Organizational learning from good practices in university management

ANDREA KING-DOMÍNGUEZ[I]
LUIS AMÉSTICA-RIVAS[II]
XAVIER LLINAS-AUDET[III]

Abstract

Good practices in higher education should be exemplifying and possible to replicate, generating learning for every organization, and become a strategic factor in its management. This research deepens the good university practices of the International Telescopi Network that groups Latin American institutions. Methodically, 133 reports were analyzed between 2001 and 2016 from 54 universities in Latin America and Europe, using descriptive statistics and analysis of relations with the Atlas.ti software. Six areas of best practice were identified: undergraduate professor management, postgraduate professor, administrative, community engagement as well as academic and service management. According to the EFQM (European Foundation for Quality Management) model, the criteria of processes, products and services is the most prominent.

Keywords: Universities. Management. Good practices. Benchmarking. Telescopi.

[I]   Universidad   del   Bío-Bío,   Chile;   https://orcid.org/0000-0002-1063-4336;   e-mail: aking@ubiobio.cl.
[II] Universidad del Bío-Bío, Chile;   https://orcid.org/0000-0003-0482-0287;   e-mail: lamestica@ubiobio.cl.
[III] Universidad Politécnica de Cataluña, Espanha;   https://orcid.org/0000-0002-0914-1702; e-mail: xavier.llinas@upc.edu.

Aprendizagem organizacional a partir de boas práticas em gestão universitária

Resumo

As boas práticas no ensino superior devem ser exemplares e replicáveis, gerando aprendizado para cada organização e tornando-se um fator estratégico na sua gestão. Esta pesquisa aprofunda as boas práticas universitárias da rede internacional Telescopi, que agrupa as instituições ibero-americanas. Metodologicamente, entre 2001 e 2016, foram analisados 133 relatórios de 54 universidades da América Latina e Europa, utilizando estatísticas descritivas e análise de relacionamento com o *software* Atlas.ti. Foram identificadas seis áreas de boas práticas: gestão de ensino de graduação, ensino de pós-graduação, administração, ligação entre ambiente, gestão acadêmica e serviços. De acordo com o modelo da EFQM (*European Foundation for Quality Management*), o critério de processos, produtos e serviços é o mais destacado.

Palavras-chave: Universidades. Gestão. Boas práticas. *Benchmarking*. Telescópico.

Aprendizaje organizacional a partir de buenas prácticas en gestión universitaria

Resumen

Las buenas prácticas en la educación superior deben ser ejemplificadoras y posibles de replicar, generando un aprendizaje para toda organización, convirtiéndose en un factor estratégico en su gestión. Esta investigación profundiza las buenas prácticas universitarias de la Red Internacional Telescopi que agrupa a instituciones latinoamericanas. Metodológicamente se analizaron 133 informes entre los años 2001 y 2016 de 54 universidades de América Latina y Europa, utilizando estadística descriptiva y análisis de relaciones con el software Atlas.ti. Se identificaron seis áreas de buenas prácticas: gestión docente de pregrado, docente de postgrado, administrativa, participación comunitaria y gestión académica y de servicios. De acuerdo al modelo EFQM (*European Foundation for Quality Management*) el criterio de procesos, productos y servicios es el más destacado.

Palabras clave: Universidades. Gestión. Buenas prácticas. *Benchmarking*. Telescopi.

Introduction

The world is facing constant changes in management systems. The growing relevance of the so-called "best practices" has led various universities and educational institutions to take measures to align with them. Best practices, in their general conception, refer to a qualification that is reached after a value judgment on the merits or contributions that a given initiative has. Its identification considers an evaluation process that contemplates objectives regarding what is sought to be achieved (ESCUDERO MUÑOZ, 2009). It is emphasized that best practices promote active learning in participants which contributes to the improvement and solution of problems or difficulties that arise in management. Areas that have been changed utilizing best practices include user satisfaction, health prevention measures, innovation, care for the environment and certifications under regulatory standards. These changes take place in order to correct, prevent or improve activities within an organization and deliver positive results in economic and sociocultural aspects. In this sense, there is a challenge in analyzing best practices in university management, academic and administrative fields based on experiences in organizations of higher education institutions.

Valdez Zepeda, Orozco Alvarado, León Arias and Castillo Girón (2011) mention that the concept of management applied to the administration of universities is relatively new. Regarding the definition of "university management" as such, Silveira Pérez, Cabezas Pullés and Fernández Pérez (2015) define it as the art of anticipating and directing changes in order to design strategies. These strategies, which are based on the contributions of the administration, allow for the integration of resources and ensures the future development of the university.

Llinás-Audet, Girotto and Solé Parellada (2011), from a management perspective, argue that university management must support the operation of academic groups and the decision-making of managers, meaning the design of administrative structures will have to be done based on the needs of the academics. Therefore, an evaluation to ensure the quality of administrative management must be carried out that improves existing practices, assesses the main administrative processes and documents the knowledge acquired, perfecting its management instruments. As in turn, the operating conditions of some universities also require greater professionalization of administrative staff to provide better support for the requirements

of research, teaching and other activities. Llinás-Audet, Girotto and Solé Parellada (2011), point out that the strategic management of universities became an important issue, due to the constant increase in the complexity of their organizations. This complexity is explained by the change in demand for either knowledge or opportunities, having to respond to requirements of both scientific and technological, as well as economic and social environments.

In recent years, institutions of higher education have begun to exchange and disseminate best practices in their management. An example of this is the Telescopi Network (https://telescopi.upc.edu/), founded in 2008 under a Unesco Chair, consisting of higher education institutions (HEI) from seventeen countries in Latin America and Europe. This network has been observed as an example of good practices in strategic university management, whose objective is to share successful experiences in the field of best practices and to be a permanent space for interuniversity collaboration between Europe and Latin America. The Telescopi platform, conceived as a platform for the institutions' benchmarking, has allowed experts from the international network to analyze, evaluate and select best practices that have been published and that, in general, align with the Model's criteria of excellence and quality EFQM (European Foundation for Quality Management).

Despite the advances in this area, there are few studies that address best practices in university management and their potential effects on institutions (AGUILAR, 2015). Most of the work focuses on studies in good business or teaching practices. Therefore, the objective of this study is to identify those best practices in university management in which institutions and their leaders show their commitment with the culture of excellence, using the Telescopi Network as a case study.

Body

Regarding the concept of best practices, it is not easy to determine how they can be identified, or what criteria they require. (ESCUDERO MUÑOZ, 2009). For example, the European Community defines best practices as "formulas that have demonstrated, through research and evaluation, their effectiveness and sustainability, their ability to produce outstanding results and their capacity to be applicable and adaptable to other situations." (COMISIÓN EUROPEA, 2004, p. 13). The concept of best practices is used in a wide variety of fields and contexts to refer to the optimal way of

carrying out a process and therefore they constitute a model or prototype (AUSÍN, 2018).

Both terms of the expression - practices and best - are complex and generate discrepancies and disputes. The judgment and the determination to rate a certain practice as 'best', as better than other alternatives, depends on the values and theoretical budgets with which it is defined (ESCUDERO MUÑOZ, 2009). Another perspective of best practices indicates that they are experiences with the best results and that they are oriented towards concrete and effective solutions that enable an improvement in performance. Therefore, a best practice is an innovative experience that allows a problem to be solved through an improvement in the process (JERÍ RODRÍGUEZ, 2008). Meanwhile, Pablos Pons and Jiménez Córtez (2007), define best practices as an example of an activity carried out with satisfactory results that respond to a shared vision of wanting to move forward. At the same time, they state that said best practices constitute a reflection/product of the identity of the particular context where they are carried out.

It is argued that the origins of best practices come from economics and business. It is in these fields where they have been linked to techniques such as benchmarking (establishing indicators of efficiency and competitiveness and making comparisons between companies in order to improve the processes of corporate innovation). In recent years, however, best practices have expanded to areas of social policies (ESCUDERO MUÑOZ, 2009). Ausín (2018), establishes that the criteria of best practice collect in an orderly and systematic way those experiences that are advisable in a certain area because they have yielded positive results and have demonstrated their success and usefulness, showing that they are worthy to be repeated and shared.

Best practices and benchmarking in University Management

Today, we are in the presence of a very dynamic and increasingly turbulent environment. Studies conducted indicate that the governance of universities is not immune to the macro political, social, economic and cultural changes experienced in recent decades. At the same time, the ability of higher education institutions to adapt to their environments is essential in the configuration of the contemporary university landscape (YÁÑEZ-GALLEGUILLOS; SORIA-BARRETO, 2017). Higher Education Institutions (HEI) should not remain passive. They are obliged to formulate new policies and strategies that respond to the demands that derive from the general and specific

environments that surround them (LLINÁS-AUDET; GIROTTO; SOLÉ PARELLADA, 2011). The rapidly changing environment requires universities to be continuous agents of change and to incorporate practices into their management that allow them to respond quickly and effectively to new situations.

Furthermore, Silveira Pérez, Cabezas Pullés and Fernández Pérez (2015) state that between the current conditions of universities and the future challenges they face, it is agreed that a new vision of higher education must be imposed in the search for relevance, impact and optimization. This includes the constant adjustment in demand emanating from the changes associated with development and management conceptions which enhance the quality of its processes. Garbanzo Vargas (2007) presented a work focused on Central American universities regarding the challenges of university management in the higher public education system. In her work, she states that the education system, given its social nature characterized by high levels of complexity, must ensure that university management is focused on building new and innovative scenarios.

Best practices have been recognized both for their excellence and for their versatility in other contexts. Best practices can provide guidance when making decisions to improve social reality and thus increase the quality of work in the teaching-learning process. In addition, they must meet four criteria: innovative, effective, sustainable and replicable (GRADAILLE PERNAS; CABALLO VILLAR, 2016). The same authors establish the causes that lead higher education institutions to develop best practices, grouping them in three dimensions: (1) addressing concerns (2) facing difficulties in the higher education context and (3) thinking strategically.

Regarding the analysis of university best practices, the literature indicates that it is necessary to determine a series of criteria that universities must address in specific areas. A study of Colombian universities (BLANCO HÉRNANDEZ; QUESADA IBARGÜEN, 2014), establishes that the main competitive advantage of successful organizations, not only lies in the quality management models that are implemented, but in the quality of their management. This includes key areas, such as human talent, financial, commercial, technological quality, among others. In Chile, Atria (2006) analyzes the institutional management models of universities from the Council of Rectors, considering the structure of the criteria of the National Accreditation Council (NAC) for the institutional evaluation aimed at accreditation.

Benchmarking, in its simplest meaning, refers to a reference point (BOXWELL, 2008), being one of the most used tools that allows evaluating and comparing best practices among universities. Benchmarking is well known as a best practice in higher education institutions since it allows introducing improvements with low cost and low risk. It focuses on finding the best ideas and successful practices in the environment and comparing them with those of the institution (BALTODANO ZÚÑIGA; BADILLA ALVARADO, 2009). From a business perspective, it has been defined as a comparative study in areas or sectors of competing companies in order to improve the functioning of the organization itself (BOXWELL, 2008). Likewise, this concept is a tool used to evaluate and improve the results of organizations through a comparison of their own practices with those of the groups considered leaders. By utilizing this model, organizations can overcome challenges by taking advantage of successful practices (MARCINIAK, 2017).

Regarding the use of benchmarking in university education, studies conducted by Kelly (2005 apud MARCINIAK, 2017), indicate that the application of this interuniversity comparison seeks to allow the selected teaching institution to identify the best practices of other universities, get to know them, learn from them and improve the quality of a given action. Meanwhile, the application of benchmarking in educational processes is due to the need for university organizations to develop their capacity to review and evaluate themselves at all levels and in all their functions, as a consequence of the various changes that occurred in university settings (SILVEIRA PÉREZ; CABEZAS PULLÉS; FERNÁNDEZ PÉREZ, 2015). It should also be considered that the importance of benchmarking lies in the always-alert attitude that educational management should have with respect to the academic environment. There must be continuous monitoring of all the elements of such an environment that may affect it, positively or negatively (BALTODANO ZÚÑIGA; BADILLA ALVARADO, 2009).

In short, following Silveira Pérez, Cabezas Pullés and Fernández Pérez (2015), university benchmarking has advanced in the process of continuous improvement by seeking the quality of in-depth processes developed within it. This is achieved by conducting comparative assessments and learning with other university institutions or another type of organization that has had excellent experiences. These internal categories can be applied to academic departments, schools or between administrative and service units of a university.

Dimensions of best practices in University Management

Literature differs in the conception of best management practices in universities. It is clear that a "best practice" has become an essential factor for the high performance of universities. That is why it is recommended to carry out linked and integrated actions such as planning, institutionalization, infrastructure, objectives, results and performance goals, cost and financial management, risks, among others (FERREIRA; OLIVEIRA, 2018).

Girotto, Mundet Hiern and Llinás-Audet (2013), establish that university management is not only limited to institutional regulations, but also by the capacity of the organization to show accountability. This is why it is necessary to develop best practices keeping institutional governance in mind.

In recent years, there have been various organizations that have tried to define criteria to determine a practice as best (GRADAILLE PERNAS; CABALLO VILLAR, 2016). In an attempt to catalogue and carry out an analysis of the best practices existing in universities, some areas of management can be identified from the existing literature, such as (a) undergraduate teaching management, (b) postgraduate teaching management, (c) administrative management, (d) community engagement, (e) management in the academic area, and (f) service management. See Table No. 1.

Table 1 – Good practices in university management

Dimension	Management practices	Author
Undergraduate teaching management	curriculum student affairs of the teaching staff material resources of the information planning, teaching function evaluation, teaching function	YÁÑEZ-GALLEGUILLOS; SORIA-BARRETO (2017) RODRÍGUEZ UGALDE; MENDOZA SAUCEDO; MÉNDEZ PINEDA (2018)
Postgraduate teaching management	curriculum student affairs of the teaching staff material resources of the information planning, teaching function evaluation, teaching function	CENTRO INTERUNIVERSITARIO DE DESARROLLO (1990) RODRÍGUEZ UGALDE; MENDOZA SAUCEDO; MÉNDEZ PINEDA (2018)

Conclusão

Community engagement	curriculum Student affairs of the teaching staff	
		RODRÍGUEZ UGALDE; MENDOZA SAUCEDO; MÉNDEZ PINEDA (2018)
	material resources of the information planning, teaching function	ESCOTET (2005)
Administrative management	curriculum student affairs of the teaching staff	
		SÁNCHEZ MORENO; LÓPEZ-YÁÑEZ (2013)
	material resources	RODRÍGUEZ PULIDO; ARTÍLES RODRÍGUEZ
	of the information planning, teaching function	(2017)
Academic management	curriculum student affairs	
		SÁNCHEZ MORENO; LÓPEZ-YÁÑEZ (2013)
	of the teaching staff	RODRÍGUEZ PULIDO; ARTÍLES RODRÍGUEZ
	material resources of the information planning, teaching function	(2017)
Service management	curriculum student affairs	
		CAMISÓN ZORONZA; GIL
	of the teaching staff	EDO; ROCA PUIG (1999)
	material resources	FERNÁNDEZ (2008)
	of the information planning, teaching function	AGUILAR (2015)

Source: The authors (2019).

Methodology

Based on the experiences of best university practices of the Telescopi Network a mixed-methods, fundamentally descriptive, cross-sectional investigation was conducted. This investigation was aimed at cataloging the contents of the successful experiences reports of the universities that are part of the network. The study was carried out through the use and transference of qualitative information present in the UPC Telescopi repository located on the website (https://telescopi.upc.edu/buenas-practicas/buscar-buenas-practicas). Once the Telescopi Network documents were extracted, each of the reports was analyzed, and a file of each one was made on the spreadsheet. From these files, the most important fields were extracted and classified

according to the criteria by area in accordance with the theoretical framework, which allowed descriptive statistical analysis with support of the SPSS software.

The object of study is the 133 reports of best university practices developed between 2001 and 2016, by 54 universities in Latin America and Europe. Of these universities, 65% (35) belong to the public sector and 35% (19) to institutions of the private sector. See Table No. 2.

Table 2 – Network of countries and No. of universities by type

Country	Public	Private	Total
Spain	22	3	25
Colombia	0	8	8
Mexico	4	0	4
Chile	2	1	3
El Salvador	1	2	3
Ecuador	2	0	2
Paraguay	2	0	2
Venezuela	0	2	2
Uruguay	0	2	2
Portugal	1	0	1
Costa Rica	1	0	1
Peru	0	1	1
Total	**35**	**19**	**54**

Source: The authors (2019).

Of the countries where public universities participated, Spain stands out in first place, occupying 40.74%. In second place is Mexico with 7.41%, followed by the third place that Chile, Ecuador and Paraguay share with the same figure corresponding to 3.70%. In the last place are the countries of Portugal, El Salvador and Costa Rica represented by 1.85% of the 54 universities attached. Meanwhile, in private universities, Colombia stands out in first place with 14.81%. In second place is Spain with 5.56%, followed by the third place that El Salvador, Venezuela and Uruguay share with the same figure corresponding to 3.70%. In last place are the countries of Peru and Chile represented by 1.85% of the 54 universities attached.

The tabulation was made from the creation of a database, in which all the publications of best practices that were extracted from the network repository were introduced. Then, these publications were classified according to university of origin, country of origin, private or public institution, year of execution, development status (implemented and completed), and most frequent words. Finally, they were also

classified according to the six management criteria that were determined, in accordance with the state of the art: undergraduate teaching management, postgraduate teaching management, community engagement, administrative management, academic management and service management.

Then, the Atlas.ti 7.5.4 software was used, which facilitated the coding and ordering of empirical data based on text reports. The software offers a tool called "Word List" that facilitated the counting of the frequency with which the identified words from the extracted reports appear. Subsequently, a semantic network analysis was applied with the same program, a tool that extracts and synthesizes the amount of words frequently used within the 133 publications. This allowed an analysis of each one of the extracted reports, granting the possibility of establishing and relating information connections by linking common concepts associated to best practices in university management. This, at the same time, facilitates the identification of those most relevant and frequent terms existing in each of the reports that were the subject of this study.

Results

Figure No.1 has been created to analyze the years in which best practices were reported. This figure shows the evolution of the incorporation of best practices in universities between 2001 and 2016. It follows that during the first five years (2001-2006), there was slow growth in the development and reporting of best practices of the attached universities. The numbers went from 1% for the period 2001 to 2% in 2006, whose highest point for this period was 2003 with 3%. As of 2007, a rapid increase in the development of these types of practices began to be registered. During that year, the figures increased to 9%, and then grew to 10% the following period, to reach 14% in 2009. From the year 2010 onwards, a decline began to occur registering for that period at 13 % of reports in the repository, the same amount that was observed during 2011. The years 2012-13-14 and 15 presented figures of 9%, 11%, 7% and 2% respectively, to end the year 2016 with a 1%.

Figure 1 – Annual evolution of good practices
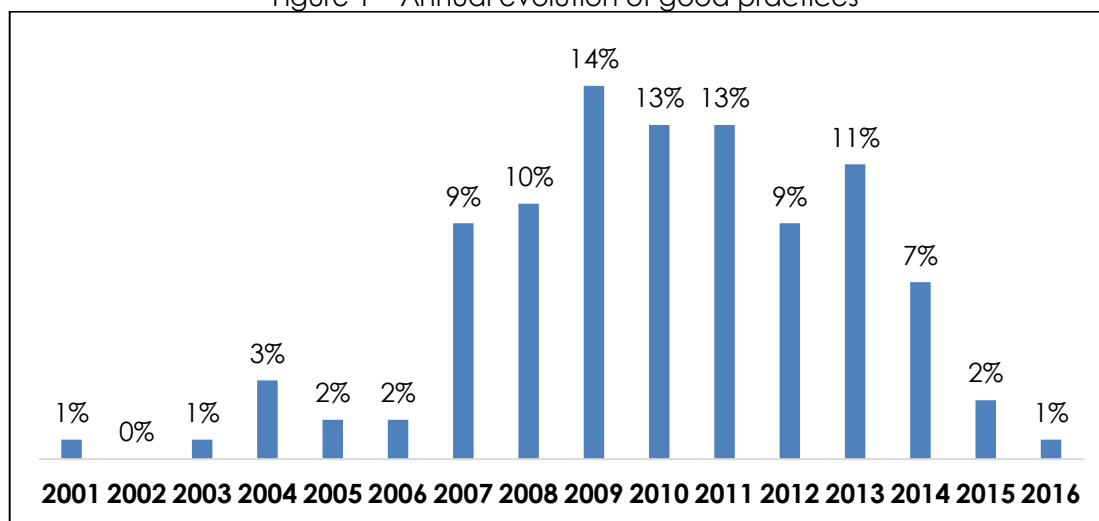
Source: The authors (2019).

From the reports on best practices, it is possible to establish the geographical distribution of the 133 reports present in the network repository (Table No. 3): 57.9% belong to Spanish universities, 13.5% represent universities of Colombia, 6.0% are given by universities in Chile, and 4.5% represent reports belonging to the universities of El Salvador. At the same time, Uruguayan universities are represented with 4.5%, followed by 3.8% of reports delivered by Paraguayan universities. Reports developed by Mexican and Venezuelan universities appear with 3.0%. Then, and to a lesser extent, Ecuadorian universities appear with 1.5%. Finally, with 0.8%, Costa Rica, Peru and Portugal universities appear, respectively.

Table 3 – Number of good practices by country

Country	N°	%	Country	N°	%
Spain	77	57,9%	Mexico	4	3,0%
Colombia	18	13,5%	Venezuela	4	3,0%
Chile	8	6,0%	Ecuador	2	1,5%
El Salvador	6	4,5%	Costa Rica	1	0,8%
Uruguay	6	4,5%	Peru	1	0,8%
Paraguay	5	3,8%	Portugal	1	0,8%

Source: The author (2019).

In relation to the six management criteria established in this research, and after analyzing the 133 documents belonging to the collection of best practice experiences, the results are as shown in Table No. 4. It is presented that out of a total of 133 reports of best practices obtained, 34% represent the administrative management criterion, and 21% represent the management criterion of community engagement. Then, 19% represent the faculty academic management criterion, 19%

represent the undergraduate teaching management criterion, 4% represent the academic unit teaching management criterion, and finally, 4% represent service management.

With regard to public sector universities, the analysis determined that 25.56% focus their activities on administrative management, 14.29% do so in community engagement management, and that 9.77% focus their activities on faculty academic management. On the other hand, it is shown that 11.28% focus on undergraduate teaching management, postgraduate teaching management has 1.50% of participation, and finally the service management unit occupies 3.76% of the activities of public institutions.

On the other hand, in relation to private universities the analysis showed that 8.27% focus their activities on administrative management, 6.77% do so in community engagement management, and 8.77% in academic management, a figure that is shared by undergraduate teaching management. While the postgraduate teaching management has a 2.27% participation, and the service management unit shows a 0% participation in the institutions of this sector.

Table 4 – Good practices by criteria and type of university

Management criteria	Public		Private		Total	
	N°	%	N°	%	N°	%
Undergraduate teaching management	15	11,3%	10	7,5%	25	18,8%
Postgraduate teaching management	2	1,5%	3	2,3%	5	3,8%
Community engagement	19	14,3%	9	6,8%	28	21,1%
Administrative management	34	25,6%	11	8,2%	45	33,8%
Academic management	13	9,8%	12	9,0%	25	18,8%
Service management	5	3,8%	0	0,0%	5	3,8%
Total	**88**	**66,2%**	**45**	**33,8%**	**133**	**110,0%**

Source: The authors (2019).

Regarding best practices by geographical distribution (Table No. 5), in Latin America there are 45.11% of best practices, in contrast to 54.89% in Europe, which indicates that Europe has a higher percentage of applied best practices compared to America. Some management criteria in which Europe stands out over America are, administrative management with 21.80%, community engagement management with 12.78%, and undergraduate teaching management represented with 12.03%. In all these criteria, Europe presents a broad superiority over America. It is true that at the European level, there are positive variations of America over Europe, such as

academic management; however, despite the data collected, Europe continues to maintain superiority over America.

Table 5 – Good practices by criteria and geographical area

Management criteria	Latin America		Europe		Total	
	N°	%	N°	%	N°	%
Undergraduate teaching management	10	7,5%	15	11,3%	25	18,8%
Postgraduate teaching management	3	2,3%	2	1,5%	5	3,8%
Community engagement management	11	8,3%	17	12,8%	28	21,1%
Administrative management	16	12,0%	29	21,8%	45	33,8%
Academic management	15	11,3%	10	7,5%	25	18,8%
Service management	5	3,8%	0	0,0%	5	3,8%
Total	**88**	**66,2%**	**45**	**33,8%**	**133**	**100,0%**

Source: The authors (2019).

Excellence Criteria under EFQM

Regarding the criteria of excellence, they are established by the Telescopi Network, which is governed by the European EFQM management model (Table No. 6), categorized as follows: people, social responsibility, alliances and resources, leadership, customers, strategic and processes, products and services. The results were as follows:

Table 6 – Good practices according to EFQM criteria

Criteria	N°	%
Alliances and resources	14	10,5%
Customers	16	12,0%
Strategic	41	30,8%
People	2	1,5%
Processes, products and services	51	38,3%
Leadership	16	12,0%
Social responsibility	5	3,8%
Total	**133**	**100,0%**

Source: The authors (2019).

In relation to the total amount of institutions that compose the sample, it is obtained that 38.35% obey the criterion of processes, products and services. In second place is the strategic criterion with 30.83%. Then, with a lower percentage of 12.03%, the customer criterion appears, the same amount that the leadership holds, while alliances and resources have 10.53%. Finally, the criterion of social responsibility and people reflect 3.76% and 1.50% participation, respectively.

Analysis of the most important concepts and words

From the written report of each "best practice" of the Telescopi Network repository, with the support of the Atlas.ti software, the words that appear most frequently are listed, giving account of the key terms in the documents issued by the universities. In the criterion "Undergraduate teaching management" which groups 25 reports (See Figure No. 2), the concept of "university" is identified as the core concept of having a direct relationship with "training", "students", "management" and "results". On the second level are terms such as "orientation", "innovation", "evaluation" and "competencies". This means that the best practices carried out in undergraduate teaching management are concerned with generating a comprehensive and quality training towards students. In addition, in the second level, there is concern about "dropout", a plan that was developed to reduce the withdrawal figures of undergraduate students.

Figure 2 – Word cloud of the undergraduate teaching management criterion

Source: The authors (2019).

In the case of the "Postgraduate teacher management" criterion, which includes five reports (See Figure No.3), all concepts are documented at the same level of recurrence. That is, it provides the fundamental information on postgraduate teaching management, since it is understood that all these concepts are fundamental so that postgraduate teaching management is carried out in such a way that it is considered acceptable via best practices within HEIs.

Figure 3 – Word cloud of the postgraduate teaching management criterion

Source: The authors (2019).

Regarding the criterion "Community engagement management" with 28 reports (Figure No. 4), the word "university" stands out as the nuclear concept, with a relationship dependent primarily on the development of the concepts of "practice", "service" and "social" as homologous hierarchical concepts, applicable at points such as "communication", "responsibility" and "information". Within the same recurrence table, there are concepts such as "employment", "commitment", "collaboration", "entrepreneurs", implying that this management criterion concentrated its best practices in its stakeholders.

Figure 4 – Word cloud of the Community engagement criterion

Source: The authors (2019).

As noted above, the category that concentrates the largest number of reports (45) is the "Administrative Management" criterion (See Figure No. 5). The word "Management" is the most prominent and it is presented as the nuclear concept with a dependent relationship primarily in the development of "quality" and "university" as

homologous hierarchical concepts, applicable in points such as "practice", "information" and "services". Within the same recurrence table, there are concepts such as "complaints" and "toxic", which are inferred as not a positive part of the management criteria.

Figure 5 – Word cloud of administrative management criterion

Source: The authors (2019).

Within the scope of the criterion "Academic management" (Figure No. 6), which groups 25 reports, the concept "quality" is clearly reflected as a fundamental point, since it establishes a close relationship with "training", "evaluation" and "management". As second-order categories, there are those in the area of "innovation", "information", "research", "improvement", "accreditation" and "professors". This reflects that the faculties carried out best practices focused on research articles, and on the delivery of postgraduate courses.

Figure 6 – Word cloud of the academic management criterion

Source: The authors (2019).

The criterion "Service management" (Figure No. 7) contains 5 reports of best practices. They clearly reflect the fundamental points of the concepts of "university", "quality" and "services". As second-tier categories, there are those of the "management" area, in its generic conception.

Figure 7 – Word cloud of the service management criterion

Source: The authors (2019).

Concept map analysis

As a result of this analysis, a connection is established amongst the management criteria. Some of the most prominent concepts can be found in administrative management because there is a strong influence over the other management criteria. Therefore, it is understood that universities focus their resources on improving internal administrative management processes. On the other hand, the least interconnected management criteria are community engagement management, service management and postgraduate teaching management. This is because the existing literature in Telescopi does not contain documents in which its contents are closely related to the other criteria.

From this analysis it can be deduced that good practices are mostly focused on the areas of administrative management over other areas. This can be explained by the new demands that universities, in a large part of the world, have had to professionalize their management, incorporate technology, standardize processes, have continuous improvement and essentially, focus their efforts on improving their financial performance, especially in countries where the State and society are constantly evaluating them and demanding accountability of their work. This leads to research on how these best practices have been implemented and whether this effort

has generated better academic performance, for example, in their position in the rankings.

Conclusions

To conclude this study, it can be stated that best practices are experiences of work carried out in different fields that have good results and are oriented to concrete and effective solutions that allow a better performance of people or organizations. The university, as an organization, is no stranger to best practices, although their implementation has been a novelty of the new millennium.

On the educational level, best practices have become a necessary element due mainly to the fact that universities and their governments exist in an increasingly changing and turbulent environment, which causes effects in almost all areas of life, such as: social, economic and cultural policies. These changes require the HEIs to incorporate and generate policies, strategies and practices that allow them to enjoy greater efficiency, adaptability, competitiveness and responsiveness to an increasingly changing and demanding public. At the same time, higher education institutions are to assume a new role as universities characterized by constant search for communication with each of the elements of its environment, relevance, impact and optimization.

Although studies in this area are still scarce, the literature on organizational management argues that best practices in universities should be subject to evaluation mechanisms that analyze and compare results of activities carried out. For such an evaluation, it is argued that a series of criteria or topics should be established in order to group these types of initiatives under parameters that are common and thus can perform a more optimal analysis.

According to the criteria used in this research, it was determined that most of the universities focused their activities on improving or strengthening administrative management, which manifested a tendency on the part of the study centers to improve their internal processes. The second criterion, with 21.05%, was that of the community engagement management, reflecting some concern on the part of the institutions to maintain a responsible relationship with the community they are inserted in.

When analyzing Latin American and European universities separately, it was observed that in both cases the tendency to prefer administrative management

remained consistent. This phenomenon was repeated when public and private institutions were analyzed separately. In summary, you can determine the purpose behind the study was to improve and strengthen their administrative efficiency, over other criteria, such as community engagement, research, teacher development, among others.

Finally, the analysis allows institutions to see the focus of development of best practices in other universities with similar characteristics. On the other hand, it will allow the same organizations that took part in the case study to understand what areas are being prioritized and develop activities that allow the integration of those criteria that were not being considered in order to develop more comprehensive growth.

In addition, the evidence that good practices have been given in different dimensions of university management makes clear the need to professionalize the weakest areas, incorporating human resources to raise the quality of services, both inside and outside the institutions. Another transversal factor is the incorporation of technology at the service of management, which allows for the standardization of processes and the reduction of costs, making it more efficient. The important thing is not to forget that the final result of the universities is given through their reputation and performance. The latter could be the basis for new studies, by relating good practices and ranking.

The analysis gives rise to develop other types of research in this area. Among them is the possible analysis of the impact that best practices have in the community, or the level of impact they have on the same universities both in their internal administrative processes and in those processes that are linked to the environment in which they are located. At the same time, it is interesting to develop quantitative research on management trends developed by both public and private universities in Latin America.

References

AGUILAR, V. G. La necesidad de un nuevo modelo de gestión para las universidades públicas. *Anales*: Revista de la Universidad de Cuenca, Cuenca, v. 57, p. 41-51, jul. 2015. Available in: http://192.188.48.14/bitstream/123456789/22929/1/4.pdf. Access in: 10 jul. 2019.

ATRIA, R. La gestión de las universidades del consejo de rectores. *Calidad en la Educación*, Santiago de Chile, n. 24, p. 67-116, 2006. DOI: http://dx.doi.org/10.31619/caledu.n24.268. Available in: https://www.calidadenlaeducacion.cl/index.php/rce/article/view/268/272. Access in: 10 jul. 2019.

AUSÍN, T. Buenas prácticas (códigos de). *Eunomía*: Revista en Cultura de la Legalidad, Madrid, n. 15, p. 239-248, oct. 2018. DOI: https://doi.org/10.20318/eunomia.2018.4354. Available in: https://e-revistas.uc3m.es/index.php/EUNOM/article/view/4354. Access in: 11 jul. 2019.

BALTODANO ZÚÑIGA, V. J.; BADILLA ALVARADO, A. R. Aportes de la administración moderna a la gerencia educativa. *Revista Electrónica Educare*, San José, v. 13, n. 2, p. 147-158, 2009. DOI: https://doi.org/10.15359/ree.13-2.11. Available in: https://www.revistas.una.ac.cr/index.php/EDUCARE/article/view/1501/15845. Access in: 11 jul. 2019.

BLANCO HÉRNANDEZ, I.; QUESADA IBARGÜEN, V. *La gestión académica, criterio clave de la calidad de la gestión de las instituciones de educación superior*. Ponencia en Universidad Central de Venezuela. [*S. n., s. l.*], 2014. Available in: https://www.researchgate.net/publication/228908649. Access in: 11 jul. 2019.

BOXWELL, R. J. *Benchmarking para competir con ventaja*. Madrid: McGraw-Hill Interamericana de España, 2008.

CAMISÓN ZORONZA, C.; GIL EDO, M. T.; ROCA PUIG, V. Hacia modelos de calidad de servicio orientados al cliente en las universidades públicas: el caso de la Universitat Jaume I. *Investigaciones Europeas de Dirección y Economía de la Empresa*, [*S. l.*], v. 5, n. 2, p. 69-92, 1999. Available in: https://dialnet.unirioja.es/servlet/articulo?codigo=785055. Access in: 10 jun. 2019.

CENTRO INTERUNIVERSITARIO DE DESARROLLO. *Calidad de la docencia universitaria en América Latina y el Caribe*: políticas, gestión y recursos: estudio de casos. Santiago de Chile: Alfabeta Impresores, 1990. Available in: https://cinda.cl/wp-content/uploads/2019/01/calidad-de-la-docencia-universitaria-en-america-latina-y-el-caribe.pdf. Access in: 10 abr. 2018.

COMISIÓN EUROPEA. *Manual sobre la integración para responsables de la formulación de políticas y profesionales*. [Bruselas]: Comunidades Europeas, 2004.

PABLOS PONS, J. de; JIMÉNEZ CORTÉS, R. Buenas prácticas con TIC apoyadas en las políticas educativas: claves conceptuales y derivaciones para la formación en competencias. *RELATEC*: Revista Latinoamericana de Tecnología Educativa, [*S. l.*], v.

6, n. 2, p. 15-28, 2007. Available in:
https://dialnet.unirioja.es/servlet/articulo?codigo=2561382. Access in: 10 abr. 2018.

ESCOTET, M. Á. Formas contemporáneas de gobierno y administración universitaria:
visión histórica y prospectiva. *Perfiles Educativos*, [*S. l.*], v. 27, n. 107, p. 134-148, 2005.
Available in: http://www.scielo.org.mx/scielo.php?script=sci_abstract&pid=S0185-
26982005000300007&lng=es&nrm=iso. Access in: 11 abr. 2018.

ESCUDERO MUÑOZ, J. M. Buenas prácticas y programas extraordinarios de atención
al alumnado en riesgo de exclusión educativa. *Profesorado*: Revista de Currículum y
Formación de Profesorado, [*S. l.*], v. 13, n. 3, p. 107-141, 2009. Available in:
https://www.ugr.es/~recfpro/rev133ART4.pdf. Access in: 11 jun. 2018.

FERNÁNDEZ JERI, L. Análisis de la gestión universitaria en la universidad pública
peruana. *In*: COLOQUIO INTERNACIONAL SOBRE GESTIÓN UNIVERSITARIA EN
AMÉRICA DEL SUR, 8., 2008, [Assumption]. Anais [...]. [Assumption]: [*s. n.*], 2008.
Available in:
https://repositorio.ufsc.br/bitstream/handle/123456789/64289/gestionuniversitaria-
Peru.pdf?sequence=1&isAllowed=y. Access in: 20 ago. 2018.

FERREIRA, M. de A. M.; OLIVEIRA, S. R. M. Evaluating the influence of management
practices on the performance of brazilian federal universities. *European Journal of
Scientific Research*, [*S. l.*], v. 151, n. 2, p. 221-232, dec. 2018. Available in:
https://www.europeanjournalofscientificresearch.com/issues/PDF/EJSR_151_2_08.pdf.
Access in: 30 jun. 2019.

GARBANZO VARGAS, G. M. Calidad y equidad de la educación superior pública:
aspectos por considerar en su interpretación. *Revista Educación*, San José, v. 31, n.
2, p. 11-27, 2007. Available in:
https://revistas.ucr.ac.cr/index.php/educacion/article/view/1241/1304. Access in: 5
jul. 2018.

GIROTTO, M.; MUNDET HIERN, J.; LLINÁS-AUDET, X. Estrategia en la universidad:
¿cuestión de calidad, gerencialismo y relaciones político- financieras?. *Revista de
Educación*, Madrid, n. 361, p. 95-116, 2013. DOI: 10.4438/1988-592X-RE-2011-361-136.
Available in: https://www.educacionyfp.gob.es/dctm/revista-de-
educacion/articulosre361/re36104.pdf?documentId=0901e72b8162f02d. Access in:
25 jul. 2019.

GRADAILLE PERNAS, R.; CABALLO VILLAR, M. B. Las buenas prácticas como recurso
para la acción comunitaria: criterios de identificación y búsqueda. *Contextos
Educativos*: Revista de educación, La Rioja, n. 19, p. 75-88, 2016. DOI:
https://doi.org/10.18172/con.2773. Available in:
https://publicaciones.unirioja.es/ojs/index.php/contextos/article/view/2773/2667.
Access in: 20 jun. 2018.

JERÍ RODRÍGUEZ, D. Buenas prácticas en el ámbito educativo y su orientación a la
gestión del conocimiento. *Educación*, Lima, v. 17, n. 32, p. 29-48, mar. 2008.
Available in:

http://revistas.pucp.edu.pe/index.php/educacion/article/view/1537/1482. Access in: 30 jun. 2018.

LLINÁS-AUDET, X.; GIROTTO, M.; SOLÉ PARELLADA, F. La dirección estratégica universitaria y la eficacia de las herramientas de gestión: el caso de las universidades españolas. *Revista de Educación*, Madrid, n. 355, p. 33-54, 2011. Available in: https://www.researchgate.net/publication/277074644_La_direccion_estrategica_uni versitaria_y_la_eficacia_de_las_herramientas_de_gestion_el_caso_de_las_universida des_espanolas. Access in: 23 jan. 2018.

MARCINIAK, R. El benchmarking como herramienta de mejora de la calidad de la educación universitaria virtual. *EDUCAR*, Barcelona, v. 53, n. 1, p. 171-207, 2017. Available in: https://ddd.uab.cat/pub/educar/educar_a2017v53n1/educar_a2017v53n1p171.pdf. Access in: 30 ago. 2018.

RODRÍGUEZ PULIDO, J.; ARTÍLES RODRÍGUEZ, J. Aprendizajes y buenas prácticas para la gestión de la institución superior. *REICE*: Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación, [Madrid], v. 15, n. 1, p. 129-141, 2017. DOI: https://doi.org/10.15366/reice2017.15.1.008. Available in: https://revistas.uam.es/reice/article/view/6966/7291. Access in: 25 jul. 2019.

RODRÍGUEZ UGALDE, D. C.; MENDOZA SAUCEDO, F.; MÉNDEZ PINEDA, J. M. Diagnóstico sobre las buenas prácticas docentes en la facultad de contaduría y administración y la facultad de derecho de la universidad autónoma de San Luis Potosí. *Revista Latinoamericana de Educación Inclusiva*, [S. l.], v. 12, n. 1, p. 163-179, 2018. DOI: http://dx.doi.org/10.4067/S0718-73782018000100163. Available in: https://scielo.conicyt.cl/pdf/rlei/v12n1/0718-7378-rlei-12-01-00163.pdf. Access in: 13 jun. 2019.

SÁNCHEZ MORENO, M.; LÓPEZ-YÁÑEZ, J. Buenas prácticas de gobierno y gestión en la universidad. *Teoría de la educación*, [Salmanca], v. 25, n. 1, p. 125-148, 2013. Available in: https://dialnet.unirioja.es/servlet/articulo?codigo=4291786. Access in: 5 sep. 2018.

SILVEIRA PÉREZ, Y.; CABEZAS PULLÉS, D.; FERNÁNDEZ PÉREZ, V. Benchmarking en la gestión de procesos universitarios: experiencia en universidades cubanas. *Revista Ibero-americana de Educación*, Madrid, v. 69, n. 3, p. 43-62, 2015. DOI: https://doi.org/10.35362/rie693111. Available in: https://rieoei.org/historico/deloslectores/7095.pdf. Access in: 20 ago. 2019.

VALDEZ ZEPEDA, A.; OROZCO ALVARADO, J.; LEÓN ARIAS, A. de; CASTILLO GIRÓN, V. M. *Gestión universitaria y procesos de aprendizaje para la calidad educativa*: el caso del Cucea de la Universidad de Guadalajara. *In*: CONGRESO NACIONAL DE EDUCACIÓN TURÍSTICA CONAET-AMESTUR, 6., 2011, Monterrey. *Anais* […]. Monterrey: [s. n.], 2011.

YÁÑEZ-GALLEGUILLOS, L. M.; SORIA-BARRETO, K. Reflexión de buenas prácticas docentes como eje de calidad en la educación universitaria: caso escuela de

ciencias empresariales de la universidad católica del norte. *Formación universitaria*, [*S. l.*], v. 10, n. 5, p. 59-68, 2017. DOI: http://dx.doi.org/10.4067/S0718-50062017000500007. Available in: https://scielo.conicyt.cl/pdf/formuniv/v10n5/art07.pdf. Access in: 12 ago. 2018.