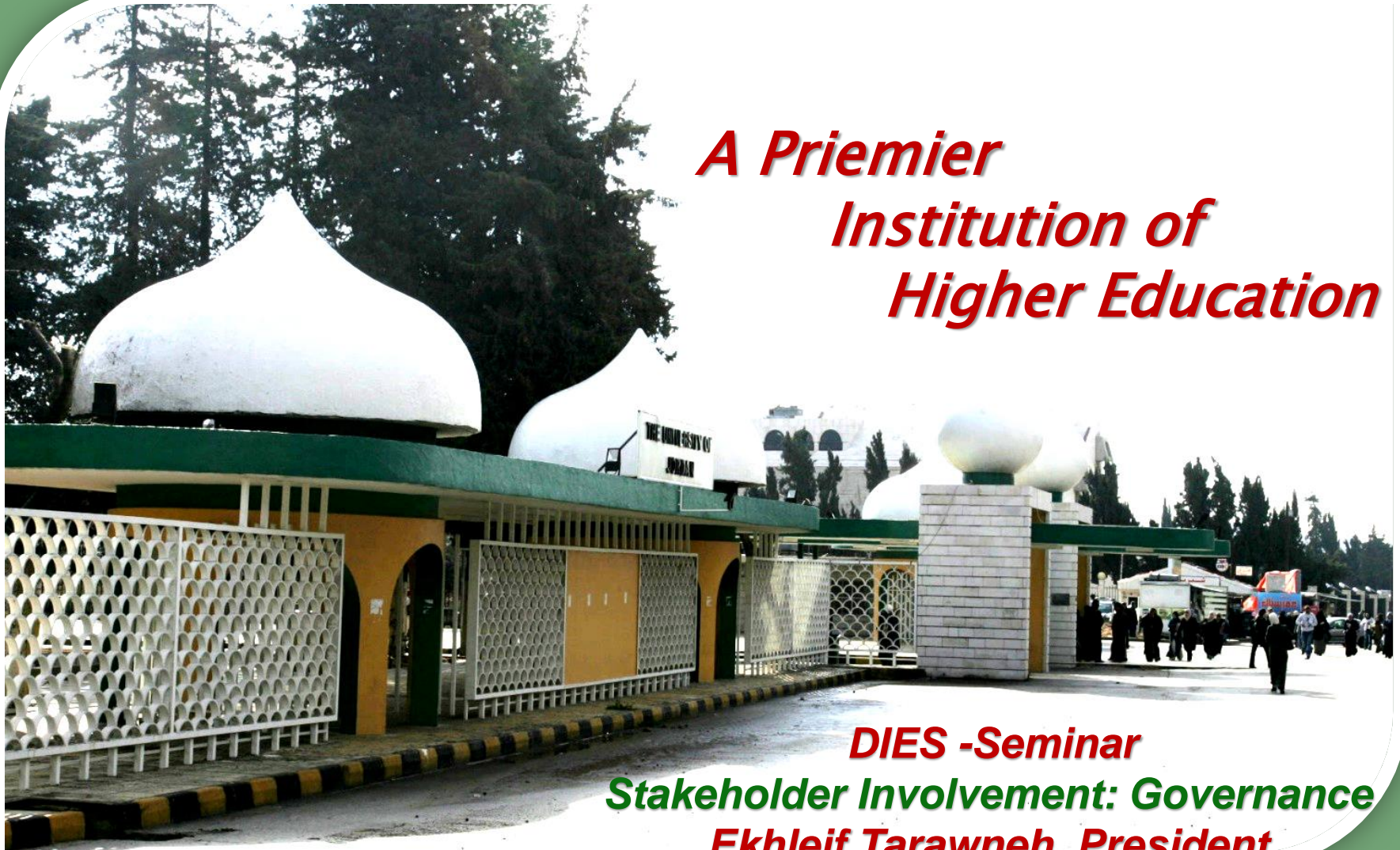




THE UNIVERSITY OF
JORDAN



***A Premier
Institution of
Higher Education***



DIES -Seminar
Stakeholder Involvement: Governance
Ekhleif Tarawneh, President

Education:

The Story of the Making of Modern Jordan

- Endowed with modest natural resources; Jordan's greatest asset has always been its people.
- Since the early 1920s, Jordan has strived to develop its human capital by concentrating on education.
- Jordan has a tradition of high literacy rates (93%) and extensive access to education: 5700 schools, 51 community colleges, and 29 universities (10 public).



UJ Amman Campus: 1962

- 20 Faculties
- 16 Centers
- 2 Deanships

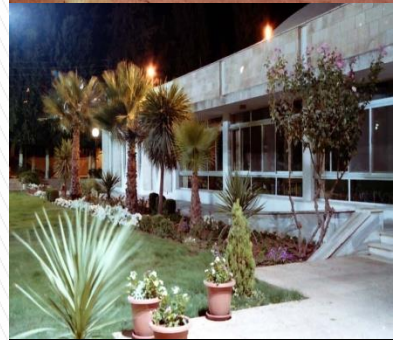
UJ Aqaba Branch: 2009

- 5 Faculties



Status:

- ▶ UJ is a “public” university: it is semi-independent, neither totally state-run or supported, nor privately endowed or invested.



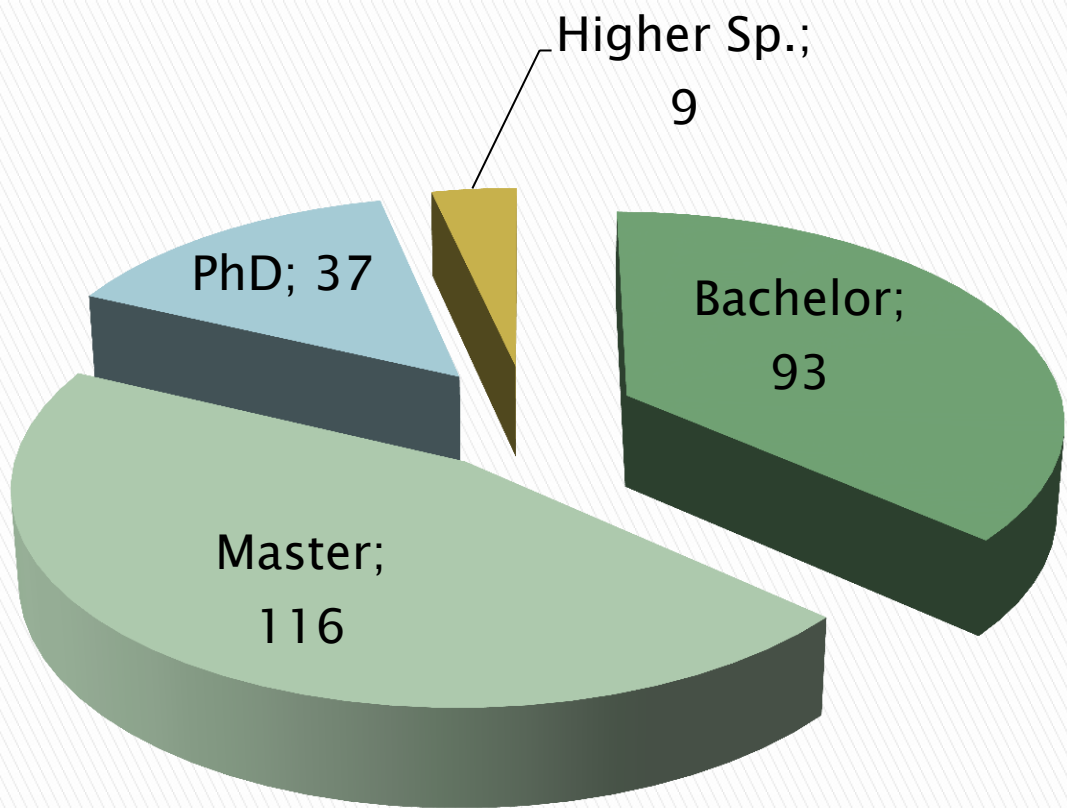


Supervising and organizing knowledge community to become a globally recognized university by 2018.



The University of Jordan is committed to provide distinguished teaching and learning experiences to its students, adopt research programs to produce and disseminate theoretical and applied knowledge, participate efficiently in constructing a culture of continuous education and improve the standard of living in the national, regional and international communities.

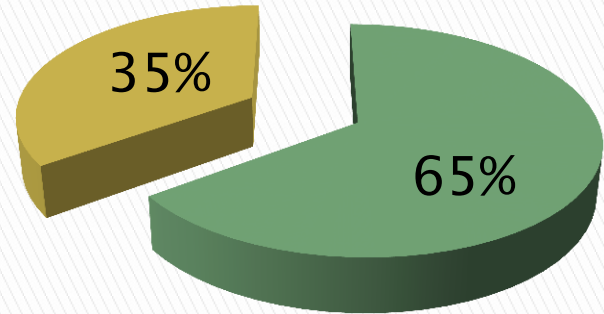
Degree Programs: 255



Students: 44,000

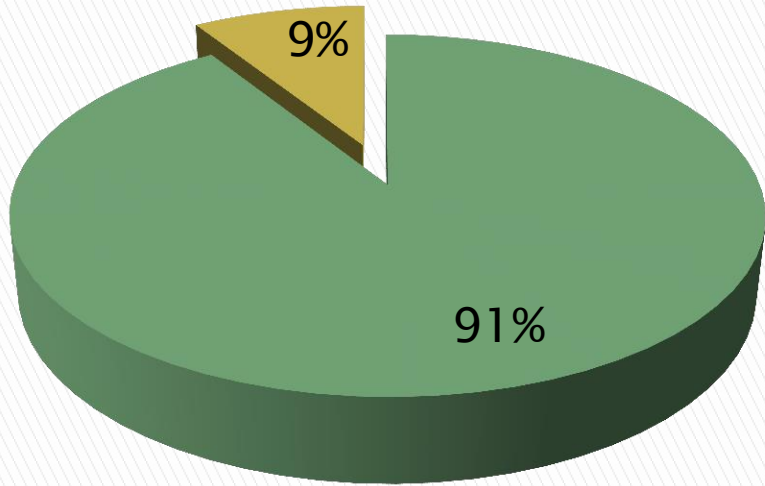
Gender

Female Male



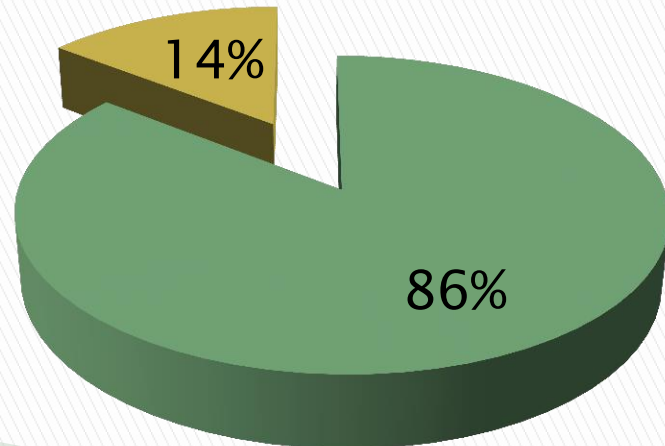
Nationality

Jordanian International (70 countries)



Level

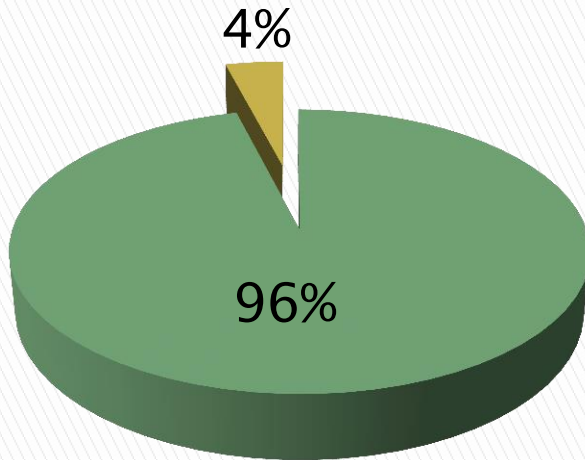
Undergraduate Graduate



Academic Staff: 1,700

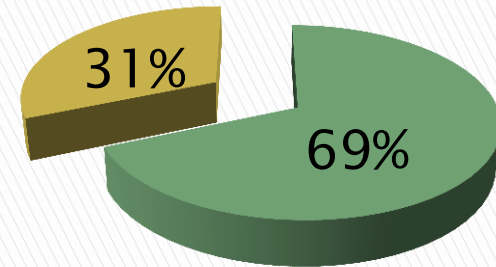
Nationality

- Jordanian
- International (17 countries)



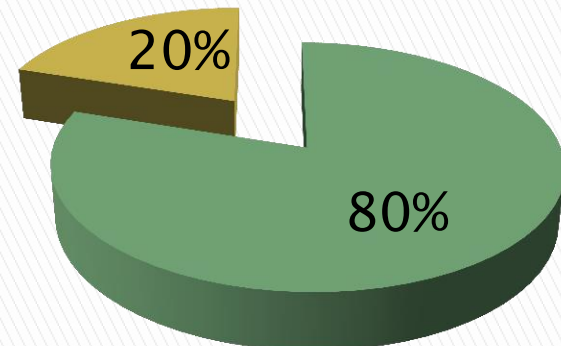
Gender

- Male
- Female



Degree Held

- PhD
- Master and Bachelor



Governance:

Decisions at UJ are made via two means:

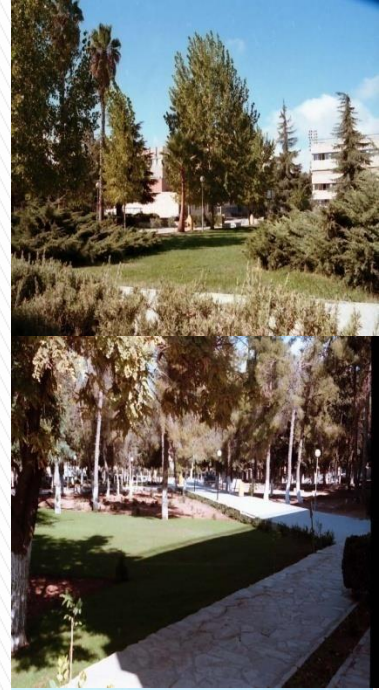
First: Councils in which decisions are made by majority vote.

- **Department Council**: Headed by Chair and composed of Department faculty members.
- **Faculty Council**: Headed by Dean and composed of Chairs of Departments, one representative from each Department, Dean Deputies, Dean Assistants, and **STAKEHOLDERS** (two members from the community).

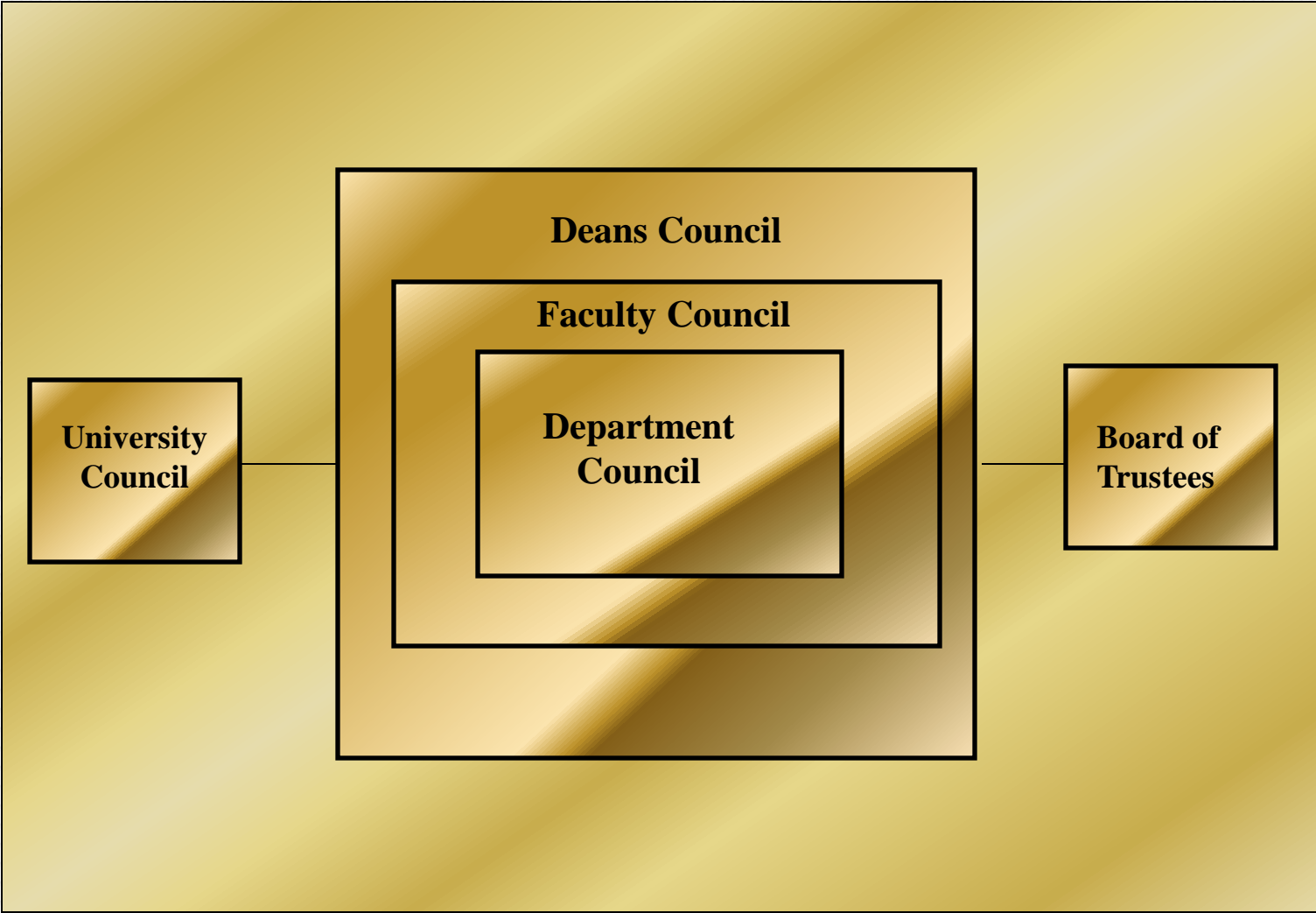


Governance:

- **Council of Deans**: Headed by President, and composed of Vice-Presidents and Deans.
- **University Council**: Headed by President, and composed of Vice-Presidents, Deans, a representative from each Faculty, Registrar, Finance Director, and **STAKEHOLDERS** (Head of UJ Alumni Club, Head of Student Council, two members from the community).
- **Board of Trustees**: Headed by a noted Jordanian, and composed of President and nine (9) other noted Jordanians from the community (**STAKEHOLDERS**) and non-UJ academic sector.



Governance:



Governance:

Second: Administration Officials

- President
- Vice-Presidents
- Deans
- Department Chairs
- Center and Unit Directors
- Section Heads



Challenges:

Challenges facing University Governance are intertwined and can be categorized into:

- **Legislations in Force**
- **Financial Resources**
- **Quality Assurance**



Necessary Measures:

- Amending **legislations in force** so as to reflect the standards of good governance in accordance with the best international practices.
- Radically reconsidering standards and procedures for appointing university **administrative leadership at all levels**, preferably in favor of **ELECTED LEADERSHIP**, and promoting the principle of **accountability**.



Necessary Measures:

➤ Empowering the **University Council** to become the University's **primary legislative body**, and ensuring an even representation of **elected** faculty members and students; and external members **selected by stakeholders**.

➤ Empowering the **Council of Deans** to become the University's primary body charged with **academic affairs**.



Necessary Measures:

➤ Empowering and redefining the role of the **Board of Trustees** to become the University's **primary strategic planning and fundraising body**.

University Governance Reforms will automatically pave the way for tackling the challenges of **Financial Resources and Quality Assurance**.



Remarks on Stakeholder Involvement: Learning and Teaching

- Universities are responsible for creating conducive environments to teaching, learning and the acquisition of life skills.
- UJ has partnered with **INJAZ**, an independent, non-profit, Jordanian organization with the mission of inspiring and preparing young Jordanians to become productive members of the society and succeed in a global economy.



- **INJAZ** runs a series of courses in coordination with the **Career Guidance Office of the King Abdullah II Fund for Development**. Courses include: Success Skills, Be Entrepreneurial, Business Ethics, Exploring Economics, & Company Program.
- About 1500 students benefit annually from INJAZ programs. All INJAZ courses are offered for **free**.



➤ The **Career Guidance Office** also has extensive outreach activities to the private sector and non-profit organizations to secure **free** skills development training and support for student-led initiatives. About 5000 students benefit annually from these activities.

➤ UJ has also partnered with the **private sector** to provide training and development opportunities for its students at **discounted rates**; the Leadership and Entrepreneurial Attitude Development program is an example.



➤ In a step towards a comprehensive integration of life skills and ethics into the curriculum University-wide, a **compulsory** course of one credit hour for all students on “**Ethics and University Life Skills**” has been approved by the Council of Deans effective the 2014/2015 academic year.

➤ Another 3-credit hour University-wide **elective** course entitled “**Skills**” is now offered in partnership with the **Business Development Center**. Students from all fields of study can take this course.



Challenges:

- Insufficient **private sector** initiatives to engage universities to best prepare graduates for jobs, which should not be limited to making universities aware of needed skills, but also funding the training and offering internship placements.
- To quality control life skills training programs, **KPIs** must be developed and adhered to. Consensus as to the nature and scope of these **KPIs** must, however, be reached by educational institutions and employers.



Challenges:

- Sustainability of life skills programs still pose challenges. Hard work to reach a program milestone is no guarantee for sustainability; partly because of the ever-changing market needs, the lack of sufficient funding, and the near absence of the culture of continuing education; which impedes the continuous updating and development of training approaches and methodologies.



Thank You

