

Elaboration of Internationalisation Strategy in Jordanian Universities

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Abstract

A new paradigm for institutional management of internationalisation in universities in Jordan may provide appropriate knowledge and means to improve internationalisation actions and activities that contribute to the sustainability of the international dimension of higher education institutions. Governance procedures that enhance internationalisation within the university hierarchy may be established along with capacity building exercises aimed at creating references and guidelines in alignment with international best-practices. Quantitative research design that includes self-policy-statement, SWOT analysis, field visits, data collected from surveys with students, professors and administrators in a number of Jordanian higher education institutions help construct a view of an internationalized process that can be used as a basis for decision-making, road mapping and strategic planning. The aim of the paper consequently focuses on measuring existing internationalisation profile and consequently exploring the process of internationalisation of universities, and finally elaborate a model that supports and improves management of the internationalisation processes at the institutional level.

Keywords: Internationalisation, Higher Education, Accreditation, University Strategy, Institutional Management.

1. Introduction

Internationalisation has become a major opportunity and a serious challenge for universities worldwide. With the turn of the new century, internationalisation has become an institutional imperative embraced by university leadership, governance, faculty and students, along with all its academic services and support functions. The diversity of motivations, purposes and contemporary stakeholders of internationalisation place greater responsibility on universities to respond, act and devise new concepts and mechanisms to cope and resonate with its ramifications. In addition, internationalisation is playing an important role in shaping institutional ethos and values which necessitates and entails appropriate preparation and readiness of the human element, including faculty engagement, staff expertise and student benefits. This call for appropriate methodologies and structures to evaluate and measure the impact of internationalisation on the institutional core mission and its critical importance of assuring the quality and integrity of activities (Chetty and Campbell-Hunt, 2004). In consequence, the need for deliberate and systemic institutional strategies, policies and leadership to support pervasive internationalisation becomes indispensable (Hudzik, 2015).

In the post-Arab spring era, internationalisation in the Middle East and North Africa (MENA) has become a significant endeavour for universities and governments alike as higher education, migration, and labour mobility have emerged as key policy areas in addressing the needs of nations for a strong skills base to underpin economic and social development of the region's disparate economies. Such policy areas share an interest in the development, recognition, and application of educational qualifications, in the quality of education and training, and in the ability of people to acquire, provide, and use education for their own well-being and for their nations' benefit. Major policy dialogue is underway to integrate the three issues associated with the development of human capital including higher education, migration, and labour mobility. Consequently, internationalisation of higher education currently lies at the heart of reform and modernization of universities and societies in the Middle East (Al-Zoubi *et al*, 2018, Alsharari, 2018, Gao, 2014).

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However, the main challenges that face higher education institutions in the region are the need for the harmonization of governance and practices to ensure wider improvements and the requirements for appropriate structures to formulate strong research and exchange partnerships. Arab universities thus hold a common interest to develop structured and strategic process of internationalisation.

In fact, many universities have long been on the path of internationalisation as most of its scholars and professors were educated in the western hemisphere. Several universities have established international offices, appointed advisors to presidents or vice-presidents for internationalisation and are involved in international activities in some form or another such as mobility exchanges for staff and students, joint degrees and programmes with universities from all over the globe, joint research projects and scientific conferences. EU programmes, in particular, have attracted many institutions and academics alike to become actively and deeply involved in the internationalisation process of higher education. Further positive and proactive steps and accompanying measures need to be undertaken in order to consolidate the internationalisation process successfully. At the heart of all this lies the necessity to formulate a new internationalisation strategy and design an efficient management model of governance at the institutional level (Al-Zoubi *et al*, 2018). In order to reach such objective, the strategies and the models for an integrated internationalisation management must take into account the regional needs and to contribute to the enhancement of efficient structures that will improve governance procedures within university hierarchy.

In this paper, the experience of MENA universities on how to measure the institution's degree of internationalisation is presented by providing comparative analysis to international processes, setting guidelines to establish an appropriate framework for internationalisation, building capacity on internationalisation procedures, setting targets for improvement and disseminating good practices and sharing practical experience in benchmarking analysis applied to its international relations. Princess Sumaya University for Technology (PSUT), Jordan, is taken as an example for the purpose of analysis. The institutional perspectives of internationalisation are first discussed and details of the methodology and analysis of data collected through purposive sampling are presented. Evidence relating to internationalisation is then presented in the context of the development of the country's tertiary education system and a SWOT analysis of the strengths and weaknesses of internationalisation paves the way to introduce an internationalisation roadmap, strategy and process.

2. Institutional Management of Internationalisation

A project entitled: "Modernization of Institutional Management of Internationalisation in South Neighbouring Countries" has been successfully launched with a grant from the European Tempus programme, www.mimiproject.org, for the period 2013–2016, in order to assist universities in the Middle East and North Africa (MENA) to build a model for institutional management of internationalisation. Several universities and respective ministries of higher education as well as university associations and agencies from the European Union and three MENA countries, Jordan, Lebanon and Morocco were invited into the project with the aim to support the development of structured and strategic process of internationalisation. It aspired to first measure the degree of internationalisation in MENA universities and hence identify areas for improvement, set guidelines to establish an appropriate framework for internationalisation, and to create the required infrastructure for the implementation of a clear internationalisation strategy, including virtual tools, build the capacity of partner universities on internationalisation procedures, and disseminate good practices and share practical experience in benchmarking analysis applied to university international relations.

A number of steps were taken to measure and further develop the degree of internationalisation at each MENA university. As an example, the following activities, have been initiated and performed:

- A scoping questionnaire, prepared by CHE Consult, a European partner, and addressed to the management, academic staff, students, alumni and parents have been prepared, filled and analyzed in order to diagnose the current status of internationalisation.
- Universities has been invited to prepare so-called Internationalisation Policy Statement (IPS) expressing the university desire and expectations of international cooperation in order to assess their current status and to identify strategic goals in the field of internationalisation.
- A SWOT analysis was conducted through provision of evidence for qualitative and quantitative indicators the university claims to fulfil.
- Site Visits by teams of European partners have been organized at each MENA university in order to have a first-hand look at internationalisation current practices, verify the indicators and provide feedback, recommendations and suggestions for improvements.

- Desk research and review of websites, analysis of other information available in Internet have been performed.
- The results of measuring and mapping exercise were then drafted in a road map report which formed the backbone of future internationalisation strategy and associated policies. The road map has been a guide to universities to institutionalize their international activities with major reform steps that have already been undertaken to achieve its mission statement and reach its goals.

3. Survey Analysis, Evaluating and Profiling

A set of indicators were identified through desk research and according to the findings of the field visit in order to assess the current status of internationality and to measure internationalisation of the university using the IMPI toolbox, www.impi-toolbox.eu, which aims to support institutions to define indicators for measuring internationalisation whether it is for the purpose of self-assessment, benchmarking or other uses. The toolbox uses around 500 possible indicators from which one can choose. In many cases, it was necessary to define terms very carefully, especially in comparing data with other higher education institutions. For this purpose, a glossary was provided on definition of the most common technical terms used in the toolbox. The definitions in the glossary were taken from a variety of sources or created by the IMPI team. They were neither exhaustive nor fully authoritative, but were provided to help guide users to a fundamental understanding of key terms used in the IMPI toolbox. For benchmarking purposes, the user must decide what other defining characteristics might be applied to the common understanding of each term.

From the IMPI toolbox, indicators were used to develop 6 questionnaires consisting of a combination of qualitative, quantified and quantitative questions and targeting academic staff, administrative staff, top management, students, alumni and parents. The focus was on the elements of the internationalisation process, the level on which one wants to assess the state of internationalisation within the institutions; and the type of information that was necessary to measure the indicators and the way data collected. A number of questions were therefore prepared in relation to key figures that can serve as an institution's profile. The answers indicated both individual particulars and make benchmarking possibilities. The data collected were analysed and verified using the IMPI toolbox and a self-assessment exercise was carried out to map the level of internationalisation. The results of the questionnaires are discussed below for academic staff and top management. The results of remaining administrative staff, students, alumni and parents' categories were left out due to the limited space in the paper.

The internationalisation goal dimensions were focused on enhancing quality of education and research, prepare students for life and work in an intercultural and globalised world, enhance the international reputation and visibility of the institution and provide service to society and community. In a scale from 1 to 5 with increasing importance, a sample of academic staff of 35 professors responded to the questionnaire on internationalisation goals, placing research as the most important goal as depicted in Fig. (1).



Fig. (1) Academic Staff Prioritizing Internationalisation Goals.

The academic staff made additional comments and suggestions and considered publication in journals with high impact factor and listed with ISI as a major incentive for joint international research activities. They have actually praised the university for always encouraging faculty members to publish their research in highly ranked international journals and conferences, and for attending international conferences with appropriate financial supports, but were critical on the ability to conduct research abroad in the host institution due to limitation in duration of stay which is usually relatively short.

In regards to enhancing the quality of education as well as the international reputation and visibility of the institution, academic staff stressed on the importance of world-class international accreditation institutions such as ABET and AACSB already received by 4 programmes in the university. Preparation of students for life and work could be however achieved through encouraging students exchange programmes, joint postgraduate degrees with well-known universities in different parts of the world to enable students to interact and work in an intercultural and globalised world. Faculty members also suggested the pursuit of applied research that directly benefits society and forming students’ clubs to work with communities in order to provide service to society and community.

Academic staff perception of students’ mobility was almost indifferent in terms of the 6 major goals selected, including funding for students grants, international degree students, incoming exchange students, recognition of study periods abroad, support or orientation programmes and outgoing local students. Perhaps, the first two goals had a slight lead as depicted in Fig. (2).

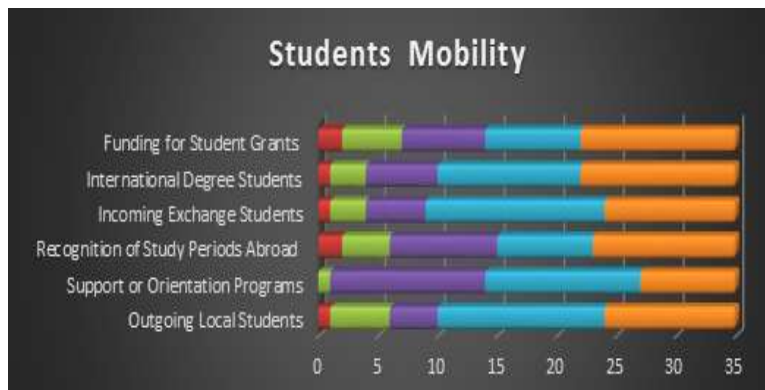


Fig. (2) Academic Staff Perception of Students’ Mobility Activities.

However, for staff mobility, outgoing and incoming academic staff had clear preference for academic staff at the university over permanent international staff though this has become an important indicator in measuring the degree of internationalisation of higher education institutions in major ranking systems. This preference is clearly shown in Fig. (3).



Fig. (3) Academic Staff Perception of Staffs’ Mobility Activities.

In addition, international research projects were considered is a high priority for academic staff as shown in Fig. (4), with less emphasizes on educational projects.

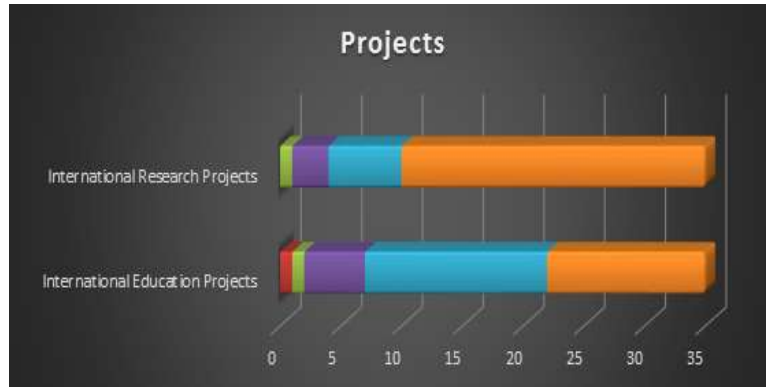


Fig. (4) Academic Staff Placing Importance on Projects Types.

It is however a little bit surprising that the concept of internationalisation at home was not considered as a clear priority, whether it is internationalising curricula, virtual exchange and foreign language teaching, as shown in Fig. (5).

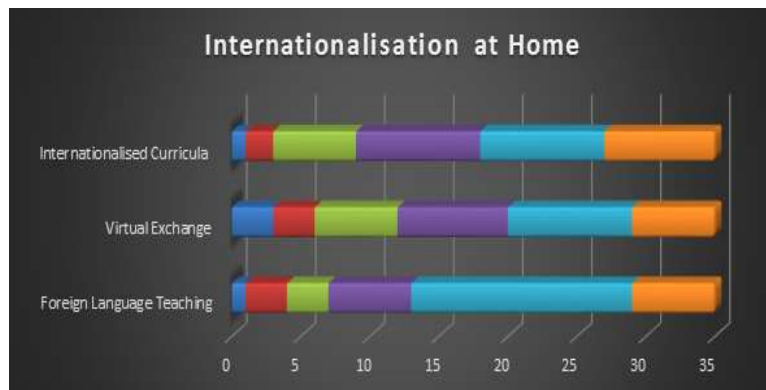


Fig. (5) Academic Staff Perception of Internationalisation at Home.

The university top management was surveyed only in terms of usefulness and relevance of internationalisation goal dimensions as shown in Fig. (6) and (7) respectively. Their view on internationalisation goals slightly differed from opinions of academic staff.



Fig. (6) Top Management View of Usefulness of Internationalisation Goal Dimension.

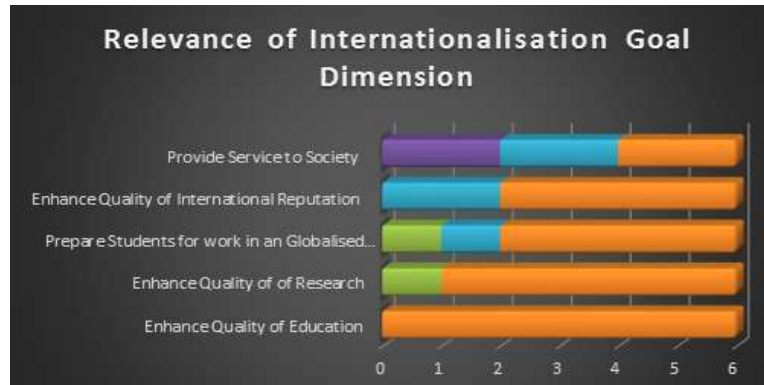


Fig. (7) Top Management View of Relevance of Internationalisation Goal Dimension.

The survey of students, parents, administration staff and alumni also contributed with very interesting opinions compliant with those by academic staff.

4. Internationalisation Policy Statement

As the next step, the Internationalisation Strategy of PSUT was framed within the context of its mission which aims at 'graduating high quality professionals in the leading technological fields related to IT, electronics, communications and business. Such graduates should be capable of competing, both academically and professionally at the national and international levels, actively participating in building the ICT sectors in Jordan, promoting solid research in the leading technological fields, and building a research platform for Jordanian industry'. The university thus strongly supports internationalisation as an essential element of quality higher education and research and considers excellence as a benchmark of all internationalisation activities. The main motivation behind the quest of the university to further internationalise is actually to strengthen its relations with higher education institutions all over the world and to promote an institutional culture which values diversity by making good efforts to integrate international staff and students fully into the life in campus. The university has been actively involved in the past decade in international projects, especially the European Tempus, Erasmus Mundus and FP7, and has become a hub for other Jordanian universities and aspires to be a leading internationalised institution in the region. In articulating a strategic plan for the university, focus was on the existing strong base upon which one can build and achieve distinction in the research, quality and capacity building domains. Three main pillars of international activities were identified as research, improving quality of teaching and building the human and infrastructural capacity.

The research focuses on the maturation of the campus as a highly competitive research milieu and gradually transform the university into a research university by increasing the number of postgraduate programmes and students to reach 25% of its total students' population within ten years. The university would need to cooperate with its international network of partners to fulfil this mission, devise a plan to attract best professors and students, create a scholarship programme to delegate scholars to world class universities, establish links with renowned research centres worldwide, mainly through sabbatical leaves, and launch a campaign for fundraising and partnerships.

The quality focuses on building one of the most effective quality learning environments available in higher education in Jordan by introducing student-centred pedagogic methods and utilizing technology-enhanced learning. The university needs to continually launch state-of-the-art undergraduate programmes and constantly receive helpful feedback and direction through internal quality assurance procedures, as well as external accreditation visits and extensive assessment. Such feedback should be helpful to focus additional energy and solidify the important global presence that is already in place.

In capacity building, the university needs to create a programme of building the capacity of its faculty members as a major corner-stone in maintaining excellence in education, research and innovation. The aim of the programme is to enable The University to be a pioneering institution in achieving the knowledge triangle in Jordan and the region at large. It therefore strongly supports the rights of academics to develop their own individual academic links and collaborations, both formal and informal. In curriculum matters, the university strives to benchmark itself against international standards without losing sight of the need for course offerings to be relevant to both regional and international conditions. Within the parameters of this policy on internationalisation, detailed priorities and strategies were set and reviewed on a regular basis.

According to field visits, a thorough scoping of the university was carried out to identify its specific needs, a team of European partners conducted a field visit and interviewed key members of the academic and administrative staff involved in decision-making as well as a number of students and alumni to discuss their aspirations and expectations. An official report detailing the findings and suggestions of the team, including students' views, was prepared and its findings can be summarized as follows:

- The university is noticeably active in international cooperation but internationalisation activities are rather scattered initiatives, many of them rooted in past and present EU Tempus projects. The initiating role and importance of EU educational programs (Tempus, Erasmus Mundus, and Erasmus+) for the university is unquestionable.
- There is a need to improve the international office that coordinates, initiates and supports international activities.
- There is no dedicated budget allocated to internationalisation activities, as a part of university budget.
- Despite efforts of some dedicated professors and teaching staff, university internationalisation is not being seen yet as a strategic process. Part of teaching staff, approximately 30%, is still unconvinced about the internationalisation as a strategic issue.
- Student mobility is being seen as one major goal. The university aims at 20% of graduate students to go for studies abroad to become a leader in Jordan. A special interest is focused around dual degree studies, especially in cooperation with European partners. At the same time, there is no unit that coordinates mobility and provides comprehensive information about opportunities and procedures. The international office is trying to fix the gap and help students with paperwork and other requirements. A strong need for professional staff training in this area is raised by university management and faculties.
- Internationalisation in research is a problem. Based on experiences, it is very hard to compete and the collaboration is rather limited to being partners in some Horizon 2020 and NSF projects.
- The number of really active international partnerships is low, mainly with European partners. The total number of international partnerships is approaching 30. The political situation in the region does not help in this regard.
- The knowledge of English among students and staff seems not to be a problem at all. Large percentage of lectures, especially in graduate programmes, are delivered in English, some of them by visiting staff from abroad. The number of incoming visiting professors is on the increase and currently amounts to 15% of total university teaching staff.

The report concluded with the recommendations to empower the international office to improve the management process and to respond to expectations of students, plan activities around facilitating inbound and outbound mobility, all kinds for students and staff, managing and maintaining international partnerships, and coordinating educational projects (Erasmus+, Tempus, etc.) and initiating new project proposals. It was also recommended that part of university budget, must be allocated to the international dimension of the university core mission. Furthermore, it was highly recommended that the university website is supplemented with a new section dedicated to international affairs to act as a sort of "Virtual International Office" and provide all relevant information and instructions to students and staff interested in or involved with international activities.

5. SWOT Analysis

The performed SWOT analysis helped to define strategic choices of the university. Through the SWOT, it was possible to establish its competitive situation in the international and Jordanian higher education market. University strengths, weaknesses, opportunities and threats were identified by the team composed of academic staff and university management. Strengths and weaknesses represent internal environment while opportunities and threats are referred to external situation, as in table (1).

Table (1) Performed SWOT Analysis.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Excellent quality of graduates. • Highly employability rate of graduates. • Affiliation to Royal Science Society. • Nice campus and strategic location • Strong partnership with ICT sector. • High female enrollment. • Motivating work environment. • Good quality of teaching staff. • Appealing and competitive academic programmes. • Good teacher/student ratio. 	<ul style="list-style-type: none"> • Insufficient infrastructure (for teaching, research and service). • High percentage of university budget is derived from tuition fees. • Limited research output. • Low budget for international student scholarships. • Average quality of students' intake.
Opportunities	Threats
<ul style="list-style-type: none"> • Consolidating partnership with European and international funding programs. • Enhancing internationalisation profile. • Increase prospects of post-graduate scholarships. • Engage faculty in quality research activities. • Develop students' quality admission criteria. • Becoming a center of excellence in ICT. 	<ul style="list-style-type: none"> • Competing with Gulf universities for high quality faculty. • Absence of government & private sector financial support. • Limited applied scientific research by private sector enterprises. • Absence of national ranking system for quality assurance. • Unstable political situation in the region.

As a next step, four strategic internationalisation alternatives were identified:

- Strengths and Opportunities-SO: How can the university use the strengths to take advantage of opportunities?
- Strengths and Threats-ST: How can the university take advantage of the strengths to avoid real and potential threats?
- Weaknesses and Opportunities-WO: How can the university use their opportunities to overcome experienced weaknesses?
- Weaknesses and Threats-WT: How can the university minimize the weaknesses and avoid threats?

Table (2) SWOT Strategic Alternatives.

	Opportunities	Threats
Strengths	SO-Strategies <ul style="list-style-type: none"> • Continue to design unique programmes based on real market needs and the best international practices. 	ST-Strategies <ul style="list-style-type: none"> • Offer more scholarships to attract strong local and foreign students. • Expand international programme offerings.
Weaknesses	WO-Strategies <ul style="list-style-type: none"> • Collaborate with local and international institutions to build proper infrastructure with students prepared and trained for real market problems. 	WT-Strategies <ul style="list-style-type: none"> • Scout for hiring more quality researchers (well prepared for international challenges) vs mere lecturers.

Based on surveys and analyses, a sort of diagnosis on current situation and future development has been made with the main conclusions that the university is fully aware and convinced of the importance of internationalisation process in terms of teaching and research as well as institutional support to process implementation. The motivation factors and drives for internationalisation are mainly:

- Need for better visibility of the university on higher education scene in the region and worldwide.
- Chances to upgrade research (volume and quality).
- Need to improve the teaching process (quality, methodology as well as socio-cultural and inter-cultural dimension of teaching).
- Better preparation of students for the challenges of globalized labor market (employability).
- Need for extra funds coming from international projects.

Another top-ranked priority is full (or partial) internationalisation of curriculum, parallel to teaching of foreign language. The university is also fully convinced that internationalisation of research (research with international dimension) is an indispensable and highly demanded factor in their research activities. The European Union with all educational (Erasmus+) and research (Horizon 2020) programmes is being seen as the most strategic partner in the field of international activities. The university identified a number of limitations and obstacles not allowing progress of the process in accordance with their ambitions and expectations.

The most important are lack of:

- Funding; not sufficient budgets for international activities.
- Staff professionally trained and prepared for organizing the process properly.
- Awareness on opportunities addressed by EU-supported programs.
- Reliable and really cooperative partners (in the region and worldwide) ready to exchange good practices and help in implementation of international activities.

Insufficient communications between students and academic staff and between the management and academic staff as well as the political situation in the region are further obstacles to the internationalisation that have been partially resolved.

6. Internationalisation Roadmap and Strategy

Results of the mapping exercise was drafted in a report to form a backbone of future strategies and policies. It contained major reform steps that need to be undertaken to achieve its mission statement and reach its goals. This roadmap, as shown in table (3), is a guide to the university to institutionalize its international activities which includes training, best practice and experiences gained.

Table (3) Internationalisation Roadmap.

Priority 1				
#	Problem	Solution	Who	When
1.1	No strategy for internationalisation	Developing strategy covering all 5 activity areas: institution, students, staff, curriculum, research.	Leadership and IRO	August 2016
1.2	Deficiency of regulations and procedures enabling and supporting internationalisation	Defined application procedures for mobility programmes for students and staff as well as procedures for financial support (e.g. research budget).	IRO	October 2016
1.3	Lack of structural budget	Allocate budget to cost of staff and staff training (at least for 2 consecutive years), travels (abroad and domestic, training trips inclusive), promotion (maintenance of international part of the website inclusive), equipment and others (printing, translations, outsourced services, etc).	Head of the International Relations Office	October 2016
1.4	Empower International Office	Empower IRO with the responsibilities of coordination of inbound and outbound mobility (students and staff), management and maintaining of international partnerships (database creation and update, progress monitoring, controlling legal and financial aspects of cooperation, opinions on terminations or early exits.), local coordination of existing EU educational projects (Erasmus+, Tempus) and initiating new project proposals (information service on calls for proposals, searching for partners, contacting interested faculties, help in writing proposals), as well as promotional activities (educational and research offer of the university).	Leadership	Immediately
1.5	Modesty of comprehensive information on international affairs accessible on-line	Supplement the university website with a section on international activities, university regulations related to international activities (procedures for signing agreements/MoUs, travels abroad, procedures for managing projects), student mobility (programmes, requirements, application procedures and forms, financial support, student reports), staff mobility, international partnerships (database of partnership agreements/MoUs, educational and research), international projects including educational (project descriptions, partnerships, expected results, newsletters), research (project descriptions, project consortiums, publications) and finally information service for foreign students (exchange students, degree-seeking students, short-term visitors).	Press office in cooperation with IRO	April 2016
Priority 2				
2.1	Shortage of properly formed staff to manage international activities	Training programme (first part within the framework of Tempus MIMI, second part on specific issues for IROs through EAIE Academy or external providers).	EAIE Academy	September 2016
2.2	Low share of outgoing visiting professors	Implementation of incentives for outbound academic staff mobility comprehensive source of information, counseling body and financial support.	Leadership in preparation, then IRO	October 2016 ongoing
2.3	Modesty of outgoing exchange students	Implementation of incentives for outbound student mobility comprehensive source of information, counseling body, financial support and flexibility of study programmes regarding the mobility period.	Leadership in preparation, then IRO	October 2016 ongoing
2.4	Limited participation in international research projects due to high competition.	Develop staff incentive scheme.	Leadership and IRO	November 2016 ongoing

Accordingly, an internationalisation strategy split into main activity areas, goals, actions and indicators to measure progress has been proposed as presented in table (4).

Table (4) Proposed Internationalisation Strategy.

Activity	Goals	Indicators	Actions
Research	<ul style="list-style-type: none"> • Attract and recruit world class international researchers to enhance its research profile. • Use its international linkages to engage researchers from overseas in collaborative research programs as a means of strengthening partnerships. • Focus its research efforts, as a key contributor to capacity-building in Jordan and the middle East. • Promoted emand from international students, individually and in cohorts, for its degree and will provide opportunities for knowledge transfer • Attract high achieving international students through hits exchange scheme. 	<ul style="list-style-type: none"> • Number of research linkages with top ranked universities. • Number of professorial appointments recruited from overseas • Numbers of staff and students involved in international research partnerships. • Numbers of students learning a language other than English. • Numbers of significant projects addressing developing country concerns. • Number of students enrolled from overseas. • Number of research outputs co-authored with an international collaborator. • Number of research outputs indexed in Thomson ISI databases. 	<ul style="list-style-type: none"> • Develop partnerships with major international universities in areas of research strength. • Develop strategies to attract international funding for research. • Develop strategies to ensure that researchers publish with top international researchers. • Develop protocols for joint programs with top international universities. • Develop collaborative MoUs and partnership agreements with international partner institutions of top repute. • Strengthen communications with existing partner institutions to increase e awareness internationally, in line with ranking strategies.
Curriculum	<ul style="list-style-type: none"> • International is ecurricu law here possible, in focus. • Facilitate international study or workplace ments for students during their programs of study. • Require students to gain deeper knowledge and understanding of at least one other culture interims of its customs, history, language, literature, philosophy, economics and politics. • Encourage students and staff to learn a second language asabas is for appreciating the challenges of self-expression in a language other than their mother tongue. 	<ul style="list-style-type: none"> • Extent to which programs and courses include international content and themes. • Number of students undertaking international placements for academic study or work experience. • Extent to which programs and course planning takes account of high international student demand in the global environment. 	<ul style="list-style-type: none"> • Audit of curriculum for international content and themes. • Embedding international content in program and course planning. • Promotion of international study and work placements. • Consultations with international stakeholders when planning changes to programs of high international student demand to ensure that proposed changes do not have and verse effect in the international context.
Student Support	<ul style="list-style-type: none"> • Produce graduates who are competent in the English language. • Monitor the retention and progression rates of international students, generally and by entry pathway. • Produce graduates who are well prepared for the work force to meet employer expectations. 	<ul style="list-style-type: none"> • International student satisfaction as measured by student surveys. • Language competency measures of graduating students. • Retention and progression rates of international students. • International graduates in leadership positions worldwide. • International graduates are connected to the University through alumni database. • Graduate employment rates. 	<ul style="list-style-type: none"> • Provision of language and learning support. • Complete a review of English language pathways. • Development of reports monitoring progression and retention rates of international students generally and by entry pathway. • Consultation with industry and employer groups to ascertain whether graduates are meeting employer expectations.
Staff Development	<ul style="list-style-type: none"> • Provide staff with the training and skills necessary to teach diverse student groups with different learning styles and traditions, and to promote cultural safety in the learning environment. • Provide training and support for staff to develop an internationalized perspective. 	<ul style="list-style-type: none"> • Staff participation in professional development activities provided in these areas. 	<ul style="list-style-type: none"> • Review of the University's definition of the International is ation of the Curriculum. • Provision of professional development program for academic staff in the field of international is at on and professional staff to enhance the international student experience. • Students at is faction surveys of both international and domestic students in the classroom.

	<ul style="list-style-type: none"> • Provide professional staff with the training and skills necessary to facilitate positive student experiences for international student clients. 		
Student Scholarships	<ul style="list-style-type: none"> • Encourage scholarships with funding bodies, exchange arrangements, and other policies to assist students from overseas to come to study in the university. • Recruit international undergraduate and postgraduate students globally • Achieve an onshore international student program, with a good spread across disciplines, campuses and degree levels. 	<ul style="list-style-type: none"> • Number of students coming to university on scholarships (domestic and international) • Numbers of countries from which international student body is drawn. • Spread of international student load across academic groups, programs and campuses. • Achievement of student load targets in the University's Strategic Plan. 	<ul style="list-style-type: none"> • Development of recruitment plans and exchange agreements. • Provision of scholarship support. • Development and support of links with scholarship bodies. • Provision of reports monitoring recruitment of students by group, program and campus.
Partnerships	<ul style="list-style-type: none"> • Establish research and teaching partnerships of clear mutual benefit with organizations of quality and good standing. 	<ul style="list-style-type: none"> • Number of research and teaching link ages with top ranked universities. 	<ul style="list-style-type: none"> • Development of strategy for international research linkages • Development of international teaching partnerships. • Development of linkages for international benchmarking.

Accordingly, PSUT designed an internationalisation strategy to fully prepare and cope effectively with future challenges, and consequently allocated dedicated staff and other resources to meet the needs in this regard. The strategy, posted online at <http://international.psut.edu.jo/Pages/visionmission.aspx>, identifies number of performance indicators against which the university tracks and monitors its progress towards implementation of its internationalization goals. Reports on progress against the actions and performance indicators represented twice yearly to the Council of Deans. The strategy was implemented through continuous review and updating of the university's relevant policy frameworks, collection and reporting of data relating to performance indicators, implementation of specifications identified, and specific implementation steps.

The international relations office was empowered in order to implement the new internationalisation structure, devise details of the proposed strategy according to the findings and outcomes of the measurements performed, lead and co-ordinate the development of internationalisation at the university and promote the integration of diverse communities. Currently, the main function of IRO is to further expand and strengthen ties with leading universities worldwide, establish exchange programmes and joint master degrees in specific strategic fields and develop research partnerships with international higher education institutions. However, the IRO's main achievements in the past came through few individual academic staff who were actively involved in international activities.

The IRO was hence equipped with the necessary infrastructure and trained staff and a project management unit was established to assist faculty and staff members of the university in all aspects of management of projects and other scholarly activities, from the identification of a potential sponsor and the preparation of a proposal, through various administrative issues related to budgets, personnel, space, sub-contracts, reporting and accountability, negotiations with the sponsor during the course of the project, to the submission of the documents required to close out the project.

Typical tasks of the team members revolve around project implementation activities, filing and office administration, developing and maintaining funded projects websites and databases, and project reporting. In addition, a students' exchange and service unit was established to support students conduct training; providing technical assistance to faculty, students, staff, and administrators on diversity issues and encourage international students to partake in university decision making, promote the social role of student societies especially for international students, and train students in "soft skills" related to communication, presentational and personal qualities. The IRO is currently executing the strategy and monitoring its progress.

The timelines have been observed and many tasks have been achieved. Continuous measurement of the key performance indicators has been reported to the director of the office and other members of the management team.

Conclusions

A new paradigm shift in institutional management of higher education in Arab universities has recently emerged where internationalisation is a key pillar in the upcoming reform process. The analysis carried out identified internal and external factors influencing the internationalisation of higher education operations. Findings reveal that internationalisation has been instrumental in raising the standard of education in the country which should promote itself as an 'education hub' in the region. Further, a model of institutional management of internationalisation was proposed, based on analyses of needs and capacities and degree of internationalisation, as a contemplation to highlight how to generate a set of principles, priorities, guidelines and procedures to support and improve management of the internationalisation processes at the institutional level. The approach was based on a strategy driven internationalisation process to guarantee a mature implementation of defined objectives to benefit the university which is a prerequisite for achieving real success in international activities. Similar analyses may be undertaken to assist individual service providers in clarifying the standing of their institutions in a global context so they can determine longer-term strategies. Future studies may apply the same analysis to higher education institutions in different countries.

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