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ORGANIZATIONAL AND ECONOMIC ASPECTS OF THE CORPORATE HIGHER EDUCATION MANAGEMENT FORMATION

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Annotation. This article discusses the organizational and economic aspects of the formation of Corporate governance at the university. The current level of change in the organizational form of universities from the Republican State Enterprise on the right of economic management to the Non-Commercial Joint Stock Company implies the implementation of corporate governance. In this regard, it seems relevant to study the relationship between corporate governance and the quality of governance at the university, and its improvement based on the principles of corporate governance. In the strategic documents of the Republic of Kazakhstan, much attention is focused on the fact that a modern market economy should be based on "knowledge" and "intellectual potential", which will bring the country to a high level in the world rankings of industrial and innovative development.

Keywords. *Higher education, university, corporate governance of the university, organizational and economic mechanism of the university, Board of Trustees, Governing Council, organizational and managerial structures, corporate governance subsystems of the university.*

INTRODUCTION

The reform of higher and postgraduate education in the Republic of Kazakhstan, focused on the innovative vector of development, requires the development of a flexible policy of state regulation and mixed strategies using market mechanisms to increase the efficiency of the socially significant sphere. Institutional changes in higher education are aimed at expanding the freedom of universities, since in regulating the supply and demand for various forms of education provided to different groups of consumers, market mechanisms are often more effective than administrative ones. The predominance of a corporate culture of management in the academic environment means flexibility in responding to the demands of the market environment, the "customer focus" of the university. Competence and enterprise come to the fore. The functioning of universities in a heterogeneous competitive environment leads to the need to form in them the principles of corporate governance and corporate

management culture. At the same time, the formal transfer of corporate governance principles to universities threatens to limit academic freedoms and democratic principles of collegiality, enhances the professionalization of the managerial level and enhances the role of administrative managers.

MAIN PART

Higher education reform has been consistently developed in Kazakhstan since the early 1990s. The regulation on the autonomy of a higher educational institution of September 14, 1993 determined the status of an autonomous state higher educational institution. However, on May 7, 1996, this provision was repealed. The following years were marked by a more intensive development of the principles of independence and corporate governance of universities. To a certain extent, this was facilitated by the emergence of a private sector of higher education, as well as the emergence of quasi-state universities created in the form of a joint-stock company with state participation in it. The classification of higher education institutions as state enterprises on the right of economic management since 2011 also had an impact on the form of their management.

The Bologna process, which Kazakhstan joined in 2010, provides for the expansion of the autonomy of universities in accordance with the Magna Carta of Universities. According to this document, “in order to meet the requirements of the modern world in its research and teaching activities, the university must have moral and scientific independence from political and economic power” [1].

Consistent improvement of university management is a key issue in the State programs for the development of education in the Republic of Kazakhstan. Today, the role and mission of higher education institutions, as well as higher education in general, is undergoing great changes. This is due to the challenges that society, the economy and universities currently face. The mission of universities that claim to be successful and leaders should combine tradition and modernity. Building a new system of economic and political relations requires the adoption of appropriate decisions in the organization of higher education in Kazakhstan. This concerns aspects of the implementation of corporate governance in higher education institutions [2].

The organizational and economic mechanism for the functioning of higher educational institutions is an integration interaction of economic and organizational foundations that ensure the progressive functioning, continuous improvement and development of higher educational institutions.

Economic foundations, on the one hand, determine the general environment in which universities operate, and on the other hand, they act as a target factor (object) of their functioning. The economic fundamentals cover:

- the general economic situation and the specifics of the industrial and cultural development of the country;
- trends in the development of science and innovation;
- the level of integration into the world economic system;
- competitiveness of economic sectors in relation to global trends in their development. The resulting factor in the functioning of the economic foundations is the formation of the need and demand for higher education.

The organizational foundations form the subject of the functioning of higher educational institutions - the training of personnel and the creation of scientific and technical products. The organizational bases for the functioning of higher educational institutions can be divided into two categories of organizational bases - external and internal.

At the present stage, external organizational foundations include:

- the state system of management of higher educational institutions (Ministry of Education and Science);
- infrastructural elements of support and evaluation of the activities of higher educational institutions;
- state and non-state higher educational institutions;
- research and innovation-oriented higher education institutions;
- infrastructure elements that ensure the development of the scientific and innovative environment.

Internal organizational bases are:

- organizational and managerial structures;
- corporate foundations of management.

The resulting factor in the functioning of organizational foundations is the offer of educational services and services in the field of science and innovation [3].

At present, in accordance with the current standards, trusteeship and supervisory boards function in the universities of Kazakhstan. In universities with a private form of ownership, management issues are in the field of view of the relevant boards of directors. Each university adopts its own policies and job descriptions, which in some cases may be reviewed and approved by the governing board. However, most boards approve the policy review process and approve the final document, but are not involved in the more detailed formulation of personnel policy. However, this system is much more centralized than the system of government in other countries. In Kazakhstan, all decisions (for new programs, new courses, proposed textbooks and even the titles of master's and doctoral theses) are adopted centrally by the governing bodies.

The organizational and legal form of a joint-stock company allows the most complete implementation of the principles of corporate governance in comparison with state universities operating on the right of economic management. In fact, management is carried out by one person, who is both the rector and the Chairman of the Board. In addition, there are 2 collegiate advisory bodies - the Board of Trustees and the Academic Council. Although teachers and students are represented in the collegiate body - the Academic Council, their participation in the management of the university is minimal, because the main management issues are within the competence of corporate bodies: the Board of Directors and the Board of Trustees. Therefore, the main recommendation is to increase participation in corporate bodies of all interested parties and ensure qualified, Governing boards, in general, are a fairly new governance structure in Kazakh universities. The goal of the Governing Councils is to improve the efficiency of the universities they govern. The effective functioning of corporate governance requires a modern way of thinking to manage in new ways and share power among the various participants in the governance system. Although this management approach has not yet been tested and applied in many universities, there is a strong belief that new models can help universities meet future challenges. With the gradual introduction of corporate governance in Kazakhstani universities, awareness of both members of existing governing boards and university management about various aspects of this management system is growing.

Management is a complex job with many details that must evolve and change as the needs of the university grow and its priorities shape. Evaluation of the activities of the governing boards as a whole and its individual units (mainly committees), chairmen and members, as well as informing about the results of the evaluation, best contribute

to this evolution. Perhaps the problem of the evaluation process, which may arise in the Kazakh context, is the underdeveloped culture of evaluation of both the effectiveness of the educational institution as a whole and the activities of the participants in the management processes of universities, such as the governing boards and management of the university. Despite the popularity of such widely used terms as, for example, KPI (Key Performance Indicators, key performance indicators) both in the corporate environment and in the public and quasi-public sectors, the culture of providing information, the availability of detailed institutional data, the cooperation between evaluating and assessed structural units, trust in both the subjects of assessment and the assessment process itself insufficient degree developed in some higher educational institutions. Another problem that boards may face is the lack of performance evaluation experience among board members. As follows from the existing rules, the composition of the governing board is mainly formed from among people with significant experience in education or other social sphere. the availability of detailed institutional data, cooperation between evaluating and assessed structural units, trust both in the subjects of assessment and in the assessment process itself are still insufficiently developed in some higher education institutions. Another problem that boards may face is the lack of performance evaluation experience among board members. As follows from the existing rules, the composition of the governing board is mainly formed from among people with significant experience in education or other social sphere. the availability of detailed institutional data, cooperation between evaluating and assessed structural units, trust both in the subjects of assessment and in the assessment process itself are still insufficiently developed in some higher education institutions. Another problem the governing boards may encounter is the lack of experience in evaluating the activities of the board members. As it follows from the existing rules, the composition of the governing board is mostly made up of people who have significant experience in education or other social fields.

Meanwhile, it should be noted that, in our opinion, the existing organizational foundations for the functioning of the higher education system do not fully meet the needs and requirements of the economic foundations. So, for example, the formation of educational programs and their trajectories in the universities of Kazakhstan is carried out in most cases without the participation of employers, and the state order for personnel training does not meet real demands from the labor market. There is a certain range of problems in the formation of the chain of links "education - science - production". Scientific and innovative processes in universities, as a rule, are completed at the stage of theoretical research and are formalized in patents and copyright certificates, and not in applied works and commercialization. This is due to the fact that the existing innovation infrastructure of universities does not have specific investment

investments from the industrial sector of the economy. It should also be noted that the established boards of trustees and supervisory boards at universities do not yet have the foundation of corporate foundations for managing them.

The presented list of problems requires the development of additional subsystems within the organizational framework for the functioning of universities, which will strengthen the positions of their economic stability and increase the level of their integration with the real sector of the economy. In our opinion, such subsystems should be:

- a comprehensive transition from the institute of state universities to the institute of universities built on the principle of public-private partnership. The founders of such universities should be both the state and the private sector of the economy (leading industrial large and medium-sized enterprises, including those implementing innovative projects with high added value. This will require a revision of the existing mechanisms for building the activities of supervisory boards. In the future, it is the supervisory boards that should set the vector formation of educational programs taking into account modern demands of science and practice;

- transition from multidisciplinary universities to specialized ones. At the same time, the range of implemented educational programs should fully comply with the regional specifics within which the educational institution operates;

- a comprehensive review of organizational and managerial structures. At the present stage, all universities in Kazakhstan have linear-functional and matrix structures that do not correspond to innovative management trends, are obsolete and inefficient. As world practice shows, such organizational structures reduce the intensification of processes in personnel training. Outdated organizational and managerial structures should be replaced by innovative divisional and horizontal structures. This, in turn, will create a solid and reliable foundation for the design of autonomous universities.

CONCLUSION

The structural restructuring of higher education currently being implemented is carried out through the modernization of the institutional management system and the expansion of the independence of universities in Kazakhstan. The boards of trustees have created a number of important prerequisites for the further development of corporate governance in higher education institutions. The experience of introducing boards of trustees revealed some problems in the transition to corporate governance.

The most important of them, which was reported by the participants of the study, is the imperfection of the legal framework for reforming the management of universities.

University governance reforms and increased institutional autonomy in Kazakhstan are perpetuating new approaches to decision-making, although challenges remain on the ground. Another issue of corporate governance in Kazakhstan is that this type of governance is both structural and cultural and should be treated as such. It can be argued that structurally significant progress has been made: institutional governance structures are being created, procedures and rules are being developed to regulate the work of councils. In cultural terms, there is still reason to believe that the level of participation of council members in university activities and their interaction is much lower than that of their Western counterparts.

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ЖОҒАРЫ ОҚУ ОРНЫНДАҒЫ КОРПОРАТИВТІК БАСҚАРУДЫ ҚАЛЫПТАСТЫРУДЫҢ ҰЙЫМДАСТЫРУ-ЭКОНОМИКАЛЫҚ АСПЕКТІЛЕРІ

Аннотация. Бұл мақалада университетте корпоративтік басқаруды қалыптастырудың ұйымдық-экономикалық аспектілері қарастырылады. Шаруашылық жүргізу құқығындағы республикалық мемлекеттік кәсіпорнынан коммерциялық емес акционерлік қоғамға дейінгі жоғары оқу орындарының ұйымдық нысанының қазіргі

өзгеру деңгейі корпоративтік басқаруды енгізуді болжайды. Осы орайда университеттегі корпоративтік басқару мен басқару сапасының өзара байланысын зерттеп, оны корпоративтік басқару қағидаттары негізінде жетілдіру өзекті сияқты. Қазақстан Республикасының стратегиялық құжаттарында қазіргі заманғы нарықтық экономиканың «білімге» және «зияткерлік әлеуетке» негізделуі тиіс екендігіне көп көңіл бөлінеді, бұл елді индустриялық рейтингте әлемдік рейтингте жоғары деңгейге жеткізеді. және инновациялық даму. Осы мақсаттарға жету үшін Қазақстанда кадрларды даярлаудың және жоғары және жоғары оқу орнынан кейінгі білім беру жүйесін үдемелі дамытудың жоғары тиімді ұйымдық-экономикалық механизмі жасалуы керек.

Түйінді сөздер. Жоғары білім, университет, университетті корпоративтік басқару, университеттің ұйымдық-экономикалық механизмі, Қамқоршылық кеңесі, Басқару кеңесі, ұйымдық-басқару құрылымдары, университеттің корпоративтік басқарудың ішкі жүйелері.

ОРГАНИЗАЦИОННО-ЭКОНОМИЧЕСКИЕ АСПЕКТЫ ФОРМИРОВАНИЯ КОРПОРАТИВНОГО УПРАВЛЕНИЯ В ВУЗЕ

Аннотация. В данной статье рассматриваются организационно - экономические аспекты формирования Корпоративного управления в вузе. Текущий уровень изменения организационной формы университетов с Республиканского государственного предприятия на праве хозяйственного ведения в Некоммерческое акционерное общество подразумевает внедрение корпоративного управления. В связи с этим, представляется актуальным исследование взаимосвязи корпоративного управления и качества управления в ВУЗе, и его совершенствования на основе принципов корпоративного управления. В стратегических документах Республики Казахстан большое внимание акцентировано на то, что современная рыночная экономика должна быть основана на «знаниях» и «интеллектуальном потенциале», что позволит вывести страну на высокий уровень в мировых рейтингах индустриально-инновационного развития. Для достижения данных целей в Казахстане должен быть разработан высокоэффективный организационно-экономический механизм подготовки кадров и поступательного развития системы высшего и послевузовского образования.

Ключевые слова. Высшее образование, вуз, корпоративное управление вуза, организационно-экономический механизм вуза, Попечительский совет, Управляющий совет, организационно-управленческие структуры, подсистемы корпоративного управления вуза.