

# **Academic Process Oriented to the Reputational Capital of Brazilian HEI Brands**

**Kenia Cox**

Universidade Federal de Sergipe  
Brazil

**Robelius De-Bortoli**

Universidade Federal de Sergipe – UFS  
Brazil

## **Abstract**

*The reputation of a university must be positive, whether it is private or public, given the competitiveness of its environment. Reputation is an indicator of organizational success and can be monitored by the brand's reputational capital, which corresponds to the harmony between the characteristics established by the managers - brand identity, and the perception defined by its stakeholders - brand image. In a complementary way, business processes are useful tools for optimizing the roles and outcome of organizations. The objective of this work was to model an academic business process, to increase the efficacy of higher education training, guided by the reputational capital of the brands of universities in Brazil. A quasi-systematic review was carried out to investigate academic business processes - identity; bibliographic review to understand reputation and competitiveness – image; and was elaborated a diagram of the academic business process model with UML resources, SIPOC approach, relating identity and image through guidelines: elaboration and evaluation of student work individual plan, student self-efficacy stimulus, individual teaching advice, positive university culture, interaction with society and co-creation of brands by students from Brazilian HEIs - reputational capital.*

**Keywords:** academic business process, brands reputational capital, positive university culture, student planning, interaction with society

## **1. Introduction**

Business processes, even if informal and undocumented, have an impact on the actions of an organization, which when positive, add value to what is offered to the customer, be it a product or service. Business is understood as occupation, activity, or work that is carried out for profit, according to pressure exerted by market forces. Within the scope of Higher Education Institutions (HEIs), several researchers like Woodall; Hiller; Hesnick (2014), Williams, (2013), Bunce; Baird; Jones (2017) agree that the presence of business is evident for private HEIs, with the commodification of education; considering the students, in this way, as client or consumer; however, there is resistance to acceptance of public HEIs as a business.

There are those who justify the impossibility of public HEIs working with business processes because they do not suffer from market pressure, however, according to Baldam; Valle; Rozenfeld (2014), in public organizations, the role of the market, with similar impositions, is fulfilled by the increase in tasks without the admission of new human resources, by the need for more evidence to ensure the adequate use of public resources and therefore, more restrictions than private organizations of like nature.

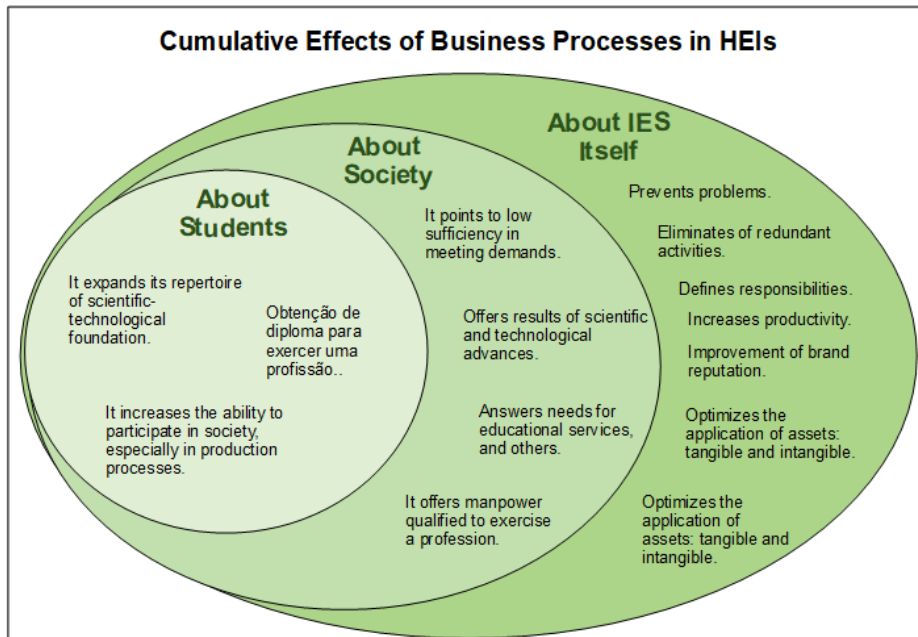
According to Baldam; Valle; Rozenfeld (2014), there is often the involvement of customers in the production of the service. Thus, as this is the scenario of the HEIs - students need to cooperate to build their professional skills and competences; it is expected that their consumers are involved in production, which does not prevent them from dealing with business and seeking ways, such as processes, to increase its effectiveness.

The end service of universities - professional academic training, in this work, is understood as a business process. Organizations demand articulation, continuous progress, versatility and constant innovative improvement, according to Baldam; Valle; Rozenfeld (2014), to face the obstacles around, and considering these conditions, processes are essential.

It is evident that there are business processes in Brazilian public HEIs, because there is a “Guide to the Management of Government Processes”, of the National Program for Public Management and Red tape, of the Ministry of Planning; according to which the management of business processes in IES promotes improvements, be it in the achievement of its objectives, in the application of its resources, in the prevention of problems and in the increase of productivity; and it is worth investigating ways to optimize the processes present in universities, due to the roles they play in society: professionalization, promotion of scientific and technological advancement, meeting existing demands in society and indication of social under-sufficiency, and in science and technology ( Brazil, 2011).

Implementing business processes, regardless of the origin of its capital and the nature of its profits, is valid, since through these it is possible to integrate strategies and objectives of an organization with expectations and needs of customers and society, according to Burlton (2001). The effects that business processes have on students echo the effects on society; which, in turn, echo over the university (Figure 1). Among other effects, there is an improvement in the use of assets, such as the reputational capital of brands.

Figure 1. Effects of Business Processes in HEIs



Source: Elaborated by authors.

To speak of a process oriented to the reputational capital of brands, is to speak of serving the citizen effectively, and devoting attention to intangible profits. In a business and market environment, Hemsley-Brown *et al.* (2016) recommend that higher education institutions should develop distinct identities, understanding about how meaning, image and reputation of brands will enable HEIs to communicate more effectively with stakeholders, such as teachers, students, graduates, employers and society in general. Reputational capital is the harmony between identity - which is central, distinctive and lasting in the organization, according to its managers; and its image - mental model through which the parties involved perceive it.

The reputation in this work corresponds to the value judgments of the extern community of the organization, considering its performance evaluation over a wide period of time, in areas that society deems important, according to Vidaver-Cohen (2007) and Suomi (2014). The more tuning in between brand image and brand identity, the greater your brand reputation capital, and the closer the organization is to consolidating its reputation.

The reputation function is equivalent to that of a limit that signals that a goal has been achieved; in an organization. Through this, it is known how close the achievement of its objectives and customer service are. Additionally, if the perception of reputation is positive, there is an increase in customer satisfaction in identifying with the brand and participating in it, according to Aharne *et al.* (2005) and Foroudi (2017). Therefore, to care for the brand's reputational capital is to care for a satisfactory reputation, and for the achievement of the organization's objectives, for customer service - the main profit of public institutions.

The association of the concept of processes with exclusively products and other tangible profits, comes from the industrial era; today it is necessary to expand these conceptual boundaries, in order to adapt them to the predominant sources of wealth, focused on knowledge - citizen service, reputational capital and other

intangible assets such, according to Maduro; Fernandes and Alves (2018), identity, image and corporate reputation; which have an increasing value in the management of the HEIs involved in the market context.

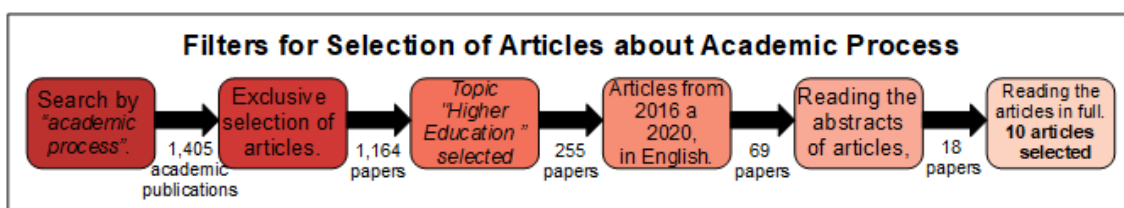
For Seethamraju (2012), business processes themselves are considered corporate assets, as they constitute a relevant portion of an organization's costs and the main differentials of the global competitive environment and according to Leijerbolt, Chapleo, O'Sullivan (2018), it is essential to understand how publicly owned organizations should manage the brand. The absence of a favorable brand reputation would imply discontinuity, considering the fierce competition between the HEIs, according to Aula; Tienari (2011) and Suomi (2014). Thus, research on brands and HEIs is necessary.

Like this, the objective of this work was to model an academic business process, oriented to the reputational capital of the HEI brands, to increase the effectiveness of higher education training, possibly applicable to Brazilian universities.

## 2. Methodological Procedures

To investigate the academic business process contained in Brazilian HEIs, a quasi-systematic review was performed, using the “academic process” search string in the CAPES Portal search engine, linked to the MEC, initially obtaining 1,405 academic publications. Then a filter was applied for exclusive selection of articles, obtaining 1,164. Afterwards, the topic “higher education” was selected with a reduction in the number of articles to 255. With the definition of the time scope from 2016 to 2020 and English as the language, 69 articles remained. Then the abstracts of these were read, reaching a total of 18 articles. The main inclusion criterion was not to deal with parallel themes such as its impacts on the increase in the number of enrollments and internationalization of universities; and complementary themes such as contemplating students with cognitive deficits, and obstacles to plagiarism; that despite being important, they escape the desired scope and after reading the articles in full, the final number of 10 articles was reached (Figure 2).

Figure 2. Flow of Systematic Review on Academic Process



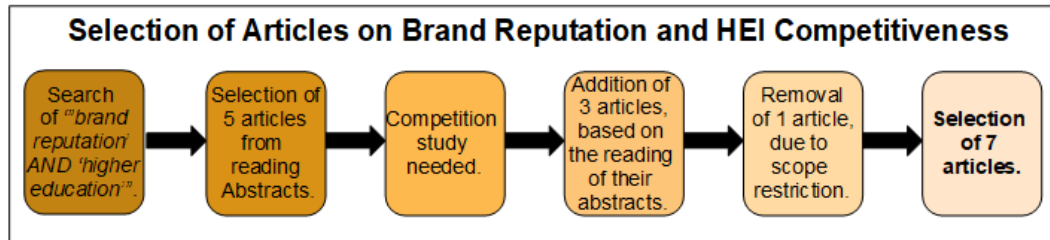
Source: Elaborated by authors.

According to Hemsley-Brown *et al.* (2016), strategic decisions, such as the definition of business processes, result from a greater understanding of the identity, meaning, image and reputation of the brand, and vice versa; like this a bibliographic review was carried out, using the CAPES Portal search engine, with a search string “‘brand reputation’ AND ‘higher education’”, with no predefined time scope, with results ordered by the most accessed, with a selection of 5 articles.

From reading the articles on brand reputation and higher education, there was a need to identify articles on competitiveness since, private firms, HEIs and other public organizations have turned to the market and

for competitiveness, according to Alves; Raposo (2010) and Suomi (2014); thus, through extensive research, 3 articles were added to the selection, from the reading of the titles and abstracts, of which 1 was excluded from reading in full, for presenting very restricted conclusions (Figure 3).

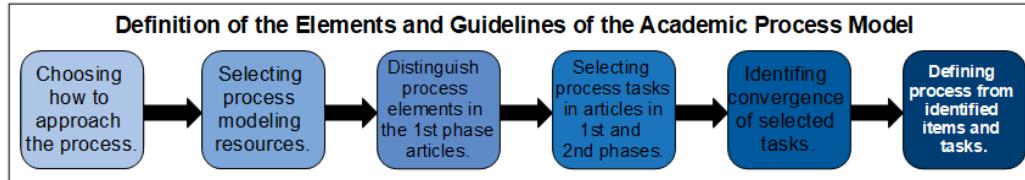
Figure 3. Flow of Bibliographic Review on Brands and Competitiveness of HEIs in Brazil



Source: Elaborated by authors.

After the investigation of the university education business process and the understanding of brand reputation and HEI competitiveness, it followed to definition elements and guidelines for the composition of the process model (Figure 4) - activities, according to ABPMP (2013), corresponding to creation of representations of business processes, with details of how it works.

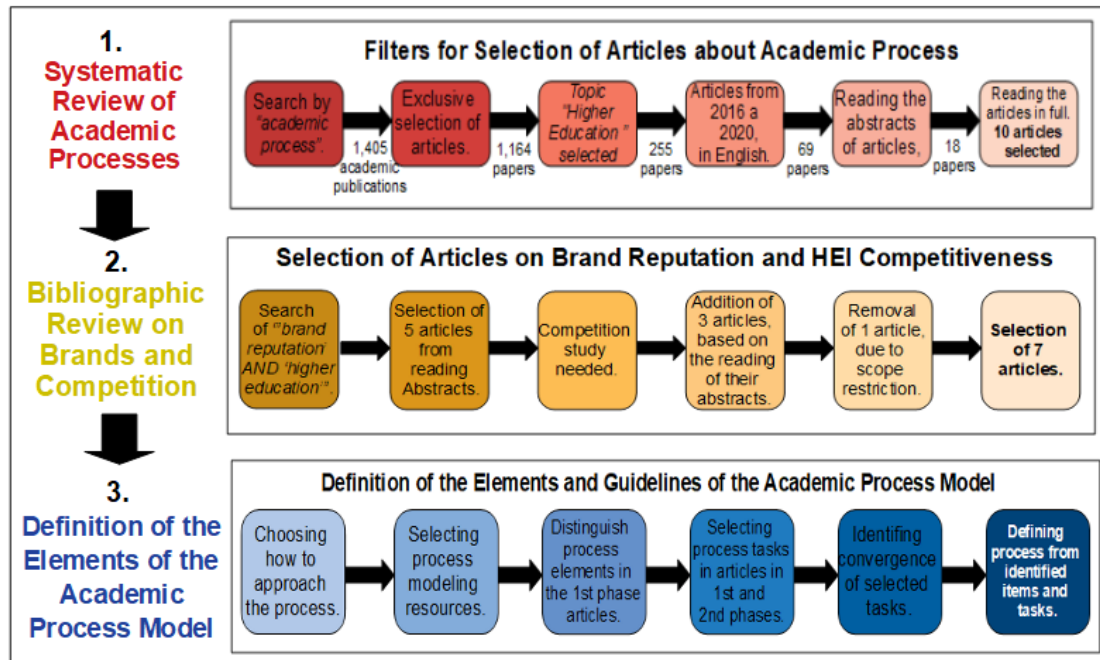
Figure 4. Flow of the Phases Academic Process Model Phases



Source: Elaborated by authors.

In this way, the methodological flow of this work consists of 3 parts, for investigating academic business processes, for understanding brands and competitiveness and for defining the elements and guidelines of the business process model of academic training (Figure 5).

Figure 5. Methodological Flow for Outlining the HEI Academic Process Model



Source: Elaborated by authors.

### 3. Results

In this section presents results obtained from the three methodological steps explored.

#### 3.1. Academic Process

The articles selected from the academic processes review cover multiple locations: Nigeria, Tehran, Russian Federation, Africa, England, Romania and Chile; and it highlight, for example, self-efficacy, student autonomy, student engagement as essential in the formation of higher education (Table 1). Thus, the spatial scope and constructs of the conceptual basis related to academic formation processes are evidenced.

Table 1. Articles Selected in the Systematic Review on Academic Process

Authorship	Objective	Conclusion	No.
Kayode, Yusoff and Veloo (2016)	Validates process management to study the effectiveness of Nigeria's higher education.	Process management facilitates the identification of elements that influence the effectiveness of higher education.	1
Bayat and Salehiniya (2018)	Examines relationship between the perception of educational research and academic self-efficacy in Tehran students in 2016.	Ao aumentar a percepção da pesquisa educacional entre os alunos, a autoeficácia acadêmica também aumenta.	2

Authorship	Objective	Conclusion	No.
Fedotova <i>et al.</i> (2017)	Analyze the methodological tools for teaching humanities and sciences in the Russian Federation.	Case studies are expected to improve the efficiency of students' autonomous work in the search for solutions.	3
Beyers (2016)	Examining how a Faculty of Theology at the University of Pretoria will remain relevant and desirable for South African society.	Guidelines: engage contextually with society, engage in interreligious dialogue and remain connected to communities of faith.	4
Alexiadou, and Essex (2016)	Investigating the ways in which a teacher training course in England prepares student teachers for inclusive practices in science education.	Despite positive examples, inclusion can remain an abstract principle, even filtering practices in the context of the classroom.	5
Frasineaunu (2019)	Dealing with the abandonment of the first year student of higher education in Romania.	Necessary applying corrective activities in problematic disciplines.	6
Tan, Muskat and Zeher (2016)	Identify research on the student's experience in higher education inside and outside the classroom.	Trends in research flows on experience: learning; for improvement; and associated with student satisfaction.	7
Valenzuela <i>et al.</i> (2018)	Describe the Learning Method Connected to the Organizational Environment, introduced in a public university course in Chile.	Students exhibit favorable perceptions of their learning and academic process in courses that implement the method.	8
Sunder and Mahalingam (2017)	Investigates the Lean Six Sigma (LSS) in HEI. LSS is a business process methodology focused on the service sector.	LSS is applicable in higher education institutions and can provide positive benefits in this context.	9
Yin (2018)	Examining the relationship between student motivation, engagement and mastery of generic skills.	The study confirms the relationship between student motivation, engagement and mastery of generic skills.	10

Source: Elaborated by authors.

With the reading of the articles selected in the 1st phase of the methodology, elements of the academic processes were identified, such as the actors involved, rules, normative documents and those responsible, necessary materials - considered relevant for researchers in each process of university education that was studied. Each composition article in Table 1 was identified by a number, used to facilitate association with the respective source (Table 2).



Table 2. Elements that make up the academic process according to selected articles

Components of the academic process	Sources									
	01	02	03	04	05	06	07	08	09	10
Academic Guidance						X				
Academic Relations						X				
Academic Self-Efficacy		X				X				
Community Service	X			X						
Competences			X							
Competition					X					
Curriculum	X			X	X					
Disciplines					X					
Diversity					X					
Engagement with Organizations								X	X	
Engagement with Society	X		X	X				X	X	
Evaluation	X				X	X	X		X	
Inclusion					X	X				
Infrastructure					X					
Laws (Regulations)					X					
Motivation										X
Professional Orientation			X			X		X	X	
R&D	X									X
Reception						X				
Society	X			X						
Socio-emotional Skills						X		X	X	
Student Autonomy			X							
Student Commitment								X	X	X
Student Engagement with Activities									X	X
Student Experience							X			
Student Performance	X	X				X	X	X		
Student Planning										X
Students					X	X			X	
Teacher Training					X					
Teaching, Methods	X		X		X	X	X		X	
Work, World of (Market)			X		X	X		X		

Source: Elaborated by authors.



### 3.2. Brands Reputation and HEI Competitiveness

Scientific investigations classified by means of bibliographic review on brands and competitiveness in HEIs were carried out between 2014 and 2019, and deal with multiple aspects of the subject - organizational brand, dimensions of brand reputation, effective construction of HEI brand, planning of brand, the student's role as a brand co-creator, university culture and strategic management as a tool for improving HEI's reputations (Table 3). The relationship between brands and strategic planning is a two-way street, reputation is an intangible asset of an organizational brand, it refers to organizational performance and competitive advantages - guidelines for brand management tasks and competition for HEIs.

Table 3. Seleção da Revisão Bibliográfica sobre Marcas e Competitividade em IES

Authorship	Objective	Conclusion
Leijerbolt, Chapleo and O'Sullivan (2018)	Exploring the brand management processes in the public sector and their implications from the perspective of employees.	Departments, or divisions, can form a organizational strong brand, stimulating commitment to the organization's brand.
Suomi, K. (2014)	Examining the dimensions relevant to the brand's reputation, especially in the context of master's programs.	The brand's reputation in the field of higher education is a complex and multidimensional construction.
Hemsley-Brown <i>et al.</i> (2016)	Describing research that contributes to strengthening the HEI brand architecture in the international market.	New ideas for the effective construction of the brand in a higher education institution.
Foroudi <i>et al.</i> (2017)	Identify the consequences of the planned brand identity in the context of higher education.	Brand elements, service attributes and public relations have a positive influence on the planned brand.
Foroudi <i>et al.</i> (2019)	Examining the role of students' value co-creation behavior in building the image and reputation of a university.	It confirms the central role of co-creation of students in the production and maintenance of the university's brand image and reputation.
Budd (2017)	Understanding how students make university-related decisions, not just what choices they are based on; but how they understand the respective roles of the student and the university.	Distinctions between German students - from public HEIs, and English students - from private individuals, are based less on tuition fees, and classifications, and more on their university cultures and the world beyond diplomas.

Authorship	Objective	Conclusion
Maduro, Fernandes, Alves (2018)	Assist management convergence as a strategic lever and innovative tool to improve corporate reputation in HEIs.	It is possible to indicate ideas for improvement to increase the competitiveness of HEIs.

Source: Elaborated by authors.

Based on the study of articles about brand reputation and a competitive market for universities, guidelines for its brands management tasks were identified (Table 4).

Table 4. Guidelines for IES' Brands Management Tasks

Sources	Guidlines
Leijerbolt, Chapleo and O’Sullivam (2018)	It is essential to understand how publicly owned organizations should manage its brands.
Suomi (2014)	Relevant dimensions for the IES brand reputation are: ‘personal study advice’ and ‘interaction with society’.
Hemsley-Brown <i>et al.</i> (2016)	Broad dissemination of the results of the students' projects is necessary, and the consequent formation of a positive university culture.
Foroudi <i>et al.</i> (2017)	With the positive perception of reputation, there is an increase in customer satisfaction, who identify with the brand and participate in its co-creation.
Foroudi <i>et al.</i> (2019)	It highlights the need for co-creation of institutional value by the student.
Budd (2017)	Students make decisions, for example, according to the rigor of the market and family pressure, and not only from the them relationship between - consumer or customer, with universities.
Maduro, Fernandes and Alves (2018)	Brand management is a strategic lever and an innovative tool to improve corporate reputation in HEIs and the promotion of positive associations in the minds of the target audience is fundamental for building good relationships.

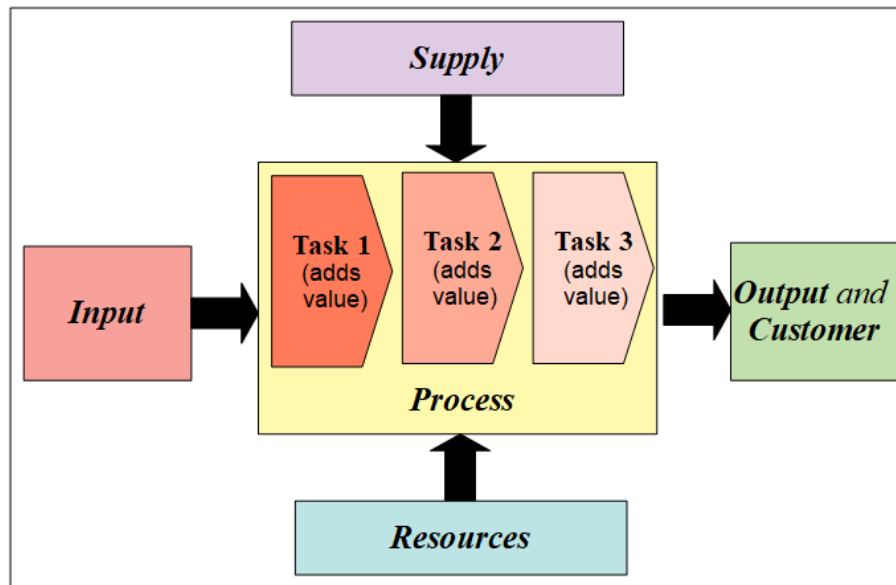
Source: Elaborated by authors.

### 3.3. IES Academic Process Elements and Tasks

The chosen business process modeling approach was SIPOC - Supplier, Input, Process, Output and Customer, consisting of, according to ABPMP (2013) in: Supplier - who or what provides documents, information, rules, materials and must meet specifications; Inputs - everything that is transformed in the process, such as data, materials and people to be treated; Process - set of interrelated activities that transform inputs into results; Output - result of the process and Customer - those who receive the generated products. SIPOC does not adopt a standard or set of notations. However, in this work the UML (Unified Modeling Language) notation was applied, which although it is used for analysis and design of computer systems, has its activity diagram used to model business. In this diagram, following the guidance of Brasil (2011):

(a) the inputs must be positioned on the left, (b) suppliers and references, above, (c) process, in the middle, (d) resources, below and (e) values end, on the right. Thus, it is noted that the SIPOC approach, in this work, resources were added, which are consumed in the process, helping in the expected transformation, but not transformed as the inputs are (Figure 6).

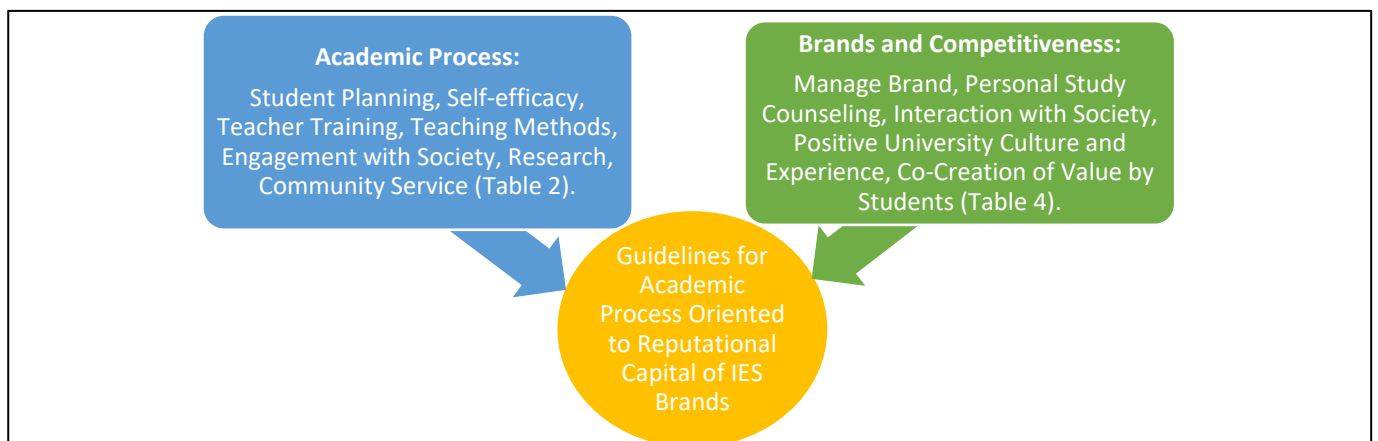
Figure 6. Process Diagram from the SIPOC Approach



Source: Elaborated by authors.

From the confluence of the elements of composition of the academic process according to articles selected in the 1st phase of the methodology (Table 2), and from the guidelines for the management of IES brands (Table 4), there are the guidelines for the university brand management tasks (Figure 7).

Figure 7. Convergence of Studies on Academic Process, Brands and Competitiveness



Source: Elaborated by authors.

## 4. Discussion

In this section, the modeling of the process was presented, according to the guidelines aimed at academic training - student planning, individual teaching advice, positive university culture, interaction with society and co-creation of students and self-efficacy - considered relevant from the study on the reputation of brands and competitiveness in HEIs and on the academic process.

### *4.1. Modeling the Academic Process Oriented to the Reputational Capital of IES Brands*

The Academic Process Oriented to the Reputational Capital of IES Brands, Figure 8, starts in the upper left corner of the model, and is represented, in UML, by a circle, in black. Tasks are represented by rectangles with rounded corners. All tasks of the same nature were identified by the same color; for example, all actions related to 'scientific initiation' were represented by elements in blue. Decisions are represented by lozenges. From these lozenges there are flows containing labels that represent the results of the decision. From the lozenge on whether the supervisor approves the plan, there is a flow with the label 'YES', and in this case, we move on to a next decision; and there is another flow with the label 'NO' that makes the process return for the academic advisor's assessment. The decision is described in braces, next to the corresponding lozenge. All tasks that must be carried out in parallel are delimited by horizontal bars. In the diagram there are two blocks of parallel tasks. To indicate the end of the process there is a circle with a smaller inner circle - lower right corner of the diagram.

After the beginning of the process, in the next task it is recommended that the student schedule a pedagogical orientation meeting - mentoring. From this, a set of parallel tasks, analyzes - of offering disciplines, proposals for scientific initiation, extension projects, internships and monitoring - are located; to be carried out by a group of students together with their respective pedagogical advisor.

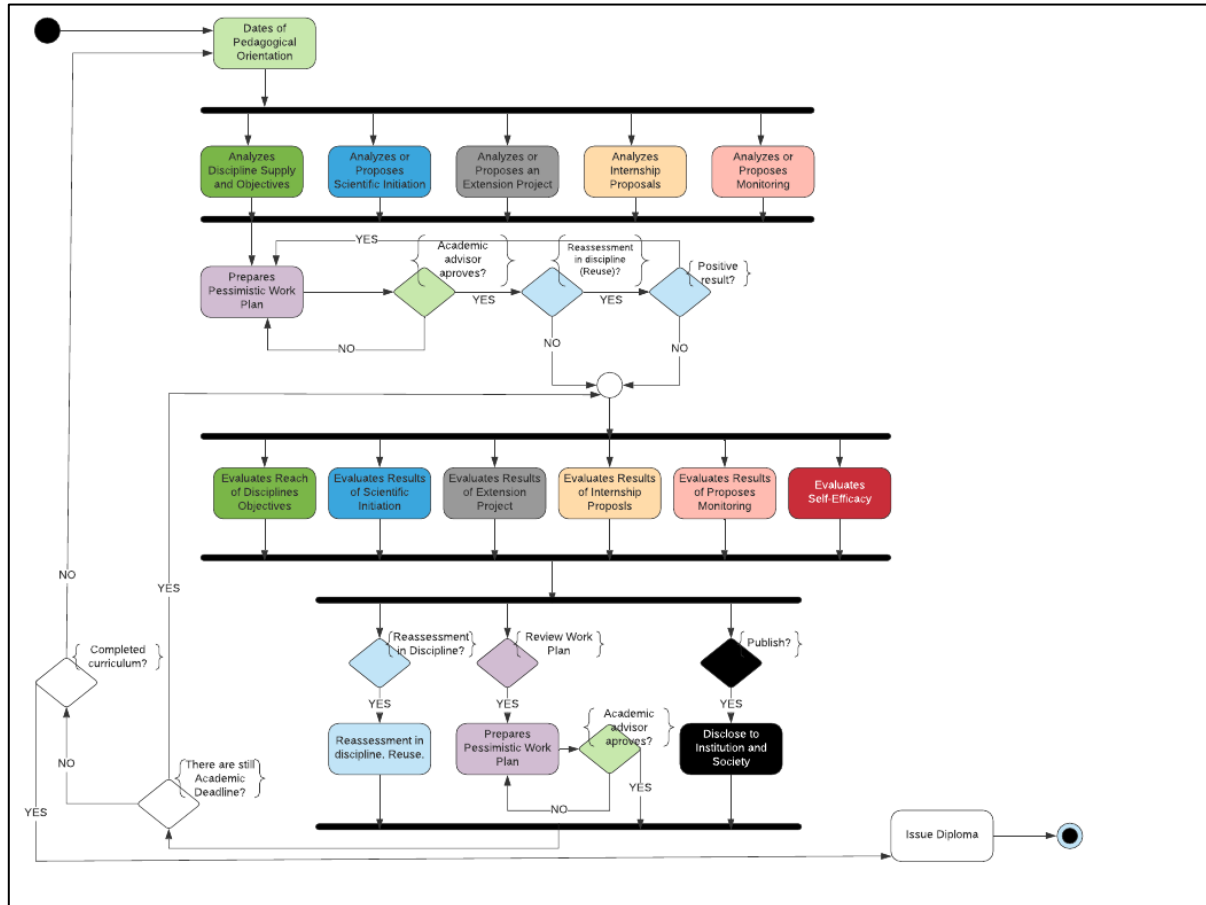
Then a Work Plan is prepared for each student. This is called 'pessimistic' because it provides for failure in the reevaluation of disciplines, equivalent to the use of studies, provided for in art. 47 of the law of directives and bases of education, or LDB (Lei de Diretrizes e Bases da Educação), Brazil (1996), useful to regularize the student situation in case of pending course unit, or even to take advantage of previous studies - acceleration. When the advisor approves the work plan, and the student is successful in taking advantage of studies, the plan must be adjusted - with the exclusion of the disciplines in which the student obtained approval in the reuse, and reassessed by the teacher responsible for the pedagogical guidance.

Once the plan has been elaborated, during the academic period, students should, together with the advisor, periodically evaluate the referral: of the disciplines, CI and extension projects, and everything else that makes up the plan. This step in the process corresponds to the second block of parallel tasks. If necessary, the student is guided to seek ways of recovery in the discipline; or the plan may still to be adjusted. Students are also encouraged to disclose the results of ongoing projects, to the institution and to society. These tasks, in the diagram, appear from the second occurrence of the green box, which reads 'Evaluates Reach of Disciplines Objectives'.

During the school term, the Work Plan is reevaluated, as well as the student's self-efficacy and the need to disseminate results. After the school term, it is checked whether the curriculum is completed, represented by a white lozenge, in the left lower part of the diagram. If so, represented by an arrow with a YES label,

the diploma is issued and the process is completed - bottom right corner of the diagram. Otherwise, a new work plan is elaborated, as well as the evaluation cycle of the routing of the disciplines and projects that comprise it.

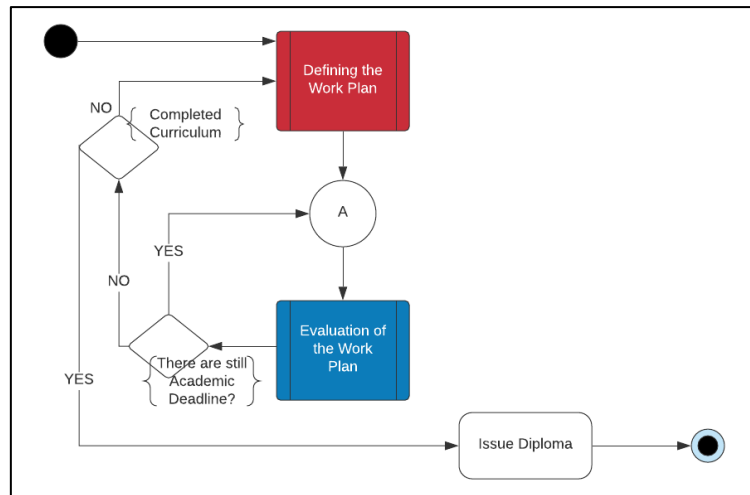
Figure 8. Academic Process Oriented to the Capital of IES Brands



Source: Elaborated by authors.

A simplified view of the process under study is presented in Figure 9. In other words, in Figure 8 the details of the tasks and decisions that make up each process in Figure 9 are presented.

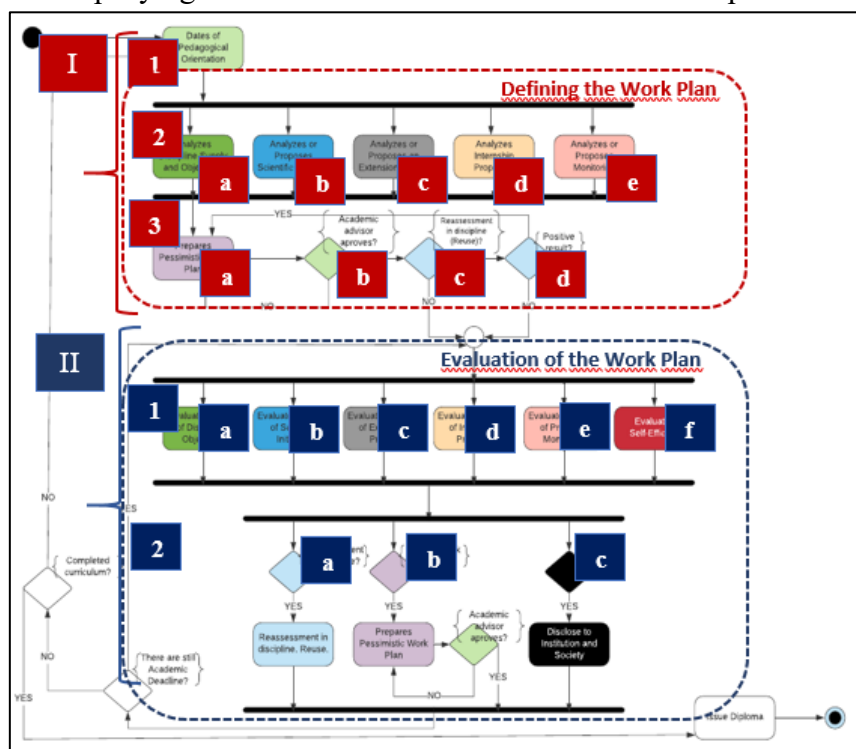
Figure 9. Simplified View of the Academic Process



Source: Elaborated by authors.

Figure 10 presents the elements of Figure 8 with labels to facilitate their identification, used in the discussion of the guidelines. The representative models correspond to UML activity diagrams, built with the application of the proprietary online tool, named Lucidchart.

Figure 10. Simplifying the Academic Process Oriented to the Capital of IES Brands



Source: Elaborated by authors.

To construct the diagram according to the SIPOC approach (Figure 6), the elements of the academic process (Table 2) were categorized into suppliers, documents, requirements, resources, inputs, process, results or customers; according to SIPOC concepts (Table 5).

Suppliers, input, resources, results and customers were added to Figure 9, obtaining Figure 11. Among the suppliers, the Discipline Offering, made available by IES sector, was added and can be understood as a derivation of the Curriculum provided by the higher education.

There is evidence about the importance of the academic process in the research by Alexiadou and Essex (2016), which deals with the improvement of pedagogy to effect the inclusion in the school of children with learning barriers. According to the authors, this improvement should have been made through a process. However, the inclusion was made effective in the curricula and practices through norms, and determination with competitive bias, which resulted in sterile actions for students and teachers. In order to avoid equivalent frustration, this work sought to achieve synergy between academic HEI processes and brand and market reputation; that is, without exclusivity to the competition.

The competitive advantage for HEIs, shown in Table 3, was represented in the diagram as intermediate outputs (Figure 11) because it corresponds to a result whose client is the university itself and is obtained throughout the training process. Along with this result, community services and labor were also represented. In the model they were coupled to the process, by component originally used to model ‘compound state’. On the other hand, although the graduate from higher education is not shown in Table 3, these were considered clients, as predicted by Baldam; Valle; Rozenfeld (2014) when stating that customers are involved in service processes.

Table 5. Categorization of the Elements of the Academic Process according to the SIPOC Approach

Categorias SIPOC	Elements to compose the academic process
Supplier	Curriculum
	Laws (Regulations)
Input	Students
Process	Reception
	Academic Self-Efficacy
	Student Autonomy
	Evaluation
	Student Commitment
	Competeces
	Student Performance
	Disciplines
	Diversity
	Engagement with Society
	Engagement with Organizations
	Student Engagement with Activities
	Student Experience
	Socio-emotional Skills
Inclusion	



Categorias SIPOC	Elements to compose the academic process
	Academic Guidance
	Professional Orientation
	R&D
	Student Planning
	Academic Relations
	Motivation
Outputs	Community Service
	Competition
Consumer	Society
	Work, World of (Market)
Resources	Teacher Training
	Infrastructure
	Teaching, Methods

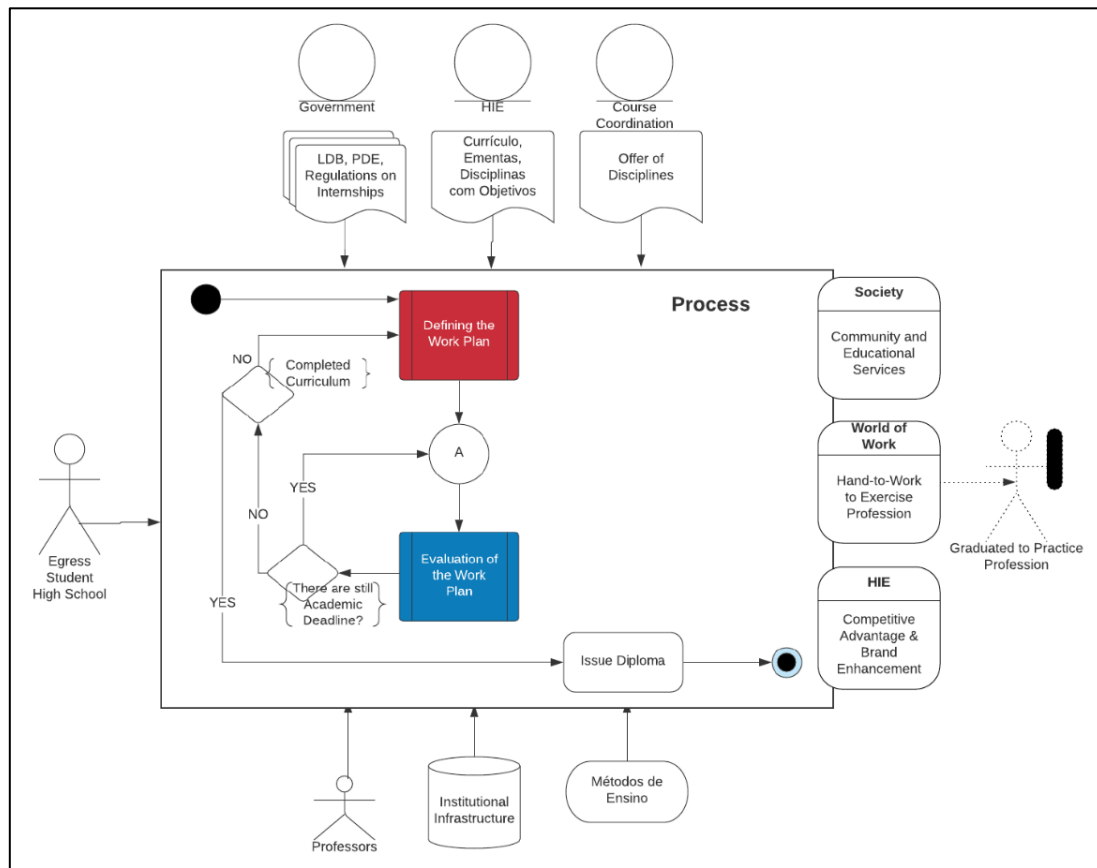
Source: Elaborated by authors.

To achieve competitive profit and continuous quality improvement in training and management strategies, HEIs apply multiple quality methods in order to improve university processes, according to Emiliani (2005) and Sunder; Mahalingam (2018).

Among the suppliers there is the Government, which establishes the regulations for Higher Education, such as the LDB, the national education plan – Plano Nacional de Educação (PNE) and the internship rules; the HEIs that define the curricular political plan – Plano Político Curricular (PPC) and disciplines’ programs; as well as the derivation of the IES - Course Coordination, which defines the offerings of disciplines. The input is the student, graduated from high school, who will be transformed by the academic process. The resources are the teachers, the institutional infrastructure and the teaching method, which are necessary for the transformation, but do not suffer them and the result is the graduate.

It is worth mentioning that among the results there could be reference to scientific and technological advances, associated with the client society. However, this work focuses specifically on graduations that contribute timidly to the aforementioned advances.

Figure 11. Elements of the SIPOC Diagram of the Proposed Academic Process



Source: Elaborated by authors.

**4.2. Student Planning**

Yin (2018), in empirical research on the relationship between engagement, motivation and mastery of generic skills, concludes that undergraduates should be encouraged to cultivate qualities such as persistence, self-confidence, and valuing academic learning. At the same time that instructors are provided with training in self-regulated learning strategies for their students, such as self-planning, self-monitoring and time management.

It is important, according to Martin (2007), to understand students' self-regulatory behavior such as planning, task management and persistence; which are predictive constructions of performance and adaptation to academic tasks.

In the Academic Process Oriented to the Reputational Capital of the HEI Brands, student planning is implemented through subprocesses I - 'Definition of Work Plan' and II - 'Evaluation of Work Plan', Figure 10.

It is possible to observe that, in a simplified way, the Process has 2 main subprocesses (Figure 10): I - definition of the work plan, with labels highlighted in red color, composed by the elements: 1 - pedagogical orientation, analysis agenda 2a - of disciplines, 2b - of CI projects, 2c - of extension, 2d - internships, 2e - monitoring, 3a - elaboration of the work plan, 3b - of decision, for evaluation of the plan by the advisor, 3c - of decision, about the need to reuse studies, and 3d - decision, about the result of possible reuse of studies. Subprocess II - evaluation of the work plan, with labels highlighted in blue, consists of: 1a - analysis of disciplines, 1b - of CI projects, 1c - extension, 1d - stages, 1e - monitoring, 1f - self-assessment, or self-

efficacy; 2a - decision, reassessment of discipline, 2b - decision, revision of the work plan and 2c - disclosure to society and institution.

In Figure 10, the two main sub-processes are highlighted - composed of tasks and conditions. One is aimed at the elaboration of the work plan, in red, and the other, for the evaluation of the work plan, with possible readjustment of it under the authorization of the teacher, in blue - presented in a compact form in Figure 9.

### **4.3. Personal Study Counseling**

When studying the reputation of HEI brands, Suomi (2014) reaches 11 dimensions, among which services and student support stand out, specified in adequate communication and 'personal study advice'. In line with the conclusions of the previous author, Frasineaunu (2019), focused on investigating the academic process, states that the lack of adaptive skills to the academic process causes student withdrawal, and suggests as a solution what he calls orientation and support sessions.

The dynamics of counseling in the proposed process corresponds, initially, to a meeting with a group of students, to discuss about the offered disciplines, CI projects, extension notices, internship proposals, and monitoring; then, each student, individually, to prepare their Work Plan (Figure 10, items I.2.a to I.2.e).

In this meeting, the teacher, as a pedagogical advisor, coordinates the discussions, explaining the importance of each of the disciplines for student training, as well as about the value of extension, scientific initiation, internship and monitoring; encouraging the participation of students, so that they socialize their experiences and fears; and, subsequently, validates the Work Plans.

Counseling is an extra service provided to the student, which expands the them experience, which has stood out as a competitive strategic factor for higher education providers, according to Mok (2007) who studies university internationalization, and Tan; Muskat; Zeher (2016).

### **4.4. Academic Self-Efficacy**

Throughout the academic period, periodically, in continuity with the counseling process, meetings should take place, with the same dynamics, to evaluate the partial results of the activities contained in the Work Plan (Figure 10, items II.1.a to II.1. e), and academic self-efficacy (Figure 10, item II.1.f). Through the evaluation of self-efficacy, which occurs periodically, together with the analysis of the Work Plan, the student has the opportunity to self-assess to realize his limitations and potential, which can contribute to his academic and professional training, and with the brand's reputation HEI.

Academic self-efficacy, according to Bayat and Salehiniya (2018), corresponds to the student's positive perspective in his ability to face the challenges of the academic training process. On the same theme, Frasineaunu (2019) explains that shyness, indecision and pessimism generally lead the student to oversize the challenges of academic activities, coming to understand them as insurmountable, for disbelieving their ability to overcome.

In conceptual consonance with academic self-efficacy, Yin (2018) indicates that students from universities more focused on research generally have more favorable perceptions of their motivation, engagement and mastery of generic skills. Ruño and Carrillo (2005) and Maduro; Fernandes and Alves (2018) consider that promoting positive approximations in the mental retina of university stakeholders is fundamental for building good relationships, and according to Froudi *et al.* (2019) the more students obtain positive returns

in relation to the university, they present greater satisfaction with their educational experience and with more commitment they position themselves with the university's brand.

Also, through the evaluation of the Work Plan, it is possible to identify the need to take advantage of studies (Figure 10, item II.2.a), as already said, provided for in art. 47, from LDB (Brasil, 1996). The implementation of studies in parallel with the realization of the disciplines reduces the chances of dropping out, and consequently, reinforces self-efficacy and positive student-university associations. This is a request to be made to the higher education provider - possibility of taking advantage of studies during the course.

#### **4.5. Interaction with Society**

The interaction with society, also called in-service learning, provides practices, new universes of learning - standardization, commitment; by allowing the student to confront real problems, and of different complexities, and to anticipate the post-training involvement with the community, according to Kayode; Yusoff; Veloo (2016).

This is also another dimension of brand reputation, resulting from the study by Suomi (2014) - interaction with society, which, according to the author, stimulates the formulation of new solutions and ideas, promotes research, influences decision-making, educates professionals for companies and stresses that universities should have more visibility in society, avoiding the risk of students limiting themselves exclusively to the academic environment, distancing themselves from communities, in order to compromise the intertwining between theory and practice through the collaborative alliance between university and society.

In the Academic Process Oriented to Reputational Capital of IES Brands, interaction with society in general occurs through the analysis and evaluation, with the pedagogical advisor, of extension projects and the dissemination of the results from the Work Plan (Figure 10, items I.2.c, II.1.c and II.2.c). In their analysis, the teacher explains the role of extension, including voluntary; as well as encourages students to propose projects of this nature, not limited to existing proposals. Also, for the dissemination of the results of the extension projects, it causes interaction with society, and can even organize an event to present the fruits of the extension initiatives, and collect information from the target audience about the possibility of continuity and improvements. In this way, the university also gains visibility, and thus improves the reputation of the IES brand.

In the aforementioned process, there is also interaction with organizations, through CI projects, and internship (Figure 10, items I.2.b, I.2.d, II.1.b and II.2.d), in addition to disclosure previously mentioned, which must reach companies. In the same way, the teacher, in the role of pedagogical advisor, must present the importance of scientific and technological initiation (IT), and of the internship to the student; and encourage them to make CI and / or IT proposals, and seek internships; not being restricted to what is proposed by the HEI.

Fedotova *et al.* (2017), on interaction with organizations, when researching the teaching of humanities in the Russian Federation states that higher education goes through challenges aimed at professional functions and social performance in real conditions, capable of stimulating the cognitive activity of students, simulating the conditions of their future professional activity.

The interaction with society still allows, according to Valenzuela (2018), that future professionals experience key aspects of professional performance, such as competition and teamwork - which, potentially, allows the development of creative and possible proposals, related to problems real organizational changes.

#### **4.6. Positive University Culture**

Beyers (2016), when researching the teaching of theology, concludes that there must be a student engagement with society with inter-religious dialogue and remain connected to communities of faith, allowing theology to be involved with society, and vice-versa. versa, addressing social problems, and discussing possible solutions.

In this way, with engagement with society, the student's learning is favored, under real conditions, and, at the same time, good relationships with the world are built, a positive university culture, and with a beneficial impact on the brand's reputation. Frasineanu (2019), when investigating the causes of academic abandonment, concludes that these do not always have an internal dimension and among the external factors that motivate this, are the anti-school, anti-work and anti-disciplinary culture.

Thus, aiming to compose a positive academic culture, which can counter the mentioned cultures, and minimize abandonment, among the items of the Academic Process Oriented to the Capital of IES Brands is the disclosure of the impacts of extension projects, CI, monitoring , and stage (Figure 10, item II.2.c). Making the university community, as well as the whole society, including companies, know the fruits of the academic actions of the HEIs.

Students, according to Foroudi (2019), when sharing information highlighting the potential of HEI - research results, scope of extensions, adoption of innovative teaching methodologies with other people, they assume a responsible posture, which produces a positive university culture, that is, pleasant, motivating. Thus, it adopts a positive attitude towards the university, encourages satisfaction with its own educational experiences in higher education, as well as that of its peers, and is more committed to the university's brand; which is reflected in the brand's reputation, in obtaining gains in relation to competitors, and in the motivation for studies, which is reflected in performance.

Reinforcing the idea of widely disseminating the results of students' projects, and the consequent need for a positive university culture, there is the research by Hemsley-Brown *et al.* (2016), through which they conclude that the commitment to a certain university influences, and is influenced, by the students' perceptions of the brand image and reputation.

#### **4.7. Co-creation of Students**

Co-creation corresponds to the set of student actions that add value to the brand, because when students develop a positive perception of the university, when experiencing satisfactory learning experiences, they seal commitment to the IES brand.

In the Academic Process Oriented to the Reputational Capital of IES Brands, student co-creation is implemented by encouraging students to have goals, through their Work Plans, as well as to propose projects, whether of extension, CI, or others, and the publicize the results of their projects. This stimulus is obtained from the pedagogical advisor - through explanations about the objectives of the projects, as well

as the analysis of existing proposals; the colleagues with whom they share the meetings to prepare and evaluate the Work Plan; and the university community - who start to share results.

Given the investigations by Hemsley-Brown *et al.* (2016), which show the positive relationship between research, student commitment and IES brand perception; the surveys also correspond to the way students take on the role of co-creator of the brand.

## 5. Conclusion

Although there are those who consider the impossibility of association between HEI and brands; either because the competition associated with the latter could supposedly tarnish education, transferring part of the students' learning responsibility to the service providers; either because it concludes that there are no profits or market pressure for public institutions. This recognizes the sharing, between users and providers, of responsibilities in all sectors of service provision, and proposes the improvement of the concept of profits closer to the era of knowledge, and of market pressure in order to contemplate the effective service to citizens and intangible assets, as well as the specificities that pressure the public sector, such as limitations for hiring personnel and for the acquisition of materials, excessive accountability, and expanding job demands without adjusting conditions and resources.

A modeling of the business process in academic education is presented, with a view to obtaining positive effects on the formation of the future professional, such as the achievement of the diploma necessary for the exercise of a profession; about society, which benefits from resulting community services that promote student interaction with real situations; and for the institution itself, which has its tasks improved, it optimizes the application of assets, whether tangible or intangible, and causes a positive perception about its brand.

The approach adopted for the representation of the model is adapted, with positioning of the elements of composition, with the addition of resources between the items that compose it, of intermediate results, and for the HEIs is went the suggestion is made to incorporate the reuse of studies from current disciplines.

The Academic Process Oriented to the Capital of IES Brands promotes a dialogue between requirements established by multiple academic processes of IES, and brand reputation and competition; arrives at guidelines for the composition of the process in focus: elaboration and evaluation of individual work plan, evaluation of the student's self-efficacy, implementation of the use of studies during the realization of the disciplines, individual teaching mentoring, positive university culture, interaction with society co-creation of brand by students.

## 6. References

ABPMP (2013) BPM CBOOK Versão 3.0 – Guia para o Gerenciamento de Processos de Negócio Corpo Comum de Conhecimento, Association of Business Process Management Professionals, Brasil.

Available in: <[abpmp-br.org](http://abpmp-br.org)>.

Ahearne, M.; Bhattacharya, C. B.; Gruen, T. (2005) Antecedents and consequences of customer-company identification: expanding the role of relationship marketing, *Journal of Applied Psychology*, Vol. 90 No. 3, pp. 574-485. Available in: <[questrompublish.bu.edu/cb/jap2005.pdf](http://questrompublish.bu.edu/cb/jap2005.pdf)>



Alexiadou, N.; Essex J. (2016) Teacher education for inclusive practice – responding to policy, *European Journal of Teacher Education*, 39:1, 05-19, DOI 10.1080/02619768.2015.1031338. Available in: <dx.doi.org/10.1080/02619768.2015.1031338>.

Alves, H.; Raposo, M. (2010). The influence of university image on student behaviour. *International Journal of Educational Management*, 24(1), 73–85. DOI 10.1108/09513541011013060. Available in: <emerald.ez20.periodicos.capes.gov.br/insight/content/doi/10.1108/09513541011013060/full/pdf?title=the-influence-of-university-image-on-student-behaviour>

Aula, H. M.; Tienari, J. (2011). Becoming ‘world-class’? Reputation-building in a university merger. *Critical Perspectives on International Business*, 7(1), 7–29. DOI10.1108/17422041111103813. Available in: <emerald.ez20.periodicos.capes.gov.br /insight/content/doi/10.1108/17422041111103813/full/pdf?title=becoming-worldclass-reputationbuilding-in-a-university-merger>

Baldam, R.; Valle, R.; Rozenfeld H. (2014) Gerenciamento de Processos de Negócio BPM: Uma Referência para Implantação Prática [ebook Kindle], Elsevier – Campus.

Bayat, B.; Salehiniya H. (2018) Assessment of condition perception of educational – research environment and academic self-efficacy, *Journal of Education and Health Promotion*, 7:105, 01-08, DOI: 10.4103/jehp.jehp\_38\_18. Available in: <ncbi.nlm.nih.gov/pmc/articles/PMC6088818/>.

Beyers, J. (2016) Theology and higher education: The place of a Faculty of Theology at a South African university, *HTS Teologiese Studies/Theological Studies*, 72:4, 01-11, DOI 10.4102/hts.v72i4.3450. Available in: <hts.org.za>.

Budd, R. (2017) Undergraduate orientations towards higher education in Germany and England: problematizing the notion of ‘student as customer’, *High Euc*, 73, 23-37, DOI 10.1007/s10734-015-9977-4. Available in: <doi.org/10.1007/s10734-015-9977-4>.

Bunce, L.; Baird A.; Jones, S. (2017) The student-as-consumer approach in higher education and its effects on academic performance, *Studies in Higher Education*, 42(11), 1958-1978. Available in: <tandfonline.com/doi/pdf/10.1080/03075079.2015.1127908?needAccess=true>.

Burlton, R. T. (2001) Business Process Management: Profiting From Process. [online] SAMS, Indianapolis – USA. Available in: <books.google.com.br/>

BRAZIL. (1996) Lei N° 9394. *Lei de Diretrizes e Bases da Educação – LDB*. Estabelece diretrizes e bases da educação nacional. Diário Oficial da União. Available in: <planalto.gov.br/ccivil\_03/leis/19394.htm>.

\_\_\_\_\_ (2011) Guia de Gestão de Processos de Governo. Programa Nacional de Gestão Pública e Desburocratização. Ministério do Planejamento, Orçamento e Gestão. Governo do Brasil. Available in: <gestao.planejamento.gov.br/gespublica>.

Emiliani, M.L. (2005), Using kaizen to improve graduate business school degree programs, *Quality Assurance in Education*, Vol. 13 No. 1, pp. 37-52. Available in: <emerald.ez20.periodicos>.



[capes.gov.br/insight/content/doi/10.1108/09684880510578641/full/pdf?title=using-italickaizenitalic-to-improve-graduate-business-school-degree-programs](http://capes.gov.br/insight/content/doi/10.1108/09684880510578641/full/pdf?title=using-italickaizenitalic-to-improve-graduate-business-school-degree-programs)>.

Fedotova O.; Ermakov P.; Latun V.; Hovhannisyan, H.; Avanesyan, G. (2017) Traditional and Alternative Approaches to the Method of Situational Analysis in Russia: Evidence from the Case Study “Istanbul in the Life and Works of Martiros Saryan”, *Journal of Social Studies Education Research*, 8(2), pp. 145–160. Available in: <[jsser.org](http://jsser.org)>.

Foroudi, P.; Dinnie, K.; Kitchen, P. J.; Melewar, T. C.; Foroudi M. M. (2017) IMC antecedents and the consequences of planned brand identity in higher education, *European Journal of Marketing*, 51(3), 528-550. Available in: <[emeraldinsight.com/0309-0566.htm](http://emeraldinsight.com/0309-0566.htm)>.

Foroudi, P.; Yu, Q. Gupta, S.; Foroud, M. M. (2019) Enhancing university brand image and reputation through customer value co-creation behaviour, *Technological Forecasting & Social Change*, 138, 218-227. Available in: <[elsevier.com/locate/techfore](http://elsevier.com/locate/techfore)>.

Frasineanu, E. S. (2019) The beginning of studies and the prediction of university abandonment, *Revue des Sciences Politiques*, 61, 68-79. Available in: <[cis01.central.ucv.ro/revista\\_destiintepolitice/files/numarul61\\_2019/7.pdf](http://cis01.central.ucv.ro/revista_destiintepolitice/files/numarul61_2019/7.pdf)>.

Hemsley-Brown J.; Meleware T. C.; Nguyen, B.; Wilson, E. (2016) Exploring brand identity, meaning, image, and reputation (BIMIR) in higher education: A special section, *Journal of Business Research*, 69, pp. 3019–3022. Available in: <[dx.doi.org/10.1016/j.jbusres.2016.01.016](http://dx.doi.org/10.1016/j.jbusres.2016.01.016)>.

Kayode D. J.; Yusoff N. M.; Veloo A. (2016) Validating Quality Process Management Instrument for Higher Education Using Structural Equation Modelling, *International Journal for Quality Research*, 10(2), pp. 341–354. Available in: <[researchgate.net/publication/304252974](http://researchgate.net/publication/304252974)>.

Leijerbolt, U.; Chapleo, C.; O’Sullivan, H. (2018) A brand within a brand: an integrated understanding of internal brand management and brand architecture in the public sector, *Journal of Brand Management*, 26, 277-315. Available in: <[link.springer.com/article/10.1057/s41262-018-0128-y](http://link.springer.com/article/10.1057/s41262-018-0128-y)>.

Maduro S.; Fernandes P. O.; Alves A. (2018) Management design as a strategic lever to add value to corporate reputation competitiveness in higher education institutions, *Competitiveness Review: An International Business Journal*, 28(1), 77-97. DOI 10.1108/CR-04-2017-0029. Available in: <[emeraldinsight.com/1059-5422.htm](http://emeraldinsight.com/1059-5422.htm)>.

Martin, A. J. (2007). Examining a multidimensional model of student motivation and engagement using a construct validation approach. *British Journal of Educational Psychology*, 77(2), 413–440. Disponível em: <[researchgate.net/publication/281156320\\_](http://researchgate.net/publication/281156320_)

[Examining\\_a\\_multidimensional\\_model\\_of\\_student\\_motivation\\_and\\_engagement\\_using\\_a\\_construct\\_validation\\_approach#fullTextFileContent](http://researchgate.net/publication/281156320_Examining_a_multidimensional_model_of_student_motivation_and_engagement_using_a_construct_validation_approach#fullTextFileContent)>.

Mok, K. H. J. (2007). Questing for internationalization of universities in Asia : critical reflections. *Journal of Studies in International Education*, 11(3/4), 433-454. Disponível em: <[doi.org/10.1177/1028315306291945](http://doi.org/10.1177/1028315306291945)>.

Ruão, T. and Carrillo, M.V. (2005), A modernização da identidade visual das Universidades. Os casos da Universidade da Extremadura (Espanha) e da Universidade do Minho (Portugal), *Comunicação e Sociedade*, Vol. 8, pp. 85-100. Disponível em: <[revistacomsoc.pt/article/view/1321/1303](http://revistacomsoc.pt/article/view/1321/1303)>

- Seethamraju, R. (2012) Business process management: a missing link in business education. *Business Process Management Journal*, 18(3), 532-547. Disponible em: <researchgate.net/publication/220893236>.
- Sunder, V.; Mahalingam S. (2017) An empirical investigation of implementing Lean Six Sigma in Higher Education Institutions. *International Journal of Quality & Reliability Management*, 35(10), 2157-2180. DOI 10.1108/IJQRM-05-2017-0098. Disponible em: <emeraldinsight.com/0265-671X.htm>.
- Suomi, K. (2014) Exploring the dimensions of brand reputation in higher education – a case study of a Finnish master’s degree programme. *Journal of Higher Education Policy and Management*, 36(6), 646-660. Available in: <dx.doi.org/10.1080/1360080X.2014.957893>.
- Tan, A. H. T.; Muskat, B.; Zeher, A. (2016) A systematic review of quality of student experience in higher education, *International Journal of Quality and Service Science*, 8(2), pp. 209-228. DOI 10.1108/IJQSS-08-2015-0058. Available in: <emeraldinsight.com/1756-669X.htm>.
- Tight, M. (2013). Students: Customers, clients or pawns? *Higher Education Policy*, 26, pp. 291–307. Available in: < https://www.researchgate.net/publication/263371398\_Students\_Customers\_Clients\_or\_Pawns>.
- Valenzuela L.; Jerez O. M.; Hasbún, B. A.; Pizarro, V.; Valenzuela G.; Orsini A. (2018) Closing the gap between business undergraduate education and the organisational environment: A Chilean case study applying experiential learning theory, *Innovations In Education and Teaching International*, 55(5), 566-575. Available in: <doi.org/10.1080/14703297.2017.1295877>.
- Vidaver-Cohen, D. (2007). Reputation beyond the rankings: A conceptual framework for business school research. *Corporate Reputation Review*, 10(4), 278–304. doi:10.1057/palgrave.crr.1550055
- Williams, J. (2013) Consuming Higher Education: Why Learning Can’t be Bought [ebook Kindle], Bloomsbury, London, New Delhi, New York, Sydney.
- Woodall, T., A. Hiller, and S. Resnick. 2014. Making Sense of Higher Education: Students as Consumers and the Value of the University Experience. *Studies in Higher Education*, 39 (1), 48–67. Available in: < https://www.kent.ac.uk/teaching/documents/academic-practice/Woodall%20T%20Hiller%20A%20%20%20Resnick%20S%20(2014)%20Making%20sense%20of%20higher%20education.%20%20Students%20as%20consumers%20and%20the%20value%20of%20the%20university%20experience.pdf>