

CHAPTER 5 CONCLUSION

5.1 Chapter Overview

This chapter presents the key findings and conclusions from the research according to the key research aims and objectives. It also considers general research limitations as well as specific avenues for future research directions.

5.2 Finding Summary

The first part of this chapter summarises and concludes the research by presenting the key findings according to the aim and objectives. The main aim of this research was to understand university management attitudes in Thailand and then design a new and effective approach to affiliated universities via a knowledge management and GRC framework. This overall objective was designed to increase value to university stakeholders and propose proactive management in the faculty of affiliated universities in Thailand. Each of objectives is now considered based on the results generated throughout the research.

5.2.1 Key Findings: Educational Management

This stage was justified by interviewing university admins and reviewing literature (both international and national) about the problems of management in Thai public affiliated universities. Specific attention was given to the forthcoming AEC 2015, which will have significant impacts on higher education in Thailand. This stage found that Thai higher education has been critically affected by local, national and international trends and changes in society. Together these changes have resulted in paradigm shifts to the way higher education is managed and organized. Such changes will continue to have critical impacts on higher education institutions and systems at local, national and global scales, and thus the way higher education monitors, measures and responds to these changes is a key component of a sustainable higher education system. In Thailand, higher education is at an intersection. The 1997 financial crisis resulted in the Asian Development Bank suggesting Thai universities

become more autonomous, exempting them from traditional governmental control and bureaucracy. As a result, the newly structured Thai public autonomous universities represent potential for Thai higher education. Looking to the future, Thai higher education is aiming to become a regional educational hub in the forthcoming ASEAN Economic Community. In addition, the Thai government expects Thai higher education to play a central role in the development of the knowledge economy as well as local communities. Such challenges to Thai higher education require an appropriate response to ensure the full potential of opportunities are realised, while minimising any adverse effects.

5.2.2 Key Findings: Discussion at the University Case

This part was interviewed with university administrator and council member in the sample affiliated university. This finding of university case study presented significant requirement of effective management that the university needs to solve problems in organisation namely, staff generation gap, bureaucracy culture, decline ranking, and financial management.

5.2.3 Key Findings: Focused MBNQA Questionnaires at the Faculty Case

This stage's main aim is to highlight the current management issues and challenges of one faculty associated with changing to public affiliated status. Research tools for data collection were in-depth interviews and group discussions with the Dean (executive level). These discussions and interviews also extended to middle and operational levels. At the middle level, the Vice Dean and Assistant Deans were interviewed. Data collection at the operational level included heads of administrative departments, supporting departments and staff in CAMT.

5.2.4 Key Findings: Governance, Risk Management and Compliance (GRC)

University Experts

As well as GRC literature, in-depth interviews were used to ascertain trends and benefits from GRC experts in Thailand. To further assess the gap between the “as-is” situation and future GRC implementation, CAMT invited a GRC expert to a CAMT meeting, which was attended by CAMT administrators and staff attended.

After the meeting, researchers assessed understanding of CAMT with regards to GRC via interviews. Selected interviewees were administrators and other staff.

To begin the implementation of GRC at CAMT, a “kick-off” meeting was held to inform CAMT staff about the new GRC project. At this meeting, a GRC expert was again present to emphasise the importance of GRC in Thailand’s education system. Following the meeting CAMT staff were given a copy of the draft GRC policy.

The requirements captured from the literature describe Governance, Risk Management and Compliance as both separate and integrated terms. When designing a potential model at CAMT, GRC knowledge was collected and analyzed along with in-depth interviews with a GRC expert. Results showed that GRC could be defined in a number of ways depending upon the objective of the individual or organization responsible for the interpretation of a GRC remit. While many business management tools are well defined in terms of their scope and application, GRC has been described as, “... *a large black box: a mysterious container full of improved processes and software for automation...*” (Broady and Roland, 2008, p.22). The problems in defining a suitable and consistent GRC framework have led to a variety of models being developed by management consultancies (e.g. PricewaterhouseCoopers, 2004; Deloitte Touche Tohmatsu, 2011; SAP, 2011). The emphasis placed on GRC by these models and the wide-ranging literature illustrates that despite the difficulty in defining and structuring GRC, there often remains an implicit business need to apply GRC principles.

With a focus on Thailand, Suvanasarn (2010) described GRC as a new standard, which provides a single consolidated framework to provide benefits and meet the expectations of stakeholder governance, with an emphasis on ethics. Thailand’s state enterprises maintain a focus on GRC in business, and in 2011, GRC was a key performance indicator to measure risk management at the top levels of enterprise (The Committee of State Enterprise Performance Evaluation, 2010). In contrast, within the education sector, no higher education institutions currently apply GRC in their management (Suvanasarn, 2010). This is particularly surprising given that affiliated public universities manage themselves under supervision of the state,

where quality and transparency in management should be used to drive sustainable organisations.

One of the crucial aspects of the affiliated university status in Thailand is autonomy (Ministry of Education, 2008). Along with this autonomy, sustainability is a key issue for higher education institutes in Thailand. In response to this requirement of sustainability and in line with the importance of people process and technology in higher education, the final step of this research assessed how CAMT might achieve its desired ‘to-be’ scenario through the lens of a GRC framework. GRC was selected as it effectively links the concept of sustainability, with people, process and technology and has potential to help CAMT respond to both the challenges of the affiliated status and wider educational change. GRC can be defined as:

“A capability and a culture that enables an organization to achieve principled performance by: prioritizing stakeholder expectations, setting and evaluating objectives, ensuring that objectives are achieved with responsibility and integrity, managing the desirable and undesirable effects of uncertainty on objectives, operating within voluntary and mandatory boundaries of conduct, communicating with internal and external stakeholders about system performance, and providing assurance that the system is effective, efficient and agile” (OCEG, 2009, p.4).

The GRC operating model helps leaders visualise success and understand how such an approach could be realized within their own organizations. To begin the implementation of GRC at CAMT, a ‘kick-off’ meeting was held to inform CAMT staff about GRC. At this meeting, a GRC expert was present to emphasize the importance of GRC in Thailand’s education system. Following the meeting, CAMT staffs were given a copy of the draft GRC policy. The ‘as-is’ situation and ‘to-be’ situations at CAMT were then compared to envision how the gap might be closed.

As well as relevant literature, in-depth interviews were used to ascertain GRC trends and benefits from experts in Thailand. To further assess the gap between the ‘as-is’ and ‘to-be’ situation, and any future GRC implementation, a GRC expert provided consultancy to CAMT. Following this consultancy, researchers interviewed staff to assess their understanding of GRC.

This research used GRC definitions and a literature review to investigate and initialise a suitable GRC project at CAMT. A GRC expert noted that this is the first

such project within the education sector of Thailand and signaled that GRC has significant potential to add value to the management of public universities, especially affiliated universities, which have new and complex management requirements. Public affiliated universities should initialise GRC models of management parallel to global changes and in alignment with the Thai MOE's seven future scenarios. It is important to note that while a GRC model was investigated and carefully considered in this research, it has not yet been fully developed and applied at CAMT. This research therefore considers how the lens of GRC might be used to respond to higher education challenges. Future work will further develop, apply and test a GRC model. Thai public affiliated universities need a framework for governance, risk management and compliance

5.2.5 Key Findings: OECG Questionnaires: Universities in Thailand

This part of the results focuses on the categorised GRC requirement base on OECG framework in Thai universities. One Thai higher education expert was interviewed governance topic. Two experts in risk management answered Thai educational risk culture. Two experts who have experience in law academic teaching also, they are administrative faculty and one the director of law department in affiliated university gave detail in context and culture of university law.

The initial results show the overall effectiveness of the approach to GRC in university, but do not align and produce the results together. The next part of this chapter provided the initial results according to develop, implement and evaluate, which was presented and described in Chapter 3.

5.2.6 Key Findings: Capturing GRC Knowledge from CAMT MBNQA

This stage used the MBNQA, OCEG framework to create questionnaires and used to interview experts. The research specified in-depth interview GRC on the MBNQA criteria with the CAMT expert. The last section of the research benchmarked risks in CAMT with university of California Berkley (UCB) risk catalogue. The research university is in United State of America. UCB released university risk catalogue, which collected fundamental risks in higher education. The research categorised appropriated risks with CAMT under scope of the MBNQA

framework. Capture of expert knowledge to create the integrated GRC model for the Thai public affiliated universities. - Tacit expert knowledge collected in the governance, risk management and knowledge domains. Knowledge structure mapping used to structure the tacit knowledge and identify knowledge relationships and overlaps.

5.2.7 Key Findings: Creating the Specific Faculty GRC Model

Knowledge structure maps and literature used to model the individual G, R, and C knowledge domains into an integrated model. College of Arts, Media and Technology (CAMT) used as a case study to assess the application of GRC knowledge and principles. - GRC model created for the based on the knowledge capture and knowledge structure maps in the first section of Chapter 4. CAMT's current status with regard to GRC and potential adaptations to effectively adopt an integrated GRC model. GRC model creation and application of GRC to a case study.

5.2.8 Key Findings: Evaluation and Generalisation

This evaluated step, experts validated the model and compared with existing GRC thinking within the Thai public affiliated universities. - The overall potential and usefulness of the proposed GRC model was agreed by all experts.

Higher education is changing at local, regional and global scales, and universities must respond to such changes if they are to remain competitive, and meet the needs of the society they serve. This research has initially highlighted the changes that are likely to affect higher education in Thailand and has considered the potential impacts on higher education organisations, particularly the newly formed affiliated universities, which are likely to be more exposed to these impacts. By leveraging a case study, this research has shown the 'as-is' situation of one faculty to underline the current challenges faced by higher education in Thailand, as well as how they might respond and create sustainability via a GRC framework. While the challenges identified in this case study are specific to CAMT at Chiang Mai University, it is expected that the challenges are similar to those faced by other faculties and universities across Thailand. In this light, it is hoped that the processes presented in this research, and the importance of effective GRC can be considered by other higher

education organisations in Thailand, so they can respond to future challenges with a view toward achieving sustainability. With the recent globalisation of education, and specific impacts on public universities in Thailand, this research has presented research, which in its most general sense should generate discussion about how Thailand's higher education system can respond to change and become sustainable.

5.3 Knowledge Management Approach

A key part of this research has been the knowledge management approach. While this work could have been undertaken from the standpoint of management science, or educational policy, the central tenet of the research is managing the knowledge associated with creating an effective GRC capability for the Thai public affiliated universities. GRC is often described as a black box (Broady and Roland, 2008: 22) with no effective definition or understanding, which undermines the effectiveness of an appropriate GRC capability. By leveraging a knowledge management perspective, this difficulty in definition and knowledge capture has been effectively resolved to create an integrated GRC model from a wide variety of knowledge sources.

The faculty GRC model of affiliated universities in Thailand can be assessed performance measurement by using balanced scorecard or intellectual capital (Chakpitak, 2009).

5.4 Proving Research Ideas

This research studies how faculty of Thai public affiliated universities can maximise the potential of their new autonomy through the perspectives of knowledge management (KM) via an integrated governance, risk management and compliance (GRC) framework and Malcolm Baldrige national quality award (MBNQA), which impact policy, management and practice to respond to the challenges presented by university risks. The research was proved;

- Tacit knowledge was captured from faculty management in an affiliated university by using the MBNQA to understand the 'as-is' situation of the organisation.

- Tacit knowledge was captured from faculty management in an affiliated university by using a GRC framework to understand the ‘to-be’ status.
- GRC components were categorised for the faculty of affiliated universities by using the MBNQA framework.
- The status of the Thai public affiliated universities was understood including challenges faced and future opportunities.
- The GRC knowledge and relationships were understood and modeled within the Thai public affiliated universities by using the MBNQA framework as a basis.
- The proposed GRC model was validated and evaluated with experts.

5.5 Problem Solved as Gathering Research Objectives

The first aim of this thesis was to understand the status of the faculty of Thai public affiliated universities and their need for an effective GRC capability. In terms of this aim, the thesis has found the following:

- Thai public affiliated universities face significant challenges and opportunities from their autonomy, and require a suitable framework to manage these challenges and take advantage of the opportunities. An integrated GRC capability has the potential to provide such a framework. Chapter 1 showed the status of Thai higher education in the context of regionalisation and internationalisation as well as detailing other challenges and opportunities facing Thai higher education, and in particular, the public affiliated universities. The conclusion to this aim is that the Thai public affiliated universities could benefit significantly from the application of a suitable GRC framework.

The second research aim set out in Chapter 1 was to capture tacit knowledge from experts relating to individual governance, risk management and compliance components in the Thai public affiliated universities. With regard to this aim, the following conclusions emerge:

- Chapter 4 showed the results of capturing the key tacit knowledge requirements of the individual governance, risk and compliance components for the Thai public affiliated universities. Experts were interviewed and the subsequent knowledge was captured using the knowledge structure mapping (KSM) technique. Key knowledge requirements for effective GRC were shown along with the relationships between different components of GRC knowledge.

The third research objective was to understand and model the GRC knowledge and associated knowledge relationships required by the Thai public affiliated universities and according to this research objective, the thesis has shown the following:

- In Chapter 4, the structural knowledge mapping clearly showed knowledge relationships between each component of GRC, but more importantly, this knowledge was used to derive a GRC model showing the key components of an effective GRC model for the Thai public faculty and the nature of the relationships between each component of GRC. Experts' tacit knowledge and explicit risk catalogue were captured to create the faculty GRC model, namely CAMT leadership expert, CAMT PMQA, University of California Berkeley's risk catalogue and governance, risk management and compliance experts in Thai universities.

The fourth research objective was the application of the GRC framework to a case study within the Thai public affiliated universities (at CAMT) to understand the 'as-is' and 'to-be' GRC scenarios. In terms of this aim, the thesis has shown:

- CAMT is proactive with regard to GRC, but there are opportunities and constraints with regard to effective GRC implementation. Chapter 5 indicated these opportunities and constraints through the assessment of CAMT's "as-is" situation and by producing a "to-be" GRC scenario based on the eight categories of GRC recommended by the OCEG (2009). CAMT acts as a microcosm of the wider university and Thai public affiliated system by highlighting the current situation and future challenges. While Chapter 2

delivered an assessment of the Thai public affiliated universities in the context of domestic, regional and global higher education, and from a general policy and management perspective, Chapter 4 offered a grass roots insight into how the public affiliated universities might apply the integrated GRC model and the challenges they might face.

The final research objective set out in Chapter 1 was to evaluate the proposed GRC model with experts. Results of generation and evaluation can be summarised as follows:

- Expert evaluation indicated that the GRC model presented in this research is an appropriate tool for the Thai public affiliated universities in meeting their long-term objectives and achieving sustainability. There were some key weaknesses with the GRC model, but the model created in this research is wider ranging and more specific about GRC than many of the existing and often separate governance, risk and compliance frameworks within the Thai public affiliated universities. Chapter 4 indicated the general faculty GRC model for universities in Thailand.

5.6 Research Limitations

The research had several key research limitations which also act as opportunities for future research. One key limitation was the application of the GRC model to only on case study. Future research should seek to apply the GRC knowledge and resulting model to a variety of case studies within the Thai public affiliated university network. In addition, as an opportunity for future work, the GRC knowledge and model could be adapted for Thai universities outside the public affiliated university network, i.e. traditional public Thai universities. Naturally, these universities face similar challenges and opportunities and would thus also benefit from an integrated GRC model. One key difference however is the relative autonomy difference between public affiliated and traditional Thai universities. Despite this, according to expert knowledge in Appendix A,B,C,D and Chapter 4, the gap between autonomy experienced by the Thai public affiliated universities and the traditional Thai public universities is closing.

A further limitation in terms of the CAMT case study relates to the information used to understand the “as-is” situation, which consisted mainly of one round of MBNQA to assess CAMT’s status with regard to GRC. In future, the knowledge of CAMT’s GRC progress should be taken based on a moving average of the management scenario, not one snapshot MBNQA approach, which could contain bias, or not be a truly representative sample. Nevertheless, the CAMT MBNQA did provide appropriate information to gather a general indication of its status in terms of GRC.

A key aim of this thesis was to collect expert knowledge relating to GRC in Thailand, and while the thesis succeeded in this respect, there are a relatively small number of GRC experts in Thailand, and since this work required experts with a specific focus and understanding of Thailand, the choice was limited. While expert’s tacit knowledge was gathered and modeled in Chapter 4, as time passes, it is expected that more GRC experts will emerge in Thailand, and thus future research could take advantage of this enhanced pool of GRC experts.

Perhaps one of the biggest research limitations is the lack of a GRC implementation of any GRC capability and a focus on GRC model creation and validation. However, the aim and remit of this research (see Chapter 1) has been to gather the requirements and knowledge for a GRC model and to validate this knowledge and the potential application to the Thai public affiliated universities. Future research can build on this thesis by taking the knowledge and GRC model and applying it practically over a period of time to provide an evaluation of its implementation.

A further key issue within the research has been the consideration of governance, risk, and compliance in silos. This has been an issue in terms of expert knowledge, and the tendency of organisations to consider each G, R, and C important as separate entities without considering the synergy of these individual components and the importance of a holistic approach to GRC. This limitation acts to highlight the importance of this research in modifying the piecemeal approach to GRC to create a holistic and integrated approach.

A key aspect of GRC not considered in this research and thus important in any future modifications is the cost of GRC implementation. Ultimately, GRC should

reduce organisational costs, improve efficiency and sustainability (OECD, 2009; PricewaterhouseCoopers, 2004; Deloitte Touche Tohmatsu, 2011), but in the short term, there may be significant costs of implementation, both in terms of monetary cost and in terms of organisational burden.

5.7 Future Work Directions

Section 5.3 has considered limitations and how these can be transposed to create future research opportunities. This section considers some specific future research directions emerging from the research, which are:

- The knowledge management approach of, 'plan', 'do', 'check', 'act' (PDCA) could be leveraged to effectively implement the GRC model presented in Chapter 4.
- The research approach and sampling could be expanded to other Thai public affiliated universities.
- A comparative approach could be undertaken between GRC requirements in other higher education systems to assess geographic variability in GRC needs and application. Understanding the knowledge requirements of GRC in other higher education systems will ultimately allow the GRC model for the Thai public affiliated universities to be calibrated to best meet future challenges and opportunities.
- The GRC model could be more closely linked to the Thai MOE in order to more fully understand the compliance environment and to create an effective GRC interaction between the public affiliated universities and the Thai MOE.
- University social responsibility and sustainability (USR&S) as the concept of development has shifted its focus from being economic-oriented to become more socially oriented. The GRC model could be more closely linked to the need to change their course of development strategy and have become active units within a society that vigorously applies the concept of social responsibility.

5.8 Contribution to Knowledge

The main contribution to knowledge is that GRC has not yet been effectively applied to the public affiliated universities of Thailand, and this thesis shows how such a model could improve their overall effectiveness and sustainability. While GRC is commonly discussed and applied in purely business settings, its application to higher education represents a more novel approach. A knowledge management approach also represents a contribution to knowledge through the novelty of the method used in this thesis which has used a knowledge management approach to effectively capture and structure tacit knowledge related to GRC which often leads to GRC's infamy in being difficult to define. Therefore the methodology and approach in this thesis is novel. Lastly, while GRC is common in other parts of the world (e.g. the UK and US), GRC has not been customised and effectively applied to a Thai culture and this thesis also contributes to knowledge in its application of GRC to Thailand.

5.9 Final Perspective and Generalisations

This thesis has considered potential challenges from the perspective of Thai higher education in relation to GRC. The first section of this thesis considered the nature of the challenges from the perspective of Thailand's overall higher education policy (Chapter 1). The second section then considered the challenges from an institutional perspective in terms of the public affiliated universities and the management challenges emerging from this status and the necessary GRC framework to respond (Chapter 2,3,4). Finally, the last section of this research presented results from a grass roots level assessment of GRC application within Thai higher education and deconstructed a case study showing the degree to which one faculty was prepared for GRC. A variety of strengths and weaknesses in Thailand's higher education have been presented in this research and the results show that an integrated GRC model could help Thailand's higher education prepare for future challenges. While this research is not an exhaustive list of potential GRC challenges and opportunities, it aims to promote discussion and enable faculties to engage in debate and consider their responses to the potential of an integrated GRC model.

From the experience of the EU, mobility is said to be one of the most powerful forces for change and improvement in higher education (EUA, 1999). This force for change and improvement is an opportunity for Thailand and other ASEAN member countries, but requires clear debate and analysis to ensure the opportunity for internationalization is seized upon and does not become a hindrance or create bureaucracy, which in turn constrains success. From the powerful force of mobility comes significant complexity and diversity of education across the ASEAN region. As a result, education policy, management and practice must be aligned to enable Thailand's higher education institutes the appropriate empowerment and autonomy to respond. Combining a knowledge management perspective with GRC will facilitate the synergistic combination of education policy management and practice to ensure the Thai public affiliated universities are sustainable and play a key role in Thailand's continued growth and development.