

Information Technology Governance for Tunisian Universities (ITG4TU)

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Initial Assessment Visit to Tunisian Universities Report

Tunis, Sfax & Gabes (Tunisia), 6th - 10th February 2017

ITG4TU CONSORTIUM



AMENDMENT HISTORY

Version	Revision	Date	Author	Modification
1	0	14 Feb 2017	Beatriz Gómez Suárez	Initial Version
1	1	16 Feb 2017	Beatriz Gómez Suárez	Assessment list and minor changes



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1. Introduction

The **Initial Assessment Visit to Tunisian Universities** has been performed to get information about the estate of IT Governance (ITG) in these institutions and thus better understand their needs. A total of four assessment visits took place in each of the universities belonging to the project: at the University of Tunis El Manar on 6th February, at the University of La Manouba on 7th February, at the University of Sfax on 8th February and at the University of Gabes on 9th February 2017.

The objective of this initial assessment is to reaffirm that the knowledge of the two initial trainings has been achieved through surveys prepared by Antonio Fernández, representative of the University of Almeria, and therefore it is possible to achieve a first level of IT Governance in the Tunisian universities. In addition, participants could assess whether the early-stage framework is suited to the special characteristics of their own institutions. Those who hold positions in Business Management/Administration participated in this initial assessment showing their involvement in the project, a very important action for achieving it.

2. Methodology of the assessment

Representatives of European universities have been in charge of performing this Initial IT Governance assessment which was composed by several activities:

- a. Dr. Carlos Juiz, from University of Balearic Islands (UIB), started this initial assessment summarizing the main aspects of the ITG4TU project: aim and objectives, project management, quality plan, work packages, dissemination activities, the progress until the date and the website and social networks where ITG4TU can be found.
- b. Representatives of the Tunisian university being assessed presented their universities, features, organizational structures, institution strategy and principles, and specific needs related to ITG.
- c. Dr. Antonio Fernandez, from University of Almeria (UAL), explained his own experience in implanting a framework of Governance of IT in several Spanish universities. He depicted the processes done to apply ITG best practices based on the six principles referred in ISO 38500. Afterwards, he performed the assessment of each university through a survey containing these best practices. This activity was previously prepared and Tunisian partners were requested in advance to submit the survey running the following procedure:
 - i. Project leader had to **create an ITG Group** and include in it a couple of ITG researchers belonging to ITG4TU project and a couple of Governance Body Members.
 - ii. Assign a number for each member of the group (among 1 and 4) and ask them to **answer individually the survey** of the six principles at the specified file (sent



with this procedure instructions), filling in only the column headed with his own number.

- iii. Project leader had to **collect all the answers** and put all together in the same spreadsheet. Later, he/she had to fill in the column FINAL with Y (yes) if all the group answered YES in a best practice or N (no) if everybody answered NO. Project leader had to leave it blank if they had not reported the same value.
- iv. **Organize a consensus meeting** to discuss about the best practices with blank at FINAL column. The group had to discuss about the different values reported and had to decide a consensus one (Y or N), trying not to leave blanks.
- v. As the second goal of this assessment visit was **validate the best practices** included in this survey, the Project leader had to take notes of the problems faced by members of the group about how to answer the questions and furthermore, doubts about the meaning of any best practices not understood. These notes would be revised during the assessment visit.
- vi. At the end, the group had to **report a consensus values for all the best practices of the survey**.

Tunisian partners were asked to, once completely done the above procedure, put the results in a specific file, called *Initial ITG Analysis XXX.xls* (where XXX is the acronym of each university), at the shared folder **ITG4TU_Shared/TU Visit/** in Dropbox, before **February 3rd**, 2017.

Antonio Fernández reviewed all the documents before his trip and, once at each assessment visit, worked hand in hand with each ITG Group, reviewing the survey, principle to principle, explaining the results and stopping in those that had not reached a consensus.

Finally, as a result of each assessment visit, a final chart was created showing the maturity level of ITG in each university and gave some recommendations about which actions should perform from now on. Based on that, Antonio requested the Tunisian partners to write down a report explaining how the framework presented would best suit their specific necessities and which activities would like to perform first.

2.1. Assessment material

The assessment presented to perform this activity is based on the training materials used in the Initial Training Managers. The web platform of the project (<http://itg4tu.uib.eu/IT-Governance-documents/Training-Managers/>) collects the training materials used by the researchers attending the course. Furthermore, the assessment was sent by email to all partners and, thus, was uploaded at the shared folder **ITG4TU_Shared/TU Visit/** in Dropbox.

The assessment has the following spreadsheets:



Responsibility Consensus

Answer Yes (Y) or No (N) or leave it blank if you don't know

		1	2	3	4	FINAL
Governance Team (GT) responsibility						
RE1	Does the University's Governance Team (GT) regularly review which IT assets should be monitored centrally and which should be delegated?					
RE2	Does the GT team actively direct the strategic planning of IT in the university					
RC1	How many times per year do IT governance decisions appear on the GT schedule?					
IT Governance						
RE3	Is the GT aware of the importance of IT Governance?					
RE4	Has the GT promoted actions (training, communication, etc.) to disseminate in the university community the importance of proper IT governance?					
RE5	Is it understood that IT Governance is the responsibility of the GT and not of IT experts and professionals?					
RE6	Has the GT chosen the model of IT governance that it wishes to implement and has this been communicated to, understood by and supported by all relevant groups in the university?					
RE7	Has the GT designed and funded a project to implement an IT governance system in the university?					
RC2	What is the amount of funding assigned to the project for the implementation of an IT governance system this year?					
RE8	Has the GT identified the roles and responsibilities related to IT governance and strategy and have these been assigned to individuals and committees?					
RE9	Does the GT regularly review the effectiveness of IT governance processes?					
Chief Information Officer						
RE10	Has the GT assigned the responsibility of directing the management of IT and of working together with the GT in preparing the IT strategy and governance to a CIO?					
RE11	When appointing the CIO, did the GT bear in mind that this person should be an experienced and skilled governor with excellent communication skills?					
RE12	Does the CIO form part of the university's Governance Team (GT) and take part in making governance decisions?					
RE13	Does the CIO take part in preparing the university's strategic plans (whether these are IT-related or otherwise)?					
Committees						
RE14	Has the GT set up an IT Strategy Committee in which the CIO and other GT members participate and that designs and monitors IT strategy and governance?					
RC3	How many times per year does the IT Strategy Committee meet?					
RE15	Has the GT set up an IT Steering Committee directed by the CIO that coordinates IT projects and reviews the management of IT operations?					
RE16	Do all members of the university community that have something to say as either those in charge of IT services or as IT service users participate in the IT Steering Committee?					
RC4	How many times per year does the IT Steering Committee meet?					
Assigning responsibilities						



RE17	Has the GT established a model for making IT-related decisions that determines who is responsible for providing the information and who must make the decisions based on this?					
RE18	Has the GT drawn up a formal written procedure to ESTABLISH THE RESPONSIBILITIES and delegations related to IT strategy and governance?					
RE19	Has the GT drawn up a formal written procedure to REVIEW THE RESPONSIBILITIES assigned and reassign them in accordance with IT strategy and governance requirements?					
RE20	Has the GT instigated the preparation of a document that details the rights and duties of those who are delegated a responsibility?					
RE21	Does the GT check that people who have been assigned a responsibility correctly perform their duties?					
RE22	Has the GT redesigned the organizational structure so that this takes into account the responsibilities at all levels in the organization, the committees and the roles pertaining to IT governance?					
RE23	Does the GT have a clear vision of the responsibility of third parties in relation to the university's IT objectives?					
Monitoring						
RE24	Are reports submitted on a regular basis to the GT which contain the values of the main indicators proposed in the university's strategic plan?					
RE25	Does the university have a balanced scorecard?					
RE26	Does the university have an IT balanced scorecard?					
RE27	Does the university have a catalogue of indicators that serves to enable the GT to monitor whether the responsibilities related to the management of IT are performed correctly?					
RE28	Does the university have a catalogue of indicators that serves to enable the GT to monitor whether the responsibilities related to the governance of IT are performed correctly?					
RE29	Has the GT assigned a responsibility with the aim of maintaining a proactive attitude when analyzing business intelligence and providing key information for GT decision making?					
NUMBER OF YES						0
Total of B-practices						29
% B-practices Satisficed						0%

Strategy Consensus

Answer Yes (Y) or No (N) or leave it blank if you don't know

		1	2	3	4	FINAL
Strategic Plan						
EE1	Has the GT instigated the design of an IT Strategic Plan that is aligned with the university's overall strategy?					
EC1	Every how many months is the university's IT Strategic Plan rewritten?					
EE2	Has the GT instigated the design of a strategic plan for the university that also includes IT strategies to ensure they both follow the same line?					



EC2	Every how many months is the university's Strategic Plan rewritten?					
EE3	Has the GT promoted a short-term and long-term study to determine the resources (financial, human, etc.) required to fulfil the IT strategic objectives?					
IT policies						
EE4	Has the GT designed a set of IT policies, aligned with the university's strategy, that are a reference to guide those who have to make IT-related decisions in the university?					
EE5	Has the GT promoted the proper communication of IT policies so that they are known, understood and observed by all the university community?					
EE6	Has a procedure been designed to measure whether IT policies are known, understood and observed in the university?					
EE7	Has the GT instigated a study that evaluates the different university stakeholders' satisfaction with the university's IT plans and policies?					
EC3	Every how many months is the university's IT policy catalogue plan reviewed?					
EC4	Every how many months is the university's IT policy catalogue contrasted with that of other universities?					
IT Resources						
EE8	Does the GT plan IT acquisitions in a timely manner and are they included in the next year's budget?					
EE9	Has the GT designed a long-term program that has the aim of implementing all the IT developments that the university needs to meet its users' needs?					
EE10	Does the GT know how many IT developments are still not integrated yet should be?					
EE11	Has the GT designed medium-term IT infrastructure renewal plans to prevent this from becoming obsolete while at the same time incorporating emerging technologies?					
IT innovation						
EE12	Has the GT designed a policy that expresses the support for technological innovation on campus?					
EE13	Has the GT allocated a responsibility whose aim is to evaluate emerging technologies and plan their incorporation if they are suited to meeting the university's strategic needs?					
EE14	Has the GT promoted processes that enable the evaluation of emerging technologies and the planning of their incorporation if they are suitable for the institution?					
EE15	Has the GT devoted enough human and financial resources to ensure that the responsibility for technological innovation is carried out properly?					
IT culture						
EE16	Has the GT promoted a training plan for all the university's stakeholders to promote the mastery of technologies and the awareness of their importance for the university?					
NUMBER OF YES						0
Total of B-practices						16
% B-practices Satisfied						0%



Acquisition Consensus

Answer Yes (Y) or No (N) or leave it blank if you don't know

		1	2	3	4	FINAL
IT investment						
AE1	Has the GT set up a procedure to clearly and accurately measure how much the university spends on IT on an annual basis?					
AE2	Does the university have a single centralized cost center to carry out the university's main IT investments?					
AE3	Has the GT designed multi-annual investment programs that guarantee the funding and execution of large-scale IT projects?					
AE4	Has the GT instigated a study that determines the university's IT assets?					
Acquisitions policy						
AE5	Has the GT designed and published a policy that provides guidance on different types of acquisitions?					
AE6	Has the GT promoted the design of an IT purchase procedure that includes the analysis of the different offers based on strategic objectives and not only on technical or economic criteria?					
AE7	Has the GT promoted a study that evaluates the satisfaction of various stakeholders with the policies and procedures related to IT acquisitions?					
AE8	Has the GT designed and published a policy that provides guidance on different types of supplier relationships?					
AE9	Does the university optimize its purchases using good practices (for example, purchasing consortia, discount negotiations, purchase of special offers, etc.)?					
AE10	Is cost accounting performed to establish the cost impact of each IT service in respect to all purchase costs, maintenance costs and other applicable costs?					
Suppliers						
AE11	Has the GT designed and published a policy that provides guidance on different types of supplier relationships?					
AE12	Have service level agreements been set up with all IT suppliers?					
AE13	Are reports submitted to the GT that monitor the service levels agreed with suppliers?					
AE14	Has the GT designed and published a policy that reflects its stance in relation to the outsourcing of services?					
AE15	Has the GT promoted a study on the feasibility of externalizing various services and does this study should encompass both the benefits and the risks for the university?					
AC1	Every how many months does the GT review the performance of outsourced IT services and determine their continuity?					
IT projects						
AE16	Has the GT decided to establish a "portfolio of projects" as a methodology to carry out the planning of IT acquisitions aligned with the university's strategic objectives?					
AC2	Every how many months is a call launched to establish the "portfolio of projects"?					
AE17	Does the GT regularly publish the objectives of IT projects that are to be implemented?					
AE18	Has a template been created for IT projects which includes all vital information (aims, benefits, steps to follow, performance criteria and associated risks) and that requires that the GT establish their order of completion?					



AE19	When calculating the costs of an IT project, are the IT investment and maintenance costs, human resource costs, training costs and the costs of organizational changes stemming from the project all taken into account?					
AE20	Does the template for the creation of IT projects include the criteria necessary to regularly evaluate the continuity or termination of the service or the withdrawal of an IT system in order to make decisions thereon?					
AE21	When calculating the cost of an IT project, do these include the costs required to maintain the continuity of an IT-based service?					
AE22	When calculating the cost of an IT project, do these include the design of activities and the costs necessary to train all the people involved in that project so that maximum IT performance is obtained and the services offered are improved?					
IT acquisitions and projects priority						
AE23	Has the GT designed and published a set of criteria aligned with the strategic objectives which determines the priority of IT acquisitions and projects?					
AE24	When making an IT acquisition, does the evaluation criteria include the fact that the proposed equipment should be compatible with existing technologies, comply with standards and be flexible and adaptable for future changes that may occur within the university?					
AE25	Has the GT designed and published an IT acquisition approval protocol that details all the people responsible for supplying information and making decisions?					
AE26	Does the GT have the ultimate responsibility for IT projects that are going to be implemented (both those that are centralized and delegated) and decide their priorities in such a way that a large portion of resources are channeled to the most important projects?					
IT projects results						
AE27	Has a procedure been designed to continuously monitor IT projects and services in operation with a view to determining their performance, redesigning them, if necessary, and to continually seek cost savings?					
AC3	Every how many months does the GT review the evolution of IT services and decide upon their continuity?					
AE28	Does the GT know what percentage of IT projects are to be completed in time and with the planned resources?					
AE29	Has the GT promoted the drafting of a procedure to measure whether the results of the projects, once completed, have met the planned objectives?					
AE30	When calculating the benefits of an IT project, are a wide range of aspects ranging from cost savings to user satisfaction measured?					
AE31	Does the GT regularly publish the benefits obtained in the university as a result of the IT projects completed?					
AC4	Every how many months does the GT publish a report that details the results of completed IT projects?					
AE32	Has a procedure been designed to analyze the satisfaction of different user groups with the results of IT projects that have been completed and are now up and running?					
Collaboration and comparison						
AE33	Has the GT designed a policy that determines whether it is a good idea to compare the results of IT projects with those of other universities and their subsequent communication to the university community and stakeholders?					
AE34	Does the GT support initiatives aimed at exchanging experiences and collaborating with other universities?					



NUMBER OF YES	0
Total of B-practices	34
% B-practices Satisfied	0%

Performance Consensus

Answer Yes (Y) or No (N) or leave it blank if you don't know

		1	2	3	4	FINAL
Performance						
DE1	Has the GT designed and published a policy that reflects the expected performance of university processes that are IT-based?					
DE2	Does the GT monitor whether the inefficient use of IT affects its performance and communicate the results to users so that they are aware of the need for correct usage?					
DC1	Every how many months is a report sent to the GT that clearly states the performance level of IT services?					
DC2	Every how many months is an internal audit carried out to check the performance of IT services in operation?					
DC3	Every how many months is an external audit carried out to check the performance of IT services in operation?					
DE3	Has the GT devoted enough resources to maintain a high level of satisfaction in user groups related to the service with regard to performance of IT-based services?					
DE4	Does the GT analyze to what extent IT helps to reach the strategic goals of each university service?					
IT services continuity						
DE5	Is the GT informed on the risks and security problems that may affect the continuity of services so that they can decide on an acceptable level of risk for the university?					
DE6	Has a plan been designed that ensures the continuity and availability of IT-based university services?					
DE7	Has a contingency plan been designed that contemplates the recovery of a service in the shortest time possible after a serious incident takes place?					
Information availability and quality						
DE8	Has the GT prepared a report to determine what information it must receive to help it take decisions?					
DE9	Has a procedure been designed that ensures that the GT receives the information it needs to help it take decisions?					
DE10	Are security measures in place to maintain the integrity and quality of institutional information?					
DE11	Has the GT allocated a responsibility for establishing an information structure and the intelligent analysis thereof from a strategic standpoint?					
Service level agreements						
DE12	Does the GT regularly analyze the requirements of users (for example, employees and students)?					
DE13	Does the university actively manage user expectations (for example, through service descriptions, service level agreements, etc.)?					
DE14	Have service level agreements been set up with all IT service users?					



- DC4** Every how few months are service levels reviewed and checks carried out to see whether these deviate from those agreed with users?
- DE15** In the event that deviations in service level agreements are identified, are corrective measures adopted?
- DC5** Every how few months are corrective measures applied to non-compliant service levels?
- DE16** Has the GT promoted the design of a procedure to analyze the satisfaction of various stakeholders with relation to the university's IT-based services in operation?

NUMBER OF YES

0

Total of B-practices

16

% B-practices Satisfied

0%

Conformance Consensus

Answer Yes (Y) or No (N) or leave it blank if you don't know

Catalogues

- CE1** Has the GT officially assigned the responsibility of being aware of IT-related legislation to a person or a group of people?
- CE2** Has a reference catalogue been compiled that contains the IT-related regulations and laws that affect the university and is this kept up to date?
- CE3** Has the GT defined and published a catalogue with all kinds of IT-related policies to guide the rest of the university community on how to implement IT on campus?
- CE4** Has the GT promoted the design and publication of a set of internal procedures and regulations that implement the previously defined IT policies?
- CE5** Has the GT promoted processes to communicate IT-related internal policies and regulations to facilitate their dissemination in all spheres of the university community?
- CE6** Is there a measurement to determine the level of knowledge concerning IT policies and laws in the university community?

1	2	3	4	FINAL

conformance

- CE7** Has the GT assigned a person or a group the responsibility of monitoring whether a person or group complies with the regulations?
- CC1** Every how many months does the GT review the skills of those in charge of ensuring the compliance of IT regulations in the university?
- CE8** Are reports submitted to the GT that determine the level of compliance of internal procedures with external laws and policies?
- CE9** Are training processes carried out related to the compliance of internal procedures with external laws and policies?
- CC2** Every how many months does the GT evaluate whether IT governance processes are properly carried out in the university?

Audits

- CE10** Are those in charge of IT services and projects encouraged to take into account IT-related external regulations and laws and policies and internal procedures?
- CE11** Are internal audits carried out to check whether IT projects and services comply with IT-related external laws and regulations and internal policies and procedures?



CC3	Every how many months is an internal audit carried out to check whether the regulations on IT projects and services are being observed?					
CE12	Are external audits carried out to check whether IT projects and services comply with IT-related external laws and regulations and internal policies and procedures?					
CC4	Every how many months is an external audit carried out to check whether the regulations on IT projects and services are being fulfilled?					
CE13	Are reports submitted to the GT with the results of the internal and external audits, which clearly express the level of the university's level of compliance with regulations and the risks that these entails?					
CC5	Every how many months is a report submitted to the GT that clearly expresses the university's level of compliance with regulations and the risks that these entails?					
Standards						
CE14	Has the GT officially assigned to a person or group of people the responsibility of understanding the IT-related standards?					
CE15	Has a reference catalogue been created that contains the IT-related standards applicable or already applied in the university and is this kept up to date?					
CE16	Has the GT designed and disseminated a policy that promotes the general use of IT-related professional standards and best practices within the university?					
CE17	Is IT management based on standard methodologies (for example ITIL or ISO 20000) carried out?					
CE18	Is IT governance carried out based on standards (ISO 38500, COBIT, etc.)?					
CE19	Are reports submitted to the GT that determine the level of uptake of IT standards in the university?					
NUMBER OF YES						0
Total of B-practices						19
% B-practices Satisfied						0%

Human behavior Consensus

Answer Yes (Y) or No (N) or leave it blank if you don't know

		1	2	3	4	FINAL
Stakeholders						
HE1	Are the various stakeholders identified and is there official documentation on how each one will participate in new IT initiatives? (possible stakeholders: heads of university user services, heads of daily operations of each service, heads of IT maintenance, participants in the design and planning of IT projects, second-level managers and executives (heads of service and deputy vice-chancellors), university service users, suppliers, competitors, partners, those in charge of drafting laws and regulations and observers of university processes).					
HE2	Are there different groupings of stakeholders so as to offer them different treatment when involving them in IT-supported change processes? (for example: grouping them based on their experience of IT use or forming groups according to age and level of responsibility, etc.)					



HE3	Has the GT promoted the design of a procedure that serves to allow it to become aware of the IT-related needs and concerns of stakeholders affected by them?					
Resistance to change						
HE4	Does the analysis identify risk factors arising from resistance to change in the people or groups affected and from a lack of commitment in those involved?					
HE5	Does IT project planning include activities aimed at mitigating the risk related to a lack of commitment in participants?					
HE6	Has a process been set into motion to raise awareness that leads to reducing people's resistance to an IT-based change process (information, training, etc.)?					
HE7	Does IT project planning include the responsibilities assigned to all participants and activities aimed at measuring the extent to which the involvement of these people contributes to the success of the project and therefore to the change process that it promotes?					
HE8	Have committees and work groups been created to facilitate the participation, and therefore the involvement, of stakeholders in the design, supervision and final evaluation of IT-based change processes?					
HE9	Does IT project planning include a stage to train stakeholders on the change that is going to take place in the university service affected by the IT initiative?					
HE10	Does IT project planning include a stage of cross training, training the heads of the university service in IT matters and technicians in the university process affected by the IT initiative?					
People in the process						
HE11	Has a professional career structure been designed that reflects promotions based on the acquisition of skills (also IT) and on successes obtained during change processes?					
HE12	Is there a procedure established to measure the level of skills (especially those related to IT) of individuals in different interest groups?					
Workload						
HE13	Does the GT know what human resources are available, what occupational roles there are at all times and what human potential is available to undertake new IT initiatives, avoiding overloads?					
HE14	Is there a procedure set up to measure the extent to which each IT project increases the workload of each individual or group participating and are there indicators that determine whether this is appropriate?					
NUMBER OF YES						0
Total of B-practices						14
% B-practices Satisfied						0%

2.2.Availability of materials

All materials can be accessed freely by the consortium members.



3. Attendants

The ones participating in the evaluations were the project coordinator and representative of the University of Balearic Islands (UIB), Carlos Juiz, who presented the current situation of the project; The representative of the University of Almeria (UAL), Antonio Fernandez, who track the framework; The representative of Østfold University College (OUC), Ricardo Colomo-Palacios, who together with Carlos Juiz was responsible for dissemination activities to master and doctorate students and professors belonging to the four universities; Beatriz Gomez, Project Manager belonging to the UIB; As well as members of Tunisian universities: Mehdi Khouja from Université de Gabès (UGB), Youssef Ben Halima from Université de La Manouba (UMA), Samir Moalla from Université de Tunis el Manar (UTM), and Ismail Bouassida from Université de Sfax (USS).

Of course, the main target of this project were the intermediate management and board executives of universities, as well as functional IT departments that can take this opportunity to better align their IT strategies with the university.

At the end of this report the attendance list is shown.

4. Results of the assessment

UGB, as a leader of the WP2, where Initial Assessment Visit to Tunisian Universities is included, has organized and participated in the assessment of each university as an assess. On the other hand, UAL has coordinated the assessment with the help of UIB and OUC. Once each assessment ended, the attendants were informed of the results and a representation of their IT Governance maturity level were shown.

The purpose of these assessment is to set a first level of understanding about IT Governance applied in each university, which kind of activities are devoted to performing best practices and what is the maturity level of ITG already implemented. After that, each Tunisian university will be able to build their own ITG framework, adaptable to their necessities and specific features, and all their corresponding instruments of ITG.

4.1. Initial Assessment visit at University of Tunis el Manar

Results of University of Tunis el Manar were as shown in Table 1:

Table 1 - ITG assessment at University of Tunis el Manar

Principles	Responsibility	Strategy	Acquisition	Performance	Conformance	Human Behavior
NUMBER OF YES	16	9	23	9	16	9
Total of B-practices	29	16	34	16	19	14
% B-practices Satisficed	55%	56%	68%	56%	84%	64%
10 Spanish Univ. average	31%	31%	28%	29%	18%	21%



In comparison with ten Spanish universities average, the University of Tunis el Manar exceeds it. This means they are in a better initial level and so, the key features of ITG are achieved. Moreover, this does not mean that all work is done but the activities should be planned in an accurate way. As shown in Figure 1 - ITG Assessment at UTM, activities related to *Conformance* has achieved high consensus so they should focus their resources in activities related to *Responsibility*, *Strategy* and *Performance*.

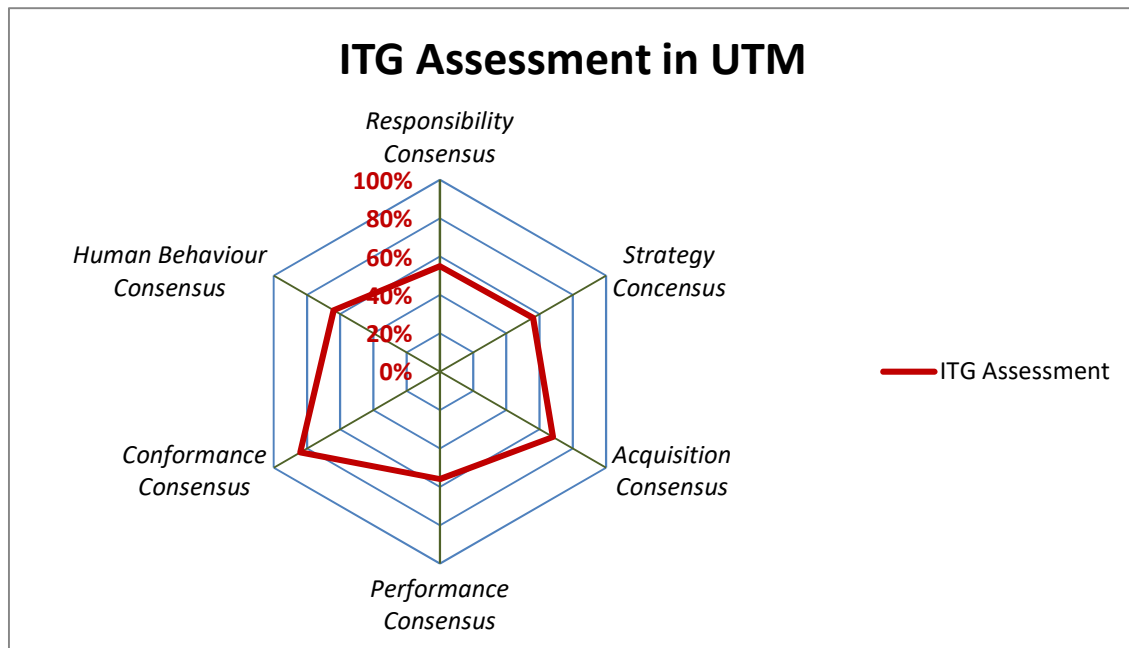


Figure 1 - ITG Assessment at UTM

4.2. Initial Assessment visit at University of La Manouba

Results of University of La Manouba were as shown in Table 2:

Table 2 - ITG assessment at University of La Manouba

Principles	Responsibility	Strategy	Acquisition	Performance	Conformance	Human Behavior
NUMBER OF YES	5	6	15	4	5	10
Total of B-practices	29	16	34	16	19	14
% B-practices Satisfied	17%	38%	44%	25%	26%	71%
10 Spanish Univ. average	31%	31%	28%	29%	18%	21%

In comparison with ten Spanish universities average, the University of La Manouba presented better achieved principles and, others worse. They are in a better initial level at *Human behavior*, *Strategy*, *Acquisition* and *Conformance* principles, but in a worse level in *Responsibility* and *Performance*. Thus, this does mean that the activities should be planned mainly in these last-mentioned principles. As shown in Figure 2 - ITG Assessment at UMA, activities related to *Human Behavior* has achieved high consensus so they should focus their resources in activities mainly related to *Responsibility* in the first place.

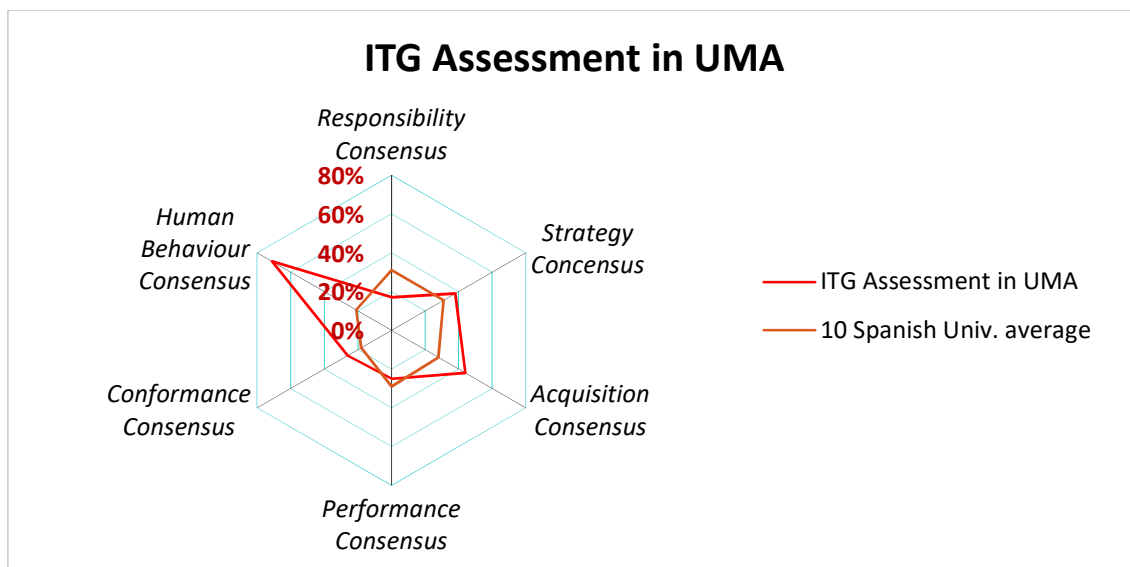


Figure 2 - ITG Assessment at UMA

4.3.Initial Assessment visit at University of Sfax

Results of University of Sfax were as shown in Table 3:

Table 3 - ITG assessment at University of Sfax

Principles	Responsibility	Strategy	Acquisition	Performance	Conformance	Human Behavior
NUMBER OF YES	1	2	9	1	4	4
Total of B-practices	29	16	34	16	19	14
% B-practices Satisficed	3%	13%	26%	6%	21%	29%
10 Spanish Univ. average	31%	31%	28%	29%	18%	21%

In comparison with ten Spanish universities average, the University of Sfax presented three principles very similar and the other three well below average. They are in a better initial level at *Human behavior*, and *Conformance* principles, but in a worse level in *Responsibility*, *Strategy* and *Performance*. *Acquisition* principle is almost the same as the average. These results do mean that the University of Sfax is in an initial level of maturity of ITG and thus, its activities should involve mainly the *Responsibility* and *Strategy* principles in order to set new structures which create new policies and plans aligning IT with business. These results are better shown in Figure 3 - ITG Assessment at USS, where activities related to *Human Behavior* has achieved higher consensus than the average but they should focus their resources in activities mainly related to *Responsibility* in the first place (in an analogous situation as University of La Manouba).

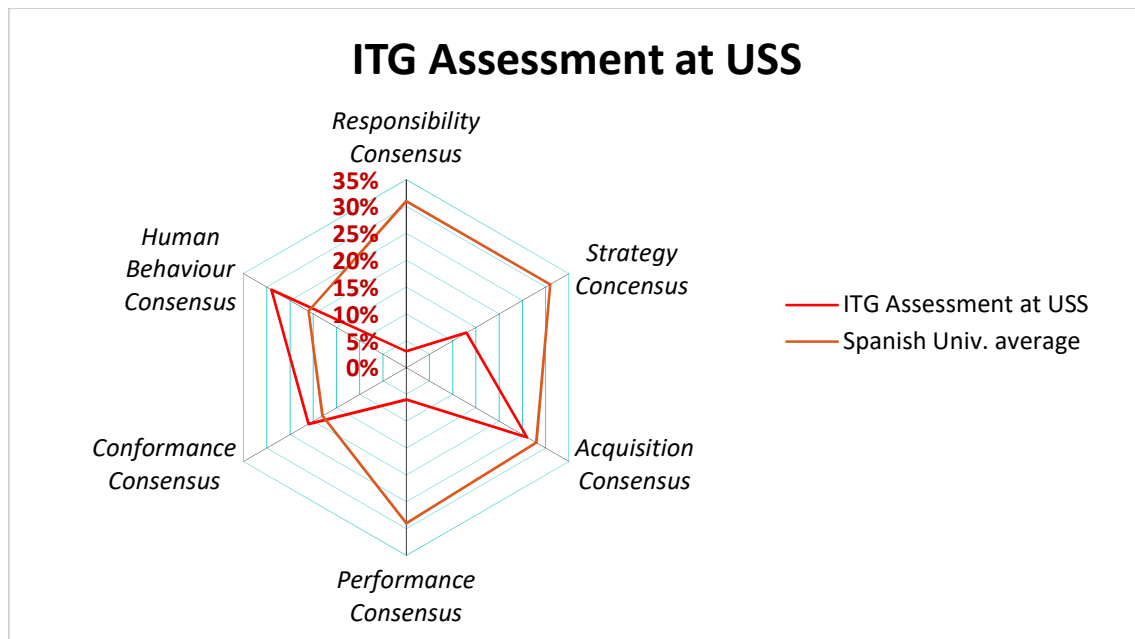


Figure 3 - ITG Assessment at USS

4.4.Initial Assessment visit at University of Gabes

Results of University of Gabes were as shown in Table 4:

Table 4 - ITG assessment at University of Gabes

Principles	Responsibility	Strategy	Acquisition	Performance	Conformance	Human Behavior
NUMBER OF YES	1	2	9	1	4	4
Total of B-practices	29	16	34	16	19	14
% B-practices Satisfied	3%	13%	26%	6%	21%	29%
10 Spanish Univ. average	31%	31%	28%	29%	18%	21%

In comparison with ten Spanish universities average, the University of Gabes presented an analogous situation as University of Sfax; three principles very similar and the other three well below average. They are in a better initial level at *Human behavior*, and *Conformance* principles, but in a worse level in *Responsibility*, *Strategy* and *Performance*. *Acquisition* principle is almost the same as the average. These results do mean that the University of Gabes, like Sfax, is in an initial level of maturity of ITG and thus, its activities should involve mainly the *Responsibility* and *Strategy* principles in order to set new structures which create new policies and plans aligning IT with business. These results are better shown in Figure 4 - ITG Assessment at UGB, where activities related to *Human Behavior* has achieved higher consensus than the average but they should focus their resources in activities mainly related to *Responsibility* in the first place (in an analogous situation as University of La Manouba and Sfax, like said before).

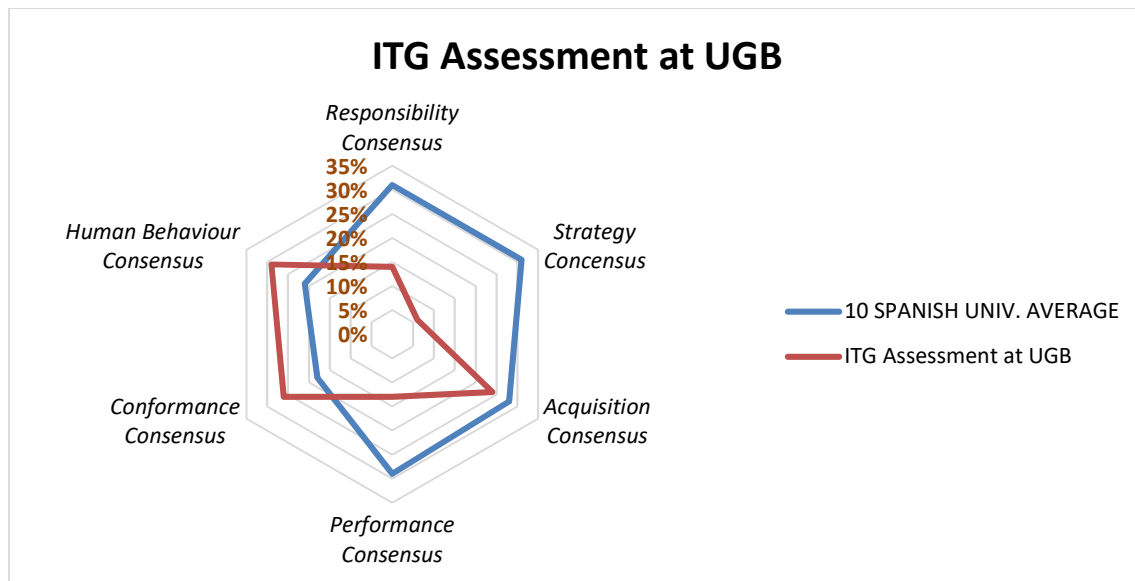


Figure 4 - ITG Assessment at UGB

At this point, seeing the results shown by the figures, Tunisian universities were requested to calmly review the whole assessment, which includes the ITG framework based on ISO 38500 principles, and to adapt these questions and recommendations in order that fit the more possible with their own necessities and specific features.

5. Conclusion

The Initial assessment visit to Tunisian universities has been fully performed with expected results. There are two universities with higher level of ITG maturity and other two with lower level. In the Initial Training Managers activity performed in Almeria, some workshops were done so that based on those questions and answers exposed there, these results have been more or less as expected.

The main challenge hereinafter is to adapt each assessment i.e. each ITG framework the more accurate possible to each university so that they could perform their own structures, alignment, and communication interfaces based on each specific case and political situation. These next steps were planned in the Project Management Plan and are the activities scheduled in the second year of the project. The European partners will give all their support in the development and deployment of each ITG framework for HEIs and the activities in order that are sustainable in the future.



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Initial Assessment Visit to Tunisian Universities Report

Version 1.1

Initial Assessment Visit to Tunisian Universities 6th – 10th February 2017 - Tunis, Sfax & Gabes (Tunisia)



Universitat
de les Illes Balears



UNIVERSITÉ DE GABÈS
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جامعة منوبة
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