Education Institutions Creation of Partnerships

Iwasan D. Kejawa Ed.D
University of Nebraska - Lincoln, ikejawa@mdc.edu

Follow this and additional works at: https://digitalcommons.unl.edu/cehsedadfacpub

Part of the Architecture Commons, Arts and Humanities Commons, Business Commons, Community College Leadership Commons, Educational Administration and Supervision Commons, Engineering Commons, Food Science Commons, Forest Sciences Commons, Kinesiology Commons, Law Commons, Microbiology Commons, Nursing Commons, and the Psychiatry and Psychology Commons

https://digitalcommons.unl.edu/cehsedadfacpub/106

This Article is brought to you for free and open access by the Educational Administration, Department of at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Faculty Publications in Educational Administration by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.
ABSTRACT

This issue is embracing the creation of partnerships with establishments worldwide for the provisions of life embodiments to graduates. At moment, there may be lack of friendship or partnership with establishments to create incentives for newly graduates of so many colleges and universities (Hirsh & Weber, 1999). Partnership with external companies will surely bring enormous grants to the colleges and universities and it will also encourage friendly establishments to provide incentives and perks to colleges, universities and alumni. It may be concluded that the advantages of creating rapport with external congruent is the comraderies and also compromises that will be achieved because one never knows where one may find oneself. It is justified that life takes you everywhere (Kejawa, 2011).

INTRODUCTION

In the world of higher education, not only are academics of the students very important, the economics, sociology and ethics associated with well being of the students and the educators must be taken into consideration. The issue concentrated on the well-being of the students after they graduate from the universities. In order to ensure a very
positive economical, sociological and ethical being of our graduates, there must be great deal of friendship or partnership with the external congruence in the society. The external congruent serve a purpose in the existence of educational establishments. Without the external congruent that provide incentives for our graduates, our students have nothing to look forward to after graduation apart from continue their education journey. As it has been projected by the Department of Labor, the production of universities graduates will continue to increase at a steady rate. There is going to be glut in universities graduates and there may not be enough of incentives for graduates, thus there will be fierce competition among universities graduates. By establishing partnership with establishments, the universities graduates will be able have preferences over other institutions that do not have partnership with such establishments.

BACKGROUND

With some countries faced with high unemployment rates, an average of 5.5 percent as it was reported in Time Magazine issue of September 2017, it is crucial that universities graduates secure employment after graduations. It has been a tradition that companies come to universities’ campuses to recruit students for employment, but there has been a decline in the number of companies recruiting from the universities in recent years due to bad national economy. The creation of partnerships with companies by the universities is a vital issue, if the students and the universities are to prosper economically and ethically. According to the National Center for Postsecondary Improvement (NCPI), “higher education is an enterprise with expanded array of stakeholders – students, faculty, parents, employers (companies), public officials and community leaders, as well as a general public that has come to see higher education as both a commodity and public good” (National Center for Postsecondary Improvement, 2001, p.1). Nevertheless, congruent are now looking to academic institutions to provide research and development of products, including graduates, and services for a growing economy. The test therefore for universities in balancing the social demand with the academic and economic problems already is established.
DRIVING FORCES

According to the Federal Department of Labor and Statistics, over two million college graduates will join the labor force this year alone. The majority of these college graduates will be looking or holding their first jobs and will have no job experience whatsoever. The situation of the graduates having no experience brings about the importance of the universities to network for the graduates to secure employment (Henderson 1991). It is very important that the universities create friendship with outside companies, since this will be beneficial to the universities communities and especially to the students. With the recent increase in student enrollment, there will a massive number of graduates in the years to come. Therefore, a plan as to where these graduates will fit-in in the society is needed. The creation of partnership with outside establishments within the society is actually a plan that will enable the graduates to secure jobs and other incentives; and the universities to obtain grants and good public relations from the external congruent.

PROSPECTS

If the universities can concentrate on the plan for partnership with the external congruent, there will be an increase in the number successful alumni, and the universities will create a good image for themselves; growth; and evolution of innovation may also well be explosive. For example, if the universities could engage in more partnerships with private establishments to enable employment, research, program development and dissemination of knowledge, then its economic, social and ethical well being will surpass average institutions.

IMPLICATIONS

The economic conditions may limit the benefits derive from being a partner with the outside establishments. Being a partner with other institutional establishments does not necessarily guarantee grants to the universities and neither does it guarantee other incentives to the graduates, but it is “a stepping stone” or a foot at the door to success. If
the universities are friendly to external congruent, preferences may be given to the universities when it comes to doing favors or engaging in research, program development or disseminating knowledge and employment (Brock, 2002). If the universities do not concentrate in creating partnership with local and outside establishments, they may find themselves in bad situation whereby they will only have few grants for research and may not be globally recognized. Their graduates may have to fiercely compete for available jobs in the job markets and other life embodiments. We should all come to term that nurturing relationship or partnership is the key to success.

CONCLUSION

Forming external partnership with congruencies may consume a lot of energy and time but it is worthwhile. The efforts in realizing our goals must be committed. That is, we must try by all means to realize our goals no matter what obstacles are on the way to achieve our goals. We must realize that nothing may be perfect the very first time; the more we try the better the results if we are aware of our mistakes and try to correct them. The purpose of forming alliance with external congruent is that colleges and universities graduates may find themselves anywhere in the world; ‘Life is like that of a fish in the ocean, a bird in the air, life takes everywhere.’ And we must also be aware that the rudiments of life are the necessities of living on earth and the necessities of living are the rudiments of life, vice versa.

References

Various sources were explored in writing this article.

Including:


Kejawa, I. D. (2011). Reaching the Heights, Indianapolis, IN: Xlibris Corporation

The Federal department of labor and statistics bulletin, issue number 09, 2017, pp. 45-50

The Time Magazine, issue number 10, 2017, pp. 13-14