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The A Proposed Model of Activating Institutional Governance at The Middle East University from Faculty Members' Point of View

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Abstract

This study aimed at proposing a model for activating institutional governance at the Middle East University from faculty members' point of view. To achieve the objectives of the study the descriptive – survey methodology was used. A questionnaire was developed to collect data. It consisted of (47) items, classified into five areas: transparency, active participation, accountability, equality and organizational effectiveness. Validity and reliability of the questionnaire were assured. The study concluded with a model and recommendations for activating the governance of the Middle East University, including completion of legislation covering all institutional governance requirements.

Keywords: Model; Institutional governance the middle East University in Amman; Faculty members.

1. Introduction

Universities are considered as educational and scientific institutions that contribute to the development process of in its different fields. They are a main source in building and advancement of societies. The more efficient and knowledge able their leaders become, the more effective and sophisticated they are. In order for the universities to leading their role, their leaders must be characterized by several characteristics, the most important of which is the educational governance, through which a higher education of value is reached.

The concept of governance is not new, it goes back to the middle ages. It has been traded to indicate the way in which feudal authorities are organized (Ahmad & Ahmad, 2018). It was used in the late nineties of the last century. It's used is due to a number of challenges of redrawing the roles of the administration to achieve transparency, accountability and to participate in responsibility to work on the survival and growth of the organization (Al-Arini, 2014). In Jordan, the concept was used at the international conference (Media and Good Governance). The conference focused on clarifying the need for good governance nowadays because it provides a decent life for citizens, and supports the development of societies in the field of economic development and human development and allows citizens to participate effectively in the public domain.

Governance is one of the most important means to achieve economic development and social well – being and to establish the values of democracy, justice and equality of opportunity, and transparency that includes integrity, the promotion of the rule of law, the demarcation of private interests and the prevention of the exploitation of office and influence.

There is a significant shift in the higher education system under the pressure of the new needs of the knowledge society which has had a direct impact on university governance (Wiggins, 2013). The importance of institutional governance stems from the availability of a basis for the development of institutional performance in institutions in order to support confidence in its various activities among all departments in the future (Al-Arini, 2014). It considered as one of the necessary processes to strengthen the work of the institution, and to emphasize the integrity of the administrative procedures and meet the obligations and commitments and ensure the achievement of its objectives in an optimal manner to improve its performance and to safeguard the interests of all parties (Ahmad & Ahmad, 2018), and achieve a high degree of integrity, transparency, neutrality and integrity of all employees, as well as fighting financial and administrative corruption and ensure that it is not repeated, and prevent any deviations or errors deliberate or unintentional and supports the competitive position of the university in the development of financial instruments and mechanisms and ensures privatization programs (Al-Arini, 2014).

1.1. The Definition of Governance

Governance is defined as the ability to control all administrative processes scientifically (Al-Arini, 2014). Kim (2007) defined it as the rules of the political games by determining its main rules and organizing the field of political action and sees it as a system to counter administrative tyranny that arises through the hierarchical relationship between managers and employees within universities. Aklan (2015) also pointed out that governance is a human

effort aimed at preventing corruption and spreading reform and excellence in institutional performance. It is based on the principles of justice, participation, diversity, independence, transparency and accountability, and a course of structures, systems, laws, decisions, standards, mechanisms, and administrative, legislative and judicial procedures.

Aklan (2015) defined governance as enterprise control within a common framework that combines global systems and standards, and includes a set of laws, systems and decisions aimed at achieving quality and excellence in performance, by selecting the appropriate and effective methods to achieve the organization's plans and objectives. Al-Arini (2014) explained that governance is "A system of laws, rules and factors that control the operations of the institution, and includes its relationship with stakeholders and the community and the set of laws and instructions" and defined it as the application of democracy in the management of the affairs of the organization with the participation of all its members in decision – making, taking their views and preserving their rights and accountability in the events of failures to include all officials, educational leaders and employees.

There have been many studies on governance, including the Wiggins (2013) study that aimed at clarifying some types of university governance in the United States and Britain. The descriptive methodology was used. The study presented a critique of the governance of universities in the Kingdom of Saudi Arabia and called for reconsidering the governance of Saudi universities, the conduct of administration, the methods of reporting the extent of representation in the various councils, the methods of control of decision, management of resources and report on it and disclosure and the presentation of models of governance in some foreign countries.

Kim (2007) carried out a study aimed at analyzing the organizational structure of European universities and to find a framework of conditions that facilitate the work of the university, and to determine the framework for predicting in the organization's core features. The study has developed several features that have been the subject of research and analysis, namely, ownership, independence, governance model and organizational structure, and other environmental features such as size, age, location and social status. Universities that don't have full independence will not have sufficient capacity to work.

Wiggins (2013) conducted a study aimed at finding out the process of governance in private universities. In order to achieve this goal, two private universities were selected in New York. The Delphi technique was used to gather information and interview (30) faculty members. The study found that the role of the governance council was effective and that the relations among the board members were good.

Kim (2007) conducted a study aimed at adapting the governance system to suit the needs of the Iraqi university institution in controlling corruption and addressing its various manifestations and building a strategic perspective for the governance system in Iraqi universities, within the structural, value and regulatory dimension. The descriptive methodology was used. The study reached several results, including the possibility of building a strategic perspective of the governance system in the Iraqi university institution, the university's structure, university values and regulatory systems can respond to some of the requirements of the governance system and the university's lack of important aspects of the implementation of governance, especially regarding transparency, disclosure and control through incentives, rewards, auditing and participation systems, and to achieve performance indicators of the system to a good response to a certain extent regarding the guarantees of the rights of stakeholders and the implementation of accountability.

Aklan (2015) study aimed at identifying the reality of governance at Al-Quds University. The descriptive methodology was used. The results of the study showed that governance is present at Al-Quds University, but not at the required level, as they tend to deal with problem – solving to values and trends rather than applying governance requirements and standards. There were trends and parties that play a large role in the combination of views and solve problems, as well as that most decisions were improvised, and that the tribal system controls more than the use of the system of governance, whether at the level of students or employees. Most of the staff don't go back to the book of regulations and laws, and the weakness of financial resources has had a significant impact on the inability to implement regulations and laws.

Miles (2010) study aimed at finding out the concept of governance and the degree of practicing the standards of governance among academic leaders in Jordanian universities. The study was conducted on (501) members of the boards and teaching staff at the private Jordanian universities. The descriptive methodology was used. The results showed that the level of academic administration's understanding of the concept of governance in private universities was high.

conducted a study aimed at examining some of the basic principles of governance of public universities in Malaysia. Quantitative and qualitative methodologies were used. The study included (72) deans (128) deputy deans and (278) faculty members. The results indicated that there were some features and skills of leaders, such as example to establish good personal relationships and availability of communication and management skills.

One of the success factors of governance is competition, as well as resources, processes, continuing education, development, transparency and trust.

Deboer *et al.* (2010) carried out a study aimed at finding out the areas of governance in the universities of Netherlands, Austria and the United Kingdom, and the comparison of the constitutions of supervisory boards with respect to their accountability. The study found that the formation of new structures of university governance is one of the modern elements in the attempt to reform the higher education sector in Europe, and supervisory councils are part of the reform process. The process of improvement and development in the structure of the current councils and the practice of their work is done through the application of governance and its principles well.

Ramli *et al* (2018) carried out a study on the application of the sampling method in the study of some principles of university governance at the University of Abbas Farhat / Algeria from students' point of view. A questionnaire was designed to collect information. It was applied to a sample of (384) students. A number of results were found

that the use of the statistical method of sampling in general and the sampling of quotas in particular contributes to the provision of a database with accurate statistical credibility. One of the most important principles of governance by the student and that participation as one of the principles of governance is necessary to apply the concept of university governance by students and there were no significant differences in the response of students attributed to the variables of college, sex, year and the academic system.

Lee and Land (2010) conducted a study aimed at presenting some of the trends and issues related to the governance of universities in Taiwan, as well as the description of governance in the United States and how Taiwan universities benefit from American universities. The results of the study found that governance is resisting the trend towards balancing democracy and effectiveness. Universities in Taiwan need to learn and apply the current structure of unilateral governance and need several legislative changes.

Miles (2010) study aimed at outlining strategies that could be developed to increase students' participation in self – governance activities. The study was designed to determine and describe strategies that increase this participation in three different forms of institutions: research universities, regional colleges and private art colleges, in order to better understanding of students' behavior and expectations.

One of the results of the study is that there was important information on the professional affair of students and the administrators of higher education in general about how to encourage participation.

Jones (2011) carried out a study aimed at discovering the role of governance in colleges. The descriptive – analytical methodology was used. The findings showed that the governance in colleges has received considerable consideration in the United States and that governance positively affects the credibility of decisions taken by college faculty members.

Wiggins (2013) conducted a study aimed at verifying the use of university governance methods at Al-Quds University. The study sample consisted of (60) administrators and (60) faculty members, and to reach the university to a high level up to the level of civilized universities, which is considered a priority of governance. the questionnaire was used to collect information. The study showed that the governance of Al-Quds University exists, but not at the required level according to international standards. The results also showed that the weakness of financial resource had a significant impact on the inability to implement regulations and laws.

Abu - Karim and Al-Thowani (2014) conducted a study aimed at identifying the reality of the application of governance in the Middle East University from the teaching and administrative staff members' point of view. The sample consisted of (64) faculty members and (49) administrators. The questionnaire was used to gather information. The findings of the study indicated that the reality of the application of governance in the Middle East University was high in general, and there were significant differences in the reality of the application of governance in the Middle East University according to the different status of the job and the years of experience in favor of members of the teaching staff who have had more than two years of experience.

Al-Arini (2014) carried out a study aimed at finding out the reality of the application of rational governance in private universities in the Kingdom of Saudi Arabia from faculty members' point of view, and to identify the degrees of job satisfaction and organizational loyalty of faculty members in these universities, and to discover the relationship between the variables of the study: specialization, sex, academic rank, job title and the extent of practical service and to reveal the nature of the relationship between the reality of the application of rational governance, job satisfaction and organizational loyalty of faculty members. The questionnaire was used as a tool to collect data. The sample of the study consisted of (300) faculty members. The findings showed that the private Saudi universities practice rational governance largely from faculty members' point of view, and there was a positive significant correlational relationship between the reality of the application of rational governance in private Saudi universities and job satisfaction and organizational loyalty of faculty members.

Kim (2007) conducted a study aimed at discovering the importance of governance in higher education institutions. The analytical methodology was used in this study. The results of the study showed that the governance of the institutions of higher education is the decisive factor for the performance and quality of higher education.

Wiggins (2013) carried a study aimed at identifying patterns of leadership for District Columbia officials and educational governance models. To achieve the objective, a model has been applied that includes the framework of symbolic leadership, policy, human resources and structural leadership pattern. The model is applied on (51) educational leaders in the United States. The results showed that school officials used multiple leadership at a good level, and there is a significant relationship between the number of years of experience and leadership in a multi pattern, and the more experience the educational officer had, the tendency to use all patterns of multiple leadership.

In the Ramli et al (2018) study which aimed at identifying the reality of governance and the most important challenges to be promoted in the Palestinian universities in the Gaza Strip, (48) faculty members and (24) administrators and (130) graduate students were interviewed. The self – evaluation model of the programs and the institutional evaluation model were used. The study found that the weakness of the balance of responsibilities between the various administrative bodies of the board of trustees and the council of the university and the stakeholders and the weakness of the effective participation in decision – making by the administration, employees and students, which reduced participation in a summing responsibility.

The study of Abu - Karim and Al-Thowani (2014) aimed at determining the degree of the application of the principles of governance in the faculties of education at the university of Hail and King Saud University as perceived by faculty members. The sample of the study consisted of (179) faculty members. The questionnaire was used to collect data. The results showed that the faculty members at the faculties of education at King Saud University and Hail University believe that the application of the principles of governance was medium.

Abu - Karim and Al-Thowani (2014) conducted a study aimed at finding out the degree of practicing the principles of governance by administrative leaders at Kuwait University from faculty members' point of view. The study sample consisted of (302) faculty members. The questionnaire was used to gather information. The study found that the degree of practicing the principles of governance by the administrative leaders at Kuwait University was moderate, and there were significant differences attributed to sex in favor of females, the academic rank in favor of professor category, college variable in favor of scientific colleges and the years of experience in favor of (5 less than 10 years) category.

Al-Arini (2014) carried out a study aimed at finding out the reality of the application of governance at the Imam Muhammad bin Saud Islamic University from the members of the administrative and academic bodies' point of view. The sample consisted of (650) members. The findings indicated that the reality of the application of governance at the Imam Muhammad bin Saud was moderately verified, and there were significant differences attributed to academic qualification, years of experience, and the current job, in favor of Ph.D. qualification, f their experience more than (20) years and faculty member job respectively.

Abu - Karim and Al-Thowani (2014) conducted a study aimed at identifying the reality of the application of the governance system in Palestinian universities in the West Bank, and obstacles from the deans of the faculties and department head's point of view, and to identify the impact of the role of some variables of the study such as sex, job title, years of experience, the university and the constraints of that application. In order to achieve the objective of the study, the questionnaire was prepared and distributed to a sample of (150) deans and department heads at West Bank Universities. The results indicated that there was a high degree of response on the first axis (the reality of the application of the governance system) while the response degree was medium on the second axis (constraints on the application of governance).

From the above, it is noted that the previous studies dealt with various objectives, some of which are aimed t identifying the reality of the application of governance such as the study of Deboer et al. (2010), Al-Arini (2014), as well as the study of Abu - Karim and Al-Thowani (2014). While the Wiggins (2013) dealt with the educational governance models.

It is noted that these studies dealt with governance in public education as in Wiggins (2013) study, and some in universities as in the study of Al-Arini (2014). The present study focused on the proposal of the model of institutional governance in the Middle East University from faculty members' point of view.

The samples of the previous studies varied in terms of type and number. Some of these studies have been conducted on faculty members at universities, such the study of Deboer et al. (2010), and on department heads such as the studies of Al-Arini (2014), and Wiggins (2013), and studies conducted on faculty members only such as the studies of Deboer et al. (2010), Abu - Karim and Al-Thowani (2014), and Al-Arini (2014).

Sampling sizes ranged from (30) as in the study of Deboer et al. (2010) to (650) as in the study of Al-Arini (2014). The sample of the present study consisted of (80) faculty members at the Middle East University.

As for the tool used in previous studies, most of the previous studies used questionnaire as a means of collecting information. Others used Delphi technique as the study of Deboer et al. (2010), and others used the interview as a tool to collect data as the study of Al-Arini (2014). The current study used the questionnaire to collect information. The researchers had benefited from the previous studies in the development of the questionnaire that used to gather information, and the method of selecting the sample.

1.2. Problem of the Study

Governance helps to elevate the efficiency of the university in terms of its governance system based on clarity and transparency and an implicit system governed by principles, ethics and values, within the administrative entity within the institution based on monitoring developments and their impact on the general framework of the university, which leads to the effectiveness of its performance to achieve the continuity of the university in the competitive market for education Wiggins (2013).

Governance as an integrated administrative system is necessary, especially in educational institutions that share a noble goal: the preparation of young people qualified to build the society and work on its progress.

Some previous studies that dealt with governance in universities, such as the study of Deboer et al. (2010) recommended increasing awareness of the importance of practicing governance in Jordanian universities, and its role in developing the educational process. Al-Arini (2014) study was also recommended to conduct studies and research in-depth on the governance structures of educational institutions, and spreading the culture of governance in universities and inclusion in the teaching courses.

This study is intended to propose a model of institutional governance for the Middle East University from faculty members' point of view.

1.3. Objective of the Study and its Questions

This study aimed at answering the following two questions:

-What is the degree of practicing institutional governance in the Middle East University from faculty members' point of view?

-What is the proposed model for institutional governance for the Middle East University from faculty members' point of view?

1.4. Importance of the Study

The importance of the study lies in the following:

- It is hoped that this study will benefit academic leaders in the development of university performance.
- It is hoped that this study will benefit the Ministry of Higher Education and Scientific Research, especially the accreditation authority in determining the scientific conditions for the selection of academic leaders.
- It is hoped that this study will help in the preparation and organization of development courses for the employees of the university.
- Providing theoretical literature to enrich the Arab library in general and the Jordanian library in particular, on educational governance, which helps researchers to conduct other studies.
- Researchers can benefit from the questionnaire developed for this study.

1.5. Limitations of the study
The limitations of the current study are divided into the following:
- Spatial limit: The Middle East University.
- The human limit: faculty members.
- Temporal limit: The first semester of the academic year (2016/2017).

1.6. Terminology of the Study
Institutional governance: "is a set of mechanisms procedures, laws, systems and decisions that ensure discipline, transparency and justice, and lead to the rationalization of the practice of managers" Deboer *et al.* (2010). It defined operationally as the degree to which faculty members obtained through their responses to the questionnaire of educational governance that developed for this purpose.

2. Methodology
The researchers used the descriptive – survey methodology, as it is the appropriate method for use in this study.

2.1. The Population and the Sample of the Study
The population of the study consisted of all faculty members at the Middle East University, which has a membership of (163) members. A random sample consisted of (80) faculty members were drawn from the population.

2.2. The study tool
The institutional governance questionnaire was developed to collect information depending on the theoretical literature as previous studies such as the study of Al-Arini (2014).

2.3. Validity of the Study Tool
The questionnaire was presented to (10) arbitrators in leadership, educational administration, and curricula in the Jordanian universities. The items that received the approval of (80%) and more of the arbitrators were accepted and modifying or delete other items. The number of items was (55) items in its preliminary form, and after the arbitration became (47) items.

2.4. Reliability of the study tool:
Two types of reliability were used:
- Test re-test: The questionnaire was applied to a sample of (15) faculty members from outside the study sample. The tool was reapplied after two weeks on the same subjects. The Pearson correlation coefficient was found between the first and second applications. The value was (0.86).
- Internal consistency: Cronbach – Alpha formula was used to find out the internal consistency of the tool. The reliability coefficient ranged between (0.81 – 0.93). Table (1) clarifies the reliability coefficients of the study tool.

Table-1. Reliability coefficients of the study tool

No.	Field	test re-test by using Pearson correlation coefficient	Internal consistency by using Cronbach – Alpha
1	Transparency	0.78	0.92
2	Effective participation	0.82	0.88
3	Accountability	0.79	0.81
4	Equality	0.86	0.93
5	Organizational effectiveness	0.88	0.90
Total score		**0.86**	-

2.4.1. Statistical Processing
The following statistical treatments were used:
- Means, standard deviations and ranks to answer question one.
- Pearson correlation coefficient was used to find the reliability of the questionnaire.

- Cronbach – Alpha was used to find the internal consistency of the questionnaire.
- To determine the degree of practicing institutional governance, the following formula was used:

The high value of the alternative		-		The low value of the alternative
The number of levels				
=	$\dfrac{5-1}{3}$	=	$\dfrac{4}{3}$	= 1.33

So, the low score is from (1 – 2.33)
The medium score is from (2.34 – 3.67)
The high score is from (3.68 – 5)

3. Results of the Study

Question one: What is the degree of practicing institutional governance in the Middle East University from faculty members' point of view?

To answer this question means, standard deviations, ranks and the degree of practicing institutional governance in the Middle East University from faculty members' point of view in general and for each field of the study tool in particular. Table (2) show that.

Table-2. Means, standard deviations, ranks and the degree of practicing institutional governance from faculty members' point of view according to the fields of the tool

No.	Field	Mean	Standard deviation	Rank	Degree
1	Accountability	4.45	0.93	1	High
2	Effective participation	4.43	0.80	2	High
3	Equality	4.11	0.73	3	High
4	Organizational effectiveness	4.10	0.85	4	High
5	Transparency	4.01	0.86	5	High
Total score		**4.23**	**0.96**	**-**	**High**

Table (2) showed that the degree of practicing institutional governance at the Middle East University from faculty members' point of view was high. The mean was (4.23) with a standard deviation of (0.96). All the fields of the tool came in the high degree. The means ranged from (4.45 – 4.01). The field of accountability came in the first rank with a mean of (4.45) and a standard deviation of (0.93). In the second rank came the "Effective participation" field. Its mean was (4.43) with a standard deviation of (0.80). The field of "Equality" came in the third rank, with a mean of (4.11) and a standard deviation of (0.73). The "Organizational effectiveness" field came in the fourth rank. Its mean was (4.10) with a standard deviation of (0.85). "Transparency" field came in the fifth and final rank with a mean of (4.01) and a standard deviation of (0.86).

The reason for this high result may be attributed to the university's application of laws and regulations to all employees, and the university provides a special administration to receive proposals and complaints and deal with them professionally, as well as the university has an internal control department that follows clear and effective regulations, and there is a balance in the organizational structure between powers and authorities for each job.

The result of this study was agreed with Wiggins (2013) study, and differed with the studies of Abu - Karim and Al-Thowani (2014), and Deboer *et al.* (2010).

Question two: What is the proposed model for institutional governance for the Middle East University from faculty members' point of view.

This question was answered according to the following steps:
- The proposed model:

The design of any model of a work program to improve governance, should involve the participation of all stakeholders in model design, as well as focusing on actions that promote the principles of governance, and the need for all parties to implement and transform this application into actions and practices.

After reviewing the reality of the institutional governance system at the Middle East University, and after reviewing the relevant literature, and in order to raise the level of institutional governance at the university, the researchers suggest the following model.

3.1. Vision
A university that applies the principles of governance in all its pratices.

3.1.1. The Requirements of the Model
- Governance has become an essential element in the administrative fields that cannot be dispensed with.
- Keeping up with administrative developments has become imperative and urgent.
- Quality indicators can only be achieved in the administrative aspect by applying governance.
- The application of the model is consistent with the human need to be achieved in all elements of administrative work and at all levels of functionality.

3.1.2. The goals
This model aims at achieving the following:

1- Managing the private university through the optimal use of available resources.
2- Ensuring justice and transparency in the decisions adopted.
3- Reinforcing mutual trust among all concerned.
4- Creating a good learning environment to enhance trust and no differences between the parties involved.
5- Improving academic and financial performance.
6- Raising the level of institutional governance at the university.

3.1.3. Axes of the Proposed Model

First: Transparency: The University should do:
- The application of laws and regulations to all employees clearly.
- Updating the website continuously.
- The university's website contains information in both Arabic and English.
- Providing a database of all employees.

Second: Effective participation: The University should do:
- Providing special management to receive proposals and complaints and deal with them professionally.
- Forming inter-departmental working committees to activate the principles of collective action.
- Allowing the university board of directors to discuss decisions to make appropriate modifications.
- Adopting the principle of consultation to manage all academic and administrative activities.

Third: Accountability: The University should do:
- The university has an internal control department that follows clear and effective regulations.
- Providing clear rules defining the roles of boards of faculties and departments.
- Seeks to apply accountability to activate quality and obtain academic accreditation.
- Accountability of faculty councils regarding performance and expected outcomes.

Fourth: Equality: The University should do:
- Balance in the organizational structure between powers and authorities for each job.
- Providing a clear description of the duties and powers of each job.
- Setting clear standards for getting promotions.
- Performance standards should be fair and objective.

Fifth: Organizational effectiveness: The University should do:
- Investing all financial, human and technical resources to achieve the objectives.
- The decisions of the university toward achieving the desired goals at the lowest cost and effort expected.
- Achieving the goals of the university at the lowest cost, time and effort.
- Providing accurate descriptions of each job's tasks.

The researchers proposed the following model of institutional governance:
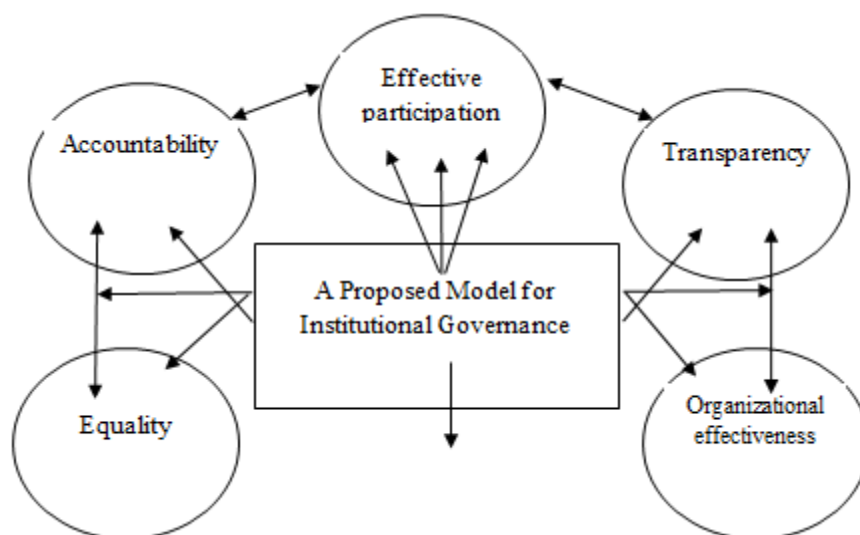
4. Action Plan

The current proposal aims to raise the level of institutional governance at the Middle East University taking into account the addition of the expected implementation period, and the responsibility for each activity when the plans are put into practice:
1- Completion of legislation covering all requirements of institutional governance.
2- Accurate determination of powers and responsibilities of the concerned parties at the university.
3- The existence of an effective internal control system.
4- The effectiveness of the external auditor's over sight and independence and the need to avoid any internal or external pressures.
5- Developing a constitution for ethics and values to be taken into consideration by employees and administration at all levels.

6- Ensuring the composition of the audit committees and determine their powers and responsibilities.
7- Following the transparency of university administration and honesty in giving information.
8- Commitment to apply the principle of accountability with respect to those who are short in performing their work.
9- Forming the institutional governance committee at the university to conduct surveys and monitor the development of the level of governance.
10- Study and analysis of risks, to work to meet and prepare for them.
11- Granting material and moral incentives and directing them to perform their tasks.

4.1. Committees Responsible for Monitoring Institutional Governance

It is necessary to form the following committees to follow up the commitment to apply the governance and monitor its application in the university:

1- The audit committee.
2- Disclosure committee (in case of listing the university's shares in the financial market).
3- Shareholders rights committee.
4- Rewards and incentives committee.
5- Institutional governance committee.

5. Recommendations

In light of the findings the researchers recommended ended the following:

1. Disclosure of the standards used for the positions of leadership and administration.
2. Allow explicit opinion on any subject.
3. Involving academic and administrative councils all concerned in decision – making processes.
4. Choosing the members of the scientific and administrative councils in the way of elections.
5. Forming an internal audit committee independent of executive members.
6. Providing external auditor to review reports and evaluate performance.
7. Providing rewarding financial incentives for distinguished individuals.
8. Providing clear standards for obtaining rewards.
9. The university provides training courses for all members of the administrative body to develop their managerial skills.
10. Activating the scientific sabbatical for faculty members to develop their research and teaching skills.

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