Transforming University Governance in the Middle East

Purdue University, October 11, 2011
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Education Outcomes: 2006 PISA Scores

[Bar chart showing PISA scores for various countries, including OECD average, Chile, Jordan, Thailand, Indonesia, Argentina, Tunisia, and Qatar. The chart distinguishes between Science, Reading, and Math scores.]
Pisa Scores 2009
Enrollments in Higher Education by Fields of Study (MENA et pays OCDE)
Enrolment in higher education by sectors in MENA and in the Fast Growing Economies (2008-2009)

- Unspecified: 3.0% (MENA), 3.0% (Fast growing economies)
- Services: 1.9% (MENA), 3.0% (Fast growing economies)
- Health and welfare: 7.2% (MENA), 9.0% (Fast growing economies)
- Agriculture: 1.3% (MENA), 3.0% (Fast growing economies)
- Engineering, manufacturing and construction: 8.6% (MENA), 13.0% (Fast growing economies)
- Sciences: 14.3% (Fast growing economies), 9.0% (MENA)
- Social sciences, business and law: 30.6% (MENA), 43.0% (Fast growing economies)
- Humanities and arts: 23.2% (Fast growing economies), 5.0% (MENA)
- Education: 14.0% (Fast growing economies), 5.5% (MENA)
## Not enough Research

<table>
<thead>
<tr>
<th>Region</th>
<th>Researchers per Million People (Average)</th>
<th>R&amp;D Expenditure as Percent of GDP (Average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MENA</td>
<td>690</td>
<td>0.39</td>
</tr>
<tr>
<td>OECD</td>
<td>3470</td>
<td>1.84</td>
</tr>
</tbody>
</table>
Number of citations per 100,000 inhabitant
University Governance

- Addresses how Universities, and Higher Education Systems, define their goals, implement them, manage their institutions – Physical, financial, human resources, academic programs, student life- and monitor their achievements.
MENA University Governance Screening Card

- To Develop a set of Governance Indicators to be used to conduct a base line survey, a mechanism to monitor their progress, and develop benchmarking exercises
- The University Governance Screening Card is a tool that will be able not only to assess to what extent Universities in the MENA Region are following good Governance practices aligned with their Institutional Goals, but also will enable them to monitor their progress, as well as compare themselves with other institutions
University Governance Models

Balance between three forces:

Figure 3.1. Clark’s triangle of co-ordination

Source: Clark, 1983.
University Governance Screening Card – Dimensions Outlook

- DIMENSION 1: CONTEXT, MISSION and GOALS
- DIMENSION 2: MANAGEMENT
- DIMENSION 3: AUTONOMY
- DIMENSION 4: ACCOUNTABILITY
- DIMENSION 5: PARTICIPATION
Indicators – Axis 1- Context, Mission and Goals
Indicators – Axe 2: Management Orientation
Indicators – Axe 3: Autonomy

- **Academic Autonomy**
  - 1/2 Curriculum & New Programs
  - 1/2 Admission Process

- **Staffing Autonomy**
  - 1/2 Recruitment Policies
  - 1/2 Salaries Increasing

- **Financial Autonomy**
  - 1/3 Funding Sources
  - 1/3 Asset Management
  - 1/3 Ownership of Buildings
Indicators – Axe 4: Accountability

- **Accountability**
  - Education Quality
    - Quality Assurance (3 elements)
    - Standardized Sanctions
  - Social Responsibility
    - Insertion Surveys
    - Dissemination of Surveys
    - External Communication
  - Financial Integrity
    - Availability of Information
    - Audit
    - Sanctions
Indicators – Axe 5: Participation
Example of the construction of an axis
University Governance Screening Card: Presentation of Results

Context, Mission and Goals

Governance Structure

Participation

Accountability

Autonomy
Preview of outcomes: University X

Auto-evaluation with results of the questionnaire

Graph 1: auto-evaluation

Graph 2: Analytic result
Country X overall results

Mission: 4.4
Accountability: 3.9
Participation: 2.9
Autonomy: 3.6
Management: 3.6
Self-Assessment
Screening Card
Country Y

Mission

Autonomy

Accountability

Participation

Self-Assessment

Screening Card
15.1 President - What is the selection process
- Appointment by the Government
- Appointment by a Selection Committee (Board of Trustees)
- Elections
- Competitive recruitment

16.1 President - Who is implicated in this process?
- The State (Parliament, MoE or Regional authorities)
- Institutional leadership (Governing Board, ...)
- Senior Academic staff
- Private owners or donors

17.1 President - What are the requirements to be selected?
- S/he is not necessarily an academic
- S/he needs to have a Managerial profile
- S/he can be an external person from the University
- S/he has to meet a full job specification
- S/he is not necessarily a member of a political party
- S/he has to propose a strategic vision for the university

18.1 President - What are the conditions of their mandate?
- The length is less than 4 years
- It’s not renewable
- It’s renewable but the number of mandates is limited
Selection of Deans and Boards

Selection of Deans

15.2 Deans - What is the selection process?
- Appointment by the Government
- Appointment by a Selection Committee
- Competitive recruitment
- Election

16.2 Deans - Who is implicated in this process?
- The State (Parliament, MoE or Regional authorities)
- Institutional leadership (Governing Board, Head)
- Senior Academic staff
- Private owners or donors

17.2 Deans - What are the requirements to be selected?
- S/he is not necessarily an academic
- S/he needs to have a Managerial profile
- S/he can be an external person from the University
- S/he has to meet a full job specification
- S/he is not necessarily a member of a political party
- S/he has to propose a strategic vision for the department/faculty

18.2 Deans - What are the conditions of their mandate?
- The length is less than 4 years
- It's not renewable
- It's renewable but the number of mandates is limited

Selection of Boards

15.3 Board - What is the selection process?
-Appointment
- Election

16.3 Board - Who is implicated in this process?
- The State (Parliament, MoE or Regional authorities)
- Institutional leadership (Governing Board, Head)
- Senior Academic staff
- Students
- Private owners or donors

17.3 Board - What are the requirements to be selected?
- S/he is not necessarily an academic
- S/he can be an external person from the University
- S/he is not necessarily a member of a political party

18.3 Board - What are the conditions of their mandate?
- The length is less than 4 years
- It's not renewable
- It's renewable but the number of mandates is limited
Are the University Missions Formally Stated?
Voices represented in defining Universities’ Mission

The diagram shows the distribution of voices in defining the mission of universities across different categories and countries. The categories include:

- Syndicates/unions
- Universities representatives
- Industry & business representatives
- Civil society representatives
- The State, regional level
- The State, national level

The graph includes lines for different countries (Country 1, Country 2, Country 3, Country 4) and a total line. The percentages are indicated on the x-axis from 0% to 100%.
A table showing the involvement of different actors in monitoring goals achievement across four countries:

<table>
<thead>
<tr>
<th>Role</th>
<th>Country A</th>
<th>Country B</th>
<th>Country C</th>
<th>Country D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The State (Government, MoE, Parliament)</td>
<td>75%</td>
<td>89%</td>
<td>33%</td>
<td>80%</td>
<td>70%</td>
</tr>
<tr>
<td>Institutional leadership (Head or equivalent)</td>
<td>100%</td>
<td>100%</td>
<td>89%</td>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td>Social council (e.g. civil society, business rep., associations)</td>
<td>42%</td>
<td>33%</td>
<td>11%</td>
<td>0%</td>
<td>23%</td>
</tr>
<tr>
<td>Senior Managers</td>
<td>83%</td>
<td>33%</td>
<td>56%</td>
<td>40%</td>
<td>55%</td>
</tr>
<tr>
<td>Governing Board (or equivalent)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>60%</td>
<td>90%</td>
</tr>
<tr>
<td>Other councils (e.g. Academic, Research, Student’s Senate...)</td>
<td>92%</td>
<td>78%</td>
<td>78%</td>
<td>50%</td>
<td>75%</td>
</tr>
<tr>
<td>Private owners / Donors</td>
<td>57%</td>
<td>11%</td>
<td>22%</td>
<td>20%</td>
<td>33%</td>
</tr>
</tbody>
</table>
Methods use to measure attainment of Goals

Assessment reports conducted by an independent agency

Assessment reports conducted by the State

Assessment reports conducted by the Governing Board

Quantitative surveys producing performance data
Enforcing rules and rewards systems

20.1 Human resources department
- Reporting measures
- Compensations, salaries attached to performance
- Providing justifications for expenditures
- Scorecards
- Standardized sanctions in case of professional misconduct

20.2 Financial department
- Compensations, salaries attached to performance
- Reporting measures
- Providing justifications for expenditures
- Scorecards
- Standardized sanctions in case of professional misconduct

20.3 Academic department
- Compensations, salaries attached to performance
- Reporting measures
- Providing justifications for expenditures
- Scorecards
- Standardized sanctions in case of professional misconduct
Admin and Academic Autonomy

25 - Has the university autonomy to decide the:
- Structure of curricula (e.g. type of degrees)
- Introduction of new programs
- Types of courses (level, sector, mode)
- Number of hours per program per year
- Assessment of students, format of exams
- Academic partnerships with other institutions

26 - Has the University autonomy to determine:
- The overall number of students admitted in the University?
- The number of students per program?
- The admission mechanisms?

27 - Has the University autonomy for:
- Hiring new open-ended administrative staff
- Dismissing open-ended administrative staff
- Hiring open-ended academic staff
- Dismissing open-ended academic staff
- Developing training programs

28 - Has the University autonomy for:
- Assessing the performance of ad. and academic staff
- Setting the salaries of academic staff
- Setting the salaries of administrative staff
- Setting variable salaries (linked with performance)
- Setting the Contracts of administrative staff and academics
Quality Assurance

32 - If there is a Quality Assurance system, what is its form:
- It takes place inside the University
- It takes place outside the university under the responsibility of the Government
- Outside the university under the responsibility of an independent agency

33 - If existent, is/are the QA system(s) to address the following items?
- Institutional licensing
- Accreditation of programs
- Assessing Learning Outcomes
- Teaching methodologies
- Research production
- Facilities

34 - What are the mechanisms used to follow up on evaluations' results?
- Action Plans are followed by Internal QA units
- Action Plans are followed by Deans
- Action Plans are followed by the head of the university
- The Action Plans are regularly reviewed (every 2 years or more)
- Variable budget allocations are linked with results

35 - Has the university applied standardized sanctions against:
- Examination fraud
- Unethical behavior of faculty (sale of exams, nepotism...)
- Non compliance with admission standards
- Unethical management of faculty careers
- Setting the Contracts of administrative staff and academics
Preliminary Conclusions

• Academic Autonomy is critical to promote innovation—most Universities surveyed showed low scores

• Linking Results to Performance is key to meet goals—results are mixed,

• Senior Academic Staff have low participation in decision making progress