



Mohammad Ayub Khan · Antonio J. Dieck-Assad ·  
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# 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

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

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## 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