

Benchmarking University Governance

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Why Benchmarking?

- ▶ First step towards monitoring performance
- ▶ Critical to monitor reforms
- ▶ **Institutional level: Identification of Strengths and weaknesses, base line for comparison overtime**
- ▶ **Country level: Identification of models, differences between institutions, correlation between models and performance**
- ▶ **International level: Comparisons between models, correlations between models and performance**

University Governance

- ▶ Addresses how Universities and Higher Education Systems define and implement their goals, 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 assess to what extent Universities in the MENA Region are following good Governance practices aligned with their Institutional Goals, but also to allow Universities monitor their progress and compare themselves with other institutions**

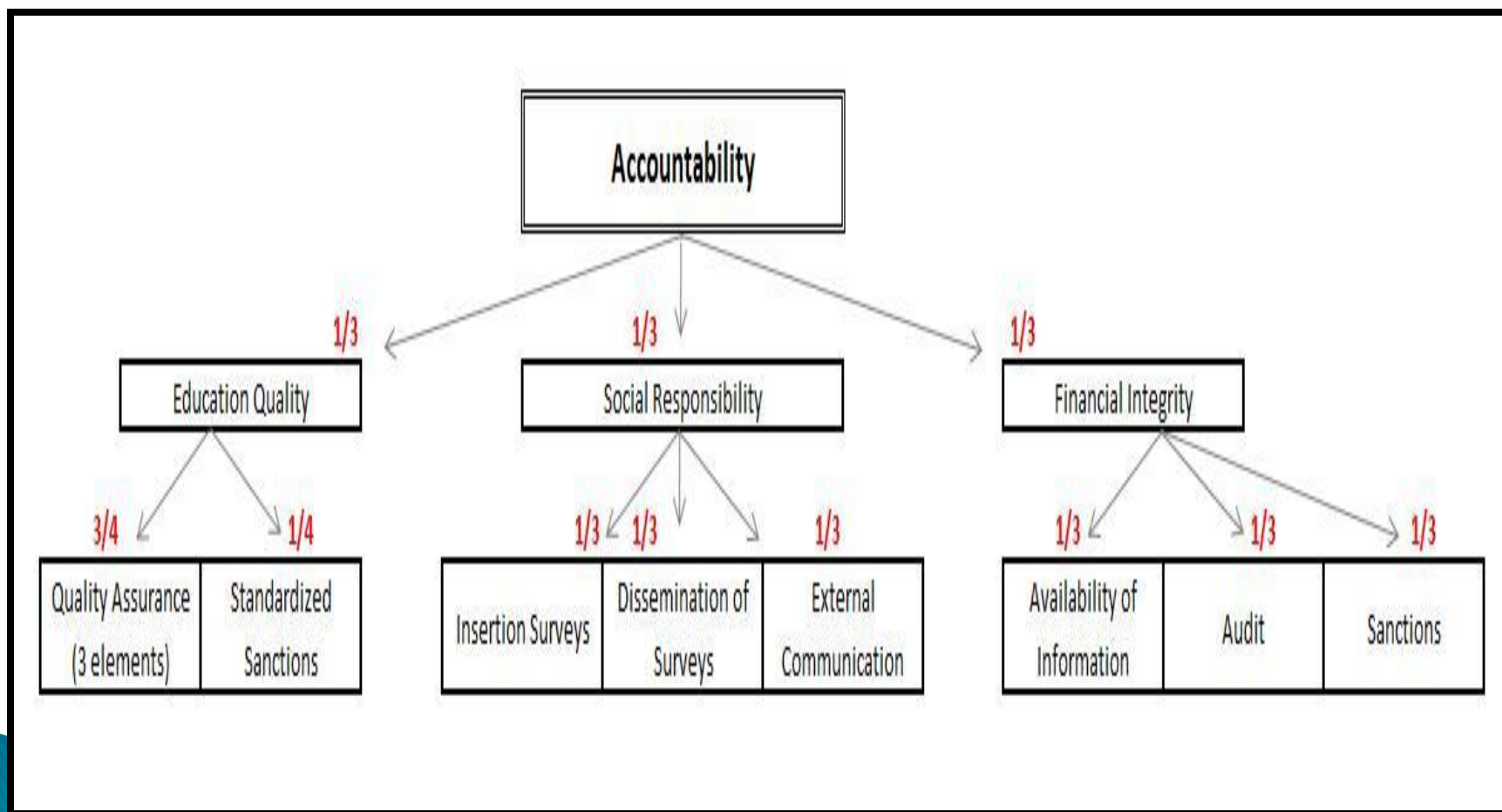
Process to Identify Governance Dimensions

- ▶ Guidelines and Good Practice Codes that have been revised by OECD
- ▶ Autonomy Score Card– European University Association
- ▶ CUC in the UK
- ▶ Benchmarking guidelines– Australian Universities
- ▶ West Coast Guidelines, USA

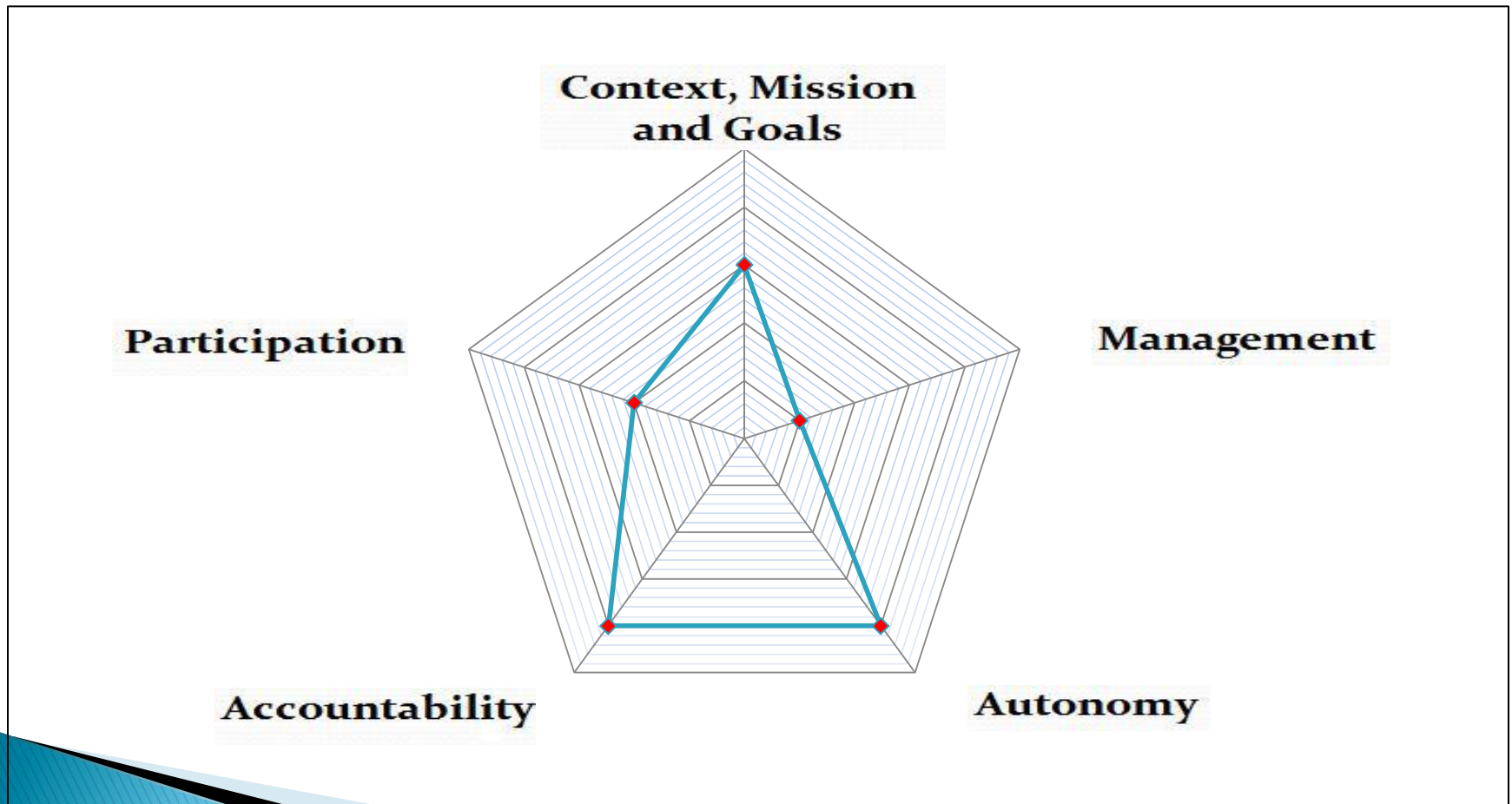
University Governance Screening Card – Dimensions Outlook

- ❖ **DIMENSION 1: CONTEXT, MISSION and GOALS**
Are the missions of the University formally stated?
- ❖ **DIMENSION 2: MANAGEMENT**
Are the management mechanisms results-based or traditional?
- ❖ **DIMENSION 3: AUTONOMY**
What is the degree of academic, HR Management, and financial autonomy?
- ❖ **DIMENSION 4: ACCOUNTABILITY**
How much is the university held responsible vis à vis its stakeholders?
- ❖ **DIMENSION 5: PARTICIPATION**
Do the stakeholders have a voice in decision making?

Indicators – Axis 4: Accountability



University Governance Screening Card: Presentation of Results



UNIVERSITIES THROUGH THE LOOKING GLASS

BENCHMARKING UNIVERSITY GOVERNANCE TO ENABLE
HIGHER EDUCATION MODERNIZATION IN MENA

At a time when young people around the world are having trouble finding jobs, it is important to look for reasons for the disconnect between the demand for and supply of educated youth. Indeed, in many parts of the world, the ability of universities to provide quality learning opportunities to succeed in the 21st century has been hampered by a lack of effective governance.

University governance reform has been emphasized for some time, but it is a complex issue that requires great resolve to tackle. In response to demands made by MENA countries currently engaged in governance reforms, a World Bank team based in Marseille, at the Center for Mediterranean Integration, carried out a university governance benchmarking exercise by profiling 41 universities in four countries using a University Governance Screening Card.

Post Arab Spring, the interest shown by these 41 institutions in benchmarking constitutes a significant achievement in improving accountability of service delivery, and will become a cornerstone of the strategy for developing greater capacity for evidence-based policy making regarding higher education in MENA.

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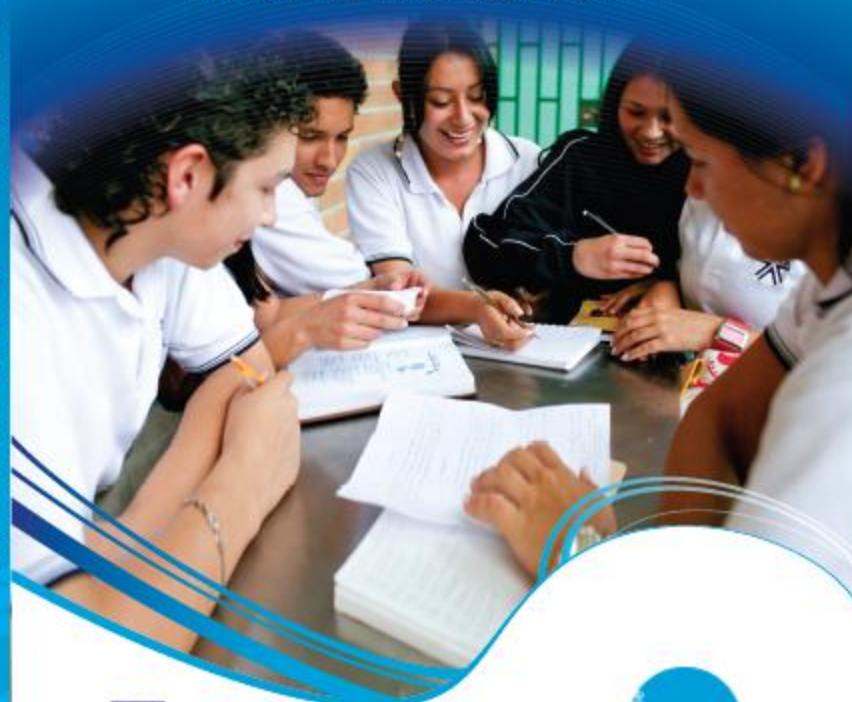
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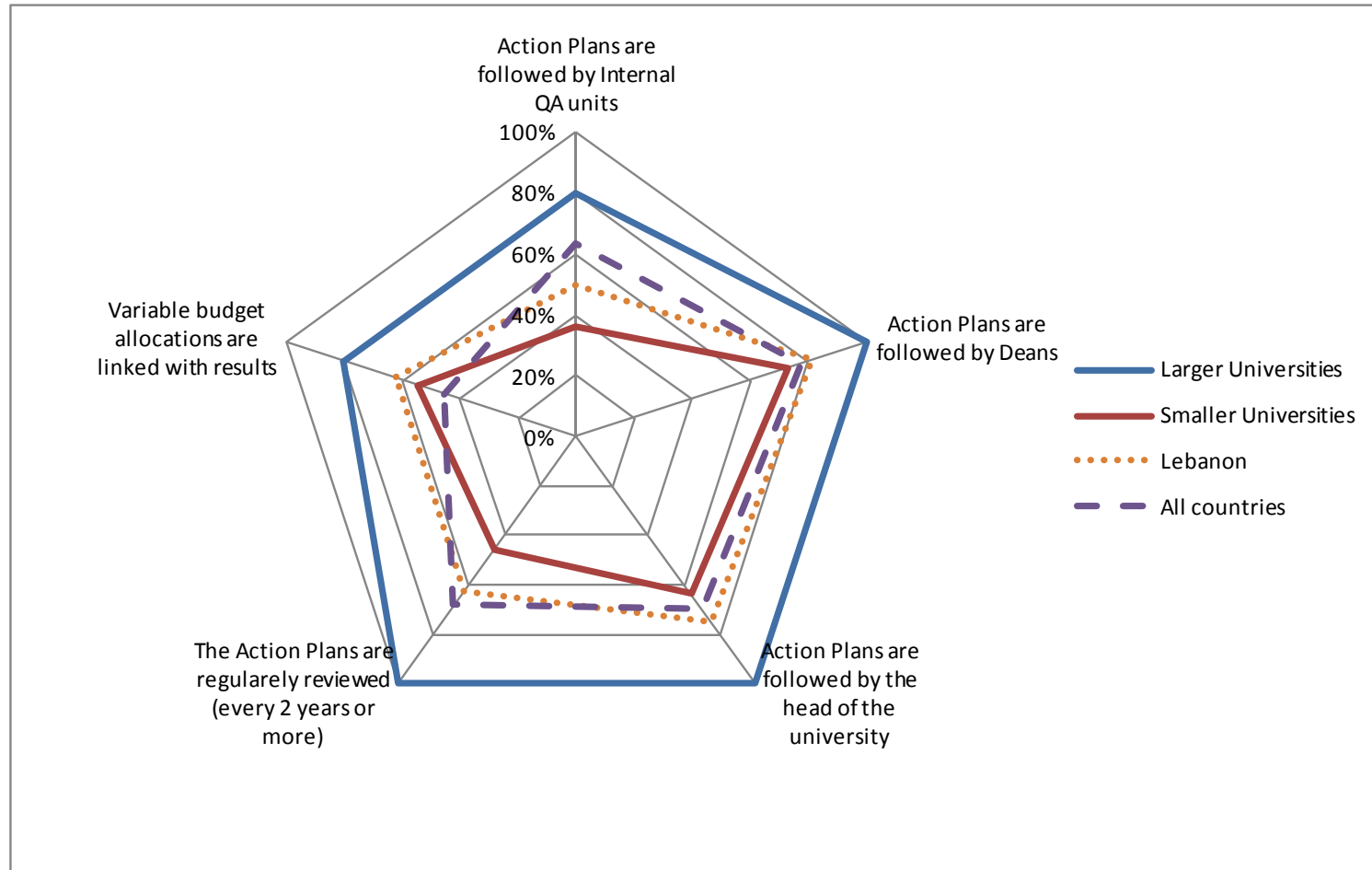
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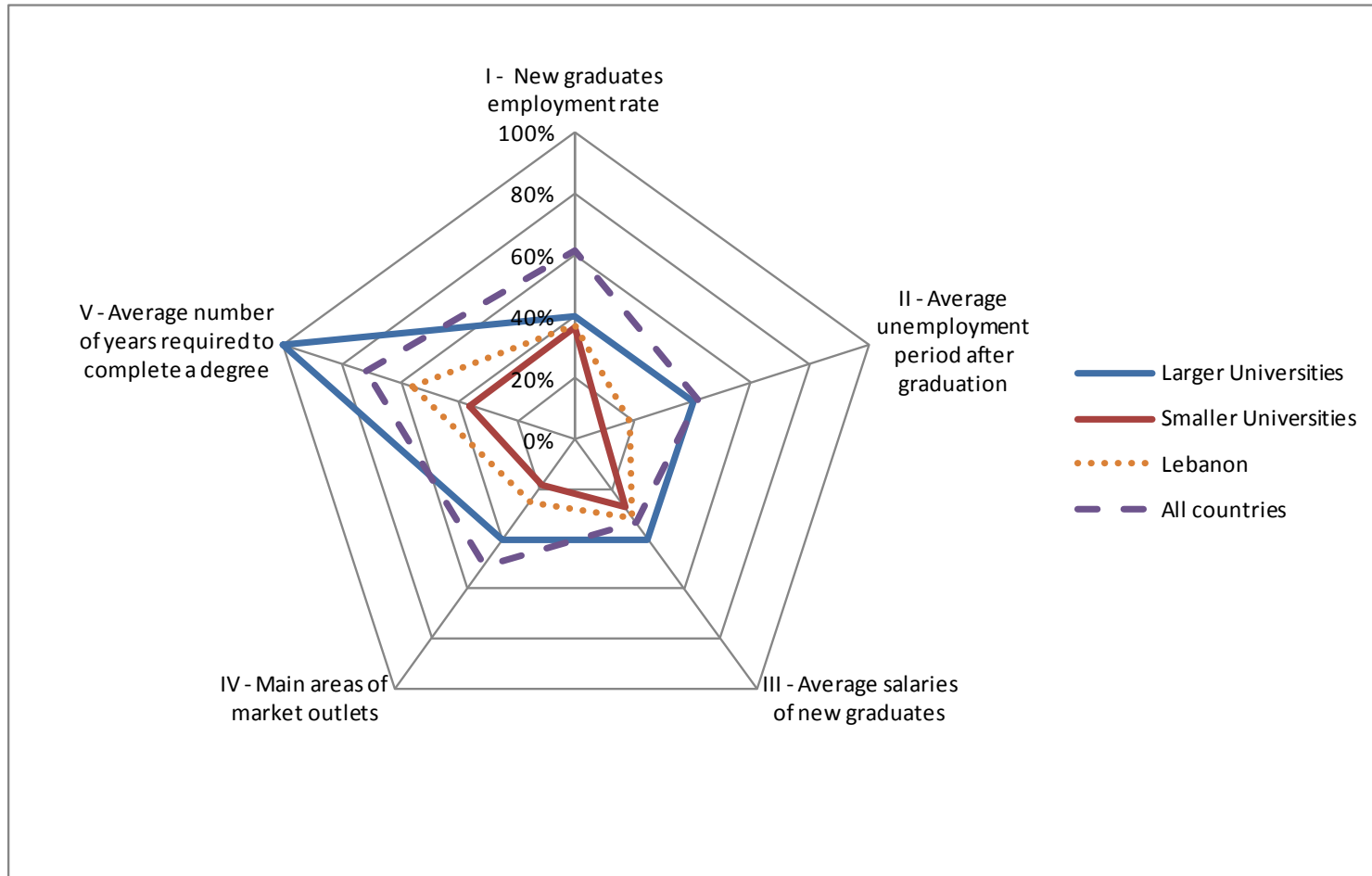
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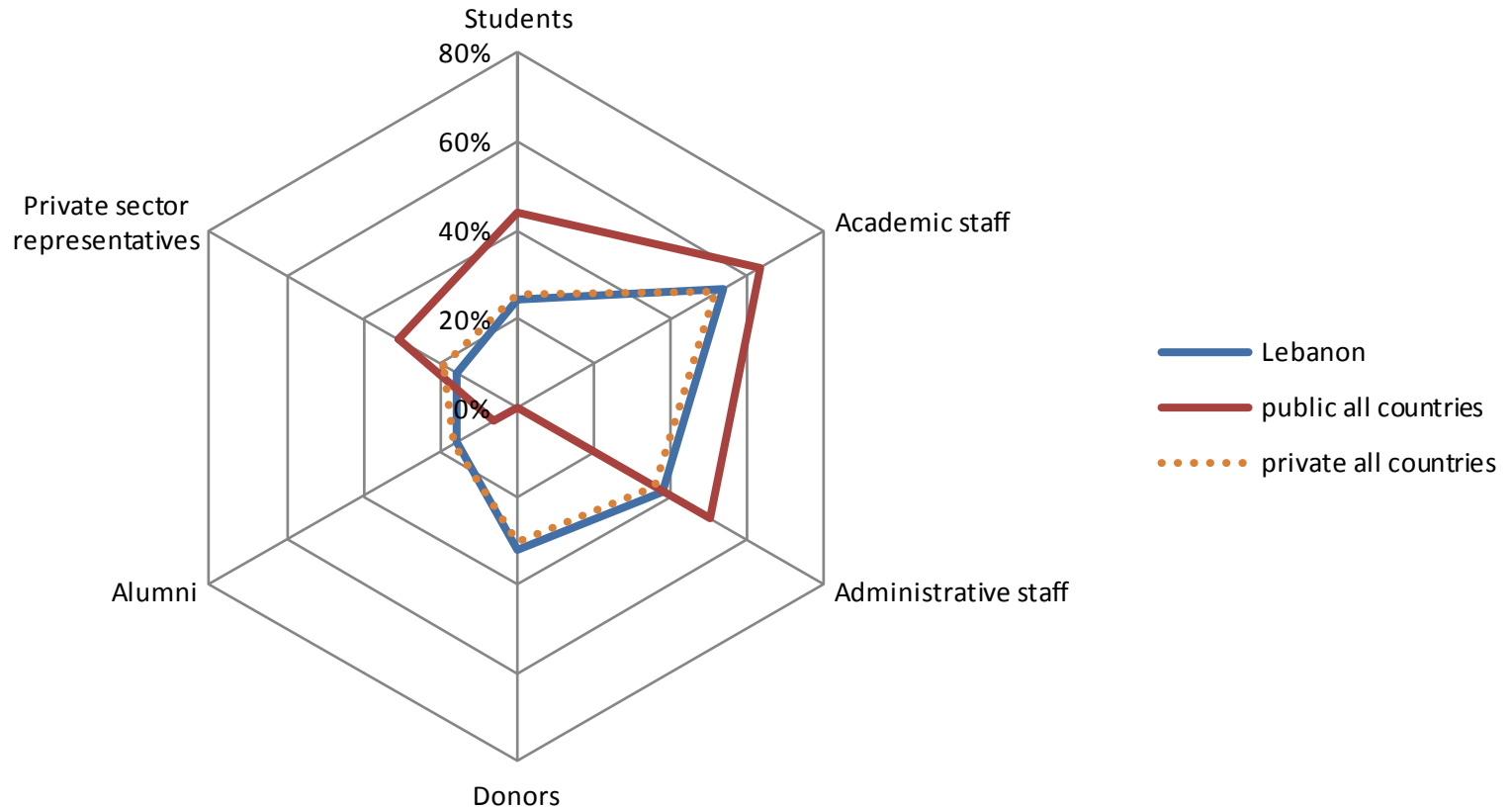
Quality Assurance



Social Responsibility



Participation: Difference Public vs Private



Lessons Learned

- ▶ **The culture of benchmarking universities in the Arab World has been introduced**
- ▶ **Identification and self-awareness of Governance models –Comparison of self-assessment (perception) and questionnaire (reality)**
- ▶ **Self-awareness is important for developing a reform process**
- ▶ **There is room for improvement regarding awareness on the suitability of different governance models**
- ▶ **The first steps have been taken to build a system to monitor performance and make evidence-based policy decisions**

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