Management and Administration of Higher Education Institutions at Times of Change

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We dedicate this book to all Educators who, through their daily work, seek to make the society better, against all odds.

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Preface

At the heart of this volume rests the observation that the chasm between administrators and the faculty becomes ever greater in contemporary higher education institutions (HEI). All too frequently, administrators converse among themselves and take decisions as if in an ivory tower, distant, separated, and oblivious of the centrality of the faculty in any HEI. As the mantra of the day across diverse educational systems is "student-centered education," the role and position of the faculty in the process of education have been dwarfed. In several cases, HEIs turn in a form of a high school, where administrators expect the faculty to literally spoon-feed students, neglecting the fact that only hands-on, active involvement with the course material will yield positive results in the form of knowledge and skills acquisition.

From a different angle, bureaucracy is where administrators thrive. The problem is that excessive and frequently useless paperwork is delegated to faculty too. Filling boxes and writing dozens of reports seems to be serving the purpose of proving to the administrators that the faculty knows how to do their job, while at the same time demonstrating that the mass of administration is indispensable. Hence, the relationship between the faculty and administrators in number of universities has been totally reversed today; to the benefit of administrators. Many readers who hold this book will at this point reflect on the utmost sad cases of faculty desperation that was driven by excessive paper work load, impossible to fulfill promotion requirements, and an atmosphere of disrespect to say the least. We pay tribute to them and their families.

As academics experienced with research, teaching, and administration, we know there is another way of managing and administering HEIs. Emerging technologies and related methods and technics as well as applications offer an array of opportunities to make the process of managing and administering HEIs more efficient, more transparent, and more participatory. Technology is not a panacea of course. Fully aware of the limits and limitations specific to how organizations, in this case, HEIs, function and evolve, this book showcases some of the most recent positive developments in this field as represented by case studies from Europe, Asia, the Arab Peninsula, and the Americas. By presenting them we would like to encourage an in-depth discussion on the best models of managing and administering HEIs in a rapidly changing world.

Having said that we would like to thank all contributing authors for submitting and refining their chapters. We appreciate their hard work and commitment. We would also like to thank the Publisher, Emerald Publishing for the opportunity

to publish, and the entire Emerald team for the most professional and friendly collaboration we have had. Special "thank you" is extended to Kim Chadwick, the Senior Editor, and to Anna Scaife, the Editorial Assistant, without who this book would not be possible.

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Chapter 1

Emerging Technologies and Higher Education: Management and Administration in Focus

Anna Visvizi, Miltiadis D. Lytras and Akila Sarirete

1. Introduction

Over the past few decades, the higher education (HE) landscape underwent dramatic changes, causing strain on higher education institutions (HEIs) worldwide. If we were to identify the one single reason behind these developments we would have to point to the unspoken of, nevertheless taking place, process of transition to a new model of growth and development worldwide, and the resultant search for new models of growth at regional, national, and local levels. This process triggers several concerns, constraints, and considerations, which in the context of HE and HEI translate in dwindling state's resources and capacity to fund public tertiary education, the resultant pressures for HEI greater self-sufficiency, changes on the labor market, and the need for HEI to adjust to the evolving labor market demand, increased mobility of students and professors. The academic debate is filled with very well-argued accounts of these developments (van der Wende, 2007; Visvizi, Lytras, & Daniela, 2018). As these processes condition changes in the society, including life style and child-rearing models, worldviews, mindsets, aspirations, motivation, an additional challenge that HEIs have to face is that of meeting the new generation of students' and faculty's expectations, modes of communication, ways of learning, teaching, acquiring skills (cf. Brennan, 2008). Against this backdrop, it is necessary that the question of managing and administering HEI today be rethought. Advances in information and communication technology (ICT) add an additional layer to this already complex reality (Daniela, Visvizi, Gutiérrez-Braojos, & Lytras, 2018; Delgado-Márquez, Escudero-Torres, & Hurtado-Torres, 2013; Garrison & Kanuka, 2004; Hung & Chi-Yin Yuen, 2010; Lytras, Visvizi, Damiani, & Mathkour, 2018). However, as this volume suggests, emerging technologies such as artificial intelligence (AI) and cognitive computing (CC); augmented reality (AR), virtual reality (VR), and mixed reality (MR); Internet of Things (IoT); and blockchain; bear the promise to effectively

assisting HEI administrators in navigating their institutions through the period of profound change. In this context, three questions have to be addressed. Who is involved in managing and administering HEI? What technologies are concerned and what can they offer? What is at stake? The objective of this introductory chapter is to address these questions and to explain how chapters included in this volume add to this discussion.

2. Managing and Administering HEI: Who is Involved?

A typical conversation on managing and administering HEI oscillates around such questions as: how to attract and retain students, how to attract and retain faculty, how to maintain quality of education, to build a brand and maintain a good name on the market, how to gain and sustain a respectable position in domestic and international rankings of universities, how to be attractive to students by offering curriculum that matches the labor market demand and the needs of the society at large, and how to secure financial soundness of the institution. The imperative to contribute to the society at large, outlined in HEIs' mottos and missions, acquires a new twist today in the form of HEIs contribution to sustainable and inclusive growth (cf. Pavlin, 2018). Having said that, the three questions that need to be addressed are: First, who is involved in managing and administering HEI? Second, to what extent and how advances in ICT can make the process more efficient, more transparent, more participatory? Third, can ICT thereby facilitate a dialogue, optimum resources utilization, and hence strengthening resilience and sustainability of a given HEI?

Managing and administering HEIs is a field that requires the engagement of a variety of stakeholders. They include not only administrators, such as presidents, vice-presidents, provosts, human resource management teams, office assistants, but also, of course, deans, heads of departments. What frequently tends to be ignored is that faculty, both through the bodies that represent them and individually, are also part of the process (cf. Ginsberg, 2011). Students' involvement follows. Clearly, the approach "one size fits all" is impossible in the domain of managing and administering HEI. Depending on the regulatory framework within which an HEI operates, depending on in-house rules, statutes, and regulations, depending on culture and a myriad of other factors, each HEI will display its own governance model and the associated model of administration and management. The benefits of advanced ICT in all those contexts will have to be employed differently. Whereas ICT will not be a panacea to all ills and weaknesses diverse HEI models of administration and management will display at times, it is possible to identify the key areas where ICT may make a difference. One of these areas is transparency and information diffusion within a given HEI. This issue has many facets. That is, it may concern issues as simple as the events' team updating in real time other offices and faculty about possible events and room unavailability. It may also relate to granting equal access to information about events, invitations to local conferences, scholarships, and other items that are considered perks by the faculty. All too frequently, information of this kind is not disclosed, thus denying equal access to some groups of the faculty, and

therefore demotivating them. This is obviously an issue that encroaches on the function of human resource management, which in HEI, perhaps more than in any other organization requires particularly skillful talent management. In this view, advances in ICT bear the promise of bypassing several problems current management and administration models display. The following section sheds light on this issue.

3. What Kind of Technologies and to What End?

In context of the big data turn and quantum computing, several technologies are bound to change the face of HE and, specifically of HEI administration and management. These technologies include AI and CC; AR, VR, and MR technologies; IoT; and blockchain. These technologies and their associated techniques (such as data mining, natural language processing, machine learning, deep learning, sentiment analysis, and computational linguistics) and applications (such as social media or cloud computing) create a number of opportunities for the variety of stakeholders involved in the making of HE and comprising HEI to more effectively than ever influence it. The following paragraphs offer a brief overview of the potential inherent in the key technologies listed above as regards the domain of managing and administering HEI.

The ability – related to the big data turn – to manage and make sense of huge data sets means that our analytical and prescriptive capacities have been substantially boosted over past years. The implications thereof are fundamental for exploring, understanding, and exploiting challenges and opportunities inherent in an HEI external and internal contexts. This may include: analysis of demographic trends in combination with likely cohorts of incoming students, analysis of sentiments and would be students' interests and preferences regarding the selection of their major and minor, analysis of trends and tendencies regarding study abroad preferences, analysis of macroeconomic developments and the resultant emerging patterns of business activity in combination with prospective demands of the labor market. Obviously, a detailed insight into these issues would enable HEI administrators to manage HEI with a great precision, exploiting opportunities and pre-empting possible risks. The good news is that big data techniques allow us to interpret huge sets of data and extract information on the variety of issues highlighted above. The challenge remains that the very process of data collection and data analysis tends to be costly and, hence very few HEI can afford it.

With regard to HEIs internal context, the big data turn creates the opportunity of gaining a clear and detailed insight into managing student flow, scheduling classes, exams, ad hoc teaching activities, events, meetings, etc. Considering that current trends in education promote ever more individualized student experience, the variety of options that HEI administrators have to consider and manage goes beyond an individual's cognitive capacity. As a result, several resources available in HEI frequently remain idle, whereas existing synergies remain unexploited. Consider all those cases, where the top administrators are unaware of the talent (including research, achievements, interests, job, and career motivations) inherent in the faculty. Their – in several instances justifiable – ignorance renders them to

search for specific skills outside the HEI, which increases the cost of running the HEI and demotivates the faculty. Examples could be multiplied. The thrust of the argument here is though that never before HEI administrators had access to as many tools facilitating their daily work as is it today. AI and CC (cf. Lytras, Aljohani, Visvizi, Ordonez De Pablos, & Gasevic, 2018), each in their own way, might in this context serve as a powerful aid for administrators, correspondingly, either be released from engaging with some standardized decisions or have been provided with all information needed to take a well-informed decision on a given issue. It is too early to conclude if HEIs are exploiting this opportunity; rather it remains a challenge for HEIs to embark on it.

Blockchain technology is a yet another example of how emerging ICT revolutionize HE (Roebuck, 2019; Sicilia & Visvizi, 2018). Research on blockchain flourishes and its applications spread (Grech & Camilleri, 2017; Turkanović, Hölbl, Košič, Heričko, & Kamišalić, 2018). In context of HEIs, blockchain can be employed in a variety of ways, including storing student records and making them accessible to a variety of stakeholders holding the permission to do so. This applies not only to in-house parties but also to third parties, for example, universities where the students are applying to. From a different angle, by maintaining harmonized storage protocols, by abiding rules and laws on privacy and privacy protection, data thus collected by HEI might be accessible and usable for high-scale analytic purposes. On a smaller scale, clearly by creating individual e-portfolios of each student, their records will be immutable, thus facilitating students' application process to other universities, jobs, etc. It would also limit the scope of perjury when it comes to academic titles. Again, examples from a variety of different fields could be multiplied. For instance, consider using blockchain to expand the library services HEIs offer to their students and faculty. Conversely, consider how blockchain might help the work done in deans' offices, an issue flagged up in Chapter 6 in this volume. Anyone, who has ever seen the number of files that pass through the hands of people involved in this process directly, understands what a blessing it would be if data could be drawn directly from the system, organized, formatted, ready for the administrators simply to take the decision. As in the case of libraries, blockchain offers the opportunity of creating learning platforms thus, possibly, allowing remote and/or underprivileged universities, including their faculty and students, to actually join the mainstream debate. Again, examples could be multiplied and clearly it is just the beginning.

Another technology that is bound to play a profound role in how HEI are administered and managed is that of the IoT (cf. Bayani Abbasy & Vílchez Quesada, 2017). Clearly, the number of interrelated devices, each of them provided with unique identifiers, that the ecosystem of a given HEI comprises of is immense. Consider for instance just the classroom and in this context smart boards and digital highlighters and role they can play in the teaching and learning process. Or think of how smart phones and specific apps can be used in the classroom to attain very specific educational purposes (Visvizi, Jussila, Lytras, & Ijäs, 2019). Certainly, the list of distinct devices that are (or can be) connected is long. Provided that many of these can be connected, nearly automatically, whereas many other can be connected following their users' consent, the options

and alternatives that IoT creates in the context of HEI and education is vast. With regards to questions of management and administration, it is possible to distinguish the following key dimensions of IoT application: (1) safety and security, including well-being in workplace; (2) physical resources' distribution and efficiency management, including the consumption of electricity, natural gas, water, and office materials; (3) daily management of office hours, student presence/absence, etc. To add some details, suffice it to say, that with regard to safety and security a growing array of applications employing the benefits of IoT are at hand, for example, smart monitoring, paired with IoT sensors and facial recognition to detect strangers; emergency lighting systems, locks, wristbands, emergency alarms in case of assault, etc. Regarding physical resources' distribution and efficiency management, all administrators are aware of the cost of maintaining university facilities. Research and practice suggest that considerable savings can be attained through considerate application of IoT (Chui, Lytras, & Visvizi, 2018). From a different angle, the faculty and administrators are aware of the nuance related to a lack of some essential supplies. With regard to the daily management of student presence, IoT enables automatic detection of student presence, faculty and administrators attending meetings, voting procedures, etc.

4. Management and Administration of HEI and Emerging Technologies: What is at Stake?

Discussing the prospects and the promise of utilizing the potential of emerging technologies for the sake of improving the efficiency of management and administration of HEI, it is necessary to stress that technology separated from the purposeful agency of the individual using it is bound to be useless. Also, the application of technology in separation from the broader social context to which it is to contribute is useless. In the context of HE administration and management, emerging technologies, as this volume highlights, are expected to improve the overall efficiency of HEIs, which includes a variety of issues starting from curriculum design and managing the facilities. Nevertheless, it also implies greater consideration to ensuring faculty professional development, well-being, participation, engagement, and commitment. In brief, emerging technologies bear immense promise and potential and if used in an ethically sensitive manner, always in line with the rule of law, and in compliance with the fundamental values and norms, can add substantially to building resilience and sustainability of HEIs. Only in this way, HEIs can serve the society at large. The chapters comprising this volume attest to that.

5. Overview of the Volume

This book consists of 13 chapters, this one included. This volume makes a case for a multifaceted approach to HE and challenges HEIs face today. The contributing authors, experts, and practitioners offer an insight into what HEI do as they strive to adapt to an ever-changing context in which they operate and still deliver quality education. Case studies mirroring developments in the Arab Peninsula,

Asia, Europe, and the Americas, place the question of HEI administration and emerging technologies in the center of the debate and so allow to acquire a comprehensive view of challenges that administrators have to address. The question of the role of advances in ICT are given due attention in all chapters. As a result, this volume serves as an invaluable resource for all those willing to understand how HEI across the world, including Scotland, Catalonia, Poland, Hungary, Ireland, Belgium, Saudi Arabia, Bahrain, Mexico, Taiwan, enhance their excellence in times of change. The explicit focus on administration and management allows to place the HEI at the heart of the debate, thus opening a very interesting discussion on questions of leadership, innovation, and organizational change in HEI settings.

In Chapter 2, titled "How Can Higher Education Institutions (HEIs) Engender Enterprising Behavior from within Under-represented Communities?," Emma O'Brien and Thomas M. Cooney place the discussion on HEI administration and management in context of the aftermath of the 2008 global financial crisis. As the authors point out, only in the European Union (EU), there are currently 96.6 million people at risk of poverty and social exclusion (OECD, 2017). Addressing this concerning social situation, requires innovative approaches and it has been suggested that inclusive entrepreneurship may be part of the solution. Yet, many under-represented groups (in terms of entrepreneurial activity) face significant barriers to entrepreneurship. This research study identifies how HEIs can utilize their multidisciplinary knowledge and expertise in partnership with government, industry, and civil society to address the economic and social challenges within under-represented communities by engendering higher levels of enterprising behavior. Emerging studies in the literature have demonstrated how some HEIs are providing tailored and holistic enterprise support to under-represented groups in their communities. However, such initiatives are not common and there is little research on how other HEIs might replicate inclusive entrepreneurship initiatives. Through the presentation of a conceptual model, this chapter identifies how HEIs can move outside of their formal education setting and dynamically support the development of enterprising competencies and behaviors among people within their local communities. The findings highlight six key areas for consideration in such developments including: (1) teaching and learning; (2) resources; (3) infrastructure; (4) multidisciplinary approaches; (5) stakeholders; and (6) culture. These findings highlight the requirements for impactful HEI community engagement and suggest that HEI community engagement through entrepreneurial education is a novel way of adding value for both under-represented communities and HEIs.

In Chapter 3, Àngels Fitó-Bertran and Maria Jesús Martínez-Argüelles, focus explicitly on the caveats of curriculum design in a changing and challenging socio-economic context. In their chapter, titled "From Content- to Competence-oriented Design of HE Curricula: Leadership in Times of Transition," the authors stress that "education for employability" has been the mantra of the European Higher Education Area since its inception. To attain that goal, the 28 participating countries, agreed to implement reforms aimed at bridging HE curricula and learning strategies and the labor market demands. Indeed, the global financial crisis and the euro area crisis and the surge in youth unemployment they led to have reconfirmed the validity of this policy imperative. Clearly, several challenges beset the

transition from content- to competence-based HE. The argument in this chapter, elaborates on the case of the Open University of Catalonia.

In Chapter 4, titled "University Social Responsibility from the Industrial Value Creation Program Perspective," Ying-Jiun Hsieh, Yenchun Jim Wu, Lan-Ying Huang, and Chia-Fen Chang, explore how the "New type of industry and research chain value creation project" promoted by the Ministry of Science and Technology in Taiwan can help universities to achieve university social responsibility (USR), promote social innovation, and achieve sustainable development. As the authors conclude, the term USR is multifaceted and needs further refinement in light of the changing and dynamic roles of universities. Second, the value creation plan helps universities achieve social responsibility. Third, the value creation team incorporates the concept of USR into the consideration of development factors, which contributes to the sustainability of the project. Fourth, the value creation plan faces the willingness of participants and the public's unclear understanding of USR. Finally, practical benefits include the joy of team members, the cultivation of talents, and the dream of having a business.

Approaching the question of administration and management in HEI from a broader perspective, in Chapter 5, Peter Mihályi, identifies and discusses the "Four Obstacles to Improving the Quality of University Education: The Case of Hungary." While in his discussion Mihalyi focuses on the case of Hungary, Mihalyi's points offer a very useful lens to examine respective developments in other countries. As the author writes, it is a widely shared view among policymakers, as well as among HE specialists that the development of the HE sphere is a key to foster economic growth and to reduce the gap between Hungary and the more advanced Western countries. It is also believed that the underfunding of the Hungarian universities is the main reason why the Hungarian universities cannot climb higher up at the international ranking lists. This chapter takes issue with these propositions. As Mihályi argues, at the current level of development more money will not help much.

In Chapter 6, titled "A Happy Dean's Office: But Is There One? The Case of Polish HEIs," Katarzyna Górak-Sosnowska and Ewa Wiśniewska, dwell on the dean's offices (DO) and their role in the process of managing and administering HEIs. Specifically, the notion of "happy DO" seems to be at best an oxymoron as these units are usually understaffed, overworked, and perceived at the very bottom of university hierarchy. Contrary to these beliefs, this chapter identifies and examines DOs which can be labeled as "happy." That is units which, according to their employees, are good places to work in and/or are highly valued by students. Happiness is treated symbolically rather than a psychological state of human being and refers to a workplace which provides its employees with satisfaction and well-being, and at the same time is perceived as efficient and effective. Drawing from in-depth interviews focus groups, the authors offer an insightful analysis of factors that contribute to the symbolic happiness of DOs. A set of recommendations on how a DO can be turned into a good place to work follows.

Chapter 7 takes the discussion to more personal reflections on management and administration of HEIs. Jennifer Moss Breen, in her chapter titled "Thriving in Higher Education: Creating the New Normal Through Resilience," offers

a captivating account of a faculty member. As the author observes, the HE industry is experiencing fiscal, organizational, and competitive stress in today's competitive environment. As educators and HE leaders, we believe that our role in society is essential because our collective work inherently concerns student learning, research, and service to our university and the broader society. Yet, with today's competitive HE market, universities and colleges ask more and more of faculty, staff, and administrators to "get the work done," creating mental, physical, emotional, and spiritual stress. This chapter shares insights, practices, and research designed to help university and college workers become resilient in the face of this set of extreme challenges. In particular, the focus of this chapter is resilience and its four dimensions including physical, emotional, spiritual, and mental resilience. It is argued that by investing in our own resilience as leaders, we foster the resilience of our colleagues, peers, teams, and institutions such that we can thrive in today's HE environment despite its ongoing challenges.

In Chapter 8, titled "Innovation in the Quality Life Cycle of Higher Education Institutions: The Case of Effat University," Haifa R. Jamal Al-lail and Eman A. A. Mohamed examine the case of a private female university in Saudi Arabia. As the authors argue, for HEIs to survive they need to be agile, to introduce innovations, and to effectively manage change. HEIs are guardians of history, values, and traditions that they reside within and represent. Effat University, established in Jeddah, Saudi Arabia, is a successful case in point. It is a female HEI that is working continuously on being agile, while striking the balance between innovation and change within a tight framework of solid traditional values to ensure higher quality performance and valued organizational outcomes.

Chapter 9 focuses on the case of Bahrain. The authors, Odeh Al-Jayyousi, Adel Al-Alawi, Soud Al-Mahamid, and Afaf Bugawa, explore "Entrepreneurial University and Organizational Innovation: The Case of Arabian Gulf University, Bahrain." The objective of this chapter is to shed light on the perspectives of organizational innovation in HE in light of socio-economic transformations as articulated in Vision 2030 for Saudi Arabia. A case study evaluating strategic innovation at the Arabian Gulf University in Bahrain was conducted using Balanced Score Cards. A questionnaire was designed to capture enablers and barriers in organizational innovation in HE. The chapter concluded that institutional inertia, limited implementation, and evaluation processes are the key impediments for organizational learning and knowledge management. The study recommends that organizational innovation be incorporated to foster entrepreneurship, strategic innovation, and learning at HEIs.

In Chapter 10 titled "Challenges and Opportunities in the Digital Transformation of the Higher Education Institutions: The Case of Mexico," Miguel Torres-Ruiz and Marco Moreno-Ibarra describe the challenge and experience to spread out ICT and how to implement them progressively, in order to improve administrative, academic, and pedagogical issues. As a case study, institutional strategies to tackle these issues in the HEIs that belong to the Instituto Politécnico Nacional of Mexico (IPN) are described. The main challenge of HEI to incorporate cutting-edge technology in order to form professionals according to

educational models and needs of the worldwide is pointed out. Thus, the intended focus of this work is to elevate the discourse and generate awareness about ICTs to translate the language for being legible and understandable to deans, directors, and general authorities of HEI so that they can clearly make decisions with respect to the benefits that current technologies bring to the education institutions, and thus they can keep in mind investing important economic resources in future and mature technologies. Nowadays, HEI of the IPN are facing problems regarding the allocation of budgetary resources, so the strategies and analytical discussion of how ICT can envision the growth of HEI is a very timely issue to be presented to the Mexican government.

In Chapter 11, Aishah Abdul Razak, Mohamad Izani Zainal Abidin, and Thomas M. Connolly query how Scottish universities transitioned to digital games-based learning (DGBL). Studies have shown various benefits of using technology especially digital games in making classroom learning more engaging and motivating. In Scotland, a new approach to education called the Curriculum for Excellence (CfE) was implemented in 2010. This approach moves away from traditional ways of teaching to more active learning. One of the popular approaches among teachers is the use of DGBL. This chapter presents the findings from some interviews with lecturers of education, in charge of ICT courses at Scottish Universities on how pre-service teachers are being prepared to embrace CfE in general and DGBL in particular, and also what are their views on DGBL and its role within the CfE. Although it was found that the characteristics of CfE, such as being less prescriptive, based on teacher's interpretation and context-based, allowed DGBL to fit well into the new curriculum, the lecturers in general do not see the need for emphasis on DGBL at university level. There is a lack of courses on DGBL and the pre-service teachers who are keen to take forward this approach are expected to do so in their own time. Based on the findings from the interviews, some recommendations are made for the role of HEIs in promoting DGBL among the pre-service teachers.

Chapter 12, Marco Spruit and Patrick Joosten in their chapter titled "Managing Student Engagement in Higher Education Institutions: The Case of CURPA," offer an insight into managing certain aspects of HEI by using emerging technology. Mobile learning and apps in education are new and exciting. However, this does not mean that the faculty is less relevant. On the contrary, the faculty is an ever-important factor that is needed to increase student engagement. Disengaged students are in fact more problematic than low-achieving students. This is because of the disruption disengaged student bring in the classroom. Therefore, increasing student engagement is a key challenge in HE today. Research suggests that active learning, value, and expectations are important factors that determine student engagement. Some of these factors can be indirectly influenced by the faculty and course designers. Against this background, the objective of this chapter is to examine if dwindling student engagement in HE can be addressed with CURPA, that is, a CURriculum and course planning (CURP) app. CURPA is the result of our efforts at Utrecht University to help design courses and curricula by using cards to account for different activities, with the strategic aim being to stimulate student engagement in HE. Our expert interviews resulted in

a MoSCoW-prioritized list of requirements that can be implemented over time, structured in line with Becker's student engagement model.

In the concluding chapter, Anna Visvizi, Miltiadis D. Lytras, and Akila Sarirete outline the key findings of the discussion presented in the volume and point to the forthcoming research agenda. By so doing the editors of this volume reiterate their conviction that quality of education is a function of the sustainability of the HE system, which includes due consideration to all stakeholders, the faculty included. The editors also make a case that the popular in certain HEI focus on students and their needs, is frequently implemented at the expense of the faculty. As faculty is the backbone of HEIs, excessive emphasis on the needs of students, without due consideration being paid to the needs of the faculty, including professional development, well-being, and indeed respect, is bound to undermine resilience and sustainability of HEIs.

This volume gives an overview of the existing and nascent issues, challenges, and opportunities HEI are facing today. It highlights in which ways and to what extent emerging technologies matter in HEIs and how they are being employed around the world to assist administrators and other stakeholders. By engaging professors, administrators, experts, and students from all over the world in a structured dialogue on these issues, this edited volume not only offers an insight into trends and developments in HE today, but also outlines a set of recommendations as to what could be done to foster sustainable, inclusive, and effective higher education today. As such, these align themselves with the debate on sustainable development goals and the imperative of quality education for all.

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