

SWOT analysis of HE institutions in the global new contexts

Gülser Köksal

LEAD EU-China Academic Leadership Workshop

Nov 11, 2017

HUST, Wuhan, China



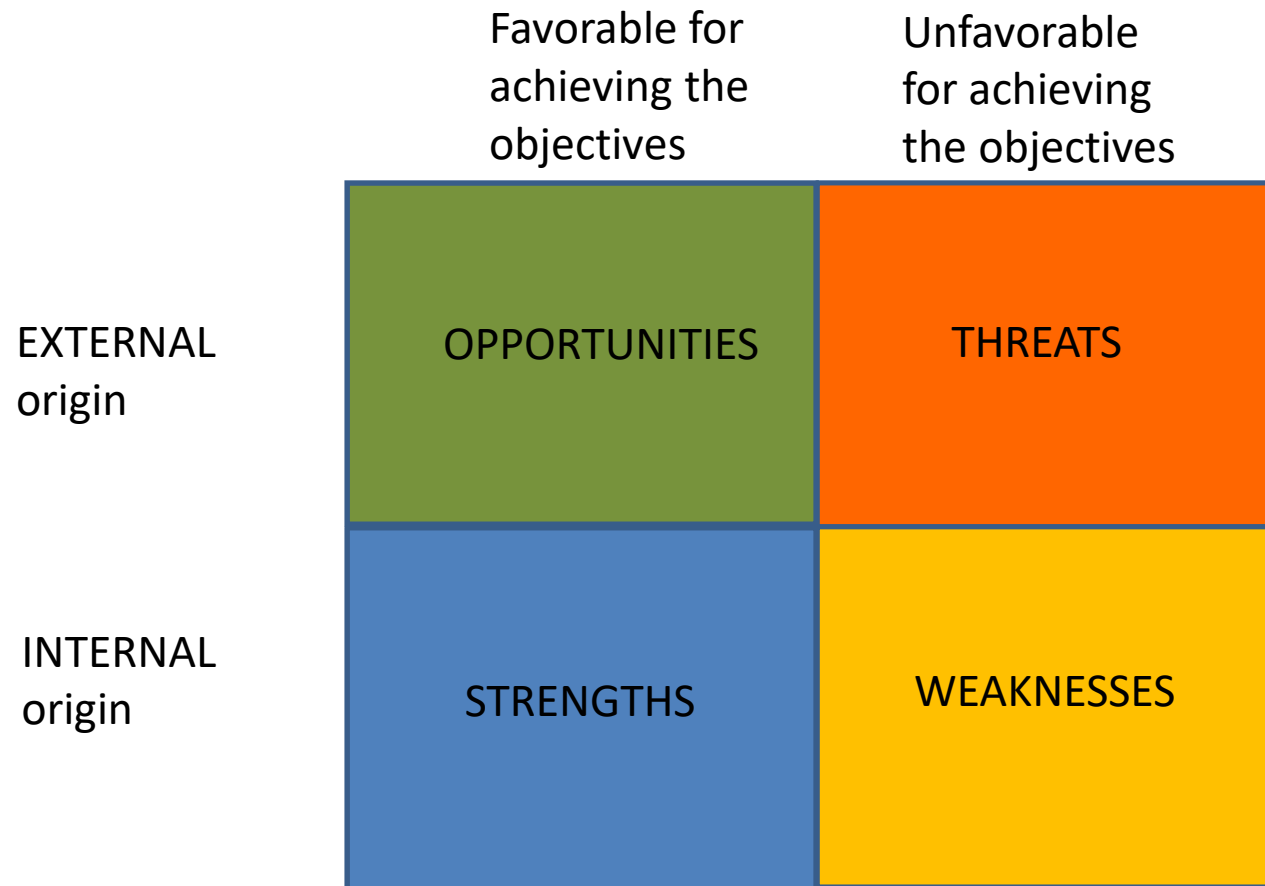
MIDDLE EAST TECHNICAL UNIVERSITY

What is our objective?

- To understand the position of HE institutions today
- To identify the needed change in our approaches or methods.



What is SWOT Analysis?



Global New Contexts

- Competition
 - Collaboration
 - Open access
- Service quality
 - Rising/changing stakeholder expectations
 - Management of science and technology
- Internationalization
 - Mobility
 - International students and staff
 - Collaboration
- Autonomy
 - Government funds and control
 - Diversification of funds
 - Student involvement
- Increasing bureaucracy and complexity
 - Focus on research and teaching
 - Merit pay
- Capacity
 - Quality assurance (internal and external evaluation)
- Managing size
 - New ways of teaching
 - MOOC movement, e-learning
- Digital literacy and social media
- Academic ethics
- Interdisciplinary research and education
- Entrepreneurship



An Example

Group 1: Comprehensive big old public universities

	Favorable	Unfavorable
EXTERNAL origin	<ul style="list-style-type: none">Increased chances of developing and enhancing of capacity to accommodate more international students (Internationalization) OPPORTUNITIES	<ul style="list-style-type: none">Stakeholder resistance to develop an international environment in universities (Internationalization) THREATS
INTERNAL origin	<ul style="list-style-type: none">Increasing flow of publications and research activities (Internationalization) STRENGTHS	<ul style="list-style-type: none">Lack of appropriate budget for internationalization (Internationalization) WEAKNESSES



Let us Cluster by

- Type of HE (public/private, big/small, young/old, 985/211/first-class/other, comprehensive/professional)

or

- Random for any HE in general



Program

- 9:00 - 9:20 Introduction, grouping
- 9:20 -10:15 SWOT analysis by groups
- 10:15-10:45 Presentation by groups
- 10:45-10:55 Unification/summary of findings



An Example:

Khalid, J. et al. 2017,
Towards Global Knowledge Society: A SWOT Analysis of Pakistan Higher Education in Context of Internationalization, Developing Country Studies.

Positive	Negative
<p><i>Strengths</i></p> <ul style="list-style-type: none"> • Internationally recognized academic programs and professional courses • Ideal location and size and regional vicinity • Increasing flow of publications and research activities • HEC accreditation policy and quality assurance strategies • International fully and partially funded scholarships • Good reputation of Pakistan's medical and engineering education globally • Partnerships and strategic alliances with developing countries • Government increasing efforts to assist universities for the enhancement of higher education 	<p><i>Weaknesses</i></p> <ul style="list-style-type: none"> • Inadequate national and institutional policy to internationalize HEIs • Lack of appropriate budget for internationalization • Poor higher education system • Weak Legal System • Inappropriate funding • Lack of faculty development • Lack of equipment and facilities for advance research • Lack of international staff and faculty members • Experienced staff leaving for greener pastures • Lack of facilities for student welfare, counseling and career guidance
<p><i>Opportunities</i></p> <ul style="list-style-type: none"> • Increased chances of international collaboration and partnerships in support of university initiatives, and programs • Prospects for Foreign Aids from World Bank and IMF • Use of distance education and e-learning and adoption of latest information and communications technologies • Strategic positioning for the organizations of international seminars and development programs within the context of globalization • Increased chances of developing and enhancing of capacity to accommodate more international students and research collaboration activities • Improvement in quality of higher education and reduction in student tuition fee due to fair and free competitions amongst the universities • Increased chances to attract international students by offering fully funded scholarships 	<p><i>Threats</i></p> <ul style="list-style-type: none"> • Stakeholder resistance to develop an international environment in HEIs • Leadership deficit • Fiscal uncertainty, mismanagement, and corruption through misuse of power • Underdeveloped research culture • Inability of senior management in the universities to hire and retain the international students and faculty • Limited resources for faculty and staff development • Growth of privatization of HEIs • Politically represented academic and decision-making bodies in universities • Fear of terrorism • Intellectual property rights, patent and copyrights issues • Inappropriate distribution of national and international funding



A Classification of HEs

- Downing, K. and Ganotice, F.A., 2017. World University Rankings and the Future of Higher Education, IGI Global.

	Higher Education Institutions	
Countries	Rich	Poor
	Rich	Poor

	Rich	Poor
Rich	<ul style="list-style-type: none"> • High competition on the market. • Better interest in defining the competitive advantage. • Differentiation strategy is clear. 	<ul style="list-style-type: none"> • No attractiveness for stakeholders. • No partnerships. • Difficult reaction on the market.
Poor	<ul style="list-style-type: none"> • National support. • Attractiveness to stakeholders. • Excellent position on the national market. 	<ul style="list-style-type: none"> • Selective in every action. • Difficult decision-making. • Changes are hard to be implemented.

