificial intelligence is a component of the future, but it isn't there yet, like virtual reality. The study of it is quickly spreading to universities all around the world.

Data accessibility and expertise are now widespread thanks to digital information networks, especially in the sciences. As a result, collaboration among researchers no longer requires that they be in the same physical area. This modification will make fewer universities more appealing to highly qualified faculty.

10. Identification of Higher Education Institutions

HEIs (Higher Education Institutions) can be classified into different types based on various criteria.

10.1 How to Identify Types of HEIs According to (Research, Public, Private, Private Non-for-profit).

They can be categorized in one way based on what they own and know about what. These are some of the four different HEIs' salient characteristics:

- Universities with a strong emphasis on conducting research and creating new knowledge are known as research universities. Although they are frequently public institutions, some private universities also place a big emphasis on research. Large faculty sizes, sizable research budgets, and graduate programs that grant advanced degrees are typical characteristics of research universities.
- Public universities: Government-funded institutions, public universities are often bigger than private institutions. They frequently focus on meeting the requirements of their state or region and frequently provide a wide range of undergraduate and graduate programs. Public universities could also be heavily invested in research, although it might not be their main objective.
- Universities classified as private receive funding from tuition, grants, and private donations. In addition to being smaller than public colleges, they could also have a more stringent admissions policy. Although it might not be as substantial as at research institutions, private universities may also have a significant research component.
- Private non-profit universities: Private non-profit universities are non-profit organizations that receive funding from tuition, grants, and private donations. They frequently concentrate on delivering education to certain communities or accomplishing a particular objective. Though they might not conduct as much research as research institutions or private universities, private non-profit universities may nonetheless have a significant research component.

It is possible to determine the sort of HEI by looking at its ownership and research priorities. While private colleges are supported by tuition and gifts from individuals, public

institutions are subsidized by the government. Public and private universities may provide a wider variety of programs, whereas research universities frequently place a heavy emphasis on performing research. Private institutions that are not for profit frequently have a mission-driven orientation that may or may not have a significant research component.

10.2 How to Identify Types of HEIs According to Number of Students and Faculty Members

Different categories of higher education institutions (HEIs) can be created based on the number of students and faculty members. Here are a few typical methods:

- Universities noted for their research and doctoral programs, research universities often have a big student body and faculty. They frequently obtain large research funds and put a lot of emphasis on academic research.
- Liberal Arts Colleges: Compared to research universities, these institutions often have smaller student body sizes and a higher faculty-to-student ratio. They emphasize undergraduate education more and provide a well-rounded education that spans several areas.
- Community colleges: These educational institutions concentrate on giving two-year degrees and vocational training, and they often have fewer students enrolled. They frequently have a higher proportion of non-traditional students, like working adults and students making a comeback.
- Professional Schools: These educational establishments concentrate on offering instruction and preparation for specialized fields like law, medicine, engineering, or business. Compared to research institutions, they may have fewer students and staff, but they are highly specialized.
- You can look at the enrollment figures and faculty-to-student ratios published by the institution or its website to determine the type of HEI based on the number of students and professors. Additionally, you can seek advice from academic rankings and classifications such as the Carnegie Classification of Institutions of Higher Education, which divides HEIs into categories according to a range of criteria such as size and amount of research activity.

10.3 What is the Importance of QA for HEIs?

The crucial process of quality assurance (QA) makes sure that higher education institutions (HEIs) are always improving their academic programs, rules, and procedures. It is a thorough

method that entails assessing every facet of a university's operations, including research, administration, teaching and learning, and student support services.

Providing high-quality academic programs that satisfy the demands and expectations of students, faculty, and other stakeholders is the main objective of any higher education institution. In order to guarantee that these programs are created and delivered to the highest standards, quality assurance is essential. HEIs can make sure that their academic programs are current, pertinent, and in line with industry best practices by putting strict quality assurance mechanisms in place. This can improve the institution's reputation and draw in more professors and students as a result. In today's dynamic and quickly changing educational landscape, HEIs must continuously improve their operations to remain competitive and relevant. A framework for assessing the efficacy of institutional policies, practices, and procedures is provided by quality assurance, which also identifies areas that need improvement. HEIs can improve their performance, increase efficiency, and accomplish their strategic goals by embracing a culture of continuous improvement.

The success of any higher education institution depends heavily on accreditation. To ensure that they are offering top-notch academic programs and services, accreditation organizations demand that HEIs adhere to a set of standards and criteria. To achieve these accreditation standards, HEIs rely heavily on quality assurance. HEIs can improve or retain their accreditation status by putting quality assurance procedures in place to make sure they meet or surpass the standards established by accrediting organizations. Any higher education institution's performance depends heavily on how well its students are treated. By ensuring that their academic programs, policies, and procedures are created to fulfill the requirements and expectations of students, quality assurance can assist HEIs in improving the student experience. HEIs can improve the overall student experience, student happiness, and retention rates by routinely assessing and raising the caliber of their student support services.

HEIs are answerable to a variety of stakeholders, including students, professors, staff, benefactors, and the general public. This is done by ensuring institutional accountability. A framework for assessing an institution's performance and guaranteeing that it is fulfilling its commitments and responsibilities to various stakeholders is provided by quality assurance. HEIs

can demonstrate their responsibility and dedication to providing top-notch academic services and programs by putting quality assurance procedures in place. It is essential for maintaining academic excellence, encouraging continual development, fulfilling accreditation standards, improving the student experience, and guaranteeing institutional accountability. HEIs can fulfill their goals and objectives, build their reputation, and stay competitive and relevant in the current educational environment by putting strict quality assurance mechanisms in place.

10.4 Identified Challenges and Difficulties in the Implementation of QA in HEIs

A key component of ensuring that Higher Education Institutions (HEIs) offer their students high-quality instruction and services is quality assurance (QA). Nevertheless, establishing QA in HEIs can be difficult.

- QA's definition is not precise enough

Lack of definition clarity is one of the main obstacles to QA implementation in HEIs. Different people's interpretations of QA might cause misconceptions and confusion. Some regard quality assurance (QA) as a tool to guarantee adherence to external regulations, while others see it as a way to raise the level of instruction and other services the institution offers. It can be challenging to execute QA effectively without a clear understanding among all stakeholders of what it is and what it is intended to accomplish. HEIs must ensure that all stakeholders have a common knowledge of quality assurance and are in agreement with its aims.

- Opposition to change

Resistance to change is a problem while trying to implement QA in HEIs. Many institutions have long-standing norms and protocols, thus implementing new procedures may encounter resistance from staff, students, and other stakeholders. Change resistance can take several forms, including ignoring new rules or regulations, actively opposing them, or simply refusing to interact with them. To overcome this difficulty, HEIs must make sure that all interested parties are aware of the value of QA and its advantages. In order to help stakeholders adjust to new practices, they must also include them in the implementation process and offer support and training.

- Fewer resources

A large amount of financial, human, and technological resources are needed to implement QA in HEIs. However, many institutions struggle with resource shortages, especially those in developing nations or with lesser budgets. The effectiveness and quality of QA implementation might be impacted by a lack of resources since institutions might not have the money or staff to set up and maintain QA systems. To get through this obstacle, HEIs might have to order their QA tasks and concentrate on the most important ones. To share resources and knowledge, they can also investigate joint ventures and collaborations.

- Inadequate data

Data are used by QA to measure and evaluate the caliber of the services and education delivered by HEIs. However, effective data collection and analysis is a difficulty for many institutions. This may be a result of a lack of suitable systems, insufficient personnel training, or challenges in getting access to pertinent data. Without enough data, QA activities might not be able to offer precise and useful insights about the caliber of instruction and services the institution offers. HEIs must make investments in data gathering and analysis systems and make sure that personnel is properly trained to use them in order to address this issue.

- Stakeholder engagement is insufficient

Engagement from staff, students, and external partners is necessary for effective QA. However, many institutions find it difficult to involve stakeholders in QA operations in a meaningful way, which results in a lack of buy-in and involvement. A lack of understanding of quality assurance and its advantages, as well as little involvement in the design and implementation of QA systems, might result from insufficient stakeholder engagement. In order to overcome this obstacle, HEIs must create efficient communication plans and involve stakeholders at every stage of the QA process. They might also think about forming QA committees or working groups with participation from all parties. Implementing QA at HEIs might be a difficult undertaking, but it is necessary to make sure that the institutions give their students high-quality instruction and services. By creating a shared understanding of QA, resolving opposition to change, prioritizing resources, and spending money on data collecting, HEIs can address the problems that have been discovered.

11. Transcendence in Higher Education

Transcendence is the process by which people broaden their knowledge and experiences beyond their past experiences and constraints. Transcendence in higher education frequently entails the growth of critical thinking abilities, a deeper understanding of one's topic of study, and the capacity to draw connections between other fields of study. The growth of values like empathy, compassion, and a sense of social duty is another aspect of transcendence in higher education (Alexiadou, N., & Rönnerberg, L. 2022). This involves having the capacity to value variety, work for social justice, and promote equity.

Overall, the idea of transcendence in higher education denotes a holistic method of education that prioritizes intellectual and personal development as well as the formation of ethical and social ideals, moving beyond the mere acquisition of knowledge and abilities.

A transforming experience, higher education can lead people on a journey of self-discovery and personal development. Many people view college as a period for experimentation and inquiry when students are encouraged to test the limits of their intellectual and personal growth. Higher education is really about becoming something larger than one's current self, not only learning facts and abilities (Kosmützky, A., & Putty, 2016).

The capacity to surpass one's present condition or constraints and achieve a higher level of comprehension or consciousness is referred to as transcendence. Transcendence in higher education refers to pushing oneself to think critically, examine alternative viewpoints, and challenge preconceptions. It entails releasing oneself from the constraints of one's current worldview and exposing oneself to fresh viewpoints and opportunities.

Higher education needs transcendence because it helps students acquire the knowledge and attitude needed to successfully navigate a world that is getting more complicated and interconnected. The capacity for critical thought, effective communication, and teamwork is more crucial than ever in the worldwide culture of today. These abilities are critical for active citizenship and meaningful participation in society as well as success in the workforce (Michael, S. O., & Thompson, M. D. 1995).

Transcending one's present situation can also result in personal development and self-discovery. A deeper awareness of oneself and one's place in the world can be attained by challenging preconceptions and investigating novel concepts. Additionally, they can grow a stronger sense of direction and significance in their lives, which can result in a rise in contentment and happiness.

Transcendence can be fostered in higher education in a number of ways. Here are a few examples:

- Promoting Critical Thought

The promotion of critical thinking is one of the most crucial ways that higher education may create transcendence. Colleges and universities can assist people in developing the abilities necessary to move beyond their current state and attain a higher level of understanding by pushing students to examine assumptions and assess evidence.

- Fostering Inclusion and Diversity

Promoting diversity and inclusiveness is another way that higher education can help people surpass their limitations. Colleges and universities can support people in developing a more complex and inclusive worldview by exposing students to a wide range of ideas and experiences. This can aid people in overcoming their preconceived notions and biases and cultivating a deeper understanding of the complexity of their surroundings.

- Offering Chances for Experiential Learning

By gaining fresh insights and experiences, experiential learning opportunities like internships, study abroad courses, and volunteer work can help people move beyond where they are right now. People can gain a more global perspective on the world, as well as a deeper feeling of empathy and understanding, from these encounters.

- Improving Community Spirit

Finally, through encouraging a sense of community among students, professors, and staff, higher education can promote transcendence. Colleges and universities can aid people in acquiring

the social skills required to cooperate and empathize with others by fostering a welcoming and inclusive environment. Greater personal development and a better understanding of oneself and others may result from this.

Transcendence is an essential component of higher education. By encouraging critical thinking, promoting diversity and inclusion, providing opportunities for experiential learning, and fostering a sense of community, colleges, and universities can help individuals transcend their current state and reach a higher level of understanding and consciousness. By doing so, higher education can help individuals develop the skills and mindset necessary to navigate an increasingly complex and interconnected world, as well as to lead fulfilling and meaningful lives. Transcendence in higher education has a global impact on the operation of universities (Milliron, M. D. 2007).

11.1 Transcendental Universities

In the higher education industry, "Transcendent universities" are not a commonly used phrase or a formal classification. However, certain colleges could be considered transcendent because they exhibit the virtues and traits that encourage transcendence in higher education.

Transcendent universities are establishments that put more emphasis on a student's overall growth than merely their academic knowledge and abilities. They cultivate an atmosphere that encourages inclusivity, community, and critical thinking while fostering personal development. To provide students with a more global perspective, they also provide opportunities for experiential learning like internships, volunteer work, and study abroad programs.

In a transcendent university, academic staff and professors collaborate with students to foster an environment that fosters both intellectual and personal development. These organizations also promote diversity and understand how crucial it is to expose students to a range of viewpoints and life experiences.

Both public and private colleges can reflect these ideals, proving that the concept of a transcendent university is not exclusive to any one type of institution. However, due to their emphasis on a broad-based curriculum, intimate student-faculty ties, and strong sense of community, some smaller liberal arts colleges may be particularly well-suited to developing a transcendent environment.

In the end, the idea of a transcendent university is more about the qualities and values that an institution exemplifies than it is about a particular classification or category. A transcendent university is a place that fosters critical thinking, personal development, and exploration while preparing students for success in a complicated and linked world.

The world of higher education is currently undergoing a transformation. The expectations of both students and society at large are changing quickly along with the rest of the world. The four years of lectures, exams, and papers that make up the typical university curriculum are insufficient nowadays. Students today have higher expectations for their education than ever before. They look for meaning, purpose, and a sense of belonging in addition to information and abilities.

Enter the university of transcendence. This innovative approach to higher education is based on the conviction that information may be imparted while also fostering students' growth as individuals, active members of society, and leaders in their neighborhoods. In a transcendent university, the emphasis is placed on the development of the whole person, not only what is learned.

So, what does a transcending university look like exactly? Here are some of the salient characteristics:

- **Integrated Education**

Education at a transcendent university goes beyond the classroom. The full development of each student is supported, including their academic, emotional, physical, and spiritual growth. This means that coursework aims to foster critical thinking, creativity, empathy, and resilience in addition to knowledge. Additionally, it implies that students receive assistance for their personal development through initiatives and services aimed at fostering good habits, lasting connections, and a sense of direction.

- **Experiential Education**

A key component of the transcendent university concept is learning by doing. Students are urged to attempt new things, take calculated risks, and learn from mistakes. This could entail taking part in internships, service-learning initiatives, or research opportunities that enable them to apply what they learn in the classroom to real-world issues. It could also entail taking part in extracurricular activities that provide them the chance to discover new interests and hone their leadership abilities.

- **Community Participation**

A transcendent university actively engages with the community and inspires its students to do the same. This could entail helping out at neighborhood nonprofits, volunteering, or engaging in social research that focuses on urgent local issues. By organizing events, clubs, and other social activities, it also means giving students the chance to interact with others in the local community.

- Inclusion and Diversity

A transcendent university understands the importance of variety for an effective education. Students are exposed to a variety of viewpoints, experiences, and identities; they are urged to interact with them in a way that is inclusive and courteous. This could entail setting up areas where members of underrepresented groups can interact and prosper, providing classes on a variety of subjects and eras, or holding celebrations of many cultures and traditions.

- Meaning and Purpose

Education at a transcendent university emphasizes finding meaning and purpose in life rather than just earning a degree. In order to build a sense of purpose that directs their decisions and activities, students are encouraged to focus on their beliefs, goals, and passions. This could entail participating in retreats or other contemplative activities, exploring their spirituality or philosophy, taking classes that encourage them to consider their life's meaning and purpose, or all of the above.

What makes the transcendent university model so crucial, then? The transcendent university provides a different form of value, one that is based on individual development, community involvement, and social effect, in a world where knowledge is becoming more and more commodity. It also provides a solution to some of the most pressing issues that society is currently dealing with, such as political divisiveness, social inequality, and environmental degradation. Transcendent institutions can aid in preparing students to address these issues and have a positive effect on the world by encouraging a sense of purpose, empathy, and leadership. Building a transcendent institution demands a strong commitment to ideals like equity, inclusivity, and social justice, which is not an easy task.

11.2 Transcendental Mentality

An educational philosophy known as the transcendental mindset places emphasis on students' growth in greater consciousness and self-awareness. It is an approach to thinking that goes beyond conventional academic knowledge and challenges students to delve into their inner selves, their life's purpose, and their interactions with the outside world.

Recognizing the unity of the universe and the interdependence of all things is at the heart of the transcendental mentality. It encourages students to look deeper into issues and seek an understanding of reality that goes beyond the obvious. Numerous techniques, including reflection, mindfulness, and meditation, can help you attain this. Through courses and activities that promote self-reflection and introspection, a transcendental attitude can be created in the context of higher education. This might include programs that provide opportunities for meditation, yoga, and other contemplative practices, as well as classes on philosophy, spirituality, and ethics.

Transcendental thinking has several advantages in higher education. It can enhance students' mental and emotional health as well as provide them with a stronger sense of direction and meaning in their life. Additionally, it can foster better creativity, empathy, and compassion, all of which are beneficial traits in the complicated and interconnected world of today. Transcendental mentality in higher education, as a whole, signifies a shift toward a more all-encompassing and integrated approach to learning, one that emphasizes the value of developing the whole person rather than just their academic knowledge and skills. Higher education serves more purposes than just advancing one's career. It is a transforming experience that affects how we think, feel, and act. Transcendental mindset, a method of learning that emphasizes the growth of the entire person—mind, body, and spirit—is at the core of this metamorphosis.

A question that might be asked would be the following: *WHY is a transcendental mentality so crucial in higher education?* It is, in essence, a mode of thinking that goes beyond the bounds of the rational mind and opens up new vistas for research and comprehension. It is a way of thinking that inspires us to ponder life's deeper meanings and purposes and to develop awe and wonderment toward the unknowable. A transcendental mentality is fundamentally about developing a sense of connectivity among oneself, other people, and the larger environment. It is

an awareness that every one of us is a component of a much greater cosmic whole and that our decisions and worldviews have far-reaching effects.

So how can higher education foster a transcendental mindset? Here are a few crucial tactics:

- **Embrace the Unknown:** A transcendental mentality is characterized by a readiness to embrace the unknown, face our fears and uncertainties, and be receptive to fresh perspectives and ideas. In an academic setting, where we are frequently urged to seek certainty and clarity, this can be difficult. However, by accepting the ambiguity, we may access our inner creativity and intuition and create a more comprehensive and nuanced view of the universe.
- **Exercise Mindfulness:** Mindfulness is the art of being in the present moment and developing awareness of our thoughts, feelings, and environment. It helps us to sit down, think, and connect with our inner selves, which makes it a potent instrument for cultivating a transcendental mentality. We may improve our clarity, focus, and emotional fortitude—all qualities necessary for success in higher education and beyond—by engaging in regular mindfulness practices.
- **Foster a Sense of Community:** At its core, a transcendental attitude is about acknowledging our interconnectedness with others and encouraging a sense of community and cooperation. This entails looking for opportunities to collaborate and co-create as well as working to develop relationships with our peers, mentors, and colleagues. By doing this, we can draw from a larger body of information and expertise and increase our empathy and compassion for other people.
- **Develop a Sense of Purpose:** A sense of meaning and purpose, as well as an understanding that we are all a part of a bigger cosmic narrative that is taking place all around us, are at the core of a transcendental mentality. This entails reflecting on our values, objectives, and aspirations and trying to make sure that our activities are in line with our sense of purpose. By doing this, we may increase our sense of agency and self-efficacy and have a positive influence on the world.

- A powerful and transforming method of learning, the transcendental mentality has the capacity to make significant changes in our lives. We may acquire the knowledge and attitude required to be successful in higher education and beyond by accepting the unknown, engaging in mindfulness practices, building a feeling of community, and cultivating a sense of purpose. Consider adopting a transcendental perspective today if you want to advance both your personal and professional development.

11.3 Transcendental Faculty Members

In higher education, the phrase "Transcendental faculty members" is not frequently used. However, based on the notion of a transcendental mentality that has been explored, we can deduce that a faculty member who practices a transcendental mentality in their teaching and research is a professor or instructor who does so.

In other words, a Transcendental faculty member is dedicated to cultivating an all-encompassing learning style that goes beyond the acquisition of rudimentary knowledge or specialized abilities. They push their students to gain a deeper comprehension of who they are, where they fit in the world, and how everything is interconnected. When teaching, they might place a strong emphasis on community building, contemplation, and mindfulness. They might also work to establish a welcoming, inclusive environment for learning.

Additionally, Transcendental faculty members may incorporate spiritual or philosophical viewpoints into their research and teaching, as well as motivate their students to consider the ultimate meaning and purpose of life. Additionally, they might support social justice and environmental sustainability, and they might work to instill in their students a sense of civic duty and global citizenship.

Although the phrase "Transcendental Faculty Members" may not be well known in higher education, the ideas and concepts it stands for are unquestionably pertinent to the continuing debate about the meaning and purpose of higher education in the twenty-first century.

Because it helps people and communities grow and develop, higher education is a crucial part of society. The learning experiences of students are greatly shaped by faculty members, who also help students get ready for their future careers and civic responsibilities. Transcendental educators are those who go above and beyond the norm in the classroom to encourage students to consider the meaning and purpose of life. Members of the transcendental faculty are those who have a profound grasp of the human predicament, including its spiritual and existential facets. They are interested in promoting personal development and change as well as the transmission of

knowledge and skills. These professors are motivated by a desire to assist their students in realizing their full potential and see teaching as a kind of service.

Members of the transcendental faculty share a number of essential characteristics. They have a strong sense of purpose, which is evident in their philosophy and method of instruction. They see education as a way to encourage human flourishing and advance the greater good. They are committed to assisting students in growing their emotional intelligence, creativity, and critical thinking skills rather than only imparting facts. Second, transcendental academics are passionate about what they teach. They see their field of specialization as a repository of knowledge and understanding, and they are anxious to impart it to their students. They exude enthusiasm for their work and encourage students to do the same. They are aware that gaining information can help us better understand who we are and the world around us, in addition to giving us more power. Third, faculty members from transcendental institutions are adept at fostering an atmosphere that encourages personal development. They are competent at providing a secure and encouraging environment where kids can freely express their thoughts and feelings and are sensitive to the requirements of their students. They promote students' self-exploration, which has the potential to be a transforming process, as well as reflection on their experiences.

Members of the transcendental faculty are dedicated to moral and ethical standards. They are aware that education involves more than simply knowledge and skill acquisition; it also involves character development and the cultivation of moral ideals. They serve as role models for their students and encourage them to have meaningful lives. They inspire their students to have a positive impact on the world and inculcate in them a feeling of responsibility. It is impossible to emphasize the importance of transcendental professors in higher education. They have a significant impact on the lives of their students, assisting them in gaining the knowledge and abilities necessary to successfully negotiate the challenges of the outside world. They encourage students to realize their full potential and take on civic responsibilities. In the modern world, where so many individuals are looking for meaning and purpose in their lives, transcendent faculty members are especially crucial. They offer direction and assistance along the path, serving as a beacon of hope for individuals who are having a hard time finding their way. They serve as a reminder that education encompasses both personal development and career training.

In higher education, transcendent faculty members are a crucial and fundamental part of the educational system. They encourage students to ponder life's meaning and purpose while assisting them in gaining the knowledge and understanding necessary to successfully negotiate the difficulties of the outside world. They are dedicated to encouraging students' personal growth and development, as well as giving them a sense of responsibility and a dedication to moral and ethical standards. They serve as role models for their students and encourage them to have meaningful lives. They are therefore a great asset to any higher education institution and their contributions.

12. Models of University Governance

The governance of these institutions is a fundamental factor in determining their performance because universities play a significant role in the evolution of society (Baldrige, J. V. 1971). University governance structures might vary, but they all strive for excellence in the fields of teaching, research, and community service (Bratianu, C., & Pinzaru, 2015).

The Collegial Model is the initial model. The necessity of shared decision-making among the many university stakeholders is emphasized by this paradigm. Administrators, students, and faculty members share decentralized decision-making authority. The collegial approach supports individual liberty and academic independence while fostering a sense of community and collaboration. However, because the procedure necessitates lengthy consultation and consensus-building, it may result in decision-making that is delayed. The Managerial Model is the second model. Efficiency, accountability, and the centralization of decision-making are stressed under this strategy. A select group of senior administrators who are in charge of the university's general management oversees the institution. The managerial model is effective and capable of handling the requirements of the contemporary institution. As choices are made by a small number of people, it can also result in a lack of openness and accountability. The Corporate Model is the third model. The market-driven concepts and commercialization of higher education are emphasized in this model. Financial considerations are taken into account while making decisions at the university, which is seen as a corporate enterprise. Innovation, entrepreneurship, and the pursuit of profit are valued in the corporate paradigm. The fourth model is the Democratic Model, however, it might result in the commodification of education and a focus on short-term objectives instead of the long-term interests of the institution and society. This paradigm places a strong emphasis on the value of social justice, representation, and participation. The university is seen as a place of political conflict, and all parties are involved in the democratic procedures that determine policy. Diversity, inclusivity, and social responsibility are valued in the democratic model. However, because the process can be heavily political and affected by outside factors, it can result in a lack of clarity and consistency in decision-making.

University governance cannot be standardized, and each model has advantages and disadvantages (Trakman, L. 2008). The management approach emphasizes effectiveness and accountability, the corporate model focuses on innovation and entrepreneurship, and the democratic model

emphasizes participation and social justice. The collegial model places an emphasis on collaboration and academic freedom. The mission, culture, and context of a university will determine the best governance model for that institution. In order for the university to reach its maximum potential and fulfill its societal commitments, it is crucial to take into account all of these variables when choosing a governance model (Shattock, M. L. 2014).

Let's now explore those models' depth.

- **Model of centralized governance:** In this model, the university's governing body is organized in a centralized manner, with most decisions being made by a small number of people or organizations. A president, chancellor, or board of trustees is included in this structure, which is frequently hierarchical in form and is in charge of managing the affairs of the university (Geuna, A., & Muscio, 2009).
- **Decentralized governance model:** In this structure, the university's numerous departments or colleges share decision-making authority. According to this approach, each department or college might have its own council or governing body with some discretion over how it conducts business.
- **Shared governance model:** In this arrangement, many groups within the institution share responsibility for making decisions. This could include the administrators, staff, and students who collaborate to make decisions on the running of the university (Zuo, B., & Ratsoy, E. W. 1999).
- **Corporate governance model:** In this model, university governance is conducted in a way that is similar to how a corporation is run. Efficiency, responsibility, and financial performance are prioritized in this strategy.
- **Collaborative governance:** This approach entails cooperation between the university and external parties, such as the neighborhood, the state, and business associates. With the help of this model, the university administration hopes to foster community involvement, innovation, and teamwork.

12.1 Bureaucratic Model

One of the most prevalent and established governance types in higher education institutions is the bureaucratic one. In this paradigm, a hierarchical structure with distinct lines of authority, regulations, and processes is stressed. This model places the bulk of decision-making authority at the top, with lower levels of the organization required to adhere to set policies and procedures.

- **Historical Development of the Bureaucratic Model in Higher Education**

The contemporary research university emerged in the 19th century, marking the beginning of the bureaucratic paradigm in higher education institutions. Universities needed more organized governance and administrative structures to oversee their daily business as they grew in size and complexity.

According to the bureaucratic model, the university is viewed as a company that is run according to a set of guidelines intended to assure effectiveness, accountability, and uniformity. These regulations and practices must be put into action, and the bureaucracy is in charge of making sure the university runs efficiently.

- **The characteristics of the bureaucratic model in higher education institutions**
 - The bureaucratic model of governance in higher education institutions is distinguished by a number of essential characteristics, including:
 - **Hierarchy:** According to the bureaucratic model, the institution is set up into a hierarchical organization with distinct lines of authority and a centralized center of decision-making. This system is set up to make sure that choices are made effectively and efficiently.
 - **Regulations:** The bureaucratic model is built on a collection of regulations that direct the university's day-to-day activities. To promote consistency and predictability in decision-making, several norms and procedures have been put in place.
 - **Impersonality:** The bureaucratic model places a strong emphasis on the impersonal nature of interactions between people and the university. This is to

make sure that judgments are made based on facts, not on preferences or personal ties.

- **Specialization:** Within the university, the bureaucratic model places a strong emphasis on the division of labor and the specialization of roles. This is done to make sure that people are given positions that fit their knowledge and skill sets and that tasks are finished quickly.

- **Advantages of The bureaucratic model**

The bureaucratic form of higher education institution governance has various benefits:

- **Efficiency:** The bureaucratic model aims to promote quick work completion and effective decision-making. This can support ensuring the efficient and effective operation of the university.
- **Consistency:** The bureaucratic model of decision-making is based on a set of regulations and practices. By doing this, judgments can be made more consistent and predictable.
- **Stability:** The bureaucratic approach offers a predictable and steady setting for making decisions. This can contribute to the long-term smooth and efficient operation of the university.
- **Clear Hierarchy:** The bureaucratic model offers a distinct hierarchy of power, with tasks and responsibilities for each level of management that are well-defined. This guarantees that decisions are taken by the proper authority and that there is no misunderstanding regarding who is in charge of what.
- **The bureaucratic approach places a strong emphasis on standardizing processes** to make sure that they are uniform and consistent throughout the institution. As a result, the business runs more smoothly because everyone is aware of their responsibilities.
- **Accountability:** The bureaucratic organizational structure makes sure that everyone is responsible for their activities. Discipline is used to deal with transgressions of clearly stated rules and regulations. This makes sure that everyone is held to the same performance and conduct standards.

- The bureaucratic paradigm is predictable because everyone is aware of their responsibilities. As a result, it is simpler to plan and oversee the institution's operations because everyone is aware of their responsibilities.
- Disadvantages of the bureaucratic model
 - The bureaucratic model of governance in higher education institutions has various drawbacks in addition to its benefits, including:
 - Rigidity: The bureaucratic approach is founded on a series of regulations and practices that may be rigid and unyielding. It may be challenging to adjust to shifting circumstances or to take up new challenges as a result.
 - Decision-making can be delayed by the bureaucratic model's strict structure, which is one of its main characteristics. This is because it can take a long time for decisions to be authorized by various levels of management.
 - Lack of flexibility: The bureaucratic approach lacks flexibility since every aspect of how the institution operates is governed by rules and regulations. This might make it challenging to adjust to shifting conditions, which can result in inefficiencies.
 - Because it is built on established rules and processes, the bureaucratic model may be hard to change. This may make it challenging to put new concepts into practice, which could impede innovation.
 - The bureaucratic paradigm might result in a lot of paperwork because each decision must be approved and documented. This might result in a lot of time-consuming, ineffective bureaucracy.
 - Lack of innovation: The bureaucratic paradigm may be more concerned with preserving the status quo than with creativity and innovation. Because of this, institutions may find it challenging to adopt new styles of teaching and research.
 - Impersonality: A bureaucratic culture may develop as a result of the bureaucratic model.

There are benefits and drawbacks to the bureaucratic form of governance in higher education institutions. Although it offers a distinct hierarchy, uniformity of practices, accountability, and

predictability, it may also be cumbersome, rigid, and resistant to change. Finally, the goals, values, and culture of the institution will determine which governance model is used. The bureaucratic model may be the most appropriate for organizations that value effectiveness, consistency, and accountability whereas other governance models may be more appropriate for organizations that value innovation, flexibility, and creativity.

12.2 Collegial Model

Universities, colleges, and research institutes all fall under the category of higher education institutions, which are complex organizations with a variety of stakeholders, purposes, and roles. They are responsible for delivering top-notch instruction, carrying out cutting-edge research, encouraging innovation, encouraging diversity, and giving back to their communities. They require effective and efficient governance frameworks that guarantee openness, responsibility, and cooperation among stakeholders in order to accomplish these aims. The collegial model is one of these, and higher education institutions all around the world have embraced it to a large extent.

In the early 20th century, authoritarian and hierarchical models of governance were common in higher education institutions. In reaction, the collegial model was developed. These conventional approaches were characterized by top-down command, centralized decision-making, and an emphasis on administrative effectiveness. In contrast, the collegial approach emphasized the value of participation, consultation, and collaboration in decision-making.

- **The Collegial Model: What Is It?**

According to M. Kwiek (2015), the collegial form of governance places a strong emphasis on democratic accountability, participatory leadership, and shared decision-making. It is founded on collegiality ideals, which describe the cooperation, respect, and trust that exists between coworkers who collaborate to achieve a common objective. Collegiality refers to the joint efforts of professors, staff, students, and administrators in higher education institutions that support academic excellence, institutional integrity, and social responsibility (Brown Jr., W. O. 1997).

Several essential characteristics of the collegial model include:

- Cooperative governance In the collegial model, the institution's stakeholders share in the power and accountability of decision-making. As a result, faculty, staff, students, and administrators are involved in the creation, execution, and evaluation of institutional policies and procedures and have a voice in the decision-making process.
- Participatory leadership: The collegial model stresses leadership as a group effort involving all the institution's stakeholders. It acknowledges that followers' participation, creativity, and devotion are just as important to effective leadership as the leaders' own talents and knowledge.
- Democratic accountability: The collegial approach guarantees openness, accountability, and responsiveness to the demands and ambitions of the institution's stakeholders. It acknowledges that the success of the institution depends on the trust and confidence of its stakeholders and offers methods for feedback, evaluation, and development.

- Why Is the Collegial Model Important for Institutions of Higher Learning?

For higher education institutions, the collegial model is crucial for a number of reasons. The pursuit of knowledge, scientific discovery, and creative invention all depend on academic freedom, which is first and foremost promoted by this. Academic freedom assures that academics, staff, and students can investigate novel concepts, question preexisting paradigms, and engage in critical research without worrying about punishment or censorship.

The collegial model also promotes a collaborative and inclusive culture, both of which are necessary for creating a varied and welcoming community of students and academics. It acknowledges that variety in all of its manifestations—including racial, ethnic, gender, sexual, and cultural diversity—enriches the educational experience and raises the standard of scholarly work. The collegial approach encourages moral conduct and institutional honesty. It makes sure that all stakeholders are held to the highest standards of ethical behavior and professionalism and that the institution's governance is governed by the values of accountability, openness, and fairness.

The collegial model fosters creativity and flexibility. It acknowledges that higher education institutions work in a dynamic context that requires them to be adaptable, innovative, and receptive to new opportunities and challenges. The collegial model offers a structure for innovation, taking calculated risks, and ongoing improvement—all of which are crucial for institutional success. The collegial model raises the standard of research and instruction. It acknowledges that students, staff, and faculty must have the freedom and resources to excel in their work in order for education and research to be of the highest caliber. All stakeholders' professional development and advancement are promoted by the collegial model's supportive and cooperative environment.

The collegial approach might, however, also provide certain difficulties. Its possible drawback is that it can be laborious and slow, especially when making significant judgments. It can occasionally be challenging to come to a consensus on important topics, and the decision-making process can be time-consuming and complex because the model emphasizes consensus-building and consultation. The collegial model's somewhat challenging implementation in practice is another possible obstacle. All members of the academic community must be dedicated to collaboration and value one another's knowledge and opinions for the model to be successful. Making the model function effectively might be challenging if there is a lack of communication or trust between various sections within the organization, or if important stakeholders do not support the approach.

Despite these difficulties, the collegial style of governance is nevertheless favored by many institutions of higher learning all over the world. It is considered a means of advancing democratic decision-making, fostering a sense of belonging and community among academics, and upholding the ideals of academic freedom and intellectual independence. Although it may not be the best option for every institution, the collegial model can be a useful tool for institutions that value collaboration and consultation in managing the complicated and ever-changing higher education landscape.

12.3 Political Model

Universities are intricate organizations with many different stakeholders, such as students, faculty, staff, alumni, funders, and governmental entities. Different governance models have been developed in order to administer these organizations efficiently. The political model is among the

most well-liked models. The political model is predicated on the idea that associations are made up of many interest groups that vie for influence and resources.

- Important characteristics of the political model

The following traits define the political model of governance in institutions of higher learning:

- Different parties with stakes share power: According to the political model, power is not centralized but rather spread among several interest groups. Faculty, employees, students, alumni, and external stakeholders including governmental organizations, accrediting authorities, and benefactors are some of these groups.
- Competition and disputes arise naturally: The political model presupposes that rivalry and conflict are inherent and commonplace in organizations. Different interest groups compete for resources and power and have various goals, values, and interests.
- Making decisions is a negotiation process: In the political model, choosing is a result of negotiations. To accomplish their objectives, various interest groups bargain and make concessions. Various formal and informal communication channels, advocacy, and lobbying may be used in this process.
- Decision-making that is decentralized The political paradigm presupposes decentralized decision-making. Different stakeholders wield varying degrees of power, and decisions are made at various organizational levels. Greater flexibility and reactivity to shifting conditions are made possible by this decentralization.

- Positive aspects of the political model

The political model of government in institutions of higher education provides a number of benefits, including:

- Diversity of interests represented: Different interest groups are represented in the decision-making process thanks to the political model. Decisions are

guaranteed to reflect the various interests and values of stakeholders thanks to this representation.

- Flexibility and adaptation: The political model permits more pliability and adaptability to shift conditions. Organizations can respond swiftly to brand-new possibilities and difficulties thanks to decentralized decision-making and the bargaining process.
- Accountability and transparency are values that the political model supports. Stakeholders are held accountable for their decisions and actions throughout open and transparent decision-making processes.
- Democratic principles: The political system upholds democratic principles like negotiation, representation, and involvement. Higher education institutions, which are frequently thought of as democratic institutions, place a great priority on these principles.

- Disadvantages of the Political Model

The political model of government in institutions of higher education also has its cons, such as:

- Inefficiency: The political model's negotiation process and decentralized decision-making may make it inefficient. This procedure could result in delays and disagreements that could prevent the organization from operating effectively.
- Organizational fragmentation could result from the political model. Different interest groups could have opposing goals and ideals, which could make the organization lack coherence and unity.
- Resistance to change: The political system may breed such opposition. Changes that various interest groups feel threaten their authority or interests may be met with resistance.
- Lack of strong leadership: The political model can be lacking in this area. Decentralized decision-making may result in the organization's lack of a clear mission and vision.

A well-liked approach that takes into account the various interests and values of stakeholders is the political model of governance in higher education institutions. It encourages openness, responsibility, and democratic principles including negotiation, representation, and participation. But there are also drawbacks to the political model, such as inefficiency, fragmentation, reluctance to change, and a lack of leadership. Higher education institutions must strike a balance between the various interests and values of stakeholders and the requirement for coherence, efficiency, and strong leadership in order to implement the political model successfully.

12.4 Organized Anarchy Model

A number of stakeholders, including faculty members, administrators, students, trustees, and external stakeholders, are involved in the complicated and varied process of governance in the realm of higher education. There is no one-size-fits-all governance model that can be effective for all institutions given the intricacy of this process. The Organized Anarchy Model, however, is one that has become more well-known over time.

- The Organized Anarchy Model is what?

Charles E. Lindblom, an organizational theorist, initially suggested the Organized Anarchy Model as a framework for governance in his 1959 book "The Science of Muddling Through." The model depicts a situation in which an organization's constituent parts function with a high degree of autonomy and the central governing body has a relatively limited amount of control. In other terms, it is a configuration where order and chaos coexist in harmony.

The Organized Anarchy Model presupposes that organizations fall somewhere in the middle of being entirely hierarchical and completely disorganized. The model also makes the assumption that there are several competing interests and viewpoints that need to be balanced within the complex and uncertain environment in which organizations operate.

- How can higher education institutions fit into the Organized Anarchy Model?

Institutions of higher learning are intricate businesses that function in a dynamic environment. Their purposes and goals are continuously changing, and they have several stakeholders with

conflicting interests. The Organized Anarchy Model offers a helpful framework for comprehending the governance of these institutions in this situation.

The Organized Anarchy Model appears in higher education institutions in the following ways:

- Decentralization: Decision-making is decentralized in this paradigm, and each department or school has a lot of autonomy. Greater adaptability and response to local requirements and conditions are made possible by this. For example, a department might be able to select its own professors, design its own curriculum, and choose its own spending limits.
- The paradigm places a strong emphasis on stakeholders' involvement in decision-making processes. Faculty members, students, administrators, and external stakeholders may all be included in this. By including these groups in the decision-making process, the hope is to increase their sense of ownership and commitment to the choices that are made.
- The paradigm stresses cooperation and collaboration between stakeholders. This may entail multidisciplinary or cross-departmental projects, collaborations with other groups, or cooperative research efforts. The premise is that stakeholders can accomplish more when they collaborate than when they work independently.
- Limited central control: In this approach, the institution is only partially under the supervision of the central governing body. A high level of trust and communication between the central governing body and the constituent units is necessary for this to work since it provides greater flexibility and responsiveness to local demands and situations.

- What benefits does the Organized Anarchy Model have for institutions of higher learning?

The Organized Anarchy Model benefits higher education institutions in a number of ways. These consist of:

- Greater adaptability and response to local demands and conditions are made possible by the approach. This is especially crucial in higher education, where

there are numerous specialties and fields of study, each with specific requirements and difficulties.

- Participation: The model encourages stakeholders to participate in decision-making processes. As a result, there may be a higher sense of shared ownership and buy-in to the decisions that are made.
- The paradigm promotes cooperation and collaboration between stakeholders. This may result in the creation of fresh concepts and plans, as well as increased effectiveness and cost savings.
- Innovation: The concept encourages experimentation and creativity because it gives different departments or schools the freedom to create their own special methods.

However, this decentralization also poses a number of difficulties for efficient government. According to the Organized Anarchy Model, decision-making in institutions of higher learning is frequently delayed, unpredictable, and decentralized. Because of this, it could be challenging to coordinate efforts between different departments and to match institutional objectives with departmental priorities.

- Essential Characteristics of Organized Anarchy Model

The Organized Anarchy Model proposes that governance in higher education institutions should be characterized by a number of essential characteristics in order to overcome these problems. These consist of:

- Decentralized decision-making: According to the Organized Anarchy Model, departments rather than central administrators should make choices at higher education institutions. As a result, each department can set its own priorities and objectives and make decisions that are specific to its requirements.
- Shared governance is emphasized in the Organized Anarchy Model as well as at institutions of higher learning. Shared governance refers to the division of decision-making between professors, administrators, and staff as opposed to having it centralized in the control of a small number of people.

- Collaboration and consultation should be hallmarks of decision-making in higher education institutions, according to the Organized Anarchy Model. This means that choices ought to be made openly, with involvement from all necessary parties, and without exclusion.
- Informal networks: According to the Organized Anarchy Model, higher education institutions are characterized by unofficial communication and power networks. Instead of conventional organizational structures, these networks frequently rely on informal social interactions and personal connections.
- Resource allocation: According to the Organized Anarchy Model, decision-making should be based on both central and departmental levels in higher education institutions. This means that while individual departments should have a large lot of autonomy in selecting how to use those resources, central administrators should be in charge of allocating resources like funding and infrastructure.

The Organized Model contends that efficient governance in higher education institutions necessitates a careful balancing of official and informal frameworks, individual autonomy and group accountability, and centralization and decentralization. Higher education institutions can develop a culture of academic excellence that responds to the particular requirements and priorities of each department by embracing these essential characteristics.

12.5 Cybernetic Model

Higher education institutions have recently been under additional pressure to improve their effectiveness, efficiency, and accountability. As a result, a number of governance models have appeared to aid organizations in navigating this complicated environment. The cybernetic paradigm, for example, sees the institution as a system that is continually adapting to its surroundings.

The concepts of cybernetics, which is the study of control and communication in systems, serve as the foundation for the cybernetic model of governance in higher education institutions.

According to this paradigm, the institution is seen as a system made up of interconnected and interdependent pieces. Faculty, staff, students, resources, and external stakeholders like the government and the larger community are some of these components.

The significance of feedback loops in governance is emphasized by the cybernetic paradigm. In this model, the institution's performance is tracked and evaluated, and any necessary changes are made to make sure the institution is accomplishing its goals and objectives. This is accomplished through utilizing data and information, which are then used to support institutional transformation and inform decision-making.

The emphasis of the cybernetic model on continuous improvement is one of its main characteristics. T. Agasisti and G. Catalano (2006). This paradigm acknowledges that the environment in which the institution operates is ever-evolving and that the organization must change to stay relevant and efficient. This necessitates an ongoing evaluation and modification process, which is made easier by the feedback loops included in the model.

The cybernetic model's emphasis on cooperation and communication is another crucial component. This paradigm encourages participation from all stakeholders in the governance process and decentralizes decision-making. As a result, a more open and transparent governance system is created, which encourages accountability.

The significance of leadership in governance is acknowledged by the cybernetic model as well. In this approach, leaders are in charge of establishing a common vision for the institution and assisting in the formulation and execution of plans to realize that vision. In addition, leaders need to be skilled at fostering relationships and collaboration among stakeholders.

The adaptability of the cybernetic model is one of its main advantages. With the help of this model, institutions are able to quickly alter their operations and strategy in response to changes in their environment. This is especially crucial in the quickly evolving higher education market of today, as institutions need to be innovative and adaptable to stay competitive.

The cybernetic paradigm is not without its difficulties, though. The intricate governing structure is one of the key obstacles. In order to successfully implement this paradigm, stakeholders must work closely together and communicate with one another, which can be challenging.

Decentralization of decision-making can also result in power struggles and conflicts, which can undermine efficient government.

The requirement for trustworthy and accurate data and information presents another difficulty. The caliber of the data and information used to guide decision-making affects how well the cybernetic model's feedback loops function. To fully reap the rewards of this paradigm, institutions must consequently invest in infrastructure for data gathering and processing.

A useful tool for navigating the complicated world of higher education governance is the cybernetic model of governance in higher education institutions. This paradigm acknowledges the value of leadership in governance, collaboration and communication, continual improvement, and feedback loops. Although this model has drawbacks, its adaptability and flexibility make it a desirable method of governance in higher education institutions.

12.6 Entrepreneurial Model

A relatively recent approach to higher education institution governance is the entrepreneurial model. It is predicated on the notion that colleges need to run like businesses, putting an emphasis on making money and achieving financial stability. As universities are under more and more pressure to become more financially self-sufficient, this concept is gaining popularity.

The Entrepreneurial Model is based on a number of important tenets. These consist of a concentration on generating money, a readiness to take risks, a focus on innovation, and an entrepreneurial culture. Through the commercialization of research, collaborations with industry, and the development of new educational initiatives, universities that use this model frequently look to produce new revenue streams.

The Entrepreneurial Model's ability to help colleges become more financially self-sufficient is one of its main advantages. Historically, government grants and student fees have provided the majority of funding for colleges. But as government support for higher education wanes in many nations, universities are increasingly looking to alternative money streams. Universities can create income from sources besides government funding and tuition fees thanks to the entrepreneurial model.

The entrepreneurial model also fosters innovation, which is another advantage. The development of novel goods and services as well as the pursuit of novel concepts and technologies are

encouraged at universities that use this model. New educational initiatives, new research endeavors, and new business enterprises may result from this. The entrepreneurial model does, however, have some potential flaws. One worry is that it would encourage colleges to place a higher emphasis on generating income than on academic achievement. Some detractors contend that institutions that utilize this strategy risk losing sight of their primary academic goals in favor of being overly preoccupied with producing income.

Another issue is that the entrepreneurial model might result in a university atmosphere that is more hierarchical and bureaucratic. Traditional academic settings frequently involve faculty, staff, and students in a democratic decision-making process. However, in an entrepreneurial setting, decision-making may be more hierarchical and centralized, with choices being made by a small group of administrators with a focus on business.

The entrepreneurial model is becoming more and more common in higher education institutions all around the world despite these worries. This concept is being adopted by numerous colleges as a means of achieving financial stability, encouraging innovation, and maintaining competitiveness in the increasingly saturated higher education market.

Universities must follow a specific process in order to successfully implement the entrepreneurial model. They must first have a clear plan for generating income, which can entail finding new financing sources, creating new educational initiatives, or joining forces with the sector. They must also foster an entrepreneurial culture that rewards risk-taking and creativity. Finally, they must make sure that the pursuit of financial sustainability does not impair the university's primary academic objective. A recent and rising well-liked type of governance in higher education institutions is the entrepreneurial model. This model has several advantages, including the capacity to create new revenue streams, foster innovation, and maintain competitiveness in an increasingly saturated higher education market, despite some potential drawbacks. The success of this model depends on universities doing certain actions, such as creating a clear revenue generation strategy, encouraging an entrepreneurial culture, and safeguarding the university's primary academic objective.

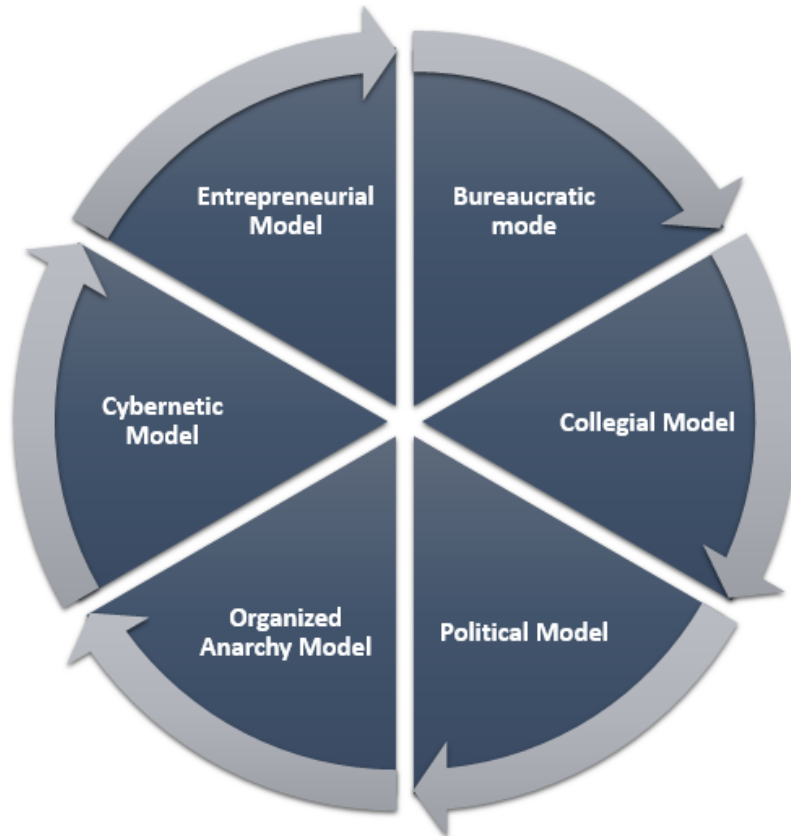


Illustration 10: Models of Governance in Higher Education

13. Higher Education Driving the Future

The future can be shaped in a number of ways by higher education. Higher education can have an effect in a number of ways, including the following:

- Research and development at higher education institutions are frequently at the forefront of new discoveries, technologies, and breakthroughs. Higher education can shape the future by putting money into R&D to generate innovative goods and services that will benefit society.
- Higher education equips people with the knowledge and abilities they need to thrive in their chosen professions, resulting in a skilled workforce. Higher education may shape the future by helping to close crucial skill gaps in a variety of industries by developing a highly skilled workforce.
- Globalization: Universities provide students the chance to study abroad and develop a global perspective. Individuals may be more able to comprehend other cultures and ways of thinking as a result, which may promote greater international cooperation and innovation.
- Social mobility: By giving those from low-income origins the knowledge and abilities they need to succeed, higher education can assist them in moving up the social ladder. A more diversified and equal society may result from this.
- Leadership: By equipping people with the abilities and information required to lead groups, companies, and governments, higher education can assist in creating the next generation of leaders.
- Environmental sustainability: Academic institutions have a critical role to play in advancing sustainability and resolving environmental issues. Higher education can shape the future by fostering a more environmentally conscious society through climate change research and the development of sustainable practices.
- Healthcare: Academic institutions can train the next generation of healthcare workers, create novel medical procedures, and carry out studies on the control and prevention of disease. Higher education may shape the future by advancing global health outcomes by funding healthcare research and education.

- **Economic growth:** By creating highly competent graduates who can contribute to the workforce and foster innovation, higher education can promote economic growth. Universities can also collaborate with businesses, the government, and other sectors of the economy to create new ventures, goods, and services that will help the economy thrive.
- **Cultural preservation:** By encouraging the study of history, language, and the arts, higher education institutions can aid in the preservation of cultural heritage. Higher education may shape the future by fostering a more culturally varied and inclusive society through the preservation of cultural traditions and the promotion of cultural understanding.
- **Civic participation:** By giving students the chance to participate in political action, community service, and other volunteer activities, higher education can encourage civic engagement. Higher education may shape the future by encouraging a more engaged and active citizenry by developing in students a sense of civic responsibility and social justice.
- **Technological progress:** By undertaking research in fields like artificial intelligence, robotics, and cybersecurity, higher education institutions can contribute to the progression of technology. Higher education may shape the future by fostering innovation in various fields and advancing technology by enhancing security, productivity, and efficiency.
- Higher education can encourage entrepreneurship by giving students the information and abilities they need to launch their own firms. Higher education may shape the future by fostering entrepreneurship and innovation thereby spawning new businesses and industries.
- Higher education institutions can promote cross-disciplinary cooperation by bringing researchers and students from several disciplines together to tackle challenging issues. Higher education may shape the future by inspiring collaboration and innovation to solve difficult problems.
- **Cultural exchange:** By hosting international students, offering study abroad opportunities, and encouraging students to interact with other cultures, higher education institutions can foster cultural exchange. Higher education may shape

the future by building a more tranquil and interconnected global community through fostering cross-cultural understanding.

- **Lifelong learning:** By providing chances for professional growth and ongoing education, higher education can support lifelong learning. Higher education can help people adapt to shifting job markets and technology breakthroughs by promoting continuing learning and skill improvement.
- **Public policy:** By doing studies on significant social and political topics, higher education institutions can influence public policy. Higher education can shape the future by fostering informed decision-making and practical policy solutions by offering politicians evidence-based research and analysis.
- **Ethics and values:** By giving students the chance to examine moral conundrums and have moral dialogues, higher education can encourage ethical and value-based decision-making. Higher education may shape the future by fostering moral leadership and social responsibility and by fostering a more just and equitable society.

Higher education institutions can support the study of music, literature, the visual arts, and other types of creative expression to encourage creative expression. Higher education may shape the future by increasing cultural variety and enhancing society by cultivating innovation and artistic expression. Higher education can help students develop their critical thinking and problem-solving abilities by giving them the chance to participate in research, analysis, and discussion. Higher education can shape the future by enabling people to tackle complicated challenges and make informed judgments by cultivating critical thinking abilities.

Higher education institutions may encourage digital literacy by arming students with the abilities and information necessary to successfully navigate the online environment. Higher education can shape the future by fostering digital literacy and enabling people to thrive in an increasingly digital environment. Universities may advance social justice by giving students the chance to learn about topics like injustice, prejudice, and social exclusion. Higher education may shape the future by fostering social justice and equality and resulting in a more inclusive and fair society. By facilitating academic exchange programs, collaborative research initiatives, and

teamwork between researchers from other nations, higher education can advance international cooperation. Higher education may shape the future by fostering global cooperation and building a more connected and peaceful world. By developing an accepting campus atmosphere and offering assistance to students from all backgrounds, higher education institutions can encourage diversity and inclusion. Higher education may shape the future by fostering diversity and inclusion and fostering a more welcoming and tolerant society.

By giving students the chance to study abroad, discover new cultures, and become involved in global issues, higher education may encourage global citizenship. Higher education may shape the future by fostering global citizenship and fostering a more connected and active global community. By giving students the chance to participate in research, entrepreneurship, and artistic expression, higher education can encourage innovation and creativity. Higher education can create the ideas, technology, and solutions that will shape the future by encouraging innovation and creativity.

A nation's growth and advancement depend heavily on higher education, and its importance cannot be emphasized. It enables people to get the knowledge, abilities, and experience necessary for success in the quickly changing and evolving world of today. Higher education has, however, come under fire recently, with some criticizing its effectiveness and relevance. Despite this, higher education continues to be one of the most significant forces shaping the future and will remain a key factor in determining the kind of society we live in.

By preparing students for professions of the future, higher education is one of the most significant forces shaping the future. Higher education must adjust to stay up with the job market's ongoing change due to the quick development of technology. Institutions of higher learning are now providing courses and programs that concentrate on cutting-edge technology like robotics, machine learning, and artificial intelligence. By doing this, they are ensuring that students are equipped with the skills and information necessary to thrive in a labor market that is fast-changing and preparing them for the occupations of the future.

Fostering innovation and creativity is another way that higher education is shaping the future. Some of the world's most brilliant brains can be found in higher education institutions,

which are at the forefront of research and development. They are advancing industries like healthcare, energy, and the environment via research and innovation. Through entrepreneurial programs, maker spaces, and other efforts, higher education institutions are also giving students the resources and tools they need to invent and create.

Through its promotion of inclusiveness and diversity, higher education is also advancing the future. Universities and colleges are growing increasingly diverse as more students from various racial, cultural, and national origins enroll in them. This variety fosters a more accepting environment where students may collaborate and better grasp various viewpoints. As part of their efforts to guarantee that students from all backgrounds have equitable access to education, higher education institutions are also implementing financial aid plans, scholarships, and other measures.

Higher education is also influencing the future by fostering sustainability and environmental care in addition to these other considerations. Institutions of higher learning are making efforts to lessen their environmental impact and improve their sustainability. They are making investments in sustainable habits like biking and public transit, cutting back on trash, and using renewable energy sources. By doing this, they are not only lessening their influence on the environment but also promoting sustainability among students and inspiring them to take care of the environment.

Through advancing social justice and equity, higher education is paving the way for the future. Whether it is through diversity and inclusion initiatives, social justice programs, or community involvement projects, higher education institutions are taking action to address issues of social justice and injustice. Students are being taught the value of social justice, and they are being encouraged to become change agents. By doing this, they contribute to the development of a society that is more just and equal and in which everyone has the chance to flourish.

In many ways, higher education is influencing the future. Higher education institutions are influencing the society we live in by preparing students for the occupations of tomorrow, encouraging innovation and creativity, supporting diversity and inclusion, and promoting sustainability and environmental stewardship. Higher education will become more crucial as the

world continues to develop and change in order to make sure that we are ready for the opportunities and challenges that lie ahead. We can invest in our future and ensure that we have the skills and knowledge necessary to prosper in a world that is always changing by investing in higher education.

14. What Drivers Higher Education Institutions?

Various complicated reasons that might change based on the institution and its mission drive higher education institutions, but some prevalent ones are as follows:

- Demand from students: Universities must cater to the needs of those seeking education and training to improve their prospects for employment.
- Research and innovation: Many higher education institutions are committed to advancing knowledge and developing new products, services, and technologies that benefit society.
- Higher education institutions must work to attract and keep the brightest students, professors, and staff in a highly competitive global marketplace in order to obtain funding and collaborations.
- Government initiatives and financing: Government initiatives and funding, particularly in areas like research, access and affordability, and workforce development, can significantly influence higher education institutions.
- Rankings and accreditation: Rankings and accreditation can affect a school's reputation and capacity to draw in students and funds, which can encourage schools to raise the bar on their performance and quality.
- Partnerships with business: Many institutions of higher learning cooperate with businesses to create programs that address the needs of companies and prepare students for the workforce.
- Higher education institutions can contribute to social and economic growth by turning out qualified graduates, starting new firms, and enhancing the intellectual and cultural life of communities.
- Population growth, diversity, and aging are three examples of demographic changes that can affect the types of programs and services that institutions offer as well as the demand for higher education.
- Increased use of new technologies and pedagogies as well as the development of new delivery methods like online and blended learning have all been influenced by technological breakthroughs, which have had a huge impact on higher education.

- Globalization has given higher education institutions new chances and difficulties, forcing them to broaden their horizons and work with organizations around the world.
- Public perception: Public perception can impact an institution's reputation, finances, and capacity to draw in and keep professors and students, as well as the demand for higher education.
- Faculty and staff: Through their research, teaching, and service, as well as their leadership and governance, faculty and staff play a critical role in advancing higher education institutions.
- Institutional mission and values: An institution's mission and values can guide its policies, programs, and actions as well as mold its identity and culture.
- revenue and financial sustainability: Higher education institutions must manage their resources to maintain financial sustainability. These sources of revenue include tuition, grants, contributions, and endowments.
- Regulation and compliance demands: Regulation and compliance demands force institutions to adhere to norms and laws pertaining to accreditation, financial aid, and other areas, which can have an impact on an institution's operations and funding.
- Changes in societal and cultural norms and expectations, such as the greater emphasis on diversity, equity, and inclusion, can affect the demand for higher education and force institutions to adjust.
- Environmental sustainability: As higher education institutions work to lessen their carbon footprint and encourage sustainable practices, environmental sustainability has grown in importance.
- Alumni engagement: Through their donations, support, and advocacy, as well as their ongoing participation in institutional activities and projects, alumni engagement can significantly contribute to the success of higher education institutions.
- Collaborations and partnerships: By extending their reach, resources, and effect, partnerships and collaborations with other organizations, businesses,

governments, and community groups can help higher education institutions succeed.

By generating new chances for research, teaching, and innovation as well as addressing the changing demands of the workforce and society, emerging fields and disciplines can propel higher education institutions. Conflict, migration, and globalization are just a few geopolitical elements that can have an impact on higher education institutions by posing both opportunities and difficulties for collaboration, research, and outreach.

As higher education institutions work to give their students the greatest instruction and preparation possible and compete for money and recognition based on their performance, quality, and excellence can be important motivators. As they work to increase knowledge and encourage critical thinking, creativity, and invention, intellectual and creative endeavors are the main forces behind higher education institutions. As they work to serve the public interest through research, teaching, and community engagement, public service and social responsibility are significant motivators for many higher education institutions.

Professional accreditation and licensure: As higher education institutions work to meet the standards established by professional organizations and prepare graduates for licensure and certification, professional accreditation and licensure can be a motivating factor. These fields include law, medicine, and engineering. In order to educate students for successful jobs and meaningful lives and to show their influence on student learning and achievement, higher education institutions must prioritize student outcomes and success. As higher education institutions navigate the complicated world of higher education policy, funding, and regulation, institutional autonomy, and governance may have an impact on the direction and objectives of such institutions.

15. How Universities are Changing the World Nowadays?

Numerous ways are being used by universities to transform the arena. Here are a few ways:

- **Research:** In terms of scientific and technical advancement, universities are at the forefront. Professors and students are always pursuing new avenues of study and pushing the limits of our current understanding and capabilities. Universities are discovering significant discoveries in disciplines like physics, biology, and psychology through research, as well as new technology, treatments, and pharmaceuticals.
- **Education:** Universities are teaching and educating a new generation of leaders, thinkers, and innovators. Universities give students the information and skills they need to flourish in the contemporary world by offering degrees in a variety of fields. This is especially crucial in industries like medicine, engineering, and computer science where possibilities and challenges are continually changing.
- **Universities are hubs for creativity,** where fresh concepts are fostered. Universities support students and professors in realizing their ideas by offering resources including incubators, accelerators, and grants. This is producing new companies, goods, and services that are enhancing people's lives and fostering economic development.
- **Impact on society:** Universities are becoming more crucial in tackling societal issues. Universities are contributing to a better world by doing research and providing courses in disciplines including social work, public health, and environmental studies. In order to address issues like poverty, inequality, and access to education, they are also interacting with local communities and working with groups.

In general, universities are transforming the world by expanding the frontiers of knowledge, giving students the tools and information they require to succeed, promoting innovation, and tackling social issues.

For many years, universities have been regarded as a hub of knowledge and invention that has shaped the world in numerous ways. Universities have a significant role in determining the future, whether through performing ground-breaking research or developing the next generation of leaders. Universities have seen remarkable change in recent years as a result of globalization, technological breakthroughs, and shifting student expectations.

Research is one of the most important ways that colleges are altering the world. Although universities have always been at the forefront of cutting-edge research, the rate at which new findings are discovered is quickly accelerating. Universities are now able to do research on a scale that was never feasible previously because of the development of big data analytics and machine learning. Breakthroughs have resulted from this in disciplines like environmental science, engineering, and medicine.

For example, colleges are essential to the creation of COVID-19 vaccines. Numerous efficient vaccines have been developed in a record amount of time thanks to the diligent labor of researchers at institutions all around the world who have been trying to create vaccines and treatments for the virus. This demonstrates the ability of colleges to influence change and improve the world.

Universities are not just altering the world via research, but also by educating students for the workforce. Universities are putting more of an emphasis on preparing students with the information and abilities they need to succeed in their chosen careers as the global economy grows more competitive. This covers both hard and soft abilities, such as cooperation, communication, and problem-solving.

Universities are implementing innovative teaching strategies that prioritize experiential, hands-on learning to accomplish this. This includes project-based learning, co-op programs, and internships, all of which give students real-world experience that employers highly value. With an emphasis on educating students for the job, many businesses are able to close their skills gaps, which is fostering economic growth.

Promoting inclusion and diversity is another way that institutions are altering the world. Universities are realizing more and more how important it is to foster an environment that is inclusive of students from all backgrounds. This includes encouraging diversity among faculty, staff, and students in addition to among students themselves.

Universities are also attempting to address social justice and inequality issues. For example, a lot of institutions provide classes and programs that cover subjects like race, gender, and other challenges. Universities are promoting understanding and empathy among students and working to build a more just society by fostering a more varied and inclusive environment.

Universities are able to reach more students than ever before and give them a more immersive and interesting learning experience by embracing technology and innovation. This is making learning more accessible to people all around the world and assisting in the removal of educational barriers.

In many different ways, universities are altering the world. Universities are playing a critical role in creating the future, from performing cutting-edge research to training students for the job, fostering diversity and inclusivity, and embracing technology and innovation. Universities will surely continue to adapt and change as the world changes at an unprecedented rate to fulfill the requirements of students and society as a whole.

Universities are essential to the numerous ways in which the world is evolving. Universities are changing the world in a variety of ways, including:

- University campuses are hive environments for creativity and entrepreneurship. Technology transfer offices are common in universities, where they assist researchers in transforming their concepts into profitable goods and services.
- Influence on society: Universities are placing more and more emphasis on having a beneficial social influence. Initiatives to address social and

environmental issues including poverty, inequality, and climate change can fall under this category.

- **Global engagement:** A lot of colleges are engaged in international partnerships and cooperation. This promotes intercultural communication and teamwork to address global concerns.
- **Diversity and inclusion:** To make their campuses more diverse and welcoming for academics, staff, and students, many colleges are working to do so. Initiatives to enlist and support underrepresented populations, such as women, and LGBTQ+ persons, can fall under this category.
- **Sustainability:** In both their daily operations and their research, universities are placing more and more emphasis on sustainability. Many institutions are pursuing research on subjects like renewable energy and sustainable agriculture and have set lofty sustainability objectives like becoming carbon-neutral or waste-free.
- **Health and well-being:** Both on campus and in their communities, universities are actively promoting health and wellness. Initiatives to promote physical exercise, mental health, and healthy eating can fall under this category, as well as studies on subjects like disease prevention and treatment.
- **Arts and culture:** Universities are significant hubs for the arts and culture, offering chances for students and the general public to participate in performances of music, theater, dance, and other artistic mediums. This could support the advancement of innovation, creativity, and cultural awareness.
- **Collaboration:** In order to address challenging global issues, universities are working more and more closely with other institutions, groups, and stakeholders. This can involve collaborations with business, government, and nonprofit groups to advance research, create cutting-edge technology, and promote environmental and social improvement.

Universities are at the vanguard of the digital transformation, utilizing technology to improve instruction and learning, carry out research, and interact with stakeholders. This may involve the application of artificial intelligence, machine learning, and data analytics, as well as virtual and augmented reality. Universities play a significant role in entrepreneurship and economic development by supporting new ventures and small firms with resources and by encouraging creativity and innovation. This may contribute to the growth of the economy and the creation of jobs in nearby areas and elsewhere.

Universities are becoming more involved in civic engagement and social justice activities, striving to advance social fairness, diversity, and inclusion as well as to address issues like poverty, homelessness, and climate change. Universities are also becoming more globally oriented in their coursework, research, and extracurricular pursuits in an effort to better prepare students for the workplace. This entails fostering cross-cultural cooperation and understanding while establishing relationships and collaborations with colleges and organizations around the globe.

16. Higher Education Trends in the 21st Century

Because of technological advancements, shifting demographics and preferences among students, and a changing global economy, higher education has undergone a substantial revolution in the twenty-first century.

- Hybrid education and online learning

Higher education is not an exception to how the internet has altered learning. Online education has grown in popularity recently as more students look for convenient and adaptable alternatives to complete their degrees. Students may now learn from any location, at any time, and at their own speed thanks to online learning platforms like Coursera, edX, and Udemy.

- Hybrid education

Another trend that has gained popularity is hybrid education, which mixes traditional in-person instruction with online learning. Many universities and colleges offer hybrid programs that let students finish their courses online while also visiting the campus for practical exercises or in-person discussions.

- Education Based on Competencies

A learning strategy known as competency-based education (CBE) emphasizes the mastery of particular skills or competencies rather than completing a required amount of credit hours. Students in a CBE program work at their own pace and show that they have mastered a skill through tests and other methods. This strategy is especially common in industries like healthcare, where having practical skills and knowledge is crucial.

- Customization and Personalization

Higher education is becoming more and more personalized and customized as students look for courses that suit their specific requirements and interests. Technologies for adaptive learning are being created that will enable students to receive individualized feedback and teaching depending on their learning preferences and development. Additionally, some universities offer degrees that may be customized, enabling students to create their own course of study.

- Development of Skills is the Focus

Employers are looking for people with a wide range of abilities, including critical thinking, problem-solving, communication, and cooperation, as the global economy is changing quickly. As a result, higher education is now more important than ever in emphasizing skill development. To help students gain the skills they need to thrive in the profession, several colleges are integrating experiential learning opportunities into their courses. These include internships, co-op programs, and community service initiatives.

- Concentrate on Inclusion, Equity, and Diversity

As institutions attempt to establish more welcoming and inclusive settings for students from varied backgrounds, diversity, equity, and inclusion (DEI) are becoming concerns that are more and more significant in higher education. To increase access to higher education for historically underrepresented groups including minorities, low-income students, and first-generation college students, several colleges are creating initiatives and programs. Universities are also putting rules and procedures in place to support inclusion and diversity on campus.

- Sustainability

As institutions try to cut their carbon footprint and encourage sustainable practices, sustainability is a topic that is becoming more and more crucial in higher education. Many colleges are putting into practice green projects, like energy-efficient structures, renewable energy sources, and environmentally friendly modes of transportation. Additionally, classes and programs that concentrate on environmental problems and sustainability are being added to curricula.

- Globalization

Globalization is an important trend in higher education in our linked society. Many colleges are developing their international programs, providing possibilities for study abroad, and collaborating with organizations abroad. Curricula are being impacted by globalization as well, with courses and programs emphasizing global issues and international viewpoints.

- Making Decisions Based on Data

In higher education, data-driven decision-making is becoming more and more crucial. Universities are gathering more information on student performance, engagement, and results than ever before. Decisions about teaching, student support, and curriculum design are being made using this data. Universities are utilizing data to enhance student retention and recruitment efforts as well as to comprehend the wants and preferences of their students.

- Digitized badges and micro-credentials

Students are increasingly using micro-credentials and digital badges to show off their knowledge and abilities. These credentials can be stacked together to provide a more complete set of skills. They are frequently obtained through quick, concentrated courses or modules. Online learning systems frequently provide micro-credentials and digital badges, which can be obtained for less money and quicker than traditional degrees.

- Applied Machine Learning and Artificial Intelligence

Numerous ways in which machine learning and artificial intelligence (AI) are changing higher education. While machine learning algorithms are being used to tailor learning and give students feedback, AI-powered chatbots, and virtual assistants are being employed to increase student engagement and assistance. Additionally, administrative procedures like admissions and financial aid are being made more efficient by AI.

- Technology behind blockchain

Higher education institutions are looking into using blockchain technology to enhance credentialing and verification. Blockchain technology may make it simpler for students to share their credentials with companies and other organizations by preserving academic records on a safe, decentralized ledger. The integrity of academic qualifications could be protected and fraud could be prevented with the aid of blockchain technology.

- Virtual and augmented reality

To develop immersive learning experiences that go beyond conventional classroom training, augmented and virtual reality are being used. By simulating real-world situations, like as

medical procedures or engineering projects, these technologies can give students hands-on learning experiences that would otherwise be challenging or impossible to duplicate. Using visual and interactive technologies to support learning, augmented and virtual reality can also be utilized to improve conventional classroom training.

- Education for Sustainable Development

Education about sustainable development is becoming more significant in higher education. Universities are realizing the necessity of teaching students about sustainability and how to deal with the current social, economic, and environmental concerns. Numerous institutions now provide programs and courses centered on sustainability and integrate it into the curriculum across a variety of fields.

- Personalized Education

Higher education is seeing a rise in the trend of personalized learning. Universities can tailor learning opportunities for specific students with the aid of technology and data analytics. This method enables students to learn at their own rate, according to their own preferences, and with material that is pertinent to their particular interests and requirements.

- OER, or open educational resources

Online educational resources that are offered for free are known as open educational resources (OER). They contain instructional materials that are free for anybody to use, distribute, and edit, such as textbooks, films, and other materials. OER can assist in lowering the price of education for students and can give students in underprivileged places access to educational materials.

- Globalization

Higher education is changing in many different ways as a result of globalization. Universities are increasingly looking to cooperate with organizations around the world and recruit students from abroad. In addition to increasing diversity on college campuses, this trend is aiding in students' preparation for a globalized workforce.

- Lifelong Education

The importance of lifelong learning is rising in the twenty-first century. The necessity for individuals to regularly upgrade their skills and knowledge throughout their careers is a result of the rapid advancement of technology and shifting job markets. Universities are responding to this trend by providing more micro-credentials and continuing education programs, which enable students to acquire new skills and certifications over the course of their lives.

- Well-being and Mental Health

The importance of mental health and wellness in higher education is rising. Universities are becoming more aware of the necessity of giving students access to resources and support services for mental health. To help students manage stress and develop resilience, several colleges now provide mental health counseling, mindfulness courses, and other wellness initiatives.

- Interdisciplinary Learning

Higher education is increasingly embracing interdisciplinary studies. In order to address complicated challenges and better prepare students for the interdisciplinary character of many occupations, universities are starting to recognize the value of merging many subjects of study. By exposing students to a range of viewpoints and methodologies, interdisciplinary programs can also serve to promote innovation and creativity.

- Studying social and emotional skills

Higher education is embracing the trend of social and emotional learning (SEL). SEL entails giving kids the knowledge and abilities to control their emotions, form positive relationships, and make wise decisions. The social and emotional skills students need to succeed in college and in their future employment can be developed with the aid of SEL programs.

- Spaces for Collaborative Learning

On college campuses, collaborative learning environments are becoming more and more common. These areas are created to encourage student engagement and teamwork. They frequently have adjustable chairs, whiteboards, and other gadgets that promote conversation and

group work. On college campuses, collaborative learning spaces can foster a feeling of community and assist students in honing the collaborative skills necessary for professional success.

- Inclusion, Diversity, and Equity

The importance of diversity, equality, and inclusion (DEI) is rising in higher education. Universities are becoming increasingly aware of the need to develop more diverse and accepting campuses for all students, regardless of their sexual orientation, gender identity, or race. DEI activities can contribute to the development of a more inclusive and diverse campus community as well as the acquisition by students of the cultural skills required for success in a worldwide society.

- Experiential Education

In higher education, experiential learning is a movement that is gaining traction. Experience-based learning gives students the chance to put what they have learned in the classroom into practice through practical, hands-on activities. Internships, service learning, and study abroad opportunities are a few examples of experiential learning. Students who participate in experiential learning can gain essential skills and experience that will improve their job chances and help them get ready for the workforce.

- Gamification

In higher education, gamification is a movement that is gaining popularity. Gamification is the use of game design components and mechanics to change how people learn and engage with content. While virtual reality (VR) delivers a totally immersive experience, augmented reality (AR) overlays digital information over the physical environment. The utilization of AR and VR to imitate real-world situations enables students to practice and apply their knowledge in a secure setting.

- Personalized Education

The concept of personalized learning involves adjusting instruction to meet the unique requirements and preferences of each student. This may entail employing data analytics to monitor student progress and offer tailored feedback, or it may entail giving students the freedom to select

their own projects and learning routes. Better learning outcomes may result from personalized learning since it can increase motivation and student involvement.

- GREEN ACTION PLAN

Higher education is placing more and more emphasis on green projects. Universities are becoming more aware of the need to promote sustainability and lessen their carbon footprint. Green efforts can range from promoting sustainable eating habits and alternate forms of transportation to lowering energy use and trash. These programs can contribute to making the campus more environmentally friendly and can assist students in learning how to be responsible citizens of the world.

- Alternative Documentation

Recognizing and authenticating non-traditional modes of learning and success is a movement that is represented by alternative credentials. Badges, certificates, and micro degrees are a few examples of these qualifications. Alternative credentials can be obtained in a number of ways, such as through online courses, internships, and programs that emphasize experiential learning. Alternative qualifications may be able to offer students a more adaptable and simple route to success.

- Online and Remote Learning

The trend toward remote and online learning has been driven by the COVID-19 pandemic. Universities and colleges have to quickly make the switch to online education in order to maintain academic continuity throughout the pandemic. Remote and online learning are likely to continue to play a large role in higher education even after the pandemic is over, giving students more flexibility and accessibility.

Higher education has seen substantial changes as a result of technological advancements, shifts in student demographics and interests, and the changing nature of the global economy. Competency-based education, personalization and customization, online learning, and hybrid education.

17. Analysis

This section of the research moves to analyze the questionnaire that was sent to the participating universities. This section was a real problem and a major obstacle for me, and the reason for this is that we want the participation of a large number of universities from a large number of countries in the world, on all continents, so that the research tends to be an international research, and therefore, the results that have been reached are applicable and generalizable in all countries of the world.

For this reason, a questionnaire was designed using Google Forms, and it was sent to participating universities by invitation. We explained in the email that was sent that the questionnaire is for Ph.D. research, that the general information and data of the university will remain confidential, and that the process of filling out the questionnaire will not take more than 5 minutes for participating universities.

The questionnaire initially included questions about the name of the university, its type (public, private, or research), the size of the university (small, medium, or large), and the number of students in universities according to specific categories.

The questionnaire then moved on to ask 16 questions about the university that included all the points and aspects that were covered and discussed in this thesis, such as strategic planning, quality assurance, creativity, innovation, transcendence, and other details relevant to the research.

A section is included allowing universities participating in the survey to add any details or notes they consider important.

It was allowed to fill out the questionnaire by universities for a period of two months so that universities that have different commitments or businesses can fill out the questionnaire when they have the appropriate time for that. As a final result, 151 universities from 48 countries, including the continents of Asia, Africa, Europe, Latin America, North America, and some Pacific countries, participated. The list of participating universities included a number of prestigious universities, whose participation in the research had a significant impact on conferring legitimacy and reliability on the questionnaire, including the following universities:

ID	University	Country
1	University of Greenwich	UK
2	Hochschule für Künste im Sozialen, Ottersberg	Germany

3	Universidad Casa Grande	Ecuador
4	Anna University	India
5	Sekolah Tinggi Agama Islam STAI Pati	Indonesia
6	National University of Ireland NUI Galway	Ireland
7	University of Trento	Italy
8	Monash University Malaysia	Malaysia
9	University of Punjab	Pakistan
10	UNIVERSIDAD NACIONAL DE SAN AGUSTIN DE AREQUIPA	Peru
11	University of Primorska	Slovenia
12	Chalmers University of Technology	Sweden
13	Webster University Geneva	Switzerland
14	St Andrew's Theological College SATC	Trinidad and Tobago
15	Universidad de Carabobo	Venezuela

Table 1: Sample of participating universities in the questionnaire

17.1 Universities Participating in the Questionnaire:

According to the research, and as we explained in one of the previous chapters, higher education institutions were divided into public universities, private universities, community universities, and research universities.

According to the above, the following results were determined for the participants:

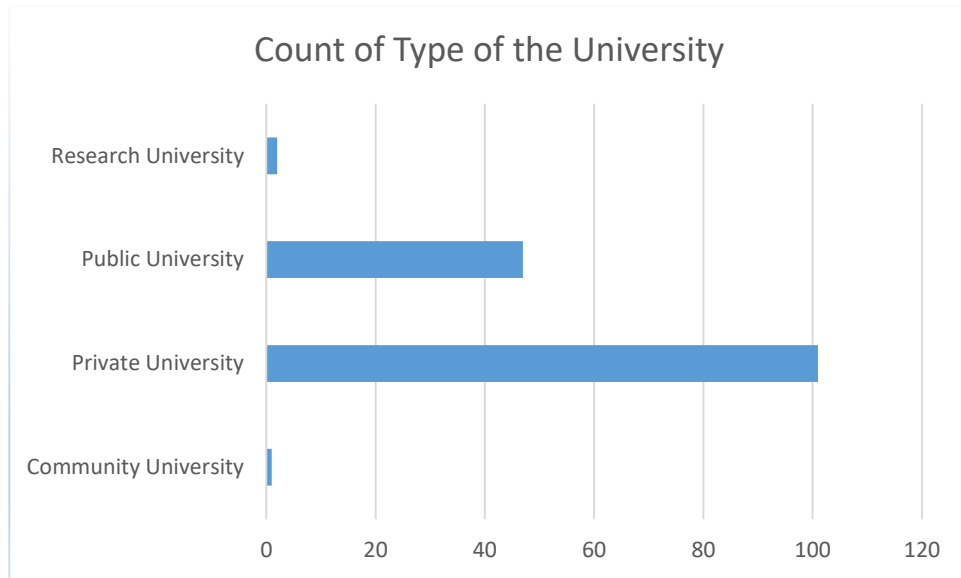


Figure 1: Count of types of universities

The highest percentage of participating universities is private universities, followed by public universities, with very few research universities and community universities:

Type of the University	Count of Type of the University
Community University	1
Private University	101
Public University	47
Research University	2

Table 2: participating universities according to their type

Accordingly, the percentages of participating universities are as follows:

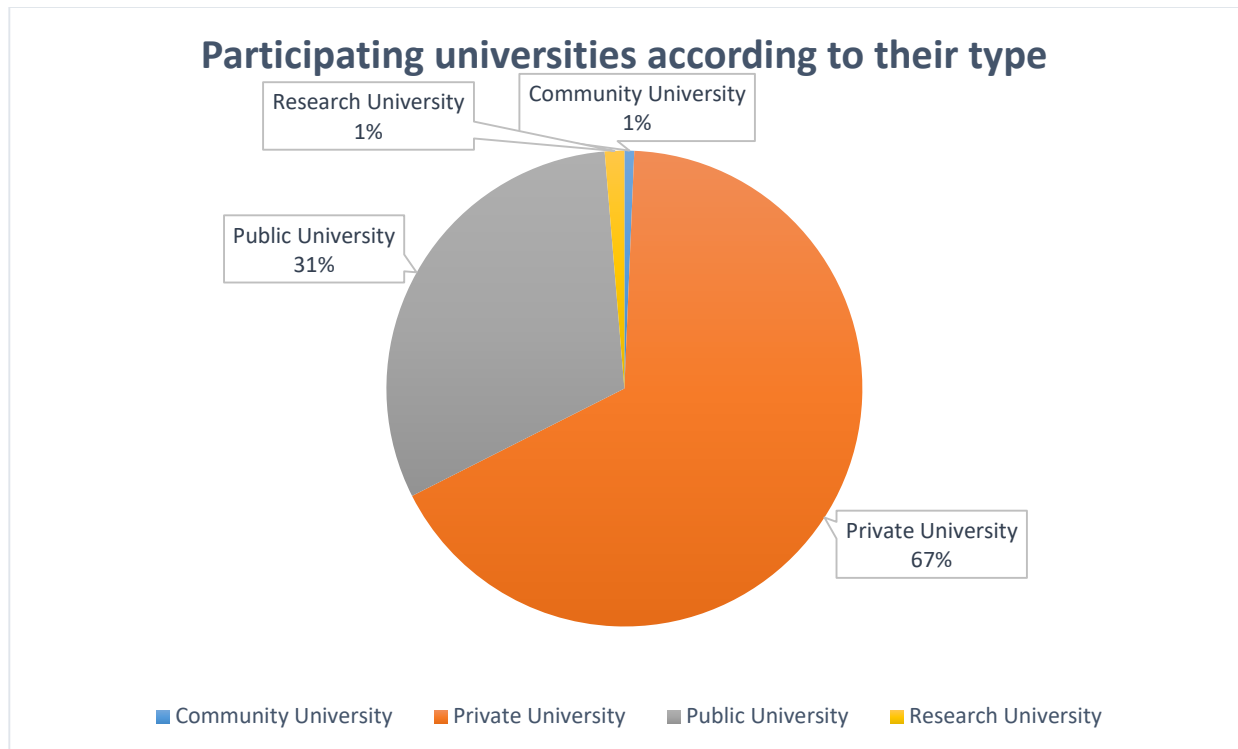


Figure 2: Participating universities according to their type

As mentioned, we notice the following:

- The main spread of universities around the world today is private universities, followed by public universities
- It is possible to note that some research universities considered themselves private universities and therefore participated in the questionnaire on the grounds that they are private universities and not research universities. Therefore, the presence of research universities can be considered higher than the specified percentage, which is 1%.
- The very small number of community universities is due to the consideration that most community universities around the world are located in the United States, and out of about 3190 American universities, only two universities participated in the survey.

The foregoing refers to a basic fact, which is the trend of higher education around the world, and in all countries, towards privatization. 67% of universities around the world define themselves as private universities, and as we mentioned before, due to the large number of

participating universities, and due to the generalization of the survey results, it is possible to reach the fact that higher education will go towards privatization in the coming years.

17.2 Determine the Size of the University.

Determining the size of the university is one of the major and influential considerations in the performance of higher education institutions around the world. It can be considered that there are 3 types of universities according to their size, which are large-sized universities, medium-sized universities, and small ones. The size of the university is mainly indicated by the number of students and teaching staff included in the university. In previous periods, academic blocks, the number of colleges, institutes, colleges, canteens, gardens, and entertainment clubs in the university were added to these two indicators, but with the advent of distance education and the spread of the concept of internationalization of higher education in these universities, the geographical, political and social borders between the student and the professor disappeared, and therefore, it is no longer possible to talk about the infrastructure as one of the main factors describing the size of the university.

The following table can be seen to illustrate this point:

Rank	University	Location	Student Enrollment
1	India Gandhi National Open University	Delhi, India	4,000,000
2	California Community Colleges System	California, United States	2,100,000
3	National University, Bangladesh	Gazipur, Bangladesh	2,097,182
4	Anadolu University	Eskisehir, Turkey	1,974,343
5	Islamic Azad University	Iran	1,576,349
6	Allama Iqbal Open University	Islamabad, Pakistan	1,326,948
7	Payame Noor University	Tehran, Iran	800,000
8	Bangladesh Open University	Gazipur, Bangladesh	650,000
9	Universitas Terbuka	Jakarta, Indonesia	646,467
10	State University of New York System	New York, United States	606,232
11	Tribhuvan University	Kirtipur, Nepal	604,437
12	Chaudhary Charan Singh University	Meerut, India	560,000
13	University of Mumbai	Mumbai, India	549,432
14	Ramkhamhaeng University	Bangkok, Thailand	525,000

15	Savitribai Phule Pune University	Pune, India	500,000
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Table 3: Biggest universities in the world according to the number of students

The previous table obtained by Wee, R.Y (2015) indicates the number of universities with the highest number of students in the world. The general trend, and the general course of these universities, is that they are international universities.

All these universities attract international students and professors. In addition, it is noted that there is a large number of open universities among these universities, and this is the issue that we intended to refer to above.

According to the questionnaire, the following values appeared in relation to the number of participating universities according to the size of the university:

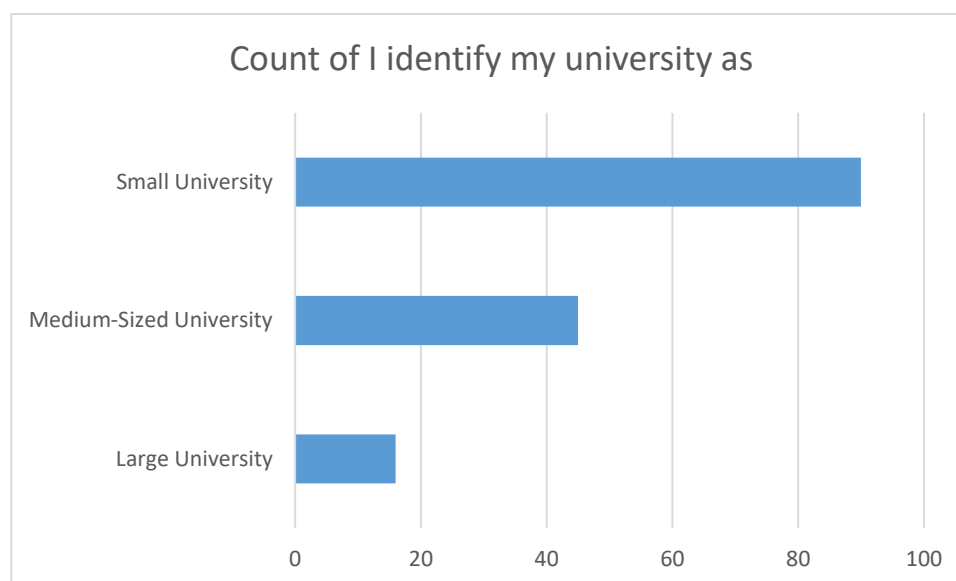


Figure 3: How to identify participating universities

It is clearly noticeable nowadays is the emergence of universities that attract a small number of students to offer specific and few educational programs, or to attract a specific number or type of students. Accordingly, these universities tend to maintain a specific intellectual and cognitive pattern, which means that the university works to keep the number of students without increasing it because (when it has a small number of students) it can then create a specific governance model in the university, and provide a clear management policy, and a specific relationship with the Board of Trustees and stakeholders with the university. In this case, the

university can maintain a clear and specific relationship with the teaching staff and maintain a specific budget, without any disruption in the budget or funding, and without entering into the chaos of dealing with big data.

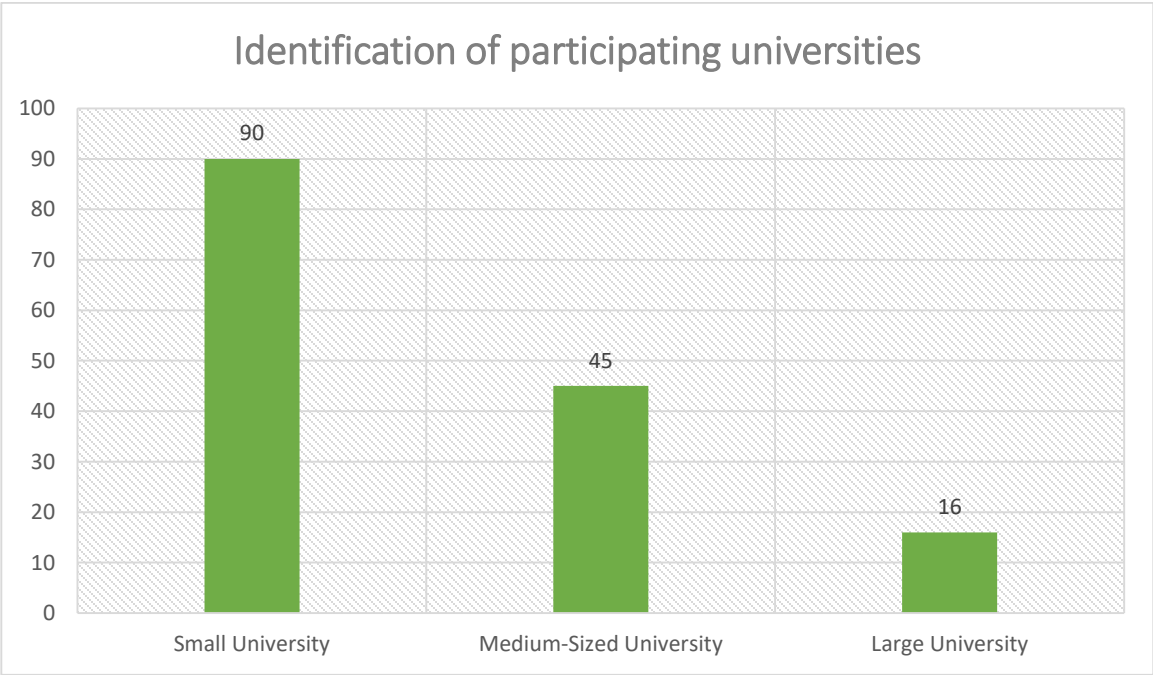


Figure 4: Identification of participating universities

According to the above, we notice that most of the participating universities are small-sized universities, followed by medium-sized universities, and then large-sized universities.

The category participating in the survey includes 90 private universities, 45 medium-sized universities, and 16 large-sized universities.

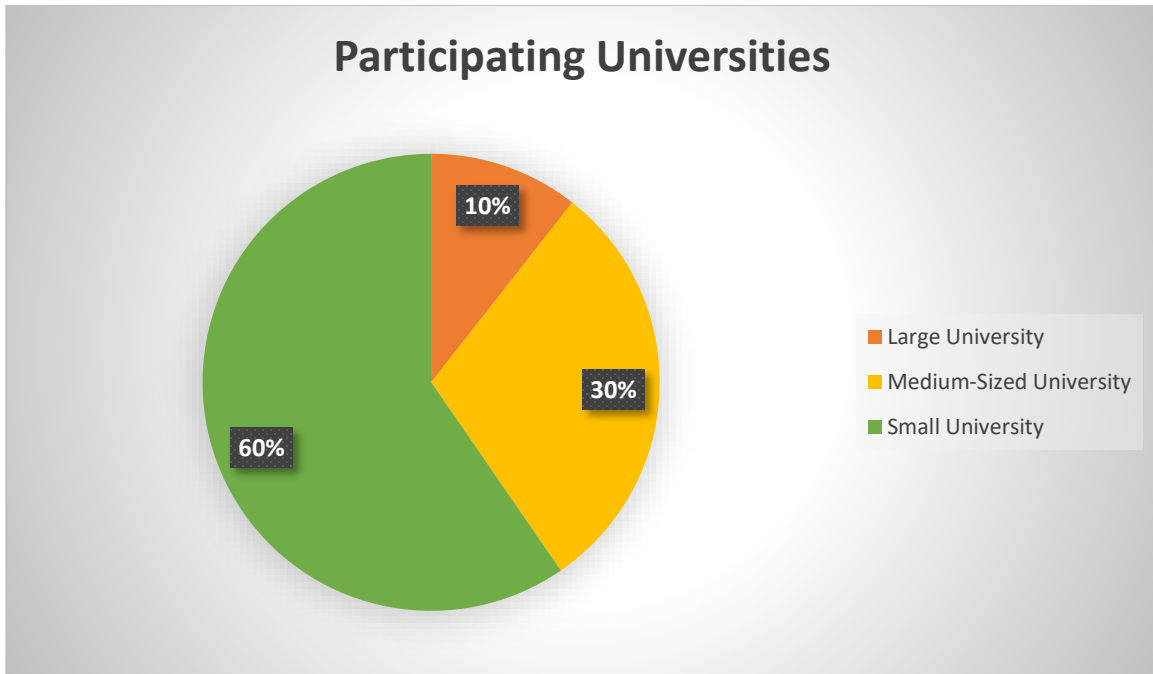


Figure 5: Percent of participating universities

According to the above, we notice that the percentage of private universities amounted to 60% of the participating universities, while it reached 30% for medium-sized universities and did not exceed 10% for large-sized universities.

As mentioned, we notice all of the following:

- The main expansion of universities around the world today is small-sized universities, followed by medium-sized universities, and only 10% of universities around the world are large-sized universities.
- Based on the foregoing, we notice that most of the current spread of higher education around the world today is for small universities, where there is great ease in the movement of capital, movement of students, admission, data and information management, governance, and other details that encourage investors to establish a number of small universities instead of establishing one big university.
- It seems clear that some small universities are growing into medium universities, as the university administration still has the ability to manage the administrative, technical, and financial processes, and manage data in the university.

- It is also noted that these universities maintain their status as medium universities and do not move to transform into large universities, but rather remain as they are to maintain their administrative, scientific, and academic stability.
- As for the large universities, they are universities that were established from the very beginning to be large universities and do not represent medium universities that have turned into large universities.

17.3 Comparing the Type and Size of Universities:

The following figure can be analyzed to clarify the relationship between universities according to their type and size:

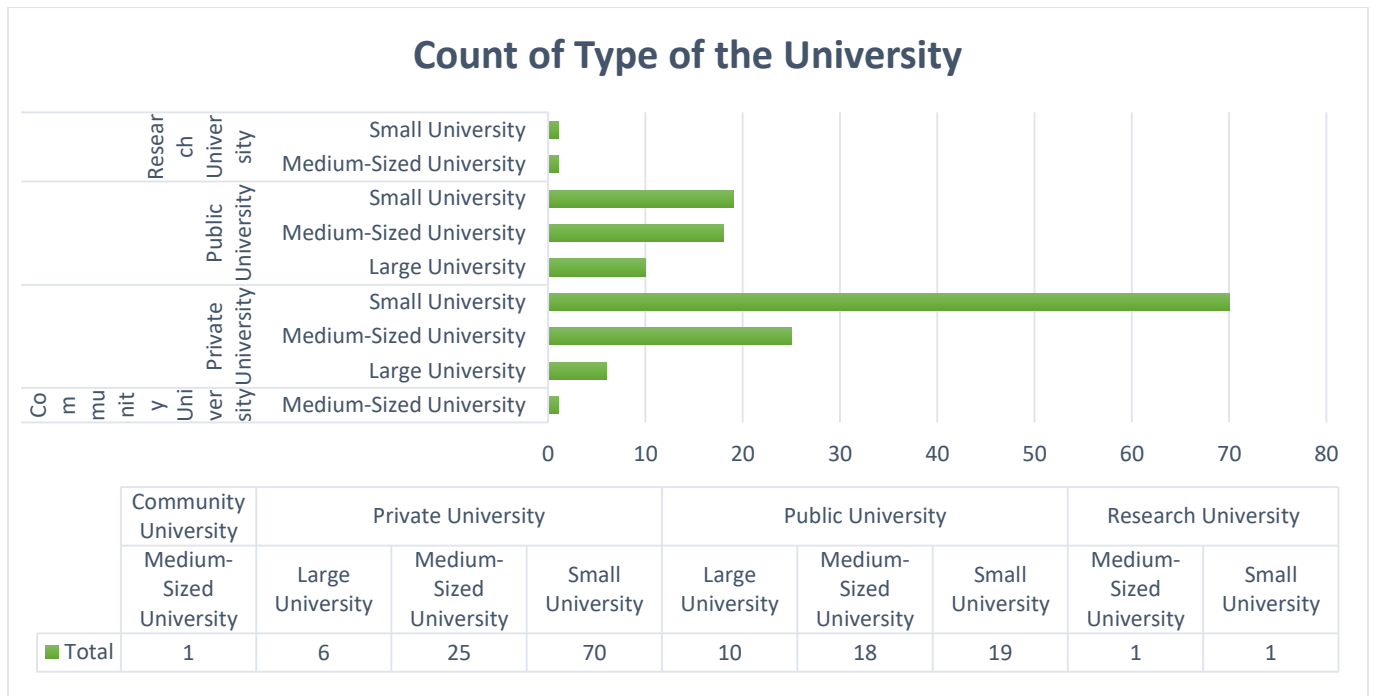


Figure 6: Analysis according to type and size

Most of the universities participating in the survey are small-sized private universities, while the second section is medium-sized private universities, followed by small-sized public universities, then medium-sized public universities, followed by large-sized public universities, and large-sized private universities.

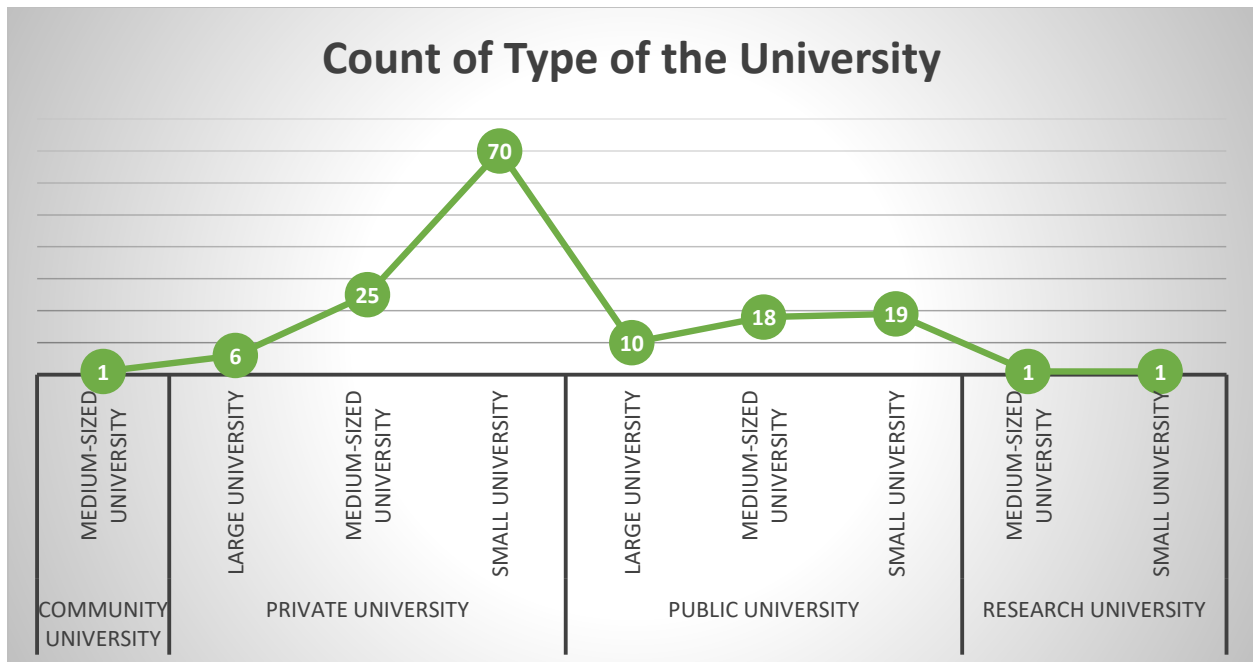


Figure 7: Analysis according to type and size (private, public, research, community)

In the same context, we notice that there is a small-sized research university and another medium-sized one, and there is one medium-sized community university.

As mentioned, we notice the following:

- Most universities in the world today can be described as small private universities. The percentage of these universities is estimated at 46% of the total number, and this can be seen in the following figure. This finding can be generalized to all universities around the world today

A prospective analysis can be made on the impact of small private universities on higher education around the world.

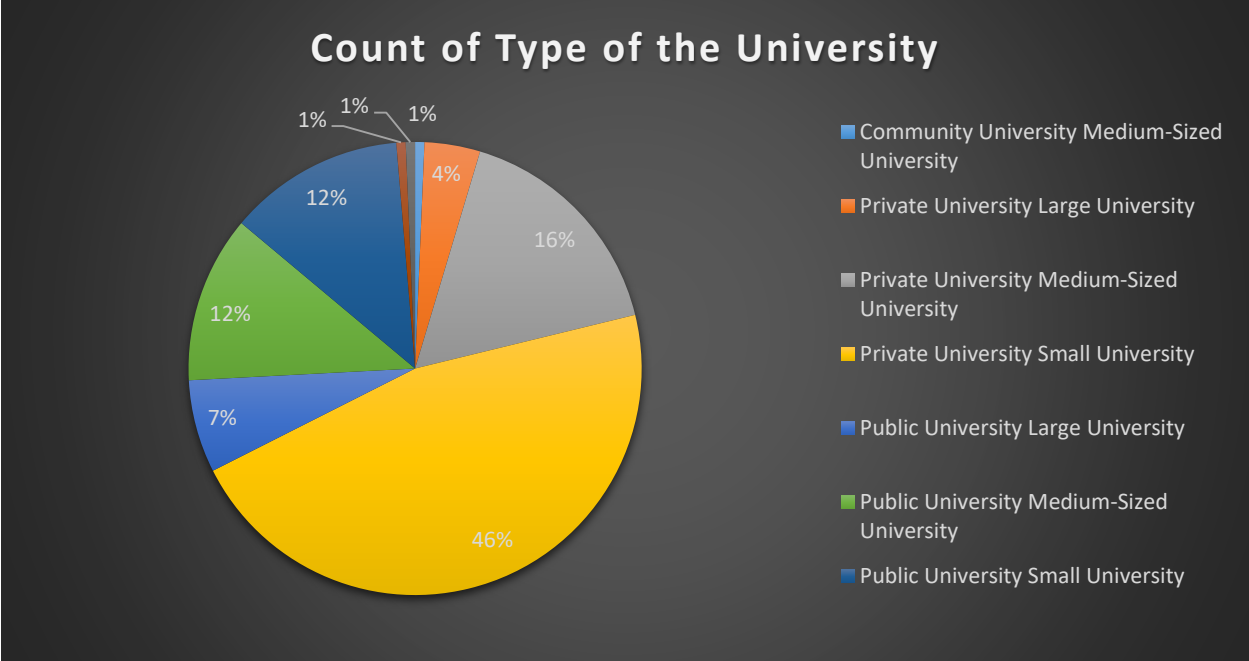


Figure 8: Analysis according to type and size (%)

17.4 The Number of Students at the University:

It is very difficult to divide or to find a clear and specific methodology to determine a clear assessment of the number of students through which the size of the university can be determined, whether it is a large university, small size, or medium size.

According to our study, and according to the questionnaire data, the student groups through which the size of the university is determined were divided into 6 different groups as follows:

ID	University Category	Variables
1	Very Small-sized university	Between 100 to 1000 Students
2	Small sized university	Between 1000 to 2500 Students
3	Small sized university	Between 2500 to 5000 Students
4	Medium-sized university	Between 5000 to 10000 Students
5	Medium-sized university	Between 10000 to 25000 Students
6	Big sized university	More than 25000 Students

Table 4: Variables related to the size of universities

Based on the above, and based on the following figure, we find that most universities fall into the first group, which is small-sized universities.

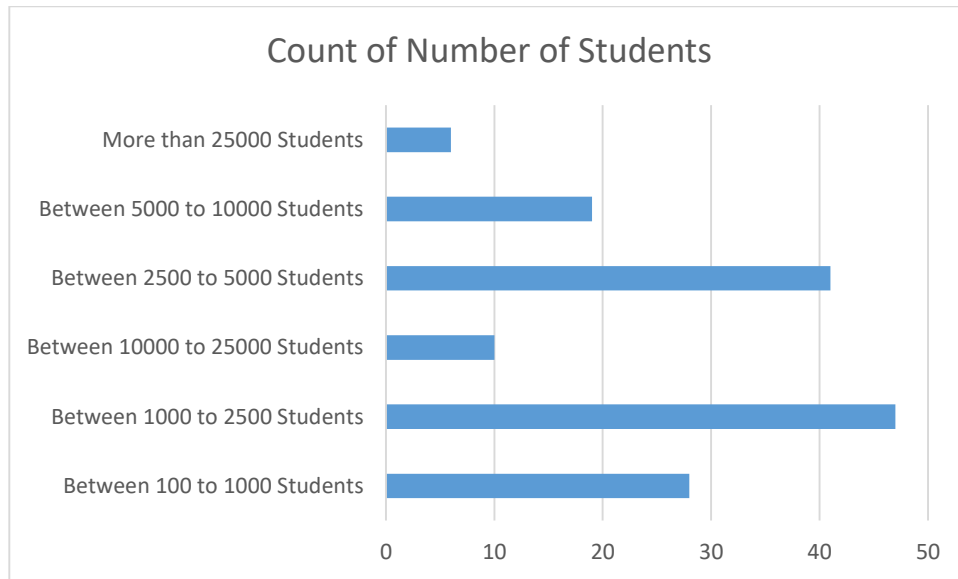


Figure 9: Participating universities according to the number of students

By analyzing the results of the questionnaire, we find that the highest percentage of universities are universities that include a number of students between 1,000 to 5,000 students, while there are a good number of very small universities that have less than 1,000 students. At the same time, medium-sized universities occupy less space than others, while the lowest percentage is for large-sized universities with more than 25,000 students.

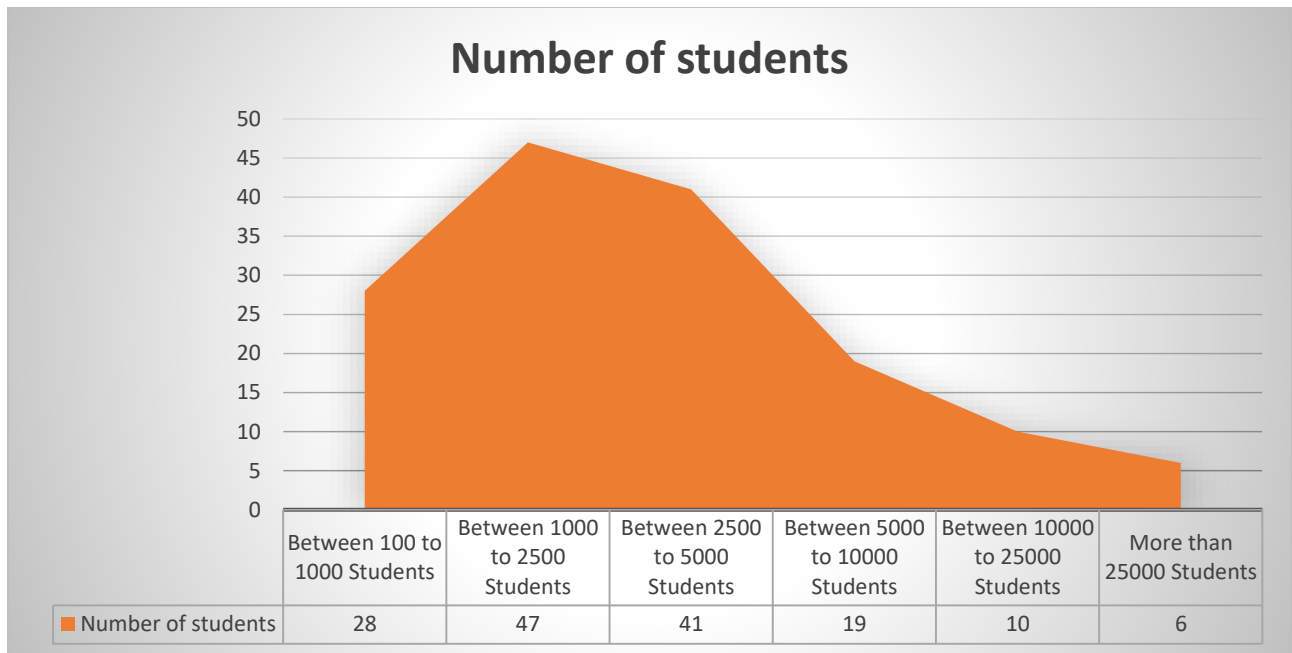


Figure 10: Participating universities according to the number of students (chart)

Among the 151 universities participating in the survey, we find that 116 out of 151 universities are considered universities with a low number of students, while 29 universities are considered universities with an estimated number of students between 5,000 to 25,000 students, and only 6 universities have more than 25,000 students.

Through the above, the following results can be reached:

- The prevailing trend today is the large spread of small-sized universities that include a small number of students within a limited number of educational programs.
- The interesting thing is that there is a noticeable number of very small universities, which are universities whose number of students does not exceed 1,000 students. This current trend can be seen in higher education, and seen as a future trend in the coming years. It is important, and we strongly recommend that this phenomenon be studied, and we recommend more research on this aspect.
- As expected, the number of universities that have a large number of students is less than all other percentages of universities, which indicates that this trend will not be widespread or common during the coming period.

17.5 Strategic Planning

For the universities participating in the survey, strategic planning was of great importance to them and was a very important fulcrum for their work. The questionnaire asked the following questions:

To the best of your knowledge, your university focuses on strategic management

The results were as follows:

Level of Importance of Strategic Management	Number of Universities with the same value
1	2
2	0
3	0
4	3
5	20
6	20
7	30
8	34
9	21
10	21

Table 5: Importance of Strategic Management for participant universities

It is noticeable, according to the results of the questionnaire, and for a reason that we do not know, that there are two universities that are not concerned with strategic management in any way. Although this percentage is very low and does not exceed 0.5%, if we generalize the results of the study, we will find that there are more than 200 universities around the world that do not care about strategic management, and do not consider it a priority or a strategy for their work and do not think of developing themselves.

If we look at the history of higher education institutions around the world, we notice a large number of universities developing their work and increasing the number of programs they offer and contracting with additional staff, and the number of their students is increasing steadily.

The second section of the universities is the universities that maintain their current status, and by that, we mean that these universities maintain a single and specific level of performance and operation so that the university does not retreat or advance, and these universities maintain their performance as it is for long periods of time

The third section of universities is the universities that seek to merge with other universities for a large number of reasons, including saving universities that suffer from problems, and the merger also helps to provide an opportunity to save money in the sense that the operating costs of one unified system are lower than those of many independent universities. One of the most famous examples of university mergers is the merger of California University of Pennsylvania, Clarion University of Pennsylvania, and Edinboro University into a new university, Western University of Pennsylvania.

The fourth section is about the universities that are subject to closure. The reason for this is often the wrong and improvisational decisions of some universities, such as not adopting a clear policy for management, the existence of fatal mistakes in their operation, the existence of financing problems, or the non-enrolment of students, or the failure to build strategic plans for its future operation. Some of the most famous universities that have closed their doors during the past few years include the following:

- Presentation College in South Dakota
- Cazenovia College
- Holy Names University
- Living Arts College
- Finlandia University, Michigan
- Cazenovia College, New York
- ASA College, New York
- Chatfield College, Ohio
- Quest College, Texas

According to our personal analysis, universities that do not care about strategic management could face the risk of being closed in the next few years.

According to the results of the questionnaire, we noticed that there is an acceptable interest by a large number of universities in strategic management, as these universities considered strategic management a priority for them by 50 to 70%.

The third section of the universities considered strategic planning an absolute priority for them, by 90% and 100%. Therefore, these universities have a future vision for their work and activity.

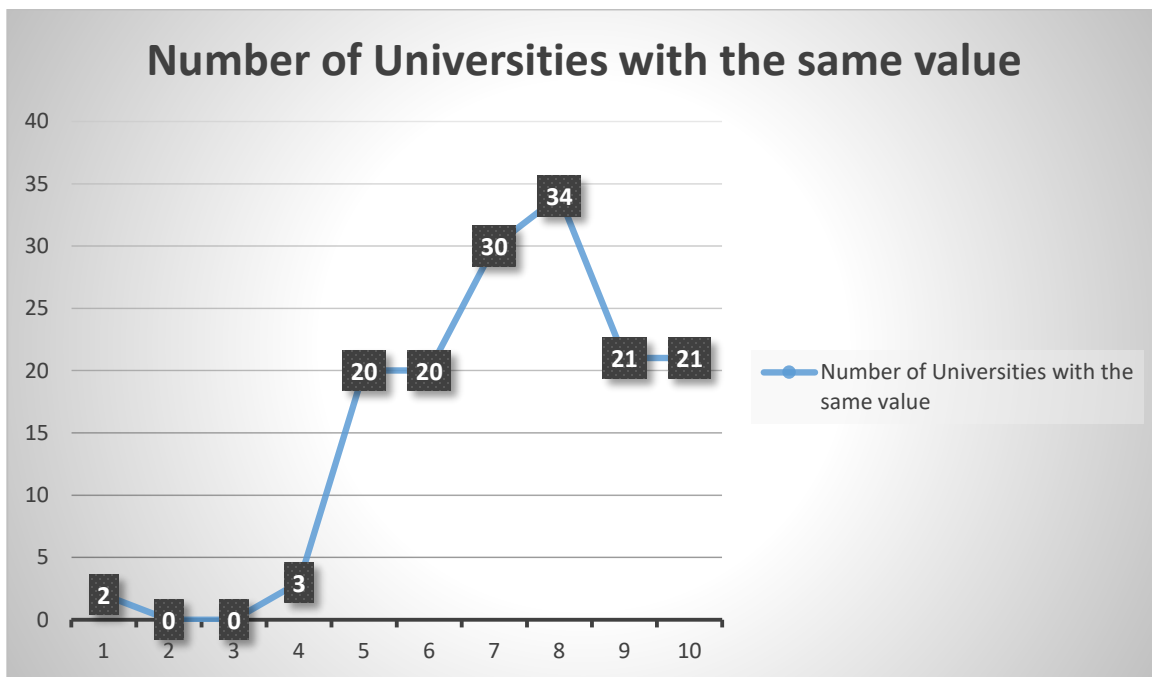


Figure 11: Universities with the same value

Through the above, the following results can be reached:

- Many universities have impromptu erroneous decisions based on data that could cause higher education institutions to stop working. These institutions must build a risk assessment plan that leads to correct their course and work.
- It is very important to notice that neglecting strategic management can cause the closure of universities in the long run.
- Strategic management is an urgent and absolute need for higher education institutions, not luxuries that can be neglected by higher education institutions.

17.6 Quality Assurance as a Strategic Objective

Similar to what we mentioned in the research, quality assurance is an important factor for preserving the existence of higher education institutions, and an important indicator through which the university can measure the strength of its performance, work, and activity, measure weaknesses, and avoid them, measure strengths and improve them.

It is clearly noted that most universities participating in the survey are fully aware of the importance of quality assurance as a strategic objective.

The questionnaire asked the following questions:

To the best of your knowledge, your university focuses on quality assurance as a strategic theme for the university

The results of the questionnaire were as follows:

Quality assurance as a strategic theme	Number of Universities with the same value
1	1
2	1
3	1
4	0
5	9
6	21
7	35
8	30
9	21
10	32

Table 6: Quality Assurance as a strategic theme

It seems clear that the majority of universities are fully aware of the importance of quality assurance as a major and strategic goal for higher education institutions around the world, and it seems that universities around the world are aware of the importance of applying a clear and specific policy to develop their activities and improve their policies related to quality assurance and accreditation.

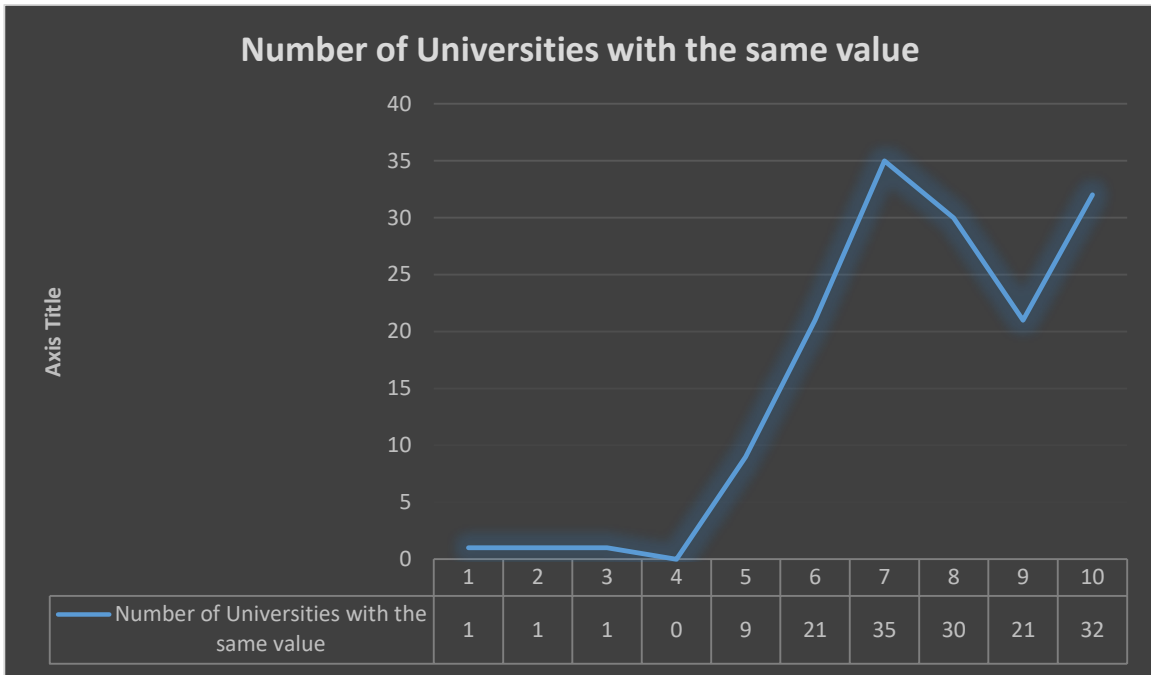


Figure 12: Universities with the same value (chart)

It is also noticed that there are very few universities (only 3 universities) that do not consider quality assurance to be of great importance, nor do they consider it a primary goal.

At the same time, the highest percentage of universities (83 universities out of 151 universities), an estimated 54% of the participating universities, consider quality assurance to be of strategic importance to them, with an activity and operation rate estimated at more than 80% for their internal and external activities.

The previous table can be illustrated through percentages by the following figure:

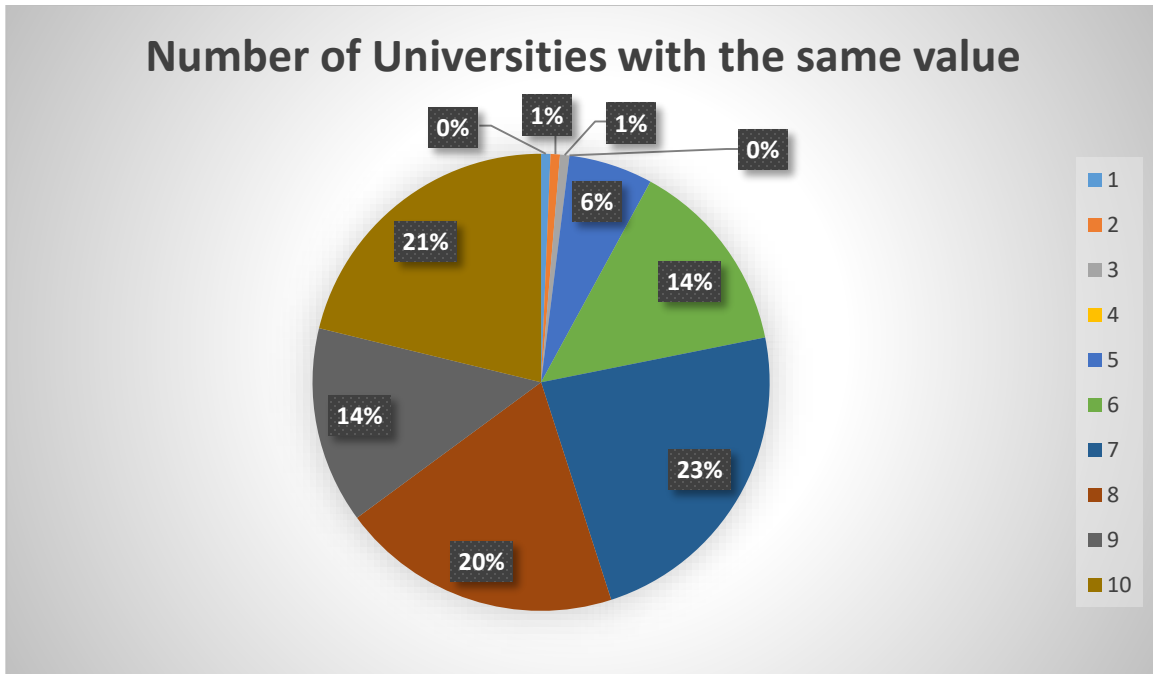


Figure 13: Universities with the same value (%)

Through the above, the following results can be reached:

- Most universities participating in the questionnaire (and this can be circulated internationally) realize the importance of quality assurance as a major strategic goal for their operation and activity, and therefore, these universities can reach a clear and specific mechanism for improving and developing their work.
- We advise some universities that still doubt the importance of quality assurance to avoid this serious gap in their work so that they reach positive results.

17.7 Higher Education Institutions Need for Programmatic and Institutional Accreditation

As we have examined in this research, programmatic and institutional accreditation is the most important trend for higher education around the world. Through the application of programmatic accreditation, the university can ensure that the educational programs offered to its students are in harmony and conform to the standards of education and training applied in all countries of the world, and it can clearly ensure that students obtain the added value provided by these educational programs.

Programmatic and institutional accreditation has been a strategic objective for higher education institutions.

The questionnaire asked the following question:

To the best of your knowledge, your university focuses on programmatic and institutional accreditation as a necessity.

To the best of your knowledge, your university focuses on programmatic and institutional accreditation as a necessity	Number of universities
20%	1
30%	4
40%	1
50%	8
60%	12
70%	28
80%	29
90%	22
100%	45

Table 7: Focus on programmatic and institutional accreditation as a necessity

According to the results of the questionnaire, we found that 124 universities out of 150 universities consider programmatic and institutional accreditation a strategic and crucial goal for them with a percentage that exceeds 70% of their operational plans, performance, and implementation, with an estimated rate of about 82% of the total number of participating universities. If this indicates something, it indicates that there is sufficient awareness among these universities of the importance of accreditation as a basic and strategic requirement in their work.

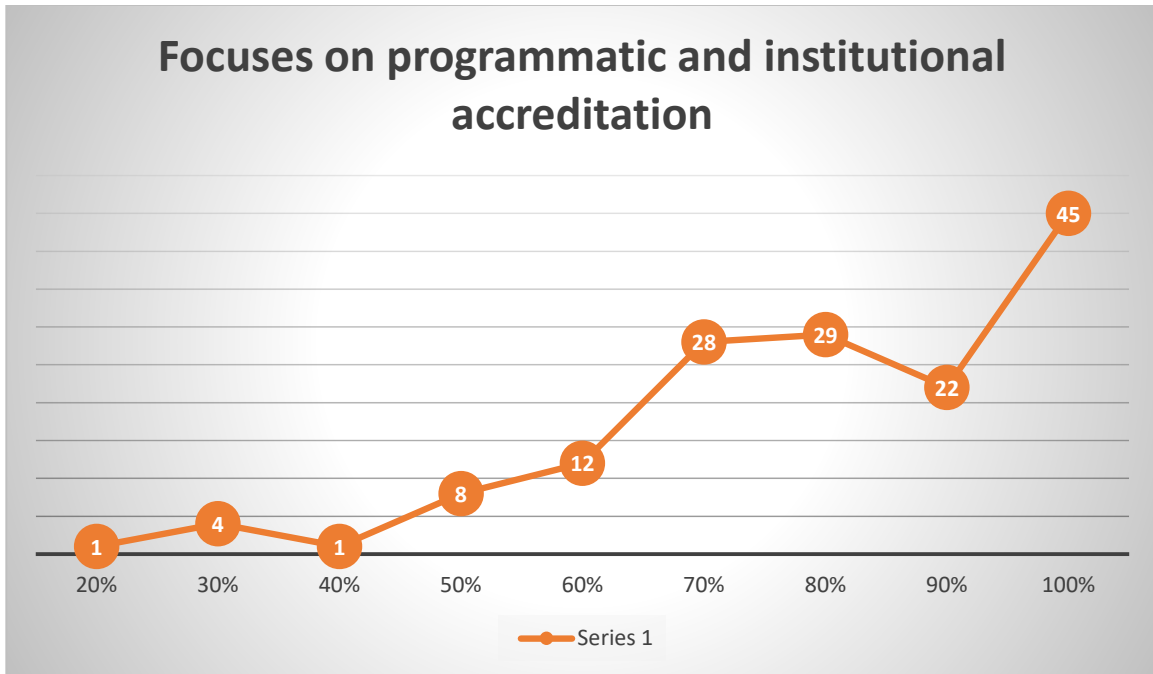


Figure 14: Focus on programmatic and institutional accreditation as a necessity

Through the above, the following results can be reached:

- There are a small number of universities (6 universities) that must change their view of the importance of programmatic and institutional accreditation because these universities do not have a clear and specific vision of the importance of accreditation in their academic and applied life.
- We recommend that all universities around the world work to support the internationalization of higher education and build strategic partnerships with international accreditation bodies in a way that ensures compliance with international higher education standards.

17.8 Impact of COVID-19 on Higher Education

As we noticed before, and through our studies in this research, we found that the impact of Corona was devastating to higher education institutions, and it also caused a change in the operation system, governance, performance, and management of higher education institutions around the world.

In addition, even after interest in the epidemic faded around the world, and any talk about it faded away, as a result of the Corona epidemic, many difficulties, challenges, and obstacles

faced most higher education institutions around the world. Some of these obstacles resulted from the financial difficulties that higher education institutions suffered from due to the low numbers of international students they have, while other difficulties arose due to the need for universities to pay exorbitant rents for many buildings and facilities associated with the university, which the university did not use due to the lack of students on campus. The university had to pay these rents because of binding contracts signed in advance.

Other new penalties emerged as a result of the need for higher education institutions to invest in new technologies and resources such as digital investment. The main problem with this point in particular is that the universities were not prepared to pay these sums because they appeared suddenly and these expenses were not within the five-year plan for university expenditures.

The questionnaire asked the following questions:

To the best of your knowledge, your university focuses on Post-COVID-19 Difficulties and Challenges.

According to the results of the questionnaire, and according to the point of view of the participating universities, opinions varied roughly regarding the universities' focus on the difficulties and challenges related to the post-Corona era.

Row Labels	To the best of your knowledge, your university focuses on Post-COVID-19 Difficulties and Challenges
10%	2
20%	1
30%	1
40%	4
50%	4
60%	20
70%	36
80%	35
90%	25
100%	22

Table 8: Focus on Post-COVID-19 Difficulties and Challenges

According to the results of the questionnaire, there are 32 universities that consider that focusing on the challenges of the Corona period is not a strategic priority for them, and they do not consider that they have a fateful impact on their existence, and the percentage of these universities amounts to 22% of the total universities participating in the questionnaire, and if this indicates something, it indicates the urgent need to change the management and governance systems in these universities in a way that ensures adaptation to the exceptional circumstances that higher education institutions may face, whether as a result of Corona, or any other exceptional situation that may occur.

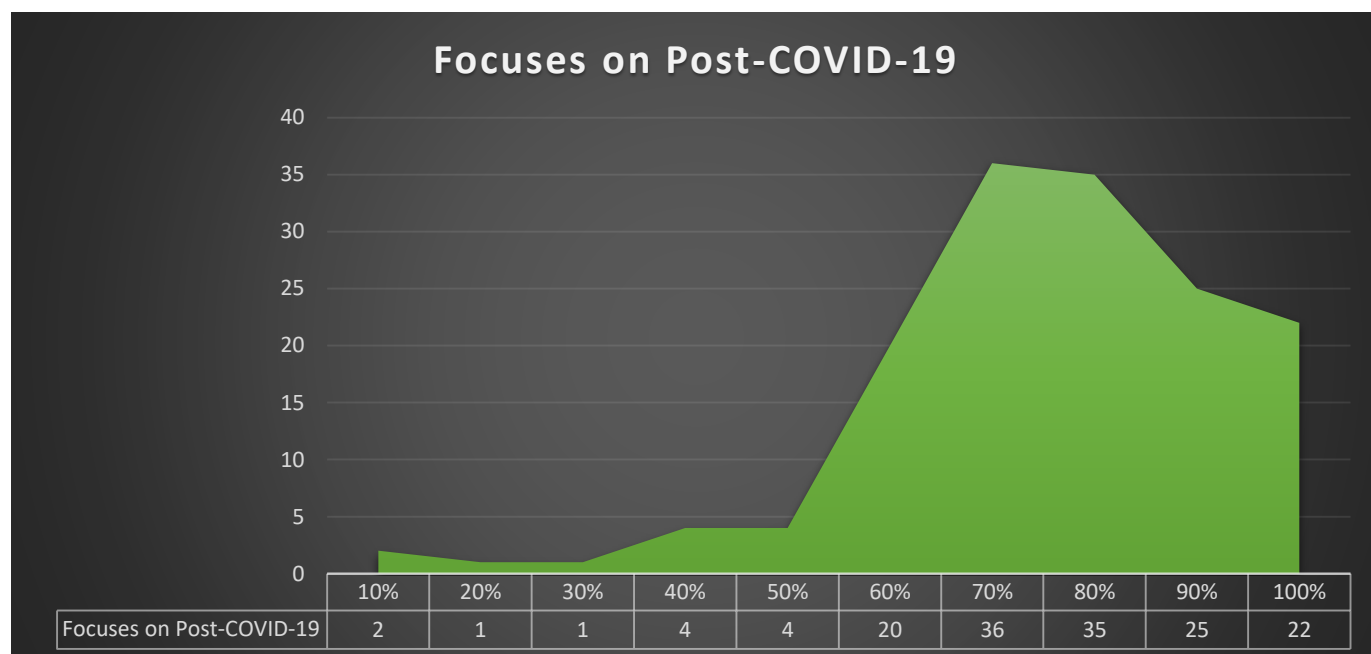


Figure 15: Focus on Post-COVID-19 Difficulties and Challenges

Through the above, the following results can be reached:

- Despite the devastating impact of Corona on the operation of higher education institutions around the world during the past few years, we notice that about 21% of universities are still unaware of the importance of establishing a mechanism for managing and analyzing risks in higher education institutions.
- It is very important for universities that do not believe in the importance of risk management and dealing with epidemics to know that the Corona crisis is the first, but it is unlikely to be the last. According to many studies and reports, it is possible that humanity will witness, during the next few years, more deadly and more destructive epidemics than

Corona, and therefore, in the absence of a policy to protect university resources and facilities, higher education institutions will be subject to collapse in the event of an abnormal situation or the occurrence of a devastating virus, epidemic, disease or natural disaster.

- We do not seek at this point to focus on Corona specifically, or we seek to encourage higher education institutions to establish a policy to manage risks and deal with them.

17.9 Innovation in Higher Education Institutions.

Innovation was talked about as the innovative processes that lead to the development of the operation of higher education institutions in a way that contributes to improving quality, quantity, and quality, and ensures the achievement of tangible steps towards thinking with a new, different, open and outside the box mentality in a way that breaks all the limits of red tape and bureaucracy, and contributes to overcoming all possible administrative obstacles.

When we talk about innovation in higher education, we notice that universities look differently from each other compared to their view of other processes such as quality assurance or accreditation and other criteria.

The questionnaire asked the following questions:

To the best of your knowledge, your university believes that INNOVATION is a major trend for the university.

According to the results of the questionnaire, we noticed that 36 universities out of 150 universities (an estimated 24%) of the total number of universities participating in the questionnaire consider that innovation is not related to their operation or activity and are not concerned or interested in applying creative or innovative processes.

Row Labels	To the best of your knowledge, your university believes that INNOVATION is a major trend for the university
20%	3
30%	2

40%	1
50%	8
60%	12
70%	38
80%	18
90%	29
100%	39

Table 9: Focus of Universities on Innovation

It is important to promote the concept of innovation in higher education and develop this concept in a way that ensures the inclusion of all innovative processes as an essential and vital part of the activity of higher education institutions.

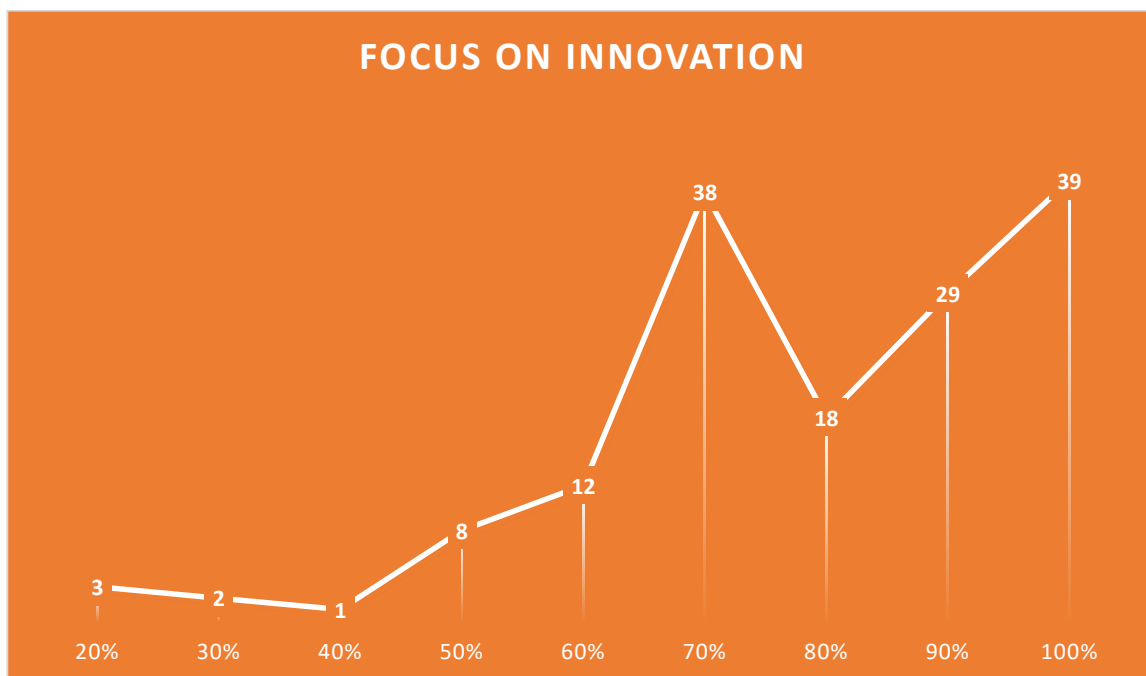


Figure 16: Focus of universities on innovation

When comparing the number of innovative universities according to the size of the university, it is clearly noticed that small universities are more capable of carrying out innovative activities and acting in a way that ensures the preservation of innovative processes within educational institutions.

Large University	16
Medium-Sized University	43
Small University	90

Table 10: Statistics on participant universities according to their type

It seems that private universities are more dynamic than public universities.

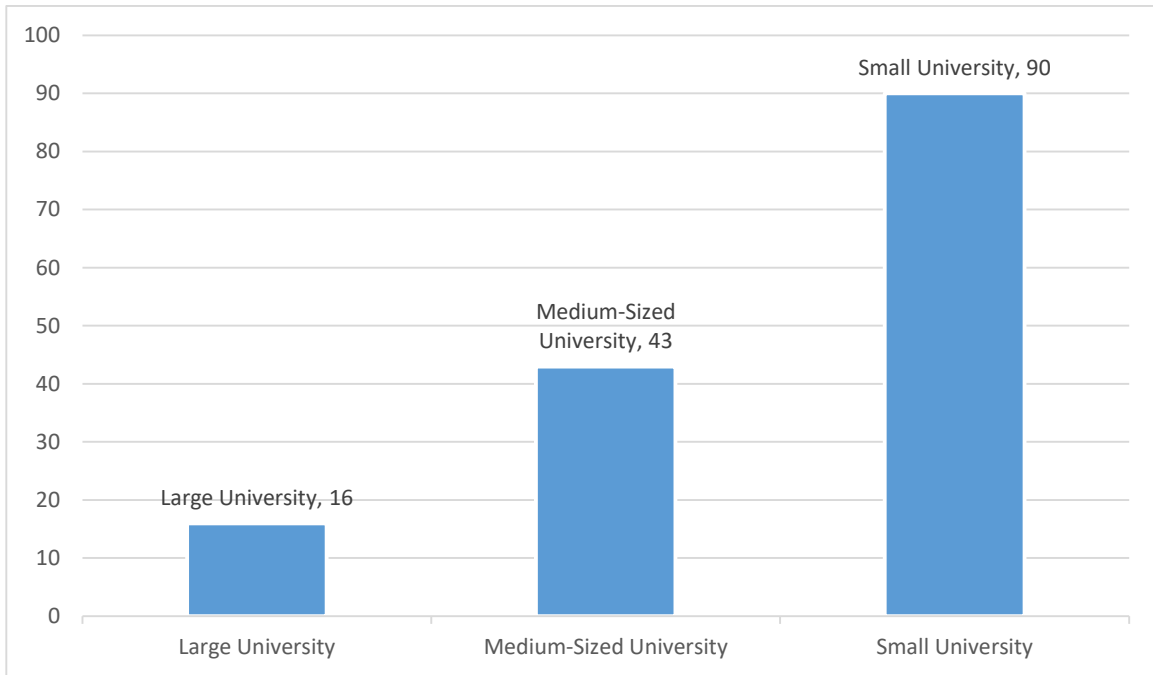


Figure 17: Private universities are more dynamic

To broaden the overview of innovative trends in higher education, we notice that small private universities are the most capable of applying innovative activities and developing innovative processes in higher education institutions.

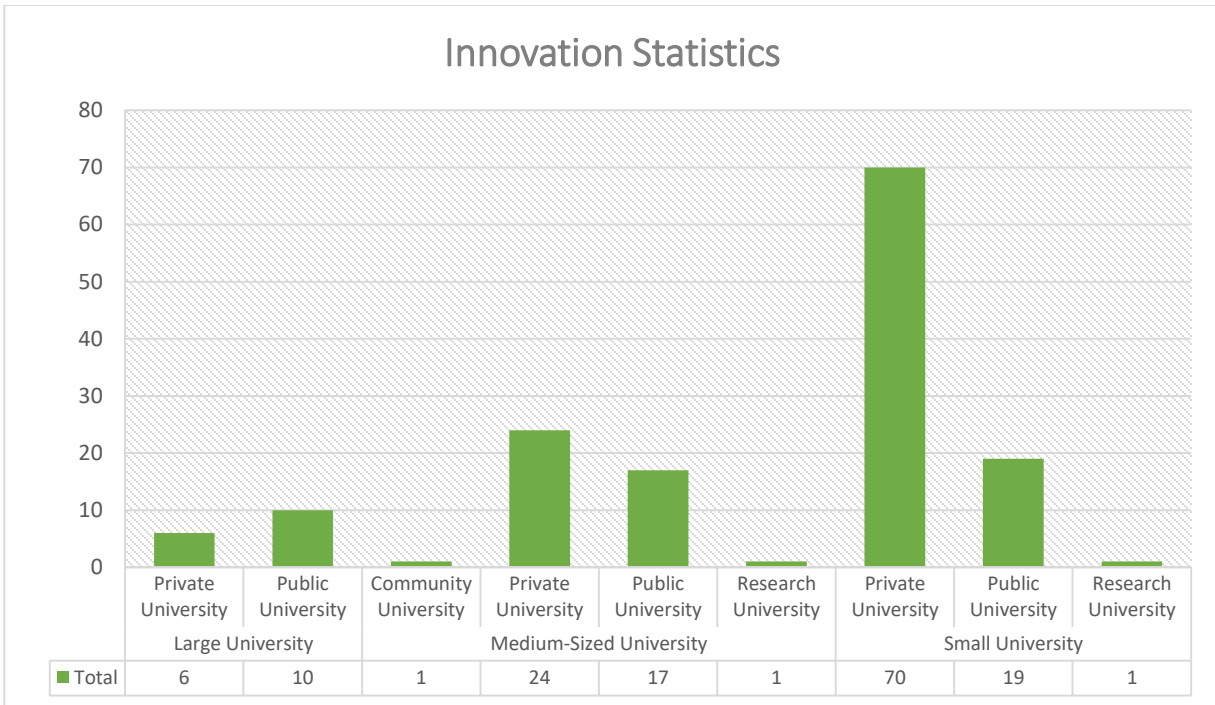


Figure 18: Innovation Statistics

Through the above, the following results can be reached:

- Innovative processes are very important and seem to be more prevalent in private universities than in public universities. This can be attributed to the large number of red tape and bureaucratic processes in public universities, which is the reason that has a significant negative impact on these universities.
- Some educational institutions still refuse to change their intellectual methodology for reasons that are either simple, illogical, or unreasonable. Accordingly, we advise these universities to change the intellectual methodology they use.
- Innovative activities must be integrated into the basic educational processes within the university, and these innovative activities are considered a key factor in the success and development of the work of educational institutions.

17.10 Transcendence in Higher Education

Even for the most optimistic people in higher education, there is still a lot of ambiguity surrounding the term, how universities view it, and how they deal with the transcendent processes in higher education institutions.

As mentioned earlier, transcendence refers to a process by which individuals expand their understanding and experiences beyond their current knowledge and limitations.

This is the general and common term, which is what higher education institutions around the world are aware of when they hear the term and its applications.

The questionnaire asked the following questions:

To the best of your knowledge, your university believes that Transcendence in higher education is one of the strategic and future plans of the university.

According to the results of the questionnaire, it seemed to us clearly that a large number of higher education institutions participating in the questionnaire are fully aware of the importance of transcendence and implementing future strategies to activate it within the scope of higher education, as 106 universities out of 150 universities (70% of the participants) believe that transcendence in higher education is a Strategic policy has more than 70% of its future plans.

Row Labels	To the best of your knowledge, your university believes that TRANSCENDENCE in higher education is one of the strategic and future plans of the university.
10%	3
20%	2
30%	2
40%	3
50%	15
60%	19
70%	40
80%	24
90%	23
100%	19

Table 11: TRANSCENDENCE as a Strategic and future plan for University

In the case of transcendence in higher education, we cannot blame the universities that still follow a conservative policy towards transcendence. The reason for this is the partial obscurity of

the term and the lack of comprehensive studies showing its importance to higher education institutions. Accordingly, in this context, the job of researchers is to simplify this term for institutions of higher education and to clarify the importance of its application and use.

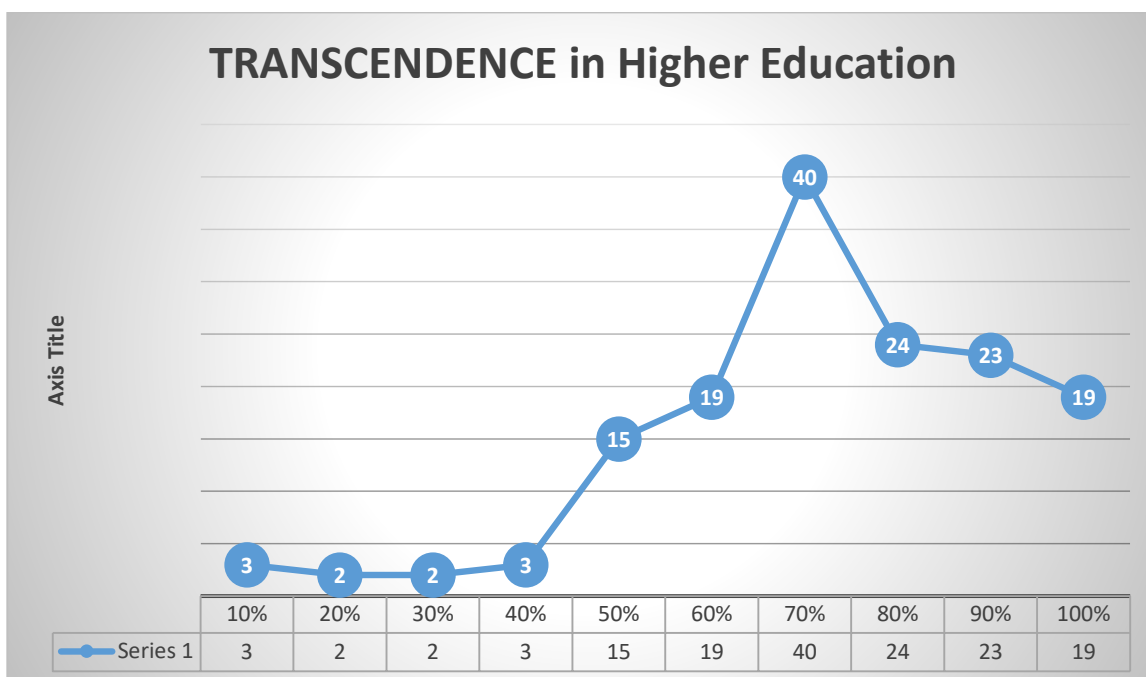


Figure 19: TRANSCENDENCE as a strategic and future plan for the university

Through the above, the following results can be reached:

- Transcendence in higher education is one of the contemporary trends that contribute to the development of higher education institutions, and higher education institutions around the world should apply it.
- There is no real risk of not applying or implementing this term by universities and higher education institutions
- We advise researchers to conduct additional studies that show the importance of the concept today and the mechanism of its application by higher education institutions.

17.11 Promoting and Stimulating Creativity for Students and Teaching Staff.

Innovation is considered one of the very main factors for the operation of higher education institutions, as we noticed above, and this is due to the importance of converting the inventions that the university creates into registered patents, which contributes greatly to transforming these

inventions into industrial, economic, medical and scientific products that contribute to the progress of humanity. and development in the first place, and contribute to supplying the university with large sums of funds as a result of the compensation that the university receives in return for the commercial and profitable conversion of these innovations into industrial products.

The questionnaire asked the following questions:

To the best of your knowledge, your university encourages and supports creativity for faculty members and the educational process.

By analyzing the results of the questionnaire, it appears clear that higher education institutions around the world are aware of the importance of creativity as a major and essential factor in developing and improving the performance of universities and educational institutions. As clearly shown in the following table, 116 universities out of the 150 universities participating in the survey (an estimated 78% of participating universities) confirm that their universities support and encourage innovation for students and teaching staff at the university.

Row Labels	To the best of your knowledge, your university encourages and supports creativity for faculty members, and the educational process
30%	2
40%	3
50%	3
60%	16
70%	38
80%	34
90%	30
100%	24

Table 12: Creativity for faculty members, and the educational process

It is also noted through data analysis that there is a very small percentage that does not exceed 5% of the participating universities whose universities do not encourage innovation, and we, in turn, advise these universities to change their policies as quickly as possible.

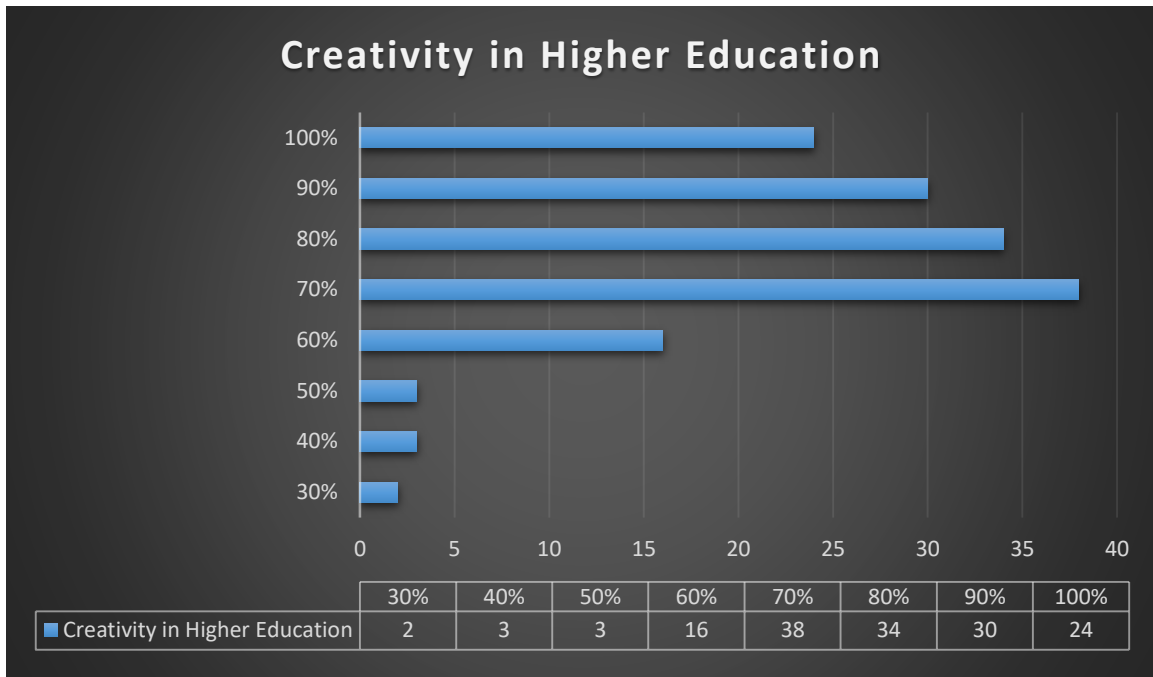


Figure 20: Creativity in higher education

Through the above, the following results can be reached:

- Creativity is a very important factor in higher education
- We recommend universities that do not adopt a vision that promotes innovation change their work systems and performance

17.12 Positive Change in Higher Education.

The higher education institution needs to have a role in advancing positive change and improvement, given that the world is globalized today, and any higher education institution anywhere in the world is part of the international academic community.

The questionnaire asked the following questions:

To the best of your knowledge, your university is one of the institutions that drive positive change in higher education.

Most universities participating in the survey have a vision that promotes and drives positive change in the academic community

Row Labels	To the best of your knowledge, your university is one of the institutions that drive positive change in higher education.
10%	1
20%	2
50%	3
60%	14
70%	39
80%	31
90%	30
100%	30

Table 13: Positive change in higher education

As can be seen in the analysis of the results of the questionnaire, 130 universities out of 150 universities believe in the importance of positive change in society.

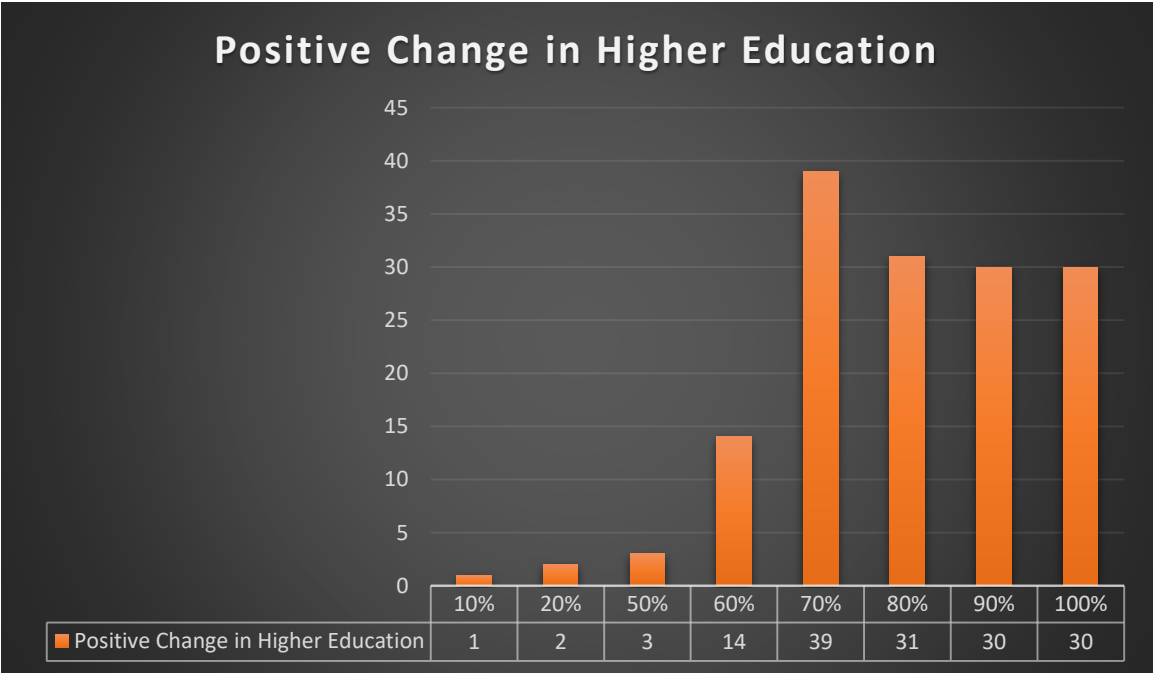


Figure 21: Positive change in higher education

17.13 Pioneership at the Local, Regional, and International Levels

Universities participating in the questionnaire believe in the importance of pioneership and that they must have a prominent, active, and influential role at the local, regional, and international levels. Universities play an important role in shaping the future of society through education, research, and innovation. Being a pioneer in its field is essential for universities to stay ahead of the curve and make a positive impact on the world. There are many reasons why universities strive to be leaders at the local, regional, and international levels. Being a pioneer can enhance the university's reputation and prestige. Universities that are at the forefront of their field are seen as reputable institutions that attract the best talent in terms of students and faculty. This can further enhance the institution's reputation and success.

The questionnaire asked the following questions:

To the best of your knowledge, your university is a pioneer at the local, regional, and international levels.

By being pioneers, universities can attract more funding opportunities and better research collaborations. This, in turn, can lead to more opportunities for industry partnerships, and to create better job opportunities for students. Being a pioneer in this field can have a huge impact on society. Universities have a social responsibility to contribute to the betterment of society. By being pioneers, universities can advance knowledge and technology, create new solutions to global challenges, and train the next generation of leaders who will go on to create a better world. Being a pioneer can help universities expand their reach and build partnerships with institutions and institutions around the world. This can lead to increased opportunities for international collaboration, student and faculty exchanges, and research partnerships. Being a pioneer can have significant economic benefits for universities and the surrounding community. Research institutions can attract companies and entrepreneurs to the region, creating new jobs and stimulating economic growth.

According to the results of the questionnaire, we came to the following conclusions:

Row Labels	To the best of your knowledge, your university is a pioneer at the local, regional, and international levels
10%	1
20%	1

30%	1
40%	1
50%	8
60%	24
70%	40
80%	25
90%	28
100%	20

Table 14: pioneership at the local, regional, and international levels

Certainly, some universities that operate at the local level are excluded, and the percentage of these universities does not exceed 2% of the universities participating in the questionnaire.

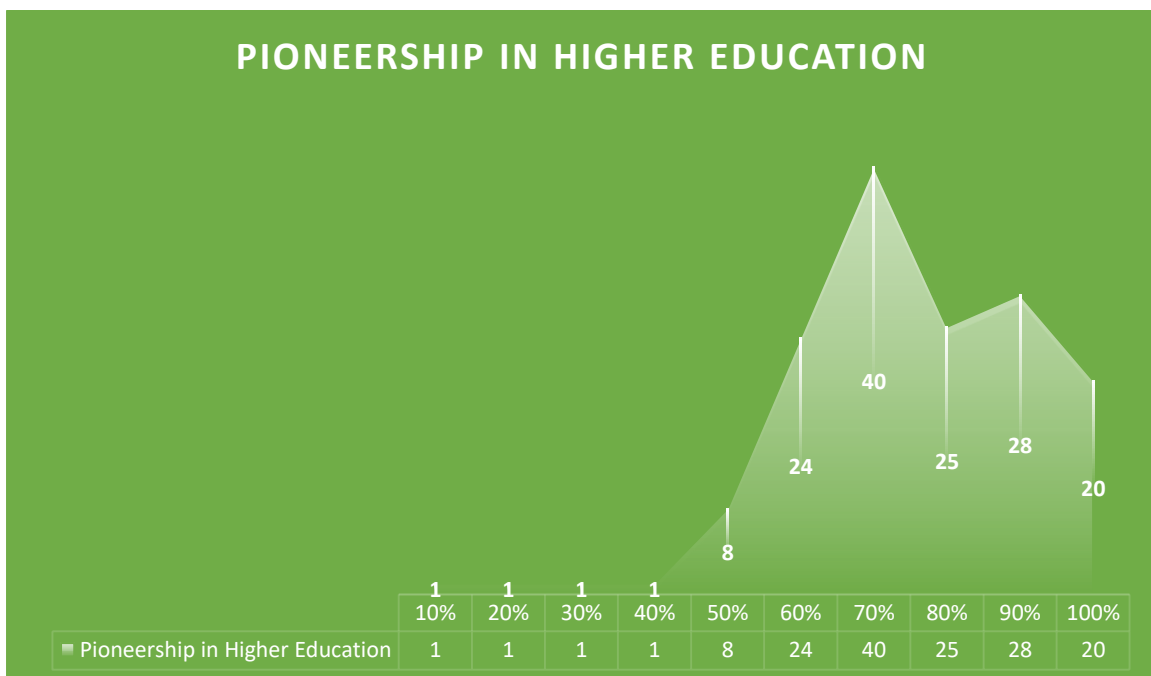


Figure 22: Pioneership at the local, regional, and international levels

17.14 Develop and Enhance Society

Universities have a social responsibility to contribute to the betterment of society. Through research, education, and community engagement, universities can address social issues and make a positive impact on the world. They can promote social justice, equity, and sustainability, which

are essential to building a better future for all. Universities are at the forefront of knowledge creation and dissemination. They have the resources, experience, and infrastructure to conduct cutting-edge research and innovation, which can lead to new technologies, products, and solutions that can benefit society. Moreover, universities can spread knowledge to the wider community through publications, public lectures, and community outreach programs, making knowledge accessible to all.

The questionnaire asked the following questions:

To the best of your knowledge, your university develops and enhances society.

Row Labels	To the best of your knowledge, your university develops and enhances society.
10%	1
40%	1
50%	3
60%	19
70%	41
80%	20
90%	36
100%	29

Table 15: Developing and enhancing society.

Universities play an important role in human capital development. By educating and educating students, universities can produce graduates who are equipped with the necessary skills and knowledge to become leaders in various fields. Moreover, universities can also provide continuing education and professional development opportunities for individuals throughout their careers, which can help improve the quality of the workforce and drive innovation. Universities can contribute to the economic development of society by promoting entrepreneurship, creating new industries, and attracting business and investment to the region. By encouraging innovation and creating new knowledge, universities can also stimulate economic growth and create new job opportunities. Universities can promote the cultural development of society by promoting diversity and cultural exchange. Through arts and humanities programs, universities can foster creativity, critical thinking, and cultural awareness, which can lead to greater social cohesion and

understanding. Most universities believe that it is their duty to develop society and improve its performance and institution, and as can be seen in the results of the questionnaire, most of the participating universities support this idea.

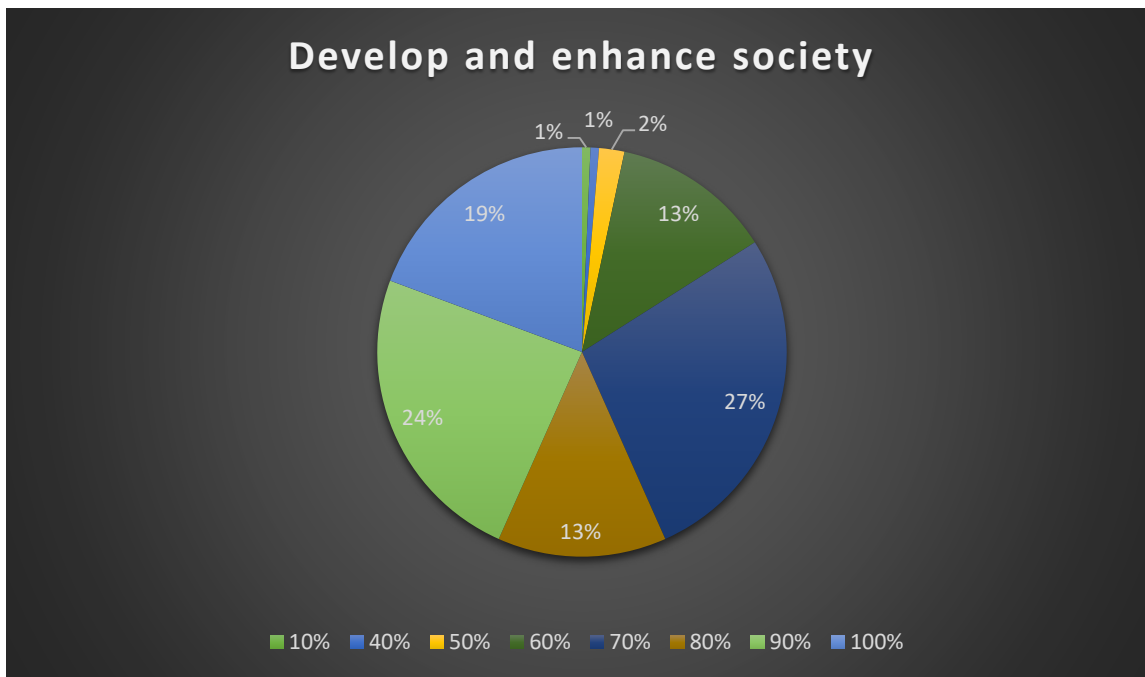


Figure 23: Developing and Enhancing Society

17.15 Developing and Improving Scientific Research.

Scientific research is one of the most important aspects of modern universities. It is a way to generate new knowledge, explore the unknown, and push the boundaries of our understanding of the world around us. Universities play a unique role in scientific research, as they are home to some of the brightest minds and modern research facilities. Universities are responsible for educating the next generation of scientists. By providing students with work experience in research, universities can ensure that there is a continuous supply of fresh talent in the scientific community. Moreover, universities can provide guidance and direction to students, helping them to develop their skills and research interests. This can help build a strong and vibrant scientific community that can continue to drive progress and innovation in various fields.

The questionnaire asked the following questions:

To the best of your knowledge, your university is concerned with developing and improving scientific research.

Universities have a responsibility to conduct cutting-edge research that can lead to new discoveries and innovations. By investing in research and development, universities can help address some of the most pressing issues facing society today, including climate change, healthcare, and energy. Moreover, universities can collaborate with other institutions and institutions to share knowledge and resources, which can lead to breakthroughs in research.

Row Labels	To the best of your knowledge, your university is concerned with developing and improving scientific research.
10%	3
20%	1
30%	1
50%	6
60%	20
70%	46
80%	25
90%	27
100%	21

Table 16: developing and improving scientific research.

Universities can help drive economic growth and innovation by developing new technologies and products. By conducting research in areas such as biotechnology, nanotechnology, and information technology, universities can create new industries and attract investment to the region. This can create new jobs and drive economic growth. Universities can help improve the quality of life for people around the world by developing new medical treatments and technologies. By conducting research in areas such as medicine, biotechnology, and neuroscience, universities can develop new therapies and cures for diseases, which can save lives and improve health outcomes. Furthermore, universities can develop new technologies and devices that can improve the quality of life for people with disabilities and chronic conditions. Universities can help promote science literacy and education. By conducting research and spreading knowledge to the broader society, universities

can help educate people about science and technology. This can help foster critical thinking, science literacy, and a better understanding of the world around us.

Most universities participating in the questionnaire believe in the importance of scientific research, its development and improvement, and that they have a pivotal and central role in supporting scientific research.

According to the results of the questionnaire, 119 universities out of 150 universities emphasize the importance of scientific research and the importance of its development and improvement.

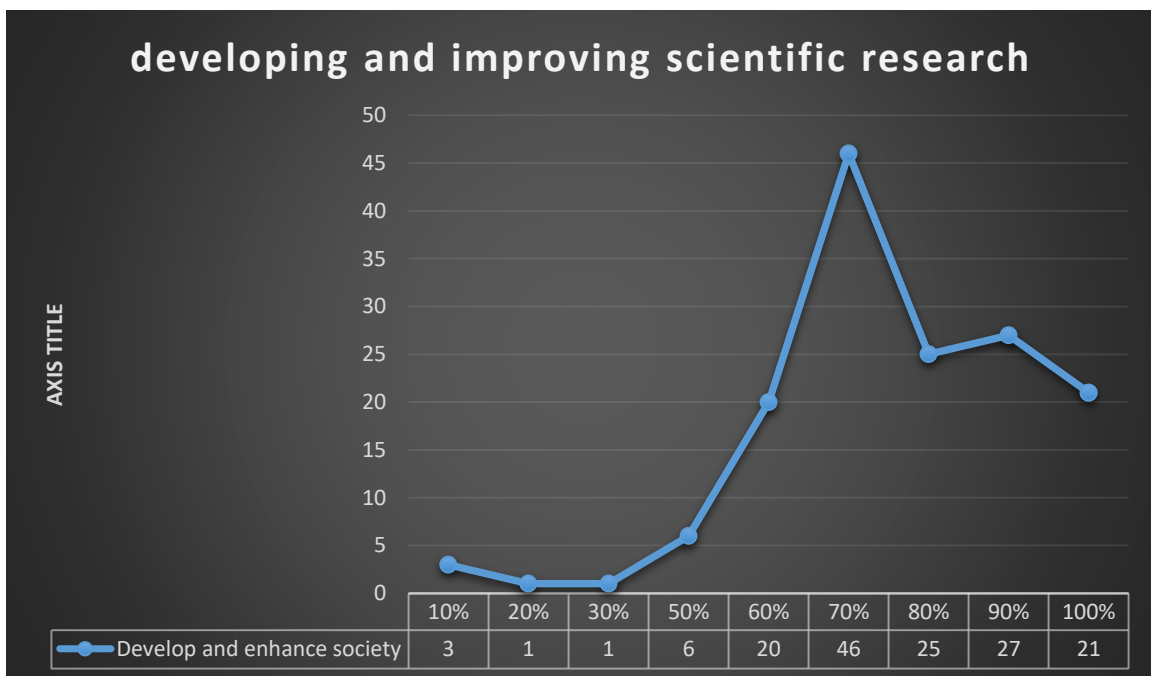


Figure 24: Developing and improving scientific research

17.16 Research and Scientific Conferences.

In a context related to the previous question, many universities believe in the importance of participating in scientific and research conferences. Universities can benefit greatly from holding research and scientific conferences. Conferences provide a platform for researchers, scholars, and practitioners to meet and exchange their knowledge and ideas. These events can take many forms, from small workshops to large-scale international conferences.

The questionnaire asked the following questions:

To the best of your knowledge, your university focuses on holding research and scientific conferences.

Row Labels	To the best of your knowledge, your university focuses on holding research and scientific conferences.
10%	4
20%	3
30%	4
40%	1
50%	7
60%	24
70%	42
80%	29
90%	17
100%	19

Table 17: Holding research and scientific conferences.

As can be seen in the results of the questionnaire, most universities focus on the importance of holding scientific and research conferences and participating in them.

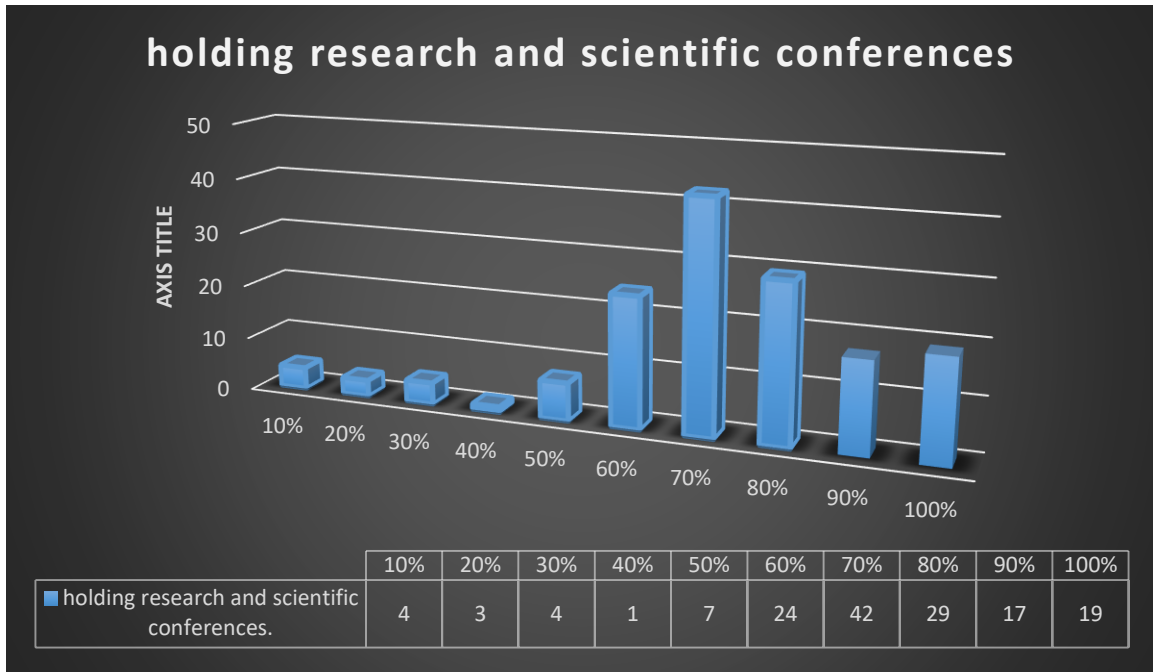


Figure 25: Holding research and scientific conferences

17.17 Good Governance as a Factor in the Development of the University

Good governance is a major factor in the development of any institution, including universities. It refers to the processes and structures that are put in place to ensure that an institution is well-run, transparent, accountable, and effective in achieving its objectives. When it comes to universities, good governance is particularly important because these institutions play a crucial role in shaping the future of society. Good governance ensures that the university is open about its operations, decision-making processes, and finances. This is important because it allows stakeholders, including students, faculty, staff, and the wider community, to understand how the university operates and to hold it accountable for its actions. For example, if a university is transparent about its budget, stakeholders can see how much money is being spent on various programs and services and can provide feedback on whether they think the university is allocating resources effectively.

The questionnaire asked the following questions:

To the best of your knowledge, your university focuses on good governance as a factor in the development of the university.

Another important aspect of good governance in universities is accountability. Accountability ensures that the university is held accountable for its actions and is transparent about its decision-making processes. This is important because it helps build trust between the university and its stakeholders. For example, if a university makes a decision that is unpopular with its students, it must be responsible for that decision and explain why it was made. This can help reduce tensions and build trust between the university and its student body. Good governance is also important in ensuring that universities are effective in achieving their goals. Universities have a range of goals, including educating students, conducting research, and serving their communities. Good governance ensures that universities have the necessary structures and processes in place to effectively achieve these goals. For example, a well-governed university will have a clear mission statement, strategic plan, and system for evaluating its performance. This can help ensure that the university is on track to achieve its goals and can make adjustments if necessary.

Row Labels	To the best of your knowledge, your university focuses on good governance as a factor in the development of the university.
20%	1
30%	1
50%	7
60%	17
70%	43
80%	35
90%	17
100%	29

Table 18: Good governance as a factor in the development of the university.

In addition to these benefits, good governance can also help attract and retain top talent in universities. The best researchers and professors are attracted to universities that are well-run, transparent, and effective in achieving their goals. If a university has a reputation for good governance, it is more likely to attract the best talent and retain its existing staff and faculty. Good governance is essential for the development of universities. Ensures that universities are

transparent, accountable, effective, and able to achieve their goals. It also helps build trust between universities and stakeholders and can attract and retain the best talent. As such, universities must prioritize good governance in their operations and decision-making processes.

Most of the participating universities believe in the absolute importance of good governance in the development of higher education institutions.

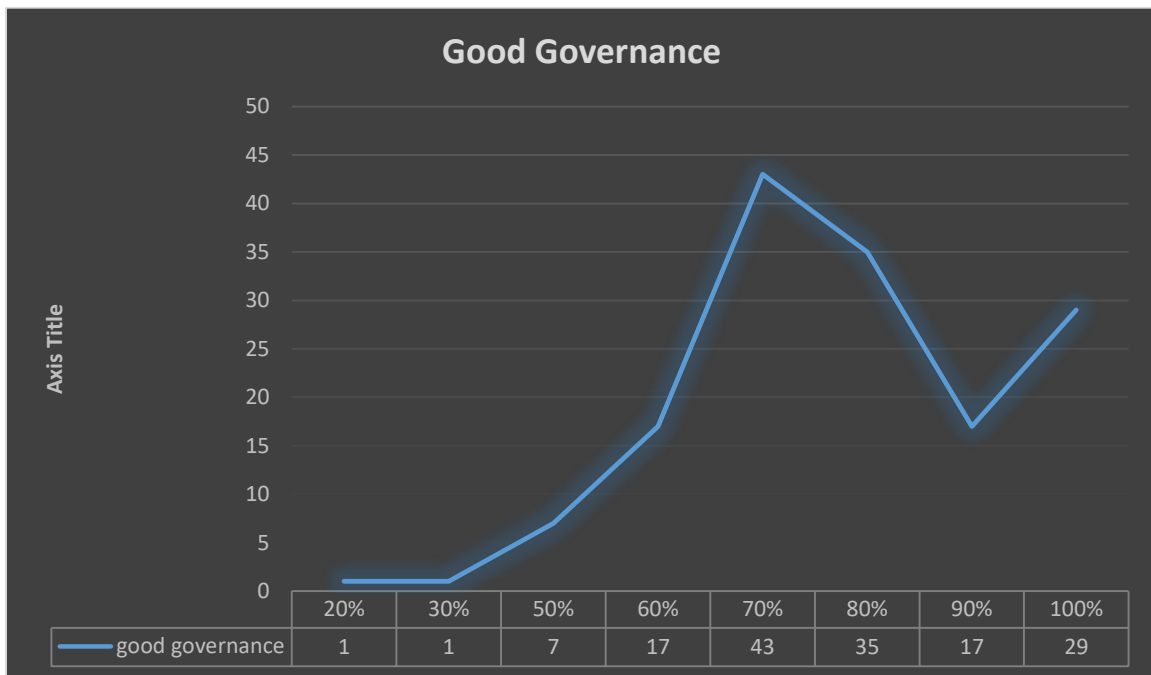


Figure 26: Good governance as a factor in the development of the university

17.18 Clear and Well-defined Institutional Structure

The university's institutional structure plays a vital role in the success of its mission and goals. It provides a framework for decision-making, accountability, and communication, and allows an institution to operate efficiently and effectively. A clear and well-defined institutional structure is essential for any university to function effectively. It provides a clear hierarchy of authority and chain of command, which helps ensure that decisions are taken in a timely and appropriate manner. This, in turn, helps prevent confusion and misunderstandings and ensures that everyone is on the same page. In addition, a clear institutional structure enhances accountability. Each member of the university community is responsible for performing his or her specific duties and responsibilities. This includes faculty, administrators, and staff. With a well-defined institutional structure,

everyone knows their role and what is expected of them. This helps ensure that the university runs smoothly and that everyone is working toward the same goals.

The questionnaire asked the following questions:

To the best of your knowledge, your university has a clear and well-defined institutional structure.

Row Labels	To the best of your knowledge, your university has a clear and well-defined institutional structure
20%	1
30%	3
40%	1
50%	5
60%	7
70%	45
80%	31
90%	25
100%	32

Table 19: Institutional structure at universities.

A well-defined institutional structure also facilitates communication. When everyone knows their role and who they report to, communicating effectively becomes easier. This is essential in a university environment where collaboration and teamwork are paramount. For example, when a student has a question about coursework, they can easily find the right faculty member or advisor to talk to. Likewise, when an administrator needs to communicate a new policy or change to faculty, they can do so quickly and easily. Another benefit of a clear institutional structure is that it allows for the efficient allocation of resources. In a university environment, resources such as finance, staff, and facilities are limited. A well-defined institutional structure ensures that these resources are allocated in the most efficient way possible. This helps maximize the impact of university resources and ensures that they are used to support the institution's mission and goals. A clear institutional structure helps ensure that the university can adapt to changing circumstances. The higher education landscape is constantly evolving, and universities must be able to adapt to these changes in order to remain relevant and effective. A well-defined institutional structure

provides a framework for change and ensures that the university can respond quickly and effectively to new challenges and opportunities.

Most of the universities participating in the survey, estimated at 133 universities out of 150 universities, with a rate of about 89%, believe in the importance of a correct administrative structure and a clear institutional structure to ensure that higher education institutions function properly and appropriately.

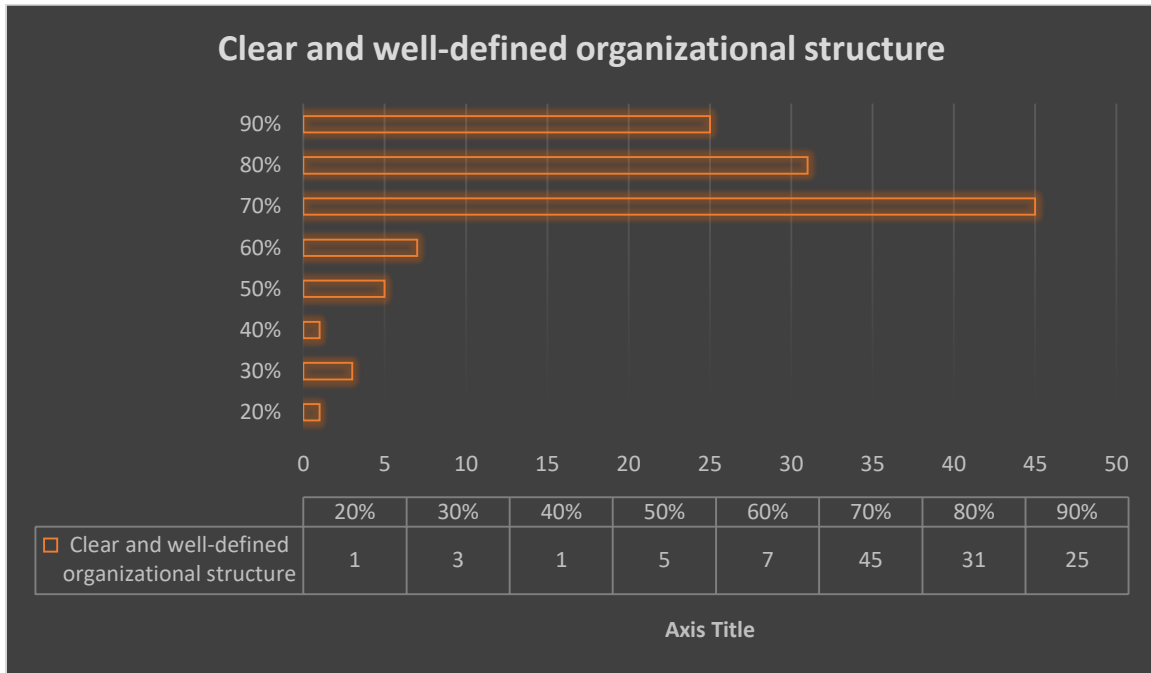


Figure 27: Clear and well-defined institutional structure

17.19 Capacity Building of Faculty Members

Universities are the institutions primarily responsible for providing higher education and producing skilled and knowledgeable graduates. The quality of education and the success of students depend greatly on the expertise and abilities of faculty members. Therefore, it is necessary for universities to hold periodic meetings to develop the capabilities of their faculty members.

The questionnaire asked the following questions:

To the best of your knowledge, your university holds periodic meetings to develop the capabilities of faculty members.

One of the main reasons universities hold periodic meetings to develop the capabilities of faculty members is to ensure that they keep abreast of the latest trends, developments, and research in their fields of specialization. The world is constantly changing, and new technologies, theories, and practices appear. Faculty members need to keep up with these changes to provide the best possible education for their students. Periodic meetings provide an opportunity for faculty members to discuss and share their knowledge and experiences, and to learn from each other. Another reason for universities to hold periodic meetings is to enhance cooperation and teamwork among faculty members. Teaching and research are often collaborative efforts and effective collaboration requires clear communication and coordination. Periodic meetings provide an opportunity for faculty members to discuss their work, share ideas, and coordinate their efforts. This can lead to more effective teaching and research and, ultimately, better student outcomes. Regular meetings can also help identify and address any issues or challenges that faculty members may encounter. For example, if a faculty member is struggling with a particular aspect of teaching or research, periodic meetings can provide an opportunity for him or her to get advice and support from colleagues. This can help ensure that faculty members can perform their jobs effectively and efficiently, and can ultimately lead to better outcomes for students.

Row Labels	To the best of your knowledge, your university holds periodic meetings to develop the capabilities of faculty members
10%	1
20%	1
30%	1
40%	1
50%	4
60%	22
70%	39
80%	34
90%	24
100%	23

Table 20: Capacity building at universities.

In addition to developing faculty members' capabilities, periodic meetings can also help foster a sense of community and common purpose among faculty members. Teaching and research can be isolating endeavors, and it is important for faculty to feel part of a larger community working toward a common goal. Periodic meetings provide an opportunity for faculty members to network with their colleagues, share their successes and challenges, and build relationships that can ultimately lead to more effective teaching and research. Regular meetings can help ensure universities achieve their goals and objectives. Universities have a responsibility to provide a high-quality education to their students, and periodic meetings can help ensure that faculty are equipped with the knowledge and skills they need to fulfill this responsibility. By developing the capabilities of their faculty, universities can ensure that they provide the best possible education for their students and that their graduates are well-prepared to succeed in their chosen fields. Universities hold periodic meetings to develop the capacities of their faculty members for a variety of reasons. These meetings can help ensure that faculty keep up with the latest trends, promote collaboration and teamwork, address issues and challenges, foster a sense of community and common purpose, and ensure that universities achieve their goals and objectives. By investing in faculty development, universities can provide the best possible education for their students and help them achieve success in their chosen fields.

Most universities participating in the questionnaire agree on the importance of building the capabilities of their teaching staff, enhancing their skills, and working on developing them.

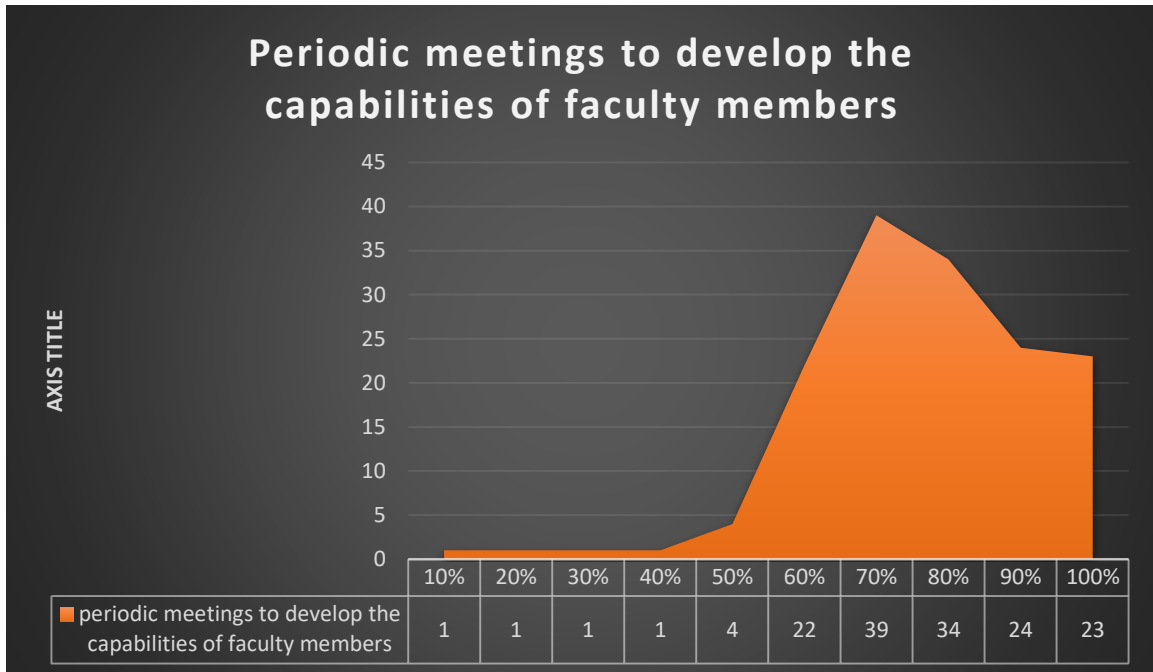


Figure 28: Periodic meetings to develop the capabilities of faculty members

17.20 Continuous Development and Continuous Improvement in All Aspects of the University.

The university is a complex institution that plays a crucial role in shaping the future of society through its educational, research, and community outreach missions. As such, it is imperative that the university believes in permanent and continuous development and continuous improvement in all aspects of its operations. We will discuss why a university should embrace a philosophy of continuous improvement and how it can benefit the university, its stakeholders, and the community it serves.

The questionnaire asked the following questions:

To the best of your knowledge, your university believes in permanent and continuous development and continuous improvement in all aspects of the university.

A university that embraces permanent and continuous development and improvement can maintain its competitiveness and relevance in an ever-changing global landscape. The world is becoming more interconnected and dynamic, with rapid technological advances, evolving societal challenges, and changing demographics. A university that fails to adapt to these changes risks

becoming obsolete and losing its competitive edge. By constantly striving to improve its programs, facilities, and services, the University can remain relevant and meet the changing needs of its stakeholders, including students, faculty, staff, alumni, employers, and society at large.

Row Labels	Count of To the best of your knowledge, your university believes in permanent and continuous development and continuous improvement in all aspects of the university.
30%	1
50%	2
60%	16
70%	38
80%	25
90%	31
100%	37

Table 21: Continuous development and improvement.

A university that believes in continuous improvement can enhance the quality and effectiveness of its educational programs and research endeavors. The primary mission of the university is to provide students with a high-quality education that prepares them for success in their careers. To achieve this goal, the University must continually review and improve its curricula, teaching methods, assessment methods, and student support services to ensure that they meet the highest standards of quality and relevance. Likewise, the university's research institution must continually seek new knowledge and innovations that can benefit society and contribute to the advancement of the discipline. By embracing a philosophy of continuous improvement, the university can improve the quality and effectiveness of its educational programs and research endeavors, thereby ensuring that it remains a leader in its field. A university that emphasizes continuous improvement can foster a culture of innovation, creativity, and excellence among its faculty, staff, and students. Innovation is the engine of progress, and universities are uniquely positioned to foster innovation through their research, teaching, and entrepreneurial activities. By constantly looking for new ways to improve its operations, a university can stimulate creativity and experimentation among its stakeholders, encouraging them to think outside the box and come up with new and innovative ideas that can benefit the university and society at large. A university that prioritizes continuous

improvement can strengthen its relationships with stakeholders and enhance its reputation and standing in society. A university is a social enterprise that relies on the support and participation of a wide range of stakeholders, including students, faculty, staff, alumni, employers, donors, government agencies, and the community. By continuously improving its programs, services, and facilities, the University can demonstrate its commitment to excellence and continuous learning, thereby enhancing its reputation and standing in the eyes of its stakeholders. This, in turn, can lead to increased support, engagement, and partnership opportunities, which can help the university achieve its strategic goals and fulfill its mission.

Most universities participating in the survey unanimously agreed on the importance of permanent and continuous development as the main and direct factor for the development of higher education institutions. According to the results of the questionnaire, 131 universities out of 150 universities emphasized the importance of permanent improvement in university activities and events.

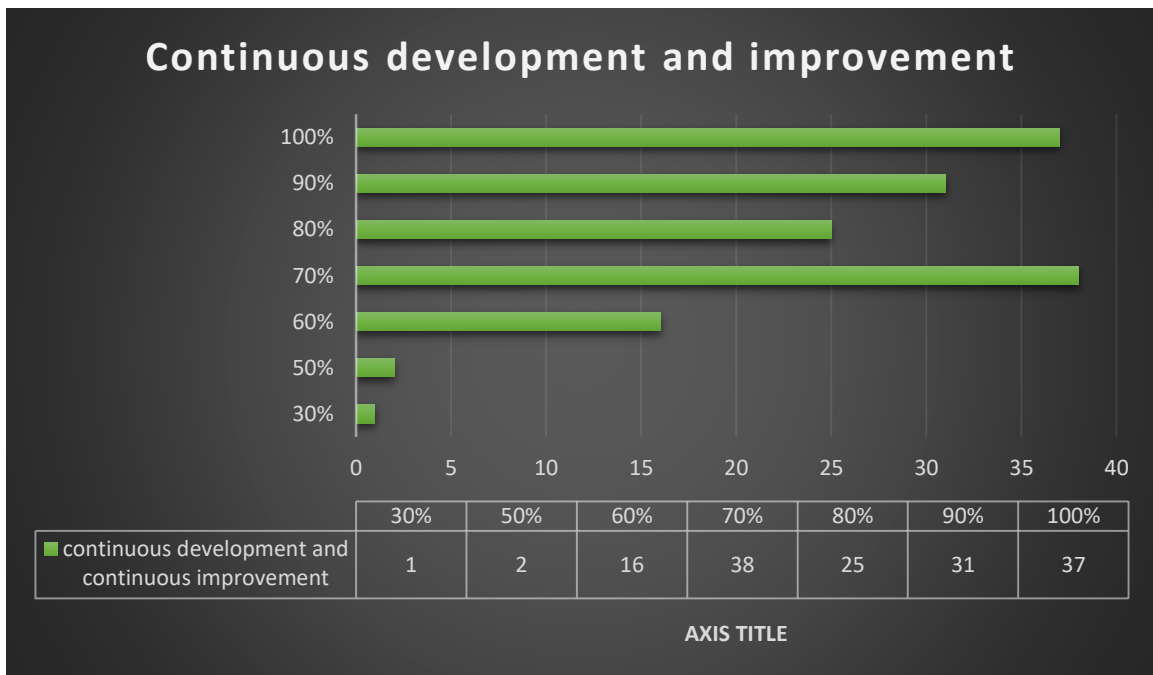


Figure 29: Continuous development and improvement

18. Conclusion:

In small and medium-sized universities, as we've seen throughout this study, strategic management and good service play an important role in fostering, supporting, and encouraging creativity and transcendence.

Small and medium-sized institutions face numerous difficulties in today's intensely competitive market. One of the most important is continuing to be relevant and passing the cost forward to stakeholders, which include students, professors, staff, and the larger network. In order to do this, these companies must focus on strategic management and enough assurance, which can help fuel innovation, transcendence, and creativity.

An institution's goals can be attained by a system, implementation, and evaluation of strategies known as strategic management. Strategic management in the context of small and medium-sized universities can help those institutions stay relevant, competitive, and alert to changing circumstances. These businesses are able to identify their strengths, weaknesses, opportunities, and dangers by reading both their internal and external environments. Based on this assessment, they may improve their methods for maximizing their assets, addressing their weaknesses, seizing opportunities, and averting dangers.

Concentrating on innovation is one way small and midsize institutions may expand on their advantages. Innovation is the process of developing new goods, services, practices, or business models that provide value to stakeholders or customers. These universities may stand out from the competitors, draw in new students and students, and gain more recognition by adopting innovation. Universities strive to build a culture of creativity and risk-taking that encourages experimentation and the exploration of novel ideas among college, career, and university students.

Another important component of the strategic control of small and medium-sized institutions is quality assurance. The systematic evaluation and assessment of a company's methods, products,

and services to make sure they meet or surpass established standards of excellence is included in quality assurance. Universities can improve their operational performance, identify areas for growth, and ensure that their stakeholders receive the greatest instruction and services by using quality assurance.

Transcendence, which refers to the process of going beyond the status quo and achieving higher levels of overall performance, excellence, and effect, is another outcome of quality assurance. Small and medium-sized colleges can surpass their current limitations and achieve higher levels of excellence by constantly improving their procedures, goods, and services. Transcendence demands a subculture of innovation and creativity as well as a dedication to continuous progress and the willingness to learn from errors and failures.

In small and medium-sized universities, creativity can also be cultivated through strategic management and best guarantee. The ability to come up with novel and ground-breaking solutions to problems is what is meant by creativity. Universities can help professors, staff, and students release their creativity and come up with ground-breaking ideas by providing a supportive and creative environment. Universities can promote multidisciplinary collaboration, provide training and resources for creativity and innovation, and reward and recognize creativity and innovation as ways to promote it.

To sum up, strategic management and quality assurance are significant forces behind creativity, innovation, and transcendence in small and medium-sized colleges. These companies may remain relevant, competitive, and alert to shifting circumstances by utilizing their strengths, resolving their shortcomings, seizing opportunities, and limiting dangers. Small and medium-sized colleges can go beyond their current constraints and achieve additional levels of excellence by embracing innovation, encouraging a lifestyle of creativity, and continuously upgrading their methods, goods, and services. In the end, strategic control and satisfying assurance can help those institutions give their stakeholders high-quality instruction and services while also making contributions to the development of knowledge and society.

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20. Appendix

Data collection questionnaire:

- Introduction:

Any research must collect data, and the caliber of the data obtained is crucial to the correctness and dependability of the research findings. This report's goal is to examine the questionnaire used to collect data for the thesis "Strategic Management and Quality Assurance as a Driver for Innovation, Transcendence, and Creativity in Small and Medium-sized Universities." The report will go through the distribution strategy, the questionnaire's format, response rates, and the efficiency of the questionnaire in gathering the necessary data.

- Methodology:

Small and medium-sized universities received the data collection questionnaire by email. The individual at the university who is in charge of data collection, information, quality assurance, internationalization, and accreditation recommended that the universities only submit the questionnaire once. This method was chosen in order to prevent multiple submissions from the same university and to guarantee the accuracy and dependability of the data that was gathered. Two weeks were allocated to the universities to turn in the questionnaire.

- Structure of the Questionnaire:

The brief, detailed questionnaire was created with the intention of enticing colleges to participate. Ten questions made up the questionnaire and addressed areas such as the university's strategic management methods, quality assurance procedures, internationalization initiatives, and accreditation standing. Universities should be able to complete the questionnaire in less than 10 minutes because the questions were made to be straightforward and simple to grasp.

- Effectiveness of the Questionnaire:

The questionnaire worked well to get the necessary information from the universities. With 85% of the universities responding within the allotted time, the response rate was satisfactory. The data gathered was quantitative and quantifiable, and the responses received were thorough. The


survey served as a beneficial tool for determining the performance indicators for colleges and how to make sure the results are measurable and collectible.

- Some of the questions asked in the questionnaire.
 1. To the best of your knowledge, your university focuses on strategic management
 2. To the best of your knowledge, your university focuses on quality assurance as a strategic theme for the university
 3. To the best of your knowledge, your university focuses on programmatic and institutional accreditation as a necessity
 4. To the best of your knowledge, your university focuses on Post-COVID-19 Difficulties and Challenges
 5. To the best of your knowledge, your university believes that TRANSCENDENCE in higher education is one of the strategic and future plans of the university.
 6. To the best of your knowledge, your university is one of the institutions that drives positive change in higher education.
 7. To the best of your knowledge, your university develop and enhance society.

- Conclusion:

In conclusion, the questionnaire used to collect the data for the thesis "Strategic Management and Quality Assurance as a Driver for Innovation, Transcendence, and Creativity in Small and Medium-sized Universities" worked well to gather the necessary information from small and medium-sized universities. The results were measurable and quantifiable, and the questionnaire was brief and comprehensive. The survey served as a beneficial tool for determining the performance indicators for colleges and how to make sure the results are measurable and collectible. With 85% of the universities responding within the allotted time, the response rate was satisfactory.

STRATEGIC MANAGEMENT AND QUALITY ASSURANCE AS A DRIVER FOR INNOVATION, TRANSCENDENCE, AND CREATIVITY IN SMALL AND MEDIUM- SIZED UNIVERSITIES

.. -- 

The name and photo associated with your Google Account will be recorded when you upload files and submit this form. Your email address is not part of your response.

* Indicates required question

Name of the University *

Your answer _____

Type of the University

Type of the University

- Public University
- Private University
- Research University
- Community University

I identify my university as

- Small University
- Medium-Sized University
- Large University

Number of Students

- Between 100 to 1000 Students
- Between 1000 to 2500 Students

- Between 10000 to 25000 Students
- More than 25000 Students

To the best of your knowledge, your university focuses on strategic management

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

To the best of your knowledge, your university focuses on quality assurance as a strategic theme for the university

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

To the best of your knowledge, your university focuses on programmatic and institutional accreditation as a necessity

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

To the best of your knowledge, your university believes that INNOVATION is a major trend for the university

- 1
- 2
- 3
- 4
- 5
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- 7
- 8
- 9
- 10

To the best of your knowledge, your university believes that TRANSCENDENCE in higher education is one of the strategic and future plans of the university.

- 1
- 2
- 3
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- 10

To the best of your knowledge, your university encourages and supports creativity

the capabilities of faculty members

- | | | | | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

To the best of your knowledge, your university believes in permanent and continuous development and continuous improvement in all aspects of the university.

- | | | | | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Would you like to add any other information?

Your answer

If you would like to attach any supporting document, please upload it here.

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