

**External academic mobility of faculty in one regional university in Kazakhstan:
challenges and opportunities**

Malikov Alexey

Submitted in partial fulfillment of the requirements for the degree of

Master of Science

in

Educational Leadership

Nazarbayev University Graduate School of Education

July, 2014

Word count: 23321 words

Declaration

I hereby declare that this submission is my own work and to the best of my knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been submitted for the award of any other course or degree at NU or any other educational institution, except where due acknowledgement is made in the thesis. This thesis is the result of my own independent work, except where otherwise stated, and the views expressed here are my own.

Signed:

Date:

Research study Ethics Approval Letter

NUGSE RESEARCH APPROVAL DECISION LETTER

The NUGSE Research Committee reviewed the project entitled “External academic mobility in one regional university in Kazakhstan: challenges and opportunities” by Alexey Malikov and decided:

- To grant approval for this study
- To grant approval for this study subject to minor changes, to be signed off by supervisor
- To request additional information/clarification to determine approval
- To refer the application for IREC review

Minor changes and approval: The study is approved subject to minor changes. Your supervisor has a record of the revisions that need to be made. You need to discuss these changes with your supervisor, revise your proposal accordingly, and then ask your supervisor to check the revised proposal and sign and date it. The revised proposal will be kept on file.

Once these changes are made, the approval is effective for the life of the study. However, any time you change any aspect of your project (e.g., recruitment process, administering materials, collecting data, gaining consent, changing participants) you will need to submit a request for modification to the NUGSE Research Committee. Make sure to address all of the information requested on the request for modification form(s). Please be advised that in some circumstances, changes to the protocol may disqualify the project from approval.

Sincerely,

NUGSE Research Committee

Acknowledgement

First of all, I would like to express my gratitude to my supervisor – Professor Jason Sparks, PhD whose contribution to my written thesis is invaluable. His support, help and advice have given me confidence and inspiration to complete this Master's thesis.

Finally, I would like to thank all faculty members of Graduate School of Education at Nazarbayev University for their continuous help throughout the 2013-14 academic year.

During the studies I learnt a lot of things which helped me grow professionally and personally.

Abstract

Abstract

Faculty academic mobility is an important trend of higher education policy in Kazakhstan. Nowadays many universities in Kazakhstan aim to promote faculty academic mobility and the Kazakh government has been supportive of these efforts. This qualitative case study research examines external faculty academic mobility (EFAM) in one regional university in Kazakhstan. The purpose of this study is to understand the importance of EFAM to both faculty and the university at one regional university in Kazakhstan. Semi-structured interviews and document analysis were the main instruments of data collection. Through semi-structured interviews with university faculty and the head of the International Affairs Department, challenges and opportunities of EFAM for faculty and the university were considered. Special attention is given to description of international and national faculty academic mobility policy; examining conditions and selection criteria of the state program “Bolashak” as the main program for EFAM in Kazakhstan. Collectively, the findings of this study confirm the importance of EFAM for both faculty and the university. Findings show that EFAM has improved teaching, research and curriculum as well as promoted internationalization in the university. At the same, university faculty face many challenges related to their poorer proficiency in foreign languages; differences of academic cultures at their university in Kazakhstan and at receiving international universities; unequal access of faculty to Bolashak program. Additionally, poor results of inbound external faculty academic mobility have reduced efficiency of external faculty academic mobility. In conclusion, the study offers recommendations for improving EFAM in one regional university.

Table of Contents

List of Tables.....	6
Chapter 1. Introduction.....	6
Statement of the Problem.....	6
Purpose and Research Questions.....	7
Research Design	8
Structure of the Thesis	9
Chapter 2. Literature Review	9
Definition of External Faculty Academic Mobility.....	10
Policy Description of External Faculty Academic Mobility: Global and National.....	12
Benefits From External Faculty Academic Mobility	18
Challenges to External Faculty Academic Mobility	20
Conceptual Framework	23
Chapter 3. Methodology	25
Introduction	25
Research Design	25
Sample.....	27
Methods	28
Data Analysis	31
Ethical Considerations.....	32
Conclusion	34
Chapter 4. Data Analysis & Findings	34
Introduction	34
Content Analysis of the Documents and Web Site of International Affairs Office	35
Faculty Interviews Findings	41
Head of International Affairs Office Interview Findings.....	59
List of Findings.....	65
Conclusion	66
Chapter 5. Discussion of Findings	67
Finding One: Bolashak is the Main Program of External Faculty Academic Mobility for One Regional University	67

Finding Two: The Emphasis on Kazakh Language as Bolashak Selection Criteria Poses Challenges for non-Kazakh Speakers.....	68
Finding Three: Lack of Knowing Foreign Languages Is a Key Challenge for Implementation of External Faculty Academic Mobility.....	70
Findings Four: Different Academic Cultures and Practices between Kazakhstani Universities and Receiving International Universities Present Challenge for Participating Fully in Academic Mobility Opportunities.....	71
Finding Five: External Faculty Academic Mobility Contributes to Improvement Teaching and Research in the University;	74
Finding Six: Establishment Scientific Contacts with International Faculty Is Very Important Benefits for Faculty and University	75
Findings Seven: Upon Return to Their Home University Settings, Returning Faculty Face Many Challenges in Applying New Learning to the Kazakhstani Context.....	76
Finding Eight: Returning faculty perception of Kazakhstani higher education significantly changed after academic mobility program.....	77
Finding Nine: External Faculty Academic Mobility Is Very Important Trend of University Policy	78
Finding Ten: Inbound Academic Mobility (International Faculty Coming to This University) Is Viewed as Being neither Sufficient nor as Beneficial as Expected.....	80
Finding Eleven: The Status of Being a Regional University in Most Cases Appears to Have Reduced the Opportunities to Take Part in non-Bolashak Academic Mobility Programs, but Bolashak Was Viewed as an Equal Opportunity	81
Applying Discussion of Findings to Research Questions	82
Conclusion	83
Chapter 6. Conclusion	84
Answering My Research Purpose and Questions	84
Recommendations	85
Significance of the Study	86
References.....	88
Appendices.....	93

List of Tables

Table 1 Outbound External Faculty Academic Mobility for three academic years (2010-2013)	37
Table 2 International Faculty in one regional university (inbound external academic mobility) for 2011- spt. 2013 years	39

Chapter 1. Introduction

This thesis represents my Master's degree research in the field of higher educational leadership. The topic of this thesis research is the importance of external faculty academic mobility in one regional university in Kazakhstan. In particular, this study explores the university's experience in implementing external faculty academic mobility, and examines challenges and opportunities which the university's faculty and the university itself face.

Statement of the Problem

Nowadays in the era of globalization and the knowledge-based economy, higher education has emerged as a focus of significant policy reform. One policy priority that has emerged in these reforms is the development of academic mobility, especially external academic faculty mobility. External academic faculty mobility refers to movement of faculty between universities of different countries. This form of mobility is an important policy strategy to promote the internationalization of higher education, scientific and pedagogical exchange, and the convergence of national higher education systems in global educational space. Many scholars and policy document support this point of view (LeBeau, 2010; Leuven Communiqué, 2009; EHEA Mobility Strategy, 2012; Enders and Teichler, 2005). The importance of external academic faculty mobility is described in the following quote: "International mobility is a key component enabling faculty to fulfill their roles and advance their impact on the academy and society" (O'Hara, 2009, as cited in Lebeau, 2010, p. 41).

In previous times faculty academic mobility took place, but now for most faculty it is "integral part of their academic work" (Sylvia & de Bunt Kukhuis, 1994, p. 94). When carrying out foreign scientific and educational internships, faculty members can apply the obtained experience in their home educational institutions upon return, thereby promoting

the development of scientific and educational activities within those institutions (Hoffman, 2009; Enders and Teichler, 2005).

Given this larger international context for policy reforms and these claimed benefits, there is a strong argument made by many that for the modernization of national higher education system, for the conformity with modern requirements of quality higher education, and for improved scientific-research work, faculty academic mobility should be developed in Kazakhstani universities.

Nowadays Kazakhstan pays considerable attention to academic mobility. Examples of this are establishment of the centre of Bologna Process and Academic Mobility under the Ministry of Education and Science, acceptance of “Strategy for academic mobility in the Republic of Kazakhstan for 2012-2020.” There is also a program called “Bolashak” which gives faculty and researchers of national higher educational institutions the opportunity to experience overseas training from 3 to 12 months in foreign universities. Moreover, several international scholarship programs, promoting international internships, are available for Kazakhstani citizens. As a result, more and more teachers of universities participate in academic mobility programs, and many Kazakhstani universities are developing faculty academic mobility. However, as this trend is new enough for higher education within Kazakhstan, there is a need for research seeking to understand the real value and effectiveness of external faculty academic mobility in the Kazakhstani universities.

Purpose and Research Questions

The purpose of this study is to understand the importance of external faculty academic mobility to both faculty and the university at one regional university in Kazakhstan.

In order to achieve identified purpose I set the following research questions to be answered:

1) How does the university experience external academic faculty mobility?

This question was designed to collect general information about the implementation of external faculty academic mobility: statistics, basic trends, university policy agendas, perceptions of participated faculty.

2) What are benefits of external faculty academic mobility to both the university and the faculty themselves? This question is designed to understand the benefits for the faculty and the institution, with specific emphasis on teaching, research activity and curriculum, as a result of the implementation of external faculty academic mobility. Have these benefits really influenced positively for the university and faculty's activities or not?

3) What challenges do both the university and the faculty face in implementation of external faculty academic mobility? This question seeks to understand barriers and difficulties in which faculty and the university's International Affairs department experience in the implementation of external faculty academic mobility.

Research Design

In order to collect information for these research questions described above, I have designed a study with the following features. I used case study design with a qualitative approach. The case is one regional university in Kazakhstan. For data I used combined methods of semi-structured interviews and content analysis of documents of the International Affairs Department. I conducted four interviews with faculty members who participated in mobility programs and one with the head of International Affairs Department. Documents are two annual reports written by the International Affairs department, and an official document listing faculty who participated in faculty academic

mobility for the period from 2010 till 2013. I also examined the Web Site of the university to collect additional statistical information.

In my view, this research design is justified, given the purpose of this study and the research questions working in support of that purpose. This approach allowed me to describe and examine key issues of external faculty academic mobility in one regional university.

Structure of the Thesis

This thesis consists of six chapters, followed by the bibliography and appendices. Following this thesis Introduction is Chapter 2: Literature Review in which I will present a review of the literature relevant to my study. In Chapter 3 “Methodology” I will describe research design, main methods and the procedure of data collection and data analysis. In Chapter 4 “Data Analysis & Findings” I will interpret the data and present findings of the research. Chapter 5 “Discussion of Findings” will be devoted to discussion of these findings. Finally in this thesis Conclusion I will summarize all findings, provide recommendations and give suggestions for future research.

Chapter 2. Literature Review

In this chapter, I will present my literature review for my research project. The purpose of this study is to explore the influence of academic mobility of faculty on the development of one of regional universities in Kazakhstan.

My research questions are:

- 1) How does the university experience external academic faculty mobility?
- 2) What are benefits of external faculty academic mobility to both the university and the faculty themselves?

3) What challenges do both the university and the faculty face in implementation of external faculty academic mobility?

The key issues and concepts that underpin my research project are the following: In the first section, I will discuss definition of academic mobility. This is important for my study because it establishes understanding key aspects of this phenomenon from various points of view. In the second section, I will present policy description of faculty academic mobility: global, national, institutional. This is important to my study because it provides key trends of faculty academic mobility policy in the world, fundamentals of Kazakhstani faculty academic mobility policy and examining features of implementation of faculty academic mobility on institutional level. In the third section I will discuss key concepts of faculty academic mobility like benefits of faculty academic mobility policy, barriers in its implementation, experience and value of faculty academic mobility which connected with my research questions.

Just before the Conclusion, I will present my Conceptual Framework in relation to my research questions that will be developed from analyzed literature.

Definition of External Faculty Academic Mobility

In order to proceed with a discussion I am going to provide a definition of ‘external faculty academic mobility’. I will start with more extended definition of ‘Academic mobility’ and the specify it to external faculty academic mobility. ‘Academic Mobility’ is defined in many documents and by different authors in different ways.

According to the UNESCO report (1998) “Sharing knowledge and know-how across borders and continents of the World Declaration Higher Education for the twenty-first century: Vision and Action,” academic mobility implies “a period of study, teaching and/or research in a country other than a student's or academic staff member's country of residence ('the home country'). This period is of limited duration, and it is envisaged that

the student or staff member return to his or her home country upon completion of the designated period” (as cited in Albuquerque, 2013).

According to the Council of Europe's definition academic mobility - training, teaching, research abroad, then a student, teacher or researcher returns to its basic educational institution (as cited Albuquerque, 2013).

According to the Report “Constructing Paths to Staff Mobility in the European Higher Education Area: from Individual to Institutional Responsibility” (2007) academic mobility’ consists of four types: “visits, exchanges and sabbaticals; grants and fellowships; untenured employment; and tenured employment. In combination with the two justifications for mobility this gives rise to four categories of mobility: traditional academic exchange; early career training and experience; importing cheap academic labour; and targeting the international labour market” (p. 3). Here we see that the phenomenon of ‘academic mobility is very complicated and consists of many types.

In this paper I will use definition from the “Strategy for academic mobility in the Republic of Kazakhstan for 2012-2020” (2012). According to this Strategy (2012) academic mobility is a movement of students and faculty to another higher educational institution for studying or doing research for a limited time as a rule for one term or one academic year. The indispensable condition of academic mobility is transfer obtained credits of examined courses. More specifically, academic mobility is divided into two types: external mobility (movement outside the country), internal mobility (movement inside the country). The mobility is also divided into two outbound (scholars go from a higher educational institution) and inbound (scholars come from another higher educational institution) and inbound. So In this study I will examine consider outbound and inbound faculty external academic mobility in one regional university in Kazakhstan i.e. the implementation of process how faculty of this regional university go abroad and how

international faculty come to this regional university and what experience, benefits and challenges these both processes for this regional university.

From the discussion above, we can see that external faculty academic mobility can be defined as movement of faculty between countries. So I will examine how this phenomenon is implemented in one regional university in Kazakhstan. Therefore this discussion is important for this thesis because it establishes that the definition and understanding of central phenomenon of this research.

Policy Description of External Faculty Academic Mobility: Global and National

In this section I will consider external faculty mobility policy in global national (Kazakhstani) contexts This discussion will help me to show key trends of faculty academic mobility and how these trends influence on the implementation of external faculty academic mobility policy in one regional university. First of I will describe the global trends of external faculty academic mobility policy. I will consider this mostly in the context of developing countries like Kazakhstan because . Nowadays in the era of globalization staff academic mobility is one of integral trends of internationalization of higher education (LeBeau, 2010). In the global arena the key role in implementation of academic mobility belongs to USA and European Union programs. This is explained by majority of world class research universities are located in these two regions (Marginson, 2006) and therefore they are key drivers of internationalization.

Both regions, the USA and the EU, promote international faculty academic mobility programs which also embrace Kazakhstani higher educational institutions. Key strategy of faculty academic mobility in European Union is “Mobility Strategy 2020 for the European Higher Education Area” adopted by the Ministers of the European Higher Education Area (EHEA) countries. The central aim of this Strategy is “expanding and improving academic collaboration and dissemination of innovations and knowledge within

the EHEA, further internationalizing higher education systems and institutions and improving them through comparison with one another, promoting the employability and personal development of the mobile people and strengthening the cultural identity of Europe” (EHEA, 2012) . But except benefits for European Higher Education Area it also concerns other parts of the world: for exchange and collaboration.(EHEA, 2012). Mobility is seen as means of promoting collaborations in higher education with non European countries. One of the current policy aims of the European Commission is the creation of the European Research Area/ERA, attracting highly skilled and highly qualified people from all over the world (Isaakyan, 2009).

As we can see this strategy promotes integration of national higher educational countries and widespread influence on non-European regions. One important instrument for realization of these goals is the Erasmus Mundus Program. Erasmus Mundus is a cooperation and mobility programme in the field of higher education that aims to “enhance the quality of European higher education and to promote dialogue and understanding between people and cultures through cooperation with third countries.” (Erasmus Mundus Programme, 2013). One component of this program is staff academic mobility with non European countries, predominantly with developing countries. It provides the opportunity of academic staff of one university of developing country to spend three months in European university-partner (Erasmus Mundus Programme, 2013)

Besides, Erasmus Mundus some European countries also have international faculty mobility program. For example, DAAD offers grants for one to three months in all academic disciplines to scholars at US and Canadian institutions of higher education to pursue research at universities, libraries, archives, institutes or laboratories in Germany. Grants are awarded for specific research projects and cannot be used for travel only,

attendance at conferences or conventions, editorial meetings, lecture tours or extended guest professorships (DAAD, 2014).

The USA also provides many international scholarship programs for faculty mobility of developing countries. Most prestigious universities in the world are located in USA. USA has created what many describe as the best higher educational system in the world. The most important of them are Fulbright, JFDP (junior faculty academic mobility programs). The Fulbright Visiting Scholar program brings accomplished international scholars to the United States to conduct advanced research at U.S. universities for a period up to one academic year (Fullbright, 2013). The Junior Faculty Development Program provides university instructors with a semester-long opportunity to expand their knowledge and expertise in their academic field by attending classes and working with faculty members at universities in the United States (JFDP, 2012). The length of this program was one term. Now this program is closed, but faculty of many years and many developing countries like Kazakhstan participated in this program.

Moreover, there are many international scholarship programs of private institutions like Open Society Institute which provide opportunities for faculty from developing country to do research and study in universities of Europe and USA. Good example is Faculty Development Fellowship program which acted many years in Kazakhstan also. This program encouraged faculty “to generate innovative approaches to curricular and pedagogic reform, to develop and introduce new content in university courses, to raise the quality of instruction in higher education in the countries served, and to build and sustain local and international academia networks” (FDFP, 2010). Each award supports up to three semesters in the United States – one semester at the US host university (Spring Semester), and the subsequent semester back in the home university (Fall Semester) (FDFP, 2010).

All described programs embraced and some of them continue embracing Kazakhstan. International trend of promoting academic mobility now is obvious in Kazakhstan.

This discussion of the many international scholarship opportunities for External Faculty Mobility is important because it establishes that there are several alternatives for Kazakhstani faculty and they often use international scholarship programs. In my research I had participants of described above programs.

Now I will describe key documents which regulate implementation of academic mobility on the state level in Kazakhstan.

This description is important to my study because knowing of normative base gives the opportunity to understand the role of faculty academic mobility in educational policy in Kazakhstan. As the role of the state is a key and very important in the development of education in Kazakhstan and there is insufficient amount of research in Kazakhstani science about faculty academic mobility the explanation of regulations of implementation of faculty academic mobility will help to answer on research questions of the study.

Nowadays internationalization is one of the most important trends in Kazakhstani higher education development (Kurakbayev & Sagintaeva, 2013). This trend has become very significant in shaping the policy of higher education, especially in the last decade (Oralova, 2013). Kazakhstan became a member of Bologna process and tries to modernize its higher education system according to European standards Joining to Bologna process, 2013). Faculty academic mobility is very significant trend of internationalization of Kazakhstani higher education and convergence with western higher education, particularly as described in Bologna process policy (Bucharest Communiqué, 2012).

Now I will describe the basic state regulations of faculty academic mobility in some Kazakhstani policy documents. They are Concept of academic mobility of students of

higher education institutions in Republic of Kazakhstan(2011); Strategy for academic mobility in the Republic of Kazakhstan for 2012-2020(2012) – main document of policy. However it is necessary to mention that Strategy and Concept are more oriented to students than faculty but general trends they show.

“Strategy for academic mobility in the Republic of Kazakhstan for 2012-2020”(2012) – main document of policy. It contains analysis of current situation in development of academic mobility in Kazakhstan; the tasks for development faculty mobility, meaning of faculty academic mobility in development of academic mobility in Kazakhstan and expected results by 2020.

“Concept of academic mobility of students of higher education institutions in Republic of Kazakhstan”(2011). Analysis of current situation in higher education and conditions for development of academic mobility, sight of academic mobility as an educational policy, normative and institutional support of academic mobility including faculty academic mobility;

Resolution of the Government of the Republic of Kazakhstan dated 27 March 2012 № 355 About modification and additions in the decree of the Government of the Republic of Kazakhstan dated June 11, 2008 № 573 «About approval of Rules of selection of candidates for awarding the international scholarship of the President of the Republic of Kazakhstan «Bolashak». Regulations of faculty and researchers mobility (scientific and pedagogical workers).

According to “Strategy” and “Concept” faculty academic mobility along with student academic mobility is one of the main trends of internationalization higher educational policy in Kazakhstan and improvement of its quality. On the base of state documents it is defined following goals of academic mobility policy in Kazakhstan: Main goals of academic mobility’s policy are following:

- Development of internationalization of higher education;
- Implementation of conditions of the Bologna Process;
- Promotion qualified organization and sustainable growth of academic mobility by Government support and State regulation;
- Increasing quality of educational programs, teaching and conducting research in Kazakhstani universities by using experience of foreign universities, - increasing attraction of Kazakhstani universities abroad.(Strategy, 2012; Concept, 2011)

Also important role plays Bolashak scholarship program. Most of Kazakhstani participants in external faculty academic mobility used Bolashak scholarship. International presidential scholarship “Bolashak” was founded in 1993 on the basis on Decree of the President of the Republic of Kazakhstan dated November 5, 1993 No 1394 “About establishment of Kazakhstan Presidential international “Bolashak” scholarship”. The aim of Bolashak programs was train specialists to provide the needs of the country in transforming the economy to market economy and to build international relations (Presidential Decree, 1993). Bolashak became one of the strategies of Republic of Kazakhstan for promotion of internationalization of higher education. This scholarship gave the opportunity to talented students of Kazakhstan to study in the best world universities on postgraduate’s degree level. (Dairova, Jumakulov, Ashirbekov, 2013, p. 92) Since this time "Bolashak" scholarship has been awarded to solve the problem of the shortage of specialists in priority sectors of economy of Kazakhstan. But besides since 2008 Bolashak has provided the opportunity for faculty to get internship from 3 months to one year. (Resolution, 2012). In order to be eligible for a teacher must have 3 years of work experience, have invitation from international university with good reputation, take exam in Kazakh language, foreign language exam psychological test and to be interviewed by special commission (General Demands, 2014).

After returning participants must work in their home universities for three years. If they decided not to work participants will have to return money for internship to the State. We see here a case of anti-brain drain policies which often are implemented by developing countries. According to the Report “Constructing Paths to Staff Mobility in the European Higher Education Area: from Individual to Institutional Responsibility” (2007) there are several types of anti-brain drain policies: “Return of migrants to their source country; restriction of international mobility; Recruitment of international migrants; Reparation for loss of human capital (tax); Retention through educational policies; Retention through economic development. From these types of policies Kazakhstan promoted the first one through the condition of three years work after mobility period” (pp. 16-17). Moreover, if a faculty member wants use Bolashak he must provide the guarantee from his higher educational institution about guarantee of job placement.

As we can see the state promoted policy for development of external academic mobility in Kazakhstan, create the opportunity of faculty to take internship abroad. In this section I described policy of academic mobility on global, national levels. The national level was connected with Kazakhstani policy, in implementation of academic mobility; the global level describes key trends of faculty academic mobility and important international scholarship programs which also embrace Kazakhstani universities. The content of described policies shows the importance of external faculty academic mobility in contemporary educational policy in global and Kazakhstani area in particular.

Benefits From External Faculty Academic Mobility

Now I discussed main benefits of faculty academic mobility according to research literature. First of all, I will discuss one of the key issues for my study: benefits from faculty academic mobility. This concept is important as it shows the aims and positive results of faculty academic mobility policy in general, and this analysis is relevant to my

second research question: What are benefits of external faculty academic mobility to both the university and the faculty themselves? . According to the Report “Constructing Paths to Staff Mobility in the European Higher Education Area: from Individual to Institutional Responsibility” (2007) the value of academic mobility is “exchange of different types of knowledge, interpretations of society, and pedagogical approaches” (p. 8).

In this report is also argued that staff academic mobility promoted benefits the higher education system in both the ‘sending’ and ‘receiving’ countries “via the exchange of knowledge, experience and practice”. In this report faculty academic mobility is considered as means of promotion of Bologna Process and explained like part of process by socio-cultural, scientific exchange and labour market (p. 8).

Enders and Teichler (2005) also describe similar benefits from international faculty academic mobility on the basis on a Survey of participated faculty: "Most mobile teachers believed that the teaching period abroad contributed to the improvement of their international and intercultural understanding, helped them to become familiar with other teaching methods, and was valuable for improving their research contacts” (p. 108). However it was interesting point that there were substantial benefits from mobility for their career (p. 107), They also emphasize the importance of international faculty academic mobility for “fostering of communication and cooperation among European higher education institutions” (p. 97).

In literature considerable attention is paid to economic benefits from international academic mobility. “As it mentioned in the Leuven Communiqué academic mobility as a means of economic recovery, outlining a number of new measures for improving the ‘quality of mobility’ but with a strong emphasis on the economic benefits” (Commission 2009, as cited in Isakyaan, 2009)

In the article “The International Mobility of the American Faculty: Scope and Challenges” written by Le Beau (2010) it is asserted that “Faculty members who spend years abroad are more likely to incorporate international issues in their teaching and have a research agenda with an international scope than those who do not” (p.43). Author on the basis of his own experience argued: “in most Chinese universities faculty members are required to conduct research or study in a developed country for a minimum of one year before being considered for tenure” (p. 47). From this article we can see faculty mobility is especially important for developing countries as it significantly improves the quality of research work in universities..

As regards developing countries, in which Kazakhstan is included, they promote international faculty academic mobility in order to modernize its higher education system, improve the quality of higher education for economic purposes by attracting foreign staff and increase the qualification of local faculty (Fahey & Kenway, 2010).

As we can see from this section there are a lot of benefits from faculty academic mobility. First of all they concern improving teaching, research, and curriculum. They also include some economical and intercultural benefits. But to obtain benefits faculty and universities face some challenges and barriers which are also presented in research literature.

Challenges to External Faculty Academic Mobility

The second of important concepts for examining in works devoted to faculty academic mobility is the study of barriers and challenges to implementation. In this section I will describe this concept at international, national and institutional levels on the basis of research literature. This concept is important as it shows the barriers and difficulties of faculty academic mobility policy in general, and this analysis is relevant to my third

research question: What challenges do both the university and the faculty face in implementation of external faculty academic mobility?

In foreign literature obstacles to academic mobility are more described and examined. According to the Report “Constructing Paths to Staff Mobility in the European Higher Education Area: from Individual to Institutional Responsibility” (2007) there are following barriers to academic mobility: “Finding an appropriate exchange partner; Finding funding for exchange; Gaining leave of absence; Ensuring that existing duties are covered; Ensuring that family responsibilities can be fulfilled; Financial and administrative problems rising from temporary absence of staff Enabling equal access to mobility for all staff, regardless of personal situation” (p. 21). Dewey and Duff identified four types of barriers from a case study in University of Oregon: “lack of coordination and information available regarding engagement in international initiatives; limited findings availability for international work; specific administrative policies and procedures that are disincentives to participation in international initiatives; lack of staff and personnel to facilitate international initiatives” (Dewey and Duff, as cited in Lebeau, 2010, p. 45).

One of the important concerns in realization of academic mobility policy is “brain drain”, defined as immigration of highly skilled workforce and scientists. (Tremblay, 2005, p. 197) Therefore some developing countries implement anti-brain drained policy which is also a barrier to faculty academic mobility (Report, 2007, pp. 15-16).

The issue of challenges of faculty academic mobility also Enders and Teichler (2005) state Four problems connected with External faculty academic mobility in the Survey “Experiences of Academic Staff Members in the Context of ERASMUS”: “Little financial support (45%); heavy workload in the preparation for the teaching abroad period (35%); interrupting teaching and research commitments at the home institutions (33%); finding replacement staff” (p. 103).

Examined Staff mobility in Europe Henrion (2011) defines three following main obstacles according to Survey of faculty, participated in mobility programs: “An Erasmus Assignment is not valued by university or government as part of the career development of the teacher; home and host academic calendar are incompatible; lack of complementary funding” (pp. 84-85).

As regards Kazakhstani situation in literature the main challenge is defined as lack of knowledge of foreign languages: Kurakbayev and Sagintaeva (2013), Oralova (2012); Niyazbekova (2013). The same idea is supported by to the Survey presented in the Strategy for academic mobility in the Republic of Kazakhstan for 2012-2020.

The special attention is paid to Bolashak program and challenges promoted this program. Niyazbekova (2013) in her article devoted the role of Bolashak in implementation of international internships of Kazakhstani faculty on the basis of survey defines following problems in participation in Bolashak program: Difficulties in taking Kazakh Language exam; Difficulties in taking Foreign Languages exam; Weak knowledge of the subject ‘History of Kazakhstan’ (concerns people of old ages); Uncertainty in interview; Little allocation money for expenditures (for some countries) (Niyazbekova, 2013). A topic of planned research in foreign universities is not significant for Kazakhstani science the scientific project is specified not; Exhausting procedure of collecting documents.

Challenges in institutional level in Kazakhstan are presented by O’Hara (KIMEP university) on are defined as very bureaucratic process of recruitment and retention of international faculty (O’Hara, 2013, p. 108). Unfortunately, there is no sufficient literature to describe institutional challenges despite it is supposed they also take place.

Thus, as we can see from the literature faculty academic mobility has many challenges and barriers for participants. Most important of them according to literature are lack of sufficient financial support and language barriers.

Conceptual Framework

The more general term “*academic mobility*,” as described above, refers to free movement of scholars between institutions and countries (UNESCO (1998); Strategy of Academic Mobility (2012) and training teaching and research abroad for a limited period of time. (EHEA, Mobility Strategy, 2012) .Academic mobility is described in the Strategy of Academic Mobility of Republic of Kazakhstan (2012-2020) as being “divided into two types: external mobility (movement outside the country), internal mobility (movement inside the country). In this study, I am focused on this latter external dimension of academic mobility as it refers to faculty, specifically.

Faculty academic mobility policy, as described above, is presented on international, national and institutional levels. On international level faculty academic mobility is one of the means of the “*internationalization of higher education*” systems in the conditions of globalization (EHEA Mobility Strategy, 2012; LeBeau, 2010; Enders and Teichler, 2005; Hoffman, 2009; Kim. 2009) It is also serves integration of national educational systems in large regional integration in union like European Union, means sociocultural and scientific exchange, widespread of cultural and political values of developed regions of world like USA, European Union. (EHEA Mobility Strategy (2012), Isakyaan 2009, Study for Education international, 2007, Enders and Teichler, 2005; Leuven Communiqué, 2009; Sylvia & de Bunt Kukhuis, 1994)

Faculty academic mobility is implemented by international scholarship program like DAAD, ERASMUS.(Stone, 2003, Enders and Teichler, 2005; Henrion, 2011)

On national (Kazakhstani) level faculty academic mobility promote internationalization and convergence of Kazakhstani higher educational system to the world higher educational standards, It also serves the aims of modernization of higher educational system and promotion of better quality of education. (Strategy of academic mobility in the Republic of Kazakhstan, 2012; Presidential Decree, 1993). The main program for implementation of faculty academic mobility is Bolashak. (Dairova, Jumakulov, Ashirbekov, 2013; Nyyazbekova, 2013; Kurakbayev & Sagintaeva, 2013) Bolashak has provided many opportunities for Kazakhstani faculty to participate in academic mobility, but international scholarship programs like Erasmus, IREX also give similar opportunities for Kazakhstani faculty. (Oralova, 2013; Nurbek, 2013)

As regards institutional level every universities nowadays aims to develop external faculty academic mobility . Kazakhstani universities mostly use state funds for implementing faculty academic mobility (Omurbayev, 2012; O'Hara, 2012).

For external faculty academic mobility as discussed above benefits include as economical as socio-cultural ones (Isakyaan, 2009; Enders and Teichler, 2005; Fahey & Kenway, 2010). Mobility promotes exchange of knowledge, pedagogical approach, supports research contacts contributes to communication and cooperation between universities. (Sylvia & de Bunt Kukhuis, 1994; EHEA Mobility Strategy, Isakyaan 2009, Study for Education international, 2007, Enders and Teichler, 2005; Le Beau, 2010; Henrion, 2011)

As regards challenges They include insufficient financial support; family responsibilities administrative problems rising from temporary absence of staff equal access to mobility for all staff, 'brain-drain' .(Hoffman, 2009; Enders and Teichler, 2005; Henrion, 2011; Isakyaan 2009; Le Beau, 2010; Henrion, 2013) Specifically to Kazakhstani they are lack of knowledge of foreign languages; Bolashak selection criteria; different academic cultures and practices between Kazakhstani universities and

international ones. (Oralova, 2013; Nurbek, 2013; Dairova, Jumakulov, Ashirbekov, 2013; Nyyazbekova, 2013).

Chapter 3. Methodology

Introduction

In the previous chapter I provide a literature review relevant to my study. In this chapter I describe research design and methodology. In the discussion below, I will describe and justify the choices I have made in developing a qualitative case study that will help me answer the following research questions: 1) How does the university experience external academic faculty mobility? 2) What are benefits of external faculty academic mobility to both the university and the faculty themselves? 3) What challenges do both the university and the faculty face in implementation of external faculty academic mobility?

In the first section, I will discuss the justification of qualitative case study design. In the second section, I will explain how and why I selected the sample and describe research site. In the third section I describe and justify my research methods used to collect data for my study. In the fourth section I will describe how I analyzed data. In the last section I present ethical considerations.

Research Design

In this section, I will introduce the research design of my research and reasons why it is appropriate for my research purpose.

In my research I use qualitative approach described by Johnson and Christensen (2012) as “relying primarily on the collection of qualitative data (nonnumeric data, such as words and pictures)”(p. 376). Additionally qualitative research “relies on reasons behind various aspects of behavior. Simply put, it investigates the why and how of decision making as compared to what, where and when of quantitative research”(Bryman,

2008,p.98). A qualitative research approach is justified for my study because “Qualitative researchers generally study a phenomenon in an open-ended way, without prior expectations that are based on their interpretations of what they observe (Bryman, 2008, p. 376). My topic devoted to External faculty academic mobility is related to this description because I hadn’t any expectations or hypotheses of my research and the phenomenon of external faculty academic mobility in open-ended way. Furthermore, qualitative approach “gives voices to participants, and probes issues that lie beneath the surface of presenting behaviors and actions” (Cohen, Manion and Morrison, 2011, p. 219).

Using qualitative approach, I conducted case study design. Case study is “a detailed examination of one setting, or a single subject, or a single depository of documents, or one particular event” (Bogdan & Bicklen, 1998, p.54). In my study the ‘one setting’ is one regional university in Kazakhstan where central phenomenon of external faculty mobility is being experienced. As regards type of case study design I used “instrumental” case study defined as one in which “the researcher primary interest is an understanding something more general than in the particular case.”(Johnson and Christensen, 2012, p.397) My primary research interest is to understand something about the experience, benefits, and challenges of external faculty academic mobility in all regional universities by studying only one.

I also chose qualitative case study research design because it “can be particularly appropriate for individual researchers because it provides an opportunity for one aspect of a problem [External faculty academic mobility] to be studied in some depth” (Bell, 2010, p.8).

This research I began when I interpreted a research problem and developed a research purpose aimed at that problem, and then research questions working to achieve that purpose. Then I developed my instrument based in my research questions. I conducted

entry negotiations with one regional university, developed an interview protocol, consent form for participants, pilot tested it on one person, and then after approval of ethics committee and received consent from one regional university I went to one regional city in Kazakhstan.

In this section of methodology chapter I explained the justification of qualitative case study design. Now I will start next section – sampling.

Sample

In the second section, I will explain how and why you I selected the sample and describe research site. I started my data collection by visiting the university administration to get its permission for conducting research in one regional university. After approval I began to select potential candidate.

I used purposeful sampling. “In purposeful sampling researchers intentionally select individuals and sites to learn and understand the central phenomenon” (Creswell, 2014, p. 228). So I implemented following strategy for sampling. Before started I had decided to interview the Head of International Affairs Office and faculty who participated in external faculty academic mobility.

So first I knew who of faculty participated in external academic mobility programs more than three months term. From the Head of International Affairs Office I found that there were 22 faculty members who work in the university. I picked four of them according to a type of academic mobility program: state (Bolashak) and international. I chose Bolashak because it is most popular and widespread state program promoted academic mobility. I didn't indicate any particular international program and combined them in ‘international’ type because international-funded programs are also often used by Kazakhstani faculty. I decided to choose four faculty (two of them participated in international programs; the rest two in state program). After I negotiated with potential

faculty and the Head of International Affairs Office and obtained their consent to participate in my research project.

Participant Chart:

	Position	Duration of mobility program	Specialty of mobility program	Mobility program	Country
Participant 1	Professor	5 months	TESOL(Teaching of English to Speakers of Other Languages)	JFDP	USA
Participant 2	Docent	12 months	History	Bolashak	USA
Participant 3	Head of a department, docent		Pedagogy	DAAD	Germany
Participant 4	Head of a department, Docent		Management in education	Bolashak	Switzerland
Participant 5	Head of International Affairs Office	Didn't participate in mobility program	NA	NA-	NA-

Research site is one regional university in Kazakhstan where I knew external faculty academic mobility is practiced and considered important. I hadn't any problem in organization research in this university. University administration was interested in my study, gave me permission in conducting it and rendered me assistance.

Thus, sample procedure was based on purposeful sampling and took place in one regional university in Kazakhstan.

Methods

In the sections above, I described my research design and my sampling procedure. In this section I will describe and justify my research methods used to collect data for my study. First I will present two main methods of my study – semi-structured interview and content analysis of documents. I used combined method of two various in content of

interviews and secondary data such as documents because case study research methodologists “use multiple methods and multiple data sources...take an eclectic approach and rely on any data that will help you understand your case and answer your research questions.” (Johnson and Christensen, 2012, p.398)

Interview. Interview was chosen as the main methods of my research because the interview is a most important tool in qualitative research (Kvale, 1996; Merriam, 1998; Seidman, 1998). Kvale (1996) describes the qualitative research interview as an “attempt to understand the world from the subject's point of view, to unfold the meaning of peoples' experiences, to uncover their lived world” (as cited in Bloomberg & Volpe, 2008, p. 82).

I used semi structured interview. Fontana and Frey (2006) defines semi-structured interviews as “one of the most powerful ways in which we try to understand our human beings (as cited in Creswell, 2012, p. 60). In semi-structured interviews “the researcher has a list of questions or fairly specific topics to be covered, often referred to as an interview guide, but the interviewee has a great deal of leeway in how to reply. Questions that are not included in the guide may be asked as the interviewee picks up on things said by interviewees”. (Bryman, 2012, p. 471)

Semi structured interview was useful for my study because: A) the interview process is flexible.” the interview programme was not based upon a set of relatively rigid pre-determined questions and prompts. (Beardsworth and Keil (1992) as cited in Bryman, 2008, p. 471). This type of interview provides sights in how research participant view the world. “Interviewees themselves raised additional or complementary issues, and these form an integral part of the study’s findings.” (Beardsworth and Keil (1992) as cited in Bryman, 2012, p. 472).

So this kind of interview best allows participants to provide rich and thick descriptions of their experience of participation in external faculty academic mobility programs.

I have two different interview protocols: one for faculty members and second for the Head of International Affairs Office. Questions of interview for faculty members (Appendix A) What are benefits of external faculty academic mobility to both the university and the faculty themselves? What challenges do both the university and the faculty face in implementation of external faculty academic mobility?

Questions of interview for a head of International Affairs Office were (Appendix B) devoted predominantly to answering to following research questions: 1) How does the university experience external academic faculty mobility? 2) What are benefits of external faculty academic mobility to both the university and the faculty themselves? 3) What challenges do both the university and the faculty face in implementation of external faculty academic mobility?

Interviews took place in the auditoriums of one regional university lasted between 40 to 60 minutes. Each interview began with my explanation of the study and my presentation of the Consent Form (Appendix C). Once the form was signed, I began the questions. All interviews were audio-taped with participants' permission. The interviews were conducted in Russian and they were transcribed afterwards. All citations of these interviews were translated into English (Appendix D).

Content analysis of documents. Due to anonymous nature of this study I will not be referring to the actual names of documents authors or other identifying features of the texts. I will create pseudonym for each document to indicate the general content. Because of this I will not use these texts in reference pages.

With permission of the Head of International Affairs Office I had access to electronic version of some documents of International Affairs Office of one regional university. These documents are annual reports, lists of faculty who participated in external and academic mobility programs and internships from several weeks to one year. All documents are related to the period from 2010 to 2013 years. I used documents as additional data for my study because “Documents provide an excellent source of additional data, e.g. as a complement to interviews or observation (especially suited to some respondents” (Wellington, 2000, p.114). As Wellington (2000) writes documents “can enrich a study throughout the research process” (p. 114). So these documents provided me statistical information and helped to describe university policy in implementation of external faculty academic mobility.

I conducted Content analysis of these documents I method which “Involves establishing categories and systematic linkages between them counting the number of instances when those categories are used in a particular item of text”(Silverman, 2010, p. 433).

Thus, in this section I described main methods of data collection: interview and documents. All methods were implemented successfully and provided me necessary data for research.

Data Analysis

In the section above, I described the methods I used to collect data. In this section, I will describe how I organized and analyzed obtained data and interpret my findings I began analyzing the data from the data collection I kept on during the writing-up.

The five 40-60 minutes interviews were recorded on my dictaphone. I transferred the file to an mp3 and uploaded it to my laptop. I also copied electronic version of documents of International Affairs Office and uploaded it to my laptop. I transcribed each of the

interviews. Once transcribed, I read through each transcript to get a sense of the overall information. Then, I began a coding process looking for themes related to categories already existing in my research questions, but also themes I did not anticipate. I divided my whole data into three broad sections: documents; faculty interviews; Head of International Affairs Office interview. Then subdivided each section into several categories and divided some of these categories also into themes.

These categories were further analyzed in order to develop my statements of findings. For example, my finding stated that Bolashak is the main program of external academic mobility for university faculty. My categories: number of participated faculty for the last three years per year; countries, in which mobility take place, kind of mobility programs; evaluation. Example of a finding is provided in Appendix E.

In data analysis I combined two methods: qualitative content analysis and interview. My preliminary data was interview. I moved from description to interpretation of interview data. On the basis on this interpretation I defined categories and coded them. After data analysis of interviews I conducted content analysis of my secondary data – documents. I used following stages: described name, date-line, brief content an documents; defined categories and coded them. By combining these two I stated my findings.

Ethical Considerations

In this section, I will present ethical considerations of my research. According to Creswell (2014) in qualitative research ethical issues include: “informing participants of the study; refraining from deceptive practices; sharing information with participants; being respectful of the research site; using ethical interview practices maintaining confidentiality, and collaborating with participants.” (p. 4). All these issues were applied by me in my study. Once I developed the proposal for my research, I used that information to prepare

the NUGSE Ethics Form (please see Appendix C). On this form, I described/ purpose and research questions; research design and methods, risks and benefits of research and anonymity and confidentiality procedures. This research was approved on March 17, 2014 by Ethical Committee of Graduate School of education of Nazarbayev University.

Important to this ethics review process was my Consent Form, on which I provided brief description of research, time and procedures of interview, participant's right, anonymity and confidentiality. Confidentiality and anonymity are very important of my research because I consider is unethical to mention of name of university in because possible my research can influence on reputation and mention name of participants as their points of view also can deteriorate their relationship with university administration.

So Anonymity can be ensured for participants to protect their privacy and confidentiality. For the purpose of anonymous protection pseudonyms were used. Participants were identified only in pseudonym form in all phases in the study, in all field notes, computer files, and all project texts including the final thesis. I didn't also identify the university name instead I will use the pseudonym One regional university. Consent forms and other documents with identifiable information were kept in a separate, secure location: a locked desk drawer. All computer files related to the project all audio recordings were kept in a secure, password-protected computer.

I gave the rights for participants to withdraw their participation without prejudice in any time if they didn't want to participate.

In my research I almost didn't meet challenges of ethics. All participants agreed to participate in research and no one refused to take part in my study. Only one thing connected with Kazakhstani officials I decided not include to my study because I considered it unethical.

Overall, all ethical considerations and procedures were implemented in this study.

Conclusion

The purpose of this chapter was to describe research design and methodology of my research. As we saw above, the chapter began with defining research design and description sampling procedure. Research design, methods and data analysis approach described above formed the basis of the discussion in the next chapter - Data Analysis & Findings.

Chapter 4. Data Analysis & Findings

Introduction

In this chapter I will examine and interpret the data from my research devoting to issues of external academic faculty mobility in one regional university in Kazakhstan. For successful studying this topic I will consider following research questions: 1) How does the university experience external academic faculty mobility? 2) What are benefits of external faculty academic mobility to both the university and the faculty themselves? 3) What challenges do both the university and the faculty face in implementation of external faculty academic mobility?

In order to answer those questions, I did a qualitative case study with the methods of content analysis of relevant policy documents and semi structured interviews of university faculty who have experienced external mobility for three months or longer and a Head of the International Affairs Office. The case in this study is one regional university in North Kazakhstan. Studying this case can show dynamics of development academic mobility in one university; examine key issues in organization and challenges which a one regional university is faced in its implementation; and benefits and challenges for participated faculty members through perception of some of them.

This chapter will be developed in four sections, with the first three organized according to three different data sources; and the last section will be a list of findings

drawn from this data analysis. Part one is content analysis of the documents and web site of International Affairs Office of one regional university. I have personally translated all text referred to in the discussion below. In the second section I will analyze data from interviews of four faculty members who participated in a program of external academic mobility. The third section will be presented by detailed analysis of interview of the Head of International Affairs Office about key issues and challenges in implementation external academic mobility in one regional university. The fourth section presents most important findings of this study which will be discussed in the next chapter ‘Discussion of Findings’.

Content Analysis of the Documents and Web Site of International Affairs Office of One Regional University in Kazakhstan.

In this section I will conduct content analysis of documents which I gained access during my data collection. This analysis will show the level of development of faculty academic mobility, dynamics for the last three years (number of participants in bound and unbound academic mobility), countries involved in faculty academic mobility).

I will analyze four documents: two annual reports of International Affairs Office (for 2011-2012 academic year, and for 2012-2013 academic year), the “List of faculty and graduate students who participated in any mobility programs for 2010-2012 years”, and the web page of International Affairs Office of one regional university.

First of all I will briefly describe content of all documents. Two reports are result of activity of the International Affairs Office for one academic year. Every report was authored by the Head of International Affairs Office and the audience is the Rector of the university. It contains main functions of Office’s activity. From my point of view following functions refer to my research: “assistance for internship to the near and far abroad on profile specialties within the “Bolashak” program; organization of sending of faculty to the near and far abroad, rendering visa, consulting support; involvement of

foreign lecturers of the near and far abroad for the purpose of lecturing on disciplines for students, undergraduates, doctoral candidates of university; holding information seminar for students, faculty and the staff of university according to educational international scholarship programs.

Web page presents main information about International Affairs Office which would be useful for prospective and current students and for faculty. It contains main directions, tasks, perspective plan for current 2013-2014 academic year and main progress for the last three years. The part about achievements is useful for my study. It contains information about attracting international faculty; scholarship programs and number of faculty who take part in this program.

Now I will present information referring to external faculty according 4 categories: number of participated faculty for the last three years; type of mobility programs; countries, in which mobility take place,; evaluation of external faculty mobility policy in documents.. Before representing information I would like to mention that I will focus on external academic mobility program duration 3 months and more as I indicated in the introduction of this study.

Number of participated faculty for the last three years. According to these reports we can see steady growth of the university's faculty who participated in external academic mobility programs (from 3 months and more): 2010-2011 academic year there were 2 people; 2011-2012 – 5; 2012-2013 – 21. You can see below the Table 1 which contains people, length, and country per year.

Table 1 Outbound External Faculty Academic Mobility for three academic years (2010-2013)

Year	People	Length	Position	Program of	Country, Place of
------	--------	--------	----------	------------	-------------------

				Academic mobility	mobility
2010-2011	1	4 months	Head of a department	Junior Faculty development Program (USA)	USA, University of North Carolina, Chappel Hill
	2	5 months	Head of International Affairs Office	Bolashak	UK, University of Cambridge
2011-2012	1	4 months	Faculty member	Bolashak	Canada, Dalhousie University
	2	3 months	Dean of faculty	Bolashak	Russia, Moscow
	3	12 months	Faculty member	Bolashak	USA, Columbia University
	4	3 months	Head of department	Bolashak	Russia, Moscow State University
2012-2013	1	9 months	Faculty member	Bolashak	UK, Reading University (Lang. course). Switzerland, Montreux School of Business
	2	9 months	Faculty member	Bolashak	UK, Reading University (Lang. course). Switzerland, Montreux School of Business
	3	9 months	Faculty member	Bolashak	UK, Reading University (Lang. course). Switzerland, Montreux School of Business
	4	9 months	Faculty member	Bolashak	UK, Reading University (Lang. course). Switzerland, Montreux School of Business
	5	9 months	Faculty member	Bolashak	UK, Reading University (Lang. course). Switzerland, Montreux School of Business
	6	9 months	Faculty member	Bolashak	UK, Reading University (Lang. course). Switzerland, Montreux School of Business
	7	9 months	Faculty member	Bolashak	UK, Reading University (Lang. course). Switzerland, Montreux School of Business
	8	9 months	Faculty member	Bolashak	UK, Reading University (Lang. course). Switzerland, Montreux School of Business

	9	3 months	Head of a department	Bolashak	Switzerland, Montreux School of Business
	10	3 months	Faculty member	Bolashak	Switzerland, Montreux School of Business
	11	3 months	Faculty member	Bolashak	Switzerland, Montreux School of Business
	12	3 months	Faculty member	Bolashak	Switzerland, Montreux School of Business
	13	3 months	Faculty member	Bolashak	Switzerland, Montreux School of Business
	14	3 months	Faculty member	Bolashak	Switzerland, Montreux School of Business
	15	3 months	Faculty member	Bolashak	Switzerland, Montreux School of Business
	16	3 months	Faculty member	Bolashak	Switzerland, Montreux School of Business

From the table above we can see steadily growth of participation in outbound external mobility programs. But this growth became possible because of the rapid development of the Bolashak Scholarship program. This program promoted special program for faculty in 2012-2013 academic year and a lot of faculty members gained the opportunity to take part in mobility program. This program also provided language course for faculty with poor knowledge of English.

As regards inbound external academic mobility programs i.e. the number of international scholars visited the university. The duration of all mobility programs are not indicated in documents but approximately all of them were less 3 months. Therefore they are not suitable for this study as I examined only programs 3 months and more. However, from the words of the Head of International Affairs Office only one international faculty (see the section “Head of International Affairs Office Interview Findings”) for the period from 2011 till 2013 worked at the university so I decided to consider programs less than three months for international faculty.

Table 2 International Faculty in one regional university (inbound external academic mobility) for 2011- spt. 2013 years

Year	Country	Number of international faculty
2011	European Union	31
	Great Britain	1
	USA	2
	CIS (Russia, Ukraine, Belarus, Azerbaijan)	10
	Turkey	5
	Overall for the year	48
2012	European Union	28
	Great Britain	3
	USA	2
	CIS (Russia, Ukraine, Belarus, Azerbaijan)	13
	Turkey	7
	Overall for the year	53
January- September 2013	European Union	7
	Great Britain	1
	USA	2
	CIS (Russia, Ukraine, Belarus, Azerbaijan)	5
	Turkey	7
	Overall for the year	22

Type of mobility programs. From the table we also see that Bolashak program met the most often in academic mobility programs (22 times of 23). Therefore the State is the main financial source and provider of external faculty mobility programs. International programs are rarely met in the table. We can see only Junior Faculty Development program in the table. However if we consider short term programs and internships (less

than three months, mostly 2-4 weeks) from “List of faculty and graduate students who participated in any mobility programs for 2010-2012 years” we see international programs sponsored by Kazakhstani government and various international funds more oftentake place.

Countries. Considering countries of outbound external faculty academic mobility we see from the Table 1 the most popular destination is western countries. Russia is also found in this table. But it is interesting fact, if we consider short term programs and internships (less than three months, mostly 2-4 weeks), we can see the most popular destination is Russian Federation. From this it can be concluded that partnership relations with Russian universities are developed much better. If we can study the sources of funding we see that programs to western counties are financed by international scholarship programs and the State. As regards programs and internships to Russia they are cheaper than western ones and the university can often cover the cost of them from internal sources.

As regards international faculty coming to the university, according to Table 2 most often faculty came from European Union. But Turkey is also often met in the table.

Evaluation of external faculty academic policy in documents. The last category is evaluation of policy. In documents there are not analytical parts which evaluate the policy of external faculty academic mobility. «Nonetheless, I can interpret some satisfaction in the results, due to positive description of them in documents »First of all, there are not any drawbacks and difficulties in reports. The second, in the reports and the web page it is indicated positive dynamics of indicators (participants of Bolashak program from 4 in 2011-2012 to 21 in 2012-2013). The third in a Web page the main part is named “Achievements of International Affairs Office”. This is supposed positive evaluation of academic mobility

In conclusion it is interesting two points from documents. First, Bolashak scholarship is the most important in implementation of faculty academic mobility policy. First, special attention to Bolashak program: “First place in the list of scholarship programs is won by the International scholarship program of the President of the Republic of Kazakhstan Bolashak” (web page). The second there is direct connection of activity International Affairs Office with state educational policy: The international activity is caused by realization of ultimate goals and problems of reforming of the higher education of the Republic of Kazakhstan the accounting of world tendencies of development and the education quality standards. (report 2012-2013).

Faculty Interviews Findings

In this section I will present interpretation of qualitative data of faculty interviews. I conducted interview with four faculty members. Two of them participated in the state program Bolashak, the other two – in international academic mobility programs: JFDP (USA) and DAAD (Germany). This section will be structured into four categories from my interview questions. All categories will be also divided by themes. These categories are:

- 1) Pre academic mobility period;
- 2) Academic mobility period;
- 3) Post academic mobility period;
- 4) Evaluation policy of faculty academic mobility and its organization at the university by participants.

Analyzing data by those four categories I aim answer to my following research questions: How do faculty of the university experience external academic mobility? How do faculty of the university value external academic mobility? What benefits do

participated faculty and university gain from external faculty academic mobility? More specifically, how does it improve such things as curriculum, teaching and research activity?

Pre academic mobility period. This category will be devoted to consider issues connected with pre academic mobility period. By “pre academic mobility period” I mean a period of choosing program and selection process for participation in mobility program. There are four sub-categories that emerge in the interviews in this category: reasons of participation in academic mobility, reasons of choosing mobility program; challenges of selection criteria and choosing country.

The first sub-category is reasons of participation in academic mobility. Reasons are mostly similar among all my participants. According to interviews it can be defined following reasons: to see system of higher education of foreign countries, to obtain of new knowledge about western education, the aim to apply them in Kazakhstani higher educational system, to study new approaches in teaching and methodology.

It was interesting to me as the teaching is carried out, practically all aspects concerning teaching the student, such as, looks a syllabus as students as the teacher carries out the being trained activity, work in library carry out the educational activity, the sports hall work, well practically all cycles of university.

From this quote, we can see the reasons of participation are connected with research conducting and professional goals.

However, not all my participants have similar main aim. Two of my them participated in programs which were connected with their research and the main aim was to conduct research, the rest were related to their research and main focus was to acquire with teaching methods and organization of administrative work and university life.

The second sub-category is reasons of choosing mobility program. Two of interviewees participated in Bolashak program. Reasons of choosing this programs is

explained by low competition, suitable conditions in comparison with international programs, lack of good knowledge of foreign languages, lack of alternatives. “Because it is simpler to go, that is in principle competition open. Probably, it was connected with that we had no alternatives. There is a factor of lack of alternativeness.”

As regards two rest participants they used international scholarship program: DAAD (Germany), JFDP (USA), IREX (USA) (one participants took part in two programs). These programs are different on their goals. DAAD is for research aims, JFDP is for teaching improvements, IREX – for one aspect of teaching methodology (academic centers of writing in case of my participant).

These programs were highly competitive in comparison with Bolashak: “It is difficult to get scholarship, Competition is always high, there are a lot of my colleagues and from all over the world who participate in competition.”

According to participants the reason of choosing these programs is their prestigious status and good opportunities for improvement of professional activities.

The third sub-category is challenges of Selection Criteria. I consider this sub-category is very important because the peculiarities and criteria of selection process is very important of choosing program of academic mobility and the extent of participation in mobility programs.

First of all it is necessary to mention that international academic mobility programs are highly competitive. My interviewees who participated in international mobility programs, both mentioned about it: “Competition was there is very rigid, only one place for Kazakhstan, there were many demands” as one participant stated. We see this perspective elaborated in the following participant quote:

There were considerable difficulties in the course of selection, to get not easy, always selection, training there passes professorate from all over the world Competition is always high, annually there are a lot of colleagues who participate, but it is difficult.

From these quotes, we can see how competitive process in programs administrated by international organizations.

Bolashak, as I mentioned above, has not so high competition, however this program has also drawbacks. It concerns criteria of selection and selection's procedure. The main condition to get internship is taking exam on Kazakh language. It is not understood by one of my participants

Criteria are absolutely wrong, selection is subjective... selection criteria is expression of interests of one ethnical state. For what Kazakh language? Interests of national construction? Ideas of national construction in the past, in the world it is last day, the West endured it in the 19th century. I don't see in it sense, it in any way doesn't help. Kazakh it is necessary within the country.

From this quote, we can see drawbacks of selection process and unrelated to the main aim of mobility programs selection criteria of Bolashsak program.

This participant also criticized the second stage of selection – interview with selection committee because of questions not related to aims of participation and field of research: “And the interview is the first line of the second stanza of the hymn. Questions on the history of Kazakhstan. What is the use?”

Faculty who participated in international scholarship programs mentioned other criteria of selection which were connected with their research, their experience of work, position at the university, general knowledge about key problems in education and language competency

To get DAAD grant in selection it is necessary to prove language knowledge, the consent of the German professor, is necessary for monitoring of our training, and the third project, the scientific project which you declare, has to be scientific, have applied character, ability to apply it in the practical activities.

From this quote, we can see appropriate criteria of selection process.

Thus, it can be concluded from interviews that selection process to international programs is perceived by participants as more appropriate and effective but more competitive than the state “Bolashak” program.

The last sub-category I defined choosing of a country in which academic mobility took place. My participants were following countries in mobility programs: USA (two of them), Germany, and Switzerland. The reasons of choosing country were different: possessing of language and research interest (Germany), progressive higher educational system, diverse and attractive culture (USA), the lack of alternatives (Switzerland). Following I will provide citations which demonstrate reason of choosing country:

“Well, we chose Switzerland because the program was ready.” He also mentioned high quality educational system and high positions in world rankings.

“American culture is very known not that it is close to us, it is rather untwisted. American higher education institutions are the best there are a lot of dynamically developing research institutes, a big cluster.”

But most important reason of choosing a country for mobility among all participants was the opportunities of realization of scientific and educational aims of participants in these countries in most effective way:

If internship under Bolashak is given once, it is necessary to go as much as possible further and most to receive more. Europe with Bologna Process is closer. Always it is possible to go. I looked for something another is absolute.

From this quote, we can see aspiration of using all opportunities of Bolashak program effectively.

Thus, in this category I examined most significant issues connected with programs description and reasons of their choosing, difficulties and drawbacks of selection process, reasons of participation in academic mobility programs and country choosing. All obtained outcomes I consider very important in this study.

Academic mobility period: experience of participation in academic mobility programs. In this category I will consider issues about time in accepted organization i.e. academic mobility period. There are four sub-categories that emerge in the interviews in this category: perception of new academic environment; types of activity during mobility period; financing and conditions of life; and challenges.

The first sub-category is devoted to perception of new academic environment. Overall new academic environment made positive impression for my participants. All of my participants indicated on good relation from local faculty and help from their side,

I liked all. I liked all I liked the country, Colombia University made impression. Accepted well, a good attitude from collective, I was the first from Kazakhstan, all looked at me as a wonder. It seemed to me one year is quick

All of my participants also emphasized on high level of teaching, applying new methods of teaching, close connection with students: "I liked that classes were conducted in high quality way. The problem-based approach was used, there was a very close connection game methods – all of them were very interesting. Given Knowledge was aimed at practical application.

They also said about difference with Kazakhstani ways of teaching: "In relation to teaching difference was considerable. There were no traditional lectures as we had. Classes were conducted using an interactive mode, the teacher constantly communicated and contacted with students."

One more difference which is impressed my participants was low level teaching load and high accent on research work:

The university supports scientists in scientific activity. At professor who keeps the large project, in general it is exempted practically from classes. Conducting classes of times – two-three times in a week... The level of development of research work depends on the university status. All Professors are involved in many projects, constant presentation of books, projects.

They also liked high technical equipment of classes, the ease of access to information by students and faculty a lot of facilities and low workload of bureaucratic papers in comparison with Kazakhstani situation. According to one participant professors have all conditions for work, campuses contains all necessary things for successful students study: "I was struck at once by a campus, facilities. complexes offered students, for example libraries, separate complexes, round-the-clock."

Special attention my participants paid to people: faculty and students. Impressions were only positive. Local faculty supported participants and helped them:

"The academic environment was opened, benevolent people. My workplace, the computer, personal phone, well that is the Internet at me constant in the apartment and at office were provided at once to me."

Students also left good impression. They liked organization of students 'life and their participation in university life, responsibility and independence of students. "I liked that students are very independent, responsible for the activity. The professorate only directs, probably, somewhere corrects this activity."

The second sub-category is types of activities in a period of academic mobility. Some of the activities were the same and embodied attendance of classes, participation in conferences, and interaction with international staff. But there were some differences. It depended on the aim of internship. Often they attended classes as regular students, do the same tasks, take part in discussions: "I had to prepare equally with students all tasks, to be completely as a student, that is to go to all classes, to fulfill all requirements." It is interesting fact that if participants attended classes then they also participated in the process of teaching and learning.

One of my participants according to conditions of a mobility program was as a student and study courses in management in higher education. However, one participant in Columbia University was free and independently made his work schedule. She attended all

classes which she wanted. All teachers provided her syllabuses and were open for consultation and discussion. She also participated in some conferences in other cities in USA.

The third sub-category is financing of mobility program and life conditions of the participants in foreign countries. As regards the source of financing I can divide my participants into two types: state-financed under Bolashak and international- financed. In context of these two types I have two various findings. State-financed participants indicated on insufficient amount of finance of their programs. One of them told:

"Bolashak" scholarship, to be honest, in financial plan it wasn't pleasant. Financing could be increased long ago because Swiss cost of living was much higher. We were limited on means Taking into account the prices and other, they had to be more focused and give the chance to people as though fully comfortably feel abroad.

The second participant evaluated financing as sufficient but mentioned about low demands of Kazakhstani faculty in conditions of life: "For me the stipend of 2000 dollars is the sufficient. But it is impossible to rent an apartment and live on this money [New York], only to rent shared room with someone."

As regards participants of international programs they were satisfied financing. Moreover, one participant mentioned that her stipend was 3 times higher than her salary as a head of a department. The second participant mentioned that besides monthly allowance she received a sum of money for professional development: "On this money I visited large conferences: a registration contribution, journey payment on air transport, there and back, a gift, accommodation".

As regards life conditions they were depended on financing of programs : participants of international programs have generally better life conditions. One participant of international programs described her life conditions in following way:

America is the country convenient for living. Both in the first program and in the second I had very good living conditions, especially in the first. This program was for administrative workers, a high class. For me provided 2 – x the certain room

apartment, all the household appliances, all necessary is enough, safe, the good area and three months I lived in very good conditions. Well and the second I already lived in a family.

The second participant rented a room from professor of university where she was. Life conditions were also very good.

The participants of Bolashak program lived in shared room. But from their sides I didn't listen negative opinions about living conditions, only complains about high cost of rent.

The last sub-category of this category is challenges in which my participants faced. Challenges were similar and different. Two of my participants under program Bolashak were not teachers of foreign languages and were abroad in the first time. They named language barrier as the main challenge for them: "the first difficulty is language barrier." One participant mentioned that language barrier prevented to realize all aims: "I thought to plan a training course in the second half of training, but since September there was language course, and it didn't turn out, 5 language course at the same time. The language barrier disturbed. There were complexes."

Other participants were teachers of English and German. They haven't any problem with language barrier.

However one challenge was similar. It was mental differences. Language teachers had fewer problems with this challenge, but also it took place. Mental differences showed up in difficulties connected with adaptation:

Of course there were problems with adaptation. First of all it is connected with mental distinctions. It was necessary to consider this issue and give the period for adaptation. Because we often think absolutely differently, have different approaches to the same problems.

Other participants mentioned multicultural society, some of cultures were difficult for understanding (USA) and secrecy in personal contacts (Germany). Moreover, one participant in private talk mentioned arrogant relation of Europeans to Asian people.

Thus, in this category I examined experience of directly of academic mobility period. Despite some difficulties and drawbacks it was exciting and useful for my participants. They found in new environment, knew many new things, acquire priceless experience. Results of this experience will be analyzed in the next category – post academic mobility period.

Post academic mobility period. In this category I will examine results of participation in academic mobility program and implementation of obtained knowledge in home university. There are three sub-categories emerge in the interviews in this category: obtained benefits from mobility program, changes in work after mobility program, mental and work changes after academic mobility.

First is benefits from academic mobility. All participants generally evaluated the period of academic mobility positively and mentioned about many obtained benefits. First of all, it was mentioned about general benefits like expanding range of vision acquaintance with new countries, cultures, systems of education.

They had an opportunity to compare and as a result it was acquiring of “guiding line where we should move, well as though an ideal model.”

More specifically, benefits included acquiring new methods of teaching, research conducting, acquaintance with new literature. It was also promoted publication of two of my participants in international journals in association with foreign colleagues. Non English teachers told about improvements of language skills.

Besides, one participant, a head of a department, obtained administrative experience. One of the main benefits was also getting into contacts with international faculty.

“I got into contacts which still I use... professor R. already two times visited our university and her next arrivals will be planned. The current director of the Center of the letter, professor, doctor W. (University of Cincinnati) with his spouse also

will planned to visit us in October Both of them will visit within the program of involvement of foreign scientists exactly thanks to my personal acquaintance.”

It was also some very specific benefits concerned with professional activity of my participant but having significant meaning for the university as a whole. For example, creation of Academic writing center at the university. Two of my participants studied features of function such type centers in USA and Germany and told about the necessity of its establishment at home university.

However, my participants told that they could not realize this aspiration. So we start to consider the next sub-category - applying obtained knowledge. All participants collided with some difficulties in realization of this aim.

These difficulties they concerned with peculiarities of university system and conditions of Kazakhstani higher education. For example implementation of described above Academic Writing Center was stopped by lack of financing and support from university for of this important initiative:

I conducted special seminars, told about activity of the academic center of the letter. Even I won a grant pilot, to me it was given out 7 thousand dollars on creation of the center of the letter. But the problem that the letter centers always are on the grant, that is university must allocate money. But administration just declared the moratorium on creation of new structural divisions. Thus I faced that while our university isn't ready to contain such center.

From this quote, we can see that existing system of university management and dependence on state decisions and funds didn't allow this important initiative.

Or another example, the attempt to change a form of exam on the example of a western way was also unsuccessful: “It would like to change system of examinations, but all this is connected with ministerial standards. It is necessary to cancel them everything. The academic freedom is necessary. Our system regulates everything.”

According to my participants, difficulties in implementation also connected with traditional mentality of faculty and students. One participant, a head of department, tried to

implement new methods of management but he couldn't realize this aspiration. He explained the main reason of this failure by mentality of faculty:

It should be noted that it is difficult to apply this knowledge here because there is no necessary environment for reforms, constantly you face various mental difficulties as the personnel still works in the old manner... We here have absolutely other approaches and other public calls, respectively both mental problems and social aspects the societies caused by specifics.

Another participant also indicated difficulties with widespread of obtained knowledge connected with mentality problem:

Other teachers don't understand what it is all about. They need to be sent to America or any European country as well. I was the same, close-minded. It's not their fault. I can't thrust my opinion, do only this way.

One of participants also indicated that mentality of students is also different and prevented new approaches.

My attempt to apply approaches with application of new technologies and new approaches in organization of independent work encounter problems. The matter is that the main problem of our education is interest of a student, not in obtaining knowledge often, I don't speak about all students. But most of them are interested not in knowledge, but more in obtaining diploma. It is the main problem of our environment.

From this quote we can see good example of comparison between Kazakhstani and foreign attitude of knowledge, and good example the understanding the difference between them by my participant.

However, these difficulties don't mean that the experience of participants don't apply and is not used. They indicated on applying new methods of teaching

Positive side is also that I gained invaluable experiment on conducting classes and now already try to project this experience at my lessons. For example, I developed a course "Ancient history" with application of presentation lectures. I understood on the basis on western experience, large amount of work should be allocated for independent work. Large amount of independent work is very important aspect of western education. It is very important and we try to introduce today this xperience which is directed on studying large amount of literature and only after do the corresponding tasks, that is I try to apply a problematic approach.

Obtained experience is used in research work and preparation of articles. “Thanks to internship in America, I had publications.”

Due to participation other teachers had opportunity to know obtained experience by my participants: “Certainly, there was an attempt of an exchange by the got experience. I invited colleagues to lectures, presentation, often came were interested. In principle I felt interest from my colleagues.”

However, this participant also told about the lack of motivation from colleagues. This is explained by overload of teachers and “lack of suitable conditions for creative growth”

In general it was clear seen a lot of critics of Kazakhstani higher education and work conditions. Every participant criticized our higher education university life especially in comparison with a university where they had mobility program. It encompassed many aspects of our higher educational system: ineffective university management, poor conditions of work, overload of teachers, and lack of advanced methods of teaching and research, lack of motivation of student and teachers to work harder, state control and regulation of universities, lack of academic freedom, poor methodology of articles preparation.

Several aspects of these critics by my participants I have already presented. Below I introduced some other citations from interviews. “I understood: how incorrectly we put an education system, approaches to research work. Everything is turned upside down.”

Of course, there [Western countries] everything is focused on existence or lack of competence. You are competent of these questions or not, you are able to do something or you know it, or not. In this context there [Western countries] approach is objective that is if the person is able that he is accepted job. Here [Kazakhstan] we have a problem - we have absolutely other approaches in the process of employment yes? In this regard our students are guided by a formality, that is obtaining the diploma, instead of obtaining knowledge. And often, they are ready to go on achieving this goal in various ways. That is lack of the importance and value of education, knowledge, here in it the main problem of

our education... In a fate, one more problem of our education - theoretical knowledge isn't connected with practice.

These citations demonstrate are not only critics of our educational system but also negative perception of Kazakhstani context in comparison with western one.

So, to sum up, in this category I described issues connected with post mobility period of participants. We saw that overall mobility programs gave a lot of benefits to participants and their experience applied in their activities in home university. However, not all aspects they could implement all they want. This was connected with features of Kazakhstani conditions of higher education, perception of which was negative especially in comparison of western situation.

Evaluation policy of faculty academic mobility and its organization at the university. In this category I will examine attitude of participants to organization of academic mobility in their home university and policy of the state in implementation of academic mobility.

The category will be divided into three sub-categories: assistance of International Affairs Office in academic mobility; evaluation of state policy, recommendation for improvement.

First sub-category is evaluation of assistance of International Affairs Office to faculty in organization of participation of academic mobility. According to my participants, Bolashakers obtained more assistance than participants in international programs.

In my program assistance didn't render. They consider that it isn't necessary. As a program was German... International Affairs Office works much for Bolashak, but on the international grants practically almost don't, my employees look for and participate. We generally participate, we know and we get information.

Therefore participants from Bolashak positively evaluated the assistance of International Affairs Office: The Office helped very well, even in correspondence. There

was very good collective... It was engaged even in the organization of signatures at managers of university. Specialists collected and brought documents. Assistance was good.”

Nevertheless, even participants from Bolashak mentioned drawbacks with other academic mobility programs: “we, often remain not informed after the existence, any competitions, selections, programs, i.e. the problem exists.” The reason of this the participant sees in insufficient motivation and poor management:

It is connected, probably, again with financing problems, it is all about low such wages. There too not the best shots, as they say not the most active shots. Respectively motivator, here plays large role. Motivation very low, communications with it and their activity on informing us it is timely about existence of any programs, too the very low... There was probably a period connected with poor management.

However, participants hoped that new leadership of the International Affairs Office would change this situation. One participant also mentioned difficulties with university administration. But it concerned mostly short-term programs because it is necessary to find a person who will teach your courses free and lots of bureaucratic procedures. As regards Bolashak there is no any problem because it is a “presidential program.”

The second sub-category is evaluation state policy in implementation of external faculty academic mobility. All participants generally evaluated it positively:

The state policy very good, is intention, the purpose, to maximize the academic, large sum of money is allocated.” Now there is “greenlight” to students and faculty, tremendous support. With all my criticism it is necessary to do justice to the State.

Participants also indicated that without state support faculty academic mobility would not develop in Kazakhstan effectively as a university didn’t provide such opportunities:

“Our universities don’t allocate money for mobility, refer to Bolashak and Orleu (programs which are responsible for short-term internship for teachers). Higher education

institutions are not participated in financing; all organization and financing are directed to Bolashak.”

However, the main reason of this situation is seen in financial opportunities of universities: “The university can’t afford it, its budget won’t sustain. If we consider regional universities, their budget is only a couple of million dollars... Financial situation is difficult.”

Therefore participants also told about extra help in development of ways of academic mobility.

The last citations concerned challenges connected with implementation of external faculty academic mobility in regional universities. Thereupon it was an interesting opinion of participants about opportunities for teachers of regional universities in Kazakhstani comparison with faculty of central universities. Points of views were not similar, but most of participants mentioned about some advantages of central universities.

I think the central higher education institutions have advantages because they are located in such large agglomerations like Astana, Almaty. What advantages do they have? There is a certain good environment and conditions to learn languages, there is respectively better academic environment. Requirements for academic environment are very high, requirements for staff, high requirements for possession of languages. Respectively, there are a lot of young perspective people who know languages well, and they have a certain advantage in relation to obtaining information and consultation in time.

This participant also argued that central universities have more collaborative agreements with international universities and better conditions and support for faculty from universities administration

However one participant didn’t consider that faculty of central universities are in a better situation. She told about the significant role of International Affairs Office in the development of faculty academic mobility: “everything depends on the Office of International Affairs, on supplied internal information”.

Nevertheless, according to all participants opportunities of Bolashak program are equal for all teachers, it doesn't matter where they from regional or central universities.

The third sub-category of this category is recommendation of participants for improvement external faculty academic mobility policy. There are following recommendations on university level according to interviews:

1. Searching and providing information about academic mobility programs to faculty in time. For example, my participants suggested: "More presentations, more work faculty, more training seminars... We have even teachers, having language skills, who don't participate in academic mobility programs; it is more than training seminars.";
2. "I would like that they [International Affairs Office] possessed information more and shared with us, i.e. they have to first of all supply information."
3. The help in preparation documents for internship because "when you are in process documents registration even formal things have great value";
4. Activation of search of international programs: "It is necessary to stir up their activity in the course of implementation of the Erasmus Mundus program because our higher education institution doesn't position itself as one of leading higher education institutions of Kazakhstan. But on the international space the university must introduce itself better, we should join in various Erasmus projects very actively.";
5. Introduction of additional learning of foreign language for students and teachers;
6. Reduction of teachers load for increasing opportunities to participate in mobility programs;
7. Financing and promoting external mobility program by the university itself

As regards improvements of faculty academic mobility on the state level participants recommended to increase financing, to create new opportunities except Bolashak, increase financing because:

The matter is that if we want the high-quality growth, one grant Bolashak it isn't enough. It is necessary to proceed from requirement of higher education institutions and likely to launch the new big program of mobility of faculty in the Ministry of Education and Science. Only thus it is possible to change a situation, to give the chance to teachers to examine the latest scientific approaches... for this purpose powerful financing yes is necessary? Without it, without state support this it is unreal simply, i.e. support is obligatory, necessary.

They also recommended to cancel the condition of Bolashak about one time using of scholarship by faculty, promote internal faculty academic mobility in particular to Nazarbayev university, increase financing for attracting international faculty to Kazakhstani universities.

Thus, in this category I considered opinions of participants about implementation of academic mobility in the university, the role of International Affairs Office in this implementation. I also describe their attitude to the State policy for development of academic mobility and introduced their recommendation for improvements this policy on the University and the State level. Some of the described issues of this category will be considered in the third part of this chapter.

Overall, it was the second part of findings. It was based on information from faculty interviews. I think it contains many interesting opinions and points of view. I defined four categories and consequently introduced them. The first three were devoted to issues participation of faculty in academic mobility programs starting from selection process and finishing applying obtained knowledge and skills in programs at work in home university. The fourth category was about evaluation of state and university policy in implementation of academic mobility. But description of last category and entire case study will not be

completed without description of interview with the Head of International Affairs Office. The last part of findings will be dedicated to issues on the basis on this description.

Head of International Affairs Office Interview Findings

In this section I will conduct qualitative analysis of interview data generated in an interview with the Head of International Affairs Office in one regional university. This section will be structured into four categories from my interview questions. Some categories will be also divided by themes. These categories are:

- 1) The role of International Affairs Office in faculty academic mobility;
- 2) Interaction with university administration in questions of faculty academic mobility;
- 3) Evaluation of state policy in implementation faculty academic mobility programs;
- 4) Perspectives of development of external faculty academic mobility in one regional university.

Analyzing data by those four categories I aim to answer my following research questions: What benefits does the university gain from external faculty academic mobility? More specifically, how does it improve such things as curriculum, teaching and research activity? What challenges does the university experience in providing opportunities for external faculty academic mobility?

Before starting to describe findings from this interview I would like to briefly write some words about the Head of International Affairs Office. She has been working at this university for 20 years. She has been managing the International Affairs Office only two months but before she was a head of one department in the university during 11 years. As a university teacher and chair she participated in external faculty academic mobility programs twice and many in short-term internships. She was famous as a very good leader. This was mentioned by some of my interviewed participants who told: "Now the advanced person who is signed on all programs has come to leadership, He doesn't consider that

everything will be sent him on an email, he looks for himself.” Interview with this person was very useful now I will present its results.

The role of international affairs office in faculty academic mobility. In this category I will describe the role of International Affairs Office in faculty academic mobility in one regional university. There are three themes emerge in the interviews in this category: basic directions of the Office in organization of external faculty academic mobility; challenges in implementation of faculty academic mobility; achievements in implementation of faculty academic mobility.

According to the participant International Affairs Office implements following functions concerned faculty academic mobility: supervision of Bolashak program, consultation of faculty, visa support, conduction informational seminars, attraction and organization of coming international scholars, “all logistics: correspondence with higher education institutions, the invitation... performance of contracts”, search and assistance in international programs like Erasmus Mundus, Fulbright.

However despite such spectrum of actions the head of the Office recognized that faculty of academic mobility is developed insufficient, especially in comparison with student academic mobility.

Recently I had a conversation with the rector, and he raised a question that a difficult moment in our activity is the academic mobility of teachers. Very poorly at the university it is presented, single cases when our faculty leave for im teaching activity in other higher education institutions. But I think work in this direction only – only has been started but will be promoted as State and Ministry of Education allocate large sums of money for it.

Such situation the head of Office is connected with many challenges the Office face.

First of all, language problem, faculty members don’t speak foreign languages. The second problem is significant disagreement in educational programs and curriculum with foreign universities, low knowledge about international scholarship programs. She also

mentioned interesting explanation of low development of faculty academic mobility – priority of teaching in the university to the prejudice of research work:

All our universities generally are aimed at teaching. But many world top with good reputation higher education institutions as a rule there is an aiming at science. Here the aiming only on teaching doesn't give the chance to our teachers to leave and position itself at the international level.

Another challenge is connected with accepted faculty academic mobility.

According to the Head of Office state program 60 mln. tenge were allocated for the university by the State in 2014. It is planned of visiting 60 scholars in this year. But the main challenge is “students’ background in foreign languages. An international scientist comes, there is no audience, translators, or the contingent of students is small. A lot of money, some thousands, but, as a rule, it on the average from 8 to 10 thousand dollars is allocated for one scientists. But efficiency is low because of lack of language knowledge of students. This is the main problem.”

Besides another drawback of accepted mobility is a short term from two weeks till one month. This short term leads to the situation when “teacher arrived and left, knowledge is fragmentary and nothing is in result, no significant benefits for students.”

She told that for the last three years only one time it was the duration of academic mobility more than three months but owing to international grant which she took working as the head of a department.

For successful implementation of accepted mobility, in her opinion, “to the teacher, it is necessary to have students who understand him, within a year to translators, you know, cannot be provided. It is very difficult to achieve it.”

Moreover, one else problem: there are fixed students group in the university, fixed schedule, and for foreign faculty it is difficult to correspond these demands. He has to suggest such course, topics which are suitable for subjects which students learn. But sometimes there are a lot differences:

Here now I, conduct at present negotiations with the American two professors and we just actively discuss it with it. I.e. he offered me the sphere, but it not absolutely suits those disciplines which are read, will be read in the fall at us. Communications with it, try to come to consensus. That didn't go to a section to our disciplines because it comes for two weeks, and this course at us goes as a rule a semester.

She also mentioned that regional universities have not the same opportunities as central ones:

I consider that national higher education institutions, large national higher education institutions, certainly have more opportunities. Because of status of national higher education institution, concentration of active professors certainly plays a key role. In activity, in the mobility, national higher education institutions as they are focused on research work implement mobility which is always connected not with national and the international such level.

However, despite drawbacks described above the participant told about achievements of the International Affairs Office: more and more faculty acquire international experience, participated in international projects in international programs like Tempus:

Many teachers already learn languages, want to learn languages, already see prospects for themselves in speaking in several languages... We have already had a special number of teachers who teach courses in a foreign languages, within multilingual education.

Furthermore, speaking about challenges it is necessary to say that she considers initiatives and high motivation of teachers have a very significant meaning in the development of faculty academic mobility: "Though regional higher education institutions, at activity and motivation existence, can overcome lack of all opportunities. I.e. depends on personally teacher much. If a teacher has a motive if a teacher works over overcoming of a language barrier."

Thus, I will describe issues connected with the role of International Affairs Office in implementation of academic mobility in one regional university in this category. There are many achievements but also many difficulties and challenges. It is clear one thing, international Office plays key role in implementation of academic mobility and thereupon

it interesting to consider interaction of this Office with university administration, role of it in the university development.

Interaction with university administration in questions of faculty academic mobility. This category will be devoted to description interaction of International Affairs Office with university administration. According to the participant role of the Office has been significantly changed and become one of the most important at the university for last several years:

If earlier our Office was simply in remote place of the university, now on the contrary the international Office of our management directly is on vanguard, such you know, how the locomotive already. I.e. we are already not at a back tail if here so to use a metaphor, we transferred to the center.

This position promoted increasing workload, responsibilities and constantly control from the side of administration of the university:

I am constantly under control. I.e. several times a day I can be at the vice rector for study, the vice rector for scientific work, at the rector of the university. It says that Office which I lead, it carries out many different processes which are important.

University administration supports the Office; create all favorable conditions for the Office , consultation, financial support:

I want to tell that in our higher education institution now such situation that any barriers, problems are quickly solved, information goes quickly from top to down...Just I was at the vice rector for study, I can go to him at any time with any problem I will always receive strong consulting support.

Sum up, faculty academic mobility is one of the important trends according to participant and university administration. The university promotes faculty academic mobility and supports participation of teachers in mobility programs.

Evaluation of state policy in implementation faculty academic mobility programs. Undoubtedly, university support, creation all favorable conditions are connected with state policy as well. In this category I describe attitude of the participant to state

policy for promoting external faculty academic mobility. She indicated on the special attention of the State to promoting this policy, told about significant sums allocation

The state implements steps, real steps, financing, material inputs. It means it is necessary for the State and it is interested in it. This interest is encouragement of internationalization of universities and international cooperation. At the same time she told about some ineffectiveness because there are no expected results from teachers.

But there are some drawbacks I have already mentioned about participant's criticisms of state program in attracting international faculty to the university. She also told about interest from other states to Kazakhstani higher education, to the university in particular. Thereby she underlined aspiration of all states of the world to international cooperation.

Thus, the participant as a whole evaluates state policy in promoting faculty academic mobility positively but some improvements are also necessary.

Perspectives of development of external faculty academic mobility in one regional university. The last category is devoted to far measures for promoting faculty academic mobility in the university. According to the participant, the most important of them is participation in international projects.

I stake on large international projects. At present time I want to concentrate on Erasmus Plus program, the accession to associations of the European higher education institutions. What exactly will this achieve? It will give access to all information fields, to external relations with the European higher education institutions. At our university there are enough programs which would if not to compete, in any case, to cooperate effectively.

Nowadays three faculties are implementing projects in association with European universities in the context of "Tempus" program. In new program there will be three actions, one of them is the opportunity for faculty to participate in academic mobility during three months.

As one of the main barriers is lack of English the University helps organize English courses for faculty. According to participant they are conducted by Foundation faculty and American volunteer however the Office is not responsible for organization of this course.

Finally, she concluded that university tries to create all necessary conditions, not only this Office but also other Offices of the university can help. Nevertheless, despite all conditions the main factor is aspiration of faculty to participate in academic mobility program.

Hence in this section I described main findings of interview of the head of International Affairs Office. According to these findings external faculty academic mobility is very important in the activity of the Office. However, the director recognized about insufficient development of faculty mobility problems. The main reasons of it, according to the head of the Office are language barrier, disparity of Kazakhstani higher education system to world demands, insufficient development of research work at university, sometime low activity of faculty in participation in mobility programs, The Office implements complex of measures for development external faculty academic mobility like promoting international projects and in future she supposed results would be essential.

List of Findings

There are a lot of findings from the data analysis above but I chose following because from my point of view they are most important for answering my research questions and achieving the purpose of this study:

Finding One: Finding One: Bolashak is the main program of external faculty academic mobility for one regional university;

Finding Two: The emphasis on Kazakh language as Bolashak selection criteria poses challenges for non-Kazakh speakers;

Finding Three: Lack of knowing foreign languages is a key challenge for implementation of external faculty academic mobility;

Findings Four: Different academic cultures and practices between Kazakhstani universities and receiving international universities present challenge for participating fully in academic mobility opportunities;

Finding Five: External faculty academic mobility contributes to improvement teaching and research in the university;

Finding Six: Establishment scientific contacts with international faculty are very important benefits for faculty and university;

Findings Seven: Upon return to their home university settings, returning faculty face many challenges in applying new learning to the Kazakhstani context;

Finding Eight: Returning faculty perception of Kazakhstani higher education significantly changed after academic mobility program;

Finding Nine: External faculty academic mobility is very important trend of university policy;

Finding Ten: Inbound academic mobility (international faculty coming to this Kazakhstani university) is viewed as being neither sufficient nor as beneficial as expected;

Finding Eleven: The status of being a regional university in most cases appears to have reduced the opportunities to take part in non-Bolashak academic mobility programs, but Bolashak was viewed as an equal opportunity.

Conclusion

Overall, in this chapter I will examine and interpret the data from my research devoting to issues of external academic mobility in one regional university in Kazakhstan. The findings were divided into three sections and the sections were divided into categories and themes. Findings contained information for successful answering for all my research questions. The first section with documents' content analysis and the third section with findings were devoted to the question: How does the university experience external

academic faculty mobility? The second and the third sections contained information mostly about the questions: What are benefits of external faculty academic mobility to both the university and the faculty themselves? What challenges do both the university and the faculty face in implementation of external faculty academic mobility? The fourth section presents findings for all questions above.

Chapter 5. Discussion of Findings

In previous chapter I described the data obtained from semi structured interviews of faculty members who participated in academic mobility programs, Head of International Affairs Office and documents of International Affairs Office of one regional university. In this chapter I will analyze findings obtained from this data using scientific literature about faculty academic mobility and my point of view on considering problems.

This chapter will respond to the following my research questions:

1) How does the university experience external academic faculty mobility? 2) What are benefits of external faculty academic mobility to both the university and the faculty themselves? 3) What challenges do both the university and the faculty face in implementation of external faculty academic mobility?

Finding One: Bolashak is the Main Program of External Faculty Academic Mobility for One Regional University

This finding refers to support evidence and explain reasons why Bolashak is the most popular program for external faculty academic mobility in Kazakhstan. According obtained data Bolashak program is the main program for academic mobility program. Dairova, Jumakulov, Ashirbekov (2013) provides statistical data in which by March 2013 836 scholarships for faculty and researchers mobility were awarded (p. 94). If we look at results from my content analysis of the three annual reports described in the previous

chapter, the number of participants in academic mobility programs we can see 22 of 24 participants for the last three years duration 3 months and more used Bolashak program.

I consider the main reason why Bolashak is most popular among teachers is large number of scholarships. The number of scholarships has been growing rapidly from 2008 to 2010 (28 and 138 correspondingly) (Niyazbekova, 2013). Since 2011 the number of scholarship also has been increasing, in 2013 there were 195 scholarships for internship abroad. (News Kazakhstan, 2013), The number of non-Bolashak international scholarship program is significantly lower. For example, one of my participants used Junior Faculty Development program (USA) for mobility. There are only four scholarships for Kazakhstan per year. So it is much more opportunities to win Bolashsk Scholarship than any international one.

The second possible explanation for why Bolashak is the most popular is that Bolashak is less competitive than other scholarships, and also and there are only few alternatives. As One of my participants mentioned: “Because it is simpler to go, that is in principle. Probably, it was connected with that we had no alternatives. There is a factor of lack of alternativeness.”

Finding Two: The Emphasis on Kazakh Language as Bolashak Selection Criteria Poses Challenges for non-Kazakh Speakers

This finding refers to description of challenges faced by non-Kazakh speakers. Despite good conditions of this scholarship there are some drawbacks of Bolashsk. First of all, it concerns of selection criteria. One of my participants said about Kazakh-oriented selection: Criteria are absolutely wrong, selection is subjective... selection criteria are expression of interests of one ethnical state. For what Kazakh language? Interests of national construction?. I don't think it in to help any way. Kazakh is necessary within the country.”

I don't support the idea that Kazakhstan aims to establish Kazakh ethnic elite but I think the state promotes to establish Kazakh speaking elite. Nonetheless I understand the aspiration of Kazakh people to increase the number of people who speak in Kazakh language. I agree that people who studied at school and university in but I think it is hard for people who are older 40 and non Kazakh nationalities to take this exam successfully because they didn't study Kazakh at school and university. In Soviet times the teaching of Kazakh language was poor or quite absent. The high level of language is demanded. The exam was created according to TOEFL standard. It is very difficult for people who 40 and older to learn Kazakh according to indicated demands. I met the cases when ethnic Kazakhs couldn't take this exam.

As a result if we look at the statistics of 2008 93 % of scholarships winners for both internship and degree programs were Kazakh people, (Center for International Programs, 2009), but according last Census in 2009 Kazakhs consists of 63 % of population in Kazakhstan (Census, 2009).

Furthermore, I didn't find official statistics but if we look at the list of winners dated by august 2011 we see that all 59 people were Kazakh people or other Turkish people (Center for International Programs, 2009) which languages are similar to Kazakh and no one person of Slavic and other European population which consists of approximately 27 % of Kazakhstani population (Census, 2009).

I consider this rule prevents democratic development of Kazakhstani higher education and faculty academic mobility in particular. It may be that many good scientists cannot use opportunities of the scholarship because of exam and establish contacts with foreign scientists. In fact, in my discussions with colleagues in my professional life, this is in fact the case for some. Therefore I suggest canceling this exam for people who study in the Soviet times.

Thus, Kazakh language exam stands as a potentially significant barrier for development of academic mobility. Now I will turn to considering other barriers for external faculty academic mobility and discussed most essential of them.

Finding Three: Lack of Knowing Foreign Languages Is a Key Challenge for Implementation of External Faculty Academic Mobility

This finding refers to the description of most important challenge for participation in external faculty academic mobility program - Lack of knowing foreign languages. From my point of view the most important barrier is lack of knowledge of foreign languages, mostly English. Nowadays many students and teachers don't know foreign languages on sufficient level also to study and communicate with faculty in international universities. According to Survey (2012) of the Center of Academic mobility and the Bologna Process most of respondents (53%) identified it as the first important problem

All my participants, who are not English teachers, also indicated this barrier as the most important: "the first difficulty is language barrier" Another participant mentioned that language barrier prevented to realize all aims: "I thought to plan a training course in the second half of training, but since September there was language course, and it didn't turn out, five language course at the same time. The language barrier disturbed. There were complexes."

The lack of English competence as the important barrier is supported by K. Kurakbayev and A. Sagintayeva (2013). They cited data from British Council research that only 4 % of faculty of universities of Almaty have "a fully operational command in English (p.240). The same issue is described by G. Oralova (2012): "Currently there are some problems which make it difficult to implement instructions in English at the universities. The old generation, raised on Soviet traditions, does not speak English and other foreign languages (except of Russian)" (p. 132).

Furthermore, lack of knowledge of foreign language of students is the barriers influencing negatively on inbound academic mobility. According to statistics presented by Oralova (2012) in her article “Internationalization of higher education in Kazakhstan: issues of instruction in foreign languages” only 1.6 % of Kazakhstani students study in English (p.129) and only 15,8 % of whole Kazakhstani population understand oral speech (p.130).

Thus, students can't effectively percept teaching of foreign faculty that reduces benefits from teaching of foreign faculty. The Head of International Affairs Office indicated this in the interview: “students' background in foreign language is poor. A foreign scientist comes, there is no audience, translators, or the number of English-speaking students is only few... So efficiency is low because of lack of language knowledge of students. This is the main problem.”

Findings Four: Different Academic Cultures and Practices between Kazakhstani Universities and Receiving International Universities Present Challenge for Participating Fully in Academic Mobility Opportunities

This finding refers to difficulties for Kazakhstani faculty in navigating and understanding the cultures of the receiving university academic environments. Other barriers are mental differences from western colleagues and concentration on teaching in the university instead o research as in western universities ones. Both these barriers were indicated my participants. As regards mental differences the difficulty first of all in getting contacts with international universities and professors, as described by one of my participants:

“It is difficult to us to pick up the program, to designate the purposes Thereby we it seems are limited in the opportunities, ourselves can't contact other universities, foreign professors, for example, independently. So there can be a problem mental. In our academic environment we have keen problem - lack of independence, we often wait what will be offered to us, instead of trying

to receive what we want. Passivity, Passivity in search of programs and ways of sources of financing.”

Here we see the issue of Kazakhstani faculty, in the view of this participant the important barrier mentality and academic cultural values of Kazakhstani faculty which are different from foreign ones. I agree with this statement. There are some differences between our academic environment and western one, our cultural values and western ones. For proving this I can present good example which I heard in the conference devoting to development of Bologna Process in Nazarbayev University. The Head of International Affairs Office of one Kazakhstani regional university discussed difficulties with obtaining invitation for internship from Western Universities. She was in internship in international office of one UK University and helped in internship organization. She told that Kazakhstani scientists just send e-mail with request of sending internship and don't follow all necessary procedures.

The difficulties also appear in the period of mobility programs. My participants claimed that there were some cultural differences between academic home and foreign academic environment and way of ordinary life. The same point is supported by Saltmarsh & Swirski (2010) in their study devoted faculty academic mobility in Australia: many of the participants' comments cited here highlight, the communication of even seemingly generic information about university services, information sources and so on is culturally specific and may not be readily understood by those from other linguistic and cultural backgrounds (p.299). They provided the opinion of international faculty: “I didn't realize prior to coming here how different the higher education system actually is. Just in terms of, I don't know, how classes are structured, expectations of students, assignments, things like that... It's interesting, because no one explains all these things to you. You just kind of figure them out as you make mistakes” (p.296).

Difficulties of new cultural perception by post soviet scholars also are shown by Isaakyan.

The ways in which the former Soviet respondents refer to the quality of their teaching and the communication of their research results experiences of are very strongly shaped by their a particular ‘home’ culture... The former Soviet academics’ perception of their mobility in Europe reveals strong tensions between its economic benefits and its cultural losses”(Isaakyan, 2009).

As regards the second barrier, orientation on teaching instead of research, I would like to provide words of the head of cooperation department at the university:

All our universities generally are aimed at teaching. But many world top with good reputation higher education institutions as a rule there is an aiming at science. Here the aiming only on teaching doesn't give the chance to our teachers to leave and position itself at the international level.

From this extract of the interview it is clear that faculty in the university have not necessary level of research achievements to be attractive in foreign universities. I partly agree with this statement. Really, we haven’t had practice in function of research universities in the country in previous times. In Soviet system teaching and research were divided. Research work was an area of responsibility of scientific research institutions in the Academy of Sciences. Nowadays Kazakhstan is modernizing its higher educational system and reorganizing leading universities as research-oriented according western model.

But we have other problem connected with this problem. Due to lack of knowledge about western standards how to write articles, lack of English knowledge man Kazakhstani authors can’t publish their papers in leading foreign scientific magazines and establish contacts with foreign colleagues. It also promotes low rating of Kazakhstani universities in international rankings and this by-turn, make more difficult to establish cooperation of Kazakhstani universities with international ones.

In the discussion of Findings 2, 3, and 4, I presented findings related to barriers to participation in external mobility. I examined barriers which prevent successful

development of academic mobility in Kazakhstani universities in this university in particular according to my participants. I consider most important of them is lack of English or other foreign languages. Other barriers are mental differences, orientation on teaching instead of research and differences in research culture. Undoubtedly, these barriers are connected with the peculiarities of Kazakhstani education system. Despite the strong aspiration to promote faculty academic mobility our education higher education system contains features in itself preventing its successful realization. It concerns not only participation in faculty academic mobility but also applying of obtained knowledge and experience by participated faculty at their home university. Further I will discuss this issue below in Finding Seven.

Finding Five: External Faculty Academic Mobility Contributes to Improvement Teaching and Research in the University;

This finding refers to benefits in teaching and research work in the university. Obtaining these benefits is most important aim of faculty academic mobility. Research literature supports the significance of faculty academic mobility for teaching and research. “Most mobile teachers believed that the teaching period abroad contributed to the improvement of their international and intercultural understanding, helped them to become familiar with other teaching methods, and was valuable for improving their research contacts” (Enders and Teichler, 2005, p. 108). Also this idea is supported by Isakyaan 2009; 2005; Sylvia & de Bunt Kukhuis, 1994).

My participants also told about improvements in teaching: “I liked that classes were conducted in high quality way. The problem-based approach was used, there was a very close connection game methods – all of them were very interesting. Given Knowledge was aimed at practical application.”; and research: Obtained knowledge and

skills were used in research work and preparation of articles. Thanks to internship in America, I had publications.”

As regards inbound mobility the Head of International Affairs Office mentioned about collaborative publications with international scholars who came to the regional university. Thus, we can see positive effect of external faculty academic mobility on teaching and research at the university.

Finding Six: Establishment Scientific Contacts with International Faculty Is Very Important Benefits for Faculty and University

There are a lot of benefits from external faculty academic mobility like acquiring new methods of teaching, research conducting, acquaintance with new literature which I discussed in previous Finding. Now I would like to discuss specifically the finding referring establishment new scientific contacts with international faculty. It is very important not only for participated faculty that as Enders and Teichler (2005) “was valuable for improving their research” (p.107) but also for university as well. In the era of internationalization of higher education developed external contacts with foreign faculty and university is very important for all universities. Nowadays attracting foreign faculty is very significant trend. So establishment new contacts not only allow for participated faculty continue their research work with international colleagues but also promotes invitation of them for teaching in their home university. Good example of this provided the interview of the Head of International Affairs Office. She told me that in period of external academic mobility in the USA she got acquainted with American professors. Now she works as a Head of International affairs Office and responsible for attraction and organization of teaching international faculty in the university. And she made used acquired connections and invited American professors.

Findings Seven: Upon Return to Their Home University Settings, Returning Faculty Face Many Challenges in Applying New Learning to the Kazakhstani Context

This finding refers to difficulties reported by participants in applying new knowledge, specifically methods of teaching, university management, and conducting research obtained in foreign universities. Participants provided following examples of such difficulties: failure of attempts of to establish Academic Writing Center, free defining form of final exams, poor results of establishment new methods of management in a department. These failures participants explained by:

- Traditional mentality of faculty: “It is difficult to apply this knowledge here because there is no appropriate environment, constantly you face various mental difficulties as the personnel still works in the old manner”; “Other teachers don't understand what it is all about. They need to be sent to America or any European country as well. I was the same, close-minded.”
- Unwillingness of students to study using new approaches: “Interest of a student, not in obtaining knowledge often, I don't speak about all students, but the end result. They are interested not in knowledge, but more in obtaining diploma.”
- Peculiarities of university system and conditions of Kazakhstani higher education: “Our system regulates everything.”

I don't want to say that results of mobility programs were so poor and participants don't apply obtained knowledge and experience. They told also about successful cases of applying new methods of teaching, conducting research, the new opportunities of publish their papers, establishment many useful scientific contacts with international faculty. But they are not satisfied applying of obtained knowledge overall.

I consider the incapability to apply obtained knowledge and experience at home is a really important problem. External faculty academic mobility, according to its final

purpose, must improve the quality of Kazakhstani higher education system by applying new methods of teaching, research, organization of studying process. But if faculty, participated in mobility programs, cannot fulfill new approaches and methods, it tells about two main problems: disparity of Kazakhstani higher educational system and university system in particular to world standards and inability to change and response to new challenges and demands effectively. In this context I suppose it is necessary to examine perception of Kazakhstani higher education system by participant after faculty academic mobility program. This problem of applying new learning suggests the need for home universities and to state organization to make our higher education system be capable to change and effectively react new trends.

Finding Eight: Returning faculty perception of Kazakhstani higher education significantly changed after academic mobility program

The evaluation of Kazakhstani higher education system among participants who return after their mobility program abroad is mostly negative. As a faculty member in a university myself familiar with many faculty criticisms of institutional life, I noticed that my research participants evaluate Kazakhstani higher education system and university management system in particular more critically than faculty who have not participated in external faculty mobility programs. For example, as described in my analysis in the previous chapter, there were specific criticisms of participants: a) “Here [Kazakhstan] we have a problem - we have absolutely other approaches in the process of employment yes? In this regard our students are guided by a formality, that is obtaining the diploma, instead of obtaining knowledge.”; b) “One more problem of our education - theoretical knowledge isn't connected with practice.” Overall their critics concern ineffective university management, poor conditions of work, overload of teachers, and lack of advanced methods of teaching and research, lack of motivation of student and teachers to work harder, state

control and regulation of universities, lack of academic freedom, poor methodology of articles preparation. Some of these criticisms were attributable to their mobility experience because they were rooted in their examples from their overseas experience by comparison it with Kazakhstani situation. This changed perspective is evident in the evaluation of one participant: “I understood: how incorrectly we put an education system, approaches to research work. Everything is turned upside down.”

From this it can be concluded that the work in a foreign university system promoted changing of perception of our higher education system, recognition of extreme necessity of reforms. I think it is a very essential result of mobility programs. They promote aspirations to change something, make our educational system better. The problem is providing opportunities for faculty to implement these aspirations.

Finding Nine: External Faculty Academic Mobility Is Very Important Trend of University Policy

This finding refers to examining the role of external faculty academic mobility in regional university. It is based predominantly on interview of the Head of International Affairs Office in the university. She described the external faculty mobility as a very important trend of the university policy. The importance of this trend for universities in their movement to internationalization is also supported by Sylvia & de Bunt Kukhuis, (1994): “Universities that develop an explicit organizational strategy to improve research climate, including support for and members actively involved in IFM [international faculty mobility] eventually achieve a high degree of internationalization” (p.106). This trend is explained by Enders & Teichler (2005); Kim (2009) the impact of globalization and neoliberal discourse of educational policy, the aims of universities to be part of global educational space.

This trend is implemented by International Affairs Office. I consider international cooperation department plays key role in faculty academic mobility in the university. The description of functions of the international department supports this statement. According to interview of the Head of International Affairs Office and content analysis of department's documents the role of the department resolves into following functions: assistance for internship to the near and far abroad on profile specialties within the "Bolashak" program; organization of sending of faculty to the near and far abroad , rendering visa, consulting support; involvement of foreign lecturers of the near and far abroad for the purpose of lecturing on disciplines for students, undergraduates, doctoral candidates of university; holding information seminar for students, faculty and the staff of university according to educational international scholarship programs, consultation of faculty, attraction and organization of coming international scholars, "all logistics: correspondence with higher education institutions, the invitation... performance of contracts", search and assistance in international programs like Erasmus Mundus, Fulbright.

She also told about The importance of faculty academic mobility and other trends of international cooperation in the university policy confirms the significant attention from university administration to these trends and assistance of other university departments in implementation activities of International Affairs Office and academic mobility in particular: "the rector, vice-rectors are very interested in support of internationalization of the, create the most favorable conditions... There is definite cluster of departments in the university. They have common interests and can help in implementation of academic mobility."

Finding Ten: Inbound Academic Mobility (International Faculty Coming to This University) Is Viewed as Being neither Sufficient nor as Beneficial as Expected.

All previous findings concerned mostly issues of outbound faculty academic mobility. This finding refers implementation of inbound academic mobility. It shows ineffectiveness of inbound academic mobility policy in the university. The state provides significant financial resources for attracting international faculty to Kazakhstani universities. As the head of international department said there is special program for attracting international faculty. Only for this university the ministry provided 60 mln. tenge in 2014. But effectiveness is not good as expected. I think it was happened due to lack of foreign languages knowledge in students. The words of head of international department support this statement: the main challenge is students' background in foreign languages. An international scientist comes, there is no audience, translators, or the contingent of students is small. A lot of money, some thousands, but, as a rule, it on the average from 8 to 10 thousand dollars is allocated for one scientists. But efficiency is low because of lack of language knowledge of students. This is the main problem." Thus, many students don't understand new knowledge. Moreover, the problem is inflexible schedule and curriculum in the university. As the Head of International Affairs Office said the university can't invite a foreign professor to teach his own course. His course must be related to course which students learn in time when he comes. He must teach in the content and time of university courses because his teaching hours credited to this course. I think implementation of inbound academic mobility is much bureaucratized and inflexible.

Another problem I think that all foreign faculty teach only two weeks, maximum one month. I think it is not enough. It is necessary to invite some international faculty at least one term. It allows students to understand deeper new knowledge and create suitable working environment for an international professor.

The university doesn't spend its all endowment for inbound international mobility and uses only state funds and rarely international scholarship like English Language Fellow financed by US State Department. It is interesting to note that the period of teaching foreign faculty in the context of this program was one academic year in contrast to the state program which finances maximum one month. So if we use definition of academic mobility which provides state Concept of academic mobility, the period of location of international faculty who arrived in the context of state program can't be counted as mobility program because the time of their location less than three months.

However, despite these drawbacks I consider there were made very important steps for promoting inbound faculty academic mobility in the university. The state policy helps develop external faculty academic mobility program but it is strongly necessary to reform this policy by reducing bureaucratic barriers, making it more suitable for our education system and increase terms of foreign faculty teaching , for example to hire foreign faculty for one academic year.

Finding Eleven: The Status of Being a Regional University in Most Cases Appears to Have Reduced the Opportunities to Take Part in non-Bolashak Academic Mobility Programs, but Bolashak Was Viewed as an Equal Opportunity

This finding refers to central research question of my thesis: do regional universities have the same opportunities in implementation external academic mobility program like central ones. Four of five of my participants claimed that regional universities have fewer opportunities than central ones and only one of my participants said that faculty of both types have equal opportunities in participation in external academic mobility programs.

I support the first point of view and consider that faculty of regional university have fewer opportunities. Central universities have more collaborative agreements with

international universities and better conditions and support for faculty from universities administration. I don't mean that all universities in Almaty and Astana but majority of them. They have more financial resources, more opportunities to learn foreign languages, more faculty with good reputation.

My words are supported the following opinion one of my participant:

I think the central higher education institutions have advantages because they are located in such large agglomerations like Astana, Almaty. What advantages do they have? There is a certain good environment and conditions to learn languages, there is respectively better academic environment. Requirements for academic environment are very high, requirements for staff, high requirements for possession of languages. Respectively, there are a lot of young perspective people who know languages well, and they have a certain advantage in relation to obtaining information and consultation in time.

However, in my opinion the State provides equal opportunities for faculty of all universities. It can be proved by conditions of state program "Bolashak" which provides equal rights faculty of all universities regional or central, private or state. All my participants also support this point of view.

Applying Discussion of Findings to Research Questions

In this section I will generalize my findings and show how they help me to answer my research questions.

The first my Research Question: How does the university experience external academic faculty mobility? I believe my findings allow me to answer this question. Finding 1 showed the most important and widespread program for university faculty in external academic mobility; Finding 9 showed the significance the trend of external faculty academic mobility in the university's policy; finding 10 presented experience and drawbacks of inbound external faculty academic mobility and finally Finding 11 provided information about influence of regional status of the university on implementation of external faculty academic mobility.

The second my research question: What are benefits of external faculty academic mobility to both the university and the faculty themselves? I suppose my findings help me answer this research question: Finding 5 showed the significance of external faculty academic mobility for improving teaching and research work; additionally, my finding 8 of changing perception of Kazakhstani higher education significantly after academic mobility program showed positive mental and cultural influence of external faculty academic mobility. Finding 5 showed how beneficial for faculty and the university establishment of scientific contacts with international faculty for teaching, research and publications.

3) What challenges do both the university and the faculty face in implementation of external faculty academic mobility? I believe my findings allow me to answer this research question. Information that helps me answer this research question is presented in Finding two, in which I showed how the emphasis on Kazakh-language reduce opportunities of Bolashak program for non-Kazakh people. The finding 3 defined that main challenge for faculty is insufficient knowledge of foreign languages. Additionally Finding 4 showed how different academic cultures and practices between Kazakhstani universities and receiving international universities reduce the opportunities of faculty to participate in academic mobility programs. And finally the finding 7 concerned difficulties in implementation of obtained knowledge and experience in home university by returned faculty.

Conclusion

Thus in this chapter I discussed most important findings which, as it was proved in this chapter, helped me to achieve my research purpose and answer my research questions. Next chapter “Conclusion” will bring the discussion of previous chapters and discuss the research study recommendations, limitations and significance.

Chapter 6. Conclusion

In the previous chapters I presented literature review, methodology, findings and discussion of findings of the study. In this chapter I will summarize all obtained findings in relation to the research purpose and research questions. I will also present limitations and implications of this research and provide my suggestions for future research.

The problem, that motivated me to conduct this research, is the lack of special studies devoted to implementation of external faculty academic mobility in Kazakhstani universities although this trend is very important in Kazakhstani higher education for promotion of its internationalization and modernization. Furthermore, I tried to know what specifically challenges and opportunities have regional universities in Kazakhstan in context of their lower status in comparison with central ones.

Answering My Research Purpose and Questions

In order to solve this I defined the purpose for this research as to understand the importance of external faculty academic mobility to both faculty and the university at one regional university in Kazakhstan. In the chapter “Discussion of Findings” I discussed obtained information that ‘answered’ my research questions. As we can see from my discussion of Research Question one the external faculty academic mobility is important trend at the one regional university. The most important program of external faculty academic mobility for university’s faculty is the State Scholarship programme Bolashak. However, international scholarship programs like DAAD, JFDP are also used by university’s faculty. As regards international faculty the university promotes the state-funded policy for attraction them for teaching but the results of mobility of international faculty were not good as expected for the university.

From discussion of the second Research Question external faculty academic mobility provides many benefits for faculty and the university. It improves teaching,

research activity and curriculum at the university. Mobility contributes to establish contacts with international scholars and promote deeper cooperation with foreign universities.

However there are some challenges and barriers for faculty and the university in implementation of external faculty academic mobility. As we can see from discussion they are insufficient level of foreign languages, unequal access for non-Kazakhs speakers to the main program – Bolashak, different academic culture and standards of research work with foreign universities.

Thus, from above discussion, I consider that mainly my research purpose was achieved because I presented the main issues connected with experience, benefits and challenges of external faculty academic mobility in one regional university, I showed the importance of this policy not also for this university but also for other higher educational institutions in Kazakhstan. Most important for me is also that I presented attitude and views of faculty of university to issues of external faculty academic mobility, their suggestions for improving it on institutional and national levels.

Recommendations

Taking into account the outcomes this study and opinions of participated in this research faculty I can suggest the following recommendations:

- Additional learning of foreign languages for faculty
- Changing selection criteria of Bolashak for faculty
- Increasing the term of teaching of international faculty in Kazakhstani Universities
- Increasing allocation of funds for external mobility program by the university itself
- Searching academic mobility programs and providing information to faculty in time by international affairs department

However, as this study is the first one devoted to faculty academic mobility therefore I have some suggestions for future research. In future it will be necessary to do

research with quantitative and qualitative approaches to devote to only Kazakhstani faculty experience abroad.

It also needs to conduct special research about national policy in faculty academic mobility and about experience of international faculty in Kazakhstani universities. And finally the same topic will be conducted in PhD level.

Limitations of the Study

Describing limitations it is necessary to mention that I couldn't have access to all necessary documents regulated faculty academic mobility at the university because I didn't receive special permission. Moreover, I understand that it would be also useful for this research to conduct an interview with international faculty in the university. It would be help to describe benefits and challenges of inbound faculty academic mobility.

Significance of the Study

Finally I would like to say about significance of this study. This research will be useful for evaluation of external faculty academic mobility in the university, study opinions of participated in mobility programs faculty about organization and implementation of faculty academic mobility in the university and on the basis on this information it can suggested ways to improve implementation of faculty academic mobility. This policy is a new trend in Kazakhstani higher education and there is a lack of research about it in Kazakhstani science. As many other regional universities collide with the same issues and their administration also can use this research for the purpose of solving problems concerned with implementation of faculty academic mobility.

And finally, from this research policymakers can know more about problems of faculty academic mobility in regional universities and may be this knowledge would help them in working up actions to solve these problems and improve the development of faculty academic mobility in Kazakhstan.

This thesis was the first attempt to study the external faculty academic mobility on master's level. Undoubtedly, it is not complete and excellent study but I am sure that raised problems here are important and their study will be continued in the future.

References

- Albuquerque, A. (2013). Academic mobility: A non-Machiavellian means to global citizenship. Retrieved from <http://recipp.ipp.pt/handle/10400.22/2974>.
- Applicants for the internship (2014) [pretendenti na prohojdenie stazhirovki] Retrieved from: <http://www.bolashak.gov.kz/index.php/ru/pretendentu/stazhirovki/obshchie-trebovaniya>.
- Bell, J. (2010). *Doing your research project*. McGraw-Hill International.
- Bloomberg, L. D., & Volpe, M. (2008). *Completing qualitative research: A roadmap from beginning to end*. SAGE Publications, Inc.
- Bogdan, R. C., & Biklen, S. K. (1998). *Qualitative research in education. An introduction to theory and methods*. Allyn & Bacon, A Viacom Company, 160 Gould St., Needham Heights, MA 02194; Internet: www.abacon.com.
- Bryman, A. (2012). *Social research methods*. Oxford university press.
- Bucharest Communiqué (2012). Retrieved from [http://www.ehea.info/Uploads/\(1\)/Bucharest%20Communique%202012\(1\).pdf](http://www.ehea.info/Uploads/(1)/Bucharest%20Communique%202012(1).pdf).
- Census of population of Republic of Kazakhstan (2009) Retrieved from http://web.archive.org/web/20100628101359/http://www.stat.kz/p_perepis/Pages/
- Center for International Programs About Bolashak program (2014) Retrieved from: http://www.educip.kz/eng/index.php?option=com_content&task=view&id=167&Itemid=290.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education*. New York, NY: Routledge
- Constructing paths to staff mobility in the European Higher Education Area (2007): From Individual to Institutional Responsibility. Study for Education International.
Conor Cradden

- Creswell, J. (2014). *Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th Ed.)*. Pearson Education Limited.
- Dairova, K., Jumakulov, Z., & Ashirbekov, A. (2013) Government support for student mobility: the case of Kazakhstan's international scholarship program 'Bolashak'. In Eurasian higher education leaders forum, conference proceedings (pp.92-100). – Astana, IndigoPrint Llp.
- Decree of the President of the Republic of Kazakhstan dated November 5, 1993 No 1394 “About establishment of Kazakhstan Presidential international “Bolashak” scholarship. Retrieved from <http://www.edu.gov.kz/ru/postanovlenie-prezidenta-respubliki-kazakhstan-ot-5-noyabrya-1993-goda-no-1394-ob-uchrezhdenii>.
- Enders, J., & Teichler, U. (2005). Academics' View of Teaching Staff Mobility. In *The Professoriate* (pp. 97-112). Springer Netherlands.
- Erasmus Mundus Programme (2013). Retrieved from http://eacea.ec.europa.eu/erasmus_mundus/programme/about_erasmus_mundus_en
- Faculty development fellowship program (2010). Retrieved from <http://www.uchi.kz/granty/faculty-development-fellowship-program>.
- Fahey, J., & Kenway, J. (2010). International academic mobility: Problematic and possible paradigms. *Discourse: Studies in the cultural politics of education*, 31(5), 563-575.
- Fulbright program (2014) Retrieved from http://kazakhstan.usembassy.gov/fulbright_program.html.
- General demands for internship [*Obshie trebovaniya k stazirovke*]. Retrieved from <http://bolashak.gov.kz/index.php/ru/pretendentu/stazhirovki/obshchie-trebovaniya>
Higher education, 52, 1-39.
- Isaakyan, I (2009). The Experience of academic mobility. Retrieved from .
http://www.ces.ed.ac.uk/PDF%20Files/eBrief_01.pdf.

- Johnson & Christensen (2012). *Educational Research: Quantitative, qualitative, and mixed approaches (4th Ed.)*. SAGE Publications, Inc.
- Joining of Kazakhstan to Bologna Process [Prisoedinenie Kazakhstnana k Bolonskomu Processu] Retrieved from <http://www.edu.gov.kz/ru/bolonskiy-process>.
- Junior faculty development program (2012). Retrieved from <http://almaty.usconsulate.gov/jfdp.html>.
- Henrion, A. (2011). Staff Mobility in Europe: A Twelve-Year-Old Programme. In *Pains and Gains of International Mobility in Teacher Education*, 79-92. Sense Publishers.
- Kim, T. (2009). Transnational academic mobility, internationalization and interculturality in higher education. *Intercultural Education*, 20(5), 395-405.
- LeBeau, L. G. (2010). The international mobility of the American faculty: Scope and challenges. *Journal of the Indiana University Student Personnel Association*, 41-47.
- Leuven Communiqué (2009) Retrieved from http://www.ehea.info/Uploads/Declarations/Leuven_Louvain-la-Neuve_Communicu%C3%A9_April_2009.pdf.
- Marginson, S. (2006) Dynamics of national and global competition in higher education. *Higher education*, 52, 1-39.
- Ministry of Education and Science. (2011). Concept of academic mobility in higher education of the Republic of Kazakhstan. Astana, KZ: Ministry of Education and Science of the Republic of Kazakhstan. Retrieved from <http://www.kaznpu.kz/ru/993/page/>.
- Ministry of Education and Science. (2012). Strategy of academic mobility in the Republic of Kazakhstan for 2012-2020. Astana, KZ: Ministry of Education and Science of

the Republic of Kazakhstan. Retrieved from <http://naric-kazakhstan.kz/ru/akademicheskaya-mobilnost/111-ctrategiya-akademicheskoy-mobilnosti-v-respublike-kazakhstan-na-2012-2020-gody>.

Ministry of Education and Science. (2012). Resolution of the government of the Republic of Kazakhstan dated 27 March 2012 № 355 About modification and additions in the decree of the Government of the Republic of Kazakhstan dated June 11, 2008 № 573 «About approval of Rules of selection of candidates for awarding the international scholarship of the President of the Republic of Kazakhstan «Bolashak» Retrieved from http://online.zakon.kz/Document/?doc_id=31148107.

Mobility strategy 2020 for the European Higher Education Area (2012). Retrieved from [http://www.ehea.info/Uploads/\(1\)/2012%20EHEA%20Mobility%20Strategy.pdf](http://www.ehea.info/Uploads/(1)/2012%20EHEA%20Mobility%20Strategy.pdf).

More than 400 people got holders of international scholarship "Bolashak" in 2013 List of scholarship holders [*Bolee 400 kazahstancev stali obladatelyami stipendii mejhdunarodnoy stipendii "Bolashak" v 2013 godu*] Retrieved from: <http://newskaz.ru/society/20130828/5480057.html>.

Niyazbekova, S. (2013). The role of the international scholarship of the President of the Republik of Kazakhstan 'Bolashak' in scientific internships" program in the post-crisis period. [*Rol mezhdunarodnoy stpendii Prezidenta Pespubliki Kazahstan po programme nauchnie stazhorovki v postkrizisniy period*]. Retrieved from <http://repository.enu.kz/bitstream/handle/123456789/4564/rol%27-mezhdunarodnoi-stipendii-prezidenta-rk.pdf>.

Nurbek, S (2013). State support of student mobility in Kazakhstan. In Eurasian higher education leaders forum, conference proceedings (pp. 101-104). – Astana, IndigoPrint Llp.

- O'Hara, M. (2013). Academic mobility in Kazakhstan: rhetoric and reality. In *Eurasian higher education leaders forum, conference proceedings* (pp. 105-109). – Astana, IndigoPrint Llp.
- Omirbayev, S. (2012). *International collaboration of S. Toraigyrov Pavlodar State University: science with no boundaries. In Eurasian higher education leaders forum, conference proceedings*, 90-94.
- Opportunities for faculty and researchers (2014). Retrieved from <https://www.daad.org/faculty>.
- Oralova, G. (2012) Internationalization of higher education in Kazakhstan: Issues of instruction in foreign languages. *Journal of Teaching and Education*, 1(2), 127–133.
- Sagintayeva, A.& Kurakbayev, K. (2013) Internationalization of higher education in Central Asia. The case of Kazakhstan. In *Stiasny, M. Gore, T. Going Global: Identifying Trends and Drivers of International Education* (pp. 17-27). Bingley, UK: Emerald Group Publishing Limited.
- Saltmarsh, S., & Swirski, T. (2010). 'Pawns and prawns': international academics' observations on their transition to working in an Australian university. *Journal of Higher Education Policy and Management*, 32(3), 291-301.
- Silverman, D. (2010) *Doing qualitative research*. SAGE Publications Ltd. London
- Tremblay, K. (2005). Academic mobility and immigration. *Journal of Studies in International Education*, 9(3), 196-228.
- Wellington, J. (2000). *Educational research: Contemporary issues and practical approaches*. Bloomsbury Publishing.

Appendices

Appendix A

Questions for interviews with faculty members - participants of faculty academic mobility programs

1. Tell me about yourself. How long have you been working at the University? What position do you hold? What subject do you teach?
2. Which mobility program did you participate in?
3. What reasons did you have for participation in the program?
5. Was there any complexities of the selection process? If yes, what?
6. How long did period of academic mobility last?
7. What positive results are you brought in the period of participation in academic mobility? A series of leading questions:
 - conducting research
 - improving teaching
 - curriculum
11. What changes have occurred in your research and teaching activities after participating in the program of academic mobility?
12. What difficulties did you collide participating in the mobility program? A series of leading questions:
 - Selection process?
 - Life in a foreign country?
 - Relations with foreign academic environment?
 - Financial difficulties?
13. How do you assess the work of the University on development of faculty academic mobility How do you assess the work of the Department of international cooperation? How efficient is it?

14. Do you think that the regional status of the University reduce the extent of participation in faculty academic mobility?

15. What advice could you give to the University for the development of faculty academic mobility?

Appendix B

Questions for interview with the Head of international Affairs Department

1. Tell me about yourself. How long have you been working as a head of International Cooperation Office at the University? What are your professional duties?
2. Tell me about the policy of the university in implementation of faculty academic mobility programs?
3. What achievements does university have in implementation of faculty academic mobility programs?
4. What problems does the university have in implementation of faculty academic mobility programs?
5. How do you assess efforts of faculty to take part in faculty academic mobility programs?
6. What you would change in the work of your department?
7. Do you think that the regional status of the University reduce the extent of participation in faculty academic mobility?
8. What measures do you make to promote the improvements of faculty mobility programs at the university?
9. How do you assess foreign faculty coming to university?
10. What difficulties do you have in invitation and work with foreign faculty?
11. Are there any problems with the university administration?
12. How in General do you assess the development of academic mobility in Kazakhstani universities? Do you think it is useful to participate in the programs of academic mobility?
13. What recommendations would you give to improve of faculty academic mobility policy in Kazakhstan?

Appendix C

INFORMED CONSENT FORM

Study title: External Academic Mobility of Faculty in a one regional university in Kazakhstan: challenges and opportunities

DESCRIPTION: You are being asked to participate in an inquiry project which is done by a Master's student of the Educational Leadership program at the Graduate School Education of Nazarbayev University. The purpose of this study is to explore the influence of external academic mobility of faculty on one of regional universities in Kazakhstan - Pavlodar State University named after S.Toraighyrov. The questions, which will be asked, are concerned with possible improvements of teaching and conducting research resulting from external faculty academic mobility and opinions about problems and benefits of faculty academic mobility for Pavlodar State University.

TIME INVOLVEMENT Your participation will take approximately -10 minutes

PROCEDURES: Faculty members, who took part in the academic mobility programs, will be defined and interviewed by the researcher. The format of the interview will be one-to-one conversation with a series of questions to ask followed up with some clarifying questions. With your permission, I will audiotape the interview only for the purposes of accurately transcribing answers.

CONFEDIALITY AND ANONYMTY: Anonymous can be used to protect their privacy and confidentiality. For the purpose of anonymous protection pseudonyms will be used. Obtained information will not be sharing with anybody, except my supervisor. Please know though that you do not have to answer any questions or discuss any topics that seem to you inappropriate and uncomfortable.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand your participation is voluntary and you have the right to

withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate. You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Principal Investigator – Alexey Malikov, a master’s student of Educational Leadership program in Nazarbayev University; mobile phone: 87476691475; e-mail: malikov.alexey2@gmail.com..

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team at (+7 7172 709350). You can also write an email to the NUGSE Research Committee at (gse@nu.edu.kz).

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____

Date: _____

The extra copy of this signed and dated consent form is for you to keep.

According to the law of the Republic of Kazakhstan an individual under the age of 18 is considered a child. Any participant falling into that category should be given the Parental Consent Form and have it signed by at lea

Appendix D

One complete interview transcript

Transcript in English

- Hello
- Good afternoon

QUESTION: Today we conduct interview concerning your academic mobility in Switzerland. Some questions of the positive and negative moments of participation in the program of the academic mobility will be asked you. Also it would be desirable to learn yours opinions on this program, on development of the academic mobility in Kazakhstan and at our university. First of all, tell about itself. How you long work at the university, what position you hold?

ANSWER: I am the head of the department Istorii of Kazakhstan, at university, I work the sixth year, since 2008. After the termination of postgraduate study and protection of the master's thesis, I began work at the Pavlodar State University, still I am the teacher of this university. Now at present since September, 2013 I hold a position of the manager of chair.

QUESTION: Reasons of participation in the program academic mobility?

ANSWER: First of all, desire to gain new knowledge in the field of the western education, to master and try to introduce them in Kazakhstan. Here I had such purposes initially. The program in which I участвовал, had the direction management in education, I passed training in Montreux Business Club university which was in Switzerland in the city to Matrona passed training. Studying of a control system, education system, on the example of one of the European higher education institutions was my purpose. Acquaintance with system of teaching, teaching technique in general, that is what modern educational technologies and methods is applied, Here such we set tasks.

QUESTION: Well, and how the program of the academic mobility in which you participated was called? Why you chose this program?

ANSWER: I participated in the program of the academic mobility "Bolashak". I became the owner of a grant "Bolashak" which appropriates, organizes the center of the international programs through competition. I consider that it the most optimum for us, that is is the purposeful state policy which purpose is formation of opportunities for teachers to leave abroad. That is I used a grant "Bolashak".

QUESTION: And why grant "Bolashak"?

ANSWER: Because on it it is simpler to go, that is in principle competition open. Probably, it was connected with that we had no alternatives. Factor of lack of alternativeness. It should be noted that now, at present a year later I already know about existence of other programs. Now we know about alternativeness of those programs, that is we know about existence of such program as "Erasmus Mundus". Since 2014 the new

program "Erasmus Plus" is started - the new program of the European Union which is calculated this period is calculated 2014 - 2018 and according to it grants are again allocated, is financed trips and now we will have priorities more in this direction, personally I have as though a priority focus on "Erasmus" because I already used the grant.

QUESTION: Grant shortcomings "Bolashak"?

ANSWER: What is bad in a grant? Badly that in a grant "Bolashak" is given once in life. That is training is given once. It would be necessary not to limit why we have to limit our people after all it is the first experience of our trip we further have to develop to find even more valuable experience and due to training, due to training in a magistracy, doctoral studies, that is it is bad that "Bolashak" limit us to that give out a grant once in life.

QUESTION: And such here question. You told, what chose Switzerland why you chose Switzerland? And how lasted long training time in Switzerland?

ANSWER: Well, we chose Switzerland because the program, that is a problem after all at us what was ready? Problem at us in the first the language. We have a certain language barrier. Secondly somehow to designate our purposes where *нибудь* difficult to pick up the program to us. We somehow it seems are limited in the opportunities ourselves can't communicate, for example, independently with them so there can to be a problem mental. We in the academic environment have here any problem of absence such - independence we often watch that on, that will offer us, instead of that we want. That is we are more focused on it. Passivity, lack of our activity. Passivity in search of programs and selection, a way of sources of financing. It should be noted why I chose this country, well Switzerland enough is known, having very good, qualitative educational system it quite highly is quoted and in world ratings, and in the European ratings, that is education cost very high and quality very good. There, for example, in Switzerland very good teachers and often, not Swiss, but foreign taught. That is there were teachers from England, from Canada, from the USA, there were teachers from that Switzerland, from France there were teachers. The choice was connected again with those purposes which I put on a choice, to us was offered programs some ready already which were already approved, there was an opportunity to go to pedagogics to Britain, and there was an opportunity to go to Switzerland, it was necessary to go on education management. Well, I was ready to go to Switzerland, it seemed to me more attractive, I had purposes on receiving management of education.

QUESTION: That is you went not on stories on your specialty, and on education management?

ANSWER: Yes, that program, and that period was at that time offered, "Bolashak" too aspired more probably to a quantitative index. Now at them requirements changed. Earlier at them it was more focused on that what, that is their strategy of their development assumed itself initially approbation of training. To give the chance to go not on the specialty. Now at "Bolashak" requirements became tougher, now at them they try to pass generally to them come to a new stage of the strategy, pass to that stage when they already

give out target concrete in the specialty on a profile of activity of the scientist or there the teacher and other.

QUESTION: Well. And tell, in what conditions there took place this training in Switzerland?

ANSWER: That occupations are conducted very qualitatively was pleasant. It is probably connected also with good, stimulation of these teachers, that is teachers are very motivated and respectively we saw very high level of the organization of carrying out occupations. Very high level, it was pleasant, on occupations the problematic approach was used. Tasks were accurately set, and we sorted various situations, and that very close connection goes the theory with practice was pleasant. To us showed examples, in the same place and into practice tried to put to project these approaches, methods and other which we received, on a concrete situation, modelled any situations. Very close connection with game methods – all this very much was pleasant. Knowledge is given approximately on practical application. That is to us set various situations on management strategy, on management as a whole, and on development. Courses were generally the economic block. Well and as a whole projected in education and including, that is economic management, that is the administrative block.

What wasn't pleasant? The grant "Bolashak" herself, as a whole isn't enough if honestly in the financial plan it wasn't pleasant, financing could be increased long ago because to the Swiss measures of means didn't suffice, that is we were limited if honestly on means we need to increase at least to level well I don't know 3тыс. dollars. Taking into account the prices and other, they have to be more focused and give the chance to people as though fully comfortably feel abroad. Well in the training organization, as a whole everything yet wasn't pleasant positively rest, generally the financial aspect is more.

QUESTION: And problems with adaptation were?

ANSWER: With adaptation there were, of course, problems. But if to take in this aspect of a problem with adaptation were, after all mental distinctions, very big It was necessary to eat it to consider and somehow can be to give the period on adaptation. Because we often think absolutely differently, on mental at us of different approaches to the same problems.

QUESTION: Well. Now still I would like the following question specifically stopped what received for yourself, for improvement of the technique of teaching how you improved the curriculum, research work?

ANSWER: Well. It should be noted that in the first I tightened language, that is I at the time of arrival had not really good language level. As a result of this course I rather normally promoted in respect of language. I studied special terminology. I tried to master the academic language that is on which to the sphere I went, that is on economy. I learned the majority of number of economic terms. Positive side is also that I gained invaluable experiment on carrying out occupations and already try to project this experience already

at the lessons. For example, I developed a course on ancient history, with application of presentation lectures. I understood that proceeding from the western experience, large volume of work should be allocated for independent work. large volume of independent work and still very important aspect of the western education. It is very important and we try to introduce today this experience which is directed on studying large volume of literature and then already to do the corresponding tasks, that is we try to apply a problematic approach. Students carry out large volume of independent work, perform such tasks as presentations. They, thus acquire knowledge and develop various (presentation, pedagogical skills and so forth). And I demand from them, what they, that is as at a lesson behaved we create a situation, means students, teachers gather on chair we will see off, and they present the slides, the presentations.

QUESTION: Well. Let's return to the program. Here what difficulties at you arose in the course of selection according to this Bolashak program, or any complexity?

ANSWER: Difficulties. The first complexity is a language barrier. The language barrier is a big problem to our science, sew the academic traces and first of all our society. That is at us the Russian and Kazakh languages prevail. In this regard the president about tasks that conducted three язычья that we mastered three languages designated. That is rather difficult, but I think it is feasible necessary stimulating courses probably from the state strong support for language development is necessary. That is the language barrier is the biggest problem for realization of the academic mobility. Second aspect of a problem.

QUESTION: Well, it can be in the Bolashak program something it isn't pleasant in those requirements which put forward "Bolashak" in this plan as you estimate criteria here Bolashak program selection so further?

ANSWER: It would be desirable to note work of NEK of the independent expert commission. But, here it should be noted that they pay not really much attention individually to everyone. The matter is that they to everyone conduct interview in 4 – 5 minutes. As it is possible to lead for example the person of his work, his ability or as though the importance of his activity well to the period within 4 – 5 minutes, it isn't real. That is can still stressful states that, such here limited chronological framework is compelled to hand over all this and in the course of selection НЭК to us too as though a stressful situation actually and not really much attention is paid individually to everyone here it very badly. That is they have too big stream wishing and communications with it their activity temporarily interview with each applicant is quite limited.

QUESTION: Well. And now once again we will return to a question of your life in Switzerland, about your study at accepting university. How you estimate the academic environment at that university? Whether affected you this academic environment? Whether successfully you were integrated into that academic environment?

ANSWER: It should be noted that specifics of this business of school were that as that big academic environment and was in principle it is big school, private school. Generally teachers that is they involved often there from outside as such academic environment and

wasn't. It should be noted that as they concerned, probably, as with a color, that is as to being trained not as colleagues more. It is more, probably, as to the being trained.

QUESTION: That is you were as students, instead of how training teachers more?

ANSWER: In that case to us offered courses which at them are provided for the program, well it is oriented on education, that is because the subject concerned education management, it is given we had a problem in it and that is, probably, more attitude towards undergraduates was closer to students usually such relation. As that it there were lecture courses, and attempt to project there were practical buildings and lecture, presentation lectures in such form passed tasks.

QUESTION: Well. You told that upon return, changed a teaching technique, in any degree. What else aspects of work were changed under the influence of training?

ANSWER: Well as a whole it should be noted that the positive effect certainly was that I here with teaching I started applying approaches. In scientific I actually received nothing because the course was administrative, that is on administrative activity, a certain knowledge in management I apply managing chair. It should be noted that it is difficult to apply this knowledge here because there is no that Wednesday, constantly you face various mental difficulties as the personnel still works in the old manner. That is enough here such difficulties are because they - that these approaches, strategy of space, planning and other are applied in the West according to their mental features. We here have absolutely other approaches and other public calls, respectively both mental problems and social aspects the societies caused by specifics.

It should be noted that problems concern not only workers but also students. Here, for example, my attempt to apply such approaches with application of new technologies, and new approaches in the course of independent work face on problems. The matter is that the main problem of our education is, say, so interest of the student, not in training in knowledge often. I don't speak for all. And end result. They are interested not in knowledge, and more in the diploma is the main problem of our environment. It is the Achilles' heel of our education. Actually it is connected with an objective problem - lack of value of knowledge, a formalistic approach to knowledge from the employer at the subsequent employment students that is our graduates often at them selection isn't carried out on their knowledge. Absence of the market which is guided by knowledge.

QUESTION-In the West you didn't face such problem?

ANSWER-Isn't present, of course, there everything is focused on existence or lack of competence. That is you are competent of these questions or not, that is you it are able or you know it, or not. That is in this plan, dependence on skills of competence or the knowledge of competence, that is there approach such, objective that is if the person is able yes, that it take for work. Here we have other problem, - that we have absolutely other approaches in the course of employment yes? Communications with it our students are guided by a formality, that is obtaining the diploma, instead of by knowledge acquisition

more. And often, we are ready to go on it in various ways. That is that's it lack of the importance and value of the education, knowledge, here in it the main problem of our education. And it plays with us an evil joke. In a fate, one more problem of our education, is also that often theoretical knowledge isn't connected with practice. This factor too should be considered, on that that why our students, in our country aren't appreciated? Are connected with it, that is a problem at us exists from the Soviet education system. That is, it to be available for us from there yes? We taught it. In principle proceeding from that model of education yes? When there was no such accurate communication between the theory and practice. Often students gained here knowledge, at university where can put them into practice, or in practice there is a situation absolutely other. Here it is necessary to consider, – that for years of independence, our economic system changed and respectively, and managing conditions, respectively scientific knowledge changed. Now here they aren't applicable, there in practice. Well, it is a big problem

QUESTION: Lack of communication?

ANSWER Yes lack of communication of the theory and practice.

QUESTION - Well, now question: other teachers used your gained knowledge in training? Whether you acquainted the knowledge with other teachers?

ANSWER-Certainly, was attempt of an exchange by the experience got by experience. Yes I invited colleagues to lectures, presentation, often came were interested. In principle interest is, communications from colleagues, But it should be noted that at us isn't present a condition to realize it everything in full. Well, it is probably connected, with that that, in our education system isn't present suitable a condition for creative growth. To improve the technique of teaching to accept any new technologies, approaches to education and. That is it is a big problem, and it is a motivational problem. The matter is that very low salaries at our teachers, respectively it leads to a personnel problem. If low salaries, respectively and shots not always the best. It and problem ...

QUESTION: That is, you want to tell, what at other teachers wasn't, we will tell motivations to introduce in a labor technique?

ANSWER: Not only, that's it the motivation financial, but at the same time isn't present opportunity, a condition isn't present. The matter is that low wage payment is time, in – the second lack of time. Here lack of time, it should be noted that often our teachers are simply overloaded with excessive work. Carry out out of educational activity and at them very big classroom on teaching. That is, often, for example professor – 600 with superfluous hours of loading, at the candidate of the associate professor is 810 hours, at not the osteopenenny teacher – 880 hours annual, that is in a year they have to carry out such volume of loading. And, there loading volume, including classroom and not classroom loadings, that is is very large volume of loading actually.

QUESTION: Well, such still question: how you think, whether the regional status of university influences participation of teachers, success of participation of teachers to the

program of the academic mobility that is where you think more possibility of teachers in the central higher education institutions or regional?

ANSWER: To participate in the mobility program, huh? Well, I think that here certainly advantage the central higher education institutions, because have those higher education institutions which are located in such large nominations as Astana, Alma-Ata. They have advantage, what? Because, there is a certain environment to tighten the language, there and respectively the academic environment of the requirement. The requirement to the academic environment very high, often, here in national higher education institutions, there very high requirements to shots, very high requirements to possession to languages. Respectively, there is a lot of, it is more than youth perspective which well knows language, and they have a certain advantage in respect of obtaining information. Well our regionalnost, certainly disturbs us, in respect of obtaining timely information, receiving timely consultation. Regionalnost, well it is connected and from a statustnost, often higher education institutions regional, i.e. who is located in areas of the state having the status. Not the state universities, they have no, for example, the status national and they t.e are, as though in such peripheral a state, in peripheral situation, and to them least of all, as though address. I.e. often they, defining professionalism, are visited actually. T.E lack of that status as national, too don't give the chance to realize the program of the academic mobility of teachers fully.

QUESTION: Well, well now peredy just to our regional higher education institution where you work. How you estimate work of department of the international cooperation at university? Whether he helps teachers to participate in the international programs or not?

ANSWER: Well, probably, here too depends on shots, it should be noted that their activity actually low. It is connected, probably, again with financing problems, it is all about the low such wages, there too not the best shots, as they say not the most active shots. Respectively the motivational problem, motivator, here plays large role. Motivation very low, communications with it and their activity on the relation, into the account of to inform us it is timely about existence existence of any programs, too the very low. T.E we, often remain not informed after the existence, any competitions, selections, programs, i.e. the problem too exists. There was a period, probably, also such, has character purely connected with management. Can be with transition of the new management, probably now this situation will change we hope in a positive side. Because, at present situation not the satisfactory. I.e. realization and knowledge of our teachers very low, actually.

QUESTION: Well, what you still would make recommendations, that's it to our department of the international cooperation for development of part of the program of the academic mobility of teachers?

ANSWER: Certainly, I would like that they possessed information more and shared with it, i.e. they have to first of all it is their function, function information. T.E they have to inform surely us on the existence, any programs, courses, competitions, i.e. it is very important point. In – the second it is necessary to stir up their activity in the course of

implementation of the Erasmus Mundus program because our higher education institution doesn't position itself as one of leading higher education institutions of Kazakhstan though it is. But here on the international scene it has to position itself (himself) better, we have to join in various Erasmus projects very actively. We have to acquire surely in this direction because it is very perspective for our higher education institution. Well it should be noted that the last year planned good tendencies, well at us, for example two faculties got grants on Erasmus Mundus on financing of projects. But besides they indirectly received them.

They received them through other higher education institutions of Kazakhstan, i.e. they participate in this project, together with other higher education institutions of Kazakhstan, national higher education institutions, and profile higher education institutions too. For example, our agrotechnical faculty, with any profile higher education institution if I am not mistaken, at them is realized or not, it is power faculty with any profile higher education institution participates, you can ask in detail them into the account of it. And this mathematicians too won the project on Erasmus Mundus, i.e. they got a grant and participate. I don't think that they participate in this competition. Most likely, they indirectly simply carry out their project. I.e. those probably indirectly attracted our higher education institution, i.e. it is necessary to show here activity as the independent scientific subject, the scientific educational subject.

QUESTION As you estimate a level of development of external academic mobility in the Kazakhstan higher education institutions? If the state promotes the academic mobility?

ANSWER: Нужно to note that to the state in this plan, it is necessary to move to a new level already. The matter is that if we want the high-quality growth, one grant Bolashak it isn't enough, a grant Bolashak, it is directed, it has such specifics, is directed on individual, i.e. there the individual approach goes. There, approach that here university has to offer the people, there approach that everyone individually gives, and individually its qualities estimate also the other. I.e. here it is necessary to proceed from requirement of higher education institutions and likely to allow the large-scale program of mobility of teachers from the ministry. Only thus it is possible to change a situation, to give the chance to teachers to examine the latest scientific approaches. For example, to give the chance to examine new pedagogical techniques, application various technologies, educational technologies. I.e. here it needs to be introduced everything, and powerful financing yes for this purpose is necessary? Without it, without state support this it is unreal simply, i.e. support is obligatory, necessary.

QUESTION: I.e. specifics of our educational system, what without support the states system for us in general works?

ANSWER: In the absence of so that, we will tell so independent market from the state it is impossible to speak about development and education it is correct? I.e. without state participation. Well, time the state takes such social responsibility as, we will tell so to be, plays a significant economic role in economic life of society. I.e. respectively the state at us is a certain package of society, has influencing impact, respectively it has to bear a

certain social responsibility. I don't speak, I am not a socialist or other, I say that time the state assumes such obligations, and in general considering that the market at us still current is formed, I consider that the market at us only is formed. Often its character, well carries such more, probably, infrastructure character, and the system forming the enterprises, all - is under the power of the state, it is necessary respectively from the state support. It should be noted that the educational market very crude.

QUESTION: How here you think, whether can send your university without support of the state teachers of the program of mobility or not?

ANSWER: I consider that the Higher education institution can't, its budget won't sustain. If to take regional universities, their budget of all on all makes couple of millions dollars. And taking into account that demographic situation and a set today's, with a demographic situation of the middle 90 – x years and their approach now, so in general a problem, a financial problem at universities quite actual. The financed situation very difficult. I think, in the next 5 years, this situation will be aggravated still. But on a visit solutions of these problems existence 2000 – x years, I think that 20 – my to year the positive tendency in this regard, in respect of financial independence of higher education institutions will be outlined.

QUESTION: Well, and such still question: problem of coming teachers to Kazakhstan, i.e., naturally mobility externally academic not only that we have to send the teachers, but only and to us there have to come foreign teachers. How you estimate such policy of the state, on reception of foreign teachers?

ANSWER: Same a problem too it is connected with financing likely. Depends on that on how many the same European countries, are interested in that to study our education system. Also it should be noted that I think that having arrived here, our foreign colleagues will appear in any such certain cultural shock. And if they consider our approaches in education, ours here this accompanying activity which is connected with evasion of certain public duties which in general unacceptably in the West, they will be probably in such small, cultural shock.

QUESTION: What it is necessary to do to intensify arrival of the western teachers, well unreliable western, and from the leading international countries in our higher education institutions?

ANSWER: Well, in this direction, generally, the state makes an attempt, i.e. it first of all interest of the state, in that foreign our colleagues came. Well, at least to note incompleteness of these attempts of activity the matter is that financing takes place at about from last year's calculations if I take, i.e. you can provide these data on the republic, approximately for 8 - 12 thousand dollars, during about 3 weeks lecturers from – for a boundary were attracted.

QUESTION: Only 3 weeks ?

ANSWER: Well, 3 – 4 weeks could attract without problems for this period, nachitka of lecture. Respectively there were difficulties the matter is that if to take to the European measures, very worthy teachers. Knowledge which it would be required to us for such sums indecently. I.e. worthy it is indecent, there from West – the European countries.

QUESTION: From leading higher education institution yes?

ANSWER: From prestigious higher education institutions, dear, honourable there scientists it is indecent, teachers indecently and professors indecently because for them it is very low cost. Generally came from countries of Eastern Europe, generally all from there. From Turkey came, Eastern Europe. Well I would like to note, what well probably here difficulties in – the first that is made a different education system. And often, our students don't understand that explain them, often their approaches, they have more problematic approach, and we have requirements wider. Are more focused, on receiving a maximum knowledge, from a wide interval of time.

There is a problem, with them is still connected with that, i.e. their knowledge which they want to give, they are focused on a specific, any problem scientific over which they work. Ours wish that they gave a full course, we will tell so on stories of the Middle Ages. Respectively were also organizational difficulties. The matter is that for their arrival, we will tell for 3 weeks, we have to, for example tear off from discipline of the 3rd credit, are compelled to tear off 2 credits for this discipline. Respectively that at us is read here within 15 weeks, is studied, here students are engaged. We are compelled to squeeze the volume of this material about 3 weeks. And still that students at us are engaged on other disciplines, and on this discipline we leave them after a dinner. I.e. such organizational difficulties are. It is quite difficult to students to master all course in 3 weeks. Respectively completely to display discipline quite difficult i.e. if they come. That they have to, come on any intermediate stage. But it besides a financing question, but it should be noted that this year, in general reduced strongly financing, in 2014 financing decided to reduce twice practically. Now in 1 hour of lecture, in my opinion, 100 dollars are supposed, there were 200 dollars earlier. For example, in 3 weeks about 4 thousand dollars, 4200 if I am not mistaken were supposed to get for the same volume a job. I.e. it enough has low appeal, foreign teachers, I think their arrival, than foreign teachers will be lower, than it was supposed in higher education institution. Because many will refuse now arrival, and here this incompleteness of reforms and incompleteness of financing, incompleteness of approach leads to that there come not the best. I.e. the system, in general arrival of foreign scientists, now at present isn't effective this system.

QUESTION is good, and the last question, that's it recommendations about development, in principle you already told, mentioned, well can, you will add something on development of the academic mobility of teachers in Kazakhstan. What specifically we need to make to improve a situation which now here is, on development of the academic mobility of teachers and so on?

ANSWER But need to note that without financing here from the state, other sources of financing not to manage. I.e. the main thing that this decision with financing is required.

Yes we have any international programs in which we will take part, such as Erasmus Mundus, and a grant Bolashak. Well, if we want to develop the academic mobility in higher education institution, specifically, the ministry has to set accurately the purpose, is concrete on financing. I.e. without good financing here won't decide. Here it is necessary to strengthen from the state, it is necessary that good financing went, it is the first problem. The second to assist in realization, i.e. activity from structures of our departments of the international cooperation. I.e. they need to show activity, more openly to approach to selection process. Because, in the long term I think that it too will be a big problem, taking into account our mental features. Here any mechanism of transparency of work and opportunity even is necessary to give to higher education institution is independent in definition of those who has to go. I.e. to provide obligations to higher education institution and further that the higher education institution itself independently defined whom he wants to send. And then it is possible to speak about development of the academic mobility. I.e. very good financing is necessary and it is necessary to provide autonomy in definition independent because here the higher education institution will be the main consumer. I.e. the higher education institution will teach these teachers and the stazhirovannykh which trains abroad or from study. I.e. if the higher education institution wants to develop if wants that it developed respectively it will be interested to send the best, a magistracy, doctoral studies, i.e. it is impossible to be limited only. success of the western model education in what, that various approaches there were applied, various options are considered. Variability is advantage, the western education, the pure competitive environment the best model of education is shown. Respectively if we have opportunity to participate on Erasmus Mundus, we will tell Bolashak also started the program mobility financing, through the Ministries of Education.

QUESTION: Through higher education institutions?

ANSWER: Yes through higher education institutions if we project a touch system, the academic system at students, already on teachers, it will give the chance, to quite such good forward development of higher education institution.

- Well, thanks a lot for interview. It was very pleasant to talk to you. ON: Through higher education institutions?

Transcript in Russian

Интервью КК

-Здравствуйте

-Добрый день

ВОПРОС: Сегодня мы проводим интервью касательно вашей академической мобильности в Швейцарии. Вам будут заданы несколько вопросов о положительных и отрицательных моментах участия в программе академической мобильности. Также хотелось бы узнать ваше мнения о данной программе, о развитии академической мобильности в Казахстане и в нашем университете. Прежде всего,

расскажите о себе. Как вы долго работаете в университете, какую должность занимаете?

ОТВЕТ: Я являюсь заведующим кафедрой Истории Казахстана, в университете, работаю уже шестой год, начиная с 2008 года. После окончания аспирантуры и защиты кандидатской диссертации, начал трудовую деятельность в Павлодарском Государственном Университете, до сих пор являюсь преподавателем этого университета. Сейчас на данный момент с сентября 2013 года занимаю должность заведующего кафедры.

ВОПРОС: Причины участия в программе академическая мобильность?

ОТВЕТ: В первую очередь, желание получить новые знания в области западного образования, освоить и попытаться внедрить их в Казахстане. Вот такие цели были у меня изначально. Программа, в которой я учувствовал, имела направление менеджмент в образовании, Я проходил стажировку в университете «Монтре бизнес клуб», который находился в Швейцарии в городе Матрене проходил стажировку. Моей целью было изучение системы управления, системы образования, на примере одного из европейских вузов. Ознакомление с системой преподавания, методики преподавания вообще, то есть какие современные образовательные технологии и методы применяются, Вот такие мы задачи ставили.

ВОПРОС: Хорошо, а как называлась программа академической мобильности, в которой вы участвовали? Почему вы выбрали именно эту программу?

ОТВЕТ: Я участвовал в программе академической мобильности «Болашак». Я стал обладателем стипендии «Болашак» которую присваивает, организывает через конкурс центр международных программ. Я считаю, что она наиболее оптимальная для нас, то есть это целенаправленная государственная политика, целью которой является формирование возможностей для преподавателей выезжать за рубеж. То есть я использовал стипендию «Болашак».

ВОПРОС: А почему именно стипендия «Болашак»?

ОТВЕТ: Потому что по ней проще поехать, то есть в принципе конкурс открытый. Возможно, это было связано с тем, что у нас не было альтернатив. Фактор отсутствия альтернативности. Надо отметить, что сейчас, на данный момент спустя год я уже знаю о существовании других программ. Сейчас мы знаем об альтернативности тех программ, то есть мы знаем о существовании такой программы как «эразмус мундус». С 2014 года запускается новая программа «Эразмус плюс» - новая программа Евросоюза, которая рассчитана этот период рассчитана 2014 - 2018 год и в соответствии с ней опять выделяются гранты, финансируются поездки и теперь у нас приоритеты будут больше в этом направлении, лично у меня как бы приоритетная ориентированность на «Эразмус» потому что я уже использовал свою стипендию.

ВОПРОС: Недостатки стипендии «Болашак»?

ОТВЕТ: Что плохо в стипендии? Плохо то, что в стипендии «Болашак» выдается один раз в жизни. То есть стажировка выдается один раз. Следовало бы не ограничивать, почему мы должны ограничивать наших людей ведь это первый опыт нашей поездки мы в дальнейшем должны развиваться найти еще более ценный опыт и за счет стажировок, за счет обучения в магистратуре, докторантуре, то есть плохо, что «Болашак» ограничивают нас тем, что выдают стипендию один раз в жизни.

ВОПРОС: А такой вот вопрос. Вы сказали, что выбрали Швейцарию, почему вы выбрали именно Швейцарию? И как долго длилась время стажировки в Швейцарии?

ОТВЕТ: Ну, Швейцарию мы выбрали, потому что была готова программа, то есть проблема ведь у нас какая? Проблема у нас в первых языковая. У нас есть определенный языковой барьер. Во вторых для того что бы как то обозначить наши цели где-нибудь подобрать программу сложно нам. Мы как то вроде ограничены в своих возможностях мы сами не можем самостоятельно, например, связаться с ними так может быть проблема ментальная. У нас в академической среде есть вот такая то проблема отсутствия такой - то самостоятельности мы зачастую смотрим на, то, что нам предложат, а не на то, что мы хотим. То есть мы больше ориентированы на это. Пассивность, отсутствие нашей активности. Пассивность в поиске программ и подборе, пути источников финансирования. Нужно отметить почему я выбрал эту страну, ну Швейцария довольно таки известна, имея очень хорошую, качественную образовательную систему она довольно высоко котируется и в мировых рейтингах, и в европейских рейтингах, то есть стоимость образования очень высокое и качество очень хорошее. Там, например, в Швейцарии преподавали очень хорошие преподаватели и зачастую, не швейцарские, а зарубежные. То есть были преподаватели из Англии, из Канады, из США, были преподаватели из той самой Швейцарии, из Франции были преподаватели. Выбор был связан опять с теми целями, который я ставил на выбор, нам предлагался несколько готовых уже программ, которые уже были апробированы, была возможность поехать на педагогику в Британию, и была возможность поехать в Швейцарию, нужно было ехать по менеджменту образования. Ну, я был готов поехать в Швейцарию, мне это показалось более привлекательным, у меня были свои цели по получению именно менеджмента образования.

ВОПРОС: То есть вы поехали не по истории по вашей специальности, а по менеджменту образования?

ОТВЕТ: Да, на тот момент была предложена та программа, и того периода, «Болашак» тоже стремился больше наверное к количественным показателем. Сейчас у них требования изменились. Раньше у них было больше ориентировано на то что бы, то есть их стратегия их развития предполагала собою изначально апробацию стажировок. Дать возможность ехать не по своей специальности. Сейчас у «Болашака» требования ужесточились, сейчас у них они стараются пропустить в основном им приходят на новый этап своей стратегии, переходят на тот этап, когда они уже выдают целевой конкретный по специальности по профилю деятельности ученого или там педагога и прочее.

ВОПРОС: Хорошо. А расскажите, в каких условиях проходила эта стажировка в Швейцарии?

ОТВЕТ: Понравилось то, что занятия ведутся очень качественно. Это, наверное, связано еще и с хорошим, стимулированием этих преподавателей, то есть преподаватели очень мотивированы и соответственно мы видели очень высокий уровень организации проведения занятий. Очень высокий уровень, понравилось, на занятиях использовался проблемный подход. Четко ставились задачи, и мы разбирали различные ситуации, и понравилось то, что очень тесная связь идет теория с практикой. Нам показывали примеры, там же и на практике пытались применить проецировать эти подходы, методы и прочее, которые мы получили, на конкретной ситуации, моделировали какие - то ситуации. Очень тесная связь с игровыми методами – все это очень понравилось. Знания даются ориентировочно на практическом применении. То есть нам задавали различные ситуации по стратегии управления, по менеджменту в целом, и по развитию. Курсы были в основном экономического блока. Ну и в целом проецировали в сфере образования и в том числе, то есть экономического менеджмента, то есть управленческого блока.

Что не понравилось? Стипендия «Болашак» сама, в целом не достаточно, если честно в финансовом плане не понравилось, финансирование можно было давно увеличить, потому что по швейцарским меркам средств не хватало, то есть мы были ограничены, если честно по средствам нам нужно увеличить хотя бы до уровня ну не знаю 3 тыс. долларов. С учетом цен и прочее, они должны быть больше ориентированы и давать возможность людям как бы в полной мере комфортно себя ощущать за рубежом. Ну что еще не понравилось в организации стажировки, в целом все положительно остальное, в основном финансовый аспект больше.

ВОПРОС: А проблемы с адаптацией были?

ОТВЕТ: С адаптацией были, конечно, проблемы. Но если брать в этом аспекте проблемы с адаптацией были, все-таки ментальные различия, очень большая есть. Следовало это учитывать и как то может быть давать период на адаптацию. Потому что мы зачастую мыслим совершенно по разному, по ментальному у нас разные подходы к одним и тем же проблемам.

ВОПРОС: Хорошо. Следующий вопрос теперь еще мне бы хотелось конкретно остановились на том, что получили для себя, для усовершенствования своей методики преподавания, как вы совершенствовали учебный план, исследовательскую работу?

ОТВЕТ: Хорошо. Нужно отметить то, что в первых я подтянул язык, то есть у меня уровень языка на момент приезда был не очень хороший. В результате этого курса я достаточно нормально продвинулся в плане языка. Изучил специальную терминологию. Пытался освоить академический язык, то есть по которой сфере я поехал, то есть по экономике. Большинство количества экономических терминов узнал. Положительной стороной является и то, что я приобрел неоценимый опыт по проведению занятий и сейчас уже стараюсь проецировать этот опыт уже на своих уроках. Например, я разработал курс по истории древнего мира, с применением презентационных лекций. Я понял, что исходя из западного опыта, большой объем работы надо выделять на самостоятельную работу. большой объем самостоятельной работы и еще очень важный аспект западного образования. Это очень важно и мы сегодня стараемся внедрять данный опыт, который направлен на то, чтобы изучать большой объем литературы и потом уже делать соответствующие задания, то есть стараемся применять проблемный подход. Студенты выполняют большой объем самостоятельной работы, выполняют такие задания как презентации. Они, таким образом приобретают знания и развивают различные (презентационные, педагогические навыки и пр.). И от них требую, что бы они, то есть, как на уроке вели себя создаем ситуацию, значит студенты, преподаватели собираются на кафедре проводим, и они презентуют свои слайды, свои презентации.

ВОПРОС: Хорошо. Давайте вернемся к самой программе. Вот какие сложности у вас возникли в процессе отбора по данной программе «Болашак», или какие - то сложности?

ОТВЕТ: Сложности. Первая сложность это языковой барьер. Языковой барьер это большая проблема нашей науке, нашей академические следы и прежде всего нашего общества. То есть у нас преобладают русские и казахские языки. В связи с этим обозначил президент о задачах, чтоб вели три язычка, чтоб мы осваивали три языка. Что достаточно сложно, но думаю выполнимо нужно обязательно стимулирующие курсы возможно со стороны государства нужна сильная поддержка для освоения языка. То есть языковой барьер это самая большая проблема для реализации академической мобильности. Второй аспект проблемы.

ВОПРОС: Ну, это может быть в программе «Болашак» что - то не нравится в тех требованиях, которые выдвигают «Болашак» в этом плане как вы оцениваете сами критерии вот отбора программы «Болашак» итак далее?

ОТВЕТ: Хотелось бы отметить работу НЭК независимой экспертной комиссии. Но, тут надо отметить, что они не очень большое внимание уделяют индивидуально каждому. Дело в том, что они каждому проводят собеседование за 4 – 5 минут. Как можно провести например человека его трудовой деятельности, его способности или как бы значимости его деятельности ну в период в течение 4 – 5 минут, это не реально. То есть может еще стрессовые состояния что, такие вот ограниченные хронологические рамки вынуждены все это сдавать и в процессе отбора нэк нам тоже как бы стрессовая ситуация на самом деле и не очень большое внимание уделяется именно индивидуально каждому вот это очень плохо. То есть у них слишком большой поток желающих и связи с этим их деятельность временно собеседование с каждым претендентом довольно ограничено.

ВОПРОС: Хорошо. А теперь еще раз вернемся к вопросу о вашей жизни в Швейцарии, о вашей учебе в принимающем университете. Как вы оцениваете академическую среду в том университете? Повлияло ли на вас эта академическая среда? Успешно ли вы интегрировались в ту академическую среду?

ОТВЕТ: Нужно отметить, что специфика этой бизнес школы была в том, что как таковой большой академической среды и не было в принципе это не большая школа, частная школа. В основном преподаватели то есть они со стороны привлекали зачастую там как таковой академической среды и не было. Надо отметить, что к нам они больше относились, наверное, как с колором, то есть как к обучающимся не как к коллегам. Больше, наверное, как к обучающимся.

ВОПРОС: То есть вы больше были как студенты, а не как стажирующиеся преподаватели?

ОТВЕТ: В таком случае нам предложили курсы, которые у них предусмотрены для программы, ну сориентировано на образование, то есть, потому что тема касалась менеджмента образования, дано у нас проблема была в этом и то есть, наверное, больше отношения к магистрантам ближе к студентам обычно было такое отношение. Как таковой это были курсы лекции, и попытка проецировать были практические задания и лекционные, презентационные лекции в такой форме проходили задания.

ВОПРОС: Хорошо. Вы рассказали, что по возвращении, поменяли методику преподавания, в какой - то степени. Какие еще аспекты работы были изменены под влиянием стажировки?

ОТВЕТ:.. Ну в целом нужно отметить что положительный эффект конечно был, что я вот с преподаванием я начал применять подходы. В научном я фактически ничего не получил, потому что курс был управленческий, то есть на управленческую деятельность, определенные знания в управление применяю заведую кафедрой. Нужно отметить, что сложно применять эти знания здесь, потому что нет той среды, постоянно сталкиваешься с различными ментальными сложностями так как персонал еще работает по старинке. То есть довольно вот такие сложности есть, потому что они - то эти подходы, стратегии пространства, планирования и прочее применяются на западе в соответствии с их ментальными особенностями. У нас здесь существуют совершенно другие подходы и другие общественные вызовы, соответственно и ментальные проблемы и социальные аспекты обусловленные спецификой общества.

Нужно отметить, что проблемы касаются не только работников но и студентов. Вот, например, моя попытка применить такие подходы с применением

новых технологий, и новых подходов в процессе самостоятельной работе сталкиваются на проблемы. Дело в том, что главная проблема нашего образования является, скажем, так заинтересованность студента, не в обучении знаниям зачастую. Я не говорю за всех. А конечным результатом. Они заинтересованы не в знаниях, а больше в дипломе - это главная проблема нашей среды. Это Ахиллесова пята нашего образования. Фактически это связано с объективной проблемой - отсутствие ценности знания, формальный подход к знаниям со стороны работодателя при последующем трудоустройстве студенты то есть наши выпускники зачастую у них отбор не осуществляется по их знаниям. Отсутствие именно рынка, который ориентируется на знания.

ВОПРОС: На западе Вы с такой проблемой не сталкивались?

ОТВЕТ: Нет, конечно, там все ориентировано на наличие или отсутствие компетентности. То есть ты компетентен в этих вопросах или нет, то есть ты это умеешь или ты это знаешь, или нет. То есть в этом плане, зависимости от навыков компетентности или же знание компетентности, то есть там подход такой, объективный, то есть если человек умеет да, то его берут на работу. Здесь же у нас другая проблема, то - что у нас совершенно другие подходы в процессе приема на работу да? Связи с этим наши студенты больше ориентируются на формальную сторону, то есть получение диплома, а не на получение знаний. И зачастую, готовы идти на это различными способами. То есть вот именно отсутствие значимости и ценности самого образования, самих знания, вот в этом главная проблема нашего образования. И это играет с нами злую шутку. В части, еще одна проблема нашего образования, является и то, что зачастую теоретические знания не связаны с практикой. Этот фактор тоже надо учитывать, по тому что, почему наши студенты, в нашей стране не ценятся? Связаны с этим, с тем, что это проблема у нас существует от советской системы образования. То есть, она у нас имеется отсюда да? Мы ее учили. В принципе исходя из той модели образования да? Когда не было такой четкой связи между теорией и практикой. Зачастую студенты получали здесь знания, в университете, где могут применить их на практике, или же на практике оказывается ситуация совершенно иная. Тут нужно учитывать, то – что за годы независимости, наша экономическая система изменилась и соответственно, и изменились условия хозяйствования, соответственно научные знания. Сейчас здесь они не применимы, там на практике. Ну, это большая проблема

ВОПРОС: Отсутствие связи?

ОТВЕТ: Да отсутствие связи теории и практики.

ВОПРОС: Хорошо, теперь вопрос: другие преподаватели использовали Ваши полученные знания в стажировке? Знакомили ли Вы своими знаниями с другими преподавателями?

ОТВЕТ: Конечно, была попытка обмена опытом, полученным опытом. Да я приглашал коллег на лекции, презентации, зачастую приходили интересовались. В принципе интерес есть, связи со стороны коллег, Но нужно отметить, что у нас нет условия для того, чтобы реализовать это все в полном объеме. Ну, это, наверное, связано, с тем что, в нашей системе образования нет подходящих условия для творческого роста. Для того, чтобы совершенствовать свою методику преподавания, для того, чтобы принимать какие - то новые технологии, подходы к образования, да. То есть это большая проблема, и это мотивационная проблема. Дело в том, что очень низкие заработные платы у наших преподавателей, соответственно это приводит к кадровой проблеме. Если низкие заработные платы, соответственно и кадры не всегда самые лучшие. Это и проблема...

ВОПРОС: То есть, Вы хотите сказать, что у других преподавателей не было, скажем мотивации внедрять именно в трудовой методике?

ОТВЕТ: Не только, вот именно мотивации финансовой, но вместе с тем нет возможности, условия нет. Дело в том, что низкая заработная оплата это раз, во – вторых отсутствие времени. Вот отсутствие времени, нужно отметить то, что зачастую наши преподаватели просто перегружены излишней работой. Выполняют вне учебную деятельность и у них очень большая аудиторная по преподаванию. То есть, зачастую, например профессор – 600 с лишним часов нагрузки, у кандидата доцента – 810 часов, у не остепененного преподавателя – 880 часов годовых, то есть в год они должны выполнять такой объем нагрузки. И, там объем нагрузки, включая аудиторную и не аудиторную нагрузки, то есть это очень большой объем нагрузки на самом деле.

ВОПРОС: Хорошо, такой еще вопрос: как Вы думаете, влияет ли региональный статус университета на участие преподавателей, успешности участия преподавателей программе академической мобильности, то есть где Вы думаете больше возможности преподавателей в центральных вузах или региональных?

ОТВЕТ: Участвовать именно в программе мобильности, да? Ну, я думаю, что тут конечно преимущество имеют центральные вузы, потому что те вузы, которые расположены в таких крупных номинациях, как Астана, Алматы. Они имеют преимущество, какое? Потому что, там есть определенная среда для того, чтобы подтянуть свой язык, там и соответственно академическая среда требования. Требование к академической среде очень высокие, зачастую, вот в национальных вузах, там очень высокие требования к кадрам, очень высокие требования к владению языком. Соответственно, там очень много, больше молодежи перспективной, которая хорошо владеет языком, и они имеют определенное преимущество в плане получения информации. Ну региональность наша, конечно нам мешает, в плане получения своевременной информации, получение своевременной консультации. Региональность, ну это связано и со статусности, зачастую вузы региональные, т.е., кто расположен в областях имеющих статус государственных. Не государственные университеты, они не имеют, например, статус национальный и они т.е находятся, как бы в таком периферийном состоянии, в периферийном положении, и к ним меньше всего, как бы обращаются. Т.е. зачастую они, определяя профессиональность, посещаются на самом деле. Т.е. отсутствие статуса такового, как национальный, тоже не дают возможности в полной мере реализовать программы академической мобильности преподавателей.

ВОПРОС: Хорошо, ну теперь перейдем как раз к нашему региональному вузу, где Вы работаете. Как Вы оцениваете работу отдела международного сотрудничества в университете? Помогает ли он преподавателям участвовать в международных программах или нет?

ОТВЕТ: Ну, наверное, тут тоже зависит от кадров, нужно отметить, что их активность на самом деле низкая. Связано это, наверное, опять с проблемами финансирования, все дело в низких таких зарплатах, там тоже не лучшие кадры, как говорится не самые активные кадры. Соответственно мотивационная проблема, мотивационный фактор, здесь играет большую роль. Мотивация очень низкая, связи с этим и их активность по отношению, на счет того, чтобы информировать нас своевременно о существовании наличия каких – то программ, тоже очень низкая. Т.е мы, зачастую остаемся не информированными по наличию, каких – то конкурсов, отборов, программ, т.е. проблема тоже существует. Был период, наверное, еще и такой, носит характер чисто связанный с менеджментом. Может быть с переходом нового руководства, возможно сейчас эта ситуация будет изменяться надеемся в

положительную сторону. Потому что, на данный момент ситуация не удовлетворительная. Т.е. реализация и информированность наших преподавателей очень низкая, на самом деле.

ВОПРОС: Хорошо, какие бы Вы еще дали рекомендации, вот именно нашему отделу международного сотрудничества для развития части программы академической мобильности преподавателей?

ОТВЕТ: Конечно, я бы хотел, чтобы они больше владели информацией и делились с ней, т.е. они должны в первую очередь это их функция, функция информационная. Т.е. они должны обязательно нас информировать о наличии, каких либо программ, курсов, конкурсов, т.е. это очень важный момент. Во – вторых нужно активизировать их деятельность в процессе реализации программы Erasmus Mundus, потому что наш вуз не позиционирует себя, как один из ведущих вузов Казахстана, хотя он им является. Но вот на международной арене он должен себя позиционировать лучше, мы должны очень активно включаться в различные проекты Erasmus. Мы должны обязательно в этом направлении поработать, потому что это очень перспективно для нашего вуза. Ну надо отметить, что последний год наметил хорошие тенденции, ну у нас, например два факультета получили гранты по Erasmus Mundus на финансирование проектов. Но опять же они опосредованно их получили.

Они получили их через другие вузы Казахстана, т.е. они участвуют в этом проекте, совместно с другими вузами Казахстана, национальными вузами, и профильными вузами тоже. Например, наш агротехнический факультет, с каким – то профильным вузом, если не ошибаюсь, у них реализуется или нет, это энергетический факультет с каким – то профильным вузом участвует, можете у них подробно спросить на счет этого. И эти математики тоже выиграли по Erasmus Mundus проект, т.е. они получили грант и участвуют. Я не думаю, что они сами участвуют в этом конкурсе. Скорее всего, они опосредованно просто выполняют их проект. Т.е. те видимо опосредованно привлекли наш вуз, т.е. нужно тут активность проявлять в качестве самостоятельного научного субъекта, научного образовательного субъекта.

ВОПРОС: Как вы оцениваете уровень развития внешней академической мобильности в Казахстанских вузах? Если государство поспособствует академической мобильности?

ОТВЕТ: Нужно отметить, что государству в этом плане, нужно уже переходить на новый уровень. Дело в том, что если мы хотим качественного роста, одной стипендии Болашак очень мало, стипендия Болашак, она направлена, она имеет такую специфику, направлена на индивидуальные, т.е. там индивидуальный подход идет. Там, ни подход, что вот университет должен предложить своих людей, там подход, что каждый индивидуально сам подает, и индивидуально его качества оценивают и прочее. Т.е. тут нужно исходить из потребности вузов и наверно допускать крупномасштабную программу мобильности преподавателей со стороны министерства. Только таким образом можно изменить ситуацию, дать возможность преподавателям ознакомиться с новейшими научными подходами. Например, дать возможность ознакомиться с новыми педагогическими методиками, с применением различных технологии, образовательных технологии. Т.е. вот это все нужно внедрять, а для этого нужно мощное финансирование да? Без этого, без поддержки государства эта нереально просто, т.е. обязательна, нужна поддержка.

ВОПРОС: Т.е. специфика нашей образовательной системы, что без поддержки государства система у нас вообще работает?

ОТВЕТ: В отсутствие так таковой, скажем так независимого рынка от государства нельзя говорить о развитие и образовании правильно? Т.е. без участия государства.

Ну, раз государство берет такую социальную ответственность, как, скажем так быть, играет значимую экономическую роль в экономической жизни общества. Т.е. соответственно государство у нас является определенным пакетом общества, оказывает влияющее влияние, соответственно оно должно нести определенную социальную ответственность. Я не говорю, я не социалист или прочее, я говорю о том, что раз государство берет на себя такие обязательства, и вообще учитывая, что рынок у нас еще тока формируется, я считаю, что рынок у нас только формируется. Зачастую его характер, ну носит такой больше, наверное, инфраструктурный характер, а система, образующая предприятия, все - таки находится под властью государства, то нужно соответственно со стороны государства поддержка. Нужно отметить, что образовательный рынок очень сырой.

ВОПРОС: Как вот Вы думаете, может ли Ваш университет без поддержки государства посылать преподавателей по программе мобильности или нет?

ОТВЕТ: Я считаю, что Вуз не может, его бюджет не выдержит. Если брать региональные университеты, то их бюджет всего на всего составляет пару миллионов долларов. А с учетом той демографической ситуации и набором сегодняшним, с демографической ситуацией середины 90 – х годов и их наступлением сейчас, так вообще проблема, финансовая проблема в университетах довольно актуальная. Финансированная ситуация очень сложная. Я думаю, в ближайшее 5 лет, эта ситуация еще будет усугубляться. Но с визитом решения этих проблем наличие 2000 –х годов, я думаю, что 20 – му году наметится положительная тенденция в этом отношении, в плане именно финансовой самостоятельности вузов.

ВОПРОС: Хорошо, и такой еще вопрос: проблема приезжающих преподавателей в Казахстан, т.е., естественно мобильность внешне академической не только, что мы должны отправлять своих преподавателей, но только и к нам должны приезжать иностранные преподаватели. Как вы оцениваете такую политику государства, по приему иностранных преподавателей?

ОТВЕТ: Это же проблема тоже связано с финансированием наверно. Зависит от того на сколько заинтересованы те же самые европейские страны, в том чтобы изучить нашу систему образования. И нужно отметить то, что я думаю, что приехав сюда, наши зарубежные коллеги окажутся в каком – то таком определенном культурном шоке. И если они рассмотрят наши подходы в образовании, наши вот эту сопутствующую деятельность, которая связана с уклонением определенных общественных обязанностей, которые вообще неприемлемо на Западе, то они будут наверно в таком небольшом, культурном шоке.

ВОПРОС: Что нужно делать, чтобы активизировать приезд западных преподавателей, ну необязательно западных, а из ведущих международных стран в наши вузы?

ОТВЕТ: Ну, в данном направлении, в общем, государство предпринимает попытку, т.е. это в первую очередь заинтересованность самого государства, в том, чтобы зарубежные коллеги наши приезжали. Ну, хотя бы отметить половинчатость этих попыток деятельности, дело в том, что финансирование проходит на уровне примерно из прошлогодних расчетов, если я буду брать, т.е. вы можете эти данные привести по республике, примерно за 8 – 12 тысяч долларов, в период около 3-х недель привлекались лекторы из – за рубежа.

ВОПРОС: Только 3 недели да?

ОТВЕТ: Ну, 3 – 4 недели могли привлекать без проблем на этот период, начитки лекции. Соответственно были сложности, дело в том, что если брать по европейским меркам, очень достойных преподавателей. Знания, которых нам бы

потребовались за такие суммы неприлично. Т.е. достойных неприлично, там из западно – европейских стран.

ВОПРОС: Из ведущего вуза да?

ОТВЕТ: Из престижных вузах, уважаемых, почетных там ученых неприлично, преподавателей неприлично и профессоров неприлично, потому что для них это очень низкая стоимость. В основном приезжали из стран Восточной Европы, в основном все оттуда. Из Турции приезжали, Восточной Европы. Ну я бы хотел отметить, что ну наверное тут сложности во – первых с тем, что совершенно разная система образования. И зачастую, наши студенты не понимают того, что им объясняют, зачастую их подходы, у них больше проблемный подход, а у нас же требования более широкие. Больше ориентированы, на то, чтобы получить максимум знания, от большого промежутка времени.

Существует проблема, с ними еще связано с тем, что, т.е. их знания, которые они хотят дать, они ориентированы на конкретную, какую – то проблему научную, над которой они работают. Наши желают, чтобы они прочитали полный курс, скажем так по истории средних веков. Соответственно были еще и организационные сложности. Дело в том, что на период их приезда, скажем на 3 недели, мы должны, например отрывать от дисциплины 3-х кредитной, вынуждены отрывать 2 кредита на эту дисциплину. Соответственно то, что у нас читается тут в течении 15 недель, изучается, вот студенты занимаются. Мы вынуждены объем этого материала сжимать до 3-х недель. И еще то, что студенты у нас занимаются по остальным дисциплинам, а по этой дисциплине мы оставляем их после обеда. Т.е. такие организационные сложности есть. Студентам довольно сложно за 3 недели освоить весь курс. Соответственно полностью отобразить дисциплину довольно сложно, т.е. если они приезжают. То они должны, приезжать на какой – то промежуточный этап. Но это опять же вопрос финансирования, но нужно отметить, что в этом году, вообще сократили сильно финансирование, уже в 2014 году финансирование решили сократить в 2 раза практически.

Сейчас за 1 час лекции, по-моему, предполагается 100 долларов, раньше было 200 долларов. Например, за 3 недели предполагалось получить за тот же объем работы около 4-х тысяч долларов, 4200, если не ошибаюсь. Т.е. это довольно таки имеет низкую привлекательность, зарубежные преподаватели, я думаю приезд их, зарубежных преподавателей будет ниже, чем предполагалось в вузе. Потому что многие сейчас будут отказываться от приезда, и вот эта половинчатость реформ и половинчатость финансирования, половинчатость подхода приводит к тому, что приезжают не самые лучшие. Т.е. система, вообще приезда зарубежных ученых, сейчас на данный момент не эффективна эта система.

ВОПРОС: Хорошо, и последний вопрос, вот именно рекомендации по развитию, в принципе Вы уже сказали, затронули, ну может, что – то добавьте по развитию академической мобильности преподавателей в Казахстане. Что конкретно нам нужно сделать, чтобы улучшить ситуацию, которая сейчас вот есть, по развитию академической мобильности преподавателей и так далее?

ОТВЕТ: Но нужно отметить, что без финансирования тут со стороны государства, иных источников финансирования не обойтись. Т.е. главное, что требуется это решение с финансированием. Да у нас есть какие – то международные программы в которых мы будем принимать участия, такие как Erasmus Mundus, и стипендия Болашак. Ну, если мы хотим развивать академическую мобильность в вузе, конкретно, то министерство должно четко поставить цель, конкретно по финансированию. Т.е. без хорошего финансирования тут не решится. Тут нужно усилить со стороны государства, нужно, чтоб хорошее финансирование шло, это

первая проблема. Вторая, содействовать в реализации, т.е. активность со стороны структур наших департаментов международного сотрудничества. Т.е. нужно им активность проявлять, более открыто подойти к процессу отбора. Потому что, в перспективе я думаю, что это тоже будет большая проблема, с учетом наших ментальных особенностях. Тут нужен какой – то механизм прозрачности работы и возможность даже дать вузу самостоятельно в определение тех, кто должен поехать. Т.е. предоставить обязательства вузу и в дальнейшем, чтоб вуз сам самостоятельно определял, кого он хочет отправить. И тогда можно говорить о развитии академической мобильности. Т.е. нужно очень хорошее финансирование и нужно предоставить автономность в определении самостоятельного, потому что тут главным потребителем будет вуз. Т.е. вуз поучит этих преподавателей и стажированных, которые стажируются за рубежом или от учатся. Т.е. если вуз хочет развиваться, если хочет, чтобы он развивался соответственно он будет заинтересован, чтобы отправлять самых лучших, магистратуру, докторантуру, т.е. нельзя ограничиваться только лишь.. успех западной модели образования в чем, в том, что там применялись различные подходы, различные варианты рассматриваются. Вариативность является преимуществом, западном образовании, чистой конкурентной среде проявляется лучшая модель образования. Соответственно если мы будем иметь возможность участвовать по Erasmus Mundus, Болашаку, еще и запустили программу скажем финансирование мобильности, через министерства образования.

ВОПРОС: Через вузы?

ОТВЕТ: Да через вузы, если мы будем проецировать ту же систему , академическую систему у студентов, уже на преподавателях, то это даст возможность, довольно такому хорошему поступательному развитию вуза.

- Хорошо, спасибо большое за интервью. Было очень приятно с вами поговорить.

Appendix E

Returning faculty perception of Kazakhstani higher education significantly changed after academic mobility program			
Participant A	Participant B	Participant C	Participant D
<p>“I understood: how incorrectly we put an education system, approaches to research work. Everything is turned upside down”</p>	<p>“Here [Kazakhstan] we have a problem - we have absolutely other approaches in the process of employment yes? In this regard our students are guided by a formality, that is obtaining the diploma, instead of obtaining knowledge.”</p>	<p>“The matter is that the main problem of our education is interest of a student, not in obtaining knowledge often, I don't speak about all students. But most of them are interested not in knowledge, but more in obtaining diploma. It is the main problem of our environment.</p>	<p>“many features of our higher educational system: ineffective university management, poor conditions of work, overload of teachers, and lack of advanced methods of teaching and research I realized during mobility period”</p>