Institutional Changes in Mexico Higher Education: A Reform to U.S Accreditations

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Abstract: In recent decades internationalization is a driver of institutional changes in higher education. Even prior to this current era of globalization, with its pressure as an external influence, selected higher education institutions in Mexico had internal motivations to pursue international accreditation since 1950s. This institutional change in Mexico may be described as an isomorphism - normative associated with professionalization or mimetic as a response to uncertainty (DiMaggio & Powell, 1983). The research presents three case studies for qualitative analysis: Tecnologico de Monterrey (Tec or the Tech) (ITESM), Universidad de las America Puebla (UDLAP), and Centro de Ensenanza Tecnica Y Superior (CETYS), in order of U.S. accreditation. Primarily, the research addresses "why does institutional change take place," identifying internal institutional motivations and external competitiveness related to globalization as explanations. Conclusion. The research presents the multi-level governance context of global, national, and institutional levels of influence for these private universities in Mexico. Additionally, the research addresses themes of educational quality, international academic recognition, and regional integration in North America.

Keywords: Higher education, globalization and education, accreditation, Latin America, institutional changes, case study

INTRODUCTION

The result of the economic growth in the current Mexican higher education has impacted the social policy, welfare, and educational access (Valera, 2006). As a part of the international trend Mexico has a rapid growth in private education (Gregorutti, 2011)? Public universities are unable to increase their demand where there is an abundance of new private universities begun to flourish (Kent, 2005; R. Kent & De Vries, 1994; Gregorutti, 2011; Valera, 2006). In 2015, 53.1% of students have been enrolled in the private higher education institutions, totalling to approximately 8,96,000 students spread across 1,573 private universities. Private universities have become key players in the educational landscape too. Unpredicted growth has benefitted many, but the concerns is around the cost and globalization of private universities, which address the quality of the institutions (Gregorutti, 2011).

Unfortunately, the experienced growth has not followed the same path, much of the research surrounding this topic stems from why institutional changes taken place at three private universities. Mexican higher education growth taken place in the beginning 1990's to encourage the entrepreneurial activity (Kent, 2005; R. Kent & De Vries, 1994). As there are low barriers and simple legal requirements for accreditation, there no minimal supervision between public and private universities. Many institutions are questionable for the quality intent (Kent, 2005; R. Kent & De Vries, 1994; Gregorutti, 2011). These entities will give rise to the fraudulent in negative consequences for students and families

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through the Mexican families (Fielden & Varghese, 2009; Varghese, 2009). Private institutions consist of different kind of traditional schools (Gacel-Ávila, 2005; Wijetunge, 2016).

They mainly focus on the transmission of the knowledge rather than research development (Gacel-Ávila, 2005; Nuchso, Tuntivivat, & Klayklueng, 2016).

Especially the undergraduate level enrolments have grown rapidly over 20 years, representing more than 65% of all institutions in Mexico by 2009 (Gacel-Ávila, 2005; Gregorutti, 2011). Because of the institutional changes the responsibility with in the private university have resulted in deregulation of responsibility with in private institutions with the establishment of a wide variety of small institutions ((Gacel-Ávila, 2005; Torres & Schugurensky, 2002). The institutional changes bringing the questions of quality, equity and low standards which are affecting students at private universities (Gregorutti, 2011; Valera, 2006)

This paper explores the institutional turnaround in three private universities in Mexico. The focus in on policy reform at the governmental level and on changes in the institution level. In, 2010 the Mexican secretary for higher education says: very few Mexicans are satisfied with the current situation in higher education, most demand is on quality of education. Universities need to understand the demand of the society. Briefly, the effectives of higher education are in doubt (Aldhafeeri & Alajmi, 2017; Gago, 1989). In the three private universities examined here, the reform came on the heels of conflict resulting from institutional collapse.

This three universities have identified that their external legitimacy crumble and their internal control dissolve. How each university went about this painful process the outcomes are the redefinition of their institution mission which is objective of this paper. The paper will look, how this is happening in three private institutions of higher education in Mexico, the analysis is based on the structural change at upper level of management, with changes in upper management, as opposed to change in the academic practice. The sources used were documentary evidence and peer reviewed journals.

The paper is organized in to three sections. Section one describes an overview of recent development in the higher education system, government policy and political environment and the section two analysis changes in the three private universities and the section three with a discussion which looks at the common issues.

Recent Developments in Private Higher Education

Higher educations in Mexico have undergone important changes in different aspects such as demographically, culturally and in policy terms where significant shifts have occurred and they are continuing to change the way the private institutions operate. For many years there is an institutional change at private universities like ITESM, UDLAP, CETYS universities such as non-competitive, fee structure, the institution setting own rules and the management was nonprofessional and political.

Student federation unions on political activism were a normal aspect of the university experience. Innovation in teaching was another issue which was heavily influenced. Technological and research aspects have emerged difficulty of local initiatives by academic innovators who rarely found policy environment at the government level.

Private institutions are noncompeting for the prestige which was largely concentrated on public universities. In 2010, the three private universities have 79% of enrolment, in 2015 the national share of the enrolment at this three private instutions has increased to 85%. The most important part that reforms the changes in private universities is the expansion of their university campuses, some of which grew to unmanageable proportions and become a centre of political conflict. The modern's areas of the country- the capital large cities on the boarder of the united states virtually belong to different world, there are many Mexicans in higher education has different faces, the quality, availability and capacity for change vary. Since the pool of postgraduate degree holders was very small, many people are hired as university instructors laced the necessary training. In addition, private universities responded to the pressures of rapid growth and politization with unprofessional administrative cultures, resulting in top heavy inefficient structures and a low capacity to follow development strategies (Brunner, 1990; Ramanauskaite & Vaisnys, 2017; Schwartzman, 1993). Due to the crisis of 1980s brought many contradictions involved in this process for unregulated expansion.

The economic crisis and government policies have restricted the private sector where they have a high inflation in 1980s about the academic salaries, reducing their purchasing power to 40%. At the present a national average of 15% of the 20 to 24 age group enrolled in higher education in a context of regional differences. There are truly many Mexico's higher education institutions has many different problems too such as quality, availability, and capacity may differ and vary accordingly to the institution changes.

Changes in Government Policy Towards Higher Education

Most recently the government officials, university rectors and other department heads picked up the policies based on the modernization to increase the quality, efficiency and making education more relevant to economic development. The policy introduced after 2005 proclaims that higher education is moving from social welfare model to build negotiations around government and corporate sectors within the system. On efficient management relevance to labor market and technological transfer the government policy focused strongly on education at all levels. An important element in the higher education policy was the government demand led to an more expenditure approach. The government has introduced many new policies for the private institutions in various aspects.

Institutional diversification: The government offered private universities to offer post-secondary training linked to the regional job markets in close coordination with local business leaders. The experience with this policy at three private universities and the colleges in the Mexico are also inspired in this effort. The principal of this education policy statement indicates that no new universities will be established in the which consists of four-year technological institutes.

Academic roles and values: teaching profession will be developed through emphasis on productivity bonus to individual teachers based on evaluation scores from students, and a teacher training programme through promotion of graduate studies which was provided in late 2003; research received a great attention then teaching. To emphasize search linked to industry and funding criteria which have become increasingly selective with a focus on international competitive research projects.

As a result, all the three private institutions have announced retraining programs for professors and have indicated that in future only those postgraduate degree will be considered for hiring. Curriculum reform universities (which are free to set their own academic standard and content of the curriculum. The three private universities have encouraged to evaluate course contents according to the regional demands. In the four-year technology institutes, the technological education implemented a national curricular reform Assessment of graduates and Student selection.

In this three private universities traditional "open-door" admission policy has been introduced through direct admission policy through their credentials. In the early 1990's they have college entrance examination. But late 1994 the government had administered examinations to 41 institutions in 19 states. Additionally, with the changes the 3 universities began to design of professional competency examinations for graduates of various professions. These exams are designed in collaboration of the associated members of professional associations

The main objective of this to establish the standards for the Mexican graduates that would be compared to Canadian and American universities. series of this tests will help to assess the competence of the graduates who will be introduced to the health professions, engineering and law ANUIES in 1993.

Management and Governance: Government policy makers have insisted the universities to develop more management and efficient strategic decision-making systems based on the systematic information. Most of the private universities have modified their internal governance structures, by reducing the influence of the students and increasing their quality of the teachers and administrators. Financial accountability has been stressed, although university administrators are more accountable to government officials and not to public.

Increasing the governmental scrutiny of the three private universities have increased the operations of the private institutions. In the 1990's the government benevolence continued to prevail with respect to founding new private intuitions with dimensions of quality. However, the environment created by these polices tended to put public institutions on a new footing. Setting new standards. For the first time the public funds are available for the private institutions where CONACYT announced that funds for research and postgraduate programs would be assigned based on quality of both public and private institutions. Various private institutions stated competing for this fund. The second factor is the initiative by the Federation of private higher education to set up an accreditation on institutional self-evaluations. Officials of the federal government has given technical support to initiate this by sending messages to the private establishments although government will not intervene directly in their operation. Private universities self-regulation for quality and assurance for betterment is in high favour.

"Policy made by the government pushes universities to work on administrative reform, which had ever been an issue. Administrative reform has everything to do with financial reform, that is the way the institution obtains and uses resources. This is a crucial component to recent policy issued by the government: Vice Rector planning and budgeting, ITESM"

Changes in the Political and Social Environment

Political and social changes have a policy shift which need to be mentioned in this regard. Firstly, the democratization and social participation in the political system. Until the mid 1908s they served as obvious vehicles for political action by the opposition on the left. However, opening of the Mexican political system has attracted more political activists toward the parliamentary actions, thus defusing the activism with in universities. One analysis of these changes (Gardella D., 1995) points out that general level has made with the changes in the Mexican political system which as an important effect on the political environment surrounding private universities. Another fundamental shift in the political environment of private higher education has been declining the university unions. Unionism is the central issue in university politics in the 1907s and the early 1980s. However, this situation has changed for three reasons.

The first one is the constitutional amendments in 1980 to confined university unions to single establishments. The second reasons were the government anti-inflationary policy which instituted controlled yearly wage increase on a national scale. Unions which are existing today are present and often to do exert power against certain institutional policies, although their political clout is much diminished. Third reason, Although the traditional role of private universities has visibility which has not diminished. Individuals academics are expected to cope effectively with increasing demands for accountability, evaluation and local funds raising. The language of management and strategic planning is more visible in rectoral statements and official documents and private discourse in general.

Institutional Changes at Three Private Universities

In the context of administrative and financial reforms various private universities have emerged in various states where the issues had been traditionally ignored are resolved. The experience is that institutions where changes occurring with the turbulent political history and a reputation for management and standards of academic practice. Following is an examination of the three private universities experiences: ITESM, UDALP, CETYS. The ITESM is a private university located in Mexico and founded in 1942. It has 31 campuses in 25 cities of the campus recognised in Latin America. It is ranked as 65 worldwide. Universidad de las Americas Puebla (UDLAP), is one of the most prestigious private institutions of higher education in Mexico, which is in the oldest city in Latin Americas which is known for its art, culture, history, traditions and modernity.

The centre of technical and higher education (CETYS University) is a Private institution of educational experience founded in 1961 in Baja California under the visionary of entrepreneurs' committees to education. Its aim is to seek as best institution in Latin America for MBA programmes mainly focused on Entrepreneurship and engineering.

The first two institutions make up 33% of national enrolments in university and all three comprise with 21% of national figures for undergraduates. They constitute 26% of postgraduate enrolments in Mexico. They hired 30% of fulltime faculty and use to receive 17% of total federal subsidies for private universities. The budgets of these state universities carry significant weight in their local economies. Generally, the budgets are high for this private universities because they usually have local employers of professional level according to the regional consumer demand.

The political influence by these institutions would be according to their financial presence: rectors' opinions and behaviour are closely watched and reported by the local press, university unions and student movements, academics write in editorial pages. Culturally the presence of this institutions varies according to institutional size. The UDLAP university, for example hosts an annual international book fair (one of the largest events in Latin America). Other institutions however are less interested or successful in this area. However, the crisis of the public institutions and the development private universities provided new options education.

This shift has deep influence on cultural and social image of private universities. While they were initiated by the political left, private universities considered positive development and they advertised themselves as institutions of common people. The rector reorganized the administrative structure and developed a framework with the operational guidelines. Normative instruments have been designed to regulate the affairs of academic administration. High on the list of priorities was financial reform.

"This university needs a new management culture, because it is a large enterprise, with lot of budget. When this university employees get their Christmas bonuses, it makes the local banks tremble: we are talking about a lumpsum money" Director of Planning, ITESM.

ITESM

In 1991, after a protracted conflict in the raise of student fees, experts of the federal government provided a framework for reforming the university. The local legislature had approved the reforms in providing new system of governance, with different academic organization and new rules for funding and resource allocation. A board of trustees and members drawn from the faculty represent university council to increase the weight of the faculty that reduces the student body. In the year 1991 to 1993 new statues were drawn up to regulate student services, personnel, and expenditures. Changes were specified in the structure of the university. The system was replaced by the departments which are assigned both teaching and research missions.

- New powers have been given to the two regional centres in the north and south of the state to decentralize the institution. systems for its educational, Social, economic and political improvement.

In 2016 they have continued to improve the scholarship and allocation process as well as increased the size of the scholarships for academic excellence. In 2017 the university has created a new model which focused on developing the necessary skills for fulfilling the student's life purpose and reached and enrolment of more than 42,000.

"A very important thing that taken place in first year was to set house in order. The situation is dramatic: the university has a 'piggy bank' where the money is saved and then spent on needs. There was no control on spending and bank accounts. The board of trustees demanded for the fare accounts. The new law was set up for treasury, controller and planning where the rector's office began a task of organizing regulating financial accounts. Setting the things in proper made the university to satisfy all needs with appropriate resource administration. Until last year, there is no idea of university assets, now there is complete inventory on the property. Financial accounts were behind the schedule now it is up to date. With the online information everyone has a clear idea about how the resources are being used" (Felipe Mora, Head of Planning).

In 2000, the broad of trustees recruited a new rector a well-regarded political scientist who served as a head of local research centre. The new rector has developed a new framework with operational guidelines to regulate the affairs in academic administration, personnel, expenditures and purchasing.

To increase their academic quality and standards they have established English language skills as a requirement from the graduation in 2006 and created a dual degree programme. This university has obtained international accreditations (AACSB, AMBA, EQUIS) in 2008. Due to this change academically, their undergraduate programmes were 100% accredited by national accreditation organizations (2010). Nothing will improve in the university does not change at least two things: one is the roles and focus we define our talent, and the other is how financial and material resources of the institution are allocated and used. To better implement this strategy the ITESM have organized themselves differently. They have leveraged the scale allowing to function as single tecnologico Monterrey. In 2012 the board of trustees defined its mandate to continue improving and strengthening academic quality. This can be achieved by providing high quality professors by employing a challenge based educational model. Based on this mandate and the changing world in which we live, in 2012 the university has created a transformation model which aligns the vision and culture of the organization. Although this document focuses on the vision of technology it also touches the other two elements of transformation which are strategies and strategic initiatives. In the end of 2013, due to the alignment to process, the Tecnologico de Monterrey's organizational structure evolved to become more relevant, recognizing and encouraging the academic research functions. Like many prestigious universities they have aligned vision focused on three functional groups: academic and research, management and support and development of public affairs.

In 2015, to develop the students in helping them to become people of integrity with ethical standards and outlook, they started training them to be internationally competitive in the professional fields and well as good citizens committed to the economic, political, social and cultural development of their community and use natural resources. Through this development programme the university wants to

- Promotes the international competitiveness of knowledge-based business, innovation, technological development and sustainable development.
- Creates and implements transfer business incubator models and networks in order to contribute to the creation of enterprises
- Collaborates in professionalizing public administration, analyses and proposes public policies to further Mexico development.
- Contributes the sustainable development of the community with innovative models and students.in 2018 they have adopted a new organizational structure which strengthens the value-added processes, as well as the academic

programs and research functions of the institution. Since 2018 they have developed a strategic plan to develop more better leaders, with skills, abilities and passion to build more prosperous world with great opportunities for their students.

UDLAP

The political function of the university took precedence over its structures in Mexican politics. Nonetheless, the university was able to develop a platform in some areas of research and develop innovative in teaching undergraduate level in some professions like engineering. The financially tight in 1980s is the period where new generation of academics matured, always in tension with the way university politics was handled. During this period, attempts to reform the upper secondary schools were made with varying success. Once this political shift had been affected, in 1994, it become possible to push the academic reform. In 1994, a new rector was designated to follow the rules set up by recently approved status. This change symbolized a shift in the political climate of the university.

In 1996, the university went through the three self-evaluations. Firstly, the Academic organizations was changed formally changed into a departmental model, to develop a flexible curriculum and a credit system were established. Secondly the basic goals allowed students to follow courses in various departments and focus to faculty on both disciplinary and interdisciplinary activity. Thirdly administration reform based on the introduction of an online management information system which will be used to inform a planning and budgeting system. In 1997, student admissions procedures were modified. The college board was hired to apply examinations to all candidates including graduates of the university. Now for admission purpose high school grades for 40% and the results of the entrance exam count for 60%. This procedure is eliminated to influence the student federation of political recommendation and discrimination against students who were not graduates.

"The previous administration (1989 to 1994) had a political phase reform movement. Now the rules have been modified and entered in to new phase in which political problems are much manageable, allowing university to look itself. We are going through the inspection at all levels if new rector. The previous rector was clearly a political leader and the current one is an established academic" Misael Gradilla, Executive vice rector.

In 1998, a study on sustainable development in the was signed jointly by the university leaders from the government and industry which served as a framework for the future university community collaboration efforts. In 2000, the financial management was significantly reformed an incremental budgeting based on the political negotiation with basic operating budgets which are now developed at department level. Project applications were also made by the departments on a competitive basis for specific funds in research, postgraduate studies, and curriculum innovation and standards. Individual departments are made responsible for developing their own resources of outside funding and these efforts are rewarded by the funds allocated by the central administration. In 2005 the experience led university officials to the realization that new kinds of financial and information management could be used as tools for improving institutional climate. Since 2012 to 2015 the university as traditionally fragmented faculated structure, where professors and heads of the academic programs has no incentive to follow the common rules of the academic practice, in terms of student assessment, classroom practice and curriculum development. As an academic organization the evaluation were carried out and student began to take the courses in different departments. It became clear that someone had to be able to oversee academic practice, supervise evaluation criteria, make suggestions to the executive vice rector, and respond to increasing student demands for attention.

In 2015 university have started the self-evaluation process to ratify institutional accreditation of the federation of private Mexican higher education institutions. In 2016 they have achieved this AACSB accreditation. In 2016 they had academic and cultural extension in Mexico City. This extension will offer them to select and innovate graduate programmes looking to contribute significantly to the construction of the talent that Mexico requires. In 2017 they have signed collaboration agreements to exchange the researchers and professors in the 12 most prestigious universities in United Kingdom such as University of Cambridge, king's college London, University of Bristol, university of Sheffield and many more. This agreement gives an opportunity for Cambridge researchers to come to Mexico and exchange their ideas with experts in the field. UDALP professor who visit Cambridge will join an interdisciplinary research community and their wok will give them open opportunity or future join research projects which will help the students. In the end of 2017 they had made 200 collaboration which allows the Student to participate in different programs around The globe.

CEYTS

In addition to statutory reform and political stabilization the university has rationalized its personnel policy (De Vries, 1994). The immediate implication is to reduce the hired staff: between 1991 and 1993, 500 academics and non-academic workers were laid off. Following this, a point system was designed for promotion criteria, and an explicit policy was established to assign the teaching loads depending on their status as assistant, associate or full professors. Beginning in 1994, university initiated a series of programs by following the government guidelines. Upgrading the curriculum, investment in infrastructure, teacher training, and piloting a management information system and others. After 2 years a team of experts asked to carry global evaluation of the institution. The experts produced an extensive report with a main shortcoming of the university as follows:

- General low quality in undergraduate education and services.
- Major inefficiencies in finances, human resources and the use of the physical space
- Academic programs were backward, out of touch with reality and excessively narrow.
- Almost total financial dependence on government subsidies and a weak fragmented management system that lacks vital internal cost and performance. Neglect of external responsibilities towards community, local government and other components of educational system.

"We came to understand good information system and greater participation at different levels of change. They give the students a clue on what is happening elsewhere in the university and they give them influence on decision making. It helps the student to identify new organizational cultures, and a new way of doing things". The same goes for the faculty and administrators too to see new institutional culture emerging (D.de Santiago, Executive team).

In 1997 A new team of experts in curriculum design, management systems and planning were hired to develop plan and cover the following issues:

- Curriculum reform: a credit system, common courses in basic skills and knowledge for all programs, planning based on labor costs.
- Research and postgraduate studies: evaluation of current resources and planning for future programs.
- Academic standards: standards for admissions were raised with common requirements for all graduates in languages and computing.
- Upgrading the faculty: retraining and hiring the professors with high degree.
- Improving academic facilities: remodelling reform, infomrationsystem, planning, personnel training.
- By 2008, the CETYS has 32 postgraduate programs, half of them met the requirements by CONACYT
- for funding, which is amounted to US $5 million
- for that year. In 2010 there was an external evaluation for postgraduate and research policy.

After these changes since 2000 All undergraduate programs were evaluated a credit system which was designed with the common core of courses in languages, mathematics and current affairs was set up. In 2002 enrolment caps were set in overcrowded fields in enrolment law, accounting, and architecture were reduced by 60%.

In 2005 reforms were made in regulation governing the minimum number of courses and the maximum number of semesters in which a student can enrol in regular basis. In 2007 the student fees have been raised (increasing income from this source from US $1 million to US $7 million for leading and development plan.

Several masters and doctoral programmes were set up. The CETYS established a capacity of the postgraduate studies compared to other private universities. In 2012 examining the university finances was important in terms of rationalization effort. An audit was carried out to determine what kind of income the schools and departments were producing, and officials were surprised to learn that the university had earned US $11 million from the sale of the services in 2012. This has been gone for the several years. But in 2015 the generated income was not reported and therefore it is not included in the global institutional accounts. Making this fact on various reactions they demonstrated its entrepreneurial abilities, but on other hand there was a fear among the departments that the income generated would be appropriate by the higher authorities.

In 2016 the structure of the university's budget has experienced an important change were 50% if the university income was spent on the salaries for professors to maintain the quality of education. however, learning takes place in different directions and at different speeds. In 2017 they have introduced new systems that occurs unevenly and carries different meaning for various sectors.

CETYS is the first higher education institution to achieve the international accreditations such as WASC (western Association of Schools and Colleges), ACBS (Accreditation council for business schools) and programs, ABET

(Accreditation board for Engineering and Technology) outside the united states in the years of 2016-2017.

"I believe that the university is beginning to understand itself. We always tried to understand the self-image, but everyone is trying to understand the complexity of this organization. But different people think in different ways. The university enhanced with planning and management to solve the technical problems and the people in the academic department are not able to understand this, they feel they have been overwhelmed with all paper work involved in producing information. One department head asked 'am I supposed to manage the department or work for you?' This is a big problem to initiate the evaluation and management systems. The university tried to bring people in from various areas to thin about solving complex problems' authoritarian culture does not understand that complex organization and modern management need new thinking's. Fortunately, that keeps moving ahead. this created a sort of armistice among the warring factions" J. Vazquez Reform of the university CETYS.

METHODOLOGY

Assessing the depth and breadth of the Mexico higher education approach to data collection and an interactive analytic process, Researcher gathered the information through online research, document analysis, university reports. Primarily the data is collected from the Mexican focused publications by the university presses. For the inventory itself, researcher maintained the focus on institution level engagement, but as an example new activity were discovered, research expanded about the universities with examples of their improvement. The result of this describes the segments of the activities taken place array of examples of collaboration and engagement. Our goal is to identify trends and overall patterns, make data-informed recommendation to enhance engagement, and suggest topics for the additional exploration and research.

OVERVIEW AND DISCUSSION

Three private university reform presented a complex process of conflict in maintaining institutional power relationships and identities. Before proceeding towards a comparative analysis, it is very important to sum-up the main dynamics that can be found in three institutional process. Important changes have occurred in the political and social environment of Mexican private universities since 1995. Two features that stand out

1. The idea of modernization had spread discourse creating a basis of legitimacy of change in private universities. Specially it become a revise to the traditional corporatist notion of university autonomy in favour of concepts of university which are fiscally responsible for the government and social responsiveness.

2. The university crisis become a matter of intense public debate, where; political mobilization involved local government and private sector leadership as well as media. In all the cases of three universities government allowed a conflict to develop old leadership in all social and intellectual legitimacy. The state governments in devising new statutory and organizational arrangements.

All the themes mentioned are common in three cases. However, the institutions perceived and acted upon them seems to be indicative of important differences in the paths they followed. In this section we are going to view the changes presented by looking in to various political, academic users which were perceived and resolved.

Institutional control system, tasks structure and climates: There are differences in making strategies where institutional dynamics are associated with options as participatory hierarchical governance, versus legal frameworks and high versus low internal and external ability. UDLAP: Participatory governance in a decentralized structure with a moderately formalized but constantly concentrated on renegotiated legal framework and moderate accountability.

A modern change in governance allowed traditional power group to survive but generated enough momentum for new leadership to decentralize and restructure in

IETYSM: New governance structure incorporated external stake holders which are highly formalized with the legal work. Precised and the redesigning of the university leas created a significant shift in the existing power arrangements which have contained political conflict by balancing internal groups against the increased involvement of external stake holders.

Although political authority has moved up and done their regional campuses now operate with in a unambiguous task structure and enjoy greater responsibility over local operations than before.

favour of academically competitive groups. Planning is linked to budgeting and expenditures, but the decision made to establish a scheme of internal financial incentives linked to departmental performance. The campus was developed especially where the academic leadership is strong.

CETYS: centralized decision-making framework is concentrated at the top in reducing the influence of students and unions in increasing the officials and academics. Ambiguous rule and task structure, non-participatory planning control over funding and information to create a climate with low trust and high uncertainty, most likely leading to new periods of instability. Now of rectoral succession and difficulties university promoted entrepreneurship at different department levels.

Table 1 *Institutional Changes*

Issues	IETYS	UDLAP	CETYS
Student Admissions	Selective examination	Examination+ High school record	Selective examination
Enrolment caps in overcrowded professions	Yes	No	Yes
Increase in the student fees and tuition	Significant discounts for good academic performances	Moderate increase	Moderate increase in tuition, significant in fees.
Financial reform: Accountability, budget getting linked to priorities and performance	Significant	Significant	Moderate
Long term institutional development plan	Yes	Yes	Yes
Participatory planning	Yes	Yes	NO
Institutional and Regional Decentralization	Yes	Yes	No; central administrative apparatus grew.
Department structure replaces faulted	Yes	Yes	NO
Changes in Undergraduate Curriculum	Dept. evaluates & effects changes + consultation with the professions.	Dept. evaluates & effects changes; moves toward student mobility.	New common core in language, math, current affairs.
Reform of faculty Hiring & promotion procedures	performance incentives, no significant statutory reform	performance incentives, new statute for faculty	performance incentives, no significant statutory reform
Support for research & postgraduate study	Yes, based on priorities and performance	Ye, based on priorities and performance	Yes, nut unclear allocation rules
Stakeholder development and community extension	Significant	Significant	Low

Dimensions of academic organizations: the creation of new programmes and curriculum changes:

At IETYSM, the rector head of the planning present a governing board with a proposal to establish a new program after consulting among the business and professional communities.

At UDLAP, academic changes are determined by the rector of each regional campus in negotiations with the general rector. Al though internal programmes are behind some new programmes are the campus like entrepreneurship and growing links with local business play an important role in these decisions. On the other hand, establishment of new credit system at while university implemented centrally by the head of planning.

At CETYS the establishment of common core courses for all undergraduate programs, and the creation of PhD programs are usually decisions made by the recor assisted by specially hired consultants. Implementation of the academics received further attention from higher authorities.

In table talks about how far the institutional restructuring took place in the areas like Admissions, Enrolments, Tuition fee, Financial reforms, long-term developments plans, department Structures. With this institutional restructuring

they have been able to achieve the international accreditations too. Three private universities have a vision to develop the changes according to the government policies, and they loon in to the standards and the quality development which helped them to increase their accreditations which are reform to the U.S accreditations.

CONCLUSION

This study has given broad ideas about the institutional changes at three private universities through the existing research and how far they have been restructured in the challenges of the accreditations though which the universities can reform. This study gives a clear overview to other private universities how to go through institutional changes and get accredited internationally.

LIMITATIONS

The study is limited to three private Universities which has good raking and top universities who would like to change their education system to reform themselves to U.S higher education.

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