The Governance of Higher Education Institutions: Overview and Specific Examples

Policy Note for Chile

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OVERVIEW

Introduction[1]

1. The higher education landscape is characterised by a high degree of heterogeneity across institutions that is reflected in organisation, governance and operating conditions, among others. Conceptual and actual models of institutional governance are many. Burton Clark's triangle of coordination between the three dimensions of government, market and academia offers a widely-cited and helpful approach to analysis (Clark, 1983). It attempts to illustrate how order can emerge from complex higher education systems that encompass many different goals, beliefs and forms of authority. The triangle offers a flexible framework through which to analyse evolving relationships between the actors in a higher education system. This framework can be applied systematically and comparatively to different systems and has been of great influence and relevance in higher education policy. A wide-ranging OECD review of higher education policy published in 2008, *Tertiary Education for the Knowledge* Society (OECD, 2008), notes that:

> "The trend has been for a reduction of direct State control of tertiary education in most OECD countries, less involvement in the running of tertiary education institutions (TEIs) on a day-to-day basis, and the introduction of new forms of supervision and influence through accountability mechanisms. These trends have had three main effects on internal institutional governance:
>
> - a strengthening of the power of executive authorities within TEIs, increasingly being appointed for their leadership and managerial qualities in addition to the traditional academic leadership skills;
> - a concomitant loss of power and influence by existing collegial bodies; and
> - an increase in participation on governing bodies by individuals external to the institution, which has strengthened the leadership of TEIs."

2. The context in Chile is fundamentally different. The development of Chile's higher education system in the last three decades has relied on market mechanisms – for example, tuition fees, dominant private provision, facilitated entry of new institutions, freedom for institutions to provide programmes, competition among institutions - and limited regulation and supervision by the State. In Chile, the great majority of institutions are private; students choose institutions and institutions choose students in a market-like system where supply and demand are powerful forces; and many funding policies that exist – for example, the relatively small amount of governmental revenue in the system, the dominance of household expenditure – also enhance a market-like system. In Chile, the government objective has typically been to enhance the positive elements of markets (for further analysis see Brunner and Uribe, 2007).

3. Chile's higher education system is characterised by the following features (OECD, 2016):

- Relative low public funding as a proportion of expenditure on higher education institutions: 38% in 2014, the 4th lowest figure in the OECD (above Japan, Korea and the United States), against an OECD average of 70%. This figure, however, has been increasing within the last decade. In

[1] This part draws on de Boer and File (2009).

2005, it stood at only 16%, then by far the lowest figure within the OECD area (against an OECD average of 70%).[2]

- Relative high household expenditure as a proportion of expenditure on higher education institutions: 52% in 2014, the highest figure in the OECD, against a 2013 OECD average of 21%.

- The private sector makes up the largest share of provision in Chile's higher education system: in 2014, 80% of students were enrolled in private institutions (64% in private-independent institutions and 16% in publicly-funded private institutions which are part of the Council of University Rectors [*Consejo de Rectores de las Universidades de Chile*, CRUCH]).

4. Chile's higher education system continues to expand. Educational attainment in higher education remains low by international comparison, although increasing enrolment rates imply the situation is gradually improving. In 2015, the proportion of adults aged 25-64 who had attained tertiary education was 21%, the 4th lowest figure in the OECD area (against an OECD average of 35%). This proportion was 27% for adults aged 25-34 (the 3rd lowest figure against an OECD average of 42%) and 14% for adults aged 55-64 (the 6th lowest figure against an OECD average of 26%) (OECD, 2016).

5. The literature has identified a number of risks associated with the widened scope of markets in higher education. To begin with, if tertiary institutions become deeply engaged in market relationships – particularly as these move from the periphery of their operation to their core research and teaching activities – the incentive of profitability may threaten their intellectual independence and integrity. Also, widespread challenges exist concerning quality and its assurance when the scope for competition, especially through expanded private provision, is large. Low barriers to market entry are seen as a risk of degrading quality (OECD, 2008). Market competition might also be inefficient if, for example, there is a small number of institutions operating in the same domain (diversification of service weakens competition), or there is a lack of scale of institutions (potential inefficient use of some resources). There is also the risk that competitive pressures acting in the short term may be reconciled only with difficulty to the long-term interests of continuity in research. Another fear is that competition can drive up student costs (new fees and loan schemes), possibly hindering the access of low-income students (OECD, 2008).

The governance challenge in higher education

6. In the governance of higher education, the ultimate objective of the government as the guardian of public interest is to ensure that public resources are efficiently spent by higher education institutions to societal purposes. There is the expectation that institutions are to contribute to the economic and social goals of countries. This is a mixture of many demands, such as: quality of teaching and learning defined in new ways including greater relevance to learner and labour market needs; research and development feeding into business and community development; and contributing to internationalisation and international competitiveness.

7. There is a tension between the pursuit of knowledge generation as a self-determined institutional objective and the statement of national priority as defined in the aims and goals of the higher education system. The objective, from a governance point of view, is then to reconcile the priorities of the individual institutions and the broader social and economic objectives of countries. This entails determining how far the former contributes to the latter as well as clarifying the degree of latitude the institution has in pursuing its own self-established objectives. The governance challenge is then to achieve the appropriate balance

[2] The proportion of public funding for higher education is likely to have increased since 2014. As of 2016, the Chilean Government launched the Free Tuition Programme (*Gratuidad*), which is a grant programme aiming to exempt certain students from paying tuition fees in higher education.

between the governmental steering and institutional autonomy in the pursuit of a better alignment between institutional initiative and the nation's economic and social development goals.

8. The design and functioning of governance arrangements and processes for higher education at both national and institutional levels are vital determinants of the effectiveness of the higher education system and of its capacity to contribute to national development. The objective is to put arrangements in place which are effective and efficient in addressing national economic and societal needs. They should also support the traditional and fundamental objectives of higher education in promoting scholarship through the creation, diffusion and maintenance of knowledge.

Conceptual models of institutional governance[3]

9. Although the literature offers a number of conceptual models of institutional governance, it provides little practical guidance on how the governance of higher education institutions should optimally be organised. Overall, the various traditional conceptual models of institutional governance can be grouped around three main approaches reflecting Clark's triangle of co-ordination at the system level:

- ***Academic oligarchy***

  This corresponds to the traditional academic model of collective collegial decision-making. In this approach, emphasis is placed on protecting professional autonomy and control over academic work and standards in the hands of those permanently involved and most intimately acquainted with it. A possible drawback of this model is to put too much emphasis on the protection of autonomy to the detriment of responsiveness to the public interest.

- ***Market co-ordination***

  This corresponds to a model of co-ordination emphasising freedom of choice for personnel, clientele, and institutions, and thereby indirectly promoting flexibility and adaptability. Management is delegated to executive groups, but within a corporate policy context set by the rectorate or other central bodies. In this approach, emphasis is placed on responsiveness to social demands and accountability. A possible drawback of this model is to suppress public control over which higher education institutions and programmes may survive during periods of increased competition.

- ***Bureaucratic co-ordination***

  This corresponds to a model of co-ordination providing for the administration of fragmented parts, with a hierarchy of decision-making bodies but common regulations and procedures. In this approach, emphasis is placed on accountability. A possible drawback of this model is to be insufficiently receptive to the needs of academics for creativity and flexibility.

- ***Entrepreneurial university***

  This corresponds to an intermediate mode of co-ordination between State and market. In this approach, conceptual models share an emphasis on the need for adjustments to the traditional academic model of collective collegial decision-making in the new environment of higher education institutions, and for stronger institutional leadership.

[3] Section based on OECD (2008).

The Challenge for Chile

10. Chile has a highly diversified higher education system characterised by a high degree of competition between institutions for students and a relatively high degree of institutional autonomy. As of 2014, there were 16 State universities; 9 private universities receiving public funding; 35 other private universities; 43 professional institutes; and 54 technical training centres. Of these, the 16 state-owned and 9 state-subsidised private universities are members of the Council of University Rectors (*Consejo de Rectores de las Universidades de Chile*, CRUCH) (OECD, 2013). Each of these groups has a different governance structure. The accountability of private non-CRUCH institutions in particular for the quality of the education provide has been inadequate, leading to a loss of public confidence and widespread acceptance of the need for reform of a number of aspects of higher education legislation and policy.

11. In Chile, forms of institutional governance vary by institution type. State universities were created by statutory law, which in general standardise their governance structures on the same basis except in some specific cases (e.g. *Universidad de Chile*, the *Universidad de los Lagos* and the *Universidad Tecnológica Metropolitana*). The Board of Directors (*Junta Directiva*) is the highest governing body in state universities. It is comprised of an equal number of representatives appointed by the President of the Republic, external members appointed by the Academic Council (*Consejo Académico*) and academic representatives named by the academic council (in some cases elected by the body of professors). Two-thirds of Directors are external to the university. Rectors are elected by vote of the university academic staff and then confirmed by the President of the Republic. Deans and department directors are also often elected. The Academic Council is made up of the Rector, Academic Vice-Rector, Deans and other directors or professors designated by the Council. The body is consultative in support of the Rector, except at the *Universidad de Chile* where it assumes the functions of the Board. State universities also have collegiate bodies responsible for decision-making at different levels. The *Universidad de Chile*, the *Universidad de los Lagos* and the *Universidad Tecnológica Metropolitana* have long permitted the participation of students and administrative staff in collegiate bodies, based on slightly different institutional statutes. The 9 state-subsidised private universities that are members of the CRUCH generally follow similar governance structures as state-owned institutions. However, in Catholic universities academic peers generally nominate candidates for rector, among whom church authorities select a name. Independent private universities, in general, have intermediated government structures that are very far from the more traditional collegial academic governance structures used at state universities. The controlling entity appoints representatives to the governing bodies of the institution, while the rector or other higher authorities can also appoint academics and communities representatives. The Board selects the rector from within or outside the university ranks. Some private universities have collegiate bodies that help select departmental directors or deans, although at other institutions these bodies are only consultative (OECD, 2017).

12. University governance and management are seen as having an important role to play in improving the quality and transparency of institutions. However, although the composition of a Governing Board may have an impact on the functioning and performance of an institution it is far from being the only factor. National laws determine both the scope for action that the institution has in terms of its strategic management, and the quality assurance framework sets expectations of accountability (Hénard and Mitterle, 2010).

13. While only two Chilean universities feature in the 2015 Academic Ranking of World Universities (the "Shanghai ranking") it should not be assumed that governance structures have any discernible impact on performance in this and other rankings which are substantially determined by sustained research output and impact over a long period.

The selection of the case-studies

14. This policy note presents descriptions of the governance structures of fourteen universities and of the University of California system, together with a brief discussion of trends and issues. The data has been collected through university websites and checked where possible with internal university bylaws and regulations. Further university representatives have been asked to check the data.

15. The university governance structures were chosen for a number of reasons and demonstrate significant variety. First, the choice of countries from which the institutions are drawn includes eight of the top ten as evaluated by the Universitas 21 Ranking of National Higher Education Systems 2014[4] (Australia, Canada, Denmark, the Netherlands, Sweden, Switzerland, the United Kingdom and the United States) together with several large European and Latin-American systems (Brazil, France, Germany, Mexico and Spain). Second, the institutions themselves are among the highest-ranked in those countries, but no country is represented by more than two institutions, and some leading institutions have been omitted either because the data was not available or the governance arrangements at the institution (e.g. Harvard University, Oxford University) were not felt to be relevant to public universities in Chile.

Discussion of the institutional case-studies

Enhancing institutional autonomy and accountability

16. In Europe, deregulation in the form of enhancing institutional autonomy has probably been the overarching governance trend in European higher education over the last two decades. This is in contrast to the case of Chile where institutions have traditionally benefitted from high levels of autonomy as part of an expansion based on market mechanisms with little supervision from the State. The argument is that universities (in Europe) should be freed from over-regulation and micro-management while accepting in return full institutional accountability to society at large for their results. This changing relationship between the state and the institutions intended to enhance institutional autonomy has been accomplished through substantial legislative reforms. In many countries national laws of higher education have become 'framework laws', i.e. providing general instructions or guidelines for HEIs that leave significant leeway for HEIs to make their own choices within this framework (examples are amongst other countries the Netherlands, Austria, Norway, Lithuania, Finland and several German states). The effective autonomy of institutions depends on their status (the sample of institutions in this note includes private, federal and state universities), their capacity to raise funds independently of Government (which in many countries funds students directly, and sets research policy), and national policy in other areas, for example student selection and faculty employment. The reconfiguring of state-university relationships also had consequences for accountability, both between the state and the universities as well as inside universities (introduction of new steering devices such as bilateral performance contracts, introduction of accreditation and quality assurance schemes, and creation of new governing bodies in universities, or the reform of existing bodies).[5]

Strategic management of universities: empowered leadership and governance

17. There has been in many systems a new focus on leadership, management and governance, both academic and institutional, which in turn requires new modes of communication with and engagement of the constituent units (faculties, schools, institutes, departments). From a general point of view, we would argue that the oversight of the university's primary activities has been increasingly centralised within the universities, with new lines of reporting and new rules and procedures for academics to ensure the quality

[4] http://www.universitas21.com/article/projects/details/152/u21-ranking-of-national-higher-education-systems

[5] Information on institutional autonomy in Europe has been derived in part from the European University Association website on University Autonomy in Europe: http://www.university-autonomy.eu/

of teaching and research. In many cases this has led to a further rationalization of higher education institution's decision-making structures and in many cases also has implied putting in place new 'hierarchies' in which institutional leadership holds a central role. This is in a context where the State reinforces its steering mechanisms and institutions, given their greater autonomy, need to become more strategic (in Chile, the need for a more strategic behaviour on the part of autonomous institutions arises from a stronger regulatory role of the State). Across the board, the main trend (in continental Europe) has been the strengthening of universities as organisations (de Boer et al., 2007). One of the consequences of this reshuffling of authorities and responsibilities between the various levels within the higher education systems is that more power has settled at the top level of the institutions, and the role and composition of governing bodies has come under scrutiny. A second trend is that institutional leaders are in many cases being selected (appointed) instead of elected, especially in those countries with dominant public sub-systems. In many countries, the position of the executive head (variously styled rector, president or vice-chancellor) has itself changed significantly as a consequence of the granting of more autonomy to the institutions (this is in contrast to the case of Chile where institutions benefit from high levels of autonomy). This is particularly true for their formal powers, in reality executive heads do not always have the possibilities to fully exploit their enhanced powers. As Weber (2006) argues "even if the formal decision structures and processes may give a different impression, most university leaders (rectors, presidents) are hardly in the position to make repeated important decisions." In many universities, including those in this study, university leaders form senior management teams to share the task of leading and running the institution.

New governing bodies

18. Many existing university governing bodies have been changed, and some new governing bodies have been established. One of the bodies that have been instituted rather recently is the 'supervisory board'. The composition and role of these 'top-level bodies' differ across the universities. In some countries the role of this supervisory body is clearly separated from the executive's role, while in other countries the supervisory board has clear decision-making powers. The composition of these bodies ranges from external members only to a mix of internal and external members.

19. The general purpose of many supervisory bodies is to safeguard the interests of the institution and to ensure that the institution complies with national laws and regulations. It usually has to approve important (accountability) documents of the institution such as annual reports and financial reports. They may also have to approve the strategic plans and the budget of the institution. Frequently they are involved in appointing the executive head. However, they do not 'lead and manage' the institution.

20. In other countries the supervisory body also acts as the decision-making body and bears responsibility for institutional strategic planning (e.g. Sweden). Spanish universities have advisory councils at the top institutional level that serve as mechanisms of external guidance and bring external perspectives to bear on issues related to institutional governance. They should facilitate the relationship between the Ministry and the institution; encourage the relationships with society and advise on strategic priorities. They do not officially monitor the institution and they do not have to approve strategic decisions. In the Netherlands the supervisory board is composed of only external stakeholders. These governing bodies clearly indicate external guidance and external stakeholder involvement. In other countries such as Denmark and Sweden the majority of seats in the supervisory board are taken by external stakeholders, but internal stakeholders participate as well.

Relationship between the governing body and the executive

21. The relationship between the governing body and the executive head is crucial. There are various ways used to select executive heads. In some countries these executive heads are elected by internal stakeholders

such as staff and students. In other countries the executive head is appointed by the governing board or council (e.g. Denmark and the United Kingdom). In the Netherlands the executive head is appointed by the supervisory board. (In the Netherlands, the supervisory board consists of external stakeholders only while in the United Kingdom and Denmark these bodies have a majority of external members.) In some countries the executive head is appointed by the Ministry or the institution's proposed candidate needs ministerial approval.

The voice of academics and students

22. Another general tendency associated with the strengthening of the executive positions in the institutions (executive heads at the central level and deans at the middle level) and a more important governance role for external stakeholders is that this has happened at the expense of academics and students and their representative bodies (apart of course from the fact that in most cases the executive heads (vice-chancellors, deputies and so on) themselves are academics).

23. The student voice in formal university governing bodies also varies. In countries like the United States students mainly voice their interests through student unions. In almost all universities students are represented in governing bodies, but their representation varies from rather marginal to substantial. In general students are represented (as a minority) in governing bodies that usually have mainly an advisory role. Where students hold seats in governing bodies with clear decision-making power they usually have no voting rights.

In conclusion

24. There are a number of reasons why it is not possible to draw conclusions on which governance structure works best, or may serve as a model. First, university governance reflects the history, law and culture of an institution and the country in which it is located. Second, the appropriate structure for institutions in other countries, and in this particular case Chile, is dependent on their purpose and context and would require a more detailed analysis. And third, international rankings based primarily or substantially on research output and impact are not a reliable guide to the quality of teaching or its relevance to national needs. Nevertheless, the governance structures of the selected universities provide useful information for more detailed discussion on the mechanisms and processes of university governance.

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INSTITUTIONAL CASE-STUDIES

The University of Melbourne, Australia

Status of the University	Public institution
Country and context	With over 55,000 students and some 6,500 staff The University of Melbourne is one of the largest universities in Australia. Founded in 1853, it is the leading research university in Australia judged by a variety of indicators, including the ARWU ranking. Although it has seven campuses around Melbourne and rural Victoria, its main site is the Parkville campus in central Melbourne. The University of Melbourne has 10 discipline-specific faculties, five institutional interdisciplinary research institutes, and is affiliated with many independent research institutes, teaching hospitals and other institutions. It has many specialist research centres and is a key collaborator and partner in many national centres. In 2008, the University made significant curriculum reforms, under the banner of the Melbourne Model. Students now complete a broad undergraduate qualification which includes deep study in their field coupled with subjects from outside their faculty, giving them the chance to explore a broad range of subjects and opportunities. Students then go on to complete a graduate professional degree, a research higher degree or enter the job market. As a consequence the university now has more postgraduate coursework and research students than it has undergraduate students, giving it a unique position in the Australian university landscape.
State-university regulations	Whilst higher education policy and funding resides with the Australian Commonwealth Government, all universities with the exception of the Australian National University are established by State Acts. The current Act for the University of Melbourne is the University of Melbourne Act 2009, No. 78 of 2009. The 2009 revision of the Act was "to provide for a new Act reflecting best practice and a consistent approach to governance and reporting for universities in Victoria. As such, the Victorian amendments are part of a fairly long tradition of attempts to modernize Australian university governance and management, often driven by party-political rationalities. The latest Victorian government is a Labour government that is contemplating undoing the changes, that included the removal of students from Council [see below], introduced by the previous Liberal government in 2009. According to the 2009 Act, The University of Melbourne consists of: a) the Council; b) the staff, other than staff of any class that is designated from time to time by the Council not to be staff for the purposes of this section; c) the graduates; d) the students; e) members of the staff or classes of staff of the affiliated colleges or other bodies, that are designated from time to time by the Council; f) the emeritus professors of the University.
Alignment with national and regional policy	The State Government appoints a number of the members of the Council. The Commonwealth (Federal) Government is not formally represented but provides substantial financial resources to the University under a range of schemes. Eligibility and reporting requirements ensure alignment and where appropriate compliance with Government policy.
Board of the University	The Council is the governing body of the University. It is responsible for the general direction and superintendence of the University. The primary responsibilities of the Council include: (a) appointing and monitoring the performance of the Vice-Chancellor as chief executive officer of the University; (b) approving the mission and strategic direction of the University and its annual budget

	and business plan; (c) overseeing and reviewing the management of the University and its performance; (d) establishing policy and procedural principles for the operation of the University consistent with legal requirements and community expectations; (e) approving and monitoring systems of control and accountability of the University; (f) overseeing and monitoring the assessment and management of risk across the University, including university commercial activities; (g) overseeing and monitoring the academic activities of the University; (h) approving any significant university commercial activities. The Council consists of between 14 and 21 persons being (a) the official members; (b) at least 4 appointed members of whom at least 2 must be persons with financial expertise or relevant qualifications or experience in financial management and one must be a person with commercial expertise at a senior level; (c) at least 4 members appointed by the Council; (d) at least 3 elected members. The *official members* of the Council are the Chancellor, the Vice-Chancellor and the president of the academic board. The *appointed members* are at least 3 persons appointed by the Governor and one person appointed by the Minister. The *Council appointed members* are required to have: the knowledge, skills and experience required for the effective working of the Council; an appreciation of the values of a university relating to teaching, research, independence and academic freedom; and the capacity to recognise the needs of the external community served by the University. The 2009 Act keeps open the possibility that a maximum of 2 members can be international appointments. The elected members are at least 2 but not more than 3 persons elected or appointed by and from the staff of the University in accordance with the university statutes and at least one but not more than 2 persons elected or appointed by and from the students in accordance with the university statutes.
Vice-Chancellor	The Vice-Chancellor (VC) and President, prof. Glyn Davis, as chief executive officer is responsible for the day-to-day management of the university. He is appointed by Council for a fixed term period. He has been in this position since 2005 and recently was re-appointed to the end of 2018. In Australian terms a 13 year period as VC at one university is considered to be very long. The Vice-Chancellor appoints the Senior Executive, which in the case of The University of Melbourne, consists of the Provost, the Deputy Provost and DVC International, the Deputy Vice-Chancellor (Research), the Vice-Principal Administration & Finance & Chief Financial Officer, the Vice-Principal Policy & Projects, the Vice-Principal (Engagement), the Vice-Principal (Advancement), and the Head of University Services. This structure has been in operation since 2015 and is the resultant of a major administrative restructure process initiated by the University. The Senior Executive is supported by 4 Pro-Vice-Chancellors (International, Academic, Educational Innovation, and Campus and Global Development) and 4 Directors (International, Students & Equity, Online Education Business & Curriculum Commercialisation, and Academic Strategy).
Deans	Deans at The University of Melbourne are Executive Deans and appointed by the Vice-Chancellor on fixed term contracts, normally five years. The Deans are responsible for the day-to-day management of the Faculty or Graduate School and are accountable to the Vice-Chancellor via the Provost. The Deans have relative strong autonomy in the University and can determine their own internal organisational structure. They would normally be supported by a series of deputy deans and directors, appointed by the Dean.
Academic Board	The Academic Board has the principal responsibility for the supervision and development of all academic activities of the University, including the maintenance of high standards in teaching and research. The Academic Board determines all matters related to courses and subjects, admission and enrolment of students, and assessment and admission to degrees.

	The Academic Board is also responsible for formulating and reviewing policies, rules, guidelines and procedures in relation to academic matters and playing an active role in assuring the quality of teaching, scholarship and research in the University. To be confident that the policy structures properly sustain academic quality and assurance and are appropriate to the University's needs, the Board monitors their implementation and effectiveness. Much of this monitoring is effected through Academic Board reviews. The review process is formative and collegial and aims to provide constructive feedback on the quality of a faculty's educational provision. The Academic Board reports to Council and provides Council with appropriate and timely information on academic matters, including academic priorities and policies of the University, the Board's contribution to the academic aspects of the University's strategic plan and the maintenance of academic standards and any academic matters it considers to be of strategic importance. The Academic Board is also the final appeal body within the University in all matters relating to students and their grievances against decisions made by University bodies or individual officers. Members of the Academic Board are: The Chancellor, Vice-Chancellor and the University Executive, the University Librarian, the Executive Director Student Services & Academic Registrar, all Professors and Full-time Salaried Professorial Fellows, the Deans of Faculties and Graduate Schools, the Heads of Academic Departments, the Heads of Schools, the President and Education Officer of the Melbourne University Student Union, the President of the University of Melbourne Postgraduate Association, and two members elected by and from the general staff who will hold office for a term of two years. In theory this makes for a very large Academic Board, though in practice attendance to Board meetings is by a fraction of all members.
Administration	Under the new Melbourne Operating Model three basic organisational groupings exist: 1) The Academic Divisions (Faculties, Graduate Schools, Research Institutes, etc.) are responsible for teaching and learning, research and engagement; 2) Chancellery is responsible for University strategy, policy, capability, capital and brand; and 3) University Services is responsible for the operational support.
Other governing bodies	There are no other formal governing bodies, although the University has an extensive advisory body structure, and a significant committee structure. As a result of the introduction in 2015 of the new Melbourne Operating Model, much of this internal structure still is “finding its way”.
Student participation in university governance bodies	Unlike some other universities in Victoria, The University of Melbourne has always advocated for a student representation on its Council. The student voice is seen as integral to the nature of the University and as such the University has withstood pressures from the previous government to exclude students from its governing body. However, at the same time it should be noted that participation from students in the election process for Council is limited. Anecdotally this is linked to the very large number of Australian students who have part-time jobs in addition to their studies, resulting in limited student activism and a shift from ‘member of the academic community’ to ‘consumer’ or ‘customer’.
Links (sources)	University of Melbourne 2009 Act: http://www.legislation.vic.gov.au/domino/web_notes/ldms/pubstatbook.nsf/edfb620cf7503d1aca256da4001b08af/489fcdb5278f3602ca25767f00102b11/$file/09-078a.pdf University of Melbourne governance structure: http://unimelb.edu.au/governance

Federal University of Bahia, Brazil

Status of the University	Public institution
Country and context	The Federal University of Bahia (UFBA) is located in the Northeastern region of Brazil. It is the key research university of the state of Bahia, which has a population of approximately 15 million. It is one of 61 federal universities in the country. The University was created in 1946 by federal law, the result of uniting six existing professional colleges. The university has approximately 35,000 undergraduate and 5,000 graduate students. In 2016, it was classified as the 14th best university in the country (among a total of 195) by a prestigious ranking service (the university ranking developed by the newspaper "A Folha de S.Paulo" - http://ruf.folha.uol.com.br/2016/ranking-de-universidades). There is no tuition charge or matriculation fee for students. Over 90% of received financial resources come from the State, the remainder from services that are contracted by a diverse array of public and private entities. UFBA is composed of 31 academic units (colleges and institutes) and offers approximately 100 undergraduate and 80 graduate programs. Most professors and technical staff personnel are selected via public competition procedures and have civil servant status, with guaranteed legal rights pertaining to job protection and retirement benefits. Most faculty members are full time employees and hold a doctorate (PhD) in a given academic field. *It should be noted that due to historical circumstances, federal universities in Brazil are very similar in terms of structure and administration. However, inter-institutional differences do exist, so the information provided herein is only partially applicable to the country´s other federal universities.*
State-university regulations	Administrative activities must adhere to rigid federal rules, most public funds are earmarked for designated purposes and academic decisions are monitored through formalized processes of external evaluation and federal regulation. Undergraduate and graduate programs are evaluated by elaborate national systems promoted by the Ministry of Education, which attributes a grade every three years to each course of study. Grades for undergraduate programs range from 1 to 5 whereas those for graduate programs extend from 1 to 7. The respective grades are used for course recognition (a grade of 3 is required for the course to be deemed legally legitimate) and, for graduate programs, they exert a major impact on the amount of federal funding received. Moreover, the institution is subject to external evaluation every five years. Course recognition is the direct responsibility of the Ministry of Education, whereas institutional accreditation is determined of the National Board of Education, a 24 member body that is linked to, but not subordinate to, the Ministry of Education.
Alignment with national and regional policy	The University operates under the auspices of the Federal Government, which exerts most of its control (both direct and indirect) via the Ministry of Education (MEC). Like all universities in the country, UFBA is guaranteed academic, administrative and financial autonomy in the national constitution, but real autonomy does not exist. General university policy directives and oversight emanate from the Ministry of Education, which acts, for the most part, via its Secretariat of Higher Education.

	The Rector is chosen by the President of Brazil from a list of three names submitted by an electoral college composed of the members (professors, functionaries and students) of the university´s two supreme governing councils (described below). In practice the electoral college merely ratifies the results of a non-binding, university-wide "consultation" (or plebiscite) in which professors, technicians and students participate with equal weight. The same implicit understanding pertains to the final appointment made by the Brazilian President. He or she is expected to choose the person at the top of the three-person list, although there is no legal requirement to do so.
University board	There is no overriding board. There are, however, two councils at UFBA which formulate and coordinate administrative policy. The more powerful of the two, the **University Council**, also handles key academic matters and so will be described below, in the section 'Academic Council'. The second body, known as the **Fiscal Council**, serves as the controller and overseer of the Institution's economic and financial situation. It is composed of 13 members, including selected members of the University Council and the Academic Council (to be discussed later) along with representatives of the faculty, technical staff, student body, and community at large.
Academic Council	Most federal universities in Brazil have two superior councils, one dealing with administrative affairs and the other responsible for academic policies. At UFBA, however, four of such councils exist. The University Council is the supreme arbiter of all macro-level policy pertaining to academic, administrative and financial matters. It is composed of 59 members, including the Rector (who chairs the meetings), the Vice Rector, Administrative Vice Presidents, all college deans, and representatives of the faculty, technical staff, student body and the community at large. The Council for Teaching, Research and Extension determines the academic calendar and establishes norms for the integration of teaching, research and extension. It is also chaired by the Rector and includes the Vice Rector and faculty representatives for each college along with representatives of the technical staff, the students and the wider community. The Academic Teaching Council establishes didactic norms for graduate and undergraduate courses, deliberates about the creation and extinction of academic programs, and defines procedures for the admission of new students. Its members include two of the four vice provosts (for undergraduate and graduate study) and elected representatives for professors, functionaries, students and the wider community. Its counterpart is the Academic Council for Research and Extension, which includes the other two vice provosts (for research and extension) and elected representatives for the four university segments mentioned immediately above. Its role is to analyze and approve institutional plans, programs and projects dealing with university research, innovation and extension. It should be noted that in the case of these last two councils, the Rector is not a member and meetings are presided over by a president elected by the members of the council in question.
Rector, deputy rectors and vice-provosts	The Rector is responsible for both administrative and academic matters. The Rector is selected every four years (with the possibility of one re-election). Candidates must be a full time university professor-doctor. The Rector must implement the administrative and academic policies established by the supreme councils and is officially responsible for the coordination, control and

	supervision of all university-related activities. He or she must supervise university bodies, acts and services and represents the university in the wider community. He or she must also sign and take full responsibility for all institutional agreements and contracts. In addition, the Rector personally chooses the university's central administrative team (vice presidents, vice provosts, superintendents, advisors and university-wide deans) and appoints the deans of the various colleges (selected from lists created within each college through participatory processes). Thus, the Rector´s influence within the university is big, but his or her power is circumscribed by a number of factors, including legal constraints, MEC regulations, supreme council decisions, labor union pressures, and demands imposed by external auditors. At UFBA, the Rector and Deputy Rector are selected together, as members of the same team, through similar processes involving the electoral college and a university-wide consultation. The key difference between the two is that the Deputy Rector is not appointed by the Brazilian President, but by the university´s Rector. The Deputy Rector has a single job: to substitute the Rector whenever he or she is absent. The Deputy Rector is often delegated administrative and/or academic responsibilities, but these are not part of the formal job description. At UFBA, international relations are the responsibility of the Rector and are therefore not administered by a person with executive status. Day to day activities related to the field are handled by an advisor to the Rector, who runs the foreign affairs office. The office establishes contact and develops relationships with institutions abroad and also promotes a variety of bi-lateral exchange programs. Funding for these activities, however, is very limited and most of it is derived from external sources. Vice Provosts, especially those responsible for research and graduate study, also contribute to the University's international involvements, especially with respect to the development of collaborative research. UFBA has four Vice Provosts, responsible, respectively, for undergraduate study, graduate study, research and extension. They are selected by and serve at the whim of the Rector and are expected to advise and assist him or her in formulating and implementing policies pertaining to their specific domains. Each Vice Provost is in charge of an administrative staff and should carry out decisions made by the academic councils (described below) that relate to his or her particular administrative focus.
Administration	Upper level administrators are appointed by the Rector. These include four vice presidents (four administration, planning, personnel and student affairs) and four vice provosts (for undergraduate study, graduate study, research and extension. They also involve a variety of advisors (for international affairs, for example) and superintendents responsible for specific administrative domains, such as institutional evaluation, academic registration, data processing and library services. The upper level positions are typically filled by university professors, but any federal employee is eligible. Middle and low level administrators are mostly technical professionals selected through a public, competitive process. However, some of those at the base of the administrative hierarchy are not part of the regular staff, but rather perform jobs that are outsourced to specialize that pertain to janitorial service, security, equipment maintenance and laboratory assistance. UFBA currently has approximately 3,300 regular and 1,000 outsourced administrative workers.
Campus Prefecture	The campus prefecture at UFBA is responsible for the maintenance of the university´s physical infrastructure and environment. Among its tasks are the formulation and

	supervision of projects pertaining to landscaping and the construction of buildings. The prefect is appointed by the Rector, has the status of superintendent and can be either a professor or a member of the technical staff.
Other governing bodies	Each of the university´s colleges has a congregation which establishes academic policy and formulates the list of three from which the College Dean is selected. The congregation is composed of department heads, course coordinators and elected representatives for professors, students and staff workers. At the bottom of the university hierarchy are departments, which monitor related disciplines and supervise the academic activities (teaching, research and extension) of its members, and *colegiados*, composed of professors and student representatives, who manage the academic affairs of specific courses of study. However, some colleges have opted to not adopt the department format, preferring a unitary structure or subunits of varying denominations (center, nucleus, group, etc.)
Student participation	Students are represented in all academic councils, always constituting a number equivalent to 25% of the non-student members. They also have their own representative body to promote their interests, which is officially a part of the university´s formal structure and which has a subunit within each of the university´s colleges. The students at UFBA tend to be deeply involved in university politics and often engage in afairs which extrapolate the boundaries of the institution. The student organization at UFBA is linked to the National Union of Students, a powerful union which is very influential on a country-wide scale. As a result, UFBA´s student representatives often adhere to dictates determined nationally and frequently participate in politics that are partisan in nature.
Links (sources)	www.ufba.br; www.ufba.br/estrutura; www.ufba.br/legislacao; www.proplan.ufba.br/estatisticas; www.proplan.ufba.br/orcamento; https://www.ufba.br/arquivos/estatuto-e-regimento-geral

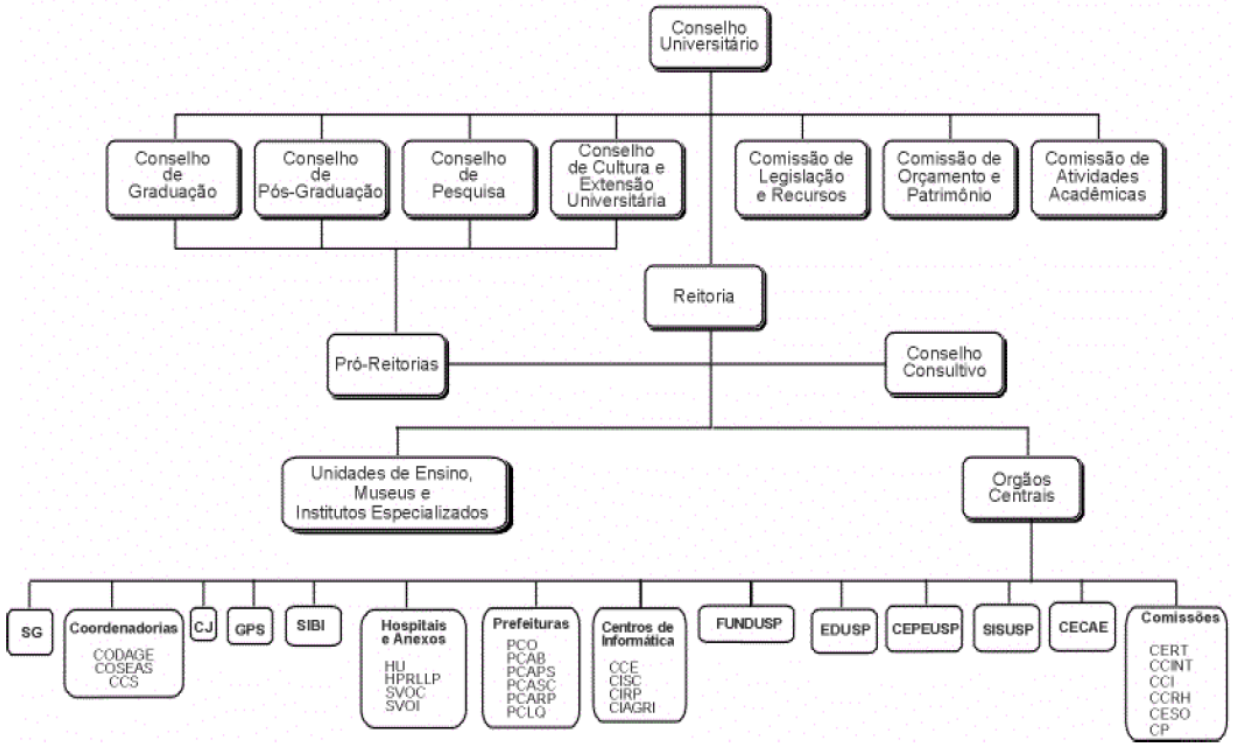
University of São Paulo, Brazil

Status of the University	Public institution
Country and context	The University of São Paulo (USP) was created in 1934. It is a state owned, multi-campus university, highly ranked in global rankings systems. It focusses on teaching and learning, research and community extension services. Its undergraduate program consists of 249 courses, dedicated to all fields of knowledge, distributed in 42 units of learning and research and offered to more than 59,000 students. The graduate program is composed of 239 programs (with 332 Masters degree courses and 309 Ph.D courses). The number of master's students is 14,000; the number of PhD's 16,000. In total about 95,000 students are enrolled at USP. There are 6,000 professors and 17,000 technicians/admin staff. USP is funded by a percentage of the revenues from the main state tax, a tax applied to all services and selling made inside the state. This budget is vulnerable to the country's economic performance, and the university has no authority to dismiss academics (nor employees) in times of crises or to lower the wages. For more USP statsistics see: https://uspdigital.usp.br/anuario/AnuarioControle?lang=en
State-university regulations	Based on the country's main education law and the State Constitution, USP has academic autonomy, in the sense that it has autonomy regarding research and for creating new programs both at undergraduate and graduate level. The graduate programs are overseen and evaluated by a Federal Agency (CAPES) that is in charge of graduate education. All graduate programs are evaluated every 5 years. The evaluation ends with a grade accrued to every programs (varying from 1 to 7). Programs receiving grade 1 or 2 are forced to close. There is not similar mandatory evaluation for the undergraduate education. While the Federal Government has its own evaluation for undergraduate education, the University of São Paulo, using the legally autonomy granted to them (by the education law and the State Constitution), refused to participate in this evaluation for undergraduate education. As stipulated by the Law, the university is evaluated by the State Council of Education, an official council that congregates representatives of the main stakeholders in education at state level. The university provides a report of its activities and carries out an external evaluation process every 5 years that focuses on the Departments' activities. This mandatory external evaluation is organized by the university and follows the guidelines set by the University's academic senate. Nevertheless, due to the financial autonomy and the legitimacy of the University vis-à-vis the Council, de-facto there is a situation of serious university autonomy.
Alignment with national and regional policy	The University operates under the auspices of the State Government, via the State Secretariat of Economic, Scientific and Technological Development. The rector and the deputy-rector are chosen by the State Governor.
Board of the University	There is no board of the university as such. There is a small representation of the university's main stakeholders in the University's senate: out of a total of 156 senate

	members 5 members come from outside the university.
Rector	The rector and the deputy-rector are chosen by the State Governor from a list of three names that are presented by the university. Each candidate-rector is linked to a name for a deputy-rector. The rector and the deputy-rector must be a full professor. The names listed are the result from a two turn election. In the first turn, the members of the central councils and the members of the university's senate are having a vote and they select 7 persons. In the second turn, only all members of the University's senate and central councils vote and they select the last three names. This arrangement means that almost all full professors and a representation of associate and assistant professors have a vote in this process. The election of the names is preceded by an informal consultation where all students, academics and employees are entitled to vote.
Deputy rector	The deputy-rector is appointed by the State Governor (see above). The main responsibility of the deputy-rector is to coordinate the council in charge of organizing the internal evaluation and the council in charge of distributing the new openings for selecting new academics for each unity.
Executive rector for international relations	The executive rector for international relations (VRERI) is appointed by the rector and confirmed by the academic senate. This executive rector is responsible for the establishment of the university's policy for international cooperation, which includes exchange programs for students and academics. The resources controlled by the VRERI are limited and only relate to the undergraduate level. Most of the academics and graduate students (especially doctoral students) have independent access to external funds (from Science Foundations at Federal and State Levels) for exchange programs and also for research support.
Vice-provost of Research, of undergraduate studies and of graduate programs	The vice-provosts are nominated by the Rector and elected by the Academic Senate. They have a mandate (in this sense the rector has no power to dismiss a vice-provost (*vice-reitor*, in Brazilian terms)). Each vice-provost is the head of a particular Central Council composed by representatives from a university's unit and a small representation of its students and employees. Usually, the representative is the head of the unity's specialised commission. As such, the representative is an academic but there are no restrictions regarding ranks. Members of these Central Specialized Councils have a vote in the second round of the process of selecting the next rector. These councils are the main channel of representation of the academics from lower ranks.
University Senate	The University Senate (*Conselho Universitário*) is presided by the Rector (or the deputy-rector) and is composed of all the vice-provosts, the directors and deputy-directors of all University's units (faculties, institutes, hospitals, and museums), and a representative of each unit's academic council. Since all these positions are restricted to full-professors, the University Senate is the more relevant channel of representation of the interest of the full-professors. There is a small representation of the employees (5 persons) and the students (7 persons), other academic ranks (2 persons), and external stakeholders (5 persons). In total the Senate is comprised of 156 members. The rector is allowed to invite external members, without vote rights.

	The University Senate approves the educational programs and initiatives of the rector, approve the creation of new undergraduate programs (but not the graduate programs), approve the University budget and to supervise the use of resources. The university budget is foremost a reproduction of past patterns of distribution. All units have the expectation that they will receive the same proportion of funds to cover the same expenses. There is only a small part of the budget to the discretion of the Rectory. In the last decade, with the country's economic growth, the discretionary part of the budget was enlarged substantially and the rectorate used this financial space for expanding salaries, reforming the university careers and granting benefits. After recent economic decline, this has become a source of strong university crises.
Administration	The higher administrative positions are reserved for professors (in the central administration, to full-professors). They are appointed by the Rector, in the case of the central administration, or appointed by the director, in the case of a Unit. The second layer is composed by professional employees. Most of the personnel do not have the civil servant status (academics are civil servant).
Campus prefecture	The maintenance of all campuses is in the hand of a Prefecture. They are in charge of the campus infra-structure. The position of head of the Prefecture is reserved to full professors, appointed by the Rector.
Other governing bodies	Unit academic councils. Each academic unit is governed by a director, an academic council and an executive committee selected by the head of each department. The director is appointed by the Rector from a list of three persons, nominated by the unit academic council and the Department councils. The unit academic council is composed by the full professors from all departments, a minor representation of the academics from other ranks and the head and deputy-head of all departments. The Unit academic council holds the final decision making power of any academic issue related to the Unit, and oversees the unit's budget. Each Department is governed by the Department Council, where all full professors can vote, as well as a representation of other academic ranks. Both at the Unit academic council and at the Department council there is a representation of students.
Student participation in university governance bodies	Students and employees are represented in all decision bodies of the University, at all levels. Nevertheless, they are few in number: there are just seven students at the University Senate, one representative from each department at the Unit Academic Council and two representatives (one for undergraduate and one for graduate) at each department. The students have their own representative organizations, organized as Unions: one central union - DCE: *Diretório Central dos Estudantes* for the entire university and local unions representing undergraduate programs. The student movement tends to hold strong links with left-wing political parties and tend to shun from the official representation. Some branches of the student movement support and try to use the official representation as an instrument to advance their demands, but other, more radical groups, refuse to participate in the formal student representation. Thus, depending on what group controls the Central Union, the links with the representatives of the students in the official bodies can be either strong or weak and the activities of the students in the official positions can be more or less articulated.

Links (sources)	http://www.leginf.usp.br/?cat=16 (USP's legislation) http://www.dceusp.org.br/documentos/estatuto-do-dce/ (USP's Central Union of the Students legislation)

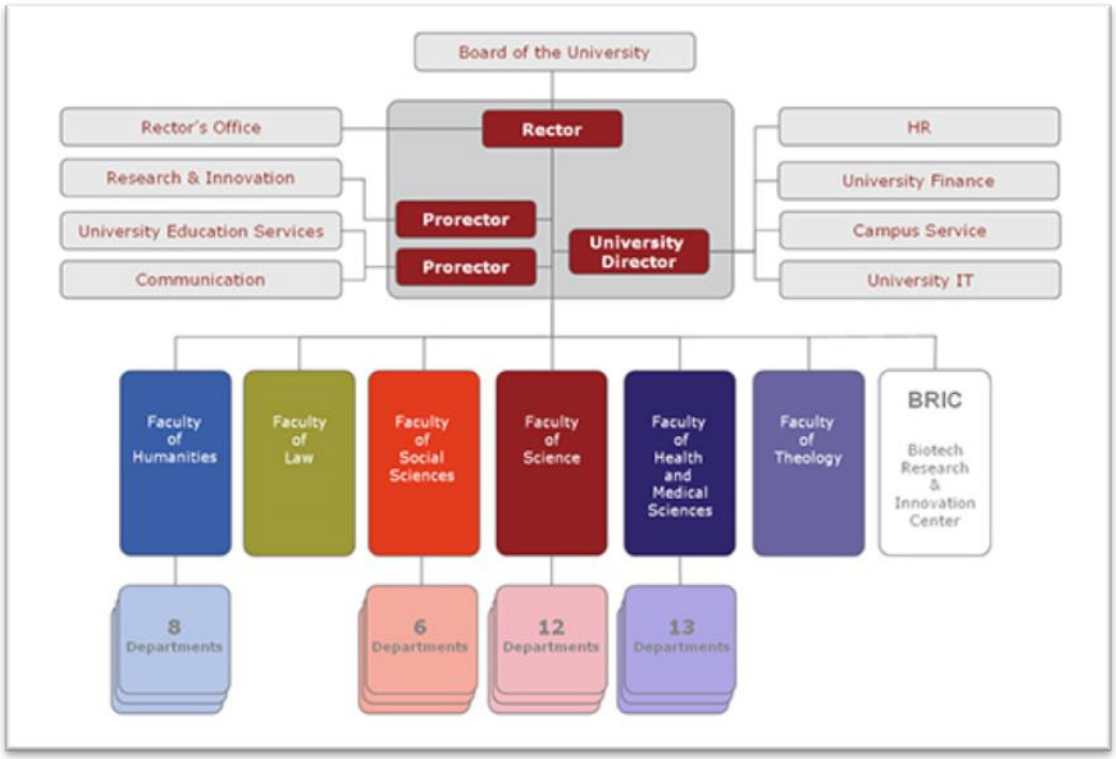


University of Copenhagen, Denmark

Status of the University	Public institution
Country and context	With over 40,000 students and more than 9,000 employees, the University of Copenhagen (inaugurated in 1479) is one of the largest institutions of research and education in the Nordic countries. It is located in four campus areas in central Copenhagen. Approximately one hundred different institutes, departments, laboratories, centres, museums, etc., form the nucleus of the University. In 2007, The University of Copenhagen merged with The Royal Veterinary and Agricultural University and The Danish University of Pharmaceutical Sciences.
State-university regulations	The University of Copenhagen is a self-governing unit under the state. The national Act on Universities prescribes the general governance structure of the university. Based on this national Act the university has issued Statutes and other by-laws, that further specify and stipulate the governing bodies, their procedures and governance relations.
Alignment with national and regional policy	The University reports to the Ministry of Science, Technology and Innovation, with which the Board of the University has entered into a Development Contract. This contract formulates the University's objectives and intended progress for a fixed period of time. The Board of the University is accountable to the Ministry. The law establishes selection criteria for the position of executive head, but Denmark is one of the few countries in which external members of the board are appointed solely at the institutional level. The university is free to keep a surplus and borrow money. There are no tuition fees for undergraduate national and EU students. Wage bands are prescribed by the finance ministry for senior administrative personnel. The number of some senior administrative posts, such as pro-vice-chancellors and deans, is limited. Danish universities have considerable freedom of action on key issues such as internal academic structures and the budget. Nonetheless, certain accountability measures are seen to entail significant bureaucratic burdens, in particular the programme accreditation procedures.
Board of the University	The Board of the University is the highest authority at the University of Copenhagen. The Board manages the general interests of the University as an education and research institution. The Board shall safeguard the university's interests as an educational and research institution and shall determine guidelines for its organisation, long-term activities and development. The Board has to approve the university's budget, on recommendation by the Rector. The Board is composed of 6 external members (one of them being the Board's chair) and 5 internal members; 2 of the 5 internal members are students. The external members must have experience in management, organisation and finance, including assessments of budgets and financial statements. The university selects its own external board members. For this it installs a nomination body and a appointment body; these two bodies have different memberships. The Board lays down the appointment procedures. The internal board members are elected from and by their constituencies. The members serve for four years, except for the student representatives who serve for two years. The Board's meetings are public and the university's senior management team joins these meetings (about 8 times a year).

Rector	The Rector is the university's chief executive and deals with day-to-day management within the framework established by the Board of the University. The rector is appointed by the Board of the University. The Rector is supported by a senior management team that is composed of 2 Pro-rectors and the University Director. These senior management team members are appointed by the Board of the University on recommendation of the rector. The rector appoints the deans. The rector sets up the Graduate School. The Rector sets up the internal organizational structure of the university (within the Board's framework). The Rector is accountable to the Board of the University. The University Director reports directly to Rector and has the responsibility for four divisions in the Central Administration: University Finance, University IT, HR and Campus Service. Every division is run by a deputy director, who reports directly to the University Director.
Deans	Deans are nominated by Rector (based on a nomination committee set up by the Rector) and appointed by the Board to head the six faculties. On behalf of the rector the dean is responsible for the quality of faculty teaching, research and knowledge exchange. The deans appoint, among others, the head of departments and the Director of Studies.
Academic Council	The national Act stipules that the Rector sets up one or more Academic Councils, ensuring staff and student participation. The Academic Council issues opinions to the Rector on the internal distribution of appropriations, on research, education and knowledge exchange matters. They award PhD degrees and make recommendations to the rector on the composition of expert committees. At the university level the Academic Council is composed of the rector and of members representing the academic staff, including PhD students under university contracts, and the students. The members are elected form and by the staff and students respectively. The Academic Council elects a chairman from among its members. The Rector may decide to set up more academic councils, both at the same and at different organisational levels. At the University of Copenhagen each faculty has its own Academic Council. These Councils advise the dean on education, research, community outreach and financial matters. These academic councils at the faculty level are chaired by the dean and comprises additionally at least a limited number of representatives elected by the students and the academic staff, including PhD students. The Academic Council of the Faculty of Social Sciences for example has five staff representatives and three student representatives. Technical and administrative staff have two or more representatives who attend the meetings as observers. The academic council advises the dean on the internal distribution of funds, research, education and knowledge exchange, assessment committees' composition, and in connection with award of doctoral degrees.
Administration	The Central Administration conducts the day-to-day administration and special initiatives. Faculties and departments have their own individual administrations, although the general economy is overseen by the Central Administration. A university director is appointed by the Board of the University after recommendation from the Rector. The director is the head of the central administration.
Employer panels	The national Act stipulates that the university has employer panels. Each faculty has an employer panel. These are advisory bodies, discussing the quality and relevance of (new) teaching programmes, and are composed of external members that have experience and knowledge of the educational field and employment areas. The members are appointed by the rector on recommendation of the dean.
Student participation in	Students are represented in the Board of the University, the Academic Councils, the Boards of Study at faculty level, and boards at the department level. Student representatives are elected

university governance bodies	from and by the students. In the Board of the University students must be represented by a minimum of two members. In the Academic Councils student representatives take decisions together with staff representatives - they have advisory powers to the dean. For study programmes there is a Director of Studies (appointed by the dean) and a Board of Studies. Each Board of Studies has an equal representation of academic staff and students (elected from and by academic and students respectively). Staff and students in de Boards of Study rule together (system of co-determination). Boards of Study are chaired by a staff member; the vice-chair is a student. Staff and student representatives are elected from among its student members. Also at the department level there may be boards with student representation.
Links (sources)	http://introduction.ku.dk/organisation/management/ http://www.science.ku.dk/english/research/phd/student/filer/regelsaet/UniversityAct.pdf



University of Toronto, Ontario, Canada

Status of the University	Public institution
Country and context	The University of Toronto is comprised of three campuses: the St. George campus, the University of Toronto Mississauga (UTM), and the University of Toronto Scarborough (UTSC). Although the campuses themselves are separate, their academic communities are linked through programs of study and common research interests. The University is composed of several colleges, each with a distinctive feel and sense of community. The federated universities represent separate legal entities with their own independent boards or governing councils; some colleges also have a separate academic senate. The colleges appoint their own staff and own their own buildings.
State-university regulations	The governance structure of the university is laid down in "The University of Toronto Act, 1971" (as amended by 1978, chapter 88). Further specified regulations can be found in by-laws, such as "By-law Number 2" (2011) or documents concerning rules and procedures of the distinguished governing bodies.
Alignment with national and regional policy	Under the terms of Canada's *Constitution Act*, almost all Canada's higher education institutions fall under the jurisdiction of provinces and territories. The Government of Canada does, however, provide a large amount of research and infrastructure funding to universities, allowing it to influence their research activities. The similarly large fiscal transfers that the federal government provides to provinces and territories in support of post-secondary education, and which in turn support a share of the activities of institutions like the University of Toronto, have no conditionality or reporting mechanisms attached to them. The University is required to make an annual financial report to the Government of Ontario. But, like other Canadian universities, the University of Toronto has a high degree of financial autonomy – it is, for instance, able to negotiate salary structures. A small portion of provincial grant funding to the University is linked to Key Performance Indicators that focus on program completion and graduate employment. Negotiations are currently underway to revise the formula that governs provincial funding to universities. The tuition fees that the University can charge are regulated by the province. The province has negotiated Strategic Mandate Agreements with its universities. These agreements, which include metrics, seek to ensure that university programming is connected to the various levels of the economy. They also encourage system differentiation by directing universities to focus on their unique strengths (and to avoid or limit expansion in academic areas where there are existing programs).
President	The President of the University of Toronto is the Chief Executive Officer of the University and under the University of Toronto Act, 1971 has "general supervision over and direction of the academic work of the University and the teaching and administrative staffs thereof." S/he is appointed by the Governing Council. S/he is a member ex officio of every council. The president is accountable to the Governing Council. S/he reports annually to the Governing Council upon the administration and the academic work of the university. S/he shall inform the Governing Council when requested and may advice the Governing Council.

	Members of the President's senior executive group with university-wide responsibilities include the Vice-President and Provost, the Vice-President, Research and Innovation, the Vice-President, Human Resources and Equity, the Vice-President, University Operations, the Vice-President, Advancement, and Chief Advancement Officer, and the Vice-President, International, Government and Institutional Relations. Executive responsibilities for the Mississauga and Scarborough campuses are vested with the Vice-President and Principal, University of Toronto Mississauga and the Vice-President and Principal, University of Toronto Scarborough.
Chancellor of the University	The Chancellor is also the titular head of the University, and, with the President and the Chair and Vice-Chair of the Governing Council, represents the University to the external community. In this role, the Chancellor is an advocate for the vision of the University as it is articulated by the President and endorsed by the Governing Council. He/she plays an essential ambassadorial role in advancing the University's interests within the local, provincial, national and international arenas. The Chancellor will be a distinguished person with a record of demonstrated excellence in his/her chosen field and in service to the community. Ideally, the Chancellor will be an individual whose reputation and experience will assist the Chair of the Governing Council and the President in "opening doors" both nationally and internationally. The Chancellor will be elected by the alumni in a manner to be determined by the Governing Council. The Chancellor shall serve for a term of three years, commencing on the 1st day of July of the year in which he/she is elected, and will hold office until his/her successor is elected. The Chancellor is eligible for re-election for one additional term of three years. The Chancellor must be a Canadian Citizen.
Governing Council	Powers: The Governing Council, established by the University of Toronto Act, 1971, oversees the academic, business and student affairs of the University. Amongst other things, the Governing Council: • Appoints the president • Appoints academic and non-academic staff, and regulates working conditions and salaries, • conducts examinations and appoints examiners, • grants the degrees • establishes, changes, and terminates chairs and programs and courses of study • manages university property • regulates admission standards The Governing Council may decide to delegate some of its powers to the President, senior managers and committees (see below). Composition: It is composed of 50 members - 25 members from within the internal University community, including administrative staff, teaching staff and students, and 25 members external to the University, including alumni. In greater detail: the Chancellor and the President (ex officio), 2 members appointed by the president, 16 members appointed by the government (Lieutenant Governor in Council),[6] 12

[6] The "Lieutenant governor in council" is a parliamentary code for an appointment from the provincial cabinet. The key point here is who appoints (the cabinet, in practice a recommendation from the Minister responsible for this policy area). While these things change over time, the current practice is for the University to provide government with a list of individuals that it would like to have appointed to the Governing Council (the list would be developed by the Chair and Vice-Chair

	representatives from teaching, 8 representatives from undergrad students, 4 representatives from grad students and 2 representatives from part-time undergrad students, 2 representatives from administrative staff, 8 external members elected by the alumni. The members appointed by the government normally serve for three-year terms, as do elected alumni, teaching and administrative staff. Students are elected for one-year terms; the senior administrators appointed by the President also only have one-year terms. Members may serve for a maximum of 9 consecutive years. The Governing Council annually elects its chair and vice-chair from the members appointed by the government. It meets approximately 6 times per year – once every 4 to 6 weeks. Meetings are public.
Executive Committee	The Governing Council has an Executive Community that consists of the chair of the council (who also acts as the chair of the Executive Committee) and the president (both ex officio), 12 members annually appointed by the Governing Council (1 nominated by and from members appointed by the president, 4 nominated by and from the members appointed by the government, 3 nominated by and from the teaching staff, 2 nominated by and from the students, and 2 nominated by and from the alumni.
Boards and Committees of the Governing Council	The Governing Council has four types of committees: a) the Executive Committee (see above), b) Boards (the academic board, the business board and the university affairs board), c) standing committees reporting either to the Governing Council or to a Board (agenda committee, academic appeals committee, elections committee, audit committee), and d) special committees. Persons who are not members of the Governing Council may be members of any committee (with some exceptions). In general, the members of these boards and committees are appointed by either the Governing Council or the Executive Committee. In general, a committee may act on behalf of the Governing Council when the majority of its members are members from the Governing Council. For a detailed description on committee actions and procedures see "By-law Number 2". Example Academic Board: this Board is responsible for matters affecting teaching, learning, and research, the establishment of the university's objectives and priorities, the development of long-term and short-term plans and the effective use of resources in the course of thee pursuits. The Board has four standing committees. The Board has 123 voting members (88 teaching staff, 2 elected librarians, 4 admin staff, 6 lay members (e.g. alumni), 16 students, 4 voting assessors selected by the President, chair and vice-chair of the Governing Council, the Chancellor and the President. Part of the Board members are appointed by the Governing Council, others are elected by their constituencies.
Convocation	This body is composed of the members of the Governing Council. Committees appointed by the Governing Council, teaching and administrative staff, students and alumni. The Governing Council or the Chancellor may call a Convocation for such purpose as they determine. The Convocation has power to consider the matter for which is was called.
Deans	The university has a responsibility centred budgeting/management system that

of the Council, perhaps in consultation with the President) and the government normally appoints from the list – but of course has the right to decide to appoint others.

	provides Deans with considerable authority and responsibility. Each faculty has its own budget and has considerable freedom to allocate funds, generate new revenues, etc., subject of course to university-wide financial regulations. The deans are essentially the chief executive officers of the faculties – subject to university-wide governance and policies. They are appointed by the Governing Council on the recommendation of the President, and they report to the Vice-President and Provost.
Student participation in university governance bodies	The students are represented in the Governing Council as described above. They have a right to vote and are also are members on all Boards and Committees.
Comment/observation	The governance system gives considerable authority to the administration. There are checks and balances of course. The governing council clearly plays a role in supervising the president and they could, potentially fire the president. The size of the council (and many of its committees and boards) and the complexity of the university (with 80,000 students and by far the largest research infrastructure in Canada) means that this is a university where the authority of the central governing body is relatively weak. The complexity, of course, is that the central administration is also weaker than you would find at some universities because of its high level of decentralization (for example, there is no longer any university-wide academic plan – academic planning is now done at the faculty level (dean).
Links (sources)	http://www.utoronto.ca/about-uoft http://www.governingcouncil.utoronto.ca/Governing_Council/bac.htm

University of Bordeaux, France

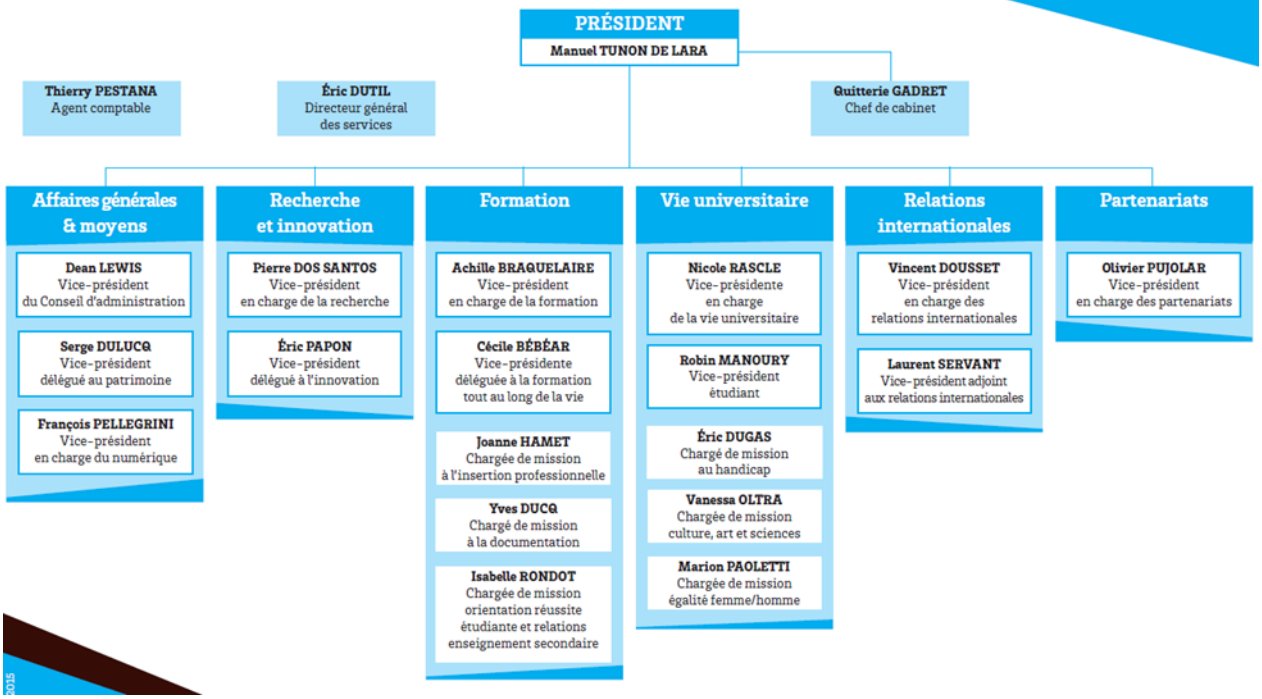
Status of the University	Public institution
Country and context	The University of Bordeaux is a public institution that has over 50,000 students, almost 2,000 PhD students, and nearly 6,000 staff members. The university participates in a substantial number of international research collaborations. The University of Bordeaux was newly established on the 1st of January 2014, following a merger of three universities: the University of Bordeaux 1 Sciences et Technologies, the University of Bordeaux 2 (Victor Segalen) and the University of Bordeaux 4 (Montesquieu). The University of Bordeaux is also part of the Community of universities and higher education institutions of Aquitaine (COMUE) to coordinate regional higher education. Educational programs are organized around four colleges: science and technology, health sciences, law, political science, economics & management, and human sciences. Research is conducted in three research departments: science and technology, life sciences and health, and human and social sciences. Ranked among the top universities in France, the University of Bordeaux is renowned for the quality of its academic courses and research. The University is also positioned in the top section of the range 201-250 within the Shanghai Ranking. The University is amongst the top ten French establishments featuring in the first 500 of this ranking. The University was awarded several high level endowments (Plan Campus of €538M to renovate university buildings) and financial awards from the PIA program (*"programme d'investissement d'avenir")* with the *"Excellence Initiative"* (IdEx - €700M over 10 years), and 26 other investment projects to support the growth and development of research.
State-university regulations	The 2007 Law on the Liberties and Responsibilities of Universities (LRU) substantially boosted the degree of university autonomy, for instance as regards managing the budget with limited state interference on funding allocations. As the result of the 2007 Law the governance structure has also been modified: the *"conseil d'administration"* (executive board) has for example been downsized from previously 30 to 60 members to 20 to 30 members. These members do not only include teaching and research staff, but also members from business and regional stakeholders. The LRU law also strengthened the powers of university presidents, who preside over the implementation of a four-year contract with the government and who monitors income and expenditures from governmental and private sources. The composition of the executive board *("conseil d'administration")* was unusual by international standards, as it merged both academic representation and management positions into one governing body. The 2013 Law on Higher Education and Research (ESR) has split the then existing *"conseil d'administration"* into two governing bodies: the *"Conseil académique"* (academic council) and the *"Conseil d'administration"* (executive board).
Alignment with national and regional policy	Public universities in France are governed by the Ministry of Higher Education and Research which establishes the legal framework and the structure of the higher education system. The law regulates the term of office of the President; some aspects of academic structure; financial management; fee levels; all aspects of staffing; student admissions; and quality assurance. Each university establishes a 'contract' with the Ministry which sets out its key objectives over a multi-year period. The Regional Government has a number of representatives on the

	Executive Board.
Executive board	The legislative power at the university is in the hands of the two central councils: the executive board and the academic council. The members of both governing bodies are elected by the academic community. The President of the university chairs both councils. The executive board decides on the institution's policy. It approves the four-year contracts with the minister, monitors income and expenditures from governmental and private sources, approves agreements and conventions signed by the President, adopts the rules of procedure of the university, and deliberates on real estate acquisitions. The executive board is composed of 36 members, 28 of these members are elected by the academic community. These members are: • 16 teaching staff representatives • 8 members from external business and regional stakeholders, • 6 student representatives, and • 6 administrative staff representatives.
Academic Council	The Academic Council is responsible for consistency, coordination and articulation of and between education and research policies. The council is consulted by the executive board on education and research policies, or any other matter affecting academic life. Decisions of the Academic Council with financial implications are subject to approval by the Executive Board. Within the Academic Council, there is a section for issues relating to recruitment, placement and career of teaching and research staff. The Academic Council is made up of 80 elected members, which are divided into 2 committees (the research committee (including valorisation issues) and the training and academic life committee). Made up of 40 elected members, the research committee ensures among other things that the financial resources for research are allocated as intended by the executive board. Made up of 40 elected members, the training and academic life committee ensures that there is consistency the education offered by the different components.
Presidency: President and vice-presidents	The Presidency is made up of the President (elected for 4 years by the members of the executive board with the possibility to renew once) and 18 Vice-Presidents (for 6 different domains). The President has the overall responsibility of running the university along with the support of the Vice-Presidents (see picture for their specific functions).
Administration	The administrative structure has been divided into 7 divisions and 3 major departments based on grouping by theme, administrative simplification, proximity and the quality of the service rendered. These divisions are designed as coordination and leadership structures and are to be found at every level: colleges, departments and campus administration centres.
Director of colleges and departments	Elected by the college or department council, the director conducts the dialogue with the directors of the college or department units, represents the college or department at the University and its various components and services, performs tasks delegated by the President of the University, and manages the college or department's material, human and financial

	resources. The director is assisted by vice-directors.
Councils of colleges and departments	The college council allocates funds to the various units of the college, approves the annual activity report, manages the education and diplomas offered, and its organisation. The composition of the college councils varies. For example, the composition of the law, political science, economics & management college is made up of 30 members: 14 teaching staff representatives, 3 members from external business and regional stakeholders, 9 student representatives, and 4 administrative staff representatives. In college councils, the procedures for exams, internationalization of education, student admission, and design and organization of educational programs offered are being discussed and validated. The department council allocates funds to the various components of the department, approves the annual activity report, manages the research agenda, and their organisation. The composition of the department councils varies.
Student participation in university governance bodies	Students play an active and important role in the university life. They are elected to the university boards: Executive Board (6 members), Academic Council (16 members, one of which is vice-president plus 4 doctorate representatives), college council (9 members per college), and departments council (3 or 4 members) and participate in various others consultative bodies. It should be noted that in some governing bodies students hold a minority position. In the Executive Board for instance students have six out of thirty-six seats. Students have the same voting power as other members of the governing bodies. Voting is taking place by raised hands unless a board member requests for a secret ballot. Unless specific laws or regulations, decisions are taken by majority vote without abstentions (blank or spoiled votes are not taken into account). There are in total over 100 student associations within the university.
Links (sources)	http://www.u-bordeaux.fr/Universite/L-universite-de-Bordeaux/Actes-reglementaires/Statuts http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000824315 http://www.enseignementsup-recherche.gouv.fr/cid81469/22-juillet-2013-22-juillet-2014-ce-que-change-la-loi-relative-a-l-enseignement-superieur-et-a-la-recherche.html#loi-universites http://www.u-bordeaux.fr/Vie-des-campus/Citoyennete-etudiante

université de BORDEAUX

L'équipe de direction



University of Manchester, United Kingdom

Status of the University	Public institution
Country and context	The University of Manchester is a public research university in Manchester, England, formed in 2004 by the merger of the University of Manchester Institute of Science and Technology and the Victoria University of Manchester. In 2015/16, the university had 39,700 students and 10,400 staff, making it the second largest university in the UK (out of 166), and the largest single-site university. It has the third largest endowment of any university in England, after the universities of Cambridge and Oxford. It is a member of the worldwide Universities Research Association, the Russell Group of British research universities and the N8 Group. The University of Manchester is ranked 34th in the world and 7th in the UK by QS World University Rankings 2018. In the 2015 Academic Ranking of World Universities, Manchester was ranked 35th in the world and 5th in the UK. The University of Manchester is divided into four Faculties (Engineering and Physical Science, Humanities, Life Sciences, and Medical and Human Sciences. Each of which comprises a number of Schools. The engineering faculty has for instance 9 schools (Chemistry, Mathematics, etc.).
State-university regulations	The University is an independent corporation which came into existence on 1 October 2004. The earliest foundations of The University of Manchester can be traced back almost 200 years, but the University in its current form is very much a 21st century institution. It was established by royal charter on the dissolution of the Victoria University of Manchester and the University of Manchester Institute of Science and Technology (UMIST), both of whose rights, properties, assets and obligations were transferred to the institution by means of the University of Manchester Act (2004). It is considered an exempt charity. As a chartered institution the Charter and statutes provide for and empower the university's governing bodies. Further procedures and rules of the university's governing bodies and officers are laid down in Ordinances and General regulations.
Alignment with national and regional policy	Universities in England may freely decide on all aspects of their organisation, and have a high degree of financial autonomy. They can borrow within limits and a ceiling is established for tuition fees. There are national agreements for academic staff salaries, but for professors and senior management these do not apply. Total student numbers are controlled but selection is the institution's responsibility. Quality assurance is external and mandatory.
Board of Governors	The Board of Governors is The University of Manchester's governing body. It carries the ultimate responsibility for the overall strategic direction and for the management of the finances, property and affairs generally, including the employment arrangements for all staff. Committees and officers can execute tasks on behalf of the Board. The Board meets formally at least five times in each academic year. Its membership of 25 has a majority of persons who are not employed by the University, known as lay members. The Board's composition: - The President (ex officio) - An officer from the union of students (ex officio)

	- 14 lay members - 7 members of the senate - 2 members of staff not being academic or research staff The Chair of the Board of Governors is appointed by the Board of Governors from within the lay category of the membership. Members of the Senate, members of the support staff and a student representative also serve on the Board. The Board's primary responsibilities are defined in Statute VI. Its main powers and responsibilities are: - In consultation with the Senate regularly reviewing the strategic direction of the university; - Delegate management authorities to the President and Vice-Chancellor with respect to academic, corporate, financial, estate and personnel policy matters, and review the performance of university management on these matters; - Establishing a process to monitor and evaluate the performance and managerial efficiency and review the effectiveness of internal management and financial control systems; - In consultation with the Senate, appointing the President and the Vice-Chancellor, the Registrar, Secretary and the Deans of the faculties. - Be the employing authority for all university staff. The minutes of the Board's meetings are public (and can be downloaded here: http://www.manchester.ac.uk/discover/governance/structure/board-governors/) The Chair of the Board of Governors plays an important role in the governance of the University while working independently of its regular executive management. Appointed by the Board of Governors from within its lay membership, the Chair is responsible for its leadership and is accountable to all stakeholders for the Board's effectiveness. The post of chair can be held for a maximum of six years, apart from in exceptional circumstances, when the Board may appoint the same person for a further three years.
Committees reporting to the Board of Governors	The Board of Governors has five committees: an Audit Committee, a Finance Committee, a Remuneration Committee, a Staffing Committee and, jointly with the General Assembly, a Nominations Committee. The Committees report directly to the Board of Governors. The Audit Committee has a particularly important function in expressing opinions and giving assurances to the Board relating to its review of the effectiveness of the University's arrangements for risk management, control and governance. The Planning and Resources Committee (PRC) is the key central management committee. It is chaired by the President and Vice-Chancellor, and includes in its membership the vice-presidents, the Registrar, Secretary and Chief Operating Officer, and the Director of Finance, with representation from heads of services and the Students' Union. The PRC serves as the primary source of advice to the Board of Governors on matters relating to the development and allocation of the University's resources, on strategic planning issues and on the financial, educational and research performance of the University against agreed goals and targets. Additionally, in consultation with other relevant committees, it develops, for approval by the Board, the University's annual planning, budgeting, performance evaluation and accountability cycle, annual revisions of the University's Strategic Plan and an annual University budget.

President & Vice-Chancellor (Chief Executive officer)	The President is appointed by the Board of Governors after consultation with the Senate. Term of office is decided upon by the Board. The President is accountable to the Board for the effective and efficient management, for the conduct of university business generally and the achievement of university objectives. The President chairs the Senate meetings. The President is supported by a senior management team that consists of a Deputy-President, a Chancellor and Pro-Chancellor, a Registrar, two Vice-Presidents (for research and for teaching), and the four faculty Deans (as Vice-Presidents).
Senate	The Senate acts as the University's principal academic authority. A large number of the statutory powers reserved to Senate are regulatory in nature and control the academic business of the University. The senate is responsible to the Board of Governors for the promotion of research and for monitoring standards in teaching. It reports to the Board of Governors. The Senate has 66 members. A third of these are designated *ex officio* and reserved for those with academic management responsibilities centrally and in the Faculties (e.g. President, Deputy-President, Vice-Presidents, and faculty Deans). The remaining two-thirds are elected academic members (40 members; professorial and non-professorial) and 5 student representatives (appointed by the Union).
General Assembly	The main purpose of the General Assembly is to act as a two-way channel of communication through which the University presents its achievements to its broader constituencies, and receives feedback and advice on matters relating to University business. It also includes University staff, alumni and students within its membership. The members of the General Assembly and the Alumni Association, together with all university tenured staff members, elect the Chancellor. The General Assembly is a much larger body than the Board of Governors; it has more than 200 members. It has a majority of lay members. Lay members are drawn from a wide range of local, regional and national interests, and together they offer the University a wealth of experience and expertise from differing perspectives and backgrounds.
Chancellor and Pro-Chancellor	The Chancellor is the ceremonial head of The University of Manchester, presiding over meetings of the General Assembly and over congregations of the University for the conferment of degrees. The post of chancellor lasts for a period of seven years and cannot be held by anyone in paid employment of the University. The Pro-Chancellor plays a major role in the oversight of University business and deputises in many duties in the absence of the Chancellor. Heading up the Board of Governors' Nominations Committee is another duty of the Pro-Chancellor. This committee is responsible to the Board of Governors to recommend appointments of lay members to the Board and to the General Assembly. Appointed by the General Assembly, the Pro-Chancellor must not be a paid member of University staff. Term of office is four years, with a maximum of one term of reappointment.
School Boards	School boards are the academics' voice in the governance of their areas within the University of Manchester. Each School has a board. Boards are able to discuss and transmit opinions on any matter impinging on the work of the School. They offer a forum for permanent academic staff to play a major role in the School's executive management and strategic development. The core membership of each Board is the made up by the body of permanent academic staff within the School (with 'permanent' defined as full-time or part-time staff with

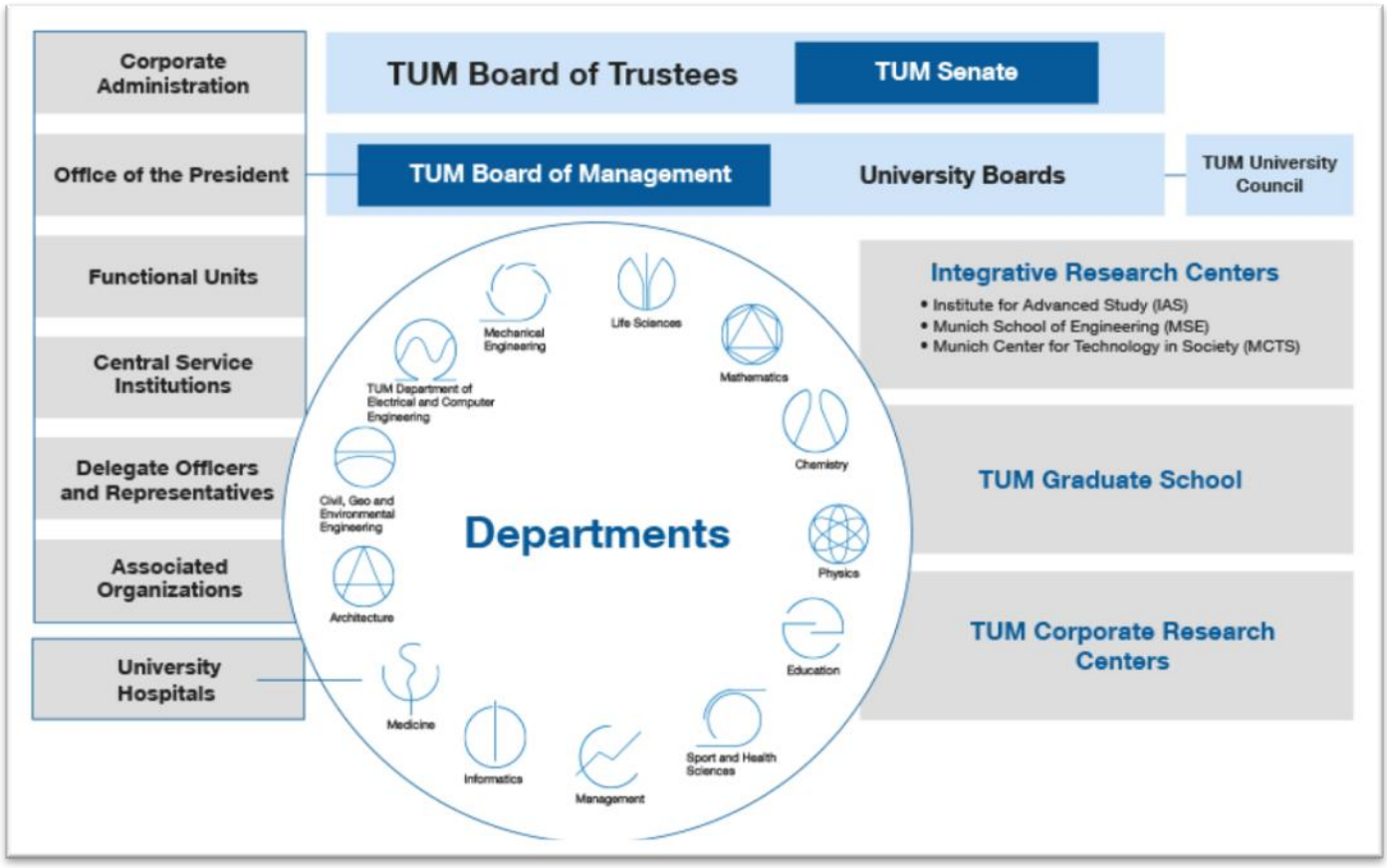
	appointments of a year or longer). There is scope for other types of staff, such as management staff and research and academic staff on shorter-term appointments, to play a role on School boards. The core membership proposes these appointments, which are then subject to approval by the Board of Governors. More detailed information on School boards, can be found here: notes for guidance , Statute XVI and Ordinance XII.
Student participation in university governance bodies	Students participate in the Board of Governors (1 member) and the Senate (5 members). Besides that, three Union officers are also members of the General Assembly. And, although students are not formally members of School Boards, each School should separately ensure that appropriate arrangements are made for establishing staff-student consultative fora, with a view to discussing, and reporting to the School Board on, any matter which might affect the relationship between the School and its students. The Union's student representatives participate in these bodies and provide feedback on each course.
Links (sources)	(in text above)

Technical University of Munich, Germany

Status of the University	Public institution
Country and context	The Technical University of Munich (TUM), founded in 1868, is a top university ('University of Excellence') and spans three large sites in Bavaria: Munich, Garching, and Weihenstephan. These are home to the 13 departments and the university's most important research facilities (3 Integrative Research centres and 6 Corporate Research Cenres). TUM's 13 departments have about 39,000 students, one third of them women. It is the home of nearly 10,000 employees, of which about 500 are professors. The university has a budget of EUR 1,258 million, which includes the university hospital. For more details see: http://www.tum.de/en/about-tum/our-university/facts-and-figures/ TUM is represented internationally today with locations of its own on several continents. In Singapore in 2002, it became the first German university to open a campus abroad: TUM Asia.
State-university regulations	The Higher Education Act of Bavaria (Bayerisches Hochschulgesetz) prescribes the governance structure of the universities (framework law). The law stipulates that the university should have a president, a board of trustees and a senate at the central level, and deans, pro-deans and deans for teaching and learning.
Alignment with national and regional policy	The federal Government's 'Excellence initiative' of 2006 has inspired a number of innovations especially in the research area. The State Government has a steering role in the TUM, both through the law and through the appointment of board members.
Board of Trustees [*Hochschulrat*]	The Board of Trustees is TUM's main supervisory body. It has 20 voting members made up of 10 external members and the 10 elected members of the Senate. The chair of the Board of Trustees is held by one of the external members. The deputy chair is the chair of the Senate. The Board of Management, the university's gender equality officer and the representative of the assembly of doctoral candidates attend the meetings in an advisory capacity. The external members of the Board of Trustees are prominent leaders in the fields of science, culture, business and politics. These appointments are made by the Board of Management and the Bavarian State Minister of Sciences drawing up a shortlist which is then passed on to the Senate for its approval. The external members are then officially appointed by the Minister of Sciences. Board of Trustees makes decisions on the basic structure of the university, proposals concerning the appointment of the senior executive vice president – human resources, administration and finance ('Kanzler'), the university's development program, proposals concerning the division of the university into departments and schools, the establishment / modification / cancellation of degree programs. The Board of Trustees elects the president, on the recommendation of the president, the senior vice presidents (with the exception of the senior executive vice president) and also decides when these people should be voted out of office. The Board of Trustees comments on the establishment / modification / cancellation of scientific and artistic organizations and institutes and other operating units, and the Bavarian State

	budget proposals / the draft of the strategic economic plan.
Board of Management [*Hochschulpräsidium*]	The TUM Board of Management oversees the running of the University. Its members are responsible for the university's policy objectives and development. The Board embodies the university's defining attributes: scientific, international, entrepreneurial. The Board of Management consists of 9 persons: the president, 6 senior vice-presidents (including the *Kanzler*) and 2 vice-presidents (Human Resources Administration & Finance, Research & Innovation, Academic & Student Affairs, Diversity & Talent Management, Information, International Affairs & Alumni, Entrepreneurship & Intellectual property, and Development & Planning).
Extended Board of Management	The Extended Board of Management, chaired by the President of the university, is an operative body dedicated to developing TUM's medium- and long-term strategies and aligning the objectives of individual faculties. It brings together people in leadership roles on the operative level of the university. Its main role is of a strategic nature and includes the coordination of the aims of TUM's departments and schools and the preparation of structural plans and university statutes (e.g. doctoral degree requirements). The TUM Extended Board of Management draws up the university's development plan and puts forward proposals for appointments to the University Council. Moreover, it takes decisions on proposals concerning research focus areas and the creation of special research areas, graduate programs and the relevant scientific institutes, applications concerning the division of TUM into departments and schools and the main focus of the budget. This extended board consist of the Board of Management, the deans of the departments, the dean of the Graduate School, the Chair of the Deans of Studies, the Gender Equality Officer, and the representative of the Central Scientific Institutes. The deans are elected by the 13 departments and schools.
Senate	The Senate is the university's academic supervisory body. The Senate makes decisions on regulations issued by the university, matters of fundamental importance to the research / promotion of young scientific and artistic talents and to compliance with the university's equal opportunity program, applications to set up collaborative research centres, graduate programs and other such organisations and institutes, proposals concerning the establishment / modification / cancellation of degree programs, proposals concerning the appointment of honorary professors, the bestowment of the titles of honorary senate member, honorary citizen and honorary member of the university, the endorsement of proposals concerning the appointment of external members of the TUM Board of Trustees. Moreover, the Senate defines key research areas, comments on proposals concerning faculty appointments, and gives its consent to the decision of the president concerning the conferment of the "TUM Distinguished Affiliated Professor" honorary professorship. The Senate elects the ombudsperson responsible for inquiring into allegations of scientific misconduct as well as the gender equality officer of the university The Senate has 11 voting members. It is made up of faculty members (6), scientific/artistic or other associates (2), student representatives (2), a member of the assembly of doctoral candidates (1; TUM-specific and only in an advisory capacity) and the university's gender equality officer.

University Council	The TUM University Council, consists of up to 25 members from industrial/business, cultural and political circles. They support the interests of TUM in their respective fields and act as the university's ambassadors. The University Council has an advisory role.
Student participation in university governance bodies	At the central level of the university student participation is rather limited. Students cannot vote for the university's president, but they can vote for two senate representatives. At the faculty level students can elect representatives for faculty and study councils, and the deans. There are two to four student representatives in the faculty council (depending on faculty size); a minority position compared to the number of staff representatives. The faculty council deals with general teaching matters, postdoctoral qualification, and licences to teach and professorships. Moreover, there is a 'student union' (*Fachschaftsvertretung*), representatives are elected from among the students. These unions represent student interest towards the faculty and the university community.
Links (sources)	https://www.tum.de/en/about-tum/our-university/ https://www.tum.de/en/about-tum/our-university/facts-and-figures/



Swiss Federal Institute of Technology in Zurich (ETH Zürich), Switzerland

Status of the University	Public institution
Country and context	The Swiss Federal Institute of Technology in Zurich (ETH Zurich) is one of the leading international universities for technology and the natural sciences. It is well known for its excellent education, ground-breaking fundamental research and for implementing its results directly into practice. Founded in 1855, ETH Zurich today has more than 18 500 students from over 110 countries, including 4 000 doctoral students. The sixteen departments (in the areas of Architecture & Civil Engineering, Engineering Sciences, Natural Sciences & Mathematics, System-oriented Natural Sciences, and management & Social Sciences) cover a broad academic spectrum, while all kinds of strategic initiatives, competence centres and networks encourage cross-disciplinary cooperation. There are also educational and research facilities outside the departments are institutions. They provide interdepartmental services for education and research and/or conduct educational or research activities. They may be run by ETH Zurich alone or in collaboration with other universities and are set up for an indefinite period of time.
State-university regulations	The mandate of ETH Zurich (and Lausanne and affiliated research institutes) is stipulated in the Federal Act on the Federal Institutes of Technology (FIT Act) by the Swiss federal council. These federal institutes of technology – the FIT domain – are autonomous federal institutions established under public law and with their own legal personality.
Alignment with national and regional policy	ETH is a Federal Institute and the framework law stipulates that there is the ETH Board (ETH Rat) as the strategic governing body of the institutions. Authorities and composition are stipulated in the Federal Act. The university has considerable flexibility in using its funding from public sources, but is accountable for that use. Like other Swiss universities ETH can act freely on almost all aspects of staffing policy, including recruitments, salaries and promotions. Overall student numbers and admission mechanisms are regulated. ETH decides on all other academic issues, including quality assurance, instruction language and academic content.
ETH Board	The ETH Board defines the strategy of the FIT domain, represents the FIT domain vis-à-vis the state, regulates financial control processes, approves development plans for the FIT domain and monitors their implementation, is responsible for coordination and planning and supervises the FIT domain. The ETH Board defines the principles of the governance structure of ETHZ and ETHL. The Federal Council ('government') elects the following nine members of the ETH Board for a 4-year term: the president, vice-president, a director from a research institute, a member nominated by the senates of ETH Zurich and ETH Lausanne, and five other members. The Presidents of ETHZ and ETHL are members ex officio.
Executive Board	The Executive Board is the supreme committee of ETH Zurich. It is responsible for the areas education, research, and administration. The Executive Board ensures that the university assumes its social, cultural, and economic responsibilities. The Executive Board enacts decrees and administrative rules. Moreover, it regulates the

	organization of the school. It decides on the founding, renaming, and cancellation of departments and other units. It appoints the Pro-rectors as well as representatives for special tasks, and it makes employer's decisions for all employees of ETH Zurich. The Executive Board collaborates closely with various bodies of participation. In particular, it convenes with the University Assembly on a regular basis. The departments are responsible to the Executive Board. The Executive Board has 5 members: the president, the rector, vice-president research & corporate relations, the vice-president finance & controlling, and the vice-president human resources & infrastructure. Besides these 5 members the Secretary General participates in the Executive Board. The president is appointed by the Federals Council at the proposal of the ETH Board (for four years). The other members of the ETH Executive Board are appointed by the ETH Board. The President bears legal and political responsibility for the university and is accountable to the ETH Board for its management. He chairs the Executive Board and coordinates its activities; the other members of the Executive Board are answerable to him. In consultation with other members of the Executive Board and on the basis of the ETH Board's strategic plan, he determines the strategy. The President also decides about the budget, allocates funds to the different areas of activity (domains) of the Executive Board and to the departments, and oversees the finances for the entire university. He is responsible for appointing professors and also appoints the heads of department at the request of departmental conferences. He represents the university to the outside world; he maintains relationships with public authorities, political bodies and the general public and is responsible for communication policy. He is in charge of the internationalisation process – the university's international positioning - and building up strategic alliances. His responsibilities also include fund-raising and alumni relations. The Rector is responsible for education within the Executive Board. She is in charge of admissions to study programmes at all levels and for the organisation and management of study-related matters, including the examination process. The Rector is responsible for approving continuing education courses and for scholarships. She confers the "venia legendi" (permission to teach) and teaching assignments, and issues invitations to visiting professors and lecturers and academic guests. She is responsible for the cooperation with secondary schools and for agreements on inter-university programmes and student exchanges. The Secretary General is assigned to the Executive Board with the duties of a general staff position. In addition, he is in charge of ETH Zurich's Legal Office. The Secretary General oversees the operations of the Executive Board and the meeting of the heads of departments; he coordinates ETH Zurich's activities in the ETH Domain (ETH Board) and at CRUS level.
University Assembly	Based on the principle of equal representation, the University Assembly is a body made up of elected representatives from the four university groups: the Lecturer's Conference, the Academic Association of Scientific Staff (scientific staff), the Union of Students, and the Staff Commission (technical and administrative staff). The Assembly consists of the following persons: the president, one vice-president, 18 members, and 1 secretary. The Assembly has a 5-member board, elected by the groups, that prepares the plenary meetings.
University groups	The Lecturers' Conference (*Konferenz des Lehrkörpers*, KdL) is made up of the Rector, 6 members elected by the conference and a representative from each department. It advises the Executive Board on all matters concerning members of the lecturing body as a whole and protects their interests, for example by presenting opinions on consultations.

	The Academic Association of Scientific Staff at ETH Zurich (*Akademische Vereinigung des Mittelbaus an der ETH Zürich*, AVETH) represents doctoral students, research assistants, postdocs and all other non-professorial scientific staff. VSETH (Verband der Studierenden an der ETH Zürich) is the association of students at ETH Zurich. It represents about 11,000 student members and looks after the interests of ETH Zurich students to the university (Executive Board, ETH Board, University Assembly, etc.) and third parties (the general public, media, etc.). The Board (der Vorstand) has 12 members that serve for 1 year. The Staff Commission has 13 members and represents the interests and concerns of administrative and technical staff to the Executive Board of ETH Zurich. This commission has an Executive Board that prepares the agenda and meetings of the commission and consists of 4 members.
Commissions	ETHZ has 8 standing committees to advise the Executive Board. They advise the individual Executive Board member (depending on topic) and the whole Executive Board. Members are appointed by the Executive Board. The commissions are: - Strategy commission, 5 representatives of the professorial staff and 1 representative from each of the three non-professorial university groups - Teaching commission, 7 lecturers (including the chair), 1 scientific staff members, and 2 students. - Research commission, 25 members (academic staff) - ICT commission, - Risk Management commission, - Investment commission, - Ethics commission, - and Environmental commission.
Ombudspersons and trusted intermediaries	The two ombudspersons investigate complaints from members of ETH Zurich, to establish whether the governing bodies of ETH Zurich are behaving correctly and fairly; support members of ETH Zurich in conflict, crisis or emergency situations and offer general advice; serve as the official reporting office on the handling of reports of illegal and unethical conduct made by members of the ETH Domain. The trusted intermediary is available to offer researchers at ETH Zurich advice, support and mediation with regard to integrity in their research and good scientific practice.
Student participation in university governance bodies	The students have their own association (Students Association at ETH (VSETH)), and through this association students are represented in the University Assembly. It represents the interests of students towards the school administration and authorities. VSETH is one of the largest student associations in Switzerland, professionally managed with approximately 10,000 members. Almost all of the 16 ETH departments have own department student associations. These take over the representation of students at department level.
Links (sources)	https://www.admin.ch/opc/en/classified-compilation/19910256/index.html#id-ni5-2 http://www.ethrat.ch/en http://www.ethrat.ch/en/normale-seite-page/overview-0 http://www.ethrat.ch/en/annualreport_2016

University of Barcelona, Spain

Status of the University	Public institution
Country and context	The University of Barcelona is one of the largest public universities in Spain as well as the main university of Catalonia; because it has the highest number of students and, by its generalist kind, it has the widest and complete educational offer. Also, it is the main university research centre of the Spanish State and one of the largest in Europe, both in terms of research programs, as well as the level of excellence. University of Barcelona currently has over 64,000 students and over 5,300 teachers and researchers. University of Barcelona is also closely linked to the history of Barcelona and Catalonia, harmoniously combining the values of tradition and the fact of being recognized as an innovative and excellent institution, both in the field of teaching, as well as in research issues.
State-university regulations	The structure and governance of the University of Barcelona is subject mainly to the provisions of the Universities Act (LOU-LOMLOU), the Universities of Catalonia Act (LUC) and other complementary regulations (e.g. Basic Statute of the Public Employee (EBEP), the University Student Statute (EEU), the Science, Technology and Innovation Act, etc.). In accordance to this regulation and the principles of university autonomy (laid down in the Spanish Constitution of 1978), the University of Barcelona is entitled to have its own statute (EUB 2003) which is under debate among the university community.
Alignment with national and regional policy	The law regulates the selection, dismissal and term of office of rectors. Institutional boards must include external members who are appointed by the regional government. Spanish higher education institutions receive a block grant, which they may allocate independently, and are entitled to keep the surplus they generate. While university-occupied buildings may be owned and sold freely, institutions must secure the approval of an external authority to borrow money. The level of tuition fees is set externally for all student groups. Prior to recruitment, potential staff members must undergo a centralised national accreditation procedure. Staff salaries and dismissals are usually governed by the civil servant status held by university staff, while the composition of promotion committees is set down in the law. The university can design degree programmes and select the language of instruction, but new degree programmes are required to undergo a formal accreditation prior to introduction. Overall student numbers are negotiated and admission procedures co-regulated for Bachelor programmes.
The Rector and the Executive Council	The rector is the highest academic authority at the University and acts as its legal representative. As a unipersonal governing body, the rector is responsible for the government and management of the University. The rector presides over the following collegiate bodies: the University Senate, the Governing Council and the Advisory Board. The rector also holds a seat in the Board of Trustees and is responsible for implementing its agreements. The rector is also ex officio President of the group of institutions that together form the University of Barcelona Group or UB Group. The rector is elected by the university community by direct universal suffrage and free choice and secret among staff of the body of university active professors of the University of Barcelona. The rector mandate is for four years and is renewable for one term only. In exercising its powers the rector is assisted by the Board of Directors, composed by the

	Vice-rectors, the General Secretary and the Manager.
The Governing Council	The Governing Council is the University's collegiate governing body. It establishes policy lines in terms of strategy and programming, as well as the directives and procedures necessary to implement them in the areas of organization of teaching and academic staff, research, human and economic resources and budget preparation. The Governing Council is formed by the rector, who is the council's Chair, the general secretary and general manager, fifteen members designated by the rector, preferably from among the diverse sectors of the university community, twenty members elected by the Senate in proportion to the composition of its different represented sectors, ten members elected by and among the faculty deans and directors of university schools, five members elected by and among the directors of departments and university research institutes, and three members of the Board of Trustees who do not belong to the university community.
The Board of Trustees	The Board of Trustees is the body through which civil society participates in university governance and indicates the university's relationship with civil society. In line with current legislation, its responsibilities include overseeing the University's economic activities and the performance of its services, as well as fostering collaboration by society in its financing. The Board is made up of nine members representing Catalan society and six representatives from the university community. These include the rector, general secretary and general manager as ex-officio members, with the Governing Council electing a representative of the academic staff, a student and a representative of administration and services staff from among its members.
The Senate	The Senate is the highest-ranking body in the university. Its duties include drafting, modifying and, where necessary, bringing the University Statutes into line with modern developments, overseeing the University's governing bodies and making appointments to these bodies, defining the general lines of University policy and, in extraordinary circumstances, calling elections to appoint a new rector. The Senate is made up of the rector, who is the Chair, the general secretary and the general manager, the vice-rectors and faculty deans and directors of university schools, with academic staff, students and administrative and service personnel each having representation. The University Senate is renewed every four years (in the case of the students representation, this is renewed every two years).
The Ombuds Officer	The Ombuds Officer is responsible for safeguarding the rights and freedoms of students, teaching and research staff, and administrative and services personnel with respect to the activities of University governing bodies and service departments. He or she is also in charge of providing information about the general operation of the University. Improvement in the quality of all aspects of the University is always the primary goal of activities undertaken by the Ombuds Officer, which are not subject to imperative mandate from any university authority and are governed by the principles of independence and autonomy. The Ombudsman's mandate is four years and may be re-elected only once.
The Faculties and Administrative units	Faculties have a dean and a maximum of 3 vice-deans, and the university schools have 1 Director and a maximum of 3 assistant principals, as is determined in both cases, by the Governing Council. Also, there is the Faculty Board or School, which is its organ of collegial governance, which consists of a representation, in different proportions of the faculty administrative and service staff and the students. The Presidency of the different

	boards of faculty or school, is the Dean or Director, who perform their duties of representation, management and daily management of the centre. The Dean and the Director of School, is chosen from official teacher, doctor, attached to each centre. The Dean and the Director of School are elected by the Board of Faculty or School, and appointed by the Rector.
Consultative bodies	The Advisory Board is the consultative body of the rector and the Governing Council on academic issues. It is made up of the rector, who is the Chair, the general secretary and twenty-five members designated by the Governing Council from among the civil service university teaching staff and permanently contracted lecturers who have acquired at least three recognized merits in teaching and three in research. The Committee of Faculty Deans and School Directors is a consultative and advisory body of the rector and other governing bodies. It is made up of the faculty deans and university school directors and it meets at least twice a year or when called by the rector. It is chaired by the rector or the person he or she delegates, and elects representatives of the faculty deans and school directors onto the Governing Council.
Student participation in university governance bodies	In general, students hold 30% of the seats in governing bodies (such as the faculty boards), except in Executive Council (0%), Governing Council (11%) and Board of Trustees (7%) and have voting rights just as other members do. There is also a Student Council, made up of all the students represented in the Senate. This council organises student activities. The Council works to safeguard the rights of students and to improve university life, both academically and with regard to extracurricular activities. It also funds the activities of the UPC's student associations and delegations.
Links (sources)	http://www.ub.edu/web/ub/en/universitat/organitzacio/normatives/index.html http://www.ub.edu/web/ub/en/universitat/organitzacio/rector_i_consell_de_direccio.html http://www.ecm.ub.es/estatut.pdf Faculties: http://www.ub.edu/web/ub/en/universitat/campus_fac_dep/facultats_escoles/facultats.html Administrative units: http://www.ub.edu/dyn/cms/continguts_en/universitat/organitzacio/unitats_administratives/cercador_unitats_administratives.html

Utrecht University, the Netherlands

Status of the University	Public institution
Country and context	The Netherlands has a publicly subsidised binary higher education system that consists of 14 universities (including the Open University) and 39 Universities of Applied Sciences. Utrecht University is one of these public universities. It is one of the oldest institutions in the country (founded in 1636) and it is a comprehensive university. It is an international research university of the highest quality. This has been demonstrated for many years by its high positions in international rankings such as the Shanghai Ranking and the Times Higher Ranking. The University conducts fundamental and applied research in a wide range of disciplines. Multidisciplinary research in Utrecht focuses on four strategic themes: Dynamics of Youth, Institutions, Life Sciences and Sustainability. Utrecht University is a pioneer in innovative educational concepts, such as that of the University College (the first in the Netherlands, currently there are more). The Utrecht model of education stands for personal and interactive education, flexibility and freedom of choice for students, and permanent professional development for lecturers. With about 30,000 students, over 6,000 staff, and an annual budget of 765 million euros (2014), Utrecht University is one of the largest general research universities in the Netherlands.
State-university regulations	The national higher act in the Netherlands prescribes the university governance structure in general ways (‘framework law’), i.e. it is mandatory for university to have a supervisory board, an executive board, a university council, deans, and so on. The main responsibilities and the composition of these governing bodies are also stipulated in the national act. Within this national framework (that leaves several options to choose from), universities can make their own governance-structure decisions, laid down in university by laws, regulations and ordinances. In the remainder we focus on the formal governing bodies at the university level.
Alignment with national and regional policy	The Minister of Education, Culture and Science appoints the members of the Supervisory Board and formally approves the candidate for Executive Head. The University sets its academic structure and can allocate the block grant it receives from Government. Fees for undergraduate students are prescribed by the Ministry. Salary bands are negotiated as part of a collective bargaining agreement. Dismissals are regulated either due to civil servant-type contracts or on the basis of collective labour agreements for the sector. Dutch universities cannot select their students and admission mechanisms are regulated by the ministry. Universities may choose their language of instruction and design their academic content.
Supervisory board	The Supervisory Board is the University’s statutory supervisory body, it oversees the Executive Board and informs the Minister. The Executive Board requires the approval of the Supervisory Board on the Strategic Plan, the Annual Report and the Annual Accounts. The Executive Board informs the Supervisory Board of all major developments and events taking place at Utrecht University. One of its members maintains a confidential relationship with the University Council. The national act stipulates that the Supervisory Board has a maximum of five members –

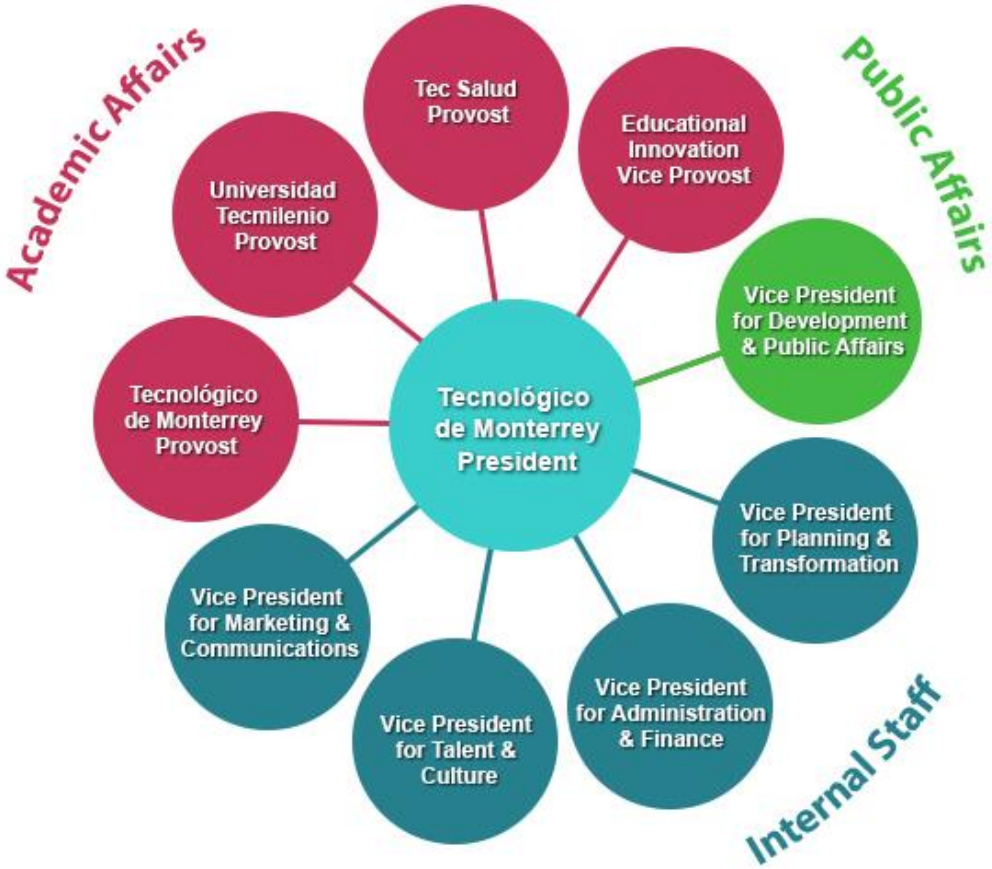
	all external to the university (mostly captains of industry, former politicians, and so on). Utrecht University has a Supervisory Board that consists of four external members.
Central Executive Board ('rectorate')	The Executive Board is Utrecht University's highest administrative body. The national higher education act stipulates that this executive board consists of a maximum of three persons (which all Dutch universities have). The Supervisory Board appoints the three members of the Executive Board after hearing the University Council. This three person body acts as a collegium, although the three members (President, Rector Magnificus, and Vice-President) have different portfolios (distribution of responsibilities is up to the executive board itself), although it is common that the rector is responsible for teaching and research and academic affairs, and the vice-president being responsible for finance (for the distribution of areas of responsibility at Utrecht University see: http://www.uu.nl/en/organisation/governance-and-organisation/the-executive-board).
University Council ('senate')	Dutch universities do not have a 'traditional senate' in the sense of a governing body composed of the university's full professors. Instead they have a University Council, a representative body of staff and students. This University Council is an elected advisory body representing students and all staff (meaning academic and non-academic staff, which implies that full professors are a minority in this governing body). The Council of Utrecht University has 24 members: 12 staff and 12 student members. The University Council has regular meetings with the Executive Board about topical issues which it has statutory authority to advice upon. Twice a year, the Council advises on general matters, other meetings are used to discuss any relevant topics put forward by either party. Although the University Council is primarily regarded as an advisory body, it has some additional powers. At the faculty level there is a faculty council, a representative body of staff and students, in function and powers comparable with the University Council.
Deans	Utrecht University has seven faculties and three teaching institutes. The faculties are led by the Dean, who bears full responsibility for all faculty matters. The Dean is appointed by the university's Executive Board after having heard the faculty council. The Dean is accountable to the Executive Board. The Dean is supported by the Board Team. The Board Team is composed of the Vice Deans, the Faculty Director and a student member. The faculties are composed of departments, led by a head that is appointed by the dean.
Student participation in university governance bodies	Students are represented in various governing bodies at several levels within the university. Besides being represented in the University Council, the Faculty Councils, and the Faculty Board, they have seats in the Degree Programme Advisory Committees (each degree programme has such a committee). Utrecht University also has the Network Employee (and student) Representation. Within the Network Employee (and student) representation, employees and students actively contribute to a university-wide exchange of knowledge, experience and insights. The network regularly organizes themed workshops.
Links (sources)	http://www.uu.nl/en/organisation/governance-and-organisation http://www.uu.nl/en/organisation/profile/facts-and-figures

Monterrey Institute of Technology and Higher Education (ITESM), Mexico

Status of the University	Private institution
Country and context	Mexico's tertiary education system has a wide range of different types of tertiary education institutions, including 854 public institutions (e.g. federal institutions, state universities, technological institutes, polytechnic universities, etc.), and 1 740 private tertiary education institutions, such as the Monterrey Institute of Technology and Higher Education (ITESM). ITESM was founded in 1943 in Monterrey, the capital of the northern state of Nuevo Leon (one of the wealthiest states). It was the vision of Eugenio Garza Sada who, leading a group of Mexican businessmen, realized the desire to create a cutting-edge educational institution that would mature and eventually become one of the best. Given the background of its founders, ITESM, the first private higher education institution in Mexico, has been influenced by a business orientation. ITESM is composed by three main institutions: Tecnológico de Monterrey, Tec Milenio and Tec Salud (Tech Health). It has 31 campus in 26 cities in Mexico and 16 offices inside and outside Mexico, including Barcelona, Boston, Dallas, Freiburg, Madrid, Montreal, New Haven, United Kingdom, Ireland, Shanghai, Vancouver, among others. The vision of ITESM is: "We educate leaders who have an entrepreneurial spirit, humanistic outlook and are internationally competitive". A cornerstone for the fulfillment of this vision is to have a solid and transparent corporate governance structure. It has a flat and flexible hierarchical structure which contrasts with that of traditional public universities.
State-university regulations	ITESM was formed as a private non-profit university and is funded primarily by tuition and student fees. Private tertiary institutions in Mexico usually do not have access to public funds although some exceptions might be made in the case of research or other services. Since 2012, ITSEM has made efforts to redesign and restructure its governance structure, including selection process and term limits for members of the governance bodies.
Alignment with national and regional policy	In Mexico, autonomous universities and private higher education institutions have a wide degree of autonomy. The ITESM is a private institution and education freedom is framed in the Constitution, implying that they can "impart education of all types and modalities", but all academic regulations on admissions must state that students should comply with the legal requisites of the country. The validation and equivalence of courses and programmes (*Reconocimiento de Validez Oficial de Estudios* – RVOE) followed in other institutions must take place through the Ministry of Education (*Secretaría de Educación Pública*, SEP). More information on its general academic policy is available at: http://sitios.itesm.mx/va/reglamentos/POLYNOR%202015.pdf
Members Assembly	The supreme governing body of ITESM is the Assembly of Members (*Asamblea de Asociados)*. Its responsibility is to safeguard the vision and values of ITESM, and assist in the establishment and implementation of its strategy and in the management of its resources and talent. It has high-level decision-making role and can appoint key administrators. It is composed of external stakeholders, leaders from different communities in Mexico, including:

	• Active Members • Benefits Partners • Honorary Members Membership on the Assembly of Members as well as the Board/Governing Council (*Consejo Directivo*) is approved by the voting members.
Board	Members of the Assembly appoint the Members of the Board/Governing Council (*Consejo Directivo*). The Board is responsible for ensuring the smooth operation and functioning of ITESM. Through this Board the Assembly of Members has the authority to designate the Provost/Rector of the institution, to approve the general budget, academic programmes offered, and to award degrees. The Board is also responsible for appointing the regional provosts/rectors and vice-provosts/vice-rectors based on input from the Provost/Rector of ITESM. The Council is composed of 20 members who are business leaders and from civil society. Since 2012 it has been chaired by José Antonio Fernández Carbajal. http://www.itesm.mx/wps/wcm/connect/ITESM/Tecnologico+de+Monterrey/Nosotros/Gobierno+Institucional/Consejo+Directivo/
Councils and Committees	Additionally, the role of the Board is supported by the following Councils and Committees who are responsible for their respective sector: • Institutional Government Committee *(5 members)* • Audit Committee *(6 members)* • Talent and Culture (HR) Committee *(7 members)* • Finance and Investment Committee *(7 members)* • Development Committee *(4 members)* • Academic and Research Council *(12 members)* • TecMilenio Council *(11 members)* • TecSalud Council *(8 members)* • Tec District Committee *(6 members)* http://www.itesm.mx/wps/wcm/connect/ITESM/Tecnologico+de+Monterrey/Nosotros/Gobierno+Institucional/Consejos+y+Comites/
Local Councils	The Board has the support of local councils in some of the campus, to fulfil the purpose, values and vision of ITESM and its institutions. In addition, they support the campus in identifying themes and strategic projects for the development of their regions. Currently 23 campus have local councils. http://www.itesm.mx/wps/wcm/connect/ITESM/Tecnologico+de+Monterrey/Nosotros/Gobierno+Institucional/Consejos+locales/
Additional Councils and Committees	These additional advisory councils form part of specific schools or programmes of ITESM: • Council of Entrepreneur Institute Eugenio Garza Lagüera • Sorteos Tec Council • EGADE Council • Schools of Engineering Science and Technology Council http://www.itesm.mx/wps/wcm/connect/ITESM/Tecnologico+de+Monterrey/Nosotros/Gobierno+Institucional/Consejos+y+Comites+adicionales/
President	Evidence suggests that one of the key factors in the development of ITESM has been the

	long-term stability of the governing leadership, including the President and the Provost/Rector. The President is responsible for 3 main areas: academics and research, support areas (i.e. administration and finances, communication, planning and talent), and networks and development (i.e. alumni and fundraising).
Provost	The Provost (*Rector*) is the highest executive authority of the institution and is appointed by the Board of Trustees. The Provost is responsible for the management of ITESM and under his leadership he has 3 Regional Provosts (*Rectoría Zona*) and 5 Vice Provosts (*Vicerectoría*). The 5 Vice Provosts are responsible for high school; research, postgraduate and continuing education; design and quality of education; academic regulations; and virtual programmes. http://www.itesm.mx/wps/wcm/connect/ITESM/Tecnologico+de+Monterrey/Nosotros/Oficina+del+Rector/Organizacion/
Regional Provost	The management of the institution is distributed into three Regional Provost/Rector who lead a certain region in the country, the largest being the campus of Monterrey): • North Zone Provost (11 campus) • Western Zone Provost (11 campus) • South/Central Provost (9 campus) They are responsible for attracting students to the institutions, student life and links to the communities. Each of these campuses has a CEO (i.e. a director general/campus rector) who is appointed by ITESM's Provost/Rector in consultation with the respective regional rector. These CEOs appoint their respective deans of schools. Each Regional Provost and campus CEO also participates in an Academic Senate which is responsible for defining academic policies and regulations (e.g. academic programmes, admissions, student evaluations, awarding degrees, academic requirements for professorship, etc.). The Academic Senate also includes senators (referred to as "senators") who are elected by their peers (1 "senator" per 30 full- and half- time faculty members).
Student participation in university governance bodies	The FETEC (Student Federation of ITESM) is the governing body that represents all students in each campus, which is in constant communication with the management of the campus, in themes of student interest. The FETEC is elected by the direct vote of all active students through the democratic mechanisms. FETEC don´t take academic or regulation decisions, and they don´t have a chair on the board, councils, or Committees.
Links (sources)	https://www.youtube.com/watch?v=wO692Nnwh4w http://www.itesm.mx/wps/wcm/connect/ITESM/Tecnologico+de+Monterrey/Nosotros/Oficina+del+Presidente/Organizacion/ Strategic Plan 2020: http://sitios.itesm.mx/webtools/planestrategico2020/publico/documento/PlanEstrategico2020.pdf Marmolejo, F. (2011), "The Long Road toward Excellence in Mexico: The Monterrey Institute of Technology" in The Road to excellence: The Making of World-Class Research Universities, World Bank, http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2011/09/28/000333038_20110928021346/Rendered/PDF/646680PUB0acad00Box361543B00PUBLIC0.pdf

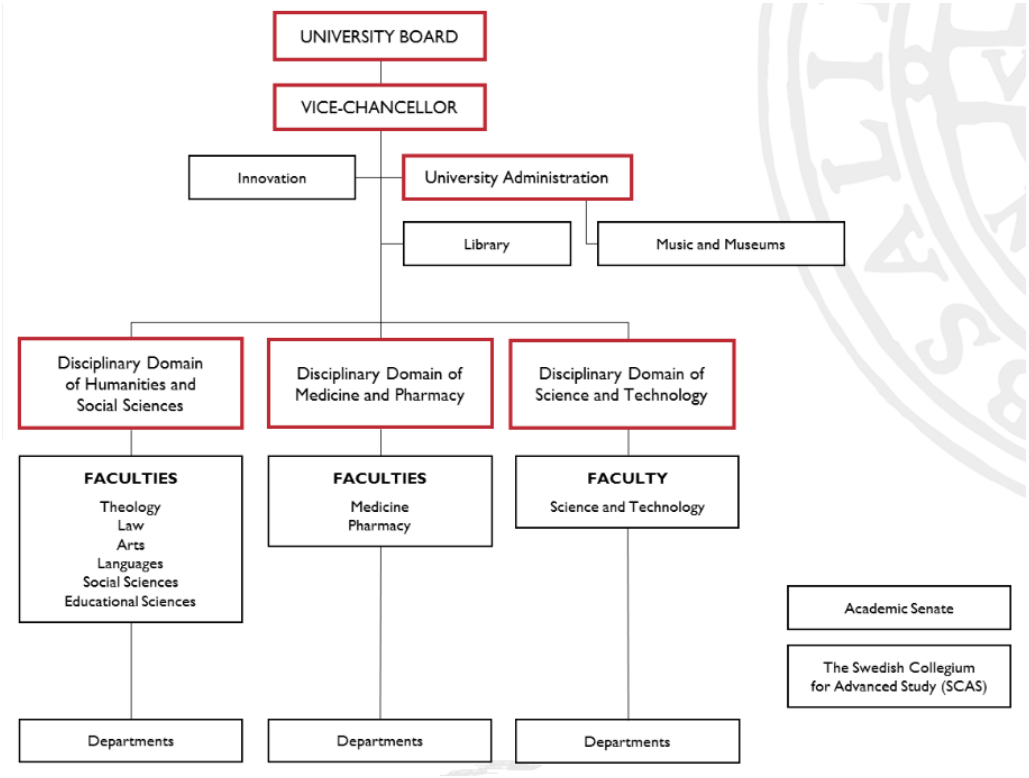

Academic Affairs
Public Affairs
Internal Staff
Tec Salud Provost
Educational Innovation Vice Provost
Universidad Tecmilenio Provost
Vice President for Development & Public Affairs
Tecnológico de Monterrey Provost
Tecnológico de Monterrey President
Vice President for Planning & Transformation
Vice President for Marketing & Communications
Vice President for Talent & Culture
Vice President for Administration & Finance

Uppsala University, Sweden

Status of the University	Public institution
Country and context	Uppsala University is a highly internationally ranked research university, founded in 1477. It has about 24,000 full-time students and 2,400 doctoral students. It has a teaching staff of roughly 1,800 (part-time and full-time) out of a total of 6,500 employees (about 700 professors). The university has nine faculties distributed over three "disciplinary domains". In December 2011 the University Board adopted a new operational structure for Uppsala University (as the result of a governance reform - see below).
State-university regulations	In Sweden, Parliament and Government have overall responsibility for higher education and research, which means that they make decisions about targets, guidelines and the allocation of resources. Education and research are the remit of the Ministry of Education and Research. As of 1 January 2013, the Swedish Higher Education Authority and the Swedish Council for Higher Education are the central government agencies responsible for matters relating to higher education. However, universities and university colleges remain separate state entities and make their own decisions about the content of courses, admissions, grades and other related issues. The aims of higher education are governed largely by the Swedish Higher Education Act and the Higher Education Ordinance. They specify that all education at universities and university colleges should be based on scientific principles. Education should provide i) knowledge and skills in the relevant areas, ii) ability to make independent critical assessments, iii) ability to identify, formulate and solve problems, and iv) preparedness for changes in the student's professional life. Just over 80 per cent of funding for Sweden's universities and university colleges comes from the Government, of which 78.2 per cent is in the form of direct grants. A reform in 2011 provided universities and university colleges with more powers to determine their own internal structures. Two principles must always be observed: i) decisions that require an expert opinion must be made by two people with scientific or artistic expertise, and ii) students are entitled to representation when decisions relating to education or student issues are made. There are regulations in The Higher Education Act: https://www.uhr.se/start/laws-and-regulations/Laws-and-regulations/The-Swedish-Higher-Education-Act/ and The Higher Education Ordinance: https://www.uhr.se/start/laws-and-regulations/Laws-and-regulations/The-Higher-Education-Ordinance/
Alignment with national and regional policy	National law regulates the selection, term of office and dismissal of the Vice-Chancellor and Swedish universities are required to incorporate external representatives in their board. The majority of Board members are appointed by Government. Swedish universities receive a block grant which is divided into two broad categories: research and teaching. While institutions may keep surpluses up to a maximum

	percentage, they may only borrow funds from specific banks and are not entitled to own the buildings they occupy. Swedish universities are free to set salaries and dismiss and promote employees. They may independently decide on the overall number of study places, but must negotiate admission requirements with the higher education agency.
University Board	Uppsala University is governed by the University Board. The University Board oversees all university business and is responsible for ensuring that the university's assignments are executed. The University Board, or Consistory, is responsible for planning and executing the scientific, financial and administrative affairs. The operational leadership is practiced by the Vice-Chancellor ('rector magnificus'). The University Board has 15 members. The Vice-Chancellor is a member of the University Board. 8 members are appointed by the government, and it also includes 3 academics and 3 student representatives. Three staff representatives have attending and consultation rights. Part of the University Board is the Council of Trustees. For preparing matters of honorary membership and similar questions, for which there are no specific regulations, the University Board has appointed a Council of Trustees with the Vice-Chancellor as chairman, Deputy Vice-Chancellor and University Director as members as well as six other members (currently are chairman and vice chairman of the University Board, as well as the three vice-rectors – heads of the disciplinary domains). Another body of the University Board is the Staff Disciplinary Board. This Board decides on cases of dismissal from employment due to personal circumstances, or in some cases from commissions, as well as disciplinary action, prosecution, suspension or medical examination. The University has an Internal Audit that is directly accountable to the University Board.
Vice-Chancellor ('rector magnificus')	The Vice-Chancellor is the head of the University as a public authority. The Vice-Chancellor is supported by the Deputy Vice-Chancellor, who serves in the Vice-Chancellor's place when he or she is not on duty and who otherwise substitutes for the Vice-Chancellor to an extent determined by the Vice-Chancellor. The Vice-Chancellor is appointed by a government decision. The Deputy Vice-Chancellor is appointed by the University Board. The VC's Management Council is a body that supports and advises the Vice-Chancellor. The Management Council consists of the Vice-Chancellor, the Deputy Vice-Chancellor, the Vice-Rectors, the University Director, and three student representatives, one of whom is a doctoral candidate. The Management Council makes no decisions. However, it is assumed that the Vice-Chancellor will consult with the Management Council in matters of principle and strategy. The Vice-Chancellor's decisions are normally made at special meetings in the presence of the Deputy Vice-Chancellor, the University Director, and student representatives.
Academic Senate	The Academic senate discusses and advices (but does not decide) on: • The goals and strategies of the university and its interaction with the communities • The university organisation • Policy matters concerning teaching and research

	The Senate has 68 members; 40 representatives from the academic staff and 20 students. The representatives from the academic staff are elected by electors from the three Disciplinary Domains. The students are elected by the Student Unions. The Vice-Chancellor, Deputy Vice Chancellor and University Director can attend the senate's meeting but have not the right to vote.
Disciplinary Domains	Uppsala University operations are organized in the following Disciplinary Domains: ▪ Disciplinary Domain of Humanities and Social Sciences ▪ Disciplinary Domain of Medicine and Pharmacy ▪ Disciplinary Domain of Science and Technology The Disciplinary Domain Board is the decision-making body of the Disciplinary Domain. The majority of the members of the Disciplinary Domain Board are individuals with academic competence. The chair of the Disciplinary Domain Board is titled the Vice-Rector. The Vice-Rectors are appointed by the Vice-Chancellor.
Faculties	Disciplinary Domains are organized in Faculties. The majority of members of the Faculty Board are individuals with academic competence. The Disciplinary Domain of Humanities and Social Sciences comprises six Faculties. The Faculty Board is the decision-making body of the respective Faculties. The chair of the Faculty Board is titled the Dean. The Disciplinary Domain of Medicine and Pharmacy comprises two faculties. The Disciplinary Domain Board is also the Faculty Board and the decision-making body of the Faculties. Each Faculty has an academic representative titled the Dean. The Disciplinary Domain of Science and Technology comprises one Faculty. The Disciplinary Domain Board is also the Faculty Board and the decision-making body of the Faculty. The chair of the Disciplinary Domain Board is also the Dean.
Departments	Operations are carried out in Departments. Each Department belongs to a Faculty. A Department is governed by a Head of Department and a Department Board. The majority of members of the Department Board are individuals with academic competence.
University Administration	The University Administration supports the University Board, the Vice-Chancellor, Disciplinary Domain and Faculty Boards, Departments and operations in general with the aim of ensuring that the University fulfils its overarching obligations as a public authority and employer. The University Administration is responsible for managing and developing the administration of the University. The University Director is the head of the University Administration.
Student participation in university governance bodies	Students have the right to be represented in the University's decision-making and investigative bodies. The students are entitled to representation when decisions or preparations are made that have bearing on their courses or programmes or the situation of students, for example in Faculty Boards and Department Boards.
Links (sources)	http://www.uu.se/en/about-uu/organisation


UNIVERSITY BOARD
VICE-CHANCELLOR
Innovation
University Administration
Library
Music and Museums
Disciplinary Domain of Humanities and Social Sciences
Disciplinary Domain of Medicine and Pharmacy
Disciplinary Domain of Science and Technology
FACULTIES
Theology
Law
Arts
Languages
Social Sciences
Educational Sciences
FACULTIES
Medicine
Pharmacy
FACULTY
Science and Technology
Academic Senate
The Swedish Collegium for Advanced Study (SCAS)
Departments
Departments
Departments

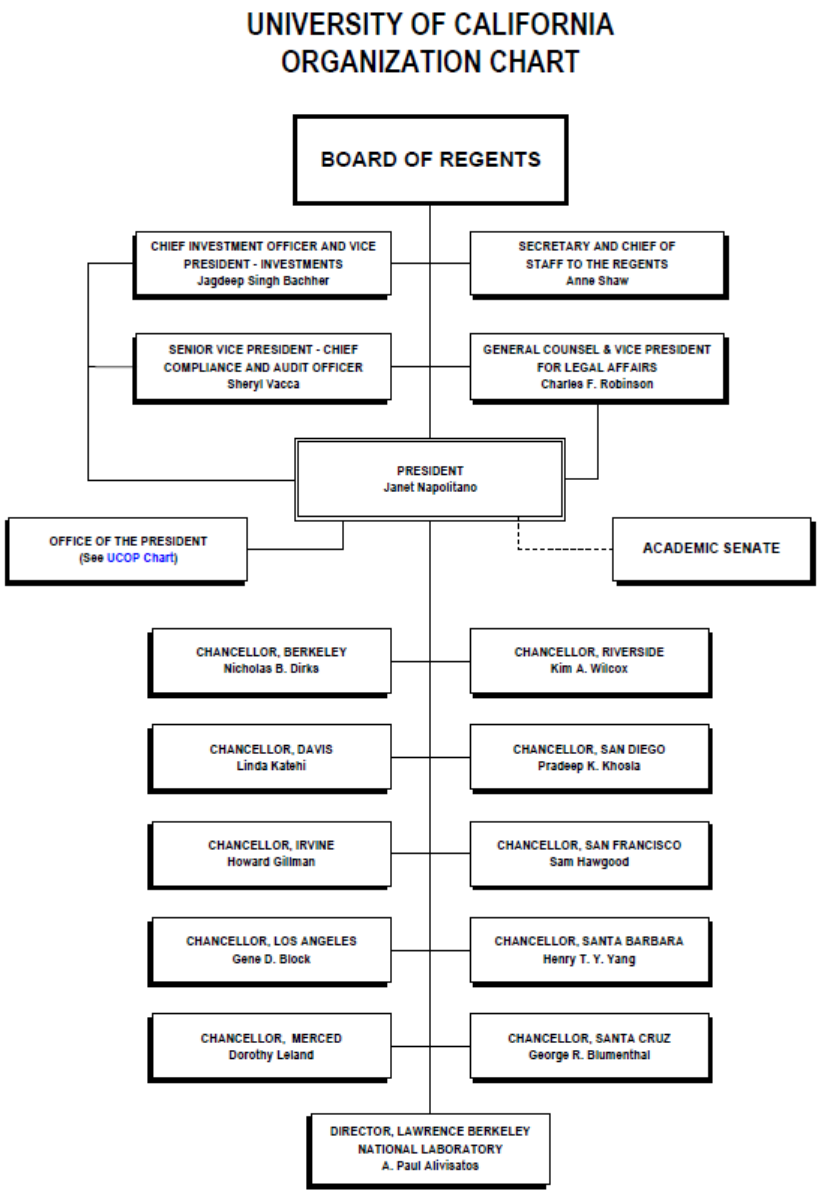
University of California [system], United States

Status of the University	Public institution
Country and context	The University of California (UC) opened its doors in 1869 with just 10 faculty members and 38 students. Today, the UC system includes 10 campuses, 5 medical centres, 3 national libraries, with more than 238,000 students and more than 190,000 faculty and staff, and with more than 1.7 million alumni living and working around the world. The University of California's governance structure is fairly distinct among higher education institutions. While many state university systems exist, the University of California is technically one 10-campus institution. Unlike other systems, whose institutions have different missions and serve different populations, the UC campuses technically have the same mission.
State-university regulations	The University is governed by The Regents, which under Article IX, Section 9 of the California Constitution has "full powers of organization and governance" subject only to very specific areas of legislative control. The article states that "the university shall be entirely independent of all political and sectarian influence and kept free therefrom in the appointment of its Regents and in the administration of its affairs." The governance structure and governing bodies are regulated through the Board of Regent's Bylaws and Standing Orders.
Alignment with national and regional policy	The Federal Government has no direct role in the governance of the University of California system. The State Governor is officially the president of the Board of Regents and the majority of the regents are appointed by the Governor.
Board of Regents	The University of California is governed by the 26-member Board of Regents, which exercises approval over university policies, financial affairs, tuition and fees. The board appoints the university president and its principal officers. Eighteen regents, appointed by the governor, serve 12-year terms. Seven serve as ex officio members, including the governor, lieutenant governor, speaker of the assembly and state superintendent of public instruction. The board also appoints a student regent to a one-year term. In addition, two faculty members — the chair and vice chair of the Academic Council — sit on the board as non-voting members. In addition, two staff advisors serve two-year terms as non-voting advisors to three Regents' Committees. In practice the presiding officer of the Regents is the Chairman of the Board, elected from among its body for a one-year term, beginning July 1. The Board of Regents meets six times a year, every other month in two-day meetings. The Regents operates through 10 standing committees: Compliance and Audit, Compensation, Educational Policy, Finance, Governance, Grounds and Buildings, Health Services, Investments, Long Range Planning, and Oversight of the Department of Energy Laboratories.
Academic Senate	The Academic Senate represents university faculty. It is empowered by the regents to decide academic policies, including approving courses and setting requirements for admission, certificates and degrees. The senate also advises the administration on faculty appointments, promotions and budgets.

	The Academic Senate consists of the president, vice-presidents, chancellors, vice-chancellors, deans, provosts, directors of academic programs, chief admission officers, librarians, and all academic staff. The functions of the Academic Senate are exercised by the following agencies and their committees: the Assembly of the Academic Senate, the Academic Council, Standing and Special Committees of the Assembly, Divisions of the Academic Senate, Standing and Special Committees of the Divisions, and the Faculties of the Divisions. The 10 Divisions are: Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, San Francisco, Santa Barbara, and Santa Cruz. Each Division has the authority to organize, to select its own officers and committees, and to adopt for the conduct of its business rules and regulations (as long they are not inconsistent with the Bylaws and Regulations of the Academic senate). The ultimate policy authority of the Senate resides in the Assembly of the Academic Senate. Thisbody represents the faculty in the governance of the University as mandated by the Standing Orders of the Regents. The Assembly is authorized to consider any and all matters of concern to the Senate as a whole and has the power to take final action on all legislation substantially affecting more than one Division. The Assembly is ready at all times to advise the President. The Assembly of the Academic Senate consists of elected representatives from each of the campuses (Divisions) plus the chairs of each of the divisional senates and the system wide officers (thus: the president of the university, the chair and vice-chair of the Assembly, all members of the Academic Council, 40 representatives from the 10 campus universities (called 'divisions'). The Academic Council is the Executive Committee of the Assembly of the Academic Senate. It advises the President on behalf of the assembly. It requests committees of the Senate to investigate and report t the Council or to the Assembly on matters of university wide concern. This Executive committee consists of the chair of the Assembly (also the chair of the Academic Council), the vice-chair of the Assembly (also serving as the vice-chair of the Council), the chairs of the Divisions (the 10 university campuses), and the chairs of 8 standing committees (e.g. academic personnel, affirmative action, educational policy, etc). The Academic Senate has a substantial number of Standing and Special Committees (e.g. academic freedom, academic personnel, affirmative action, educational policy, ICT, international education, and so on). The functions of the principal standing committees of the Senate are tied to the authority delegated to the Senate by the Board of Regents. The reports and recommendations of the committees are reviewed by the Academic Council which reconciles conflicting points of view and reflects the positions of the divisional senates.
Office of the President	The duties of the President are laid down in the Standing Order of the Board of Regents. The president is the Executive Head of the university and has, with some exceptions, full authority and responsibility over the administration of all affairs and operations of the university (such as personnel matters, collective bargaining responsibilities). The president is accountable to the Board of Regents. The president presents recommendations as to the budget to the Board of Regents. The president consults with the Chancellors ('campus presidents') and the Academic senate regarding the educational and research policies of the university. The President directly oversees the 10 campus chancellors and the director of the Lawrence Berkeley National Lab. The Office of the President is the system wide headquarters of the University of

	California, managing its fiscal and business operations and supporting the academic and research missions across its campuses, labs and medical centres. The President's office has 10 divisions (such as Academic Affairs, External relations, Financial officer, etc.). These divisions have several departments, led by provosts, vice-provosts, executives, chief officers and so on.
Comment	"Shared governance with the Academic senate is one of the distinctive features of the University of California. The system of shared governance gives University faculty, operation through the Academic Senate, a voice in the operation of the University. In addition, it imposes on faculty a measure of responsibility for the manner in which the University operates. Faculty participation in governance of the University through the agency of the Academic senate is a guiding force that unifies the ten campuses of the University into a single system under a uniform standard of excellence" (Simmons, 1995, 2009, see link below).
Student participation in university governance bodies	The University of California Student Association (UCSA) is the official voice of over 240,000 undergraduate, graduate, and professional students from all ten UC campuses. Its mission is to advocate on behalf of current and future students for the accessibility, affordability, and quality of the University of California system. UCSA is a student-run, student-led organization with a Board of Directors composed of students elected or appointed by member student governments. UCSA's Board consists of one voting member per association, usually the External or Executive Vice President. Participation in campus-wide governance is open to students through service on a variety of administrative and Academic Senate committees. These committees provide an opportunity to ensure that the student body voice is heard in important university decisions. The presence of students on committees encourages communication among the faculty, the administration, and the students and allows student access and input to the decision-making process. Interested undergraduate students can apply for membership on one or more committees. The Student Committee on Committees (SCOC), composed of one student appointed by each college, will review applications and make committee appointments. The Student Regent is a full voting member of the Board of Regents of the University of California, attending all meetings of the Board and its Committees. The Regents establish policy in areas such as personnel, campus development, student fees, admissions, and financial aid. The different UC campuses have several student governments. At UC Santa Cruz for example there is the Student Union Assembly (SUA), the official undergraduate student government of UCSC. The SUA represents and advocates for the student voice and student power on campus, in Sacramento, in Washington D.C., and in the UC Office of the President. The SUA has a General Body which consists of representatives from each of the 10 colleges, the 6 campus-wide elected officers including the chair, and representatives from student organizations. Another example is the Graduate Assembly at the University of California, Berkeley, the official representative body of the graduate and professional students. The fundamental principles of the Graduate Assembly are the promotion of a vibrant student social life, inclusiveness, progressive activism, community service, educational improvement, and professional development.
Links (sources)	See hyperlinks in text above Simmons, D.L., *Shard Governance in the University of California. An overview.* Retrieved from the web on 11-06-2015:

	http://senate.universityofcalifornia.edu/resources/SHRDGOV09Revision.pdf



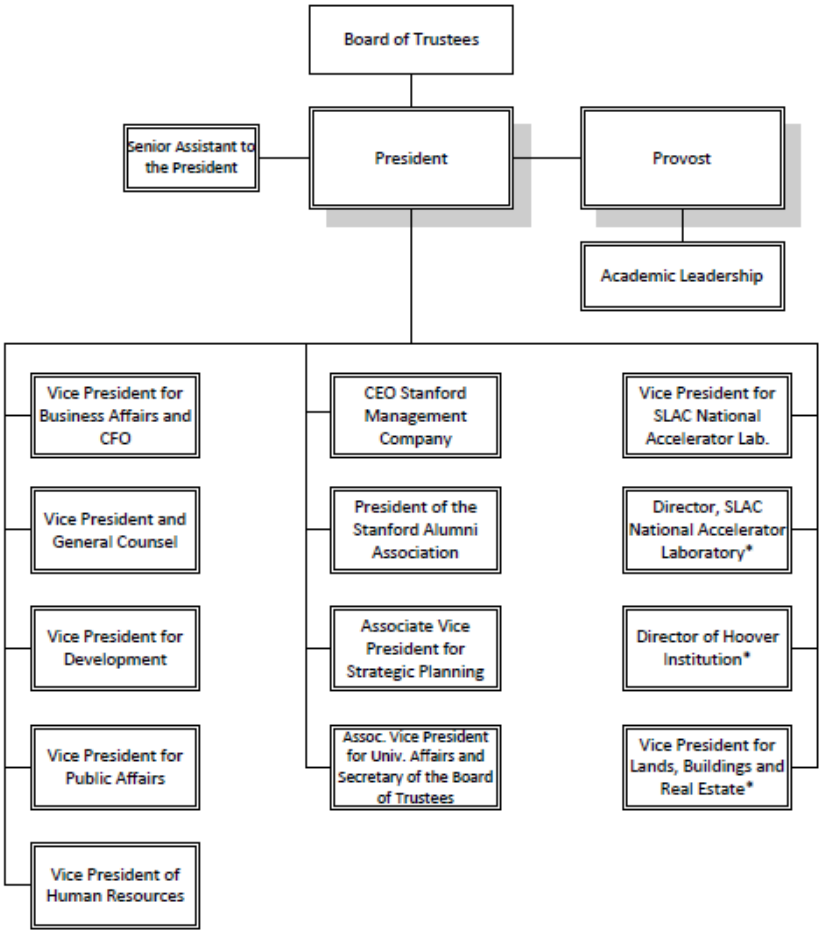
Stanford University, United States

Status of the University	Private institution
Country and context	Stanford University, established in 1891, is one of the world's leading teaching and research universities. It has 7,000 undergraduate and 9 000 graduate students. In 2014, 11,300 staff members supported teaching, learning and research at Stanford, including 6,200 managerial and professional staff, 2,900 clerical and technical staff, and 800 service and maintenance staff. In 2014-15, Stanford is a USD 5.1 billion enterprise (the university's consolidated budget for operations, a compilation of all annual operating and restricted budgets that support teaching, scholarship and research). Stanford's USD 21.4 billion endowment (as of August 31 2014) provides an enduring source of financial support for fulfilment of the university's mission of teaching, learning and research. In terms of fundraising, Stanford University in 2013-14 raised USD 928.5 million from 82300 donors. The University currently has 7 schools: the School of Earth Sciences, the School of Education, the School of Engineering, the Graduate School of Business, the School of Humanities and Sciences, the Law School, and the School of Medicine.
State-university regulations	Stanford University is a trust with corporate powers under the laws of the State of California. It is a private, non-profit institution. Stanford University is accredited by the Accrediting Commission of Senior Colleges and Universities of the Western Association of Schools and Colleges. Stanford is the beneficiary of a special clause in the California Constitution, which explicitly exempts Stanford property from taxation so long as the property is used for educational purposes.
Alignment with national and regional policy	US higher education in general is known for limited and, whenever possible, locally controlled government. The states have all government functions not specifically described as federal. Among those functions is education. The degree of control by the states varies tremendously. California is known for its state-wide multi-campus system in co-existence with prestigious world-class private institutions. Currently, California's higher education system is not keeping up with the changing economy. It faces a serious shortage of college-educated workers. Access to higher education and boosting the educational attainment of young adults are key issues. Moreover, over the past 15 years, per student General Fund allocations have fallen.
Board of Trustees	The Board of Trustees is custodian of the endowment and all the properties of Stanford University. The Board administers the invested funds, sets the annual budget and determines policies for operation and control of the university. The Board appoints the president. The Board delegates broad authority to the president to operate the university and to the faculty on certain academic matters. The powers and duties of the Board of Trustees derive from *The Founding Grant, Amendments, Legislation, and Court Decrees*. In addition, the Board operates under its own bylaws and a series of resolutions of major policy. Board membership is set at a maximum of 38 including the President of the University, who serves ex officio and with vote. Eight of the Trustees are elected or appointed in accordance with the Rules Governing the Election or Appointment of Alumni Nominated Trustees. All members of the Board serve five-year terms and, in general, are eligible to serve two such consecutive terms (except alumni nominated trustees, who serve one five-

	year term only).The Officers of the Board are the chair, one or more vice chairs, the secretary, and the associate secretary. Officers are elected to one-year terms, with the exception of the Chair, who serves a two-year term. Their terms of office begin July 1. The eight standing committees of the Board are the Committee on Finance; the Committee on Development; the Committee on Alumni and External Affairs; the Committee on Academic Policy, Planning and Management; the Committee on Land and Buildings; the Committee on Audit and Compliance; the Committee on the Medical Center; and the Committee on Trusteeship. Standing committees meet prior to each regular Board meeting unless otherwise directed by the Chair. The Board generally meets five times each year.
President	The President is appointed by the Board of Trustees (by majority vote). The by-laws and resolutions of the Board of Trustees set forth the following duties of the President (in addition to those he derives from the Founding Grant or by office): ▪ Responsible for the management of the University and all its departments, including the operation of the physical plant and the administration of the University's business activities. ▪ Reports to the Board at each regular meeting on problems and progress, including making recommendations for action. ▪ Responsible for preparation of the annual University operating budget and other annual budgets as specified. He submits these budgets to the Board for review and subsequent action and submits periodic reports to the Board on the status of plans and projections basic to preparation of budgets for succeeding years. ▪ Prescribes the duties of the professors and teachers, and prescribes the course of study and the mode and manner of teaching. To assist in the performance of presidential duties, the President, with the approval of the Board, appoints and prescribes the powers and duties of a Provost, a Vice President for Business Affairs and Chief Financial Officer, a Vice President for Medical Affairs, a Vice President for Development, and a General Counsel. The President, with the approval of the Board, may appoint and prescribe the powers and duties of other officers and employees as the President may deem proper. In the absence or inability to act of the President, the Provost shall be Acting President and shall perform the duties of the President of the University.
Provost	The Provost, as the chief academic and budget officer, administers the academic program (instruction and research in schools and other unaffiliated units) and University services in support of the academic program (student affairs, libraries, information resources, and institutional planning). The Provost is appointed by the president. The principal staff officers of the Provost are shown in the organization chart in Guide Memo 9.2.1 (see also end of this template).
The University Cabinet	The primary function of the University Cabinet is to recommend and review principles, policies, and rules of University-wide significance. Its purpose is to assure the centrality of academic objectives in the work of the University. The President and the Provost seek the Cabinet's advice on issues of University direction, policy and planning including but not limited to: ▪ Long range planning for faculty and academic program development ▪ Strategic planning on financial, facilities and fund-raising matters

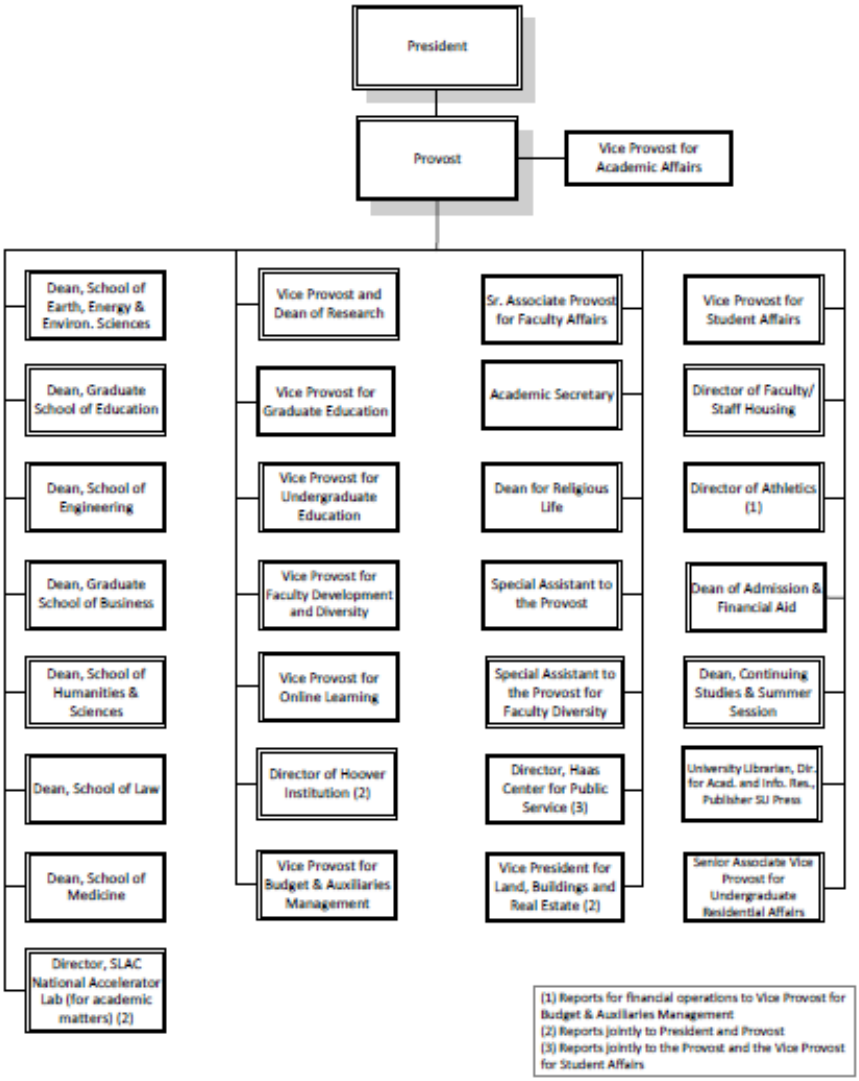
	▪ Faculty and student affairs ▪ Personnel policies The Cabinet advises the President and Provost on other matters as appropriate. Chaired by the President, membership of the University Cabinet includes the Provost, Deans of the seven Schools, the Vice Provost and Dean of Research, the Director of the SLAC National Accelerator Laboratory, the Director of the Hoover Institution, the Vice Provost for Undergraduate Education, and the Vice Provost for Graduate Education.
The Academic Council	The powers and authority of the Academic Council are set forth in the Articles of Organization of the Academic Council. The powers are exercised through the actions of the Academic Council itself, the Senate, the Academic Council Committees, the Advisory Board, and the Academic Council Professoriate. The Academic Council is vested with the authority to discuss and decide upon matters of policy within the province of the Professoriate, subject to the power of disapproval of the Board of Trustees. The Academic Council consists of all members of the Academic Council Professoriate (academic staff members) and the academic administrative officers. Twenty per cent of the membership constitutes a quorum.
Advisory Board of the Academic Council	The Advisory Board of the Academic Council is composed of 7 full professors, one from each of the 7 Advisory Board Electoral Groups. Tenure of service is 3 years. The tasks of the Advisory Board are: ▪ Receives recommendations for appointments to professorships that have originated in departments and have been approved by school Deans and Provost. ▪ Makes recommendations to the President on faculty appointments, promotions and dismissals, and on creation and dissolution of departments, etc. ▪ Holds hearings in cases which arise under the Statement on Faculty Discipline and in certain cases the *Statement on Academic Freedom and the Statement on Faculty Grievance Procedures*.
Senate of the Academic Council	The Senate exercises the deliberative and legislative functions of the Academic Council. The Senate is the legislative body of the Academic Council and has responsibility for academic and research policy as well as the authority to grant degrees. In addition to formulating policy, the Senate reviews, via the committees, two types of curriculum proposals, broadly speaking: proposals or reviews of degree granting programs, and, periodically, broad curriculum reforms resulting from ad hoc university level review committees which examine university wide curriculum such as general education requirements, writing requirements and other similar classes all undergraduates must take. The Senate also reviews interdisciplinary degree granting programs (IDPs) as well as proposals for new degree granting programs, including honors and joint degree programs (JDPs) and name changes of departments and programs. The Senate has been composed of 55 members of the Academic Council; they serve for 2 years. The 55 members are placed in units based on school and discipline as follows: Graduate School of Business (3), Earth Sciences (2), Education (2), Engineering (11), Humanities and Sciences (24), Law (2), Medicine (2), SLAC (1), and Special Administrative Group (1). All Academic Council faculty may vote for faculty within their unit. Elected Senators serve as free agents, not as representatives of a particular program, unit or school. The number of seats per unit is allocated relative to the size of

	the school and disciplines within that unit. There are also 15 ex officio members without the right to vote. The rules also provide for 3 standing guests from the Associated Students of Stanford University – they have the right to speak but no right to vote. The Senate elects a chair and six other members to serve with the president (or a president's designee) as the Steering Committee of the Senate (the President being a non-voting member). They receive report from the academic Council and plans subjects for study and discussion by the Senate. Another committee – the Committee on Committees – performs several functions such as nominating and appointing Academic Council members to serve on committees and recommending the establishment of new committees and discountenance of existing ones. The Senate refrains from action on any matter that is properly the concern of one of the committees of the Academic Council.
Committees	Besides the Steering Committee and the Committee on Committees, the Senate discharges its academic and research policy and oversight responsibilities via seven standing Committees of the Academic Council. These committees are charged by the Senate. Members are appointed by the Committee on Committees. The committees are: of tellers, planning and policy, academic computing and information systems, libraries, research, review of undergrad majors, undergrad admission and financial aid, undergrad standards and policy.
Student participation in university governance bodies	In the governance structure presented above students hardly participate (3 representatives having the right to speak in the Senate). Students are organised via the Associated Students of Stanford University. The ASSU is the student government for Stanford University and all registered students are members. Its elected leadership consists of the Undergraduate Senate elected by the undergraduate students, the Graduate Student Council elected by the graduate students, and the President and Vice President elected by the entire student body.
Links (sources)	The university's website. https://facultyhandbook.stanford.edu/ http://facts.stanford.edu/administration/ https://facultysenate.stanford.edu/



*Reports jointly to President and Provost

Organization Chart: Provost



ANNEX: SUMMARY TABLE OF INSTITUTIONAL RANKINGS

Name of institution	ARWU (Shanghai) (2015)	Times Higher (2015-16)	QS (2015-16)
University of Melbourne, Australia	44	33	42
Federal University of Bahia, Brazil	-	601-800	701+
University of São Paulo, Brazil	100-150	251-300	143
University of Copenhagen, Denmark	35	82	69
University of Toronto, Canada	25	19	34
University of Bordeaux, France	201-300	251-300	441-450
University of Manchester, United Kingdom	41	56	33
Technical University of Munich, Germany	51	53	60
Swiss Federal Institute of Technology in Zurich (ETH Zürich), Switzerland	20	9	9
University of Barcelona, Spain	151-200	174	166
Utrecht University, the Netherlands	56	62	94
Monterrey Institute of Technology and Higher Education (ITESM), Mexico	-	501-600	238
Uppsala University, Sweden	61	81	102
Stanford University, United States	2	3	3

The University of California system has ten campuses of which one (UC San Francisco) is a graduate-only campus which is ranked 18 in ARWU, but is not ranked by Times Higher or QS. Of the nine others three (Berkeley, Los Angeles, and San Diego) are ranked in the global top 20 by ARWU, in the top 40 by Times Higher and in the top 50 by QS.

Sources: http://www.shanghairanking.com/ARWU2015.html

http://www.topuniversities.com/university-rankings/world-university-rankings/2015

https://www.timeshighereducation.com/world-university-rankings/2016/world-ranking

The methodologies used for these rankings can be found on the respective websites.