

Inaugural Mediterranean Conference  
American College of Greece – Deree Campus  
September 8-10, 2016

What Good University Governance is.....  
and what it is NOT.

The Role of outside Evaluation, Accreditation and International  
Collaboration in fostering good university governance  
and INTEGRITY

*Gina Cinali*

Director, Office of Institutional Research and Effective

Faculty Member – Political Science

Al Akhawayn University in Ifrane, Morocco

Board Member, International Center for Academic Integrity



## *Disclosing background and bias*

- Personal Experience, Education and Impressions from Europe, North America, Middle East and North Africa, China and West Africa.
- Work in Iran, Belize, Belgium, Poland, Portugal, Kuwait, Egypt, Saudi Arabia, Nigeria, US, China, Denmark, Lebanon, UAE, Qatar, Morocco
- Economics, Political Science, Wall Street, University Administration, Academic Integrity Endeavors
- Observing Humanity at its best and its worst

# Why Look at University Governance

Mindful of the many themes our affinity groups have featured:

*Integrity – It starts with us...*

*Integrity as the way forward...*

*Bring a brick...*

It is clear that Ethics and Integrity is SO much more than policing and catching students

# *What is Good Governance?*

Good governance is about the processes for making and implementing decisions. It's not about making 'correct' decisions, but about the best possible **process** for making those decisions.

Source: Municipal Association of Victoria, Victorian Local Governance Association, Local Government Victoria and Local Government Professionals to promote good governance in local government. – <http://www.goodgovernance.org.au/about-this-site/#sthash.CKNHXrfH.dpuf> emphasis added

# *What is Good Governance?*

There is no single and exhaustive definition of “good governance,” nor is there a delimitation of its scope, that commands universal acceptance. The term is used with great flexibility.

..... consensus that good governance relates to political and institutional processes and outcomes that are deemed necessary to achieve the goals of development.

1. transparency
2. responsibility
3. accountability
4. participation
5. responsiveness (to the needs of the people)

Source UN Commission on Human Rights – Resolution 2000/64

<http://www.ohchr.org/EN/Issues/Development/GoodGovernance/Pages/GoodGovernanceIndex.aspx>

# *What is Good Governance?*

Good characteristics. It is.....

1. participatory
2. consensus oriented
3. accountable
4. transparent
5. responsive
6. effective and efficient
7. equitable and inclusive ...and
8. follows the rule of law.

Source: UN – ESCAP United Nations Economic and Social Commission for Asia and the Pacific (ESCAP)

<http://www.unescap.org/sites/default/files/good-governance.pdf>

# *What is Good Governance?*

Critique by Political Scientist John Gerring

First, “good governance” lacks parsimony.

Second, “good governance” lacks differentiation.

Third, “good governance” lacks coherence.

Fourth “good governance” lacks theoretical utility.

*“It confuses, rather than aids, in the formulation of theory and the related project of hypothesis testing, not least because the concept is so fluid that analysts can easily define it in the way that best fits their data.”*

Source: John Gerring What Makes a Concept Good? A Critical Framework for Understanding Concept Formation in the Social Sciences *Polity* Vol. 31, No. 3 (Spring, 1999), pp. 357-393

# *What is Good Governance?*

## **University Governance Screening Card**

**DIMENSION 1: CONTEXT, MISSION and GOALS** Are the missions of the University formally stated?

**DIMENSION 2: MANAGEMENT** Are the management mechanisms results-based or traditional?

**DIMENSION 3: AUTONOMY** What is the degree of academic, HR Management, and financial autonomy?

**DIMENSION 4: ACCOUNTABILITY** How much is the university held responsible vis à vis its stakeholders?

**DIMENSION 5: PARTICIPATION** Do the stakeholders have a voice in decision making?

# *What is Good Governance?*

*Good Governance is like Good Housekeeping – protects a home from decay – but if the focus is only outward, cosmetic repairs, facelifts and if the house is not structurally sound, comfortable to navigate, or is left unkempt, damaged, un-repaired - the house will collapse – or, at best, decay - becoming an unhealthy place, unfit for habitation.*

# *What is Good Governance?*

Main areas of concern:

- Mission – Purpose - Goals
- Financing / Business Model – Legal Status
- Autonomy
- Delegation of Power - Participation in Decision Making
- Accountability – to society and immediate stakeholders
- Processes – clarity of policies, processes and procedures
- Recruitment - Retention processes and policies
- Academic Freedom
- Students' rights/voices
- Transparency
- Communication
- Affiliations / Certification/ Accreditation

# Regional cooperation: World Bank University Governance Quality Assurance Program in MENA

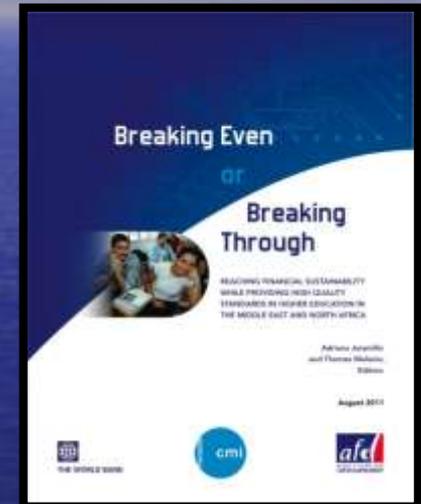
A partnership between the World Bank and the Center for Mediterranean Integration CMI covering:

## -Analytical work

- “Breaking even or breaking through. Reaching financial sustainability...”, 2011
- “Internationalization of higher education in MENA. Policy issues associated with skills formation and mobility”, 2011 *Jaramillo, Ruby, Henard, Zaafrane,*
- “Governance as a tool for promoting change 100 universities in MENA paving the way, 2013  
*Jaramillo*

-**Benchmarking** – 100+ universities in 7 (now 8) MENA countries

-**Community of practice**



# The Promise of the World Bank Project

**التحولان في التعليم العالي**  
تحوّل تطوير الحوكمة وضمان الجودة  
من أجل المنافسة والتوظيف

**PARADIGM SHIFTS  
IN TERTIARY EDUCATION**  
Towards Improved Governance and Quality  
for Competitiveness and Employability

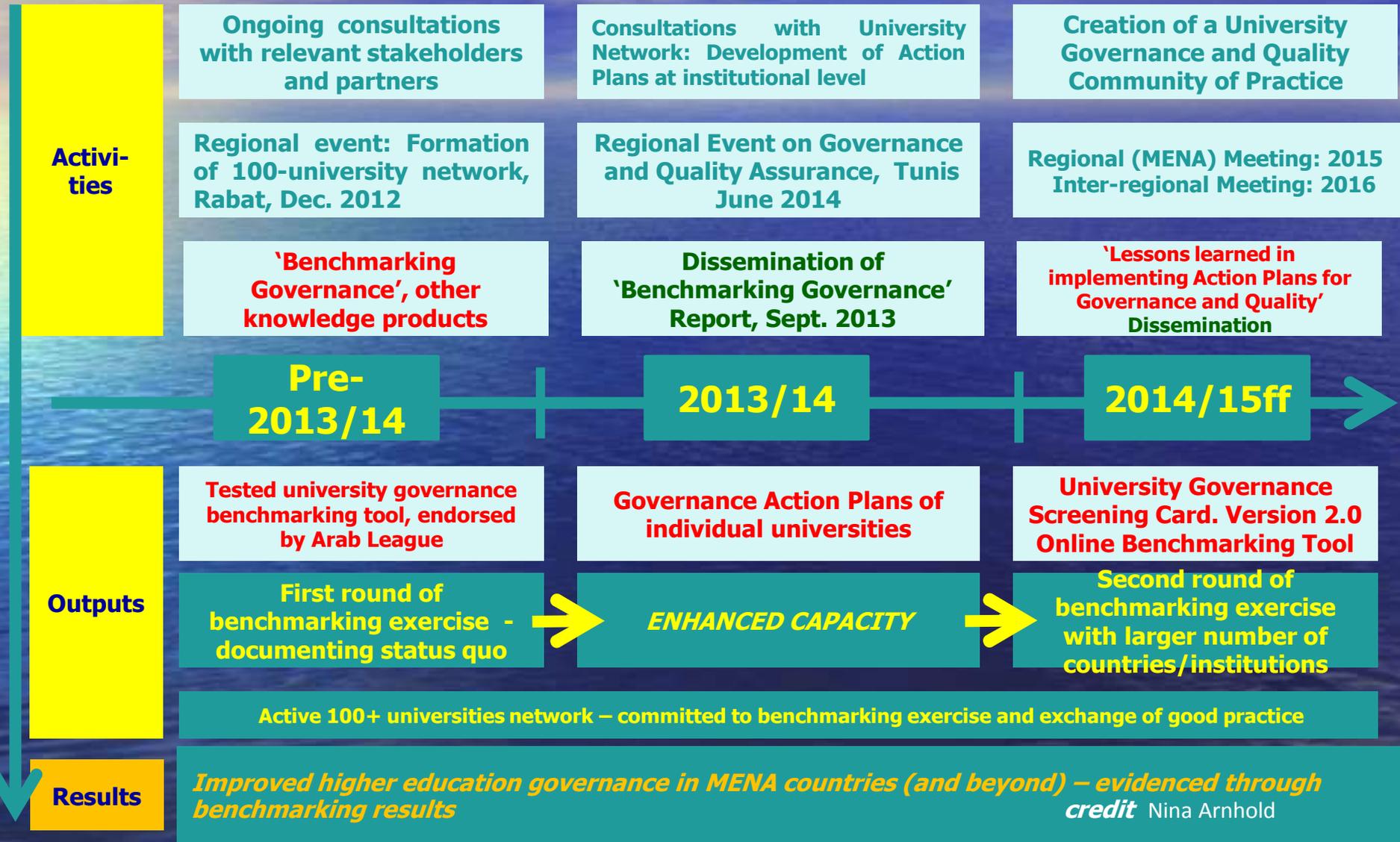
**CHANGEMENT DE PARADIGME  
DANS L'ENSEIGNEMENT TERTIAIRE**  
Amélioration de la Qualité et de la Gouvernance  
en faveur de la Compétitivité et de l'Employabilité

 **WORLD BANK GROUP**      

# Regional cooperation

## World Bank University Governance and QA Program in MENA

*Adapted from Nina Arnhold, Bologna Policy Forum, Yerevan 2016*



# Challenges and Obstacles

- LATENT Transparency
- Facilitation of knowledge about rights and options
- Sincerity in Inclusiveness vs. lip service
- Show for outside consumption
- Old habits die hard
- Reluctance to share info, stage, (“power of knowledge”)
- Complacency, lack of curiosity
- Lack of outside involvement – “keeping it real”
- Reluctance to question, to challenge authority

# Communication

- Make information clear and readily available
- Invite stakeholders to become involved
- Be sincere
- Once is not enough - need reinforcement
- Proper orientation programs/induction to community
- Town-hall/ All-University meetings

# Institutional DNA

- Make it the “Normal Thing”

## Challenges:

- High turnover – more vigilance in reinforcing concepts
- Difficult to build permanent Esprit de Corps
- Particularly in Gulf countries - People come and go.
- Lack of stability – continuity
- Fear of letting go of power, information, control

# Succession Planning

Knowledge is Power  
and

I am irreplaceable.

Key manager insurance ???

Back-up – replacement ???

# Crisis Management

Contingency Planning

An Afterthought at best.

What if scenarios...

Often too little, too late

# Ossification

Complacency

“Respect” misunderstood...

Age and Seniority trumps competence

Lack of Institutional Renewal

Failure to demand continuous performance

... but we have always done it this way

# So how might the World Bank / CMI Governance score card project help?

Completely voluntary

- Started with a few countries in the gulf and the Levant
- adding countries and institutions in the MENA and Mediterranean region
- Latest World Bank conference in Algiers well attended by countries from Africa, Asia, Mediterranean
- Ambition – go Worldwide

# What is being asked?

- Starts with a Survey about Governance in your institution along many dimensions
- Followed up with a 2 hour interview (verification)
- Adjustments, scrutiny and a score – in development – to benchmark
- International conferences and debates to create camaraderie and strength
- Continuously adding countries and institutions in the MENA/Mediterranean region - Worldwide

# Survey

40 questions – mandatory

- Basic Information about the institution
- A Self-assessment – interviewee gives own perception
- Core of study Divided into 5 axes
- Some additional indicators about the institution
  
- Most are No/Yes 0/1 answers

# You are asked to rate aspects of your institution

According to your own perception of the institution, how would you rate the following aspects:

## 1. Context, Missions and Goals

*Is the mission of the Institution formally and stably stated?*

Informal statement of goals

Formal and stable statement of goals

## 2. Management Orientation

*Is the Management Orientation results based?*

Traditional Management

Market-Oriented Management

## 3. Level of Autonomy

*What is the degree of academic, human resources management and financial autonomy?*

No Autonomy

Full Autonomy

## 4. Level of Accountability

*How much is the institution held responsible vis a vis its stakeholders?*

No Accountability

Full Accountability

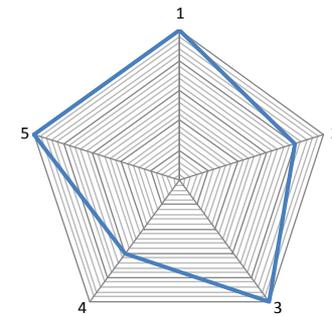
## 5. Participation

*Do the stakeholders have a voice in decision mechanisms ?*

Centralized decision

Wide participation

Screening Card



# Regional cooperation

## World Bank University Governance and QA Program in MENA

### University Governance Screening Card – Dimensions Outlook

#### **DIMENSION 1: CONTEXT, MISSION and GOALS**

- *Are the missions of the University formally and stably stated?*

#### **DIMENSION 2: MANAGEMENT**

- *Are the management mechanisms market-oriented or traditional?*

#### **DIMENSION 3: AUTONOMY**

- *What is the degree of academic, staffing, and financial autonomy?*

#### **DIMENSION 4: ACCOUNTABILITY**

- *How much is the university held responsible vis à vis its stakeholders?*

#### **DIMENSION 5: PARTICIPATION**

- *Do the stakeholders have a voice in decision making?*

# What are we trying to get at

## Pretense and Reality

- Latent Transparency – Info buried in plain sight
- Words of welcoming participation, but no venues
- Lip-service to soliciting faculty input – no bodies
- Pretending to listen to students – no forum/venue
- Policies on the books – but not enforced
- Claim of autonomy but fear of ... Government, Ruler, Financial sponsor, Owner

This survey will get at these items – create dialogue.

# Listen !!!!

and ACT on advice...

- Advisory Boards
- Alumni Association
- Surveys –  
Students, Colleagues, Employers

# Allies

## Outside push for Change

- International Dialogue
- Support of likeminded **Colleagues**
- Push from **National Oversight** bodies
- Push from **Accreditation** Bodies
- Increased focus/**scrutiny** – internationally
- Naming, blaming, shaming
- Nowhere to hide

# Quality Assurance???

(One of the big misnomers)

Nobody can...

“Assure” or “Ensure” or “Insure”  
the Quality or the Essence of a  
product - or a claim

At best we can help each other  
gauge something.

# Validation?

Internal and External scrutiny, audits can help..

Keep people and institutions somewhat honest  
or at least

Prevent the most egregious violations of trust  
and

Set certain expectations

Provide support for each other

Trust .... But verify.

# Educate stakeholders

Ask Questions!

- Ask about the funding structure, legal status !
- Private not for profit?
- Private for profit?
- Public/Independent ?
- Who is on the Board?
- Who are the Founders?
- What does the Mission statement claim?
- How transparent is the institution?
- Internal and External validation and reputation

# Accreditation

- Under attack and scrutiny – for good reason
  - Not perfect
  - Not evenly “distributed” across the globe
  - Completely absent in some regions/countries
  - Can be corrupted
- ... yet...

Probably our best bet for some “quality assurance”  
And universally agreed upon norms.

# How bad can it be?

...Some of the wrongdoings perpetrated by some (many) universities:

- Inadvertent mistakes
- Deliberate deceit
- Carelessness
- Lack of Understanding
- Lack of Care
- Criminal negligence – outright crime

## *Tackling the very real and offensive infractions tolerated by institutions (universities/colleges) - globally*

- Privileged Access and Protection from Prosecution
- Favored admissions, grades, pass-through
- Hiring, promotion, tenure derived from “connections”
- Lack of Oversight in hiring – fake diplomas, imposter degrees, inflated CVs, “looking askance at impropriety”, threatening the “righteous”
- Faculty in dereliction of duty, cancelling classes, recycling syllabi, lectures, exams, plagiarizing, selling grades, tutorials, selling exam questions – and answers, exchanging favors, failing to report wrongdoing...
- Copy-right infringements, piracy, contract cheating
- Degree mills, diploma mills, paper mills

# *Academic Freedom ... misunderstood*

- Definition ( AAUP) an often misunderstood Freedom
- Not License for convenience, nor for rabble rousing
- Finding a Balance – Do not endanger Students or yourself or your colleagues
- Insist on Integrity in Course Delivery
- Draw the line between Cultural Sensitivity and “selling out”
- The democrat’s dilemma
- Knowing when to quit

# *When should educators speak up?*

- Exercise caution and respect as guests in other countries... but
- Do not compromise on the integrity of one's field of training
- Do not cave in to bullying and...
- Some abrupt changing that can lead to closing down of social, political and academic space

# Globalization and Challenge to Cultural Diversity

*Quoting (excerpt) from Preamble to UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions 2005*

*Noting* that while the processes of globalization, which have been facilitated by the rapid development of information and communication technologies, afford unprecedented conditions for enhanced interaction between cultures, they also represent a challenge for cultural diversity, namely in view of risks of imbalances between rich and poor countries....

# The flip side:

- Educate “consumers” to insist on better definitions and substantiation of claims
- Insist that purveyors know the intention behind, and method of, purveying their own product
- Dialogue involving all stakeholders
- Voluntary and/or mandatory oversight
- Perhaps a “money-back” guarantee?????

# The Promise

- Inclusive design of international standards
- World Bank project – Governance Scorecard
- Everyone serious is invited to participate
- Voluntary and/or mandatory oversight
- Continuous process – evolution
- Technology allow for/force enhanced:  
*Transparency, communication, vigilance.*



*Thank You!*

Would like to hear from you 😊

[Gina.cinali@aui.ma](mailto:Gina.cinali@aui.ma)

[gec11@columbia.edu](mailto:gec11@columbia.edu)