



Work Package 1: Scoping Analysis Results & Next Steps

Uwe Brandenburg | General Meeting | Rom, Italy
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Why scoping and how...

- Why:
 - To learn what is there...
 - To have a better understanding for the next steps...
 - To see possible differences in perspectives (region, type of respondent)

- How:
 - Questionnaires designed by the entire team of MIMI
 - In different languages
 - All HEIs approached to participate on representatives on the level of management, academics/staff, students, parents, alumni, ministries...

The Scoping Analysis

- Survey Period: May 7 – June 2nd (more than half received after deadline)
- Focus of analysis
 - Managers, staff and student replies
 - Information from parents, alumni and ministry served only to inform results
- Target groups
 - Managers, Academic Staff, Students, Parents, Alumni, Ministries
- Scale: six-point scale (1 to 3 = disagreement, 4 to 6 = agreement)
- Internationalisation Policy Statements served to inform results (4 out of 6 received)

Limitations

Analysis (because of scoping character) did not strive to be valid, reliable and objective.

Results are also neither representative nor generalizable due to

- Incomplete coverage
 - Managers: 5 (1 marginally filled in)
 - Staff: 7 (3 from one institution)
 - Students: 6 (1 marginally filled in)
 - Parents: 3
 - Alumni: 7 (2 from one institution)
 - Ministries: 2
- Target group „Managers“ not homogeneous (2 Vice Presidents, regular professor and 3 Heads of International Office)
- Social desirability bias
- No anonymity

Results

How useful and relevant are the following internationalisation goal dimensions?

Goal dimensions

1. Enhance the quality of education

2. Enhance the quality of research

3. Prepare students for life and work in an intercultural & globalised world

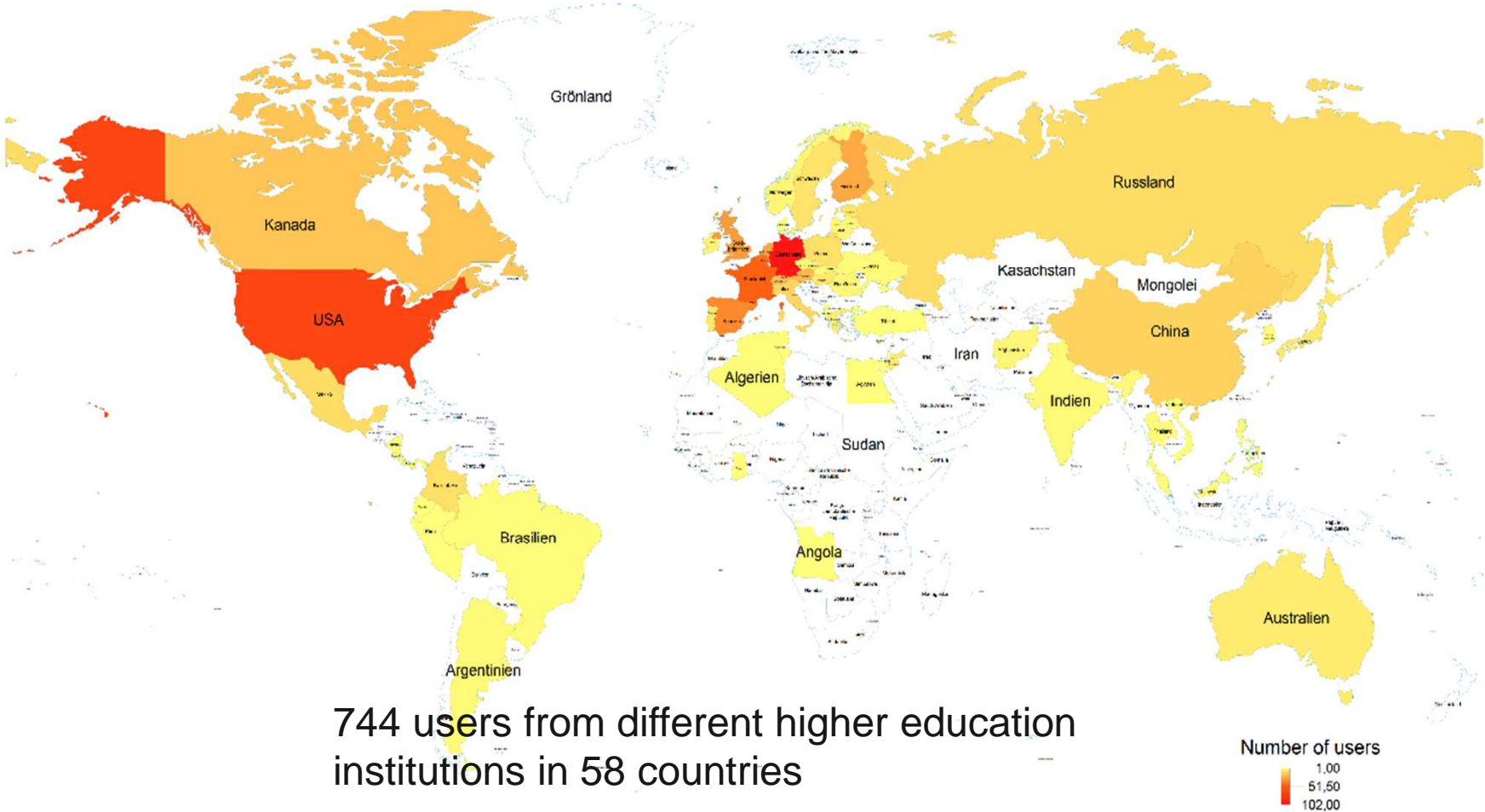
4. Enhance the international reputation and visibility of the institution

5. Provide service to society and community

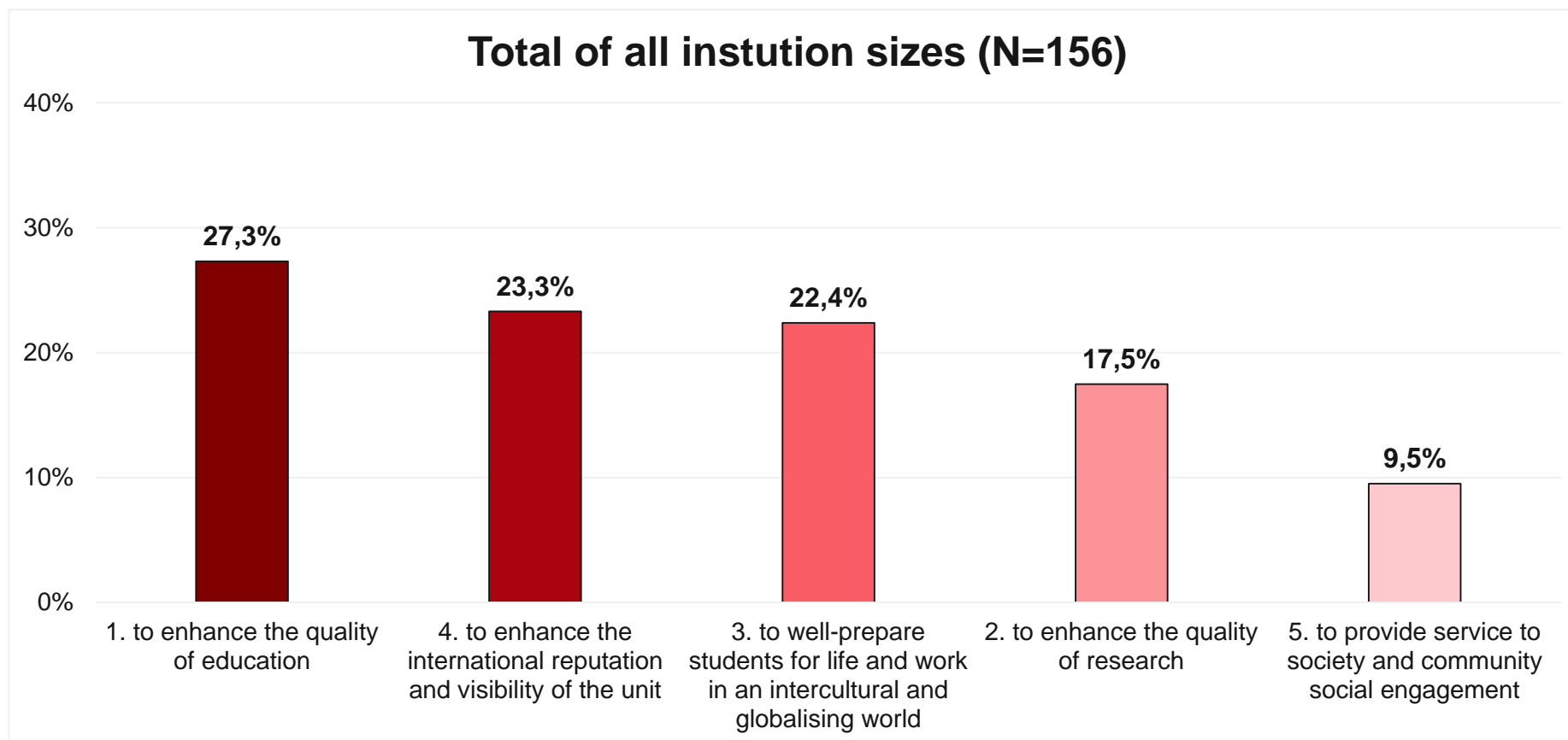
Motivation for internationalisation seems indiscriminate

- Managers has no preference for any particular goal dimension (almost all rated 5 or 6 on a scale of six), but
 - Some Internationalisation Policy Statements (IPS) include motivations equivalent to:
 - Enhancement of quality of teaching, enhancement of research as well as enhancement of reputation and visibility
 - Some IPS include specific objectives:
 - Enhancement of diversity (\triangleq prepare students for an intercultural world), capacity building of academic staff (\triangleq enhance quality of education), encouragement of institutional reform (\triangleq enhance quality of education), acquisition of funding (\triangleq enhance quality of education and research)
- Some students and some academic staff perceive the provision of service to society and community slightly less useful and relevant, but in general rate all dimensions 5 or 6
- Parents and alumni have no preference for any particular goal dimension (almost all rated 5 or 6)

Untypical pattern compared to IMPI



Untypical pattern compared to IMPI



Intention and implementation of study abroad mobility not consistent

- All participants perceive study abroad mobility as very important and very relevant, but
 - Only few students do study abroad
 - Outgoing rates for 4 universities: 0.02 %, 0,3 %, 5.4 %, 6 %
- There is large agreement to improve the effectiveness and efficiency of study abroad mobility:
 - Recognition and credit transfer schemes are only partly perceived as important or relevant
 - Sometimes universities are not in charge, but the Ministry (Jordan)
 - Obstacles mentioned by parents: tuition fees and language
 - Only few universities provide grants, but if they do
 - Students and academic at some of those universities do not know about it

Internships abroad not very common

- Hardly any or no students go abroad for an internship
 - 0.67 % outgoing rate by far the highest rate for one of the participating universities
- 2 managers, 4 academic staff and 2 students do not perceive internships as important and relevant

International degree students more common than incoming exchange students

- Between 2 % and 20 % of the student body are international degree students at 4 of the universities, but
 - 2 managers, 2 academic staff and 2 students do not think it is important or relevant
- There are only few or no incoming exchange students
 - 2 managers and 2 students do not think think incoming exchange mobility is important or relevant but six out of seven academic staff perceive it as important and relevant
- All participants agree about the need to improve effectiveness and efficiency concerning both incoming exchange and degree students
 - Only 2 universities provide (a small number of) grants for international students

Teaching staff mobility is well developed

- There is more outgoing staff mobility than visiting international staff
 - Outgoing percentages for 4 universities: 4 %, 10 %, 12 %, 21 %
 - Incoming percentages for 4 universities: 1 %, 4 %, 15 %, 42 %
- Almost all participants agree that teaching staff mobility is important and relevant
- All participants agree that teaching staff mobility needs improvement, but
 - There is only partial agreement on the importance and relevance of language courses and intercultural trainings for outgoing teaching staff

Less permanent international staff than visiting international staff

- There is no or few permanent international staff
 - Percentages for 4 universities: 0 %, 0 %, 0.4 %, 4 %
 - No permanent international staff can be hired in Morocco
- This is consistent as...
 - Only 1 manager, 5 academic staff and 2 students consider it important and relevant, but
 - 3 managers, 5 academic staff and 4 students perceive the need to improve its effectiveness and efficiency

International learning opportunities only partly realised

- Foreign language courses are offered in all institutions
 - Most taught languages: English, French, Spanish
- Virtual student exchange is not common
 - None of the managers is aware of its existence at their institutions
 - No Managers considers it important or relevant, but
 - All think its efficiency and effectiveness needs improvement
 - Some staff and students consider it important and relevant and some think its efficiency and effectiveness needs improvement
- There are no or only few internationalised curricula or international degree programs
 - For the managers it is only marginally important and relevant, but
 - All agree that it needs improvement
 - staff and students agree on its importance and relevance as well as on the need to improve it

International academic and research projects very common

- All managers report numerous academic projects at their institutions
 - Most are funded by the EU
 - Spain, UK and Italy are the most common project partner countries
- Research projects are less common; budgets tend to be rather small (with one exception)
 - Many are funded by the EU
- Almost all participants consider both academic and research projects important and relevant
- All participants feel that efficiency and effectiveness of the projects can be improved

Organisational and human resources to internationalise tend to exist

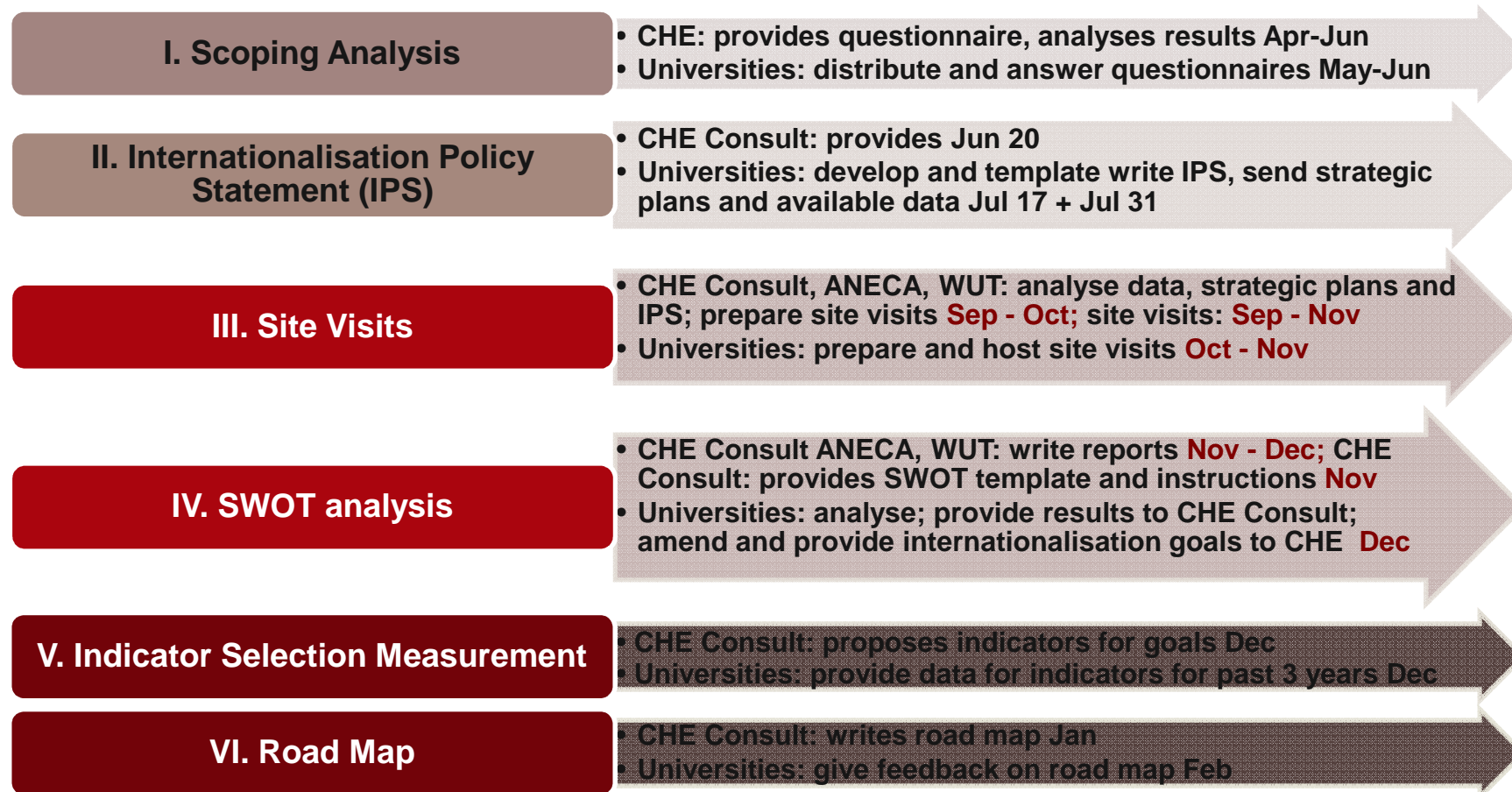
- Not all universities appear to have an International Relations Office (website check)
- Not all appear to have a proper Vice President for International Affairs (website check)
- All but one website is (both in the local language and) in English
- The Ministries in charge seem not to interfere...
 - The Ministry in Jordan has no internationalisation policy or strategy, it leaves it explicitly to the universities
 - The Ministry in Lebanon has no policy or strategy either but it views internationalisation as an aspect of their quality assurance framework for higher education
- Various participants complained about the lack of funding...

General observations...

- The participating HEIs themselves are diverse
- The status of internationalisation seems to vary much between the partner HEIs
- The scope and foci are different...
- This might have consequences for WP2
 - How to set up a „model“ if the recipients are so diverse?
 - What kind of „model“ are we talking about?
 - Can we learn something from the IMS2020 project for a model approach?
 - Don't we have to focus on 1-2 of the five goal dimensions?

Next Steps

Next Steps: Adapted schedule



Next Step: Site Visits



More details will be provided by Zeineb and Nicolás

SWOT Analysis: An Example

Strengths

- Many international degree students
- Participation in many EU projects
- Many visiting international staff
- ...

Weaknesses

- Local students not willing or interested to go abroad
- Academic staff not interested in internationalisation
- ...

Opportunities

- Location in attractive metropolitan area
- EU expands funding schemes
- ...

Threats

- Budget cuts by the Ministry
- Security issues due to regional conflict
- ...

SWOT Analysis: Strategic Options OK1

	<p style="text-align: center;">Opportunities</p> <p>1. Location in attractive metropolitan area 2. EU expands funding schemes</p>	<p style="text-align: center;">Threats</p> <p>1. Budget cuts by the Ministry 2. Academic staff not interested in internationalisation</p>
<p style="text-align: center;">Strengths</p> <p>1. Many international degree students 2. Participation in many EU projects 3. Many visiting international staff</p>	<p style="text-align: center;">SO-Strategies</p> <ul style="list-style-type: none"> • ... • ... • ... 	<p style="text-align: center;">ST-Strategies</p> <ul style="list-style-type: none"> • ... • ... • ...
<p style="text-align: center;">Weaknesses</p> <p>1. Local students not willing or interested to go abroad 2. Academic staff not interested in internationalisation</p>	<p style="text-align: center;">WO-Strategies</p> <ul style="list-style-type: none"> • ... • ... • ... 	<p style="text-align: center;">WT-Strategies</p> <ul style="list-style-type: none"> • ... • ... • ...

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OK1

Ursprünglich wollte ich hier strategische Optionen angeben, aber es ist doch viel besser, das mal exemplarisch mit der Gruppe durchzuexerzieren: 1.) die Gruppe wird aktiviert, 2.) einige der Stakeholder lernen gleich, wie es geht, 3.) es macht Spaß nach einer Weile
Olivia Key; 09/10/2014

Thank you!

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