



INSPIRE

Innovative Governance Practices
in the Higher Education Institutions



Stakeholders Mapping

According to Miles (2012), the concept of the ‘stakeholder’ has become central to business and to all kind of organizations), yet there is no common consensus as to what the concept of stakeholder means, with hundreds of different published definitions suggested. There are a number of different components that can be considered when defining the term, summarized in the following questions:

- Who are the stakeholders?
- Who is identifying the stakeholder?
- How does the organization impact the stakeholder?
- What is the nature of the stake?
- What does the stake relate to?

According to R. Edward Freeman, a stakeholder is “any group or individual who can affect or is affected by the achievement of the organization’s objectives”. For the purpose of the current research, a stakeholder is intended as those individuals or bodies having an interest in the activities of the university.

From this perspective, a first general distinction is made between internal and external stakeholder, first in general terms, then in relation to the HE context and the university as the main actor. The following table outlines the main features of internal and external stakeholders, while the second table outlines those which have been defined as internal and external stakeholders for HEIs in the Iraqi context.

Table 1: Internal and external stakeholders Source: Adapted from managementnote.com

BASIS FOR COMPARISON	INTERNAL STAKEHOLDERS	EXTERNAL STAKEHOLDERS
Meaning	The individuals and parties that are part of the organization are known as Internal Stakeholders.	The parties or groups that are not part of the organization, but are affected by its activities are known as External Stakeholders.
Nature of impact	Direct	Indirect
Who are they?	They serve the organization.	They are influenced by the organization’s work.
Employed by the entity	Yes	No
Responsibility of the company towards them	Primary	Secondary

BASIS FOR COMPARISON	INTERNAL STAKEHOLDERS	EXTERNAL STAKEHOLDERS
Includes	Employees, owners, boards of directors, managers, investors, etc.	Suppliers, customers, creditors, clients, intermediaries, competitors, society, government, etc.

Table 2: Internal and external stakeholder in the Iraqi HE context

INTERNAL STAKEHOLDERS	EXTERNAL STAKEHOLDERS
Students	Ministry oh HE and SR
Students' Union	Central quality department
Alumni	Local authorities
Professors (including researchers)	Private sector
Administrative staff	Research institutes
	Donors
	International organizations
	European Union
	Non-governmental organizations

In the last decades the role of external stakeholders has emerged in Higher Education. Maassen (2000) states: "In the relationship between higher education and its environments the involvement of external actors in policy processes has changed in two ways. First, in the national higher education policy networks the dominant actors were traditionally government and institutional representatives. The reforms implied that the role of other external actors in these networks has become more prominent. Second, external actors have become more directly involved in the internal affairs of the higher education institutions. This includes both participation in institutional governance structures and involvement in the basic activities of universities and colleges, especially teaching" (Maassen, 2000b: 377).

Starting from this perspective, many different stakeholder maps may be defined and may describe the relationships between organizations and stakeholders. The stakeholder map can be used to describe the most important stakeholders of each institution. After the institution has identified its stakeholders, it can evaluate relationships and develop them in a systematic and effective manner.



Innovative Governance Practices in the Higher Education Institutions in Iraq

The mapping of stakeholders in the current analysis has been done looking at the outcomes of the self-assessment for what concerns the participation dimension of governance. First, universities have been asked to do a **prioritization exercise** in relation to each governance dimension, and later assessing the importance of the participation of each stakeholder (internal and external) in the institutional life. Then, participants in the self-evaluation have been asked to **assess to what extent each actor participates** in the decision-making process and/or is in the position to influence decisions, in relation to the each of the strategic university activities: teaching, research, third mission (also said in Iraq university's social role).

The results of the self-evaluation for the Participation dimension of governance are reported in the following pages for each university of the Consortium. The document reports the statistic values for each indicator, as an average score of the answers provided by the staff members of the university. To represent the relations between the university and the stakeholders, a graphic map has been also developed: a quadrant with two axes, which separates stakeholders depending on their nature and role. To map stakeholders in the quadrant, a simple legend based on colors and shapes has been used. The bigger green circles represent the actors which are more engaged in the university decision-making process up-to-date; the medium light blue circles represent these actors which are in a medium position, namely the actors which have a limited influence in the governance of the university; the smaller orange circles are these representing the less involved actors which have very little influence on the process of decision.

Based on the outcomes of the stakeholders mapping, each university will be able to develop a specific intervention plan regarding the involvement of internal and external stakeholders in the university governance for the delivery of higher quality education and services. In addition, the analysis of the results sheds further light on the specific perceived priorities of each university and help towards which actors the university must define actions to strengthen specific relations.

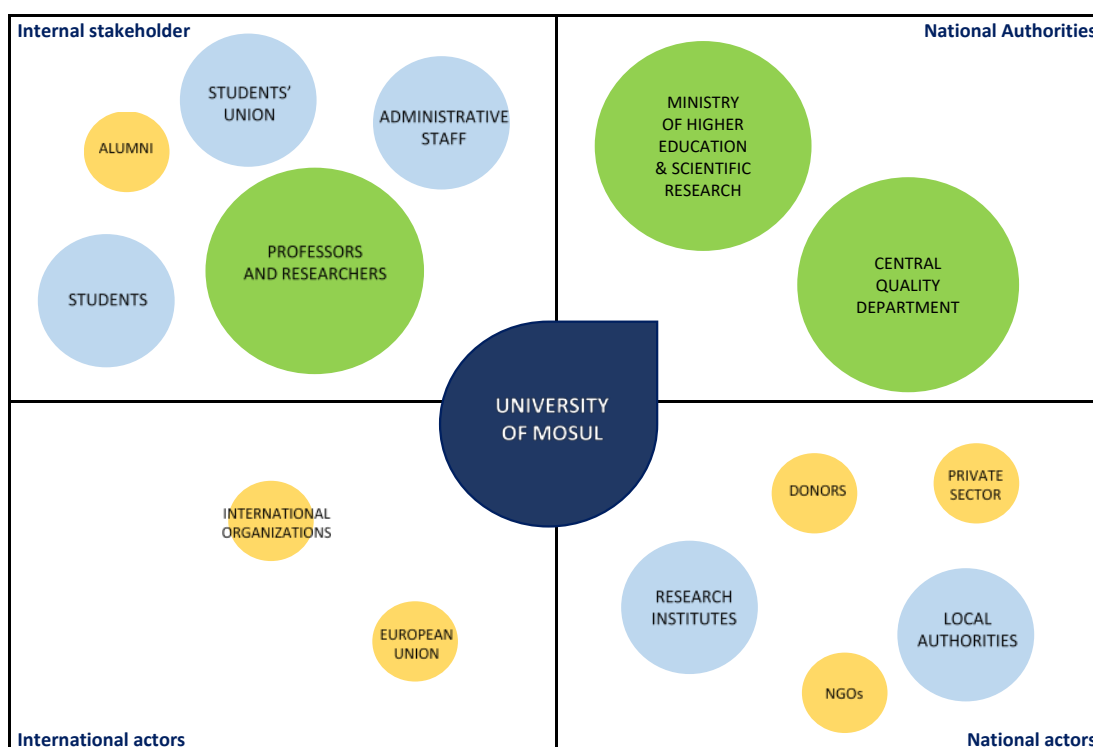
University of Mosul

Importance of governance dimension	
Dimension	Priority factor
Participation	3.8

Importance of involving stakeholders	
Stakeholder	Priority factor
Private sector	3
European Union	3
Donors	2.4
Students' Union	3.1
Local authorities	3.1
Central quality department	3.3
International organizations	3.3
Non-governmental organizations	3.3
Alumni	3.7
Administrative staff	4
Students	4.1
Professors (including researchers)	4.1
Ministry of HE and SR	4.1
Research institutes	4.3

Stakeholders' participation			
Stakeholder	Assessment		
	Teaching	Research	Third Mission
Students	3.1	2.9	3.9
Students' Union	2.9	2.6	3.6
Alumni	2.6	2.7	3.3
Professors (including researchers)	4.3	4.3	3.6
Administrative staff	3	3	3.3
Ministry of HE and SR	3.6	3.4	3.1
Central quality department	3.4	3.3	3
Local authorities	2.9	2.9	2.7
Private sector	2.7	2.3	2.6
Research institutes	3.3	3	3.1
Donors	2.4	2.9	2.6
International organizations	2.6	2.6	2.4
European Union	2.4	2.6	2.7
Non-governmental organizations	2.3	2.4	2.4

The dimension of participation is among the priorities of the university. The stakeholders considered more important for the institutional performance are research institutes, the Ministry of Higher Education and Scientific Research, academic staff, students and administrative staff. Relevance is also given to the other external stakeholders, the central quality department and local authorities. However, results in the assessment show that the actual governance arrangement allow participation in the decision-making process to very few actors: the academic staff, the MHESR, students, the central quality department and research institutes. For what concerns the Third Mission activities, a higher degree of participation of internal stakeholders is granted, especially for students.



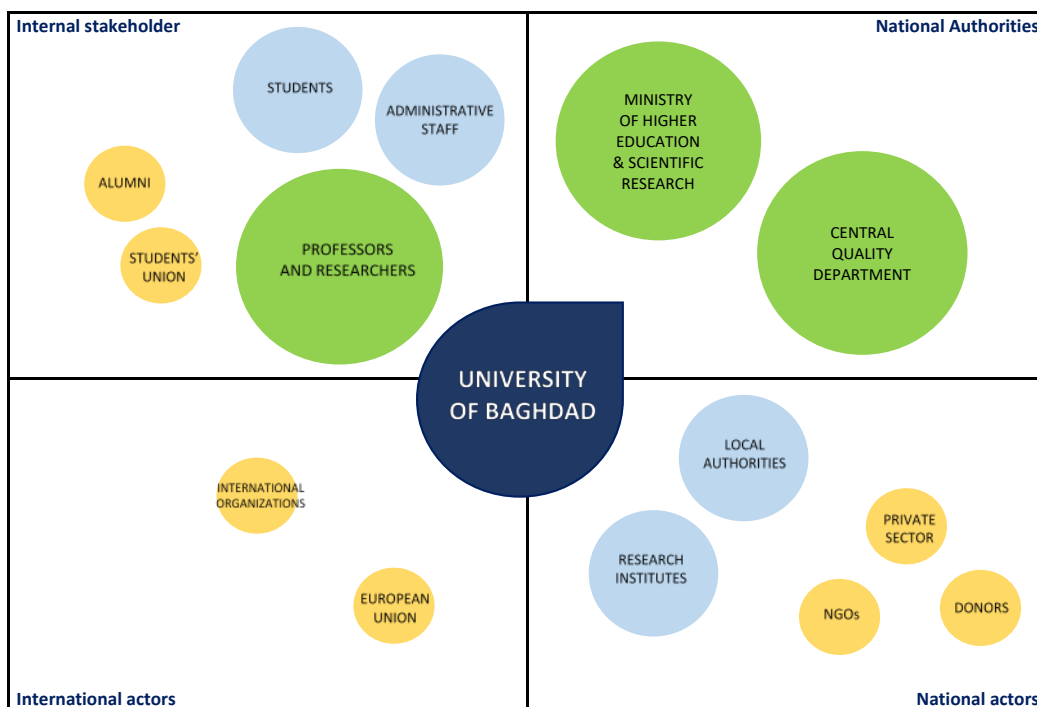
University of Baghdad

Importance of governance dimension	
Dimension	Priority factor
Participation	4

Importance of involving stakeholders	
Stakeholder	Priority factor
Students' Union	3.1
Local authorities	3.1
Students	3.3
Alumni	3.3
Private sector	3.5
European Union	3.5
Non-governmental organizations	3.5
International organizations	3.6
Ministry of HE and SR	3.8
Donors	3.8
Administrative staff	4
Central quality department	4.1
Professors (including researchers)	4.3
Research institutes	4.3

Stakeholders' participation			
Stakeholder	Assessment		
	Teaching	Research	Third Mission
Students	2.6	3.3	2.8
Students' Union	2.5	2.3	2.5
Alumni	2.8	2.6	2.8
Professors (including researchers)	3.8	3.6	3.8
Administrative staff	2.8	2.8	3.1
Ministry of HE and SR	4.3	3.5	3
Central quality department	4	3.5	3.5
Local authorities	2.8	2.5	2.8
Private sector	2.8	2.3	2.1
Research institutes	3.1	3.1	2.5
Donors	2.5	2.1	2.3
International organizations	2.6	2.8	2.6
European Union	2.8	2.6	2.5
Non-governmental organizations	2.5	2.3	2.6

The participation dimension is a priority for the university. The stakeholders considered more important for the life of the institutions are the administrative staff, the central quality department, professors and researchers, and ultimately research institutes. Great importance is attributed also to the MHESR and in general to donors. When looking at the results of the assessment of the actual governance arrangements of the university, the actors more relevant are the professors, while administrative staff and students seems to have a limited role in the decision-making process. National authorities have a strong influence, especially when it comes to teaching activities, while the majority of the external stakeholders seem to have a very low influence on the university governance.



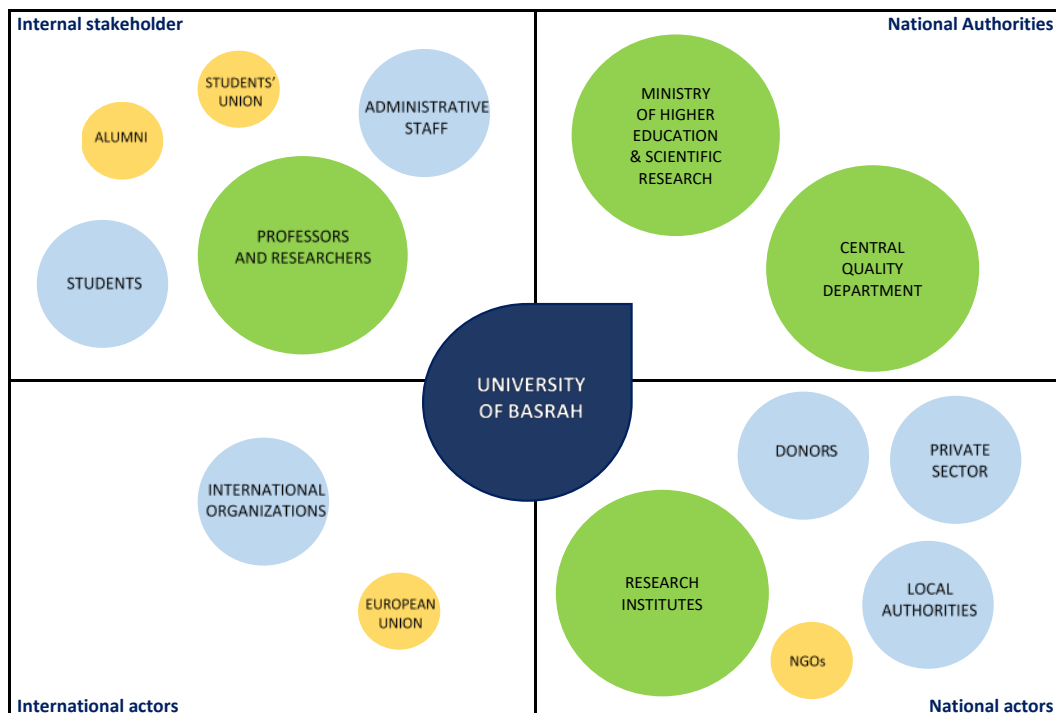
University of Basrah

Importance of governance dimension	
Dimension	Priority factor
Participation	4.5

Importance of involving stakeholders	
Stakeholder	Priority factor
Non-governmental organizations	2.7
Local authorities	2.9
European Union	2.9
Private sector	3.1
Donors	3.1
International organizations	3.1
Students' Union	3.2
Students	3.3
Alumni	3.4
Research institutes	3.9
Administrative staff	4
Ministry of HE and SR	4
Central quality department	4.2
Professors (including researchers)	4.4

Stakeholders' participation			
Stakeholder	Assessment		
	Teaching	Research	Third Mission
Students	2.8	3.8	2.6
Students' Union	2.8	2.7	2.2
Alumni	2.8	2.8	2.7
Professors (including researchers)	4	4.3	3.6
Administrative staff	3.3	3.2	3
Ministry of HE and SR	3.9	3.7	3.3
Central quality department	3.8	3.8	3.3
Local authorities	2.4	2.7	3.6
Private sector	2.8	2.7	2.8
Research institutes	3.3	3.8	3.2
Donors	2.6	2.9	2.6
International organizations	3	2.6	2.8
European Union	2.2	2	2.2
Non-governmental organizations	2.6	2.3	2.3

The dimension of participation has a great importance according to the results of the assessment. Respondents ranked stakeholders upon their relevance for the university functioning: academic staff and the central quality department are at the top of the rank, showing how quality has a deep value for the university, followed by the administrative staff and the Ministry providing guidelines to the institution and support in the processes. Despite the great connections that the university has with its context, answers in the evaluation show that the private sector, donors and local authorities have limited access to the institution. The higher degree of participation is evident in relation to research activities, and the most influential actors are indeed professors and researchers, the central authority and research institutes, revealing the focus of the institution towards research.



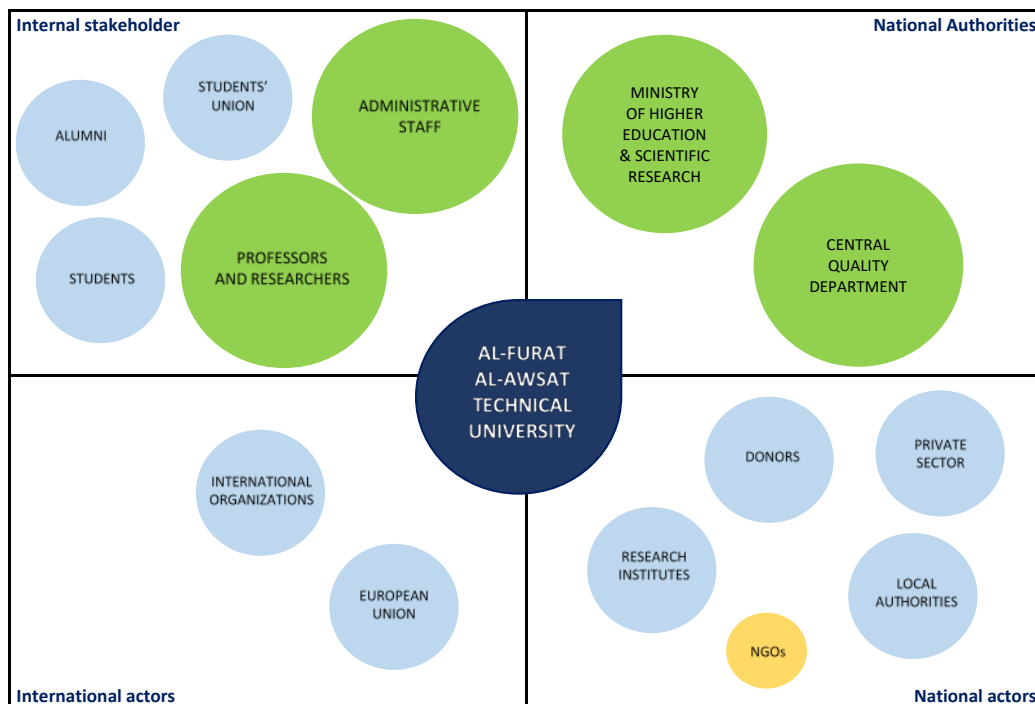
Al-Furat Al-Awsat Technical University

Importance of governance dimension	
Dimension	Priority factor
Participation	4.5

Importance of involving stakeholders	
Stakeholder	Priority factor
Local authorities	3
Ministry of HE and SR	3.2
Non-governmental organizations	3.5
Donors	3.6
Students' Union	3.7
International organizations	3.7
Students	3.8
Alumni	3.8
Administrative staff	3.8
Central quality department	3.8
Private sector	3.8
European Union	3.8
Professors (including researchers)	4.3
Research institutes	4.5

Stakeholders' participation			
Stakeholder	Assessment		
	Teaching	Research	Third Mission
Students	3.4	3.3	2.8
Students' Union	3.1	3	2.4
Alumni	2.6	3.1	3
Professors (including researchers)	4.3	4.4	4.1
Administrative staff	3.6	3.7	3.7
Ministry of HE and SR	3.8	3.7	3.7
Central quality department	4.5	4.5	4.1
Local authorities	2.8	3.1	3.4
Private sector	2.8	3.1	3.5
Research institutes	3.4	3.7	3.4
Donors	2.4	3.1	3.4
International organizations	3	3.1	2.8
European Union	3	3	3.1
Non-governmental organizations	2.5	3.1	2.7

The participation dimension is a high priority for the university. The stakeholders considered more important for the life of the institutions are those related to research activities: research institutes, professors including researchers, and financial sponsors such as the European Union and the private sector. Importance is also attributed to the participation of students (including students' union and alumni), the administrative staff and the central quality department. The role of the MHERS is considered on the average score, leaving the Ministry to a supportive but less invasive role. When looking at the results of the assessment on the actual institutional governance, the actors more relevant are the professors and the administrative staff, along with the central authority, namely the MHERS and the central quality department. External stakeholders seem to have a very limited part in the functioning of the university.



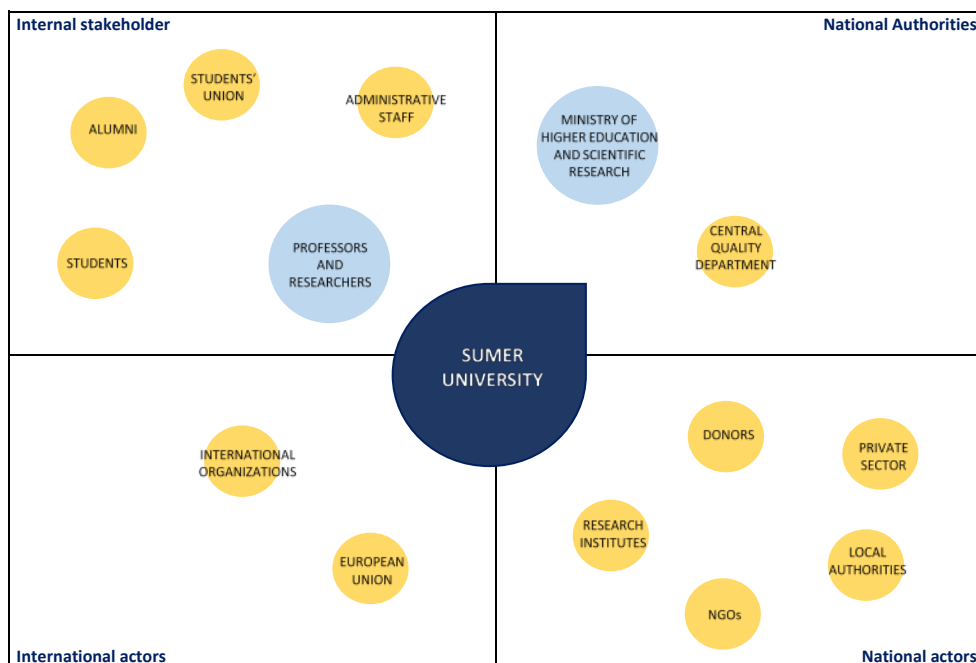
Sumer University

Importance of governance dimension	
Dimension	Priority factor
Participation	2.7

Importance of involving stakeholders	
Stakeholder	Priority factor
Local authorities	1.7
European Union	1.7
Non-governmental organizations	1.7
Alumni	1.9
Students' Union	2
Private sector	2
Donors	2
International organizations	2
Administrative staff	2.1
Students	2.3
Research institutes	2.3
Professors (including researchers)	2.4
Central quality department	2.6
Ministry of HE and SR	4

Stakeholders' participation			
Stakeholder	Assessment		
	Teaching	Research	Third Mission
Students	2.3	2.4	2.3
Students' Union	1.7	1.4	1.7
Alumni	1.9	1.9	1.9
Professors (including researchers)	2.7	2.9	2.6
Administrative staff	2.1	2.3	2.1
Ministry of HE and SR	3.3	2.9	2.9
Central quality department	2.3	2.6	2.1
Local authorities	1.9	1.9	2
Private sector	1.7	1.6	2.1
Research institutes	2	2	2.1
Donors	1.6	1.9	1.9
International organizations	1.9	2	2
European Union	1.7	1.7	1.9
Non-governmental organizations	1.4	1.7	1.7

The dimension of participation is not considered important for the university governance. In the assessment of its importance and the importance of stakeholders in the institutional life, values are below the average. The actors which are assessed more relevant are the Ministry of Higher Education and Scientific Research, and in some way the central quality department and the professors. The answers provided clearly represent the attitude of the staff members in a very centralized system, where the central authority is the most relevant voice and to the academic staff is left with a little space of autonomy. This is well represented also by the assessment of the actual governance arrangements: participation is very low in each strategic activity, where the most influent actors are the MHESR, the central quality department, professors and researchers. The participation dimension and how to establish effective and beneficial relations with stakeholders must be a focus for the future developments of the university.



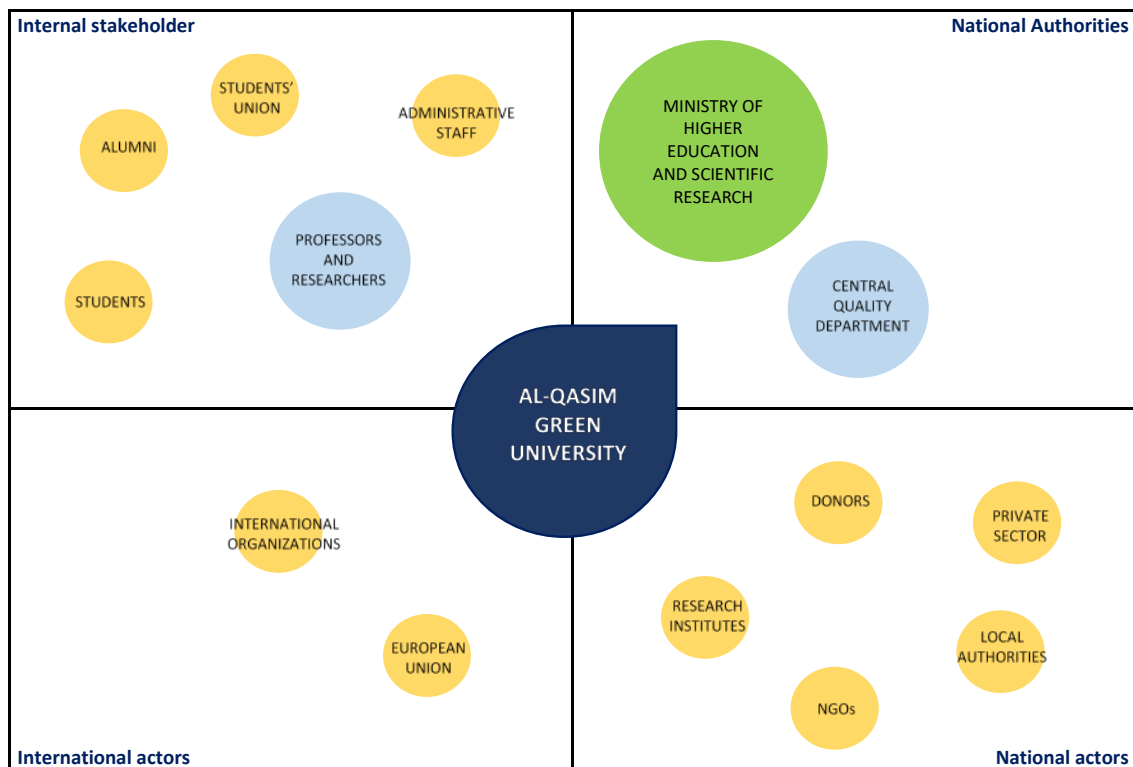
Al-Qasim Green University

Importance of governance dimension	
Dimension	Priority factor
Participation	2.3

Importance of involving stakeholders	
Stakeholder	Priority factor
Private sector	1.4
International organizations	1.4
Non-governmental organizations	1.4
Donors	1.5
European Union	1.5
Alumni	1.6
Students' Union	1.7
Local authorities	1.7
Research institutes	1.8
Central quality department	2.3
Students	2.5
Administrative staff	2.5
Professors (including researchers)	2.7
Ministry of HE and SR	3.6

Stakeholders' participation			
Stakeholder	Assessment		
	Teaching	Research	Third Mission
Students	1.5	3	1.3
Students' Union	1.1	1.1	1.1
Alumni	1	1	1
Professors (including researchers)	2.9	3.4	1.7
Administrative staff	2.2	2.4	1.3
Ministry of HE and SR	4.5	2.2	2.9
Central quality department	3	2.2	2
Local authorities	1	1	1.1
Private sector	1.3	1	1
Research institutes	1.1	1	1
Donors	1	1	1
International organizations	1	1.2	1
European Union	1	1	1
Non-governmental organizations	1	1	1

The dimension of participation is not considered among the priorities for the university. Respondents in the assessment stated that the most important actor for the institution is the Ministry of Higher Education and Scientific Research, followed by internal stakeholders, namely professors and researchers, administrative staff and students. However, scores are mostly below the average. When looking at the evaluation of the actual degree of participation of stakeholders in the institutional life, participation seems higher in all these activities related to teaching, while it is lower when it comes to research and third mission. Among the stakeholders, the MHESR is the most influential actor, as it is usual for very centralized sectors. External stakeholders have an extremely low degree of participation. Attention should be directed to reinforce the capacity of the institution to involve stakeholders in the decision-making process.



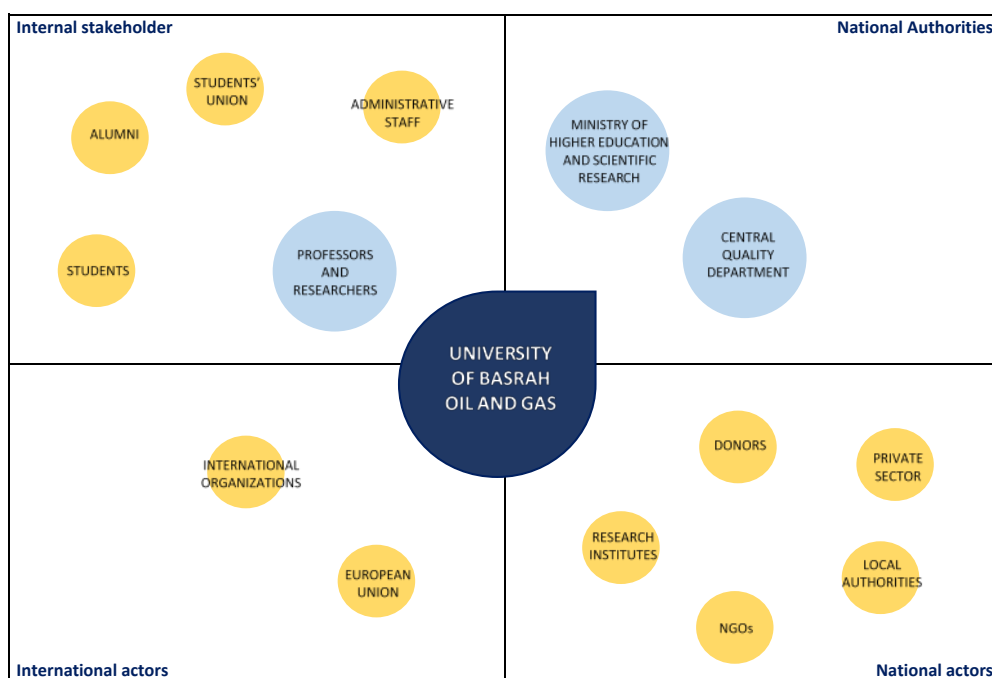
University of Basrah Oil and Gas

Importance of governance dimension	
Dimension	Priority factor
Participation	3.3

Importance of involving stakeholders	
Stakeholder	Priority factor
Non-governmental organizations	1.3
Alumni	1.7
Donors	1.9
International organizations	1.9
Students' Union	2
European Union	2
Local authorities	2.1
Administrative staff	2.3
Professors (including researchers)	2.4
Ministry of HE and SR	2.4
Central quality department	2.4
Research institutes	2.4
Students	2.7
Private sector	2.9

Stakeholders' participation			
Stakeholder	Assessment		
	Teaching	Research	Third Mission
Students	3.1	1.7	1.4
Students' Union	1.1	1	1.1
Alumni	3.3	1.3	1.4
Professors (including researchers)	3.1	3.6	2.1
Administrative staff	2.6	2	1.7
Ministry of HE and SR	4	3	1.6
Central quality department	3.6	3	1.4
Local authorities	2.7	2.9	1
Private sector	1.1	1.4	1
Research institutes	1.6	1.4	1
Donors	1	1	1
International organizations	1	1.1	1
European Union	1	1	1
Non-governmental organizations	1.1	1.7	1

The participation dimension of governance is not among the priorities for the university. In the assessment of its importance, values are on the average, as it is also shown when respondents have been asked to evaluate the importance of the participation of each internal and external stakeholder. These considered more important are the private sector, as it is natural for a university with a technical nature, students, research institutes and the central authorities. However, answers still stay on the lower values of the scale, indicating that the university needs to be strengthen the participation of stakeholders in its governance arrangement and learn how to establish fruitful relations within the contexts in which operates for the benefit of the services provided. This is also clear looking at the results of the assessment itself, in which participation of stakeholders is clearly very limited, except in the teaching activities, for which the MHESR, the central quality department, professors and students seem to exercise an influence on decisions.



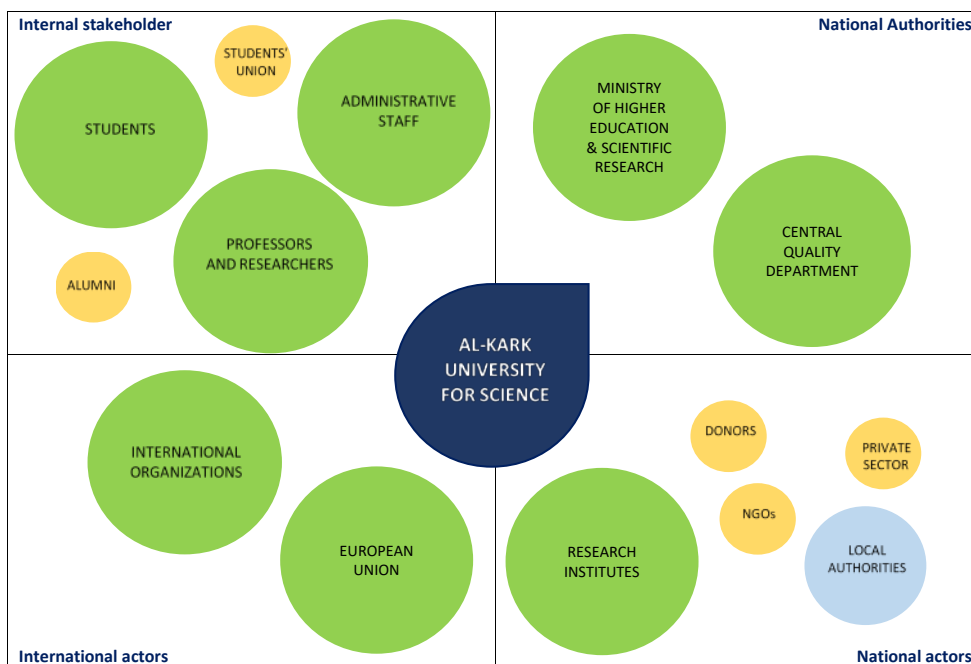
Al Karkh University for Science

Importance of governance dimension	
Dimension	Priority factor
Participation	5

Importance of involving stakeholders	
Stakeholder	Priority factor
Alumni	2.4
Private sector	2.5
Students' Union	2.9
Non-governmental organizations	2.9
Local authorities	4
Donors	4
European Union	4.2
Students	4.4
Administrative staff	4.4
Central quality department	4.5
Professors (including researchers)	4.6
Research institutes	4.6
International organizations	4.6
Ministry of HE and SR	4.7

Stakeholders' participation			
Stakeholder	Assessment		
	Teaching	Research	Third Mission
Students	4.5	4.2	4.2
Students' Union	2.1	2.1	2.5
Alumni	1.9	2	1.9
Professors (including researchers)	4.7	4.6	5
Administrative staff	4.5	4	3.7
Ministry of HE and SR	4.6	5	4
Central quality department	4.6	4.7	4.2
Local authorities	2.9	3.4	3.6
Private sector	2.1	2.7	2.5
Research institutes	3.6	4.6	3.4
Donors	2	2	1.9
International organizations	4.4	5	4.9
European Union	4.9	4.9	5
Non-governmental organizations	2.4	2	1.9

Respondent have been unanimous in assigning to the dimension of participation the highest score when assessing its importance. The majority of stakeholders are considered very relevant for the university: starting from the MHESR, international organizations and research institutes, to include professors, the central quality department, the administrative staff, students, the EU, local authorities and donors in general. Strange enough for a scientific university, the private sector is not perceived as a relevant interlocutor. In assessing the real degree of participation of internal and external stakeholders in the university life, answers are quite coherent for the three strategic activities. Students, professors and administrative staff display a high degree of participation, along with the Ministry and the central quality department. In slight contrast with what stated by other universities, also the European Union and in general international organizations seem to have a quite strong influence on the university decisions.



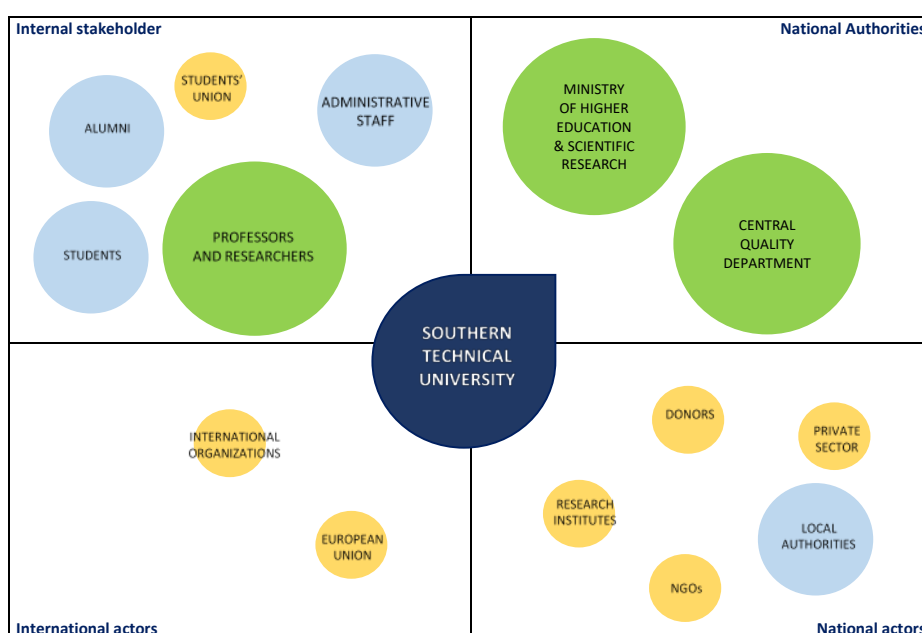
Southern Technical University

Importance of governance dimension	
Dimension	Priority factor
Participation	4.4

Importance of involving stakeholders	
Stakeholder	Priority factor
Donors	3.3
Students' Union	3.5
Private sector	3.5
International organizations	3.5
Non-governmental organizations	3.5
Alumni	3.6
Central quality department	3.6
Local authorities	3.6
Research institutes	3.6
European Union	3.6
Students	3.8
Professors (including researchers)	3.8
Administrative staff	3.8
Ministry of HE and SR	3.8

Stakeholders' participation			
Stakeholder	Assessment		
	Teaching	Research	Third Mission
Students	3	3.1	3
Students' Union	2.3	2.3	2.1
Alumni	2.9	2.4	2.6
Professors (including researchers)	3.3	3.4	3.4
Administrative staff	3	3.3	2.7
Ministry of HE and SR	3.7	3.7	3.4
Central quality department	3.7	3.7	3.2
Local authorities	3.4	3.1	2.4
Private sector	2.9	2.5	1.7
Research institutes	2.7	2.9	2
Donors	2	2	1.6
International organizations	2.4	2.4	2.1
European Union	2.1	2.1	2
Non-governmental organizations	2	2.1	1.7

The dimension of participation is considered among the top priorities for the university. Among the most important stakeholders for the correct and effective functioning of the institution, respondents stated the Ministry of Higher Education and Scientific Research being equally relevant than the internal stakeholders, namely administrative staff, professors, researchers and students. All the remaining actors are perceived as strategic for the university, mostly at the same level of importance above the average. When looking at how these actors really take part in the university governance, it is worth to start with a general consideration: stakeholders are more engaged in research and teaching activities and have a very little role when it comes to the university's third mission. Generally speaking, external stakeholders have an extremely limited participation in the university's activities, professors and administrative staff contribute to the decision-making process but the most relevant actors remain the Ministry HESR, the central quality department and local authorities, representing a quite centralized system.



Wasit University

Importance of governance dimension	
Dimension	Priority factor
Participation	4.4

Importance of involving stakeholders	
Stakeholder	Priority factor
Donors	3.3
Students' Union	3.5
Private sector	3.5
International organizations	3.5
Non-governmental organizations	3.5
Alumni	3.6
Central quality department	3.6
Local authorities	3.6
Research institutes	3.6
European Union	3.6
Students	3.8
Professors (including researchers)	3.8
Administrative staff	3.8
Ministry of HE and SR	3.8

Stakeholders' participation			
Stakeholder	Assessment		
	Teaching	Research	Third Mission
Students	3	3.2	3.3
Students' Union	2.7	3	3
Alumni	2.7	2.7	2.9
Professors (including researchers)	3.5	3.4	3.4
Administrative staff	3.3	3.2	3.3
Ministry of HE and SR	3.4	3.3	3.2
Central quality department	3.4	3	3
Local authorities	3.2	3	3
Private sector	2.9	2.9	3.1
Research institutes	3.2	2.9	3
Donors	2.7	2.7	2.6
International organizations	2.9	2.9	3
European Union	2.6	3	2.8
Non-governmental organizations	3	2.7	2.8

The participation dimension is a high priority for the university. The stakeholders considered more important for the life of the institutions are internal stakeholders (administrative staff, professors and researchers and students), and authorities such as the Ministry of Higher Education and Scientific Research, the European Union, local authorities, the central quality department and research institutes. When looking at the results of the assessment on the actual institutional governance, the actors more relevant are the professors and the administrative staff, along with the central authorities, namely the MHESR and the central quality department. External stakeholders seem to have a limited part in the functioning of the university: international organizations, the private sector, research institutes and donors have apparently a limited influence on the decision-making process and the governance of the institution.

