Good Governance in Higher Education

Prof. Dr. Srisakdi Charmonman
Fellow of the Royal Institution of Great Britain
President Emeritus and Chairman of the Board of Trustees
Siam Technology College
charmonman@gmail.com, www.charm.SiamTechU.net

Pornphisud Mongkhonvanit
President of Siam Technology College
pornpisud@gmail.com, www.SiamTechU.net

Abstract - It is generally agreed that the quality of higher education depends on good governance. This paper presents governance and quality guidelines in higher education followed by three surveys on higher education governance. The first survey is Kaplan survey on higher education governance in the US in the year 2001. It was sponsored by the American Association of University Professors (AAUP). The population was 1,303 institutions in the US. The second survey is published in the year 2009 of an interdisciplinary approach on sustainable governance of universities. The third survey is of higher education governance sponsored by the US Association of Governing Board in the year 2012. Related discussions about interdisciplinary studies and good governance are also made.

Keywords - Good Governance, Higher Education, Interdisciplinary

1. INTRODUCTION

It is generally agreed that the quality of Higher education depends on Good Governance. Governance for university differs from Governance for business organizations a business organization is governed by the Board of Directors with the business purpose such as maximizing profit. Universities may be classified as: non-profit such as State University, e.g. State University of New York for-profit such as eLearning University e.g. Phoenix University.

- State University of New York (SUNY) [1]
  - Academic staff 88,024
  - Students 467,991
  - Campuses 64

Prof. Srisakdi Charmonman was a Full Professor at SUNY.

- University of Phoenix [2]
  - Academic staff 20,000+
  - Student 300,800
  - Campuses 112

2. SAMPLE DOCUMENTS ON HIGHER EDUCATION GOVERNANCE

A. Kaplan Survey of 2001

Kaplan Survey [3] was supported by American Association of University Professors (AAUP), American Conference of Academic Deans Survey Population 1,303 four-year colleges in USA Findings:

- Higher Education governance structure and decision processes are neither precise nor clear.
- Even when the rules and decisions are clearly specified, they differ from the actualities of power exercise.
- Difficult to separate between: Boards’ legal authority, Assigned responsibilities.
- Administrators and faculty member often clash over some decisions, but they often share similar values and goals.
B. Slovenia Concept of Governance

This part is taken from the keynote address given at the Conference on 27 September 2005 [4]. Higher Education Governance came to attention after higher education changed from being given only to the elite to mass Higher Education. The major points are:

- The power which makes and enforces laws and regulations on Higher Education.
- The manner in which Higher Education institution should be directed.
- The strategy and process that need to be followed in a successful/efficient institution (good governance).
- The organization of functions that allow the rights and interests of the stakeholders to be respected (fair governance).

The concept of Higher Education Governance is: Non-Uniform, Non-Finished, Non-Problematic, and Non-Disputable.

C. Higher Education Governance in Canada

This document is based on Canadian Universities [4]. Several Canadian Universities are state-supported but governed more like private institutions in the US. The focus is on: Organizing, Motivating, Facilitating participation of actors to Higher Education Governance Composition and Organization of Governing Board Usage of: Advisory Bodies, Task Forces, Focus Groups, Social Functions Ceremonial Events, Informal Consultations and etc.


3. EDUCATIONAL ORGANIZATIONS

Examples presented in these papers [5, 6] are given in the following.

A. Faculty Union

In order for members of an organization to have bargaining power, many countries allow “labor unions” From Wikipedia, the percentage of workers belonging to labor unions are: 11.4% in USA, 18.4% in Germany, 27.5% in Canada, and 70% in Finland. The labor union in education is called “Faculty Union” [6]. There are 4 major Faculty Unions in the US.

- American Association of University Professors (AAUP) established in 1915 University Professors join to ensure their rights and freedom in academic scholarships.
- American Federation of Teachers (AFT) established in 1916 to promote the professional interests of teachers.
- National Education Association (NEA) 3 millions members has affiliate organizations in more than 14,000 communities in the US.

B. Governance Organizations

Sample Governance Organizations may be found in Wikipedia [6].

- Association for Tertiary Education Management (ATM) Australian Professional Organization Established in 1975.
- Association of Communication College Trustees (ACCT) elected and appointed trustees from 1,200 community, technical, and junior colleges in the US.
- Association of Governing Boards of Universities and Colleges (AGB) Host Conferences sell publications online.
- The Leadership Foundation for Higher Education (LFHE) based in the UK, Host Conferences.
- State Higher Education Executive Office (SHEEO) established in 1954, provides
services to US Governing Boards.

C. Research Organizations

- Center for Higher Education Policy Analysis (CHEPA) located at the University of California Rosier School of Education. CHEPA brings “Multidisciplinarity to complex social, political and economic issues in higher education.”
- Center for the Study of Higher Education (CSHED) is a part of the College of Education at Penn State Established in 1969. Claimed to be the first Research Center for the study of public policy for higher education.
- National Center for Public Policy and Higher Education (NCCPHE) established in 1998 to enhance American opportunities to pursue and achieve high-quality education and training.

4. GOVERNANCE IN HIGHER EDUCATION

A. Faculty Governance in Higher Education

In 1987, National Education Association (NEA) published a report that faculty involvement in governance is critical. With research support, NEA stated that faculty should advise administrations in developing curriculum and developing method of Instruction. Faculty should be responsible for establishing degree requirements, Take primary responsibility in tenure appointment, awarding promotion, awarding sabbatical leave, salary decision, evaluating administrators, and budgeting.

B. Community College Governance

In 1989, NEA issued “Policy Statement on Higher Education Policy for Community College Governance.” In addition to those in Section 4.1 of this paper, NEA added Ad Hoc Committees, Standing Committees, and Policy on student academic rights and involvements.

C. AFT Shared Governance

American Federation of Teachers (AFT) proposed in 2002 that shared governance came under attack in six ways. Six ways that shared governance are under attack are outsourcing of instructions in eLearning; redirecting teaching to part-time and temporary faculty; re-orienting curriculum to business oriented coursework; the buying and selling of courseware for commercial exploitation, for-profit teaching and research; and formation of commercial consortia with other universities and private investors.

5. CONCLUDING REMARKS

All Higher Education Institutions must be concerned with governance, Higher Education Governance may be classified as: Good Governance, Fair Governance, and Bad Governance. All Higher Education organizations should aim to have good governance. Many researches have been carried out and many guidelines have been established. Therefore, education institution should assign someone to search Google for information to study and establish their own guidelines for Good Governance for the benefits of all concerned.

REFERENCES

Accessed: 4 May 2013