

## FOREWORD

Management of higher education institutions is the central subject of this issue of *Calidad en la Educación*, a journal published by the Higher Council of Education (Consejo Superior de Educación, CSE), Number 24. What management models usually operate in our higher education institutions? What internal dynamics affect decision-making in these educational organizations? What other agents have an impact on their work? These are some of the questions dealt with in this monograph.

This edition begins with the analysis of useful models and concepts to discuss about management. Researchers of the Interdisciplinary Program for Research in Education refer to Total Quality Management (TQM) implemented in universities and colleges throughout the developed world since the late 80s, and discuss its potentiality for the Chilean case. Fernando Lolas, from the University of Chile and the Pan-American Health Organization, on his part, proposes a brief description of management models, and identifies how the major challenges for appropriate management are the heterogeneity of the institutions and the diversity of their internal and external audiences. Subsequently, the President of the University of Tarapacá, Emilio Rodríguez, provides a system model based on the diversity of the directing group, consistent values, and leadership style, variables that act as determinants of rationality, politicization, conflict, procedural justice, and the flexibility of decision-making strategies in public universities.

In this same field, Professor Raúl Atria informs on the study undertaken between 2005 and 2006, sponsored by the Council, regarding the “models of institutional management observed in the first group of universities belonging to the Council of Presidents (Consejo de Rectores de las Universidades Chilenas, CRUCH) that participated in the voluntary institutional accreditation process

carried out by the National Commission for Accreditation (Comisión Nacional de Acreditación, CNAP). The Academic Vice President of the DuocUC Professional Institute, Cristóbal Silva comments the study and lessons that can be extracted from this experience. He also mentions the challenges that must be faced in future accreditation processes and the definition that this demands in public policies on higher education.

As regards governability of tertiary education institutions, human resources and quality assurance, Vladimir Marioanov and Marcelo Von Christmar present a brief vision of the different schemes of university government existing in Chile, using the cases of the Pontifical Catholic University of Chile and the DuocUC Foundation. On the other hand, the Director of Human Resources of the University of Chile, Jaime Parada, refers to the condition of academic staff and management in higher education, and the way in which the different realities faced by these institutions also raise diverse problems related to their personnel.

As regards the territorial expansion of institutions and quality assurance, the President of Arturo Prat University, Carlos Merino, describes, from a university point of view, an operational management model based on the establishment of centers and campuses, in order to grow with competitive capacity and as a complex university. From the standpoint of a professional institute, the national Vice President of INACAP Corporation, Jorge Narbona, presents a model of territorial expansion based on a set of management practices, oriented to guarantee homogeneity and service quality in all the campuses of the country.

For higher education establishments that have focused on quality as a center of their institutional policies, accreditation is a commitment. The Director of Strategic Studies of the University of Concepción, Arturo Mora, presents the experience of that institution in its accreditation processes, emphasizing the impacts resulting from such processes in its management.

While the diagnosis of the deficient state of information dissemination in higher education is almost unanimous, there still exists a national referent giving full account of the problem. The Sociologist Gonzalo Zapata, who is currently taking a graduate degree course in Albany University, USA, expresses that generating and providing relevant information to the public and to competent agencies is an obligation of the institutions in the present competitive post-secondary education market. From another point of view the experiences on this matter at the Diego Portales and Del Bío-Bío universities are discussed by Antonio Peñafiel, Director of Institutional Analysis, and by the Director of Informatics, Ingrid Grūnewald, respectively.

In the field of internationalization of higher education, experts from the Pontifical Catholic University of Chile discuss the implementation processes of the Tuning Project in five Chilean universities, and examine its possible articulation with the guidelines of the Alfa Project in Latin America and the Bologna process in the European Union. From another angle, the joint experience between Santo Tomás University of Chile, and the network of the International Council of Universities Saint Thomas Aquinas (IC-USTA), to promote equity among the faculty and the students of various parts of the world in the access to information and knowledge, which cover the fields of teaching, investigation, and extension is discussed.

The professionals from the Technical Secretariat of the Higher Council of Education, Paula Mena and Cecilia Dooner, inaugurate a new Study Section in this issue of the journal with a report on the difference existing between the tariffs charged by the higher education institutions for undergraduate studies, and the reference tariffs established by the Ministry of Education as maximum amount of coverage for loans to finance higher education studies. A second article in this same section offers a descriptive analysis of the socio-economic and educational condition of students in their application and enrolment processes in universities belonging to Council of

Presidents of Chilean Universities, based on data supplied by the Educational Evaluation, Measurement, and Registry Department of the University of Chile for the year 2005, and conducted by academics of the University of Chile and SEK International University.

Several articles are included in the section Miscellaneous. In the international plan, the Mexican lecturer Alejandro Araujo presents some reflections on the face to face interaction in the education process, and from his own experience as participant in a distance course, contributes to the discussion on how to effectively incorporate distance education to university teaching. In the field of Social Sciences, Teresa Matus, Aldo Mascareño and Adriana Kaulino, from different Chilean universities, criticize the insufficient number of graduate degree courses in this area of knowledge, as well as the absence of quality evaluation models of such courses.

Finally, the article “Workers in Higher Education and Reproductions of Gender” reports the conclusions of a study on the perception of the teachers of the Faculty of Educational Sciences at Playa Ancha University vis-a-vis the reproduction of inequalities in higher education through the years 2004-2005.

As usual now, the articles that appear in this first semester issue of *Calidad en la Educación* intend to encourage reflection and find solutions to the urgent problems currently affecting higher education. Particularly, in this new stage in which accreditation and quality assurance processes must be implemented.

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