



Mohammad Ayub Khan · Antonio J. Dieck-Assad ·
Rosalia G. Castillo-Villar · Trina K. Henderson-Torres

Governance Models for Latin American Universities in the 21st Century

Comparative Analysis,
Global Perspectives,
and Future Propositions

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To UDEM

FOREWORD

The more power you give to an individual to deal with the complexity and uncertainty, the more likely to make bad decisions.

James Surowiecki—Wisdom of Crowds

The need and demand for a robust university governance system and culture has always been present in combating and overcoming various complex socio-economic challenges that humanity faces. This need and demand has grown and intensified even further in the face of contemporary challenges such as the COVID-19 pandemic, accessibility to affordable and high-quality education, the climate emergency, resource scarcity, demographical changes, migration, international conflicts, and the emergence of artificial intelligence. In all of these areas, the role of higher education institutions is essential in promoting formal educational programs and services, undertaking impactful research, and encouraging lifelong learning in the society where these institutions exist. As business corporations, universities must take responsibility to mitigate socio-economic risks and problems facing the human population.

The role of higher education institutions is becoming even more critical in the context of nation-states with less-developed socio-economic infrastructure. Whether these nation-states are in Asia, Africa, or Latin America, the burden on the existing university management models of providing educational programs and services of quality is enormous. This situation demands that all the direct and indirect stakeholders of higher education

institutions review and revitalize the existing university governance infrastructure and culture to guarantee the access to high-quality education to those who need it, regardless of their origin and socio-economic status.

The main contemporary theories and philosophies of leadership, such as transformational leadership and network organizational system, are gaining momentum and acceptability by business corporations. Universities must also adopt these practices if they are to remain relevant and competitive in modern society. The critical elements of a network organizational system are innovation, agility, flexibility and engagement, and impact. Transformational leaders convert a corporate design and organizational culture into learning and innovation from a top-down, both firm and focused, one-person role system and culture. The era of industry-model management philosophies and practices is practically obsolete now. The future will be in the hands of those who can adapt and expand their knowledge in an agile manner.

Universities must be innovative, especially during times of crisis. They should lead the evolutionary and revolutionary changes in society by providing state-of-the-art and compatible knowledge to the learners. In particular, for higher education institutions in Latin America they have to evolve to both look back and forward at the same time and transform themselves into the sole custodian of the knowledge (creation, preservation, and dissemination) instead of being only an information repository and distributor. Knowledge creation should be at the center of the university system and culture if they want to survive, let alone grow, in the future.

This book on *Governance Models for Latin American Universities in the 21st Century: Comparative Analysis, Global Perspectives, and Future Propositions*, published by Palgrave Macmillan, a world-class publisher of books and journals, with more than 75 years of experience in the humanities and social sciences, is one of the many efforts from the research community in the field of higher education to explore and highlight the key trends and tendencies occurring in the education industry for the last several years. Based on the collection of diverse university governance models from different countries and their corresponding functionalities and features, the authors and chapter contributors of this book intent to re-orient and re-direct the modern governance system theories, practices, and values of higher education institutions to meet the needs and interests of diverse stakeholders in the provision of education programs and services of the highest quality.

I recommend this book as a guiding force for all readers: members of the board of directors, faculty, students, academic leaders, policymakers, researchers, and practitioners. The readers will surely benefit from the ideas and experiences shared by the contributors of this book.

Otto Granados Roldán

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PREFACE

Unlike twentieth century and before, the issue of university governance and leadership models has become a regularly debated subject among both practitioners and academics in the twenty-first century, especially in the context of developing regions such as Latin America. Therefore, this book is written from the context of Latin America and covers the main theories and practices in the field of university governance. The authors hold ample experience and knowledge in the field of higher education as students, teachers, researchers, and administrators. Adding value to the body of knowledge and expertise, chapter contributors from different countries of the world share their valuable knowledge, experience, and perspective with the book's readers.

The dramatic changes and uncertainty in recent years force us to reimagine the future of education. Changes such as digitalization, the increasing number of corporate universities, the need for cost-effective educational programs and services, social unrest, inequality, and the post-pandemic recovery, universities keep evolving while ensuring that they maintain their essence as a critical social asset.

This constant evolution and adaptation demand a drastically new approach to managing and leading the university, which should be “a knowledge center” and an institution with the prime responsibility of serving the future citizens and workers' human capital development and professional training. Before embarking on industrial and practical life, future graduates will need to possess new kinds of competencies, not only

academic, theoretical, and technical, but also human, critical, and social skills.

In addition to these dramatic changes, the current worldwide turmoil around the COVID-19 Pandemic, and its economic and social repercussions, the social unrest due to the increasing inequality, racism and xenophobia, and the climate emergency are the landscape in which the university leadership must carry on its role and responsibility of delivering quality educational programs and services, by being innovative and flexible enough to make urgent decisions and act upon them in a timely and appropriate manner.

Due to the different dynamics already occurring in the education sector, such as digitalization of education, a growing number of corporate universities, increasing demands for cost-quality effective educational programs and services, and emerging professional and social competencies required from our current and future graduates, the existing university governance and leadership system is already under intense pressure. It demands a radically new approach to run the university's affairs, which is responsible for preparing the national development workforce with new kinds of competencies (knowledge, skills, and values).

Universities must be operationally self-sufficient and at the same to be fully capable of coping with unpredictable and shifting challenges and events, including technological breakthroughs, economic recessions, financial crisis, trade wars, social conflicts, political turmoil, and the outbreak of contagious diseases. These are in addition to the core challenges of various natures faced by our educational institutions, such as:

- The generational gap between students and teachers.
- Learners learning styles and teachers teaching styles.
- Next-generation administrators work habits.
- University organizational-operational systems.
- Internationalization & corporatization of universities.
- Technology and education go hand in hand.
- The work-intensive economy and the capital-intensive economy are declining, and the knowledge-intensive economy is emerging.

In this scenario, the university governance and leadership models must be innovative, dynamic, and flexible enough to make urgent decisions and act

upon them quickly and effectively. Moreover, as expressed by Duderstadt (2000), the changing times demand the creation of a new social contract between society and the institutions of higher education. Recently, on the subject of shaping university boards for twenty-first century higher education in the USA, Bevins et al. (2020) point out three best practices for the university boards to consider, which are (1) set transparent board processes and norms, (2) redefine board structure, and (3) improve cooperation between Board and administrative leadership.

This book will surely provide a solid baseline for academic leaders and policymakers alike to review their universities governance and management models, identify loopholes, and design and implement new, more efficient operational models that consider different theoretical and practical perspective. We cannot run twenty-first-century higher education institutions with a governance and leadership model of the twentieth century.

In the contemporary world of traumatic imbalances and dynamism, organizations and institutions, whether public or private, big or small, national or international, are searching for the best practices of corporate governance, and so do the university systems. The issue of corporate governance has already attracted the attention of researchers and practitioners alike. Nonetheless, the university system demands to look into its governance system, as many observers and experts consider a redundant system from an old-fashioned organization. University governance can be a complex subject to study and learn about since the university systems are generally viewed as the most inflexible, inner-centric, ego-centric, and hugely unseen bureaucratic systems compared to the business-corporate governance system.

Several conflicting issues (increasing competition based on quality, academic programs options, program cost, accessibility, affordability, learner-friendliness, and flexibility in the education industry) cannot be ignored anymore. All these forces have created an environment where the only option for the university management and policymakers is to have an integrated governance system for the universities now and in the future.

This book will provide an abundance of ideas and recommendations for human resources development and for those involved in creating the corporate university system within the industrial context. This book will also ease managing activity-based relationships between universities and industries such as continuing education, certification, consulting, applied research, internships, and so forth. Therefore, we believe that this

book will be helpful for practitioners, academics, administrators, staff, and students, on their path to better understand university governance models in the context of Latin America.

We fully believe that the book should be interesting reading material for all sorts of readers. As such, the book has been written in a simple and understandable language so that any reader (either reading the entire book or a few chapters) can follow through with the message of the book. Furthermore, the book is a useful and enriching piece of information, guidelines, innovative ideas, and dynamic models for the readers who are directly and indirectly involved in the field of the education sector, especially for the people who are affiliated with the institutions of higher education. This is not limited to faculty, students of education schools, researchers, deans, provosts, Board of directors (policymakers), as it should be helpful for those who are interested in establishing new schools or universities where the relationship between the university leadership and the Board of directors is just in the embryonic stage of the institution life cycle.

The main key points of the project reside in its broad perspective on higher education and the integration of the socio-political and economic context of Latin America while considering global and diverse perspectives for the university governance models. At the same time, this book will present reflections and practical ideas through interviews with former academic leaders with real-life knowledge concerning the challenges and decision-making process of leading a university in good and bad times.

Simultaneously, we will engage with recent events that have changed the global panorama for higher education and are predicated on hitting more complicated emerging economies, such as Latin America. While it aims to satisfy the need to consider a more dynamic and flexible system that can face rapid changes from the recent global Pandemic and the corresponding health and safety measures to social unrest and the climate emergency while staying a relevant and legitimate actor in society.

The dialogue developed in this book will meet the emerging demands from all stakeholders in higher education to access reliable and scientific knowledge sources to rely upon as a guiding force for making structural and organizational changes in the university management system in times of rapid response. In the words of Kennedy (2003) governance is currently a vital issue not only for higher education institutions but for society as a whole, as the way organizations are managed, the directions

they take and the values they hold send clear signals about their role and functions in society.

As a whole, this book presents several chapters dedicated to diverse issues and subjects in the field of higher education, with a particular focus on university governance and leadership. These chapters are presented below.

CHAPTER 1 TRANSFORMATION OF THE UNIVERSITY GOVERNANCE PHILOSOPHY AND OPERATIONAL SYSTEM: AN EXIGENCY OF THE NEW EDUCATION INDUSTRY ORDER

Mohammad Ayub Khan

This chapter lays down the foundation stone for the rest of the book chapters. This chapter analyzes the trends and tendencies occurring in the education industry, especially in the higher education sector, given the far-reaching and ever-lasting impacts of global pandemics and epidemics such as COVID-19 and the technological revolutions. The chapter highlights the role of university governance models in addressing diverse challenges that encounter higher education institutions. In essence, the chapter proposes that the university governance model in Latin America and elsewhere must be reconfigured, reshaped, and refocused. Features such as agility, dynamism, and being stat-of-the-arts should be at the heart of the future university governance model.

CHAPTER 2 UNIVERSITY MANAGEMENT, LEADERSHIP, AND GOVERNANCE

Mohammad Ayub Khan

This chapter studies key management, leadership, and governance theories. The primary purpose of this chapter is to set a theoretical base to discuss diverse institutional governance's models and practices recounted in the coming chapters of the book. Though the three pillars: management, leadership, and governance, are viewed differently within an organizational system, they are intrinsically and extrinsically interdependent.

CHAPTER 3 THE INDUSTRIAL EFFECTS: THE EMERGENCE OF CORPORATE UNIVERSITIES

Mohammad Ayub Khan

This chapter studies the emergence of the education models of corporate universities in higher education in many industries and many countries of the world. This chapter explores the reasons behind the rise of corporate universities and their challenges for the conventional university system. The chapter emphasizes upon the university board and management to analyze the implications associated with the emergence of the corporate universities for traditional universities, and at the same time look for strategic and preemptive actions to maintain a competitive edge over corporate universities. One such strategic and preemptive action could be that the conventional universities worldwide and across the Board should lead the learning innovation and ensure the provision of quality and affordable education programs and services to their learners, whether formal or informal. Otherwise, because of their unique operational models, business purposes, and resourcefulness, the corporate university can easily outcompete and outmaneuver the conventional university model.

CHAPTER 4 CONTEMPORARY CHALLENGES TO UNIVERSITY GOVERNANCE MODELS

Rosalia G. Castillo-Villar

This chapter presents the core components for the understanding of university governance models' emerging challenges. The discussion focuses on topics such as students' admissions, retention and experiences, online learning, board composition, values, heritage and the social load of universities, and the trends for higher education in a Post-COVID world. These topics are also presented within a context of more significant social issues such as inequality, post-pandemic education, racism and social unrest. The discussion also extends to their repercussions over university governance models, resilience, flexibility, progress or dismissal.

CHAPTER 5 UNIVERSITY GOVERNANCE MODELS ACROSS REGIONS: EUROPE

Eduardo Olier, Francisco Valderrey, and Emiliano García-Coso

After presenting a general understanding of the university governance models in Europe, which is a vast, diverse and developed region, the chapter will cover a few countries for case studies on how the relationship between the university management (the executive branch) and the Board of directors (the policymaking body) are handled in those countries.

CHAPTER 6 THE GOVERNANCE MODELS OF HIGHER EDUCATION INSTITUTIONS IN THE UNITED ARAB EMIRATES IN THE TWENTY-FIRST CENTURY

Ghassan Al-Qaimari

Since its inception in 1971, the UAE has established an excellent and diversified higher education system in a noticeably short period. It has overcome numerous obstacles to position itself as a significant educational hub in the region. This chapter describes higher education in the United Arab Emirates. It describes the types of higher education institution (HEI) in the country, the regulators of higher education, the vision of the country's leadership regarding technology, research, and higher education, and how these factors influence the governance of higher academic institutions. The chapter focuses on future science and technology challenges and how the fourth industrial revolution will affect the strategic planning and governance of higher education institution in the UAE.

CHAPTER 7 UNIVERSITY GOVERNANCES MODELS ACROSS REGIONS: ASIA

Trina K. Henderson-Torres

This chapter will review and discuss the university governance in the geographical area of Asia, inclusive of the 48 countries and the systems in place within its most successful higher learning institutes and compare

them with the lower ranking of the same category. We will cover political, commonalities, and governance factors; we will compare the university governance models of each area studied; how things are managed at the university level-focusing on governance; and what seems to prevail best-practices model for university governance in this region of the world.

CHAPTER 8 THE UNITED STATES, THE SPIRIT OF DEMOCRACY: SHARED GOVERNANCE MODEL

Trina K. Henderson-Torres

The USA boasts some of the top-ranking universities in the world. This chapter investigates the strategies for university governance and the models commonly used amongst US Higher Education Institutions (HEIs). In addition, we review how and why a student selects a school in the USA, factors that the recent COVID-19 Pandemic has caused, what we have learned and best practices for better governance in the future.

CHAPTER 9 UNIVERSITY GOVERNANCE SYSTEM IN THE LATIN AMERICAN CONTEXT

Rosalía G. Castillo-Villar

In this chapter, we set up to paint the picture for the context of Latin America, preceding individual chapters for some of the major countries in the region. This chapter will discuss the profile of higher education in LATAM, the social, economic, and political context and its effects on universities, and the region's relevance on the study of university governance systems and higher education in general.

CHAPTER 10 UNIVERSITY GOVERNANCE IN MEXICO

Antonio J. Dieck-Assad

This chapter provides a summary of the fundamental and conceptual aspects of university governance in México. It gives a general description of the framework for functional governance that must prevail in an institution, the committees to be conformed, bylaws to be adopted

within the Board, regulations, and some rules of thumb in board composition for its successful operation. Additionally, it addresses an essential duty of the Board: planning and designating the President or Rector (P/R). This chapter also describes a list of conclusions and recommendations for the Presidents/Rectors and Boards to make the best governance possible in their institution, always considering each organization's particular context. Lastly, it also includes stories to describe the experience of a president and its reporting of the role and their interactions with the Board and its members in different decision-making processes.

CHAPTER 11 CORPORATE GOVERNANCE IN PERUVIAN UNIVERSITIES

Isabelle Velasquez Bellido

This chapter presents an overview of the corporate governance models in Peru, including aspects such as the relevancy and considerations necessary for this context. The focus will be the classification and structure of Peruvian Universities and managerial aspects such as the research within the organization.

CHAPTER 12 FOSTERING GOOD GOVERNANCE IN HIGHER EDUCATION INSTITUTIONS: THE CASE OF COLOMBIA

*Henry Bradford, Alexander Guzmán,
José Manuel Restrepo, and María-Andrea Trujillo*

The development of good governance practices is necessary for every type of institution. The mitigation of conflicts of interest and an appropriate balance of powers must be sought between governance actors to ensure organizations work toward the common purpose and avoid being held hostage by the interests of a particular individual or group of stakeholders. Higher Education Institutions (HEIs) in Colombia are non-profit bylaw. The absence of shareholders, or owners in general, in these organizations imposes specific challenges in terms of mitigating conflicts of interest. Colombia's Ministry of Education is aware of this. Together with other education sector government agencies, teachers, deans, and

rectors of various institutions, has in the past decade participated in discussions on the need to encourage good governance at the country's HEIs. These discussions have led to concrete actions being implemented but also revealed the need for further work. In this chapter, we propose a course of action that Colombia, and indeed any country in Latin America and beyond, can follow to encourage the implementation of good governance practices in HEIs.

CHAPTER 13 LOOKING INTO THE FUTURE: THE EDUCATION INSTITUTION LEADERSHIP

Rosalía G. Castillo-Villar

This chapter looks into the future of the university and the integration of organizational leadership for university governance models. The main sections will cover topics such as social leadership through university social responsibility, transparency, accountability, democracy, changes and priorities for on-campus and off-campus student life, and the need to create and sustain cross-sector partnerships for education institution leadership facing the future. It is argued that these four areas will determine the university's success in maintaining and growing its position of leadership in the society that surrounds it.

CHAPTER 14 THE FUTURE OF EDUCATION AND THE BUSINESS SCHOOL

Rosalía G. Castillo-Villar

This chapter provides an insight into the future challenges for the Business School and proposes some measures and changes to face them. The main section will touch on topics such as the future needs and demands for business schools, the integration of technological advances such as remote learning and artificial intelligence, changes in education models proposing a workshop model and the prioritization of critical thinking skills, and the post-pandemic university campus and education. The ideas presented might guide a reflection into the next steps in the evolution of the business school.

CHAPTER 15 PEDAGOGY, TECHNOLOGY, PANDEMICS, AND THE UNIVERSITY GOVERNANCE

Agarzelim Alvarez-Milán

This chapter includes an in-depth analysis of the changes generated by the global health crisis of SARS-CoV2 in higher education. Specifically, this chapter aims to delve into three fundamental themes: (1) The Pandemic as a catalyst for change in higher education; (2) The influence of technology as a lever for the evolution of education and 3) Reflections on the future teaching-learning process. This chapter finds that the current global health crisis marks the beginning of a stage of growth and evolution of online education. And university governance must consider these factors to guarantee that higher education continues to generate an impact on the development and well-being of society. Technology, new pedagogical models, and a global vision will be the levers that will motivate that the diverse university government approaches incorporate the appropriate leadership and influence mechanisms to each university culture.

CHAPTER 16 THE UNIVERSITY GOVERNANCE MODEL IN THE TWENTY-FIRST CENTURY: AN EPILOGUE

*Mohammad Ayub Khan, Antonio J. Dieck-Assad,
Rosalia G. Castillo-Villar, and Trina K. Henderson-Torres*

The purpose of this chapter is to introduce several tools and reiterate the previously discussed proposals for the future of university governance in Latin America. We seek to optimize planning and resource allocation, improve communication, cross-sector partnerships development, and the environment provided for staff and students' development. All of these proposals will be made in consideration of the association and support of stakeholders, the region's social, economic, and political context, and the recent dramatic social challenges such as the COVID-19 pandemic, the glooming economic recession, and current social unrest.

In summary, the book is written in an understandable and user-friendly manner, which makes it apt for the general market. Furthermore, due to the progressive discussion of topics according to their difficulty, the

book is extraordinarily helpful as an educational tool for people without previous knowledge or experience in the area.

San Pedro Garza García, Mexico

Mohammad Ayub Khan
Antonio J. Dieck-Assad
Rosalía G. Castillo-Villar
Trina K. Henderson-Torres

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CHAPTER 1

Transformation of the University Governance Philosophy and Operational System: An Exigency of the New Education Industry Order

Mohammad Ayub Khan

INTRODUCTION

People from all walks of life believe that human activities and life systems across the globe are constantly changing. Simultaneously we experience and foresee a new dynamic of human life and behavior. The environment surrounding us, including social, economic, political, ecological, professional, and industrial, is global, complex, diverse, and fast-changing. In Addition to the socioeconomic progression made by humanity over centuries, the role of information and communication technology advances in the late twentieth century is ostensibly visible in creating and fostering such a complex and interconnected environment. Robots, artificial intelligence, digital transformation, and agile organizations become common subjects for discussions both in theory and practice. The impacts of advances in technology on every primary sector of the national governance system, such as government, society, industry, and academia, are compelling and ever-lasting. In such an unpredictable professional and human work environment, institutions of education and

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especially institutions of higher education must look at its existing governance and operational models and make necessary and timely adjustments to match all stakeholders' needs, demands, and interest in the educational programs and services. This, to happen urgently both nationally and internationally. Any complacency and misjudgment or inaction in this connection will lead to a failed and backward education system embodied by a rigid, structured, and selfish status quo. Higher education institutions must lead in every aspect of human activities, and for this to happen, a university should be creative, innovative, and flexible both a system and process.

THE NEW WORLD ORDER

In 2017, the PricewaterhouseCoopers (PwC) published a report on the subject of the World in 2050 (PwC, 2017), in which several fact-based predictions were made concerning the new emerging economic powerhouses and thus redefining the world economic power structure. For example, the PwC report suggested that in 30 years, six of the seven world economic power players will be from the emerging economies, including Mexico and Brazil in Latin America and India from South Asia. Such and many other new developments will create new momentum for geo-strategic, geo-economics, geo-technology, and geo-academic leadership warfare among world nations. Global leaders and opinion-makers should not ignore the reality of The One-Belt One Road Initiative (OBORI) of the Chinese government, which once fully implemented, will connect Europe, Africa, the Middle East, and the whole of Asia by air, road, sea, and via fully scaled IT system and services. In parallel to the OBORI, the Transatlantic (*Transatlantic Trade and Investment Partnership*-TTIP) and Transpacific (*Trans-Pacific Partnership*-TPP) alliances of the USA with its European and Asian allies, respectively, will further aggravate the already dynamic and complex world order.

A British education expert, Anthony Seldon, suggests that robots will take over the classrooms by 2027. For our reminder, the year 2027 is just there at the doorstep. That brings to our mind a question: Do we need to wait for the year 2027 to come and robots taking over our classrooms. What will happen to our faculty? Furthermore, Anthony Seldon predicts, "That robots will do the main job of transferring information and teachers will be like assistants. Intelligent robots will read students'

faces, movements and maybe even brain signals. Then they will adapt the information to each student (British Council, 2021).”

In the emerging new world order system, the world academic leadership, policymakers, and sponsors alike must watch for:

- Increasing globalization, although anti-globalization forces will keep resisting diverse waves and moves of the globalization layers, reversing the globalization trend is not an option.
- Technological advances to the point where humanity will have to compete with machines for job options and undertaking other professional activities. Such as, Robot Teachers will replace Human Teachers, for instance. Such changes may demand balancing between artificial (workplace digitalization) and human (workplace humanization) intelligence.
- Globalization of higher education programs and services: Globalization is already happening across curriculum, students, faculty, pedagogy, and academic partnerships and agreements.
- The emergence, development, and recognition of the corporate university system as an alternative to the conventional university system is another challenge. Big corporations with resources and technology will internalize the training and development activities to meet and match their needs and interest. Hamburger University of McDonald’s, situated in Chicago, Illinois, USA, is a living and successful example of Corporate Universities. Corporate universities will directly compete with the conventional universities both for postgraduate and lifelong learning programs. In Addition to the corporate universities, the Finnish model of competence-based qualifications will flourish shortly.
- Global collaborations and alliances are taking place across all sectors (industry, academy, government) and at different levels. To collaborate successfully with global partners and compete with competitors, nations, institutions, and individuals, must be fully resourceful and competitive.
- The type of stakeholders in educational programs and services and their demands and interests are expanding and diversifying.
- A well-balanced trade-off between the quality and cost of higher education is an urgent need of the hour, generating a value-based educational system and services.

- Supranational environmental and natural events will have mega impacts on the world community. Global issues, including World demography, immigration, hunger and diseases, floods and earthquakes, gender issues, international security and conflicts, to state a few, will demand global collaboration and efforts. In such efforts and collaboration, the role and importance of higher education institutions will and cannot be ignored or isolated.

NEW ORGANIZATIONAL STRUCTURES

Kotter (2014) described world dynamism as fast-moving, unpredictable to a greater extent, multidimensional in many ways observes that “We cannot keep up with the pace of change, let alone get ahead of it.” Regardless of their origin, nature, and scope of activities, organizations are already engulfed by global opportunities and threats. These opportunities and threats comprise social, financial, environmental, technological, and other human-related forces. Are we ready or ready for such a bi-polar playing field as individuals, organizations, and nations? As an individual, we need higher educational programs and services of global quality and standards. As nations, we must provide such quality education to our citizens.

Similarly, organizations need a quality workforce to lead, grow, and sustain them in line with the new emerging world order. The contemporary industry-model organizational architecture and work methods do not match the demands and needs of the future World. We may be able to collaborate effectively neither at home nor abroad, let alone compete successfully. In developing countries, our organizational systems, procedures, processes, work methods, and even the work culture are outdated, rigid, and anti-innovation. Comparing with their counterparts in the developed world, the workforce in developing nations spend more daily hours on the work they perform, but still with less productivity and inefficiency in many ways.

Additionally, the way we manage our organizational resources (strategic or operational) and how we measure organizational performance are centuries-old practices. Using Excel, Emails, Google Calendar, PowerPoints, Microsoft Teams, and PeopleSoft computerized programs to discharge some of our operational duties is helpful, though but not sufficient to address the challenges created by increasing complexity and dynamism of the market, industry, and society. Organizations ought to search for new work systems and processes and a culture of executing things. These new systems and processes may include an agile and

network-like structure with innovative, integrated, and simplified infrastructure.

Kotter (2014) believes that organizational structures involving hierarchies and bureaucracies are essential tools and mechanisms to undertake organizational activities and functions in an orderly and timely fashion according to established indicators and procedures. However, Kotter (2014) believes that such operational systems must be supported by other equally important elements such as inclusive-participative leadership system and the use of modern workplace infrastructure and information technology-based processes and procedures. The same philosophy and practice should and can be applied to the university management and overall governance system. Educational institutions' governance and management systems must be practical examples for non-educational organizations, whether they are profit- or non-oriented organizations.

In Fig. 1.1, for universities as an organizational system, three different governance and management systems are presented. A university governance and management system must be built around these three models:

Model-1 reflects a very hierarchical-conventional approach to university governance and management system. In this system, communication and information flow should be top-down and bottom-up but efficiently and effectively. Strategic objectives, resources, authority, and responsibility must be identified and equally deployed among all relevant actors and owners. This is an orderly and discipline-based approach to reach

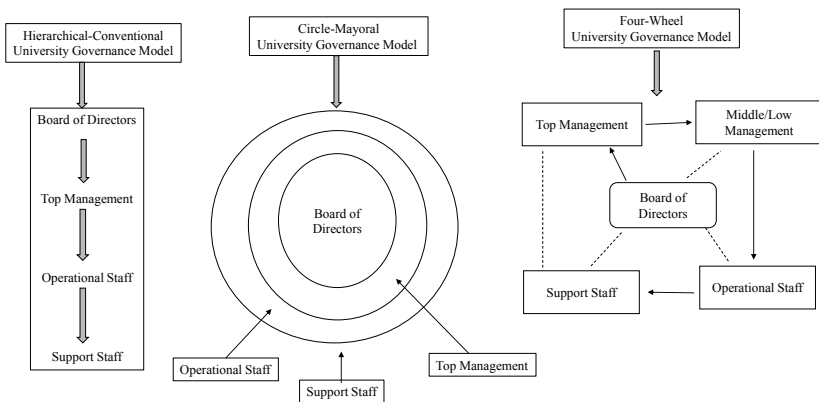


Fig. 1.1 University governance model varieties (Source Authors own creation)

specified objectives (short-term, mid-term, and long-term) and, thus, to accomplish the mission and vision of the organization.

Model-2 reflects a circle or network or mayoral governance and management system as another option for the universities to adopt. In this model, the policymakers and strategic directors are at the center, supported by the top management, support staff, and operational staff, in a loose-hierarchical fashion but a circle environment. In such organizational systems, there are possibilities and options for the BOD (Board of Directors) to directly and frequently communicate with either the operational staff and support staff without top management intervention. It is not an intrusion by the BOD into the power domain of the top management and its daily work activities. Instead, it is about establishing social proximity with the lower order workforce in the hierarchy to make them feel inclusive, heard, and encouraged.

Model-3 shows a Four-Wheel university governance model where the full-line arrows suggest a strong-formal working relationship and the dotted-line arrows show a loose-informal working relationship. The workflow is systematic, structured, and clockwise orchestrated by the BOD at the bottom of the hierarchy like a foundation stone, not on the roof of the hierarchy.

For Bernal et al. (2012), “Corporate governance is not just a set of external rules. It is an internal discipline needed to maintain stable and productive relations among the participants in a business enterprise. Corporate governance, transparency and accountability are more than a compliance exercise; they are essential ingredients of good management and a prerequisite for a healthy business.”

There are different participants or stakeholders in the university governance. The primary stakeholders are parents, students, donors, and the general community who fund the university operation to a greater extent. Then there are academic leaders, faculty members, and the general management staff who run the daily university operation as per the policies and strategic direction of the university advisory board or the board of directors (BOD). In line with the recommendations of Bernal et al. (2012) for effective corporate governance and what roles the BOD should play within an institutional ambit, the university BOD has several primary roles to own and execute:

- To effectively and timely represent the interests of parents, students, donors, and the general community as primary stakeholders in the provision of quality educational programs and services.
- As part and parcel of a continuous improvement work system and culture, to guide and provide strategic direction to the academic leadership at all university management systems. This, without neglecting the operational efficiency and effectiveness of the institutions of higher education.
- Analyzing, identifying, and establishing more comprehensive impactful institutional policies, norms, and standards to accomplish and flourish the *raison d'être* of the university system and services in a particular society they co-exist.
- To make sure that the university is functioning within the country's legal, ethical, and ideological boundaries or place of origin.
- A good university governance model is the one that creates a balance and equilibrium among all the stakeholders in terms of protecting and promoting their interest and avoiding the interest of conflicts.
- To make the university a real lifelong learning space for all learners, making the university a knowledge city and sociocultural ecosystem to inspire and attract knowledge tourism.

COVID-19 AND THE HIGHER EDUCATION INSTITUTIONS (HEIs)

Barbero (2020), in his analysis of the COVID-19's impacts on higher education, suggests that COVID-19 has accelerated the digital transformation of higher education in many ways, such as Virtual-Online teaching and learning across all disciplines. Therefore, Barbero (2020) proposes several strategic initiatives for the institutions of higher to undertake in order to support and benefit from the digital transformation fully. For example, (1) Higher education institutions (HEIs) require to be both imaginative and creative, and at the same time, they will need strategic leadership and innovative mindset and thinking. The strategic visioning and strategic actions combined with innovative and flexible operational systems of work will undoubtedly harness and flourish the digitalization of the educational programs and services for the benefits of all stakeholders; (2) Educational, technological platforms, and software are

academic opportunities, not threats. Resources spent on educational platforms and human capacity building to work with the technology is not an expense. Instead, this is a long-term oriented investment. Proactive academic institutions and business organizations who invest in modern technologies and work methods tend to be less susceptible to the dangers coming out of a volatile global environment; (3) HEIs need to create a long-standing conducive environment for voluntary adoption of the new educational, technological platforms by its instructors, students, academic leadership and other support staff. For this to happen, from top-down to bottom-up, people performing different organizational tasks must be motivated, trained, and well-equipped.

Universities, industries, and even nations go into an oblivion atmosphere once a pandemic or epidemic is over and go back to the tradition. Even in the late 2019s, nobody talked or thought about the World would face a complete lockdown and self-quarantine. Nobody spoke about 100% online and virtual teaching and learning activities and converting bedrooms and kitchens into home offices. Scholars and practitioners alike were debating about artificial intelligence (AI), the Internet of Things (IoT), Cloud Computing (CC), Big-data Analytics, and the industrial revolution (Industry 4.0), a few trending topics to name. However, the evolution or revolution of the digital World never was the centerpiece of such discussions. “We can now see that COVID-19 has redirected and amplified the concerns and actions of universities across the world, reshaping and challenging their interests into guaranteeing short-term operational continuity, while ensuring long-term institutional viability (Babero, 2020).”

The Intelligence Unit of the World Economic Forum identifies six critical areas of interest for higher education institutions to keep an eye on them, and these key areas are surrounded by a web of issues concerning humanity now and in the future. The Key areas and related issues concerning humanity globally are highlighted in Table 1.1.

THE CONCEPT AND SCOPE OF EDUCATION: A RETROSPECTIVE

The institutions of higher education must redefine the concept and scope of “Education and Educating.” In the contemporary World of the industry-model university system, for some academic leaders and policymakers, the terms “education and educating” stand for developing

Table 1.1 Key areas of interests for the future of higher education

Relevant Specialized Education	Lifelong Learning Pathways
1. Poverty	1. Social innovation
2. Population ageing	2. Population ageing
3. Gender parity	3. Gender parity
4. Migration	4. Future of economic progress
5. Youth perspectives	5. Fourth industrial revolution
6. Fourth industrial revolution	6. Workforce and employment
7. Workforce and employment	7. Innovation
8. Innovation	8. Behavioral sciences
Quality Basic Education	21st Century Curriculum
1. Public finance and social protection	1. Behavioral sciences
2. Private investors	2. Sciences
3. Civic participation	3. Future of computing
4. Sustainable development	4. Civic participation
5. Systematic racism	5. Fourth industrial revolution
6. Human rights & gender parity	6. Values
7. Social innovation	7. Innovation
8. Ageing, workforce and employment	
Digital Fluency and STEM Skills	Education Innovation
1. Future of computing	1. Social innovation
2. Innovation	2. Fourth industrial revolution
3. Fourth industrial revolution	3. Future of computing
4. Data science	4. Science
5. Workforce and employment	5. Entrepreneurship
6. Digital Development finance	6. Reality
7. Virtual and augmented economy and new value creation	
8. Science	

Source Adapted from the World Economic Forum (2021)

competencies (technical and social) in learners to get well-paid jobs in the industry after graduation. These notions are partially true; however, academic leaders with such a mindset and understanding of the term “education and educating” misrepresent the *raison d’être* of educational institutions, whether colleges, business schools, or universities. Because education is partially about possessing operational-managerial competencies such as decision-making, financial analysis, pricing, logistic management, and branding, for example, and partially it is about developing knowledgeable citizens with broader understandings of human issues and challenges. In essence, educated people should help to solve human problems and thereby improving human life. If educational programs and services focus on building competencies in learners of how to produce

and sell goods and services in the market, then educational institutions of higher education can be considered Technical Training or Professional Development Centers. Therefore, academic leaders and policymakers should separate the role of teaching functional tools from knowledge management and ownership. However, these are interrelated but quite different phenomena. Academic leaders and policymakers should deviate from intermingling the functional definitions of “education and educating” with the philosophy of education in that knowledge are different from technical training pieces.

Universities as knowledge suppliers are different from technical training or professional development centers. There is no match between the corporate university type of academic institutions and a conventional university. Historically, teaching, researching, learning, knowledge, and human transformation are linked to the existence of the university system. For instances, the study of knowledge (epistemology), the study of nature (metaphysics), and the study of moral values (ethics), being the three principal branches of philosophy, are historically inherited by the academic institutions in the World. Therefore, the philosophy, system, and culture of our institutions of higher education should not be equalized with the professional development centers or technical training programs. As a university system, our future educational programs and services must encompass efforts and initiatives to protect and promote the broader interests of all stakeholders in the educational programs and services. Specifically, the institutions of higher education now and in future, to consider these fundamental questions and answer them:

Are we graduating knowledgeable and socially responsible citizens? Or, are we graduating only degree holders?

- What else academic institutions can do more to prepare graduates with a global mindset, that they are cosmopolitan and understand global issues.
- Are we considering global-regional issues (challenges) facing humanity today, as identified by the United Nations Development Goals (Transforming our World: the 2030 Agenda for Sustainable Development), Millennium development goals, and so-called the 15-Challenges facing the humanity?
- Is university curriculum rich both in-depth and width? Is our curriculum innovative and inclusive?

- Are you using innovative and technology-based pedagogical approaches? Are our teaching styles match the learning styles of our learners?
- Should we spend a lot of efforts, time, and money on the promotion and branding of our academic programs? Why do potential learners not look at us as the best source of knowledge, values, and skills?
- Why a university should not be the leader, owner, inventor, and creator of ideas, practices, methods, patents, models, and philosophies for the industry, the government, and community?
- In the internationalization of higher education, are we (especially from developing nations) not moving toward becoming a “client center” for the Developed World’s academic institutions? The internationalization of higher education institutions is about developing synergy among academic institutions and two-way mobility of students, faculty, academic leaders while sharing best practices and research initiatives.

INNOVATIVE UNIVERSITY NEEDS INNOVATIVE UNIVERSITY GOVERNANCE

A University System in future must focus on sustaining innovation and creation. It means improving what while is while not ignoring the benefits and potential associated with the disruptive innovation philosophies and practices whereby searching for the provision of high-quality and low-cost educational programs and services. Furthermore, such programs and services should be inclusive since some segments of society have no access to quality education and services. If the existing university system is to survive and grow in the future, features such as accessibility, availability, variety, and quality must be at the core of the educational programs and services. After all, the institutions of higher education whether in public sector or private sector will need to ensure: (1) Dynamic and innovative leaders who are both academically sharp and possess comprehensive outlook of the whole ecosystem of the education sector and related and supporting institutions; (2) Academic leaders as a role model not a brand manager or public a relation officer; (3) Flexible and simple organizational and operational system (less and less hierarchies, and more does (practical leadership) than talkers (talkative leadership); (4) Internal self-sufficiency and stability in terms of resources, knowledge, work methods,

and work culture; (5) Avoiding practices of imitating the competing institutions and follow the leader approach in the industry; (6) To collaborate than compete with other counterparts in the industry; (7) To re-engineer and renovate educational programs and services in line with the institutional transformations to address the needs and demands for new skillings and reskilling the future human capital.

THE HIGHER EDUCATION INSTITUTIONS: DIVERSITY OF STAKEHOLDERS

Macro-Stakeholders: Fig. 1.2 shows the diversity and scope of the macro-stakeholders in higher education institutions. These are the big players and mega contributors in the education industry. Their needs, interests, demands, opinions, and priorities must be served at par value. Therefore, all the efforts and initiatives of all academic institutions’ academic leadership and policymakers should significantly be stakeholders-oriented. This will require a transformational leadership and collaborative network in the education industry. Institutional growth should be internalized to meet

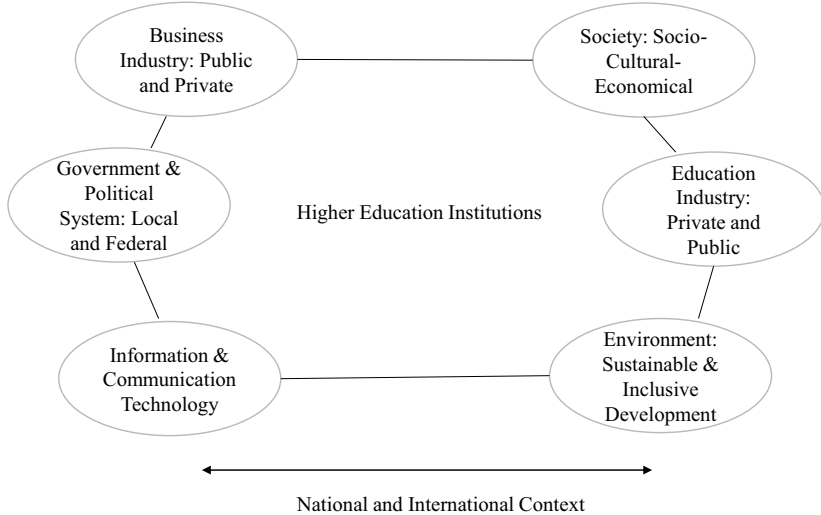


Fig. 1.2 Higher education macro-stakeholders

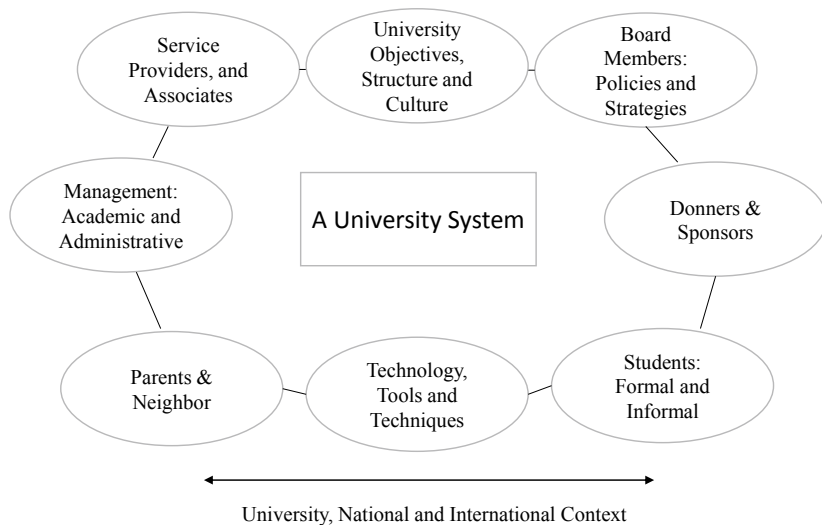


Fig. 1.3 Higher education micro-stakeholders

the local needs and demands of all stakeholders, and this should happen without disrupting the local traditions and customs.

Micro-Stakeholders: Fig. 1.3 shows the diversity and scope of the micro-stakeholders in higher education institutions. These are the critical influencers inside a university system. Protecting and promoting their needs, interests, demands, opinions, and priorities when designing educational programs and services are paramount for the institution's operational efficiency and healthy culture. Therefore, all academic institutions' academic leadership and policymakers should not only focus on the influence of the macro-stakeholders but also pay attention to the diverse needs, interests, demands, opinions, and priorities of the micro-stakeholders of the university.

A Comparative Analysis of the Corporate vs University Governance

The business-corporate governance rotates around the conventional cost and benefit analysis of a particular business model where marketing, financial, logistical, location, market demand, and supply and competitive driving forces play the central role. Therefore, the owners and investors

being the primary stakeholders in the profitability and growth of the business. This is a business, technical and tangible outcome model and that could be easily managed and controlled since there are quantifiable and verifiable indicators and measurable variables. On the contrary, university governance rotates around broader social interests, needs, and demands concerning educating and training and developing the future leaders and citizens of nations.

A conventional university system must be a center of knowledge creation, preservation, and dissemination. Universities pioneer innovation and lead socioeconomic transformation in and around their national geographies. They must be at the center of the generation of theories and ideologies across disciplines influencing inclusive changes in our societies. University management system should move from a conventional-industry model to a future-oriented, agile, and technology-based operational system. The university mission and vision must encompass the contemporary drivers of changes such as concerns for sustainable development, the future of our planet, societies, the economy, changing demography, scientific and technological advance and the reality of shift from geo-politics to geo-economics (The European Association of Universities, 2020). Offering degrees and certificates are essential components of university activities and functions, but these are not enough to meet the modern World's challenges. Future universities should be open, transformative, and transnational, building partnerships with a wide range of actors locally and internationally. Their nature and structure should combine physical and virtual spaces in a holistic learning and research environment that accommodates a diverse university community (Ferreyra et al., 2017).

THE UNIVERSITY GOVERNANCE IN THE FUTURE

The COVID-19 pandemics have created a near new world order for individuals, organizations, and nations. Because of such pandemics, epidemics, and other socioeconomic changes in part, and in part due to the enormous technological advances, the university governance system should be proactive, flexible, innovative, and inclusive. The University governance system should be revisited periodically and be re-engineered to meet the emerging needs and demands of diverse stakeholders of the twenty-first century. The university governance must learn from the corporate governance system, which tends to be more multidisciplinary

and include a broad spectrum of experts and gurus. There is no such thing as local or national now, and universities must be globally scaled and focused on their outreach programs and the use of advances in technology applied to the educational institutions. Universities in the future will need transnational alliances and partnerships with public and private institutions to achieve both scale and scope economies in their operations and programs. Universities will require nurturing a network approach to institutional reforms involving leaders from all walks and levels of the university who strongly support the institution's vision, mission, and values (Pruvot & Estermann, 2021).

Figure 1.4 shows that the future governance system of educational institutions should encompass all these forces that exist in the particular context of Latin America and elsewhere in the world:

- Management style, organizational design, and culture.
- Curriculum management.
- Emerging corporate university system.
- University social responsibility.
- Faculty management.
- Pedagogical strategies.

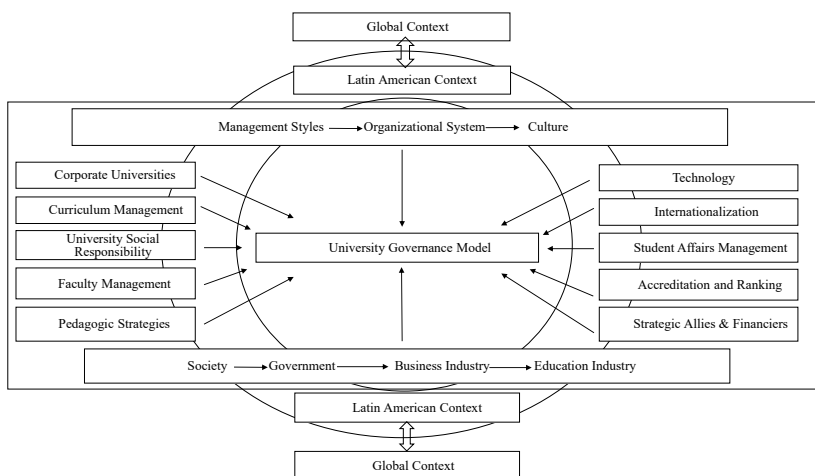


Fig. 1.4 Higher education institutions inclusive governance framework

- Technology leadership.
- Internationalization.
- Student affairs management.
- Accreditation and rankings.
- Strategic alliances and financiers.
- Society, business industry, society, government, and education industry.

We consider these forces to challenge the status quo and provide a sustainable environment for our universities to provide quality educational programs and services to our students and better serve our faculty and administrative staff. Academic and knowledge excellence must be at the core of institutional governance in the future.

FINAL THOUGHTS: WHO WILL OWN THE EDUCATION AND EDUCATIONAL INSTITUTIONS?

A big question to answer in times of changes and growth is, “Who will or should own the knowledge? Will universities keep functioning as a prime source of knowledge management, or will they become a medium of exchange of information between the emitter and receptor? In essence, universities must own the job of knowledge management if they want to remain relevant. They are not information agencies or companies. Universities are knowledge and living cities full of sociocultural dynamics on-campus. They are not there to outsource knowledge from outside of the city boundaries. Therefore, academic institutions must guide all other actors in discovering and inventing ideas, theories, philosophies, practices, and models. The university must own the knowledge once again. This put a significant burden on the shoulder of the leadership of higher education institutions, whether they are in Latin America or elsewhere. In Addition, a successful higher education system should offer quality, options, accessibility, affordability to all students who have the energies and potentials to study, learn and become the next generation leaders in the industry, government, and society.

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University Management, Leadership, and Governance

Mohammad Ayub Khan

INTRODUCTION

In order to be innovative, flexible, and sustainable at the same time, all organizations, regardless of their origin and nature of business, need managers and leaders who are innovative, flexible, and robust under all circumstances. Days of conventional approaches to managing organizations are long gone. Bosses used to order what, when, and how to do things and subordinates to carry out the orders without questioning the boss. In contrast, contemporary managers, besides providing instructions to their subordinates, also give them support, listen to their concerns, encourage and motivate, and think of the overall well-being of their personnel. Managers are leaders with global mindset and thinking. Today everybody knows that business and life is global, and the global environment is complicated and subject to global dynamics and tendencies. There are threats as many opportunities and accurately predicting the emergence of new threats and opportunities is almost impossible. Managers and organizations need to be agile and future-oriented to survive and grow in a complex and interdependent world of business and the workplace.

Additionally, we can predict changes, whether radical and marginal, novel and familiar, increasing global interconnectivity, and all relevant

socioeconomic and geo-political forces. Whether they are in profit-oriented sector or a nonprofit-oriented sector, organizations of all types must be agile and mobile in their operations. “It is, therefore, necessary to develop leaders that are more agile and something like that includes the ability of effective leadership in the complex conditions of constant changes (Kopilović et al., 2011).” Agile leadership is very urgent in higher education institutions since their operating systems are pretty much rigid, administrative-centric, and operational focused.

UNIVERSITY BOARD AND MANAGEMENT: A BRIEF RETROSPECTIVE

In one of his research papers, some fifty years ago in 1971, Baldrige (1971) explained the university management system in these words (borrowed from Baldrige, 1971):

- The university has a formal hierarchy, with offices and a set of bylaws that specify the relations among those offices.
- “Professors,” “instructors,” and “research assistants” are bureaucratic officers in the same sense as “deans,” “chancellors,” and “presidents.”
- There are formal channels of communication that must be respected.
- There are definite bureaucratic authority relations, with some officials exercising authority over others, although these relations are often blurred, ambiguous, and shifting.
- Some formal policies and rules hold the university together and govern much of its work, such as library regulations, budgetary guidelines, and the procedures of the university senate.
- There are bureaucratic elements in the “people-processing” activities of the university: record keeping, registration, graduation requirements, and a thousand other routine, day-to-day activities that are designed to help the modern university handle its masses of students.

Thus, for Baldrige (1971), the university management system and design and many of its daily operations worked around a huge bureaucratic-centralized organizational model. Ironically, In the public sector to a greater extent and the private sector to a certain extent, the same bureaucratic-centralized organizational model and management mentality

do prevail even today, in 2021. This university governance and management model is a replica of the industry model which shaped the industry world after the second world war, in the mid-1940s.

THE UNIVERSITY BOARD AND MANAGEMENT IN THE CONTEMPORARY WORLD

The composition of the board of directors and the management of a university system must be multidisciplinary and multicultural. Gender imbalanced participation in the university board of directors and top management remains a point of concern for the human rights and gender rights movements in the world. Although universities are doing much better than their counterparts in the business industry regarding gender equality in the workplace, it is observed that they should do even more in this matter to become a role model for the rest of the industries.

The formation of the board and management of a university is also about what roles and activities they should perform and how they should perform? Fig. 2.1 shows that though the primary domain of the board is guiding and leading the strategic direction composed of establishing mission, vision, and value statements of the organization, they are also



Fig. 2.1 Board leadership domain

required to be well-versed in the essential functions and activities of the organization. The board is not expected to be directly involved in the daily operations of the institutions, which is the main domain of the management supported by the operational and support staff, however, they are expected to have an in-depth understanding of the diverse organizational activities and functions. The board needs to have people, involved in undertaking different university activities in different committees under its supervision.

The contemporary board and management model of a university system needs to be based on innovation, knowledge, and technology-based organizations. The new organizational model based on innovation and knowledge is emerging, contrasting the conventional-industry model of organizations (Huber, G. P., 1984). The effective strategic direction and management of the innovation and knowledge-based organizational models require (Drucker, 1988):

- The workforce composition dominated by professionals,
- The reduced number of intermediate levels of hierarchical leadership,
- Coordination ensured employing non-authoritative voice (standards, norms, rules of cooperation, etc.).
- An interconnected computerized infrastructure.

KEY QUESTIONS ACADEMIC LEADERS NEED TO ANSWER

We are living and working in a changed and interconnected environment. Both industry and academic leaders face various challenges such as cultural systems, gender issues, leadership and technology, knowledge workforce, and next-generation workforce and their priorities and styles. Leadership must be innovative and have global perspectives. The next generation of organizations and workforce alike necessitate the next generation of leaders. These leaders must think and act locally and at the same time think and act globally. Academic leaders who are innovative and creative know-how to answer these simple questions:

- Are we innovating and creating new programs and services according to the needs and demands of the industrial world?
- Are we investing sufficiently and timely in innovative, creative projects and programs?

- Are we creating an innovative culture in our organizations (in our university system)?
- Are our organizational processes and procedures agile and efficient?
- Are we investing enough resources (time, money, people) in educational technology platforms for organizational operation and course delivery or teaching?

Innovative leaders lead innovative organizations with these peculiar characteristics.

- Collaborative and participative culture and system.
- People know how to self-manage and make their own decisions.
- Open and transparent communication.
- Adaptability and flexibility in process and procedures.
- Organizational units and people are interdependent.
- Freedom of expression and choice, and organizational trust.
- Continuous improvement and learning by doing.
- Proactive and futuristic.

CAN MODERN CORPORATE MANAGEMENT THEORIES BE APPLIED TO ACADEMIA?

Management is about getting things done by other people in the workplace. Management is about work, task, job, targets, and productivity. Management is a rigid system where bureaucratic process and procedures, and red-taps are ostensibly present in the workplace. Conventional bureaucratic organizations are complex and multilayered with tall hierarchical systems and process. Such management systems of organizations promote and protect uniformity, standardization, protocols, and control mechanisms. In such organizations, managers convert the disorganized resources of men, machines, materials, money, time, and space into a valuable and effective enterprise.

Contrary to the conventional management approaches, contemporary theories and practices of management suggest that managers are visionary and can translate the vision into concrete actions. Managers are not there to monitor and control people; instead, their job is to influence, motivate, guide, and support people to achieve organizational objectives. Managers are leaders and have followers. In order to be a good manager one needs

to be a good subordinate. Good leaders are good followers as well. One needs to be a good follower in order to become a good leader in the workplace. Authentic leaders are not unidirectional, unilateral, and unidimensional in their words and actions. Theorists on leadership and leadership styles believe that there is no “one or ideal” leader. An individual can be an effective leader in one situation under certain circumstances but may not be effective in another situation. Situations and circumstances are defined as:

- Organizational culture and structure.
- Organizational growth and profitability.
- Market and industry factors.
- The profile and background of the workforce you lead.
- Political, social, and economic situations.
- Other factors such as the equation among responsibility, authority, and resources allotted to the leader to perform in the workplace.

Managers-leaders can be grouped into two categories, according to Bass (1995). One type of managers or leaders is considered transactional who primarily focus inputs, process, and outputs. For these managers, factors like productivity, cost and benefit equation, supervision, control mechanisms carry more weight than people’s concerns. These managers focus on the existing operation, are inside box thinkers, and too much system-oriented. Transactional managers tend to be less risk takers, indecisive, egocentric, ethnocentric, and more tactical. They always talk about key performance indicators, rewards, punishments, bonus, and all other negative reinforcements to achieve targets. They tend to be status-oriented and like to be called the boss. These people, when in control prefer to run the status quo and resist bringing changes in the system. On the other hand, a transformational manager or leader possess these various traits and competencies (knowledge, abilities, and values) and do better in achieving the overall organizational goals and objectives:

- They are people-oriented. They care about people and put people before the task. Employee quality life and quality work environment are critical for these managers. They believe that solving people’s problems in the company will automatically

solve organizational problems (low-productivity, high-cost, waste-of-organizational resources, organizational conflicts, etc.).

- They work toward developing people by mentoring and reskilling them and through collaborative work practices.
- They are influencers, not manipulators. They lead by examples and are role models for their colleagues.
- They know how to create a balance among Nano-management, micromanagement, macro-management, and meta-management. They achieve results through human manners.

Transformational managers' approach to work is societal, which means that the collective efforts will promote and protect collective interests (individual, group, and organizational). Their understanding of issues is more holistic than self-oriented. They are strategic, visionary, and value-oriented. Table 2.1 summarizes a few vital comparative variables and

Table 2.1 Leadership trending approaches: Contemporary and in the future

<i>Contemporary</i>	<i>Future</i>
Current focus	Future focus
The what of leadership	The what and how development
Horizontal development	Horizontal and vertical development
HR control training and development programs	Employee own professional and personal growth programs
Individual management	Collective leadership
Technology & automation	People and technology
Cost management	Value generation
Customer relations management	Associates development
Compete and win	Collaborate and win
Focus on competitors	Focus on innovation and creativity
Refresher courses for employees	New skilling and reskilling of employees
Life time employment	Life time employability
Job-related performance evaluation	Happiness and satisfaction related feedback
Ethnocentric and polycentric	Regio-centric and geo-centric

trending topics about two types of managers: Contemporary and in the Future.

In conclusion, a manager must possess three critical competencies described below, also called the leadership triad. The leadership triad encompasses three critical elements (Brake, 1997):

- Relationship management: This combines social responsibility, leading change, resolving interpersonal and organizational conflicts through negotiation, effective cross-cultural communication, and community and network building.
- Business acumen-ship: Which describes having full knowledge of your field of work, entrepreneurial and innovative attitude, professional expertise, and most importantly, stakeholders' social responsibility.
- Personal effectiveness: This is composed of self-accountability, curiosity and learning, improvization and pro-activeness, and seriousness and maturity.

All these three critical elements of the leadership triad contribute to self-transformation as a global leader. The academic leadership at any level within the university management and governance system must possess self and social transformational competencies to lead and grow universities into the future.

MODERN INSTITUTIONAL GOVERNANCE THEORIES

The board is a place for strategic thinking and creating an organizational intelligence system and culture. Five elements lay down the foundation for the strategic direction and organizational intelligence (Schneider & Wilcox, 2012):

- *The future predictors*: Leaders are situation simulators and anticipate changes with reliability and proactively design strategies to overcome or take advantage of those anticipated changes. Leaders are reliable forecasters and anticipators. They do not wait for the situations and changes to suddenly overwhelm them and their organizations. They always keep Plan-A, Plan-B, and Plan-C on their worktable.

- *The system thinkers*: Leaders are system thinkers. They look at things or situations differently and from different perspectives and put all those differences or different ways together and make sense of it.
- *The visioning machine*: Leaders are visionary and futurologists. They can best combine predictions and system thinking to build a holistic and realistic vision for the organization they lead.
- *The motivators*: Leaders influence and motivate their followers to achieve the organizational goals and objectives collectively. They know-how to motivate their followers using different motivation strategies in a particular context and situation.
- *The partnership builders*: Leaders are networkers, resource exponents, and community builders. This particular ability of the board of directors to build global alliances and partnerships with other academic institutions will define the nuts and bolts of the Future of universities, especially in Latin America.
- *The technology savvy*: Leaders are well-aware of the existence and utility of the emerging technologies for the organizations. They invest in and integrate technology tools to support the organizational operation.

Several actions are proposed for the board members to undertake to support the organization's strategic direction and organizational intelligence system and culture (Schneider & Wilcox, 2012). Though these proposals as described below are relevant to the context of business organizations, these are learning points for the esteemed board members of the academic institutions.

- Establishing strategic direction for a minimum of ten years to come.
- Establishing effective monitoring and evaluation parameters to guide achieving the goals and desired results. This should be done on regular basis in the organization.
- Designing mechanisms to protect and promote the interests of all stakeholders.
- Safeguarding accountability, transparency, and the adequate disclosure of information.
- Developing attractive and merit-based compensation programs and policies for the top management.

- Since board and board members and management staff successions are critical for the institutions, planning and preparing for the successful succession of the critical institutional members are essentials for organizational stability and growth. In doing so, board members must minimize the learning curve duration and the time for experimental learning (learning on the job). Failed management succession can cause losses of diverse nature and types for the organization, ranging from financial and corporate image to talented people, thus creating organizational conflicts and chaos.

Furthermore, corporate governance requires a commitment to maintaining a stable and productive relationship between the participants of any company as a critical ingredient for good management and sustainability (Schneider & Wilcox, 2012).

UNIVERSITY DIVERSITY LEADERSHIP AND GOVERNANCE

Some people call it diversity management, and some others call it inclusive leadership and governance. The philosophy and practice of inclusive leadership do not necessarily mean hiring people from the local labor market or the global labor market. It means promoting and protecting the interests, demands, and needs of all stakeholders, both internal and external to the university management system. Inclusive leadership and governance are also about respecting and giving adequate consideration to diverse opinions, lifestyles, orientations, and preferences in life. Of course, it should happen within the boundaries of established norms, policy matters, and value standards of each university. The strategic plan, the business plan, and the operational plan of the university should indicate visibly the inclusion of programs and policies to promote and protect the interests, demands, and needs of all stakeholders. Diversity leadership and governance should be reflected in all activities and at all levels: faculty diversity, student diversity, board member diversity, management staff diversity, and functional staff diversity. Diversity or inclusion leadership and governance should also address the diversity of supporting and related organizations (suppliers, distributors, and other service providers, for instance), strategic partners, and all other directly and indirectly affiliated organizations. Diversity or inclusion leadership is also about diversifying the educational curriculum, pedagogy, academic programs, and physical infrastructure to

meet the needs of stakeholders with different needs, demands, and interests. As for recommendations, in this case, the university governance and management must look at the answer to these questions on diversity or inclusive leadership:

- What is the role of the board of directors in inclusive leadership and governance?
- What are the best practices of inclusion and diversity that exist in the education industry?
- Do we allocate enough resources to develop and implement inclusive programs and policies within the university system?
- Are our policymakers and top management dedicating sufficient time and attention to the issue of diversity management?
- Do our organizational culture and structure support the development and implementation of inclusive programs and policies?
- Do we have educational programs (awareness programs) on inclusion in our university?
- Do we pay enough attention to the diversity issues when undertaking strategic planning for the university?
- Do we have any organizational unit run by a Diversity and Inclusion Officer or managers within the university system?

Global thinking and operating locally are the two critical success factors in the future. Diversifying board members, board committees and councils, and overall institutional policies and programs are *sin qua non* for establishing an inclusive institution of higher education in the future.

SUSTAINABLE, ETHICAL, AND SOCIALLY RESPONSIBLE (SESR) GOVERNANCE

In the twenty-first century, themes and issues of sustainability, morality and social responsibility are becoming a guiding force for all institutions regardless of their origins, sizes, and nature of businesses and programs. As a provider of knowledge and society builder, academic institutions of higher education, wherever they are located, cannot ignore SESR when designing their programs and policies. SESR reinforces the notion of a healthy environment and advanced economy for a prosperous society. Therefore, the University governance policies and practices must ensure:

that all institutional stakeholders act in the best and collective interest of the institution; that every individual, group of individuals, and organizational units within the university system work with loyalty, honesty, and diligently to obtain the organizational goals and objectives; organizational resources must be invested not spent and wasted; and, always ensure a comprehensive and integrated approach to university governance as depicted in Fig. 2.2.

Ethical and Lawful Governance: There is no space for any illegal practices in any institution or organization, let alone academic institutions. Comprehensive institutional governance is needed to must address human rights in line with the institutional rights and values. There must be a balanced environment between the rights and obligations and the institutional rights and obligations, also called deontology in Ethics. We should look at the consequences of our decisions (operational or strategic). Institutional policy frameworks and standard operating procedures (SOPs) should be based on moral sociology and meta-ethical standards (to study moral concepts, e.g., justice, fairness, freedom, etc.). Institutional governance must balance between ethics (the study of morality), metaphysics (study of reality), and epistemology (study of knowledge).

Business variables: Universities operate like any other business organizations with revenues and expenses. However, most of the academic institutions in the world are declared as nonprofit-oriented organizations. They do not declare profits because what they earn or receive in the form of tuitions, public funds, and donations invest in educational support

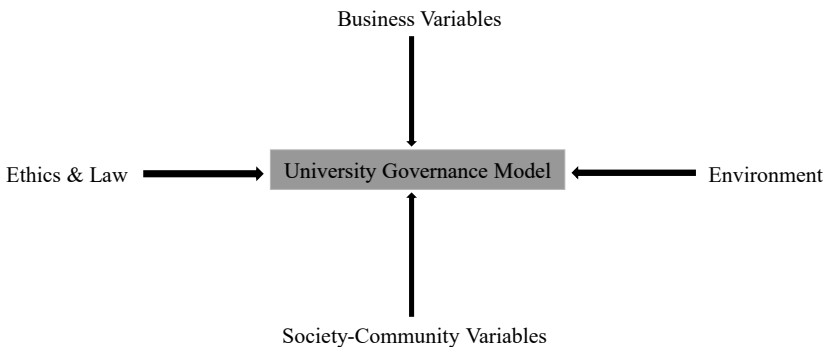


Fig. 2.2 Integrated approach to university governance

services and programs. That being said, they still need to do cost, quality, and benefit analyses just like any other business operations to ensure efficiency and effectiveness in their operations to survive and grow.

Environment: Universities must promote environmentally friendly work activities on-campus and around. Universities must develop education, training, and development programs through their formal and informal educational activities and services for their regular students and as well as for the general community around them. They should promote environmentally friendly work habits and culture on-campus through mixed green and clean initiatives. They can also promote research and publications projects and organize national and international conferences, seminars, webinars involving students and faculty on environmental issues. Initiatives such as forestation and plantations should also be on the agenda of the academic institutions.

Society and community variables: Universities should also participate and lead in national and international efforts to address social and community-related challenges such as poverty, diseases, security, illiteracy, gender inequality, widening the poor and rich gap, water scarcity, and unemployment, for example. In essence, a university governance system must guarantee:

- A quality and productive work environment for all its stakeholders.
- Quality, timeliness, relevant, and reasonable prices in designing and delivering their programs and services.
- SESR policies and procedures must be written and communicated to all.
- Developing effective communication and monitoring programs to support SESR policies and programs.
- Leadership actions must follow words and written documents.
- Everybody inside and outside of the organization should believe that the organization is serious about SESR.
- The existence of a university in a particular society must be beneficial, not harmful in any way. A university must pay attention to the general welfare and well-being of the needy segment of society's society.
- Universities can positively impact society by providing technical training, investing time, bringing in new technology, and overall creating jobs and improving the physical infrastructure.

CHALLENGES FOR AN EFFECTIVE UNIVERSITY GOVERNANCE

Several challenges are facing the university governance nationally and globally. A few of those challenges are briefly explained below:

Global transformation: There are radical changes are happening today in the world. Overall human needs, demands, and interests are changing. People are more informed and knowledgeable today and will be even more in Future. Knowledge societies, intelligent cities, and tech communities are emerging parallel to global mobility and interconnectivity of all social and business forces.

Global leadership and managers: People leading and managing organizations need to be multidisciplinary and multifunctional. Leaders are local and global at the same. Leaders and managers possess soft and hard competencies. In Future, leaders and managers need to balance with elegance between human needs and technological advances.

Global Business and organizations: Universities are the human capital suppliers to business organizations. Business and organizational standards are becoming increasingly homogeneous, and demand for new products and services is rising. The tendency of inter-organizational, international, transpacific, and transatlantic agreements and treaties is in the offing. All these treaties and agreements of diverse natures (geo-politics, geo-technology, geo-strategic, and geo-economics) create challenges and opportunities for all organizations.

Environmental intelligence: Leadership must keep the organizational intelligence system to study changing environmental forces regularly and provide recommendations on how to overcome them. In this connection, Professors Michael Lenox and Jared Harris of the Darden School of Business at the University of Virginia classify those environmental factors to be included in the environmental analysis:

- Demographic trends: Population growth and death rates, trends in age distribution, migration and immigration patterns, population segmentation groups.
- Sociocultural influences: Trends in lifestyle, fashion trends, the evolution of top social issues, evolution in ethnic and racial differences, media views, and influence.
- Technological developments: State and maturity of existing technologies, the evolution of promising emerging technologies, public

and private research funding, the status of intellectual property: licensing deals and patents, regulators views about the technology).

- Macroeconomic impacts: Home and overseas, the status of trade agreements and negotiations with potential markets internationally, the status of taxation issues, demand seasonality, markets volatility due to international or internal conflicts, macroeconomic effects on the industry and particular markets.
- Political-legal pressures: Current and pending relevant legislation, political and social pressures, the status of public funding for projects and technology, current influence of lobbyists and advocacy groups.
- Global trade issues: Trends in interest and exchange rates, the status of international trade and monetary policies, international advocacy and pressure groups, globalization trends, the status of international regulation.

Global cultural learning imperatives: Globalization of human life and organizational activities have created an urgent need to learn about the global cultural systems.

General operational changes: As mentioned earlier in this chapter, organizations of all forms and sorts face a dynamic, complex, and competitive environment than never before. This will require our leaders build specific operational competencies to run the business smoothly and successfully (Harris, 2021):

- *Flattening organizational structures* which will help improve communication between employees, increase employee morale, and reducing bureaucracy. Also, flattening organizational designs will enhance the ability of the people to make decisions and introduce organizational changes faster than before.
- *Increasing need to develop self and others:* Continuously, self-development and others in organizations will be important. A blended approach to leadership development by focusing more on soft skills will be needed in Future. *Approaching the “Talent Cliff”:* Baby-boomer’s generation is retiring, and new millennial workers and leaders join organizations. It will need on the job training, mentoring, and coaching to make the transition successful.

- *Other general changing factors include:* working on gender issues, mobile and open workspace, outsourcing talents, and artificial intelligence.

The challenges mentioned above demand from the universities to adopt the best governance practices available in the industry and the academia. The formation and functioning of the university, board—whether private or public—must be aligned with the international standards and norms. The board must be strengthened as a direction and intelligence body of the university leadership and management system. During the twenty-first century, the University Board President and the University Rector or Chancellor or Chief Executive Officer will need to show abilities such as inquisitiveness, agility, and humility. They will become even more public personalities. Therefore, they will need to be very close to all stakeholders (students, faculty, academic directors, parents, operation staff, benefactors, and the general community. Business organizations and universities' future operations will be based on an empowered, distributed, networked system where communication, cooperation, and coordination among different organizational players will work around a network model. According to Remick and Orr (2020), “All of this requires courage, intelligence, grace, authenticity, and self-awareness as they simultaneously drive results and execute strategy. It requires the qualities that come with emotional intelligence: openness, vulnerability, collaboration. In other words, Presidents, Rectors and CEOs will need to be very grounded in their humanity.” Furthermore, both the emotional intelligence (EQ) and the intelligence quotient (IQ) will become equally important criteria for success and happiness in the new business world. “There is no single formula for successful leadership, but innovative and changing business environment required a different kind of leader (Kopilović et al., 2011).

CONCLUSIONS

Of course, no leader, no organization, and a worker would like and want to remain behind or left alone in this world full of opportunities to grow and prosper. Opportunities for individuals and organizations to grow and prosper are unlimited. The only thing that the organization leadership of

today should understand is that the effectiveness and sustainable growth of their organizations will undoubtedly depend on these qualities they will need to harness (Korn Ferry Institute, 2021):

- Tolerance of ambiguity
- Adaptability
- Risk-taking
- Independence
- Openness to differences
- Trust
- Power to make an impact
- Curiosity
- Builds effective teams
- Engages and inspire

The university governance and management model should be based on authenticity, humanity, and heart. The priority should be to inspire more extraordinary performance than simply to manage through instructions and direction. The university governance and management system will require to focus on the relationship between organizational purpose, organizational productivity, and the broader impacts of the existence of an organization in a particular society (Remick & Orr, 2020).

Figure 2.3 shows that the university board/governance and management model must be a bridge between the university and the governments (local and national); the university and industry (local or international); the university and other academic institutions (private or public); and, the university and the community (local or global). All this should happen grounded in a specific environmental reality.

In summary, “A leader of the Future will have to be astute enough to balance automation with the human touch. They have to decide what types of tasks to automate to spend more time on high-value activities. Nevertheless, also decide which businesses will continue to benefit from human judgment.”—Kiran Mazumdar-Shaw, Chairperson of Biocon.

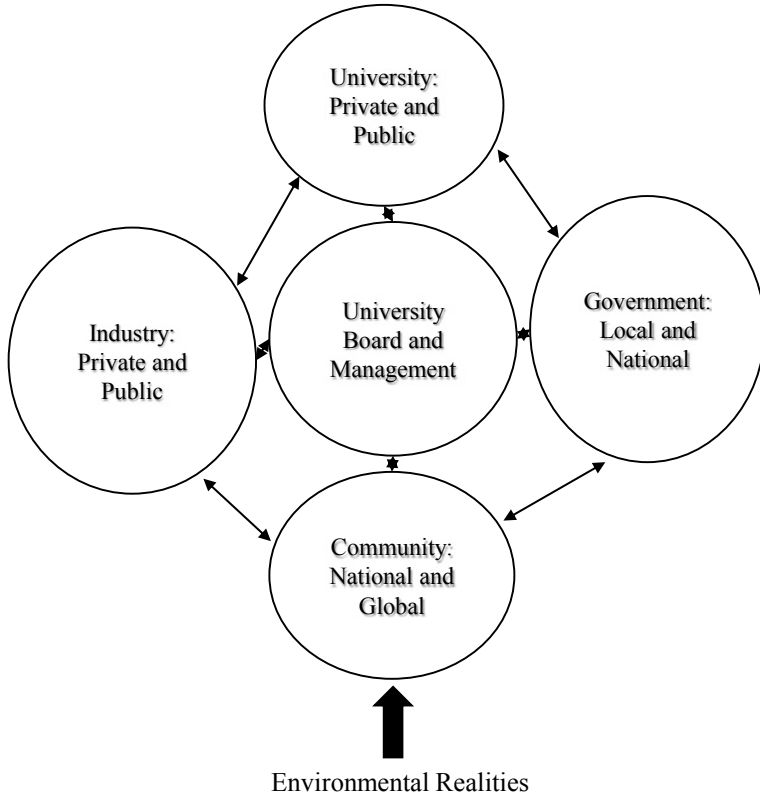


Fig. 2.3 University board and management model as a bridge for stakeholders

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The Industrial Effects: The Emergence of Corporate Universities

Mohammad Ayub Khan

INTRODUCTION

In the contemporary world of higher education, the industry's role has always been a critical factor. The industry is the job provider to the university graduates and other supports such as internship facilities for students, research funds, executive education collaborations, and consultancy opportunities. Business organizations need to provide professional and skill development programs to their employees permanently. Therefore, the business always looks for quality, practical, convenient, and cost-effective training and development programs. To meet this need as per their convenience and choice, the corporate leadership opted to create a university system within the corporation by expanding their existing human resource development departments or divisions.

To run the corporate university, the corporate leadership outsources expertise and uses its human talent available inside the company. Considering these developments, the university board and management should be prepared to answer these questions: What would be the future of corporate universities? What will happen to the conventional university system if the corporate university system keeps growing and dominates the education industry? Which are the vacuums in the education industry,

the corporate university system is filling up now? What should be done to fill up those vacuums by the conventional university system? Is it possible to build synergies and collaborative projects between the conventional university system and the corporate university system?

Traditionally, companies use broader approaches to do the job of training and developing the workforce they have. To a greater extent, these training and skill development programs include courses of specialization, operation management, and general management. Given the different needs of different trainees and work dynamics inside the company, these courses are prepared and offered in different formats (i.e., workshops, meetings, lectures, demonstrations, field visits, etc.). Generally, such training programs are designed and imparted by each department or by the company's training department or human resource management department. In some cases, depending on the type and nature of a specific training and development program, companies outsource trainers or consultants from other organizations (business to business training and development). In other cases, companies hire trainers and consultants from the traditional universities, provided that most universities offer continuing education programs (short and long courses) to their corporate clients. Companies sometimes hire university services (trainers) to train their workers in specific fields, which are generally called "in-company" training provided by the universities. Such training programs aim to improve the job-related competencies (both soft and hard) of the employees.

JUSTIFICATIONS FOR THE EMERGENCE OF THE CORPORATE UNIVERSITY SYSTEM

We live in the context of booming global knowledge societies and dealing with learning organizations. Competition in the Industry based on innovation, quality, design, and operational efficiency has increased drastically. Knowledge workforce has become the most crucial success factor in the industry. Corporations want to remain ahead of their counterparts in the industry, nationally and internationally. Therefore, business organizations want to have the training and development strategies institutionalized and internalized. This will give them complete control over the design, delivery, evaluation, and feedback of the diverse training programs they require for their workforce. Consequently, the rapid rise of the corporate university education model is a clear indication of how business

organizations are trying to address this need for in-house knowledge acquisition and management (Vossen & Jaeshke, 2002). As the value of the corporate universities is evident for the parent corporations and that the strategic relevance of knowledge increases, the development of a corporate university receives more and more priority in companies (Rademakers, 2001). That being said, roles assigned to and justifications of the existence of a corporate university go beyond the simple operational and tactical impacts of such systems on the parent corporations. For instances, having a corporate university will result in:

- The strategic development of the company workforce is in line with the strategic planning of the company.
- Designing a holistic development framework linking all organizational aspects and levels.
- Considering that human development is more than simple training, it deserves a long-term approach and comprehensive system.
- Understanding that learning as a competitive business variable is not a one-time take-home activity; it is a lifelong process, system, and culture.

WHAT IS A CORPORATE UNIVERSITY?

A corporate university is an internal teaching and learning system that helps an organization develop and distribute knowledge among its employees. A Corporate University (also known as an Academy, Institute, learning center, or college) is an organizational entity dedicated to turning business-led learning into action (Hassan, 2006). It is designed, driven, and intricately linked to the company's business strategy to achieve corporate excellence through improved staff performance and a company-wide culture in which innovation can thrive. In addition to generating value from their intellectual assets, it helps organizations to identify, retain and promote critical employees while at the same time providing valuable, work-based learning and career development opportunities for staff. A Corporate University refers to the corporatization of the traditional university (Walton, 2005). Since traditional universities are increasingly concerned about the profitability and revenue generation than the quality, affordability, and convenience of the education programs they offer, they create ample space for the corporate universities to take over. A

corporate university is an emerging model for continuous training in the corporate world and continuous learning for employees (El Tannir, 2002). The corporate university is a management intervention that takes a company or organization into a new robust and sustained phase of business development that it would not achieve with its current levels of opportunity for thought leadership and styles of learning behavior (Dealtry, 2001). Therefore, a corporate university is an organizational set up within a company in the form of a department or business unit with a particular focus on performing the above roles. In El-Tannir (2002)'s words, a corporate university is a function or department in the company that develops the skills for employees and integrates them into the strategic orientation of the corporation with a strong emphasis on leadership and improved work-related performance. Corporate universities help employees build individual competencies (knowledge, abilities, and values), thus helping the organization remain competitive and improve its organizational efficiency.

THE GROWTH OF CORPORATE UNIVERSITIES

The existing literature on corporate universities suggests that the birth of corporate universities dates back to 1940 though the actual growth of such universities took off in the 1990s. The birth and growth of a corporate university is a relatively new phenomenon; therefore, the debate about what is a corporate university, what they do, and how they operate is still underway in academia and Industry (Shaw, 2005). Corporate universities have gone from being aligned to knowledge management and organizational learning to practices that include social, technological, and organizational processes (Prince & Stewart, 2002). Walt Disney Corporation started with the idea of a corporate university; moreover, though the idea of a corporate university was initiated in the USA, several such institutions start operating in Europe (i.e., Germany, France, and United Kingdom) and Asia (i.e., China and Japan).

Three different growth phases of corporate universities have been identified in the existing literature on corporate universities (Jansink et al., 2005; Rademakers, 2001): the operational, the tactical, and the strategic. So it can be ascertained that a corporate university is designed to serve a particular objective of the corporation, which could be operational, tactical, and strategic. These phases or types of universities are briefly

explained based on the analysis of Jansink et al. (2005) in the following section.

Phase: 1 Operational corporate University: At this stage of the development, a corporate university emphasizes centralizing the existing training programs. Therefore, issues such as operational efficiency, improving the existing training programs, and making those training programs relevant to the overall company's goals, are essential at this stage of a corporate university.

Phase: 2 Tactical corporate University: At this stage, a corporate university considers the company's priorities in determining the contents of the training programs. Here due importance is given to the connection between the company goals and individual employee learning objectives. The emphasis is on knowledge dissemination since the corporate university training programs are based on the current knowledge of the company.

Phase: 3 Strategic corporate University: At this stage, a corporate university emphasizes knowledge development, involving students (employees) and teachers (trainers) through research and development programs. This is a type of new knowledge creation stage of the corporate university.

Though corporate universities are formed and developed in phases like any other newly established organization, a fully developed corporate university needs more than these three-phase approaches (operational, tactical, and strategic). In order to become a "corporate university" in real terms, one should consider other essential characteristics, for instance, size of the university, legal status, management system, organizational setup, types of academic and non-academic activities.

THE POTENTIAL BENEFITS OF THE CORPORATE UNIVERSITIES FOR THE CORPORATIONS

Companies in all sectors and sizes, including high-tech businesses, professional services firms, consultancy, and companies with a solid scientific or technology base, can implement such strategic projects within their existing organizational setup. Therefore, it is easy to establish a corporate university system within a business organization. Establishing a university will help the organization in many ways (Blass, 2005):

- Increasing the ability of the organization to improve the rate of intra-organizational learning to match the increased rate of change in the external environment (industrial and macro environment).
- Enhancing the potential of the organization to respond effectively to the growing multidimensional challenges of the globalized world.
- Building the capability of the company to identify and use new information and communication technology.
- Enabling the company to link its goals with the learning strategies.
- Strengthening the corporate culture in a multicultural business environment (to align corporate culture with the global culture (industry and market cultures)).
- Focusing organizational resources on learning and knowledge in order to create and sustain a competitive advantage.
- Facilitating the establishment of an in-house knowledge management system.

A corporate university model can go beyond the company's simple skill development training, refresher courses, and orientation programs to much more advanced learning programs. For example, Prince and Stewart (2002) identify four areas of a corporate university: Knowledge systems and processes; networks and partnerships; people processes; and learning processes.

THE SPECIFIC ROLES AND FUNCTIONS OF CORPORATE UNIVERSITIES

Corporate universities go beyond simply training the company workforce to educate diverse stakeholders, including suppliers, distributors, and customers, to meet organizational goals and strategies (Meister, 1998). Corporate universities also support organizational efforts to achieve their mission by enhancing individual and organizational learning, knowledge, and wisdom (Allen, 2002). Corporate universities are learning infrastructures, an extension of organizational learning culture which promotes a proactive approach to improve organizational performance by aligning learning to strategy. Incorporate universities, learning is focused on developing competencies, and learning is adopted at all levels of the organization and is a continuous process (Eccles, 2004). The mission of a corporate university is diversified into achieving the corporate strategy

objectives, conveying its culture, and providing a systematic curriculum. Such curriculum is based on three factors (Densford, 1998; Meister, 1998):

- The corporate citizenship that delivers the values, vision, and culture of the organization.
- The contextual framework involves knowing customers, competitors, industry trends, and best practices.
- Core competencies of the company transferred from the experts to the learners.

In the existing literature on corporate universities, several other terminologies have been used, which expand the scope of corporate universities from being professional development centers to complex learning network, institute of learning, school of management, business learning and academy. In recent years there has been a greater clarity on what corporate universities value, with the New York-based Corporate University Exchange introducing in 1999 five criteria for excellence, listed by Murray (2002) as:

- Alignment: Aligning corporate learning to business strategies.
- Alliances: Developing strategic learning alliances with external providers.
- E-learning: Creating a learning environment through technology.
- Marketing: Developing and implementing innovative marketing and branding techniques.
- Measurement: Measuring the value of an organization's investment in learning.

Other roles and functions of corporate universities are (Andresen & Irmer, 1999; El-Tannir, 2002):

- To support company initiatives (Initiative-driven approach).
- Lead organizational changes (Change-management catalyst).
- Building organizational leadership (Leadership-development agent).
- New business development (Business development instrument).
- Establishing and managing customer and supplier relationship (Customer/supplier relationship management tool).

- Promoting competency-based career development (Competency-based, career development facility).

TYPES AND MODELS OF CORPORATE UNIVERSITIES

There are different types and models of corporate universities, so there is no one standard or universal type or model of the operation of corporate universities. The type and model of corporate universities may vary based on the setup of a corporate university within the company, functions, and roles assigned to a corporate university, the size of a corporate university, and the growth stage (growth stage) of a corporate university. For Freisna (1997), corporate universities are categorized into three prototypes based on the specific roles assigned to them:

- All organizations, regardless of their nature of businesses and type of operation, have some best practices (i.e., quality management) and core competencies (i.e., cost management). Hence, a corporate university is formed to capitalize on and sustain these current best practices and core competencies.
- Organizations require being flexible and dynamic in the face of changing environment. Therefore, understanding issues like change leadership, organizational development, and designing new corporate strategies demand continuous and integrated efforts. A corporate university can be instrumental in helping the corporation to be proactive and knowledgeable.
- Knowledge is power, and having an internal knowledge management institution can be critical success factors and competitive strategy. For this to happen, a corporate university is assigned to drive and shape corporate strategic direction and explore future opportunities.

Similarly, Walton (1999) classified corporate universities into three types or levels based on the scope and the extent of their functions such as:

- A corporate university that focuses on narrow and heavily value-driven and mainly classroom-based activities. Such corporate universities are called first-generation corporate universities.
- A corporate university that provides culturally specific class-based training curriculum which addresses functional skills, cultural issues,

and remedial learning. Such corporate universities are called second-generation corporate universities, and these are often characterized by partnerships with other employers, educational institutions, and the general community.

- A corporate university that is sophisticated in learning philosophy and a matured approach to human resource development and growing evidence of virtuality. These corporate universities are good at using the new technology for learning, they focus on process rather than the place, and they develop the human capital of all employees with an emphasis on creativity and strategic directions.

Other researchers (i.e., Fresina, 1997; Hilse & Nicolai, 2004), have categorized corporate universities based on their objectives:

- *Individual qualification*; It means a corporate university focuses on processing and transferring specific company knowledge critical to the company's success. The focus is on individual learning and training and learning through short seminars and specialized courses.
- *Organizational change*: It means a corporate university focuses on individual learning but the organizational change process. Training and learning programs include informative forums and workshops.
- *Strategic renewal*: It means corporate university links learning and business development. For example, strategic dialogues or action learning projects or unsolved strategy and business problems are identified (selected) and involve external partners. It helps building skills in employees to solve a strategic problem in the company. It is a type of action learning or experiential learning for the people involved.

DRIVING FORCES BEHIND THE GROWTH OF CORPORATE UNIVERSITIES

Reasons can be many and vary from institution to institution. Nonetheless, several forces are behind the impulsive growth of corporate universities for the last few decades. These forces and causes are shortlisted below (Jarvis, 2001):

- The rapid expansion of the higher education sector.

- Traditional universities underfunded and, therefore, a tendency to self-finance.
- The growing demand for continuing professional education.
- Traditional universities slow response to the needs of the rapidly globalized world of business and management (in terms of innovative, practical, effective teaching and learning methods).
- The growth of mobile education and educational technologies. Educational and training materials can be developed, stored, and disseminated quickly in the global learning market.
- The changing status of the student: from learner to customers, hence, making knowledge a tradable commodity.
- The creation of the perfect market situation for the knowledge market and challenging the monopoly of knowledge by traditional universities.

Other driving forces behind the dramatic growth of the corporate universities are (Arnone, 1998):

- The business community liked the idea and practice of corporate universities. Initially, MBA programs were supported by corporations through donations, sending workers to study MBA (work-study support), providing summer internship support and work-teach programs. Via corporate university system, such learners stay at the work-office and earn a degree.
- Good reception by the internal and external employees (managers).
- Recognitions of the degree programs by accreditation agencies (of course, not all graduate degrees are accredited, but such degrees are recognized and valued by the industry managers, even if they are not recognized by pure academic accreditation agencies).
- Industries face intense competition in the global marketplace and want to provide intensive, specific training to large segments of their employed population.
- Academic institutions are not providing enough grounding in the fast-changing new developments of their respective industries.
- Faced with deregulation, an increasingly diverse workforce and a customer base that is demanding better service, some industries adopted the concept of corporate universities as a means of creating a diverse and well-educated workforce.

- In the mid-1990s, several other factors became driving considerations in developing a corporate university. These considerations include reengineering, a desire to centralize resources to reduce expenses, a desire to strategically align the educational efforts of the firm with its corporate objectives.
- A renewed appreciation for education and the popularity of corporate universities coupled with potentially low entry cost contribute to increasing momentum to reposition corporate education in a university-like structure.

The need for on-time new learning, knowledge acquisition, and knowledge application are found as driving forces behind establishing a corporate university inside the organization (Eccles, 2004). A corporation is a supplier and provider of knowledge. Hence, the purpose of education and training becomes increasingly relevant and related to the organizational objectives, needs, and interests. It shrinks to a more significant extent of corporate dependency on external organizations (traditional universities and training centers) to train and develop the workforce. Corporate universities have gone even into providing training and education to a broader group of learners, including customers and suppliers. In addition to training and development, corporate universities bring different corporate stakeholders together, and such an approach is strategically an asset for the company (Holland & Pyman, 2006; Walton, 1999).

It is essential to mention that the emerging learning and teaching models such as e-learning is also one of the driving forces behind the emergence and growth of corporate universities. E-learning involves computer-based learning, online learning, virtual classrooms, and digital collaborations. These learning services are provided using various electronic media, for example, intranet, internet, interactive TV, and satellite (Beamish et al., cited in Homan & Macpherson, 2005). E-learning is considered a source of profit and efficiency in business organizations where profitability is achieved by reducing training time, travel-cost saving, and the cost of away-from-job. Also, with a small additional cost, an e-learning facility can be provided to many learners, regardless of the time, space, and place (Sora, 2001). E-learning systems and services are closely related to knowledge management in organizations: knowledge development, dissemination, and preservation (Swanson & Holton, 2001). Corporate universities consider e-learning as an active learning model that helps companies achieve their employees' continuous learning

objectives (Jackson & Schuler, 2001). Features of E-learning such as flexibility, availability, and cost-efficiency motivate companies to internalize the learning process and system, enhancing employees' ability to self-learn, learn from a real-life situation, and solve business problems simultaneously (Homan & Macpherson, 2005).

DIFFERENCES BETWEEN TRADITIONAL AND CORPORATE UNIVERSITIES

The debate on how traditional universities and corporate universities differ from each other is without any specific conclusion. Traditional universities provide different types of core services to their beneficiaries (mainly first time learners or students): teaching, research, and public service (Walton, 1999). Traditional universities also provide services like continuing education (professional training) to industry workers, business incubations, laboratory services for experimental works, and other social services. On the other hand, a corporate university is originally a training department or division of a business corporation. However, a corporate university can be considered a corporate university if they meet these conditions (Thomas, 1999; Walton, 1999), though these are not that easy to achieve:

- Sponsorship of research.
- Openness to access.
- Focus on education as opposed to training.
- Provision of high-level qualifications.
- Evidence of scholarly activity and independence.

Blass (2001) used various other criteria to distinguish corporate universities from traditional universities and found that these two university systems are very different from each other, more than they are thought of being different. For Blass (2000), calling yourself a “university” does and will not guarantee the sameness of the two very different institutions. In support of her understanding of the two institutions and the differences between the two systems, Blass (2001) suggests that a corporate university is different from a conventional university based on the variables given in Table 3.1, which are considered fundamentals to the existence and growth of any academic institution (Adopted from Blass, 2001).

Table 3.1 Differences between corporate and conventional universities

<i>Variables</i>	<i>Conventional university</i>	<i>Corporate university</i>
Origins	Teaching and Learning Institutions or Institutions of Higher Education	Business; Human Resource Development; Professional Development Center
Historical development	From Primary, Secondary, High, and Undergraduate to Postgraduate degrees	From Human Resource Development Program of the Corporation
Aims and outcomes	Scholarship, Knowledge, Human Formation,	Job Specific Skill Development
Level and standard of education	From High School to Research and Post-Doctoral Studies; Global Standard	Degrees are offered but not recognized in the academia and more industry standard
Size and diversity of student's bodies	Large number of students and diverse groups	Corporate Employees Basically and some Trainees from other Companies
Linkage with other universities	Huge and important through different collaborative programs	Very limited

Differences between a corporate university and a traditional university are also found in defining the term learning. For Blass (2001), traditional universities define learning as a scholarly activity and teaching and research, while for corporate universities, learning can mean training, continuous improvement, competitive advantage, survival, effectiveness, and growth. Blass (2001) further suggests that for traditional universities, knowledge is about advancing learning, search, and extension of the frontiers while knowledge in the corporate university is about transfer within, training and learning edge.

THE IMPACT OF CORPORATE UNIVERSITIES ON THE EDUCATION INDUSTRY

The reality of the existence and growth of corporate universities cannot be denied or reversed now. Corporate universities are growing at a higher speed than expected. It happens to the extent that the number of corporate universities will outnumber the traditional universities very soon.

This trend generates several questions to answer by the theorists and practitioners alike:

- Is it worrying for the traditional universities in the first place? If so, what should traditional universities do to stop the growth of such universities? If not, why should not traditional universities worry about these newcomers into the education industry?
- What are the potential impacts of corporate universities on the existing system and standards of education?
- Will it add to the quantity or quality of institutions of higher education?
- What are the potential implications of the evolutions of corporate universities in a short period for traditional universities?
- What should the policymaking agencies (government and semi-government, national and international) do to ensure that the provision of quality education is guaranteed by any means?

Entry of the corporate university model into the already saturated higher education market means a highly competitive marketplace for traditional universities. Corporate universities are significant threats for traditional universities since they compete for the limited resources like qualified faculty and limited customers: the students (Thompson, 2000; Walton, 2005). Since corporate universities are growing beyond training their employees to educate other business partners, suppliers, customers, and distributors, it will increase the risk level for traditional universities in the following manners:

- Students and diversity of students in classrooms will be affected significantly in postgraduate classrooms. Generally, students studying master's programs are from the industry or industry workers (supervisors, directors, owners, etc.).
- Financial revenues will be affected negatively since professional development programs (executive education, consultancy projects, and continuing education) will be run by the companies themselves (through the corporate university). In the private sector, traditional universities depend on external projects and services, including in-company training and consulting to generate financial resources.

- Industry–university relationship that helps create patents, systems, and process will likely diminish to a greater extent.
- Other research funds and business incubation programs coming from the industry will be affected negatively as well.
- The foundation stone of education, such as teaching theories and philosophies of any discipline, will be given less or no importance.
- Most universities have internships programs with local and international companies for their students, so the emergence of the corporate university will likely absorb such programs or options internally for its trainee programs.
- Overall, the division or distance created between the traditional university system and industry by the emergence of the corporate university system will negatively affect the business and education industries.

WHAT SHOULD TRADITIONAL UNIVERSITIES DO?

The current trend and tendency of corporate universities to make business organizations as learning centers, learning organizations, knowledge management centers, intellectual management, talent management, and knowledgeable workforce are also challenging situations for traditional universities (Bok, 2003). Adding fuel to the fire, traditional universities are operating as independent operations by generating income through professional training and other fundraising activities (Walton, 2005), making the education business attractive to potential investors in the field. Various terms are used to describe the impact of corporate universities on the existing system and culture of education, such as the corporatization of universities, commodification of education, and massification of universities. As these are in direct contrast to a university where people formation is and should be a primary objective of the institution, education is at risk of extinction. What should traditional universities do in this regard? There are some strategic actions traditional universities should consider:

- Avoid massive commercialization of higher education (Bok, 2003).
- Not be considered as “credentialing” or, in simple terms, “degree offering” for money institutions which emphasize on students being as customers (Dasenbrock, 2002; Walton, 2005).

- Emphasize research orientations since universities are supposed/required to generate knowledge and impart knowledge to students (learners or re-learners).
- Focus on, more than imparting knowledge, developing competencies (knowledge, skills, and values) in their graduates.
- To be innovative and creative in designing, delivering, and evaluating the academic programs.
- University management must be dynamic, future-oriented, and global-minded.
- Forging strong strategic alliances with local and international industries to serve their needs, demands, and interest through different collaborative projects.
- Offering high-quality, flexible, and cost-effective academic programs.

Additionally, conventional business industries have strategic options to control or restrict the new entries into the industry by manipulating industry price, standard quality certification, investment requirements, suppliers, and customers. In business language, these restrictions are called industry entry and exit barriers. If provided to the conventional universities by the competent authorities, similar strategic options will help prevent or at least restrain the massive unlimited invasion of the education industry by the so-called corporate universities.

CONVENTIONAL, CORPORATE UNIVERSITY, VIRTUAL CORPORATE UNIVERSITY, AND UNIVERSITY CORPORATION

Conventional Universities: Single site 100% brick and mortar universities with classrooms and physical libraries. These universities will use information technology such as email, social networks and online databases, and some pedagogical technology platforms such as course net, blackboard, learning space, etc. Also, multiple site (multicampus) 100% brick and mortar universities with classrooms and physical libraries. Mixed model universities with virtual and physical campus are offering degrees both in traditional and virtual formats.

Corporate Universities: As defined earlier, these universities are run by parent corporations to educate their workforce but can be found in different formats. As usual companies brand their HR departments as corporate university assigned to design and impart training programs

of the company workforce. Internally, such training and development programs can be offered either in traditional format or virtual or online or in a combination of these formats. A corporate university can offer degree programs to its workforce and outsiders (people from other companies or the public can pursue such degree programs). The modalities can be on-site, virtual, online, or a combination of the same. Research and development programs are internalized as well.

Virtual Corporate University: Talking about the next generation of corporate universities, Allen (2002) suggests that the next generation of corporate universities will involve the virtual corporate university. They (corporate universities) will have to provide innovative services to enhance people's abilities and develop organizational capabilities. Therefore, for Allen (2002), these corporate universities should not function just like a company's training department; instead, they should be revolutionary in their philosophy, practices, objectives, and management.

University Corporation: If there are corporate universities, then what is wrong with having a university corporation? Business strategists call such actions counter-attacks; strategies used by companies to counter-attack their rivals and ease down the competitive moves of the potential competitors in the industry. It means sending a message to the corporations that "If you enter my territory, I will enter yours." Universities can establish their businesses in different sectors, especially in service industries like retail stores, banks, hospitals, hotels, travel agencies, transportation services, and restaurants, for example, because they have:

- Knowledge (market knowledge, models).
- Experience (management, consultants, adjunct faculty, business labs).
- Resources (money, time, information, people).
- Contacts with different national and international institutions.
- Information and communication technology.
- Potential customers and partners.
- Facilities and infrastructure (incubators, buildings, land).
- University brand, name, and presence.

FINAL THOUGHTS

In short, the university board and management should recognize the fact that the corporate universities are responsible for reshaping the organizational learning system; building a solid corporate culture based on continuous learning; leading organizational changes; designing innovative business strategies; managing human talent by attracting, training and retaining the quality workforce (Collins, 1999). That is why it is essential to learn about the models of corporate universities and their impacts on the traditional university system since both institutions are in direct competition for educating the current and future workforce.

Several conclusions can be derived from the previous analyses of different aspects of the corporate universities. Corporate universities were founded for a reason, and corporate universities will be there for a reason. The reason being the need and demand for continuing education of the employees at a low cost as much as possible, delivery of the education on time, to align learning objectives with organizational objectives and internalize the process and system of knowledge management. The success and growth of corporate universities are irreversible. The impact of corporate universities on corporate performance cannot be denied, although there is no statistical evidence of the relationship between the foundation of a corporate university inside a corporation and the growth performance.

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Contemporary Challenges to University Governance Models

Rosalia G. Castillo-Villar

INTRODUCTION

Universities are often referred to as one of the oldest surviving institutions in the world, with its origin in the current form being cited from the eleventh century. This helps us comprehend the transformations that universities have survived through their history. Already from medieval times, the diversity of (what we would call now) governance models differentiated the variety of universities systems, from the self-regulation and independence present in Germany, France, and England (Scott, 2006), to their management through and for the state (Pryds, 2000).

However, we would be mistaken to state that universities have simply persisted through decades and different regimes, contexts, and situations, as this would ignore the deep transformations they've endured during their evolution. In modern times, it is argued that a new era of change in the higher education field has been brought upon since the beginning of the new millennium by digitalization and globalization. This opposes the previous changes to universities models, which were traditionally led on by government policy and restructuring (Mrowiec-Denkowska et al., 2019).

To accentuate the departure from previous challenges, the world is now facing a dramatic transformation due to the COVID-19 pandemic, which forced most countries into prolonged lockdowns, effectively driving the move to online and off-campus education from a long-term controlled switch to an almost overnight reality. This adaptability of universities, depends heavily upon their governance models, as it administers over the way in which the institution organizes its government, management, and relationships with other social actors and stakeholders with the purpose of accomplishing its objectives (Brunner, 2011; De Vincenzi, 2020).

In order to identify the new challenges that universities face, we have to consider several organizational matters which cover academic and administrative structures, leadership, and governance (Pruvot & Estermann, 2017). Among the main considerations for this chapter are financial matters such as funds raising and tuitions, staffing matters for either academic and non-academic staff, academic matters such as the number of students and their selection process, and degrees offered and their content.

As an institution, the university is built upon formal and informal cultural configurations, symbols and cognitive schemes assumed to be true. At the same time, the university replicates these systems, symbols, and rules, guaranteeing their survival across times (Campbell, 2009). Consequently, the people within the university will act according to a predefined belief system, such as the organizational culture, which is reflected in the institutional design that must be consistent with the objectives and purposes of the university, inserted in a social context and within state regulations (Miceli, 2019). Thus, the changes and trends that are shown in the specific and global social context heavily influence the way in which universities and its parts must adapt to continue to serve their role in society.

As previously discussed in the preceding chapters, the understanding of the University Governance models, their functioning, theories, and evolution is fundamental for the reimagining and redesign of the future of education. In this chapter, we set out to provide an in-depth analysis of the emerging challenges to the university governance systems, discussing topics such as students' admissions, retention, and experiences, online learning, board composition, values, heritage and the social load of universities, and the trends for higher education on a Post-COVID world. The chapter also discusses the impact of recent challenges such as inequality, post-pandemic education, racism, and social unrest.

On the following pages, we will take a closer look at the recent challenges that universities will have to meet as ever-changing and ever-evolving entities that are held by several types of stakeholders, cultures, and expectations. In doing so, the discussion will be extended to its repercussions over the university governance models, their resilience, flexibility, progress, or dismissal.

STUDENTS' ADMISSIONS, RETENTION, AND EXPERIENCES

It can be argued that the *vera natura* of universities is to serve students as an institution of learning, and as such, the systems, and decisions regarding the scope of universities, which students to admit (and even the existence of a selection process at all), their retention and experiences during and after obtaining their degree are fundamental for the endurance of universities.

One of the main modern challenges for universities is the questioning to the traditional model that has moved toward the massification of higher education and its ability to fulfill the promise of a better life and work opportunities, the retention of students, and the experiences of students and graduates, including their perception of “worthiness” of paying tuitions and student debts against the perceived benefits of achieving a higher degree of education.

In recent decades, the higher education system has moved from an elite admission system to the massification of access, where more students can access universities, subsequently turning into a growing number of graduates looking for productive positions within society. At the same time, the questioning on whether this massification has brought the promised upward social mobility and competitiveness in the job market have also increased (Mok & Jiang, 2016).

Despite the massification of higher education, this does not guarantee more equal opportunities in admissions, with theories of maximally maintained inequality (Raftery & Hout, 1993) and effectively maintained inequality (Lucas, 2001) presenting evidence that educational inequality persists even in a context of massive educational expansion. Besides, there are also international and comparative studies that examine how the massification of higher education has resulted in a growing number of graduates struggling with the uncertainty of employment after graduation (Kong & Sreng, 2012; Quinn & Kay, 2007).

By 2014 around 40–50% of college graduates in the USA were being employed in sub graduate work, with 48% being overqualified for the work they did (Lauder, 2014). Other countries present a similar situation, for example in the United Kingdom the Office for National Statistics reports the unemployment among graduates rose from 37% in 2001 to 47% in 2013, and in Mexico, for 2019 it is estimated that 46% of graduates under 30 are unemployed or participating in informal economic activities (ENOE, 2020). Studies comparing the massification of higher education and its impact on graduate employment and social mobility have been performed throughout Europe and Asia, with similar results (Green & Mok, 2013).

Moreover, Robertson and Dale (2013) challenge the conventional idea of higher education providing better career prospects and upward social mobility. Particularly due to many graduates who were able to access universities through acquiring student debt, believing that they would have better careers after obtaining their degree. Whereas, international research has shown that highly educated people are not guaranteed better job opportunities (Brown et al., 2011; Mok & Neubauer, 2016; Robertson & Dale, 2013), at the same time that student debt in the USA has reached a record 1.7 trillion dollar by 2020 (Hess, A., 2020).

To understand the phenomenon of higher education inequality in a contemporary context, recent theoretical models include relevant factors such as class adaptation (investment in competitive success), and organizational exclusion (the importance of admission barriers) as mechanisms to mediate the family of origin effect on university destination and the role of the balance of supply and demand for college places as means of interpreting the evolution of educational inequality in a society (Alon, 2009); other models take on a meritocratic and non-meritocratic pathway (Tam & Jiang, 2015), while others such as labour economists focus on the supply and demand of higher education (Acemoglu & Autor, 2012; Goldin & Katz, 2009) and the individuals response to labor market incentives, and the human capital investment theory by which education is regarded as an investment in human capital (Becker, 1993) and the expectation of higher returns in the future stimulates current demand for education (Checchi, 2006; Mok & Jiang, 2016).

Consequently, it is imperative for higher education institutions to question the massification of higher education as the panacea that has been considered to be in the latest decades, the real value of its services, not only tuition wise or as a tool to access upwards social mobility, but also

on a human and societal arena, the level and appropriateness of admission barriers, the creation of alternative courses or trainings to complement the offer of graduate degrees, and ways to prepare its future graduates to face and compete on the over-saturated and underpaid job market.

ONLINE LEARNING

Although online learning has existed since the late 90s, it has shown significant growth over the last decade, as internet access increases worldwide, and the offer of fully online programs also grows. Before the COVID-19 pandemic, the online education market was forecasted to be worth approximately 350 billion dollars by 2025 (Koksal, 2020), a number that is expected to rise as the pandemic forced schools, universities, and companies to switch to a fully online model during the government ordered lockdowns.

The challenge for university governance models is to design a system that allows the university to adapt to online learning for an infinite time, as the only available option. Thus, it is necessary to rethink, revamp, and redesign the university's system amid unprecedented circumstances, in both formal and informal education (Mishra et al., 2020).

Pre-pandemic, online education (or e-learning) was mostly considered as part of non-formal education, but under the lockdown condition, it has been proposed as a potential permanent replacement for formal education systems, if the circumstances persist (Mishra et al., 2020). To follow this trend several systems have been created or adapted, increasing the range of options for providing remote education with some of the most popular ones during 2020 were Bak-pax, Blackboard, Cisco Webex, Classtime, Classwise, Coursera, Google Classroom, Edmodo, Edx, Parlay, Skillshare, Ted-ed, Udemy, and Zoom. The rise of these new (or newly adapted) platforms, opened the conversation on possible tools and ways that higher education institutions can provide degrees without the need for university campuses as we know them (Mishra et al., 2020).

The scenario for higher education post-COVID-19, although uncertain, is unlikely to return to the same models used before, which would mean the continuation in the use of online teaching platforms. Thus, it is expected that the current university models will need to find hybrid models that cover challenges such as quality of education, technical experience, research and laboratory work, on top of providing tools for the physical and mental well-being of their communities. In the pursue of

this reimagining of higher education, the staff and student's proficiency on computer knowledge, online teaching and techniques, communication skills, clarity of expression, and emotional intelligence will be vital for the success of this transformation.

Additional challenges related to the online teaching transformation include the evolution of the academic freedom for teachers aiming to maintain a balance between professional criteria and standardization, providing the feeling of psychological safety for learning during the uncertainty risen from the pandemic and the dramatic lifestyle changes, the egalitarian access to online resources for students, and the redesign of curricula to fit the new fully remote or hybrid models (Mishra et al., 2020). Furthermore, institutions in developing countries are documented to face policy paralysis, as their structures struggle to handle sudden shifts in educational planning, management, and organization due to fractured or antiquated technological infrastructure, academic incompetency, and lack of human and financial resources (Thomas, 2020).

BOARD COMPOSITION

As we have presented throughout the previous chapters, the university boards are one of the main pillars for university governance, and as such, their composition is a priority matter when considering the future challenges to the current models. While the changes to formal governance structures are well-studied (Bogumil et al., 2007; Burgi & Graäf, 2010; Hüther, 2010), the governance practices and informal processes are still regarded as a "black box" (Kretek et al., 2013).

Another challenge for university governance models is the skepticism and resistance to the introduction and empowerment of university boards, particularly when they're composed by all-external members. This conflict brings up the conversation on what is understood as a legitimate governance structure by different members of the university (Kretek et al., 2013).

On one hand, there is solid evidence on how the board composition affects the governance practices, from increasing the board effectiveness and reducing the likelihood of financial statement fraud by having a higher percentage of external directors (Beasley, 1996; Fama & Jensen, 1983), to the importation of legitimized government model from neighboring systems such as the industry particularly as the educative market becomes more competitive (Kretek et al., 2013), and the improved

accountability, outreach, and linkage to other social actors through the involvement of external members on the universities boards (Pruvot & Estermann, 2017).

It is considered that the major drivers of these movements toward a more corporate-like governance model are the ideals of obtaining rationality and a high degree of legitimacy for universities through the adoption of corporate strategies, which are used as a frame for efficiency, competitiveness and autonomy. At the same time, it is important to consider that one the crucial differences between university and corporate boards is that in most cases, university leaders are not accountable to their boards (Kretek et al., 2013).

Nevertheless, the transformation into a corporate governance model for universities hasn't been without criticism, particularly from students and representatives of the scientific community. These criticism includes legal concerns but also the call for the abolition of university boards, as the concern to keep the essence of public service and social well-being that universities represent opposes the conceptions of corporate-like management (Kretek et al., 2013), at the same time, the increased autonomy of universities makes them more susceptible to be held accountable for their decision in matters such as environmental expectations, social unrest and responding to its stakeholders (Ferlie et al., 2008).

The challenges of adapting to new and more efficient models of governance, while maintaining institutional autonomy, the legitimacy of the university figure, and its social obligations will depend heavily on the governance model that is chosen, the types of bodies, their responsibilities, size and membership, and how these respond to elements such as representation and inclusiveness (Pruvot & Estermann, 2017).

THE SOCIAL LOAD OF UNIVERSITIES

The pace of change of the model of higher education has been slow everywhere, but it is clear that in societies with higher levels of inequality, poverty or violence, this transformation has to face different obstacles. In the case of Latin America, the pace of change has been particularly slow in joining the discussion about new strategies for hybrid learning, and active and competency-based learning, as the pandemic has exposed and even aggravated some of the social inequalities in the region (Bothwell, 2020).

Part of this additional exposure to governance challenges related to social issues arise from the public–private education dichotomy, where public institutions charge no or low tuition fees while obtaining governmental funding which means they have a lesser impact from a potential decline in enrolment in the wake of an economic downturn, and on the contrary private universities rely heavily on tuition and housing fees, and donations, which are significantly more vulnerable to decrease if the country enters an economic crisis (Bothwell, 2020).

Moreover, the economic effects on the university are not the only challenges related to the social, cultural, and historical load of universities. Some of the immediate challenges for the university and their governance models arise from the values and heritage that it holds as an institution operating within the limits and license of a community (Shattock, 2002).

In recent years, the historical heritage of universities has taken renewed relevance as a challenge, as some institutions struggle to face and deal with matters such as ingrained racism, and their inadequate effort to address climate change. Although different universities in different contexts will face other challenges, the current movements, and responses to these two issues gives us an insight into the particulars of dealing with challenges arising from the social load of universities.

The first one relates to fraternities and their troubling racial history. Fraternities (and sororities) are social collectives in colleges and universities, particularly common in the USA, Canada, Philippines, and similar to other “Greek life” entities in Germany and Italy. In particular, their figure has been problematic in the USA due to matters such as elitism due to their “membership criteria,” hazing practices, alcoholism and sexual violence normalization, and most recently, racism.

During 2020 several incidents brought to light the racist past and heritage of fraternities, such as their support of movements related to the Ku Klux Klan and Confederacy’s “virtues of the slaveholding south” (Arday, 2020). This gave way to strong requests for an honest national conversation about the damaging ideals portrayed by fraternities and their foundational figures, which have been sustained in social movements such as “Abolish Greek Life” (Marcus, E., 2020). This call has forced universities to face their participation in history, including slavery, and how to make amends.

In the case of slavery, its profits and related industries helped fund some of the most prestigious universities in the USA, such as Harvard, Columbia, Princeton, and Yale. In some other cases, slaves were exploited

to build the campuses and serve faculty and students, such as in the University of Virginia. Universities have opted for measures such as apologizing publicly and renaming buildings, but some people insist that reparations in the form of scholarships or similar are due, as a way to aim to correct the systemic inequality inherited by slavery (Marcus, E., 2020).

Some cases worth noting are Brown University, in which its President Ruth Simmons appointed a commission to investigate and communicate “the truth and the full story” of the university’s involvement in slavery practices; Harvard in which a professor and his students focus on discovering the slavery links of the university and the professors that during the nineteenth century developed theories used to justify “the inherent inferiority of black people”; the University of Virginia which renamed buildings to honor the enslaved people who worked there.

Most of these universities have also modified their curricula as to reflect the effects and heritage of slavery related to social inequality; Georgetown created an institute to study slavery while also granting legacy status to all the descendants of enslaved people that worked for the university, giving them the same preference in admissions that the children of alumni get (Smith, S., & Ellis, K., 2017).

At the same time, another hot topic for university governance and the challenges arising from the social load of universities is the climate emergency. Although universities all over the world have worked on valiant efforts such as reducing carbon emissions, switching to greener energy, reducing energy output, and encouraging sustainable habits in staff and students. Besides, universities employ researchers who have sent up the sobering warnings about the trajectory of our planet and its consequences for humans if we don’t change our thinking and habits (Carter, 2020).

But this is not enough, and the new generation of students is ready to hold universities (and other social actors) accountable for their contribution to climate change. Universities must develop new ways to fight the climate crisis as they are in a unique position to become catalysts for a real and lasting change (Carter, 2020). The university governance will have to focus on this issue now to avoid external regulation and internal turmoil if their actions don’t seem to be enough for its role in society.

The challenges presented here (i.e., economic difficulties, historical and social heritage, and the climate emergency) are only a few examples of the social issues that universities will have to face and solve as part of their

social load as one of the main social actors in their communities. It is fundamental that the university governance models prioritize these social issues, as the legitimacy of the institution depends on it.

CONCLUSION

In this chapter, we have explored some of the modern challenges to university governance models and have examined the ramifications of these challenges into the ideals and evolution of universities as a whole. We have seen that the notion of flexibility and adaptability depends heavily upon the governance models employed, as it dictates the response and agility of the organization.

What is clear from our discussion is that university government models have complex challenges to face in different arenas such as the evolution on the belief systems of students, staff, and all stakeholders; the admissions, retention and experiences of students while recognizing that previous “selling points” such as a certainty of better employment and upward social mobility are no longer valid, forcing universities to reconsider their entire system of competition; online learning and the inequalities it aggravates as the only available option at the moment, the implications of this system for quality and standardization, and the testing of organizational flexibility; the board composition and the skepticism against the move toward a corporate-like system, arising concerns for losing of sight that the university should, above all, be an active for society and not for the market; and lastly, the social load of universities and the need for them to come to terms with their past and look for the best alternative for their future, responding to issues such as fraternities and their inheritance, slavery and its social consequences, and the climate emergency threatening the future of humankind.

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University Governance Models Across Regions: Europe

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INTRODUCTION

As seen throughout the book, there is not a single standardized definition for university governance. Europe is arguably the quintessence of disparity among the conceptual frameworks in the realm of higher education. Differences in governance are evident across the board, setting an intricate scenario in a culturally fragmented continent. The duality of private and public education is still at the center of an endless debate.

This chapter presents a broad panorama of universities' situation in Europe, focusing on those aspects that allow or limit the possibility of reaching consensus in those institutions' fundamental matters. We provide some relevant background information that is a must to those willing to understand European universities, as complicated as it may seem. Indeed, data may become overwhelming, but such is the nature of a continent where higher education may encompass centuries-old institutions with modern universities standing side by side. History and tradition have shaped universities in the region, thus providing a living laboratory to those interested in alternative models to those operating in other latitudes.

Before addressing issues of concern to universities, we present a concise account of the region's political and economic integration process. There is a specific mention to the European Union (EU) and the steps that countries undertook over time before creating an organization holding together twenty-seven countries, historically prone to fight against each other, instead of building concrete bridges. The EU is by far the most critical factor in most matters, especially in education, where it guides its members and many other nations.

Understanding European universities is not an easy task, and therefore it is essential to describe the fundamental principles that rule their activities. The Bologna Process is at the center of the discussion; indeed, the Process provides a set of agreements that allow those universities to collaborate with a certain degree of cohesiveness. Not that many people understand the spider web built around institutions where national interests often collide with all members' mutual benefit. Consequently, there is an explanation of some legal aspects that act as the building block for regional agreements in higher education. We provide a concise description of the European Higher Education Area (EHEA) and the European Credit Transfer System (ECTS). The first one creates norms and regulations to bond together all the national educational agencies. In contrast, the second one could be interpreted in metaphorical terms as the common currency that allows an exchange process among universities in the region.

Afterward, the discussion moves to the benefits and limitations of public and private universities, showing no clear winner. In the end, the world of higher education provides an array of alternative solutions, offering an enhanced set of options. The chapter ventures into European universities' governance, showing the leading models' blueprint in higher education. Governance is the core part of our investigation. We intend to showcase proposals that may come in handy to researchers and practitioners interested in what Europe may offer to universities across the continents.

In our view, governance is setting the pace of change in Europe, opening up to transforming the entire university system. We review governance models, comparing the benefit and limitations of those most widely accepted: unitary and dual governance systems. From this last category, we make a distinction between traditional and asymmetric. There is further inclusion of the German system due to the weight carried out by educational institutions from that country. We attempt to clarify

such a tortuous scheme by presenting exemplary cases representing each one of those models. Specifically, we look into those characteristics that make those models unique, based on the review of university governance in France, the United Kingdom, Norway, and Germany. For that purpose, we selected prestigious institutions such as *The Sorbonne*, *Oxford University*, the *Arctic University of Norway*, and the *Technische Universität München*. After a comparative review of the different models and the universities chosen as their representatives, we point at possible future developments and the factors that might change fundamental issues. Finally, we share some thoughts that may be of value to decision-makers dealing with the permanent strain between the executive and the university's policymaking body, namely the university management and the board of directors.

A MELTING POT FOR UNIVERSITY GOVERNANCE

Undoubtedly, Europe is overly complex in its diversity. Although Russia –or at least part of it– might be considered European, there are other countries as well, like Belarus, Ukraine, Switzerland, Norway, Iceland, Armenia, Azerbaijan, and several others, that, being part of continental Europe, do not belong to the EU. Indeed, the EU is a political and economic union of 27 countries subject to some obligations and privileges deriving from such membership but is not a representative entity to all nations in the continent. The EU was formed in 1957 by six countries (Belgium, Italy, Germany, Luxemburg, France, and The Netherlands). After signing the Rome Treaty, they started a joint destiny modified in 1992 by the Maastricht Treaty and later, in 2007, by the Lisbon Treaty. This latest agreement is the one presently supporting the political frame of the EU. The United Kingdom (UK) joined the EU in 1973 but, after the so-called Brexit process, decided to drop its membership on January 31, 2020. As further proof of its cultural diversity, the EU considers twenty-four tongues as official languages. Although an increasing number widely speaks English to its citizens, it is only a primary language in Ireland and Malta.

In this section, we share an eye bird view of the process of European integration and its impact on universities' evolution throughout the region before presenting the basic models of governance for higher learning institutions. Finally, we provide information on four different cases that may clarify the differences among the more widespread governance models in Europe.

THE LONG PROCESS OF EUROPEAN INTEGRATION IN THE WORLD OF HIGHER EDUCATION

No matter how monolithic may seem to be the EU, the fact of the matter is that providing harmonized policies to such a diverse population is quite a challenge. The legal system is no exemption to the overwhelming obstacles to coordinate many nations and their people. In general terms, the EU treaties include several types of legal constraints to their members. Some of them are binding, while others are not. Furthermore, some obligations apply to all countries, while others only concern a few of them. The binding legislative act is a set of EU Regulations, which apply entirely to any member nation, just like the EU Directives. Indeed, it is mandatory to amend national legislation to comply with those regulations. Within the regulatory frame of the EU, there are also binding decisions that only apply to those countries to whom they are specifically addressed. However, the European Commission's (EC)'s recommendations and opinions are not mandatory, despite being the EC the executive arm of the union. A group of 27 Commissioners, one from each EU nation, acts as some EC's upper management. Ultimately, the Commissioners are the EU's politically independent executive body, responsible for drawing up new legislative proposals. The EC implements the European Parliament and the EU Council's decisions, and it also represents the union internationally.

Regarding higher education, each European country has its system. To further complicate matters, the EU members and 49 European countries are part of EHEA. Such an organization pursues compatibility across the various national education systems and provides qualifications comparable through the European Qualifications Framework (EQF). At the cornerstone of the harmonization of universities across the continent stands the Bologna Process. The name may be misleading since it translates into more than a process or a series of steps. Such a name's origin can be traced to the 1999 Bologna Declaration. Twenty-nine countries signed a joint statement that eventually snowballed into a series of legal agreements creating a common ground for higher education policies ever since the process toward shared decision-making for universities has expanded across the continent. Bologna's name is particularly significant to European universities, as it is considered the first university ever. From its founding in 1088 has preserved its reputation for quality and its uncompromised commitment to learning. Above all, the Bologna Process means

mobility, either for students or scholars. Mobility, after all, is at the center of any attempt to amalgamate the countless initiatives arising from a vast geographical and cultural space.

Higher education in the continent builds upon the European Higher Area (EHEA), which started on March 12, 2010, after the Ministerial Conference Budapest-Vienna implemented the Bologna Process. Presently, the EHEA functions with 49 nations that may act as members, consultative members of partners, and the European Commission. In addition to national member states, different organizations participate in the process, continuously evolving and adding new members. Nevertheless, all interested parties in joining EHEA need to be signatory members of the European Cultural Convention and “to declare their willingness to pursue and implement the Bologna Process’s objectives in their systems of higher education.” In essence, the EHEA strives “to increase staff and students’ mobility and facilitate employability.” Thus, higher education in Europe is far complex due to the dynamic purpose of integrating nations with high diversity (European Higher Education Area, 2021).¹

The member countries of the EHEA follow in their university programs the Bologna Process, which split them into three various degrees: Bachelor, Master, and Doctoral levels. One year of full-time academic study reaches 60 points of the ECTS. The different programs are divided into modules to complete each one of the educational groups. Bachelor’s degrees typically range from 180 ECTS (3 years full-time dedication) to 240 ECTS (4 years). Master’s degrees range from 60 to 120 ECTS. However, doctoral degrees are flexible in their length depending on the students reaching the research objectives defined by the corresponding University’s Doctoral Board.

As previously seen, the Bologna Process has built the momentum for harmonizing educational policies in the continent. However, such a process has not solved another crucial debate, the public vs. private dilemma. European universities differ profoundly from country to country and, within a particular nation, from institution to institution. Public universities follow different principles as compared to private ones. In this regard, scholars have been trying to model the differences between private and public universities mathematically, particularly considering how those institutions manage prices, exams, and education

¹ <https://eha.info>.

quality. Mathematical analyses made by Romero and Del Rey (2004) and Oliveira (2006) concluded that, in Europe, public universities provide higher educational quality than their private counterparts. Public universities also set almost zero tuition fees, whereas private institutions impose costly tuition. Those studies conclude that public universities' education looks for maximizing public surplus (i.e., earnings of the students minus costs incurred in providing education), while private ones provide lower education quality than those gotten publicly. According to some experts, often private education may offer a disproportionate opportunity to those students of means, despite the higher cost and the lack of a verifiable higher performance on admission test. Thus, private universities may create an opposite effect to social inclusion in education (Kottmann et al., 2019).

Although such an interpretation of the difference between public and private universities may apply to many scenarios, those generalizations are somehow misleading in specific disciplines, such as Medicine, Pharmacy, Economics, or Finance. Furthermore, there are other fields of studies where private institutions outperform public universities. For example, heading the QS World University Rankings (QS), 2020² was the Swedish Karolinska Institutet. This private enterprise holds the Karolinska Institutet Holding AB, the parent company of five wholly owned subsidiaries, where the President is also their CEO. However, exceptional cases like the University of Oxford in the UK ranked number five in the QS World University Rankings, 2021. Oxford University is public in the sense that it receives some public funds from the British Government, but it is private because it is entirely self-governed and could reject public aid if so would decide.

Similarly, the University of Cambridge, ranked seven in the same QS World University list, is constituted as a common law corporation since 1571, governed by a Chancellor, Masters, and Scholars, having all obligations and privileges of private incorporation. In any case, private European higher education programs require government approval before they can offer Bologna-type of degrees to their students. Students can always select a particular private institution out of Bologna according to their wills, the level of the university's educational quality, and the professional opportunities students would get after graduation.

² See: QS Top Universities at <https://www.topuniversities.com/university-rankings/university-subject-rankings/2020/medicine> (search made on 26 February 2021).

The debate between private and public education is far from been over. For a long time, the pressure on allocating public resources in Europe is increasing private resource involvement. In many nations across the continent, higher education budgets are shrinking, at least in comparative terms to global standards. There are many voices of concern for the privatization of higher education in Europe; no matter the opposing forces to privatization, market elements' adoption is becoming a visible trend (Teixeira et al., 2014).

UNIVERSITY GOVERNANCE MODELS IN EUROPE

Considering the high level of differences shown by European universities since their origin in the Middle Ages, it is fundamental to understand that they have developed their policies, over the years and even centuries, based on keeping a high degree of management autonomy. Consequently, in our times, higher education's institutional independence is still considered one of the essential underpinning elements for European universities to convey with their educational missions. Thus, institutional autonomy is the basis of the governance scheme each European University selects as the ideal way to attain its academic goals.

According to Bennetot and Estermann (2017), "there are two main types of university governance structures in Europe: dual and unitary." Dual governance includes a limited in size board or council, and a senate. Additionally, dual governance may adopt two modes: (1) traditional, where the board is responsible for implementing strategic decisions, and (2) asymmetric, which splits decisions between two separate bodies. The first one for making significant decisions affecting the university's overall life and the second one is acting as a consultative organ. Unitary type of university governance includes only a single council responsible for all significant decisions.

Dual governance can also be traditional or asymmetric. Traditional governance gives responsibilities to both governance bodies. As indicated above, the board (called the council in some cases) will be responsible for strategic decisions, including plans, selection of Rectors, Deans, and Vice-Rectors. In contrast, the senate will deal with academic issues like curricula, staff promotions, or the degrees' structure. All university categories, including professors, administrative staff, and students, will establish the senate members. Asymmetric dual systems are like the traditional ones, but, in this case, the senate will have less power than the

council, and, in many cases, it would act as a mere consultation organ with no capability for decision-making.

Most European countries adopt the dual governance model, either asymmetric or traditional. The asymmetric case includes countries like Spain, France, The Netherlands, Hungary, Croatia, Finland, or Switzerland, whereas the United Kingdom adopts the traditional one, along with Italy, Austria, Slovakia, or Slovenia. The unitary model includes countries such as Island, the Republic of Ireland, Belgium, Sweden, Norway, Denmark, Poland, and Portugal, a curious case of a Southern European country implementing Northern European higher education governance models.

Germany's case is a fascinating one since the higher education reform initiated during the first decade of this century looked for implementing three significant objectives to avoid the errors committed during the modifications adopted in the seventies and eighties of the past century. Accordingly, the new scheme was directed toward decreasing state intervention, increasing university autonomy, and promoting market competition to benefit education quality (Orr & Jaeger, 2007). Although the stated objectives may look appealing in terms of competitiveness, the results from those policies and orientations are not evident in German universities, at least in the world rankings (Leiber, 2017). It may take some time to see the results of the transformation of the national system. The country is still undergoing fundamental changes in higher education, with governance playing an important role. It is a recent phenomenon, for instance, the introduction of a board of governors (Kehm, 2014).

According to the European University Association, Fig. 5.1 shows the countries that follow each of the significant university governance models. It is essential to mention that many nations did not share information with the association mentioned earlier in the fourth group, Germany and others. Therefore, the classification includes mainly member countries of the EU. Additionally, there are two peculiar cases, Belgium and Germany. Higher education management is not set at a national level in those two countries, but sub-national entities such as Flanders and the French-speaking community of Belgium and Brandenburg, Hesse, and North Rhine-Westphalia in Germany may follow the model of their preference (Estermann et al., 2011).

Table 5.1 displays a list of the top 20 European universities, according to the QS rankings 2021. Although the QS Ranking is a reputable source to some scholars (Loyola-González et al., 2020), the ranking results have

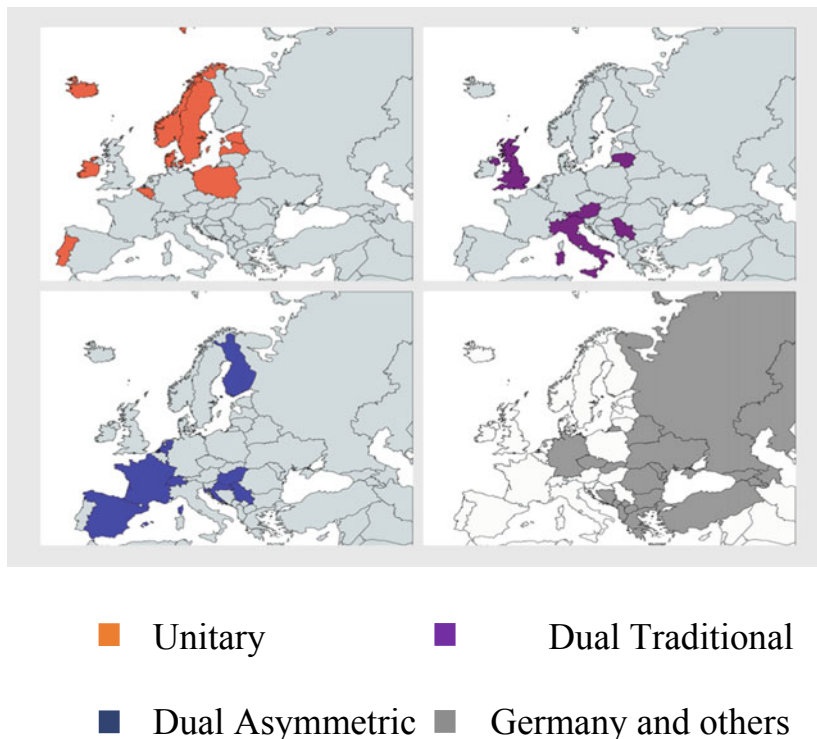


Fig. 5.1 University governance models in Europe (*Source* Adapted from EUA, European University Association)

been questioned repeatedly (Rauhvargers, 2014). However, the QS rankings fit our purpose of presenting a tool for benchmarking. It is essential to be aware of the dimensions measured by the QS rankings, which specifically are: (a) academic reputation, (b) employer reputation, (c) faculty/student ratio, (d) citations per faculty, (e) international faculty, and (f) international students. No matter the methodological constraints, the ranking, as mentioned earlier, is widely accepted as one of the leading indicators of a higher institution's quality (Bekhradnia, 2016).

The results associated with each governance model are overwhelming, but there is a caveat: the QS ranking does not include any direct measure

Table 5.1 Top 20 European universities, according to the QS rankings, 2021^a

<i>QS^a</i>	<i>University</i>	<i>Country</i>	<i>Model</i>
5	University of Oxford	UK	Dual Traditional
6	ETH Zurich-Swiss Federal I. of T:	UK	Dual Traditional
7	University of Cambridge	UK	Dual Traditional
8	Imperial College of London	UK	Dual Traditional
10	UCL University College of London	UK	Dual Traditional
14	Ecole Polytechnique Fédérale de Lausanne (EPFL) Lausanne (EPFL)	Switzerland	Dual Asymmetric
20	University of Edimburg	UK	Dual Traditional
27	The University of Manchester	UK	Dual Traditional
31	King's College London (KCL)	UK	Dual Traditional
49	London School of Economics and Political Science (LSE)	UK	Dual Traditional
50	Technische Universität München	Germany	Germany
52	Université PSL (Paris Sciences & Lettres)	France	Dual Asymmetric
57	Delft University of Technology	The Netherlands	Dual Asymmetric
58	University of Bristol	UK	Dual Traditional
61	Ecole Polytechnique	France	Dual Asymmetric
61	University of Amsterdam	The Netherlands	Dual Asymmetric
62	The University of Warwick	UK	Dual Traditional
63	Ludwig-Maximilians-Universität München	Germany	Germany
64	Ruprecht-Karls-Universität Heidelberg	Germany	Germany
69	University of Zurich	Switzerland	Dual Asymmetric

^aOverall position in the QS Rankings 2021

Source QS University Rankings, 2021

of governance. Nevertheless, it is difficult not to draw preliminary conclusions when countries of the dual traditional model occupy nine out of the first ten positions while filling 55% of the table. The dual asymmetric model accounts for 30% of those listed universities, with a meager 15% occupied by the German model.

EXEMPLARY CASES

The diversity of governance models in European universities is hard to explain. Following is a comparison of four various universities that may somehow represent each of those models. Although it is next to impossible to find an institution as a perfect champion of each of the different groups, we selected universities to convey each models' spirit.

With all caveats, the *Sorbonne Université*, *University of Oxford*, *The Arctic University of Norway*, and the *Technische Universität München* may well fit the purpose of conveying the basic features of the most critical governing structures across the continent. The represented nations of France, the United Kingdom, Norway, and Germany add their flavor to the comparison. Figure 5.2 presents an iconic image of the University of Oxford.

Regardless of the differences previously found, it is necessary to understand that those institutions represent the governance model prevalent in those nations. The many anecdotal issues separating each one of those examples should not distract the attention to this analysis's primary purpose, which is the disparity of such systems. On the positive side, though, such an array of proposals offers unique solutions to researchers and educational policymakers. Table 5.2 displays those differences found in a study by the European University Association in the year 2017.



Fig. 5.2 Radcliffe Camera, University of Oxford (*Source* Courtesy of Wolfgang Claussen, Pixabay)

Table 5.2 Organizational autonomy in universities of France, United Kingdom, Norway, and Germany^a

<i>CRITERIA</i>	<i>France</i>	<i>UK</i>	<i>Norway</i>	<i>Germany^b</i>
Selection procedure for the executive head	100	100	100	33
Selection criteria for the executive head	75	100	100	87
Dismissal of the executive head	0	100	80	67
Term of office of the executive head	0	100	0	20
External members in university governing bodies	57	100	57	57
Capacity to decide on academic structures	60	100	100	100
Capacity to create legal entities	100	100	100	100

^a“A score of 100 indicates full institutional autonomy; a score of 0 means an external authority entirely regulates that or legally prescribed”

^bThe score for Germany is calculated as an average of Brandenburg, Hesse, and North-Rine Westfalia
 Source <https://www.university-autonomy.eu/about/>

The authors of the research project assigned a numerical score to those categories that imply autonomous decision-making power, which may be interpreted as the essence of governance (Bennetot & Eastermann, 2017). The score for the systems followed by British universities stands out as the most autonomous. The table results open the door to an endless debate, but above all, it shows the profound differences of the governance models found in Europe.

Sorbonne Université

Sorbonne University³ is a public French University meeting the public education rules of the country. It is a multidisciplinary university with intensive research, ranked 53 in the QS World University 2021. Like many other universities in Europe, Sorbonne University dates from the Middle Ages. According to a decree of 2017, Sorbonne University is presently a public scientific, cultural, and professional establishment. However, even if it is considered a public institution, the decree gave it full administrative, financial, scientific, and educational autonomy. Governance, including the

³ <https://www.sorbonne-universite.fr/>.

statutes⁴ and internal regulation, follow the public French educational code.

Sorbonne University's governance⁵ responds to an asymmetric dual governance model where two bodies, the Board of Directors, and the Academic Council, are responsible for its overall management. However, it should be noted that the Academic Council has no decision-making power, for it resides totally at the board of directors, which members vote democratically on the proposals presented by the President. The board of directors is the management body that fixes the general politics of the university. It oversees the approval of budgets, loans, investments, the creation of subsidiaries or foundations, real estate acquisitions, transfers, disinvestments, and so on.

The board of directors organizes the university's internal regulations and authorizes the President to initiate legal actions if needed. Every year, the President presents a social report for the Board's approval after the prior consultation to a technical committee. The report includes the evolution of the balance between permanent and contractual jobs and the actions undertaken to reduce precariousness among the university's personnel. The Board also deliberates on all questions submitted by the President. Each year, the President presents a report on the execution of the annual plan and results and monitoring indicators. In exceptional cases, the board of directors may delegate some of its powers to the President, excluding those non-delegable responsibilities that cannot be delegated according to the education law. In case of a tie vote within the Board of Directors, the President will have the casting vote. The board of directors is made of a group of 30 members. The President, on his/her side, is assisted by four Vice Presidents. Overall, the board of directors includes 14 professors, three people from the administrative services, and eight external experts. The President is elected for four years.

The Academic Council brings together two commissions: The Research Commission and the Education and Student Life Commission. As it has been said, the Academic Council is an advisory body, and its field of competence covers orientations on research and education policies, the definition of teacher and/or researcher positions, and questions related to

⁴ Sorbonne Statues and Internal Rules can be read at: <http://www.actesreglementaires.sorbonne-universite.fr/fr/universite-et-facultes/statuts-et-reglement-interieur.html>.

⁵ The governance of Sorbonne can be found in the University site: <https://www.sorbonne-universite.fr/universite/gouvernance-et-organisation>.

the lives of the students. It also includes a disciplinary section. The Education and Student Life Commission is the advisory body that allocates education resources as defined by the board of directors. It also adopts questions related to the different education programs and the students' living and study conditions. The Research Commission, for its part, is consulted on the orientations of research policies the university should adopt and allocates the resources envelope as defined by the board of directors.

University of Oxford

The University of Oxford⁶ is by far the oldest in the English-speaking world. As with many others in Europe, the University of Oxford dates from the Middle Ages. Although it can be included in the Dual Traditional scheme, the University of Oxford's governance is highly peculiar since its origin. The sovereign body of Oxford is the Congregation, which acts as a kind of parliament. It is made of more than 5,000 members, including academic staff and other different members of Oxford Colleges' governing bodies. It also includes senior researchers, as well as computing, library, and administrative staff. Oxford's Congregation approves statutes and regulations and deals with significant policies issued by other governing bodies like the Council and Colleges. It approves Council's elected members and appoints the Vice-Chancellor, among other responsibilities. The governance of Oxford University follows the democratic spirit of the Magna Carta issued in 1215. The first document in the United Kingdom clearly stated that the king and his government were not above the law, limiting the king's power and putting the law as the authentic British power. For over 900 years, the United Kingdom Parliament asserted its authority over the monarchy giving absolute power to the parliamentary governing structure as the Oxford University ruling scheme follows it (Breay & Harrison, 2015).

The leading executive and policymaking body of the University of Oxford is the Council. It consists of 26 members, of which four come from outside the University. Together with its five significant committees, i.e., Education, General Purposes, Personnel, Planning, and Resources management, and Research, it establishes the academic policy

⁶ Oxford University site gives general information on the activities of the university: <https://www.ox.ac.uk/>.

and the university's overall strategic direction. It also rules administration, finances, and decides on properties.

Colleges are independently governed. Nevertheless, they are considered part of the University and related to it in a federal structure. Each college has to be granted through a charter approved by a Privy Council, governed by a Head of House and a Governing Body, whose members form part of Oxford's overall governance scheme. There are also six Permanent Private Halls that retain the religious character of the colleges. To better coordinate the different views of each college, there is a Conference of Colleges as a body for intercollegiate discussion and decision-making. Graduate students who like to undertake a particular research area look for a college that congregates students with similar appetites. Undergraduate students are distributed through colleges randomly.

As complex as it may be in its governance, the University of Oxford represents the democratic spirit of the country. Even if Brexit has been, as many people said, a sobering experience for Britain's constitutional arrangements based since centuries ago in "the will of the people," University of Oxford's type of governance firmly recalls the old British democratic flavor, where popular sovereignty resides at the heart of every British citizen.

The Arctic University of Norway

The Arctic University of Norway is one of the leading institutions of higher learning in Scandinavia. It is important to note that Norway is not a member of the European Union (EU), and this characteristic makes Norway an exciting area of analysis concerning higher education. It is associated with the EU through its membership in the European Economic Area (EEA), established in 1994. It borders, however, with two EU nation members: Sweden and Finland.

Apart from some private universities, the Norwegian higher education system is state-run.⁷ Since 2003, it follows Bologna's higher education process's objectives, including the "three plus two plus three" system based on Bachelor's, Masters, and Ph.D. degrees. Adopting the Bologna process has given international students the possibility to complete all, or

⁷ <https://norric.org/nordbalt/norway>.

part of their higher education in Norway, thus obtaining their Norwegian qualifications in other European countries. Although the Norwegian language is mutually understood by other Nordic people, like Swedish or Danish, many Norwegian universities offer English as the training language to increase international students' opportunities.

The University of Narvik's interest comes from its integration into the University of the Arctic (UArctic) in 2016. UArctic is a network of universities, colleges, and other organizations, concerned with education and research about the North.⁸ As a higher education conglomerate, it focuses on the connections between the region's peoples, including offering access to qualified higher education. Ten Norwegian universities have joined the UArctic group. Narvik University is included today in the so-called "UiT The Arctic University of Norway,"⁹ which includes campuses in Tromsø, Alta, Harstad, and Narvik. According to the spirit of UArctic, all of them focus on the development of basic and applied research on the problems and opportunities of the North.

Higher education governance in Norway,¹⁰ including Narvik University, is highly controlled by the Government. It is divided into three levels, where the Ministry of Education and Research has overall responsibility for higher education.¹¹ Norwegian countries, however, are responsible for upper secondary education, the running of schools, and teachers' appointment. Municipalities deal with the lower educational system, such as kindergartens.

Since 2017 there is a new approach to university governance in Norway, the "New Public Management."¹² However, although it borrows ideas from private education systems, bringing more autonomy to academics is a new kind of central control. Perhaps, the more open situation on the governance of higher education in other Nordic countries like Finland and Sweden, and the membership of the UiT Arctic Universities in the global UArctic conglomerate, may introduce future

⁸ <https://www.uarctic.org/about-uarctic/>.

⁹ <https://en.uit.no/startside>.

¹⁰ https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-and-governance-54_en.

¹¹ Dimmen, A., & Kyvik, S. (1998, September). Recent changes in the governance of higher education institutions in Norway. *Higher Education Policy*, 11(2–3), 217–228. Elsevier.

¹² <https://journals.sagepub.com/doi/pdf/10.2304/pfie.2011.9.2.267>.

changes and give more freedom to the present Government-controlled governance system.

Technische Universität München

The Technical University of Munich (Technische Universität München, TUM)¹³ is one of Europe's top universities. It forged strong links with companies and scientific institutions worldwide and was one of the first universities to be included in Germany's Excellence University ranking. Internationally, TUM is among the 50 best worldwide universities in engineering and sciences.

The Technical University of Munich is embedded into the German education system regulated under the *Grundgesetz*, the "Basic Law."¹⁴ The Federal Ministers of Education is the leading authority for establishing the educational policy guidelines for the country. According to Germany's federal structure, the Federation and the Landers (German states) supervise the educational system's entire activity at all levels through the so-called joint-tasks *Gemeinschaftsaufgaben*. The Federation, however, has a minor role. Landers have vast legislative power in their territories, and are capable of legislating on almost every academic matter, except, of course, on those elements, the Basic Law empowers the Federation, particularly on the "Basic Legal Regulations on Tertiary Education." The Technical University of Munich follows the legal provisions of the Bavarian *Hochschulrecht*, the Bavarian state's education laws.

The basic rules of such governance structure,¹⁵ dated August 21, 2007, were amended on September 25, 2020. The regulatory document includes its structure, faculties, compliance with diversity, and similar organizational aspects. As far as its governance structure, TUM is managed by a Board of Directors, or Presidium, composed of the President and five elected Senior Executive Vice Presidents. There is also a Chancellor or Senior Executive Vice President for Human Resources,

¹³ <https://www.tum.de/en/>.

¹⁴ All governance documents of the Technical University of Munich can be found (in German) at: <https://www.tum.de/en/about-tum/our-university/governing-documents/>.

¹⁵ Information in German. See: https://portal.mytum.de/archiv/kompodium_rechtsanliegenheiten/grundordnung/folder_listing.

Administration, and Finance. A member of the Presidium will be responsible for “gender and diversity.” The President gets his or her mandate for three years that can be extended under certain conditions.

In addition to the board of directors, the *Hochschulrecht* includes an extended governance body (Extended University Presidium) as voting members. It is made of a spokesperson for the deans of studies and a representative of the central scientific institutions. The Board of Directors is also complemented with a Board of Trustees as an advisory body to promote the university in the community. This Board should also help to evaluate the goals established by the university. It will be structured around twenty-five personalities from business, politics, and cultural life, all of them particularly connected to the university. They will be appointed for four years at the proposal of the Extended University Presidium. The Board of Trustees will include a chairperson and his or her deputy. This Board will have the capability of issuing procedural rules in several issues.

According to Germany’s federal spirit, the Technical University of Munich also includes a Senate made of a few professors. Among other administrative tasks, the Senate oversees the appointment of Deans for the different faculties. TUM governance structure represents the way Germany is organized politically. The German university scheme of governance follows a similar scheme, making a rule that most matters in Germany require a consensus.

FINAL THOUGHTS

For centuries, Europe has been at the center of learning. During medieval times, the continent provided the first formal universities; the names of Bologna, Oxford, Cambridge, Sorbonne, or Salamanca still convey the image of the early attempts to formalize the educational process at its highest level. At first, those institutions were much different from modern universities, but the spirit of learning and knowledge sharing has not changed profoundly. The many centuries of European universities’ experience made clear the importance of guiding the people passing over the next generation to pursue their noble principles. As seen in the examples provided, there are various ways to interpret those principles; furthermore, things are changing, and new visions are reshaping European universities’ governance. The region offers numerous examples leading to higher education institutions’ betterment, which may be duplicated in other parts of the world.

There are different solutions open to the observer to the amusement of those gaining the first insight into the broad offering. Such a variety should come as no surprise; after all, European universities' different governance models act as reminders of the region's cultural diversity. What may be entertaining to the outsider may not be equally amusing to the local people, catch in the middle of a never-ending integrative process. At the pinnacle of European integration's expansion process, the Brexit phenomenon came as a reminder of the fragility of a union of countries often promoting their national interest over the common good. Universities are no exemption. Surely, Brexit will bring forth many changes; the message to universities should be obvious: there is no such thing as a pan-European governance system. European universities are not on their own, but they lack a commonly agreed vision on this matter. As stated by Matei and Iwinska (2018), the European model "has become a common European reference, conceptually and operationally, and it is increasingly influential in other parts of the world as well."

A lack of joint guidance in European universities does not mean that the continent is secluded into its own reality. Many institutions make meaningful efforts to keep pace with globalization. What happens in other latitudes does not go unnoticed by the higher education authorities. A comparative study of the governance body of six prestigious institutions, University of Copenhagen, University of Zürich, University of Amsterdam, University of Vienna, KU Leuven, and the University of Oslo, showed some winds of change in Europe (Gornitzka et al., 2017). To the researchers' amusement, no pure models emerged from the investigation: on the contrary, all universities proved continuous efforts addressing democratization of governance, including students and different stakeholders in the decision-making process.

Furthermore, diversity was also an issue, as well as leadership profiles, looking to strengthen bonds with society. In the end, European universities are aware of the need to reshape governing institutions and, in many cases, are open to prove new formulas. The study was conducted before the COVID-19 pandemic; consequently, it probably underrepresents the shift toward using technology in many fields of interest to higher-level institutions and their governance bodies. The COVID-19 pandemic did not leave European universities untouched. As happened worldwide, those institutions reacted differently, not under one accord (Barada et al., 2020). Many higher learning institutions moved quickly into virtual or online teaching, whereas others were slower to react. No

matter the response to the health challenges, many universities looked at governance with a critical eye. The failure of providing shared actions against the COVID-19 opened a debate on cooperation vs. competition and the actual value of rankings and instruments that may foster quality of education, but at a social cost; the European Council, for instance, advocates for an increasing role of universities in “building a more sustainable and democratic future” (Harkavy et al., 2021). Additionally, some voices pointed at the need to review governance in the European Union, even beyond universities’ (Vargovčíková & Foret, 2021).

It is too early to assess the impact of the pandemic and its toll on universities. Regardless of regional factors, the transition for higher learning institutions to a digital world is a must, rethinking governance and the guiding principles for the contribution of universities to society. In Europe, the winds of change are visible in the acceleration of some projects related to university governance, such as the *IEurope project*, *ARQUS*, *FORTHEM*, *AURORA*, and *UNIC*. The first one aims at creating a virtual European campus, the second one proposes a joint governance structure, while the third one intends to create a model for university collaboration that may be replicated within and outside the region. The fourth one, *AURORA*, looks at global sustainability, while the last one, *UNIC*, points to reaching proper academic mobility (Estermann et al., 2021).

Another comparative study, this time across different continents, pointed at the relevance of governance changes seen at European universities. However, those changes come shorter than those happening in Japan or other nations (Bratianu & Pinzaru, 2015). According to the authors, Oxford and Cambridge are noticeable exemptions, probably due to the long tradition of independence from external authorities. It is easy to understand that not all countries move at the same speed and direction regarding the reform of governance, as Donina and Paleari (2018) point out in their Southern Europe analysis. According to those experts, standard features include “verticalization of decision-making, weakening, and subordination of academic senates or replacement of election with the appointment.” Despite the differences, universities across the continent recognize the need to review the quality of their academic offering and activities. Good governance appears as a valuable tool for that purpose (Hénard & Mitterle, 2010).

“*Who do you call when you want to speak to Europe?*” The famous saying, mistakenly attributed to Henry Kissinger, is as valid today as it

was fifty years ago.¹⁶ Indeed, the lack of acceptance of standard norms when those become very touchy prevents Europe from offering a single formula for university governance that may prove superior to any other. Still, the continent provides an assortment of examples of how a leading university may set up its governing body and the norms that could apply to project higher-level education into the future. In the end, it is great to have options, especially when no nation in the world seems to have the perfect university governance recipe.

ACRONYMS

- EC: European Commission. The executive arm of the European Union.
- ECTS: European Credit Transfer System. A system devised to help student's mobility among different education systems in Europe.
- EHEA: European Higher Education Area. A group of 48 nations promoting cooperation and harmonization of education systems in Europe.
- EQF: European Qualifications Framework. The shared code for comparison of qualification levels in Europe.
- EU: European Union. A political and economic union of twenty-seven countries in Europe.
- EUA: European University Association. An institution that provides a forum for educational cooperation among European universities.
- QS: QS World University, Rankings. A yearly publication that provides a benchmarking for universities worldwide.
- UK: The United Kingdom. The political union of Great Britain and Northern Ireland, including England, Scotland, Wales, Northern Ireland.

¹⁶ <https://www.ft.com/content/c4c1e0cd-f34a-3b49-985f-e708b247eb55>.

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The Governance Models of Higher Education Institutions in the United Arab Emirates in the Twenty-First Century

Ghassan Al-Qaimari

INTRODUCTION

It was on December 2, 1971, that the rulers of Abu Dhabi, Dubai, Sharjah, Ajman, Fujairah, Umm al-Quwain (UAQ) agreed to unite as one federation. Later, in February 1972, Ras Al Khaimah (RAK) joined the union to become the seventh Emirate. Under the guidance of the late Sheikh Zayed bin Sultan Al Nahyan, the nation's first President, the United Arab Emirates emerged as a federation of seven emirates. This young and prosperous country has now one of the most dynamic higher education systems in the world.

Education has been a priority for the UAE government since the country's inception in 1971. The leaders have invested highly in the development and promotion of Higher Education. Its first higher education institution (HEI), the United Arab Emirates University (UAEU), was established in 1976 in the city of Al Ain. Since then, and in a noticeably short period of time, the UAE has overcome numerous obstacles establishing an excellent and diversified system of higher education and positioning itself as a significant educational hub in this part of the world. The UAE is now home to a wide range of colleges and universities: public,

private, and satellite branch campuses of international universities that cater to different categories of students ranging from local to expatriates to international students. The country's experience in higher education is interesting. Every one of the seven emirates, especially Abu Dhabi, Dubai, and Sharjah, has its own unique experience in higher education provision that is worth examining and drawing lessons from it.

REGULATORS OF HIGHER EDUCATION

The United Arab Emirates is home to a wide range of universities—public, private, and branch campuses of international universities. International branch campuses are expected to operate in the UAE as independent institutions of higher education. Some of them, like University of Wollongong in Dubai and University of Birmingham, are accredited by the UAE national accreditation body, while the majority are not accredited by UAE the national accreditation body and reside in free zones. The diversified system of higher education required more than one regulator in order to effectively manage the development of higher education and maintain high standards across all of these institutions. In this section, the main regulators of higher education are briefly introduced:

1. The Ministry of Education (MOE, n.d.) has established the Commission for Academic Accreditation (CAA) (CAA, n.d.) as the UAE Federal Government Quality Assurance Agency for Higher Education. It is the UAE national accreditation body that is responsible for conducting a program of licensure of institutions of higher education and accreditation of their academic programs. The CAA is now a semi-independent organization affiliated with the Ministry of Higher Education. It certifies all institutions of higher education, much like the SACS organization does in the southern part of the United States. The mission of the CAA is to promote educational excellence across diverse institutions of higher learning in the UAE. The commission conducts risk-based evaluations of higher education academic institutions. Depending on reviews and site visits plus data submitted by the institutions, the CAA determines the risk and identifies institutions as high confidence (low risk), medium confidence (medium risk), and low confidence (high risk).

All academic institutions licensed and accredited by the CAA must comply with its Standards for Institutional Licensure and

Program Accreditation 2019 (The Standards, 2019). The Standards, 2019 include two interrelated standards-based quality assurance processes. The first relates to institutional licensure, while the second relates to program accreditation. The Standards ensure that licensed institutions and the accredited programs they offer indeed meet high standards and at a level of quality acceptable to and recognized by the international academic community.

2. The Abu Dhabi Department of Education and Knowledge (ADEK) (ADEK, n.d.) is the educational authority for the Emirate of Abu Dhabi, the largest emirate in the UAE, and the home of its capital city. ADEK was established in 2005 to regulate the private school sector. The department monitors the progress of students and evaluates the efficiency of schools' governance and education system. It has also put in place policies, regulations, and procedures that guarantee quality in higher educational programs, regulate higher education institutions, create an environment that promotes scientific research and innovation, encourage investment in higher education, monitor and analyze labor market needs, and guide students to identify future careers. ADEK operates in tandem with the CAA in Abu Dhabi.
3. The Knowledge and Human Development Authority (KHDA) (KHDA, n.d.) was established in 2006. It is the educational quality assurance and regulatory authority of the Government of the Emirate of Dubai. It oversees the private education sector in Dubai, including early childhood education centers, schools, higher education providers, and training institutes. Furthermore, KHDA regulates higher education institutions residing in the two free zone—Knowledge Village Park (KVP) and Dubai International Academic City (DIAC). The higher education institutions in the free zones are satellite branch campuses of international universities that are accredited in their countries of origin. Only few of these universities acquire CAA (CAA, n.d.) accreditation in order to have access to students who plan to work in federal government organizations and local governments outside Dubai.

Note that ADEC does not accredit academic programs of institutions residing in Abu Dhabi, nor does KHDA for institutions residing in the free zones. They provide no objections to start new universities in the first place and regulate their operation within their jurisdictions.

The Quality Assurance Agency for Higher Education (QAA), the UK's independent quality assurance body for higher education, has published its United Arab Emirates Report (The UAE Country Report, 2021) on March 16, 2021. The report provides a comprehensive overview of the higher education and regulatory landscape in the UAE and offers high-level information and intelligence about regulations, challenges, and opportunities relevant to UK transnational education providers looking to expand operations in the UAE. The report also provides an independent and objective evaluation of the roles and responsibilities of UAE regulators including the CAA, ADEK, and KHDA. The United Arab Emirates Report is available via the QAA's official website.¹

TYPES OF HIGHER EDUCATION INSTITUTIONS IN THE UAE

In terms of higher education provision, the UAE is home to over 120 higher education institutions, of which about 74 are licensed by the Ministry of Education (MOE, n.d.) and their academic programs are accredited by its Commission of Academic Accreditation (CAA, n.d.). The remaining higher education institutions reside in the free zones, and they are mostly satellite branch campuses of international universities accredited in their own countries of origin.

The diversity of higher education institutions fulfills the needs of different categories of students. For example, most Emirati students prefer to study in the federal universities—UAEU, Zayed, and the Higher Colleges of Technology. These are government institutions free of charge for local Emirati students. Many local Emirati and expatriate Arabs choose to enroll in institutions such as Khalifa University or the University of Sharjah, while others prefer to go to international universities like Heriot-Watt University or the University of Wollongong in Dubai. Many Indian expatriates, for example, prefer to enroll in prestigious Indian universities such as Manipal or BITS Pilani, while other Indian students prefer international universities. The same applies to expatriates from other nationalities living in the UAE. The purpose of these examples is not to promote certain higher education institutions, but to illustrate the diversity of institutions that appeal to different categories of students.

¹ The Quality Assurance Agency for Higher Education (QAA), UK. <https://www.qaa.ac.uk/>.

The UAE is an educational hub that attracts foreign students from other countries. Students come from East Asia, East Europe, Russia, Kazakhstan, African, and the neighboring Arab countries to study in the UAE. Besides quality education, the country has a lot to offer—a friendly atmosphere, excellent facilities and services, job opportunities, safety, and stability.

Table 6.1 shows examples of universities licensed and accredited by the Commission of Academic Accreditation. The examples include federal, local government, partnerships, and private universities. Table 6.2, on the other hand, lists examples of private international branch campuses that are not licensed nor accredited by the Commission for Academic Accreditation—they are accredited in their own countries of origin and regulated by free zone regulators.

The CAA Website² (CAA, n.d.) lists all institutions that are licensed and accredited by the CAA. ADEK³ and KHDA⁴ websites list all institutions regulated by them.

HIGHER EDUCATION AND THE FOURTH INDUSTRIAL REVOLUTION

Experts believe that we have now entered the early stages of the Fourth Industrial Revolution. In this era, different digital systems are combined in a way never seen before, to the extent that the rapid advances in technology are changing the way we live and work. This rapid pace of change is disrupting almost every industry.

The term “Disruptive Technologies” was first coined by Harvard University professor Clayton M. Christensen (Christensen, 1997) to refer to advancements in technology that significantly alters the way that consumers, industries, or businesses operate. These technologies take away and replace existing systems or habits because they have attributes

² *Higher education Institutions*. CAA Website. <https://www.caa.ae/Pages/Institutes/All.aspx>.

³ *Higher Education Institutions in Abu Dhabi*. Department of Education and Knowledge. <https://www.adek.gov.ae/Education-System/Higher-Education/List-of-Higher-Education-Institutions-in-Abu-Dhabi>.

⁴ *Higher Education Classification 2019–20*. KHDA Website. <https://www.khda.gov.ae/en/highereducationclassification>.

Table 6.1 Examples of universities accredited by the Commission for Academic Accreditation (CAA)

Federal Universities	<ul style="list-style-type: none"> – UAEU – Zayed University—Abu Dhabi Branch – Higher Colleges of Technology
<i>Emirate of Abu Dhabi</i>	
Local Government University	<ul style="list-style-type: none"> – Khalifa University – <i>Mohamed bin Zayed University for Humanities</i> – Mohammad Bin Zayed University of Artificial Intelligence (MBZUAI)
Partnerships with Local Government	<ul style="list-style-type: none"> – New York University, Abu Dhabi – Sorbonne University, Abu Dhabi
Private University	<ul style="list-style-type: none"> – Abu Dhabi University – Al Ain University
<i>Emirate of Dubai</i>	
Local Government University	<ul style="list-style-type: none"> – Rochester Institute of Technology—Dubai – Hamdan Bin Mohammed Smart University – British University of Dubai – Mohammed Bin Rashid University of Medicine and Health Sciences – University of Dubai – Emirates Aviation University
Partnerships with Local NonProfit Organization	<ul style="list-style-type: none"> – Canadian University Dubai
Private University	<ul style="list-style-type: none"> – University of Wollongong in Dubai – University of Birmingham Dubai – American University in the Emirates – Al Ghurair University
<i>Emirate of Sharjah</i>	
Local Government University	<ul style="list-style-type: none"> – Al Qasimiya University – University of Sharjah – American University of Sharjah
Private University	<ul style="list-style-type: none"> – Skyline University College—Sharjah
<i>Emirate of Ajman</i>	
Private University	<ul style="list-style-type: none"> – Ajman University – City University College of Ajman – Gulf Medical University

(continued)

Table 6.1 (continued)

<i>Emirate of Ras Al Khaimah</i>	
Local Government University	– American University of Ras Al Khaimah
Private University	– Ras Al Khaimah Medical and Health Sciences
<i>Emirate of Fujairah</i>	
Semi-Local Government Non-For-Profit University	– University of Fujairah
Private University (In Partnership with Local Government)	– University of Science and Technology of Fujairah
<i>Emirate of UAQ</i>	
Local Government University	– Umm Al Quwain University

Note that students who plan to work in the UAE tend to enroll in CAA accredited universities. Those who select universities residing in the free zones in Dubai may find difficulty in finding jobs in federal government entities or in local government entities outside Dubai, and the same applies to other free zones

Table 6.2 Examples of International branch campuses not accredited by the CAA and operating in free zones

Emirate of Dubai	– Amity University
Regulator: Knowledge and Human Development Authority (KHDA)	– Curtin University Dubai
	– Heriot-Watt University
	– Hult International Business School
	– London Business School
	– Manipal University
	– Middlesex University Dubai
	– BITS Pilani
Emirate of Ras Al Khaimah	– Bolton University of Ras Al Khaimah
Regulator: Ras Al Khaimah Economic Zone	– University of West London, Ras Al Khaimah

that are recognizably superior. These are among others the leading examples of the most disruptive technologies: artificial intelligence, internet of things (IoT), space colonization, 3D printing, gene editing technologies, high-speed travel (Hyperloops), deepfake applications, robotics, blockchain technology, autonomous vehicles, advanced virtual reality, renewable energy, commercial drones, and nanotechnology applications.

Clayton M. Christensen (Christensen et. al., 2018) has also coined the term “disruptive innovation” within management and strategy. In business theory, a disruptive innovation is an innovation that creates a new market and value network and eventually disrupts an existing market and value network, displacing established market-leading firms, products, and alliances.

The impact of disruptive technologies on the different sectors is going to be enormous. As a result, the breadth of change caused by it will also be vast. Both the public and private sectors share an equally pivotal role and responsibility for a positive change to flourish. The future workforce needs to be trained properly in emerging technologies, along with learning the value and potential of these technologies. Alongside the implementation of technologies and acquiring the skills to develop and harness them, it is crucial that the future workforce possesses the ability to know when, how, and where to use that technology.

Even though the technology is expected to take millions of jobs, we will be seeing millions of new jobs not yet invented. Therefore, it is the responsibility of higher education institutions to ensure that education must evolve away from the traditional method of textbook-based knowledge transfer and assessment via examinations to a more relevant approach that prepares students for the great potential offered by the Fourth Industrial Revolution.

Higher education institutions need to reinvent themselves and give adequate opportunities to students to prepare them for future jobs. Given the pace of change seen across industries, education providers must lay the foundation for tomorrow’s innovations, today. Alongside teaching the necessary theoretical knowledge, students must be equipped with the most effective methods of solving problems.

Universities in the twenty-first century will strive to have the impact of massive emerging technologies accurately reflected in their curriculum. As such, educators have a responsibility to prepare students with lifelong learning skills and competencies, and the ability to make the right decisions. Students, on the other hand, need to understand the nature of the disruptions created by existing and future emerging technologies. It is a challenge and an opportunity because the scientific research of today will be the engine of the future economy.

Education providers already facing the challenge of fast-evolving their teaching methods, catering to current demands, and replicating an environment for students that prepares them for future jobs.

Neither technology nor the disruption that comes with it is in our control. Disruptive technology is no longer the occasional exception, it is the rule (Christensen, 1997). Educators need to equip the young generation with the tools necessary to face the challenges, in order to empower them to face the future.

UAE VISIONS AND THE NATIONAL AGENDAS

The decision-makers in the UAE very well understand the impact of technology on our life and future economy, and the need for education providers to rise to this challenge. In this section, the visions of the UAE leadership regarding future technologies and higher education developments are briefly described.

- The National Agenda leading to UAE Vision, 2021 (UAE Vision, 2021) emphasizes the development of a first-rate education system, the transformation of the current education system and teaching methods based on the changes in the digital era, and the focus on teamwork and project-based learning.

The UAE National Strategy for Innovation attempts to stimulate innovation in seven broad sectors:

1. renewables industry and clean technology,
2. air and sea travel with a special focus on innovation in the field of unmanned drones,
3. labs in schools and universities,
4. advanced technologies in healthcare services,
5. solving the problem of water scarcity,
6. research and technology, and
7. space technology.

Under research and technology, for example, the teaching and research agendas of the leading academic institutions in the UAE show that they are giving priority to the latest trends in business and information technology research, including, but not limited to, financial technologies (Fintech), blockchain technology, data analytics, big data, machine learning and artificial intelligence, natural language processing and information retrieval, cybersecurity, mobile and cloud computing, internet of things, digital

media, social media, virtual reality and augmented realities, 3D printing, biomedical technologies, modeling and simulation in business and industry, production and logistics, optimization methods, and applied mathematics and statistics.

- The National Strategy for Higher Education 2030 (The National Strategy for HE, 2030) was launched by the Ministry of Education in September 2017. The strategy aims to build and achieve the highest scientific and professional education standards to serve the country's future generations.

The UAE government set four main pillars to achieve this strategy: quality, efficiency, innovation, and harmonization. The strategy also identified 33 key initiatives to support the implementation phase.

- Abu Dhabi Economic Vision (2030) describes Abu Dhabi's economy as a sustainable, diversified, high-value-added economy that encourages enterprises and entrepreneurship and integrates well into the global economy, leading to better opportunities for all. Abu Dhabi's economy is described in terms of diversification and balanced growth, sustainable foundation, contemporary expansion of an Arab city, highly attractive urban lifestyle, world-class transport system, opening new opportunities for development, and the encouragement of new industries.

The new appointment of the world's first Minister of State for Artificial Intelligence in 2017 is part of the United Arab Emirates strategy for Artificial Intelligence 2031 (UAE Strategy for AI, 2031). The establishment of Mohammad Bin Zayed University of Artificial Intelligence⁵ (MBZUAI) in 2019 was also for the same purpose. MBZUAI is a graduate level, research-based academic institution in Abu Dhabi. It is a public university affiliated with Abu Dhabi Executive Council.

Another milestone that demonstrates the country's determination to realize its visions and its commitment to become a leader in technology is the Emirates Mars Mission. The Hope probe is a United Arab Emirates Space Agency's unmanned space exploration mission to Mars. The Hope orbiter was launched on July 19, 2020 to reach Mars on February 9,

⁵ Mohammad Bin Zayed University of Artificial Intelligence. <https://mbzuai.ac.ae/>.

2021. The mission design, development, and operations are led by the Mohammed bin Rashid Space Center in Dubai.

GOVERNANCE MODELS IN THE TWENTY-FIRST CENTURY

Governance is a complex and highly contested concept. It means different things to different people. Within the context of higher education, the term governance has been used to refer to how higher education institutions are organized and managed. As mentioned earlier, the UAE has diversified types of higher education institutions ranging from federal to private, and the private higher education institutions range from local private universities to international partnerships to satellite campuses of international universities. We have also mentioned earlier, that higher education institutions are regulated by different regulatory agencies. The majority are licensed by the Ministry of Education, and their programs are accredited by its Commission for Academic Accreditation. In addition to the CAA, higher education institutions located in Abu Dhabi are also regulated by ADEC. The ones located in Dubai free zones, namely Knowledge Village Park (KVP) and Dubai International Academic City (DIAC), are branch campuses of international universities regulated by the KHDA.

Every higher education institution in the UAE has its own Board of Trustees. One of the important roles of the Board of Trustees in any higher education institution is to approve the institution's strategic plan and provide support to the leadership of the institution in executing the operational plans in order to achieve the institution's strategic goals.

In addition to complying with the standards and regulations set by the CAA and attempting to develop strategies in line with governments visions and national agendas, the author believes that the introduction of the new UAE Higher Education Excellence Framework (Excellence Framework, 2020) represents a new factor that must be taken into consideration when developing the strategic plan for any university accredited by the CAA. The framework classifies universities licensed by the Ministry of Education based on certain performance indicators grouped into four categories: Teaching and Student Life, Employability and Relevance, Internationalization, and Research. The classification was introduced first in 2020, but the results were not announced in order to give institutions time to reflect on and improve their performance. The classification results of 2021 will be public.

Accordingly, the author believes that the following goals will manifest themselves one way or another in the strategic plans of academic institutions:

- Expand academic programs in line with UAE government vision and national agendas.
- Promote academic excellence, lifelong student-driven learning, problem-based collaborative learning, and global citizenship skills.
- Involve students in institutional governance.
- Develop research agendas in line with UAE government vision and national agendas and allocate enough budget to support research activities.
- Develop an internationalization strategy.
- Seek international accreditation of academic programs.
- Improve institutional local classification.
- Improve institutional international rankings.
- Develop and implement a digital transformation plan across the institution.
- Develop and implement a comprehensive business growth strategy.
- Develop strategic partnerships with the business community.

It is important for the regulators to strike the right balance between the autonomy of academic institutions and their accountability. The degree of autonomy depends on the extent to which an institution can decide its own actions while directed by the regulators to follow directions and actions that may not be of its choice. Institutional autonomy goes beyond academic freedom. It guarantees that the institution is entitled to determine its structure, systems, mission, goals, and priorities consistent with the societal needs and take decisions independently. The autonomy of publicly funded institutions implies societal accountability. Consequently, greater autonomy to these institutions means greater accountability to society. In general, accountability means measuring the efficiency and effectiveness of what an institution aims to achieve. If an institution can achieve its targets with high quality, it is effective. If it utilizes resources economically and wisely and reaches its targets with minimal time or effort, it is efficient (Pandey, 2004).

The role of the regulator is to set quality standards and promote good governance to help academic institutions achieve their missions. The role

of the government is to provide vision and set a clear national agenda. Accordingly, if academic institutions are seen to achieve excellence as determined by their stakeholders, they would have made a tremendous contribution to society and served their purpose (Pandey, 2004). The fact that many private academic institutions desire to have a presence for themselves in the UAE indicates that they are able to make their contribution to society and serve their purposes without being hindered by the regulators.

FINAL THOUGHTS

International higher education institutions have brought in the “culture of education” to the UAE. They have also brought changes in the manner education was imparted in the country. For example, gender segregation was taken away from most private and local government institutions in favor of coeducational classes. There are many reasons why students flock to these international entities from within the UAE and from overseas—niche programs in new multidisciplinary areas, interactive, collaborative, and experiential student-centered teaching and learning approaches, and most importantly, the unique combination of twenty-first-century competencies (initiative, teamwork, communication, and lifelong learning). Universities like New York University Abu Dhabi and Sorbonne University Abu Dhabi were seen as beacons for other universities to aspire to. Yet, within a relatively short period of time, the fierce competition and the high standards enforced by the CAA coupled with clear national agendas and good university governance have enabled many publics as well as private local institutions to rise to the challenge, to the extent that a number of these local universities are now acquiring international rankings. According to QS World University Ranking (QS, 2021), Khalifa University is ranked (183), UAEU (288), American University of Sharjah (383), University of Sharjah (601–650), American University of Dubai (601–650), Canadian University Dubai (601–650), Zayed University (651–700), Abu Dhabi University (701–750), Ajman University (701–750), and Al Ain University (701–750).

All the changes one sees in the UAE higher education are part of higher education evolution. As a young nation, the UAE has had a very progressive and positive outlook on education. Higher education institutions in the UAE are on the right track to meet the challenges of the twenty-first century.

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University Governances Models Across Regions: Asia

Trina K. Henderson-Torres

POLITICS, DO THEY AFFECT RANKINGS?

Question? Do the politics of the region dictate how successful or unsuccessful an Asian higher learning institution will prevail in rankings?

First, let's define rankings-how are they measured?

According to the Academic Ranking of World Universities (2012), universities' rankings are determined by a variance of factors. These include the quality of the education (measured by the success of staff); the quality of the faculty (measured by publications/highly cited researchers); the research output (papers indexed); and per capita performance (the weighted scores of the above indicators as available).

How Are These Schools Ranked by Various Ranking Sites?

According to our research, schools are ranked by a criteria formula created by the ranking entity. In the case of uniRank (2020), there are three categories to consider to be included in the list:

- The university must be legal, licensed, and accredited.

- The university must have four-year bachelor's degrees and postgrad degrees (Masters/Doctorate).
- The university must provide face-to-face traditional educational courses (pre-pandemic).

Schools are then analyzed and compared to over 13,800 officially recognized Universities and Colleges in 200 countries. There are a variety of ranking systems available and will vary the list of top 10 slightly based on the ranking entities' rules. For our purposes here, we will use the uniRank ranking system and note the disclaimer that we do not endorse or recognize this authority as final, however, it is a system of high quality that gives a basic view of the worldwide universities ranking in general. You may want to refer to other ranking sites listed here to see the various order of top and bottom 10. They are very close in numbers but will be influenced by each ranking-systems method of measuring the criteria.

1. World University Rankings
2. Times Higher Education World University Rankings
3. Academic Rankings of World Universities (Top Universities, [2021](#)).

QS World University Rankings are similar to other ranking methods mentioned but they use a percentage weight as to how well each university performs. Academic reputation (30%); Employer reputation (20%); Faculty/student ratio (10%); International research network (10%); Citations per paper (10%) papers per faculty (5%); Staff with a PhD (5%); Proportion of international faculty (2.5%); and proportion of international students (2.5%) (Top Universities, [2021](#)). Understanding this, let us take a closer look at Asia as a continent and compare top and bottom ranking schools. This comparison will include what type of governments are involved with managing the schools, and we will analyze if that factor weighs on the measurement criteria.

Political Power in Each Major Geographical Area

The 48 countries representing Asia include a vast number of successful and unsuccessful governance models among the various university systems throughout. The highest and lowest ranking universities within the continent are represented historically by a given political system that influences

the governing bodies of those universities. We ask ourselves, do the politics of the region dictate how successful or unsuccessful an Asian higher learning institution will prevail? This can be answered by looking at the top 10 and the lower 10 (out of 550) Asian universities' rankings (uniRank, 2020). We will analyze the differences between Private vs. Public political systems, and the model of governance used in each. Thereby, we will be able to discover if the politics of the areas have a significant impact on the outcome or the ranking for each school mentioned.

Types of governments in our study:

1. Sovereign island/city-state independent country (Singapore), is one centralized government that rules the entire geographical area. It has a dominant one-party election system known as the People's Action Party. It has an elected President as head of state and a Prime Minister as head of government. This is a free market economy—supply and demand market with little government control (Singapore, 2020). Governance in Higher Education is controlled by the Ministry of Education—funding, hiring, and evaluation (ncce.org, 2021).
2. One country/two-system government (Hong Kong SAR): SAR means a special administrative region—this country is partly controlled by Mainland China and also operates under a free market economy.
3. Socialist/Communist government (Mainland China): Mainland China falls under a government-controlled central plan system and is highly influenced by the controlling Chinese Communist Party (CCP). There is the existence of both public and private business mirroring capitalism, but China claims control over the country to direct the country toward socialist development (Cable, 2021).
4. Capitalist government (South Korea): This country has a capitalist economy but has influences of socialism and communism in some of its society thinking (Korea Herald, 2014).
5. A unitary parliamentary constitutional monarchy (Japan), is a type of government that has a monarchy (King/Queen) that acts as the head of state within the parameters of a constitution (Britannica, 2021a).
6. Unitary presidential constitutional republic (Indonesia): This country has a publicly elected President/Vice President with a set

- of Ministers of State appointed by the President. This country has a capitalist view of economics (UN Women, 2021).
7. Federal representative democratic constitutional monarchy (Malaysia): This country has a king as ruler or head of state and the Prime Minister is the head of government. There is executive power held by the federal government and its 13 states. It has three branches of government; Legislative, Judiciary, and Executive (Parlimen.gov, 2021).
 8. Federal parliamentary republic (Pakistan), refers to a unitary state with a democratic form of government. The party with the greatest representation rules the legislature with its leader as Prime Minister or Chancellor (Britannica, parliamentary-system, 2021b). This country operates under a mixed-economies system.
 9. Union government (India): This is a sovereign socialist secular democratic republic with a parliamentary system of government. This country uses a three-branch system; Executive, Legislative, and Judicial (India.gov, 2021). This country is successfully capitalist.
 10. Fascism (none of the countries in Asia falls under this type of government): This is a one-party dictatorship, entailing a centralized government led by one person. Historically many countries have fallen under this category. None of the Universities mentioned in this chapter is located in a fascist government area (World Popular Review, 2021) (Table 7.1).

Top-Ranking Asian Universities: Private Vs. Public. According to the UniRank University ranking system (2020), out of the total of 5,984 accredited or recognized higher institutions, 2,901 of those are private and 2,622 public. Why is this important? Let's investigate the difference in how politics plays a role in private vs. public institutions and try to answer our question as to whether it helps or hinders the success of its ranking. Below you will see a chart of the top and bottom 10 of a study group of 550 of the nearly 6000 schools in Asia both private and public entities. You will notice that each will show a type of political system next to the school ranking. Keep in mind that this information will help us determine if politics plays a role in success.

According to Tables 7.2 and 7.3, each area of Asia ranks in both the upper and lower categories. You can see the top-ranking schools on the map provided. All are within close location to one another. Let's

Table 7.1 Different government ruling systems: Capitalism, socialism, communism, fascism

<i>Feature</i>	<i>Capitalism</i>	<i>Socialism</i>	<i>Communism</i>	<i>Fascism</i>
Economic Production	Owned by individuals	Owned by everyone	Owned by everyone	Owned by everyone
Production Provides	Profit to individuals	Usefulness to everyone	Usefulness to everyone	To build the nation
Where is the money allocated?	Chain of Supply and Demand	Government Controlled for a central plan	Government Controlled for a central plan	Government Controlled for a central plan
People give according to	Market demand	Ability to give	Ability to give	Value to the nation
People receive according to	Wealth	Contribution	Need	Value to the nation

Source Based on Amadeo, Kindness (2020); adapted for use by Trina K. Henderson (2021)

discuss our top-performing schools in Asia. There are two types of ranking mentioned in the chart. First is the Asian Ranking, and next is the World Ranking (uniRank, 2020). Based on this, we find that the top 10 universities are indeed ranked within the top 53 worldwide. So, of the thousands of universities worldwide, Asian can boast that although there are varied countries, governments, and models for governance, that the region produces some of the top graduates in the world. Not bad! However, looking at the bottom of the 550 studied universities, the 10 bottom ranking Asian schools do not even rank in the worldwide system. This tells us that some of the lowest-performing universities are not even qualified to be listed in the worldwide ranking systems (Fig. 7.1).

COMMONALITIES AND DIFFERENCES

Question? Do the top-ranking universities in Asia have significant commonalities and differences regardless of government type?

So, rankings are subjective to the entity giving the score. Rankings can vary slightly based on this. But what we can show now are the commonalities of those ranked in the top 10 and the bottom 10 so that we may further understand the best practices used in this area of the world. By best practices we will understand a method that is proven as being correct or most effective; a superior method that has become standard practice (Oxford, 2021).

Table 7.2 Top 10 universities and corresponding country, political system, funding, and governance

<i>Asia Ranking (uniRank, 2020)</i>	<i>World Ranking (uniRank, 2020)</i>	<i>Name of the Higher Institution</i>	<i>Country in Asia</i>	<i>Political system in that area</i>	<i>Private or Public</i>	<i>Model of Governance</i>
1	11 worldwide ranking; 1/550 Asian Ranking	National University of Singapore	Singapore	Sovereign Island, city-state (Independent Country)	Public	Corporate with shared governance flexibility
2	13 worldwide ranking; 2/550 Asian Ranking	Nanyang Technology University, Singapore (NTU)	Singapore	Sovereign Island, city-state (Independent Country)	Public	Corporate with shared governance flexibility
3	22 worldwide ranking; 3/550 Asian ranking	The University of Hong Kong	Hong Kong SAR	One country, two-system government (Socialist Mainland China/Capitalist Hong Kong) Non-sovereign city-states	Public	Corporate with shared governance flexibility
4	15 worldwide ranking; 4/550 Asian ranking	Tsinghua University	China (Mainland)	Socialist Communist	Public	Centralized Education System (Government controlled) Corporate Non-Flexible
5	23 worldwide ranking; 5/550 Asian ranking	Peking University	China (Mainland)	Socialist Communist	Public	Centralized Education System (Government controlled) Corporate Non-Flexible

<i>Asia Ranking (uniRank, 2020)</i>	<i>World Ranking (uniRank, 2020)</i>	<i>Name of the Higher Institution</i>	<i>Country in Asia</i>	<i>Political system in that area</i>	<i>Private or Public</i>	<i>Model of Governance</i>
6	53 worldwide ranking; 6/550 Asian ranking	Zhejiang University	China (Mainland)	Socialist Communist	Public	Centralized Education System (Government controlled) Corporate Non-Flexible
7	34 worldwide ranking; 7/550 Asian ranking	Fudan University	China (Mainland)	Socialist Communist	Public	Centralized Education System (Government controlled) Corporate Non-Flexible
8	27 worldwide ranking; 8/550 Asian ranking	The Hong Kong University of Science and Technology	Hong Kong (SAR)	One country, two-system government (Socialist Mainland China/Capitalist Hong Kong) Non-sovereign city-states	Public	Traditional Corporate (Chancellor is Chief Executive of Hong Kong Government) Corporate Semi-Flexible
9	39 worldwide ranking; 9/550 Asian ranking	KAIST-Korea Advanced Institute of Science & Technology	South Korea	Centralized democratic republic CAPITALIST	Public	Corporate; Board of Trustees; Corporate Model Non-Flexible
10	43 worldwide ranking; 10/550 Asian ranking	The Chinese University of Hong Kong (CUHK)	Hong Kong (SAR)	One country, two-system government (Socialist Mainland China/Capitalist Hong Kong) Non-sovereign city-states	Public	Corporate with shared governance flexibility

Table 7.3 Top and bottom 10 universities and corresponding country, political system, funding, and governance

<i>Bottom Ranking 10 being the lowest rank; (uniRank, 2020)</i>	<i>World Ranking (uniRank, 2020)</i>	<i>Name of the Higher Institution</i>	<i>Country in Asia</i>	<i>Political system in that area</i>	<i>Private or Public</i>	<i>Model of Governance</i>
1	None; 541/550 Asian ranking	Tokyo University of Foreign Studies	Japan	Unitary parliamentary constitutional monarchy	Public	Independent State-run Corporate with shared governance flexibility
2	None; 542/550 Asian ranking	Universitas Pendidikan Indonesia	Indonesia	Unitary presidential constitutional republic	Public	Overseen by the Ministry of Research Technology and Higher Education (MKTTH) Very limited autonomy; Corporate
3	None; 543/550 Asian ranking	Universiti Sains Islam Malaysia	Malaysia	Federal Representative Democratic Constitutional Monarchy	Public	Non-Flexible Islamic school funded by Malaysian Government (Ministry of Education Malaysia)
4	None; 544/550 Asian ranking	University of Central Punjab	Pakistan	Federal Parliamentary Republic	Public	The Governor of Punjab is the Patron of the University oversees the traditional board
5	None; 545/550 Asian ranking	University of Jammu	India	Union Government (Federal Republic)	Public	Overseen by the University Grants Commission

<i>Bottom Ranking 10 being the lowest rank; (uniRank, 2020)</i>	<i>World Ranking (uniRank, 2020)</i>	<i>Name of the Higher Institution</i>	<i>Country in Asia</i>	<i>Political system in that area</i>	<i>Private or Public</i>	<i>Model of Governance</i>
6	None; 546/550 Asian ranking	University of Kalyani	India	Union Government (Federal Republic)	Public	State-Government Administered
7	None; 547/550 Asian ranking	University of Management and Technology	Pakistan	Federal Parliamentary Republic	Private	Internally managed
8	None; 548/550 Asian ranking	Xi'an University of Architecture and Technology (XAUAT)	China (Mainland)	Socialist Communist	Public	Centralized Education System (Government controlled) Corporate Non-Flexible
9	None; 549/550 Asian ranking	Yanbian University	China (Mainland)	Socialist Communist	Public	Centralized Education System (Government controlled) Corporate Non-Flexible
10	None; 550/550 Asian ranking	Youngsan University	South Korea	Centralized democratic republic	Private	Corporate; Board of Trustees; Corporate Model Non-Flexible



Fig. 7.1 Map of sub-regions of Asia (Source <https://mapchart.net/> licensed under CC by 4.0, adapted by Trina K. Henderson [2021])

SCHOOLS IN ASIA WITH A WORLD RANKING HAVE THESE THINGS IN COMMON:

1. They all offer similar educational degrees with a variety of schools within. Bachelors/Masters/PhD.
2. They all have a high degree of research and development programs. Here we will mention the top three:
 - a. National University of Singapore—Energy and data sciences (among others) research-heavy (NUS, 2021).
 - b. Nanyang Technical University—Artificial Intelligence Research facility (Top Universities, 2021).
 - c. The University of Hong Kong—Globally connected to other highly rated universities through exchange programs, highly hireable graduates (Top Universities, 2021).

3. They are all funded partially or wholly by the government to which they belong (Table 7.2).
4. They are all public universities.

SCHOOLS WITH NO WORLD RANKINGS HAVE THESE THINGS IN COMMON:

1. They are different types of universities, i.e.: this includes teaching, research, technological, skills-based. Here we will mention the first three from the bottom 10 list:
 - a. Tokyo University of Foreign Studies—Focus on research in world language studies (The Mission of TUFS, 2021).
 - b. Universitas Pendidikan Indonesia—Focus on Teacher’s education college (UPI, 2020).
 - c. Universiti Sains Islam Malaysia—Focus on Religious, Social, and Physical sciences (USIM, 2020).
2. They are both public and private (*top three of the bottom list are public)
3. They are skills focused by nature, although research plays a big part in Tokyo Univ of Foreign Studies.
4. Their funding is not as high as some of their neighboring universities (Bothwell et al., 2019).

Does Funding from the Government Matter?

The answer to that question will depend on how the government views the importance of the university in which it funds. Some governments may decide to only fund those that follow their political agenda, and some may be more flexible based on the needs of the region as a whole. An example of how funding can improve rankings was shown recently in the middle east when the American University of Beirut was shown to perform well. This was likely a reflection of increased funding of higher education. This was a way for certain governments to shift their dependence from natural resources to other economies (Bothwell et al., 2019). Recently in this article, it mentions that the University of Beirut established a \$650 million capital investment to fund academic research and

academic chairs, expanding doctoral programs and investing in new buildings and technology (Bothwell, 2018). Money talks—according to the article written by Ellie Bothwell, their ranking went up over 100 points in 2019 with this influx of funding. Those schools mentioned in the bottom 10 from our Table 7.3 suffer the lack of funding that could increase their potential to grow.

The reasons why they have less funding could be a combination of the type of school and degrees offered and/or the location of the schools. The government funding support may be little or non-existent depending on the economic factors of the area, the importance the government places on that higher education entity and the fact of whether it's a public or private institution. The economics of the country may be high or low, but the schools' specializations may be a factor in what money is invested in them by their funding sources (governments, private donors, etc.).

Think about it:

It's an obvious fact that with 48 different governmental leaderships, 48 different countries on the continent of Asia, there will be differences as to what decisions politics and government play in the governance of universities funded by public funds. It will also be evident that private universities will have a different set of standards by which they measure their success, but even private universities in South Korea fall under government strict rules. It matters little that their funding is 85% private funding (Kim, 2008).

What is your opinion?

Are these different political governments culpable for the commonalities and differences among the universities mentioned in this chapter?

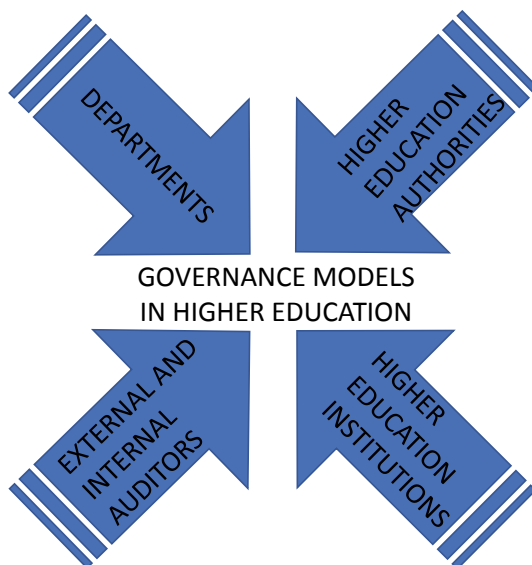
GOVERNANCE OVERVIEW IN ASIA

Regionally, the change in legislative rule in higher education throughout Asia could be possibly limited because historically Asian governments amend existing laws as opposed to introducing new ideas or whole-scale reforms (SAINT, 2009) (Fig. 7.2).

According to Table 7.4:

1. Four of the top 10 are governed under a corporate model with shared governance flexibility;
2. Five are run by a central educational system and/or a communist country; Corporate model, non-flexible.

Fig. 7.2 Governance models in higher education



3. One is under the corporate model semi-flexible.

Question: What is the best governance model used in Asia? What can we determine are the best practices used in this section of the world? Let's first define the models we have discovered and give a few examples from our list of highlighted schools.

Summary of Governance in Asia

The Corporate Model. The corporate model has control over an entity with either government or market influences for its decision-making. One thing that is certain about corporate models is that they are outperforming more traditional models which we could infer is due to the guidelines to which they must adhere. What makes a corporate model useful and successful? Well, it creates value, not only for the business itself but also for its clients/customers. In a recent article in the Entrepreneur, author Larry Alton (2015), mentions the seven elements of a strong model. These include knowing your audience, having an established business process, knowing what you need to keep the business running, what

Table 7.4 Summary of the countries in the ranking chart and their political systems

<i>Country</i>	<i>Asian Ranking (uniRank, 2020)</i>	<i>World Ranking (uniRank, 2020)</i>	<i>Government Type</i>
Singapore	1, 2	11, 13	Parliamentary representative democratic republic
Hong Kong (SAR)	3, 8, 10	22, 27, 43	One country, two-system government (Socialist Mainland China/Capitalist Hong Kong) Non-sovereign city-states
China (Mainland)	4, 5, 6, 7	15, 23, 53, 34	Socialist/Communist
South Korea	9	39	Centralized democratic republic

value does the business add/know your competition, what is the chain of supply/partners, how to retain clients, generate leads and build interest, and lastly, allow for change and innovation (Fig. 7.3).

Corporate Model/Schools With Non-Flexible Government Control Using A Central Education System. Let's talk about the governmentally controlled schools in the top 10 that are administered by a Socialist/Communist one. China, specifically in this category, uses a Central Education System. This is a government-controlled education system that provides all guidelines, curriculum, and structure as to how the schools in this system are managed. Why is it important to mention the type of government? Because China is in the top 10 and not as flexible as government models in non-communist countries. What is a Socialist/Communist Government? Socialism and Communism terminology, although sometimes used interchangeably, are different in a few ways. A government that uses both terms incorporates ideals from the following school of thought: Not capitalist—opposed to it (when it is convenient) (Table 7.5).

The Case of Mainland China. China is considered primarily a communist country, however, some differences make it a blend of socialism/communism. The Communist Party of China is in control of

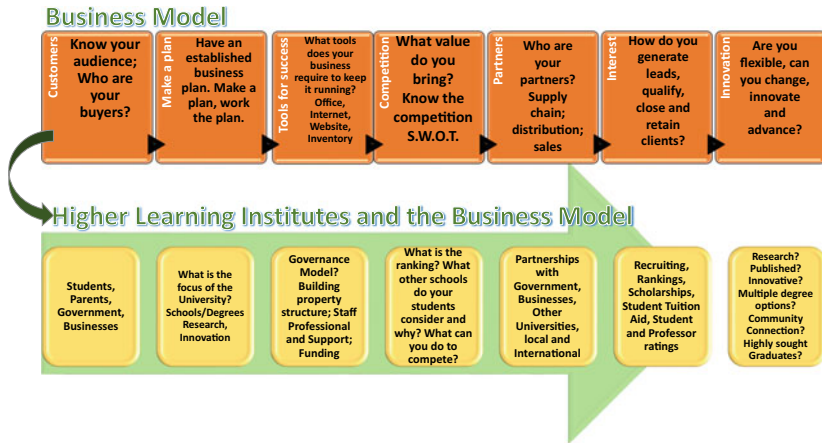


Fig. 7.3 Comparison of elements of a model as applied to a higher learning institute

industry, consumer goods, and profits that are directed straight to the government. The success of this and exports makes China quite profitable. The government provides free of charge health care and education (primary through higher education). People are allowed to own their properties and homes which makes that a highly competitive capitalist system mixed in (Longley, 2021).

Firstly, Tsinghua University ranked by many sources as the top school in China, in our report as number three in Asia has a long-standing history of being regarded as one of the top worldwide schools (uniRank, December, 2020). This school is controlled by the C9 League of Chinese Universities. It boasts as a member of this official alliance of nine universities in China. This is a project controlled by the Chinese central government through what is known as Project 985 which is in place to improve the higher education system in China (CEC, 2021). Tsinghua University is a research university that has a history dating back to its origin as a school to house US citizens studying abroad, to the now science, engineering, politics, business, academia, and cultural studies. This university accepts very few students that apply, and those must be within the top tiers of the rigorous exams given for entry. It can be argued that if you only allow in the top percentile, then likely you will output the top rankings. The strategy does not go without merit, as this school

Table 7.5 Comparison between socialism and communism

Socialism vs. Communism		
Qualities	Socialism	Communism
Ideas:	From each according to his ability, to each according to his needs.	From each according to his ability, to each according to his contribution.
Economy controlled by:	Central Government	Central Government
Who owns the economic resources?	Individuals own personal property but all industry and production is owned communally and managed by a democratically elected government.	All controlled by the government. Individuals do not own personal property or assets, money-making resources are publicly owned and
Distribution of economic production:	Production is made to meet the needs of individuals and society and is distributed according to individual ability and contribution.	Production is made to meet the basic human needs of all and distributed to the people at no cost to them.
Class Distinction:	Class levels exist but the difference between them is lessened. Some people can earn more than others.	Class levels do not exist. The ability for one to earn more than another is not possible.
Religion:	Freedom of religion is permitted.	Religion is not allowed.

is now in partnership with the Massachusetts Institute of Technology in the United States and the Sloan School of Management for their MBA program known as the Tsinghua-MIT Global MBA. The board of this university includes prestigious alumni to include the current General Secretary of the Communist Party of China (CPC), Paramount Leader of China, Xi Jinping as well as many others within the CPC party. The University involves the worldwide participation of prestigious speakers and invites in corporate endowments to help fund this entity.

So, is it power and money that make this school great? Well, that could also be argued based on the given information, however, this school follows the strict guidelines of the Centralized Education System of China. There is little evidence of shared governance in this model, but it is much like a strict corporate model, non-flexible, extremely competitive, successful, and inclusive of other successful models not as strict as itself; run by the leadership of the government (Feng & Cheng, 2020). According to a recent National Press Release, this article was

written by Emily Feng and Amy Cheng in 2020, Chinese universities are incorporating Communist Party control into their charters. Students at Shanghai's Fudan University deleted wording from the charter to include freedom of thought. This was done publicly, according to Feng and Cheng, and the school expected praise for this! What they got was a rebellion on the part of the students, protests, and outrage. Many students had to withhold their names to avoid governmental repercussions for speaking out, disguising the public protest as a "marriage proposal" (Feng & Cheng, 2020). However, they did protest. Results of the outrage did not change the charter, however. Other universities in China are still adjusting and taking more time to amend their charters. An journalism professor in Beijing's Foreign Studies University, Qiao Mu, once mentioned in an interview that he felt it was good that charters tell the truth and not embellish freedom or freedom of thought when it was not included in the way of thinking by the part of the governing body (Feng & Cheng, 2020). According to the article, as you might imagine this professor, since 2017, now resides in the USA having his career blocked in China because of his outspoken nature.

What does all this information about CPC doctrine in Chinese Universities have to do with whether a higher learning institute's model of governance affects success, you may ask? It is evidentiary that a government's political interests can be a driving force supplying more funding, mandated-required research, and governance control to push its agenda.

Best Practices—Mainland China. Is the model a success? For those Chinese universities still boasting commitments to freedom in academics, pro-party charters are being adopted and those rules are making the educators in China face many difficulties (Feng & Cheng, 2020). This has included monitoring teachers' lectures, using campus party informants, and not allowing certain reality-based case studies to be referenced in lectures (Feng & Cheng, 2020). The control is strict; however, the schools are still ranking in the top 10 in world rankings. It is up to the consumer-student-parent-businessperson-donor-corporate partner-university partners, and all others to decide whether they do or do not agree with this model and how it is implemented. Not all corporate models are in strong government countries, they are in many other countries as well, but this is based on the top 10 and lower 10 universities in Asia, therefore mentioned here.

Corporate Model/Schools With Semi-Flexible Government Control. In this section, the case of Hong Kong will be presented.

Hong Kong. So, knowing what we do about Communist mainland China, let's talk about the two schools that are in the top 10 using a traditional corporate model but a semi-inflexible government (one country; two-system government); both are in Hong Kong. These schools are part of China's governmental system, but live much by traditional Hong Kong (formerly British rule) laws, for now (Huang, 2020).

In Hong Kong Universities there is a structure of the typical Court, Council, and Senate. The Court represents the community with a mix of University and community members; the Council is responsible for the university management, human resources, and future development; the Senate is the principal academic overseer of the university. This section oversees academics and students' welfare.

Where does the government play a role in this model? Mainland China supports research funding and the Hong Kong government is also a funding entity and therefore is part of the decision-making as it pertains to the law in that region. The Court consists of a mixture of community and university representatives. The universities are incorporated under the Hong Kong Ordinance which outlines the specifics of power, duties, and conduct that the Higher Education Institutes must adhere to. There it is. The ordinance gives the authority to the Council and Senate to make regulations (CUHK, 2020).

Best Practices—Hong Kong. An advantage here is that these universities follow the recommendations of an outside reviewer; the University Grants Committee Higher Education Review (2002) which recommends international best practices for the management of the institutions. A guide of code of practice for the members of the council has been placed to help keep transparency and accountability in line with the highest of standards in corporate governance. This also keeps them in line with their required government guidelines. It is a well-known tradition of the Hong Kong Universities to have a strong relationship with local businesses and communities, and now there is a surge of information about how the National People's Congress' (Communist China) law on Hong Kong is controversial has become evident (Huang, 2020).

The Hong Kong model historically has its strength being generously funded by the Hong Kong government; has much institutional autonomy and academic freedom. This attracts talent and researchers. However, as part of a one country, two-system government, there is the threat that the China Communist Party's leadership will take control of teaching and

research as well as internal decision-making in Hong Kong. The predictions are not certain until proposed laws come into effect, but change will inevitably happen if so. Over time, China has increased its dominance over Hong Kong, including regulation of universities. This could lead to a merger into China's national higher education and research systems, leaving Hong Kong to lose its distinctiveness. China has benefited from Hong Kong acting as a political liaison to the West, where it has become quite isolated. There is no real proof that China will try to change the Hong Kong method, but based on the idea that China wants its universities to be controlled by the Communist party, there is a potential clash in the future. There is evidence that Hong Kong is feeling separatist sentiments concerning its identity to mainland China. A large group of young adults have been resisting Hong Kong/China integration by starting large social movements against public policies encouraging such a merge (Ramzy, 2019; *Washington Post*, 2012). It is true that China has economic power and is attractive to Hong Kong, however, the identity crisis that Hong Kong is facing will take time to regulate as it experiences disbelief that China's economic strength will bring a better sociopolitical future (Qin Pang, F. J. [n.d.], 2019).

The Corporate model with Shared Governance. Let's define shared governance of the Corporate Model: According to Mohamed Gen-Ruwin (2010). The decision-making power and the implementation of those decisions are primarily done by the academic parties mainly involved in the university. This involves the direct participation of the university's constituents.

Singapore. The top two schools in Singapore under this program have over time gone from a structured government-controlled one to a more flexible model allowing some shared governance from within the University (C. Y. Sam, 2016). Singapore schools have learned to be flexible and include both external and internal decisions to guide their success. This success was not achieved solely by following a governmentally controlled model, but rather achieved after the introduction of a non-centralized structure of control (C. Y. Sam, 2016). This does require Singapore's government-owned entities to adhere to its Ministry and educational laws, but with flexibility within the university's management itself. This shift included start-up research grants and reduced teaching load for top researchers.

Historically, Singapore schools have always used market signals to determine their type of programs, which is standard for a corporate-type

structure. For example, when specializations in computer engineering or technology boomed in the '90 s, the government recognized these needs and created schools to administer these types of programs. Because it is corporatized in this region, it's quicker to introduce new programs and respond to market needs (C. Y. Sam, 2016). Traditionally this country was completely mandated by the government and was run much like a government office. However, after 2000, according to the *Serbian Journal of Management* 11 (2016), The University Governance and Funding Review recommended that greater autonomy be given to the top Singapore schools to make them competitive and relevant in the long run. The results have landed them in the top rankings of schools in Asia and in the world rankings.

Best Practices—Singapore. What is best about the model in Singapore? Why do you suppose that the Singapore government went from strict management over the public Universities to a more flexible corporate, yet shared-governance model of today? Simply put, they wanted to change their relationship with the public in general. By improving the public University system, it would trickle-down into society directly, improving the output of student talent into the marketplace. This in itself grows the economy and efficiency of the governmental institutions themselves (NUS, 2020). How does shared governance in the corporate model meet the needs of this area? As stated earlier, this flexible model allowed for start-up research grants and reduced the teaching load for top researchers. It can be concluded that happy faculty, less stress on researchers by reducing their load and ranking in the top 10 in Asia and in the top 20 in world rankings (uniRank, 2020), is the result.

South Korea. South Korea has a government that allows for shared governance somewhat similar to various US university models (Higher Edu in Korea, 2021). The Ministry of Education is the ruling body that oversees accreditation to include both public and private universities. According to research done by Higher Education in Korea (2021), private universities take up the majority of those available in South Korea. KAIST-Korea Advanced Institute of Science and Technology is located in South Korea and ranks number nine on our Table 7.2 chart for Asia and 39 worldwide (uniRank, 2020). The organization of the university is very much like US models in that it includes a governing body of President, Vice President of Academic Affairs, External President, and Vice President of Research (KAIST, 2021). This research university in the field of technology, academia, and entrepreneurship has a record of success.

Best Practices—South Korea. South Korea is governed by a democratic government. It has one of the highest-educated labor forces among other countries (Ray, 2020). More and more the country has become successful at recruiting international students. The use of English in graduate programs has become a magnet for students from abroad. According to QS Top Universities (2020), “Investment in education and research has been at the heart of South Korea’s growth into the world’s 11th largest economy and fourth-largest economy within Asia.” This country has invested in its growth and has become known for its technology and innovation. To sum it up, South Korea has identified its market, targeted it with a good plan, and follows through with financial support and retention efforts. Their business model is working and their use of shared governance is available. According to the author, Jungcheol Shin of Seoul National University in his recent book, *Changing Governance and Management in Higher Education* (pp. 321–342), Higher education in South Korea was decentralized in 1990. Further, he mentions that “academics perceive that the government is not an influential stakeholder in academic and administrative affairs across public and private universities.” This infers that decisions are made at the university level but has some evidence of instability in the current governance arrangements. There are suggestions in Shin’s book that there is inefficient leadership in the faculty (Shin, 2011). Whether or not this is true, KAIST University in our ranking chart has surpassed the excellent marks in Asia and shows results (Table 7.6).

Table 7.6 Comparison of governance models among the Top 10

<i>Country</i>	<i>Asian ranking (uniRank, 2020)</i>	<i>Governance model</i>
Singapore	1, 2	Corporate Model—Shared Governance
Hong Kong (SAR)	3, 8, 10	Corporate Model—Flexible Government control
China (Mainland)	4, 5, 6, 7	Corporate Model—Non-flexible Government control
South Korea	9	Corporate Model—Shared Governance—Similar to US models (Niied, 2021)

SUMMARY

The various governance models in higher education management seen in this chapter are:

1. Corporate model standard (used for businesses)
2. Corporate model with shared governance (semi-flexible and flexible government control)
3. Corporate model—non-flexible: central educational system

The 5-R's:

Does the government type have an effect on the success or failure of the school? Does the model of governance have an effect on the success or failure of the school? From our study, we show that all models of governance are represented in the top ten schools in Asia. We also show that different government types are also represented. So, what makes these schools the top schools?

The reality of a university is that it wants to produce student graduates that are hireable in the global market. This output creates a reputation for the university and in some cases can reflect on the country from which it originates either positively or negatively. The University also wants to rank high offering an attractive outcome to future students. The client of a university is a student and that student brings funding. Research type universities attract global attention and could also attract students interested in the innovations that research can bring. This places a lot of pressure on university systems to outperform one another in what we will refer to as the 5-R's—Rankings, Research, Reputation, Recruitment, and Retention of quality students. The way a university is managed to allow for research opportunities and to allocate resources in areas that will bring a desirable outcome is key to its success. Good governance has been touted as the major force in enhancing the quality of higher education (Cutting & Kouzmin, 2001; Kearney & Huisman, 2007; Kennedy, 2003; Salmi, 2009; Stensaker et al., 2007).

There are two factors that all the schools in this chapter seem to have in common:

- Research-based: Whether the government is strict, flexible, or a combination of the two each university shows a strong research-based model.
- Resources: Each university in the top ten list is highly funded and supported in a way that allows for the research to occur.

Both of those factors lead to Rankings, Research, Reputation, Recruitment, and Retention—The components of a successful model. If a model is to be successful, it is suggested that some freedoms be in place. Academic freedom could allow universities to pool internal resources to create innovative and exciting course options. Research freedom could allow universities to be a competitive entity in the world market as well as a contributor to the greater good. Internal and external controls are needed for any organization, to keep things in order; follow guidelines and basic academic requirements. How strong those forces need to be is what we are here to discover. Being economically competitive is a driving force to improve the 5-R's and attract university clients—students. A way to improve an economy surrounding a University could happen by strengthening the output of quality graduates being sent into the marketplace. When funding is not an issue, many things can be accomplished, but many times the surrounding government or community may not have that strong financial resource to fund a university to become as competitive as those in this chapter. This being a factor, then it's likely that if we change the mindset of the higher learning institution itself, placing internal goals to be a Research facility and to pool available resources to help advance options for better courses offered and innovative research to be done, perhaps the institution can lead the economy of which it belongs. Don't wait for the economy to correct itself, instead create the strength and quality of best practices within the higher learning institutes to produce graduates that make a difference in the world's economy.

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The United States, the Spirit of Democracy: Shared Governance Model

Trina K. Henderson-Torres

SHARED GOVERNANCE VS. PARTICIPATORY MANAGEMENT MODEL—CORPORATE MODELS

In the USA, there are two major types of university governance models. First is shared governance model. By definition, this is a decentralized model of management at the higher learning institutional level that allows staff to have a direct decision-making power or influence over board-decision with regard to policies and procedures within the entity. The participatory management model is similar but rather than allowing staff to have a direct impact on the final decisions made by a university for policy or procedure, it has an indirect impact. Meaning, the committees that are created to help with structuring decisions are done so as to allow a variety of opinions, which will be considered, but not always implemented. In addition, the board is usually created by non-educators, businesses, and or alumni community members that want to stay involved in how the students graduating from the given university will directly impact the economic state of the local area, and/or the research that is created.

A good model of shared governance requires transparency in communication with regard to finances and the business model of the college. This means having all facts available to the decision-making team. Leaving no information out of the process. Without knowing the details, no committee, nor advisory board could give complete educated decisions for positive outcomes desired. There should be trust among the decision-makers, staff, and students. If a leader cannot delegate to a teammate, this is evidence of a lack of trust. Whether that leader is a Board of Trustees or a Dean, those in the ranks need information and trust to give quality advice. Diverse leadership is important to bring a variety of cultures and perspectives to the decision-making process. During the recent pandemic, the USA had to carefully consider and care for the hourly wage earner, the college student who lost a job, the parent that was furloughed, or an illness unexpected among the population, as well as many other situations. Those situations directly impact a student's ability to consider a higher learning institute. Diverse leadership would incorporate a variety of socioeconomic, ethnic, and cultural variances that enable the understanding of diverse populations when making changes. In the USA, in 2017, the average age of a college student was reported at 60% for 21 years old or younger for undergraduates, 16% ages 30 and older; post-graduate students averaged 25–29, but nearly one-fifth were older than 40 years old, Almanac, 2019. The Chronicle of Higher Education (2020, July 23). This means that there is no specific age for a college degree in the USA, but those studying are also usually working and paying for their own education. It was reported by the college board that 40% of full-time college students at public universities and 64% at private universities live on-campus, IAC Publishing (2020, April 16). There are fees to live on campus. With the recent pandemic, on-campus living was either done away with, or drastically lowered to adhere to safety regulations. When there are no jobs, or a crisis such as the pandemic affects the ability to work, paying for school is one of the last worries on an affected person's mind.

So, if a university has a plan that can truly be implemented quickly, allowing decisions to be made by those closest to the affected group, in this case, faculty, staff, and students; then perhaps education would not take such a huge financial hit, suffer economic distress, and/or be able to motivate students to keep enrolling, keep studying, and give a sense of hope to a very difficult situation. After all, higher learning institutes are in the business to provide a service to the community, education.

HOW CAN UNIVERSITY GOVERNANCE AFFECT ITS SUCCESS?

Historical University Governance in the USA, then vs. now:

The governance of universities in the USA basically follows the concept and spirit of democracy, LaForge, B. (2020, September 4). The country embraces the concept as a norm encouraging teamwork, collaboration, and participation of the key players within the university systems. The USA has both federal and state laws to follow, but the democratic government model overall creates an independent state of mind among its citizens. The Western culture is usually an individualistic one whereby people view things based on personal attributes such as personality, traits, beliefs, and attitudes, Shinobu Kitayama¹ and Ayse K. Uskul² Department of Psychology (2011, January). The three branches of government have the checks-and-balances model and economically, the USA is a mixed-economy. There is economic freedom with the use of capital, but there is some useful government intervention to help the public in general. Freedom is the biggest boast an American citizen can claim in most everything. The cultural western thinking model of independence is evident in the structure of higher education in the USA. There is little to no economical governmental control in universities. There are educational standards to adhere to that are established by the Department of Education in the USA, but as it stands, US universities manage themselves. Public universities, or state schools are still managed internally by their own governing committees, but since their funding is state supported, those schools do have to adhere to state laws. Both private and public universities must follow a higher education compliance matrix with regard to such things as discrimination/inclusion laws, financial aid, use of funding/management of funding, and many more Compliance Matrix. Higher Education Compliance Alliance (2019, July 24).

The US universities of the past used a top-down approach, whereby goals and decisions were made by the universities' senior leaders. This usually occurs independently of committees or teams. Inside Higher Ed. Colleges with healthy shared governance perform better in crises than those with top-down decision-making (opinion) (2020, April 29). Over time and with many models along the way, the US schools have advanced to a model of shared governance that incorporates more decision-makers from among the faculty, staff, and students of the entity. There are variances to this model which we discussed in this chapter. The USA of today

is different from other countries in how it allows universities to manage themselves. Outside of the USA, globally, higher education entities are highly controlled by their ruling governments; some type of centralized education-type system. Although the department of education in the USA sets basic academic parameters and oversees compliance in that sense, neither the government federally nor stateside rule the governing of the universities within the schools. There are hierarchy systems in every US university from basic corporate models to more flexible hybrids where the faculty has a huge impact on how the university is managed. Every school is slightly different in that sense, but most state schools will follow a similar pattern of governance. What is the difference between a Public and Private University? Leading US Education Guide for All International Students (2020, August 24).

In a study conducted from 1992 to 2007 for the roles played by faculty, deans, and external management, it was shown that external influences lessened and deans/faculty control strengthened, Finkelstein et al. (2011). However, all universities in the USA have to follow the federal Department of Education and the state laws to which they belong to keep their accreditation status. So, this creates semi-autonomous universities, with state/federal regulations, following strong management policies with effective internal and external accountability; thereby given the freedom to manage themselves. Thus, the USA's love of freedom.

Shared-governance models in the USA are the tendency. Faculty are motivated to be involved in the decision-making process either by way of committee, leadership, or university service. Other than how a university is structured for shared governance, there is little information on how much a faculty engages in such activities; however, the governing systems themselves, have consistency across the country, Johnson et al. (2017). There are some challenges to this model. What are the goals/outcomes consistencies? These are hard to determine in the model because faculty and staff have their own set of agendas to achieve by the department. How can faculty and staff better participate in such a model? Are their schedules adhering to such responsibility? These types of management challenges tend to lead the university to only offer these responsibilities to tenure-track faculty members. This trend is starting to change, allowing non-tenure track faculty to be involved in governance, but this depends on the university itself, Johnson et al. (2017). The tenure-track professors may be able to focus more on research and less on governance, which itself could hinder obtaining tenure. However, what about experience?

Should those with less experience be allowed to set rules for those seeking tenure? The answer is usually found by balancing available time and experience without hindering the process of research to keep the university itself competitive. The competition for rankings, as mentioned before, includes the ability to output research. So, the question to answer for each shared-governance model is how to balance these parameters.

- A. Time available to Committee members/decision-makers
- B. Research Output
- C. Tenure-track responsibilities
- D. Experience with long-term decision-making
- E. Teaching experience as it applies to internal University changes/growth/teaching models
- F. University culture—how it allows its faculty to participate
- G. Professional and financial consideration to participate—Motivation
 - a. Does the committee on which one serves fulfil research interests of that faculty member?
 - b. Does that committee for non-tenure track faculty highlight skillset?

The key players in the governance of a US university can be shown in this hierarchy matrix (Fig. 8.1).

The complexity of an institution and its constituents vary based on organizational structure, culture, and historical governance. Shared governance is an ever-changing and developing concept, LaForge, B. (2020, September 4).

HOW ARE UNIVERSITIES RANKED IN THE USA AND DOES THAT AFFECT ENROLLMENT?

There are two popular ranking systems to compare. QS (QS) World University Ranking and Times Higher Education (THE).

THE ranking gives a lower importance to the ratings of reputation than does that of QS. THE gives more weight to industry income, the way a university views its international participation and the production of research. THE uses the same criteria as QS, but it makes adjustments to characteristics of younger university systems, less weight to reputation. QS has been criticized for not giving universities under the age of 50 years

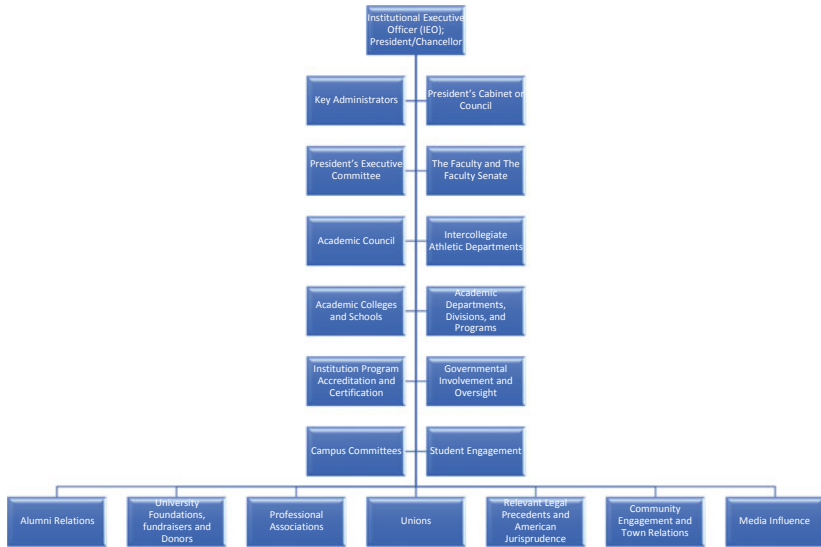


Fig. 8.1 American universities and key roles that affect shared governance models (*Source* Adapted for use by Trina K. Henderson [LaForge, 2020])

old as good a representation, not highlighting strengths that might attract students. Overall, it seems THE has a slight advantage over QS with its methodologies for rankings, especially for schools under 50 years old. As THE has its strengths, so does QS, as it includes more details in its rankings such as research in developing countries, something THE does not weight as heavily, QS vs Times—Which is the Best University League Table? Student World Online (2021).

Top Ten Academically Ranked US Universities in 2021:

In 2021, Times Higher Education ranks the top 10 universities in the USA as follows:

1. Stanford University
2. Harvard University
3. California Institute of Technology
4. Massachusetts Institute of Technology
5. University of California, Berkeley
6. Yale University

7. Princeton University
8. The University of Chicago
9. John Hopkins University
10. University of Pennsylvania

According to the QS World University Ranking Systems (QS, 2021), are all private universities. Some critics may claim this system to be flawed, but that is because there are so many options for attending a university in the USA, that rankings are fluctuate based on specific criteria. According to QS, not only can ranking be subjective to the type of campus and atmosphere of the school but must adhere to the following categories to achieve academic ranking status:

1. Academic reputation
2. Employer reputation
3. Faculty/Student ratio
4. Citations per Faculty
5. International Faculty ratio
6. International Students ratio
7. Overall score

In 2021, QS boasts the top ten academically ranked universities in the following list:

1. Massachusetts Institute of Technology
2. Stanford University
3. Harvard University
4. California Institute of Technology
5. University of Chicago
6. Princeton University
7. University of Pennsylvania
8. Cornell University
9. Yale University
10. Columbia University

Below includes (in not any particular order) all mentioned schools by THE and QS (Table 8.1).

Table 8.1 All mentioned schools by THE and QS ranking

<p>Massachusetts Institute of Technology (MIT) Cambridge, Massachusetts, United States</p> <ul style="list-style-type: none"> •Ranked number: 1 •Overall score: 100 •Status: Private •Research output: Very High •Scholarships: NO •Government model: Shared-Governance. Governed by the Faculty; Headed by a Faculty Chair, Associate Chair, and Secretary; Committees made of faculty are created and as a group they all run the governance of the university. 	<p>Stanford University Stanford, California, United States</p> <ul style="list-style-type: none"> •Ranked number: 2 •Overall score: 98.4 •Status: Private •Research output: Very High •Scholarships: NO •Founded in: 1885 •Government model: Shared-Governance. Governed by the Faculty; Headed by a Senate; the Academic Council, A Planning and Policy Board, and use of a Committee system. 	<p>Harvard University Cambridge, Massachusetts, United States</p> <ul style="list-style-type: none"> •Ranked number: 3 •Overall score: 97.9 •Status: Private •Research output: Very High •Scholarships: NO •Founded in: 1636 •Government model: Shared-Governance. This has a Corporate model with a mixture of decision makers to include the following: External Governance-Committee of Visitation; limited to review and recommend; Internal Governance-Committee based; Investment Governance-Investment Boards, University Partners; Academics and Research; Councils and Review boards; Administrative Governance-Committee based. 	<p>Columbia University New York City, New York, United States</p> <ul style="list-style-type: none"> •Ranked number: 10 •Overall score: 86.5 •Status: Private •Research output: Very High •Scholarships: YES •Founded in: 1774 •Government model: Shared-Governance. Corporate model—"The Trustees of Columbia University in the City of New York"; Academics are organized by the Faculties, and Departments of Instruction; Administrative boards; institutes, centers, laboratories, interdepartmental programs, partners with the community and research facilities.
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University of Pennsylvania
Philadelphia, Pennsylvania, United States

- Ranked number 7
- Overall score 88.6
- Status: Private
- Research output: Very High
- Scholarships: YES
- Founded in 1740
- Governance model: Shared-Governance: Governed by the President of the University of Pennsylvania Trustees (community members, businesses, fiduciary participants), Managed by the Provost-academic rank of Professor and –representatives of the faculty.

Cornell University
Ithaca, New York, United States

- Ranked number 8
- Overall score 87.6
- Status: Private
- Research output: Very High
- Scholarships: YES
- Founded in 1865
- Governance model: Shared Governance: President, Board of Trustees, Assemblies (committees: employee, graduate-professional, student, university, constituent-elected, faculty, senate)

Yale University
New Haven, Connecticut, United States

- Ranked number 9
- Overall score: 88
- Status: Private
- Research output: Very High
- Scholarships: YES
- Founded in 1701
- Governance model: Corporate Model-Shared Governance: Board known as "Yale Corporation" President/16 Trustees, Governor and Lt Governor of Connecticut; Committees

John Hopkins University
Baltimore, Maryland, United States

- Ranked number (depends on the ranking system chosen)
- Overall score varies
- Status: Private
- Research output: Very High
- Scholarships: YES
- Founded in 1876
- Governance model: Shared-Governance: Corporate model

(continued)

Table 8.1 (continued)

<p>California Institute of Technology (Caltech) Pasadena, California, United States</p> <ul style="list-style-type: none"> • Ranked number 4 • Overall score 97 • Status: Private • Research output: Very High • Scholarships: NO • Founded in 1891 • Governance model: Shared-Governance: Governed by the Faculty; Headed by the President of the University and the Board of Trustees. This Universities finance governance involves several corporations as consulting members to the decisions that affect the universities' finances.
<p>University of Chicago Cambridge, Massachusetts, United States</p> <ul style="list-style-type: none"> • Ranked number 5 • Overall score 98.1 • Status: Private • Research output: Very High • Scholarships: YES • Founded in 1856 • Governance model: Shared Governance: Headed by the President, Dean of the College and the College Council (consisting of various faculty).
<p>Princeton University Chicago, Illinois, United States</p> <ul style="list-style-type: none"> • Ranked number 6 • Overall score: 91 • Status: Private • Research output: Very High • Scholarships: NO • Founded in 1774 • Governance model: Shared Governance: Headed by the Dean, Chairs, Directors and Managers and supported by the Faculty Committees.

Board of Trustees, Caltech. (2021). Governance Documents. Yale University. (2019, November 11). Governance. Harvard University Information Technology. (2021). Governance. The College|The University of Chicago. (2021). MIT Faculty Governance. Homepage|MIT Faculty Governance. (2020, September 16). Office of the Assemblies. Shared Governance at Cornell|CU Assemblies. (2021). Organization and Governance of the University of Columbia. (2021). QS World University Rankings, 2021. Top Universities. (2021). Stanford, U. (2021). Trustees & Governance. Penn Secretary. (2021). The Trustees of Princeton University. (2021). University Leadership. Johns Hopkins University. (2021).

PUBLIC UNIVERSITIES IN THE USA VS. PRIVATE:

It is noted that all universities in Table 8.1 are private universities. So, this brings a question to mind, are private universities better than public ones? Well, let's define the difference. According to an article in Study in the USA (Burrows, 2020), a public university or college is also known as a state school. This is funded through the government of the state in which it belongs. Each state in the union has its own public university. A private university is not funded nor operated by any government entity. These schools rely on private donations and grants and are managed usually by the faculty and its committees. As with public universities, every state in the USA has private universities/colleges. Rankings might indicate that private universities are the better choice for a student, but there is a huge difference in cost to attend a private university vs. a public one. Private universities cost well over \$100,000.00 USD (Burrows, 2020), just for the four-year basic bachelor's degree. Tuition in the public universities is substantially lower, offers more diversity in demographics, and is open to students regardless of their state of residence at a cost even less than private ones. According to rankings from U.S. News Best Colleges, U.S. News & World Report (2021), a lower tuition does not mean a lower-quality education.

Ultimately, the student has so many choices and factors to consider, rankings are not at all the most important reason to attend a school in the USA (Fig. 8.2).

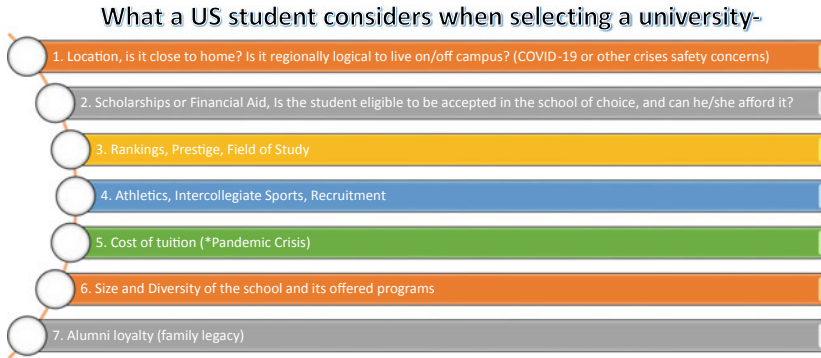


Fig. 8.2 What a US student considers when selecting a university

WHAT HAS THE 2020, COVID-19 PANDEMIC DONE TO STUDENTS' DECISION-MAKING PROCESS?

In 2020, the world has suffered the COVID-19 Pandemic Crisis. The USA and all areas of the world have been highly affected by the pandemic and how it has affected the state-of-mind of the University Student. Decisions on how and where to study have had to be made. Universities have had to make decisions such as canceling or postponing classes, canceling programs and international opportunities. Most have transitioned to online courses, and some have shut down completely. All of these factors have led to a decrease in enrollment, a decrease in private and state funding, and concern for future funding, Eisenstein, W. by Eisenstein, L. (2021, January 13). The disappointment of missing in-person graduation ceremonies, the career options, and loss of jobs has highly affected the decisions students are making about University selections. Many are weighing the cost of student loans against job opportunities, Eisenstein, W. by Eisenstein, L. (2021, January 13). Students are starting to realize the education system in the USA has very expensive costs and long-term commitments to debt, such as financial aid/federal loans, that is hindering many from enrolling at all. Student debt in the USA is now a \$1.6 trillion crisis, Hess, A. J. (2020, June 12). The student-debt crisis in the USA is certainly a weighing factor on whether students will continue to enroll in higher learning institutes. Although a degree-holding person earns more than a non-degree-holding person, as much as 80% more,

Hess, A. J. (2020, June 12), this does not discount the fact that money has become an issue, especially in times of a pandemic. The cost of a four-year degree increased by 25% in 2008 and student debt increased by 107%, Hess, A. J. (2020, June 12).

LESSONS LEARNED BY FACULTY AND STAFF IN THE SHARED-GOVERNANCE MODEL

At Yale University in 2020, as a response to the COVID-19 pandemic, the Faculty of Arts and Sciences Senate created a statement in which it boasts the long-term participation of faculty in the decision-making process of Yale University's adherence to its principles. It mentions that in times of crisis and a need for change or an opportunity for one, the university finds it critical to involve the faculty, who they believe are the core of the university and central to its mission. However, the report goes on to state that the University made some errors in judgment by making emergency decisions without consulting the staff, and not using transparency, as part of the shared-governance model. This resulted in the need for this statement, clearly evident that the faculty of this department, specifically, did not feel part of the community of decision-making, which they claim has led to past damaging mistakes of previous crises, Campbell et al. (2020, June). College boards are facing pandemic-driven crises that can affect its future. The impact of a pandemic requires quick-thinking, immediate implementation to respond from administrators, and many decisions to be made. Sometimes decisions in such a crisis are required to implement even before a board can approve. So, can a shared-governance model save an institution's future state? Could the decisions of administrators and staff made quickly, without board approval, make for a lesser impact from a crisis such as a pandemic? Perhaps giving more authority in times of crises is the answer to how to best use shared governance in the best interest of a university, Gavan Gideon, A. 12. (2020).

One of the early researchers of shared governance was Tim Porter-O'Grady, and in 2003 he stated that it was a better way for nurses to practice a "higher level of professional autonomy," Eisenstein, W. by Eisenstein, L. (2021, January 13). Shortly after, it was more widely accepted in both healthcare and higher education. It allows the crew on the front line of the situation to make operational decisions and give some authority for this. This is a decentralized model of management whereby staff can make decisions and give recommendations to the board. In a

recent 2021 article written by Lena Eisenstein, “How Has COVID19 Impacted Shared Governance Models for Higher Education?” she states that in most universities, there is a participatory management model with the use of committees, but shared governance takes it further by allowing more leadership responsibilities to be directly input by staff. As is the case for many issues in the USA, there are no specific rules for governance nor its models. Trial and error from current and past situations makes the idea of shared governance a fluid model in constant transition. However, the best practices that can be established by studying various quick decisions that were made due to the pandemic will certainly lend to creating a stronger model by which higher learning institutions can benefit.

Some researchers may claim that shared-governance models can slow down the decision-making process. Why? Because there are so many decision-makers involved in the outcome, that it may be harder to come to a mutual conclusion as to how to proceed in a given situation. Some believe that having a CEO, centralized control, to give direct instructions makes it easier on the process. However, since the pandemic took us for a ride this past year and counting, some of those top-down practices have shown to be less effective than those colleges that have had to reconstitute themselves overnight. In a college in Rhodes, Tennessee, the faculty created temporary policies to react to the COVID-19 crisis and incorporated their student government to disseminate communication and gather student concerns. Emergency personnel policies were put in place and the board supported the rapid changes to help save the impact of the pandemic on the financial state of the college. The staff felt confident that their direct input helped rather than hindered the emergency plan, Hess, A. J. (2020, June 12).

A recent study conducted by Kiernan Mathews with 15 academic leaders, most at research universities, the overall consensus of staff consideration of decisions in the shared governance model admitted that they were unsure of what goes on in the institutions’ staff councils. Some mentioned that academics was disconnected from staff, faculty was unsure of its impact. There was evident differentiation among groups and staff feel less influential in decision-making. However, with regard to the pandemic response, it was reported that when incorporating the perspectives of many, such as staff, faculty, and students together, the universities are stronger, Mathews, K. (2020, July 21).

SUMMARY: BEST PRACTICES FOR TWENTY-FIRST-CENTURY HIGHER EDUCATION IN THE USA

University boards are facing challenging decisions in today's governing structures. The decision to mandate top-down or incorporate a shared-governance structure is one that has to consider a variety of factors to be a success either way. Boards can update their models with the use of best practices (Fig. 8.3).

The operation of a higher learning institute is becoming more and more complex. There are challenges to resolve caused by the Pandemic of COVID-19 and lessons to be learned to avoid future complexities should another crisis such as this occur in the future. There are instabilities to consider in such cases to include finances, enrollment, distance-learning, short and long-term decision-making. Some boards may not be well-equipped to deal with such pressures but loss of donors, funding, enrollment, and other contributors can be affected by poor planning, Bevins et al. (2021, January 19). Accordingly, about 20% of students changed schools due to the COVID-19 crisis, lost jobs, and had issues with finances in general. A change in the economy also demands a change in types of jobs. New job skills may be required, a return to school for older students could happen and the new way of teaching online has become a norm in the past year and a half. Students did not just attend school because of high rankings as reported in this chapter. Many attended due to location, finances, athletics, and family loyalty to a school.

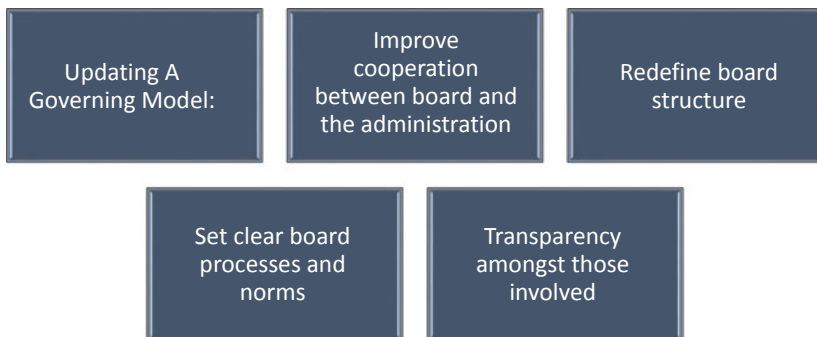


Fig. 8.3 Revising a governance model (*Source* Adapted for use by Trina K. Henderson [Bevias, Law, Sanghvi, Valentino, 2021])

However, the way a school is governed will determine how to best address all of the factors involved with running and maintaining and US university. The relationships with a University management team, the board, staff, faculty, and students should be cohesive and transparent, incorporating the best of each, with clear roles of each. Usually, a board is not equipped to handle all of these players, but by improving cooperation, redefining board structure, and being inclusive of a diverse board team, having clear board processes and norms (Bevins et al., 2021), and finally—have a plan and work the plan—the board will be more likely to achieve its vision for its university. There is no one-size-fits-all organizational approach or methodology.

Each institution develops its own system, but there are some basic concepts suggested by the Association of Governing Boards, LaForge, B. (2020, September 4). In a recent research project by this organization, there are ten recommended steps to approach a solid shared governance model. Using these steps, it is important to keep in mind the ever-changing needs for current and future challenges. Collaboration is the key to making it work.

There are ten recommended steps by a recent research study done by the Association of Governing Boards in 2017 titled, “Shared Governance: Changing with the Times (page 12).” These include:

1. A shared commitment on the part of all involved and a deep understanding of the meaning of shared governance.
2. A shared and clearly articulated commitment to trust, collaboration, communication, transparency, inclusiveness, honesty, and integrity.
3. An institutional culture of goodwill.
4. A shared commitment to focus the practice of shared governance on the institution’s strategic goals, aspirations, and challenges.
5. Constitutional documents (such as bylaws, faculty handbooks, policy statements) that clearly codify decision-making authority.
6. A shared appreciation by board members and faculty of the complexity of the President’s role in facilitating a constructive relationship between the board and the faculty.
7. A recognition that while students, staff, and contingent faculty often do not have a formal role in shared governance, boards, presidents, and faculty should create regular opportunities to

include their voices in the discussion of important issues and major decisions.

8. A shared recognition that institutional change is necessary, constant, and inevitable; the dynamically changing external environment and continued institutional relevance demand it. All stakeholders must be open to doing things differently when circumstances require.

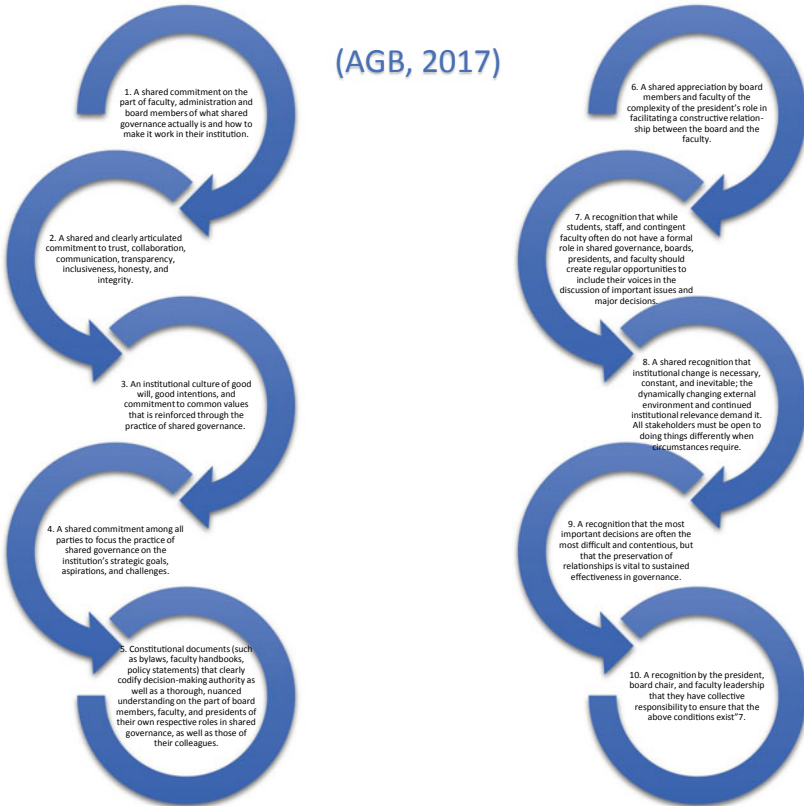


Fig. 8.4 10 steps for shared governance recommended by the Association of Governing Boards

9. A recognition that the most important decisions are often the most difficult and contentious, but that the preservation of relationships is vital to sustained effectiveness in governance.
10. A recognition by the president, board chair, and faculty leadership that they have a collective responsibility to ensure that the above conditions are clear.

LaForge, B. (2020, September 4) (Fig. 8.4).

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University Governance System in the Latin American Context

Rosalía G. Castillo-Villar

INTRODUCTION

One of the main purposes of the university since its invention at the end of the eleventh century has been to produce and disseminate the knowledge it creates for the benefit of society. This is reflected upon on the UN's Sustainable Development Goals and subsequently the 2030 agenda, where the university is named as responsible for participating to eradicate the most urgent social issues such as hunger, poverty, the access to education of quality, access to water, and gender equality (Perez et al., 2018).

In the case of LATAM, after a couple of decades of growth and development, with sustained growth in the industrial sectors and increasing demand for higher education, there is now a relative economic stagnation brought by the modern economic crises, rising social and political instability, which brings the relevance of the university as a social actor to the forefront of its obligations toward society, affecting the expectations and functioning of their governance models. This has also ensured a debate on the future of universities in LATAM, as the new governments have modified the legislation pertaining to their national education and research systems, while student social protests are reborn, and the

academics and teachers raise questions about their employability, wages, and fair retribution for their fundamental labor (Brunner & Villalobos, 2014).

In the governmental and political arena, according to the literature on HE in LATAM, it can be said that the public policy of the region has historically been ineffective, reactive, and outdated (Knobel & Bernasconi, 2017; Perez et al., 2018). The public policy in LATAM has focused mostly on guaranteeing the massification of access to higher education, and declaring the quality of the education they provide, leaving the concern for their internal operations, sources of funding, the improvement of the necessary conditions for competitive research or fair compensation to teachers.

Overall, it can be said that the public policy has had a deficient commitment toward higher education and its holistic development (Alzate & Cardona, 2018; De Paulo et al. 2018; Perez et al., 2018), as nowadays, the massification of access to higher education and the inclusion of minorities is not enough, as it has been proven that the current education system reproduces the same failures that lead to inequality, poor working conditions, and low wages.

However, the move toward placing the university as the epicenter of technological, social, and cultural development, particularly in the case of LATAM, faces a variety of challenges. As revealed by the diversity of types of HE organizations with a wide range on status (public or privates, for-profit or nonprofit, religious, or secular), age, size, type of system (uni-campus, multicampus, or online), the composition of its academic and student bodies, with or without research and development capabilities, sources of funding, level on accreditations and legality, and of course, international competitiveness (Brunner, 2006).

In the following sections we will discuss the relevancy of the study of higher education and governance models in Latin America, set up the stage in matters of social, economic, and political context, and some of the main points on the discussion of university governance models in LATAM and the caribe as a region, since the particular case per country will be discussed on independent chapters.

THE LATIN AMERICAN CONTEXT

Higher education in LATAM has a rich history that dates to the early 1500s, with the founding of the University of Santo Domingo, followed by the then Pontifical University of San Marcos in Lima, Peru, and the

Royal and Pontifical University of Mexico (Brunner, 2000). Whereas the decisions taken in the past couple of decades have had a dramatic effect on the educational level of the region, where as mentioned before, massification was prioritized by most governments.

Due to this focus on access to education, the region has experienced a significant and rapid expansion in higher education, where the gross enrollment rate for the region rose from 17% in 1991 to 21% in 2000, and 40% in 2010 (Ferreyra et al., 2017). Despite this, access to higher education is far from being a generality across the region (Table 9.1), where social factors determine the possibilities of a person accessing higher education, with income being the most significant determinant.

Table 9.1 Higher education attendance by the percentage of people aged 18–22 attending higher education

<i>Country</i>	<i>Average (%)</i>	<i>On poorest population</i>	<i>On richest population</i>
Panama	33	6	74
Uruguay	24	1	65
Peru	29	4	56
Costa Rica	30	7	57
El salvador	17	2	51
Mexico	22	6	54
Dominican Republic	20	3	49
Barbados	36	10	54
Brazil	19	5	47
Honduras	11	0	40
Argentina	39	23	61
Bolivia	45	27	61
Belize	14	2	36
Jamaica	18	7	40
Chile	43	35	65
Guatemala	9	1	30
Trinidad/Tobago	10	1	29
Colombia	28	20	46
Suriname	9	0	20
Guyana	7	0	18
Haiti	5	0	14
Saint Lucia	9	6	10
Average	22	8	44

Source Based on information by United Nations Educational Scientific and Cultural Organization

In LATAM, the private sector has played a critical role in this expansion of HE. On average, the private universities rose on market share from 43% in 2000 to 50% in 2013, while at the same time most of the new higher education institutions have been opened by the private sector (Ferreya et al., 2017). To provide access to more students, HEI can either open new programs or expand on existing ones. Private HEI shows a strong propensity to open new programs, while public universities tend to expand on existing programs, which can be connected to the necessity to market the programs to attract new students in the case of private universities (Ferreya & Liang, 2012).

This propensity to the expansion of education through the private sector reflects on the acquisition of student debt through the use of credits, which affects the future liquidity of the graduates (Ferreira et al., 2017). When students postpone their graduation, it delays the earning of a college graduate level salary, but it also endangers their graduation chances, particularly if they find a full-time position while studying. Besides this, students that received public funding scholarships or support and do not conclude their studies consume valuable fiscal resources (Ferreya et al., 2017).

In addition to this, another matter to consider is the main structures used in universities, which in the case of Latin America still uses mainly the vestiges of the English and French models. These models lead to a lack of agility and flexibility while possessing a high complexity, consolidated bureaucracy. At the same type, in the case of LATAM, the management methods are continuously mimicked from different areas, such as politics (accountability based on satisfaction, goals, and objectives), from finance (audits and controls based on efficiency and effectiveness), quality control (Deming cycle and ISOs), legal and strategic management (focused on indicators and critical success factors), among others (Perez et al., 2018).

Moreover, there is also the matter of the competitiveness and investment in advanced knowledge, such as research and development activities, which in the case of LATAM is extraordinarily weak in almost any dimension, particularly compared to its participation in the world economy measured by population and gross domestic product (GDP) (Table 9.2).

According to Bernheim and Chaui (2008) the “new economic and productive paradigm” we’re living in, makes knowledge and information the most valuable resource. At the same time, Samoilovich (2007) evaluates the lack of funding and weakly articulated public policies for

Table 9.2 Investment on research and development as percentage of the GDP

<i>Country</i>	<i>Year</i>	<i>Value (%)</i>
Argentina	2017	0.54
Brazil	2017	1.26
Colombia	2018	0.24
Costa Rica	2017	0.42
Cuba	2017	0.43
El Salvador	2017	0.18
Guatemala	2017	0.03
Honduras	2017	0.04
Mexico	2018	0.31
Paraguay	2017	0.15
Peru	2018	0.13
Venezuela	2014	0.34

Source Based on information by The World Bank

the development of science and technology, on his analysis of governance in Latin American universities. Furthermore, Samoilovich suggests that Latin American universities need to increase coverage, improve the student retention (especially for vulnerable groups), greater relevance, and quality of their training offer, and establish a “good government” which is then defined as a triangle between the functions of government, academia, and administration (Fossatti et al., 2017; Ganga et al., 2018).

Another relevant component of the HE panorama in LATAM is the emergence and enabling of quality assessment and control through external organizations, with the increase on certifications it brings, as part of the control policies of governments and international organisms (Ganga et al., 2018). Although some Latin American HEI has done incredible progress on its international competitiveness, as a whole, HE quality in LATAM is found lacking (Ferreya et al., 2017).

Measuring education quality is challenging labor for several reasons, but mostly due to the lack of agreement over the expected outcomes of said education. Some focus on measuring outcomes such as degrees completion and earnings after graduation, while others focus on reputation or research output, remaining dependent on the data availability according to what information is provided by the same universities.

If measured by its outcomes, the system’s performance is disappointing. On average, around 50% of the population between 25 and 29 years old who started a HE degree, have not completed it (either

because they're still studying, or because they dropped out). From LATAM only Mexico and Peru have a completion rate close to the USA, around 65%. Even more concerning, the completion rate has declined over time, as on average, the population between 60 and 65 years had a completion rate of around 73% (Szekely, 2016). Not surprisingly, students with lower income and lower preceding grades are more likely to drop out than their more advantaged peers.

Notable, rankings are used as an indicator of the quality of universities and competitiveness (Table 9.3). Although having several shortcomings such as sponsors bias, weak criteria and metrics, universities self-evaluation, and comparing higher education across drastically different systems and societies, they still convey useful information that can be used as a reference for global comparisons (Deming & Figlio, 2016). In the case of LATAM, the perspective is not encouraging, as only the Africa region has fewer top-ranking universities.

Even though the criticism and pitfalls of rankings are valid, there is also value to them, as the use of evaluating bodies can translate social demands and expectations into indicators, that provoke dialogue and change toward what is expected of the university and its graduates, contextualizing it in the criteria of government requirements and the society (Ganga et al., 2018). As such, if done correctly, the use of evaluating bodies such as rankings can constitute a step forward to universities that respond to the purposes for which they were created. The dynamic between society-university-evaluating body can exalt the role of the evaluating body as guarantor of social needs while fostering the fulfillment of social demands by universities.

Table 9.3 Number of universities per country on the Top 1000 universities, per ranking

<i>Country</i>	<i>Shanghai ranking</i>	<i>The ranking</i>	<i>QS university ranking</i>
Argentina	3	0	10
Chile	4	6	11
Brazil	22	13	19
Uruguay	1	0	2
Colombia	1	2	12
Costa Rica	1	1	3
Mexico	2	3	13
Peru	0	2	3

Source Based on information by ShanghaiRanking, THE, and QS

Lastly, in Latin American universities there is a strong tendency to combine in a single person or position the control functions for executive and strategic management, which places a lot of power on a single senior manager, which is called “dual role conflict.” The theory of the area sustains that the separation of the functions between top executive and Chairman is very relevant, in order to avoid the agency conflicts that this system can bring upon de university (Broye et al., 2017; Ganga et al., 2015; Rahman & Hamdam, 2017). At the same time, this type of outdated structure brings issues such as a deficient role of the Rectors or Presidents, the supremacy of the administration over the academic, rigidity on the governance models, and other deficiencies that impact the functioning of the university (Ganga-Contreras & Gajardo, 2016; Ganga et al., 2018).

Summarizing, this section gives us some insight into the implications of the Latin American context in the discussion of higher education, universities, and their governance models, focusing on the public policy strategy of massification of access, the public–private institutions’ dichotomy and its pervasiveness, the main governance models that lead to a historical lack of flexibility, the low investment on R + D activities in the region, and the use of external organizations, such as rankings, to assess the quality of education provided by universities. The following section will focus on the most common governance models of HEI in LATAM.

LATIN AMERICAN UNIVERSITY GOVERNANCE MODELS

Since the 90s, university governance models have undergone a dramatic transformation to meet societal, economic, political, and demographic challenges, as well as to adapt to the social demands for universities (Donina & Hasanefendic, 2019). Although current research on university governance structures has identified a tendency toward the regularization and homogenization across countries, particularly on legal requirements (de Boer et al., 2010), there is also evidence of heterogeneity when studying governance structures in detail on single-country analysis (Bruckmann & Carvalho, 2014; Donina et al., 2015).

Universities have to become more efficient, inclusive, productive, innovative, and effective to survive the quick changes they’re facing. It is necessary for universities to be inserted in the solution of global and local problems, adapting to new management philosophies and practices. At the same time, it is indispensable to not fragment governance as if it was

the solution to all the challenges, as holism is eliminated as a totalitarian vision and reductionism as a minimalist vision (Morin, 2003).

The goal for the changes in the university and its governance must be to create a system that offers quality, variety, and equity to maximize students' potential, given their innate ability, interests, motivation, and academic readiness. Whereas societies vary in how they determine "fairness" in higher education, as some consider it fair to give students with the same academic level access to the same opportunities, while others consider that giving all students access to the same opportunities regardless of academic level is fair. It is important to reflect and remain aware of this difference in approach, to adapt according to the society surrounding the university.

Contreras et al. (2016), emphasize that to fulfill their mission, universities must be well managed, technically projected, and properly led. In other words, they propose that the fulfillment of the university's mission is directly related to its governance, and this arrangement will only be successful if it allows for the mission to be achieved.

But what is the best governance model? Although there's no simple answer, some conditions have been proposed: the university governance model must consider points such as the decision-making process and the form of participation in management; university autonomy, the political dimension of the university, institutional performance, institutional and social control, qualitative and quantitative indicators, financing, long-term perspective, inseparability, diversity, and training of university managers. At the same time, Schimieguel (2005) explains that several models of university governance are compatible for coexistence in the same institution, and decision-making styles can also vary from one moment to another. This means that the best governance model for LATAM might be a mixture of more traditional regimes, that properly adapt to the very particular Latin American context.

CONCLUSION

Latin American universities are also responsible for the development of the region. On one hand, their governance has to balance the professionalization of university management and administration, mass enrollment, the strong incidence of research and public policies that place the accent on results and on the permanent and systematic evaluation of quality, and to prioritize the academic over the administrative. On the other hand,

the development of skilled human capital is not enough to raise productivity, growth, and equity unless an enabling environment is put in place as well (Ferreyra et al., 2017), while the rest of the system maintains its role as the main contributor to social development, knowledge transfer, innovation, and the application of that knowledge (Ganga et al., 2018).

At the level of institutional governance, the challenge for universities is to find legitimacy, that generates and maintains the belief that the organization has appropriate structures and processes to make decisions, manage demands from the environment, adapt and influence it through their internal capacities for action. In terms of management, the challenge is to find a baseline of effectiveness that makes it possible to put into operation strategic decisions and to administer the organization in such a way as to ensure the continuity of its functions, obtain the necessary resources, and achieve satisfactory results (Ramírez & Forssell, 2011; Rivera et al., 2016).

University governance in Latin America has also a moral dimension to tend to participate in the formation of leaders and politicians that will guide their communities toward social development. Governance is not neutral, nor is it an engineering task: it is a work of creation, preservation, and projection in the long term, as the elements that make the university bring together diverse actors to accomplish their purpose.

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University Governance in Mexico

Antonio J. Dieck-Assad

INTRODUCTION

The governing boards for Universities in Mexico tend to be similar in their purpose and organization as they may be compared to the ones in the USA. They are differences in their operation and institutionalization. What this means is that Mexican institutions are advocated to understand and implement US schemes for their institutionalization and governance while their business and individual situation may not be prepared for such implementation at the scale and instrumentation of institutions in the USA.

This may be due to the culture and level of importance provided to this professionalization process. Being part of a University Board may be seen as an honor and distinction rather than an opportunity to be part of an institution where the members are able to support the institution providing time, talent, and treasury (3T). It is well seen that it is an honor and distinction being part of a Board, however particular attention must be focused on the member's potential contribution to the 3T's mentioned and his/her added value to the institution as well as the willingness to actively do so. With all the context of the Governance at Universities may be described in its basic terms such that many institutions in Latin America be able to learn and implement at each of their locations. The

reasoning and comments do not exclude institutions by size, type, single or multiunit, etc. In other words, it is believed that includes the whole range of institutions and organizations in the educational business.

BASIC GOVERNANCE MODEL FOR MEXICO'S UNIVERSITIES

The suggested governance model for universities and institutions in Mexico is based on background and personal experience from the authors in the field and being part of the acting individuals of the strategic and operational aspects at different institutions. It is known that the governance of an institution either public or private may be operationally different, but the purpose and objectives must converge to the individuals to be good and valued citizens in their communities and are very similar in a generic vision and mission of an educational institution. When one considers the objectives related to the transformation of individuals so they may be valuable citizens to their communities in their personal, professional, and institutional aspects that's what really is all about these institutions. This means that a board from an institution must be able to stand behind the competitiveness of its graduates considering their knowledge and skills as well as the academic integrity of the program curriculum they went or going through to prepare each one of them for being citizens of the world. It must also consider the principles and values as being an inherent part of the institutional essence and core.

Considering all this, the basic model proposed may appear to be a very simple task. However, it is thought of as a start for institutions that may be initiated with the establishment of its formal governance or others revising its governance system and its settings within the organizational structure. Let's describe the main responsibilities of the Chairman of the Board and the President/Rector as they are shown in Tables 10.1 and 10.2. Some literature and studies consulted regarding the concepts, topics, and issues discussed in this chapter may be also found in: The Governance Committee Independent Institutions (2013) by Association of Governing Boards (AGB), Shinn (2017), Trower and Gitenstein (2013), Ewell (2012), Trmmell (2016), Bornstein (2010), among other literature that will be included further.

There are several expectations from each side of the organizational structure that need to be addressed for the interested individuals to accomplish his/her work adequately. This is related to the Chairman of the Board (President) and the President/Rector to be aligned with what

Table 10.1 Chairman of the Board's main duties in the context of Mexico

1.	Establish a commitment to the board and the institution
2.	Have the vision of the institution in mind with all the decision-making processes in place
3.	An individual with a prone attitude for building effectiveness and consensus within the board and committees
4.	Generate a supportive relationship with the President/Rector that must be mutual
5.	Have rapport with the institution's community
6.	Relationships of the Chairman with the board members must be excellent
7.	Strategic contributions and support are needed
8.	Leading by example (value in talent, time, and treasury)
9.	Constructive knowledge and understanding of the institution
10.	Assurance of governance free of conflicts and disruptions

Table 10.2 President/Rector's main duties in the context of Mexico

1.	The CEO of the institution defining the strategic plan for approval from the board
2.	Establish the linkage between the board and the institution operations
3.	Prepare the strategic plans and budget of the institution
4.	Assign functions to the persons reporting to him/her
5.	Maintain relationships with other academic institutions, government offices, and institutions of the community
6.	Support proactively the fundraising activities of the institution
7.	Direction and supervision of academics, learning, and their processes
8.	Subscribe diplomas, titles of degrees, and certificates of study
9.	Take the proper decisions on the topics assigned by the board
10.	Be part of the committees of the board except for audit and governance
11.	Provide to the Board any information required or needed for decision-making processes

has been discussed previously. If one sees what the expectations from them are (Table 10.1 and 10.2), it may be different from what is written in the institution's bylaws and their actual duties. It is relevant to describe the basic duties (described by the bylaws and/or rule book) and provide a sample of expectations.

To set up the stage for the governing platform, it seems now relevant to include a list of expectations from a Chairman and a President/Rector. This information has been remarks mentioned by a group of 22 Chairmen and Presidents at a workshop organized by the Association of Governing

Table 10.3 Sample expectations the Chairman of the Board has from the President disclosed

-
- Provide direction in the fundraising activities
 - Transitioning from being a board member to board chair (can't ramble on; as chair need to "net the butterflies")
 - Follow-up on understanding the nature of the university and higher education (faculty needs, advancement, academic integrity, for example)
 - Be transparent and do not shield bad news
 - Use our time wisely
 - Help us understand and clearly define roles (board and management)
 - Be clear and transparent on how new board members are recruited and selected
 - Have a clear view of how stakeholders communicate to the board (should students, faculty, and/or staff be at board meetings?) and how they learn about decisions/actions?
 - Help understand the institutional budget
 - Find the right role for the executive committee
 - President and chair's relationship is paramount; talk frequently, respect and like each other; give a public unified front even when don't agree
 - The chair is responsible for the whole constituency
 - We want to help support the President personally and professionally, allow chairs to do that
-

Boards (AGB) in 2015. Once a Chairman or a President have an opportunity to read them at different times and think about them it is clear they will relate directly to them (as being part of their duties) and even can make examples of the dos and don'ts of each activity and functions related to their office work to be performed. They are included in Tables 10.3 and 10.4.

Once the stage is set up for discussing the governance model for Universities in Mexico from the highest level within the organization. It may be seen as very simple or complex depending on the point of view of the individual or group looking at it. It is now relevant to start introducing the interactions within the organizational structure at the institution with the governance structure considering a basic generic case.

GOVERNANCE, COMMITTEES, AND THE ORGANIZATIONAL STRUCTURE

As it has been described above, the interaction of the operational structure of the university with the board plays a crucial role in the development

Table 10.4 Sample expectations the President has from the Chairman of the Board disclosed

-
- Understand the complexity of the presidency as well as of the institution(s)
 - Acknowledge that the President serves the institution (and is not an employee of the Chairman)
 - Be supportive of Presidents as individuals
 - Help open doors and make connections for fundraising
 - Be a staying force for Presidents in challenging times
 - Understand and explain the distinction between the chair and the President roles
 - Be a strong conversational partner, and lend wisdom
 - Serve as confidante
 - Be brutally honest with us (our faculty will be....)
 - Understand your duties as the leader of the board; keep the board fully engaged; set expectations; and hold board members accountable for expectations
 - Serve as a bellwether for potential board problems (be a “canary in the mind field”)
 - No surprises—communicate, communicate, communicate (CCC)
 - Deal with conflicts of interest
 - Help partner with us to articulate the distinctiveness of the academy and of our institution to the board (academic program view is different from a corporate product review)
 - Effectively manage meetings
 - Have passion, pride knowledge of the institution
 - Set objectives for board meetings and committee meetings
 - Provide cover for the President, when needed—particularly when Presidents are working to be major change agents (shield our backs)
 - Evaluate us in fair and comprehensive ways
 - Be realistically related to expectations of how much time the President has and can give (manage expectations for phone calls and face-to-face time)
 - Create a shared action agenda
 - Keep discussions on track—think independently, but act collectively
 - Squash unproductive minority options or cliques
 - Agree upon a system of communication—set protocols of how you will regularly communicate with each other, with other board members, and with the broader campus community
 - Set expectations for how board members should interact with senior staff (VPs) and the campus (Do board members go directly with the CFO, when and on what matters?)
 - In times of crisis, be consistent and clear about how the board will communicate externally
 - Identify and develop future board leadership
 - Expect and manage confidentiality by board members
 - Support the President personally as well as professionally
-

and long-term well-being of an institution. It will describe a basic operational structure and the governance platform for amplifying the roles, responsibilities, and interactions of each part. Please refer to Fig. 10.1 which illustrates the organizational structure and governance including committees of the board and consultation committees.

The structure of the governing platform and its operation will now be described.

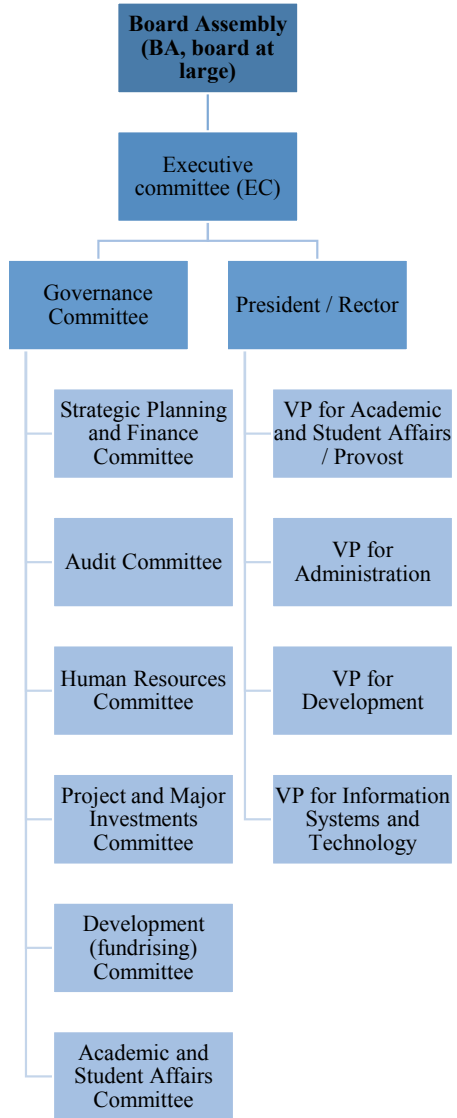
The Board Assembly (BA)

The highest authority of the institution generally is recommended to be composed of a minimum of 40 members. Members of the BA have served as volunteers at the institution previously, once being members must participate in a board committee and/or consultation committee, the duration of his/her participation as a member is recommended to be 5 years renewable without a term limit and the age limit is 75 year-old. The BA is led by the Chairman of the Board (President, C/P) and it is recommended to have a Vice-Chairman or Vice President with the purpose of possible substitute of the President in the future. This position is suggested to help for a better transition in the administration of the institution. BA meetings suggested are 2 times a year minimum or more if necessary, for extraordinary situations. In the composition of the board members, it is recommended to maintain an adequate mix of members considering gender, age, professional occupation, geographic location, international experience or individuals, stakeholders such as faculty, students, parents, among others depending on the case of the organization.

Executive Committee (EC)

An executive committee is a group of board members that are designated by the BA to have the following responsibilities and report on them (sample): (1) Assure the vision and mission of the university in conjunction with its principles in place, (2) Name the President/Rector (P/R) of the university and/or establish the procedure to select him/her when needed, (3) Delegation of the governance of the institution and resolve his/her separation, (4) Decide the proposals by the P/R curricula at the different levels of study, organizational changes, and designation of his/her direct reports (Vice Presidents/Vice Rectors), (5) Approve the

Fig. 10.1 Proposed basic organizational structure of university governing bodies in Mexico



annual budget for the institution, (6) Generate resolutions of the general academic rules generated by the departments of the institution, (7) Establish and revoke the individuals representing the institution for different endeavors/duties, (8) Solve the different conflicts surged between the governance structure and the management of the institution, (9) Establish the strategies and adequate procedures for increasing and maintaining the heritage of the institution, (10) Approve upon the proposal by the P/R regulations for academic life, extracurricular activities, and administration of the institution, (11) Establish the academic year start/end dates, (12) Issue its own regulations.

The EC is conformed typically by no more than 20 board members including the P/R. Members are selected by the C/P is suggested to be verified by the governance committee (GC) and approved by the BA. The recommendation is that they may be in the EC for periods of 5 years with a maximum of 2 terms (at many institutions) however, there is no limit in the number of terms. The maximum age to be in the EC is suggested to be 75 years old. The EC may have between 4 and 6 meetings a year or more if necessary.

Governance Committee (GC)

The Governance Committee focus is to establish and monitors the operation of the best practices of governance possible and adopts those that assure the effectiveness of procedures and processes at the institution. It also looks to attract the most talented individuals to be suggested and invited as board members as is mentioned by Wilson and Lanier (2013).

Committees

The other board committees included in Fig. 10.1 require having at least the following functions and management personnel of the institution that participate: (1) establish a deeper analysis of the topics discussed and to be decided in the EC, (2) make recommendations to the EC, and (3) establish a follow-up monitoring of the metrics and controls set by the EC. The responsibilities of the committees are: follow-up on the strategic priorities of the institution, make presentations to the EC of any progress made in strategic planning collaborating with management individuals, and coordinate activities including the management personnel for progress metrics to be disclosed.

Consultation Committees

These committees may be established by the board or top management team to consult, plan, evaluate, analyze topic items that are so specific within the areas of academic study or other situation(s) that are the competence of the management area where it has been created. The creation of these committees requires the approval of the EC. Members of these committees may be any board member at the institution, personnel part of the institution, and external individuals. Its operation and functioning must be under the specific area's supervision reporting the results of any analysis and recommendations within the previously established deadlines and organizational entity.

Please note that the board platform and organizational structure described represent the nomenclature at a typical private and independent University. However, the analogies to a public institution can be easily made and described.

President/Rector (P/R)

The P/R is the Chief Executive Officer of the University. P/R oversees conducting the institution for the execution of its mission and vision with specific objectives by planning and directing its activities and managing human and financial resources. P/R is responsible for making effective the mandate and agreements from the BA and the EC. The official representative of the university and leadership for image and values is a required role taken by the P/R of the institution. A list of the principal suggested duties for the P/R are included in Table 10.5.

Once a description of the governance and organizational structure is in place including the most relevant responsibilities of the board and the top management at the institution being the President/Rector and his/her direct reports; it is appropriate to pass on and describe the information of a suggested form of executing a succession planning process which is a principal responsibility of the board at any given institution and Mexico is not the exception. A brief description is included in the next section to set its importance and the relevance that the position may have even that the responsibility is at the board level.

Table 10.5 Sample of relevant detailed responsibilities of a President/Rector for a Mexican university**Strategy**

- Establish strategic plans and budgets accordingly
- Maintaining interactions, close and good relationships with local, state, and national authorities
- Maintaining close and good relationships with accrediting agencies at local, regional, national, and international levels
- Define the strategies for management of the institution, holistic formation of students, and research activities

Academics

- Establish guidelines and supervise academic topics, learning, and knowledge
- Issue and emit diplomas, academic degrees, and certificates of study

Governance

- Make decisions in the concepts and topics assigned to the P/R
- Member of the board, executive committee, and other board committees as needed and possible
- Provide the information needed by the board and its committees

Other key responsibilities

- Actively support the development committee and fundraising activities
- Keep interaction and relationships with other academic institutions and interest groups with interests in education
- Delegate and assignment of responsibilities and duties to the management team

SUCCESSION PLANNING FOR THE PRESIDENT/RECTOR OF THE UNIVERSITY

There has been an emphasis on the importance of the selection of leaders that may be able to handle the challenges and functions of a University. As is described by Bornstein (2010) this has been also part of the experience expressed by many individuals related to universities in Mexico and the authors. The selection of a P/R is a governing board's most important responsibility. This is a key responsibility that needs to be taken seriously by the board, its committees, and the general assembly at large. A suggested profile for the P/R is included in Table 10.6, the general steps for the selection process are included in Table 10.7 and more details and graphical illustrations of suggested processes are included in Figs. 10.2, 10.3, 10.4, and 10.5. All these tables and figures converge to what is suggested for the succession planning of the highest management authority at the institution.

Table 10.6 Suggested profile for a President/Rector of a university in Mexico*Succession planning**Illustration of the desired President/Rector Profile*

-
1. Maximum degree in specialty and the one offered by the recruiting institution (awarded by a recognized or top institution depending on the specific case (institution))
 2. Wide range of professional trajectories in educational institutions with high-level responsibilities
 3. A high level of integrity. Proof with experience at different professional and personal activities
 4. High level of commitment to higher education. Knowledge and interest in supporting (and pursuing) more research activities in areas where the university has its strengths if applies
 5. Respect and a sense of interest for the students of the institution
 6. Commitment for the success of the students in all areas of knowledge and development
 7. Proven record of setting development and work with leadership and high-performance teams
 8. Experience in working alliances, synergy, and entrepreneurship in academics and universities
 9. Proactive in developing strategic alternatives, timing decision-making as well as taking immediate actions in urgent and needed situations. Ability to find and cover resources from different sources
 10. Understanding an educational institution, its implications considering all the related stakeholders internal and external
 11. Congruent and fine-tuned to the mission and vision of the institution
 12. Proactive and ready to support and dedicate time to fundraising activities
-

Once it is being described the process for selection of the P/R at the University is of great relevance to include a section with the perception from the management of institutions in Mexico of the board's role at the university in different aspects related to their responsibilities described next.

SAMPLE RESULTS OF A SURVEY TO PRESIDENT/RECTORS FROM MEXICAN UNIVERSITIES REGARDING THE ROLE OF THEIR BOARDS AND THEIR MEMBERS

Included in this chapter has been the administration of a questionnaire to P/R as well as former P/R to see their perception of their work and interaction with their boards at their institutions. The questionnaire has

Table 10.7 Suggested steps for the selection process of a President/Rector at a university

Selection committee process steps President/Rector	
1.	The EC establishes a selection committee (SC) for the succession process of the P/R
2.	SC selects the process with references and a headhunter (HH) firm for candidates' search
3.	Contracting the HH firm for searching candidates
3.1.	HH firm results
3.2.	Independent references and nominations
3.3.	Accepting candidates' names
3.4.	Internal qualified candidates
4.	The SC proposes 15–20 candidates
5.	The SC recommends 5 finalists
5.1	There may be other candidates from references and special situations
5.2	The finalists make campus visits and presentations to groups of stakeholders of the institution
5.3	The SC makes a recommendation to the EC
6.	Candidate selection and approval by the EC
7.	Recommendation and approval by the BA
8.	Announcement to the institution's community of the new P/R

Note in consideration of the confidentiality and transparency of the selection process it is recommended that the progress of the selection process be as informed to the community as possible and viable

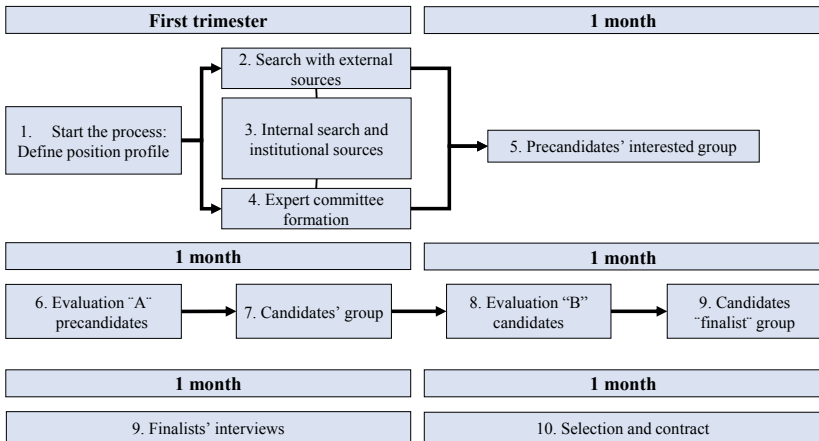


Fig. 10.2 Proposed process for recruitment and selection of Rector/President

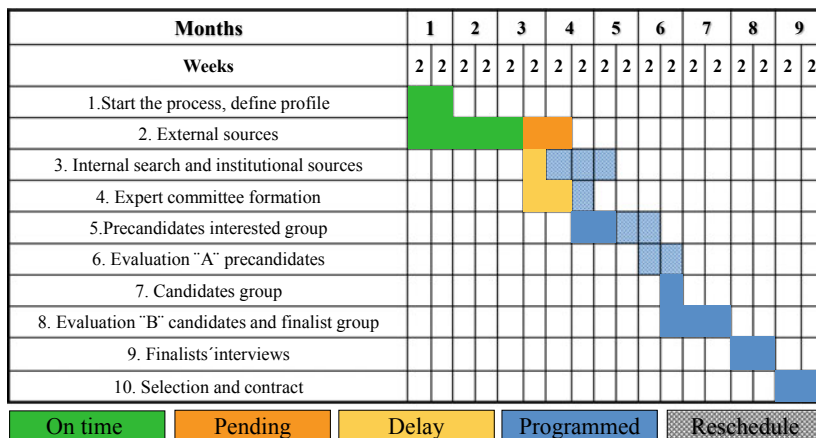


Fig. 10.3 Proposed schedule for recruitment and selection of Rector/President

	Name	Objective	Provider
Tests type A: Initial	Cleaver	Identifies degree of proactiveness, effectiveness and efficiency. Characteristics of the individual.	
	Sprangner	Operative values of the candidate with his/her interests (theoretical, economic, artistic, political and social).	
	MMPIA	Multiphase inventory of personality. Provides scores of the most important facets of the personality.	
	Kolb	Learning styles through four fundamental aspects. How he/she is thinking, conceptualization, feelings, performance.	
Tests type B: Deep	Assessment Center	Management abilities and executive interaction.	
	Leadership Assessment	Styles of decision-making including leadership, thinking and emotional aspects. Also includes motivators for career development.	

Fig. 10.4 Proposed selection process (evaluation)

been sent to private and public institutions. The response has been from 21 private and 7 public institutions. The questions included topics related to the general aspects of the board, the board members, and the role of the board and its members. A brief description of the concepts and topics covered are included in Table 10.8.

The full questionnaire is included in Appendix 1 and 2 at the end of the chapter. Even that the number of responses compared to the total number

Step	Phase	In charge of	Support tool
1st filter	Analysis of precandidates	Institution and HH	CV analysis and references
2nd filter	Initial interview and A tests	HR and HH	Interview guide described and used Tests' package A
3rd filter	Interview expert committee	HR coordinates	Interview with reports
	B tests	HR coordinates	Tests package B
4th filter	Analysis of finalists	HR and expert Committee	Evaluation and pondering of tests A and B Expert committee report of interviews Private investigation Interview with current P/R and chairman of the board
5th filter	Final selection	Expert committee and EC	EC review and final decision

Fig. 10.5 Proposed selection process (phases)

of universities may be low considering that there are around 120 registered universities in FIMPES (Federación de Instituciones Particulares de Educación Superior) and around 300 public universities registered in ANUIES (Asociación Nacional de Universidades e Instituciones de Educación Superior), the results are intended to provide an idea of the situation and perception by current and former P/R. It provides interesting information about the interest in making the recommendations to have better use of the board for the benefit of the institutions in the private and public sector.

The results of the questionnaire include responses from 28 institutions 21 private and 7 public on 25 topics disclosed in Table 10.8 on a scale of 1–10 are shown in Table 10.9. In general, the numbers based on the mean and standard deviation on all questions show a good perception of the board members and functions. However, it is needed to revise some of the details of the results. For example, the most positive results in each of the general areas of the study for example “Generalities of the Board” are Decision processes and COVID-19 Support where the mean in both cases is above 9.0 even that in the COVID-19 Support the standard deviation is slightly above 2.0 which indicates cases where there was great support and others where support was not as high. When one looks at “Board members of the Institution” the numbers with a mean equal or greater than 9.0 are not there. Getting into the “Role of the board” shows seven topics where the mean is 9.0 or above and the standard deviation close to 1.0 or even below, this indicates importance and role well

Table 10.8 Topics of board responsibilities and operation (governance) included in the questionnaire

Topics included in the questionnaire for P/R

1	Generalities of the board
a	Vision
b	Sustainability (economic, social, and environment)
c	Community Affairs
d	Decision processes
e	Procedure's execution
f	Succession priority
g	COVID-19 support
2	Board members of the Institution
a	Board's composition
b	Board's preparation
c	Harmonic relation of the board with management
d	Proactive information changes
e	Enterprise governance
f	Lives the institutional culture
3	Role of the board
a	Mission
b	Strategy focused
c	Operations management freed
d	Budget management revision
e	Fundraising support
f	Active participation
g	Strategic plan participation
h	Public event participation
i	Free conflict of interest
j	Confidentiality maintained
k	Board members as a community
l	No influence or exchange services

defined and operation. When one looks at the questions where opportunities are in place, we see in the Board's preparation topic where the average number is 7.83 and a standard deviation of 2.0 it is perceived as an area to improve for the board members of the institution. Looking at the role of the board the only item with an average number below 8 is in the fundraising support with 7.39 and a standard deviation of 2.9 this indicates an opportunity to develop and make sure the typical three T's need to be emphasized to board members when invited and introduced to a nonprofit university.

Table 10.9 Mean and standard deviation from the questionnaire to P/R of private and public institutions on selected topics (scale 1–10)

<i>Generalities of the board</i>		<i>Mean</i>	<i>S.D.</i>
1.	Vision	8.46	2.27
2.	Sustainability (economic, social, and environment)	8.97	1.25
3.	Community Affairs	8.49	1.61
4.	Decision processes	9.00	1.39
5.	Procedure's execution	8.26	2.08
6.	Succession priority	8.91	1.76
7.	COVID-19 support	9.21	2.04
Board members of the Institution			
1.	Board's composition	8.45	1.71
2.	Board's preparation	7.83	2.00
3.	Harmonic relation of the board with management	8.76	1.41
4.	Proactive informed changes	8.69	1.32
5.	Enterprise governance	8.87	1.38
6.	Lives the institutional culture	8.58	1.76
Role of the board			
1.	Mission	8.75	1.58
2.	Strategy focused	8.36	1.74
3.	Operations management freed	9.36	1.01
4.	Budget management revision	9.32	0.97
5.	Fundraising support	7.39	2.90
6.	Active participation	9.36	1.52
7.	Strategic plan participation	9.25	1.18
8.	Public event participation	8.43	1.78
9.	Free conflict of interes	8.54	1.74
10.	Confidentiality maintained	9.43	0.98
11.	Board members as a communit	9.04	1.12
12.	No influence or exchange services	9.21	0.98

S.D. Standard Deviation

FINAL THOUGHTS, CONCLUSIONS, AND RECOMMENDATIONS

For more than 15 years, I have been privileged to serve as a board member at different institutions in the private and public sector from universities, industry, government, NGOs, etc. In particular, educational

institutions have the need to assessing student learning and making use of the results to improve instruction. This is the main course of action that encompasses the purpose of the board and structure description included in this chapter for Mexican institutions of tertiary education such as the ones studied and analyzed. Many times, seems very far away that all the aspects concerned in the board and the high levels of the administration make an impact on these core businesses of the institution. However, in the daily job as part of the different institutional boards and P/R, one may admit that sometimes for different reasons unknown that too few P/R have made these matters a high priority. It is a pleasure to hear from different P/R of Mexican institutions their positive view of their boards in what they have the responsibility at their universities.

It has been described Mexico's context of tertiary education as well as the basic governance model that is very similar to many institutions in the USA and it may include other regions. Also, of great importance is the description of the governance, committees, and an illustrated organizational structure, its interactions, and relationships with the board. The other aspect included in the succession planning and execution considered the most important and relevant duty of the board, and a well-planned in advance if the needed process and which with the support of the current P/R will make the process easier for the board. However, the final decision and most important and relevant to the institution is in the hands of the board and its members. The board may organize a committee for this duty or whatever means but is their sole duty to have it done and well.

The sample results of the questionnaire provide interesting insight that the boards are guiding in the right direction with the numbers shown and make a stop to see the opportunities in place mainly concentrated in board member preparation, fundraising support, and probably vision and procedures execution where these two are mentioned due to the standard deviation resulted in those questions (see Table 10.9). When one sees the "Role of the board" section it is very good as indicated from the results of the questionnaire (see Table 10.9).

In general, and if one sees the board's role as a steward of the institution being served. The board is responsible to the community and all stakeholders and accountable for the education results offered by the institution. It can be seen from the questionnaire results that the stewardship has been taken place in good terms at many institutions and there is still a great deal of progress needed and with the new normal changes in education there are going to be more challenges being faced now and in the

future. As general conclusions and recommendations from the chapter may be summarized as follows,

1. The relevance of a basic governance model must be in place for an educational institution.
2. The board and organizational structure interactions must be harmonic for all parts of the story to have good development, strategy, and operation of the institution.
3. The succession planning effort needs to be addressed formally and seriously at the institutions. This is not an easy task that has to be delegated to a committee of experts (real experts) members and nonmembers of the board that need to make objective recommendations to make a targeted talent decision to be implemented for the good of the institution.
4. Sample results include the opinion of many P/R of institutions that have a good perception of their boards and their execution. There are aspects to be improved where one sees clear opportunities for change.
5. One final aspect to consider is that the world is always transforming, adapting, and renovating and currently that is no exception for the concepts described in this chapter that may be considered as a basis and a start in the establishment or reengineering of the governance of an institution. However, the result for each case may be different and adapted to the reality of the situation and context in place.
6. Education will never be the same. In other words, there is no comeback to where it was before COVID-19. The world still has traditional in-class education with technological adaptation. An individual may prefer to study online or offline or traditional depending on each case and situation; however, the hybrid model will be always in place and possible. All these concepts and many more need to be considered for the vision, mission, and strategic planning of educational institutions now and in the future.
7. The university leadership relies on the board and its members as well as the organizational structure of top management teams for the vision, mission, and strategic plans of the institution. With all this being said, it is where the relevance and importance of the governance to be in place, so the three aspects mentioned above work smoothly within the organization and in the terms contemplated.

8. The following section includes sample stories by a P/R to provide some insights into the activity behind the position and the cases in polace and/or upcoming. More cases may be available upon request or by contacting the authors.
9. It is always a good idea to bring important talk of individuals that have been in positions like this and dealt with many situations at different periods in history such as The Reverend Theodore Hesburgh (President at University of Notredame 1952–1987): *“The very essence of leadership is that you have to have a vision: It’s got to be a vision you articulate clearly and forcefully on every occasion. You can’t blow an uncertain trumpet”*

SAMPLE STORIES BY A PRESIDENT/RECTOR

Getting in into a New Institution “The Honeymoon and the Start”

Once upon a time, there was an academic executive that had been hired by an institution due to experience on another well-known and highly reputable institution. The professional arrives at their new job and everything seems to be a celebration for the arrival, and it is received with great enthusiasm. It seems as if this was a honeymoon.

Great expectations and reception to the new executive all at once. Everybody from the Board, to the President and the support staff, guide the executive within the institution so they may get to know the University as well as all the activities, functions, and operations quickly. Integration to the new activities goes well with intensity and hard work. The new executive gets along with everybody and all the individuals try to provide a “smooth way in” into the new role.

Everything works out very well for this executive, and it gets involved with the new academic community, and with the main issues concerning the university. Also, during the first few months of its tenure, it is faced with two crises. There is a sanitary crisis involving the local, regional, and international communities and a local security crisis in the community.

The board members (especially the Chairman of the board/President) are very attentive and supportive in taking the most appropriate actions for the well-being of the university, the students, faculty, and the community.

*Several Events and Situations Have Taken place—“From
the Honeymoon to the Real World”*

An academic executive has been in a new position for a few months, and everything seems to be going great, it feels still like a honeymoon.

Personnel from the registrar's office contact the executive, and then the President asks for its support on important follow-up processes and on updating programs registration with education authorities and accreditation agencies.

The topic of technology is perceived as an important strategic issue as part of the delivery of education and administration processes at the institution. The interaction with the different activities and functions indicates progress and the evolution of technology. The assessment of technology shows that the progress is there, but it is not enough, and a major overhaul is needed urgently. There is a start of a global plan to follow with each customer and the result is of great relevance when the process is automated, and the application/implementation of technology is an added value for the institution.

At times, the activity for this executive seems to be difficult and there are external situations on the way such as the Influenza crisis (H1N1) where decisions had to be taken in a short period of time due to the unpredictability of the situations. In addition to the H1N1 influenza crisis, the President was absent from his position due to illness, which resulted in difficult decision-making processes performed remotely.

Only five months after this executive has been in this position, receives an invitation to be the President/Rector of the University by the Chairman of the Board. In summary, the institution has opportunities in the organizational structure, the technological implementation, and its globalization strategies that already are being executed. These are the great challenges for the incoming President.

The establishment of an adequate governance model and bodies need to be in place, to be able to deal with these obstacles facing our executive, now President.

The inauguration goes well, and it is an spectacular and emotional event, and so, the new President/Rector takes position of the new role. Changes and renovations are implemented, some of them are obvious and started from the previous administration, while some were not implemented due to time restrictions and are concluded within a period of two years.

Changes and Development—“Start of a New Era”

There are several changes and improvements that a President/Rector may be able to do at an institution. Some of them have to have the support of the Board, and it is very important to distinguish those changes from those that simply required to be notified, but not necessarily authorized for execution.

An area that needed improvement in the institution, is the department of normativity, regulation, and program administration which gets reorganized and established by the new administration. This included the university’s accreditation and quality assurance area. After a thorough analysis, it was concluded that the area needed a major overhaul since in its organizational structure the activities were at different areas and the potential for the area was disaggregated. The change involved conversations with different board members for consultation, a group of external and internal experts, and a decision for where to have the area so the conflict of interests was minimal or non-existent. The changes were executed, and the results indicated great coordination and analysis of the KPI’s of the institution.

Focus and detailed scrutiny on the technology issues of the institution have been made, to the point in which the institution is a showcase of the use of technology for the students and processes in management and administration. The diagnostics by an expert provided the information on both technology areas (that may be different) that at some point will converge. Considering the service to the students the main issue has been bandwidth of the internet service and in the processes for management and administration, the main concerns were the productivity and efficiency in the use of software for digital and agile responses. The solution to the student services has been the increase in bandwidth several times, until the community had no claims for a better service and it had been implemented (this seems to be a simple solution however, it required additional budget that wasn’t initially approved by the board). In the matter of the systems and processes in the administration and the use of software, the solution has been a more complex than expected, in the sense that the institution had external services for the technology management and administration and, in the end, drastic changes have been implemented starting with a comprehensive audit of the situation with the external provider that needed to integrate various actions (included legal) to make sure it had been made according to the contract subscribed.

The institution did the proper process and took some time to renegotiate the contract with the external providers, as there were some aspects that needed to be changed such that the services provided in several positions were going to be internal (in the new contract) and not external as they were. At the end, the student services and process management services were dramatically improved.

Many times, the new administration finds out that imminent changes have to be implemented at positions reporting to the President/Rector or other key positions. At the institution this is due to the lack of compatibility of the individuals in the positions with the proposed strategic plans. The initial recommendation for this may be advised from the outgoing President/Rector or members of the board, however, a deep analysis of the position and fit needs to be taken place to assure the proper actions be executed. Then, according to the bylaws and protocols, the final authorization must undergo approval by the board or maybe a decision which is informed to the board only (for the cases where the positions do not report directly to the President/Rector). In this case, the positions have been filled according to the succession plan process (as for the President/Rector), delineated in one of the sections of the chapter and the results were exceptional in talent, fit, and all the characteristics of the individuals hired.

Changes and Development. "Conflict of Interest"

There are cases and stories that may seem very easy to solve. However, if one really gets into the details, these solutions are not trivial and easy to define and execute. There are cases where it may involve fundraising, scholarships, or academic decisions, for example.

There has been instances where a board member asks for a meeting with the President/Rector or the VP to discuss a topic related to a student's action. The board member attends the meeting and asks the higher authority to change an academic decision on the student. At any institution there is a revision or appeal committee as part of an academic decision, however, a decision taken by an academic cannot be changed only for the relation of the student or their family with a board member of the institution. This represents a conflict of interest and should not be allowed under the processes and protocols already established.

There was also a situation where a potential benefactor establishes a condition for providing the economic resources... they must be offered a

position as part of the board of the institution. This situation should not be allowed at any institution, as it would represent a conflict of interest from both parts of the table if accepted.

Another particular situation presented itself when a board member calls the scholarships director, the VP, or the President/Rector and recommends a student for a scholarship (everything is fine so far). The scholarship department receives the application by the student and makes the recommendation based on the process and protocol for awarding scholarships. If the resulting decision is yes, perfect. If the decision is no and the board member tries to reverse the decision because of their position at the institution, then it is not an ethical behavior. If the decision is reversed without additional information on the student, it would represent a failure for the ethical standard of the institution.

APPENDIX I: THE QUESTIONNAIRE ADMINISTERED TO PRESIDENTS/RECTORS

Survey questionnaire to Presidents/Rectors.

November 2020.

Boards (Corporate Governance) at Universities in Mexico.

(Establish the level on each of the following questions from 1 to 10 where 1 is low and 10 is high NA is not applicable or not know).

SECTION I. THE UNIVERSITY BOARD IN GENERAL

1. How much the governance of the institution promotes the establishment of a strategic vision of the University? (VISION)
2. How much does the governance of the institution promote the assurance of the sustainability of the University for the long term? (SUSTAINABILITY)
3. How much the institutional governance contributes such that the community may feel it as a part of themselves. In other words, the community includes the university as part of their community and achieves that the community has a self-belonging scheme of the community to the University? (COMMUNITY AFFAIRS)
4. To what measure the institutional government has established formal decision-making processes for a better operation of the University? (DECISION PROCESSES)

5. The definition of processes and procedures to assure the best operation of the University are relevant in all cases. To what degree the board makes sure that the processes and procedures are adequately executed for the operation of the institution? (PROCEDURES EXECUTION)
6. How important is for the board the succession processes of the President/Rector and key positions at the University? (SUCCESSION PRIORITY)
7. To what degree the institution has seen the support of the board for the decision-making processes taken and implemented regarding COVID-19 situation? (COVID-19 SUPPORT)

SECTION 2. ABOUT THE BOARD MEMBERS OF THE UNIVERSITY

8. Do you believe that the mix of the board members is balanced avoiding bias to any of the three fundamental characteristics required from a board member being: Time, Talent, Treasury (3 T). This in the actual selection and future selection process of new board members of the University. (BOARD'S COMPOSITION)
9. Is there a perception that the board members are prepared (as referred if they prepare themselves with readings, data, and information) for the activities of the board? Examples are meetings, previous readings, revised data, and information of the University. (BOARD'S PREPARATION)
10. The board members including the Chairman of the Board have an integral and cohesive relationship with the President/Rector and his/her reporting group. This with the purpose of them to feed information and have a saying with evidence in the selection of new board members and in strategic topics of the University. (HARMONIC RELATION OF THE BOARD WITH MANAGEMENT)
11. Is there proactivity and immediate actions to execute needed changes within the board and its University governance? It is also important to maintain all members of the board informed of the needed changes for better functioning of the board at large. (PROACTIVE INFORMED CHANGES)

12. There is a clear tendency of incorporating governance models at the University like the ones at the organizations and businesses where the board members participate. (ENTERPRISE GOVERNANCE)
13. The members of the board are an example of the culture, philosophy, and distinctive values of the University. (LIVES THE INSTITUTIONAL CULTURE)

SECTION 3. BOARD'S ROLE AND FUNCTIONS

14. The members of the board are informed of the educational mission, key values, strategic plan as well as the bylaws and rules of the board and governance of the University. (MISSION)
15. The participation of each member of the board in the organization, programs of study, campus plans, financing plans, etc. Is limited only to the strategic aspects of the University. (STRATEGY FOCUSED)
16. The board has in its responsibilities revision and approval of strategies, policies, and implementation plans leaving the President/Rector and the management team the day-to-day operation of the University. (OPERATIONS MANAGEMENT FREED)
17. The board assures the adequate and consistent management of resources of the University. (BUDGET MANAGEMENT REVISION)
18. There is support by the members of the board with their economic contributions to the University. Also, they support the processes of fundraising and the convergence of new individuals and organizations as benefactors and processes for new fundraising initiatives. (FUNDRAISING SUPPORT)
19. There is a good number of board members that are active participants at board meetings and at large assembly meetings, committee meetings and are members of at least one of the counseling and committees of the University's board. (ACTIVE PARTICIPATION)
20. The strategic plan has active participation of the board members and the board at large as well as the different stakeholders of the University. (STRATEGIC PLAN PARTICIPATION)

21. The board members are actively participating in public events of the University such as graduations, receptions, other programs, etc. As a support signal and backing during the year to the University. (PUBLIC EVENT PARTICIPATION)
22. There is an evident distinction of situations that may always represent a conflict of interest between board members and the University. (FREE CONFLICT OF INTEREST)
23. Always maintaining the confidentiality of meeting topics of board meetings and other sensitive information and data of the University by the board members is a must. (CONFIDENTIALITY MAINTAINED)
24. The members of the board are referred to as acting as part of the University community which reflect values such as transparency, honesty, etc., and always be open to disclosing conflicts of interest. (BOARD MEMBERS AS A COMMUNITY)
25. It is fundamental and of critical importance for the participation in a University board is trust. There is a great effort to assure that there are not influences of particular benefits to specific members of the board. Examples of this may be something in exchange for their support such as services, scholarships, etc. (NO INFLUENCE OR EXCHANGE SERVICES)

APPENDIX 2 COMMENTS FROM EACH SECTION OF THE QUESTIONNAIRE

SECTION I. THE UNIVERSITY BOARD IN GENERAL

- The University board is composed of a student representative, a faculty representative, and the director from each academic unit, it is led by the President/Rector, the General Secretary, and the General Counsel. The board works by commissions and specific committees according to the function of the university and is linked to each academic unit
- For the case of the institution that I know, my main observation is that with the insertion of better corporate governance and in particular of the matrix organization, the decision-making processes take more time at the level that there is no identification of who is in charge and that the institution has lost financial efficiency because

there is not a clear definition of the response within each academic unit

- Strategic and finance functions; follow-up the operating part three times a year
- The institution will need to make clear the terms “actual institutional government,” the “government of the institution,” “governance of the institution,” “board.” Are they the same?
- It is important that the board appreciates the diversity of its own composition and acts like that, all this independent of the Chairman of the board’s leadership
- The board provides follow-up and values our financial and academic actions. All this with the purpose to have the correct route for the institutional mission and vision. Here it is important to highlight the President/Rector’s leadership
- Efficient and quick
- Improve the diffusion of the agreements and the communication, when you have a large institution, it may be difficult. Also, because at the board level the centralized support functions are not integrated into the core functions
- There is a need for more diffusion of the agreements and communication
- The board is strategic to the institution and its internationalization
- Create the vision and mission
- Some board members are not up to date with the latest developments in digital transformation, not even the future vision of the university. Many of them with many years of experience emit an opinion from their experience, that may be harmful for the actual times. On the other hand, they have much additional work to do additional to the board that makes stressful their participation in the different issues and projects, and they may not be able to deepen as it must be done
- They must be cautious, so they don’t interfere in the academic part of the university. If the board members are businessman, they must help form that position
- They are fundamental for the development of the university
- Is the entity that establishes, in collaboration with the operating government, the direction of the university, future vision, evolution, etc.

SECTION 2. ABOUT THE BOARD MEMBERS OF THE UNIVERSITY

- They are individuals with talent and abilities
- When they are elected in democratic processes and designed by the governance council (H Junta de Gobierno) they have the profile to strengthen the governance
- There is a balance because they come from all three sectors and we are trying to include international members
- They are prepared individuals and are willing to give their time and experience
- Institutionally we have migrated from a board with a low margin for action, well-conditioned from the general government to one with more freedom. All these have not been implemented yet. The external/independent board members still feel limited. There is a lack of induction and training for the religious board members. Also, there is a need to make the religious members independent of the religious organizations such that the university development is not limited to being conditioned to the organizational opportunities or due to obedience. Many times, they alienate for obedience because the President/Rector is a high-rank member of the religious organization. There has been a high level of rotation in the last five years, due to the transfer of individuals and changes of external board members. All these issues take out deepening and vision to the board due to the learning curve.
- Members of the university board spread in the community the reports presented through commissions and committees
- Very good board members. However, at times they exaggerate in trying to take businesses practices where they participate to the university
- They are high profile individuals from the business community, from different profiles, age, and experience, all interested in support education and its quality
- The decisions to admit new members to the board are targeted essentially due to the professional, personal, and family relationships between current members and the candidates to invite
- It is very important that board members have the abilities of future vision and governance from the business perspective. Not always they

have cleared their role and the difference between their function from the board to the operation

- It must be recommended to integrate support personnel from the core functions (central directors) this is due to the university growth and its relationship to the context
- The central element must be to transform individuals
- Involved and engaged, supporting the university with time, good advice, contacts, and resources (own or generated)
- 50% of the board members are from the same religious congregation, the other 50% high profile individuals from the community

SECTION 3. BOARD'S ROLE AND FUNCTIONS

- They explore excellent ideas, good strategies and provide support to the areas asking them
- They support the competitiveness, feasibility, and sustainability of the institution that may be summarized in one word: certainty
- Define the vision and revise the results of the President/Rector and other departments
- Historically, they have been concentrated in assure management and administration. They are not academically oriented and do not promote research. They do not help in the fundraising activities (the religious members have other duties, and each university has their own fundraising team) and seems that the independent board members provide low support and are not engaged with fundraising efforts. They must support the functions of the future, such as cultural change and digital transformation. To my knowledge they are not engaged with the expansion of the network, it seems they feel better maintaining the status quo. They must participate in more events; however, it is difficult since they are board members of 9 universities
- The university board publishes all the agreements provided with the information from the commissions and the committees so that the community knows what's happening
- Everything is very good, even that on some occasions they overpass their function as board members and participate in the operation of the university

- Improve the diffusion and communication to the university community otherwise impossible being a large university
- A board member has the vision to support the university to make it better so the process transformation to be better is a solid line to make this a reality
- The board members are confident in the proposals that come from the university community and their moral support is real, they do not participate in the creation of procedures and processes.

KEYWORDS

Board. It is a group of individuals appointed or elected that has overall responsibility for the management of an organization in this case of an educational institution or university.

Chairman of the board. The principal officer of the institution/university is elected by the board at large and is charged with the supervision and management of high-level affairs of the university, as making corporate policy, or approving actions of the President and vice Presidents.

President/Rector. The chief officer of the university is the maximum operating authority at the institution.

Committee. A person or group of persons appointed to perform a particular service or function, required to investigate make a report on it or act on a particular matter.

Education. It is the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally preparing oneself or others intellectually for mature life.

Governance. It is a method or system of government or management.

Higher education. It is the education beyond high school, specifically that provided by colleges and graduate schools, and professional schools.

Succession planning. It is the process of selecting a President/Rector at an institution (University in this case). It may include the process of selection of an interim President, the establishment of a list of search consultants, the appointment of a search committee, develop and establish an institutional profile and desired leadership characteristics, the interviewing processes, converging of references, selection process, and definition of a time frame for execution.

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Corporate Governance in Peruvian Universities

Isabelle Velasquez Bellido

INTRODUCTION

Corporate governance (CG) has become an important segment of organizational strategy. Many sustainability indexes nowadays evaluate best management practices through the inclusion of a corporate governance pillar, which measures an organization's systems and processes, thus ensuring that its board members and executives act in the best interests of its long-term shareholders. From a higher education perspective, good governance practices can lead to a better image and reputation. CG effectiveness will depend on the legitimacy these practices have within regional sets of institutions that might differ across countries (Filatotchev et al., 2013). Since the pioneering work by La Porta et al. (1998), institutional theory started playing an essential role in CG literature. Institutions are social structures, whether formal or informal, within which firms are embedded and carry out their activities (Scott, 2008). Latin America is characterized by weaker institutions regarding legal structures, regulatory and financial markets, which may affect the firm's compliance

with certain CG standards. Local socio-politico-institutional environments significantly affect CG practices in developing countries (Jamali & Neville, 2011).

In Peru, the high level of autonomy granted to Universities and lax regulation led to a spike in the creation of these institutions at the end of the 1990s. Several entrepreneurs took advantage of the legal situation and tax benefits, opening low-cost universities in the city of Lima and its surroundings. Before 1996 there were around 50 universities in Peru. After the law promoting educational investment came to pass, a hundred more were created. The quality within some of these new higher education institutions was severely lacking and created the need for a major educational reform in 2014 (Yamada & Lavado, 2017). According to the National Superintendency for University Higher Education website, after six years of this reform, thirteen illegal Universities have been closed, 73 programs and 52 non-authorized establishments have been sanctioned, and around 51 million soles (local currency) in penalties have been applied.

In Peru, higher education institutions are either public or private. Both are legislated under Law No 30220, University Law (*Ley Universitaria*) approved in 2014. This law allows universities to autoregulate regarding norms, governance, and organizational structure. Under this scenario, each Peruvian University can undertake its very own CG planning and implementation, alongside its own Code of Ethics. This law was implemented trying to emulate the efforts of other countries in the region, such as Chile and Colombia, to improve quality control in their higher education systems. However, institutional weaknesses prevent public universities from regulating themselves with the same standards as their private counterparts.

The Peruvian University Law establishes that the basic conditions for licensing include the following aspects:

- The existence of academic objectives; granting of degrees and titles and corresponding curriculums
- University's economic and financial resources aligned with the final goals set in its strategic planning
- Adequate infrastructure and equipment for the accomplishment of its institutional objectives (libraries, laboratories, among others)
- Research venues to be developed

- Verification of the qualified professors' availability, with no less than 25% of academic staff being hired full-time
- Verification of the implementation of the complementary basic educational services (medical and social services, psycho-pedagogical services, sports services, etc.)
- Implementation of job placement mechanisms (Job Centre or similar)

CLASSIFICATION AND STRUCTURE OF PERUVIAN UNIVERSITIES

Peruvian universities' governance structure is designed by the State, regardless of whether they are private or public. This hierarchy has quite deep historical roots and has lasted for several decades. The highest authority in every higher education institution is the Rector, followed by an organigram that follows the Peruvian University Law. Law No 30220 created the National Superintendency for University Higher Education (SUNEDU by its Spanish Acronym) as the institution responsible for supervising educational quality. Accreditation in Peru is voluntary, with the exception of some careers due to the specific disposition of that sector's laws. SUNEDU is also in charge of publishing an annual report about how the benefits granted by the current legislation are being used by Universities, as well as a bi-annual report regarding the country's higher education conditions.

Universities in Peru are divided into Faculties (each one led by its own Dean), which are again sub-divided into Professional Schools and Departments (each one led by its own Head of Department or Chief). The Professional Schools are the ones in charge of the professional and academic training of undergraduate students, following each specialty's curriculum. The Departments gather all the academically related professors to keep the syllabus curriculum updated (both for undergraduate and postgraduate programs if that was the case) and to further increase their department's knowledge through research. Each University is free to choose its own specialties and careers. Each Faculty is free to set the curriculum for each specialty taught. The SUNEDU is the institution in charge of granting license to operate to all Universities, after reviewing the quality of their programs. The Peruvian Ministry of Education is the institution behind SUNEDU and is the highest

authority regarding educational policies, encouraging the alignment with SUNEDU's regulations, especially in public Universities.

Those Universities which offer postgraduate studies have Postgraduate Schools (managed by a Director), which work alongside their own Faculties to review learning at their particular level.

In its everyday activity, each University is governed by its Rector, its Vice-Rectors (Academic and Administrative) and the University Council, according to the rules established in its regulations. For special cases (such as regulation changes, Rector and vice-Rectors elections, ratification of administrative policies, etc.), Peruvian universities are governed by its Assembly. The Assembly represents the University community: Authorities (Rector, Deans, and Heads of Department), professor's delegates, students, and alumni.

In Peru there exist three main higher education models: societal, associative (both private), and public ones. The societal model follows a business approach, organized with a clear emphasis on management lines. This includes the presence of a CEO and administrative commercial guidelines. The final outcome report comes directly from them to the board of directors, and following its corporate guidelines, should the institutional objectives not be met, they could be replaced accordingly. This model could have appointed deans and deputy deans that reign but not govern. Their positions are mainly a diplomatic approach on behalf of the institution to formally align with Law No 30220. But the real control of the university belongs to the management body behind them.

The associative model follows a more classical governance approach, with elections and a wide margin for political maneuvers so that a particular group of academics comes to power. Here, those at the top of the university's hierarchy have usually followed a long career path in the institution. They are professors who have already held previous posts at the university's government in less complex administrative positions. However, the academic internal mobility of this model tends to exclude those who are not aligned with the individuals who currently hold power in the hierarchy. The reason behind this is that each of the professors appointed in one of the existing categories (whether it is an assistant, associate, or main position) holds one vote. The main goal of the group that comes to power is to remain in control. Therefore, there is a strong political element for individual professors to reach certain academic positions in the hierarchy.

Public universities follow a similar scheme. Corporate governance inside these institutions follows a complex interrelation of internal forces and personal skills to create favorable situations that will allow a certain group of professors to come to power and remain there. In many cases, the struggle to obtain control requires different political games and strategies that might take years in the making. As with the two previous models, the Dean is appointed by universal elections, following the Peruvian University Law. This in order to try and minimize the documented corruption cases which happened when the elections were representative. Corruption is a pervasive condition in many Peruvian institutions.

According to SUNEDU's official website, there are 94 licensed Universities currently operating in Peru (46 public, 46 private, and 2 business schools), with more than a million students overall. The list is included in Tables 11.1 and 11.2

According to SUNEDU's website, this reform allowed for the increase in private Universities of full-time professors from an average of 13 to 30%, and a 50% decrease in the number of professors without postgraduate studies in public and private Universities. All licensed Universities need to renew their licenses in the upcoming years, as part of the next stage in SUNEDU's higher education reform.

RESEARCH WITHIN PERUVIAN UNIVERSITIES

The University Law No 30220 also legislates research in Peruvian Universities. It establishes that research should be one of the main functions of every University, including specific measurements as part of the basic quality conditions to be assessed during the licensing process. Although it prioritizes research development, it does not take into account the actual institutional and national higher education resources. According to the I Census of Research and Development in Research Centers (CONCYTEC, 2017) in 2016, there were a total of 3374 researchers in Peru. From this number, 71% were academics working on different research and development activities, between public (35%) and private (36%) Universities. This represents less than 3% of the total number of professors in the country. This shows that in Peru, the scientific and technological output is focused on the Universities' Research Centers, which brings to light the importance of these institutions in the country's technological, innovative, and scientific development.

Table 11.1 Public universities

	<i>Name of the university</i>	<i>Department</i>
1	Universidad Nacional Mayor de San Marcos	Lima
2	Universidad Nacional de San Cristóbal de Huamanga	Ayacucho
3	Universidad Nacional de San Antonio Abad del Cusco	Cusco
4	Universidad Nacional de Trujillo	La Libertad
5	Universidad Nacional de San Agustín de Arequipa	Arequipa
6	Universidad Nacional de Ingeniería	Lima
7	Universidad Nacional Agraria La Molina	Lima
8	Universidad Nacional del Centro del Perú	Junín
9	Universidad Nacional de la Amazonía Peruana	Loreto
10	Universidad Nacional del Altiplano	Puno
11	Universidad Nacional de Piura	Piura
12	Universidad Nacional de Cajamarca	Cajamarca
13	Universidad Nacional Federico Villarreal	Lima
14	Universidad Nacional Agraria de la Selva	Huánuco
15	Universidad Nacional Hermilio Valdizán de Huánuco	Huánuco
16	Universidad Nacional de Educación Enrique Guzmán y Valle	Lima
17	Universidad Nacional Daniel Alcides Carrión	Pasco
18	Universidad Nacional del Callao	Callao
19	Universidad Nacional José Faustino Sánchez Carrión	Lima
20	Universidad Nacional Jorge Basadre Grohmann	Tacna
21	Universidad Nacional Santiago Antúnez de Mayolo	Ancash
22	Universidad Nacional de San Martín	San Martín
23	Universidad Nacional de Ucayali	Ucayali
24	Universidad Nacional de Tumbes	Tumbes
25	Universidad Nacional del Santa	Ancash
26	Universidad Nacional de Huancavelica	Huancavelica
27	Universidad Nacional Amazónica de Madre de Dios	Madre De Dios
28	Universidad Nacional Toribio Rodríguez de Mendoza de Amazonas	Amazonas
29	Universidad Nacional Micaela Bastidas de Apurímac	Apurímac
30	Universidad Nacional Intercultural de la Amazonía	Ucayali
31	Universidad Nacional Tecnológica de Lima Sur	Lima
32	Universidad Nacional José María Arguedas	Apurímac
33	Universidad Nacional de Moquegua	Moquegua
34	Universidad Nacional de Juliaca	Puno
35	Universidad Nacional de Jaén	Cajamarca
36	Universidad Nacional de Frontera	Piura
37	Universidad Nacional Autónoma de Chota	Cajamarca

(continued)

Table 11.1 (continued)

	<i>Name of the university</i>	<i>Department</i>
38	Universidad Nacional de Barranca	Lima
39	Universidad Nacional de Cañete	Lima
40	Universidad Nacional Intercultural Fabiola Salazar Leguía de Bagua	Amazonas
41	Universidad Nacional Intercultural de la Selva Central Juan Santos Atahualpa	Junín
42	Universidad Nacional Intercultural de Quillabamba	Cusco
43	Universidad Nacional Autónoma de Alto Amazonas	Loreto
44	Universidad Nacional Autónoma Altoandina de Tarma	Junín
45	Universidad Nacional Autónoma de Huanta	Ayacucho
46	Universidad Nacional Autónoma de Tayacaja Daniel Hernández Morillo	Huancavelica

Source SUNEDU's website

Most Latin American Universities have focused their scientific and technical activities mainly on scientific and technological education and training at an under and postgraduate level (Medina, 2018). They do not assign as many resources to research and development (R&D) or scientific and technological services, except for Brasil, Argentina, Mexico, and Chile. Peruvian Universities are not renowned for considering international higher education accreditations in the evaluation of its programs and activities. They usually present issues when handling other languages, especially English and historically there has not been a lot of government support for research investment. Courses usually meant to focus on research skills for students tended to be taught by professors with not enough experience. For a long time, full-time professors assigned most of their time to teach or administrative activities, which left little time left for research. However, this has improved in the last few years. With Universities licensing now in charge of SUNEDU, universities are currently demanding their professors to hold at least a Master's degree, as well as academic experience. This helps somewhat guarantee that professors have a degree of familiarity with research methods, although in Peru the expenses for researching and publishing tend to land on the shoulders of the researcher.

This has changed lately, with an increasing concern from the government for strengthening the national innovation system. The organization in charge of this is the National Council of Science, Technology and

Table 11.2 Private universities

	<i>Name of university</i>	<i>Department</i>	<i>University type</i>
1	Pontificia Universidad Católica del Perú	Lima	Associative
2	Universidad Peruana Cayetano Heredia	Lima	Associative
3	Universidad Católica de Santa María	Arequipa	Associative
4	Universidad del Pacífico	Lima	Associative
5	Universidad de Lima	Lima	Associative
6	Universidad de San Martín de Porres	Lima	Associative
7	Universidad Femenina del Sagrado Corazón	Lima	Associative
8	Universidad de Piura	Piura	Associative
9	Universidad Ricardo Palma	Lima	Associative
10	Universidad Peruana Unión	Lima	Associative
11	Universidad Andina del Cusco	Cusco	Associative
12	Universidad Privada de Tacna	Tacna	Associative
13	Universidad Particular de Chiclayo	Lambayeque	Associative
14	Universidad Privada Antenor Orrego	La Libertad	Associative
15	Universidad de Huánuco	Huánuco	Associative
16	Universidad Marcelino Champagnat	Lima	Associative
17	Universidad César Vallejo S.A.C	La Libertad	Societal
18	Universidad Peruana de Ciencias Aplicadas S.A.C	Lima	Societal
19	Universidad Privada del Norte S.A.C	La Libertad	Societal
20	Universidad San Ignacio de Loyola S.A	Lima	Societal
21	Universidad Católica San Pablo	Arequipa	Associative
22	Universidad Tecnológica del Perú	Lima	Societal
23	Universidad Continental S.A.C	Junín	Societal
24	Universidad Científica del Sur S.A.C	Lima	Societal
25	Universidad Católica Santo Toribio de Mogrovejo	Lambayeque	Associative
26	Universidad Católica Sedes Sapientiae	Lima	Associative
27	Universidad Católica de Trujillo Benedicto XVI (*8)	La Libertad	Associative
28	Universidad ESAN	Lima	Associative
29	Universidad Antonio Ruiz de Montoya	Lima	Associative
30	Universidad para el Desarrollo Andino	Huancavelica	Associative
31	Universidad Privada Telesup	Lima	Societal
32	Universidad Privada de Pucallpa S.A.C	Ucayali	Societal
33	Universidad Peruana Simón Bolívar	Lima	Societal
34	Universidad Autónoma del Perú	Lima	Societal
35	Universidad de Ciencias y Humanidades	Lima	Associative

(continued)

Table 11.2 (continued)

	<i>Name of university</i>	<i>Department</i>	<i>University type</i>
36	Universidad Jaime Bausate y Meza	Lima	Associative
37	Universidad Privada Arzobispo Loayza S.A.C	Lima	Societal
38	Universidad Le Cordon Bleu S.A.C	Lima	Societal
39	Universidad Privada de Huancayo Franklin Roosevelt	Junín	Societal
40	Universidad de Ciencias y Artes de América Latina S.A.C	Lima	Societal
41	Universidad San Andrés	Lima	Societal
42	Universidad de Ingeniería y Tecnología	Lima	Associative
43	Universidad La Salle	Arequipa	Associative
44	Universidad María Auxiliadora	Lima	Societal
45	Universidad Marítima del Perú	Callao	Societal
46	Universidad Privada Peruano Alemana S.AC	Lima	Societal

Source SUNEDU's website

Technological Innovation (CONCYTEC), through its National Funds for the Development of Science, Technology and Technological Innovation (FONDECYT). This latter organism seeks to train local human capital; create alliances between the academic, private, public, and research sectors; develop science, technology, and innovation projects, and create more competitive businesses through R&D. Last year FONDECYT launched 32 full grants for international postgraduate degrees in the branches of Science, Engineering, Technology and Innovation. Within these departments, special attention has been given to the following strategic sectors: Agropecuary and Agro-industrial; Fishing and Continental and Sea Aquiculture; Mining and Metallurgy; Forestry; Energy; Telecommunications; Tourism; Health; Education; Environment; and Housing and Sanitation (FONDECYT, 2021).

In Peru, the main Universities that have an installed capacity and dynamic infrastructure that allows them to train research students are, coincidentally, those that consistently appear in the international rankings of scientific circulation: Pontificia Universidad Católica del Perú (PUCP), Universidad Peruana Cayetano Heredia (UPCH), and Universidad Mayor de San Marcos (UNMSM) to mention the most renowned. According to their institutional websites, these universities have a wide range of activities to promote their so-called “Research Hubs” (*Semilleros de investigación* in Spanish). These hubs aim to train undergraduate students in

research skills, with activities such as Essay and Thesis contests with monetary rewards, competitive grants to finance thesis projects, or collaborative academic projects between professors and students. The PUCP also has a funding program to support starting researchers, aimed at third-year undergraduate students, who might begin a project under the supervision of a member of the academic staff.

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Fostering Good Governance in Higher Education Institutions: The Case of Colombia

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INTRODUCTION

Even though conflicts of interest and agency problems exist in every type of organization, discussions as to how to mitigate them have developed in the business context, in particular, through what is known as corporate governance. In this context, different conflicts of interest arising from various agency relationships have been examined. Discussions focus on four agency problems or conflicts of interest that relate specifically to for-profit companies.

Perhaps the most studied is the relationship between shareholders and management, in what is known as Agency Problem I, whereby a chief executive, acting as the shareholders' agent, can adopt negligent or self-interested behavior in the pursuit of his or her own benefit, ahead of that of the shareholders or other stakeholders (Fama & Jensen, 1983; Jensen & Meckling, 1976).

Another conflict examined within the business context is that between controlling and minority shareholders (Shleifer & Vishny, 1986), known as Agency Problem II, in which controlling shareholders use their power

to benefit themselves at the expense of minority shareholders, exerting their control for private gain (Grossman & Hart, 1980).

A third conflict of interest can arise between shareholders and the company's financial creditors, under which shareholders use the resources financial creditors offer to invest in projects with a higher risk than initially promised. They can even decide not to invest extra resources in the company, if the benefits are deemed to be received in large part by the financial creditors. The existence of Agency Problem III was first posited by Fama and Miller (1972), Jensen and Meckling (1976), and Myers (1977).

Finally, Agency Problem IV, raised recently by Villalonga et al. (2015) recognizes the conflict of interest that occurs in family businesses, in particular, whereby family members who are involved in the company's ownership act as agents of every family member, regardless as to whether or not those family members are shareholders, ultimately affecting them with their decisions.

The in-depth and extensive discussion of conflicts of interest in the business context, focused on these four problems of agency, has diverted the attention of governance actors, in various organizational contexts, from the importance and universality of conflicts of interest across many different types of organization. This was not, however, the intention of the original classical theorists who turned their attention to this matter. Jensen and Meckling highlighted the generality of the agency conflict, asserting as follows:

It exists in all organizations and all cooperative efforts – at every level of management firms, in universities [HEIs], in mutual companies, in cooperatives, in governmental authorities and bureaus, in unions, and in relationships normally classified as agency relationships such as are common in the performing arts and the market for real estate. The development of theories to explain the form which agency costs take in each of these situations (where the contractual relations differ significantly), and how and why they are born will lead to a rich theory of organizations which is now lacking in economics and the social sciences generally. (1976, p. 309)

This implies that the agency problems require proper management in every organizational form. In the case of HEIs, the use of the corporate governance theoretical framework to study their governance implies “the recognition of the existence of conflicts of interest and agency tensions

within HEIs and the need to mitigate these to guarantee the effectiveness of these institutions and the proper use of their resources” (Bradford et al., 2018: 913–914).

HEIs in Colombia are nonmembership, nonprofit organizations by law, which imposes specific challenges with regard to balances of power within them. In a for-profit company, for example, shareholders, especially controlling shareholders, represent a relevant and legitimate interest group, with both the economic incentive and power to exercise supervision and monitoring and keep senior management and boards of directors accountable. Nevertheless, in nonprofit organizations, the lack of shareholders means that the governance system, at the organizational level, must ensure boards of directors’ function correctly, in terms of monitoring and supporting senior management, as well as provide a robust monitoring environment, appropriate practices for disclosure and transparency, and, in general, internalize the expectations of different interest groups (Tirole, 2001). This is key to ensuring the proper management of financial and nonfinancial resources and, in general, organizations’ sustainability and the fulfillment of the purpose for which they were created.

In nonprofit organizations, however, boards of directors sometimes lack adequate involvement, and this lack of interest in organizational results presents the chief executive, and senior management, with a problem of inverted agency, whereby the agent or main executive is constantly requesting support or greater involvement on the part of his or her board, in order to guarantee the organization’s performance (Aristizábal et al., 2019). This can lead to an imbalance of powers, whereby senior management acquires greater influence and autonomy over decision-making and, when the organization is not adequately prepared to manage this conflict of interest, inappropriate behavior and the extraction of income can arise.

Perhaps owing to the above, Colombia’s Ministry of Education has focused on strengthening boards of directors in the country’s HEIs in the hope of strengthening their governance and avoiding inappropriate behavior on the part of management or different stakeholders seeking to take advantage of the institution’s resources for their own benefit rather than the common interest, which is to provide the best quality higher education with the greatest possible coverage.

It is possible to trace the advances the Ministry of Education has made in the past decade in Colombia, including its encouragement, since 2013,

of the voluntary adoption of codes of good governance (MEN, 2013) as well as its strengthening of the regulatory framework for inspections and oversight, via the country's Congress (Law 1740 of December 23, 2014), its outlining of guidelines related to the voluntary adoption of the Public Policy for the Improvement of Governance in Colombian HEIs (CESU, 2017) and its inclusion of Institutional Government and Transparency as one of the twelve components for high-quality HEI accreditation (CESU, 2020). However, despite these efforts, which demonstrate the Ministry of Education's commitment, there is no specific way in which governmental agencies can monitor the evolution and implementation of good governance practices in Colombia's approximately 300 HEIs.

There are two modes for encouraging good practice at the national level in the international arena. The first, hard law, provides organizations with specific obligations regarding good governance. The second, soft law, offers recommendations that may be adopted voluntarily, but which can be followed with an obligatory report on the implementation of the recommendations received. In this chapter, we suggest that governance agencies adopt the soft law model, which enables good practices within HEIs to be monitored and provides recommendations that institutions can opt to implement or not.

To meet this objective, the following section outlines Colombia's higher education system and details the progress made in the last decade in terms of good corporate governance. Section "The Soft Law Model and Components of Good Institutional Governance" explains the relevance of the soft law model in the encouragement of the adoption of good governance practices in Colombia's HEIs, and the fundamental components of good corporate governance that act as the basis for structuring the recommendations to be adopted voluntarily. A closing comment is then provided.

THE HIGHER EDUCATION SYSTEM IN COLOMBIA AND PROGRESS IN GOOD GOVERNANCE

Law 30 of 1992 regulates higher education in Colombia, as a public service, and there have been no major reforms to this legal framework for 29 years. According to the National System of Higher Education Information in Colombia (*Sistema Nacional de Información de la Educación Superior* or SNIES), there are 300 HEIs in Colombia. Eighty-four are public and 216 are private (SNIES, 2021). The total number of academic

programs offered in the Colombian higher education system was 26,209 in 2019. Sixty-six percent of those were offered by private institutions and of the total of 2.4 million students enrolled in 2019, 49.2% attended private HEIs.

Of the total number of students enrolled in Colombia's higher education programs in 2019, 92.2% were undergraduates, with only 7.8% undertaking postgraduate study, and 52.7% were women. Law 30 of 1992 established a quality assurance system, which led to the development of a high-quality accreditation model. HEIs that voluntarily seek high-quality accreditation for their institution as a whole, or for a particular program, must carry out self-evaluation exercises, undergo an external evaluation by academic peers and a comprehensive evaluation by the National Accreditation Council (CNA, according to its Spanish acronym). If they meet the conditions, they obtain accreditation. Sixty-six of Colombia's 300 HEIs were accredited (22%), and accredited HEIs and programs were found to be educating 45% of the students enrolled.

The most relevant entities in Colombia's higher education system are the Ministry of National Education, the Ministry of Science, Technology and Innovation, CESU (The National Council of Higher Education), CNA (The National Accreditation Council) Conaces (The Intersectoral Commission for Quality Assurance in Higher Education), ICFES (The Colombian Institute of Educational Evaluation), ICETEX (The Colombian Institute for Educational Credit and Technical Studies Abroad), and the country's HEIs.

Restrepo et al. (2012), an investigation financed by the Ministry of National Education that provoked the discussion on the need for good governance practices in Colombian HEIs, is the starting point for considering the dynamics of the past decade. The authors' conclusions evidenced the need to define minimum conditions for training, and knowledge of the sector, for senior management positions and board members; established legal and moral responsibilities for these roles; offered specialized training on issues of governance; guaranteed a minimum of independence; and strove for the implementation of practices that allow for effective meetings and facilitate board members' assertive contributions. The study also pointed out the need for Colombian HEIs to implement codes of good practice and policies related to conflicts of interest and concluded by reflecting on the relevance of establishing minimum corporate governance for HEIs in Colombia, as well as the need to increase demands in terms of transparency and the disclosure of information.

In 2013, the Ministry of Education (MEN) published the Guide for the Creation and Implementation of Codes of Good Governance in Higher Education Institutions (MEN, 2013). The document highlighted the relevance of corporate governance for universities' strategic management, risk management, and monitoring.

In 2014, the MEN and Pontifical Javeriana University's School of Governance and Public Ethics published a technical report entitled "Recommendations for a Public Policy on Good University Governance in Colombia" (MEN & PUJ, 2014). The work identified fundamental aspects for the construction of a public policy for good university governance and its conclusions indicated the importance of relationships with internal and external stakeholders, transparency and accountability, and policies for managing conflicts of interest, among others. The report did, however, fail to provide the level of detail desired.

The promulgation of Law 1740 of December 23, 2014, which established inspection and monitoring standards for higher education in Colombia, represented another important milestone. The law covers all of the country's HEIs and aims to ensure the quality and continuity of public higher education provision. The law empowers the MEN to undertake inspections by requesting and evaluating different types of information from the institution, especially contracts and internal regulation, verifying information provided to the community, and reviewing the information contained in reports and financial statements. The MEN is also empowered to carry out auditing exercises, verify compliance with the law, request detailed reports, and monitor the activities of legal representatives, the senior management team, and members of governing bodies.

In accordance with Law 1740, the government is empowered to take administrative control of an HEI by sending delegates to its governing bodies. Sanctions can also be placed on directors, legal representatives, the senior management team, or tax auditors, and this includes monetary sanctions and the separation of roles, as well as disqualifications. HEIs are exposed to fines, the suspension or cancellation of academic programs, and the suspension or cancellation of legal status.

In 2017, the National Higher Education Council established the Public Policy for the Improvement of Governance in Colombian HEIs (CESU, 2017). The policy defined institutional governance as the policies, strategies, decisions, structures, and processes aimed at fulfilling the mission, and offered criteria for ethics, efficiency, effectiveness, quality,

integrity, and transparency. It also gave a relevant role to accountability, the disclosure of information and transparency; governing bodies' strategic direction, dashboards, and key performance indicators; the identification of interest groups and their expectations, and the appropriate management of financial and nonfinancial resources.

In more recent years, Bradford et al. (2018) analyzed the governance system at the organizational level in private Colombian HEIs. The authors argued that, given the absence of owners in nonprofit organizations, boards of directors are expected to assume all the power and represent the highest governing body. They found, however, that in 76% of Colombia's HEIs, there is an assembly (comprised of founders, members, or representatives) which acts as the highest governing body, sometimes with excessive power. Bradford et al. pointed out the need to establish an appropriate balance of powers in order to avoid self-interested behavior and a rent seeking behavior on the part of the members of these governing bodies in private Colombian HEIs. The authors indicated the ongoing need to consider the diversity of governance structures among HEIs, when said HEIs are in receipt of recommendations on good governance, as well as when inspection and monitoring are undertaken.

Bradford et al. (2019) highlighted the frequency of family involvement in Colombia's private HEIs, which, being nonprofit organizations, can involve families that founded and financed the institutions as a way of contributing to the country and exercising social responsibility. Family involvement can, however, lead to undesirable situations, such as the extraction of income on the part of the family via related-party transactions carried out at prices that do not correspond to the market value. Bradford et al. (2019) therefore suggested the need to establish corporate governance minimums in order to regulate the involvement of founding families in private HEIs, enhancing the positive outcomes such a situation generates while mitigating potential agency problems and conflicts of interest.

Finally, the National Higher Education Council updated its high-quality accreditation model for HEIs in 2020 (CESU, 2020) and included Institutional Governance and Transparency within its twelve components. A high-quality institution is, according to CESU, recognized for having governance that offers institutional stability and serves the general interest. CESU (2020) also ensured that boards of directors, as the highest governing body, must be the place where decisions relating to strategy, policy, and institutional development are made. High-quality

institutions must also ensure their stakeholders can be identified, internalize their expectations, and have high standards of accountability.

The progress outlined here reveals the emphasis that has been placed on codes of good governance, as well as the Ministry of Education's specific position with regard to the definition of institutional governance, the importance of boards of directors, the recognition of various stakeholders, transparency and disclosure practices, and the exercise of accountability. It also reveals aspects that remain pending, such as the greater level of detail and coverage of critical aspects required in good governance guidelines offered to institutions. Perhaps the most worrying element in Colombia is the effective impossibility of the Ministry of Education being able to assess institutions' good governance practices, and what they miss due to the lack of comprehensive reporting in this regard, nor being able to offer a sufficiently holistic vision to ensure critical aspects are evaluated and continue to be monitored. How can the Ministry of Education secure this level of monitoring and at an appropriate level of detail? We will discuss that in the following section.

THE SOFT LAW MODEL AND COMPONENTS OF GOOD INSTITUTIONAL GOVERNANCE

The discussion as to how to encourage the implementation of good governance practices at a national level has essentially come to outline two approaches in particular: regulation, known as "hard law," and the use of voluntary instruments, such as codes of good governance at the national level, known as "soft law" (Aguilera and Cuervo-Cazurra, 2009; Cuomo et al., 2016).

The regulatory framework under the hard law model includes specific provisions on good governance. These are mandatory and organizations subject to their regulation must implement them in order to obtain and maintain their operating license. The coercive power of hard law is possibly its greatest advantage. The literature on the subject has, however, highlighted specific weaknesses of the hard law approach. One of the main negative aspects is the problem of "one-size-fits-all." Imposing corporate governance practices that have to be adopted under a regulatory framework implies that such practices are appropriate for all types of institution, regardless of their size, nature, and level of complexity.

Block (2004) performed an analysis in the business context, concentrating specifically on the decision of companies in the USA to abandon

the capital market and rely on more expensive, less liquid sources of finance, following the enacting of the Sarbanes–Oxley Act (SOX) in 2001. The author showed that the companies that made this decision find it very costly to comply with SOX’s requirements in terms of reporting, board member compensation, and auditing, among other aspects. Engel et al. (2007) showed that the smallest companies were the ones that made the decision to exit the capital market, following the approval of SOX, which may indicate that the costs of regulatory change are prohibitive for this particular group of companies.

Another aspect that limits the hard law approach is the resistance different interest groups can exert to prevent the regulatory framework from being modified in ways that might affect them, even when such reforms would benefit the public interest (Bebchuk & Roe, 1999; Gilson et al., 2010; Pietrancosta, 2011; Zattoni & Cuomo, 2008; among others). In the business context, for example, if a controlling shareholder perceives that a proposed reform to the regulatory framework may affect their position, benefits that they perceive as being received from the company, or might encourage competition, they will likely seek a way to oppose and block such reform.

A further aspect to consider in the case of HEIs is university autonomy. Berdahl et al. (1971) recognizes the existence of two types of autonomy. The first, known as substantial autonomy, refers to the objectives that institutions decide to pursue, the strategy they follow, and the programs they offer. Then there is procedural autonomy, which refers to the techniques or processes followed in order to achieve the proposed objectives. Other authors such as Clarice et al. (1984) and Darling et al. (1989) have, however, offered cases in which university autonomy refers specifically to universities’ substantial functions, that is to say, those related to teaching and research and not including administrative aspects.

Berdahl et al. (1971) defined autonomy as the power HEIs have to govern themselves without outside influence, in particular from the State. Whitehead (1981), along the same lines, defined autonomy as institutions’ ability to govern themselves and protect themselves from external actors, such as the Ministry of Education and Parliament. Regardless of the debate on the scope of university autonomy, any imposition on governance practices at the institutional level through the use of a regulatory framework will encounter resistance on the basis that it interferes directly with institutions’ autonomy to define their form of governance.

A soft law approach may therefore represent an appropriate instrument at the national level when it comes to encouraging the adoption of good governance practices in HEIs. The soft law approach in general involves an expert technical team in the field constructing a series of good governance regulations to be adopted voluntarily, and regularly included in a good governance code. These codes have mostly been used to foster good practices in companies listed in capital markets. According to Haxhi and Aguilera (2014), governance codes are by nature voluntary and nonbinding; created by committees comprising multiple actors; flexible in their application; subject to periodic review on account of their evolutionary nature; and built on the discipline that securities market actors exercise when evaluating companies' deviations from the recommendations adopted.

According to Cuomo et al. (2016), who reviewed corporate governance codes issued between 1992 and 2014, 91 countries issued good corporate governance codes during that period and those 91 codes later underwent a combined 254 revisions or updates.

It is important to bear in mind that the effectiveness of good governance codes depends on the principle of "comply or explain," which means organizations can either adopt the recommendations included in the code or explain why they chose not to adopt a particular recommendation. Compliance may not be mandatory, but providing an explanation to the market is required.

Cuomo et al. (2016) reviewed various criticisms aimed at the soft law model. One of the main questions is its voluntary nature, because this does not allow for the generalization of good practices among the group of organizations to which recommendations are addressed. Furthermore, disclosure of adoption, or the explanation of nonadherence to a particular recommendation, is not always mandatory. According to Cuomo et al. (2016) when disclosure is made mandatory, generally by a government oversight body, the code's effectiveness increases, because it provides stakeholders with the information necessary to discipline organizations.

Another aspect that is similarly questioned with regard to the soft law model is what is known as cosmetic adoption, that is to say, an adoption that seeks to convince stakeholders of a commitment to good practices that does not actually imply substantial changes in internal governance at an organizational level. Finally, when a particular practice is not implemented, the explanations offered are not always in-depth and comprehensive, which makes it difficult to understand whether the

organization is seeking alternative solutions or is simply refusing to implement the code due to latent, and internal, conflicts of interest (Trujillo & Guzmán, 2017).

According to Trujillo and Guzmán (2017), despite the challenges faced by the soft law model and the good governance codes that act as its main instrument, significant positive effects have been identified. First, and an extremely important aspect, this model has created an awareness about aspects that allow for better organizational governance. Second, and contrary to the effect of modifying regulatory frameworks, the soft law model offers organizations flexibility, allowing them to adopt the practices that best fit their reality in any given moment. Finally, when the codes are enacted, there is an evident convergence of organizations toward better practices and more robust systems of governance.

In addition, according to Trujillo and Guzmán (2017), although most codes are directed at companies listed on the stock market, codes have emerged that target State-owned, family and small and medium-sized businesses, as well as codes that demand the active participation of institutional investors in companies' corporate governance. Bringing codes of good governance practices to the field of HEIs would, therefore, represent both an opportunity and innovation for the education sector.

What aspects should a good governance code consider for HEIs? A robust corporate governance system must incorporate the development of policies and processes that seek a balance of powers between organizational governance actors, as well as guarantee an appropriate framework for monitoring, and a culture of transparency and accountability. Explicit recommendations on governing bodies, monitoring, and organizational transparency are therefore essential components of any document that offers guidelines for good governance.

Regarding governing bodies, Restrepo et al. (2018) noted that it was relevant to suggest HEIs establish regulations that contain detailed rules for the way in which they function. Such rules should consider, among other aspects, the governing body's composition, profile of its members, characteristics of independence, periods of permanence for and the turnover rules of its members, and practices for its operation. They should also mention the possibility of creating support committees for boards of directors when considering matters as critical as auditing and internal monitoring, risk management, adherence to good practices, and recruitment and remuneration.

Likewise, these internal regulations must indicate the need to carry out the periodic evaluation of governing bodies, especially with regard to boards of directors. Such evaluations allow governing bodies to improve their effectiveness, define their functions, make the expectations of their members explicit, improve the relationship between boards and senior management, evaluate the combinations of skills and knowledge, and identify opportunities for training and improvement, as well as any problems that prevent them from functioning appropriately (Trujillo et al., 2015).

According to Restrepo et al. (2018), international guidelines on good practices have generally highlighted essential policies for good governance, all of which come under the authority of boards of directors and include: policies for the management of conflicts of interest, policies for related-party transactions, and policies for information disclosure. A good governance code should make this explicit.

In addition, Guzmán and Trujillo (2016) note that policies for the management of potential conflicts of interest must specify their definition, treatment, inabilities and incompatibilities, disclosure policies, and resolution mechanisms for any conflicts generated within the organization. A section can also be included that refers to the internal rules related to the mitigation of these conflicts.

Regarding transactions with related parties, Gordon et al. (2004), defined them as operations carried out between the organization itself and members of the management team, governing bodies, or main shareholders, and also noted a negative effect of these operations on the organizations' financial performance. Nekhili and Cherif (2011) provided evidence that suggests good organizational governance and a strong monitoring environment, with a recognized external auditor, reduces the probability of transactions occurring with related parties.

A formal policy that covers transactions with related parties defines when an operation is considered as such and what actions must be taken to ensure such a transaction (a) does not cause harm, (b) is necessary for the institution, and (c) is carried out at market prices and conditions. Maintaining adequate policies with regard to this matter ensures institutions are transparent to those observing them from the outside, that is to say, regulatory agencies and stakeholders.

With regard to the disclosure of information, Católico (2012) argued that this governance practice constitutes the basis for accountability, and found also that factors such as the quality of HEI management, State

financing, and the quality of the results of investigations are linked to good disclosure practices on the part of Colombian HEIs. Boards of directors must approve policies related to information disclosure at the institutional level, and identify which department or unit within the HEI is responsible for proposing and implementing the policy, the information that must be disclosed, the way in which this will unfold, which stakeholders will receive the information, which mechanisms will guarantee the quality and relevance of the information disclosed, and which procedures will determine what, if any, information should remain confidential.

In general, these policies can all be included within an HEI's Good Governance Code, a unique document that seeks to formalize, synthesize, and reveal an institution's standards of good governance (Guzmán & Trujillo, 2016). The code must also identify which governing bodies exist within the HEI and clearly outline their functions and power, ensuring an adequate balance of power. It should also include a set of rules, or a protocol, for the relationship with the institution's founders, where explicit commitments and rules for interactions are made in order to mitigate the potential risks of undesirable situations whereby the founders obtain an economic benefit to the detriment of the higher education provision.

The control environment is another fundamental component of corporate governance at the organizational level, and recommendations must here be made in order to encourage good governance. The control framework, or environment, aims to encourage a culture of prevention and monitoring within organizations and therefore includes processes for internal control, auditing, risk management, and compliance.

Finally, the appropriate identification of HEI stakeholders and the specific accountability processes that apply to them, as well as reporting that follows internationally recognized reporting standards, such as the Global Reporting Initiative (GRI) guidelines, ensure institutions maintain an appropriate relationship with stakeholders and facilitate what is expected of good governance, namely the internalization of stakeholder expectations within the HEI.

CLOSING COMMENTS

This chapter began with a discussion of the prevalence of conflicts of interest and agency problems across every type of organization. This is important for two reasons. First, because most discussions regarding good

governance have been carried out in the business context under what is known as corporate governance. The former has swayed the collective imagination, which has come to conclude that practices of good governance are relevant only in companies. Second, understanding that conflicts of interest affect any organization's ability to utilize its financial and nonfinancial resources efficiently, regardless of their nature, highlights the need to manage and mitigate these conflicts within HEIs, which by providing a public service in the form of higher education provision must meet the highest standards of quality and efficiency.

The above has been well understood in the Colombian context, and the Ministry of Education has led a variety of actions over the past decade that have gradually incorporated an agenda for the development of good governance in some Colombian HEIs. From the strengthening of inspection and oversight functions, to the incorporation of a component related to good governance and transparency in the country's high-quality accreditation model, these actions are key milestones in encouraging practices of good governance in Colombian institutions. Despite these advances there has been little impact on the up to 300 Colombian HEIs which must strengthen their systems of organizational governance in order to enhance the impact they have on society.

When considering as to how the implementation of good governance practices might be encouraged and achieve greater coverage in this sector, the authors of this chapter discussed two models adopted internationally for this purpose, namely hard law and soft law. They concluded that the most appropriate model in this case was soft law, because soft law can be adapted to suit the different organizations to which its recommendations are directed, it complements universities' autonomy and, furthermore, it sidesteps the challenge of reforming regulatory framework, which can encounter strong resistance from interest groups affected by changes made to legal frameworks at the national level.

When using a soft law process to develop good governance guidelines for HEIs, it is necessary to require a periodic report of implementation by the organizations subject to it, and an explanation in the event of a decision not to adopt a particular recommendation (MacNeil & Li, 2006). This generates different benefits. First, it shows which recommendations are adopted quickly and which represent challenges for institutions. Second, it engenders discipline on the part of the organizations subject to the code. Finally, it allows the code's issuer to understand the reasons why some recommendations are not implemented and whether or not

these recommendations have been replaced by an efficient alternative that achieves the same principle of good governance (Trujillo & Guzmán, 2017).

The best way to encourage good governance practices in the educational sector is therefore to promulgate guidelines and a reporting and monitoring system at the national level, in order to generate a culture of transparency and a stronger grasp of the way HEIs are governed. This is implementable not only in Colombia and Latin America but in all institutional contexts, especially in emerging countries and those with weak institutions, where reforms to regulatory frameworks can encounter strong resistance from powerful individuals or interest groups that have political connections and the ability to obstruct any change that might affect their ability to appropriate funds for their own private benefit.

One key aspect that the authors of this chapter hope will be considered relates to the enforcement of ensuring provisions are made for good governance, through both hard law and soft law. On one hand, modifying regulatory frameworks through hard law implies having the ability to monitor and penalize noncompliance. Colombia does not yet possess this institutional capacity. Restrepo et al. (2012) previously suggested the need to create a Superintendency of Higher Education, a government entity in charge of ensuring that HEIs manage their resources properly, that individuals in governance bodies are unable to use institutions for their own economic benefit and that, in general, the provision of higher education services is of the highest standard. This type of institutional arrangement is not yet in place.

On the other hand, it is necessary to guarantee that the guidelines delivered to HEIs under the soft law model are followed up. This requires fostering a culture of guaranteed reporting as to whether or not practices have been implemented, a task that would today fall to the MEN's inspection and monitoring unit. However, it could also be one of the responsibilities of the aforementioned Superintendency, which would be in charge of receiving such reports, monitoring them, guaranteeing their veracity, and imposing fines in the event reports are not made, or prove to be inaccurate.

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Looking into the Future: The Education Institution Leadership

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INTRODUCTION

Universities have been remarkably robust. It has been 470 years since the foundation of the first university in Latin America (and 933 years since the first university of the world), and throughout their history they have faced immense historical, social, and scientific changes, taking a decisive role in most of the changes, evolutions, and revolutions of modern history. Nonetheless, the contemporary challenges facing universities will require outstanding strategic leadership through all levels of management.

In the case of universities, their license to operate increasingly depends on demonstrating their high value and positive impact in the society where they operate. Due to this, university leaders and the structure they promote need to look beyond the current landscape, question their assumptions, think critically and analytically, and prioritize the persecution and maintenance of the education institution leadership.

In this chapter, we shall examine some of the key aspects for the future and the integration of organizational leadership for university governance models, in areas such as social leadership through university social responsibility, transparency, accountability, and democracy, changes and priorities for on-campus and off-campus student life, and the need to

create and sustain cross-sector partnerships, for the sake of the education institution leadership facing the future.

UNIVERSITY SOCIAL RESPONSIBILITY

A fundamental part of the modern role and relevancy of any organization is its social responsibility and sustainability, as the social expectations toward responsible organization have become one of the main topics in the past decade and will continue to be a priority as we face challenges such as the climate emergency and its consequences. In the case of higher education, the University Social Responsibility (USR) is also a priority for its social leadership and legitimacy.

The “social responsibility” concept affects all types of organizations and individuals, as it pursues economic growth that prioritizes the welfare of society and the environment. When focused on the social responsibility of universities, we can agree that there’s no single universally agreed definition, but Vallés’ has been accepted for its usefulness when approaching the topic, this is that USR is a policy of ethical quality in the activities of the university community (or stakeholders) through responsible management of the educational, cognitive, labor, and environmental impact of the university, through an active discussion with the society to promote sustainable human development (Vallaey, 2007; Wigmore-Alvarez et al., 2020).

A fundamental part of the conversation about social responsibility is the concept of stakeholders, given that they play an important role in defining whether each organization analyzes its impacts, by holding them accountable in relation to all interested parties such as clients, suppliers, shareholders, or in the case of the university students, academics, administrators, and the community (Wigmore-Alvarez et al., 2020). The relationship, communication, and collaboration with stakeholders are also guided by the attitudes and values of the university and its governance.

Universities face different challenges in order to prove that they are socially responsible toward their communities and the environment. These challenges require educating competitive and innovative professionals with deep-rooted ethical principles, social values, and gestures of solidarity (Boyle, 2004). At the same time, universities need to be capable of evaluating the needs of society and providing solutions to its problems, while also contributing to the overall social and human well-being of the community in which it carries its labor. Finally, facing these challenges

requires university governing bodies to also incorporate the social responsibility stakeholder approach in management, with a reticular governance model and not an outdated vertical structure, as it has been a common practice across the past decades in the context of LATAM (Jongbloed et al., 2008; Larrán et al., 2012).

The need for USR has been addressed through several decrees and accords, for example, the Talloires Declaration in 1990 in France, followed by the Declaration of Halifax (1991), the Rio Declaration on Environment and Development (1992), the Millennium Goals (2000), and the Sustainable Development Goals (2015), the last ones giving rise also to the Agenda 2030. These initiatives were planned and achieved with the support and action of several social actors, including universities, setting them in the focus for sustainable development throughout the past few decades.

It is of fundamental importance to support the use of a common format for the socially responsible management for universities, integrating the requirements of the main international initiatives, for instance, the Sustainable Development Goals, the Global Compact, and PRME, such as there is a common ground on overall criteria, priorities, indicators, timelines, and ways of presenting information in a manner that is easily comparable across institutions, time, countries, and regions. Although the Global Compact has developed its own guidelines, across the Latin American region, the level of implementation could be heavily improved upon (UN Global Compact, 2015).

Within this suggestion, it is also relevant to keep in mind that the social responsibility (or lack of thereof) of the Latin American university has been and continues to be a contended topic (Boyle, 2004; Castañeda et al., 2007). The massification of higher education has exposed the university to commercialization, where the desired and perceived quality and attributes of education are internalized according to international metrics, that do not necessarily match some of the social and economic contexts. For example, the traditional extension and social projection of solidarity as a model of social participation of the universities, which has defined organizational social responsibility in LATAM is now forced to fit a globalized perspective that aims to a more strategic and less paternalistic approach (Vallaey & Alvarez, 2019).

Since the early 2000s, the work of redefining and appropriating the meaning of social responsibility has been part of the strategy of LATAM

universities (Martí et al., 2013). So far, some of the main lines of theoretical and practical efforts had been those of “Universidad Construye País” in Chile and the “Inter-American Initiative on Social Capital, Ethics and Development” promoted by the Inter-American Development Bank and the Norwegian government, although both initiatives have now been discontinued, their efforts were fundamental in the development of a regional concept of USR, leaving the widely accepted definition for USR in LATAM as the capacity of the university to disseminate and put into practice a set of general and specific principles and values, through four key processes: Management, teaching, research, and extension. This definition continues to set the focus on the university governance model as a key to an effective USR (Jiménez, 2002, p. 96; Vallaeys & Alvarez, 2019).

On the whole, the policy on the university’s approach to USR is one of the main determinants for its survival, as a fundamental criterion for leadership in modern society. As previously discussed, it is important to find standardize, global tactics that allow the coordination and sum of efforts, while at the same time adapting to the local and regional needs of the communities surrounding the university and its stakeholders. As such, universities could continue to be a driving force for change and leadership within their environment.

TRANSPARENCY, ACCOUNTABILITY, AND DEMOCRACY

Another essential matter for the continuation of the university’s leadership is its movement toward more transparency, accountability, and democracy within the institution. The relevance for the future of the organization stems from the social call for institutional accountability. In the case of universities, this accountability must permeate from the board of directors to the staff through an organizational culture of self-control, regulation, transparency, and democracy.

As outlined by the International Monetary Fund (2000), the concept of transparency describes an environment in which the public has access in a comprehensible, accessible, and timely manner to the legal, institutional, and economic framework, the decision-making process and their rationale, and information related to monetary and financial policies of the organization (IMF, 2000; Conesa et al., 2020). But although there is an overall consensus on the relevancy of transparency for the long-term survival of institutions and the upkeep of their legitimacy, many nuances must be observed when discussing and implementing transparency.

Part of the critical need for transparency in universities arises from their use of public funds, either as main income or through complementary programs such as those for research (Larrán & Andrades, 2015). In the case of public universities, it is essential that citizens have access to and understand university budgets, such that they have the resources to hold the university accountable for the use of taxpayer's money (Larrán & Andrades, 2015; Jongbloed et al., 2018). This improvement in transparency in universities is strongly associated with reputational reasons and the need to acquire legitimacy with the society (Garde et al., 2013), this relationship is explained in the university governance literature through the legitimacy theory.

The legitimacy theory sustains that organizations of any type are bound by a social contract, which means the organization agrees to perform various socially desired actions in return for approval and other rewards, which would in the long-term guarantee its continued existence proving that there is a link between the entity and society (Deegan, 2002). This theory overlaps to some extent with the stakeholder theory as both understand the organization as part of a wider social system, while also focusing on the societal expectations over the organization.

Overall, the topic of transparency is critical for the university's future leadership, as a growing commitment made by universities toward financial disclosure and accountability has been permeating all regions in the past couple of decades, although this requirement has not been as accepted as in the corporate world (Ceulemans et al., 2015; Conesa et al., 2020; Martin-Sardesai et al., 2017). However, it is important not to reduce transparency as a matter only to present to external stakeholders, but also as an internal matter that reflects the degree to which employees might have access to the information required for their responsibilities within the organization, which would ultimately aid to achieve good governance (Conesa et al., 2020; Winkler, 2000).

Some authors have argued that transparency might reduce the benefits of having some opaqueness through the "social function of ignorance" proposal (Moore & Tumin, 1949; Simpson, 2000) which proposes that some ambiguity can smooth frictions in difficult relationships and promote peace in interactions that tend toward conflict. Opposing this idea there is always the consideration that opaqueness and secrecy also lead to the possibility of malicious uses and their dire consequences for institutional legitimacy (Heald, 2013).

Nonetheless, in matters of accountability, it has been discussed that external intervention, whether direct or indirect threatens the creative processes, research, and the pursuit of truth that universities must aim to sustain. Interventions can be seen as coercion of freedom that affects the ethos, values, attitudes, and purpose of the university, pulling it away from its duty toward society and into the politicization of higher education. At the same time universities, regardless of their model, cannot be exempt from internal and external control by implementing and subscribing to different types of institutional assessment and accountability processes. As such, those in charge of the university governance models must not forget that autonomy will always be subordinate to the demands of the society which will hold it accountable.

As part of these control mechanisms, whether internal or external, another relevant consideration is the discussion of democracy within universities. In this use, democracy is understood under the idea that as citizens of a country, members of the university should be able to participate and have a voice in the policymaking, elect their leaders, and hold them accountable. In the case of LATAM, the historical tradition of university democracy as a “co-government” has been a constant since the early 1900s, especially in public universities. Under this system, there is a proportional representation of decision-making bodies and the direct election of administrators (Conesa et al., 2020).

But democracy in universities is not without opposition, as there is an argument for the sake of private universities, where participation is voluntary, which means that the institution does not need to internally provide an unrestricted voice that determines policymaking, leading to a debate over democracy, representation, and participation and its varying degrees of implementation in private institutions.

Evidently, the consideration of the transparency, accountability, and democracy within the university will be an important determinant of the loss or retention of the leadership position of the institution, and although most arguments here presented are in favor of their integration as part of the daily operations and organization culture, it is also important to consider the opposing arguments, as the nature of this decisions constantly reflects the agitation of our times.

STUDENT LIFE

A lot has been discussed over the past sections in matters of management, decision-making, strategies, boards of directors, and ethos of the university, but this section will focus on the main component for education: the students and their experience inside the university. The future of any university and its leadership depends on the attendance and retention of students, which is directly affected by the student life promoted by the organization.

Although life satisfaction is important at all stages of life, adolescent life satisfaction is associated with a number of important affective, behavioral, and health outcomes that continue to affect the person later in life (Antaramian et al., 2008; Currie et al., 2012; Hills et al., 2014; Proctor et al., 2009). Therefore, the investment into improving the life satisfaction of higher education students could constitute an effective social investment by reducing inequity and improving outcomes over the course of their lives (Aldridge et al., 2019).

An important factor in the discussion of student life is the climate that underpins their experience with factors such as attitudes, norms, beliefs, values, and expectations that affects the extent to which members of the community feel safe within the institution (Aldridge et al., 2016). To ensure the best possible development and retention environment for students, six main factors have to be considered, according to the literature (Aldridge et al., 2019; Berkowitz et al., 2017): (1) teacher support in the student–teacher relationships and the perception of the student toward the support provided by their teachers, as a main contact point with the organization, (2) the quality of interactions between students, including casual interactions between different groups of students, (3) the degree of a sense of belonging or attachment between the student and its university during its studies, (4) the perceived acceptance, acknowledgment, and inclusion toward students with different backgrounds or experiences, (5) the extent to which students feel that the rules and norms of the university are clear, consistent, and appropriate, and (6) the institution’s procedures for students to report issues and the response to these reports.

Some of the main measures that have been suggested for administrators to improve the student life experience include: raising teacher’s awareness on the importance of the support and understanding they provide to their students, the need to challenge and change normative beliefs

about bullying behaviors, and a strong and consistent policy to make it an unacceptable behavior for anyone who is part of the university's community, and to obtain consensus over the rules and norms and effectively communicating them across all the levels, while consistently enforcing and reinforcing the desired organizational culture (Gottfredson et al., 2005).

Being aware of the relevance and possible areas of improvement on the student life within the university can guarantee the attraction and retention of students, which upon graduation can continue to support the reputation and donations of the university. It can also help to sustain the legitimacy claim of the university toward the society, as it would produce a safe growing and learning environment for its students and future leaders.

CROSS-SECTOR PARTNERSHIPS

The new challenges that we must face have led the main social actors (industry, government, universities, and civil society) to work closely and often, and it is expected that this collaboration will continue to increase in importance. This collaborative system has brought a social model based on partnering through dialogue, collaboration, and cooperation across different sectors, this interaction is called the "relational aspect" and it focuses on giving each of the social agents the responsibility for its relations with the environment and society (Ruiz & Soria, 2009).

A type of partnership that has gained even more relevancy for the university in recent decades is the collaboration with the industry. The objective of creating these partnerships, from the point of view of the university, should be understood as creating a mechanism that raises the quality of research and teaching while it also helps to achieve better integration of the social needs into the strategy and performance of the university. From the point of view of the industry, the creation of partnerships should be understood as a means to increase competitiveness, through increased productivity by transferring technology that leads to higher quality products or services at a lower cost (Acuña, 1993; Castillo-Villar, 2020).

Even though it could be expected for the partnerships between higher education institutions and industry to be almost natural, given the complementarity of their roles, these links tend to be driven by different actors, mainly government agencies. Its creation in developed countries has not been by chance or lead by market movement only, but in many cases, industry-university partnerships are created as a deliberate action of

the state through public policy (Yusuf, 2007), with the aim of promoting a relationship that benefits both ends of the duo (Moreno-Brid & Ruiz-Napoles, 2009), as is the case of the inclusion of company–university partnership in national development plans throughout the Latin American region (Castillo-Villar, 2019).

Despite the complementarity between university and industry, it is important not to approach this cross-sector partnership from a single perspective, as this could lead to a reductionist view of a phenomenon that permeates many different sectors of society (Saavedra, 2009). Furthermore, it is also important to reflect on the relationship, its benefits, and its limitations for both companies and HEIs, as well as the importance of the interaction between these social actors for the society that surrounds them. As such, the decision-makers that take part in these partnerships must possess the abilities to include a multidisciplinary and multi-actor vision of the phenomenon.

Some of the main recommendation that have been done for university's managers are the consolidation of communication channels with the industry, so that a single person can be the link between both organizations, as to avoid the duplicity of tasks and communication inefficacy; it is also recommended that the university consider, plan, and respond to the scheduling and urgency of the industry, first through prior agreements but also through the use of incentives to researchers and professors, such that they can prioritize the delivery of intersectoral project, mitigating the possible mistrust between institutions; finally, the university should prioritize attracting micro, small, and medium-sized enterprises as evidence suggests it is an underserved sector in matters of knowledge transfer and research and development collaborations, to ease their participation, the suggestion is to invite them under umbrella programs supported by government initiatives or bigger companies with more resources as to reduce the disadvantage of SMEs in capital availability (Castillo-Villar, 2019).

In conclusion, looking into the future of university's leadership we can perceive four main areas that will determine the organization's success in maintaining and growing its position of leadership in the society that surrounds it. Firstly, we presented the University Social Responsibility which corresponds with the contemporary trend toward a more sustainable, resilient, and holistic perspective of society and the role of the university in it, parting ways from the sole focus on profitability of the past and into a collective future. Secondly, the matters and ideals of

transparency, accountability, and democracy that have become a requirement for the continuation of the social contract between university and society, the main ideas in pro of this ethos but also some opposing perspectives that are worth considering. Thirdly, we presented some of the main aspects to improve upon to guarantee the attraction and retention of students through an enjoyable and safe student life, including some prospective solutions to the main problem areas. Lastly, we discussed the relevancy of cross-sector partnerships, focusing on the relationship between industry and university, its advantages, and how it can represent an important factor for the future leadership of the university as an educational institution.

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The Future of Education and the Business School

Rosalia G. Castillo-Villar

INTRODUCTION

Although at this time almost all big universities have a business school, it was not always so, as most of them have been founded or acquired in the past 25 years (Cameron, 2017), and during this time the enrolments have seen a dramatic increase. The appeal of the business school which offers a professional degree that leads to a lucrative career, renowned universities brands, and a particularly luxurious student lifestyle and facilities, has deemed the business school a very attractive bid.

The high paying and increasing enrolments have resulted in a reliable revenue stream for the universities, who in turn hire the leading business academics in the pursuit of maintaining and increasing their reputation by developing prestigious programs, publishing on top management journals, and providing executive education. This gives the business school a particularly important position within the university, as it can use its research impact and industry engagement to engage with other disciplines and departments, aid on the overall internationalization of the university, and assist other departments in adopting industrial technology and techniques, such as AI, remote learning, new program structures, education models, and stronger cross-sector partnerships.

Even though this model has been successful, we must wonder what the future of the business school looks like, as we face times of rapid and volatile changes in all aspects of society. As we have presented throughout this book, higher education is facing a paradigm shift, from the previously ideal of the academic institution (i.e., disciplinary, axiomatic, and research-based), into a new model that is more oriented toward blended learning, the recognition of the complementarity between teaching and research, and flexibility toward students.

This chapter will provide a review and integration of these topics in terms of key aspects in the future of university governance. The main topics to discuss cover the future needs and demands for higher education, technological advances (remote learning and artificial intelligence), education models, and post-pandemic university campuses and education.

TECHNOLOGY: REMOTE LEARNING

The use of technology has long been debated in education, and the COVID-19 pandemic pushed the topic to a new level of relevance, as education institutions all around the world were forced to switch their models to fully online in the matter of a few weeks. However, the new heights on remote learning implementation must be integrated into a sustainable, long-term strategy and not just as an alternative response to a disruptive emergency.

In the case of business schools, it has become common to offer regular degrees that are fully online, while also posting courses online on open and free platforms such as Coursera, Edmodo, Edx, Parlay, Skillshare, or Udemy, among others. This type of freely available module has taken some importance as a way to reach new audiences, reinforcing their reputation and legitimacy, and even promoting their formal courses, as these free programs are often delivered by world's renowned professors. These programs are commonly called "Massive Open Online Course" (MOOCs), which are specially tailored for remote learning (Bisoux, 2017; Clarke, 2013; Lorange, 2019). Through this MOOCs system, a student is able to enroll in several courses from different business schools, although in most cases these credits are not accepted as part of an official university degree.

An important consideration in the future integration of remote learning as part of the business school refers to the successful management of the school itself, which according to Lorange (2019) requires the

handling of three main dilemmas: (1) To integrate research and teaching as equally important for the school's survival, (2) to maintain the balance between the development and use of new capabilities and technologies while also making sure to fully utilize already existing strengths, and (3) the development of a hybrid modality, where remote learning and in-person sessions blend, potentially dividing between basic theory materials and key dilemmas discussions.

These dilemmas speak of the evolution on the self-conceptualization of the business school and its operations, looking forward to using the social capital, reputation, highly competitive faculty, the industry influence on the programs, at the same time that the business school adapts to the use of remote learning as an everyday tool to reach a wider audience (e.g., students that have full-time obligations that complicate their constant transport and attendance in person, that live away from the campus, or whose obligations mean they travel constantly). Conversely, remote learning has also raised some concerns, for example, the students and faculty privacy, the surveillance that has risen as a control tool for those working from home, the creation and implementation of systems to verify student's authenticity, and "fair" pricing between students pursuing the same degree fully in campus or fully remote.

TECHNOLOGY: ARTIFICIAL INTELLIGENCE

Another technology that has taken the front stage in the discussion of the outlook of the business school is without a doubt the current and future use of artificial intelligence (AI). Artificial intelligence refers to machines that perform cognitive functions usually associated with human minds, for example learning, interacting, and problem-solving (Nilsson, 1971). The integration of these systems has been long used for industry, helping the automatization of routine tasks in operations and logistics. Recently, the significant advances in computational power, big data availability, and more efficient machine learning techniques have allowed the industry to also use AI for the solution of traditionally managerial tasks, such as talent acquisition (Brynjolfsson & McAfee, 2017; Marr, 2018; Raisch & Krakowski, 2021).

It is considered that there are two main applications of AI: automation and augmentation. In its use through automation, the machine is expected to take over a human task, while augmentation means that the machine expands or facilitates the task for the human. On a literature review performed by Raisch and Krakowski (2021), they found

that taking a normative stance, the considered authors accentuated the possible and proven benefits of AI through augmentation, but took a much more negative stance on automation, with an overall consensus of advising any organization to focus on augmentation, which is described as having superior performance. This ideology over the use of AI presents a new managerial tension that must be urgently considered in the business school, as it fulfills the role to prepare managers for the future of their industries.

The implementation of AI in all aspects of our lives, and particularly in the industrial sector signals to a major transformation in business, comparable to the industrial revolution in scope and impact. In the eighteenth century, the invention of the steam machine started the so-called “first machine age,” enabling the use of machines to achieve mass production of products, instead of the traditional manual labor. Nowadays, in the twenty-first century, we are facing an analogous inflection point lead by AI which will take us as a society into the “second machine age” (Brynjolfsson & McAfee, 2014). In this case, instead of using the machines to perform mechanical work, they will take on cognitive work that has only ever belonged to humans.

The proposal toward the future of businesses and business schools is clear: to accept and integrate AI as a fundamental part of their survival, where the human–machine relationship is no longer a dichotomy, but it has transformed into a machine augmentation of the human capabilities, while at the same time automating routine decision-making. Humans and machines have to combine their complementary strengths, share mutual and continuous learning, and multiply each other capabilities.

The business school must implement AI solutions to its own operations, which can be divided into (1) students, (2) teaching and learning, (3) security and operations, and (4) academic research. Firstly, it can be implemented to attract students and aid the recruitment process, to drive student outcomes by aiding in the design and personalization of the curricula, and to build a strong alumni engagement. Secondly, on matters of teaching and learning, the use of AI in the business school can assist faculty through personalized learning and collaborative systems and spaces, its use for prospective models, and prevent, detect, and penalize misconduct. Thirdly, AI can help managers to reimagine how to configure, optimize, and manage campus resources through the integration of technology and infrastructure, assist in the faculty hiring, and on keeping campus safer and better connected. Fourthly, on matters

of academic research, AI can empower researchers with powerful and flexible technological systems to perform their research without technical constraints, aiding to reduce the routine processes workload, and stimulating international collaboration.

Overall, the role of augmentation can potentially increase productivity, improve service quality, and foster innovation, as the use of AI combined with human skills can increase the quality, speed, and extent of learning in organizations (Davenport & Kirby, 2016; Raisch & Krakowski, 2021). Nonetheless, it is important to implement both augmentation and automation, as focusing on a single AI implementation could lead to reinforcing cycles that harm long-term performance. Instead, the balancing of both augmentation and automation could enable a cycle of deskilling where humans transfer tasks where the machines can surpass human abilities, at the same time that there is a strategic requalification in which humans can focus on developing skills that are not attainable by machines (yet) (Davenport & Kirby, 2016).

This dynamic of enhancing skills and abilities could reduce one of the main concerns over the use of AI, its impact on the labor market especially for teachers and administrative staff, in the context of the business school. For example, an exclusive focus on automation could give way to job losses for automated work and a deskilling on managers in the long term, as they leave some tasks to the AI systems, risking further unemployment and social inequality (Brynjolfsson & McAfee, 2014). At the same time, a focus solely on augmentation could lead to a “digital divide” between those with access, capabilities, and resources for the implementation of AI, and those who do not (Raisch & Krakowski, 2021). Furthermore, the assistance of AI could serve as a tool to reduce human bias in issues such as hiring, or admissions discrimination based on gender, religion, sexual identity, or ethnicity.

PROPOSALS FOR THE EDUCATION MODELS OF THE FUTURE

In this section we will discuss two main proposals on the next steps for the education models of the business school, these are a workshop like a system, and a discussion over critical thinking and its relevance in the business school.

Workshop System

The contemporary business school programs have fairly rigid curricula, with well-defined sequencing of topics and courses, strict segmentation by specialization, and course attributes. As the student progresses, in some systems they can select a couple of elective courses which could inject some flexibility into their programs, although this selection is usually limited within the same overall area of study. This section will briefly ponder on the potential for an almost opposing approach, where the main interest is to ensure maximum flexibility and personalization (Lorange, 2019).

For this new education model, there would be two main factors to consider: (1) a typical attendee would have little problem in deciding the areas and sequence of courses to take, as in the context of the business school it is expected for them to have not only undergraduate degrees, but also practical experience which would allow them to have a solid idea of their motivations, priorities, and needs, as to maximize their benefits from a given degree; (2) overall, students are extremely proficient in the use of technological tools as part of their daily work reality, which makes remote learning effective and natural to them, which represents an opportunity for students to work on specific knowledge and theories by their own while following the guidance of the professors, and then using the in-person sessions to share and deeply discuss the previously studied topics in a community effort (Lorange, 2019).

This proposal corresponds and expands the relevance and need for remote learning as part of the business school, as previously discussed. It can be expected that with a mature student body, they would prefer the flexibility offered by this model while they also fulfill their full-time jobs, allowing them to study most specific and theory-based topics on their own, before joining the proposed workshops system.

This proposal can aid the business school to face the challenges of delivering both cutting edge content, and state-of-the-art pedagogy practices attracting and maintaining a rapidly changing population. The faculty guidance on the self-taught part of the course would mean the possibility of covering the basics as well as individually reflecting over more recent developments and real-life experiences, while also exercising a skill that seems more urgent than ever to instill unto the students: critical thinking.

Critical Thinking

The debate on the purpose and legitimacy of the business school has been fierce since its creation. Although it has proven to be a very successful model for universities, critics have stated that the social contribution of the business school is of low quality or even detrimental to a moral, equitable, and fair society, as business schools can reproduce a profit-only mentality on its students.

On the *raison d'être* of the business school, the economist and sociologist Herbert Simon wrote in 1967 that “the purpose of a business school is to train managers for the practice of management as a profession and to develop new knowledge that may be relevant to improving the operation of business” (p. 5). This argument seems to establish a clear, legitimate, and benign purpose for the business school, but only two decades later some strong criticism arose. Leavitt (1989) claimed that business schools (and the professors on it) were “distorting well-proportioned young men and women into critters with lopsided brains, icy hearts, and shrunken souls” (p. 39).

Subsequently, from the early 1990s, misconduct scandals, instances of corruption, and fraud have become more and more common in the corporate world. Due to this, business schools have been accused of propagating “amoral” theories and ideologies, justifying the promotion of maximization of profitability for the sake of it, reproducing the ideas of being overly market (and share-price) driven with the purpose of rationalizing corruption, and an overall ethical bankruptcy (Bennis & O’Toole, 2005; Hall & Martin, 2019; Koris et al., 2017; Starkey et al., 2004). This criticism further deepens when considering the field of economics within the business school, where critiques focus on the characterization of humans as rational profit-maximizers while also insisting on the desire to maximize gains and profits as the core of the economic model. This has resulted in what has been called the “fetishizing quantification of the business school curricula” (Locke & Spender, 2011).

As a response to these valid criticisms and perceptions, the business school must focus on producing socially oriented individuals as today’s business graduates display a positive attitude toward greed and greedy behaviors (Wang et al., 2011), praising instrumental rationality, failing to develop a critical academic perspective, and suppressing social concerns (Varman et al., 2011). This has been thought of as a consequence of compromising the business school true purpose by focusing too much

attention on the financial benefits of attending a business school (Hay, 2008), creating an environment where the priority is how can the students maximize their gains as a consequence of obtaining a new degree (Koris et al., 2017).

Since the early 2000s, business schools all around the world have included social discussions through subjects such as business ethics, corporate social responsibility, and sustainability in the hopes of instilling a social obligation sense in the students. Research has provided evidence toward a slow change toward MBA students that believe in human, ethical, and eco-friendly organizations, although they still feel very strongly against the belief that the humane, ethical, and equitable should come to the expense of profitability (Koris et al., 2017).

Although different perspectives are likely to feature in one or another course according to the teacher's preferences, it has become a necessity to encourage the deep and critical discussion of different perspectives on the same topics. This emphasis in the development and reinforcement of well-informed critical thinking will allow students to make their own judgments about their ideological preferences, most relevant values, or perspectives while maintaining an overall view of the impacts and consequences of their decision-making.

This model for business school education would address the roots of misconduct issues, as it would prepare the future managers, administrators, or CEOs to face the myriad of values, ethical dilemmas, and influences that are present in their future line of work. This critical thinking education model would also address the wider moral and societal concerns over the role of the business school, thereby legitimizing business education while benefitting society through the instruction of well prepared, informed, capable, and apt graduates (Koris et al., 2017).

By listening and responding to the criticisms presented in this section, and by implementing a critical thinking educative model, the business school will not only produce graduates prepared to start their businesses or manage other organizations, but also graduates that can engage with their communities in an ethical manner.

THE POST-PANDEMIC BUSINESS SCHOOL

For the past couple of decades or more, the business school has focused heavily on globalization and the opportunities it brings. But the COVID-19 pandemic pushed this movement back, as unexpectedly national

borders were closed, disrupting travelling, student exchanges, and closing university campuses all over the world. Suddenly, recruitment, research, and cross-sector partnerships needed to be understood and achieved in a local and national context, forcing an emphasis on their opportunities and limitations.

The management education culture that had become heavily homogenized is being replaced by a new bloom of local interpretations enacted through trial and error (Irani, 2020). These post-pandemic changes must respond to some of the difficulties we might face in a near future, such as a looming economic recession, job loss, and collective mourning for the lives that have been lost.

The business school must rebuild and make itself an essential part of the long recovery path, straying away from marketing themselves as a luxury or as simply a prestige option. The business school must engage small businesses, prepare students with entrepreneurial skills, and with a strong social commitment, and help businesses adapt effectively to short-term conditions while also becoming more resilient in the long term (Irani, 2020).

Part of the solution will be the previously discussed integration of new technologies, such as remote learning and artificial intelligence, where the student will learn from a machine or algorithm, which will provide personalized learning experiences in such a way that the student can master technical and routinized skills, followed by deeper analysis and discussion provided by the professors and their own classmates.

In addition to the use of technology, we have made the case for changes in the education model, where the level of flexibility and personalization increases dramatically. This change would allow the current degrees and courses to adapt to a fast-changing world, whereas the strictly defined 1–5-year degrees might be even phased out of the business school, favoring the students to learn what they need, when they need it. This could make personalized and continuous education the new norm (Krishnamurthy, 2020).

Another proposed technological implementation that would add flexibility to the business school is remote learning. By increasing the methods for courses and degrees accessibility, not only would the market for possible students increase, with the corresponding income growth, but it could also mean bigger support for diversity, as the use of remote learning

and AI would mean a better data assessment that could allow the business school to pinpoint the learning needs of the students and respond to them in real time.

Lastly, the need for critical thinking to strengthen the social position of the business school and its graduate, and to respond to long-standing criticism, offers a new path into ethical and social enquiry. As the generation becomes more aware of the climate emergency, the need for corporate social responsibility and sustainability, the graduates will have to be proficient problem solvers through critical thinking. This approach could take the business school student into the future, by focusing not only on what the answers are but also on what problems are we truly facing as a society.

In conclusion, the ideas presented here hint toward the transformation of the business school to respond to the new challenges, requirements, and obligations that the future will bring. Business schools, at least in principle, should be the place for making things happen, for rethinking rules, radical innovation, new partnerships, and where the industrial and entrepreneurship leaders are formed to lead into a better future for all.

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Pedagogy, Technology, Pandemics, and the University Governance

Agarzelim Alvarez-Milán

INTRODUCTION

The university, as an academic and social institution, is at the most important moment in its history. Never before has the weight and impact of science, technology, and innovation on the well-being of countries been more evident than now (Ganga-Contreras et al., 2018). The World Health Organization (2020) on March 11, 2020 declared a public health emergency of global scope. Due to the high speed of contagion, the SARS-CoV2 disease was established as a pandemic. COVID-19 has proven to be a highly contagious and deadly disease, posing a serious threat to humanity. As COVID-19 has spread around the world, it has altered people's norms, beliefs, practices, and routines. In this way, since March 2020 and to date, the world is experiencing health, economic, and social disorders, which few people had seen in their life before (Campbell et al., 2020).

According to Koos (2017), crises cause a feeling of uncertainty in people, and the impact on lifestyles, consumption patterns, routines, worldview, and well-being can lead to changes in behavior. When a crisis has a direct impact on people's available resources, negative cognitive and emotional reactions can be generated in the population, the innate belief

in stability is altered and trust in institutions decreases, thus increasing the uncertainty that people have about the future. Therefore, according to Folke (2006), people have to actively restructure and reorganize their daily lives quickly, to deal with the immediate consequences of the crisis.

Within this everyday life is education. The teaching–learning process during the last year has undergone profound changes, which had to be accelerated during the year 2020 to react in a timely manner to the mobility and social distancing limitations that were established in countries around the world. Both the population and the educational institutions had to adapt to new models of distance education, in order to give continuity to the programs that were in progress at the time the lockdown was declared.

Social resilience is understood not only as a psychological trait of people, but also as the adaptive capacity of a social system to absorb disturbances and reorganize itself while it is changing (Folke, 2006). In this way, opportunities are opened for the recombination of structures and processes, renewal of the system, and the appearance of new trajectories to advance. Within the educational institutions of higher education, a key element in generating a prompt response to this call for adaptation during the pandemic is the university government (Acosta-Silva et al., 2021). And today it is more important than ever to understand the contextual factors driving changes in university governance, its role, and the potential impact on the evolution of higher education.

This chapter addresses three main themes: (1) The pandemic as a catalyst for change in higher education; (2) The influence of technology as a lever for the evolution of education; and, (3) Reflections on the future of the teaching–learning process.

THE PANDEMIC AS A CATALYST FOR CHANGE IN HIGHER EDUCATION.

Throughout the evolution of human civilization, various global crises have arisen, either generated by pandemics, wars, or other natural phenomena. These crises have brought serious health, social, and economic problems, and therefore bring profound changes in the dynamics of society (Jarus, 2020). The COVID-19 pandemic has represented the largest global crisis in recent decades and from the evolutionary perspective of education, it has brought great changes. And some of these changes are here to stay.

Information Democratization and Its Consequences

“In recent decades, the internet has created new channels to facilitate the global spread of knowledge” (Inefuku, 2017). Now we all have access to the same content, teachers and students have the possibility of accessing valuable knowledge thanks to the internet. This entails the learning and development of key skills, such as knowledge and management of technology and digital platforms, development of critical judgment for the search and selection of reliable sources of information, the ability to interpret and apply content to situations or real problems, among others. The development of these skills requires guidance, so the role of the teacher facing the democratization of information at a global level is also transformed and becomes more relevant. The knowledge and teaching experience, and their accumulated knowledge within the domain discipline, is essential to accompany the student in their learning experience in a digital environment (Alvarez-Milán, 2020a).

Role of the University Government

The adaptation process of organizations to external environmental factors has been studied for a long time. And several authors agree that complex and highly turbulent environments have accelerated the preparation of institutions to be increasingly adaptable to changes (Cameron, 1984). However, responding to a global health crisis requires a university governance that moves quickly. On the other hand, as established by Ganga-Contreras et al. (2018), making strategic and pertinent decisions in a highly dynamic and complex educational environment requires “control mechanisms to monitor and evaluate the coherence and integrity of the decisions made.” So, on the one hand, there is a need to be increasingly adaptable and agile, and on the other hand, to ensure control of decisions and their implementation.

The COVID-19 pandemic and the evolution of administration approaches in organizations, as well as the trend of the corporatization of universities, has allowed different administrative approaches to reach university governments as best practices to be implemented in university management. Among some of them are Lean Management, Agile, Scrum, Six Sigma, Project Management. Most of them are from the disciplines of business, engineering, or quality systems. This health crisis was undoubtedly the catalyst for the disruption in university governance, causing an

acceleration in the experimentation and adoption of functional approaches for decision-making and agile operation of the university.

Undoubtedly, regardless of the chosen approach, the permanent role of university governance facing the COVID-19 crisis has been that of “government as facilitator”. A key element which provides the vision for the future, gives guidance on what to do, enables the organization by providing resources and sometimes organizing teams, monitoring implementation, and permanently informing and communicating to and with the university community. All of this requires rapid changes and adjustments within the university government, and depending on the type of governance in place, the process could vary in time and form (Brunner, 2011).

TECHNOLOGY AS A LEVER FOR THE EVOLUTION OF EDUCATION.

According to Ganga-Contreras et al. (2018), there are several factors that condition university management: globalization, the accelerated development of science and technology and information and communication technologies, among others. And on this occasion, information and communication technologies set the standard to give continuity to educational processes throughout the world. The global health crisis jeopardized the provision of face-to-face university education, so the migration to online education was forced and accelerated. Diverse education systems around the world responded to the pandemic with “emergency eLearning” protocols, marking the rapid transition of face-to-face classes to online learning systems (Murphy, 2020).

Students and Teachers' Skills for Online Education

Online course design and development skills in teachers are essential for a successful migration to a virtual educational approach (Bates & Poole, 2003), and during the pandemic this became evident. Additionally, teacher's experience in pedagogy is key to successfully transferring teaching strategies to a digital context. In this way, the implication in the continuous training of the academic body by the universities is a pillar for the evolution of education. During the beginning of the confinement, this training abruptly became essential. And given the impossibility of receiving it in person at the institutions and the great simultaneous

demand that sometimes reduced the attention capacity of the areas of faculty development, a phenomenon of social resilience and simultaneous solidarity could be observed: peer-to-peer support. The format was diverse within educational institutions, at the same time, virtual learning communities were made up of and for specific communities, country, region, or even a global scope. From teacher to teacher, with the sole and genuine interest of sharing what is known, or what is being learned to others, was the fastest way to migrate from face-to-face to digital teaching.

On the other hand, as part of the skills required by both students and teachers to navigate the digital world, the OECD (2013) identifies some as necessary to ensure adequate adaptation to online education. They are:

- Knowledge management (e.g., validation of information, quality assurance of information).
- Change management.
- Agile management (e.g., responsiveness, iterative process).
- Self-learning and lifelong learning.
- Discerning the limits and barriers of technology (e.g., knowing when technology is helpful and when it is not).

However, there is a more basic set of skills that should not be ignored (Khan & Omrane, 2020):

- Communication (both written and spoken, e.g., public speaking)
- Literacy (e.g., media literacy, digital literacy, reading)
- Typing
- Critical thinking and judgment
- Problem-solving
- Team work
- Personal resilience
- Reflection

And finally, the importance of being able to adapt to multicultural settings. Grand-Clement (2017) establishes that a narrow focus on technical expertise is not sufficient, key skills are moving away from performance toward more intangible aspects.

TOWARD THE FUTURE OF THE TEACHING–LEARNING PROCESS

The COVID-19 pandemic has proven to work as a catalyst for disruption in various industries (Alvarez-Milán, 2020b). And thanks to this new context, the higher education industry has had the opportunity to learn to adapt and evolve at high speed, innovating in its teaching–learning processes. It is difficult to predict what the educational landscape will look like after COVID-19 passes, but the following are some changes that will likely continue to influence the post-pandemic teaching–learning process:

a. *New approaches in pedagogy.*

The emergence of new approaches in pedagogy takes into account the diversity and new students’ needs. For example, *the pedagogy of kindness* from Professor Fiona Rawle, explores how kindness is the foundation of learning. It recognizes that we all have different experiences that are a result of different stressors and emphasizes that “it is not just about smiling and being nice, but really about having this flexibility and acknowledgment of different situations.” Research has proven that students learn better when they feel a sense of connection and when they have autonomy in their learning and take responsibility for the process. Creating a culture of openness and honesty is part of this approach and encourages sharing failures and mistakes. (Harari, 2021).

Agility as a management approach has also impacted the teaching process (Krehbiel et al., 2017). And teachers from different disciplines have developed various Agile-based instructional methods to bring them to class. This will continue to be a trend in universities (Pope-Ruark, 2017).

b. *Technology training for digital accompaniment.*

On the other hand, faculty development and training in the new technological tools that will emerge after the pandemic for use in online education will continue to be key. The migration of certain distance communication applications that are now venturing into the territory of education, with the intention of testing their applicability with a different objective than the one for which they were designed, is increasingly frequent and broadens the spectrum of options to be used by teachers, for example: Miro, Slack, Nearpod,

Mentimeter, and even WhatsApp. In this way, digital accompaniment will not only be given from teacher to student, but also from teacher to teacher, as has happened since the beginning of the pandemic (Alvarez-Milán, 2020a).

c. *Active learning in post-pandemic world.*

With in-person learning greatly diminished during the pandemic, active learning implementation within classroom faces new challenges. Universities' intentions to make sure that all students are active participants in their learning take advantage of group work and foster opportunities to solve problems with hands-on experiences are challenging in pandemic context. However, there are several success stories taking this approach to the virtual classroom. Hybrid and hyflex models of education delivery could bring fresh air to the traditional way of engaging students in the learning process.

d. *Global education platform*

There are various initiatives on the design and development of a global educational platform. Recently, the UN has led this process in conjunction with a group of prestigious academics at a global level. The possibility of having a global educational platform is getting closer and closer (UN Special Envoy for Global Education. 2021. Global Education Platform).

The era of global digital collaboration is here, and as M. Khan et al. (2015) establish, collaborative strategies are better than competitive behavior in terms of long-term benefits and being in the forefront of learning innovation and knowledge management will help the universities to remain the main supplier of knowledge in times to come. Doing this under a cross-cultural approach is the challenge and the main advantage of a global model of education. Meanwhile, Collaborative International Online (COIL) initiatives are beginning to pave the way for global education platforms.

Implications for University Governance

“Universities are complex social organizations with distinctive cultures. On the one hand, academic freedom and autonomy are inviolable values and, on the other hand, changing environmental conditions exert a strong influence on the primary functions of universities” (Sporn, 1996). From this point of view, it is essential to analyze the ability of the university to adapt to changes from the perspective of the culture that prevails in it.

Inclusive governance: University governance requires academic engagement. Taylor (2013) points out how difficult it can be to achieve success in delivering the educational service that the entire university does without the cooperation and active involvement of its key employees, the academics. Centralizing decision-making by excluding academics promotes academic alienation from institutional strategy and objectives. The concept of shared government is re-signified today, and by including different management approaches (such as agile), the formation of interdisciplinary work teams is increasingly promoted, and academics from different areas are better represented in making university strategic decisions.

It could be said that the level of shared governance of an institution and the degree of academic engagement are mutually reinforcing, since the opinions of the faculty are taken into account in the university government. In this sense, Taylor (2013) establishes that the role of the university leader (rector or president) in promoting academic engagement is crucial. And consequently, the permanent communication of the rector toward the university community should be emphasized. This will foster a sense of belonging throughout the community and therefore commitment to the university and its mission.

CONCLUSIONS AND RECOMMENDATIONS

As COVID-19 has progressed geographically, it has also caused disturbance, disrupting norms, beliefs, practices, and routines. The world is experiencing health, economic, social, and information disorders that few people have ever seen. The COVID-19 pandemic led to home stay and physical distancing rules, which caused a big change in forms and content of higher education delivery.

The pandemic has proven to be a catalyst for disruption in higher education. And university governance plays a very important role in the vision and construction of the university's future. Technology and communications have been a lever for the growth of online education globally and the digital literacy of new audiences.

Undoubtedly, the future will be delineated by technological progress, but at the same time, new pedagogies, teaching formats, educational strategies, and student accompaniment approaches in the university are expected to emerge.

FUTURE RESEARCH APPROACHES

In the future post-pandemic times, it will be important to study the impact of the pandemic on the development of new approaches to university governance, as well as the evolutionary trends of the various fields of higher education. Among them: the change in pedagogical perspectives due to the rise of online education, the applicability of diverse teaching strategies that have been experienced during COVID-19, the skills development in students and teachers through the online teaching-learning process.

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The University Governance Model in the Twenty-First Century: An Epilogue

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INTRODUCTION

Throughout this book, we have presented various organizational and leadership theories to explore new models and future possibilities of university governance in the Latin American context. We reimagine the future of education to face the new challenges and uncertainty of the twenty-first century. These challenges, such as digitalization, remote learning, artificial intelligence, the increasing number of corporate universities, and the need for sustainable development, among others, force us to move toward a more flexible, permeable, and agile university governance.

This chapter presents our recommendations for the implementation and redirection of changes to the current university governance systems so that they adapt to the future of higher education in Latin America, which is changing and will be changing considering the context aspects generated by the new normal. The recommendations presented are based on the theories in the field and the experiences of the interviewees and authors in different areas and positions within the higher education system in different countries.

University governance, in essence, is about those key elements which guide the university system in the right direction while achieving its strategic objectives and organizational goals. Therefore, university governance encompasses (1) the composition and organization of the board of directors and policymaking bodies as the soul and heart of any university management system, (2) academic leadership and leadership style, (3) operational philosophies and strategies, and (4) stakeholders relationship management (SRM).

UNIVERSITY GOVERNANCE IN THE FUTURE: FEW IDEAS

It is vital to establish a governance scheme with relevance and operation that corresponds with the institution. The proposals presented in this book, involve a solid basis for long-standing and effective university governance, with a high level of flexibility and personalization. Equally important, these proposals and recommendations may be used for either private or public higher education institutions. The main essential recommendations are: Setting up the context, establishing congruent and objective rules, standing by the purpose of the university, strengthening the governing bodies, designing a succession plan for governing bodies, inclusive governance, network governance, deliberative partnership, engagement, innovation, and impact.

Setting up the Context

This feature refers to the environment in which the organization is embedded. This is of fundamental relevancy as an institution in Santiago, Chile will have a different social, economic, political, and historical context than an institution in San Jose, Costa Rica. Although the same basic concepts will apply to either case, the organization's context will guide necessary modifications and adaptations for the university governance model. Following Marginson and Considine (2000), it is possible in the current environment to identify at least two opposing groups, each with an interest in the university. There are the "outsiders," governments, business and industry, the scientific community, professional groups, political groups, young people seeking careers and advancement, mature students, foreigners, and many other groups, looking into universities with their unique expectations. There are also the "insiders," the so-called "academic heartland" (Clark, 1993), composed of people used to being

inside the university and controlling it, but increasingly being asked to look outside and deal with the increased expectation of what is coming to be called “the stakeholders.” With greater public interest and increased interaction outside the confines of the traditional university, there has come greater scrutiny. This book has argued that governance involves issues related to both insiders and outsiders.

Establishing Congruent and Objective Rules

As a matter of order, congruency, trust and a feeling of safety, and certainty for the university’s community, it is imperative to establish clear rules, guidelines, and policies, to set an effective communication channel so that every member has easy and immediate access to this rulebook, and that they know what type of behavior is accepted or penalized in the organization. This will help make clear to every stakeholder their responsibilities and duties, regardless of their position within the organization.

Standing by the Purpose of the University

Regarding universities, it is of crucial importance to always hold high the real purpose of the university as an asset of the society and not of private or personal interests. For this, the stakeholders must be acutely aware of the university’s mission, vision, and core values, and they must also be willing to uphold them against any external perversion or pressure. The four main priorities must be on students’ human and professional transformation and training through undergraduate, graduate, and continuous education programs; the recruitment and development of capable and competitive faculty members; the employment of committed and efficient collaborators and support members, their continuous training and support; and the board of directors and governance systems must focus their efforts and work on strategic planning and maintaining the former priorities.

Strengthening the Governing Bodies

The board of directors and governing bodies, in general, must be composed of individuals with the main interest of supporting the institution with their time, talent, and treasury (the 3T’s). The recommended

characteristics are for the board to have a maximum of 20 members, for the members not to exceed 80 years old, and for it to be diverse and include women and men with multidisciplinary backgrounds, and people from minority groups, as to obtain different points of view and to empower less hegemonic groups.

Designing a Succession Plan for Governing Bodies

This plan must include the strategy to select, designate, train, and hold accountable the new President/Rector and all other board members. This plan is one of the primary duties of the sitting board to ensure a smooth, controlled, and well-planned transition that would keep the organization stable and with certainty on its processes.

Inclusive Governance

Governance is currently a vital issue for higher education institutions and society as a whole. The way organizations are managed, their directions and the values they hold send clear signals about their role and functions in society. Gone forever are the days when universities can be regarded as elite institutions operating on the fringes of social, economic, and political concerns (Kenned, 2003). Institutions of higher education are also responsible for sustainable development, society, and ethical standards.

Network Governance

The university governance structures in the twenty-first century need to focus on relationship building between academics, managers, and governing authorities. While it would be possible to develop structures that guarantee the dominance of one of these groups over the other, such an approach would, in the end, be counterproductive. While it is equally possible for one of these groups to use the power and authority, it has to distort any relationships that might be possible, which would be counterproductive in the longer term. Nevertheless, in the end, we have to accept that governance is about power and authority, who has it and who does not and in whose interests it is used (Kenned, 2003).

Deliberative Partnership

The future governance model of a university system must be based on the principles of deliberative leadership. Deliberative leadership is about communication, debate, dialogue, informed decisions and sharing such decisions with all the relevant stakeholders. University governance models based on deliberative leadership promote these values and policy options (Kenned, 2003):

- Access to balanced information and keeping open agenda.
- Sufficient time to analyze issues openly and expansively.
- Freedom from any sort of manipulative and coercive behavior or tactics.
- Discussion on issues based on rules and values.
- Open-book and an open-door policy for all relevant participants to interact, exchange ideas and experiences.
- Discouraging and rejecting all forms of prejudices and discriminatory treatments.

Engagement, Innovation, and Impact

In line with the AACSB (2013, 2020) standards, universities should promote innovation, engagement, and impact as three value creation strategies in society. In designing and executing such strategic initiatives, the role and importance of the board of directors (university advisory bodies) are second to none. Firstly, in the matter of innovation, successful educational programs and services should find creative ways to produce value for students, employers, and the community. Rather than relying on traditional pedagogies, experimentation with new teaching methods is encouraged, along with recognizing that failure should be accepted as an integral part of learning (Argyris, 2002).

Secondly, on engagement, the goal is to provide education that is both scholarly and relevant for practice requires meaningful interactions among faculty, students, and business professionals. The traditional academic model where students learn theory in a safe classroom environment without real-world experience no longer offers adequate decision-making and competitive performance. Real-world, hands-on learning is a critical component of successful business education (Argyris, 2002).

Lastly, regarding impact, higher education should be of high quality and make a difference through academic education and impactful intellectual contributions. In addition to the traditional focus on providing business knowledge by teaching about theory, business programs are now expected to demonstrate how their programs and their students make a difference in business society (Argyris, 2002).

These recommendations can be implemented from scratch in projects in development, or they can be used to adapt already existing organizations. We are confident that these essential points can make a dramatic difference at the core of the university and its governance models, making it more flexible, resilient, and trustworthy.

IMPLICATIONS ASSOCIATED WITH THESE PROPOSALS

Certainly, the recommendations and proposals provided above for the purpose of good governance of a university system are essential. However, their implementation will demand a departure from the existing governance models and practices. This will require a drastic and fundamental shift in areas such as:

- The mindset and the way universities operate.
- University culture, work methods, and management roles.
- University organizational design and operational system.
- Technology must be embedded in all functional areas, whether strategic or operational.
- Redistribution and reallocation of the organizational vital assets and resources (financial, information, office spaces, technological tools).
- Introduction of the project-based management system at both management and operational levels.
- Dedication of board and management time.

RECOMMENDATIONS TO IMPLEMENT THE PROPOSALS

For the purpose of implementing these proposals, the work of Bevins, Law, Sanghvi, and Valentino (2020) recommends that boards can and should upgrade and update their governing model, and improve how they perform core activities by:

- Improving cooperation between the board and the administration.
- Redefining board structure and set transparent board processes and norms.
- Benchmarking against peer and leading universities.
- Re-visioning the university's future and its overall road map.

According to Klepper (2019) and many other scholars in corporate governance, it is imperative to regulate the relationship between the board and the CEO. Likewise, there must be shared values, commitment to stakeholders, risk management strategies, and overall institutional transparency. This conceptualization of governance, although designed for industry, can add to the discussion of university governance models through contributions such as:

- Knowing CEO's behavioral style and leadership practices.
- Understanding the organization's needs (Strategy, Priorities and Gaps).
- Matching the organization's needs with the leadership that is required.
- Committing to coaching for their continuous improvement.

THE LATIN AMERICAN CONTEXT

Throughout this book, there has been a focus on the Latin American (LATAM) region, as its characteristics represent different challenges to other regions. This section will reiterate the main differentiating characteristics, the challenges it might pose for higher education governance, and our suggestions to reflect and adapt to ensure the university's survival.

Firstly, there has been a dramatic increase in higher education enrollments in the past couple of decades (Ferreira et al., 2017), following the current plateau as a result of economic crises, social unrest, political instability, and the depreciation of graduates' wages in the job market, among others. This expansion on higher education access was led chiefly by public policy aiming at the massification and the surge of private HEI that also cover a segment of the demand for degrees. Nowadays, the university must change its focus from simply providing access to higher education and the corresponding degrees to having a holistic offer for human, professional, and societal development, which can only be done

through the previously inclusive, diverse, and agile governance model presented.

Then, another relevant component of the higher education context for LATAM is the use and relevance given to an external evaluating organization, most frequently, university rankings. Overall, the region has been lacking in quality, with some notable exceptions (Ganga, Perez et al., 2018). The use of these external evaluations is not without criticism, as there is a lack of agreement over the expected outcomes of higher education (i.e., should the focus be on degree completion rates and earnings after graduation, or reputation and research, or employers' preference on graduates). At the same time, there is a debate on the possible bias over the use of self-reported information, sponsors bias, weak criteria and metrics, and the use of rankings to compare education on dramatically different social contexts. Although these criticisms are valid and should be considered part of a critical analysis of HE, we argue that there is some value in using external evaluating bodies' instruments, such as being able to translate the social demands and expectations of HE into indicators that could lead to change in the university's governance and contextualizing the university in the criteria of government requirements. It is proposed that if done correctly, the use of these rankings and evaluations can constitute a step forward to the universities responding to the purpose they were created for and to the needs, demands, and expectations of its stakeholders.

Lastly, in the LATAM context, universities have shown a strong tendency toward resting in a single individual the control functions of the executive and strategic management, which can create the so-called "dual role conflict" as too much power is assigned to a single senior manager (Broye et al., 2017). According to the literature, the separation of functions between the top executive and the chairman is fundamental to avoid agency conflicts that can affect the organization's governance (Ganga et al., 2015; Rahman & Hamdam, 2017). Some of the main issues that can arise due to the practice of combining executive and strategic management into a single position include a deficient performance of the Rector or President, the supremacy of the administration over the academic, an increased inflexibility of the governance models and governance bodies (Ganga, Rodríguez et al., 2018).

As a whole, the Latin American context sets a different set of challenges and opportunities. The university is also responsible for the development of the region. Its governance must consider matters of the university management's professionalization, including research, public policy, and

the prioritization of academic issues over administrative matters. It must attend to the social needs and expectations of the region. The development of human capital (whether students, staff, faculty, or stakeholders) will not bring development to the region if an enabling environment does not meet it to harness and expand its potential (Ferreya et al., 2017).

THE BUSINESS SCHOOL IN LATIN AMERICA

Although the business school model has been tremendously successful in the past couple of decades, we must wonder how it can be adapted to face future challenges, particularly in the LATAM context. We propose throughout this book that the traditional paradigm of a disciplinary, axiomatic, and research-based business school must change into a new model that is oriented toward blended learning, the complementarity of teaching and research, multidisciplinary, and flexibility toward the students their needs. For this evolution of the Business School, we propose the analysis and action on five main areas: (1) The increased use of remote learning tools, (2) the acceptance and development of artificial intelligence, (3) the move toward a workshop system for education, (4) the valorization of critical thinking skills, and (5) the post-pandemic redesign of education.

The first two areas focus on technology use for education. The increased use of remote learning as an everyday and commonplace tool will mean for the business school to reach a wider audience (i.e., students who have difficulties attending regular in-person sessions on campus or whose obligations mean they travel constantly). It will also enable a more substantial diversity, as people of different backgrounds who might not traditionally have access to the business school will have the option of using these new tools. At the same time, there are also some concerns worth mentioning about the use of remote learning, such as privacy of students and faculty, the creation and implementation of systems to verify student's authenticity, and "fair" pricing between students pursuing the same degree fully on-campus or fully online.

The second area, the acceptance and development of artificial intelligence, is conceptualized in two main applications: automation and augmentation. Automation means the machine is expected to fully take over the task, while augmentation means that the machine facilitates the task for the human. There is evidence that although augmentation has been accepted in the industry, automation has not been taken to the same

level (Raisch & Krakowski, 2021). In the case of higher education, it is seen even less so. The proposal is to set both parts as valuable and necessary and move toward a human–machine relationship that is no longer a dichotomy. However, it has transformed into a collaboration to complement their strengths, share mutual and continuous learning, and multiply each other capabilities.

The move toward a workshop system for education arises from the need to ensure a higher level of flexibility and personalization of degrees. The proposal is the implementation of a workshop system that consists of the use of remote learning for students to study specific knowledge and theories in their own time and under the guidance of their professors, followed by then taking the in-person time to share and discuss the topics in a community effort (Lorange, 2019). This system could aid the business school to face the challenges of delivering cutting edge content and state-of-the-art pedagogy simultaneously that it attracts and maintains a rapidly changing population and educates on an ever urgent skill: critical thinking.

Furthermore, the valorization of critical thinking skills is precisely the fourth main area of our proposal for the future of the business school. Although courses such as business ethics, corporate social responsibility, and sustainability are being taught in business schools worldwide, there has been evidence that business graduates display a positive attitude toward greed and greedy behaviours (Wang et al., 2011). They praise instrumental rationality, fail to develop a critical academic perspective and suppress social concerns in pro financial gains (Varman et al., 2011). Nevertheless, recently, there has also been some evidence of a slow change toward graduates that believe in more human, ethical, and eco-friendly organizations (Koris et al., 2017). To tackle this, it has become necessary to encourage deep and critical analysis and discussion skills from the graduates. The emphasis on the development and reinforcement of well-informed critical thinking will allow them to make their judgments about their ideological preferences while keeping an open mind to consider the impacts and consequences of their decisions.

Lastly, the renovation and reexamination of the business school and its role in the post-pandemic reality will define in good part its long-term survival. Its focus on globalization and the opportunities it brings has been replaced by a new bloom of local interpretation, following the obligatory long-term closure of borders that the pandemic brought. The business school must rebuild and become a beacon on the long recovery

path through a looming economic recession, job loss, and collective mourning. We propose that this evolution begins by engaging small businesses, preparing students with entrepreneurial skills and vision, a strong social commitment, and the will to help businesses adapt effectively to short-term conditions while also becoming more resilient and flexible in the long term.

Overall, the ideas we summarize here can lead to a transformation of the business school, as it adapts and responds to the new challenges and opportunities that the future will bring. The business school has led the way in various managerial, educational, technological, and societal topics, and its adaptation will only mean that it continues to fulfill its role in society.

CONCLUSIONS

Indeed, modern universities need to be managed, but management needs to involve the “academic heartland” as much as it needs to be guided by broader social purposes (Kenned, 2003). Many university boards have not revised their governance models in decades and struggle to deliver on their mission. To update their current operating model, boards can focus on three best practices. Ineffective board composition and structure can prevent a university from achieving its mission, executing its core functions, responding to emerging trends. They could even adversely affect the school’s reputation and competitive position. Indeed, many universities compete with one another on their value proposition—promises of access to innovative research and knowledge, opportunities to learn and excel, upward socioeconomic mobility, and higher lifetime earnings (Bevins et al., 2020). Effective boards build institutionalized opportunities to receive input from faculty, students, and staff.

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