



Innovative Governance Practices
in the Higher Education Institutions

DOCUMENT TITLE:

**Report on the online training seminars
held by EU partners targeting Iraqi HEIs**



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About INSPIRE

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 (HEIs) in Iraq with a specific focus on planning and programming systems. Due to the recent crisis and political economic situation, the current higher education system requires a strong intervention to face the weakness of the existing governance system. 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 of Iraqi HIEs helping them to meet the international standards.

The aim of the project is to support HEIs in Iraq in order to make them capable of establishing a modern governance framework through the adoption of innovative practices. The **specific objectives** of INSPIRE are the following:

- Enhancing good governance, management and accountability practices in the HEIs
- Establishing a clear governance framework, including well-defined and clear mission and goals through the definition and implementation of action plans
- Strengthening the international relations management within the HEIs
- Improving participation in strategic planning and development activities for non-university actors and non-state actors

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Project Partners

- [University of Siena](#), Italy (coordinator)
- [Bologna University](#), Italy
- [Evora University](#), Portugal
- [Aydin Istanbul University](#), Turkey
- [UNIMED- Mediterranean Universities Union](#), Italy
- [University of Mosul](#)
- [University of Baghdad](#)
- [University of Basrah](#)
- [Al-Furat Al-Awsat Technical University](#)
- [University of Sumer](#)
- [Al-Qasim Green University](#)
- [University of Basrah Oil and Gas](#)
- [Al Karkh University for Science](#)
- [Southern Technical University](#)
- [Wasit University](#)
- [Ministry of Higher Education and Scientific Research in Iraq](#)

Document Information

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Author (Partner Institution)	University of Evora
Responsible Author(s)	Paulo Resende da Silva
Abstract (for dissemination)	The document reports on the two first steps of the capacity building action of the INSPIRE project, delivered online due to the COVID-19 restrictions still in place. The report describes the training webinars and training workshops held by European colleagues to the Iraqi staff members.



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Background information

For the first time in their academic history 10 Iraqi universities, partners of the INSPIRE project, were involved altogether in a structural Capacity Building action.

The INSPIRE project aimed to support, through the cooperation of European institutions, the rebuilding, modernization, and internationalization of the governance system of higher education institutions (HEIs) in Iraq, with a specific focus on planning and programming systems. The first step of the project was therefore to conduct an up-to-date needs analysis of the Iraqi Higher Education system, which was the basis for the development of the subsequent training.

The Report on the State of the Art of the Higher Education system and its governance in Iraq was the result of the research. It presents the current state of the art of governance arrangements in the country and defines a number of training needs. Above all, the Report highlighted the importance of strengthening the university leadership in their capacity in long-term and short-term planning which may generate a positive impact of the institutional performance and the HE sector.

Universities should be empowered to take responsibility for action and drive institutional modernization within the national legislation framework. Moreover, along with the developments promoted by the Ministry of Higher Education and Scientific Research in the country, the training focuses on the quality assurance mechanisms in place at the universities, widening staff skills along with the dissemination of a quality culture in the university, on accountability mechanism and on the social role of universities. Universities in Iraq have the potential of being the bridge between education and the job market, contributing to local developments. In particular, contamination between Higher Education Institutions, the private sector, companies and research centres has the potential to increase graduates' employability and respond effectively to the socio-economic needs of the country.

Following the publication of the Report, and the identifications of the needs and priorities for the Iraqi Higher Education Institutions, a capacity building action was implemented.

Capacity Building action of INsPIRE

Following the publication of the WP1 Report on the State of the Art of the Iraqi Higher Education system and its governance, and the identifications of the needs and priorities for the Iraqi Higher Education Institutions, the INsPIRE training started.

The training was planned both online and on-site but due to the restrictions related to the COVID-19 pandemic, most part of the training was delivered online.

The capacity building action was meant to **develop skills and capacities of the internal staff at the Partner universities** (university leaders, academic and administrative staff) to ensure improvements and developments in quality assurance and strategic planning. Additionally, the training aimed to increase the quality and improve the university governance and leadership practices at the Iraqi institutions.

Target groups of the training

Target groups of the training are the Universities' Presidents and Vice-Presidents, rectorate members, academic leaders, academic and administrative staff involved in decision-making, staff involved in the Quality Office and more in general quality and evaluation activities at the university, middle management such as Deans and Department heads, Directors of university's units. In addition, representatives of the MOHESR or other external stakeholders will be invited to attend sessions when appropriate and relevant.

The training is based on **4 main pillars**:



Quoting our trainers to express the importance of the topics selected:

“Universities need autonomy to fulfill their challenges”

Ana Costa Freitas, Rector of the University of Evora in Portugal

“Good governance structures, which involve appropriate stakeholders, can ensure that the university meets both its own strategic objectives, and national and regional strategic objectives.”

Ruaidhri Neavyn, Special Adviser on Higher Education Policy Development with the Higher Education Authority (HEA) in Ireland.

“You have to have your strategic plan to have a sound quality assurance system, and the plan should be in compliance with the declared quality policy principles of the university.”

Funda Şerifoğlu, Founder Rector of Düzce University, member of the Turkish Higher Education Quality and Accreditation Council.

“The term accountability is made of the words account and ability. The ability of pursuing a goal. We should be autonomous, in organizing our activity to pursue a certain objective. In that case, we can be accountable.”

Pasquale Ruggiero, Professor at the University of Siena in Italy.

Main steps of the online capacity building action were:

- TRAINING WEBINARS
- TRAINING WORKSHOPS

Training webinars

Webinars were designed to present European visions and practices about the pillars' topics, have been delivered in a synchronous, dynamic and interactive way. However, sessions were also recorded and made available to the Iraqi Partners for asynchronous learning and further consultation. High profile speakers were invited to deliver lectures, including European Rectors, experts and project Partners.

Training webinars were organized from July to September 2021.

Webinars were designed to target top level leaders and managers (namely Rectors, Vice-Rectors, Deans and other staff in strategic positions) and the members from the Ministry of Higher Education and Scientific Research.

Webinars calendar

- University Autonomy [EN], July 15th
- Governance Models [EN], July 28th
- Quality in Higher Education [EN], September 9th
- Accountability and Financial Accountability [EN], September 16th
- Trends of internationalisation [EN, AR], September 23rd
- University Models [EN], September 30th

Webinar trainers

- Ana Costa Freitas, University of Evora
- Francesco Frati, University of Siena
- Ruaidhri Neavyn, Special Adviser on Higher Education Policy Development with the Higher Education Authority (HEA) in Ireland
- Pedro Barrias, Head of Cabinet to the Portuguese State Secretary for Science, Technology and Higher Education
- Funda Şerifoğlu, Advisor to the President of Board of the Trustees of Istanbul Aydın University
- Riccardo Mussari, Full Professor in Public Financial Management, University of Siena
- Pasquale Ruggiero, Associate Professor of and Public Management, University of Siena
- Filippo Sartor, Head of the Unit managing higher education projects and cooperation, University of Bologna
- Ahmad Al Addous, is a research Fellow in Arabic Language and Literature at the Department of Interpreting and Translation, University of Bologna
- Margarida Mano, Vice-Rector of the Portuguese Catholic University for quality, innovation and development
- Paulo Resende da Silva, Assistant Professor, University of Évora

The full list of participants in the webinars is available in Annex I. A total of 134 participants attended the 6 webinars, plus 9 staff members from Iraqi institutions not part of the Consortium, who were invited to attend.

The detailed workshop plan is available in Annex II.

University Autonomy, July 15th

The first training webinar of the INSPIRE project was held on July 15th 2021.

The focus of the webinar was university autonomy and how autonomy is applied in Italy and Portugal. Speakers at the webinar were the Rector of the University of Evora, Prof. Ana Costa Freitas, and the Rector of the University of Siena, Prof. Francesco Frati.

The session was moderated by Paulo Resende da Silva (University of Evora) and Pasquale Ruggiero (University of Siena), and was attended by +70 Iraqi colleagues, including Rectors, Vice-Rectors, academic staff members, the project focal points and more. In addition, the session was promoted by the Ministry of Higher Education and Scientific Research to other universities in the country, therefore involving participants also from institutions outside the Consortium.



The recording of the webinar is made available on the project website at the following link:

<https://vimeo.com/575379281>

Along with the recording, the transcript of the webinar was made available for learners. The transcripts are published on the project website (<https://projectinspire.eu/wp-content/uploads/2021/07/Transcript-University-Autonomy.pdf>), and are here reported in Annex V.

Webinar topic

Autonomy is perceived as one of the most sensitive, relevant and debated topics in Iraq, identified as a priority for the Higher Education sector and as a core need for the universities in the project.

Speakers



Anna Costa Freitas has a Bachelor in Agronomy from the Institute Superior of Agronomy (School of Agriculture), Technical Lisbon University nowadays Lisbon University, and a PhD in Food Biotechnology from the University of Évora. She has a large experience on University Governance and Management: she was Vice-Rector between 2006-2010; Vice-President of the Scientific Council of the University of Évora: 2005-2006; Vice-President of the Institute of Mediterranean Agricultural Sciences, University of Évora: 2004-2006; Vice-President of the Executive Council of the Department of Agricultural Sciences, University of Évora: 2004-2005; Vice-President of the Scientific Council of the Department of Agricultural Sciences, University of Évora: 2004-2006; President of the Department of Plant Sciences, University of Évora: 2004-2006. Also she was a Member of the Steering Committee of the PRIMA Program, an High-level expert of Horizon 2020 Policy Support Facility (PSF) since August 2015; and Adviser, Bureau of European Policy Advisers of the European Commission: 2011– 2013.



Francesco Frati holds a Bachelor's in Biology and PhD in Animal Biology at the University of Siena. He has been a Visiting Fellow at the Dpt. Cell Biology & Anatomy, Cornell Medical College, and postdoctoral fellow at the Dpt. Ecology & Evolutionary Biology, University of Connecticut. He has a large experience on University Governance and Management: he was Vice-Rector (2011-16); Rector's delegate for Teaching Affairs (2010-2011); Vice-Dean of the Faculty of Sciences (2007-10); Chair of the Department of Evolutionary Biology (2003-2009). As a scientific researcher he is a Member of the National Academy of Entomology; an Associate Editor of Molecular Phylogenetics and Evolution; and a Member of the Editorial Board of Pedobiologia and Entomologia. He was also a Member of the Steering Committee of the Italian Zoological Society (2007-11).

Governance Models, July 28th

The second training webinar of the INSPIRE project was held on July 28th 2021. The focus of the webinar was University Governance models and the experience of the Portuguese Higher Education system.

Speakers were Pedro Barrias, Head of Cabinet to the Portuguese State Secretary for Science, Technology and Higher Education, and Ruaidhri Neavyn, Special Adviser on Higher Education Policy Development with the Higher Education Authority (HEA) in Ireland.

The session was moderated by Paulo Resende da Silva (University of Evora) and Martina Zipoli (UNIMED), and was attended by +35 Iraqi colleagues and by representatives of the Ministry of Higher Education and Scientific Research in Iraq.



The recording of the webinar is made available on the project website at the following link:

<https://vimeo.com/580741478>

Along with the recording, the transcript of the webinar was made available for learners. The transcripts are published on the project website (<https://projectinspire.eu/wp-content/uploads/2021/09/INSPIRE-transcript-webinar-2.pdf>), and are here reported in Annex V.

Webinar topic

A governance model is a balance of powers between the state control, academic oligarchy and freedom, and community / market control. At the same time, it may refer to how universities structure their boards. Understanding the balance and the role of each body is essential for a good governance system.

Speakers



Ruaidhri Neavyn is currently employed as a Special Adviser on Higher Education Policy Development with the Higher Education Authority (HEA) in Ireland. His activities in HE policy development have included enterprise engagement, industry linked HE programmes, HE system performance and governance frameworks and international collaborative networks. Prior to his appointment as an adviser to the HEA, Ruaidhri served as president of two institutes of technology in Ireland for almost 13 years. Prior to these appointments he served in several senior management positions in the other Institutes of Technology, including Registrar, Head of Development and Head of Science Faculty. During his career he has also served on numerous national and regional boards and committees. He has been an expert advisor for the OECD and EU on numerous international HE reviews. He is currently the chair of the OECD's group of national experts on higher education and is a member of the Portuguese Higher Education Advisory Council. He is one of the co-designers and founders of RUN-EU and is a member of its management and co-ordination bodies.



Pedro Barrias is currently Head of Cabinet to the Portuguese State Secretary for Science, Technology and Higher Education. Prior to that experience, he was Advisor to the Minister of Science, Technology and Higher Education, Consultant to the Portuguese Universities Foundation and to the Association of Universities of Portuguese Language, Advisor to the Portuguese Conference of Rectors, Advisor to the Secretary of State for Science, Technology and Education and Advisor to the Secretary of State of Rural and Forest Development. When he was a student, he was manager and president of student's unions and a student national representative. He has a bachelor's in law, a Master in Public Administration and is currently doing his PhD in Public Policies.

Quality in Higher Education, September 9th

The third training webinar of the INSPIRE project was scheduled for September 9th. The focus of the webinar was quality in higher education.

Speaker at the webinar was Prof. Funda Şerifoğlu, Founder Rector of Düzce University, member of the Turkish Higher Education Quality and Accreditation Council.

The session was introduced by Paulo Resende da Silva from the University of Evora, and by Celal Nazım İrem from Istanbul Aydın University, and was attended by +60 Iraqi colleagues, including Rectors, Vice-Rectors, academic staff members, the project focal points and more. In addition, the session was promoted by the Ministry of Higher Education and Scientific Research to other universities in the country, therefore involving participants also from institutions outside the Consortium.



The recording of the webinar is made available on the project website at the following link:

<https://vimeo.com/605465321>

Along with the recording, the transcript of the webinar was made available for learners. The transcripts are published on the project website (<https://projectinspire.eu/wp-content/uploads/2021/09/INSPIRE-transcript-webinar-3.pdf>), and are here reported in Annex V.

Webinar PPT presentation are available here: <https://projectinspire.eu/wp-content/uploads/2021/09/FS%C5%9E-sunum-Inspire-quality-and-QA.pdf>

Additional references on the topic are available here: <https://projectinspire.eu/wp-content/uploads/2021/09/INSPIRE-Additional-references-on-QA-in-HE.pdf>

Webinar topic

Quality is a dynamic concept [...] Quality depends on the context. I mean, the institution itself, its mission, vision, strategic goals, the environment, the international environment, so everything related to the context changes the definition of the quality. Quality is a multi-dimensional concept. It's not a one-time job actually.

Speaker



Funda Şerifoğlu. Advisor to the President of Board of the Trustees of Istanbul Aydın University (2019 onwards), Team Leader at the Turkish Higher Education Quality Council (2016 onwards), Member of the Unit on Women Studies at the Higher Education Council of Turkey (2015 onwards), Founding President of TULIP – Turkey Leadership Improvement Program (2012 onwards), Founding Rector of Duzce University Turkey (2007-2015), Founding President of Duzce Technopark (2011-2015), Founding President of IWF Turkey, a regional branch of global IWF (International Women's Forum) across 6 continents and 7000+ members (2013-2016), Dean of the School of Engineering, Istanbul Bilgi University (2015-2017).

Accountability in Higher Education, September 16th

The fourth training webinar of the INSPIRE project was held on September 16th, on Accountability and Financial Accountability in Higher Education.

Speakers at the webinar were our own Prof. Riccardo Mussari and Prof. Pasquale Ruggiero from the University of Siena, coordinating institution of the project.

The session was introduced by Paulo Resende da Silva from the University of Evora, and was attended by +50 Iraqi colleagues, including Rectors, Vice-Rectors, academic staff members, the project focal points and more. The session was of high interest for the Iraqi colleagues, since accountability is strongly related to the dimension of autonomy, and the relation between universities and the Ministry of Higher Education and Scientific Research.



The recording of the webinar is made available on the project website at the following link:

<https://vimeo.com/609653037>

Along with the recording, the transcript of the webinar was made available for learners. The transcripts are published on the project website (<https://projectinspire.eu/wp-content/uploads/2021/10/INSPIRE-transcript-webinar-4.pdf>), and are here reported in Annex V.

Webinar PPT presentations are available here:

https://projectinspire.eu/wp-content/uploads/2021/09/Webinar-Accountability_Mussari.pdf

https://projectinspire.eu/wp-content/uploads/2021/09/Webinar-Accountability_Ruggiero.pdf

Webinar topic

Accountability is a key concept for the management of the university, is a coordination mechanism, it entails the necessity for the organization to dialogue with the environment in which it operates. This necessity should be understood not as an obligation, but as an opportunity, to share information in two-ways relations with the actors in its context. Explain, justify, establish a social relationship, gain confidence, acquire opinions, know the judgment.

Speakers



Riccardo Mussari, Ph.D. in Business Administration, is Full Professor in Public Financial Management at the University of Siena, Italy. He is the coordinator of the Erasmus+ project INSPIRE. His main research interests are in the areas of public sector accounting, management control in public administrations, program evaluation, international public management and public governance. He is currently editor of the Italian academic leading journal in the area of public management (Azienda Pubblica). He is a member of the Editorial Board of various national and international journals. He works as a consultant for local and central public administrations.



Pasquale Ruggiero, PhD. in Public Management and Accounting, is Associate Professor of and Public Management at the University of Siena (Italy). He is the Delegate of the Rector to the Budget at the University of Siena. His research is focused mainly on public management accounting and control. He is currently a member of the Editorial Board of the Italian academic leading journal in the area of public management (Azienda Pubblica) and is a member of the Editorial Advisory Board of Management Decision and a member of the Editorial Board of Journal of Public Budgeting, Accounting & Financial Management.

Trends of internationalisation, September 23rd

The fifth training webinar of the INsPIRE project was held on September 23rd, on Trends of internationalisation.

Speakers at the webinar were Dr. Filippo Sartor, Head of the Latin America, Africa and Middle East Unit of the University of Bologna, and Prof. Ahmad Al Addous, the Rector's Delegate for Arab Countries of the University of Bologna. The wide-ranging experience of the University of Bologna in internationalisation is a key tassel of the project, core of the next training foreseen in WP4, and drove the fifth lecture of the INsPIRE training.

The session was introduced by Paulo Resende da Silva from the University of Evora, and was attended by +40 Iraqi colleagues, including the project focal points, staff members dealing with internationalisation activities and mostly colleagues from International Relations Offices. including Rectors.

The webinar was held in both English and Arabic.



The recording of the webinar is made available on the project website at the following link:

<https://vimeo.com/623784402>

Along with the recording, the transcript of the webinar was made available for learners. The transcripts are published on the project website (<https://projectinspire.eu/wp-content/uploads/2021/10/INSPIRE-transcript-webinar-5.pdf>), and are here reported in Annex V.

Webinar PPT presentations are available here:

https://projectinspire.eu/wp-content/uploads/2021/10/INsPIRE_WP2_unibo_intrend_final.pdf

<https://projectinspire.eu/wp-content/uploads/2021/10/Internationalisation.pdf>

Webinar topic

Internationalization is always a combination of top-down and bottom-up: top-down means policies that are coming from the centre, that are and should be embedded in the faculty or department; bottom-up are initiatives that start at departmental level, but somehow must be connected with the overall policy of the institution. It is very important to create committees, where there can be consultations. We imagine a model of internationalisation where there is a unit for the management of international activities, but there are also academic staff at all levels involved, that can in turn support the Delegate or the Vice-Rector for internationalisation. It is a joint effort.

Speakers



Head of the Unit managing higher education projects and cooperation in the following regions: Latin America, Africa, Middle East and Western Balkans. He graduated in Economics at the University of Trento and was awarded a Master degree in Education Planning at the Bocconi Univ. He has been working at the International Relations Department of the Univ. of Bologna for 15 years. His main expertise is the management of HE international projects focusing on student mobility, joint degree development, ECTS and the implementation of the Bologna process. He has been chair of the Coimbra Group Task force for Development Cooperation for 6 years (2014-2020).



Ahmad Al Addous, is a research Fellow in Arabic Language and Literature at the Department of Interpreting and Translation of the University of Bologna (campus of Forlì). His research activities are span from the poetic production of classical and contemporary Arab authors, to the theatre as an educational tool for the learning of Arabic literary language and on the collections of the Arabic manuscripts (Marsili fund) of the Bologna University Library (BUB). He is involved in research projects and author of many publications.

The session was introduced by Paulo Resende da Silva from the University of Evora himself, in its role of coordinator of WP2. The webinar was attended by +50 Iraqi colleagues, including Rectors, Vice-Rectors, academic staff members, the project focal points and more. The session was the last tassel of the series of training on governance, and explored the concept of university models.



https://projectinspire.eu/wp-content/uploads/2021/10/2021.09.30_presentation.pdf

Webinar topic

Universities are facing an increasing pressure to change. To change the way they operate, so to change the governance model, and internal procedures and business (management) process. This change can be disruptive and transformational, or evolutionary and continuity change.

Speakers



Margarida Mano holds a PhD in management, awarded by the University of Southampton in the United Kingdom, and a Master and Bachelor degrees in Economics from the University of Coimbra. She is currently Vice-Rector of the Portuguese Catholic University for quality, innovation and development. She was Minister of Education and Science in the 20th government of the Portuguese Republic in 2015, and a member of the Portuguese Parliament between 2015 and 2019. Previously she was Vice-Rector of the University of Queensborough from 2011 in 2015. And was responsible for strategic planning, financial affairs and social action. Maria man began a career in the banking sector, where she worked from 18 1987 to 1996. She is a researcher at CBRE currently, she is President and Founding member of the FORGES Association for the management of higher education in Portuguese speaking countries and regions.



Paulo Resende da Silva is Assistant Professor at the University of Évora and research on his PhD and in his Master in Management (University of Évora and University Institute of Lisbon (ISCTE-IUL)) on the sub topic of University Management. He is local coordinator of some Erasmus+ projects, supervisor of some PhD and Master thesis on the field of Information Management, Information System Management, Knowledge Management, Human Resources Management, Change Management. He is nowadays Head of Management Department and between 2013-2016 Vice-Head of Social Science School and was responsible and work in some workgroup in Universities: The Organisational Model of the University of Évora, Competency Model for University of Évora Staff, and University Regulation for International Students.

Training workshops

The second online training activity held within INSPIRE was a series of workshops.

Participants were engaged in an intensive discussion or activity in a particular subject or topic, to develop practical skills and increase knowledge on how to manage one or another aspect of the university performance. The groups were organised to discuss and explore the subject and examine real-case scenarios.

The scope of the workshops was to promote a stronger discussion between trainers and trainees, and perform hand-on activities in a specific topic. The workshops focused on practical learning activities to increase the individual knowledge and technical competencies of each participants.

After they attended the training seminars, set as in-depth lectures on the topics, workshops aimed to provide a different perspective and a more practical approach to the topic, with examples and good practices.

The full list of participants in the webinars is available in Annex I.

The detailed workshop plan is available in Annex II.

Objectives of the workshops

- Develop capacities of strategic leaders, top management, and critical staff in the 4 pillars of the project.
- Increase skills for action on the 4 core topics of the project, empowering the Iraqi university staff leaders and members.
- Develop competences for the critical staff and knowledge for the leaders.
- Increase the internal capacity for governance, management, and implementation plans on the universities.

Target groups

- University leaders in charge of defining the institutional strategy and the strategic planning.
- Academic and administrative staff.
- Middle management involved in Quality Assurance processes, institutional management, financial and administration processes, activities related to the university's Third Mission and social role, etc.
- The project focal points.
- The future trainers which at each Iraqi Partner institution will deliver the local Training of Trainers.

Workshop plan

- Number of participants per university: 4 to 6 staff members and leaders, working on the area of the workshop in the university
- Number of hours: between 2 to 3 hours
- Local/place: online
- Activities orientation
 - Lectures (15 minutes max)
 - Text reading (short documents)
 - Group activities per university or per specific areas
 - Debate
 - Preparation of a final report on the outcomes of the session

Workshop calendar

- Workshop 1 – Quality Assurance by Istanbul Aydin University.
Date: 15/11/2021 from 10.00 to 12.00 Iraqi time
- Workshop 2 – Accountability and Management orientation for results by the University of Siena.
Date: 18/11/2021 from 10.00 to 12.00 Iraqi time
- Workshop 3 – University Social Responsibility and Third Mission by the University of Bologna.
Date: 23/11/2021 from 10.00 to 12.00 Iraqi time
- Workshop 4 – Governance and Leadership by the University of Evora.
Date: 25/11/2021 from 10.00 to 12.00 Iraqi time

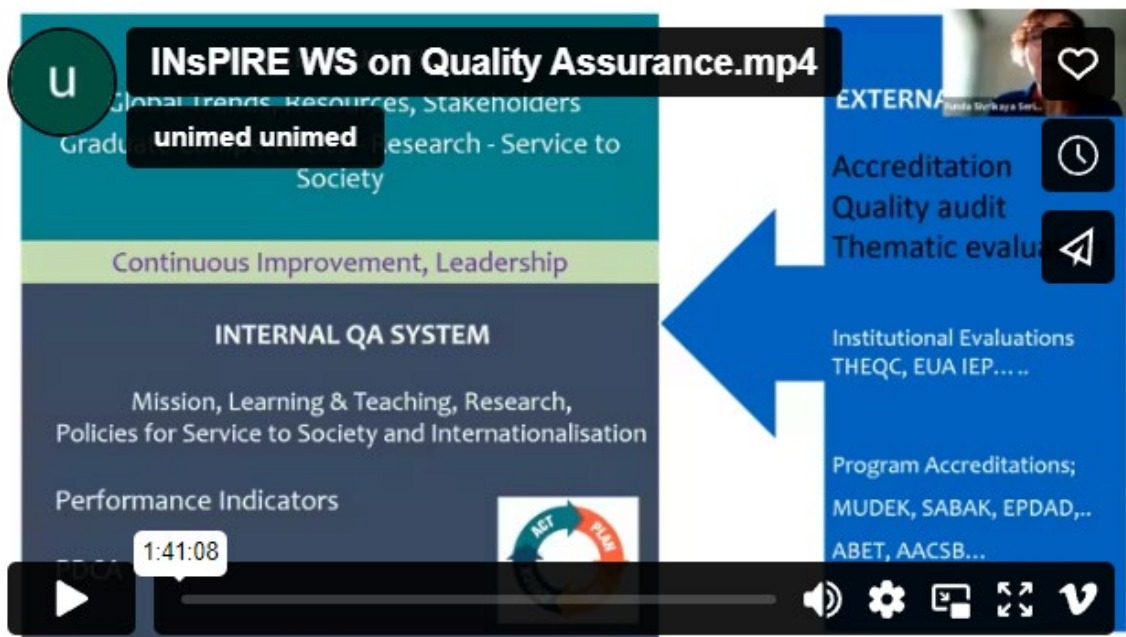
Workshop 1 – Quality Assurance - Istanbul Aydin University

The first workshop was held by Prof.Dr. Funda Sivrikaya Serifoglu, Team Leader at the Turkish Higher Education Quality Council THEQC. It was organized by Istanbul Aydin University.

Date: 15/11/2021 from 10.00 to 12.00 Iraqi time.

The recording is made available on the project website and at the following link:

<https://vimeo.com/667821661>



The speaker delivered the following presentation:

- Quality Assurance systems in Higher Education: Examples from the Turkish Higher Education Area:
<https://projectinspire.eu/wp-content/uploads/2021/12/FSS-QualityAssuranceSystem-15nov2021.pdf>

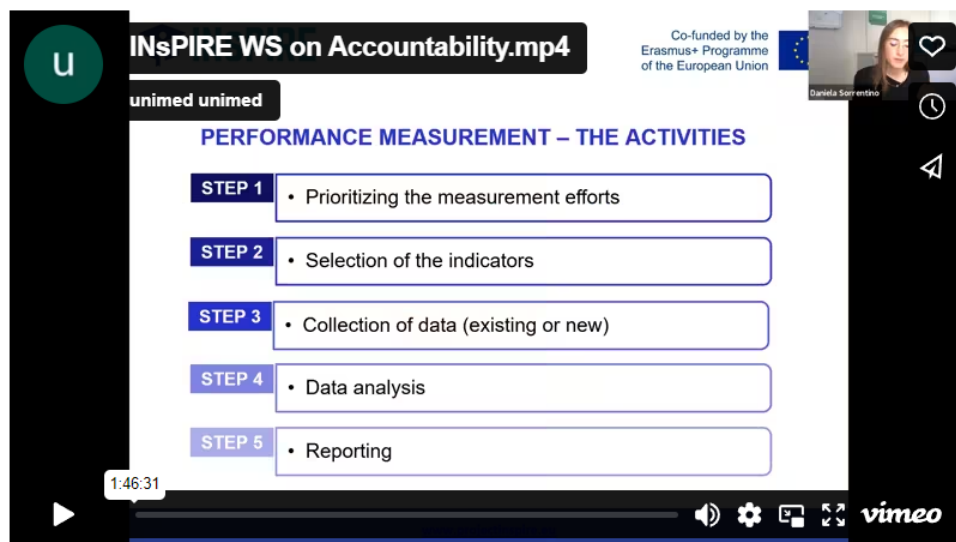
Workshop 2 – Accountability and Management orientation for results - University of Siena

The second workshop was held by Prof. Riccardo Mussari, by Prof. Guido Ghellini, Prof. Pasquale Ruggiero, Prof. Daniela Sorrentino from the University of Siena. The workshop focused on accountability, management orientation, measuring performance and the work of the Evaluation Team, including tasks and relationship with Governance.

Date: 18/11/2021 from 10.00 to 12.00 Iraqi time

The recording is made available on the project website and at the following link:

<https://vimeo.com/667860282>



The speakers delivered the following presentations:

- Accountability and Management Orientation Results, Prof. Riccardo Mussari, Project Coordinator of the University of Siena. https://projectinspire.eu/wp-content/uploads/2021/12/1_Accountability-and-Management_UniSiena_Prof.-Riccardo-Mussari.pdf
- The Evaluation Team, Role, tasks and relationship with Governance, Prof. Guido Ghellini, University of Siena. https://projectinspire.eu/wp-content/uploads/2021/12/2_Accountability-and-Management_UniSiena_Prof.-Giulio-Ghellini.pdf
- Accountability and Management Orientation Results: A focus on the financial dimension. Prof. Pasquale Ruggiero, University of Siena. https://projectinspire.eu/wp-content/uploads/2021/12/3_Accountability-and-Management_UniSiena_Prof.-Pasquale-Ruggiero.pdf
- Measuring performance: learning by doing. Interactive session by Prof. Daniela Sorrentino, University of Siena. https://projectinspire.eu/wp-content/uploads/2021/12/4_Accountability-and-Management_UniSiena_Prof-Daniela-Sorrentino.pdf

Workshop 3 – University Social Responsibility and Third Mission - the University of Bologna

The third workshop was held by Filippo Sartor and Luciana Sacchetti from the University of Bologna. It focused on the university third mission and the potential of universities to contribute to solve societal needs. The University Social Responsibility is more and more relevant for European universities and is a key element of the institutions strategic planning and bases for the relation of the university with social and economic actors.

Date: 23/11/2021 from 10.00 to 12.00 Iraqi time

The recording was unfortunately lost and could not be made available.

Workshop 4 – Governance and Leadership - University of Evora

The fourth workshop was held by Paulo Resende da Silva from the University of Evora on governance and leadership. The workshop made use of the Mentimeter App for interactive presentation.

Date: 25/11/2021 from 10.00 to 12.00 Iraqi time

The recording is made available on the project website and at the following link:

<https://vimeo.com/667884841>



As a case study, participants were asked to read the paper “Strategic development and SWOT analysis at the University of Warwick” by Robert G. Dyson, Warwick Business School, University of Warwick, Coventry, UK (https://projectinspire.eu/wp-content/uploads/2021/12/2002_Strategic-development-and-SWOT-analysis.pdf).

Annex I

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Annex II

Webinar Plan



Innovative Governance Practices in
the Higher Education Institutions in Iraq

Working package 2

Webinar plan

www.projectinspire.eu



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About:

Webinar plan execution

What is a webinar?

Is a virtual seminar, using a digital platform that allowed the interaction between the participants by a chat. Is not focus on a dialogue by the invited speakers and the audience, even, in this case, by the specific participation, we can open a conversation with some of the participants.

Purpose of the webinar´s:

Promote to peer-to-peers level a benchmarking presentation about the topic presented and discussed in each individual webinar.

Aims of the webinar on this project:

Present the European and National visions and practices about the pillar's topics of the project.

Conversation on key topics as a benchmarking process from European experiences and view on each topic.

The Report elaborated on D1.4 - Update needs analysis report "State of the Art of the Higher Education system and its governance in Iraq" identify some constraints and different perspectives and lectures about some key concepts and about how the different actors, from Governmental side, and from University side, at strategic level, understand the application coverage of these key concepts.

Target group:

Ministry level and Strategic level of the Universities – Rectorate members, Deans of Faculties, and Directors of Internal University Services.

Schedule and main topic of the webinars:

Date		Topic	University responsible	Coordinator
July	15	Autonomy	Siena	Pasquale Ruggiero
	28	University Governance	Évora	Paulo Resende da Silva
September	9	Quality Assurance	Aydin	Celal Nazim Irem
	16	Accountability	Siena	Riccardo Mussari and Pasquale Ruggiero
	23	Trends on HE and Internationalisation	Bologna	Filippo Sartor
	30	University Models	Évora	Paulo Resende da Silva

Speakers and participants:

Date		Topic	Invited speaker	Participants
July	15	Autonomy	University of Évora Rector – Ana Costa Freitas University of Siena Rector – Francesco Frati	Ministry and board of the MOHESR Iraqi Rectors Iraqi Vice Rectors Deans of Faculty
	28	University Governance	Board of the Ministry of Higher Education and Science – Pedro Barrias Adviser of Higher Education Authority in Ireland – Ruaidhri Neavyn	Ministry and board of the MOHESR Iraqi Rectors Iraqi Vice Rectors Deans of Faculty Internal Service Directors
September	9	Quality Assurance		Board of the MOHESR Iraqi Rectors

				Iraqi Vice Rectors Deans of Faculty Dean of Department and Research Units Internal Service Directors Quality Department
	16	Accountability	Riccardo Mussari and Pasquale Ruggiero	Ministry and board of the Ministry Iraqi Rectors Iraqi Vice Rectors Deans of Faculty
	23	Trends and organizational models for universities dealing with internationalisation	Fillipo Sartor Valentina Manzato Prof. Ahmad Addous, Rector’s delegate for Arab countries	Board of the MOHESR Iraqi Rectors Iraqi Vice Rectors Deans of Faculty Dean of Department and Research Units Internationalisation Department
	30	University Models	Catholic Portuguese University Vice-Rector and former Coimbra University Vice-Rector and Administrator– Margarida Mano (confirmed) Former Vice-Rector of Vilnius Gediminas Technical University Asta Radzeviciene (accept but need reorganise there agenda – so yet totally confirmed)	Board of the MOHESR Iraqi Rectors Iraqi Vice Rectors Deans of Faculty Dean of Department and Research Units

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Annex VI

Workshop Plan



Innovative Governance Practices in
the Higher Education Institutions in Iraq

Working package 2

Workshop plan

www.projectinspire.eu



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About:

Workshop plan execution

What is a workshop?

Is a group of participants engaged in an intensive discussion or activity in a particular subject or topic. The group will be organised to discuss and explore the subject or the topic to achieve the goals defined for the workshop.

Purpose of the workshop:

Promote a stronger discuss and work in a specific subject or topic.

Develop practical learning activities to increase the individual knowledge in the participants.

Aims of the webinar on this project:

Work in the main topics.

Developing capacities to top strategic leader, top management, and critical staff in the 4 pillars of the project.

Increase skills for action on the pillars in the Iraqi University partners.

Develop skills for the critical staff and knowledge for the leaders.

Target group:

Academic/Administrative staff leaders. Middle management in the areas of the pillars that will be worked on workshops.

(the future trainers inside of each university need be one person thar participate on the workshops).

Schedule and main topic of each workshop:

Date		Topic	University responsible
October	14	Quality assurance	Aydin
	21	Accountability and management orientation for results	Siena
November	4	Third Mission and the Social Responsibility	Bologna
	18	Governance and strategy and leadership	Évora

Target group and topic focus:

Topic	Target group	Focus on:
Quality assurance	<ul style="list-style-type: none"> • Rectorate team for Quality • University leaders, • Quality team • Middle management oriented to quality 	Quality management and process to develop a quality assurance plan and evaluation system
Accountability and management orientation for results	<ul style="list-style-type: none"> • Rectorate members • Academic leaders • Middle management 	Principle of resource management oriented to objectives and results; control management system
Third Mission and the Social Responsibility of HEI	<ul style="list-style-type: none"> • Rectorate • Academic staff leaders • Administrative Staff leaders • Internationalisation staff 	The social responsibility for community and international orientation of the HEI
Governance and strategy and leadership	<ul style="list-style-type: none"> • Rectorate • Academic staff leaders • Administrative staff Leaders 	Global management to develop governance of an HEI

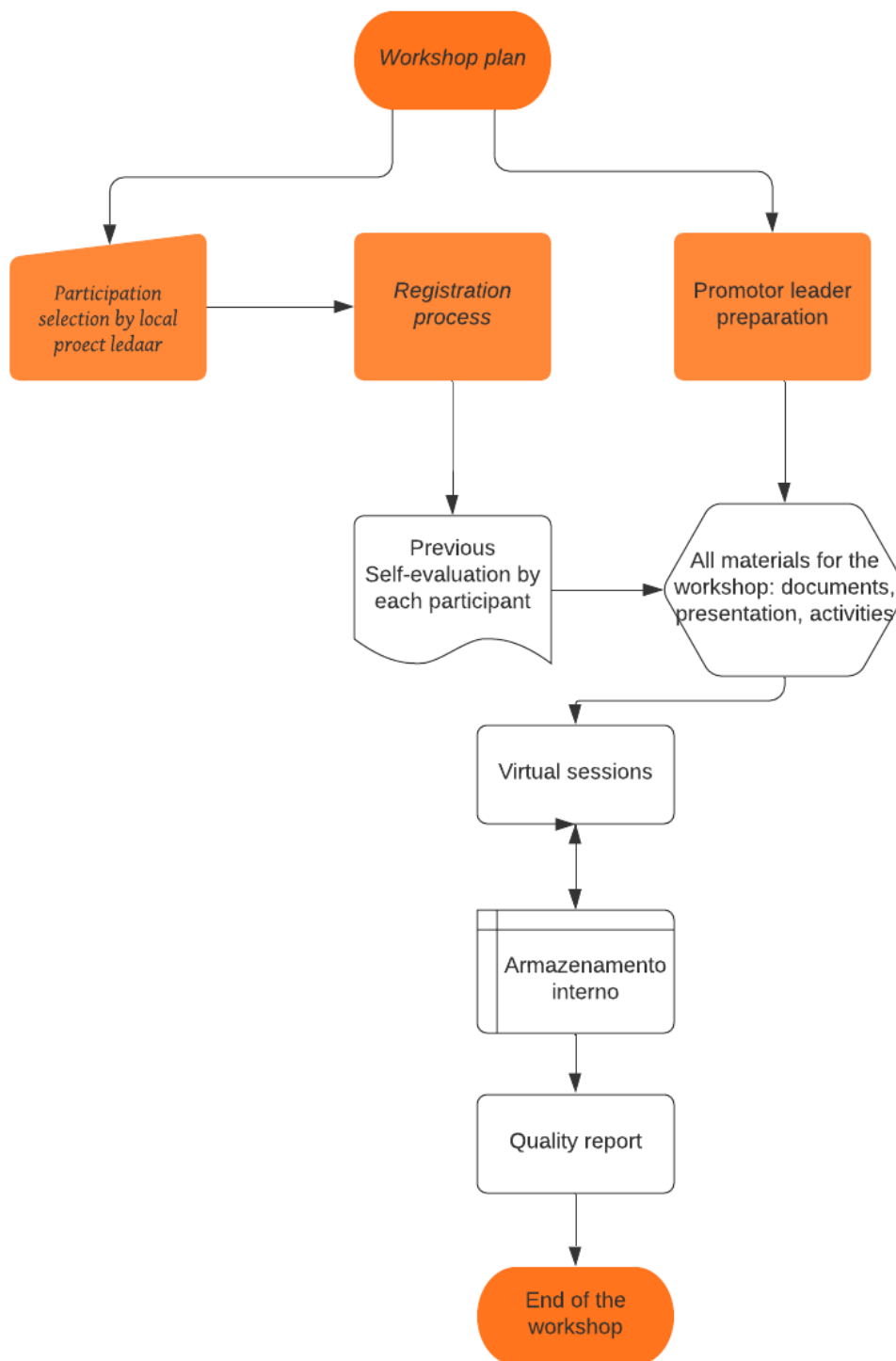
Workshop general plan:

- **Number of participants per university:** 4 to 6 per university that worked on the area of the topic in the university
- **Number of hours:** between 2 to 3 hours
- **Local/place:** zoom platform, using the room sessions

- **Activities orientation :**
 - Lectures (15 minutes maximum each moment);
 - Text reading (short document – more or less for 5 minutes lecture time)
 - Group activities per university or per specific idea
 - We can use external videos, but using official external access
 - Debates
 - Preparation of a final report, per university, about the outcomes of the workshops
- **Aims of the workshop:**
 - Increase the wisdom about the topic worked
 - Develop technical competencies on the topic worked
 - Improve the knowledge of the participants on the topic worked
- **Outcomes:**
 - Developing a plan for the University on the topic worked
 - Increase the internal capacity for governance, management, and implementation plans on the universities
 - Select the internal trainees
- **Orientation scheme of the workshop (applied to all workshops)**
 - See next page

INSPIRE - workshops

Paulo Resende da Silva | September 28, 2021



Annex V

Webinars Transcripts

University Autonomy. July 15th 2021

SPEAKERS

Prof. Riccardo Mussari (Project Coordinator), Prof. Pasquale Ruggiero (Moderator), Prof. Paulo Resende da Silva (Moderator), Prof. Francesco Frati (Speaker), Prof. Ana Costa Freitas (Speaker).

Prof. Paulo Resende da Silva

Good morning. This is the first activity from the Working Package 2 that involves a cycle of six webinars; the aim of these webinars is to share some International and European visions about six different topics. This first webinar will focus on the concept of autonomy and how it is implemented and applied in Portugal and in Italy, especially in Evora and in Siena Universities. So, I give the word to Professor Riccardo to give his welcome words.

Prof. Riccardo Mussari

Thank you, Paulo. I want to thank all the participants for being there and the two speakers for having found the time to give us their contribution. Autonomy is a fundamental topic not only for the INSPIRE project, but also for all universities all over the world. I would like just to stress two things. First of all, autonomy was a conquest for European Universities, and second, it is a challenge. I'm sure that the Rectors will show us in practice, how difficult is to manage autonomy.

Prof. Pasquale Ruggiero

Thanks to the Rectors for their availability. I just want to briefly introduce the Rector of the University of Evora, Ana Costa Freitas. She holds a Bachelor's in agronomy by the Lisbon University and a PhD in food biotechnology by the University of Evora. She has a qualification on chromatographic methods applied to the food industry at the University of Evora. She has also a very long experience in the university management and governance; she has been vice rector between 2006 and 2010, vice president of the scientific Council of the University of Evora, vice president of the Institute of Mediterranean Agricultural Sciences, vice president of the Executive Council of the Department of Agricultural Science, and vice president of the scientific Council of the department. She has been president of the Department of Plant Sciences at the University of Evora and also a member of the Steering Committee of the PRIMA program. She has a high-level expertise in the Horizon 2020 policy, and she is also an advisor of the Bureau of the European policy advisor for the European Commission.

Prof. Paulo Resende da Silva

I want to present Professor Francesco Frati, the Rector of University of Siena. He has a Bachelor's in biology and a PhD in animal biology at the University of Siena. He was a visiting fellow at the Department of cell biology and anatomy in Cornell Medical Colleges, and a postdoctoral fellow at the Department of Ecology and Evolutionary Biology in the University of Connecticut. He has a lot of experience on university government and management. He was vice rector, rector delegated for teaching affairs, Vice Dean of the Faculty of Science, chair of the Department of evolutionary biology, member of the national academy of entomology, Associate Editor of molecular Phylogenetics and Evolution and a member of the editorial board of the pedobiology and entomology. He was member of the steering committee of the Italian Zoological society between 2007 and 2011.

So, good morning to both of our invited professors, Professor and Ana Costa Freitas and Professor Francesco Frati, and let's start the conversation about autonomy.

Prof. Pasquale Ruggiero

First of all, I think that it's necessary to define the concept that we are going to discuss. My first question is related to the idea that you have about the concept of autonomy. In general, if we look to the dictionary, the definition of autonomy is related to the right of self-government. We could speak about a black box, because the concept of autonomy can be filled-in in many ways. So, my first question is, what do you think about autonomy? What is autonomy for you?

Prof. Prof. Ana Costa Freitas

Universities need autonomy to fulfill their challenges, as it is the right to make contracts, to hire people, to define a strategy, to receive a budget and use it -according to the law, obviously-, to define the university courses, the number and types of masters or PhDs courses, to elect the boards, the rector, the presidents of scientific councils and so on. I think this is quite important, since some schools in Portugal have no autonomy, and the fact that we, as universities, receive a budget, even small, is very relevant, especially considering that we can use and manage it according to our strategy. Another important aspect related to autonomy of universities is related to the fact that people can choose their own research activity.

Prof. Pasquale Ruggiero

Thank you. So, I think that you are stressing more on two main aspects of the university autonomy, that are the strategic aspect and the organizational aspect, both needed in order to be independent in making the decisions that you want to implement within the university.

Prof. Francesco Frati

I believe that Ana already highlighted several important issues about autonomy. In my view, if we consider the concept of autonomy in general terms, it is the possibility of having nobody telling you what you have to do. Differently from other countries where local or national governments might be willing to impose decisions about university issues, the possibility that universities have in the Italian system of making up their own decision, always respecting the laws, is probably the most distinctive aspect of autonomy. As Ana already mentioned, in our universities the procedures for the selection of university staff, of Professors, are done autonomously by each single University.

Then I see a dichotomy in terms of autonomy; on the one side we have the organization and administration aspect, and on the other side, the teaching and research aspect. As for the first aspect, of course, autonomy cannot be completely achieved in public universities, as long as we depend on the money coming from the government. Anyway, I am convinced that we need a public university system, because this is the only way by which we can assure every single citizen, despite of its family economic situation, to be able to access the education system, so I strongly support public universities. But of course, public universities have to respect some constraints given by the laws, by the financial support they receive from the central government, that can somehow limit the level of autonomy of each single institution. On the side of research and impact to teaching, in Italy, we have a large area of autonomy as researchers are absolutely autonomous in deciding in which field to perform their own research based on the curiosity of the researchers, and not on the impositions from somebody else, and I think this is a very important achievement that the global university system has reached in the last century.

Prof. Paulo Resende da Silva

As public universities, we have to act in accordance with the general regulations of our countries. Looking at the concept of autonomy, what kind of constraints or limitations the universities have to face when having to respect the national regulations?

Prof. Francesco Frati

Let me make an example. The composition of the two most important governing bodies of our university, the Senate, and the managing boards, is defined by the law, with a very low degree of freedom for the university. So, the law defines which characteristics the members must possess to be appointed into these boards and how many members the boards must have, but what is important is that the final decision about the members to be chosen -among the ones having the characteristics required by the law- is made by the universities. And this gives the university a great deal of autonomy in their decisions. Then we have a number of general rules and laws, that go from the procedure of Professor selection to the general structure of the teaching programs, but in spite of this general rules, every other decision is taken by each university alone, and in some cases, even by each department alone, especially when we transfer a high degree of autonomy from the central government to the departments.

Prof. Prof. Ana Costa Freitas

I think we have probably a different organization. Of course, we have a general law. The most important thing for me, is that the rector and the government bodies are not appointed by government. We have a general law for all universities, but then each university makes its own statutes. So, we don't have any specific indication, for example we know that we need a scientific Council, but there is no indication of who should be appointed there. As for the Senate for instance, it's our choice to have one or not; in our case, we have the Senate but we don't have any specific rules about which bodies should be represented there and in which percentage. Moreover, the rector has the powers which are delegated by the Minister, and he can delegate these powers to the directors of department. I fully agree with Francesco with when he said that we need public universities, because of the idea that everybody has the right to receive higher education. In Portugal we have too much population in the border parks, so close to the sea, and less population in the interior part of the country; and if we didn't have public universities, a university could not be viable in economic terms. So, we need universities supported by the state. In Portugal we don't receive budget for research, we just receive budget for university, so if you want to do research, you have to apply for specific projects' competition. All the regulations for professors, for staff, etc. are made at the university level and also the elections for the university staff are all made internally.

Prof. Pasquale Ruggiero

I think that there are two pillars of university autonomy that are almost clear and common in your answers. The first pillar relates with the direct election of the university members by the community of each university; for instance, we are in presence of two rectors that have been elected by the community that they represent in front of the government and in front of the citizens, so they have the responsibility for the organization that they represent and govern. The second pillar is related to the idea that the central government provides the universities both the general frame within which the university should move, and the financial independence needed by the universities to provide a good research and teaching service to everybody in a country.

Now I would go deeper in the management. And my question is: in terms of different aspects of university autonomy - you can have an autonomy from the financial point of view, or in the research, or under the administration perspective, which one you think it's the most important that you should have since the beginning?

Prof. Prof. Ana Costa Freitas

I think it's difficult to decide. I think the main point is that we should be able to decide, along with the community, how our university is going to follow its path by defining a strategy, and we should have a point of continuity in that strategy, because otherwise, we would always start again from the beginning; there has to be a continuity in a project. In order to avoid frequent changes in strategy, for example, rectors can be elected for two consecutive mandates, and I'm in the second one. I think that it's very positive that rectors are elected with a program that is supposed to be followed. There is another thing that is sure: the more autonomy you have, the more demanding it is because autonomy makes us the legal responsible for everything at university.

Prof. Pasquale Ruggiero

I totally agree with you and I'm quite happy of your answer, because you got the idea that autonomy is not something stable; instead, it's something that needs to be managed over time. Sometimes we have the idea that autonomy is something that is given is a stable, while it is exactly the opposite.

Prof. Francesco Frati

I believe that the most important side of autonomy is the academic autonomy, and I define academic autonomy as the possibility of making our own choices in terms of research and teaching. We all know that we have rules to follow, but it's very important that we are able to perform our own research, and that we are able to decide where to invest our money and our efforts in terms of teaching programs. The second very important side of autonomy is recruitment, the choosing of people: there is nobody telling us which Professor has to be hired. Of course, we have to follow specific procedures which ensure an equal access to all the potential candidates to our call; but at the same time, we are absolutely autonomous in terms of making these decisions. The third aspect is financial. As we mentioned, being a public university, we depend a lot on the grants coming from the government; somebody could say that there is no complete autonomy if you are not financially autonomous, but at the same time, I believe that this is something that we have to defend. So, the little part autonomy that we are forced to renounce to, on the basis of the fact that our financial support comes from the government is something that we give to the fact that this system supports a public university system. I would like also to emphasize what Ana said in her intervention: autonomy requires commitment, it is demanding, it requires being able to take our own decisions.

I believe that our contribution is also useful if we communicate to the people attending the webinar, the problems that sometimes may arise when implementing autonomy. When we are given more autonomy, we are given more responsibility in taking decisions. And sometimes we are in situations in which we have to take difficult decision, and the difficulty depends on the fact that we are autonomous. Sometimes people tell me "We don't need to take a decision, somebody else will take this decision for us". No, this is giving up some of our autonomy. So, if we want autonomy, we have to be ready to assume the responsibility of taking important decisions. That's a crucial issue.

Prof. Paulo Resende da Silva

We are working in a university and inside of the university we have our community, students, and stuff. And inside the stuff we have two different subgroups, the academic staff and the administrative stuff. So, when looking to autonomy, we need commitment -using Francesco's word-, but also the engagement of the stuff. So how can our universities increase commitment and engagement for real autonomy in our universities?

Prof. Francesco Frati

If you ask single colleagues, heads of departments, single researchers, heads of offices, single staff members, whether they want more autonomy, they would answer they want more autonomy. And this is natural. But once you have autonomy, you have to be ready to take decision. Sometimes, Heads of departments, who are continuously asking more autonomy in using the budget in making their own decisions, come to me and say "I don't know what to do, can the administrative body, the Academic Senate, take this decision for me?". Sometimes I have been forced to answer like "You wanted this autonomy, now it's your decision!". People are happy with having their own autonomy, but some of them are not prepared to manage this autonomy.

Prof. Prof. Ana Costa Freitas

I fully agree with Francesco. I think people want autonomy, they want to decide. But then, when they don't know what to do, they come back to us. I think because it's very demanding. We should discuss with everybody, but the moment of decision is always individual. During the pandemic situation it has been quite difficult to define the rules for our functioning, because people want more autonomy to decide, but when they are asked to take a decision, then they prefer that someone else decides for them. I think it's the kind of thinking that more autonomy will give more freedom, but autonomy is not directly related to this. You have to be able to take hard decisions and to be prepared for that.

Prof. Pasquale Ruggiero

Thank you, I could say, given your answer that, when you are not autonomous, you can make questions, when you are autonomous, you have to give answers. That is the reality. I totally agree with you, when you say that in order to be autonomous, you need to be competent, because you need to provide answers. Do you think that to be autonomous is something always good? Do you see any disadvantage in being autonomous as a system and as a university within a system? Do you see any drawbacks or difficulties coming from autonomy, that could be an obstacle that hamper a good autonomy in the system?

Prof. Prof. Ana Costa Freitas

I don't think that there is something bad in autonomy. It's difficult, but you must have it, because of the definition of university. University is academic freedom, research freedom, and the rest has to come with this, because if you don't have administrative autonomy, then how can you have all the rest? So, I think that the definition of university has to be linked to autonomy. It might be demanding and not always easy, but what in life is easy and what is in life is not demanding? So, I think they cannot be separated, it's a must. Sometimes we hear things we don't like, other times we say things for which we can be criticized and so on, but that's life. That comes being an academic and being in research. So, I don't see any drawback, it's just a risk that we have to deal with.

Prof. Francesco Frati

I agree. I think we don't want to give up our autonomy. If possible, you will ask more autonomy in taking some decisions. I am quite happy about the level of autonomy that I have as a rector in the university system. And I'd like to mention one more thing. Autonomy has nothing bad with it, but sometimes difficult issues come up not from big important decisions, but from smaller ones. For example, when you have to take decisions about smaller points, procedures, details in the organization of the programs, in that case you would like to have some more indications from the government. But when you have to take decisions on important issues, just like, for example, who must elect the rector, who must appoint the members of the board, who must elect the heads of the departments and so forth, in those decisions, we want to be autonomous and autonomy has nothing bad.

Prof. Paulo Resende da Silva

Now I think it's relevant for us to better understand your perspective and your opinion about how you implement internally autonomy. When autonomy needs to be deployed and which are the conditions? This question is relevant because, as a result of your answers, we need to increase the capacity to take a decision at the local and medium decision level, at the deans levels, at the department levels. So, how you implement this system internally in your universities, to exploit better the concept of autonomy?

Prof. Francesco Frati

We're trying to transfer a relevant part of autonomy to the peripheric bodies, the departments for example. In Italy, each university is organized in a number of departments, whose number changes from one university to another according to the size, and I am a stronger supporter of giving the departments the autonomy of making their own choices. I know that in this case, we might have some drawbacks. For example, we leave the departments a lot of freedom in taking their own decisions in selecting the people they want to recruit -always according to the general laws, which are national-. What we have to do is to check whether these decisions taken by different departments are coherent one with the other, as we don't want to duplicate professors in the same area, unless this is required. So, my idea is that it is correct that the universities transfer a great deal of their autonomy to the single internal organizations or organizational structures of each own university. But this requires responsibility on side of the single organizational structure, and a certain level of coordination on the side of the governing bodies.

Prof. Prof. Ana Costa Freitas

I do agree with Francesco. We have our difficulties, especially in the administrative part because of the reduced budget, meaning that we cannot distribute enough money. Sometimes different people have to discuss a lot to make a decision. For this reason, we cannot have too much bodies, because one of the dangers is that it takes too long to take a decision, and this is sometimes a problem. For example, you might have to go to a scientific Council, then to a pedagogical one, then to the rector, then to the management board, and so on, and for this reason it might take too much time to take a decision. So, I think that having autonomy also means that we must have confidence in the people that are elected, talk with them as to take decisions in a shorter way than we sometimes do. Sometimes it happens that you have to go on from one body to another, and after two months or three months, you lose the opportunity. I also fully agree about the importance of giving autonomy to the departments for staff recruitment.

Prof. Paulo Resende da Silva

One of the participants is asking: "Of course we have the academic and scientific autonomy. But when we have financial limitations, how can we improve and manage autonomy? In Portugal, for example, we have seen the financial budget decreased of the 50% / 40% of what was in the past. So, how can we increase the autonomy with a more constraints in financial budget?"

Prof. Prof. Ana Costa Freitas

We have autonomy for everything, so we can decide whether to recruit someone or not according to our budget; in Portugal everything concerning university belongs to the same minister, so the recruitment of researchers, staff and so on is our decision. Of course, now, with the restrictions in economy, we cannot go up to 5% or 3% of the last year, but it's our decision according to our budget. Of course, the budget is not enough, but what is important is that we have our own incomes from services, from research products, that we keep for the overheads of the university.

Prof. Francesco Frati

With respect to financial autonomy, I repeat what I said earlier. I know that if we are not financially autonomous, we may consider ourselves not entirely autonomous; but at the same time, the financial contribution from the government is necessary to provide the country with the university system that allows the access of all students from all possible families to higher education. I think that giving up some autonomy in order to give everybody the possibility of enrolling a public university is a very good trade off. And in Italy, we don't have particularly strict controls on how we use the money that we receive. On the other side, I would say that that we are quite free of establishing collaboration with, for example, the industrial framework, with the companies; and so, as Anna mentioned earlier, we are also able to provide some financial support from one to one contracts, which we sign with external organization, and we are quite free of signing contracts with companies with which we establish a collaboration, or companies for which the kind of activity that our departments do may be useful and which will pay for this activity. And from these kinds of contracts, of course, we get some extra money.

Prof. Paulo Resende da Silva

Professors, we have other questions. What are the steps of getting autonomy? What is the highest level of management? Is it autonomy or independence?

Prof. Francesco Frati

Well it's almost the same thing. Usually, independence is a word that we use for countries being independent from other countries. I'd rather say autonomy, of course. But maybe I'm missing some of the little issues of interpreting a single word. In terms of how to get autonomy, I think that the only way is pushing and supporting the governments in approving laws and regulations that provide that autonomy to universities.

Prof. Prof. Ana Costa Freitas

I think autonomy is almost the same as independence. We are not independent from the government, because they finance public universities and give us some rules. Of course, we have private universities in Portugal as well. I prefer the public universities, and I think the country has to have public universities. And I think it's our obligation to get everybody into higher education, even if -and sometimes this is said in Portugal- we don't have enough qualified jobs for everybody and I'm sorry for that, but we still have the obligation to give people the higher education they can have, because this is definitely a way of improving their life and their culture and then their knowledge of citizens.

There is another a question about student selection. In Portugal, most of universities have a limitation in the number of students that we can enroll, and they are enrolled through national examinations. Students can choose five universities according to their preferences, and on the basis of their scores, they are enrolled in the first choice, or second choice, and so on. We have also some exceptions; for example, we can have international students, we can have students that already have higher education diploma, we can have people older than 23 years, and for them we have established special contests; these particular situations are limited, about the 20% of the total amount of students. The total amount of students is regulated every year by the Minister. Some people don't like this, but the point is that we cannot have everybody in the same universities, such as Porto, Lisbon, Coimbra, and so on. We have 14 public universities, each university must have people all over the country, even for the development of all the parts of the country.

Prof. Francesco Frati

In terms of student selection, in Italy we have three situations. The first one is very similar to what Anna just mentioned, and it is valid for the medical school and other programs which are associated with medical jobs. In that case, the government makes a selection all over the country; in particular, there is a fixed number of positions, students apply for these positions by choosing an order of choice for the different universities, and they will be appointed to single universities according to their scores. Then we have another kind of program, where the access of students is regulated at the local level; this occurs especially in programs with a very strong part of experimental fields; in these cases, universities may set the maximum limit of students which may be enrolled -pharmacy and biological sciences are some examples-. For the rest of programs, and I would say about 60% of programs in our university, there is no limitation to the access, so all the students that want to enroll at the University of Siena may do so.

Prof. Pasquale Ruggiero

I have the role to finalize the discussion that we had today all together. I see from the messages that the concept of autonomy and the discussion about autonomy is something that is very relevant for all the people attending the webinar. So, thank you very much to the two rectors, Professor Ana Costa Freitas and Professor Francesco Frati for the time that you had for us, for the inspiring words that you were able to give us to understand what is relevant, and especially in giving us the idea that our autonomy is sometimes is difficult to carry on, because it needs to be managed; it's not something written on a paper; autonomy is something that needs to be fed like a baby, in order to become productive, otherwise it could become dangerous. But it is something that is relevant for the development of the university system.

Thank you again for your time.

University Governance Models. July 28th 2021

SPEAKERS

Pedro Barrias, Head of Cabinet to the Portuguese State Secretary for Science, Technology and Higher Education

Ruaidhri Neavyn, Special Adviser on Higher Education Policy Development with the HE Authority (HEA) in Ireland.

Paulo Resende da Silva (Moderator), Martina Zipoli (Moderator).

Martina Zipoli

Good morning or good afternoon, everyone. Welcome to our second webinar for the INSPIRE project. I think most of you have attended also our very first webinar on university autonomy, why and how autonomy is applied in the universities in Italy and Portugal. Today's webinar will focus on the concept and the application of university governance.

Paulo Resende da Silva

Firstly, we want to address a special grateful to our two invited speakers, Prof. Pedro Barrias and Prof. Ruaidhri Neavyn, to accept and share their visions and opinions from one side, and their political involvement in university governance in the past and the nowadays from the other side.

Martina Zipoli

We start with a short presentation of our key speakers. I will introduce Prof. Pedro Barrias. He's currently the head of the cabinet to the Portuguese State Secretary for science, technology, and higher education. So prior to that experience, he was the adviser to the Minister of Science, Technology, and higher education, consultant to the Portuguese universities Foundation, and to the Association of University of the Portuguese language. He's an advisor to the Portuguese conference of rector's advisor to the Secretary of State for science, technology, and education, and advisor to the secretary of state of rural and forest development. When he was a student, he was manager and president of the Students Union and a student national representative. He has a bachelor's in law and his master is in public administration and is currently doing his Ph.D. in public policies.

Paulo Resende da Silva

Prof. Pedro Barrias is currently employed as a special advisor on higher education policy, the development with the Higher Education Authority in Ireland. This activity in higher education policies development has included enterprise engagement activities. Industry linked its higher education programs, higher education system performance frameworks, and international collaborative networks. Prior to this appointment as an advisor of EA for the service-related of two Institute of Technology in Ireland, namely the Waterford Institute of Technology at the Institute of Technology Carlow. Before this appointment, he served in several senior management positions in the Limerick Institute of Technology, including the director, head of the department, and head of the science faculty. During this career, he was also served on numerous national and international boards and committees. He has been an expert advisor for the OECD and the Europe Union on numerous international identifications reviews and is currently a member of the Portuguese higher education advisory council and the chair of the OECD group for a national expert on higher education. He is one of the co-designer and founders of the EU and he is a member of his management and coordinators models.

Let's start with our conversations about university governance.

Martina Zipoli

We can start with the concept “what is University governance in a general perspective?”. I would ask Prof. Pedro Barrias to answer our main first question.

Pedro Barrias

First, I would like to thank you for the invitation. It's very good to be here with you and Prof. Ruaidhri Neavyn. We are both members of the OECD, a group of experts on higher education. I would like to share my view with you regarding the governance issue.

In my view, university governance is a very large concept that includes smaller aspects within it but as a concept, I see University governance as the framework conditions, the regulations, the decision making, and the implementation processes that govern the way that education institutions operate. Of course, many times this type of discussion goes to a smaller aspect, that it's important, but it's the aspect of the governing bodies and the appointment of external representatives to the higher education institutions. But I see that the governance, the concept, it's much wider than that because when higher education institutions have to discuss the governing bodies, they have a framework within which they must adapt, and they have that framework is predefined by the government. So governance, it's not only the discussion about the governing bodies within the institutions, but it's also the discussion between the legal framework or the regulatory framework that the government allows the institutions to operate. We should not discuss the governing issues inside institutions without having this in mind because many times the governance models are predefined by the government. Thus, the education institutions have a short power to determine what type of governance structure they want. They can do. For instance, in Portugal, they can adopt several bodies or the dimension of the bodies, but several mandatory bodies must be predefined. For instance, in the ministry, we only allow institutions, or we will only consider illegal, the status of the institutions that are that have the governing bodies that national law demands it. So, the discussion on governance should not be only about the bodies inside the institutions, but also the extension of the bodies that the government allows them to have insight into institutions because many of the bodies are mandatory consultative bodies are less relevant within the institutions. So, they have to work within this national framework.

Martina Zipoli

Thank you. I would like to invite Prof. Ruaidhri Neavyn to share his view about the university governance.

Ruaidhri Neavyn

First of all, thank you for the invitation. I suppose maybe to give a little bit of history about governance about why you need governance in higher education institutions. And it's a very simple reason. If you look at the history of higher education institutions, they have tended in some ways to be a law unto themselves, and indeed, they created ivory towers and walls behind which they didn't necessarily connect with society or community. And I give you a wonderful example. My good friend, Prof. Pedro Barrias took me on a tour of higher education institutions in Portugal many years ago and he brought me to one of their most famous and oldest institutions, which was the University of Coimbra. It had a fantastic and wonderful library but underneath the library, it had its prisons when it was established, like the way a long time ago about the 1600s. Effectively, the University was allowed to have its laws and rules and indeed, the students were governed by those laws and rules, to the point that if a student committed a crime, no matter what it was, they did not serve their sentence. In a normal prison, they served their sentence in the university prison. So effectively, you have universities, and this is a common occurrence around the entire globe, universities have their laws, and this is kind of an issue because effectively if the state is investing in universities, which we are, they do want to get good value for their money. Hence, they need to be assured 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 national and regional strategies are being implemented. So, in that regard, I think governance historically, the reason why it's developed has been in some ways to ensure, there is a balance between institutional autonomy and accountability. I think that's important. When you think about governance, think about two things. Governance allows you to be autonomous, within legislative frameworks, but at the same time to be accountable. So, I call a double A or A squared. That's the first point. The second

point about governance, I would like me, it's about the implementation of the strategy. It's about implementing an institutional strategy, and about implementing national and regional strategies, and good governance structures, which involve the appropriate stakeholders can ensure that your university will be able to meet both its strategic objectives, but also national and regional strategic objectives. The third point I want to make about governance and the reason why you should have it in the first place is what I would call the Triple C and that is communications, connectivity, and commitment. Appropriate governance ensures that you are good communication across the stakeholders within the university. It ensures that you have connectivity with the state in terms of following the legislative requirements. It also shows if you have good governance that you are committed to ensuring that your institution is not only autonomous but is accountable and can achieve the required strategic objectives. Have you found the law in whatever country you reside in there?

Paulo Resende da Silva

From the past ever-present, my university had a special prison for the students but nowadays no. when you look at the concept, and some of the ideas that both of you expressed, we will look into a little bit deeper during this webinar. But when I looked at the literature, you can watch the existence of a kind of epistemology of the concept. From the end of the 16th and 17th centuries, have appeared very strong works about the balance between state control and academic oligarchy. We can see more organizational researchers studying University as an organization, and in some way to destroy that ivory tower that was University in the past. Even some of them are not directly from the concept of university, we have the question of organization anarchy by Michael Cohen and James March, as a loosely coupled system, the concept of professional bureaucracy with Henry Mintzberg, and the concept of adequacy. Also, Burton Clark was one of the most famous developers of the researchers about university governance. Thus, how do these several topics describe and define the way universities choose? What is their general orientation relating to the concept of university governance? How do these different concepts "anarchy, adequacy, professional bureaucracy, loosely coupled systems" affect and connect with the university governance model?

Ruaidhri Neavyn

I think what you're saying is, how do you achieve a balance between the accountability and the autonomy of higher education institutions? And my answer is, What you need most important, I think, in organizing your governance, within a higher education institution is to have good codes of practice, good guidance for your governing body members. And well thought through codes of practice, which take on board, your legislative requirements, financial requirements, the financial planning requirements, and your strategic planning requirements. They are the key elements in your code of practice for good governance. So you will have legislation within your country which defines how a higher education institution should function and how much work you have national policy objectives, which will define future strategies to kind of put some order on that. And to ensure the appropriate balance between autonomy and accountability, you need to have practice. My suggestion is to share with you the codes of practice we have for Irish higher education institutions code of practice for our governing body members. Also, we could share with you the code of practice for our nearest neighbors in the UK, in terms of the type of instruction and guidelines that are given to governing body members to help them work through the very complicated understanding and workings of a higher education institution, which has to take onboard teaching and learning activities, research, development and innovation activities, regional engagement activities, international activities, teacher training and development activities, academic planning exit, so because it is such a complicated structure, and you're involving so many different stakeholders to ensure that you have the right balance to ensure you can deliver on your strategies, it's important that the pedal to propel to have good corporate governance codes of practice that will ensure your governing body members are well educated and trained. And I would suggest this to the Iraqi colleagues to develop in a training program for governing body members will be very useful. That's what helped him to better understand the complex nature of the complex governance structures that exist in higher education institutions. Please feel free to share the links that I sent with colleagues.

Pedro Barrias

Regarding your question, I was thinking about how useful it's this type of governance codes. We don't have it in Portugal and sometimes people complain about the complexity of the regulations, and all issues must be known by the

application managers. Coming to your initial question, how the concepts that you presented, and they are mixed to the general orientation of the institutions? I think that concepts that you presented on professional bureaucracy, the entrepreneurial University, all of them are analysis that came with the evolution of the public administration. Many of the issues that are analyzed by those concepts are things in higher education institutions because they were already the public administration. I will refer to the revolution after mid last century. The higher education institutions, today, are the sense of the Napoleonic higher education institutions in which the power was very concentrated in the state and on universities that was much more based on the institutional individual freedom of the researcher. In the last century, I think the main concept that you did not describe, it's the new public management. The type of approach that the new public management brought to the public administration, was placed in higher education institutions. They are not an ivory tower because the rest of the public administration took some steps. If we were expecting that higher education institutions, reformed themselves, probably we will keep expecting that and after the 70s and 80s, with the new approach of new public management, that brought us a more managerial view of the identification institutions and the public administration. Even the entrepreneurial University of Clark that you mentioned is a product of the scarcity of funding in higher education institutions. The universities need to be more entrepreneurial because the amount of public funding is less available than before. When we compare the number of teachers, the number of students, and the funding that we have now, it's less than 30 or 40 years ago. So, the type of concepts that we have now, in our educational institutions is much more limited, by that view of the principles of new public management, that it was a concept that brought more market view to higher education institutions. That model now is a model that combines more the public, the state, and the market. It strengthened the initiative, financial and patrimonial autonomy of higher educational institutions because the higher education institutions management become much more complex as the system is more complex to manage that states give away some of their powers to the higher education institutions and to manage bodies because they were the ones that were going to do. The best approach to manage that complexity, so much more than the theoretical approaches of the bureaucracy of the entrepreneurial university, I would see that all of this come to the views of the managerial approach in higher education institutions that need to be more search for funding that needs to have more agile in their decisions that have to be more accountable, that have shorter or smaller bodies to decide better and faster. All of this can have a much more market approach or market view of the higher education institutions that need to be accountable, flexible, fast to the size, international competition. I think it's new public management.

Martina Zipoli

Thank you for your answer. As far as I understood, we have been talking about different governance models. And they reflect somehow, the balance of powers between the state control academic oligarchy and freedom, the community in the market controls, the different elements reflecting them on the governance models, but at the same time, when we talk about governance, it refers to how universities structure their boards, so a board of trustees and academic board, the certificate boards and so on. So, how should we look to the university governance, having in mind those two complementary but different meanings, and how according to your experience should be the balance between state, academic, and market control, which should be the adequate board functions? But, you know, according to the relation between university governance and the boards, how should be the balance between different actors? And which are the adequate function of the boards?

Pedro Barrias

the discussion about the balance between within the institutions and the balance between the institutions and the government, it's very complex, because all the actors always demand more power for themselves, or the actors that don't have the power within the institutions asked for more power to the government. I have worked on both sides, I have worked on the university side, and also on the government side. And when I was at the university side, I keep listening every day complaining about the lack of autonomy that institutions have at all levels, financial, academic, etc. The view on higher education institutions was every rule that the government was trying to implement, it was seen as an attack on autonomy, and it was seen like the state was overwhelming their powers that were given by constitutions. the view was like the government should pay and universities should have the right and rules they want, they're choosing the students they want, choosing the teachers they want, and the state does not have anything to do with it. then we have unions that do this balance. it's more in favor of the states because they have more power within the state than they have within the educational institutions. So the balance is always very complex because all the parts will

demand to develop the appropriate balance for the games that they have. I think the government should have very strong power in defining the main framework. I think the taxpayer pays a large part of the educational institution's budget. So the state has to have the power to say something on universities management, to guarantee that the university's management will address the main public policies objectives, that are within the main framework that the statement must operate, I think in higher education institutions, the balance should be on their scientific issues, research, and curriculum. they should have total control over that. the state should have the control of minimum requirements related to access to higher education, student support, accreditation quality, to give us the minimum requirements throughout the country, and all the institutions should work in similar ways As I said, the taxpayer as part of education strategic institutions budget, because of that, the balance should show the participation of external stakeholders, the market and CTO. they should have their presence and the balance should not be excessive to avoid that the entire educational institution's research is controlled by Economic Review and not for scientific goals. I think academic scientific institutions have total control of higher education institutions and legal requirements at the national level and the state also must control and the stakeholders should also have a good part of the balance of power within institutions

Ruaidhri Neavyn

I think Pedro is correct. Certainly, the state itself needs to be able to ensure that its national strategies are going to be implemented if they are paying the university for the pleasure of doing that. therefore, the strength in terms of what you want your governing bodies to do. Bit lies in the legislation that underpins the functions of the new institutions themselves. The first point is looking at your legislation which underpins the operation, the functioning of a university. The second point from a state perspective is the composition of the board is important. I think in most international examples, you will see the chairperson of a governing body tends to be a government appoint in 99.9% of jurisdictions that pretend to be a state deployment of usually below will be zero. then the composition of the governing body will be made up of a balance between members of the management team, members of staff, members of external stakeholder groups such as industry, business, society, commerce, and did sometimes potentially international membership where they would have some advisors coming from an international perspective to assistance. But I think the key is people understanding what it is, the state expects the university sector to do. still allowing the universities to have autonomy in terms of the creative nature of their work, in terms of the creative abilities concerning academic program provision, concerning research and development and innovation, and also concerning meeting specific regional or national needs. So, it's the balance of memberships. it's the underpinning legislation. What the functions of governing body would say is they should avoid getting into the nitty-gritty of operational matters. I think sometimes governing bodies can get operational and the reason they get into operational is that there are as Petro pointed out power games going on and governing bodies from time to time have complex on regular occasions between management and staff groups concerning implementation strategy, or work practices. you will also have certain outside interests who are maybe looking to steer an Institute in their favor. these are things you have to be conscious of. the composition of the board, it's very important that you get it right. Indeed, there is healthy competition for members of the governing body. But you don't want a situation where your governing body you're scraping around looking for people to either volunteer to participate, you need to create what I would call healthy competition. And in that regard, showing the benefits of governing body membership to external stakeholders is very important, but also showing the benefits to your internal staff members. Finally, I would agree with most of the concepts that Pedro said.

Paulo Resende da Silva

let's look at a particular reality that both of you know very well. You had a very strong disruptive moment in 2007, with new regulations and the new narratives that changed the boards of governance of the universities. So, Pedro, how deeper was the change of the university governance in Portugal?

Pedro Barrias

In 2017, it is seen as a very strong moment for verification institutions in Portugal, because of the new legal framework that was approved. that legal framework came to implement the anti-higher education institutions, the new public management values, and principles that were already put in place in the rest of Public Administration. As if we see all

the types of changes that were brought in 2007 what are the main changes? Firstly, we had a reinforcement of institutional autonomy because it was created a new type of higher education institutions governance model, that was the independent legal status institutions that are created by the state with ever a greater degree of autonomy because they have independence, they are not private, in their relationship with the state that they are private in some of the issues of their management. So, internationally, they are called independent legal status. I will talk about this a little bit more later. Another big change was the centralization of the decision in the institution's leadership. previous to the 2017 and 2007, we have big bodies, for instance, to elect the rectory we have bodies between 300 and 100 people, the Senate at around 120 people, and all of the Commissions the minimum requirements were several dozens of people in the Commissions that came to an end that it was not operational, because the decisions took so long to take place, that the institutions were very slow when compared to other institutions. And they were not able to quickly manage the institution, especially in a much more complex environment, as we have it like now. Another change brought to the educational institutions, new values, mainly that came from the market. Then the financial professionalization, the concentration of the power in the director of the President, and that affected other traditional values of your educational institutions, the collegiality of the decisions, the lack of external control over the productivity of the institutions, the lack of concern of with financial management that was a little bit effective. There was a replacement of values, the traditional values, and new values that were more market-oriented. We had also changed labor relations because, with the independent legal status, the new type of relations was created with teachers and employees. Previously, all the teachers and employees, were public servants, to the state, and with the independent legal status, they became not public servants to the States, that private servants to the higher education institution. higher education institution is different from the others because they have a board of trustees that it's nominated by the government. But they have much more brother management powers than the other institutions. this type of institution is established the international way, was not created in Portugal. for instance, In England, all the higher education institutions work like this; they are charities that use the model of independent legal status. Also, in Sweden, Chalmers University is an independent legal status; in Austria, since 2002 all universities have had independent legal status; in Germany in some states and Portugal, nowadays, we have six independent legal status institutions that are more autonomous than all the other institutions. These were the main changes that were produced in 2007.

Paulo Resende da Silva

When you look a little bit more for this disruptive governance model in Portugal, it was very critical at that time. Most of the criticism was about the mainboard and that who can be the rector. Nowadays, everyone who has a Ph.D. and was in university can be a rector in a Portuguese University. some of you from Iraq can be active in a Portuguese University because you have the power and language, but this criticize from internal from the academics, is not focused on that board and how you can choose a director is about the perceptions of internal democracy, and the adopted perceptions of the academic freedom. Barrias as you have an external advisor of the Portuguese higher education council, and also an expert on university governments, what kind of critical success factors needs to be analyzed to implement a realistic governance model in a country?

Ruaidhri Neavyn

I'll try to give it a simple answer as possible. I think the first thing is the legislation and you have to underpin your higher education system and structures and functions of a university. That's the starting point. I think you need to think that through to the point that you spell out the If you liked the mission and the vision that the country has for its universities, so whether there can be more entrepreneurial, whether it be regionally focused letter there to the international focus. Just that vision piece is important because I think that helps all the stakeholders focus on the future strategy and development of a higher education institution. That's the first comment. The second comment is your governing bodies, the structures that you put in place. Certainly, my view of the governing body of an institution you should try and keep it small. when I say small, somewhere between 20 members tops, the composition of that should include policy management, general Staff representation, experienced representation. So, they may even want to include some international expertise. I think the chairperson needs to be an external deployment, needs to be someone that is endorsed by the state, and even recommended by the Minister. I think the President should be on a fixed-term contract and should be able to be elected, or indeed interviewed appropriately and come through a very big election, or indeed, the interview process. I think, concerning the governing body, you need to have good for how awkward and what options are. I think you provided some links with examples of that in the chat function fellow, which is great. I also

believe you need in terms of the balanced membership that I talked about. I think members of a governing body need appropriate training, and to get a very good understanding of how a university is to operate because universities are very complex structures and have multiple functions and activities. I think as well, your governing body, come on to your Academic Council leader as your governing body needs to have in place, very good terms of reference, and also a reasonable committee structure that allows it to do its main functions and our governing body should be monitoring of strategy implementation, ensuring accountability in terms of state investments that are being made, ensuring appropriate development of the physical infrastructure of a higher education institution, and ensuring appropriate development of its staff and student body, in terms of the academic courses that are being researched and developed. The other comment is its focus should mainly be unstrapped into operational minutiae, it should not delve into activities that are reserved functions of the management or the staff of the institution going on to your Academic Council, or some people might call the senate Academic Council. I think that should be kept small, it should be representation for each appropriate faculty at a senior level and should always be some elected members from the lower cadre like non-management services that get a well-balanced view from the entire staff. I would say your operating management structure should represent all functions of the higher education institution. So, it should be drawn not just from academic units, but also from support units, such as your student services, support areas, your external business operation units, etc.

Martina Zipoli

Thank you. I have a final broader question. We hold the knowledge that universities have a critical role in the development of each country everywhere. But to be successful, they need to work with the stakeholders and involve a different range of stakeholders in university governments, and especially for the implementation of national policies and their institutional strategy. So, if we start from Europe, the key stakeholders, which need to be involved in university governance and with which role they need to be involved. Indeed, what are the role of the top governance on the one side and the management boards on the other side?

Pedro Barrias

As I said previously, at least at public, higher education institutions, key stakeholders, key external members should be present, because taxpayers pay a good part of the higher education institutions budget, and because of that, some type of control, contribution, accountability should be provided to those external members. If the community estate is represented by companies CEO, I think it depends more on the area where they are aiming to work or the type of strategic planning that identifies. I think companies should be in the higher education institutions, companies should be at the general councils of the education institutions, not only as consultative but also having some decision power within the main decision body. I think they represent CEOs and other public administration bodies that are related to the type of outputs that higher education institutions produce. For instance, if higher education institution is very strong at public administration and sociology, it has an external stakeholder and public institutions that work in that area and is related to engineering. I think companies related to that area should be there. But it depends a little bit on the strategic planning of the institutions. Probably, some institutions want to have their top leaders of the museums in Portugal, because they have a strong role in museology or history. Other companies and institutions probably don't have anything to do with that and it's more relevant stakeholders related with companies that work in physics, engineering, cars, etc. Companies and public administration bodies are always thinking the output of the institutions, will provide their geographical environment. I think they must have some power not only be in consultative parties, but key stakeholders were in the consultative bodies. Although they must have some of this power not only being consulted, the top managers should not be from the companies or the stakeholders, because if they are from the stakeholders, the top management will be constrained by the views only of the stakeholders and many times the view of the stakeholders is a very short view, because they are only thinking about the short approach to employment and the local development. The top management must be provided to two directors that are elected by a general council, that they must have power to elect directors, to approve the budget, to ever contribute to their education institutions strategy.

Martina Zipoli

Thank you for a lot of issues in a very comprehensive answer. I would like to give the floor to Ruaidhri to add any additional comments on the topic.

Ruaidhri Neavyn

I think what's important is to stress to external governing body members that you want them to be engaged in the actual decision-making processes or the institution and its future strategic direction. So, what's key is that your institution or higher education institution ensures that the strategic plan or its institutions are owned. Indeed, in some ways, it was delivered on by your governing body. I think governing bodies shouldn't just be seen as agreement with everything that a higher education institution is proposing to do, your governing body needs to be able to be critical, and indeed, creative in terms of how it can contribute to the future direction of any higher education institutions. The management of the institution must recognize and understand that they have to allow external and internal governing body members to influence and chart the future strategic direction of the institution because your governing body should be operating at a very high level. It should be farsighted for thinking and not be engaged in what we call minutiae that the little decisions and operational matters, it needs to think strategically and be up there and be very engaged and very involved.

Paulo Resende da Silva

What are the main obstacles and difficulties from the university point of view, to put in place a good governance system?

Ruaidhri Neavyn

I think the main obstacles will be different stakeholder views. Governance can be a little bit of a power struggle. It can be a conflict of opinion between different internal stakeholders and external stakeholders. I think that's the main obstacle and the way to get rid of that obstacle, the power struggle is to ensure that there is a nationally agreed code of practice. If you have a nationally agreed code of practice, or nationally agreed compositions, or nationally agreed legislation to underpin the functions of a university that helps you to be rich. Sometimes, automatic tension will exist between these opposing stakeholders. I think all members of governing bodies have the best intentions and the best desires, so they don't always see each other side point of view. I suppose code to practice can help you greatly to define how people should operate and function.

Pedro Barrias

I agree with Ruaidhri. The bigger problem is the different views about the internal and external stakeholders about what is a good governance system because all of the internal stakeholders will look at the governance system as being good only if they are representative. In vast numbers, for instance, it's the critic that Paulo assumed about the lack of participation and collegiality. In higher education institution governance system in Portugal, its main critic since 2007. Because the teachers think they should have more power. The government thinks that external stakeholders should have more power. The students complain because they have fewer representatives than they will add before that. Now the students have more power than before because, at relative numbers, they are deciding many times who is the director because when we have two candidates, the number of students are in general councils that decide who is the rector and also, we have students that are managers, the chief of staffs of the rectors. They are assuming very soon, strategic positions in higher education institutions, because rectors need to negotiate with the students. Students keep complaining that they are not represented enough and also staff repeated complaints the same because they don't have the power. There will not be a good governance system that can attend to all of these demands but the governing bodies will not be agile, flexible, and not be accountable in the management bodies. If we have a national consensus about the structure and code of conduct, that will be the guide to this good governance system. When we come outside the higher education institutions, and we go to the government and the parliament, we have the same type of tension, because teachers will complain to the parliament, students complain to the parliament, etc. So, even with this type of governance system, we were able to implement it in 2007 because the government was in the full majority in the

parliament and if we are in the relative majority, the parliament will change that. So, the leader of the opposition came to the ministry of higher education at that time to discuss this and they said, you are doing the things that we were intending to do. We will complain because we are in opposition, but we will not present a real alternative, because you are doing everything that we agree. We will do something, a very short document only to say that we are presenting something, but please follow on in your view. We could do that because we were at majority and the opposition was agreeing, at least in the background, they were agreeing with us. It's not possible to do something like this in a relative majority because the next day, all of the internal stakeholders will complain to the parliament, and they will change everything the next day. So it's very hard to do the balance but it's a policy.

Paulo Resende da Silva

Thank you, Pedro. If someone wishes to address some questions, we are ready to hear.

Hussain Al-Rubaiey

Can tell us what is the influence of European Union projects, fund, rules on the university governments in Europe?

Ruaidhri Neavyn

I would like to comment on that. The European Union is looking at how to create a European higher education area. In that context, they're looking at common issues that include joint awards, for example, individual transferable awards, transferable education across national boundaries. But also in that context. They're looking at establishing European universities, which will be multi-campus universities, which will operate across multiple jurisdictions in the European Union. At this point, they're grappling with the concepts of how to create these new entities, which are formed from some universities in different countries. They influence how people think about governance and help people think about the legislation underpinning their universities and also think about the processes involved in the management of institutions and how the institutions should function. What people should do, I think what they're trying to understand and help with the issues that are appearing, as we look to create a European higher education area, and the issues that are appearing are common structures, common programs, and now with European universities, the concept of multicampus, Pan European universities of higher education.

Martina Zipoli

Thank you for answering this question. We are at the end of our second webinar. Thanks to all of you for your participation, involvement, and engagement in the webinar. Also, a special thank you from our two invited speakers, Pedro and Ruaidhri, and the fantastic sharing of information and ideas, and opinions with us about university governance models. To our participants, the next webinar will be on September 9th with the main topic of quality assurance in higher education and the university.

Goodbye and take care to all of you.

Quality Assurance in Higher Education. Sept 9th 2021

SPEAKERS

Funda Şerifoğlu, Founder Rector Düzce University, member Turkish Higher Education Quality and Accreditation Council

Nazim Celal Irem, Professor at Istanbul Aydin University

Riccardo Mussari, Professor and Project Coordinator, University of Siena

Paulo Resende da Silva, Professor, University of Evora

Ahmed Al-Manea, Lecturer, Al-Furat Al-Awsat Technical University

Riccardo Mussari

Good morning everybody, we are here to listen the words, the suggestions and experience of our very authoritative guest speakers. I would thank everybody, starting from our speaker and Paulo for the great job he is doing and I wish to invite everyone to participate and to be active, because to achieve the objectives of our project participation is important. Listening is fundamental, but also contributing is important too. Thank you very much again for being here.

Paulo Resende da Silva

I just want to give you few words. I want to thank our invited speaker to accept to participate with us in this webinar in this Inspire project. The topic today is about quality assurance and general aspects of quality management and quality assurance in higher education institutions, with a presentation given by Professor Funda, who has a large experience on this topic. Thanks again and I give the word to Professor Nazim.

Nazim Celal Irem

Thank you very much for the opportunity to introduce Professor Serifoglu. She is the former founding rector of one of the most successful universities established in Turkey in recent years. But what is relevant in her experience for this meeting and for the purpose of the project is that she is one of the team leaders of the higher education quality assurance institution in Turkey, which has been authorized to accredit national institutions. She has a great field experience and in-depth knowledge of the standards. The thing that fascinates me in her experience is that she's the team leader because of her experience coming from the field. I have some information about the quality assurance systems because of my job, but I'm not a practitioner in the field. I would like to introduce her and then we will have the questions and answer session. Thank you very much.

Funda Şerifoğlu

Hello everybody, all the colleagues and professors and managers of different countries all over the world. Let me start with the definition of quality. Quality is a very generic concept. We use it in all the sectors of our lives, even private lives and in our family lives. But what is quality in the higher education area? Defining quality is not easy. Why? Because quality is a dynamic concept, it's not static, it's not a one-time job to define quality. And quality also depends on the context. What do I mean by context? I mean, the institution itself, its mission and vision, the strategic goals, the country, the environment, the international environment, so everything related to context changes the definition of quality. Quality is a multi-dimensional concept.

Let's look at higher education from a literature paper of Schindler et al. from 2015. They say that there are four stakeholder groups that we have to consider when we try to define quality. What are those stakeholder groups? The first group is the fund providers, that are the people who pay so that we can give the higher education, such as taxpayers, the State and the community. The second group are the users of the products and services of the higher education, such as the students, industry, the NGOs and the State. The third group are the users of the outputs (meaning by "outputs" the graduates basically), such as employers, the industry, the firms and the community who are using students as employees. The fourth group is made by people in the universities themselves, like the academicians and administrative personnel. These four stakeholder groups are really important when we try to define quality.

Quality also varies depending on the perspective. From the perspective of purpose, quality is conformance to mission and standards. From the perspective of accountability, quality is optimal use of resources, and delivery of accurate educational products and services. From a transformative point of view, quality is positive change in student learning experience, and professional and personal development. And from a rankings and reputation point of view, quality is achievement of distinction, of exclusivity, through the fulfillment of high standards.

So, there are many things affecting the definition of quality. If you want me to summarize it, I can use the ISO, that groups all these definitions in two main groups. According to the first one, quality is fitness for purpose. According to the second one, quality is satisfying consumer expectations. Your university can decide on the definition of quality looking at the stakeholder groups that you want to prioritize, and at the perspective that you may use, and then you can come up with your own quality definition. Each institution can use this or that definition, it will depend on the context of the university.

But what is quality assurance? Quality assurance is a very important notion in our times, in which the world is so fast changing and higher education is also changing. The ISO defines quality assurance as a part of quality management, focused on providing confidence that quality requirements will be fulfilled. What do I understand from this definition? Quality Assurance is about defect prevention: we want to minimize errors, we want to have zero errors in quality assurance, according to ISO.

But let me go to a better definition for higher education. I define quality assurance in higher education as follows: "it's the totality of planning and implementation principles and their documentation". Documentation is very important in quality assurance. So we have the planning, the implementation, and then we have the documentation; these are all the principles for the functions of the university, such as education, R&D, societal contributions and administrative processes, which are developed in compliance with the mission and goals of the institution with the national needs and international standards. So it is not a closed system. It's an open system, because we live in a world where everybody interacts with every other.

Let me go over the basic principles that will probably clear what I mean by quality assurance. A quality assurance system should be in compliance with the mission, with the vision, with the strategic goals and objectives of the university. You must have your strategic plan to have a sound quality assurance system, it should be in compliance with the declared quality policy principles of the university. One important thing here is that most universities have a quality policy, it's on the website, but nobody knows it. Everybody in the university should know that there is a quality policy document, at least one time have read it, and they should have understood what it means for the university. The personnel, the academicians, the professors, the students and administrative people should be encouraged to see the quality process as part of their own responsibility. In the universities, usually, there is a unit called "quality assurance unit" or "quality department" that is responsible for everything: they report, they write the documents, they sent the writings, they do the mailings, etc., but all the other people are not aware of what's going on. This is not a good quality assurance system, because quality is the job of everybody in the university, from the person in the doorway, at the very beginning of the campus, to the person in the cleaning room, to the professor in the classroom, to the students in the classroom. Processes should be managed in concordance with the institutional values and goals. In our current university systems, we are still using the department perspective for management; departments are closed, and even if units interact with other departments, they still close the doors to other stakeholders, they don't want to have much interaction, they don't want people to interfere with their business. For example, a student taking an elective course, it will at least go through one, two, three or more units and departments, so that the student can choose an elective course, make sure that he or she is registered in that course and everything is fine. All these steps he or she has to take is part of the process. It goes across many departments, many faculties, general secretary, a department for the student affairs, etc. So, we have to define the processes, and we have to manage them to have a good quality assurance system.

Let's go to performance indicators. Most universities have strategic plans and quality principles, but then they do not supervise the progress in the implementation of the performance indicators. Continuous improvement is very important for quality assurance, because quality assurance is not a one-time process. Everybody should be involved and it will be a continuous improvement process. Last but not least, the success of a quality assurance system is closely related to the institutional continuity to leadership and to organizational culture. What do I mean by continuity? What happens when the rector changes, when the management changes, and you do not have his plan anymore? This is not good in terms of quality and quality assurance and continuous improvement in terms of reaching the strategic goals of the university. Of course strategic plan can be changed and revised, because world is changing so fast. Our countries are changing, international environment is changing, so we can revise the strategic plans. But when the rector changes, the strategic plan does not need to be necessarily revised or changed, continuity is very important.

Professor Nazim told you that I am a part of the Turkish higher education quality Council. What does the Turkish higher education quality Council do? Well, this is a quite young council, actually; it is a public entity, but it's autonomous. It has its own budget and personnel. In 2016, it has been established; in the last five years, it has been a wonderful progress in Turkey; all of our universities are externally evaluated by teams of the Turkish higher education quality Council, and they are every year writing their own internal evaluation report. Last year, we have started institutional accreditation also in Turkey. This is our second year. So basically, there are three duties of the quality Council. First, quality council assigns teams, like the ones I lead, to externally evaluate universities for quality assurance. Second, they authorize accreditation agencies in our country; these accreditation agencies go and accredit programs in the national universities. Third, quality council tries to make international collaborations in our country in higher education area. Actually, the quality Council, although very young, is already a member of several different international networks, including ENQA, APQN, etc. It has also some bilateral agreements and associations. I have said three important tools: program accreditation, external evaluation of the universities, and institutional accreditation. These three tools are the basic tools to build a quality culture in the universities. External evaluation and institutional accreditation are very much affected by program accreditation. What do I mean? Program accreditation supports the other two tools very much. When we go to a university, if the university programs are accredited by agencies, then you can see that people, academicians, students, they are very well aware of what quality is about. They know what performance indicator is, they know what an evaluation report is. So they will be aware of notions of quality assurance. Program accreditation is a very important tool. When you have program accreditation in your university, you have a basic quality culture in your university. Internal evaluation is a different tool. You look at the university as a whole over the performance indicators of the quality Council; you look at how the university is performing related to the strategic goals in the strategic plan; you look at how the resources are located, whether they are productively used or not, whether stakeholders are involved in decision making processes, whether processes are documented well, whether everything is defined well, whether people know about them. So internal evaluation is a very powerful tool for the university to look at itself in terms of the performance indicators of the quality Council, and these performance indicators incorporate educational, R&D, societal contributions, management principles and quality assurance principles. It's about 58 performance indicators through which they evaluate institutions. Once the university has an internal evaluation report, quality council sends a team to externally evaluate that university. The team looks at the university and evaluate it over the same 58 performance indicators. As a university, you'll see a mirror, where you look at yourself from the eyes of a third person. And then you see what your weaknesses are, what your strengths are, what the opportunities for improvements are.

As a team leader in the quality Council of Turkey, I have been working in the last five years. I have evaluated foundation universities, I have evaluated state universities, I have gone to Anatolian universities where the resources are scarce, and the universities are younger. I went to metropolitan areas like Istanbul and Izmir, where the universities are much older and stronger, so, a wide range of experience. And from that experience, I can tell that this evaluation process, both internal but more external, provides a wonderful learning and improvement environment for the university, especially for the rector, and vice rectors, and for the Board of Trustees. Probably this is a more important result. Of course, they want to have a wonderful report so that they put it on the website, they can be proud of it, and say to the stakeholders: "our report is wonderful; we are a wonderful university". But I think that the evaluation process is more important than that report, because in the evaluation, the team members, like myself, there are about seven to nine people. We look at each and every process in the university. We look even at core syllabuses. We give feedback to the university, we ask questions, we want extra documents, we look at the report minutes of the meetings, we look at the reports, we read every related quality document of the university, we go over the internal evaluation report of the university. So, we scan through the university, and they give feedback to the university management and to the

stakeholders. And this is very important. They learn about themselves from the third eye, and they see areas of improvement where they can put more resources so that they have a bigger improvement. I find this very valuable.

One of the questions that comes into mind is: if the quality Council performs this evaluation and accreditation procedures, and if the universities are supervised, evaluated over these 58 performance indicators, then is the autonomy of the university threatened? Is this something that tells the university what to do? What about the university autonomy? In my opinion this quality assurance process, external evaluation and accreditation processes, on the contrary, supports University autonomy. What do I mean by that? It supports autonomy because nobody, including the quality council, tells the university what to do; the university itself decides what to do. How? It looks at the National regulations, it looks at the international environment, it looks at the stakeholders, it looks at its own strengths and resources, etc. Moreover, they have a vision, they have a mission, they have a strategic plan, and everything is decided by the university. So, the university knows what to do. It knows its vision. Quality Council just make sure that there is a strategic leadership, there is agility, there is sustainability in the process. In other words, these four questions on the flight are being answered in our report for the university. What is the university trying to do? What is its mission? What are the strategic goals? How is the institution trying to do that? What are the objectives? What are the action plans? How are the resources allocated in those plans? How does the institution know that this is working? This leads it to its strategic goals? How does it know? Are there any performance indicators? Is there any supervision of the performance indicators? Do the Commission's work properly? Are stakeholders in the decision-making process or not? Are the students involved? Are all the stakeholders aware of what's going on in the university? Are they part of the continuous improvement process? We ask those questions to the managers, Rector, Vice rectors, Deans, directors, students, academicians and personnel; we have one to one focus meetings with several different stakeholders' groups of the university. And lastly, the last question, how does the institution change in order to improve? How is the change management done? How is the sustainability guaranteed in the current changing conditions of this crazy world? In other words, quality assurance supports autonomy and integrity. As a university in your website, you would say: "I'm going to do this education programs and I'm going to do it well, I'm going to produce graduates which are used by the factories and firms and government effectively and efficiently in the work environment". You all promise this to the community, to your stakeholders. Quality assurance makes sure that you stick to your promises. And this is very valuable for a university for its dignity and for its for its reputation.

Paulo Resende da Silva

We have two questions from the audience, both of them very interesting. The first one is from Rafa Abaldawi who asked: how you can get the private and industrial sectors involvement in writing the QA system of the education institutes?

Funda Şerifoğlu

You want to understand how a non-higher education stakeholder can see the reports of the universities? If this is the question, for Turkey, you can just go to the website of the higher education quality Council and you can see the reports. But I don't think the reports for individual universities are in English. They are translating reports for the individual universities right now. But you can see the general annual report for Turkish higher education in terms of quality assurance in English. In other universities, or in other countries, you can always go to the website of the university and you can find the internal and external evaluation reports. In Turkey each university has the internal and external evaluation report on their website.

Paulo Resende da Silva

Can I go through the mean of the question? The point is that some subjects from the private sector participate in the evaluation of the higher education institutions, of their program, and so on. So the question is: how can we evolve? How can we involve the external stakeholders from the private sector in our relations process?

Funda Şerifoğlu

Good question. For now, the private sector members are not involved in the teams, but we have international members. You can apply to the higher education quality council to become an international member of the team. We started last year, but this year we will have more international members in our teams and most of the process will be in English, and also the reports in English. So, if you are interested into the Turkish system, please apply over the website of the quality Higher Education Council.

Paulo Resende da Silva

We have a question from Doctor Hayder Dibs: how is it possible to get international accreditation program for our universities, so for the Iraqi universities?

Funda Şerifoğlu

That question is probably to the Iraqi managers because for now, the Turkish higher education quality council does not give the service to international universities, it's a national institution. They do not do this for other international universities. Maybe your university can apply to European University Association, that has an International Evaluation Program (IEP), where what they do quite similar to what I do with my evaluation teams: they go to the university -now they do it over zoom, most probably- they read the documents, and they give a report on the quality assurance system and under management of the university.

Paulo Resende da Silva

We have a very demanding question from Miaad K. Alkudhairi: recently, there have been many standards of quality in international universities, and this diversity has been characterized by its progress and acceleration, so how can we choose what is appropriate for our universities?

Funda Şerifoğlu

International accreditation agencies are very well known. For example, if you are in the field of engineering, then ABET is one of the very well-known agencies, or you can search for other agencies as well. I have given some networks, umbrella institutions of those agencies like ENQA for Europe, the European National Quality Association. If you go to the website of ENQA you can find the accreditation agencies tied up with this umbrella Association ENQA and then you can see their standards, their performance indicators, etc. But the performance indicators are more or less the same. They look at the four questions I summarized. They look at how your institution is allocating resources to the action plan so that you can reach the strategic goals of your institution.

This last slide is very important, this is a summary slide. Let me summarize what I try to say here with this slide. A university should integrate the strategic plan and the quality policies. They should have performance indicators regarding to strategic goals, and to quality principles policies. What sort of quality policies can there be? Well, it depends on the university; the University Senate decides actually on the quality policy items; for example, the University may decide that they prioritize technology in education, they want to issue quality with updated technology in the educational programs; or the Senate might decide that the quality principle for the R&D processes can be used to solve problems of their own country or the region. It's up to the institution, the University decides on the quality principles, and they put it on the website. So, if you go to a Turkish University and you go to the website, you will see the quality policy document and the strategic plan. And then in a good university with a good quality assurance system, these two are integrated over the performance indicators. When you have the strategic plan integrated with the quality policy with performance indicators, all you have to do is to systematically monitor your performance, your implementation of the strategic plan, and this will lead you definitely to success. And this monitoring should be done with the academic personnel, administrative personnel, the students, the graduates, with other stakeholders, internal stakeholders, you have to monitor your performance. And then you have to evaluate the results with the stakeholders, especially the external ones. If you want to see how we perform in the R&D, you have to invite the factories, you have to ask them: "Do you use the technology I produce in my laboratories? Do you use them in your processes? How can I help you

more?" If they give feedback to you on your performance over the performance indicator, it's so valuable for you. So you have to put your stakeholders into the heart of your improvement processes. And then you have to replan your processes. This is the tool that you will use most of the time: PDCA cycle. What is a PDCA cycle? It's dating back to Francis Bacon, to systematic managerial principles in 1600s. It did speak to shivered for quality control. It did speak to deeming for statistical quality control, but it's something that you know very well. Mohammed Prophet said: if your two days are the same, that you are at a loss. What you have to do when you plan something in a process in an action plan. Then you check how you do on that plan. You monitor over your performance indicators. Then you study what went wrong, why, what can you improve, how, and you do this with your stakeholders, internal and external and then you improve your processes, and then you plan again, re-plan. And you do this cycle over and over again, these PDCA cycles are the very heart of continuous improvement. If you use PDCA cycles, if you plan, control, evaluate with stakeholders, and improve, plan, evaluate over performance indicators with stakeholders and improve. If you do this continuous improvement, then you surely will succeed. And this here shows you that if you do this continuous improvement process very well with your stakeholders over the performance indicators, then your standards will also improve, your quality principles will be better, your strategic plan will improve, everything in your university will improve with time, your quality standard will improve. So it's so easy. You have to have a system, you have to have your stakeholders in the system, you have to continuously improve by using PDCA in all your processes of the university.

Paulo Resende da Silva

We have a question from Dr. Ahmed Al-Manea: what is the most important factor to focus on to develop quality at education institutions, among other factors?

Funda Şerifoğlu

I do not understand why the institutions are so stressed when evaluation teams are coming to their institutions. If you are planning your goals, if you have a vision for your future for the university, then you know how to go to that vision, you have your strategic goals, you have your action plans, you planned your resources accordingly, if you had this plan, if you have the quality policy, all you have to do is systematically meet all the stakeholders, for example every three months, every six months in the Senate, in the faculties with the deans, in the big conference room. And how to do this is up to you, you plan it yourself. But be sure that you have stakeholders in the process. It's not a closed system, it's an open system. If you close yourself, your system will not improve, and it will not catch up with international competitors, you will not be in an international star. So, you have to be open to stakeholders, you have to be open to feedback. What you have to do is every six months, every month, every year, I don't know the period, systematically monitor your performance over the performance indicators; then you take invite your stakeholders, you evaluate the results and you discuss why some improvements cannot be done, because not all the improvements can be done. You have resources limited, you have money limited, people limited, everything is limited. So, you have to prioritize things. And you have to understand what went wrong and why. If you do those analysis, and you get the feedback, then you replan your actions and you cycle again, and this will take you to your goals actually.

Paulo Resende da Silva

We have another question from Rafa Albaldawi: has COVID-19, that we are still living, a big effect on quality assurance procedures?

Funda Şerifoğlu

In Turkey we put emphasis on distance learning. Now we have performance indicators for distance learning too. As the evaluation team, when we go to a university, we do the standard evaluation plus we evaluate the distance learning systems and processes. So, we put emphasis on this because you cannot improve something that you do not monitor, if you want to improve something, then you have to have some performance indicators for that process. In Turkey, we have defined performance indicators for this learning. And now the universities are trying to improve themselves in terms of those indicators. You can as well go to higher education Council website, and you can see the performance indicators. If you email me, I can send you the English version of the indicators as well.

Paulo Resende da Silva

We don't have other questions, but one thing that I wish to share is about your last slide; it's very interesting when we have the PDCA. One of the interesting things is connected to something that in beginning and during this conversation you addressed a lot, the strategic orientation of the universities and the reference to standards for quality. We need this to develop a quality assurance more precisely, and to have a stronger impact on university. To improve the quality of the universities firstly, you need to have a roadmap for the quality assurance. In this roadmap, we need to be very precise to know which is our strategic plan. We know that the strategic plan is very complicated and difficult to implement. What kind of roadmap the Iraqi Universities should set to develop a quality assurance plan, also in a national way?

Funda Şerifoğlu

I don't know if there is in Higher Education Council in Iraq. I understand that it is not. Probably this is the first step, even if maybe they need some time for structuring things and thinking about things, then the institutions themselves actually start with internal evaluation. Which performance standards can they use? Well, they can use the one from Turkey or from EUA or the institutional Evaluation Program guidelines, and they can find such guidelines in several different places. But I do not agree with you when you said strategic planning is complex, I don't think so. I don't think that if an institution does not know where to go and how to go that it will make any progress. So strategic planning can be very simple. We don't need a complex strategic plan, then we start the journey. Maybe a strategic plan with three goals only will be okay for the institution for the beginning. And maybe in three or four years the strategic plan will be better. But at one point you should start strategically planning, because if you don't do this, if you don't show this strategic leadership, you will not have a common vision and a common dream for all your stakeholders. A strategic plan is the common dream of all the people in the university. You say "I want to be such a University in five years, in 10 years, in 15 years"; if you don't have that passion in you, as a university, in your professors, your students, and your administrative force personnel, you will have bad day-to-day operations and then you will not use your resources optimally. So, I think a simple strategic plan can be useful, with some advisor help. And then an institutional evaluation guide can be put in place and program accreditation; for example, for engineering, you can go to ABIT international accreditation agency. Well, I have recognized that in Turkey, our national accreditation agencies, it is much difficult than ABIT. In Turkey, we are much more stricter. So do not get afraid about international agencies of all these umbrella associations. Go to the website, look for the agency, which is appropriate for your purposes.

Ahmed Al-Manea

Thank you very much for the chance to let me speak. In Iraq we have a Minister for higher education and scientific research who monitor the quality of our universities and our institutions. You just mentioned the diagram about the BDCA diagram. Think about a small Institute such as a classroom, and suppose I want to monitor the quality for my delivering subject. If I follow this diagram, it maybe goes up and down. Sometimes it's not like a straight line. Is that true?

Funda Şerifoğlu

You have taken the idea I have provided and already applied theory on your subject, great. I'm going with your example. As an instructor, you plan a course; what you do is to write down a syllabus, and you distribute the syllabus to the students and you put it also on the website of your department. This is the phase of the PDCA cycle, then you give the course. But the course has some expected outcomes: you plan the course so that you reach some expected outcomes. For example, I will teach the students linear optimization models; then you will monitor if you have reached those goals, if the students have learned about optimization models. How do you do that? You evaluate the students with exams, quizzes, exams, etc. And then you see the results. You plan the exams so that you can evaluate the outcomes. You can't write any questions for the exams, you have to write questions for the answers will tell you whether the students have this outcomes of the course or not. So there is this a very important statistical technique. Maybe your university is providing you with those techniques. So that they will teach you how to ask good questions to test the outcomes of the class. Then you have the exam papers, and you understand from the papers, how you did well in your course. This part is my duty. I could not give this notion to the students. How do I do better? And what do I do? I invite people,

stakeholders, students, and colleagues from the department. They help me to understand the dynamics behind this evaluation process. We all together try to understand how to make the course better. Next semester, you will write another syllabus for the same course. But a better one. And you will have better question. In your quizzes and exams. Are you understand the cycle now?

Ahmed Al-Manea

Yes, thank you very much, that answered my question.

Paulo Resende da Silva

Thank you. We are almost in the end. I give the final word for Professor Riccardo Mussari, our leader of the project, who wants to give some comments.

Riccardo Mussari

I wish to thank our speakers; the presentation was really intensive and reach of passion, not only of knowledge, experience, capacity, it is not only a matter of technique. What we all should learn from this webinar is that we have to have consciousness: we have to know what we want to achieve. That's why I would not like to answer to one of the questions I read the chat: "give me please, the performance indicators". Not at all. You have to tell me first what you want to achieve. Now we will talk about measurement and evaluation, if possible. I really want to thank you very much, because we learned a lot of things but above all for the message that you transfer to us. We have to love our institutions. We have to have consciousness of the mission we have to achieve. And we need also to have a systematic interpretation of our institution. Of course, in a webinar or in a discussion, in a conference, in a seminar, we can talk only about a small part of the whole, but we don't have the governance of the whole. To talk or to study or to deepen a single part is not so important, is not so useful to achieve our objectives. So, be systematic and show the same passion that our speakers showed us today. Thank you very much.

Accountability in Higher Education. Sept 16th 2021

SPEAKERS

Riccardo Mussari, Professor and Project Coordinator, University of Siena

Pasquale Ruggiero, Professor, University of Siena

Paulo Resende da Silva, Professor, University of Evora

Prof. Paulo Resende da Silva

We begin our webinar with this shorter initial presentation and share the stage of this webinar with Professor Riccardo and Professor Pasquale to continue the topics.

Good morning or good afternoon to everyone, welcome to our webinar, and this is our fourth of our plan of six webinars. In this webinar we will be focus on the concept of accountability, and this topic applied in higher education institutions. Today, the webinar has two speakers that are two members of this project, Professor Riccardo Mussari, and Professor Pasquale Ruggiero from the University of Siena and also the professor Nazar Haddad from Iraq, coordinator of this working plan and this particular webinar.

So, I introduce a small presentation from our two speakers. Riccardo Mussari, Ph.D. in Business Administration, is Full Professor in Public Financial Management at the University of Siena, Italy. He is the coordinator of the Erasmus+ project INsPIRE (our project). His main research interests are in the areas of public sector accounting, management control in public administrations, program evaluation, international public management, and public governance. He is currently editor of the Italian academic leading journal in the area of public management (Azienda Pubblica). He is a member of the Editorial Board of various national and international journals. He works as a consultant for local and central public administrations. Our colleague is Professor Pasquale Ruggiero, PhD. in Public Management and Accounting, is Associate Professor of and Public Management at the University of Siena (Italy). He is the Delegate of the Rector to the Budget at the University of Siena. His research is focused mainly on public management accounting and control. He is currently a member of the Editorial Board of the Italian academic leading journal in the area of public management (Azienda Pubblica) and is a member of the Editorial Advisory Board of Management Decision and a member of the Editorial Board of Journal of Public Budgeting, Accounting & Financial Management.

Good morning, Professor Riccardo and Professor Pasquale, for coming here today in our webinar. This webinar areas are two different moments. We have two presentations; we will go to begin with Professor Riccardo Mussari and that will present for us with the topic of accountability issues in the Higher Educations, and after then we have a second presentations with Professor Pasquale Ruggiero, with the title of financial accountability in Higher Educations with the same process. So, at the end, we have a moment from questions and some comments. So, Professor Riccardo, it's your stage.

Prof. Riccardo Mussari

Thank you very much. Good morning, everybody. I'm trying to show my slides. First of all, thank you for being here. This is a very strange situation for me, because I have two jackets, first jacket is the most important one in this project is to be the coordinator of INsPIRE but I'm really very happy to give also my contribution today and also, I hopefully another occasion as a speaker. So as provider of a service to our colleagues and friends from European University and Iraq universities.

The title of my presentation has been already introduced, accountability issues in Higher education. The first thing I say to do in my view, ways to show you and to share with you their interpretation of this concept, the notion or a possible notion that why I put because I do not believe that we can hear generally as Professor to dispense truth is only on course my personal opinion based on my experience and my research. This perspective, I believe that it could be much more useful for us to look at accountability in terms of coordination mechanism. That is like something that can help us to work better with other main subjects. So, this entails the necessity to have a perspective of university and generally of an organization like a system and that cannot stay in the environment by itself. So, that needs to work and to talk and to mean receive information, goods, services, money also from other subjects. So, a coordination make help it that take forms of social relationships, why social relation to stress, because much of the content or accountability relationship can be interpreted in terms of two sub subjects that communicate to each other.

This is something that can be interpreted management in a social perspective. Generally, in the literature methods in the practice these two subjects take these names, accountant who recognize the necessity to explain it to justify his conduct. So, the one who gives account, and another subject is called accountee which is the one who received their information, is not a one way relationship, that why Social, also, is a two way relationship, because someone gave information explained, and some other received the information but also react, formulating an opinion, a judgment before going on, is necessary for me to stress also the word necessity. Because very often, accountability is proposed, in terms of obligation, I would not like to propose you this perspective, the perspective of obligation. I prefer to use the word necessity, as something that the accountant believes also is useful. Sometimes this necessity derives from an obligation. But often and, frankly, I'm much more interested in this second option, there are account ones make the decision to as the necessity to consider an opportunity to explain and justify its conduct, why? because these allows accountant to establish a social relationship and so to gain confidence to acquire their opinion, to know the judgment of an accountant.

Frankly, accountability is also an opportunity. Normally, accountability can be exposed as a process that generally can be articulated in three phases. The first one is to provide information then to generate debate and the third is to accept the consequences of this debate. So again, I want to stress is social relationship. So, accountability is a way to learn and in order to learn we have to accept that other persons, other institution, other subjects can give us an opinion that we don't like particularly. It is important again, to stress, is accountability for higher educational institution and university wherever in the world can be a great opportunity for learning, establish and maintain and nurturing new but in a better way, social relationship. Of course, going to more practical approach is a necessity to spend world on some questions that need answers, so accountable for what, accountable to whom and accountable by what means.

As you see in this very simple slide, means are in my view strictly connected to the first two questions. So, we should first establish what and whom, and then we should try to find the best means in order to achieve and to build and to maintain that social relationship and the coordination mechanism I already into that. Let me give you some examples. Why these are very simple example but useful in my view, why? because they show that the accountant or accountee can be persons, can be institution, can be small institution, can be large institution, can be also environment. So, for example, when there are professors and students, the objects can be punctuality, but you can imagine that the language and the channel, we choose when we have to talk with the students cannot be the same that we have to use when we talk to local firms. Another example, department central administration, very often department as, there is an obligation to answer to central administration to show to demonstrate to central administration of the university, of course, how department use the resource in this case, of course, the language is necessary a managerial language cannot be certainly the same language we use when we speak with the students. The vocabulary is different. The kind of content is different, and so the channel is different. Normally, with students, we have a meeting, online meeting, when we talk with the central administration, for example, we have to use report, we have to use figures, we have to use financial reports, we have to explain in a written word, for example, with a specific vocabulary that is consistent with the object for which we are accountable.

Another example I put in this slide regarding the relationship between university and local firms. I don't want to mention what have been already very well explained the last webinar we have together about quality but if you use some another

person are here also attended the previous webinar. Our colleague insisted on the necessity of dialogue with the environment. we know that all University have also to consider a termination, but to speak with a local firm or interplanar for example, is different with speak with the bureaucracy at central administration or to speak with students not only because of the object, but because of the quality and the characteristics or features of the interlocutors. So, this means that we must be ready to use different channels, different languages, according to the subjects with whom we have, or we want to speak.

As I mentioned, language is absolutely very important. I already mentioned what is written in this slide. I don't want to insist very much. The only thing perhaps I can add, to what already mentioned is that languages and channels condition each other. This is an interesting part. This is an intelligent point because we understood in this pandemic period that we're up, we'll be over as soon as possible. We perfectly realize as Professor for example, in the relationship with students, we personally realize that one thing is to give lectures normally in person and in the traditional way, where we use sometimes technology, machines, computer, internet, etc. But a completely different things is to give a lecture when the channel is internet, when the channels is technology, when people don't see you, when you don't know what other subjects are doing, like in this moment for me, I don't know if people who attended the seminar are really listening to me or doing other things, but someone is reading the newspaper or is looking at his email messages. For example, this show us what are the consequences of the in terms of relationship between channels and language. We should have to adapt the language views to the channel. When we use internet, when we use a Zoom, model platform to do lectures, to propose a lecture to students or to do seminars or to do the office hours with students, our language must be different. For example, faces must be shorter; we have to verify if the students or the interlocutors listened and we cannot use the language of body because often people stay with the camera down, and so on. You know there to make very clear that certainly subjects and objects are important or fundamental, but not less important our languages and channels. The three are connected.

But please consider that if you're not able to adapt channels and languages to the object and the subjects, accountability relationship does not work. If it does not work, your coordination mechanism does not work. This is a caveat that means pay attention; pay attention to a circumstance that we cannot ever forget. The behavior has not its opposite. I hope it is correct to say whatever the set about accountability relationship, accountant or accountee, subjects, objects, channels, and language. But don't forget that even though we don't do anything. As a matter of fact, we are proposing and communicating something. why insist on that? It is convenient to establish for a university admin, for a department, for a professor to establish accountability relationship, because this is a way to communicate explicitly. It is not only a way to take responsibility for something, but certainly a way to show what we do to motivate our choices to communicate our objectives and results. If we don't do it, is not true that we don't communicate, we come by not communicating, we are communicating in negative terms. So, to not communicate is impossible. This is something that I really would like to be very clear. Accountability relationship, or larger accountability is a coordination mechanism that allows us to communicate and to establish social relationship. The alternative to not communicate is practically impossible because when we stay silent, when we don't justify how be happier, when we don't explain what happens, we are in any case communicate negatively, but we are still communicating.

I will present to you some additional concepts focusing still more on higher education institution, it is necessary I already tried to make a link with a previous webinar. Now, let me go to another webinar, we did the one about autonomy and accountability are strictly connected, because autonomy generate and increase the possibility of establishing social relationship. So, perhaps autonomy in some sense, in some perspectives can use or reduce the quantity of mandatory accountability relationship, but it increased enormously the opportunity of accountability relationship, because you have to justify much more, you need the support and you have to explain your results and behavior to a larger number of subjects and institution, and you need the approval and support of them. What will listen what we learned in the first seminar about autonomy is strictly connected with accountability. The last concept is related to potential issue that we have to consider, even looking at the very simple example, I showed you, it's quite clear that there are numbers of accountability relationships, the kind of accountability relationship in terms of subjects, objects, channels, language can be very different. When the numbers of something increase, in organization need a job of coordination. So, what is important is to understand that there is a clear link between culture of an organization, strategy of an organization,

planning of an organization and the content, the kind, the language, the channels of accountability relationship. So, we cannot look at accountability relationship like something isolated, if we want to establish social relationships by means of this coordination mechanism, these must be coherent and consistent with strategic orientation. The University must know who it is department must know exactly what they want to communicate, what the results they want to achieve or are obliged to achieve in some sets. Otherwise, these accountability relationships reduce their importance, their support, their usefulness. So, clearly there is a web of accountability relationship and every time we are in front of a great number of a phenomenon, we need the coordination means to have a managerial approach to the management of this relationship. And so, my conclusion before giving you the possibility of giving comments or to propose answer is to consider that we need to develop everywhere and is necessary to develop managerial competencies to address what is both about power. So, thank you for your attention.

Prof. Paulo Resende da Silva

Thank you, Professor Riccardo. I wish to emphasize a special aspect about the accountability and make a link also with Professor Funda Şerifoğlu. Last week, she said without data and information It is not possible management anything (university, our lectures, our planning, and the plan from our lectures during a semester. The accountability is the area in management, that focus on that and insert and define the process and the procedures to organize and analyze particular data in management. Rafa Albaldawi said that if there exists an effect of the number of students in the class for the implementation of accountability terms in the lectures in this field. I think its focus on teaching process, and in the learning process.

Prof. Riccardo Mussari

I think that I can give a double side the answer to this question. Certainly, we all here are different person. We are Professor, expert, management in public sector, and university, but when we personally teach, we express this concept, we try to teach all students what they have a right to know. Our obligation is always in terms of opportunity to learn and to know respectively, but I believe that this kind of content (the second side of the answer) is not strictly or cannot be exclusively reduced to a managerial interpretation. I put into the slide social relationship, that is a very broad relation and a very large concept that means essentially, that we need in order to survive as an organization we really need to establish to know it, we exchange information, even when we are not obliged to that, and when to accept to receive feedback, a judgement. It's not a one-way relationship. It's the point. There is a social relationship where there is not a one-way.

Prof. Paulo Resende da Silva

Thank you. So, anyone who wish to add some additional comments or questions you.

Prof. Riccardo Mussari

I see a question in the chat about responsibility of individuals. I think that first of all, not to be a matter of culture of organization. There are some accountability relationships that are mandatory. When we say mandatory, it is the law or a regulation or norms that establish subjects, content and sometimes also channels and sometimes also language but I really wish to go to overcome this perspective. There is also this perspective, I'm not saying that mandatory is not important. Mandatory is particularly important. But in the culture of an organization and in the culture of university, they should be the value of accountability. So, accountability can be like a value, but the term means that contributes to determine the culture of an organization.

Prof. Paulo Resende da Silva

We'll go for the next presentation. And in the end, if exist additional questions, we can give the answer and have discussion. Professor Pasquale, go to present presentation with the topic of financial accountability in Higher Education.

Prof. Pasquale Ruggiero

First of all, thanks a lot for the older participant in the webinar for the time that you give us the listening, what we are going to say Professor Mussari, before, and now I'm going to speak about financial accountability in higher education. Before starting I want to say and I want to be really precise, that about the idea that in my presentation, following and using the framework adopted by Prof. Riccardo before, what am I going to discuss is what, why, for who and for whom is financial accountability used in higher education. I try to start with another concept.

If we think about the word "accountability" is made by account and ability. If we consider these, there is another aspect that it's really relevant is the ability to do what so the concept of accountability, there is an assumption underlying the case, we should know since the beginning, which is the objective that we need to reach, because we need to be accountable for demonstrating our capacity to pursue and to reach the certain objectives. So, this should be quite clear in our mind, when we speak about accountability, and also speaking about the concept of autonomy, we should be autonomous, in organizing our activity to pursue a certain objective. In that case, we can be accountable.

Moving on the financial accountability, what we should clarify is, for what we are accountable, and we are accountable for the financial resources, we are accountable in using the financial resources. But as you can see, in this slide, we need to make a big distinction when we speak about the financial resources, because in general, when we speak about accountability, we have the perception that the accountability is something that exists afterward. That means I make an action and then I'm accountable in reporting what I did know. When you speak about financial resources, especially in the public sector, and also in the higher education institutions, what is relevant that we need to understand here is that we are accountable since the beginning of the spending process. That means we are accountable also about the decisions and the location of the financial resources. As you can see from the slides, when we speak about the accountability for work, in terms of financial resources, there is an ex-ante that means before the spending, the money that we will spend in the future, and ex-post afterwards the process of spending about how for what we spend the money that we had available.

When we speak about financial accountability, we need to make a big distinction because we have an ex-ante and ex-post ability. They are exactly the opposite. They are perfectly linked. Because in the public sector, you can spend something if you have the power, the authority and the money has been allocated to you to be able to spend that money for something. If we accept this distinction, we need to make another clarification.

Another distinction that it's important, why we need to be accountable. As Professor Mussari said before, we can be accountable, and we are accountable in the public sector. for compliance purposes. What do I want to stress is, when we say we are accountable for compliance purposes, the compliance, it's something that exists, not only in front of external actors, but could be something that we define internally, could be an internal regulation? . For example, I gave you an example of my university in Siena, in our accounting regulation, there is written that we should produce a mid-term report in May, where we declare how the university is going on, from the financial point of view. It's not the external actor that is asking us to give the account, but we are accountable in front of ourselves, because we need to know how the process are going on. So, we should really beside the idea that the accountability is just something that exists in front of third parties, If we accept this is quite clear that the objective of the accountability processes are not the compliance are the control and the coordination purposes. These are much more relevant than the compliance, because if I accept the idea that I'm accountable in front of myself, the main idea is, I don't want to be complying with what I decided, I want to coordinate my activity internally. This is the main aspects that we need to take into consideration when we speak about accountability in higher education, other aspects, and these make clear what I said before, we are accountable externally, in front of the ministry, in front of the other funders, in front of the students, in

front of the parents of the students that potentially pay the fee in order to enroll their children in university and we are accountable in front of the citizens, because most of the finance of the university is funded through the taxation. We are accountable externally in front of many different people. Just to say, because in the previous presentation, there was an example, we could be accountable, also in front of the local firms, just because of the total mission of the university. We are responsible in fostering the capacity of the local economy to increase to grow. There are different aspects because we are accountable in front of external actors.

There are other aspects that are much more related to the coordination purposes, we are accountable internally. Because internally, we are accountable in front of the different departments, and we are accountable in front of the different autonomous center of responsibility that have the power to spend the money that they have available. Why we are accountable. We are accountable, not because I want to know, for example, I don't want to know how the money is spent by the Department of Economics. But I want to know how the Department of Economics spend the money, because that information could give me the idea that we could make something together with the Department of Economics. If the Department of Economics spend the money for some infrastructure, instead of duplicating the infrastructure, I can make an agreement with them in order to share the amount of money that we should spend and this means a save of money for both of us. This is not compliance. This is of course coordination. We can coordinate since the beginning are locating properly the money that we should spend. So, this is the idea and I totally agree with Professor Mussari that when we speak about the accountability, and the compliance, it's only one part of the story, maybe the most important part of this story is related to the coordination.

Another aspect that we need to take into consideration is when we speak about accountability, and if we accept the idea that the ex-ante and the ex-post are related to each other, through the accountability processes, we are linking the tie. This is another aspect that we need to take into consideration. Because otherwise we consider the accountability as something that exists itself in a certain moment. If we accept the distinction, excellent exposed accountability means that the process of accountability is able to link the time the past with the future, or the present with a future that will be afterward that do not exist yet. But it's very relevant and this is quite a good example, in order to understand why we say that this is coordination.

Another aspect, Professor Mussari, before spoke about the means in terms of language and in terms of channel of communication. I give you some examples. Because we speak about financial accountability, of course, language, which is the language, it's financial accountability. This is quite important. why I'm saying this because if we remember, the second part of the word of accountability, we speak about ability. This ability could be related also about the possibility to speak, and to understand the language that we use in order to be accountable. For example, when I have to speak with my Rector, and we speak about financial resources, the rector is a professor in biology and could be difficult for him to participate in the process, because it's not really aware of the financial accounting language. The language is quite relevant, because make different the ability of the people to be accountable which is the channel of communication.

The channel of communication related to the financial accountability and is the accounting system, the accounting reporting. I want to stress reporting, not reports, because it's not an object, is a channel and the channel give you the idea of the movement. It's not the accounting system and reports, is the accounting system related to reporting process. In terms of different possibilities, because if we look to the previous slide, the language is financial accountability. There is only one choice for the financial accounting that is the language. But it's different, because, for example, we could use different bases in order to have a specific language and this is much more technical. But just to give you the idea why, Professor Mussari before said, we need to customize the language according to the object and the objective, I would have done of the accountability process. When you say financial accounting, you can speak about accounting health, according to the cash basis, the obligation basis, the accrual basis, three different languages within the general language of financial accounting, and you need to explain which one you're using. Because different is the object that you're looking if you're on a different basis, which is the situation in the Italian system, of course, there is a mixture because at the same time, you're interested in understanding how you use the resources, but also how much you have

available in terms of money. So, it's not only a problem of using the resources, but it's also worth the problem of having the money available in the future, not depending on the use of that resources, okay.

So, initially, for example, we have at the same time, the accrual-based accounting, as I show you in some minutes, and we have also the obligation basis, and we have also a document that speak about the cash of the university. Why all these and this is another idea because Professor Mussari was speaking before about the social relationship. This is a social relationship because the accounting system of my university is functional, to the result of the governmental accounting, and of the national accounting. If we want to exchange information with the other two system, how we should use the same language. It's a problem of coordination, even not between the people, but even between the systems and in order to coordinate the system, you need to coordinate the language. The accountability is quite complex. This means that the people that is accountable should change the language according to the party that we are speaking with. This is the accountability, ability in order to be accountable. Because if I speak something, saying something with the wrong language, I'm not accountable, because I'm not giving the account. In terms of budget, I give you an example the budget. In terms of language, we use the accrual-based accounting. So, we focus on the use of the financial resources. In terms of period of reference, we have nearly budget, but we have to move to your budget. This means that we are thinking about the future, not the future that the financially. But, for example, now, I'm managing the process for the approval of the budget for the 2024. I'm looking to the future, and I'm linking my actual situation with the future, and I'm accountable, not for the result. But I'm accountable for the idea of the future that I have in mind that I translate in my documents. It's not the document, it is the idea behind the documents that are accountable, because the judgment is on the idea not on the result.

Going back to the previous if you remember, Professor Riccardo showed you something related to the judgment, what you judge, in principle, you do not judge the number you judge the idea. In terms of financial statement, the language used is the accrual-based accounting, and what we produce is a balance sheet and income statement, but also a cash flow statement. So, we are interested to the object that the financial resources, but we are interested in terms of spending the resources, the cash flow, and using the resources, the balance sheet, and the income statement. For in general, even if we have a balance sheet and income statement, we need to produce we need in terms of obligation, we have to we must produce to the Ministry of Education, a financial based accounting reports, because we need to participate to the national accounting and to the government accounting that are mainly based today financial based accounting when our government need to be accountable in front of the EU.

As you can see, a specific accountability relationship that exists in a single University is related to an accountability process that is oversold condition and these make everything much more complicated. In terms of this is my last slides. I think, just to give you some idea about the process. In general, we are already in the process of the budget. We are preparing a document that is really third to the 2022. financial year. But we are already in the new process of producing the budget. What happened in general in July, August, we have a meeting between director of the university, the accounting department, and with me at that time, the delegates to the budget, and the other delegates of the rector, because the main idea is, we should provide an idea about the allocation of the resources in the future, how we decide, it's not like we decide itself without any idea. We're a ministry plan, but we have also a strategic plan and we have already a multi-year plan from the previous year. This means that we have to link the past with the future. We are accountable in this in the capacity to be able to make this then we formulate some hypothesis, some proposals, and we speak with the academic departments and the administrative center of responsibility. Why? Because what we think need to be affordable. What is in the university is done by the department that the center of responsibility. It's not the rector that make the lecture, the lecture made by the department is not director that make research is made by the department is not director that purchase books or pay the fee for the online journal are the center of responsibility to make the job. These days, you already see a coordination, a coordination that is related to the translation of what is the strategy in what is the operation to carry out in the future.

As you can see, there are two circles on these subjects. Because it's a let me say, a recurring cycle, because we have some idea, then we test how much is doable, then we go back, because potentially, something is not doable this year, will be doable in the next year. So we rephrase our ideas, then we have, as you can see, a budget proposal, the project

proposal should be validated, first of all, by the external auditors, and then is communicated for the discussion with the academics in it, and also with the students council. At the end, what we do, and all these happen between October and December, early December, because at the end, everything should be approved by the board of directors. This is more or less the process, then we go on, because at the beginning of January of the next year, we start preparing the reports, the financial reports that should be approved in Italy by the end of April and that one is the time for comparing our forecast with the result that we had for the previous year and this is the reason why we decided to have a mid-term statement in May, because at that time, we have the result of the previous year, the first five months of managing the budget in the new here, and we can start doing some judgment. What is relevant that you see from this slide is that in the process in the channel, as Professor Mussari said before, there are many people with different culture, with different ideas and with different objective. If you agree on this, the channel need to coordinate all these people. That means to have a budget, that is a good compromise that satisfy everybody, even the ministry that receive the accounts externally.

As you can see, accountability is something much more than to be compliant. If you use the accountability for compliance purposes, you are wasting an opportunity, because you do not understand that you link people, you link time and your link the interest of the people together in order to reach the same objective. So, you need to understand that to start in order to be accountable, you need to define an objective, and you are responsible for that objective, because otherwise you are responsible just for the process, not for the result. Thanks a lot.

Prof. Paulo Resende da Silva

Thank you, Pasquale. We have some comments and important information that you will receive from two colleagues from Iraq and the second is with Ali A. Aldhalemi that is very similar with the comments that have been sending to me. It's about the resource funds that are coming to the university and the higher education institution in Iraq. Firstly, the second comment means that the only funding for the education purpose not for the research and its public funding and Rafa identifies something that they are crucial that in some way. It's not allowed to receive money from the private sector or from the citizens in public universities, but it's only public funds. This is not mean that we don't need accountability. So, accountability is not connected to source of the funds, and it is connected to management and improve the quality of the management and the applications of the funds and all the resources that university. Pasquale identified something very interesting that I will go to remember ex- ante and ex-post, this is very important to look to this process. Pasquale and Riccardo, do you wish to give some comments about the reason of resources?

Prof. Riccardo Mussari

If I'm quite known professor, if I want to do research, using funds, I have to gain them. I mean, University of Siena does not give me funds, simply because I asked for funds. I cannot say you're right, please give me funds, because I want to do this research. There is always competition for funds and contain the funds that comes from University of Siena direct to single professor. Other is department to single Professor are not so much. We try to find funds outside the university. So, we have competition for funds that are given by the Minister of Education. But even those funds are not so large considering the number of university and the number of professors and teams, let's assume that we have in Italy. We compete at European level, very often building, I'm in cooperation with many other university departments, colleagues, and these project, what is this project? This project is the result of a competition that we run all together in order to receive funds, in order to do what we promised to do is the classical example. These are specific projects, not exactly what we have in mind for a research project. That is the classical example of what happens in practice with a manual in the university of Siena. I would never add the possibility to stay with you and to do what we are doing together.

Prof. Pasquale Ruggiero

I want to add something related to the comments, but from a different perspective. In my idea of reading the comments, we could summarize saying. This is not downloadable in our system, and therefore we can't. I want to give a different idea about the tools. Because this is an idea where we accept that a tool is neutral. I invite you to think that any tool is not neutral. When you adopt something, that tool is part of the social relation, and is able to affect the behavior of the people. So even if you can do something, to adopt a tool that could be an "accountability tool", could be the way through which you can force the change in the social relationship. Don't think that the tool is neutral is part of the story. Because otherwise without internet, we can do the job today. So, the tool is not neutral, influence our behavior because without zoom, we cannot stay together today and to speak about accountability. So, it's not a new term. We could have the tool but if it doesn't work, it affects us and do not depend for us depends on the tool. I answered to change also only same please the way of thinking that they are not neutral. They are part of humans. We comply all the time, there is too much technology in our life. This means that we are giving to the technology role. Because otherwise we should say, if it is just neutral, that we can decide easily to avoid the use of technology, we can't. So, it's not neutral anymore.

Prof. Paulo Resende da Silva

Thank you, Pasquale. In the last webinar, we will be focusing management models and we focus on this particular situation. But every organization's need to develop the strategy and also to develop and implement some orientations to give a load in between commerce and the market; and this is a marketing process to sell our service and our product and features. It is a service and a product that you can sell in the market. But it's something that we need to develop and to implement, to enlarge our capacity to improve the financial funding resource of the institution, and other kinds of possibilities to our institutions.

I go to only to share one thing to remember to all of the participants, we have our webpage, and we are now the until the last webinar here and you can watch it again. We have some additional information in all these three webinars that we have in the past.

So, thank you again, to all of you. Thank you again, Professor Riccardo and Professor Pasquale for your involvement and for your engagement in this webinar. Next week, we go to have the fifth webinar about the main topic "trends on higher education and the internationalization of the higher education" that will be presented by Bologna University.

See you next week and take care.

Bye.

Trends of internationalization. Sept 23th 2021

SPEAKERS

Riccardo Mussari, Professor and Project Coordinator, University of Siena

Paulo Resende da Silva, Professor, University of Evora

Filippo Sartor, Head of the Latin America, Africa and Middle East Unit, University of Bologna

Ahmad Al Addous, Rector's Delegate for Arab Countries, University of Bologna

Riccardo Mussari

I take the opportunity to say hello, first and second to thank very much Ahmad and Filippo for their contribution. It will be the first time that we will give part of our speech in Arabic, and this is something really important for our audience. I wish to stress the feature of speaking in Arabic because I'm completely sure that it will be appreciated; almost all components of our traditional audience are able to understand English and to speak, of course. But listening in our language is something always important and useful. And so, this is something for which Bologna deserves as a special thank; It means to have a particular care for our partners. Something very, very appreciable. Thank you very much.

Paulo Resende da Silva

Okay, thank you. Good morning everyone. Welcome to this our webinar, it will be the fifth of the six of the webinars that exist in our plan. In this particular webinar we are going to focus on internationalization of the universities, some models and trends on this particular area. Our two speakers come from Bologna University: Filippo Sartor, that almost all of you know because we met in Siena and he also participated in some virtual meetings, and we have also an invited professor, Professor Ahmad, that also works now in Siena University. Me and Nazar, from Iraq, appreciate a lot and we are grateful for both of you to participate in this webinar and share with us your knowledge and your contents about this particular topic. Some short presentation of both speakers.

Ahmad Al Addous is a research fellow in Arabic language and literature at the Department of interpreting and translation of the University of Bologna, Campus of Forlì. His research activities are span from the poetic production of classical and contemporary Arab authors to the theatre as an educational tool for the learning of Arabic literary language and on the collections of the Arabic manuscripts (Marsili fund) of the Bologna University Library. He is involved in research projects and author of many publications.

Filippo Sartor, head of the Unit managing higher education projects and cooperation in the following regions: Latin America, Africa, Middle East and Western Balkans. He graduated in Economics at the University of Trento and was awarded a master's degree in education planning at the Bocconi University. He has been working at the International Relations Department of the University of Bologna for 15 years. His main expertise is the management of higher education international projects focusing on student mobility, joint degree development, ECTS and the implementation of the Bologna process. He has been chair of the Coimbra Group Task force for Development Cooperation for 6 years (2014-2020).

Good morning Filippo and Professor Ahmad. This webinar will have two short presentations, after with some questions and comments. But before we begin, I give the word to Ahmad.

Ahmad Al Addous

Okay, thank you very much. For now, I just want to welcome my Iraqi colleagues in Arabic.

[Greetings in Arabic].

Paulo Resende da Silva

Thank you. Now I give the word to Filippo, that you have a presentation with the title “Trends in internationalization of universities and the impact of covid-19 pandemic”.

Filippo Sartor

Today we are going to cover two main issues with you that are quite interconnected. One is called “trend in internationalization of university and the impact of COVID-19”, we want to discuss a little bit with you on how much internationalization of universities has changed or is going to change according to what we learn in the last two years with COVID. Of course, COVID impact many University dimensions, but in particular internationalization, because, of course, mobility was mostly blocked everywhere in the world, so people could not move anymore, and so the impact was definitely important. And then in the second part, we are going to discuss, and we are going to connect more with this idea of these webinars of working package 2, we are going to talk about governance, but not in general terms for the university level, as we have done in the previous webinars, but in particular dealing with internationalization. Which is model which are the models of internationalization governance within our universities? how they can be effective? how they can relate with the rest of universities? And we are going to deepen a little bit a case study from University of Bologna, where our Rector decided to appoint a special delegate for a specific geographic area. And Ahmad is going to talk to us about his experience as a delegate for the Rector exactly for Arab region. So something very much connected with Iraq and the rest of the Middle East and, overall speaking, the Arab region. So let's start talking about trends.

I just want to mention and suggest you to have a look to this newsletter, the University Word News, maybe you know it, and this newsletter come up every week. And you can subscribe for free. And it's quite interesting, because it provides a very updated view about the organization of universities all over the world, and particularly about internationalization. And here you have some titles that came up in the last year: “Will covid 19 pandemic kill off internationalization of universities?”; “United States: COVID-19 vaccine quandary for international students” (there is a very big issue now related to mobility and vaccination); “New Zealand: University hope partnerships will build foreign enrolments” (so they need to rise the foreign enrollment, and they hope to do so through partnerships with other universities); then “OECD warns UK universities that the fees are too high for online learning” (because most of the international students could not go to UK especially last year, but the fees stayed the same); “New inequalities in internationalization?” (this is a big issue that come up to the agenda of many universities); and then we have the case of Australia, where the University income from foreign students, that was so important for Australia University, really collapsed completely, and that's a big issue for Australia and for those countries that really count on the fees coming from international degree seeking students. But finally, in all these contests the European Union announced the biggest ever program for international mobility, the New Erasmus Plus Program 2021-2027.

So different things are happening when we are talking about internationalization and a very quickly we are going to three documents, survey and article that come up quite recently. One is this article called “International higher education at the crossroads post-COVID”. It came up in June, and it was made by Philip Altbach and Hans de Wit, two big gurus, when we talk about internationalization; then we have “Indian Guidelines for internationalization of higher education, that were published quite recently, in July; interesting because they are from India, so an emerging economy, because usually when we talk about internationalization and guidelines, I always come up from European Union countries or Australia, United States, United Kingdom or some countries with a quite mature education system. In this case it is India, and then we are going to see and focus a little bit on the priorities that can be interesting also for Iraq.

And then finally, we have a report of the University of Bologna, where last June, we analyzed the impact of internationalization in our universities, and we come up with some records and some impact on our institution. So very quickly, we are going to analyze these three documents. Let's start from Altbach and de Wit. Basically, they think that whatever it happens, we are not really talking about an academic revolution. Of course, there were a lot of consequences of the pandemic, but still not so huge to talk about academic revolution. I recommend having a look to this article, you can easily find it online for free, no problem at all. They are insisting that digitalization is becoming an important issue when we talk about the student and faculty mobility, professional development and teaching and learning. So, pandemic really increased the impact on everything dealing with digitalization and internationalization. And of course, they were already some pilot initiatives before but pandemic really identifies digitalization and online learning as a key component of internationalization ever before.

The second is that big mobility partners (and when I talk about mobility partners, I'm talking about the degree seeking students, so students that move to another country as a full student to get a degree), these patterns through during pandemic a little bit changed, and some bigger and traditional movement, for example, from China to UK or to us, decreased quite quickly, even those partner were already showing the authority of decreasing; so the pandemic, somehow arise some effects in these patterns that were already present before pandemic. Then if we talk about the short-term mobility (for one term or two terms, the Erasmus for example), these of course stopped during the pandemic, but it seems that the short-term mobility will gradually move back to normal levels. So the impact of short term mobilities may be even bigger in the short term of pandemic period, but it seems that are going to recover much more quickly than the mobility for degree seeking. Then, this important impact of international collaboration, the research that contributed significantly to find the scientific solution to COVID.

The big concern about the impact and the role of universities in solving big, global challenging, including and more even more COVID19. And finally, that could be interesting for Iraqi, the fact that physical mobility short term was always a problem for developing countries or global South countries, because actually it was very costly, maybe was not worth for short periods. In this case, what we learned in the last year that this virtual mobility opportunities that come up all over the world cannot substitute but can at least give a solution to mobility and to strengthening international intercultural competencies of students everywhere in the world, but especially in those countries that were not so used to short mobility. So just to conclude: we do not anticipate a revolution but definitely we do see serious challenges in particular concepts concerning assets and equity. So, these are the results of this article that I really recommend reading.

Let's move to India. That's interesting because here you can see a list of the main policies of the guideline for internationalization of higher education. And it's quite interesting because actually, most of the policies are quite well-known, such as internationalization at Home, credit recognition and short mobility; Global Citizenship Approach (an attempt to create these global citizenship approach in our classroom in order to offer to our students this possibility to learn how to deal not just locally but at the global level); then we have Academic and Research Collaboration at international level, we have a Brand Building Abroad, that means: let your country known abroad, let your institutions known abroad; and then we have the role of Alumni: it means mainly alumni students, or people that work everywhere in the world, but with the citizenship of your country that can be a good ambassador of the education system of your country and provide a lot of linkages. I leave one behind that is ICT based Internationalization: ICT based internationalization is becoming an important part of the agenda of internationalization plans of countries like India, and that's I think could be interesting. And maybe we would have not seen the ICT based internationalization four years ago before pandemic. Finally, just to conclude, the report of the impact of COVID pandemic on internationalization of university Bologna. Just some figures in 2020-2021, so last academic year, the student outcoming mobility short term was less than 60% of the previous year, for the year before pandemic, and this is quite a big concern because Bologna's mobility in Europe has always been growing in the last 30 years, so that was the first year that mobility registered a big fall. And of course, everybody knows why. Even if we are proven more flexible rules for mobility, so for example, the possibility to stay less than three months in the partner universities and the possibility to mix virtual and face to face mobility. The same is for incoming mobility. Less than 60% of students coming from Bologna for one or two terms. And I would say that we managed to come to Bologna, mostly from Europe. If we move outside Europe, it was almost zero.

For example, with Erasmus plus international credit mobility we didn't host any student for one year, including academic stuff. No one managed to come to Bologna, with some exception from Western Balkans, that anyway is still Europe. So big stop of all mobility flows. This is quite interesting. At least Bologna students decided to substitute physical mobility with virtual mobility experiences when the host University offered this opportunity (it means following online classes from the university the student were supposed to move). Students were and are looking forward to start moving again. This is very clear. In fact, we have a boom of application for Erasmus in 2021-2022, this academic year. So really students when we talk about the short mobility, credit mobility, they really want to start moving again. In any case, we started to offer some of the for mobility programs. And we decided to do some special program to include in our classroom students, for example for Africa, that were not used to come to Bologna mobility before, mainly due to economic opportunities. And those students so full of our classes online, and the results were quite satisfactory; for example, we had very few incoming students for Africa for a mobility, short mobility, and we definitely increased this number last year. Some group of academic and students join some online international collaborative learning initiatives. Some groups and some students have the opportunity to do some activities online that were not just following classes of other universities, but it was more collaborative: work together with our students, work together with our professor. It was mainly summer school or hackathon events. And we think that the result of this initiative was extremely satisfactory. All the services for students moved online, so we don't have anymore physical international desk; all the meetings, all the seminars and welcome events were done online, and they were, generally speaking, appreciated by the students, even those that come to Bologna.

When we talk about projects, like this, INsPIRE, Erasmus plus capacity building, all the mobilities of these projects were stopped. Only me and some professors start to move again, in partner countries, not before, even if we know that our professor managed to come to Iraq, actually, during the last academic year; anyway, all your project continued, and what we were quite satisfied because we managed to translate online some of our interactive activities that we were used to do physically. So online is not just follow webinars, but it can be also very interactive, and in some cases, we managed to practice this approach. And finally, if we move to degree seeking students, so students that from abroad come and enroll to university of Bologna, we didn't register a big collapse, the number of degree seeking students from abroad stays the same. And of course, maybe some of them didn't manage to come to Bologna, and they followed online from their own country, but they are enrolled for Bologna. And generally speaking, they did not have the same consequences of those country where degree seeking students are extremely important, also as an income or revenue (I'm talking about Australia, UK, United States, even because our fees are not so high, so students decided to enroll and pay those fees, even they were not able to come to Bologna, but just Follow online). So that's all, I just wanted to give you a picture of some impacts of the pandemic on internationalization. Maybe now we have just five minutes for some question and comments, and then we move on to the second part of the presentation.

Paulo Resende da Silva

We have a question from Rafa Albadawi: "how we are going to convince our students to go back to the traditional learning (classroom) after Covid 19 get over?"

Filippo Sartor

We just started our new academic year this week and all the classes are available in face to face, so students came back to Bologna, and the same classes are always available also online: student can also not go to class and follow the same lecture online streaming, in life. Actually, the first impression is that students are coming back to class. Maybe even more than class, they are really looking forward to coming back to university life. And it seems that things are working. Maybe this year was also an opportunity for academic staff to reconsider the way of teaching not necessarily online, but also in class. So, we are quite optimistic that this return to class will be effective, even if the student can still continue following online.

Paulo Resende da Silva

Also, we began our school year last week, and here it's only traditional, so all students come to the class. So, no video, no streaming sections nowadays here.

Riccardo Mussari

May I have a really fast comment to the question? Well, we have everywhere this kind of problem because there are economic, social and other variables involved. However, what we are discussing, at least here in Siena (I'm just giving a personal experience, a contribution based on personal experience), we're trying to think about the obvious segmentation of the market of students. So, probably there could be some academic products that can be produced and proposed online or in a mixed form; there are others for which these opportunities should be eliminated. Of course, this is not a problem that can be managed only by a single University. This is a governance problem. So it's a problem for the Minister, for the country, because of course this could be used in terms of competition. So, there could be a possibility that some universities use the opportunity of promoting only online courses in order to attract more students, disadvantaging other universities. So my impression is that these are general problem, everywhere in the world, and certainly there must be managed at two levels: central level, in order to guarantee a fair competition among University, and at the local level in order to understand if and to what extent some specific products can be produced also online.

Paulo Resende da Silva

It's always good to have additional information about what happened in different situations, and also this more general perspective. But when you look to our international student we are receiving, since last week, our Erasmus mobility of international students, we have student from South America they're going back again to the mobility process and they are now recovering a little bit to the pre-pandemic situation. We have some studies here in Portugal that demonstrated that student wants come back. They are tired to have lectures in virtual ways, they don't have the contact with colleagues, they need to have this social contacts with the colleagues and we of course, with professors also.

Filippo Sartor

Before the presentation of Ahmad, just some tips related to the governance and organizational models when we talk about internationalization of universities. There is an issue within the university that requires a certain degree of governance as a part of the overall governance system of the university. So when we talk about of governance of internationalization, maybe we can rise three questions. The first: which are the leading actors promoting and implementing internationalization strategies at university level? Of course, they can be many, and each University has its own solution. Second, in the definition and implementation of internationalization strategies, which role and function do the leadership play? And finally, which are the key features that a leadership for international must have? So when we talk about internationalization, of course, we have to deal with the governance and we register different governance model in Europe and all over the world.

Now, very quickly, we would like to give you some tips. And then we will take the case of University of Bologna. Which are the key decision that we have to take? Of course, when we talk about internationalization, governance depends on the university strategy and the internationalization strategy, and it is usually part of the overall strategy of the university. And we have to define a governance with a certain degree of autonomy; but this governance must be accountable, in particular to the rector and to the Council of the universities; we cannot figure out internationalization as a completely autonomous process within a university; it is part of the overall governance and strategy of the university. Then when we talk about internationalization, we have the central level, but we have also the faculty departmental level. So a government of internationalization must should combine all these elements: autonomy, accountability, central level, decentralized level.

And when we talk about key features, Jane Knight (this is another guru of internationalization already in 1994) tells us that, according to our leadership in internationalization must be effective, enthusiasts committed. And I want to focus especially on “enthusiastic”: if you are the leader of internationalization within your university, you must be enthusiastic and involve many people, even within your institution and outside your institution. So you really need to believe in it, you really need to be committed, and to be curious towards your institution. Let’s see what is happening in Europe when we talk about the leadership of university or referring to internationalization. We can have a model where we have a vice Rector for internationalization, that refers directly to the Rector (which is the case of University of Bologna, I think it's also the case of University of Siena). But we can also have a vice Rector, for example of Academic Affairs of our research, and then maybe just for delegates for internationalization. That is not referring directly to the director, but to the vice Rector. In Italy it’s not so common. We usually have a vice Rector for international relations. And finally, instead of a Rector, we have a sort of senior manager at the International Relations Office; sometimes he is a professor that decide not to teach anymore, so it's fully dedicated to internationalization, but works full of his time for internationalization. So he became a sort of practitioner of internationalization. If you tap in and see some institutions, for example, in Germany, some institutions are led in this way, it's not really a vice rector, but he's a senior manager with previous academic background. When we talk about internationalization, let's see what the components could be.

So we have already said that we have a vice rector or head of a unit, generally speaking appointed by the rector or by the University Council. But then we have also other components: we can have an international relation unit, but then we need also committee and I want to stress two kinds of committees. Maybe we need a committee made by representatives of the faculties to come back to this idea of Central decentralized level. So it's very important that the vice Rector (the head of the unit of international relations) is regularly consulting who is in charge of internationalization or generally speaking who is in charge of the management and the policy or the faculty or departmental level, because when we're talking about internationalization is always a combination of top down and bottom up: top down means policies that are coming from the central, that should be embedded in the faculty or department, or initiatives that start at departmental level, but somehow must be connected with the overall policy of the institution. So very important, create committees, where they can be a sort of consultation of the faculty from the department. And then we can have also other kinds of committees made by delegates appointed for a specific issue. So we imagine a model of internationalization where the vice Rector is not alone, there is a unit for the management, but there are also other academic staff involved that can support the vice rector. Very briefly, what about the international relation unit? Of course, what I just want to say that they can be extremely different and move from one-two people to 40-50 people with sub-units and very specific roles. And in some European countries that include our academic staff, they work part time or even full time for internationalization.

I just want to mention that there are two opposite situations that are very much structured with a vice Rector and head of International Relations Office, and then we have an international relation office with subunits, so very much structured, or we have very simple situation where we have a vice rector or head of the unit, just one, and then a very few stuff, sometimes even Academy stuff did work for internationalization. And I realized that most emerging countries or developing countries are more similar to the second rather than the first model. And finally, and now I will leave the floor to Ahmad, when we have also the possibility to create committees.

For example, delegates of internationalization for specific issues that are appointed by the vice rector or by director. So we have a model where we have a delegate for a specific issue of internationalization like the delegate for student mobility, the delegate for agreements, the delegate for internationalization at home, they work together with the vice Rector that are appointed to take care of a specific topic issues of internationalization. This is the case, for example, of the university La Sapienza of Roma. If you go into the organigram of la Sapienza, you will see this structure. But then we have also another structure. It is a model based on geographic specialization. So we have the vice Rector, and then we have the delegate for Europe, the delegate for Middle East, the delegate for United States, the delegate for Latin America, the delegate for Australia; it depends, of course, on the strategy of the university. And now we want to really to focus on this model, because it's the model of University of Bologna, where the vice Rector works together with delegates for specific geographic area. And we want to show the pros and cons of this decision and why our delegates, for example for Arab countries as we have, an Ahmad is the delegate of director for our country, can be useful in order

to strengthen the relation between our institution and institutions of those specific geographic areas. So, thanks a lot and I'll leave the floor to Ahmad.

Ahmad Al Addous

Thank you very much. As you know my short presentation and is in Arabic language.

[ARABIC PRESENTATION]

Paulo Resende da Silva

Thank you Ahmad. And I think it was very important to have this opportunity to use Arabic in this our webinar because it increases the communication process and because we are working for our colleagues from Iraq.

Now it's time to listen our colleague from Iraq. If you want to express in Arabic with Professor Ahmad, you can express, don't worry about us. Because this webinar is for you, it is not for us. It's time to give some questions, give some comments, it's your time now.

Ahmed Razzaq Al-Manea

Hello, may I have a question here? I will speak in English. Thank you very much. And thank you, Dr. Ahmed for your information about Bologna University. I think we heard about Bologna internationalization before, but I haven't heard about a lot about it. So, my question is: how we can get in more workshop information and updates, not about just the assurance and quality things, that a cooperation with the staff they say colleagues to do research and scientific cooperation, things like that. So is there any method you can suggest or we can just communicate with the colleagues there for example, an engineering colleagues, something like that. So that we could cooperate in some scientific direction.

Filippo Sartor

I would say that there was no space during these webinars to discuss about the possibility of cooperation and how to approach colleagues of University of Bologna. So, I will not discuss now, I just want to remind to all of us that there will be a specific working package in this INSPIRE project that is working package 4 that will be fully dedicated to internationalization and how to draft and implement the strategic planning for internationalization. During those activities we will have also the possibility to meet, maybe also you to come to Bologna, I don't remember exactly the structure of the project anymore because the COVID pandemic changed everything. But definitely in this case, there will be also the opportunity to discuss and also to find a way on how to approach international colleagues and also about the best method to be effective in approaching international colleagues in Bologna, but maybe also in other institutions.

Riccardo Mussari

Thanks Filippo, It is a very important comment you made. Thank you very much. This is just an appetizer. Every one of us should know there is a whole working package managed directly by Bologna University only focused on internationalization. So, this will be a wonderful opportunity for all of us, for those of us who are particularly focused and interested in this kind of topic. With regard to the possibility of establishing or importing relationship, academic or scientific relationship with other international partners in this project, of course, we are all open. Certainly, University Bologna will be our facilitator because they have a specialization in that. And that's why we are particularly grateful to

Filippo and all the staff for having accepted our invitation to join the project. But all European universities and members who are here are, of course, international oriented, otherwise, they would not have been here.

Paulo Resende da Silva

Additionally, we'll begin in October four workshops. We will have two workshops in October and two in November on different topics. The question of the third mission, the responsibility and internationalization of the university will be in November. The first workshop will be on quality assurance. But now we go a little bit deeper on the topics of the workshops. Of course, in the issue of internationalization, we have a particular working package of which Bologna University is the leader of the working package, and it will support the Iraqi universities to build the international system plan, or something similar like that. But let's go a little bit deeper.

Filippo Sartor

I can give a final comment to the aim of this workshop. Apart giving just a very quick picture of what is going on nowadays in the world, dealing with internationalization and the impact of COVID, the aim was just to give an idea that even when we talk about internationalization we need a governance model that be linked with the overall governance model of the university and all the issues that have I have discussed in the previous workshop and that I know you're going to deepen in the project. It's not just an issue of mobility, it's not just an issue of a professor that want to find another professor in another university in the world; it is part of the planning and organizational model of the university. And so it cannot be something considered totally outside the debate on governance, even on the role of the minister and government on universities; today we didn't have the time to discuss the way the government and the ministry support or not support internationalization of the local universities, and it may have an important impact on the approach of internationalization of the university.

Paulo Resende da Silva

We are almost in the end of our fifth seminar. Thanks again to Professor Ahmad and Filippo for your sharing and your time to stay with us this morning. We'll come back for the last webinar next week that will be about university management models. Our invited speaker will be a vice rector of Portuguese Catholic University, and previously she was also vice rector of Queensborough University. She was for a very short period of the time the Minister of higher education in Portugal; when I say very short it's only three weeks because for political reasons they changed the government, a situation that happens sometimes. See you next week, same day, Thursday, same time, 1pm in Iraqi, and pay attention because after next week, we begin workshops. We will send the precise information to all of you in a very few days. Bye, thank you and take care.

University Models. Sept 30th 2021

SPEAKERS

Paulo Resende da Silva, Professor, University of Evora

Margarida Mano, Vice-Rector of Portuguese Catholic University and President of FORGES – Portuguese Language Countries and Regions Higher Education Management Forum

Prof. Paulo Resende da Silva

Good afternoon. Welcome to our last webinar, and in the previous webinars that we organize in July and this month, we focus on and share our European visions, and our reality about the key pillars to support the modernization of the Iraqi universities. Previously, we shared about autonomy, university governance, quality assurance, internationalization, and accountability. Today in this webinar, we will focus on university models and some specifications of the university management. To share with us knowledge we invite Professor Margarida Mano, Vice-Rector of the Portuguese Catholic University and in a few moments, I want to share to you a short CV of Margarida. As a coordinator, me and Professor Nazar have this working plan and this activity so you go to their special grateful to our friends and colleague is to prepare the content and that they will very soon will present for us so to Margarida.

Margarida Mano holds a PhD in management, awarded by the University of Southampton in the United Kingdom, and the master and the bachelor's degrees in economics from the faculty of economy of the University of Queensland. She is currently Vice-Rector of the Portuguese Catholic University for quality, innovation, and development. She was Minister of Education and Science in the 20th government of the Portuguese Republic in 2015, and a member of the Portuguese Parliament between 2015 and 2019. Previously she was Vice-Rector of the University of Queensborough from 2011 to 2015. And was responsible for strategic planning, financial affairs and social action. Margarida Mano began a career in the banking sector, where she worked from 1987 to 1996. She was elder University management holes since that time, including administrator between 1906 until 2009 and proactive between 2009 and 2011 of the University of Queensborough, where she has been an Economics and Management teacher, strategic management, institutional assessment, quality management and economic policies at the faculty of economy of Queensborough university. Research interests are being focused on Higher education management, quality, governance and strategic management for sites scenario planning and innovation. Margarida Mano is the author of a series of publications, books, and various articles in international scientific journals with peer review, but her administration's review perspectives, perspectives, policy and practice in a Higher Education, Journal of US-China public administration and others. she also has been participating as a team member and as a coordinator in various features and knowledge transfer project. She is a researcher at CBRE. Currently, she is president and Founding member of the FORGES Association for the management of higher education in Portuguese speaking countries and regions. So Good morning, Margarida and welcome to our webinar.

Prof. Margarida Mano

Thank you very much. It's my pleasure, in fact, we are friends just for doing the work we meet in a conference, and we have passionate by the university. I am grateful for the invitation; I think you have already few seminars with topics that were very important and cross with these kinds of university models and management. So, I think perhaps today I will be with you reflecting about the University with a lot a lot of pleasure. I will be glad to read your questions and open to the debate.

Prof. Paulo Resende da Silva

This webinar has two different moments. So, firstly, I want to present a short presentation with some topics that create some conceptualizations and orientation from this webinar and after we have a short conversation with Margarida about this. So, let me share the PowerPoint presentation. So, it's only to give some orientations about some contents and aspects that you need to look when we talk about university models and oriented from a governance model and also oriented for management model and at the ancient the key business processes is very management language. I know that we are talking about management. So, In the Universities since some years ago, they are increasing pressures to change that is something that we need to put a strong focus because always is very demanding the situation that we are leaving, so to change the way they operate, organize internally and the procedures and change out the government connections, the industry societal groups connection and so on. So, this pressure creates the needs for change of the governance model that we do it in Portugal in the 15 years ago and also to change to internal procedures and from the business process. So, all these situations seem that we are Leaving nowadays and indeed we are stronger than that it was in the past. To answer to that university should develop some specific strategic orientations, increasing their capacity to use the autonomy, understand that environment, work with stakeholders, especially the key stakeholders, and we need to identify the key stakeholders to work with them, change or adapt the governance bodies, develop a more flexible capabilities, increase the leader's competence, reengineering the management process, and internal procedures. So, all of these are demanding, and all of these in some way create some changes and the change will be transformational change or revolutionary change but the topics that we need to look to them and to adapt from our reality as a university because University always under the influence of pressure from external stakeholders and this is normal. There are some special public universities some government control is everywhere the situation.

We have our academic culture and collegiality and always we have a limited resource. Resources not enough always everywhere in any university. But so, to look to the University model and I use a paper that was writing for Margarida with a colleague from University in Coimbra (higher Education in Coimbra). we need to be clear about missions and performance criteria from our universities. we need to have a very strong directive body, strong directions about the orientation of the university. You need to be self-directed and self-reliant schools to create the capacity to answer to the strategic plan and strategic orientation and to the community. we need to focus on the critical elements of an organization and it's similar in the universities. So, we need to division of work to believe somethings in our work and any of the academic and legal authorities. You need to integrate relationship between the state as government and state as a country, the market and the oligarchy exists inside of the universities and the process and interested group. You need to some normative orientation. All of these cross the universities and all of these creating needs to have a university model and to look some specification from the university model. So, you have opportunity to choose that this reality is not common everywhere and this appears in the same way in everywhere diversified funding. we have different situation, the Iraqi situation and the Portuguese and Italy situation. you need to have strengthened steering core, expanded periphery outreach, stimulate academic heartland, integrate an entrepreneurial culture. Don't confuse these with only the entrepreneurial Universities; it's a little bit larger than entrepreneurial Universities. when you look to the Europe, you can find three main models. The Napoleonic style models seem very common inside of Europe, especially in Portugal, in Spain, perhaps also in Italy a little bit and you have the Anglo Saxon model, some of you know because you studied in England and UK. So, we have this model more oriented, and we have the style of German tradition about the university.

Nowadays, the Anglo Saxon and German traditions also appear in Napoleonic University. But when you look to the structure and model, you will still be a Napoleonic University. You even use some knowledge and some wisdom that you can add into the other models. You can find different types of universities because always we are university with the same general orientations. But when you organize and you look to find the model, we can see that we have more centralized universities, more federal universities, more or a little bit centralized universities with some autonomy of different faculties or different institutions of the University, have more orientation teaching Universities, more researcher teaching universities, more entrepreneurial universities. We have Difference types of application of this concept of university, and this depends on the evolution and development of each university that integrated in the country and integrated where they are. This is not a closed model, but it's something that appears when we analyze

individually each university because our focus is to teach in the plans and the learning process to increase the competencies of our students and our regions. we need to research and to publish and share with the community. It's unique to management knowledge that we are creating. we have the third nations, and we need to connect a lot with the community. So, this is some orientations and our opinions about some guidance from our conversation to share. Margarida shares the revisions about the university model and how you can improve the management of each university. We receive your comments and questions to create more debate. In some way give some orientations about what has been talked in this webinar? In your opinion, what is University governance?

Prof. Margarida Mano

This is a difficult question because governance is a little like quality for everyone knows what it is. I think governance, it's a very important concept in university because I see governance as the glue that links University structures, processes, and people in harmonious way, in a way that is balanced at the same time executive, but also diplomatic and collegium and so it is the glue that links this kind of structures and processes and people in harmonious way with the society. we could say with stakeholders and partners, but with the society, because University has a social role if it's private or public, but if it is especially public, a social role that is very, very important that university is as an institution with more than 1000 years and I think in Mediterranean and in Iraq, you have this kind of sense of the importance and the precious acknowledge at university. These blue links and these kind of complex process with the society are in the sense of a strategic picture and this is the point of changed governing or governance. It's not just management. In the kind of that we have goals, we have resources, and we must allocate them. Because there is a link between the university and society that link more in a strategic perspective, not just University's strategic plan, but also what the society expect from an institution that are educating and researching people from that will be active in the next 20 or 30 years. What we are doing now has a real impact in the next decade.

We can talk about governance, in a corporation. But in the university, I think governance is very, very important because, we are talking about complex institutions. When we talk about complex institutions, there are some authors that talk about the never-ending goals. we have the teaching that is a very important. we have research, research is very demanding, not just because it's expensive and very competitive in an international forum, where we are, it's what we are doing, how we are just not competing, but in a global perspective, collaborating and cooperating. we have the third mission, that it was very, very clear there that this is also a very complex mission, because we have the knowledge transfer with the market, but we have also cultural aspects with the society. So, this kind of three missions are very demanding. It is a social demanding that we all the firms today also are from these demanding, but the universities have also this social aspect, that is the authority's management and demanding aspect, because as Paul said, resources are discussing. Because public politics have tendentially less funding for the higher education. So, if we are in a pandemic, I think this is clear that public politics became more important, but the resources are not expanding. The fields like health are more demanding. I think we are not expecting to have more public funds. For the higher education. I'm talking in general, and I'm talking about Europe. There are realities, that can be very different. So, for me, the governance of the university and the models that universities have or choose, and the governments, because the models are very frame political and decisions in many cases. So, I think this is very important, because we expect a very wise way to balance and to manage everything internally. But looking to what we want to do, the dreams that we are, make the exploration in a changing process. I think everyone knows that there is responsibility to change that. The change process is an art.

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it's a very large answer. But it's interesting because you can have when you look to the different models and sometimes very place in the world, sometimes asking me, which project as to what I was involved with, which are the best model format on my university, when they asked me, and they always give the same answer. So, you need to look to because every university and every reality have a different stage of development and a different stage of the structure of each

university. Every different stage of the connect with the community and management is third mission, so the question is, what do you recommend selecting? What is the most suite model for university?

Prof. Margarida Mano

I think the choice of the model not a magic thing. We have some models that are potentiating some kinds of advantages and disadvantage. In fact, it's very important that this model is the best one now. what I know is that as you said is very important the context, the culture not only the national context that is an issue, because national contexts are determining the timeline for instance the rules, the legal framework, and this is very important. we cannot for instance talk about Barton-Clark and entrepreneurial university that is a model very important even if it's not possible to do it in all the field but at least the idea considering the proactive university that is something that I think we leave today but when they start it was something new in academic field. we cannot think for instance Barton-Clark model that has the American context. So, can we import Barton-Clark? we can import some ideas and principles and values that are very important in whatever context, but we cannot import model and I am talking about working hard, but I could talk about Napoleon model and etc. In my view, what is important is the context. It means national context, but also institutional context as you said. We can have a same national context and we have institutions with the different profile and strategic choice. If they have the same rules of managing for instance financial resources, that could be the case in Portugal for instance, we have the same rules for all universities to financial management, even that, we can have institutions for which the research model is more appropriated and others were the Napoleonic model is more appropriate what they seem it's very important, the context, the national and the institutional context and the values and people, what kind of people that you have or especially because this is advice interaction, what kind of people is chosen to deliver the institution or to leave the center. So, I will afford to choose a model and look to the context in this field. I will look to the politics and to division where do you want to come? Where do you want to being in 20 years? what are the changes you need to do to achieve where we want to achieve? I think they are the two important questions and aspects to not to choose a model but to construct a model.

Prof. Paulo Resende da Silva

This is interesting because now we use a word that is very important “construct our model”. It's more adequate for our reality because when you choose the model and you try to choose a model, we don't forget that where we have some orientation from the government as a public university. So, each country and each government define some orientation they want to achieve in the future in some aspect. it's one of the reasons because I only speak now about Portuguese context and our moderator can support me if she agrees or not. In 18th and 19th and in the last century, the focus is increasing the qualification of the society and focus is more on learning models and teaching model. After then we need to choose and receive more orientation for research models and more focus on research because we achieve some important goals, so now you can go jump to another stage of the development. So, this kind of the situations of reality, it's very important to analyze, even so, in each moment, every university can choose different kind of orientation, if they have the autonomy, we assume that they have the autonomy to have this kind of choice. So, also this building, construct your model I think it's very useful to understand that it doesn't exist a model that asset to our needs totally. When you look for your experience a manager of the university, when I say manager not in governance model, but as a manager, because you work 14 years as a manager, direct manager of the university (strategic leader of the university). when we talk about strategic leaders of the university, directors, the deans and so on, and the managers, the administrative stuff, you need to understand which are the whole of each one because they have implication out to choose a model as we say. So, which kind of whole have competence, especially the key leaders, the strategic leaders, rectors, the deans of faculties, what kind of key competence that is more adequate?

Prof. Margarida Mano

We can say that the whole must be manager that you survived in the sense. They have goals, resources, people and they make choices to conduct and construct a way. I put the difference or not the difference but the requests for a good top leader of university in two points. The first one that I think it was important 30 years ago, which becomes more and more important, because when you are in the top, you must be aware and manage a lot of external information that is very, very important because you must be looking outside the more part of your time. If you want to change and to conduct the institutions for a point strategically in the future, you must be very aware what is happened, how can you anticipate things? How can you out all the world and with globalization that is very important. How are your partners, stakeholders, competitors? The state, the government, how are they? What are the players? And what kind of the game is going on? Because if you want to conduct institution to somewhere outside in the future, you must be not very informed about what's happened. I think for instance, it's very interesting because the band and the shock that games to all the world, I put a little point saying about, nobody says knows anything, because uncertainty can be a reality even. At this time, I think these kinds of qualities are very important, because we are also rebuilding a new world, what will be the university in 10 years, what we will be teaching in a new university in 10 years. I like that Universities are conservative institutions and it's very different to change. we put a lot of energy to change something because there are a lot of energy, etc. But in fact, when we think about, all will be the classes, the presential and the distance learning, we don't know nothing, but we know that we must be aware of what will be happening, and especially the choices that we might have, where are determining the future. So, I think this is one point very important is that the rector, directors, the boards, the middle directions, but especially the top leaders must be very informed and looking to around, looking to the world, looking to the future. The second point that I think it's a little, is the balance with this point. In all my experience that I had and the things I made with teams. In all my experience I don't achieve, and I don't see anyone that making some success alone.

If the leader doesn't know very well the institution, the people, her expectations, but also what kind of thing motivate them, what are they interest, they interest that are sometimes and often very conflict? I didn't make nothing without people. I was looking outside. That's where we must go. And then searching for Alliance internal Alliance to go and sometimes we don't prove it, we don't have it. So, you must create other projects with creating internal alliance and then you have just people that try with you, it's confidential and then it goes with you. Sometimes, this requires time. Because confidence, it's the most important thing that only that can have. If people have confidence you, goes with you because you are a director that you have it. So, I think these are the two points that are very important, the capacity to give importance to the external world with the capacity to really be interested and know the internal structures process with special people.

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I think that something that we are telling, is a little bit connected to the previous question, the construct of the model. You can have a very wonderful vision for our university but when a look inside, and you don't have the alliance personal groups or key persons, and you don't have adequate structure, and you don't have the key process oriented to them. you are missing something. So, this is one of the aspects because also Ahmed Al-Manea added something here and also they have some comments and some questions. I think that go oriented to them. So, when we look to the competence, when we looked to the walls of each other, we need to understand where we are and what we are, is sometimes you lose that. sometimes we have a lot of dreams in our mind to create a model university but with reality, you need to have these desires. So, these connections, it's critical to create our university model, and to make the links between this different whole and this competence. So how you look to this and what kind of shows excellence or recommendation you can use this word from our colleagues from Iraq to begin a process now.

Prof. Margarida Mano

I think that you have a lot of workshops on the topics that you have already some of them that are very important in this the kind of answer to your question. you can have tools and you choose what tools are the best and here you don't have an answer. I have big experience of change in institution, my tool was quality. Because I have the institution that was very well organized. But with the people inside people very indifferent rooms without talking with each other, It was of course many years ago. It was very curious because quality and quality systems were in a perspective of culture of quality. Because quality have bureaucracy, and we must manage very well things but in a culture of quality, we came to the good practice about openness, participation, responsibility, efficiency, and the clarity of the processes. it was the key for the change. It was very interesting because there were people that was not very qualified and the quality give to them the opportunity to be equal to the pair. I'm talking about Administrative Service to be paired with the technique and the people that was a very graduate so and quality was the two. But we can think in another tool, and I am looking to the topics that you are already like internationalization. internationalization could be very important, not just in the point and to looking to the international students, to staff, network, and international network. But could also very important in a perspective as benchmarking, but also the importing psychologically ideas that can change everything because sometimes institution think that has resulted somewhere. it's better to motivate to go up or not because you can have an institution where is very doesn't like what comes from the outside and then internationalization could not be. So, I think that we came to the idea to know well people, the key actors to change and, what are we going, what we want to be? I think for instance research is a good example because you know now research is very expensive. research is very demanding if we are talking about well steam or if you are talking about humanities and liberal arts. you have research is very competitive. So if you want to point your institutional as I thought you'd say it's a research university with the critic massing research in some three older, what kind of options do you do, you can just to make the choice, you can make all the choice if you have resources in symptoms, but you can make a choice to invest in schools, because you create a place where the professors are creating a college that are making with the juniors and are making some internationalization cross it etc. and then you can do it. you are thinking in something that requires time, but it's very internal link. you can make something, make a contract with someone that is very good in our area. if they have space to do it, because you are going to justice area and what you want results in a short time.

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You looked to these two comments that request. With COVID-19, when we need to end, when everyone goes home and everyone's due to adapt very faster. This is not faster, is transformational, because it's one day you are in our office, in university and in our classroom and other day, we're at home giving lectures. So, this is one day for the other. So, this is disruptive situation, and this creates change in university. I think the question of Ahmed Amani is okay, look to this reality. Now, when you look to the models, what we need to adapt and changing the models. To answer to this reality, we come back to the essential lectures, some things they have in the reality of the situation of the university, we know that you can work in a technological platform. in European what is the big change that happened with this?

Prof. Margarida Mano

I think there are changes very important and even if we won't feel them in the next few years, I think they are in the agenda in this context. when you ask me what kind of characteristics a leader and I must have said look around know what the institution and I is think there are also another characteristic that is not the answer to this question, but it's important in this framework, that is the notion of time. What I mean is, I think someone is in the top, is very stressful. In this context because of course is speeding something but I think must have a time not speed. slowly time to have the good options. we must do everything at the same time. But I think if the leader has not the time to reflect and the time to choose, it will be very difficult. So, I think this is a characteristic. I think there are some things that will be very important, and one of them are infrastructures. I think the idea to manage the infrastructures in the world fashion. it will be very changed. I think the most important difference for me, is to think how we balance the old world and the

new world in a balance. In something that could make good sense. Even if it's looking for the millionaire perspective, or in the future perspective, because the university has this kind of a balance, because has the knowledge and the conservative perspective, the defending things from fashions and this is the knowledge of the centuries, but also must be in the front year of science. and with the robotic things, etc. So, I think the infrastructures must be because infrastructures are expensive and important. But I think we must do change the world that the way as we can look at the infrastructures and take profits of that. This is one thing. The other thing that I think this is also very important, because I think that will be more expensive to do presidential things because you have secularity costs, it's more difficult, more expensive, at least the mobility. Also, by Ambiental motives, and I think sustainability in the sense of the respect of the ambient, the people, the profit will be key. I don't know if they are sorry, the goals of this tool or other tool will be very clear for me that the balance between the stakeholders about what is the decisions that you take that respect the past, but especially are respecting the future are very, very important. A I think it's very difficult to manage the balance. I think there is a balance that is very strongly important in universities in this context and before that it's the balance between in one and you must respect Academy Friedman, you must create space to the initiative of academic staff, to project we have the tension of the after demanding research and dreaming etc. But the other hand you have the institutional power because reputation of an institution, credibility interdisciplinarity requires some sense of institution, especially if you compete in the international world. So is this balance very important. I think we all live very exceptional times. I believe that you must in fact look to the knowledge of university not with iPhone to not be wise to be to want to be in the new fashion. But you must be aware that nothing will be become the same.

Prof. Paulo Resende da Silva

There were some comments or questions for Ameer Al-Ammeedee. I think this is not the adequate moment to answer to this comment for one simple reason because you're looking more for pedagogical, methodological application. So, a lot of a project in Europe when you look from different, I don't know from dental students, but I know from business students, economic student, and IT student. we can see a lot of projects that we're working on that and try to develop and identify some models that are more adequate on our actual reality. So, because you are not specializing in medicine so it's difficult to say what needs to be changed on what we need to adapt to increase teaching of the learning process.

Prof. Margarida Mano

I think for instance not just this question about dental sciences but also for others, I think for instance the precision medicine became very important. It means that the robotic in medicine and in science and in the way that we are not treating the profile of people that we are treating that people even kind of have wealth characteristics. The precision science will be very important in dental science.

Prof. Paulo Resende da Silva

Thank you, Margarida, for your participating and sharing with us your opinion about these topics. Thanks to all and for your involvement and for engagement with during these six webinars. it's the last webinar now you got to change to a different type of events and the different type of training sessions. we know to be go to begin the next two weeks in workshops and the workshops is not an open session that we have on webinars. We go to participate on workshop, and we got to work with you to choose what are the critical persons on workshops. They can be especially the leader of the process in each university, participating in university that we know to begin to work in a different way. Thank you to all the persons that participated all webinars. We want to help Iraq University to understand the way that you can choose according to your needs. What is the best from you for your university including the models, the governance, the hour you use the autonomy, the quality assurance that you saw them in different webinars, and you can have different situations, different opportunities, different models? So, you need to always not to copy it but to adapt to your reality. Bye everyone.