INsPIRE

Innovative Governance Practices in the Higher Education Institutions in Iraq

DOCUMENT TITLE:

D3.2 GOOD GOVERNANCE GUIDELINES HANDBOOK

INsPIRE

Innovative Governance Practices in the Higher Education Institutions in Iraq

Document Information

Project Title	Innovative Governance Practices in the Higher Education Institutions in Iraq
Project n.	598790-EPP-1-2018-1-IT-EPPKA2-CBHE-SP
Deliverable	D3.2 Good Governance Guidelines Handbook
Work package	WP3 - Implementation of changes and best practices through action plans
Date of Delivery	January 2023
Confidentiality Status	Partner institutions
Author (Partner Institution)	University of Siena, with the contribution of all European partners
Responsible Author(s)	Simona Caramia and Daniela Sorrentino
Contributor(s)	• Paulo Resende da Silva, University of Evora (section 3.1 – Governance & Leadership) • Filippo Sartor, University of Bologna (section 3.2 – Strategic Planning for internationalization: the case of university) • Celal Nazim Irem, Aydin Istanbul University (section 3.4 – Strategic planning as a tool for quality assurance) • Martina Zipoli and Silvia Marchionne, UNIMED (Annex: Governance terms Glossary)
Abstract	The Handbook represents a reference manual summarizing the main recommendations and methodological techniques for building strategical planning to improve HEIs' governance. With the aim of guaranteeing the future sustainability of innovative governance practices, publishing such Handbook should help transfer the knowledge to all other Iraqi and Arab universities.

TABLE OF CONTENTS

1. Introduction

This document represents the Deliverable D.3.2 of WP3 (Implementation of changes and best practices through action plans) of the INsPIRE Project. It is designed as a comprehensive guide for the Project participants, describing all relevant aspects and methodological techniques for building strategical planning to improve Higher Education Institutions' (HEIs) governance. The role of European partners is fundamental for the delivery of the Handbook, as each of them has contributed to its preparation based on their knowledge and practical experiences on specific topics. Specifically, four main areas intertwined with governance issues to be addressed in the Handbook were identified and distributed among the four European Universities Partners as follows:

- Leadership, University of Evora
- Strategic planning, University of Bologna
- Financial Accountability and Management, University of Siena
- Quality assurance, Aydin Istanbul University

For each of these themes the Handbook first provides a definition and a general overview of the concept. Then the main issues related with each theme encountered in the HEIs context are identified and discussed. Finally, basing on the experience of the European partners, practices and tools to cope with these issues are proposed. The Handbook, in fact, besides providing basic theoretical information, represents a practical guide to Iraqi HEIs able to offer operational recommendations that can help improve, in a medium-long term period, the governance of their institutions .

Additionally, a Governance terms Glossary (see Annex) has been provided by UNIMED with the aim to explain and systematize the concepts and terminology related to university governance, leadership, internationalization and quality assurance used to prepare the Handbook. Through the Glossary the used language should become understandable to every Iraqi partner, thus allowing them to have all the same level of knowledge on the main topics of INsPIRE. The Glossary is conceived also to stay as a valuable reference even after the end of the Project.

2.   Project Overview

Consistently with EU strategy, INsPIRE is intended to support Iraq rebuilding of public institutions through capacity building. In fact, efforts to strengthen and support the Iraqi academic institutions, particularly the Universities and research centers, are crucial for the improvement of the governance of the whole country.

Iraq's higher education system, already damaged by nearly two decades of under-investment and isolation, is characterized by insufficient infrastructures and limited capacities in terms of programs planning, policy and management. Taken together, all these factors significantly impede systemic recovery, which requires strong interventions to address the weaknesses of the current governance system. In this context, the main objective of INsPIRE is to support the reconstruction, modernization and internationalization of the Iraqi higher education administrative system in cooperation with European institutions, focusing mainly on planning and programming systems.

InsPIRE complies with the capacity building priority of Erasmus+ and fulfills the objective of responding to the administrative challenges Iraqi HEIs are facing. European institutions are sharing their expertise to improve the knowledge and competencies of Iraqi partners in the implementation of their strategic plans, specifically designed to support several governance dimensions.

The Project is also consistent with the European strategy for Iraq (Joint Communication to the European Parliament and the Council of 8.01.2018 and Iraqi national development plans), which provides the support for higher education policy and governance, by virtue of the role played by education as a catalyst for development.

Project general Information

Project Title	Innovative Governance Practices in the Higher Education Institutions in Iraq
EU Programme	Erasmus+ KA2 CBHE
Action	Structural Project

Project Number	598790-EPP-1-2018-1-IT-EPPKA2-CBHE-SP
Start Date	15/01/2019
End Date	14/01/2023
Coordinator	University of Siena
Contact Person	Riccardo Mussari, riccardo.mussari@unisi.it
Total grant requested	993.365,00 EUR
Partners	- Ministry of Higher Education and Scientific Research in Iraq - Wasit University - Southern Technical University - Al Karkh University for Science - University of Basrah Oil and Gas - Al-Qasim Green University - Sumer University - Al-Furat Al-Awsat Technical University - University of Basrah - University of Baghdad - University of Mosul - UNIMED- Mediterranean Universities Union - Aydin Istanbul University, Turkey - Evora University, Portugal - Bologna University, Italy
Project website	https://www.projectinspire.eu/

2.1 Priorities Addressed and relevance of the Project

INsPIRE seeks to support the rebuilding, modernisation, and internationalisation of HEIs in Iraq through the introduction of governance innovative practices. Moreover, the Project aims to enhance the relevance and quality of the higher education system through the revitalization of academic life and scientific research. In this respect, European partners should provide methodological techniques and best practices to support the development of HEIs strategic plan,

allowing them to compete in a global setting. Acknowledging the specifics of the local context, the European partners are supporting the Iraqi institutions to define their own priorities.

On this basis, UNIMED performed a needs analysis of Iraqi Higher Education system (WP1), drawing the following priorities to be addressed for the improvement and modernization of Iraqi HEIs:

● an improved knowledge of national regulatory framework;

● empowerment of university leaders on strategic planning and management skills;

● raising awareness and competences on Quality assurance mechanisms;

● enhancing the social role of universities;

● students' participation in institutional processes;

● modernization of teaching and learning practices;

● management of research and inclusion of stakeholders;

● strengthening staff capacity to manage internationalization opportunities.

Communication to the European parliament and the council "Elements for an EU strategy for Iraq" (8 8.1.2018), considering the full potential of education as a catalyst for development, the EU should support Iraq in reforming policy and governance in this sector, creating the enabling conditions for learning, building the capacities of educators and trainers, as well as empowering youth with local-led initiatives. To these aims, the EU should continue to support higher education opportunities in the country, especially for displaced people and refugees. Efforts should be placed to strengthen and support the Iraqi academic institutions, particularly the universities and research centers.

2.2   Mission Statement

The overarching goal of INsPIRE is to support, through the cooperation of European institutions, the rebuilding, modernization, and internationalization of the governance system of higher education institutions in Iraq with a specific focus on planning and programming systems. To institutionalize good governance practices in Iraqi HEIs, which also means enforcing institutional values such as autonomy, accountability, participation, and internationalization, as well as implementing well-structured management systems, will contribute to the development and strengthening of Iraqi HEIs, helping them to meet the international standards.

2.3   Project specific objectives

The aim of INsPIRE is to support Iraqi HEIs in order to make them capable of establishing a modern governance framework through the adoption of innovative practices.

More specifically, INsPIRE seeks first of all to enhance good governance, management and accountability practices in the HEIs. Secondly, INsPIRE aims at establishing a clear governance framework, including well-defined and clear mission and goals through the definition and implementation of action plans. Third, the Project may strengthen the capacity of HEIs to develop their own specific strategies and to implement them effectively and efficiently by means of programming systems. Fourth, INsPIRE should strengthen the international relations management within the HEIs. Finally, the Project wants to improve the participation in strategic planning and development activities of non-university actors and non-state actors.

2.4   Key expected Results

Several output/outcomes are set up for the achievement of the final objectives of the INsPIRE Project. Among these:

- A Key stakeholders map
- A diagnostic tool
- Virtual focus groups with Iraqi universities
- Final report of the update needs analysis
- Online training platform
- Report on the online training seminars held by EU partners targeting Iraqi HEIs
- Report on the field visits at the EU universities
- Report on the local ToTs in Iraq
- Development of the action plan per each partner university
- Project Management handbook
- Development results and impact assessment report
- Designing the WP on the basis of baseline study (WP1)

- Train the trainers - International Relations Strategies
- Updating the university international relation strategic plan
- National workshop at the Ministry of Higher Education
- Consultative center strategy definition
- National Consultative workshop report
- Quality Plan
- Periodical quality evaluation reports
- Mid-term external evaluation report
- Final external evaluation report center created in each HEI
- Dissemination plan
- INsPIRE Website
- Dissemination Materials
- 10 sustainability conferences
- Exploitation and Sustainability Plan
- Report of the Final conference
- Administrative Project Management
- Interim Financial Report
- Final Financial Report

The planned activities, namely analysis, training and capacity building activities, are targeted to different categories of beneficiaries, direct and indirect groups.

The first group of direct beneficiaries is composed of top management and academic staff who are in charge of the overall strategic planning definition: this group is involved in the Project during the planning and design phase, with a leading role during the implementation and execution of the different activities of the Project. Indirect group of beneficiaries are internal stakeholders (administrative and academic staff and students) and external stakeholders, such as policy makers through the active participation of the Ministry of Higher education and other national and local bodies. Therefore, the level of the impact will be inside and outside the institutions. Inside the institution, administrative and academic staff is being supported along all the Project life for the

implementation of strategic plans. Outside the institution, through the strength of the collaboration with external stakeholders at national and local level but also at international level.

3. Governance practices: specific thematic areas

3.1 Governance & Leadership

3.1.1 Definition of Governance & Leadership

The higher education institution (HEI) is a paradoxical organization. It is a specific organization focused on the population's education and research, answering the needs of the "clients" and community according to external requests, without losing its strategic orientation and managing its resources. Focused on its principles and capacity, it aims to give the key stakeholders some freedom to do the work demanded of them.

The HEI is also an organization, that is like other types of organizations, such as public institutions, private companies, associations, etc., and as any other organization, it requires a governance model, a management model, and leadership to support its mission.

Additionally, universities have been facing, for several years, permanent pressure from the government and from society in how they apply and manage their roles and responsibilities as key institutions for economic development.

This century, in Europe, Universities are facing transformational changes in their mindset with the Bologna Process, the development of lifelong learning, the digital transformation, and the change of their "duties" (accountability, transparency, autonomy, quality assurance, and assessment). This reality requires changes in the governance model and, in some countries, those changes were applied in the structure and power balance between the structure and collegiality.

The focus of this chapter will be governance and leadership in higher education institutions, on universities. With that aim, we will, first, present the concept of governance and the concept of leadership, then, applying these two concepts to HEI, describe some particularities.

The concept of governance can be seen in very large different ways. Jan Kooiman in his research describes several ways to understand the concept of governance. He used the Rhodes classification that focuses on governance as (in Kooiman, 1999: 68):

- Public form of intervention;
- How big companies direct and control their business;
- Focus on management less in government;
- *Socio-cybernetic* approach;
- *Self-organizing network*; and
- Role of the key-stakeholders in *steering, controlling and guiding societal sectors*;

Also, he gives to us an ontology of the concept by different actors, which could be an important tool to understand the concept (see following box).

"Systems of rule at all levels of human activity from the family to the international organisation in which the pursuit of goals through the exercise of control has transnational repercussions" (Rosenau 1995: 13).

"A continuing process through which conflicting or diverse interests may be accommodated and co-operative action may be taken" (Commission on Global Governance 1995: 2).

"Self-organizing, interorganizational networks characterized by interdependence, resource exchange, rules of the game and significant autonomy from the state" (Rhodes 1997: 15).

"Conscious management of regime structures with a view of enhancing the legitimacy of the public realm (. . . public realm encompassed state and society . . .)" (Hyden and Bratton 1992: 6, 7).

"Mechanisms with no presumption that these are anchored primarily in the sovereign state" (Hay and Jessop 1995: 303-6).

"Solving problems and creating opportunities, and the structural and processual conditions aimed at doing so" (Kooiman).

Source: Kooiman, 1999: 69

So, for Kooiman, exist three main key aspects/dimension blocks to represent governance (1999: 69/9): *rules and qualities of systems* (in our opinion, he connects governance with managerial orientation); *cooperation to enhance legitimacy and effectiveness* (in our opinion, he connects governance with organizational behavior); and *new processes, arrangements, and methods* (in our opinion, he connects governance with the operating business system).

With this analysis, Kooiman gives his approach to "what is governance?". According to him, governance from a social-political perspective, considering the previous dimension, is "*all those interactive arrangements in which public as well as private actors participate, aimed at solving societal problems, or creating societal opportunities, and attending to the institutions within where these governing activities take place*." (Kooiman, 1999: 70).

Governance and leadership are facing a lot of pressure from partners, especially public pressure from the State, local authorities, and businesses, to ensure better answers to the requirement of globalization, internationalization, and technology development to attend their demands for competencies and talent. Like Capano and Regini said: "*Universities have been under constant pressure from society and government to change their roles and behavior; they have been called upon to be more responsive to the needs of economic development and the challenges of globalization. At the same time, universities have suffered serious financial cutbacks that have forced them to act in more responsive, accountable, efficient, and effective ways*." (Capano and Regini, 2014: 73)

Governance is a system that gives a sense of direction to the organization; so, it consists of a definition of a structure, the processes, the policies, the leadership, and the decision-making to plan, organize, lead, and control the organization, based on its mission and purpose.

According to this definition, we can look at governance in two different levels, a macro, and a meso level. The macro level is based on the organization's structure, to legitimate the boards, the strategy, policies, the leadership, and the power balance between the different boards, people's relationships, and the management structure. The meso level is based on the management model, in the decision-making process, the mission, and purpose of the business, and in processes.

Leadership is the action of leading an organization or a group, also, it is a state position in a structure or management process. The appointment of a leader, as leading the organization and as a state position, is to be a visionary, to promote an internal environment, focus on strategy orientation, have an interpersonal, informational, and decisional role, and accompany the organization and the people.

There are three important attributes of a good leader. The first is related to a skill that every leader must have, which is being a good communicator. Every person linked to the organization must be clearly informed of the strategies and their implementation. Certainty is crucial to trust. The second attribute of a good leader is having a strong awareness of self and team members, strengths and weaknesses, personality, and personal interests. This attribute is essential for the optimal range of team performance, going beyond superficiality. Collaborating for these leadership traits to create a champion team without individual champions. The third and final attribute of any leader is the ability to delegate decision-making to the team. When the organizational structure is flat, more people participate in the decision-making process. In other words, the larger the organization, the more important this attribute becomes.

Thus, the main objective of leadership is centered on developing the capabilities of workers, human resources, or personnel to develop organizational purposes and values. In an academic institution, and especially in higher education institutions, academic governance and leadership are two interrelated concepts that set the tone and direction for the development of higher education at the systems and institutional level.

3.1.2 Governance & Leadership issues in the HEIs context

Universities have become one of the most significant institutions in our society. They are knowledge-creation institutions that contribute to society's social and economic development through new concepts, ideas, applications, and inventions. Indeed, universities are not simple organizations, in fact, given the breadth of their goals and missions, and the enormous diversity of their activities, they are one of the most complex organizational forms that the human species has ever created (see the following structure).
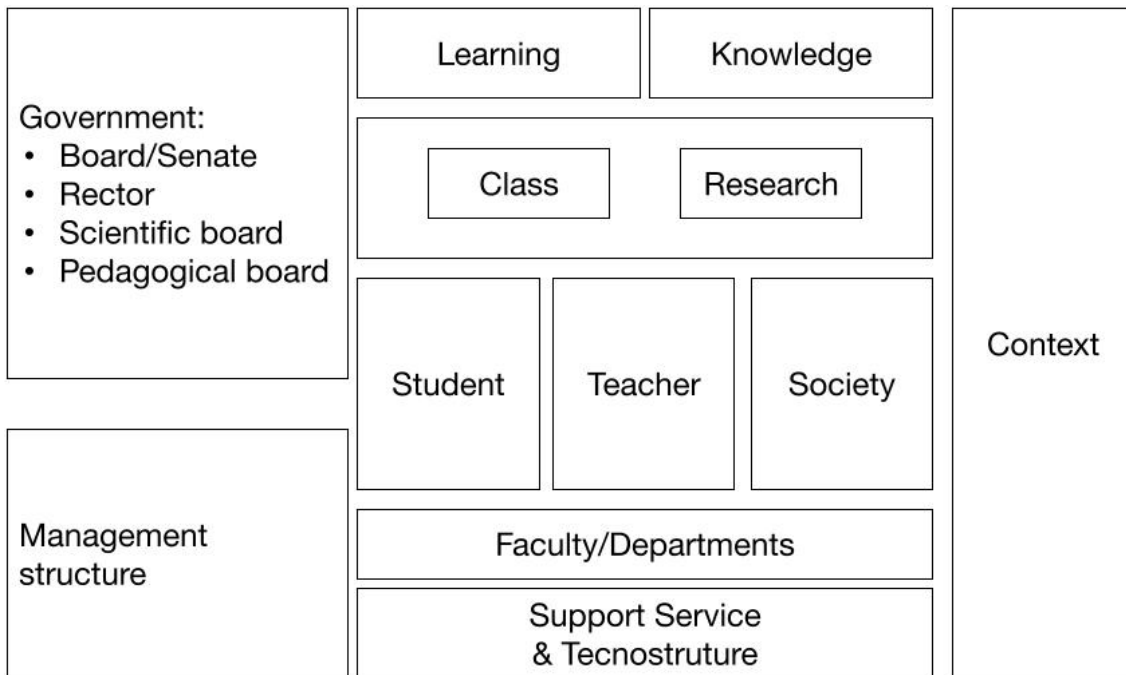
Governance in Higher Education is related to an organizational structure and decision-making processes that determine the characteristics of institutions, mission, values, and how they relate to the entire system. From legislation, policies, programs, and procedures that are usually written in statutes, guidelines, and letters that outline the mechanisms by which everyday decision-making is carried out in fulfilling the mission of higher education. However, jurisdictional differences can influence governance structures, processes, and practices.

With the complexity of higher education, there is no consensus on the definition of governance, at the systemic and national levels, there are forces that shape governance structures and practices and create differences in governance models.

The reason for that is that we can see several types of governance models, from the most traditional, like academic governance, managerial governance, collegiality governance, and political governance; to the most modern reference like research governance, and entrepreneurial governance.

Leadership in higher education refers to the actions and decisions of actors who have been assigned key leadership roles in a higher education system. Within individual HEIs, these actors particularly

include members of boards of directors, members of the vice-chancellor's executive group, and members of academic senates. According to Wan et.al (2020) these actors are collectively involved in "seeing opportunities and setting strategic directions, and investing in and harnessing people's capabilities to develop organizational purposes and values".

We can never forget that a University or a Higher Education Institution is a community of academics, teachers, researchers, and administrative staff, for one side, and students, for another side, that are interested in knowledge. With the evolution of society, new stakeholders, and partners, the industry and business activities, appear with this common interest in knowledge (creation).

So the governance of a university needs to be a balance between shared board power, policy statements, academic staff, and the faculties. So, the roles of the boards, and the academic leaders, are changing, and it's requesting new competencies in leadership and in management to create a more successful 21st century university.

We can reflect on this topic by reading the key element of university governance that our invited speakers on the webinar organized for this project in July 2021, Pedro Barrias and Ruaidhri Neavyn.

> **Pedro Barrias:**
> *University governance encompasses the framework conditions, regulations, decision-making and implementation processes that govern the way educational institutions operate. The governance discussion should not just be about the bodies within institutions, but also the extent of bodies that the government allows them to have. Well, they have to work within that national framework. Often this type of discussion goes to a minor aspect, which is important, such as the aspect of governing bodies and the appointment of external representatives for higher education institutions. So governance, it's not just the discussion about the government bodies within the institutions, but it's also the discussion between the legal framework or the regulatory framework that the government allows institutions to function. We should not discuss governance issues within institutions without keeping this in mind because governance models are often pre-defined by the government. Thus, educational institutions have little power to determine what kind of governance structure they want.*

> Ruaidhri Neavyn:
> *Governance in universities has historically emerged to ensure that there is a balance between institutional autonomy and accountability. Universities have their laws, however if the state is investing in universities, they want to get good value for their money. So they need to make sure that there is good governance, that people are doing the right things, in the right way for the benefit of the state and to ensure that national and regional strategies are being implemented.*
> *When we talk about governance, we are referring to three principles: the first is that governance allows you to be autonomous, within the legislative framework, but at the same time be responsible. The second point about governance is about implementing the strategy. It is about implementing an institutional strategy, and implementing national and regional strategies, and good governance structures, that involve the appropriate stakeholders to ensure that your university is able to meet both your strategic objectives and national and strategic objectives. regional.*
> *The third point about governance and why you should have it in the first place is what I would call the Triple C, which is communication, connectivity and commitment. Proper governance ensures that you have good communication between stakeholders within the university. It ensures that you have connectivity with the state in terms of meeting legislative requirements. It also shows whether you have good governance that is committed to ensuring that your institution is not only autonomous but accountable and can achieve the necessary strategic objectives.*

To be a successful leader in a higher education institution, and to have a successful governing model, some key aspects need to be taken care of (based on Legon, Lombardi, and Rhoades: 26):

● select the team board and external board members based on merit and that are familiar with the institution and with the intervention and are, committed to their role;

● open to developing new skills and competencies to confront new realities and learn with the best practices;

● adequate guidelines to understand hierarchy, power balance, and collaboration process between the academic top and lower levels, and to promote higher quality standards;

● creates a more collaborative institutional, at all levels, between academic and staff members, and implements the strategic orientation of the university; and

● developing independence of faculties, but based on strategic orientation, supported by clear policies of autonomy and by clear periodic assessment of their performance.

To achieve good management, higher education institutions should be worried about key aspects such as the general leadership inside of them, knowledge management (the value creation of research, innovation, and pedagogical contents), the quality and the assurance of quality system (in education, on research, and also, and it is very crucial for a successful institution with efficiency and effectiveness, in the administrative areas), the strategy, especially, the global orientation strategy, the competency management of the "business" (their key activities: research, education, and the

third mission) the academic along with the administrative staff, the team management, the educational and research process, and their administrative procedures (see the following table).

	Strategic	Administrative	Process/ Procedures
Governance/ Autonomy	High level of decision University model	Need support staff and data analytics	Define the guidelines
Strategy/ Leadership	Higher level decision, orientation plan and implementation	Need data analytics, task-force supports, support staff	Define rules and the general process management
Quality assurance	Key-strategic option International/national rankings National accreditation	Quality managers, IS/IT support, process designers, administrative staff	Quality process; monitoring process; frameworks and tools
Accountability/ Results	University monitoring system	Financial managers, business data analytics, support services	Monitoring tools and strategic mapping

To have a good management as well as good organization and an adequate organizational model in higher education institutions, it is needed:

- A general vision of the strategy;
- Effective leadership in different levels;
- To Involve, engage, and share to improve commitment, in every level (academic staff, in a first level, and administrative staff, in a second level) of strategy and quality;
- A proactive management model.

This leads us to the idea of the role that the University should have today, in aspects related to the needs of its spaces for the aspects of teaching, research, and support to the community through knowledge. However, each of these poles and logics of knowledge has individual characteristics, which can be coordinated or crossed, but which requires specific responses.

We also have to take into account the existence of activities common to several processes and sub-processes, in addition to others that are exclusive and unique to a given process. There is also, for aggregation of activities, a vast set of tasks or management actions to be developed and executed to manage the multiple processes. Regardless of the model, the key factor for success is the quality of the university's leadership, in its diverse governing bodies, and those responsible, in the organic units of teaching and departments.

In the first place, the government and management bodies are the facilitators in the construction of a unified vision for the university, in the search to guarantee the good organization of the macro-processes, and to attend the requests of the State and the organisms with the real power of intervention in the university. Secondly, the support services and the technostructure are services that directly support the needs of macro-processes and teaching, and must be the exclusive guarantor of compliance with rules and procedures and never the decision-makers thereof. The university must have the capacity and autonomy, real and not implicit, to determine its strategy, that is, whether it chooses more for teaching or research.

3.1.3 Governance & Leadership issues in the HEIs context and the Portuguese Governance Model: a business case from the University of Évora

The University of Évora in 2007/2008 changed its Governance Model. This change was compulsory according to the new legal statement for Higher Education Systems in Portugal to adopt the higher education institution to the Bologna agreement and process and to adapt to globalization and the new managerial public administration.

All this change was supported by some Laws, approved by the Portuguese Parliament and by the Portuguese Government. On a timescale, the most important laws applied to the higher education system in Portugal can be seen in the following figure:
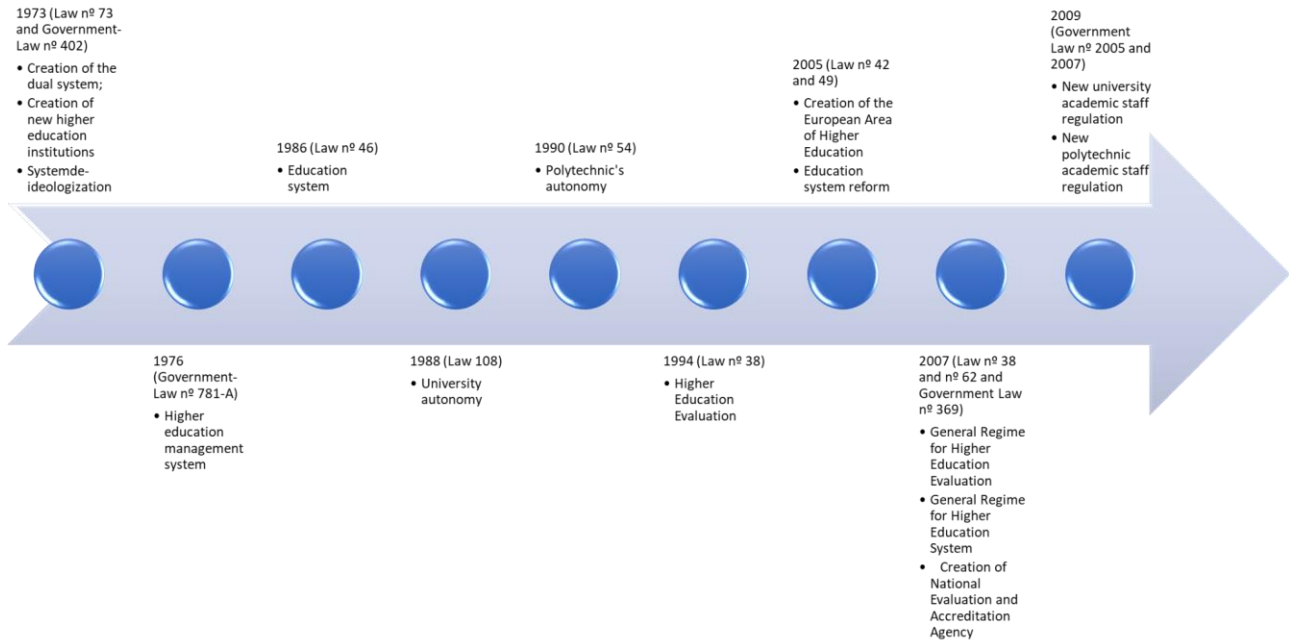
As we can see, we began this change with the publication in 1973 of Law nº 73/1973, before the Democracy and the Carnations Revolution. So, it was before the restoration of democracy that this change process began with the clarification of the dual system and the creation of several new higher education institutions; the Minister that developed this was, some years later, the father of the actual model and also Minister in Science and Higher Education in democracy period.

In 2007, after the creation of the European Education Area, was published Law nº 62 aiming to create and define the current governance model (see next figure) and maintain the separation of the dual system, therefore the governance model was developed to have similarities between all higher education institutions.

At the same time, it was created two important regulations and National structures. The National Accreditation Agency with total autonomy and responsibility for the evaluation process of all curriculum programs, having the authority to approve or close, after the evaluation process, any curriculum program in all formal levels of studies (bachelor, master, and doctoral program).

Lei n.º 62/2007

de 10 de Setembro

Regime jurídico das instituições de ensino superior

RJIES	Denomination	Main topics
Title 1 (article 1 to 30)	Principles and common provisions	Mission, purpose of the HE, types of HEI, duties of the States and others stakeholders, autonomy, students, social services, public funds, etc.
Title 2 (article 31 to 64)	Institutions, organizational units (faculties) and study cycle (BA to PhD/and Pos-PhD)	Requisites of the institutions and professors, private HEI, organic units (faculties, …) and program cycles
Title 3 and 4 (article 65 to 137; and 138 to 146)	**Organisation and management of the public HEI (title 3) and private HEI (title 4)**	**Main organisational bodies and the management system**
Title 5 (article 147 to 169)	Accreditation, evaluation, responsibilities and controlling of the HEI	
Title 8 (article 170 and 171	General Coordination Council of the HE	Mission and composition

Along with several countries we have, and maintain, a dual system (created in 1973), universities and polytechnics, for one side, and civil, military, and policy higher education institutions, for another side. This system still maintains differences between them, especially in some types of curriculum programs that one can develop (see below figure) and in the teaching and research career plan.

Universities
- European Level 5 courses/training/qualification
- BA, PG, MSc, MBA, PhD
- Short and executives' program

Polytechnics
- Technical course (2 years courses)
- European Level 5 courses
- BA, PG, MSc, MBA
- Short and executives' program
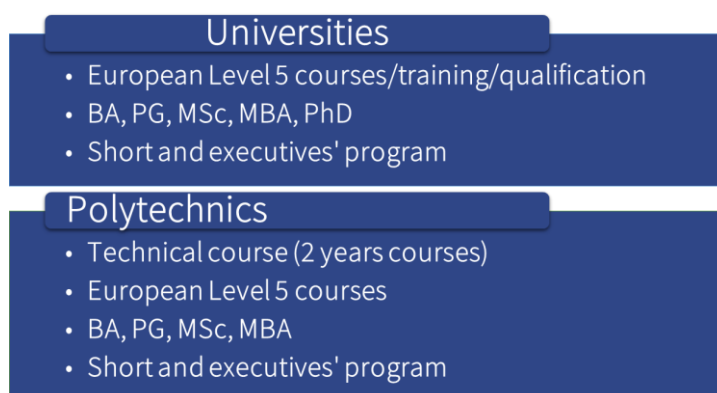
The governance model has evident autonomy and is composed of some important boards and bodies.

The first strategic apex level is the General Council/Board composed of Academic staff (majority), students, administrative staff, and external members of the community. They have the main responsibility to choose the Rector and approve the strategic orientation of the Institutions and other key orientations with structural impact on the governance and the management of the University. The internal members are chosen in a democratic process, by the election of candidates listed for each group (academic and administrative staff and students) and the external member is chosen internally by the elected members of the General Council.

The second strategic apex level is the Rector who, nowadays can be any Academic staff with a Ph.D. without any restriction of nationality and provenience. All candidates need to prove their legally accessible condition and have to present a formal orientation program for their mandate of 4 years, which can be renewed for another 4 years.

As a third strategic apex level, and a little of a technostructure, we have the Managerial Council to support the budget management of the Institution and is composed only of internal members, the Rector, and the Chief Executive Office of the Institution, and can have a third member (in minimum), normally the Vice-Rector for the Administration and Finance Management.

At the Faculty level (I will use this term because it is better recognized, even though we can use different terminology) the system creates two different ways to indicate or select the Head of the Faculty, which can be by any Academic staff with a Ph.D. and a full contract: the Head can be chosen by the Rector, or we can have a democratic process. This option needs to be defined in the statutes of the Institution and can only be changed by a General Council process of Statutes changes, with some key conditions, defined by law.

When the Head of the Faculty is chosen by the Rector, he has total autonomy to indicate who he/she considers the most valuable Academic staff for the position. Although, when we have a democratic process, there is a faculty council that selects the candidates for the position analyzing the program's proposal of each candidate. The council is composed of academic and administrative staff and students of the faculty in a democratic process totally like the General council.

This general governance model is common to all public higher education institutions, universities, or polytechnics, but each institution, in their Statutes, can define additional boards that can be

implemented, for one side, and also, according to some additional regulation, not only from the Law nº62/2007, the institution needs to create additional compulsory organizational structures (for the booths different regulation, all institution need have a Student Ombudsman, a Performance evaluation council, a GDPR responsible, and an Ethical research council), for another side.

In the case of the University of Évora, we can see the following governance structure:
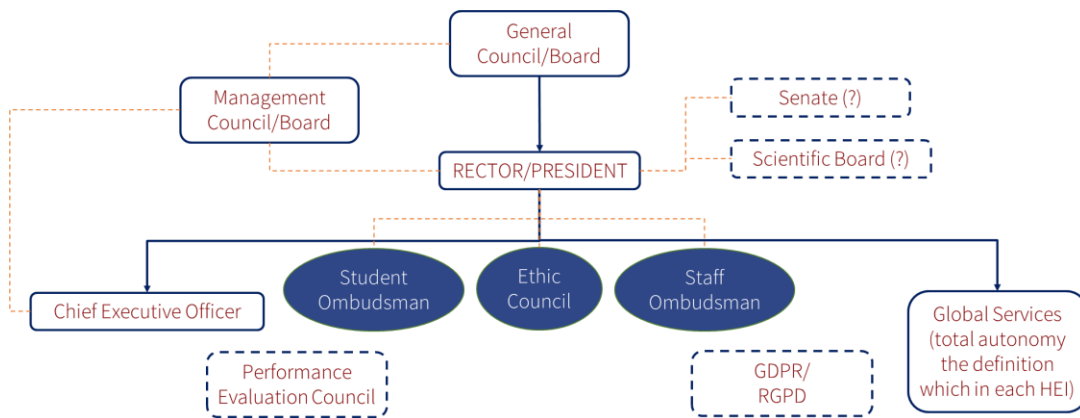
When we look at the Faculties, the governance structure is:
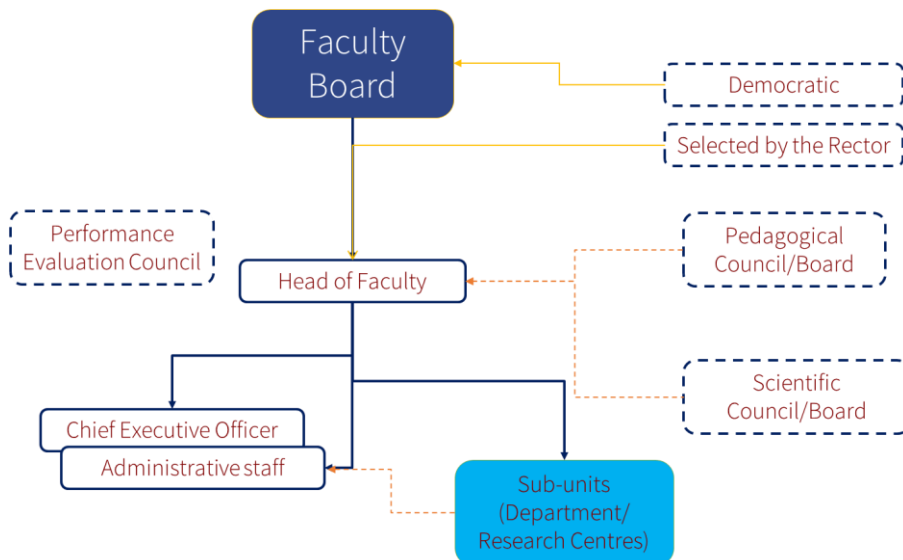
As a professional bureaucracy (Mintzberg, 1992), the higher educational institutions need adapt their evolution according to the key stakeholders, because, according to their particularities, they should have a strong commitment with their political and mission configuration (Mintzberg, 1989).

Independent of the governance model, higher education institutions, at a high strategic level or at the faculty level, answer to the three main macro processes: teaching and learning, research, and the third mission.

Some interesting orientation was created to develop the governance and the management of any higher education institution. Created in a work developed in 2010 in the project *Benchmarking in European Higher Education* funded by the European Union, coordinated by the European Centre for Strategic Management (ESMU) and with the participation of the Centre for Higher Education Development, the International Centre for Higher Education Management, the University of Bath, and the Institute of Education of the University of London, it was developed an orientation to compares the higher education's institutions in Europe.

 According to the work develop in this project, the project team present to us some important clarification about the macro-process (ESMU/Various, 2010) also possibly see in Resende da Silva (2005). In the work developed by Resende da Silva, we can identify four main activities, that normally can be reduced to three key macro process (below figure): teaching, research, knowledge, and third mission.
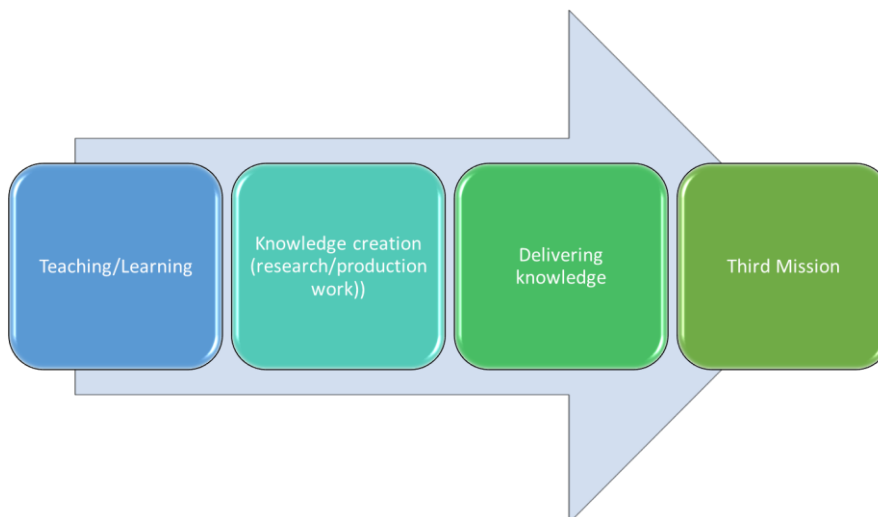
The work developed by the project coordinated by ESMU goes a bit deeper and describes a scheme overview of the key macro process (next figure) (ESMU/Various, 2010: 48).

Teaching

| Recruitment | Teaching | Graduation | Better job & earning outcome |

Research

| Identifying gap in scientific state of the art, winning funds | Formal research project | Reporting of results | Contributing to knowledge-society |

Third mission/societal engagement

| Acquisition | Problem solving by academics | Technology transfer to user | Firm productivity growth |
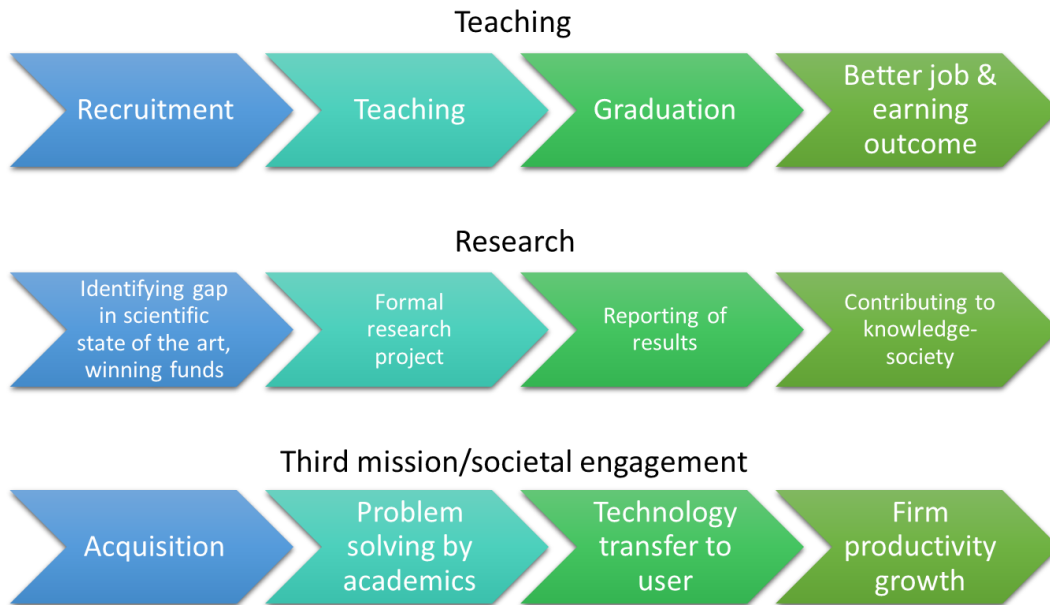
Each of these macro processes of higher education institutions is composed of different activity areas, and all those groups take part at all participation levels in the institutions. Normally, they need to focus on improving the quality of governance and process management.

The relevance to describe the macro process and connection with the governance and the leadership comes from the need to improve the quality at all levels of the institutions and to achieve the key outcomes of any good university governance (ESMU/Various, 2010: 74): *transparency, decisiveness, legitimacy, and ownership & accountability*.

Governance is crucial for the key decision process, directed for the key management orientation, for the strategic orientation, and the monitoring of the desired outcomes, goals, and aims of the organizations.

Governance gives legitimacy to the leadership of the institutions, supporting the Rector for the implementation of strategic participation in developing the management.

A higher education institution needs a governance structure to give orientation and decentralize power, and an academic culture that defines its values and structural relations and requires a leadership role to support the academic community purpose and the implementation of the venturing strategies. All higher education institutions have the following fundamental characteristics:

- the key business is based on knowledge;
- fragmented structure, by subject field, by the organization of knowledge, and research orientation;
- decision-making processes are diffused, centralized, and decentralized, not all aligned with organizational strategy;
- innovative, but resistance to change
- role on the community as a strategic institution
- environment (political and economic) as a strong impact on their autonomy and governance

The leadership is crucial to have a good management model in the institution and for the practices of "how we implement the governance" in a higher education institution. There will always be the practices of autonomy that can create the capacity for the choice of the university model, more collegial, more bureaucratic, more anarchical, more political, and more entrepreneurial.

With the same governance model, we can have different strategic orientations; with the same regulations we can have different management models; with a similar structural dimension, we can have a different level of development and a different quality of all processes.

3.2 Strategic Planning for internationalization: the case of university

3.2.1 Definition of Strategic Planning at university level

Strategic planning is gaining importance in university management models all over the world.

There are some trends that are common and that require universities to become more responsive in terms of planning, implementing, monitoring, evaluating their performance. One of them is the availability of financial resources, especially public funding, that are slightly decreasing or are assigned to universities according to performance indicators based on predefined objectives described in plans. Another aspect is accountability and transparency. Universities are increasingly required to provide evidence on its own actions and results to the society at large, and to communicate its own priorities and strategic goals both in terms of teaching and learning, research and so called third mission.

Generally speaking we can assume the following definition for strategic planning at university level:

"Strategic planning is a means of establishing major directions for the university, college/school or department. Through strategic planning, resources are concentrated in a limited number of major directions in order to maximize benefits to stakeholders--those we exist to serve and who are affected by the choices we make. In higher education, those stakeholders include students, employers of graduates, funding agencies, and society, as well as internal stakeholders such as faculty and staff. Strategic planning is a structured approach to anticipating the future and exploiting the inevitable[i]".

University governance boards but also Head of Departments and Faculties are more and more committed to put forward strategic planning practices. These may refer to a set of activities based on simple models but also to complex and articulated matrix that cover all aspects of university life.

Generally speaking, the main dimensions that characterize strategic planning models are the following:

1) the understanding of the current situation adopting different diagnostic tools and involving all internal and external stakeholders;

2) the identification of the mission and vision and the main principles and values that characterize the institution;

3) the choice of the priorities. Universities receives many pressures both from inside than from outside. Priorities are decided according to the vision and refer to a fixed period of time;

4) The definition of set of actions that are coherent with the priorities;

5) The implementation of a monitoring plan, based on indicators, means of verification, reviews, milestones etc..

These plans may cover all university activities or may be more specific, either vertically or horizontally. For example, plans might be developed and implemented at departmental level according to an overall structure defined for the entire university. Or plans might respond to the need of a definite dimension of the university, such as research, outreach or internationalisation.

The scope of this document is to concentrate exactly of the last type of plans, and, in particular, on approaches to support internationalisation policies and practices within a university community.

Internationalisation is worldwide acknowledged as one of the main transversal values of each university but is affected by risks of lack of coordination and control. Therefore, strategic planning

may be particularly relevant to establish a baseline for identifying priorities and activities and avoid misunderstanding, wastefulness and continue overlapping of actions.

3.2.2 Strategic plan for internationalisation: reasons and risks

Despite universities are extremely different in the various regions of the world, it is very likely that most of them includes internationalisation as a pillar of its own institutional mission and value. It is a key issue both for an ivy league university in the Eastern coast of United States as well as a university in a peripherical region of Guatemala. Of course, the meaning and the opportunities for internationalisation may diverge a lot but the need to be inter-connected is similar.

Therefore, why is it important to design strategic plan for internationalisation? Let's start from another definition of strategic planning:

"Strategic planning is the process an institution follows to realize its vision of its ideal future state. It's a roadmap for getting there. Your vision becomes a reality through the process that defines specific goals, needs and actions. It helps you to structure and contextualize information leading to important decisions[ii]."

As we have said, internationalisation is associated to a vast array of opportunities, requests, contacts and activities whose governance and management may be confusing. Every day an International relation office may receive many requests of signing agreements both form other institutions or its own staff, to support mobility opportunities, to encourage double degrees with institutions in different parts of the world, to facilitate the participation to international calls for tender/proposals, to host delegations or meet any sort of potential stakeholders. To set up a roadmap and a plan is extremely useful in order to take decisions, to make choices, to classify the request according to a predefined priority order and also to explain internally why some actions are possible and others no. In addition to this main reason, other purposes may justify the adoption of a strategic plan for internationalisation. We can mention the following:

1) To recognize the need of an internal shift from marginal activities at the periphery to integrated and embedded approaches led from the centre. It happens very often that single professors and groups are putting forward internationalisation activities without any institutional support and

coherence. A plan is a way not to hinder them but to provide a common framework to valorise the efforts and maximise the results;

2) to clarify the institution's objectives for internationalisation and articulate how internationalisation is expected to enhance the institution's main mission;

3) to select the most appropriate modes and forms of internationalisation for the institution, considering both the institution's missions and objectives and the environment affecting internationalisation;

4) to involve key stakeholders actively in developing the internationalisation approach to gain valuable insights about the best approach and to strengthen engagement in, and support for, the approach chosen;

5) To see internationalisation not as a goal in itself but as a way to enhance the quality of education and research and their contribution to society[iii]

These points are all referring to the need to move from a state where "we carry out activities associated to internationalisation" to a situation where these activities are part of a common goal, are inter-connected and spread and respond to the overall need of the university to enhance the quality or research and education also thanks to internationalisation.

But if it is simple to convince on the importance to carry out plans for internationalisation, it will be likewise complicated to obtain a good result as many factors can determine the quality of the work. There are some risks that may limit the impact of such plans into the organization and they are relevant especially for universities that belong to developing or transition countries whose higher education system is not fully mature. These risks are the following:

1) Standardization. Risk to replicate plans that refer only to Anglo western models of internationalisation, not suitable for all the environments;

2) International rankings. They insist only on few indicators of internationalisation: mainly recruitment and international publications. It may be better to get inspired by Sustainable Development Goals that provide a more comprehensive and adaptable framework for all universities;

3) Lack of experience in strategic thinking and planning;

4) Definition of objectives and actions that go beyond the current capacity of the institution;

5) Underestimation of the need of resources (not only financial);

6) Lack of involvement of the university community;

7) Lack of autonomy in carrying out actions described in the plans;

8) Institutional vulnerability and turnover.

This list is not exhaustive but offers suggestions on risks that may occur during the planning phase and that can be positively addressed if known. The first one is particularly relevant. There is now a common understanding on internationalisation practices all over the world that is not necessarily helpful for those countries and universities that are falling behind and are willing to catch up. Some internationalisation practices such as mobility may be extremely costly for universities in the Global South, others, for example the attraction of international students or publications in top level international reviews may be beyond the capacity. This does not mean that they cannot become an objective but it is important to analyze carefully the own environment and identify goals that are reasonable and fits with the own need. Similarly, there is maybe an excessive emphasis on the importance of mainstream rankings and ranking criteria to justify internationalisation actions while there are other international references such as Global Development Goals and associated rankings that can justify a wider approach to internationalisation.

Another risk is not to involve properly the university community on the definition of the plan. Of course, a plan requires to establish responsibilities and roles, maybe to nominate a Committee that has to report to the Governance. But it is also important that this Committee represents the plurality of the actors that belong to the University and that other staff are involved through interviews, meetings, brainstorming sessions. It is also important that members of the Committee have some experience in planning at different levels and are fully aware of all the dimensions of the university, even if the plan is only for internationalisation.

3.2.3 The main steps of Strategic plan for internationalization

There are many ways in which a university can engage in a strategic planning process for internationalisation, but whatever the approach is, there are basically three questions it needs to ask itself:

1. Where are we now?	2. Where do we want to go or we could go?	3.How do we get there?

These questions must be addressed sequentially and represent the main steps that determine the preparation of a strategic plan for internationalisation. Now, we are going to deepen the analysis of these phases.

3.2.3.1 Where are we now?

Let's suppose that an internal Committee has been appointed to prepare a strategic plan for internationalisation. The first step is to understand the current state of affairs within the institution in terms of internationalisation activities already carried out. This requires the involvement of different stakeholders both at the central but also at faculty level. At this stage, the Committee should try to have a complete picture of the situation, collecting answers o and data on the following issues:

➤ What are the international programmes and projects the university is currently involved in and to what end?

➤ How many collaboration agreements are in place and what do they achieve? Do they cover the entire institution or only single Faculties/Departments?

➤ Which are the opportunities for students? At which level?

➤ Which are the data in terms on outbound and inbound mobility in terms of both degree and credit seeking students?

➤ Is there any study program based on joint collaboration and awarding joint or double degree? If so, how does it work?

➤ How many staff is working for internationalisation both at central or Faculty/Department level?

➤ How many professors with international experience are employed? How many have they obtained their PhD abroad?

➤ Is there any initiative of virtual mobility or online collaborative classrooms with universities from other countries?

➤ Is there any initiative that may be associated at "internationalisation at home" approaches?

➤ How does the fund dedicate to internationalisation amount?

All of these points refer clearly to internationalisation with also a focus on teaching affairs. But, as we said, it might be useful to get informed also on the state of the art of other dimensions of the university, such as research or communication. For example, it might be relevant to address questions such as:

What are the current academic activities and outcomes in terms of research? Which research projects or scope is more likely to have an international potential?

How many international research projects are carried out?

How many articles have been published in international reviews?

How many accesses to university website originated from abroad? To which extent does our communication adopt different languages?

And so on.

This information may be collected accessing to internal databases but also organizing meetings, interviews and collecting information from different sources. Generally speaking, at the end of this exercise we should be able to locate our institution into the following matrix:

Figure 1. Institutionalization of approaches to internationalization in universities[iv]
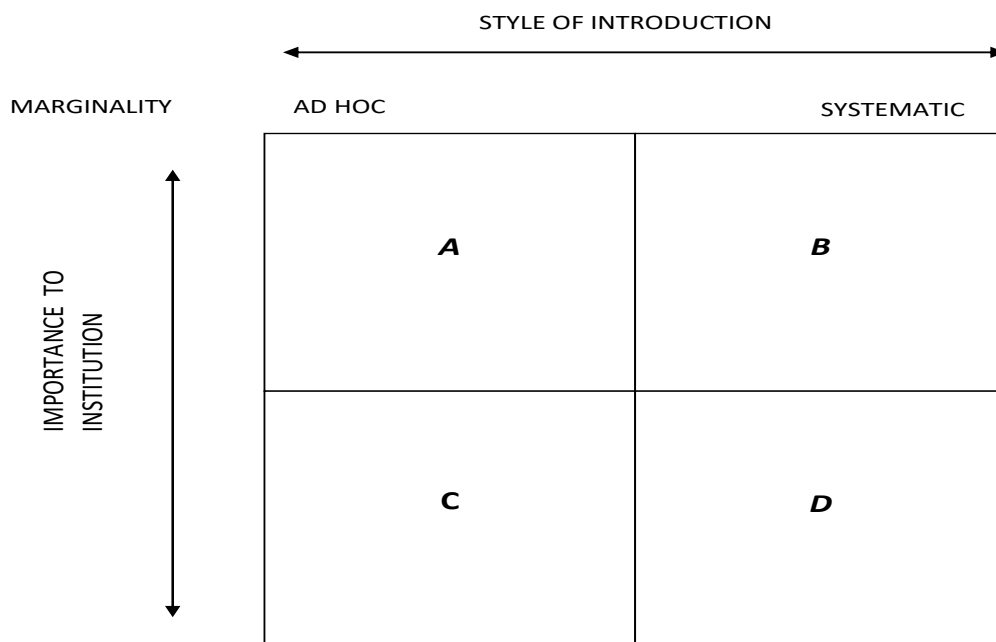
The vertical axis indicates the degree of development of international activities in various domains from marginal to central **importance** for the institution. It measures to which extent international activities and practices are considered **relevant** for the institution.

The **horizontal axis** indicates the development in terms of **systematisation** of approaches (as distinct from ad hoc responses) to emerging challenges and opportunities. It measures the **degree of organisation** and institutional support in the implementation of international activities.

As example, we consider the two extreme situations. The **Quadrant A** includes those universities that present a volume of international effort and a recognition of the importance relatively limited at present, and there are still various processes and structures to be developed to support this growth in a more systematic manner.

On the opposite, **Quadrant D includes** universities whose volume of international effort and the awareness of the importance is high. These universities provide organised services and structures to facilitate internal processes and accompany growth of internationalisation initiatives.

Positioning its own university in the matrix may be considered as a prerequisite step for the further phases of the plan because it makes the university aware on its own situation and provides insights on the direction to be taken.

Once addressed all questions and located its own university as explained above, a university should be able to answer the question "where we are now" and ready to move to the next steps of the planning process.

3.2.3.2 Where do we want to go/could go?

The next phase is crucial because it allows universities to move from the actual state of the art to the identification of the most feasible and reasonable steps for the future.

It is still based on the adoption of diagnostic tools but the aim is not only to collect further information on the actual situation but to address also the potential to move towards a certain direction.

The exercise is more dynamic. It addresses not only quantitative but also qualitative questions and it is focused on identifying possible directions for the plan and to deepen the analysis of the external environment and stakeholders in terms of constraints/opportunities.

The tool adopted is the well-known SWOT analysis. Universities are required to address all the four dimensions of the SWOT matrix, deepening all aspects associated to internationalisation.

Figure 2. SWOT matrix

	S strengths	W weaknesses
Internal		
external	O opportunities	T threats
	Helpful	Harmful
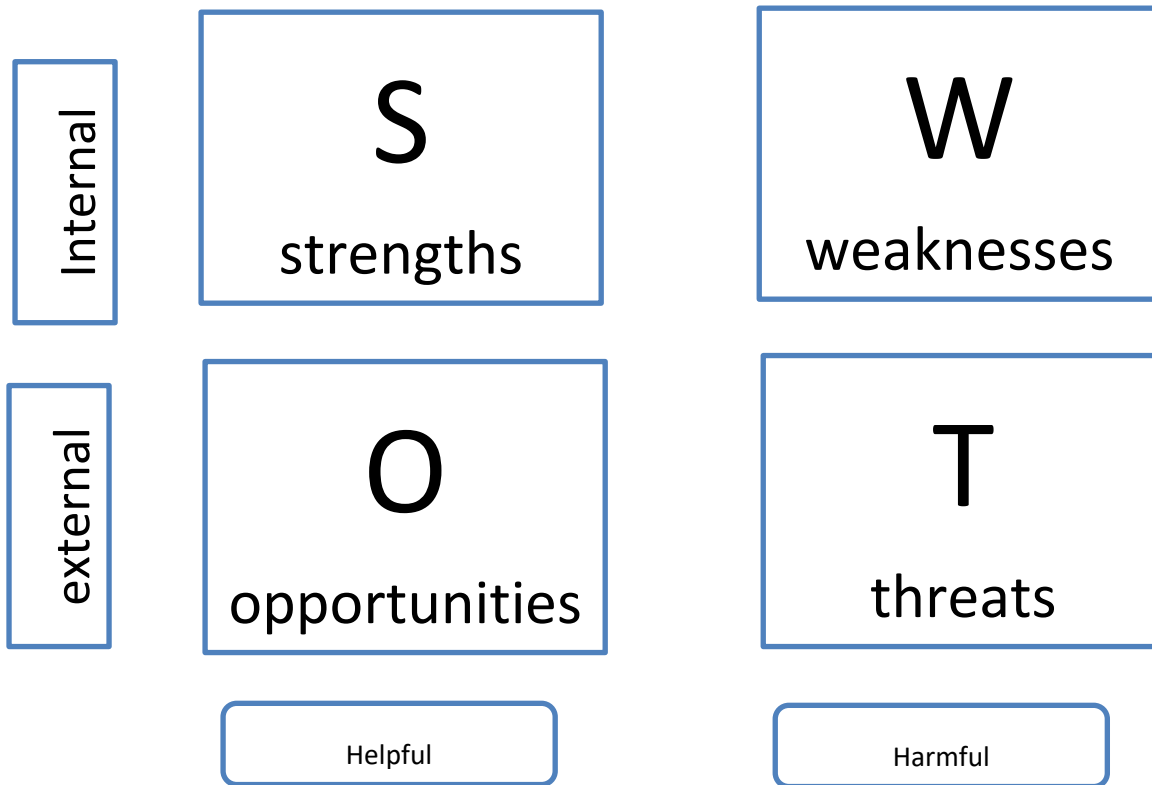
Let's now analysis the four components of the SWOT matrix with particular reference to internationalisation.

Strengths: they are things your organization is already doing well, the unique resources your institution possesses, or any competitive advantages you have and makes you different from the other institutions. Strengths are internal factors, so you can build on them and use them to your advantage.

In order to identify strengths related to internationalisation, these are the key questions that a university should address:

➢ What do we do well?

➢ What do our partners tell us they are interested in our institution?

➢ In what areas do we outpace our competitors?

➢ What's unique about our curricula, research topics, territory and possibility of fieldwork?

➢ Which advantages do we have over other institutions of our country? Of our region?

➢ What is our staff able to do that other institutions can't do?

The key element is to investigate comparative advantages and to deepen the reasons why international partners may be interested specifically to our institution.

Weaknesses: they are areas where your institution could improve in terms of internationalisation, where resources are needed, or areas of internationalisation where other institutions of your country or region are surpassing you. Weaknesses are also internal factors, so you can often address and overcome them. In that case, key questions for the analysis are:

➢ Where do we fall behind other institutions of our country or region in terms of internationalisation?

➢ Where are we lacking in knowledge or resources for internationalisation?

➢ Are our staff not skilled enough? If so, in which fields?

➢ Is there any internal barrier to foster internationalisation that we could potentially remove?

➢ What can we concretely improve in terms of internationalisation? Which resources do we need to carry out such improvements?

As we can see, questions address not only the state of the art but also try to identify resources and competences that are lacking but that could be potentially acquired.

Opportunities: they are areas the university can take advantage from now. These could be new resources available to the institution, emerging trends the university could lean into, new financial opportunities supported by international donors or foundations, or any strengths the institution have yet to adopt into its own strategy. Like threats, opportunities are external factors because they're beyond the institutional control. For example, in terms of university internationalisation is extremely relevant to address opportunities that are associated to the fact that a university belongs to a territory whose comparative advantages and uniqueness may be reflected in attractiveness also for the university. For example, a university that is sited very closely to a historical UNESCO site or peculiar natural ecosystem.

Key questions that should be addressed are the following:

➢ What emerging trends can we take advantage of? Which opportunities?

> ➢ Which are the regions/country in the world that might be more interested in cooperating with us? Why? What can they bring?
>
> ➢ What ongoing external changes (at national or international level) will bring new opportunities?
>
> ➢ How can we exploit this sort of "post covid" situation?
>
> ➢ Can you take any advantage in terms of internationalisation from the current situation of or country/region?

Threats: they are anything that could negatively impact the institution and its internationalisation activities from the outside or any obstacles the university currently faces for internationalizing. As an external factor, threats are often beyond the control of the institution.

Possible issues that may be discussed and analyzed are the following:

> ➢ What are the negative aspects of the current situation for underpinning our internationalisation effort?
>
> ➢ What are the obstacles for internationalisation we are facing in the current situation?
>
> ➢ Which trends in internationalisation are we unprepared for?
>
> ➢ What economic or political issues could impact on our internationalisation activities?

A university is required to fill all the four boxes of the SWOT matrix in order to obtain an accurate picture of reasonable aims and achievements. The exercise goes fay beyond the collection of information as it requires to identify strengths, weaknesses, opportunities and threats pertaining to organizational growth and improvements both in policies and services.

An in – death SWOT analysis is a key step in order to overcome the main risks of strategic planning for internationalisation, in particular the risk of standardisation. Each university has to focus on the own situation, own potential and constraints that depend on a vast array of variables. The result should bring to identify priorities and tools that are peculiar of each institution and should address the question "Where do we want to/could go". Once clarified it, the strategic plan for internationalisation can finally become concrete, moving to the next and final phase.

3.2.3.4 How do we get there?

Thanks to the SWOT analysis, the university should be able to identify the context, the priorities and the approaches that bring to the preparation of a strategic plan for internationalisation. The plan should be based on two main features that seemingly opposite but they aren't. They are:

- Realism/pragmatism

- Ambition/forward looking

SWOT analysis has made the institution aware of its own peculiarity and this should favor the adoption of plans that are realistic and based on real and concrete situation, not only the replication of mainstream concepts referred to internationalisation of universities. But SWOT analysis has also invited the institution to "be forward looking" and to evaluate not only the current state but also to valorize the own specificity and to take strategically advantages from external opportunities to move beyond.

All these aspects should be part of the strategic plan for internationalisation. On this regard, a university should decide the following before starting:

➢ if and at which level set up the strategic plan for internationalisation (central or faculty/department)

➢ if the plan is an integral part of the overall plan of the university or is designed stand-alone

➢ the timeframe. A plan usually lasts 5, 3 but also 1 year according to the context and the needs of the institution

Once defined the framework, the university can start to draft the plan adopting the process described in the following picture:

Figure 3. Planning process for internationalisation

Goals

objectives

Set of actions (also called strategy)

Key Performance Indicators

Needed resources and responsabilities - timeframe

Let's analyze each element of the plan.

Goal: it is a long-term perspective and benefit to internationalisation. It represents what an institution should do to realize its own vision. A goal is an end result or something to be desired. It is a major step in achieving the vision. A goal requires a set of objectives to be achieved. Some example of goals associated to university internationalisation are the following:

-To make our institution more international responsive to the challenges posed by Sustainable Development Goals

-To make all our students more equipped to deal and operate in an international environment

Objectives: they are a measure of change in order to bring about the achievement of the goal. The attainment of each goal may require a number of objectives to be reached. An objective may be also seen as the positive solution to an identified problem coming from SWOT analysis or a reaction to an opportunity. Objectives can be referred to a dimension of internationalisation (for ex. mobility) but also to services and structures. They are usually expressed with verbs like: Improving, increasing, reinforcing but also establishing in relation to different aspects related to internationalisation. An objective requires a set of actions in order to be achieved.

There are many examples of objectives referred to internationalisation. Some of them stress more the importance of teaching, some the research, some the need to improve in the organization and services. Some examples are described below:

- To increase the number of destinations in the Global South for our outgoing students
- To increase the number of services provided to incoming students from Global South adopting online platforms for collaboration and communication
- To improve foreign language competences for our students
- To set up a sound policy and structure to design Joint and/or double degrees
- To establish research centers of excellence in disciplines that may offer international visibility
- To enhance cooperation with international companies for training or career service
- To Increase the capacity to do fundraising to reinvest in internationalisation activities

Set of Actions (strategy): Actions are what must be done by the personnel of the organization in order to achieve the needed progress expressed in objectives. They are usually expressed with verbs like: develop, organize, prepare, carry out, write.. It is important to evaluate the interrelations and the chronological order among actions in order to achieve a predefined objective. Actions requires both human, financial and technical resources in order to be put in place. Examples of actions are the following:

- To analyze and compare the potential of 3 universities of the global south in order to select one
- To update the student call for overseas outgoing students
- To organize an online meeting with prospective incoming students form Jordan 2 months before their arrival and share a repository with relevant documents for their mobility

Generally speaking, the relation between objectives and actions is one of the key aspects of an effective plan for internationalisation. It may happen to confuse an objective with an action or vice versa and this may cause problems to the overall balancing of the plan. But it is important to keep in mind that an objective must be as much as possible *SMART* (Specific, Measurable, Accurate, Realistic and Time-bound) while an action must be concrete and associated to a well-defined activity. Generally speaking: "I carry out an action to achieve a broader objective" and not vice versa.

Resources: they are what is needed to put forward the actions. They must be reasonable and consistent. They can be already available to the institution or not but it should be clear how to obtain them, either internally or externally. Once defined the actions of the plan, it should be identified who is responsible for each action, how many people they must be involved, which financial resources are required, which equipment/infrastructures need to be used. But also, if the institution might need a specific competence/skill that is required to put forward a predefined action. An in-depth analysis of the resources may generate new actions that were not envisaged in a first version of the plan.

Examples of resources are:

- 50.000 Euro to open a new call for outgoing students

- User licenses for online platforms

- A part time staff to carry out a specific activity

- 50.000 Euro to open an internal call for innovative international collaborative projects with universities from South East Asia

Key performance indicators (KPIs) and timeframe: each plan needs **quantitative and qualitative indicators** showing whether and to what extent the plan objectives are achieved according to pre-defined timeframes. Indicators describe the plan objectives in measurable terms and they must be specific in terms of quantity, quality, timeline, targets. In addition to indicators, It is important to identify also the sources of verification, where and how to find info, facts & figures necessary to verify, through KPIs, whether the plan objectives have been reached. Example of KPIs are:

- Number of new destinations from the Global South included in the 23/24 overseas call for outgoing students (TARGET 3)

- Number of new initiatives developed adopting online platforms (TARGET 4 by end 2022)

- Number of courses implemented of a new learning center (TARGET 4 courses by September 2024)

- comparative results of student satisfaction questionnaire

Finally, in order to set a plan, it is important to identify risks and external obstacles that could prevent the university from performing identified actions. These risks are usually out of control of the institution and may depends on the local, national and international contexts. Risks may be

quite similar to the threats already analyzed during the SWOT analysis. A university should take them into consideration and, in case, to draft a contingency plan that identifies alternative objectives and actions once specific circumstances occur.   Examples of external events or scenarios that can heavily affect the realization of an internationalisation plan and the national and international political **stability** but also the health pandemic or natural disasters.

3.3 Financial Accountability & Management

3.3.1 Accountability: notion and typologies

Accountability is an interdisciplinary concept debated in, and adapted to, several realms. Not only the disciplinary perspective but also the context and the time of reference make the accountability notion vary. Despite this contributes to making accountability a very complex and evasive concept, a core idea behind every possible understanding of accountability can be enucleated. In essence, accountability can be defined as a social relationship between an *accountor* and an *accountee*, where the former recognizes an obligation to explain and justify her conduct to the latter (Pollitt, 2003) (see figure 3.3.1). That is to say, an accountability relationship is a **coordination mechanism** through which the *accountor* recognizes the "necessity" to take the responsibility for her actions against the *accountee* (Roberts and Scapens, 1985). If one wanted to summarize the key elements of this notion, the followings could be identified (Bovens, 2005):

- an *accountor* who feels obliged to inform the *accountee* of her conduct;
- the answerability of the *accountor* who is held to give justifications for her conduct;
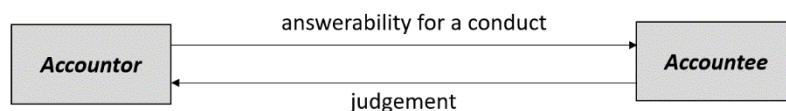- the judgment of the *accountee* over such conduct.

Figure 3.3.1-The notion of accountability (source: authors' elaboration from Pollitt, 2003)

Besides the static notion of accountability, it can also be envisioned as a process, whereby it refers to the phases through which the coordination mechanism is enacted. Accountability as a process can be divided into three phases (Mulgan, 2000; Schillemans, 2008), i.e., information, debate, and consequences (see Figure 3.3.2). The first phase occurs when the *accountor* renders an account on her conduct to the *accountee*. In the second phase, the parties of the relationship debate the account given, possibly including further information. Finally, the *accountee* defines a conclusive judgment on the accountor's behavior, deciding whether and how to apply sanctions. Therefore, accountability is not only connected to compliance and responsiveness (being held to and taking account of) but also concerns **transparency** (giving accounts).
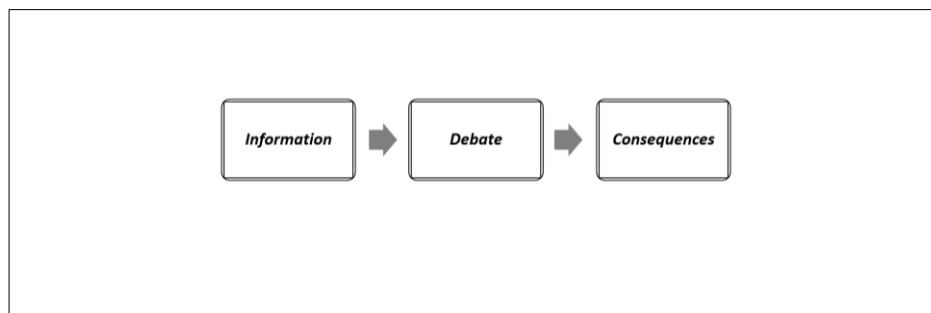
Figure 3.3.2 -The process of accountability (source: authors' elaboration from Mulgan, 2000)

For the sake of simplicity, a dyadic understanding of accountability as an *accountor-accountee* model helps introduce the general notion of such an intricate concept. However, it turns to be inappropriate to describe the reality of accountability relationships involving an organization. On the one hand, the conduct of any organization stems from the interplay of several internal actors, so that it can be hard for outsiders to identify a single *accountor*. On the other hand, actors within the same organization take the responsibility for their conduct against a multiplicity of *accountees* – who may be either internal or external to the organization. All this suggests that accountability relationships involving an organization resemble much more a **web of multiple lines of accountability** from and within that organization, where the accountability is fulfilled through a

process composed of information giving, debate, and consequences. Figure 3.3.3 below depicts a representation of the web of accountability relationships that could involve an organization.

Figure 3.3.3 – The web of accountability relationships (source: authors' elaboration)

The circles in the figure represent the *accountors* and *accountees* involved in the accountability relationships, where these latter are shown as bidirectional arrows through which the conduct is rendered, and the judgment is given. The key message brought by Figure 3.3.3 is that everyone within an organization can be held accountable to multiple subjects at the same time. Consequently, it is reasonable to expect that the purposes for which the accountability relationships are held may be as multiple as the *accountees* are.
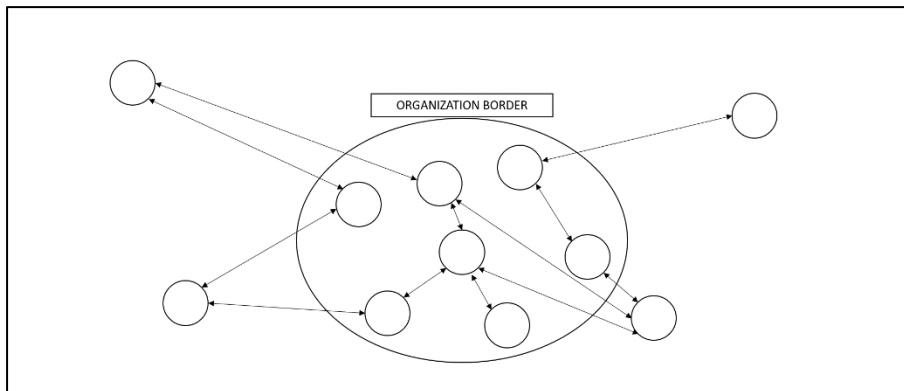
To visualize and summarize the features of accountability relationships involving an organization, it is convenient to use **classifying criteria** which allow identifying typologies of accountability (see table 3.3.1).

criteria	typologies	
subjects involved	- political - administrative - legal - managerial - professional - public	

purpose of the relationship	- democracy - integrity - fairness - performance - legitimacy - catharsis - finances	
direction of the relationship	- horizontal - vertical	

Table 3.3.1 – Typologies of accountability relationships (source: authors' elaboration on Romzek and Dubnick, 1987; Behn, 2001)

According to the **subjects** involved in the relationship, the first typology of accountability relationships here listed – i.e., *political* – applies to those organizations which are governed by representatives elected by a community. In these instances, the former are accountable to the latter by virtue and within the scope of the mandate of representativeness. Second, the *administrative* relationship arises in public sector organizations between elected bodies and administrative staff, whereby the conduct of this latter is judged in terms of the execution of a strategy/policy defined by the former. Thirdly, a *legal* accountability relationship is one through which organizations' managers are held accountable by national/international/supranational courts – either for their own acts or on behalf of their belonging organization. Fourthly, the accountability relationship between managers and owners of an organization is labeled as a *managerial* relationship. It is remarkably noticing that in the case of public sector organizations the *accountee* of the managerial relationship is represented by politicians elected by the community, so that the managerial accountability relationship regards the managers' obligation to explain their conduct to elected politicians. Fifthly, a *professional* accountability relationship stems from the obligation of professionals within an organization to justify the adherence of their professional knowledge to internalized standards against administrative/political superiors. Indeed, members of professional groups of experts hold techniques and values particular to that profession and are thus accountable for the exercise of professional judgements descending from their professional position (Romzek

and Dubnick, 1987). Finally, *public* accountability refers to the answerability to a larger public and the community, *e.g.*, through newspapers and any other means of media communication.

Adopting the **purpose** of the relationship as the classifying criteria, accountability relationships can be held to enforce the democratic control (*democracy)*, which is likely to happen in a political relationship. In the chain of relationships linking citizens to elected representatives, the accountability requirement is embodied in an implicit trust in government operations, whereby the provision of appropriate information by the government to the parliament and citizens is critical to its accountability obligation, and hence to democracy. Second, accountability relationships can be held to prevent nepotism, corruption, abuse of power or other forms of misconduct. In such instances, the purpose of the relationship is to ascertain the *integrity* of the *accountor*'s conduct. Similarly, accountability for *fairness* also concerns the modalities of a conduct (rather than the conduct in itself) as its core object is to account for the adherence to normative values. Fourthly, accountability is held for a *performance* purpose when the aim is to account for the consequences of actions, *i.e.*, for the results of a conduct rather than the implementation of the conduct as such. Accountability for performance is very likely to justify a managerial accountability relationship, whereby managers are held accountable for the results achieved through the implementation of given strategies and objectives. Fifthly, when accountability is held to ensure public confidence in organizations and their governing bodies it can be said that accountability is held for *legitimacy* purposes. The sixth purpose of accountability above listed (*catharsis*) regards the ritual role it can take for organizations, referring to those instances – such as natural disasters, accidents, tragedies, and failure – where giving accounts for a conduct offers the opportunity to build a reassuring narrative able to repair or resolve the social and political issues arising in those instances. Finally, accountability for *finances* – also labeled as *financial accountability* – is held to account for how accounting books are kept and money spent within an organization. Financial accountability may motivate not only the accountability relationships between managers and owners of an organizations (managerial relationship), but also the one arising between elected representatives and the community in the case of public sector organizations (political relationship).

According to the **direction** of the accountability relationships, they are said to be horizontal in those instances in which they arise between actors that are placed on the same hierarchical level (*e.g.*,

relationships arising between managers of different lines/divisions within the same organization). Differently, an instance of vertical accountability relationship is the one linking managers to the owners (or elected representatives) of the organization, given that these actors are ideally placed on a different hierarchical level.

In conclusion to this section, it can be highlighted that financial accountability emerges as a specific purpose for which accountability relationships are held. Relationships of this kind can involve both actors within and outside an organization, with the aim of making someone accountable for the use of financial resources. This suggests that **accounting** is the mechanism through which financial accountability can be fulfilled. Recalling the notion of accountability as a process (see figure 3.3.2), it can be inferred that the provision of accounting information represents the prerequisite for the whole process of financial accountability to be implemented. Such pieces of information provide the accountability forum – inhabited by a multiplicity of *accountors* and *accountees* – the content to debate and judge how accountants have managed financial resources, and thus apply consequences in terms of sanctions or rewards for that.

3.3.2. Accountability issues in autonomous HEIs: a focus on financial accountability

Accountability represents a key topic to address in the definition of the good governance practices in HEIs, which must be understood in its relation to the degree of HEIs' institutional autonomy. Pursuant to the *Magna Charta Universitatum* – signed by 388 rectors and heads of universities from all over Europe and beyond on 18 September 1988 – the good governance of HEIs is enhanced by academic freedom and institutional autonomy. The principles stated in the *Magna Charta Universitatum* not only have inspired the broad processes of restructuring of European HEIs during the following decades, but they also work as a benchmark for the innovation of good governance practices in the Iraqi context.

The decentralization of competencies and the increased institutional autonomy of HEIs – promoted since the signing of the *Magna Charta Universitatum* – has relevant implications for the accountability relationships involving these institutions, since they imply fundamental shifts in the structures and content of those relationships. In a centralized system of HEIs governance, a great focus is given to the vertical administrative accountability relationship between the central

government (i.e., the Ministry) and the HEIs themselves, whereby these latter are held accountable for the execution of the policies and strategies defined by the former. This accountability relationship is mainly held for the purpose of judging whether HEIs have been compliant with the strategies and objectives defined by an actor placed at a higher hierarchical level. In turn, such administrative emphasis is likely to be reproduced in the accountability relationships arising within the HEIs themselves – *e.g.*, in the relationship between Rectors, Deans, and administrative staff.

Differently, the decentralization of competencies and the increased institutional autonomy of HEIs imply a shift of focus towards HEIs' answerability for the achievement of their strategy and objectives. HEIs cannot be made accountable for the management of processes and results that are outside the scope of their decision-making, whereas a relatively higher degree of institutional autonomy entails that HEIs should be made accountable not only for the implementation (as such) of those strategies but also for the results achieved. After all, autonomy and responsibility for the results are two sides of the same coin. In terms of typologies of accountability relationships, managerial relationships with performance purposes gain a greater emphasis than administrative ones, given that the object of the judgment is the result of a conduct rather than the conduct itself.

Not least, an increase in the HEIs institutional autonomy also entails that these institutions are deemed to build autonomous accountability relationships with other internal and external actors, such as the students, academic and local communities. These further relationships are supposed to be held for a variety of purposes. For instance, students might be interested in ascertaining whether HEIs adopt a fair and equal treatment when enrolling new students or during tests. Similarly, the legitimacy concern from the academic and local community – this latter composed of other economic and political actors in the territory – is likely to be prioritized in their accountability relationships with the HEI.

Focusing on financial accountability as the main concern of this section of the handbook, there are further considerations to be made on how its conception shifts in more autonomous settings of HEIs governance. Particularly, the discourse on financial accountability is very much related with the one of accountability for performance purposes. As a matter of fact, in a centralized system of HEIs governance, financial accountability is basically understood as the answerability for *how much* money is spent for implementing the policies and strategies defined by the central government –

i.e., in connection with the focus on the administrative accountability relationship between the Ministry and a given HEI. Insofar as institutionally autonomous HEIs are made accountable for the results of their managerial processes, accountability for finance also means accountability for *how* money is spent – *i.e.*, for the relation between the financial resources spent and the results achieved with those resources. It is not surprising, indeed, that the "Quality Assurance" movement spurred by the *Magna Charta Universitatum* has increasingly promoted a quality management aimed at making HEIs accountable for the efficient and effective use of financial resources – rather than for their use as such.

As accounting is the mechanism through which financial accountability is fulfilled (see the previous subsection), a shift in the conception of financial accountability implies modifying – or at least adding – the accounting tools and rules by autonomous HEIs for them to provide pieces of information able to answer to their *accountees* for the efficient and effective use of financial resources. These arguments would apply to the information shared and debated both between actors placed within the same HEI (*e.g.*, between Heads of Departments and the Dean/Rector) and between the HEIs and its external *accountees* (*e.g.*, the Ministry).

3.3.3. How to manage the financial accountability relationships in HEIs: a practical guide

In the light of the concepts presented in this section of the handbook, this paragraph aims at providing a practical guide to the Iraqi HEIs for the management of their accountability relationships in an institutional context in which they are entrusted with increasingly higher degrees of autonomy. The guide is developed in the assumption that autonomous HEIs should strongly rely on the systematization of management tools for monitoring the activities they implement and the results they achieve.
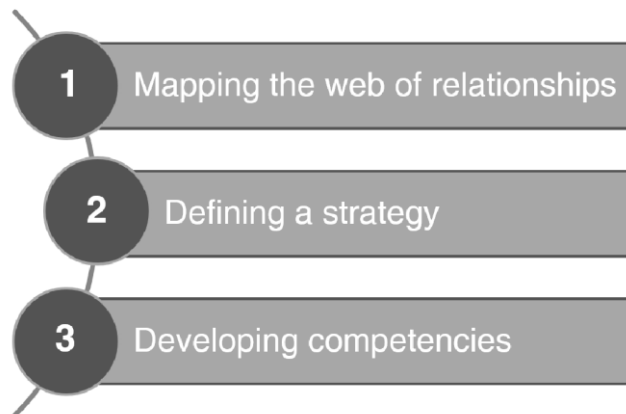
Figure 3.3.4 – A guide for managing HEIs' accountability relationships (source: authors' elaboration)

The practical guide is here conceived as a process articulated into three steps (see Figure 3.3.4). First, autonomous HEIs should map the web of accountability relationships in which they are involved, in a way to understand which are the actors at play and the purposes of the relationships. In turn, this allows to derive the key financial accountability relationships regarding that HEI. In practice, this implies answering to questions such as the followings:

- What are the external actors to which our HEI is accountable?
- What is the reason why those external actors make our HEIs accountable?
- What are the *accountors-accountees* positions arising between the actors within our HEI?

Figure 3.3.5 below depicts an example of a map of accountability relationships that a given HEI may draw by answering to the list of questions just provided.
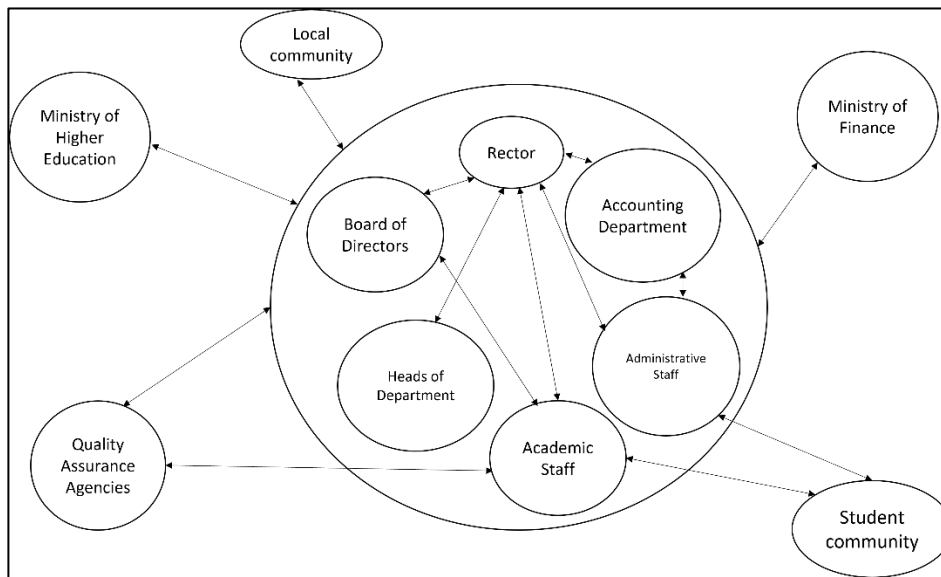
Figure 3.3.5 – An example of HEIs' map of accountability relationships (source: authors' elaboration)

Once the accountability relationships map has been drawn, HEIs should define a strategy to manage it. Specifically, this strategy should be such to catch the complexity of the relationships and, at the same time, to mitigate the possible overload of information and activities needed to produce and report them. The map itself not only allows visualizing the map of accountability demands, but it also delivers suggestions about the content through which those demands can be satisfied. Therefore, building a strategy to manage the map of accountability relationships requires asking the following:

● What are the pieces of information needed by internal and external *accountees* to make a judgment?
● Is there an overlap between the content(s) needed to satisfy the accountability demands of different *accountees*?

Indeed, it would not be so uncommon that different accountability demands can be satisfied by resorting to the same content (*i.e.*, type of information). For instance, answering to the financial accountability demands of the Ministry of Finance may entail preparing accounting documents that would be needed also by the local community to legitimize the existence of that HEI as an organization able to create financial and social value in the territory. In both cases, the HEI's budgets

and financial statement represent the document reporting the pieces of information needed to ascertain the financial performance of that HEI. Considering the internal accountability relationships, the same accounting content may satisfy the need for the Rector to make the Accounting Department accountable for how it manages the financial resources and, in turn, to answer to the Board of Director for such conduct. Understanding the possible overlapping is fundamental to avoid the overload of information produced by the actors and of the activities needed to produce the pieces of information. Not least, insofar as it is in the scope of the autonomy of the HEI, this latter may design the structure and the content of the information it produces in a way to allow it to answer to several accountability demands at the same time.

To this regard, it must be specified that the conception of accountability for finance regarding an autonomous HEI (see the previous subsection) suggests that accounting information should be reported in a way to highlight the relationship between the resources used and the objectives achieved. For public HEIs, which have traditionally relied on a cash basis of accounting, satisfying the accountability for finance and performance demands in an autonomous institutional setting means producing further pieces of accounting information, namely those derived from an accrual accounting system. In the relationships between the HEIs – as a whole – and its external actors, this means that the **Income Statements** and **Balance Sheets** are the main documents through which the accountability demands here discussed can be satisfied. However, a greater emphasis on managerial and professional relationships held for the purpose of performance also affects the fulfillment of financial accountability relationships among internal actors. Indeed, the understanding how resources are internally combined for the fulfillment of the HEI's objectives can be gained by **management accounting** data, which necessarily derive from an accrual accounting system.

Finally, the definition of the strategy suggests autonomous HEIs to assess whether they are equipped with all those competencies needed to implement such a strategy, that is whether to address the map of accountability demands in an effective and efficient way. Performing such assessment exercise may well highlight the need to develop further managerial competencies. In a nutshell, two key questions must be asked to this regard:

- What are the competencies needed to produce the pieces of information required to satisfy the different accountability demands?

- Is the internal staff equipped with those competencies?

In the example provided above, producing accounting information needed to address the accountability demands of the Ministry of Finance may need specific knowledge and competencies that are not available within the organizations. Similarly, in an autonomous HEI's institutional setting the Rector is likely to be made accountable for managerial purposes, thus suggesting the relevance of being sufficiently educated and trained on managerial principles and tools. The assessment of the possible gap between the competencies available and those needed to answer to the multiplicity of accountability demands leads to the core task of the third step of the practical guide here provided, *i.e.*, the development of the competencies needed to fill the gap. Developing competencies can be made either by designing education and training activities for actors or by employing additional personnel equipped with the needed competencies.

3.4 Strategic planning as a tool for quality assurance
3.4.1 Quality Assurance framework in Europe

Europe's higher education has achieved significant advancements and successes throughout the last two decades. According to Enders, De Boer, File, Jongbloed, and Westerheijden (2011:1), "nowhere is higher education experiencing more dramatic transformation than in Europe now." Europe recognizes the importance of higher education to political, economic, and social development. Over the past several decades, the European higher education system has undergone several adjustments to improve its quality. The Bologna Declaration (1999) and the EU's Modernization Agenda (2007), which prioritizes education, research, modernization of higher education institutions, and innovation in their higher education policies, were prominent among higher education reforms in Europe. The Sorbonne Declaration (1998) also aimed to establish a more integrated higher education system in Europe, with similar and competitive higher education institutions across the continent. This approach attempts to maintain the continent's remarkable and evident diversity of teaching and learning techniques and higher education cultures (Enders, et al., 2011). These initiatives have contributed significantly to improving European higher education throughout the years.

Westerheijden et al. (2010) note that the Bologna Declaration (1999) has not only facilitated the comparability of higher education programs but also ensured common standards of quality assurance, accreditation, and degree recognition among European nations. Additionally, the Declaration has promoted research in higher education, which has substantially contributed to economic and cultural progress and social cohesion. The Bologna Declaration also centered on higher education and a rise in degree mobility; the European Qualifications Framework (EQF) (2008) and the European Register of Quality Assurance Agencies (EQAR) (2008), all of which aimed to improve the quality of higher education in Europe (Enders, et al., 2011: 2). Other significant changes throughout Western, Central, and Eastern Europe, the majority of which have strengthened institutional autonomy, quality assurance, and accountability in the higher education sector, exist in addition to these renowned programs (Eurydice, 2000). The reorientation of higher education institutions has strengthened their potential for developing valuable and relevant knowledge and instruction.

According to Enders et al. (2011), this is accomplished through competition and increased institutional autonomy, which have enabled higher education institutions to develop consumer-relevant information. Europe's higher education has implemented flexible program frameworks and secured collaboration and integration in quality assurance (Tauch, 2004). The European Commission (2015) asserts a rapid expansion of quality assurance systems in higher education institutions. The search for a superior system of quality assurance in higher education resulted in the formation of the European Higher Education Area (EHEA), which has acted as a catalyst and significantly accelerated the development of quality assurance systems in European higher education systems (EC/EACEA/Eurydice, 2015). The ESG, a branch of the EHEA, provides a broad framework for learning and teaching at European higher education institutions (see Annex 2.). It also addresses those aspects essential for delivering a quality environment in higher education institutions (European Association for Quality Assurance in Higher Education (ENQA), 2015). It also emphasizes the importance of quality assurance in higher education institutions, the independence/autonomy of quality assurance agencies, accountability, improvement, and the incorporation of all essential stakeholders in the higher education quality assurance process (ENQA, 2015). Notably, all European

nations have built national quality assurance agencies/systems, and most schools have implemented quality enhancement procedures. It is also important to highlight that Europe's successes in terms of the quality of higher education have been primarily attributable to the introduction of laws designed to improve the process.

ENQA worked in partnership with the rest of the E4 Group (EUA, EURASHE, and ESU) and other stakeholder organizations (Education International, Business Europe) and with EQAR to draft the ESG 2015. The E4 Group was also the author of the original version of the ESG in 2005. Implementing quality assurance in line with the ESG is one of the key commitments of the Bologna Process. As such, the ESG provides the basis for enhancing trust, mobility, and recognition between higher education systems. The ESG is divided into three parts:

- Part 1: internal quality assurance
- Part 2: external quality assurance
- Part 3: quality assurance agencies

The ESG is designed to be applied to all higher education, regardless of place or mode of delivery. The Standards set out the agreed and accepted practice, while the Guidelines describe how the standards might be implemented; however, this will vary depending on the context. Further guidance on the scope and use of the ESG is provided in the introduction to the document. Furthermore, in 2020, the E4 Group issued a statement clarifying the continued relevance and applicability of ESG in the changing higher education context. It covers issues such as the purpose, focus, and interpretation of the ESG. For ENQA, the ESG is of particular importance as ENQA membership is only open to quality assurance agencies that demonstrate their compliance with the ESG.

3.4.2 Strategic planning: a tool for quality assurance system

Strategic planning is a methodical procedure for creating the future of higher education institutions. In educational institutions, the planning process often focuses on improving instruction quality, expanding research and scholarly outputs, and building community connections. Leaders and faculty members recognize that strategic planning contributes to the design of their institution's future and that the plan will aid the institution in preserving its identity, image, and reputation and

steer it on a better and more visible path. Institutions that contribute to society are founded on principles and beliefs, and implementing a strategic plan at a higher education institution requires conviction and unwavering dedication. Furthermore, an accredited institute that provides a quality academic program is the first choice of any prospective student deciding between institutions. In this context, strategic planning is a crucial and highly effective instrument that helps gather data, process assessment, and other requirements of the accreditation process for higher education.

Institutions of higher education encounter substantial obstacles in reaching their strategic goals, but if they are correctly implemented, they can achieve their objectives. Strategic planning methods can aid, direct, and empower senior management in aligning their daily actions with the institution's overarching objectives. Strategic planning can inspire decision-making and create the groundwork for performance assessment, enabling executives to monitor progress, discover and remedy deviations from the plan, and allocate resources aligned with clearly stated objectives. Academic institutions must create a permanent plan since strategic planning in higher education is not a one-time exercise but rather a recurrent process including several pertinent elements. Academic institutions must keep their employees informed throughout the planning process so that they may build a feeling of ownership and remain engaged.

The relationship between planning and quality management has changed recently. It is now only possible to separate Strategic Planning from Quality Assurance or for either of them to work with the presence of relevant information. Therefore, quality management must be developed as part of strategic management. Teay (2008) developed the concept of the triangularization of planning-information-quality in the QMIPS (Quality Management, Information, and Planning Systems) framework (Teay, 2007). It then necessitates the need for a Strategic Performance Management System (SPMS) that would incorporate a Quality Management System (QMS), an Information Management System (IMS), and a Planning Management System (PMS). Implementing the lofty goals of HEI is a challenging task. SPMS aims to link the quality plan to the strategic plan by using a simplified identification and development of a strategic plan based on the "position" and "capabilities" of the strategic management for strategic analysis and formulation. The strategic plan is implemented by cascading the vision, mission, goals, and objectives into the goals and objectives of the action plan and by developing the related projects and budget requests. Quality management

is linked through the metrics developed to measure project performance and budget as stated in the objectives. The goal in the planning process is to transform vision, and mission into achievable goals and measurable objectives.

Strategic planning and the Quality Assurance System are two interrelated processes. The strategic goals are needed to be included in the Quality Assurance System. Moreover, the strategic goals are the basis for action plans; strategic projects on different levels are related to the strategic goals. The university management (top-level) has strategic dialogues with faculties/departments (education and research issues), and there should be an annual reporting system to the University Board of the status of the work with the strategic goals. The faculties/departments must report on the following up of the strategic goals/management signals. The annual reporting of the Quality Assurance of the educational activities and the budget process coincides.

All HEIs strive to ensure that their educational products and services achieve a certain level of acceptable standards and criteria that eventually leads to accreditation or certification of "fitness for purpose." All HEIs ultimately aim to achieve three goals: a) to produce competent and qualified graduates to meet the needs of businesses in all sectors, b) to advance the frontiers of knowledge through research, and c) to serve society through community services. (Third sector activities). All decisions and actions are directed to realize these goals. The fundamental challenge is synchronizing these internal processes through strategic management and monitoring their accomplishments through quality management to provide the projected educational value for stakeholders. This integration and linkage mechanism utilizes the triangulation of the three primary core systems of quality management, information management, and planning management (Teay, 2008).

3.4.2.1. Strategic Quality and Performance Management

Quality in Education
Understanding the context of the HEI's mission, which symbolizes its "cause for existing" or the HEI's raison d'être, is necessary for effective quality management. What the HEI produces or sells must be "purpose-fit" (Teay, 2007). Inevitably, this implies that quality in education is implicitly and explicitly concerned with the following:

• the outputs and outcomes of education that are useful and suitable for some purpose; •

the stakeholders of "the provider" and "the user" of education;

• the advancement of improvements or innovations in education.

• the actions and activities in doing something effectively and efficiently in education.

Fit for Purpose - focus on specifications based on the "mission or reason for the existence" of the HEI, which is developmental as it acknowledges that purpose may change over time, necessitating re-evaluation of the suitability of specifications.

To achieve the HEI's core principles and quality requirements, major international education standards and criteria with a proper accreditation procedure must successfully address the quality of the institution or program in the following areas: student success regarding the institution's goal, including, where applicable, course completion, job placement rates, curriculum, staff development, facilities, equipment, and supplies, student support services, recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising measures of program length and the objectives of the degrees or credentials offered, a record of student complaints received by, or available to, the agency, a record of compliance with the institution's program responsibilities, the results of financial aid audits, and the results of program compliance audits. In addition, any educational institution must address the following five standards of quality assurance (Schray, 2006): 1. how it promotes academic quality; 2. limits of accountability; 3. how it encourages purposeful change and needs improvement; 4. how it employs appropriate and fair procedures in decision-making; and 5. how it continuously reassesses accreditation practices.

1.2 Quality and Performance Management in HEI

Like any other institution, HEI has processes that support its teaching-learning-research goals and contribute to academic and social progress. The 3 critical processes are operational (develop, generate, and provide educational value), support (Garvin, 1998; Porter, 1980), and management (Ashworth, 1999; Chide et al., 1994). The performance model of Martz (2001) for a university setting had the principles: to define performance expectations, create attainable but challenging goals, furnish precise measurements, encourage involvement, and provide process clarity and feedback. Rouse and Putterill (2003) presented a macro-micro connection of the: 1) interface between organization and stakeholders, 2) capacity and capability of resources, 3) planning-evaluation and

resource-achievement, and 4) input-activities-output. Success depends on going from the broad picture (strategic plan) to the operational level (action plans). Strategic triangularization of the quality-information-planning domains might lead to more extraordinary education performance by creating and delivering educational value that meets stakeholder and societal demands.

1.3 Imperatives of a Strategic Performance Management System (SPMS)
QA without upgrades, innovations, or learning and interaction with other systems is a flawed system that is poorly planned and lacks an evidence-based approach (Teay, 2007 and 2009). QA systems should be integrated into planning and information management systems through the strategic performance management framework, establishing the foundation for continual improvements and innovations based on measurement and proof.

Planning-information quality must be triangularized and managed holistically rather than independently. The HEI must align its planning and budgeting operating procedures to identify and produce data and evidence for assessing performance outcomes. It means a full-fledged SPMS (Strategic Performance Management System) must be designed and implemented to guarantee that the QMS (Quality Management System), IMS (Information Management System), and PMS (Planning Management System) are entirely linked and congruent.

The SPMS will be the cornerstone of the HEI's performance management and governance systems when combined with the QMS, PMS, and IMS. The SPMS is non-prescriptive and general, so academic and administrative units can utilize them as fundamental guiding principles in strategically managing respective units but are aligned in the same strategic direction to meet the HEI's goal and commitment to students and society.

The SPMS architecture aims to combine PMS-IMS-QMS to achieve HEI "management via measurement." It is also a pragmatic guidance for HEIs to develop their performance management system. This framework aims to assist HEI in achieving "education excellence" through strategic performance management. PMS defines the HEI's vision, purpose, goals, and objectives. These explain the strategic direction the HEI aims to attain over time with its BP (Budget-Plan). The mission determines the goals, and the objectives measure achievement. IMS gathers, collates, saves,

analyzes, and disseminates vital data, facts, and information to enable evidence-based decision-making and assessment of specified goals and objectives.

The IMS is Plan - Do - Check - Act, which has evolved into Approach - Deployment - Learning - Integration in the 2007 and 2009 MBNQA Education Criteria for Performance Excellence (NIST, 2007 and 2009). The QMS (Quality Management System) includes Processes and Results leading to the comprehensive audit and assessment of performance measurement and management in the PMS. The QMS safeguards the HEI's performance, while the ADLI guides it strategically. "Process" refers to HEI's Item-meeting methodology. The four factors used to evaluate the process are Approach, Deployment, Learning, and Integration (ADLI).

3.4.2.2: Strategic Management Aspects of the Quality Drives
2.1 Strategic Orientation
Strategic management should address three major pragmatic questions:

1. What is Next? - This should address our present and past performance based on internal and external environment analysis to understand the HEI's capabilities in the education sector. This performance evaluation will determine if the institution's vision, purpose, goals, and objectives were met and where it will go based on its current resources and ability.

- Establish institution's vision, mission, and goals

- Mission review

- Determine the current scope of activities; "situational analysis"

- Examine Institution or college environment

- Estimate success and compare (difference between "what is" and "what should be")

- Evaluate alternatives

- Develop issue-solving tactics

- Plan short-term initiatives

- Activate institution's people, information, and organizational abilities

1. Where do we want to go? This inquiry should encompass the institution's future position, product or service offerings, and stakeholder groups.

Main issues are:

- Educational product/service market positioning?

- Educational, service, and group needs?

- Goals for Education?

1. Where are we going? - This addresses the institution's resources and capabilities to acquire or grow to execute its selected strategy and achieve its intended position and outcomes. It explains how to use the techniques—to create a competitive, capable education institution to accomplish its mission and goals.

The three questions highlight two concerns. First, the HEI is moving forward. Its strategic aim must examine how it can outperform other education providers with similar or identical product/service offerings targeting an educational consumer market. It depends on its ability to compete and perform based on its present expertise or to develop new abilities to perform better and win market share. After planning, it must execute.

2. HEI Strategic Management Model

HEIs must manage their organizational competency and ability to achieve market strategy and position performance. But how?

2.1 Marketing Strategy: The institution's competitiveness is evaluated.

- Reviewing the institution's aim, competitive niche, and industry trends affecting its position.

- Knowing the school's past, present, and future in the education sector.

- Comparing past institution performance with current market and environmental events to its education sector competitor.

- Determining where it may become a key participant in the education business.

Questions to be asked?

- Is the institution competitiveness based on its vision, purpose, goals, and tactics? Do the financial, market, and operational KPIs reveal the institution's competitiveness?

- What business developments demand rethinking education products and services?

- What is the institution's expertise, position, and resources?

2.2 Managing organizational capabilities:
This understanding is achieved by:

- Analyzing competitive circumstances to understand better the institution's existing set of strategies and the set of capabilities and capacities needed (leadership, infrastructure, mentality, human, information, and organizational knowledge and skills (capability) and the quantity needed) (capacity)

- Setting the institution's direction through goals that prepare management and leaders for future market situations

- Evaluating the scope of operations in light of competitive conditions and identifying the repercussions of maintaining or modifying the institution's strategy in terms of growth, stability, restricted resources, and essential competencies and capacities.

- Establishing timelines for operational accountabilities within the management team to relate strategic management to operational decision-making.

Key questions are:

- What is the institution's market position? Does the institution have long-term, medium-term, and short-term goals?

- Does the institution have deficiencies in its existing capabilities?

- Does the institution grasp the influence of market dynamics and competitive maneuverings on the its capacity to capitalize on opportunities in the educational industry?

Strategic Management "Capabilities" and "Position"

Strategic Management is based on a time dimension and the achievement of a staked-out position through a set of capabilities (David, 2005; Hitt, Ireland, and Hoskisson, 1999; Johnson & Scholes, 2006; Teay, 2007; Thompson and Strickland, 2007; Wheelen and Hunger, 2004). As indicated above, significant viewpoints are:

- Strategic Management works on analytics to understand how it got its current position. It uses analytics to analyze and strive toward a desired future. Strategic Management must study the past, present, and future before designing its future attitude and industry position.

- Strategic Management is based on equals and unequals competing for a "position" in the industry. The stronger equal will get a larger market share using its skills and talents. It means that an organization's current and future market positions are achieved through a set of competencies it has created and used through time.

Time aspects of institution performance and accomplishment are:

- Previous to Today: Determine historical and present human, information, and organizational capabilities to produce and add value to the educational product and service offerings.

- Current timeline: The organization must evaluate its financial, market, and operational performance and achievements using key performance indicators. This collection of KPIs will determine if its vision, purpose, and objectives have been met, and the variation in attainment and performance will determine its future standing.

- Future timeline: Once the institution knows its current situation, it must assess its future position. It requires an evaluation of its present vision, purpose, and goals for a refreshed or repositioned set depending on future trends and developments.

It means that the institution's "Strengths" and "Weaknesses" will be identified based on its competency in utilizing resources, not in owning them. Knowing its capabilities is vital to advancing. As a corporate body, the institution strives towards a higher and greater aspiration than its current position. In its voyage to more meaningful goals, it must grasp its external environment, which affects its future development and standing in its chosen place. Understanding these external

environmental elements helps identify "Opportunities" and "Threats" that might impact strategic purpose.

2.3 Basic strategic plan

In constructing a strategic plan based on "capacity" and "position," one must describe the institution's vision, purpose, and values system.

2.3.1 Vision Statement: Answer "what do you hope for your university, program, school, students, and stakeholders?" It should be inspiring and intriguing.

2.3.2 Mission Statement: Describe the school's mission. Why does the school, program, or university exist? Include the nature of the educational goods and the students and stakeholders who buy or use them. The mission statement should guide the institution, school, and program's operations.

2.3.3 Values Statement: Write out the school's core principles. The values statement shows how the institution, school, or program treats stakeholders.

2.3.4 Externally analyze: Note the analysis's findings. An external study examines sociological, technical, political, and economic developments affecting the school or program, such as economic trends, recent or upcoming legislation, demographic trends, and competition. External analysis must include students, stakeholders, community leaders, parents, etc.

2.4 SWOT analysis:

Record the internal analysis. List the school's strengths and problems. List the school or program's dangers and opportunities. Consider trends influencing the institution, school, program, such as program strength, reputation, academic competence, facilities, money, administrative offices, etc.

Analyses of internal and external environmental elements result in the standard SWOT matrix, where "SW" represents the institution's "Capabilities dimension" and "OT" represents its "Position dimension." As indicated above, the strategy relies on a set of competencies to attain a given future position. It implies the envisioned position must match the capabilities and the capabilities dimension must be established or generated to accomplish the position dimension.

2.5 Strategic issues

Write out the institution's urgent and near-term challenges. New schools or programs should first identify the primary hurdles or challenges they confront, then set long-term, growth goals for the

next few years. Current challenges may include a declining student admittance rate, a lack of R&D to create new instructional goods, and excessive teacher turnover. Next, construct an academic board, conduct a strategic strategy, undertake market research to build a new educational product, hire staff. Follow these criteria to identify strategic analyses' essential issues:

1. What are the primary challenges based on the identified vulnerabilities and threats? Count them all. Focus on the following year's strategic plan. Many schools or programs "fell over" because they were too focused on the future.

1.1 Consider problems. Focus on significant, not urgent, problems.

1.1.1 Tackle solvable problems. Smaller concerns do not need preparation, while too large issues slow it down.

Key strategic issues are:

Issues should be properly described so outsiders may grasp them. Future events or trends that may substantially influence the university, school, or program should be actively observed, such as the strategic and dramatic decision the institution is considering (e.g., merging with another university, school, or program, changing its strategy, focusing on international operations)

2.6 Sample Strategic Plan
First, the HEI must define:

- ✓ Vision: The vision specifies "what we WANT to be," an academic or administrative unit's ideal that determines a future POSITION.

- ✓ Mission: The mission describes "what we CAN be" and "why the company exists." To attain its dream or desired position, the organization must establish its CAPABILITIES.

- ✓ Goals: Goals describe "what we desire and can attain" in broad and general terms. It defines a set of broad, achievable aims to fulfill its vision and purpose and reach its desired position.

- ✓ Objectives: Objectives are "milestones" along the route that measure the objective and mission when adopting methods. The objectives will establish quantifiable successes in terms of "what are the measurements of achievements," which defines its demanding,

achievable, measurable, and time-bound metrics and targets. Project or activity goals are objectives.

✓ BE SMARTER (Specific, Measurable, Acceptable, Realistic, Time frame, Extending, Rewarding).

Plan answers these questions:

1. Where are we now?

1.1. What can we do (capability and competence)?

1.1.1. What is the future POSITION? 1v. How do we get there (our new CAPABILITIES and COMPETENCIES)? Action planning entails selecting who will do what, when, and in what order to attain strategic goals. Action planning design and implementation rely on the academic or administrative unit's demands. Strategic planning is typically imaginative, but action planning may be laborious. Therefore, action planning is too often ignored, leaving the results of earlier planning stages as "castles in the air" — useless philosophical statements with no grounding in the day-to-day realities of the academic or administrative unit.

2.7 Action-Plan Development (One-Year-Plan and Budget)
Activity plans explain who will complete each action and when for the major academic or administrative concerns and goals. The action plans are the day-to-day projects and activities that support and achieve the strategic plan's key activities. Action plans address the essential question, "How do we get there (our new CAPABILITIES and COMPETENCIES)?

2.7.1 Action Plan (project goals, responsibilities, timelines)
For each identified strategy, write down the SMARTER (Specific, Measurable, Acceptable, Realistic, Time frame, Extending, Rewarding) project objectives that must be achieved while implementing the strategy, when the project objectives should be completed, by whom, and how they will be measured and assessed — especially over the next academic year.

2.7.2 Action Plan (One-Year-Plan and Budget)

List the resources you will need to fulfill the strategic plan goals and action plan initiatives and how much they will cost to get and employ. You don't have to be exact (it's a near approximation of resource usage). You may adjust your final project budget as you focus on educational product design and planning in the project proposal.

Examine your product- process-, and work-related goals. Consider how much the educational product, process, or work could earn. Next, consider the costs to support the educational product, process, or work, such as labor, facilities, equipment, specific materials, marketing, and promotions. (Action planning typically influences the entire budget). Your operational budget may be converted to project budget.

In the action plan, we can produce the following effects:

I. What's your goal?

II. What are you preserving?

III. What do you want to avoid?

V. What are you removing?

This relationship may be rephrased as four questions:

I. What do you lack? (Achieve)

II. What do you have but want? (Preserve)

III. What don't you want? (Avoid)

IV. What don't you want? (Eliminate)

2.7.3 Action Plan Specifications

The academic and administrative action plan defines what needs to be done and how the projects to be completed are identified or produced. The project should identify each primary function, administrator, and professor or staff based on critical education areas.

1. University, school, or program mission and goal

2. Teaching and learning

3. Student services and development

4. Research

5. Faculty and staff development

6. Academic services

7. Administration and management, including governance, learning resources, and facilities

8. Finance and Budget

9. Quality Assurance

2.7.4 Each of the projects needs to specify:

1. The goal(s) that are to be accomplished

2. How each goal contributes to the academic and administrative units' overall strategic goals

3. What must specific results (or objectives) be accomplished?

4. How will those results be achieved?

5. When will the results be achieved (or timelines for each objective)?

An action plan specifies actions to attain a goal. It splits the aim into actionable, trackable actions. An action plan clarifies the resources needed to attain the objective and sets a schedule for completing activities. A well-developed action plan helps project managers break down enormous projects into smaller, more manageable ones.

2.7.5 Action plan components:

Creating an action plan includes knowing the goals and techniques to achieve them. Before designing an action plan, consult all stakeholders to ensure it meets their needs. An action plan contains timelines, resources, and influential persons. The action plan should identify who handles each job when it must be done, and how success will be judged.

After creating a plan, what happens?

Once prepared, action plans must be constantly monitored to meet goals on time and within budget. Regularly analyze progress and alter the action plan to ensure the team meets project goals.

Assess action plan performance to ensure goals are reached. If the action plan is not working, it may need to be altered or reevaluated. Action plans might evolve but they must constantly focus on the goal. If the action plan is up-to-date and correct, it helps guide project managers and stakeholders. Monitor action plans to meet goals on time and within budget.

Following the best practices can help you establish action plans effortlessly.

Set objectives: This will develop the action plan.

Remember the SMART project management concepts while outlining your aim.

- ✓ Specific. Clarity is key.

- ✓ Measurable. Success must be rated.

- ✓ Achievable. The objective must be realistic.

- ✓ Relevant. Check if the aim fits values and long-term plans.

- ✓ Time-bound. Deadlines ensure progress.

The five SMART principles.

1. Determine what you need to attain your goals.

2. Determine what resources are needed to meet the deadline. Consult all stakeholders to create action steps around their requirements.

3. Make a plan and time frame: To assess success, define action stages that can be easily monitored.

4. Designate action-step leaders: Assign action steps to persons to ensure appropriate completion. Key individuals need tools to execute action steps and assure success.

5. Monitor and modify progress regularly: Perform frequent performance evaluations to assess progress and adapt the action plan.

These methods might help you establish a reasonable-realistic project action plan.

2.8 Coordination of School and University VMGO with Projects and Budget

The VMGO (Vision, Mission, Goals, and Objectives) of academic or administrative units must align with those of the university. The alignment is necessary because the academic or administrative units' missions, goals, SMARTER objectives, strategies, projects, and budgets must be aligned to support and achieve the university's fundamental mission and philosophy.

2.8.1 Sample of HEI Mission

HEI serves the nation by providing scientific and humanistic knowledge through research and interdisciplinary methods. To this end, it aims to produce graduates who are: • morally sound, committed to acting justly, and open to further development; • appreciative of freedom of expression, imbued with ethical attitudes and ideologies through a carefully integrated curriculum of Ethics, Science, Languages, and Business Management; • achieving academic excellence through hard work, critical and positive thinking, and effective decision-making.

2.8.2 Sample of Theme 2 Strategic Objectives for Creating and Strengthening Quality Teaching and Learning (Pl -Phase 1 and P2- Phase 2)

For HEIs to fulfill their mission of producing graduates with intellectual competence, the teaching-learning processes play a crucial role. Therefore, the strategic goals for developing and enhancing quality teaching and learning must be identified. The HEI's overarching strategic objectives must be translated into the school's mission and objectives. The strategic objectives, initiatives, and metrics are defined below, with the annual performance measurements.

The HEI's strategic objectives are:

❖ P1 2.1 HEI will cultivate a conducive learning environment that allows students to realize their full academic potential and fosters personal growth.

❖ P1 2.2 HEI will develop a curriculum that meets the university's highest standards of excellence.

❖ P1 2.3 HEI will establish an academic advising system that meets the needs of students and promotes

❖ academic success.

❖ P2 2.4 The program of the HEI enhances students' knowledge and abilities and prepares them to be competent and ethical citizens.

- ❖ P2 2.5 The HEI will continuously enhance and innovate its program offerings' quality and delivery and link it to the national/international qualifications Framework at all levels.
- ❖ P2 2.6 The context and content of a higher education institution's curriculum will incorporate more international elements.

2.8.3 Sample of the School's Mission

The primary purpose of the School of A is to serve society with the utmost dedication by providing a high-quality educational process with the best academic resources, a student-centered approach, advanced information technology, and innovations to educate qualified graduates, generate knowledge through research, and provide academic services to society.

2.8.4 Sample Goals and objectives of the School for Teaching and Learning

The institution's strategic objective is: P1 2.2 HEI will develop a curriculum that meets the university's highest standards of excellence. (representing HEI's anticipated position) The school's mission to provide a high-quality educational process necessitates defining its goals, objectives, strategies, and action plan to support a high-quality curriculum that leads to the highest standards of excellence. The examples below discuss the strategic goals, sub-goals, SMARTER objectives, strategies, and action plans for the school that represent the capabilities to be developed.

Sample Strategic Objective 2.1: Delivering a high-quality educational program
Goal 2.1: The teaching-learning processes must be student-centered

SMARTER Objectives: (these represent the KPI measurements of performance in quality management)

Objective 2.1.1 By (Date), 60% of the context of the school's curriculum and delivery process must be centered on the student.

Objective 2.1.2 30 % of the school's faculty must be trained in student-centered pedagogy by 2009, and the rate must reach 100 % by (Date)

Sample Strategy:

Strategy 2.1.1 Establish an academic task force to establish the criteria and standards for a student-centered curriculum and delivery process and to review and ensure that the curriculum and delivery conform to the criteria.

Strategy 2.1.2 Identify faculty members who require training in a student-centered approach and develop training workshops for them.

Sample Projects for "The teaching-learning processes must be centered on the student"
Project 2.1.1 Details of the project and budget will be used to establish the academic task force to develop the standards and criteria.

Project 2.1.1: (Project title: Establishment of task force to review curriculum)

Goal: (Strategic Objective 2.1 is to be attained)

Objective: (Achievement of Strategic Objective 2.1.1)

Strategy: (Actions and activities supporting Strategy# 2.1.1 are employed)

Project details: (Details and budget)

Project 2.1.2 Specifics of the training and workshops that will be used to train the faculty in student-centered curriculum and delivery, as well as the project's budget.

Project 2.1.2: (Project Title: Student-centered curriculum and delivery workshops for faculty)

Goal: (Strategic Objective 2.1 is to be attained)

Objective: (Achievement of Strategic Objective 2.1.2)

Strategy: (Actions and activities supporting Strategy 2.1.2 are employed)

Project details: (Details and budget)

Sample Goal 2.2 The process of teaching and learning must produce qualified graduates

Objective 2.2.1 The Student Competency and Effectiveness Index must achieve a 10% annual increase by (Date) and a 100% rate at all curriculum levels by (Date).

Objective 2.2.2 Thirty percent of the school's curriculum should be based on the Student Competency and Effectiveness Index.

Sample Strategy:

Strategy 2.2.1: Establish an academic task force to establish the criteria and standards necessary to ensure that the Student Competency and Effectiveness Index is used as the minimum standard in each program and subject.

Project 2.2.1: (Project Title: Academic task force to define criteria and standards of Student Competency and Effectiveness Index)

Goal: (Strategic Objective 2.2 is to be attained)

Objective: (Achievement of Strategic Objective 2.2.2)

Strategy: (Actions and activities supporting Strategy# 2.2.1 are employed)

Project details: (Details and budget)

Strategy 2.2.2: Ensure that the Student Competency and Effectiveness Index is measured in each program and subject in the school.

Project 2.2.2: (Project Title: Measurement of Student Competency and Effectiveness Index)

Goal: (Strategic Objective 2.2 is to be attained)

Objective: (Achievement of Strategic Objectives 2.2.1 and 2.2.2)

Strategy: (Actions and activities supporting Strategy# 2.2.2 are employed)

Project details: (Details and budget)

According to Andersen et al. (2006), the quality, information, and planning management, as well as all other aspects of the HEI's commitment to providing an educational value to society, must be

approached from a holistic perspective using a variety of tools and techniques based on the situational requirements. Successful quality higher education is characterized by a cross-marriage of education management through quality management and strategic management, with IS/IT management as the enabler for quality management and planning management. Moving from the macro-level strategic needs of the organization to the micro-level operational processes necessitates a new mindset that requires the capability and capacity of the individual and the organization.

3.4.2.3: Strategic Plan Implementation and Follow-Up Processes: Sample Case INsPIRE

3.1 Strategy implementation follow-up sub-process
It includes the activities to follow up and evaluate the implementation of the objectives/main actions carried out in a predefined period (e.g., one year, three months, etc.) and the development of improvement proposals. Structure in 2 stages:

1. Creation of monthly* plan/actual tables (realized)

2. Tracking of monthly strategy implementation process and development of improvement proposals

It is essential that the data is preferably based on MIS (management information system) that the strategy evaluation team can retrieve from the system rather than the data that the units keep manually

3.2 Responsible Persons in Sub-Process:
Strategy Team - It is recommended that a strategy team be formed consisting of key administrators, including the Strategy Development and Quality Improvement Unit if any, the INsPIRE Coordinator, and the Rector/President's Representative (Chair of the Board of Trustees). Every month, the Strategy Team assesses the targets/main actions that need to be tracked, develops recommendations on issues that need action, and shares these initially with the Office of the Rector/President. In addition to the monthly KPI plan/actuals table, factors that the Strategy Team considers risks and actions that the Office of the Rector/President should take, if appropriate, are

listed separately. After the Rector/President's Office comments, they forward these suggestions to the appropriate unit heads.

INsPIRE Project Coordinator - Every month, collects findings from the units and prepares strategy assessment tables. It is necessary that the data be based on MIS that managers can pull from the system, rather than the data that units keep manually.

Rector's Office/President's Office - Monitors the strategy implementation process and evaluates the monthly data provided by the strategy team v Financial Affairs - Prepares monthly target/actual statements based on parent KPIs and submits them to the INsPIRE Project Coordinator.

Heads of Units - Monitor KPI implementations every month based on targets/main measures. Prepare the realization tables requested by the INsPIRE Project Coordinator and submit them monthly on the requested dates. Update unit action plans following suggested improvements to target/main measures and forward to INsPIRE Project Coordinator.

3.3 Strategy implementation follow-up sub-process:
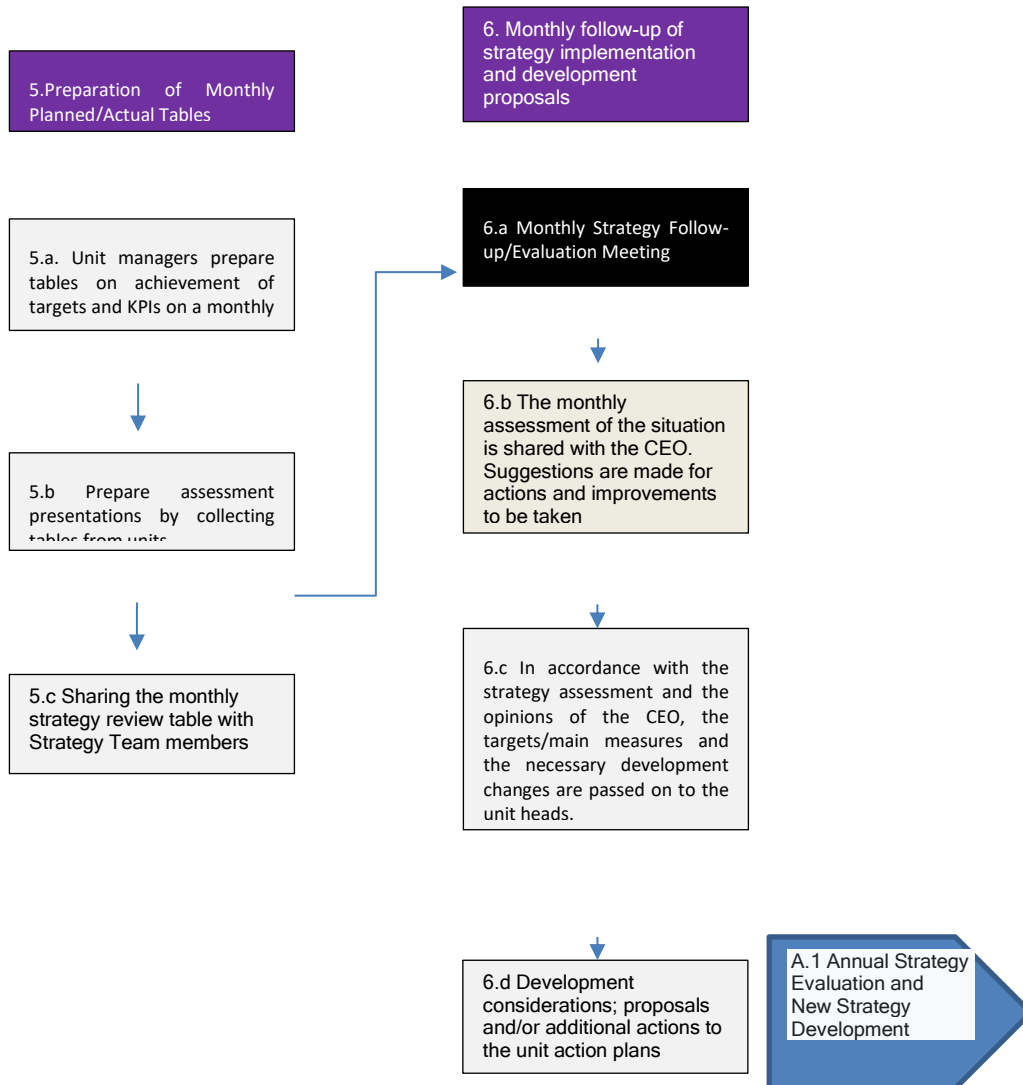
3.4 Preparation of monthly plan/actual tables

3.4.1 Heads of the Units prepare tables on the achievement of goals and KPIs tracked monthly and submitted them to the INsPIRE Project Coordinator at the required time. The data must be imported from the MIS system.

.4.2 The INsPIRE project coordinator with the Strategy Team organizes the monthly situation assessment. After the meeting, the data will be shared with the Rector/President or his/her representative. Feedback and, if necessary, approval by the Rector/President or his/her representative will be taken.

3.4.3. Sharing the monthly situational strategy review presentation with heads of the units.

3.4.4 Organize the monthly strategy follow-up/evaluation meeting by the INsPIRE Project Coordinator in coordination with the Rector/President's office.

3.4.5 Evaluation of the implementation of the priority objectives/main actions (main actions to contribute to the turnaround for 2023) by the Strategy Team in the monthly strategy follow-up/evaluation meeting. Elaboration of actions to be taken and development proposals by the Strategy Team.

3.4.6 For critical actions to be followed up every month by collecting the tables from the units (A. Key actions are identified in the strategic plan / those that contributed to the turnaround in 2022): INsPIRE Project Coordinator to prepare assessment presentation for the Strategy Team meeting.

3.4.7 Following the strategy assessment, the INsPIre Project Coordinator communicates with the Strategy Team and heads of the units to inform them if there are changes in the targets

3.4.8 Unit leaders update action plans (as action and KPI) and implementation tracking tables when necessary.

* It is recommended that this process be conducted with monthly meetings through the second quarter of 2023, but after the second quarter, it is recommended to meet quarterly.

Strategic Management = Strategic Analysis + Strategic Formulation + Strategic Implementation

For strategic management to be successful, the developed strategic plan must be aligned with the unit's strategic plan. It must be implemented by aligning the strategic goals and transforming them into the units' actionable goals, objectives that must be set and measured annually to ensure that the strategies are implemented, verified by their measurements, and implemented.

3.4.3 Quality policy, quality management structures, and orientations

How quality is defined and implemented affects management efforts. The various definitions of quality management (QM) in HE literature show the diversity of quality understandings. QM is an aggregation of system or institutional actions performed routinely to secure the quality of higher

education with an emphasis on enhancing quality. QM includes QA tools. QM is an institutional function, and internal quality assurance systems (IQA) enable it.

QM and its operation have changed throughout time. First-generation QM mechanisms in HE leaned on business methods (total quality management [TQM], ISO 9000, or excellence models such as the European Foundation for Quality Management [EFQM]). Today, traditional methods coexist with newer approaches that are more HEI-specific. Present-day QM mechanisms include unit self-studies and evaluations, approval, monitoring, and review of academic programs, student surveys on teaching effectiveness, student and staff satisfaction surveys, student workload assessments, graduate tracer studies, and monitoring of indicators and statistical information to analyze student performance.

QM includes quality policy, quality guidelines, and support systems. A *quality policy statement* is a document that incorporates quality goals, principles, and standards and defines the current and future quality choices. A QM manual or handbook is a document that explains the methods and instruments needed to undertake QM tasks. Leadership roles or collegial and technical entities (committees and QM offices) at centralized and decentralized levels may support QM and make choices about academic quality. Research and services (revenue generation and community services) were included as HEI functions. Given the present emphasis on graduate employability and international collaboration in HE policy, HEIs globally include these issues in their QM.

QM areas are as follows:

- Teaching & learning
- Employability
- Research
- Services
- Governance
- International cooperation

Due to QM's emphasis on teaching and learning, all essential systems were examined. As a result, these tools and strategies improve academic programming, student evaluation, and academic staff performance.

QM is often part of an HEI's quality policy or strategic plan. This dedication may be formalized in a quality manual that sets HEI procedures and tasks. Their architecture characterizes HEIs and whether they have QM units to support program, department, and faculty quality procedures. Internally or externally motivated QM. QM targets several places.

a. Quality academic policy

Globally, HEIs prioritize academic quality. An institution's quality policy specifies quality goals, principles, and standards and influences existing and future quality decisions. Universities may have distinct quality strategies for faculties and departments or include them in their strategic plans.

b. Quality management handbook (manual)

A QM handbook explains the techniques and instruments used to implement QM. A QM handbook outlines standardized processes and roles in HEI's QM system. In the teaching and learning sector, QM handbooks may codify program creation and review procedures, student assessment, course and program evaluation and feedback, and certification.

c. Quality management structures and personnel

In most HEIs, QM is organized in conventional, collegial tiers (central, faculty, departmental, and sometimes at the level of academic programs). They usually include the institution's head, vice-rector for academic affairs, senate, faculty councils, departmental councils, and academic program committees. In addition, new types of QM have developed new administrative posts and technical structures, such as QM officers and units at the main institutional level or comparable organizations at the decentralized levels. These technical structures generate QM policy, the quality guide, and QM processes. In addition, they sometimes create QM-related data-gathering tools (surveys, polls, qualitative approaches, etc.). Traditional QM structures are widespread, whereas technical structures show an institutional commitment to provide technical and administrative assistance.

d. Purposes of quality management

The purpose of QM is performance evaluation, improvement, resource allocation, compliance, and accountability. This list isn't exhaustive, but it covers external and internal goals. For example, compliance and accountability are externally driven reasons for national authorities or external stakeholders. Whereas performance evaluation, institutional learning, and management improvement are internal goals. They improve internal processes and institutional self-regulation.

e. Orientation and activities of quality management

QM can focus on teaching and learning, research, graduate employability, governance and management, community engagement, income generating and community services, and international collaboration. Since research is competitive and has its evaluation and review methods, it was hypothesized that QM in many nations would focus on teaching and learning. In addition, since graduate employability and international collaboration are essential in many nations, QM may focus on these issues.

3.4.4 Quality management of teaching and learning

In many nations, the quality of teaching and learning has become an essential aspect of higher education (HE) policy. While research has a long history of competitive assessment systems, the quality of teaching and learning has not been a focus of national policymaking for decades. In response to this persistent disregard for the quality of instruction, national quality assurance (QA) systems have been established in recent years to address gaps in oversight and evaluation of instruction. In response to the requirements formulated and enforced by these external QA bodies, higher education institutions (HEIs) have improved methods to monitor and, if necessary, improve the quality of their instructional service. The primary components of a quality management system for teaching and learning are improving academic programs, monitoring student assessments, academic staff, and student support structures, and improving doctoral studies, distance learning programs, and academic support services. (Martin, M. And Shreya P. 2017)

4.1 Enhancement of educational programs

Given the tendencies mentioned above, the following hypothesis is adopted: upgrading academic programs would be a key component of quality management in HEIs. Student course evaluation, in which students evaluate aspects of teaching and learning quality at the course level, is one of the most often utilized instruments for this purpose. In addition, new QM tools, such as student satisfaction surveys and workload evaluations, have arisen. Student satisfaction surveys evaluate the student experience, including the evaluation of support services and extracurricular activities. Student workload evaluations are undertaken primarily because of the introduction of course-credit systems to verify that course credits correspond to a pre-determined workload.

The adoption of technological capacity tools, like student panel studies, has also been a trend. In a study program, they enable longitudinal evaluation of selected students at critical points (first year, mid-course, and final year). As a result of external QA, program evaluation was implemented in several nations (for instance, accreditation). Typically, this evaluates the sufficiency of learning objectives and whether the pedagogical system and available resources of a program enable students to achieve the objectives. Typically, academic personnel evaluates a program; however, student comments may also be used. Program monitoring based on statistical indicators is a specific type of program evaluation based on selected metrics relating to specific process indicators (such as staff-to-student ratios) and student development and completion.

Evaluation procedures and instruments for academic programs:
• Evaluation of courses by students (either quantitatively or qualitatively);
• Evaluation of programs by students
• Evaluation of programs by faculty
• Monitoring of programs based on statistical indicators (e.g., Student success rates)
• Student advancement studies (based on a panel of selected students)
• Students' workload assessment
• Student satisfaction survey
• Alumni and related business and industry evaluation

4.2 Monitoring of student evaluations

Assessment of students is a vital component of an educational system at both the course and program levels. There are several methods of evaluating students. There is a long history of external examiners examining and critiquing assessment, grading, and examination procedures in the Anglo-Saxon tradition. Academics from various institutions of higher education review the sufficiency, fairness, and consistency of student evaluation. In most other regions of the world, the supervision of HEI evaluation methods has traditionally been the decentralized duty of collective academic bodies, such as departmental committees. Given that external QA increasingly focuses on aligning the learning objectives of academic programs with student assessment, it is reasonable to assume

that HEIs will create QM instruments for monitoring student assessment. Primarily three tools are utilized in HEI:

1. university-wide criteria for student assessment procedures (such as those outlined in internal regulations or within the context of a quality manual);
2. frequent monitoring of student assessment procedures by external examiners
3. the use of indicators

4.3 Monitoring the performance quality of academic personnel

An assessment of academic personnel is one of the QM system's most prevalent and essential components. Their peers may evaluate academic personnel seeking promotion based on their research performance and output at the national or institutional level. Such conventional procedures may be augmented by yearly performance evaluations done by supervisors (department heads), which consider various tasks performed over a year, such as contributions and teaching performance. In addition, it is now understood that the potential for successful teaching is only sometimes natural and that new teachers frequently require training. Numerous higher education institutions have devised mentorship programs to improve the teaching ability of early-career academic staff. Under a mentorship agreement, a more experienced academic colleague assists a junior colleague with teaching duties. In the peer evaluation of a teacher, a colleague from the same academic institution will observe his or her colleague's class and offer comments, often based on a pre-established set of criteria. Academic authorities (department chairs, for example) can supervise students in the classroom under specific circumstances. However, it is not expected, given the attitude of professional autonomy underlying academia in most higher education institutions. Internal assessment (or self-evaluation) can systematically examine existing processes and verify that they are consistent with the institution's goal. Each unit produces an internal evaluation report and conducts interviews with key informants. The produced data is utilized for decision-making processes, such as employee promotions. Students often evaluate professors based on their preparation for class, the promotion of learning and encouragement of student engagement, appropriate evaluation techniques on student learning, and their accessibility for assistance.

Processes or instruments used to monitor the academic staff's performance:

1. Regular (e.g., yearly) staff appraisal (e.g., academic staff by supervisors)

2. Internal performance evaluation for promotion choices

3. The appraisal of professors by students

4. Peer evaluation of educators (i.e., review by fellow teachers)

5. Teacher classroom oversight by university administrators

6. Mentorship arrangements

4.4 Evaluate student assistance structures

Essential components of the teaching and learning infrastructure include student support services such as academic or career advising, admission and registration, information and communication technology (ICT) facilities, library and documentary resources, and teaching laboratories. They contribute to the quality of teaching and learning circumstances and the entire student experience by providing students with the required assistance.

Assessment of student assistance structures:

1. Academic/ career advice Admission/registration

2. Information and communications technology

3. Library and archival sources

4. Educational laboratories

4.5 Quality management for doctorate studies and distant learning

As global higher education systems continue to mature, many institutions offer Ph.D. education programs. To concentrate research capability in disciplinary areas and facilitate communication between Ph.D. students and academic staff, Ph.D. education programs are frequently organized in doctoral schools. In addition, in response to efforts to broaden access and boost the economic rewards from online exposure, universities have moved to develop distance or hybrid e-learning programs. However, these two newer areas may require specially modified QM modes.

3.4.5 Quality management and other aspects

HEI's quality management (QM) can encompass additional functional areas, including research, governance and outreach, community services, and teaching and learning. It can also concentrate

Innovative Governance Practices in the Higher Education Institutions in Iraq

on topics of great political significance, such as employability and international collaboration, which are connected to core duties.

5.1 Management of Quality and Employability

The subject of graduate employment and the coupling of higher education (HE) to the labor market has been at the top of the HE policy agenda for several years. However, considering rising graduate unemployment in several nations, attention to these themes has increased. As a result, there is rising demand for HEIs to demonstrate that they employ every available resource to ensure that students receive the finest possible training and acquire the necessary skills to join the labor market.

In several nations' higher education institutions, employers or graduates serve on committees engaged in the planning and assessment of academic programs. For example, alums of a particular academic program are questioned at a set interval (six months, one year, or three years following graduation) to offer feedback on their success or failure in joining the labor market and their view of the program's relevance. In addition, employers' surveys gather, compile, and analyze companies' evaluations of an institution's or program's graduates, specifically collecting data on the extent to which employers believe graduates meet labor market expectations.

Curriculum creation and review entails employers' participation in modifying a study program and soliciting their comments regarding the program's success in preparing graduates for the workforce. Under the imperative to facilitate the link between academic programs and the labor market, internships have become an essential component of academic programs; therefore, it is crucial to determine whether they are evaluated based on their contribution to the broader pedagogical system of a study program. Institutions most typically utilize curriculum creation, including professionals, curriculum revision, and evaluating the quality of internships to increase the employability of graduates. In addition to incorporating alums in curriculum evaluation, graduate tracing studies and employer surveys are also employed.

Processes or instruments used to promote the employability of graduates:

1. Graduate tracer studies

2. Employer poll

3. Participation of professions/employers in curriculum development

4. Revision of the curriculum, including the relevant professions

5. Curriculum review incorporating alumni

6. Keeping an eye on the quality of internships

5.2 Quality Management and Research

The research intensity of HEIs varies, reflecting significant disparities in access to funds and highly skilled human resources. Where the research is a well-established function, there are often national or international research organizations or programs through which research funds are awarded competitively. Typically, research organizations evaluate research ideas a priori, depending on external and internal peer evaluation. Academic staff development depends primarily on their research performance, often determined by their ability to receive grant funding based on research proposals. Recently, it has been increasingly prevalent for HEIs to adopt an institutional research strategy and, therefore, to implement QM procedures to inform and support their strategic direction and resource allocation decisions in the research area. Research productivity and impact is a metric that considers the number of research outputs, such as publications and patents, and the researcher's contribution to the literature on a specific topic. Institutions also perform internal assessments of research proposals to guarantee an increase in the quality of research output, which aids in determining future research paths.

Processes or tools used for the enhancement of research:

1. Internal examination of the study proposal

2. Internal peer evaluation of current research

3. Evaluation of present research efforts by an external colleague

4. Indicator-based monitoring of research output and effect

5.3 Quality Management and Governance

Governance is a vital duty of a higher education institution. In several nations, higher education institutions have modified their governance structures and procedures to respond to national changes. These improvements incorporate using key performance indicators to monitor strategic planning objectives. They consist of internal goal and service level agreements, under which university administration agrees with academic or administrative units (or both) on anticipated outcomes. Frequently, incentive financing is provided (or withheld) to enforce agreements. Evaluation of administrative units has also become a more frequent aspect of governance. It is performed with target or service level agreements to determine whether set objectives have been met. To reform and standardize the work of administrative units, certain HEIs have participated in the external certification of management processes (such as ISO or EFQM standards). Current QA developments in governance structures include evaluating administrative units and monitoring performance metrics connected to strategic planning objectives. Target and service-level agreements and management process certification are also utilized. Adding to this list of instruments, HEIs also utilize a centralized governance system established by education ministries. Monitoring strategic objectives using performance indicators and evaluating administrative units are extensively utilized tools.

Processes or tools applied for the enhancement of governance or management:

1. Observation of performance indicators related to strategic planning goals

2. Target-level agreements

3. Service-level agreements

4. Assessment of administrative units

5. Assurance of management procedures (such as ISO or EFQM standards)

5.4 Quality Management and Internationalization

Universities' international collaboration is a longstanding aspect of higher education. Against globalization, the rivalry between HEIs to attract international students, personnel, and finances has increased. In addition, internationalization is anticipated to boost the quality of academic programs and research, contribute to revenue generation, and improve higher education institutions worldwide position and reputation. Numerous national governments exceptionally endorse the

participation of their HEIs aims for international collaboration to enhance their worldwide image, particularly in international rankings. Therefore, it was anticipated that HEIs would be motivated to incorporate international collaboration into their QM systems, given the significance of internationalization. HEI's use specific instruments and methods, including evaluating the internationalization support structure (i.e., the international relations office). This self-evaluation method evaluates administrative units' performance regarding their objectives, efficiency, and resource allocation for international cooperation.

Furthermore, since internationalization is typically a target of an institution's strategic plan, it was expected that HEIs would utilize performance indicators, such as the proportion of international students, to determine if they are progressing toward their objectives. Lastly, considering the strategic perspective, a review of potential partner institutions or organizations might be utilized to determine whether a relationship would be promising and continue to be helpful. This evaluation's primary objective is to determine the extent to which an institution satisfies the criteria necessary to guarantee systematic progress toward fulfilling specified goals.

Processes or tools used for the enhancement of international cooperation
1. Evaluation of the institution's international office
2. Monitoring of internationalization policy/strategy-related performance indicators
3. Evaluation of affiliated organizations

5.5 Quality management, revenue creation, and community services

Despite tightening budgets, income-generating activities have become increasingly significant in higher education institutions worldwide. Continuing professional development, structured as short and extended training courses, or the recruitment of fee-paying students is the most prevalent source of revenue. However, HEIs may also generate income through contract research, commercial testing services, and consulting services, depending on their academic knowledge, available personnel, and specialized equipment. In addition, community services are supplied to the local community by HEIs; however, they are frequently undertaken without a clear profit motive. In many developing nations, HEIs are crucial in providing access to health services and applied research.

Monitoring the quality of continuing education courses is the most preferred method because many HEIs employ continuing education as a revenue-generating activity. Other instruments or procedures include assessing the quality of community development programs and consulting services, monitoring the quality of testing services, and contract research.

Processes or tools applied for the enhancement of income generation or community services:

1. Monitoring the quality of continuing education
2. Observing the standard of consulting services
3. Evaluating the standard of testing services
4. Monitoring the quality of research contracts
5. Evaluation of the quality of community development programs

5.6 External drivers, internal factors, and quality management challenges

Quality management cannot grow in isolation from contextual elements - a higher education institution's internal and external environment. Typically, external causes include government regulations or the aim to increase market position in a competitive environment. Therefore, they are susceptible to governmental policy and market forces.

5.6.1 External drivers

Government reforms have established some higher education institutions' external quality assurance programs and national credentials frameworks. Both changes have spurred the creation of QM systems by HEIs, putting them in a position to meet external QA criteria. In other instances, the government requested that HEIs develop internal quality assurance (IQA) structures and processes as part of national governance reform.

National qualification frameworks are competency standards established by the government depending on the level and specialization of a curriculum. Before being approved by a national regulator and acknowledged by a governmental body, programs must be evaluated to determine their conformance with these characteristics. In administrative situations where higher education institutions (HEIs) operate closer to the market, attempts to boost an HEI's market position are

primarily motivated by strengthening its external image and pursuing worldwide exposure. Since QM may be viewed as a component that enhances institutional response to state and market drives, its implementation in higher education institutions is anticipated.

External influences on the evolution of quality management:

1. Demands for the national quality assurance system (i.e., accreditation)

2. National qualifications framework requirements

3. Government request for QM development Enhancement of our HEI's reputation

4. International ambitions of our higher education institution

5.6.2 Internal variables

Internal elements must support QM to function correctly inside an HEI. The most frequently cited factors in the relevant literature are:

- leadership support
- involvement and participation of students and staff
- clarity on the benefits of quality management
- transparent and well-known procedures for quality management
- an adequate management information system (MIS)
- incentives for staff participation in quality management
- adequate involvement of academic departments in quality management processes

6. Obstacles to the formulation of quality management processes

The literature identifies several obstacles to the advancement of QM. One is employee resistance, attributed partly to the increased effort of both administrators and academic staff, depending on the specific nature of quality management in a given HEI. The lack of integration of quality management with strategic or academic planning is a further obstacle. As previously mentioned, there are common concerns that QM systems create a great deal of data but that the knowledge provided by QM procedures is only sometimes effectively linked with planning, decision-making, and change. (Martin, M. And Shreya P. 2017)

Difficulties in the evolution of quality management

1. Personnel oppose QM processes

2. Quality Management is not connected with Strategic Planning

3. QM is not incorporated into academic planning.

4. The information generated by QM is not utilized to implement a change

3.4.6 Characteristics of best practices in quality management and strategic planning: attributes

Nearly every industry has been affected by global competition. The education sector is not exempt either. Increasing numbers of universities and institutions are giving new educational opportunities. However, are all educational institutions concerned with the quality of education they provide? Are they all graduates or postgraduates who can compete in the global marketplace? Providing access to higher education is insufficient; education quality is of far greater importance. Students, faculty, infrastructure, and the institution are the four petals of the high education flower. Enhancing the quality of these four petals will increase the flower's overall quality. Adopting and adhering to best practices can assist in improving the quality of each. The following sections summarize the attributes of quality management and strategic planning. Additionally, Annex 3 reports the links to sample cases for each attribute here discussed.

Institutional Enhancement

Curriculum, instruction, and other variables can impact the quality of an institution. Adopting best practices will enhance the quality of an institution. Under each heading, some good practices are given below for further evaluation.

1. Curriculum design & revision

The curriculum is also a crucial component of successful education. The curriculum will determine the quality of education in terms of objectives, results, material, and teaching and assessment techniques. The curriculum must address the following: (1) What is the curriculum? (2) How is it to be instructed? The curriculum should provide pupils with global competence. Industry and academics must be included in the curriculum design process so that global trends may be

incorporated to meet the needs of society and industry. Universities should provide multidisciplinary programs to express the integration of many disciplines, exploit the abilities of interdisciplinary students and professors, and combine multiple views.

2. Methodology for innovative teaching and learning

The teaching/learning methodology positively influences the quality of education. The University of North Carolina in Charlotte, United States website lists 150 teaching techniques. Classroom lectures, discussions, expert sessions, role plays, case studies, surveys, and projects are also included. The instructor should employ one or more optimal instructional strategies for the course. Students learning quality will improve due to the judicious selection of a pedagogical approach. In addition to instructional approaches, learning models also contribute to the quality of education. Depending on the curriculum material, ICT-based learning, collaborative learning, and self-study can also be considered learning paradigms.

Additionally, universities should provide distance education. Distance learning meets the ever-increasing aspirations of students who need more resources to pursue higher education conventionally. In today's ICT-enabled educational environment, universities can begin with online courses that students can access over the internet. In addition, tutoring assistance may be offered through a virtual learning environment, the telephone, email, or other technological methods.

3. Request quality review by an external committee

Institute should ask for an external quality inspection. Members of this external audit committee will evaluate the institution based on various quality indicators. The analysis report of such a check allows for self-evaluation and quality enhancement.

4. Apply for accreditation or recognition

Obtaining the certification and award will boost the organization's prominence. In addition, it will be advantageous to acquire consultancy projects, research projects, industrial partnerships, etc., which will improve the quality of research, faculty, and students.

5. Collaboration with the industry

The institute can send students and faculty members to visit and train in the industry. In addition, consultancy initiatives might be launched within the industry.

6. Feedback from stakeholders

Stakeholders are the core of every HEI. Thereby, feedback contributes to maintaining and enhancing an organization's quality. When establishing or updating the institute's system, such as the curriculum, training programs, etc., feedback from students, industry professionals, faculty, and parents should be considered.

7. Strategic plan should incorporate Quality Management System (QMS), an Information Management System (IMS), and a Planning Management System (PMS)

The strategic plan is implemented by cascading the vision, mission, goals, and objectives into the goals and objectives of the action plan and by developing the related projects and budget requests. Quality management is linked through the metrics developed to measure project performance and budget as stated in the objectives. The goal in the planning process is to transform vision and mission into achievable goals and measurable objectives.

8. An action plan specifies actions to attain a goal.

It splits the aim into actionable, trackable actions. An action plan clarifies the resources needed to attain the objective and sets a schedule for completing activities. A well-developed action plan helps project managers break down enormous projects into smaller, more manageable ones.

9. Quality policies, guidelines, and support systems must be built in all quality management areas, including teaching & learning, employability, research, services, governance, and international cooperation.

These tools and strategies improve academic programming, student evaluation, and academic staff performance. QM is often part of an HEI's quality policy or strategic plan. This dedication may be

formalized in a quality manual that sets HEI procedures and tasks. Their architecture characterizes HEIs and whether they have QM units to support program, department, and faculty quality procedures. Internally or externally motivated QM. QM targets several places.

10. Quality management handbook (manual)

A QM handbook explains the techniques and instruments used to implement QM. In addition, a QM handbook outlines standardized processes and roles in an HEI's QM system. Though it does not mean the absence of quality policy, its existence proves the HEI's will to codify its quality policies.

11. Use of several evaluation techniques for academic programs:

- Evaluation of courses by students (either quantitatively or qualitatively);
- Evaluation of programs by students;
- Evaluation of programs by faculty;
- Monitoring of programs based on statistical indicators (e.g. student success rates)
- Student advancement studies (based on a panel of selected students)
- Students' workload assessment
- Student satisfaction survey
- Alums and related business and industry evaluation

12. Monitoring of student evaluations

Assessment of students is a vital component of an educational system at both the course and program levels. Primarily three tools are utilized in HEI:

1. university-wide criteria for student assessment procedures (such as those outlined in internal regulations or within the context of a quality manual);
2. frequent monitoring of student assessment procedures by external examiners
3. the use of indicators

13. Monitoring the performance quality of academic personnel

An assessment of academic personnel is one of the QM system's most prevalent and essential components. Processes or instruments used to monitor the academic staff's performance:

1. Regular (e.g., yearly) staff appraisal (e.g., academic staff by supervisors)
2. Internal performance evaluation for promotion choices
3. The appraisal of professors by students
4. Peer evaluation of educators (i.e., review by fellow teachers)
5. Teacher classroom oversight by university administrators
6. Mentorship arrangements

14. Evaluate student assistance structures

They contribute to the quality of teaching and learning circumstances and the entire student experience by providing students with the required assistance. Assessment of student assistance structures:

1. Academic/ career advice Admission/registration
2. Information and communications technology
3. Library and archival sources
4. Educational laboratories

15. Management of Quality and Employability

Processes or instruments used to promote the employability of graduates:

1. Graduate tracer studies

2. Employer poll

3. Participation of professions/employers in curriculum development

4. Revision of the curriculum, including the relevant professions

5. Curriculum review incorporating alumni

6. Keeping an eye on the quality of internships

16. Quality Management and Research

Processes or tools used for the enhancement of research:

1. Internal examination of the study proposal

2. Internal peer evaluation of current research

3. Evaluation of present research efforts by an external colleague

4. Indicator-based monitoring of research output and effect

17. Quality Management and Governance

Governance is a vital duty of a higher education institution. In several nations, higher education institutions have modified their governance structures and procedures, frequently as a result of national governance changes done under a new public management paradigm.

Processes or tools applied for the enhancement of governance or management:

1. Observation of performance indicators related to strategic planning goals

2. Target-level agreements

3. Service-level agreements

4. Assessment of administrative units

5. Assurance of management procedures (such as ISO or EFQM standards)

18. Quality Management and Internationalization

Internationalization is anticipated to boost the quality of academic programs and research, generate revenue, and improve the worldwide position and reputation of higher education institutions.

Processes or tools used for the enhancement of international cooperation

1. Evaluation of the institution's international office

2. Monitoring of internationalization policy/strategy-related performance indicators E

3. Evaluation of affiliated organizations

19. Quality management, revenue creation, and community services

HEIs may also generate income through contract research, commercial testing services, and consulting services, depending on their academic knowledge, available personnel, and specialized equipment.

Processes or tools applied for the enhancement of income generation or community services:

1. Monitoring the quality of continuing education

2. Observing the standard of consulting services

3. Evaluating the standard of testing services

4. Monitoring the quality of research contracts

5. Evaluation of the quality of community development programs

4. Conclusions

This Handbook represents a valuable deliverable for the WP3 activities of INsPIRE (D.3.2 Implementation of changes and best practices through action plans). Relying on the knowledge and practical expertise of the European partners, this Handbook has provided a comprehensive guide on four governance issues (i.e., leadership and governance, strategic planning, financial accountability and management, quality assurance) for the INsPIRE participants to design and build their strategical planning and improve the governance of their HEIs.

As for the leadership and governance issues in HEIs, this Handbook highlighted the complexity of the governing HEIs, especially in light of their composite identity. The participation of several actors to the HEIs' life induces to find a balance between different powers and expectations. In this context, a good leader is of fundamental importance to combine those multiple powers and expectations and build a successful HEIs in the current global landscape. Therefore, this Handbook delivered recommendation about how members of the Board of Directors should be selected and how HEIs' manager should work to be "good leaders". In this respect, a tight link between this topic and the autonomy of HEIs emerges. In order for each Iraqi HEIs to select the more appropriate external board members and define its internal balance between academic, student and staff members, it is of fundamental importance to ensure that HEIs have the autonomy to define their own strategy and the resources – among which financial ones – to implement it. However, the central government should play a key role in guiding HEIs in the process towards autonomy, by providing clear policies and periodic assessments on their performance.

As for the strategic planning issues, this Handbook underlined the relevance of focusing on the "uniqueness" of each HEIs in order to develop a strategic plan that can work as a "lighthouse" for HEIs. HEIs all over the world do not face similar business competitive environments, but internationalisation requires that each institution finds its own place in the global educational arena. It is not necessarily to compete, but rather to play a significant role and offer services and unique opportunities of collaboration that are the "core" of each internationalisation strategy. The Handbook stresses another important concept about strategically planning internationalisation, that is the need of involving the external stakeholders, especially at local level (i.e., local business community, public authorities, NGOs, agencies and associations). Involving external partners may

become a competitive advantage in terms of attractiveness and support HEIs in consolidating international partnerships. Strategic plans for internationalisation is therefore a powerful tool to improve not only HEIs' international perspective, but also to enhance services and awareness at different levels. It must not be seen only as a duty but rather as a comprehensive approach to change for the entire academic community. Therefore, the major recommendation coming from this Handbook is to focus on what makes each HEI different from the others at local, national and international level. Strategic plans for internationalisation need to embed such differences and valorize them. International collaboration does not necessarily imply to work with institutions with similar standards and objectives, but rather to look for complementarity and for original approaches. This is why the degree of international attractiveness of a HEI may be given by a vast array of factors where quality and reputation are certainly the most important, but are not the only dimensions relevant for collaboration both in research, teaching, outreach and mobility.

Considering the third good governance issue addressed in this document – financial accountability and management – the Handbook provided a practical guide for managing accountability relationships. Specifically, it is acknowledged that the increased institutional autonomy induces HEIs to reflect on the accountability relationships emerging in a different institutional context. The practical guide provided in this Handbook suggests that the management of HEIs' accountability relationships should not be like an emergent one, but rather systematised through a process of clear definition of actors at play and their accountability demands. Among the several accountability relationships that a HEIs can map, a great emphasis is put on the financial accountability one in this Handbook. Relationships of financial accountability are pivotal in the web of HEIs' relationships considering their impact on the accounting information systems, insofar as these latter are deemed to provide the key content through which financial accountability demands can be fulfilled. Therefore, the main recommendation delivered by this Handbook in that systematically managing the accountability relationships implies focusing on the consistency between the information systems and the content required to address the multiplicity of accountability demands. Assessments of this kind can support the definition of policies within the Iraqi higher education system, as well as the management of each HEIs. Insofar as the current accounting information system in place in the Iraqi higher education system is considered inconsistent with the main

financial accountability demands, a reflection should be made on a system-wide reform in this respect. At the managerial level, each HEI could rely on such assessments to revise its investment priorities in management control tools and technologies.

Finally, as for the quality assurance theme, this Handbook underlined that when quality assurance is effectively implemented, HEIs can quickly undergo a complete, system-wide transformation. Monitoring and evaluation enable transformation programs to define and quantify quality, gauge progress, promote stakeholder participation, and empower leaders to drive change, even though each HEI must tailor its approach to its unique objectives. The transformation of an HEI is only as effective as the ability to measure it. Hence, what this Handbook recommends in this respect is to accomplish system-wide transformation in the Iraqi higher education system by following a four-step process: 1) Ensure that the targeted outcomes are set with staff and teacher participation, are attainable, and, as far as possible, under the program's control; 2) Ensure that the tactics chosen are adaptable so that they may be modified as necessary; 3) Create the capacity to continue an effective program by gaining local support through participatory monitoring and assessment 4) Plan for evaluation and monitoring from the outset. In so doing, strategy and quality plans can work as road maps, in that they take the surrounding environment into account and describe the significant landmarks along the journey from the current condition to the intended future state.

The strategic quality plan with a detailed action plan assists management in comprehending why the organization's goals have been established and how they might be attained through corrective measures. The big picture helps employees understand how their jobs relate to the institution's strategic goals. Institutions must continuously monitor and assess their global, national, and local contexts and their responses to the circumstance. In strategic planning, it is essential to consider educational policy and regional demands and to reconcile them with the organization's resources and internal processes. The purpose of the management process is to convey and implement the strategic plan inside the institution's internal operations. The management considers consumer feedback, continuously improves internal procedures, and aligns resources to fulfill objectives. The strategic quality action plan integrates the strategic plan into measurable goals and balances them across four perspectives: customer, financial, internal processes, and organizational learning.

REEFERENCES

Ashworth, G. (1999), Delivering Shareholder Value through Integrated Performance Management, Financial Times, Prentice Hall, London, pp. 130.

Austin, I. and Jones, G. A. (2016). Governance of Higher Education: Global Perspectives, Theories, and Practices. New York, NY: Routledge.

Birnbaum, R. (1988). How Colleges Work. *The cybernetics of academic organization and leadership*. San Francisco: Jossey-Bass Publishers.

Bovens, M. A., and Hill, H. (2005). From financial accounting to public accountability.

Capano, G. and Regini, M. (2015). Governance reforms and organizational dilemmas in European Universities. *Comparative Education Review*, 58(1), 73-103.

Cascade team (2022). 5 Steps to Highly Effective Strategic Planning In Higher Education. Available online.

Chide, S.J., Maull, R.S. and Bennett, J. (1994), Frameworks for understanding business re-engineering, International Journal of Operations and Production Management, Vol. 14, No. 12, pp. 22-3.

Clark, B. R. (1983). The Higher Education Education System. Academic organization in cross-national perspective. Berkeley and Los Angeles, California: University of California Press.

David, F. R., (2005), Strategic Management: Concepts and Cases, Tenth Edition, Prentice Hall, Pearson, 2005, pp 14, 50-63 and 104.

Davies, J. (1992). Developing a Strategy for Internationalization in Universities: towards a conceptual framework, in Klasek, C. (Ed.) Bridges to the Future: strategies for internationalizing higher education, 177-190. Carbondale: Association of International Education Administration.

Enders, J., De Boer, H., File, J., Jongbloed, B., & Westerheijden, D. (2011). Reform of Higher Education in Europe. In J. Enders, H. F. De Boer, & D. Westerheijden (Eds.), Reform of Higher Education in Europe. Rotterdam, The Netherlands: Sense Publishers.

ENQA (2015). Standards and Guidelines for Quality Assurance in the European Higher Education Area.

ENQA (European Association for Quality Assurance in Higher Education), (2005),Standards and Guidelines for Quality Assurance in the European Higher Education Area, European Association for Quality Assurance in Higher Education, Helsinki, Finland 2005

ESMU/Various. (2010). *A University Benchmarking Handbook - benchmarking in European Higher Education*. Brussels: ESMU.

European Commission/EACEA/Eurydice. (2015). The European Higher Education [Bologna Process Implementation Report. Luxembourg: Publications Office of the European Union.].

Eurydice. (2000). Two Decades of Reforms in Higher Education in Europe: 1980 Onwards. Brussels, Belgium: European Commission (DG Education and Culture).

Garvin, D.A. (1998), The Processes of organization and management, Sloan Management Review, Vol. 39, No.4, pp. 33-50.

Hitt, M.A., Ireland, R.D. and Hoskisson, (1999), Strategic Management: Competitiveness and Globalization, Third Edition, South Western, College Publishing, International Thompson, Cincinnati, Ohio, pp. 102 and 73.

Jezierska, J. M. (2009). Quality Assurance Policies in the European Higher Education Area: A Comparative Case Study. PhD Thesis, University of Nevada, Las Vegas.

Johnson, G. and Scholes, K., (2005), Exploring Corporate Strategy, Sixth Edition, Prentice Halls,2006,pp.24.

Kooiman, J. (1999). Social-Political Governance. *Public Management: An International Journal of Research and Theory,* 1(1), 67-92.

Legon, R., Lombardi, J. V., and Rhoades, G. (2013). Leading university: the roles of the Trustees, Presidents, and Faculty. *Change,* 45(1), 24-32.

Martin, M. And Shreya P. (2017) Quality management in higher education: Developments and driversResults from an international survey, International Institute for Educational Planning, UNESCO Paris.

Martz, B. (2001), Applying a standard performance model to a university setting, Business Process Management, Vol. 7, No.2, pp. 100-112.

Millet, J. D. (1974). Governance and leadership in higher education. *Management Forum*, 3(8).

Mintzberg, H. (1989). Mintzberg on management: inside our strange world of organizations. New York: Free Press.

Mintzberg, H. (1992). Structure in fives: Designing effective organizations. Upper Saddle River, NJ: Prentice Hall.

Mulgan, R. (2000). 'Accountability': an ever-expanding concept?. Public administration, 78(3), 555-573.

National Institute of Standards and Technology (NIST) (2007), 2007 Education Criteria for Performance Excellence, Malcolm Baldrige National Quality Program, National Institute of Standards and Technology, United States, 2007.

National Institute of Standards and Technology (NIST) (2009), 2009 Education Criteria for Excellence, Malcolm Baldrige National Quality Program, National Institute of Standards and Technology, United States, 2009.

OECD (2012). Approaches to Internationalisation and Their Implications for Strategic Management and Institutional Practice: A Guide for Higher Education Institutions.

Paris, K. A. (2003). Strategic planning in universities, Copyright University of Wisconsin System Board of Regents.

Pollitt, C. (2003). The essential public manager. McGraw-Hill Education (UK).

Porter, M.E. (1980), Competitive Strategy, Free Press, New York, NY.

Resende da Silva, P. (2005). Modelo organizacional das universidades públicas portuguesas; referencial de inovação suportado em sistemas de informação/tecnologias de informação e comunicação (SI/TIC) [Organizational Model of Portuguese Public Universities; a framework for innovation supported in information and communication systems ICT]. Ph.D. Dissertation.

Richardson Jr., R. C. (1974). Governance theory: a comparison of approaches. *The Journal of Higher Education*, 45(5), 344-354.

Roberts, J., and Scapens, R. (1985). Accounting systems and systems of accountability—understanding accounting practices in their organisational contexts. Accounting, organizations and society, 10(4), 443-456.

Romzek, B. S. and Dubnick, M. J. (1987). Accountability in the Public Sector: Lessons from the Challenger Tragedy, Public Administration Review, 47(3), 227-238.

Rouse P. and Putterill M., (2003), Predicting Performance. Special Issue: Business Performance Measurement and Management Volume 41, Number 8. pp. 806-816(11).

Sart, G. (2014). The new leadership model of university management for innovation and entrepreneurship. *Eurasian Journal of Educational Research*, 57, 73-90.

Schillemans, T. (2008). Accountability in the shadow of hierarchy: The horizontal accountability of agencies. Public Organization Review, 8(2), 175-194.

Schray, V., (2006), Assuring Quality in Higher Education: Key Issues and Questions for Changing Accreditation in the United States ,Fomth in a series of Issue Papers released at the request of Chairman Charles Miller to inform the work of the CommissionKey Issues and Questions for Changing Accreditation in the United States, Available at http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/schray.pdf

Tauch, C. (2004). Almost Half in the Bologna Process-Where do we Stand? European Journal of Education, 39(3), 275–288.

Teay, Shawyun (2006), Integrated QMIPS (Quality Management, Information and Planning Systems), 2nd Edition, 2008, Assumption University Digital Press, Bangkok, Thailand.

Teay, Shawyun, (2005), Higher Education Reform: A Strategic Multi-pronged Framework, Proceedings in SEAAIR Conference in September 2005 at Bali, Indonesia. ISBN: 979-25-0220-3. Teay, Shawyun (2006), AuQS 2000 QMIPS QMS Quality Management System, 41h Edition, 2006, Assumption University Digital Press, Bangkok, Thailand.

Teay, Shawyun (2006), Integrated QMIPS (Quality Management, Information and Planning System5), 1st Edition, 2006, Assumption University Digital Press, Bangkok, Thailand.

Teay, Shawyun, (2007), A Primer on Strategic Organizational Analysis and Planning, 4th Edition, 2007, Assumption University Digital Press, Bangkok, Thailand.

Teay, Shawyun, (2007), An Integrated PMS Model for Strategic Management and Quality Assurance of an entrepreneurial educational institution in Thailand, The SEAAIR Book on Entrepreneurial University, October 2007.

Teay, Shawyun, (2007), AuQS 2000 QMIPS QMS (Quality Management System, 5th Edition, December 2007, Assumption University Digital Press, Bangkok, Thailand.

Teay, Shawyun, (2008), Strategic Triangularization of Quality-Information-Planning System for Higher Education Institute Performance Management, 6th International Conference on Education and Information Systems, Technologies and Applications: EIST A 2008, International Institute of Informatics and Systemics, Orlando, Florida, 291h June- 2nd July 2008.

Thompson, A. A., Jr., Strickland III, A.J. and Gamble. J.E., (2007) Crafting and Executing Strategies - The Quest for Competitive Advantage: Concepts and Cases, 15th Edition, 2007, McGraw-Hill Irwin. pp. 20 - 30 and 11.

Wan, C. D., Sirat, M., and Razak D. A. (2020). Academic Governance and Leadership in Malaysia: Examining the National Higher Education Strategic Initiatives. *Journal of international and comparative education*, 9(2), 91-102.

Westerheijden, D., Beerkens, E., Cremonini, L., Huisman, J., Kehm, B., Kovac, A., . . . Yagci, Y. (2010). The First Decade of Working on the European Higher Education Area: The Bologna Process Independent Assessment. Volume 1: Main Report Enschede: Center for Higher Education Policy Studies, University of Twente.

Wheelen, T. L. and Hunger. D. J., (2004), Strategic Management and Business Policy, 9th Edition, 2004, Pearson Prentice Hall, pp. 9, 10, 69 -74 and 138.

Annex 1: Governance terms Glossary

The glossary is to explain and standardize concepts and terminology related to university governance, quality assurance, and internationalization. It supports the Good Governance Handbook in making understandable to everyone the used language and to provide the same level of knowledge to the different readers. It provides a definition for the most frequently used terms and a reference of the sources used to compile the document.

University Governance terms

Proposed Term	Explanation/Description
Academic autonomy	Academic autonomy refers to a university's ability to decide on various academic issues, such as student admissions, academic content, quality assurance, the introduction of degree programmes and the language of instruction. The ability to decide on overall student numbers and set admission criteria are fundamental aspects of institutional autonomy. While the number of study places has important implications for a university's profile and finances, the capacity to select students contributes significantly to ensuring quality and matching student interest with the programmes offered. The capacity to introduce academic programmes without outside interference and to select the language(s) of instruction enables a university to pursue its specific mission in a flexible way. A free choice of teaching language may also be important in the context of institutional internationalisation strategies. Although quality assurance mechanisms are essential accountability tools, related processes can often be burdensome and bureaucratic. Universities should therefore be free to select the quality assurance regime and providers they consider as appropriate. The ability to design the content of courses (except for the regulated professions) is a fundamental academic freedom.
Academic leadership	Academic leadership is the key to determine the quality of university governance. Academic leadership influences, leads, and guides the multiple

	stakeholders to create a common academic vision through participation, interaction and coupling, and to motivate the members of the university to accomplish the common academic vision.
Accountability	The basic meaning of accountability can be outlined as an account-giving relation between individuals or organizations. In a public sector context, it plays a decisive role because it counterbalances the delegation of power among principal - agent relationships. This means that the more HEIs achieve autonomy from a central authority the more they need to be accountable. Also for private HEIs accountability has a fundamental role, because of the competition mechanisms both in the aspect of resources acquisition and in the aspect of students (customers) satisfaction. The dimension measures the degree of effectiveness in data reporting. The degree of effectiveness is linked to the ability to make available in a clear and transparent way relevant data on different topics. For universities and their leaders, accountability represents the ethical and managerial obligation to report on their activities and results, explain their performance, and assume responsibility for unmet expectations. At the very minimum, all tertiary education institutions should be legally required to fulfill the following two basic dimensions of accountability: (i) integrity in the delivery of education services, and (ii) honesty in the use of financial resources. In addition, many stakeholders have a legitimate claim to expect a cost-effective use of available resources and the best possible quality and relevance of the programs and courses offered by these tertiary institutions. Tertiary institutions maintain accountability specifically through their internal quality assurance mechanisms, regular reporting on academic results and relevance of programs, financial audits, and by putting in place appropriate instruments to prevent and punish corruption.
Employability	A combination of factors (such as job-specific skills and soft skills) which enable individuals to progress towards or enter into employment, stay in employment and progress during their careers. Relevance: The EU and governments consider emphasis of employability in education as a quality element.
Financial autonomy	Financial autonomy refers to a university's ability to decide freely on its internal financial affairs. The ability to manage its funds independently enables an institution to set and realize its strategic aims. European universities receive an important proportion of their funds from the state. Whether this funding is provided as a line-item budget or a block grant, the

	extent to which it may be freely allocated to different budget lines and the length of the funding cycle are important aspects of financial autonomy.
	The ability to keep a surplus and borrow money on the financial markets facilitate long-term financial planning and provide universities with the flexibility they need to fulfil their diverse missions in the most suitable way. Similarly, the capacity to own and sell university-occupied buildings enables them to determine institutional strategies and academic profiles. The ability to charge tuition fees opens up new private funding streams, which make up a significant percentage of university budgets in some higher education systems. In these cases, the freedom to charge and set the level of tuition fees is a crucial factor in deciding on institutional strategies.
Governance	Governance has been defined to refer to structures and processes that are designed to ensure accountability, transparency, responsiveness, rule of law, stability, equity and inclusiveness, empowerment, and broad-based participation. Governance also represents the norms, values and rules of the game through which public affairs are managed in a manner that is transparent, participatory, inclusive and responsive. Governance therefore can be subtle and may not be easily observable. In a broad sense, governance is about the culture and institutional environment in which citizens and stakeholders interact among themselves and participate in public affairs. It is more than the organs of the government.
	International agencies such as UNDP, the World Bank, the OECD Development Assistance Committee (DAC) and others define governance as the exercise of authority or power in order to manage a country's economic, political and administrative affairs. The 2009 Global Monitoring Report sees governance as 'power relationships,' 'formal and informal processes of formulating policies and allocating resources,' 'processes of decision-making' and 'mechanisms for holding governments accountable.'
	Often there is a tendency to equate governance with management, the latter primarily referring to the planning, implementation and monitoring functions in order to achieve pre-defined results. Governance systems set the parameters under which management and administrative systems will operate. Governance is about how power is distributed and shared, how policies are formulated, priorities set and stakeholders made accountable.
	In the development literature, the term 'good governance' is frequently used. In particular, the donors promote the notion of 'good governance' as a necessary pre-condition for creating an enabling environment for poverty reduction and sustainable human development. Good governance has also

	been accepted as one of the targets of the Millennium Development Goals (MDGs). The good governance agenda stems from the donor concern with the effectiveness of the development efforts. Good governance is expected to be participatory, transparent, accountable, effective and equitable and promotes rule of law.
Human resources autonomy	HR autonomy refers to a university's ability to decide freely on issues related to human resources management, including recruitments, salaries, dismissals and promotions. In order to compete in a global higher education environment, universities must be able to hire the most suitable and qualified academic and administrative staff without external prescriptions or interference. The ability to determine salary levels is of prime importance when attempting to attract an excellent international workforce. The civil servant status held by university employees still prevents institutions in a number of European countries from setting salaries. The capacity to promote and dismiss personnel freely enhances an institution's flexibility, providing it with a competitive advantage with regard to staffing matters. The possibility to promote staff on the basis of merit remains restricted in a number of European higher education systems. Compliance with applicable labour laws and regulations is of course not regarded as a restriction on institutional autonomy.
Management	Is the initiative by university manages/administrators to properly and effectively attend to the concerns, queries, proposals, grievances and feedbacks of students, academic and non-academic staff. Management encompasses processes, structures and arrangements that are designed to mobilize and transform the available physical, human and financial resources to achieve concrete outcomes. Management refers to individuals or groups of people who are given the authority to achieve the desired results.
	Run the organization in line with the broad goals and direction set by the governing body. Implement the decisions within the context of the mission and strategic vision. Make operational decisions and policies, keep the governance bodies informed and educated. Be responsive to requests for additional information.
Mission	A mission statement, or simply a mission, is a public declaration that educational organizations use to describe their founding purpose and major organizational commitments—i.e., what they do and why they do it. A

	mission statement may describe day-to-day operational objectives, instructional values, or public commitments to students and community.
National Legal Framework	The legal framework refers to the system of rules and regulation related to higher education
Operational planning	Operational planning is planning that takes place at the department level of an organization. In institutions where planning is not integrated, operational planning usually means the divisions and departments develop their own visions and, with them, their own list of critical resource needs. What this means at budget time is that each functional area has its own requests for institutional resources and these are not necessarily linked to the budget requests from any other functional area.
Organisational Autonomy	Organisational autonomy refers to a university's ability to decide freely on its internal organization, such as the executive leadership, decision-making bodies, legal entities and internal academic structures. The ability to independently select, appoint and dismiss the executive head and to decide on the length of his/her term of office is by no means guaranteed in all European higher education systems. Legal guidelines and restrictions still apply in many countries. University governing bodies, which usually consist of a board or council, a senate or both, decide on long-term strategic issues, like statutes and the budget, and academic matters, such as curricula and staff promotions. If external, non-university members are included in governing bodies and hence involved in such fundamental institutional decisions, it is important that universities have their say in their appointment. The capacity to create profit and not-for-profit legal entities and to decide on internal academic structures is directly linked to an institution's ability to determine and pursue its academic and strategic direction. The ability to set up distinct legal entities may also open up important new funding streams.
Participation	Stakeholders actively participate, through meetings or representations on councils, in the decision-making processes of the HEI.
Stakeholder	<u>Internal stakeholder</u> Person employed by or enrolled at a higher education institution.

	<u>External stakeholder</u> Persons who have a vested interest in the function, practices and outcomes of higher education institutions (may include members of central, regional or local government, employers in the labor market or other representatives from industry, members of labor unions, national student associations, representatives of civic society, graduates, parents of students, etc.).
Strategic Planning	Strategic planning usually refers to the process which results in the development of a strategic plan. This plan identifies the future direction of an institution and maps the way the direction will be reached. Strategic planning is this, but it is also much more. If an effective strategic planning process is in place in an institution, the following should be evidenced: • A clearly defined and articulated institutional direction. • Institutional ability to choose priorities based on self-evaluation and understanding. • Knowledge and ownership of the institutional direction by all major institutional constituencies. • Institutional openness to growth, change. •Institutional ability to respond thoughtfully, but quickly, to new challenges. • Unified plans and actions, with clear lines of accountability. • Strong financial and resourcing plans to back identified strategic directions. • Institutional leader's constant focus on the plan with all constituent groups. • An efficient but effective assessment and reporting strategy.
Third Mission	It refers to an additional function of the universities in the context of knowledge society. The university is not only responsible for qualifying the human capital (Education – the first mission) and for producing new knowledge (Research – the second mission). Universities must engage with societal needs and market demands by linking the university's activity with its own socio-economic context. Today universities develop their strategies around these three missions and play a much more visible and stronger role in the design of modern knowledge societies by providing socially, culturally and economically usable knowledge.
University governance	University governance is defined as the constitutional forms. and processes through which universities govern their affairs. Governance and the process

	of governing the university. interact with the internal and external stakeholders striving for. University governance is one of the key elements that can lead to improving outcomes. Altbach and Salmi (2011) report that the important characteristics of successful world class universities are: leadership, government policy, funding, the ability to continually focus on a clear set of goals and institutional policies, development of a strong academic culture, and quality of the academic staff. University governance is an important driver of change: how institutions are managed is one of the most decisive factors in achieving their goals. There are many governance models that vary according to the national context, the type of institution, the historical legacy, and other cultural, political, and, sometimes, economic factors. It is clear that there is no single model or "one size fits all" approach to university governance. It is also clear that choosing a governance model for adoption by a given institution must be a well thought out decision. As Trakman (2008) suggests, "Good governance is much about timing and judgment: it requires boards of governors to recognize when a governance model is not working, why, and how to repair it."
University Social Responsibility	Faced with the complexity of current and future global challenges, higher education institutions have the social responsibility to advance our understanding of multifaceted issues, which involve social, economic, scientific and cultural dimensions, and our ability to respond to them. It should lead society in generating global knowledge to address global challenges, food security, climate change, water management, intercultural dialogue, renewable energy and public health. Higher education institutions, through their core functions (research, teaching and service to the community) carried out in the context of institutional autonomy and academic freedom, should increase their interdisciplinary focus and promote critical thinking and active citizenship. This would contribute to sustainable development, peace, wellbeing and the realization of human rights, including gender equity. Social responsibility is best understood as the idea that organizations, institutions, and individuals have an obligation to act for the benefit of society as a whole, drawing on principles around ethics and social welfare. Social responsibility plays a critical role in the HE sector, cementing the sector's place within society as a catalyst for innovation, progress, and social and economic development.
University strategy	The university strategy is the core document setting the university's objectives for the future. It is the plan to achieve long-term and short-term

	goals. It reflects the vision of the institution and sets the priorities and main area of intervention for a set period of time.
Vision	A vision statement, or simply a *vision*, is a public declaration that educational organizations use to describe their high-level goals for the future—what they hope to achieve if they successfully fulfil their organizational purpose or mission. A vision statement may describe core organizational values, long-term objectives, or what the organization hopes students will learn or be capable of doing after graduating.

Quality Assurance terms

Proposed Term	Explanation/Description
COURSE EVALUATION (by students and by institutions)	The involvement of every level of the institution, including students, in the quality assessment of single courses and the teaching, which form part of the teacher's quality report to his/her department, which form part of the reports to the central board and to external evaluators - see also "PERIODIC PROGRAM EVALUATION"
EMPLOYABILITY	A combination of factors (such as job-specific skills and soft skills) which enable individuals to progress towards or enter into employment, stay in employment and progress during their careers. Relevance: The EU and governments consider emphasis of employability in education as a quality element.
ETHICAL GUIDELINES	Guidance documents which assist with decisions relating to the responsibility to adhere to established and relevant standards of ethical principles and practice.
EQUALITY	(and Equal opportunities) refers to the absence of discrimination and the promotion of equal treatment in and beyond the organization, e.g. for men and women through a Gender Equality Strategy (see also DISCRIMINATION).
EVALUATION	All systematic processes to assess or value the quality, merit and/or significance of something. Process evaluations describe and assess materials and activities, Outcome evaluations study the effects on participants and Impact evaluations identify longer-term as well as unintended effects (risk assessment). Evaluations can be performed internally or by the appointment of external evaluators.

INSTITUTIONAL ACCREDITATION	The process by which a (non-)governmental or private body evaluates the quality of a higher education institution as a whole or of a specific educational programme in order to formally recognize it as having met certain pre-determined minimal criteria or standards. The result of this process is usually the awarding of a status (a yes/no decision), of recognition, and sometimes of a license to operate within a time-limited validity. The process can imply initial and periodic self-study and evaluation by external peers.
PERIODIC PROGRAM EVALUATION	An overall program evaluation should be completed within a set period. The purpose of evaluation is to assess the overall program quality and the need for changes or improvements. This periodic program evaluation consists of a self-evaluation and an external evaluation. The Norwegian NARIC is entitled to have full insight into the evaluations and may demand changes or improvements in the case of deficiencies.
QUALITY ASSURANCE (QA)	The process or set of processes adopted nationally and institutionally to ensure the quality of educational programmes and qualifications awarded. Quality assurance should ensure a learning environment in which the content of programmes, learning opportunities and facilities are fit for purpose. Quality assurance is often referred to in the context of a continuous improvement cycle (i.e. assurance and enhancement activities).
QUALITY ASSURANCE SYSTEM / FRAMEWORK	The standards for quality assurance have been divided into three (interlinked) parts: - Internal quality assurance - External quality assurance - Quality Assurance agencies. These three form the basis for a European quality assurance framework.
QUALITY CULTURE (Staff and students)	A process in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a formal status and is publicly available.
SELF EVALUATION	A self evaluation is completed by the program leader, and must include feedback from both students and program staff. The self evaluation should include a review of the academic environment.
TRANSPARENCY	The quality of being done in an open way without secrets.

Internationalisation terms

Proposed Term	Explanation/Description

Allocation of credits in ECTS	Allocation of credits in ECTS is the process of assigning a number of credits to qualifications, degree programmes or single educational components. Credits are allocated to entire qualifications or programmes according to national legislation or practice, where appropriate, and with reference to national and/or European qualifications frameworks. They are allocated to educational components, such as course units, dissertations, work-based learning and work placements, taking as a basis the allocation of 60 credits per full-time academic year, according to the estimated workload required to achieve the defined learning outcomes for each component.
Awarding credits in ECTS	Awarding credits in ECTS is the act of formally granting students and other learners the credits that are assigned to the qualification and/or its components if they achieve the defined learning outcomes. National authorities should indicate which institutions have the right to award ECTS credits. Credits are awarded to individual Students after they have completed the required learning activities and achieved the defined learning outcomes, as evidenced by appropriate assessment. If students and other learners have achieved learning outcomes in other formal, non-formal, or informal learning contexts or timeframes, credits may be awarded through assessment and recognition of these learning outcomes.
Credit mobility	The mobility of an exchange student, who stays at a host institution for a period, during which s/he can carry out activities awarding academic credits, which are then recognized by the home institution.
Degree mobility	Learning mobility for degree purposes, even if only part of the programme is undertaken abroad, e.g. in a jointly delivered or jointly awarded degree programme. Where a mobile student enrolls for a complete course in another country or even another institution, this is often described as vertical mobility or programme mobility.
Diploma Supplement	It is a document accompanying a higher education diploma, providing a standardized description of the nature, level, context, content and status of the studies completed by its holder. It is produced by the higher education institutions according to standards agreed by the European Commission, the Council of Europe and UNESCO. The Diploma Supplement is also part of the Europass framework transparency tools. It has the following eight sections of information: - the holder of the qualification - the qualification - its level and function - the contents and results gained

	- certification of the supplement - details of the national higher education system concerned (provided by the National Academic Recognition Information Centres (NARICs)
ECTS credit (European credit Transfer System)	ECTS credits express the volume of learning based on the defined learning outcomes and their associated workload. 60 ECTS credits are allocated to the learning outcomes and associated workload of a full-time academic year or its equivalent, which normally comprises a number of educational components to which credits (on the basis of the learning outcomes and workload) are allocated. ECTS credits are generally expressed in whole numbers.
Joint Degree	A single document which is awarded by higher education institutions offering the joint programme, and nationally acknowledged as the recognized award of the joint programme (EQAR, 2015).
Joint Programme	An integrated curriculum coordinated and offered jointly by different higher education institutions and leading to double/multiple degrees or a joint degree.
Learning agreement	Learning agreement is the document that should be signed, before the start of the mobility period, among the three parties involved in the mobility– the student, the sending institution and the receiving institution- in order to facilitate the organization of credit mobility and its recognition on the programme abroad. The Learning Agreement is intended to give the student the confirmation that the credits he/she successfully achieves during the mobility period will be recognized.
Learning mobility	Learning mobility is normally understood to involve physical mobility in which the learner/student moves to an institution in another country for part or all of a programme of study. The credits from such mobility are formally recognized by the sending institution. The majority of such mobility takes place in the context of planned and organized programmes (e.g. Erasmus), but there is also a considerable amount of 'free mover' mobility which depends on individual initiative. As well as physical mobility it is increasingly possible for learners to participate in virtual mobility. This too may be through organized joint or shared curriculum, or through Open Universities, Open Education Resources, MOOCs, or other on-line material. Learning mobility is of two main kinds, short-term mobility and degree mobility.

Learning outcome	Learning outcomes are statements of what the individual knows, understands and is able to do on completion of a learning process. The achievement of learning outcomes has to be assessed through procedures based on clear and transparent criteria. Learning outcomes are attributed to individual educational components and to programmes at a whole. They are also used in European and national qualifications frameworks to describe the level of the individual qualification.
Recognition (academic recognition)	Approval of courses, qualifications or diplomas from one (domestic or foreign) higher education institution by another for the purpose of admitting students to undertake further studies. Academic recognition can also be sought for an academic career at a second institution and in some cases for access to other employment activities on the labor market (academic recognition for professional purposes). As regards the European Higher Education Area, three main levels of recognition can be considered, as well as the instruments attached to them (as suggested by the Lisbon Convention and the Bologna Declaration): recognition of qualifications, including prior learning and professional experience, allowing entry or re-entry into higher education; recognition of short study periods in relation to student mobility, having as the main instrument the ECTS (European Credit Transfer System); recognition of full degrees, having as the main instrument the Diploma Supplement.
Recognition of credits	Recognition of credits is the process through which an institution certifies that learning outcomes achieved and assessed in another institution satisfy the requirements of one of the programmes they offer.
Short-term mobility	All types of learning mobility beyond that which is solely for degree purposes (see degree mobility). A mobility period that is part of a course (such as a typical ERASMUS study placement) is sometimes called 'horizontal mobility' or 'credit mobility'.
Staff mobility	Staff mobility refers to any mobility for academic or other professional purposes, which is not permanent (i.e. staff intend to return to their home institution). Academic and administrative/technical staff mobility refers to: a) mobility periods undertaken by staff at higher education institutions; b) the crossing of national borders; c) physical (not virtual) mobility; d) organized short-term mobility with the intention of returning to the point of departure (i.e. no permanent migration); e) a mobility period during which teaching or research (or both) are undertaken; f) a mobility period during which training is undertaken.

	Academic staff are engaged mainly in teaching and research, either of which is also the purpose of their mobility. They may thus include (for example) academics in charge of managing a joint programme, provided that they are also engaged in teaching and research. Administrative/technical staff are engaged mainly in administration, which is also the purpose of their mobility, including all situations, such as governance and institutional leadership, in which the main task of staff is no longer academic.
Transcript of Records	An up-to-date record of the student progress in their studies, the educational components they have taken, the number of ECTS credits they have achieved, and the grades they have been awarded. It is a vital document for recording progress and for recognizing learning achievements, including for student mobility. The receiving institution provides the sending institution and the student with a Transcript of Records within a reasonably short period of time (stipulated between the two institutions) after proclamation of the student's results at the receiving institution. Upon successful completion of the set of educational components included in the Learning Agreement and confirmed by the Transcript of Records sent by the receiving institution, the sending institution should recognize fully the agreed number of ECTS credits, transfer them into the student's programme and use them to satisfy the qualification requirements. The sending institution should specify clearly how the educational components taken abroad have been integrated into the home degree programme.
Virtual mobility	Cross-border e-learning (i.e. when a student follows distance learning courses offered by a higher education institution abroad). Virtual mobility can be useful in promoting and complementing physical mobility. Virtual mobility can play an important role in the internationalization strategy of an institution (Mapping University Mobility Project, 2015).

References of Annex 1

University Governance terms

- EUA, European Universities Association: https://www.university-autonomy.eu/dimensions/academic/
- University Governance and Academic Leadership in the EU and China, Chang Zhu and Merve Zayim-Kurtay, Vrije Universiteit Brussel, Belgium
- Rabovsky, T. M. (2012). Accountability in higher education: Exploring impacts on state budgets and institutional spending patterns. Journal of Public Administration Research and Theory, 22(4), 675-700.
- UNESCO, International Bureau of Education: http://www.ibe.unesco.org/en/geqaf/technical-notes/concept-governance
- EUA, European Universities Association: https://www.university-autonomy.eu/dimensions/staffing/
- The Glossary of Education Reform
- A Practical Guide to Strategic Planning in Higher Education, by Karen E. Hinton, Society for College and University Planning (2021), www.scup.org
- EUA, European Universities Association: https://www.university-autonomy.eu/dimensions/organisational/
- MacDonald, A., Clarke, A. and Huang, L. (2019), "Multi-stakeholder partnerships for sustainability: designing decision-making processes for partnership capacity", Journal of Business Ethics, Vol. 160 No. 2, pp. 409-426
- Higher Education Governance in Europe Policies, structures, funding and academic staff, Eurydice, 2008, https://www.sel-gipes.com/uploads/1/2/3/3/12332890/2008_eurydice_-_higher_education_governance_in_europe._policies_structures_funding_and_academic_staff.pdf
- Strategic Planning in Higher Education, Andrea Luxton, Andrews University, 2005
- Pinto, Cruz, De Almeida (2016), Academic Entrepreneurship and Knowledge Transfer Networks: Translation Process and Boundary Organizations
- Universities Through the Looking Glass : Benchmarking University Governance to Enable Higher Education Modernization in MENA: https://openknowledge.worldbank.org/handle/10986/12535
- UNESCO (2009) World Conference on Higher Education: The New Dynamics of Higher Education and Research for Societal Change and Development: https://www.inqaahe.org/sites/default/files/UNESCO%20communique.pdf
- QS Star (2019) The rise of social responsibility in Higher Education

Quality Assurance terms

- European Industrial Relations Dictionary: https://www.eurofound.europa.eu/observatories/eurwork/industrial-relations-dictionary/capacity-building

- European Industry Relations Dictionary: https://www.eurofound.europa.eu/observatories/eurwork/industrial-relations-dictionary/employability
- Research Ethics Glossary: https://media.tghn.org/medialibrary/2013/12/Research_Ethics_Glossary1.pdf
- European Industry Relations Dictionary: https://www.eurofound.europa.eu/observatories/eurwork/industrial-relations-dictionary/equality-between-women-and-men
- ECA (European Consortium for Accreditation) Glossary: http://ecahe.eu/w/index.php?title=Evaluation
- European Area of Recognition - EAR Manual (enic-naric.net)
- Periodic program evaluation – UiO: https://www.uio.no/for-ansatte/arbeidsstotte/sta/kvalitetssystem/uv/iped/engels/periodic-program-evaluation.html
- ECTS User's Guide 2015: https://ehea.info/media.ehea.info/file/ECTS_Guide/00/0/ects-users-guide-2015_614000.pdf
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG): https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf
- About Higher Education Policy, EC: https://ec.europa.eu/education/policies/higher-education/about-higher-education-policy_en

Internationalisation terms

- ECT user guide 2015 : https://ehea.info/media.ehea.info/file/ECTS_Guide/00/0/ects-users-guide-2015_614000.pdf
- EC on the Diploma Supplement: https://ec.europa.eu/education/diploma-supplement_en
- Europass: https://europa.eu/europass/en
- EC on Learning Agreement: https://erasmus-plus.ec.europa.eu/resources-and-tools/mobility-and-learning-agreements/learning-agreements
- Mobility: Closing the gap between policy and practice, EUA publications: https://eua.eu/downloads/publications/mobility%20closing%20the%20gap%20between%20policy%20and%20practice.pdf

Annex 2: Summary list of ENQA Standards 2015

Part 1: Standards for internal quality assurance

1.1 Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

1.2 Design and approval of programmes

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

1.3 Student-centred learning, teaching and assessment

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

1.4 Student admission, progression, recognition and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

1.5 Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

1.6 Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

1.7 Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

1.8 Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

1.9 On-going monitoring and periodic review of programmes

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

1.10 Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

Part 2: Standards for external quality assurance

2.1 Consideration of internal quality assurance

External quality assurance should address the effectiveness of the internal quality assurance

described in Part 1 of the ESG.

2.2 Designing methodologies fit for purpose

External quality assurance should be defined and designed specifically to ensure its fitness to achieve

the aims and objectives set for it, while taking into account relevant regulations. Stakeholders should

be involved in its design and continuous improvement.

2.3 Implementing processes

External quality assurance processes should be reliable, useful, pre-defined, implemented

consistently and published. They include

- a self-assessment or equivalent

- an external assessment normally including a site visit

- a report resulting from the external assessment

- a consistent follow-up.

2.4 Peer-review experts

External quality assurance should be carried out by groups of external experts that include (a) student member(s).

2.5 Criteria for outcomes

Any outcomes or judgements made as the result of external quality assurance should be based on

explicit and published criteria that are applied consistently, irrespective of whether the process leads

to a formal decision.

2.6 Reporting

Full reports by the experts should be published, clear and accessible to the academic community, external partners and other interested individuals. If the agency takes any formal decision based on the reports, the decision should be published together with the report.

2.7 Complaints and appeals

Complaints and appeals processes should be clearly defined as part of the design of external quality assurance processes and communicated to the institutions.

Part 3: Standards for quality assurance agencies

3.1 Activities, policy and processes for quality assurance

Agencies should undertake external quality assurance activities as defined in Part 2 of the ESG on a regular basis. They should have clear and explicit goals and objectives that are part of their publicly available mission statement. These should translate into the daily work of the agency. Agencies should ensure the involvement of stakeholders in their governance and work.

3.2 Official status

Agencies should have an established legal basis and should be formally recognised as quality assurance agencies by competent public authorities.

3.3 Independence

Agencies should be independent and act autonomously. They should have full responsibility for their operations and the outcomes of those operations without third party influence.

3.4 Thematic analysis

Agencies should regularly publish reports that describe and analyse the general findings of their external quality assurance activities.

3.5 Resources

Agencies should have adequate and appropriate resources, both human and financial, to carry out their work.

3.6 Internal quality assurance and professional conduct

Agencies should have in place processes for internal quality assurance related to defining, assuring and enhancing the quality and integrity of their activities.

3.7 Cyclical external review of agencies

Agencies should undergo an external review at least once every five years in order to demonstrate their compliance with the ESG

http://www.ehea.info/media.ehea.info/file/ESG/00/2/ESG_2015_616002.pdf

Annex 3: Governance terms Glossary

Curriculum design & revision:

- Oxford University: https://www.ox.ac.uk/admissions/graduate/courses/courses-a-z-listing/

- Columbia University: https://undergrad.admissions.columbia.edu/academics/college/core/

- Yale University: http://catalog.yale.edu/ycps/yale-college/

- Princeton University: https://www.princeton.edu/academics/studying-princeton#:~:text=Our%20curriculum%20emphasizes%20learning%2C%20creativity,in%20one%20area%20of%20concentration/

- Harvard University: https://oue.fas.harvard.edu/college-curriculum/

Methodology for innovative teaching and learning:

- https://as.cornell.edu/education/education-innovation/

Request quality review by an external committee:

- Karolinska Institutet: https://ki.se/en/about/about-kis-quality-assurance-system/

Apply for accreditation or recognition :

- MIT**:** https://accreditation.mit.edu/

Collaboration with the industry:

- https://www.ox.ac.uk/research/engage-with-us/external-organisations/partnerships/industrial-strategy

- https://otd.harvard.edu/explore-innovation/technologies/results/?q=&category=materials-science-interface-science/

- https://biox.stanford.edu/get-involved/corporations/partnership-model/

Feedback from stakeholders:

- https://www.cam.ac.uk/about-the-university/how-the-university-and-colleges-work/cambridge-university-endowment-fund/

- https://www.strategic-partnerships.admin.cam.ac.uk/

- https://facilities.uchicago.edu/construction/project_delivery_guide/project_controls/governance/team_members_and_responsibilities/university_stakeholders_technical_groups/

- https://english.pku.edu.cn/collaboration.html/

- https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/staff-development/public/impex/Stakeholder-management-21jun17.pdf/

- https://www.imperial.ac.uk/research-and-innovation/support-for-staff/joint-research-office/hrs/stakeholders/

Strategic plan should incorporate Quality Management System (QMS), an Information Management System (IMS), and a Planning Management System (PMS) :

- Harvard University: a-https://cdn1.sph.harvard.edu/wp-content/uploads/sites/2597/2021/09/HSPH_Strategic-Implementation-Plan_FINAL.pdf**/**

- b- https://hillel.harvard.edu/strategic-plan/?#strategic-plan/

- c- https://www.harvard.edu/programs/information-management-systems/

- University of Birmingham: https://www.birmingham.ac.uk/research/activity/mds/mds-rkto/governance/qms.aspx/

- University of Oxford: https://www.ox.ac.uk/sites/files/oxford/field/field_document/Strategic%20Plan%202018-24.pdf/

- The University of Manchester: https://www.manchester.ac.uk/discover/vision/

An action plan specifies actions to attain a goal:

- Stanford University: https://cardinalatwork.stanford.edu https://cardinalatwork.stanford.edu/engage/news/benefits-rewards/2022-winter-closure-checklist

- Imperial College London: https://www.imperial.ac.uk/academic-strategy/

- University of Chicago : https://www.uchicago.edu/faculty

- https://www.uchicago.edu/who-we-are/what-we-value/

- University of Oxford: https://www.ox.ac.uk/about/organisation/strategic-plan-2018-24/

Quality policies, guidelines, and support systems must be built in all quality management areas, including teaching & learning, employability, research, services, governance, and international cooperation:

- University of Oxford**:** https://academic.admin.ox.ac.uk/quality-assurance/

- Harvard University: https://content.sph.harvard.edu/clarc/quality_management.pdf/

- Quality management handbook (manual) :

- The London School of Economics**:** https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Quality-Assurance/Quality-assurance-handbook/

- The University of Buckingham University**:** https://www.buckingham.ac.uk/about/handbooks/quality-handbook/

Monitoring of student evaluations:

- Columbia University:

- https://www.vagelos.columbia.edu/education/student-resources/honor-code-and-policies/vp-s-and-university-policies/procedures-reviewing-student-evaluations-their-learning-experiences/

- https://provost.columbia.edu/content/assessment-student-learning/

- https://provost.columbia.edu/sites/default/files/content/Academic%20Programs/Assessing%20Student%20Learning.pdf/

- The University of British Columbia: https://seoi.ubc.ca/files/2020/10/Student-Evaluations-of-Teaching-Report-Apr-15-2010.pdf/

Monitoring the performance quality of academic personnel:

- Yale University: https://its.yale.edu/about-it/it-staff-resources/performance-management/

- University College London: https://www.ucl.ac.uk/human-resources/professorial-appraisal-review/

- Cambridge University: https://www.cambridgeinternational.org/Images/271311-evaluating-teaching.pdf/

Use of several evaluation techniques for academic programs:

- **Colombia University**:

- a - https://fas.columbia.edu/faculty-resources/course-evaluations/ (Evaluation of courses by students)

- b- https://www.cambridge.org/core/books/abs/english-for-academic-purposes/evaluation-students-and-courses/

- **Oxford University**: a- https://www.ox.ac.uk/students/life/student-surveys/ (student satisfaction survey)

- **London School of Economics**: b- https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Surveys/Results/

- **Rogers State University:** https://www.rsu.edu/wp-content/uploads/2015/05/StudentOpinionSurvey13.pdf

Evaluate student assistance structures:

- Harvard University**:** https://www.hsph.harvard.edu/career-services/

- Columbia University - https://www.careereducation.columbia.edu/career-counseling

- Oxford University - https://www.careers.ox.ac.uk/

- University of Cambridge - https://www.careers.cam.ac.uk/

- Southern Utah University - https://www.suu.edu/online/admissions-rep.html

- Southern Utah University **–** https://www.suu.edu/blog/2018/06/school-student-success-advisor.html

- The University of Chicago https://collegeadmissions.uchicago.edu/academics/academic-advising-and-support

- Stanford University https://cardinalatwork.stanford.edu/learning-stanford/career-guidance

- American University: https://www.american.edu/provost/academic-access/assistive-technology.cfm

- Columbia University - https://www.cuit.columbia.edu/

- Oxford University -https://www.ictf.ox.ac.uk/

- University of Cambridge https://www.gci.cam.ac.uk/subject/information-and-communication-technologies-ict

- e-Stanford University https://wto.stanford.edu/

- American University**:** https://www.american.edu/library/archives/

- The University of Chicago - https://www.lib.uchicago.edu/scrc/archives/usworldwide/

- Harvard University - https://library.harvard.edu/libraries/harvard-university-archives

- Ohio University - https://www.ohio.edu/library/collections/archives-special-collections

- The University of Edinburgh - https://www.ed.ac.uk/information-services/library-museum-gallery/finding-resources/library-databases/databases-subject-a-z/primary-sources

- Columbia University -https://guides.library.columbia.edu/historytheses/british

- Oxford University -https://www.bodleian.ox.ac.uk/universityarchives

- Stanford University https://www.hoover.org/library-archives

- American University: https://www.american.edu/cas/cs/research.cfm

- Harvard University - https://ui.adsabs.harvard.edu/abs/2014SPIE.9289E..21H/abstract

- Columbia University -https://designconstruct.cufo.columbia.edu/content/laboratories-classrooms-and-administrative-renovations?page=1

- Oxford University -https://sustainability.admin.ox.ac.uk/labs

- The University of Chicago https://urbanlabs.uchicago.edu/labs/education

- Stanford University https://learninglab.stanford.edu/

Management of Quality and Employability:

- University of Manchester https://www.careers.manchester.ac.uk/findjobs/graduatejobs/mgt/

- University of Manchester: https://www.careers.manchester.ac.uk/findjobs/graduatejobs/agencies/

- Kings' College London: https://www.kcl.ac.uk/careers/supporting-you/e-learning

- University of Edinburgh: https://www.ed.ac.uk/alumni/services/benefits/careers

- University of Manchester: https://www.careers.manchester.ac.uk/findjobs/internships/

Quality Management and Research:

- University of Bath: https://www.bath.ac.uk/corporate-information/internal-peer-review/

Quality Management and Governance:

- Ohio University: -https://www.ohio.edu/medicine/about/initiatives/strategy

- Cleveland State University: https://www.csuohio.edu/uspc/brief-history-strategic-planning-process

- The University of Manchester: https://documents.manchester.ac.uk/display.aspx?DocID=25548

- Ohio University: https://www.ohio.edu/oit/help/service-desk-ola

- University of Oxford: https://www.ox.ac.uk/about/facts-and-figures/admissions-statistics/undergraduate/additional-info/access-agreement-target-categories

- Cornell University: https://fcs.cornell.edu/about-us/service-level-agreements

- Washington State University: https://its.wsu.edu/service-level-agreements/

- University of Sussex: https://www.sussex.ac.uk/its/about/sla

- NC State University: https://provost.ncsu.edu/institutional-quality/assessment/administrative-assessment/

- Texas State University: https://www.avpie.txst.edu/Administrative-Effectiveness-Outcomes.html
- University of Oxford: https://academic.admin.ox.ac.uk/article/revised-administrative-processes-for-carry- forward-of-assessment-marks
- University of Brighton: https://www.brighton.ac.uk/about-us/contact-us/professional-services-departments/index.aspx
- The California State University: https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/Pages/academic-policies.aspx
- University of London: https://www.london.ac.uk/about-us/how-university-run/academic-quality
- University Of Westminster: https://www.westminster.ac.uk/about-us/our-university/corporate-information/policies-and-documents-a-z/quality-assurance-and-enhancement-handbook

Quality Management and Internationalization:

- Harvard University: https://www.harvard.edu/about/harvard-in-the-world/
- Stanford University: https://international.stanford.edu/
- Columbia University: https://isso.columbia.edu/
- University of Chicago:
  - https://www.uchicago.edu/who-we-are/global-impact
  - https://internationalaffairs.uchicago.edu/
- Yale University: https://world.yale.edu/
- Princeton University: https://international.princeton.edu/international-glance/

Quality management, revenue creation, and community services:

- https://www.gold.ac.uk/business/consultancy-contract-research/ (consulting services and contract research)
- https://www.sheffield.ac.uk/gprg/services/commercial-testing/ (commercial testing services)
- https://www.hartford.edu/student-life/clubs-activities/community-service/ community services)