Network of Observatories of Good Practices on Strategic University Management in Latin America and Europe

Evidence-based Institutional Research: Gathering data for measuring impact

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CONTENIDO

TELESCOPI

- **Main information source**

CASE 1: Calls for GP in university management

CASE 2: Influence on public policy

TELESCOPI is

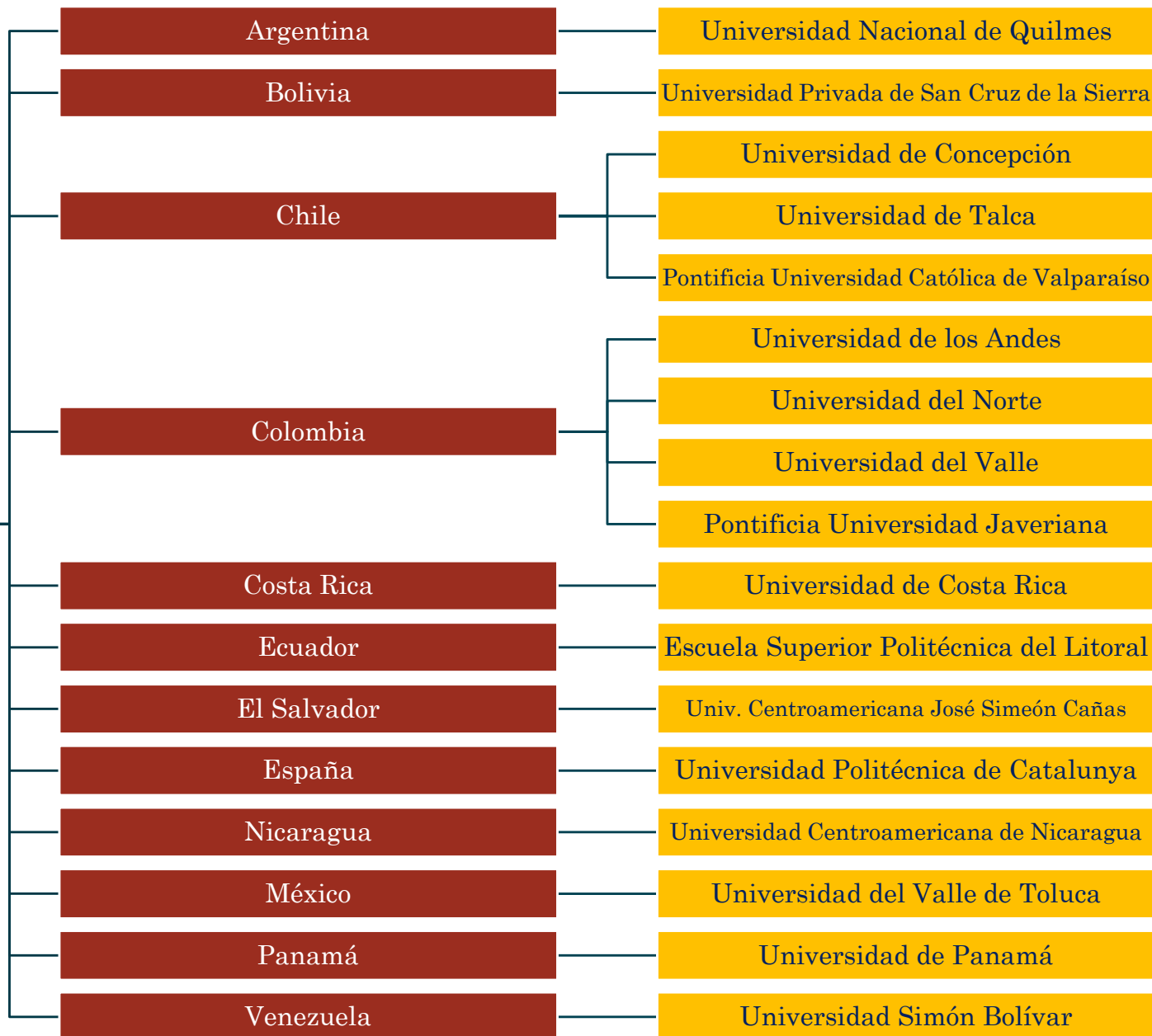An international network of **observatories of good practices** on university governance and management in Latin America and Spain,

whose purpose is:
- Increase the quality and relevance of higher education, and
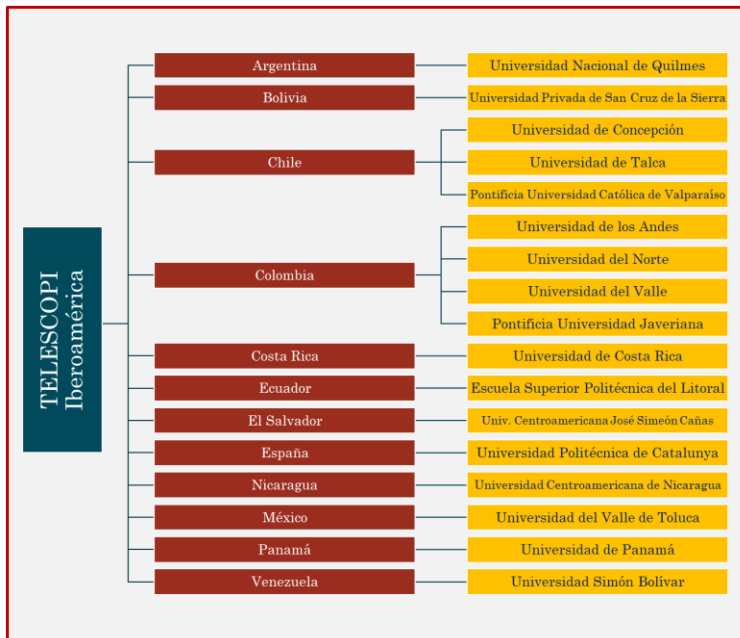- contribute to the collaborative work between the universities of the partner countries and the region.

TELESCOPI objectives:

- **Be a bank of experiences where good practices on university governance and management are collected and evaluated nationally and internationally**

- **Be a platform to facilitate benchmarking: open database to higher education institutions - HEI**

- **To contribute to knowledge management in the field of governance and management applied to HEI**

TELESCOPI has worked with:

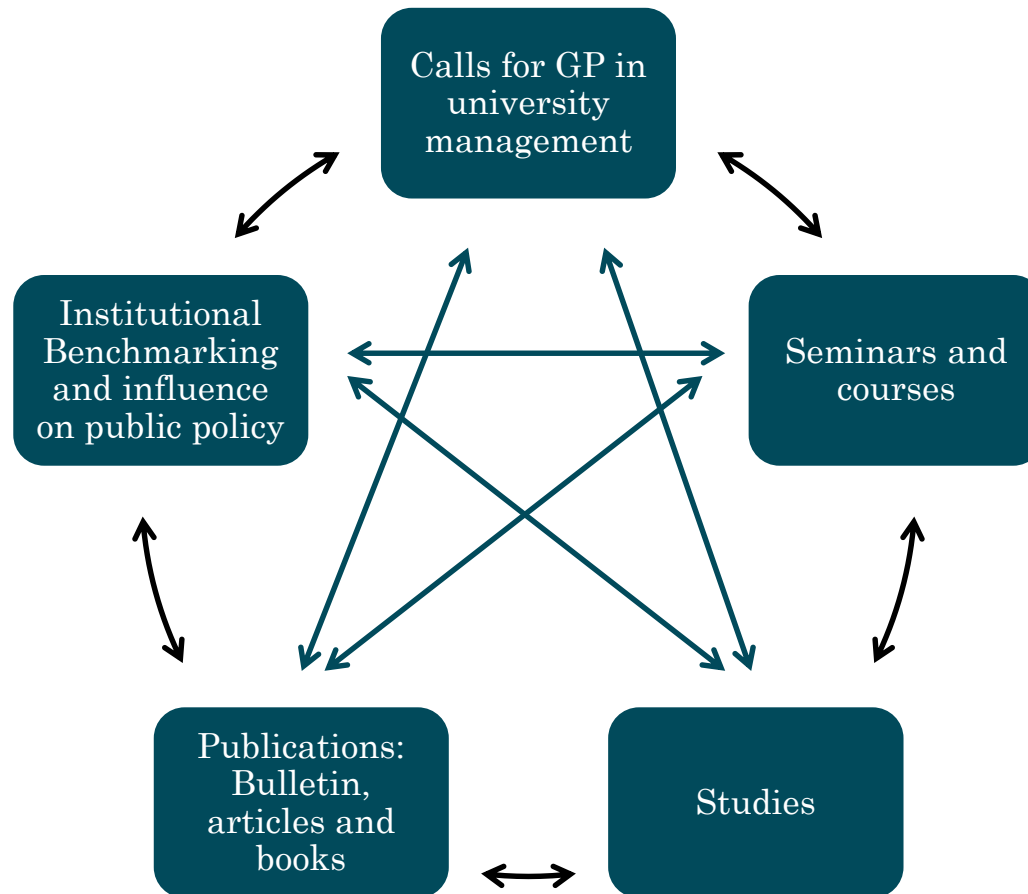|		
TELESCOPI Iberoamérica	Argentina	Universidad Nacional de Quilmes
	Bolivia	Universidad Privada de San Cruz de la Sierra
	Chile	Universidad de Concepción
		Universidad de Talca
		Pontificia Universidad Católica de Valparaíso
	Colombia	Universidad de los Andes
		Universidad del Norte
		Universidad del Valle
		Pontificia Universidad Javeriana
	Costa Rica	Universidad de Costa Rica
	Ecuador	Escuela Superior Politécnica del Litoral
	El Salvador	Univ. Centroamericana José Simeón Cañas
	España	Universidad Politécnica de Catalunya
	Nicaragua	Universidad Centroamericana de Nicaragua
	México	Universidad del Valle de Toluca
	Panamá	Universidad de Panamá
	Venezuela	Universidad Simón Bolívar

4 countries in Europe

Spain, Portugal, Belgium and Lithuania

15 countries in LA

Telescopi countries + Brazil, Paraguay, Peru and Uruguay

Around 500 HEI

TELESCOPI products:

- Calls for GP in university management
- Institutional Benchmarking and influence on public policy
- Seminars and courses
- Publications: Bulletin, articles and books
- Studies

With whom does TELESCOPI work?

Mixed network of academics and university managers

Third Space Professionals:

**Professionals who come from different backgrounds and portfolios, both professional and academic-**

Third Space Professionals:

have academic credentials such as Master Degree and PhD qualifications and a teaching or research background in the university sector;

work in teams dealing with institutional initiatives requiring specialist, academic and policy contributions; from infrastructure funding to long-term regional partnerships;

undertake quasi-academic functions such as conducting studies on vocational orientation students, speaking at outreach events or conducting recruitment visits overseas; and

have the possibility of being appointed in an academic management role, for instance, a pro-vice-chancellor position, with a portfolio such as quality, staffing or institutional development.
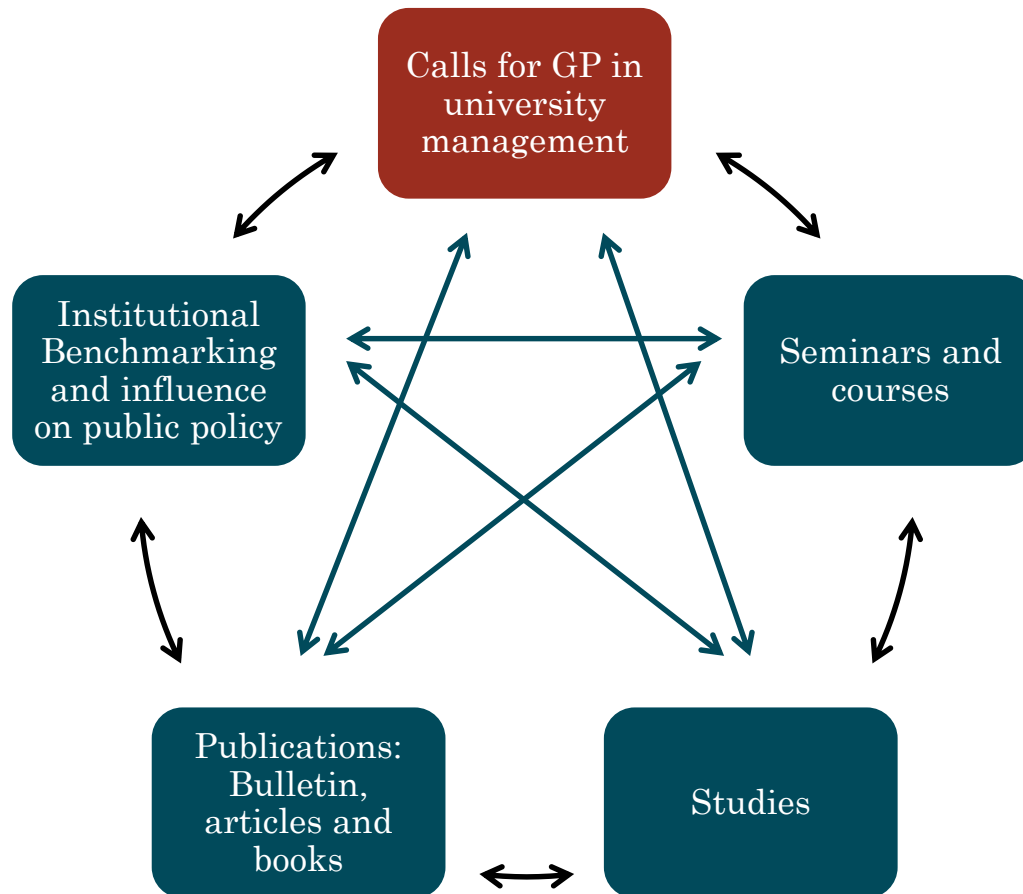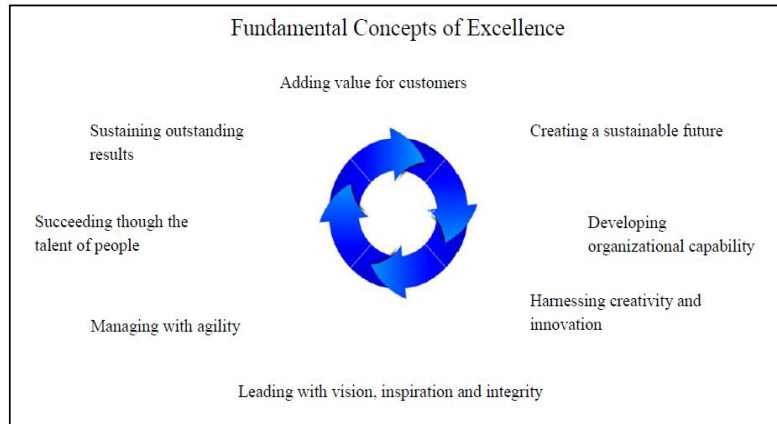
The concept of best / good practice (BP) originated in the private sector as a tool to benchmark performance against competitors, which would thereby stimulate an improvement in the performance of the organization.

The term has been used in the public sector, especially in the United Kingdom, particularly as an aspect of the reforming agenda of public management that has preoccupied successive central governments. Within the context of the public management rationale, the concept of best practice implies that local authorities looking for solutions to problems can get ideas and learn lessons from other authorities facing the same problems.
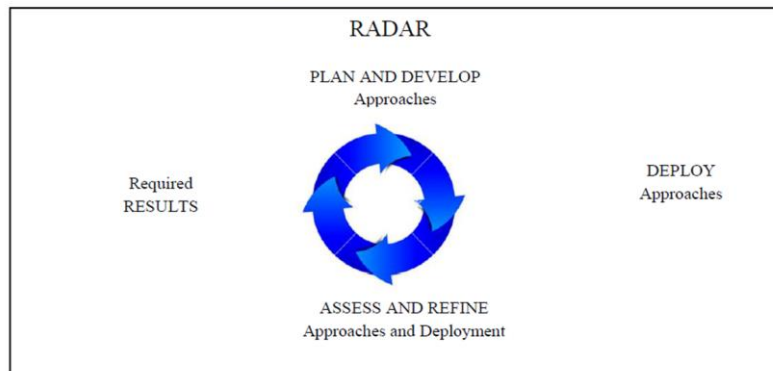
The EFQM Excellence Model:
The European Foundation for Quality Management (EFQM) was created in 1992 with the aim of providing a set of criteria that would help organizations to be more competitive
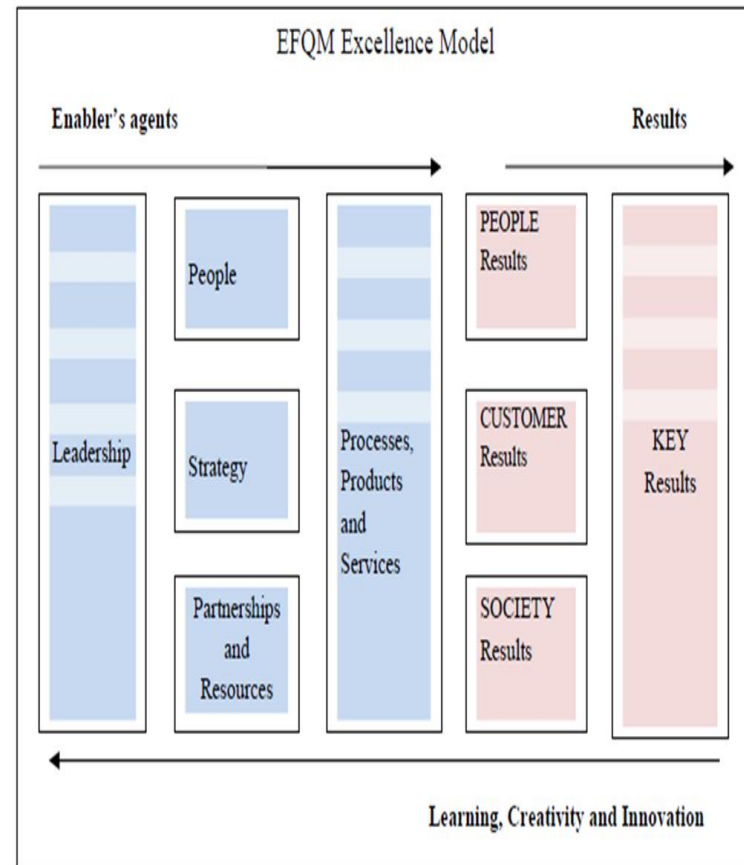
TELESCOPI

Fundamental Concepts of Excellence

Adding value for customers

Sustaining outstanding results

Creating a sustainable future

Succeeding though the talent of people

Developing organizational capability

Managing with agility

Harnessing creativity and innovation

Leading with vision, inspiration and integrity

Source: adapted from EFQM Excellence Model 2013.

Fig. 3 The RADAR Logical Scheme

RADAR

PLAN AND DEVELOP Approaches

Required RESULTS

DEPLOY Approaches

ASSESS AND REFINE Approaches and Deployment

EFQM Excellence Model

Enabler's agents

Results

Leadership

People

Strategy

Partnerships and Resources

Processes, Products and Services

PEOPLE Results

CUSTOMER Results

SOCIETY Results

KEY Results

Learning, Creativity and Innovation

Source: adapted from EFQM Excellence Model 2013.

Management and evaluation tool for analyzing the performance of an organization

Best Practice in University Strategic Management for Telescopi:

Set of principles, measures, actions and experiences that, having generated advantages of a different type (economic, social, satisfaction, etc.) for the organization, in a verified and proven manner, can be considered as potential models for extending the improvement to other organizations. For that, it must have completed the cycle of planning, implementation, review and improvement, which allows it to be considered as sustainable; moreover, it must be valid at the time of the presentation. (2012)

Calls for GP in University Management:
Aims to identify, assess and accredit best practice

Basic Requirements - Decalogue

The actions comprised must pertain to the field of HEI management	Its ultimate purpose is the pursuit of excellence	Systematic implementation

The validity of the BP (longevity) in terms of its ability to be implemented, or of operating in a permanent or be self-sustaining	Its ability to solve a problem or contributing to continuous improvement	Its positive evaluation for its efficacy, its efficiency and its effectiveness in solving problems	The evaluation should establish a causal relationship between the positive impact of the BP and the outcomes or solution to the problem it aimed to solve
	its originality	The BP should be public	Its sustainability for being replicable; for its potential transferability to other units or institutions (flexibility and adaptability) and its innovativeness

Calls for GP in university management:

Basic stages to present, identify, assess and accredit a GP

Complete and substantiated presentation of the BP by an applicant institution.	**Assessment of the BP's repository by the coordinating institution in order to determine the fulfilment of the basic requirements.**	**If the experience is considered a BP, the expert committee proceeds with its validation.**

Evaluation and validation of best practices by the expert committee.	**If the BP is accepted, it will be added to the bank of experiences.**

Calls for GP in university management:

Criteria and evaluative aspects

Practice planning (20%)

- description of the initial situation and context
- description of the objectives and value added or improvement pursued
- prior planning on the method of application of the practice and the target results

Development and execution of the practice (10%)

- structured description of the implementation of the practice: actions, timing and resources applied

Results of the practice (20%)

- qualitative and quantitative results obtained
- level of achievement of objectives and the added value

Evaluation and review (15%)

- description of the evaluation and review process conducted after implementation of the practice
- learning acquired in improving or perfecting the practice

Innovativeness (25%)

- substantiated description of the aspects of internal innovation at the institutional level
- substantiated description of the innovation that the practice can bring in the context of the university system

Divulgation and replicability (10%)

- documentation provided for the replicability of the practice and for benchmarking activities at other institutions

Calls for GP in university management:

Criteria and evaluative aspects

In the scoring scales, discontinuous closed intervals have been established around a central measure, progressively with more rank.

The aim is to achieve a better discrimination of the state of practice in the evaluative dimension considered, that shows the different nuances that may be presented in each dimension.

In order for a practice to be selected as good, it must obtain a global score equal to or greater than 18 points. Therefore, it will be published on the Web.

Calls for GP in university management:

Criteria and evaluative aspects

1) Planificación de la práctica (20%)			Comentarios/ Puntos
Incompleta o deficiente abordaje de los aspectos relevantes la dimensión	Se presenta cada uno de los aspectos relevantes de la dimensión, si bien las referencias incluidas no son suficientes por carecer de una adecuada integración de los aspectos relevantes de la dimensión	Se presenta cada uno de los aspectos relevantes de la dimensión, con consistencia e integración de los mismos	
3-7	12-18	21-30	

2) Desarrollo y ejecución de la práctica (10%)			Comentarios/ Puntos
Incompleta o deficiente abordaje o falta de estructuración de los aspectos relevantes la dimensión	Se presenta cada uno de los aspectos relevantes de la dimensión, si bien las referencias incluidas no son suficientes por carecer de una adecuada articulación e integración de los dichos aspectos	Se presenta de manera estructurada cada uno de los aspectos relevantes de la dimensión, con consistencia e integración de los mismos	
3-7	12-18	21-30	

Calls for GP in university management:

Criteria and evaluative aspects

Incomplete or deficient approach of the relevant aspects the dimension	Each of the relevant aspects of the dimension is presented, although the references included are not sufficient due to the lack of an adequate integration of such relevant aspects	Each of the relevant aspects of the dimension is presented, with consistency and integration
3 – 7	12 - 18	21 - 30

Calls for GP in university management:

Influence on public policy:

International Seminar on University Government

- Foster the analysis by managers of public and private HEI in order to strengthen and qualify their models of institutional governance

- Ministry of National Education, Universidad Javeriana, Universidad de los Andes, Universidad Politécnica de Cataluyna and TLESCOPI

Influence on public policy:

Literature review and reports:

- New Public Management (Hood; Pollitt and Bouckaert)
- States, markets and hierarchies (Williamson, Powell)
- Multi- level governance (Marks)
- The welfare state (Heclo; Esping–Anderson; Busemeyer)
- Good governance
- Actor centered institutionalism (Scharpf, E. Ostrom)
- Models of decision-making (e.g. Birnbaum, March & Olsen)
- Theory of policy instruments (Klok & Bressers, O'Toole, Hood)

International experience

- documents.worldbank.org
- Ministry of Education of the Netherlands
- American Association of University Professors (AUUP)
- 2009 World Conference on Higher Education UNESCO
- UNESCO. 2005. Guidelines for Quality Provision in Cross-border Higher Education

Influence on public policy:

Working groups for the collection and collective construction of the inputs of a Public Policy of Good University Government

- Five working groups – five main cities of Colombia: 91 HEI. 85% of the higher education system by number of students

- Participants: Presidents, Vice - presidents, general Secretaries Deans, Quality Managers and planning professionals, among others

Influence on public policy:

Working groups for the collection and collective construction of the inputs of a Public Policy of Good University Government

- The working groups discussed six themes in which basis good university governance can be structured.
  - Strategic university management and quality management
  - Relations with external groups of interest
  - University community
  - Accountability, public information and transparency
  - Resolution and mediation of controversies, conflicts of interest
  - Inclusion and environmental commitment.

- Each group identified: consensus, ideas that enrich the understanding of the topic and aspects on which it was not possible to reach agreements

Influence on public policy:

Working groups for the collection and collective construction of the inputs of a Public Policy of Good University Government

- Methodology for information analysis: comparative method (Lijphart, Collier)

- This method consists of analyzing a small number of cases, each of which comprises more than two observations but whose observations are not numerous enough to apply statistical analysis

- The comparative method seeks to determine how different the groups are. It includes examining the similarities and differences between the data of the different groups

Influence on public policy:

Proposal for a public policy on good university government in Colombia

- 17 principles that should be enshrined in a public policy of good university governance of HEIs through two vehicles: the mechanisms for quality assurance and the mechanisms for accountability

Proposal of a public policy on the improvement of the Government of higher education institutions

- Fundación CeiBA – Centro de Estudios Interdisciplinarios Básicos y Aplicados
- To write the text of the public policy
- Based on the MEN - TELESCOPI proposal
- Collaborative text made by national and international experts

Influence on public policy:

THE NATIONAL COUNCIL OF HIGHER EDUCATION - CESU -

Agreement by means of which the public policy for the improvement of the government in the Institutions of Superior Education is established.

Thank you