



Working Package 1

Mapping 3M activities in partner universities

Deliverable 1.2

Mapping 3M activities and needs in University of Durrës

Final report

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**U3M-AL PROJECT - DEVELOPING THIRD MISSION ACTIVITIES IN
ALBANIAN UNIVERSITIES**

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This report has been prepared with the participation of:

Kseanela Sotirofski
University of Durres

1 INTRODUCTION

1.1 Short profile university (type of university, size, special features)

Aleksandër Moisiu University in Durrës was established by the Council of Ministers Decision No. 801 dated on 20.12.2005 and is one of 11 public universities in Albania. When the University opened its doors in the 2006-2007 academic year, one thousand of students from across the country started their studies. Today in the sixth year of its academic life, Aleksandër Moisiu University has about ten thousand students (9454) and 7 main units. The mission of the University Aleksandër Moisiu Durrës, in its all activities, is to achieve the highest national and international academic standards and to support the educational aspirations of everyone who wants to benefit from higher education.

1.2 Regional context

Universities in the round have potentially a role to play in the social and economic development of their regions. They are a critical 'asset' of the region.

Especially, AMU is located in a great geographic position, at the seaside, very near the main city, and in 2nd largest city in Albania. So, the University is a highly demanded University for the students. University management, to face the needs of the city labour market has developed degrees like tourism, port management, construction management.

Also, AMU has a branch in Peshkopi, located in the north Albania. So, we may say that in the regional context we are really important.

1.3 Changes in the role of universities in the context of regional economy and change of the U3M role

As the tourism sector developed in the city, University developed the tourism curricula and already we have about 100 students in this degree. Also, the increasing needs for IT in the region were a factor in opening the IT and Multimedia degrees in the University.

The changes made in the law for "in service teacher training" (every teacher has to participate to a ECTS credit course at least 3 days in a year), has made changes in University's role. The Faculty of Education offers credit courses for teachers according to their requests and needs.

2 INSTITUTIONAL PERSPECTIVE TO U3M

2.1 What are the main types of U3M activities developed in this university (technology transfer & innovation, continuing education and social engagement)?

University technology transfer&innovation, continuing education and social engagement are complex processes. They involve starting up enterprises based on the universities' research. Research and development resources, infrastructure, entrepreneurial incentives and culture, university-industry enablers, intermediary facilitators, and leadership – political, academic and corporate – are just some of the inputs involved in shaping effective processes.

Corporations play a role not only by endowing university chairs and sponsoring collaborative R&D, but also by participating in entrepreneurial activities and funding technology-based initiatives in the community. In this context, University develops and participates in projects with local authorities or representatives.

We developed a project "Tourism and Durres seaside", co financed by AMU and Room of Commerce of the city with the participation of AMU students and lecturers.

Also we participate in "Students in Free Enterprise" projects, where the students and young researchers develop several social engagement activities.

The "Centre for Continuing Education" develops training modules for the teachers. These trainings are financed by the university and by the teachers themselves as well.

University has got a lot of technical equipment and infrastructure as well (a large conference hall with all the technology, 7 computer labs and an English learning room) which are used also by different enterprises in the city in the cases of conferences, seminars or activities as well.

2.2 How have the number and intensity of the different types of U3M activities evolved at the institutional level? (e.g. which types of U3M activities have increased more? Which are the most important ones for the university?)

The training credit courses for non university teachers were forced by the law for the teachers` qualification.

2.3 University policy and strategy towards U3M activities

2.3.1 Are there any institutional policies to foster U3M activities? Who is in charge of developing them? Which are the main types of U3M activities encouraged? To what extent are U3M policies contextualized in institutional strategies?

There are some university policies to foster 3M activities, but they are mostly written classically in the mission statement or objectives. There is a centre for “Research and Excellence” that is in charge of research and technology transfer, but the Centre is now preparing its regulation and the body.

The Centre has already a director.

The most important 3M activity occurs in Faculty of Integrated Studies with Practice (FASTIP), a new style Faculty in Albania. The students studying in this Faculty also work and have a job contract with an entertainment and are evaluated by the both parts. The activities in the Faculty are really encouraged and also monitored and managed also by the enterprises.

The students transfer the knowledge to the work and also maximise them with the practical knowledge.

Human resources, especially the academic staff is also encouraged by financial support to develop research projects with real products for university or community.

All the activities described above are a consequence of university policies, but also national policies (or laws and regulations) have a great role in their development.

2.3.2 To what extent the U3M activities described above are a consequence of institutional policies? Describe the main problems and needs at institutional level to promote U3M considering the three types of activities

2.3.2.1 Technology transfer & innovation

2.3.2.1.1 Main problems

The problem is mainly the infrastructure and the emphasise to the research and development. Also the funds accorded to research and technology transfer are really less.

2.3.2.1.2 Needs

Laboratories, research centers, motivation of staff and increased budgeted for these activities and resources that make possible the technology transfer.

2.3.2.2 Continuing education

2.3.2.2.1 Main problems

The Higher Education Law emphasizes the “continuing education” as a main activity, but there is a lack of information about the procedures.

We have credit courses for teachers, but still don't know how are the teachers are going to pay and the lecturers going to be paid.

Also, when we think of approving a new course, we have to wait several months for the approval.

2.3.2.2.2 Needs

Improving the appropriate procedure (legislation) and generating a funding system, but also training the lecturers.

2.3.2.3 Social engagement

2.3.2.3.1 Main problems

The engagement in the form of university-community collaboration is being recognized in the promotion and tenure process as important faculty work and is a criteria of staff evaluation. But the staff always complains of not having the right information or organization of preparing in such activities which always are undervalued.

The perception of social engagement in Albania is an old perception from the communist regime and the people rarely undervalue it by considering as a communist though.

2.3.2.3.2 Needs

The Universities policy makers may have a list of social engagement activities that are related also to the region characteristics, values and culture and also may develop a real evaluation rubric for these activities.

2.3.3 To what extent the U3M activities described above are a consequence of local or regional policies? Describe the main problems, legal limitations and needs at local or regional level to promote U3M considering the three types of activities

2.3.3.1 Technology transfer & innovation

2.3.3.1.1 Main problems

Technology transfer and innovation are an appropriate consequence of local or regional policy, because the local or regional demand or culture to be opened to such activities makes happen the innovation and the technology transfer.

2.3.3.1.2 Legal limitations

The main need is the partnership of the University to local or regional authorities and enterprises which can promote the technology transfer and consider the university as a real model of promoting this activity. But, the

universities are not autonomous, and the law doesn't forecast the local-regional policy in real partnership to the university.

2.3.3.1.3 Needs

A legal framework for the technology transfer and innovation.

2.3.3.2 Continuing education

2.3.3.2.1 Main problems

Continuing education is also a consequence of local/regional policy. The lack of communication between the local/regional authorities and universities doesn't allow the university to be a partner in continuing education activities.

2.3.3.2.2 Legal limitations

The way how the procedure of continuing education is going to happen isn't described in the law or regulations. So, the University offers courses for the interested people, but doesn't have the procedure of offering the courses. The main trouble is the budget part.

2.3.3.2.3 Needs

Collaboration between universities and local/regional institutions in determining the needs for education and the modification of the budget part in the law.

2.3.3.3 Social engagement

2.3.3.3.1 Main problems

The university is not involved in the community development or social engagement activities. Local/regional authorities consider it just like an academic institution where teaching and learning occurs.

2.3.3.3.2 Legal limitations

There are not legal limitations on this issue.

2.3.3.3.3 Needs

Exchange of university staff and local/regional staff in different activities, projects...

2.3.4 To what extent the U3M activities described above are a consequence of national policies? Describe the main problems, legal limitations and needs at national level to promote U3M considering the three types of activities

2.3.4.1 Technology transfer & innovation

2.3.4.1.1 Main problems

In fact, the 3M activities are directly related to national policy, because Albania is a small country and all the regions are directed by the national policies.

The national education policy should determine the U3M activities as an important issue like teaching and learning. The 3M activities are not determined as obligatory and don't take place in university and faculty or staff evaluation as well.

The Universities don't have enough funds to organise 3M activities.

There isn't a real connecting bridge between university and community. The two parts don't "use" each-others capacities in determining the developing needs and priorities for 3M activities.

2.3.4.1.2 Legal limitations

The way of creating, developing and evaluating the 3M activities is not clearly determined.

2.3.4.1.3 Needs

A real university-region collaboration in determining the continuing education needs, technology transfer and innovation and social engagement activities. University research on the way of developing these activities and the community needs, the regulations in the law.