

SUSTAINABLE MANAGEMENT PRACTICES IN HIGHER EDUCATION INSTITUTIONS

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Abstract:

This thesis explores the shifting process of sustainable management practices in Central Higher Education Institutions (HEIs) and changes in the general organizational systems and environments as well as the overall effects on organizational performance and stakeholders' state. Following the case study approach that targets are often linked to sustainability and using the experience of previous studies, the research assesses how sustainability concepts have been implemented into HEIs' business and strategic models and how lean management and intellectual capital complement each other for sustainable development.

Introduction:

In the pursuit of sustainability, HEIs are situated as key players, responsible for implementing sustainable values across their institutions. This research aims to understand how sustainable practices are being integrated into the management of HEIs and what organisational changes are emerging consequently as well as the external forces that are pressuring HEIs to improve their environmental performance.

Literature Review:

The studies indicate that HEIs are discovering ways and means of integrating sustainability into institutional structures and processes. Positive relationships were observed between lean management practices with supporting leadership and aspects of sustainable development of the environment, economy, and societies. Authentic leadership comprises elements such as strategic direction, fairness, and communication in organisational decision-making, while intellectual assets are established to exert a strong positive impact on sustainable business practices, with these affecting stakeholders' well-being.

Methodology:

Concerning the research method, the study used both bibliographic as well as case-study methods and in addition, quantitative surveys. Questionnaires and interviews were taken to pilot the data collection from academic staff across HEIs in Central



Asia and included descriptive analysis, factor analysis and structural equation modelling.

Main Findings and Policy Recommendations:

This study establishes that there is a rather limited but developing communication of sustainability practices being embraced by the HEIs, while the actual practice of sustainability itself is still in its infancy. Key policy recommendations to accelerate this integration include:

- Focusing on the way information concerning sustainability practices is delivered and shared with all various stakeholders.
- Engaging students in more sustainability activities and integrating such activities into teaching and learning to enhance the learning process.
- Developing sustainable structures that would enable the tracking and management of the sustainability concerns of teachers and researchers, to improve their work-life quality.

Conclusion:

This thesis underscores how HEIs are uniquely positioned to catalyse SD and proposes a set of coordinated and directed policy interventions to scale up their contribution. Pursuing sustainability literacy and incorporating it into HEI management accordingly can help create an important positive impact on the societies' welfare, and, therefore, to the global sustainability agenda overall. The conclusion merges with policy recommendations to focus on the practical strategies through which HEIs can implement this vision and turn the respective institutions into sustainable learning organizations that can set examples for the community.

