THE REALITY OF GOVERNANCE APPLICATION AT THE UNIVERSITY OF ANBAR

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Abstract: This paper aimed to study to extent the possibility an governance application in University of Anbar , diagnose and measure its dimensions, Context, Mission, and Goals, Management Orientation, Autonomy, Accountability, (Participation these dimensions are from the World Bank's University Governance Card) this examine it changed into released in that area by way of measuring the dimensions of Anbar University governance under the governance card used by the World Bank application and applications get entry to its entrepreneurship and its achievement.
Keyword: universities governance, governance card, University of anbar

Introduction

Higher education institutions face multiple problems and obstacles that limit the performance of their work, preceded by double standards and slow activation of performance processes. Therefore, this study came in response to many challenges, the most important of which are the implementation of university governance, the achievement of quality assurance standards in university education, in addition to achieving university leadership. As reaching clear and accurate knowledge about the outputs and outcomes of higher education is of particular importance in providing opportunities for improvement and development of higher education governance. The adoption of a system for periodic examination and evaluation of the educational institution would also provide guarantees that the educational institution meets an acceptable level of quality.

Governance in Universities it is the manner by using which university establishments are formally prepared and administered despite the fact that there is usually a difference among definitions of control and governance (Altbach 2005). Simply put, college governance is the way in which universities are controlled. Governing structures of better education vary substantially round the world, however the one of a kind fashions nonetheless proportion a not unusual background (Coaldrake et al. 2003,) Internationally, higher schooling includes both public and private for-profit institutions that are governed by way of disparate systems of management. Governance is described via (Kezar & Eckel 2004) and is a multi-level idea that

consists of many exceptional bodies and procedures with unique decision-making capabilities. In this way, governance is from time to time described with the aid of the distinction within the internal control of companies.

Overview of governance

The concept of governance of higher education institutions is concerned with creating and organizing the proper applications and practices for those in charge of the university administration in a manner that preserves the rights of the college's employees (faculty members, employees, and stakeholders, The definitions provided for this term varied. The International Finance Corporation (IFC) defined it as "the system by which companies are managed and their businesses are controlled" (Alamgir, 2017). Whereas, the Organization for Economic Cooperation and Development (OECD) clear it as "a set of relationships among those in charge of managing the company, the board of directors, shareholders and other shareholders" (Jan, 2018).

University governance is one of the modern concepts that have gained great interest in recent years through their use in achieving comprehensive quality and excellence in university performance, and it is the source or reference on which university governance is based (Wang, 2016). University governance is defined as "a set of laws, regulations and instructions aimed at achieving comprehensive quality and excellence in performance by choosing appropriate and effective strategies to achieve the university's goals and strategic goals." By this it means the systems that govern the relationships amid the main gatherings that touch presentation, and it too comprises components Strengthen the university in the extended run and defining responsibility and accountability (Khorshid and Youssef, 2019).

Each of the five dimensions of the University Governance Screening Card reflects different aspects of university governance. This section provides a detailed description of the five dimensions. The Context, Mission and Goals dimension of the Screening Card is reflected in three sets of indicators: (i) the lawful outline and nationwide setting in which the university functions and how this context influences the meaning of the college's assignment; (ii) the procedure shadowed, and the investors complicated, in the meaning of the university's mission; and (iii) the definition of the goals, their alignment with the mission, their application, and the nursing devices usage to assess them.

The Management Orientation measurement goals to classify the degree to which a college shadows results-base organization allied with novel community organization does. This dimension is reflected in a number of indicators including the process for appointing the university leader and his/her roles and responsibilities and the mechanisms for evaluating his/her performance. Indicators also focus on various aspects of organization constructions, sections, or unit and their parts, errands, appearances of answerability, and devices for staff presentation assessment. To obtain an overall image of a university's management structure, the greatest dangerous sections and purposes, e.g. human capitals, planning and secretarial,

procurement, academic, and legal facilities, are too taken to explanation.

The Autonomy dimension focuses on the extent to which universities are independent in decision-making. The University Governance Screening Card therefore includes indicators which measure the extent to which institutions can make various types of decisions (e.g., academic, financial, or HR related) without external clearance. Examples of questions on this dimension looked at the level of autonomy institutions exercise in terms of developing programs, methods of instruction, admissions criteria and student assessment; on staff recruitment and incentives; and in determining sources of funding, assets management and ownership.6

The Accountability dimension aimed to capture the extent to which institutions are accountable to different stakeholders. Indicators looked at accountability in terms of quality of education, answerability to civil civilization or social accountability, and monetary answerability. Specifically, these measures focused on gaining clarity in terms of answerability line/requirement at entirely level (among academic, managerial, and managerial staff as well as leading bodies); the process of evaluating the fulfillment of business enterprise goals. Dissemination of data about institutional desires, scholar achievements, integration of graduates into the hard work marketplace, institutional tests (internal and external) and accreditation; Methods used in comparing the overall performance of the faculty, administrative staff, and students. The methods used to audit university debts; and the methods used to control risks and address misconduct.

The participatory measurement aims to determine the extent to which the views and inputs of various stakeholders are taken into account inside the decision-making procedure. Including stakeholder feedback and high tiers of duty are crucial components of good governance, as get admission to to information at the choices of governing bodies and participation in policy development are essential components of democratic and open societies. While there's usually a wide variety of stakeholders involved in decision-making, a number of the most common consist of students, academic group of workers, authorities, industry representatives, donors, community institutions, unions, and alumni. The Screening Card indicators assess the extent to which each of these stakeholders participates, either through consultation and formal representation and the extent to which they have voting powers.

University Systems Governance Models: Towards quasi-markets? Tendencies and Perspectives: A European Comparison (Tommaso Agasisti & Giuseppe Catalano 2006): This paper targets to discover theoretical fashions of college education market paperwork and their software in a comparative international take a look at, and the results of an in-intensity have a look at of college systems within the important European international locations: The analysis suggests a trendy tendency to prepare these structures consistent with For the mechanisms of "managed opposition" in which the country plays a position in financing the machine and regulating the pleasant of guides supplied by universities - quasi-markets.

Modelling University Governance ,Leon Trakman (2008) - This paper aims to make the models of twentieth century governance utilized in public universities challenge to developing suspicion around the sector. Governments question whether public universities are underneath particularly green management; if its boards of trustees are appropriate and believe has been pledged to many stakeholders; And if collective governance models perform in the more and more complex higher schooling surroundings. With declining public funding for better education, expanded international competition among better schooling establishments in our facts age, and troubling evidence of ineffective governance, critics query whether or not current governance systems are able to meeting those and different challenges. Some insist that school members are satisfactory desirable to jogging public universities because they price the college's vision and assignment. Others demand that forums of governors be skilled in financial topics and be drawn commonly from corporate existence. However, others advise judgment primarily based on consider and trust among who governs and who governs. The article assesses competing traits in college governance models inside the United Kingdom and the United States. Arguing against a one-size-suits-all version, it identifies the precise factors that need to be taken into consideration in reforming governance models to satisfy the necessities of the surroundings and society.

Conceptualizing the Model of Shared Governance in American Higher Education: A Board, President, and College Consideration (2013) Jonathan W. Stossel - This paper ambitions to explain the 'governance' model conceptually and to interpret this model through a quick history in their presence of actual universities inside the American context highlights Highlighting the want to always rethink the primary structure of corporate governance to be able to respond to either the necessities of the internal and external surroundings by way of integrating modern-day ideas of the board, president, and college with ancient precedents. I hope to provide some attitude on the main additives of a modern-day company governance shape.

Research methodology

The experiential work in this study was approved out by analyst five **Dimensions (i) Context, Mission, and Goals,** (ii) **Management Orientation,** (iii) **Autonomy, (vi) Accountability, (vii) Contribution these dimensions are from the World Bank's University Governance Card, the Middle East and North Africa (MENA) Program-**.

University of Anbar

The university is a public higher education institution that was founded in 1987 in the Western Region of the country. The University now includes 18 faculties and 73 departments with packages foremost to master's, bachelor's, and doctoral grades. Its investigation location spans after basic research to practical investigation offering scholarship in humanities and the sciences. It is one of the intermediate sized universities with about 23,500 students. All dimensions of the university governance model are balanced with the exception of the

dimensions of autonomy and participation. The university's self-image of its governance practices of its context, mission, and goals, the management orientation, and accountability are quite similar to the results obtained in the questionnaire for these dimensions, all of which are relatively high, indicating that the university is aware of most of its supremacy practices. Therefore, the university seems to have good governance practices, such as a formal mission and specific goals aligned with the national vision of higher education and results-based management practices. However on the autonomy and participation dimensions, the university scored remarkably low, and this may be due to the high centralization of decision-making within the institution and low stakeholder participation in decision making.

Results

Dimension 1: Context, Mission, and Goals

The assessment of the dimension on context, mission, and goals shows high levels of formality of the university's mission. The overall assignment and the exact goals of the university are officially and obviously state, chiefly in the national law for higher education and in the university internal regulations. The performers complicated in the procedure of important the university's assignment and goals were the state, at the national level, and representatives from the universities. Furthermore, when the university set its goals, it was mainly concerned that they were aligned with its mission. a number of both internal and external stakeholders monitor the achievement of the mission and goals, such as the state, the head of the university, civil society and industry representatives, and senior managers at the institution.

Dimension 2: Management Orientation

The university has a moderate score on the management orientation dimension, on both its self-perception and the questionnaire, which seems to be due to several aspects, one of which is that the university has a strategic plan with key performance indicators that are measured through quantitative surveys and assessment reports prepared by the state, such as the financial audit unit of the government. It is reported that university strictly follows centralized policies that are provided by the MEHSR. For example, the selection of decision makers at the university is centralized within the MEHSR. A few people are nominated for the position and the selection takes place by the Ministry. This somehow reflects a centralized mode of management. The operate member of the human capitals, monetary, and moot sections bang to a number of performers both internal and external to the university, such as the MEHSR, the head of the university, the university council, deans, and the excellence pledge center.

Dimension 3: Autonomy

As for the dimension of autonomy, the university perceives itself as having limited autonomy within its academic, staffing, and financial procedures as they report that all decisions are centralized within the government. However, the university's autonomy score on the questionnaire, which is also low, is slightly higher than that on the self-perception, indicating that it is slightly more autonomous than it perceives itself to be. The university's decisions are

mostly subject to the Ministry's approval, particularly its academic decisions and staffing procedures. For example, the university seeks the approval of the Ministry in introducing new programs, selecting the types of courses to be offered, and pursuing academic partnerships with other institutions. Student admission is beyond the control of the university as it is centralized within the Ministry. Other aspects that also need the approval of the Ministry are the hiring and dismissing of new academic and administrative staff, promoting them, and setting their contracts. As for the financial autonomy, the university receives 100% of its revenues from the government and can only achieve its possessions (e.g. sell, buy, rent).

Dimension 4: Accountability

The university's score on the accountability dimension is higher than the national average. On Accountability for the Quality of education, the university does well. The university has a excellence pledge system that takes place both within the university and in under the responsibility of the MEHSR. The university has an internal unit of Quality Assurance (QA) that is directly coordinated by the QA unit at the Ministry. This system addresses key strategic indicators that are very well monitored and evaluated within the university by the QA unit, the deans, and the head of the university. However, on social responsibility- one of the sub indicators for accountability the university does not seem to fare well whereby outcomes are neither measured, reported, nor disseminated. For example, the university has not recognized following reviews to amount indicators related to novel alumnae's service, such as employment degree, regular joblessness retro after advancement, regular pays of novel alumnae, and the chief parts of marketplace openings. The use of these tracking surveys could help the university in developing performance indicators. It would be to the university's advantage to measure such indicators and communicate them finished a number of distribution channel amongst which are the official website, public intelligences, newsletters and communication brochures.

Dimension 5: Participation

Finally, participation was one of the sizes on which the university's self-perception notch was meaningfully high, and particularly higher than the score measured on the questionnaire. The university reports that it has "team work" with high levels of participation from various stakeholders with the exception of the civil society representatives. On the other hand, the results of the questionnaire show that academic staff are the only stakeholders with a formal mode of representation. They are represented on both the university and academic councils (or their equivalents) with full voting rights and a voice in addressing most governance and management aspects of the institution, such as the meaning of the goal of the institution, the elaboration of its plan, and the assortment of the kinds and number of sequences offer.

Anbar University		
Dimension	Self-Assessment Scores	Screening Card Scores

Context, mission, goals	5	4.02
Management Orientation	3	3.67
Autonomy	1	1.95
Accountability	4	3.31
Participation	4	0.75

Below are the visual representations of the university's ratings at the five dimension of governance on every of the self-evaluation and the screening card.
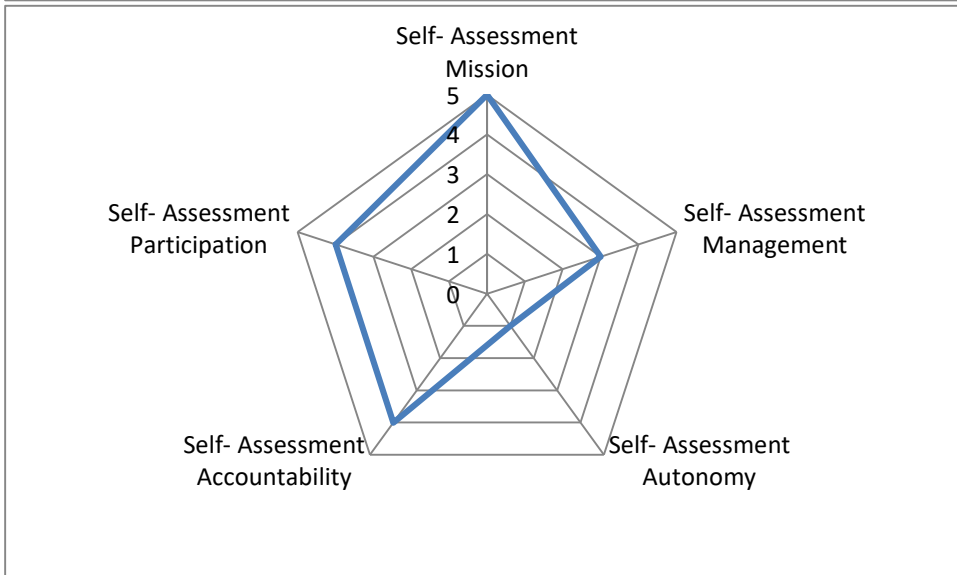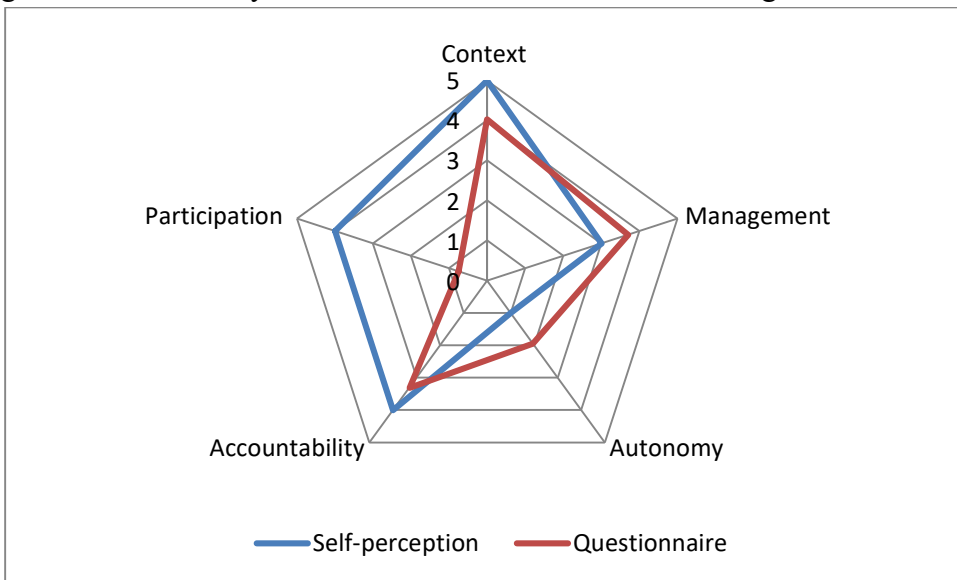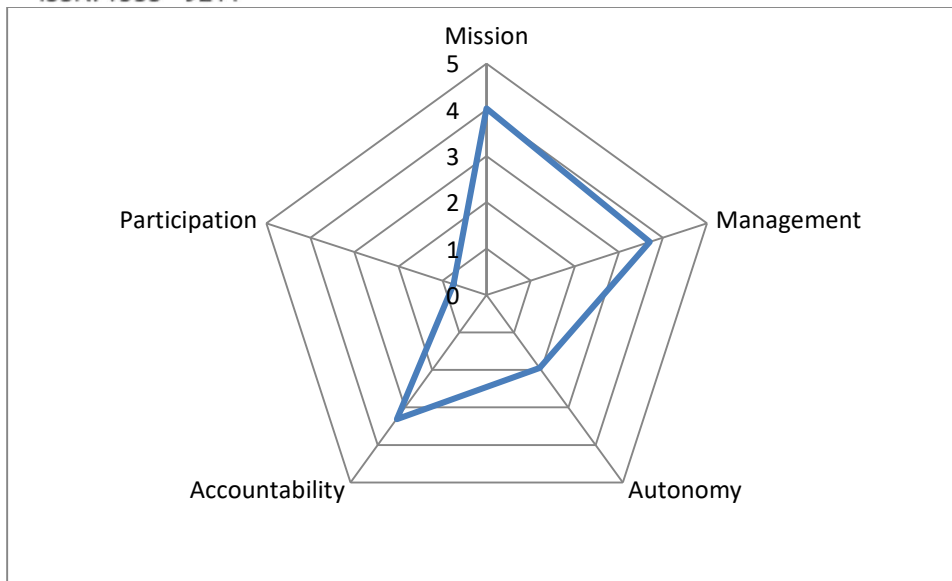
The Action Plan template was prepared with the aim of supporting the development of individual plans by the universities and higher education institutions that have participated in the University Governance Screening Card   benchmark workout. It is intended to document the reforms and changes that have been, or are expected to be, introduced by universities, in order to improve their governance processes, enhance transparency, encourage more effective management, and promote social accountability and participation. The action plan template is in line with the five dimensions of governance, as measured by the University Governance Screening Card:

1.   **Context, Mission and Goals:** An essential element in assessing college governance is the overall framework of the better schooling device, and the interplay between any precise group and the state. A key function of governance is to cozy the resources required to reach the desires and assist the venture of the college, as well as to display the overall performance of the establishments' managers at the best level and preserve them responsible. The 'Context, Mission and Objectives' size takes into consideration three sets of indicator:

 i.defining the university mission and the ways in which it was established, as well as the stakeholders involved;
 ii.defining and implementing university objectives, taking into consideration the nursing devices usage to assess them; and
iii. the lawful outline and nationwide context in which the university operate

2.   **Managerial Orientation:** Management refers back to the everyday decisions of the operation of the group, as an instance: admission, enrollment and certification of students; Appointing, profitable and selling school members and others. Building and retaining centers. It additionally suggests the roles of executive control: how the university president and contributors of its governing our bodies are selected, their roles and obligations, their administrative hierarchy, and many others.

3. **Autonomy:** Recognizing the critical realistic differences between monetary and academic independence, this analytical size addresses both. Financial independence is the capacity of universities to set tuition expenses, acquire reserves, convey over surplus authorities investment, borrow cash, make investments money in assets (whether financial or bodily), own and promote land and homes, and provide contractual services. Academic autonomy takes into consideration the volume to which universities can layout or revise curricula, offer or cancel degree applications, define instructional systems, determine the total number of college students, decide admission criteria, the wide variety of admissions in keeping with predominant, evaluate applications and gaining knowledge of effects, and increase teaching curricula.

4. **Accountability:** As governments and ministries round the world provide greater autonomy to public universities, this autonomy is regularly related to greater accountability in the shape of measurable evidence of achievement and development in universities' dreams.

As one of the dimensions of governance, this refers back to the duty of educational, organizational and administrative body of workers, in addition to administrative bodies. It refers back to the evaluation process involved in evaluating the progress toward accomplishing the objectives of the corporation; dissemination of statistics (consisting of institutional desires, pupil achievements, integration of graduates into the labor market, internal and outside institutional tests and accreditation); Methods used in comparing the performance of college students, faculty, and administrative and organizational personnel. Financial audit, danger control manner and coping with misconduct.

5. **Participation:** This dimension analyses the extent to which stakeholder and their interest are taken into account, and the part stakeholder production throughout decision-making processes. Though university stakeholders depend In terms of the type of institution in addition to the overall framework of the gadget, commonplace stakeholders encompass students, educational workforce, authorities, industry representatives, donors, network associations, unions, and alumni.

The university governance screening card was developed upon the premise that institutions possess unique characteristics that subsequently determine the different emphasis placed on various tenets of governance including mission, history, context, academic culture, and clientele. As such, observing how different universities will develop and execute their action plans will be a worthwhile and fruitful exercise for all members of the network. It will also serve as an opportunity for an exchange of good practices.

The World Bank Higher Education Team will assist university leaders throughout the preparation process of action plans, providing consultation when and as needed. The WB team will compile action plans highlighting reform models that have been successful; collating the information in order to be later disseminated in a report.

This is expected to foster discussion in order to identify effective strategies for strengthening institutional governance and quality assurance; ultimately enabling universities to better work towards improving their performance, the action plans will also offer an insight into how the benchmarking tool might be further developed, The action plan should be organized into seven

sections

1. **University current status:** This section should provide a description of the university's current status with regard to the five dimensions of governance, It should make reference to the scores obtained by the university in each dimension and list the elements that spurred the institution to look for ways to improve its practices

2. **Actions to improve governance and quality assurance** : This section should list the actions the university intends to carry out or is currently undertaking to address current shortcomings (and, in some cases, to work towards further improvements). It should outline the key steps or actions taken to do this; e.g., a review of the university's mission statement, preparation of a strategic plan, conducting student surveys, developing an internal quality assurance unit, introducing a new program, diversifying dissemination channels (website, brochures, annual reports), revising student admission policies, etc. This section should also identify which key players are involved and responsible for the follow up and execution of actions (the senior administration, the faculty, the planning or administrative departments, the statistics department, the QA unit, students, the ministry, etc.)

3. **Expected Outcomes:** This section should list the outcomes that the university foresees as a result of the actions implemented. "Quality assurance unit in place"; "quality of programs monitored"; "Student Alumni Association established"; "program X/department Y accredited"; "procedure for external auditing established" are examples of outcomes.

4. **Indicators:** This section should provide qualitative and quantitative indicators to measure whether the intended outcomes have been delivered or not. For instance "number of student surveys conducted", "number of programs accredited", "percentage of administrative staff attending trainings" are examples of indicators. The indicators need to be unambiguous and measurable.

5. **Monitoring Mechanism:** This section should describe how the university would keep track of its improvements. In other words, what sources of information and methods the university will use to collect and report on the actions implemented. It might be useful to provide information on how frequently data/information was collected. Examples of monitoring mechanisms include quarterly reporting, etc.

6. **Time-line:** This section should provide a chronogram of the activities and actions: i.e. when the university foresees attaining the anticipated results.

7. **Resources:** This section should highlight the resources that the institution will engage to reach the intended outcomes; this may refer to either funds and/or expertise and/or other resources. When developing the action plan, it is very important not to overestimate the institutional capacities of the university; rather the intended goals should be focused, realistic and achievable within the next two years. After the action plan templates are disseminated. The Bank team will be available to advise institutions on working with the template and on the preparation of the action plans upon request. Where feasible, the institutions will be invited to attend an incountry meeting to discuss the template itself as well as other issues pertaining to the activity.

Conclusions

.   The findings from this case study exercise on governance patterns and models followed by identified some important strengths and weaknesses that concern institutions themselves, but that shed light on l policies as well in university

One first observation is how centralized the system is, even when compared by politics systems, sendoff slight room for universities to be groundbreaking and or to be able to respond to society needs in a timely manner.

Although University of Anbar report to have some levels of autonomy concerning human resources and academic decisions, they also reported that most decisions need to be validated by government. Lack of Institutional differentiated Mission. Concerning the definition of the Mission of university, it was noticeable that this is centrally driven.

Though it is significant to have a nationwide System Vision, this does not necessarily mean that individual university' missions essential to be clear centrally. More so, for universities to be talented to follow their separate goal, it is dangerous to have well clear assignments. When there is one centrally defined mission, this undermines the capacity to be specialized and or to grow modest compensations or reply to exact economic or social need. One example of how a System Vision creates linkages among different types of institutions that combined provide services to meet the needs of the population and the national economic and social development Critical strengths for building a sound QA system. Two important strengths to University of Anbar were identified through this paper.

One is that University of Anbar   in sample use strategic plans and the other one is it   have an internal QA unit. These are important practices to help universities improve their performance and are critical building blocks for the development of university Quality Assurance System. Consistent with the existence of QA units in all university, was the observation that over , university have accountability procedures in place in particular for matters related to quality of education. Need to improve Social Accountability.

However, there are very few social responsibility measures in place, Most college of university do not use tracking surveys to learn how their graduates do once they finish their studies. It is critical for university to be aware of the quality and relevance of their services, measured by to what extent they meet their objectives, the University of Anbar is in the procedure of emerging its QA system, and one of their guiding principles is to monitor results and outcomes. Understanding how university insert into the labor market would be one important aspect to take into account. Great variation in scores points to need to improve monitoring of policy Low stakeholders participation in the decision making process. Having students, faculty, alumni or private sector and industry participate in either the Governing Boards, Councils, or in the preparation of the strategic plans, Having mechanisms in place for stakeholders to express their views is a key element for good supremacy, as admission to information on the government's choices and contribution in policy growth are significant rudiments   open civilizations   in order to improve governance and QA

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