

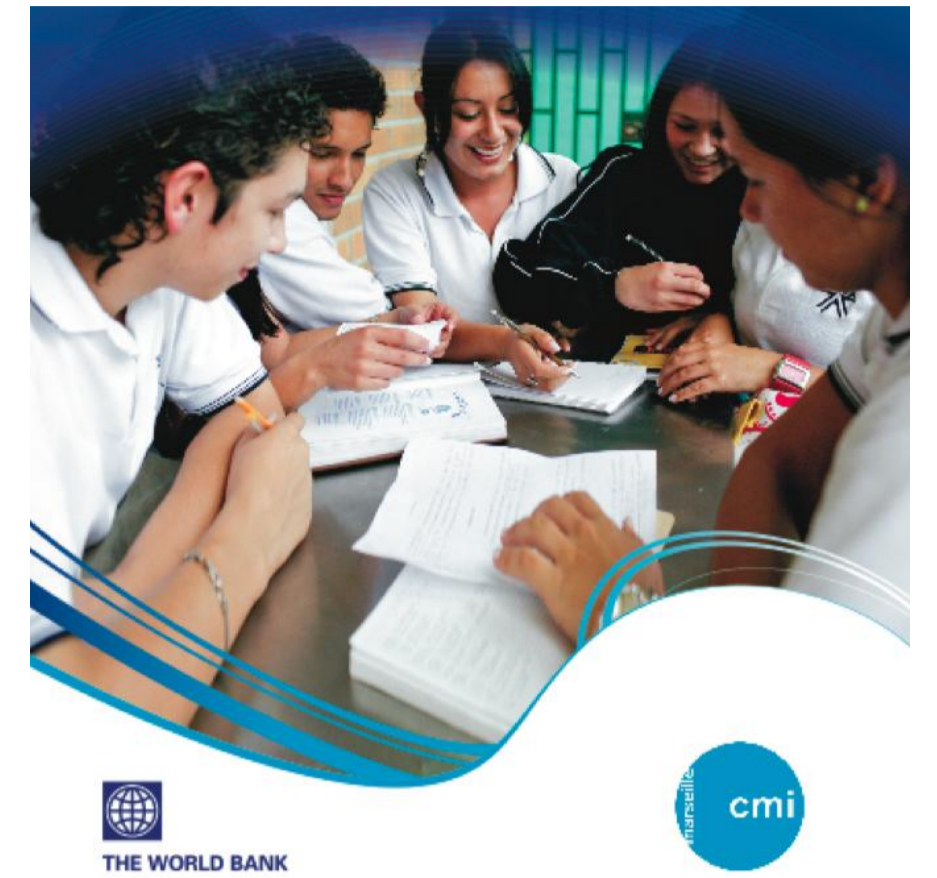
The University Governance Screening Card : A Tool for Benchmarking University Governance

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University Governance addresses how universities and higher education systems define and implement their goals, manage their academic programs, student life, and physical, Financial, and human resources; and monitor their achievements and results, such as whether programs match market needs and graduate students with needed skills. The key role that university governance plays in the improvement of education quality is now a broad consensus, especially in MENA, where higher education representatives have expressed a specific need for a benchmarking tool. In response to this call, the World Bank's regional program on higher education developed a University Governance Screening Card (UGSC) to assess to what extent MENA universities follow good governance practices aligned with their institutional goals. With the UGSC already implemented in 100 universities from seven countries (Algeria, Egypt, Iraq, Lebanon, Morocco, West Bank & Gaza, Tunisia), and a regional report, this tool now includes an online survey for higher education institutions and a databank.



The UGSC

The Screening Card is a benchmarking tool which focuses on universities and higher education institutions and identifies the model of governance followed by different types of institutions in different countries. It assesses to what extent universities follow governance practices aligned with their institutional goals and international trends and monitors their progress over time. It is a tool that allows universities to compare themselves with universities around the world.

Hypothetical results from a university Governance Screening Card



The Screening Card uses five dimensions:

- Overall Context, Mission, and Goals:** the clarity of the mission and goals of the university or university system is key element in evaluating university governance. Part of governance is securing the resources required to carry out the goals and missions of the universities, as well as monitoring and holding accountable the performance of institutional managers at the highest level.
- Management Orientation:** this refers to the day-to-day decisions of operating the institution – the admission, registration, and certification of degrees for students; the appointment, remuneration, and promotion of the academic and other staff; and the construction and maintenance of the facilities.
- Autonomy:** this refers to both financial and academic autonomy.
- Accountability:** this pertains to the process for evaluating the completion of institutional goals; the dissemination of information; methods used for evaluating the performance of students, teaching staff, administrative staff, and managerial staff; financial auditing; and the process for risk management and dealing with misconduct.
- Participation:** this analyses to what extent stakeholders and their interests are considered and what role stakeholders play in the decision-making process.

Sample Characteristics

Description of the University Sample by Country & Status:

Country \ Status	Public	Private not for profit	Private for profit	Total
Algeria	22	-	-	22
Egypt	7	3	3	13
Iraq	22	-	-	22
Lebanon	-	14	2	16
Morocco	8	-	1	9
Palestine	-	7	2	9
Tunisia	7	-	3	10
Total	66	24	11	101

Description of the University Sample by date of Establishment & Size:

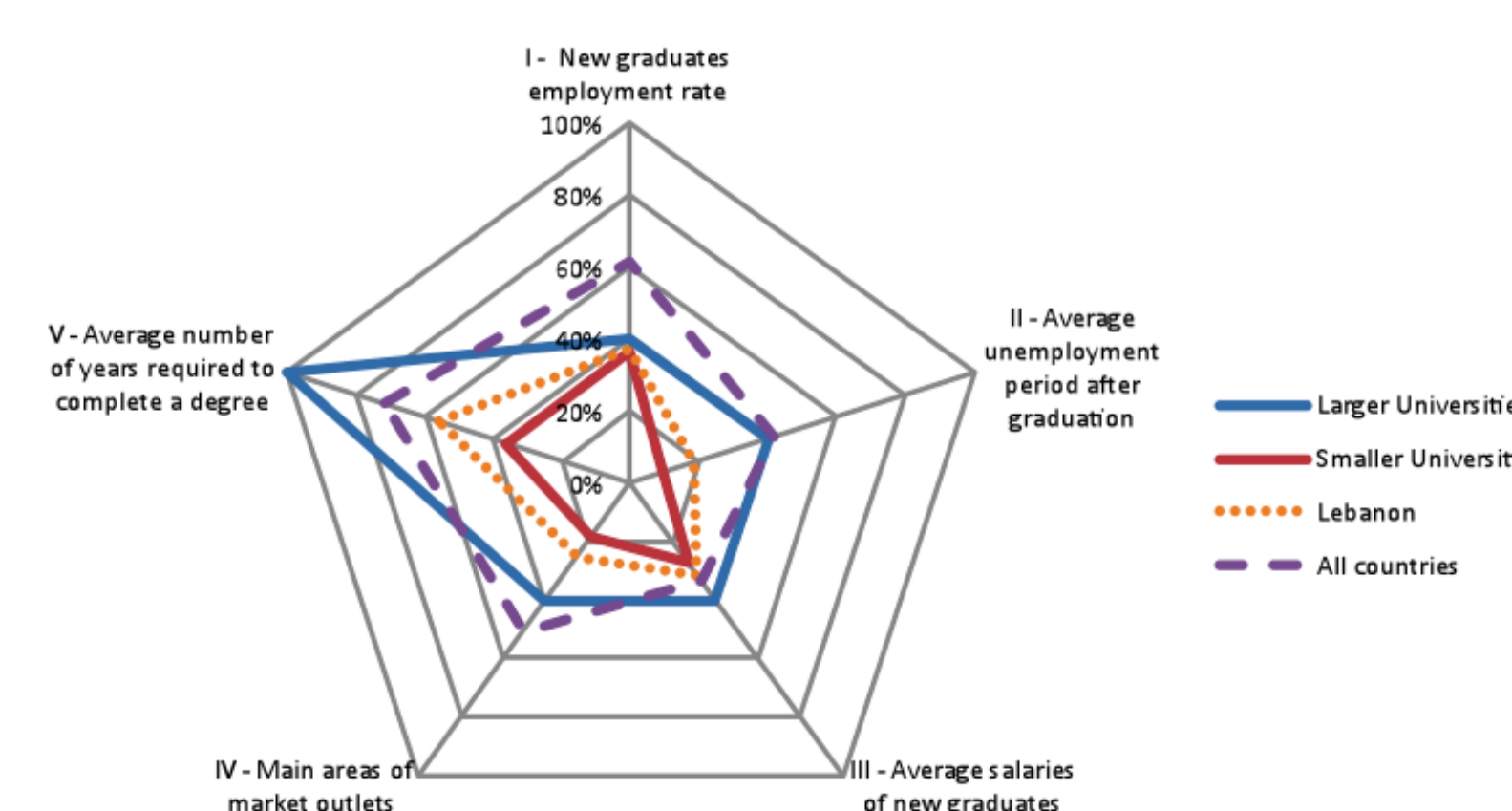
	Number of students	Date of establishment
Total number	1,861,373	-
Average per institution	23,562	1952
Range	180 – 246,825	737 – 2009

Characteristics of the two groups identified in Hierarchical Modeling (Public & Private)

		GROUPS/MODELS	
		"Public" (Group 1)	"Private" (Group 2)
Number of institutions	Total number of institutions	40	34
	by Status		
	Public	39	3
	Private	1	31
	by Country		
	Algeria	21	1
	Egypt	4	8
Lebanon	0	13	
Morocco	7	1	
Palestine	1	8	
Tunisia	7	3	
Average Scores on the 5 dimensions	Context	3.9	3.1
	Management	2.8	2.8
	Autonomy	2.3	4.0
	Accountability	2.6	2.8
	Participation	2.2	1.7

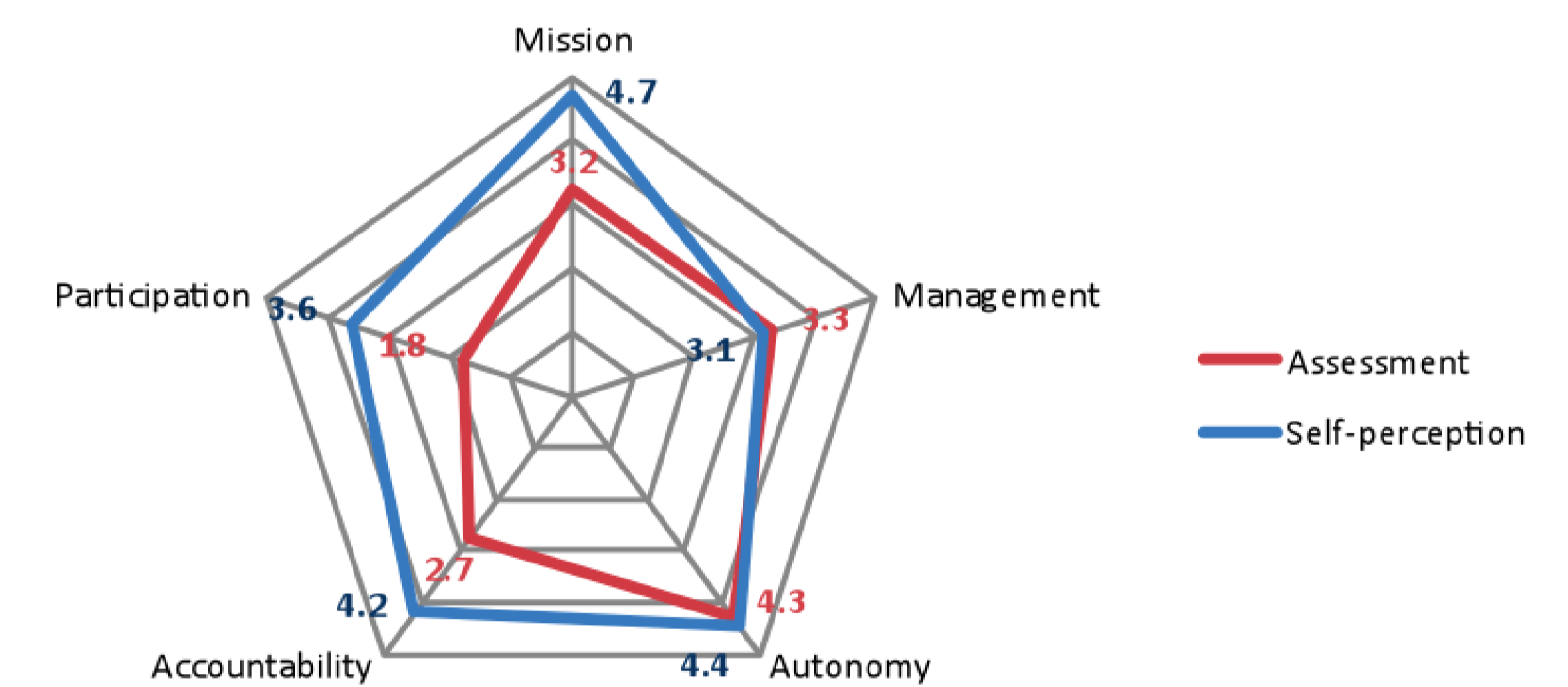
Note: Numbers in bold indicate differences that are statistically significant (T-test; at the p<0.05 level).

Social Responsibility Comparisons:



Lebanese Universities Case Study

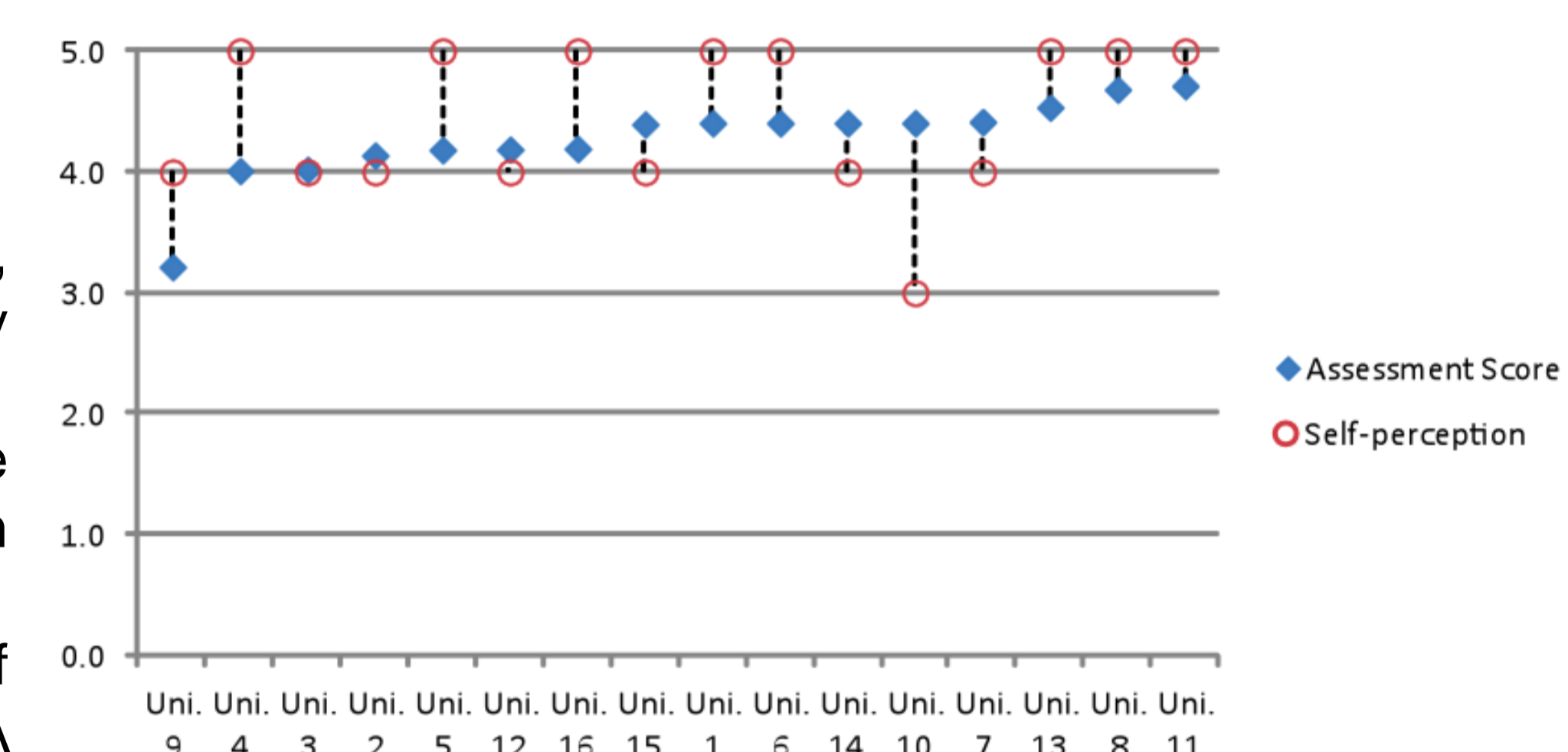
Average Scores in the Five Dimensions:



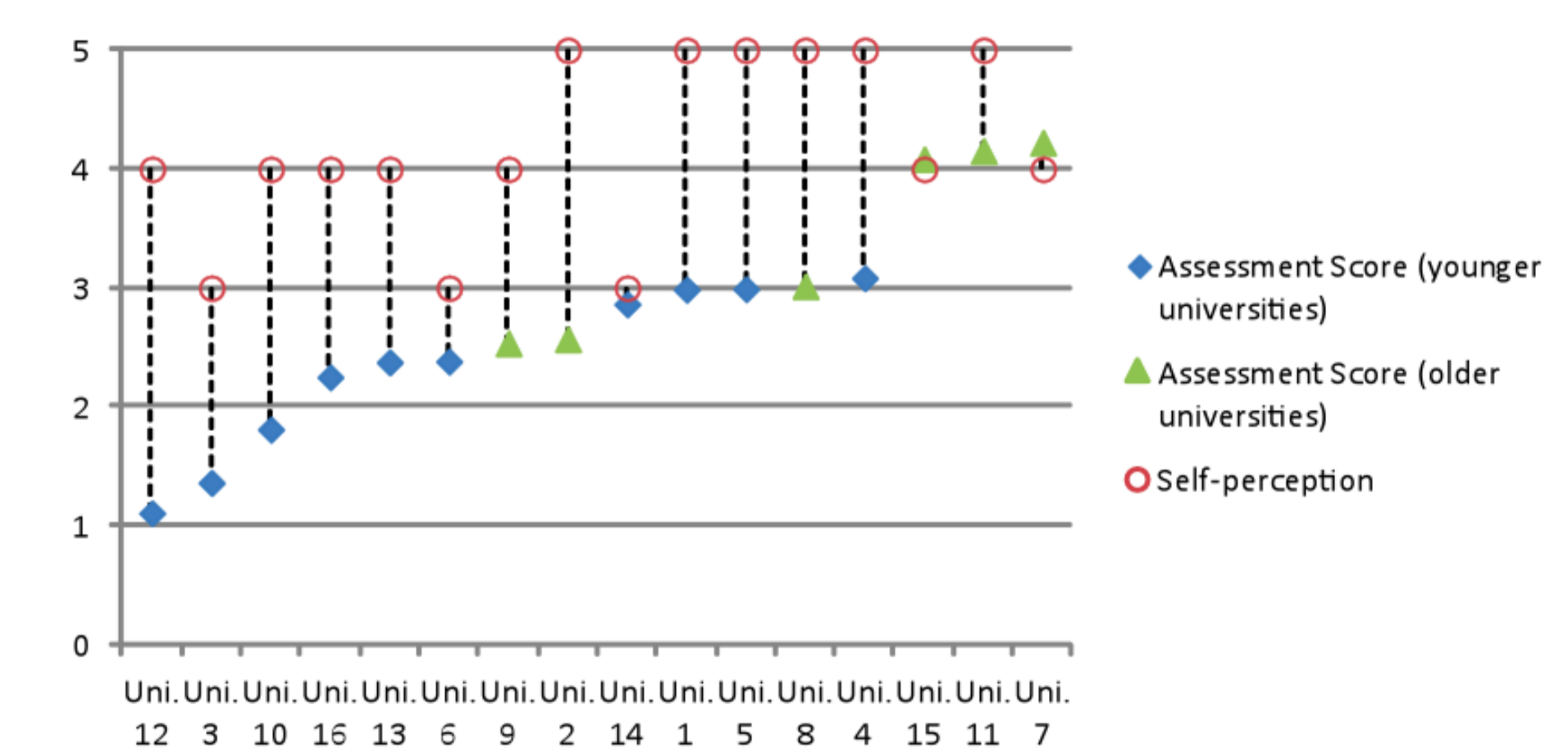
University Autonomy:

- Lebanese Universities have more autonomy than other MENA universities.
 - Lebanon Average 4.3
 - Average for 6 countries 3.5
- In terms of financial autonomy, Lebanese Universities are highly dependent on student fees.
 - On average 87% of Lebanese Universities' revenues are from student fees.
 - On average, 76% of revenues of private universities surveyed in MENA are from student fees

Lebanese Universities are aware of their autonomy



Accountability scores showed the largest variation:



Participation: different Stakeholders for different decisions

