Management and Governance: A Comparative Look at HEIs in Three Regions in Canada, Mexico and Brazil

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Objectives

Respond to initiatives across OECD to mobilise Higher education (HE) in support of regional development

Synthesise experience into a coherent body of policy and practice to guide higher education institutions (HEIs) and regional and national governments

Provide opportunities for dialogue and assist in capacity building in each country, region and HEI
Participating Regions

Three regions in the Americas

Participants

- Australia (Sunshine-Fraser Coast)
- Brazil (Northern Paraná)
- Canada (Atlantic Canada)
- Denmark (Jutland-Funen)
- Denmark-Sweden (Öresund)
- Finland (Jyväskylä region)
- Korea (Busan)
- Mexico (State of Nuevo León)
- Netherlands (Twente)
- Norway (Trøndelag, Mid-Norway)
- Spain (autonomous regions of Valencia and Canary Islands)
- Sweden (Värmland)
- UK (the North East of England)
Did you know?

- …Canada may be the only country in the world without a Federal Ministry of Education?

- …the oldest university in Brazil was founded less than 100 years ago?

- …an academic program at the undergraduate level in Mexico requires an academic workload 30% larger than in Canada in addition to 480 hours of Social Service?

Three very diverse regions

<table>
<thead>
<tr>
<th></th>
<th>Canada</th>
<th>Mexico</th>
<th>Brazil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>33,390,141</td>
<td>108,700,981</td>
<td>190,010,647</td>
</tr>
<tr>
<td>Area (sq km)</td>
<td>9,984,670</td>
<td>1,972,550</td>
<td>8,511,965</td>
</tr>
<tr>
<td>GDP per Capita (PPP) USD</td>
<td>$ 35,600</td>
<td>$ 10,700</td>
<td>$ 8,800</td>
</tr>
<tr>
<td>GDP (PPP) USD trillion</td>
<td>$ 1.178</td>
<td>$ 1.149</td>
<td>$ 1.655</td>
</tr>
<tr>
<td>Life Expectancy at Birth (Years)</td>
<td>80.34</td>
<td>75.63</td>
<td>72.24</td>
</tr>
<tr>
<td>Average age</td>
<td>39.1</td>
<td>25.6</td>
<td>28.6</td>
</tr>
</tbody>
</table>

### Education at a Glance 2007

#### Population that has attained at least upper secondary education (2005)
**Percentage, by age group**

<table>
<thead>
<tr>
<th>Age group</th>
<th>25-64</th>
<th>25-34</th>
<th>35-44</th>
<th>45-54</th>
<th>55-64</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>85</td>
<td>91</td>
<td>88</td>
<td>84</td>
<td>75</td>
</tr>
<tr>
<td>Mexico</td>
<td>21</td>
<td>24</td>
<td>23</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>Brazil</td>
<td>30</td>
<td>38</td>
<td>32</td>
<td>27</td>
<td>11</td>
</tr>
<tr>
<td>OECD average</td>
<td>54</td>
<td>61</td>
<td>57</td>
<td>52</td>
<td>42</td>
</tr>
</tbody>
</table>

1. Excluding ISCED 3C short programmes.


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### Population that has attained tertiary education (% in 25-64 yr.)

![Bar chart showing tertiary education attainment](chart.png)

Source: OECD. Education at a Glance. 2007
Atlantic Canada within Canada

Location of Atlantic Canada HEIs

Courtesy of Wade Lock
**Conceptual Framework**

**Diversity in Higher Education**

<table>
<thead>
<tr>
<th></th>
<th>Canada</th>
<th>Mexico</th>
<th>Brazil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government control</td>
<td>Decentralized</td>
<td>Highly centralized</td>
<td>Dual centralization</td>
</tr>
<tr>
<td>Ownership</td>
<td>Entirely public</td>
<td>Public/Private</td>
<td>Private/Public</td>
</tr>
<tr>
<td>Selectivity</td>
<td>By tiers: University Community College</td>
<td>By &quot;ownership&quot;: Public institutions Private</td>
<td>By &quot;control&quot;: Federal State Private</td>
</tr>
<tr>
<td>Leadership</td>
<td>Appointed in public and private</td>
<td>Elected (public) Appointed (private)</td>
<td>Elected (public) Appointed (private)</td>
</tr>
<tr>
<td>Politization of campus life/community</td>
<td>Marginal</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td>Reliability on part time faculty</td>
<td>Low: Univ. Medium: Community Colleges</td>
<td>High in both public and private</td>
<td>Low: Public High: Private</td>
</tr>
<tr>
<td>Historical roots</td>
<td>English/French</td>
<td>Spanish/French</td>
<td>Portuguese</td>
</tr>
<tr>
<td>Quality Assurance</td>
<td>Based on institutional credentials</td>
<td>Based on academic programs</td>
<td>Based on performance of graduates</td>
</tr>
</tbody>
</table>
Diversity: Government Control

- **Canada**
  - Decentralized in 10 provinces/3 territories

- **Mexico**
  - Highly centralized

- **Brazil**
  - Dual centralization (Federal vs. State Universities)
  - Private: Weak federal control

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Diversity: Ownership

- **Canada**
  - Almost entirely public

- **Mexico**
  - Public/private
  - 70% / 30%

- **Brazil**
  - Private/public
  - 25% / 75%
Diversity : Selectivity

Canada
- By tiers:
  - Universities (medium/high)
  - Community colleges (low)
- Appointed by external governing boards

Mexico
- By control:
  - Public (based on space)
  - Private (based on financial capacity)
- Public: Elected by University Councils
- Private: Appointed by owners/boards

Brazil
- By control:
  - Federal (high)
  - State (medium/low)
- Public: Selected by government based on election/recommendation from university community
- Private: Appointed by owners/boards

Diversity : Institutional Leadership
Diversity : Quality Assurance

- Canada
  - University autonomy
  - Membership in national associations
  - Promotional environment
- Mexico
  - Accreditation of Academic Programs
  - Private: Institutional autonomy
  - Membership (ANUIES, CUMex)
- Brazil
  - Public: Good at the graduate level, weak at the undergraduate
  - Ranking based on outcomes of national graduation test
  - Private: Just the ranking

Diversity : Institutional Autonomy

- Canada
  - Leadership
  - Teaching: Academic freedom
- Mexico
  - Political connotation
  - Public vs. private
- Brazil
  - Academic
  - Economic
  - Political
Diversity: Institutional Leaders

- Fundraiser
- “Outside”
- Liaison with the board

- Builder of political alliances (inside and outside)
- “Insider”
- Leader of the board
- Lobbyist

- Political career
- “Insider”
- Lobbyist

Is there something valuable to be learnt from a comparative perspective?

Does it governance influence the involvement of HEIs in regional development?
Management and Governance: Domains

1) Context matters

- All depends..
- Better or worst?...Just different
2) Not a single cause-effect relationship

• What is first?

3) Ever changing dynamics

• Power and authority shift

• More players than ever (Government, internal constituents, companies, professional bodies, alumni, community)

• Universities: From the Ivory “Tower” to the Ivory “Sewer”

• Stratification
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