PROSPER.NET SURVEY ON ACADEMIC MOBILITY PROGRAMMES
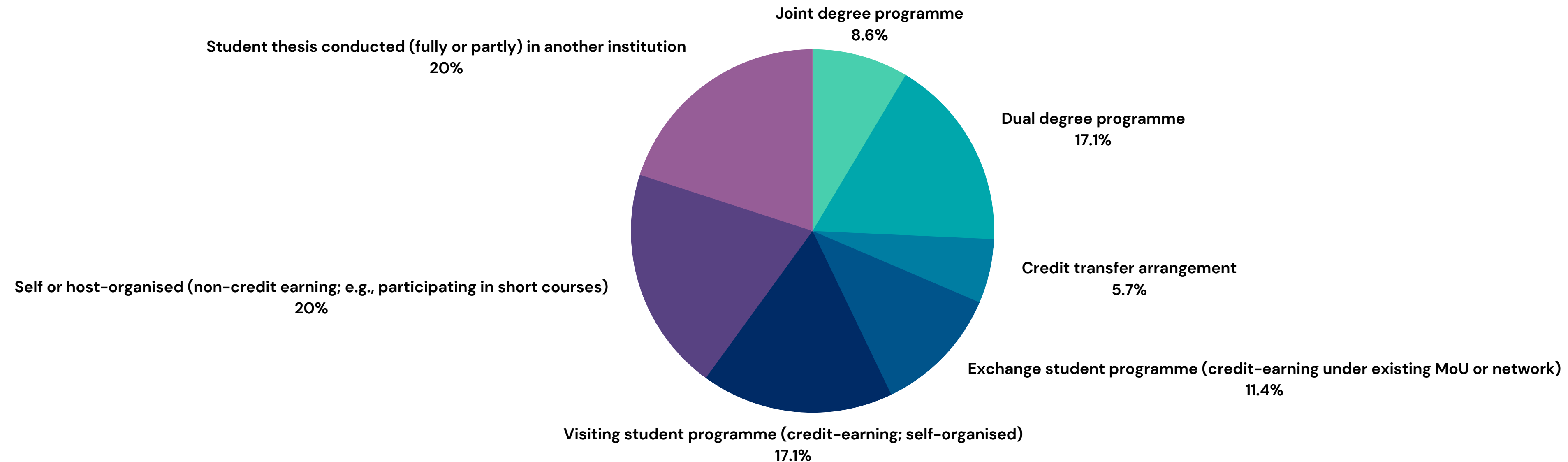
LIST OF UNIVERSITIES / INSTITUTES

- SOPHIA UNIVERSITY
- KYRGYZ STATE UNIVERSITY
- HOKKAIDO UNIVERSITY
- KING MONGKUT'S UNIVERSITY OF TECHNOLOGY THONBURI
- ALIGARH MUSLIM UNIVERSITY
- PRINCE OF SONGKLA UNIVERSITY
- TSINGHUA UNIVERSITY
- WESTERN SYDNEY UNIVERSITY (AUSTRALIA)
- UNIVERSITAS PENDIDIKAN INDONESIA (UPI)

QUESTION 1:

What type of ongoing or planned **student mobility programme** or activity related to a sustainability-oriented program does your institution/department currently have?

Joint degree programme
8.6%

Dual degree programme
17.1%

Credit transfer arrangement
5.7%

Exchange student programme (credit-earning under existing MoU or network)
11.4%

Visiting student programme (credit-earning; self-organised)
17.1%

Self or host-organised (non-credit earning; e.g., participating in short courses)
20%

Student thesis conducted (fully or partly) in another institution
20%

QUESTION

What type of student mobility programme or activity does your institution/department intend to explore with other ProSPER.Net members? (Indicate priority from 1 (most preferred) to 3)
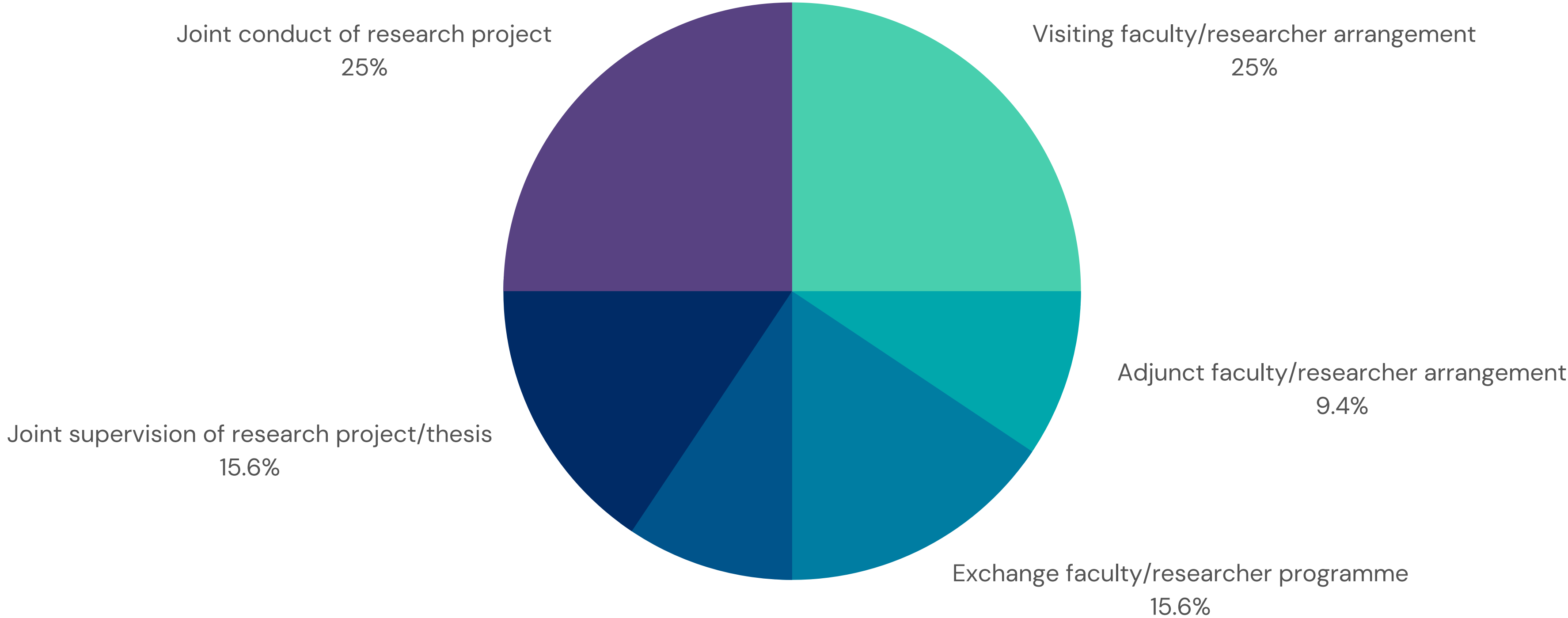
1. Exchange student programme (credit-earning under existing MoU or network)

2. Student thesis conducted (fully or partly) in another institution

3. Visiting student programme (credit-earning; self-organised)

QUESTION What type of ongoing or planned **faculty/researcher mobility** programme or activity does your institution/department currently have?

Joint conduct of research project
25%

Visiting faculty/researcher arrangement
25%

Adjunct faculty/researcher arrangement
9.4%

Exchange faculty/researcher programme
15.6%

Joint supervision of research project/thesis
15.6%

QUESTION

What type of faculty/researcher mobility does your institution/department intend to explore with other ProSPER.Net members? (Indicate priority from 1 (most preferred) to3 of the above answers)
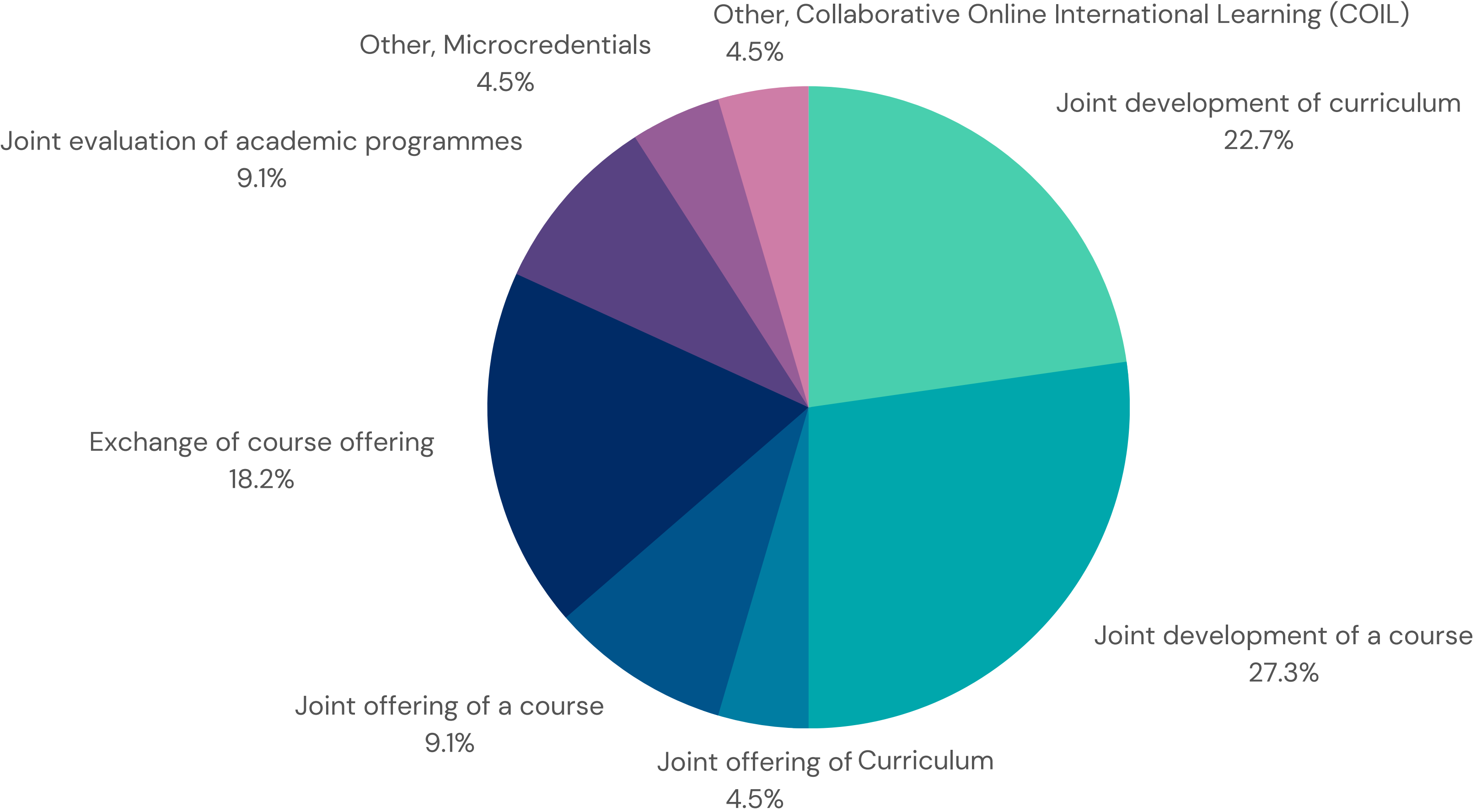
1. Visiting faculty/researcher arrangement

2. Joint conduct of research project

3. –Exchange faculty/researcher programme
–Joint supervision of research project/thesis

QUESTION What type of ongoing or planned **curriculum mobility programme** or activity does your institution/department currently have?

Other, Collaborative Online International Learning (COIL)
4.5%

Other, Microcredentials
4.5%

Joint evaluation of academic programmes
9.1%

Joint development of curriculum
22.7%

Exchange of course offering
18.2%

Joint development of a course
27.3%

Joint offering of a course
9.1%

Joint offering of Curriculum
4.5%

QUESTION

What type of curriculum mobility does your institution/department intend to explore with other ProSPER.Net members? (Indicate priority from 1 (most preferred) to3) of the above answers)

1. Joint development of a course

2. –Joint development of curriculum
   –Joint offering of curriculum
   –Joint offering of a course
   –Joint evaluation of academic programmes

QUESTION

In which priority Sustainable Development Goals (SDGs 1–17) your institution/department intend to collaborate with other ProSPER.Net members through mobility programmes? Identify at least three SDGs.

1. GOAL 13: Climate Action

2. – GOAL 4: Quality Education
   – GOAL 11: Sustainable Cities and Communities

3. – GOAL 6: Clean Water and Sanitation
   – GOAL 9: Industry, Innovation and Infrastructure
   – GOAL 12: Responsible Consumption and Production

QUESTION

Based on your institution/department's experience, what are the success factors that would ensure meaningful implementation of mobility programmes?

–Presently the department (and AMU) have become member of the United Nations – Global Geospatial Information Management (UN–GGIM) Academic Network. The department is equipped with a state–of–the–art geospatial analysis laboratory having adequate software and hardware resources to cater to the training cum research requirements of the post graduate students and researchers. The department also maintains a seminar library, several classrooms equipped with modern teaching tools

–Course matching

–Credit transfer mechanism

–Funding

–Deep and intensive communication and open discussion regarding common issues.

–From our departments experience (student) mobility programs require strong foundational partnerships.

In more recent years we have begun to develop a co–creation model for student mobility whereby educators co–design and co–deliver a program. We also ensure the program is centred around a shared sustainability topic/issue on which the students must colloborate and respond. The frequency of engagement in these activities is dependent on the way in which the program is embedded (or not) in the curriculum, and also the availability of program partners. Funding also goes a long way to show value to your partners expertise and contribution.