

# *Leading* ethical governance in a university for responsible citizenship and sustainability

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*It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair ...* CHARLES DICKENS "A TALE OF TWO CITIES"

# Leadership by Values

- UNESCO (2015) Rethinking Education: Towards a global common good
  - “Goodness” where education has a bigger purpose as opposed to previous individualistic/utilitarian notions
- World Bank (2012) Constructing Knowledge Societies: New Challenges for Tertiary Education
  - “It involves developing a person’s ability to reason systematically about critical questions and issues, to place facts in a broader context, to consider the moral implications of actions and choices, and to promote life-long learning behaviours outside the formal academic setting.
- Global Sustainability Development Goals 2030
- Pityana (2017)
  - “... cultivating that critical mind that discerns the social trends, and applies a critique that seeks to sustain the values of freedom and critical consciousness.”

# Successful Leadership & Good Governance

## CHECKS AND BALANCES



- Governance is not managerialism
- Good governance is a combination of:
  - HARD FACTORS - structures, regulations, performance and consequence management that define authority relationships, process maps and compliance
  - AND
  - SOFT FACTORS – organisational culture, and stakeholder engagement

# Ethics ... Leadership ... Governance

*Ethical practice and conduct  
constitutes the necessary means by  
which leadership and governance  
achieve their goals*

## **Understanding the changing dynamics in universities from (a) a community of scholars to (b) a more fundamentally regulated environment, monitored and controlled by the State – ACCOUNTABILITY & SUSTAINABILITY**

- Historically, universities were run as ‘communities of scholars’, where the management and governance arrangements were generally ‘participatory’.
- Senates and Councils were entirely focussed on the academic imperatives of the university.
- Today we see a fundamental shift towards a more executive style management at universities.
- Universities function through statutes and constitutions that clearly distinguish management from governance – the Vice Chancellor has the equivalent of a CEO mandate; whilst the new-style Council takes responsibility for governance.
- Canada, U.K., S.A., and U.S.A. – the shift to a more centralised model of university governance is undergirded by a clear move to increase the accountability requirements being imposed by the state in the interests of sustainability

### The Lambert Report (2003)

Governments appear not to have sufficient confidence in the way that universities run themselves to give them funding without strings attached. Some of this is justified – the sector has in the past suffered from poor management and lack of strategic thinking. Yet if universities are to become more creative and play their full part in regional and national economies, then ways must be found to give them more room to develop a strategic vision and take entrepreneurial risks. [p.102]

# A Good Governance Framework for a University

INTEGRATE:	SPEAK TO:	CRITICAL SUCCESS FACTORS	EVALUATE THE MODEL:
The values of ethical governance	What is required	Consultation	Is it relevant to the university sector?
The activities of the academic project	What is in place	Communication	Is it responsive to the requirements of the Regulator?
The operations of the university	The areas for improvement	Shared understanding amongst stakeholders and roleplayers	Does it provide assurance to the Council and stakeholders?
Monitoring and evaluation of performance in identified themes	Tracked progress over a defined period		Is there demonstrable value for institutional sustainability?

# A Governance Model: 7 triggers for success

<http://survey.unisa.ac.za/index.php/629979?lang=en>

7. As part of the ongoing process of review and development, **IMPROVEMENT PLANS** form the basis of addressing shortcomings and projecting future success. In order to promote coherence of the planning regime and the integration and sustainability elements of the Framework, improvement imperatives will be separately measured

**1. LEADERSHIP** including fairness, transparency, an open/ethical organizational culture

**2. COHERENCE/ALIGNMENT AND DIRECTION**

**3. ACCOUNTABILITY**



**4. STAKEHOLDER REALTIONSHIPS, PARTICIPATION AND EXPECTATIONS**

6. Delivery must be coupled with an effective **RISK MANAGEMENT PROGRAMME** that proactively (a) identifies potential constraints that could limit the delivery of strategy and the core business and (b) introduces mitigating actions

**5. DELIVERY** Best practice dictates that proper assurance requires an evaluation and monitoring of delivery and performance for it is in this exercise that the university will be able to gauge the return on investment and achievement of the identified strategy, goals and performance objectives.

# POINT TO PONDER



*Is ethical governance a facet of quality, or is quality attained when ethical governance is in place?*





धन्यवाद (Danyavad)

thank you

謝謝

asante sana

merci

gracias

danke

grazie

adube

oshe

obrigado