



Association for European Life Science Universities (ICA)

Survey of present and potential membership

Report to the Board from the Executive Committee

1 February 2008

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Context

The Board of ICA (the Association for European Life Science Universities) has identified falling institutional membership, and the consequent loss of revenue, as a critical issue to ensuring the future viability of the organisation.

In order to identify profitable opportunities for development, and to guide promotion of ICA's activities, the Executive Committee of ICA were requested to undertake a survey of staff in present and potential member institutions.

Method

During May and June 2007, questionnaires were drafted, tested and redrafted with ExCo members (and later with Board members), and subsequently piloted with small sample. The final version of the questionnaire and its covering email are shown in the Appendices. Delivery of the questionnaire was via email, using specialist software which allows easy collation and analysis of data received. An incentive was offered in the form of a draw for three Amazon vouchers from responses received by a certain date. The survey proper was implemented in late July, and 323 responses were received by 23 August 2007. Reminders were sent in mid-August, and the survey held open until early October, resulting in a further 40 responses (363 in all).

The sampling frame used was the ICA mailing list, plus mailing lists of interested individuals and organisations. 'Snowballing' (forwarding the questionnaire to others who might be interested) was encouraged. In one institution, SLU (the Swedish University of Agricultural Sciences) this snowballing was so effective that responses from SLU dominated the results.

Data was transmitted to SPSS (Statistical Package for the Social Sciences) for analysis. Chi-square tests were used to investigate possible associations between variables: cluster analysis was used for some exploratory analysis, but without conclusive results.

Characteristics of respondents

Nearly 70% respondents were from Sweden, and most of those from SLU. Table 1 shows the distribution of the highest national frequencies, with Belgium, Portugal and the Czech Republic also showing strongly. Although the dominance of SLU raises issues concerning representativeness, the results still have value provided this matter is taken into account in interpreting the results. Chi-square was used to test for differences in response between Swedish and other respondents, and any significant differences are reported below.

81% of respondents worked in a specialist university (i.e. of agriculture and related topics, applied life sciences), and 15 % in a general university with a life sciences interest. This distribution is inevitably affected by the Swedish factor, as SLU is a specialist institution: approximately half ICA's members are general universities/colleges (Figure 1).

Positions held by the respondents in their institutions are shown in Figure 2, indicating a good spread of positions, but dominated by academic staff.

Table 1: Highest national frequencies of respondents

Country	Nationality
SWE	249
BEL	14
PRT	11
CZE	10
DNK	6
POL	6
GBR	6
AUT	5
CHE	5
YUG	5

Figure 1: Association between Swedish nationality and type of institution ($p < 0.001$)

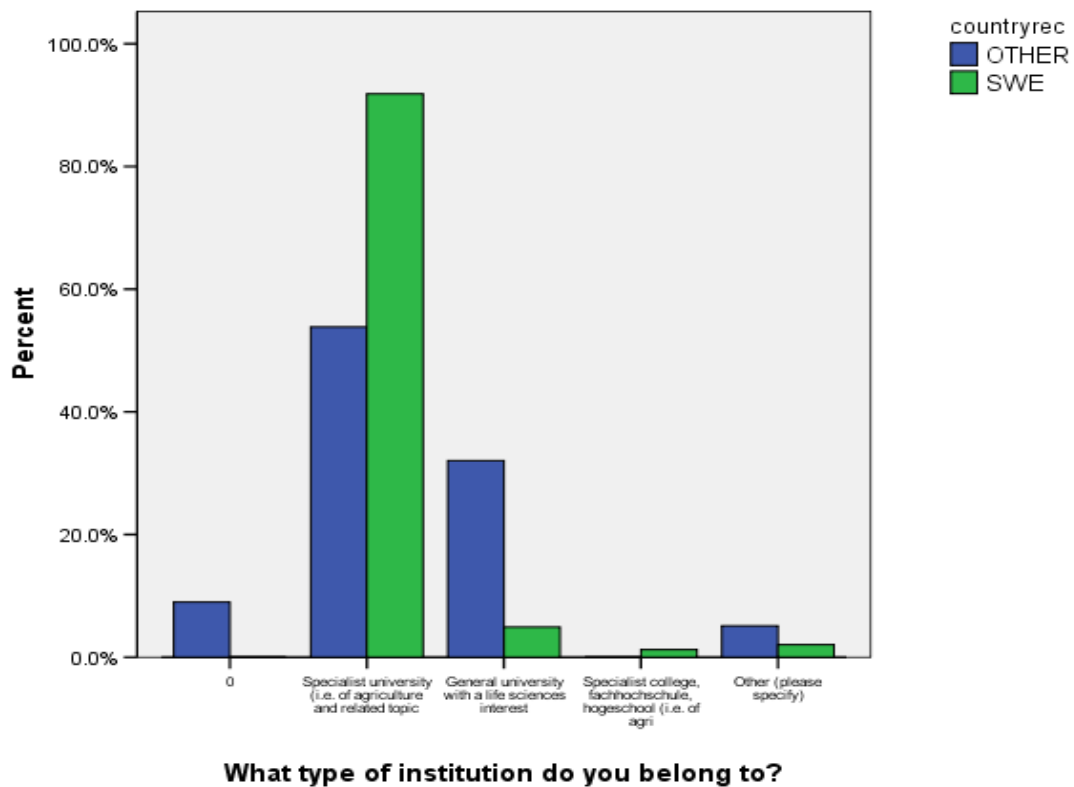


Figure 2: What position do you hold in your institution? (% , N=323)

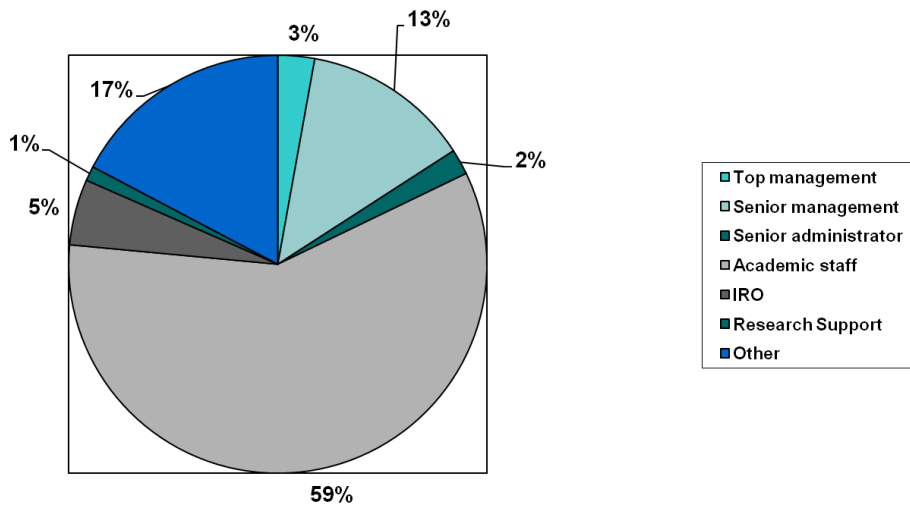
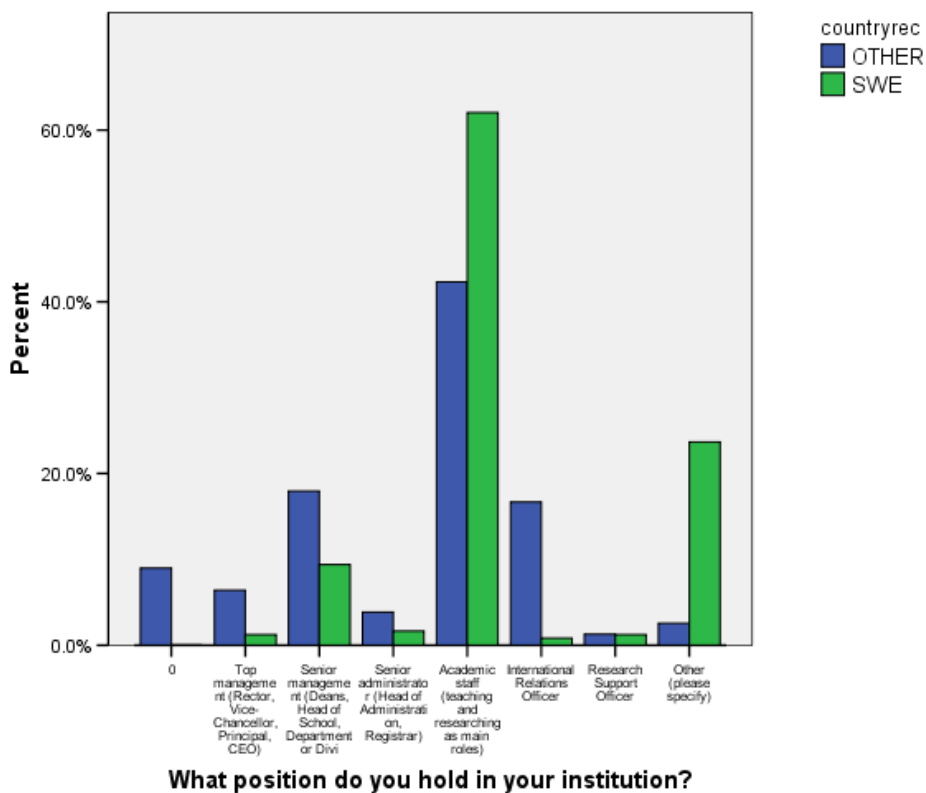


Figure 3 indicates a significantly higher number of respondents in academic staff positions: the 'other' category was mainly comprised of research staff.

Figure 3: Association between Swedish nationality and position in institution ($p < 0.001$)



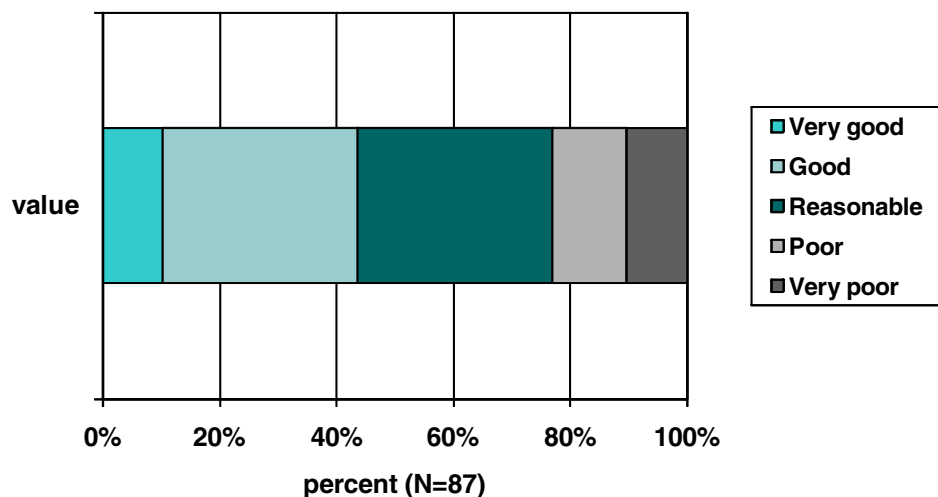
25% respondents (90) had been aware of ICA before receiving the questionnaire: of these, all but 9 were from ICA member institutions. Senior staff were significantly more likely ($p > 0.001$) to be aware of ICA than other staff. 5% respondents were members of an ICA Standing Committee (e.g. AGRIMBA, ECHAE, IROICA, NATURA, SILVA, USAEE). Level of contact with ICA is shown in Figure 4: More than one response was possible. There were no significant differences between Swedish respondents and the rest.

Results

Value of ICA to the respondent's institution

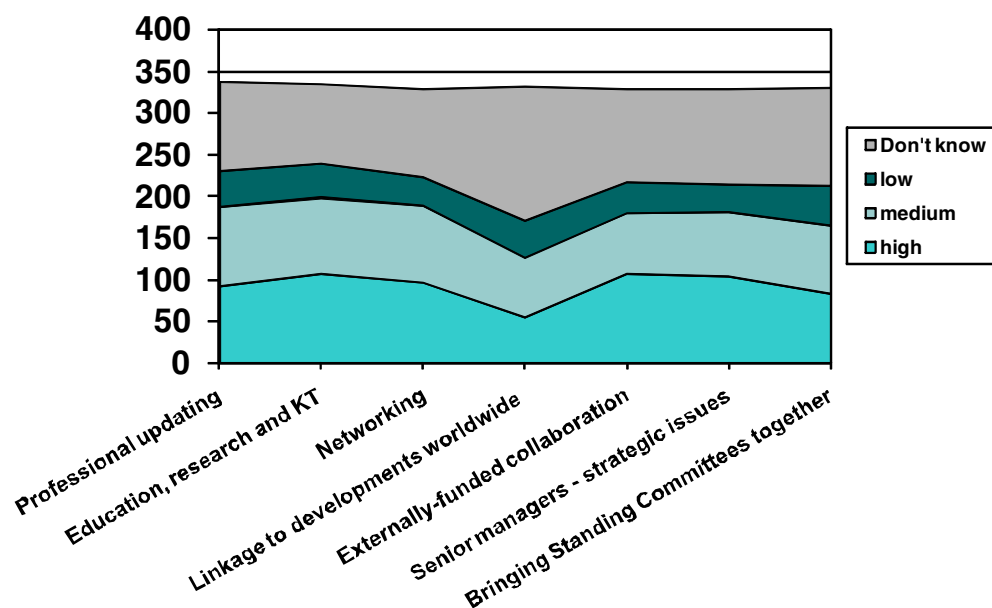
The respondents who had been previously aware of ICA's existence were asked for their estimation of the value of ICA's services to their institution, with the results shown in Figure 5. Senior staff were significantly more likely to rate the services as 'good', but also more likely to rate them as 'very poor' than other staff.

Figure 5: How do you rate the value of ICA services to your institution?



All respondents were asked to give their perception of the value of specific ICA services to their institutions, even if they had been previously unaware of ICA's existence. The results are shown in Figure 6; the full text of the question can be found in Appendix 2. In most cases there were no significant differences between senior and other staff: the exceptions were that senior staff placed significantly more emphasis ($p < 0.001$) on **provision of professional updating** through ICA's conferences and workshops; **linkages to developments worldwide** (through ICA's cooperation with international associations such as NASULGC and GCHERA); and, not surprisingly, **opportunity for rectors and deans to discuss strategic issues**. A similar pattern emerged when respondents were asked about the value to them personally.

Figure 6: Value to respondent's institution of ICA services (frequency)



Comments from respondents included:

We promoted our institution through ICA well.

Internationalisation of institution through staff interaction and joint research opportunities with foreign universities.

We are, as an institution, in a process of transformation from a traditional agricultural university to a life science university so we need the experience of other similar institutions facing the same restructuring orientation.

Opportunities to showcase successes and innovations at own institution to fellow academics.

Frequent and constructive interaction with ICA member universities brings an added value to all teachers in their international relations

Updated information about what is going on among ICA members. Changing of policies and organisations, problems, opportunities, the Bologna process etc.- specially in the field of education.

Many of the comments on personal benefits reflected a high value placed on opportunities for networking:

Opportunity to meet with staff from other institutions to discuss common issues in university education.

Networking, keeping up to date with developments particularly across Europe.

The IROICA network.

Opportunity to meet colleagues from other universities in the same scientific fields.

Being a junior researcher (assistant professor) I need to make contacts outside our own university, and a forum like this one sounds ideal.

Improving the value of ICA services

Respondents were asked to rate a number of ways in which ICA might in future improve the value of its services to their institutions. The results are shown in Figures 7 and 8, ranked by order of ratings as 'extremely important' and 'quite important'. Figure 7, showing the seven top-rated improvements, indicates that the most popular are:

- Developing searchable databases of expertise in research and teaching/learning to support development of collaborative activity including grant applications.
- Developing research networks which cross the boundaries of disciplines and of the professional societies.
- International accreditation of degree programmes, including joint and double degrees.
- Interaction with EU – lobbying to promote the discipline area and interests of ICA's members; and informing members of developing European Commission programmes.

It is worth noting that, though sixth in rank overall, lobbying in the EU obtained the highest 'extremely important' rating.

Figure 7: Ways in which ICA might improve the value of its services in the future – most popular

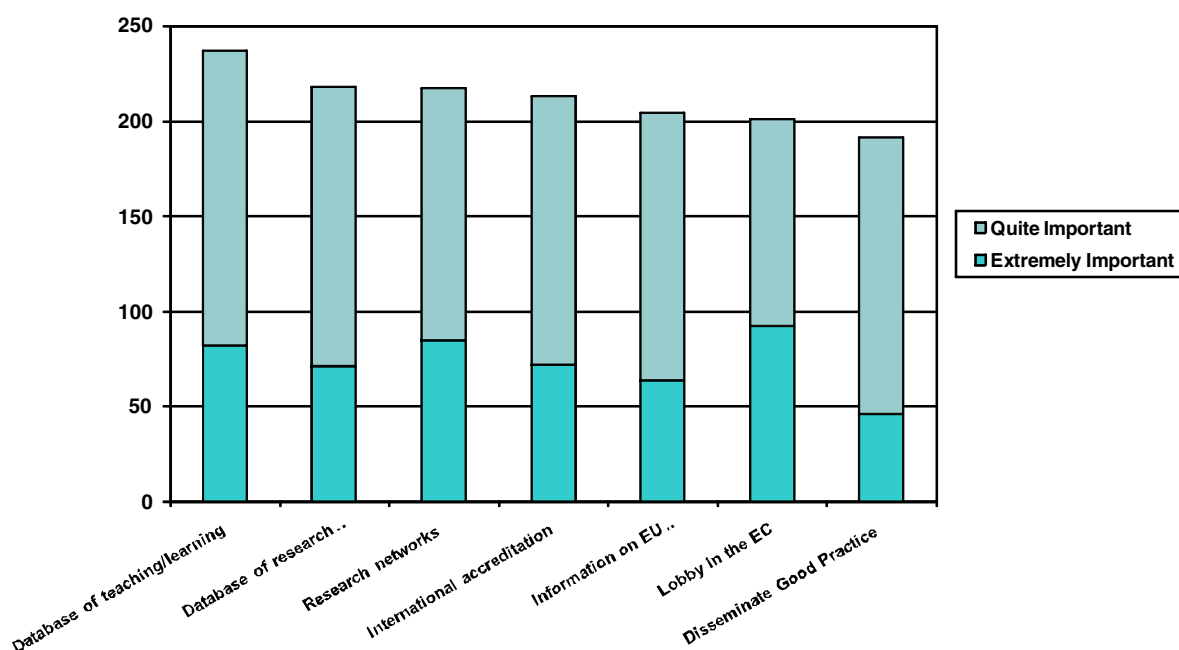
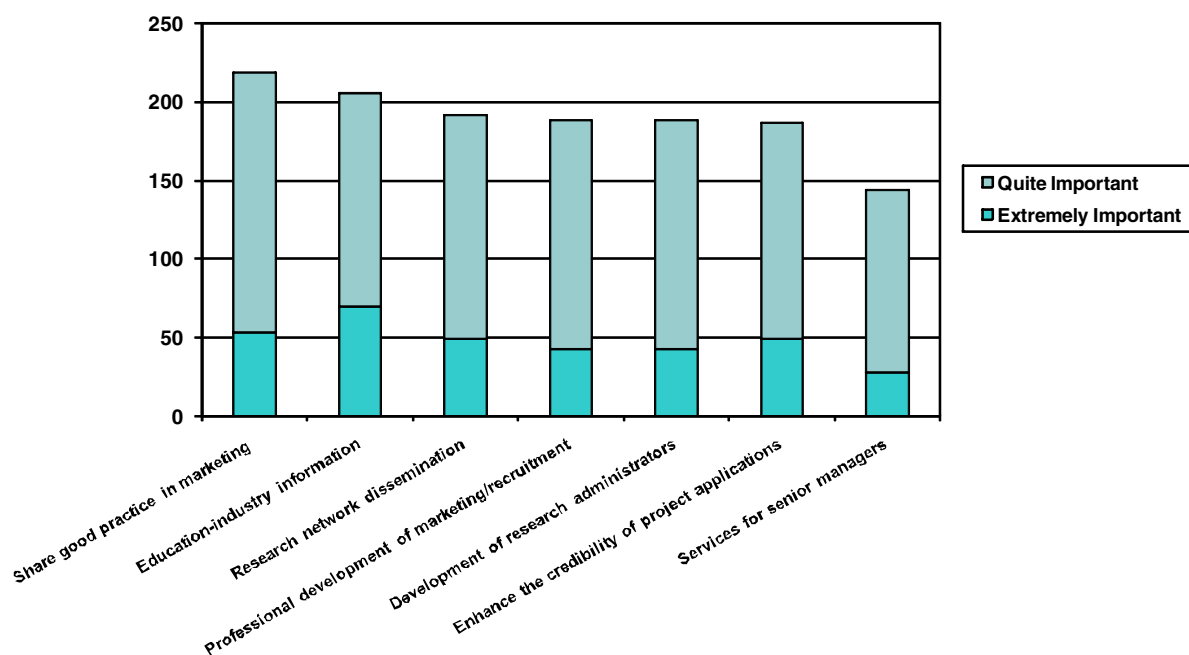


Figure 8 shows the seven lowest-ranking options. Given the small differences, comparisons between adjacent bars are unlikely to be relevant, but it is clear that supporting the professional development needs of the administrative research officers, and creating specialist services and events for senior managers, were substantially lower in priority than any of the options in Figure 7.

Figure 8: Ways in which ICA might improve the value of its services in the future – least popular



Differences between senior and other staff were mostly not statistically significant. Senior staff were more likely than others to support services for senior staff, marketing and development of marketing/recruitment officers. Other staff were more likely to support use of ICA as dissemination platform than senior staff.

The following is a selection from the additional commentary provided by respondents when asked for other ways in which they thought that ICA could improve the value of its services to them and their institution:

Promote movement of staff between institutions, perhaps in relation to short term secondment or as a hub for advertising vacant positions.

A coordinated information on master and PhD possibilities; ICA could develop a searchable database, but must not itself take new initiatives for forming masters (leave that to individual institutes).

ICA could be the contact organization for EU to help on the definition of the policies for this sector. More pro-active in research and development and links to non European institutions whilst EUA would be for teaching issues.

If we can share some "general cases" among universities that have "Life science" subjects that would be wonderful. A review process and a publication process would give writing cases some formal value (above that of using them in classes).

Set up a Standing committee on rural development.

Do remember the needs of PhD student and especially the education of their supervisors!

There were cautionary points from several respondents, for example:

Participation in ICA from my level and institution needs tangible support at faculty and university leadership level. I write from a university that has gone through profound cutbacks, economic crises which have severely hampered faculty members' ability to look outward for new opportunities while the day to day work was simply survival though multitude of reorganization efforts.

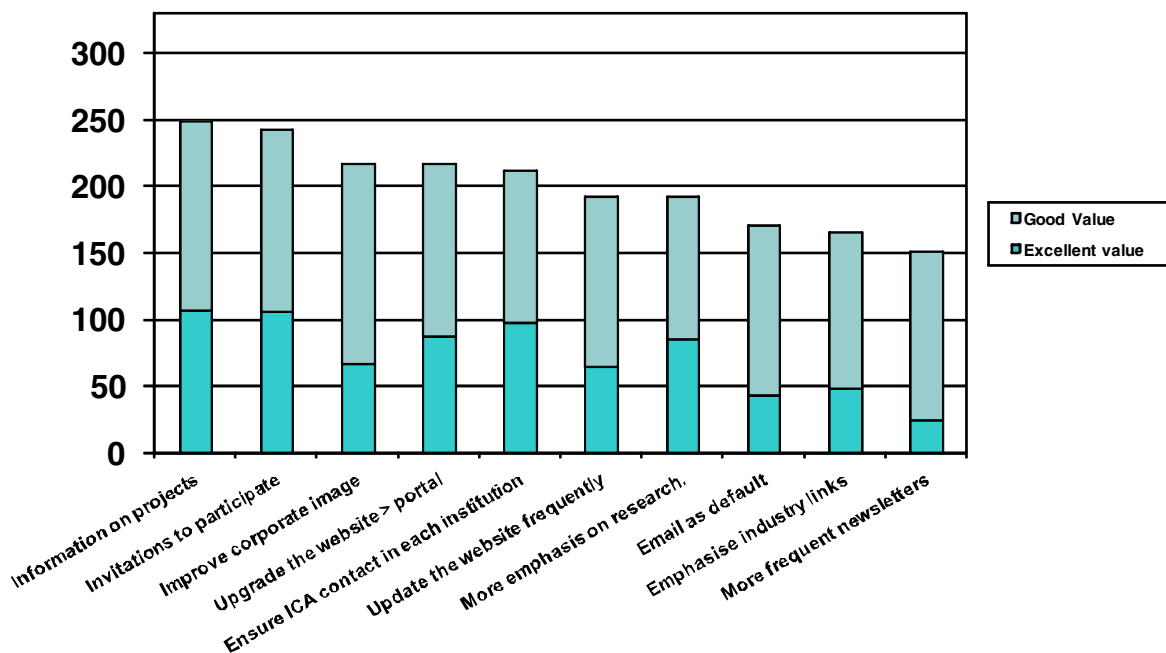
Must be valued by our university first, we are swamped with information and administration that often detracts from day to day activities and focus on teaching/research.

Most important will be if the organisation is relevant to the persons working at the universities. If they see no relevance in taking part, the project will gain little.

Improving communications

Respondents were presented with ten possibilities for improving ICA's communications, and asked to rate their potential value in helping to raise awareness of ICA and its services. The results are presented in Figure 9, focussing on responses indicating 'excellent value' or 'good value'. Again, care is needed in interpreting relatively small differences between the options, but it is clear that the type of communication that respondents would most like to receive is that which informs them about opportunities for funded collaborative projects, and better still, invites their participation. Other important points relate to the *process* of communication: respondents particularly supported the improvement of the corporate image, together with website development and management. Improving the frequency and regularity of newsletters, on the other hand attracted the lowest rating of the options, particularly when judged by the 'excellent value' criterion.

Figure 9: Ways in which ICA could improve its communications



Several respondents highlighted the importance of good electronic communications:

A modern website with up to date information and searchable databases is a must.

There should be a direct link to ICAs homepage from the members' universities homepage to strengthen the feeling that we are part of ICA. So it would be easy to check what is going on. Now it is coincidental if one sees some information from ICA.

It is most important to send the information by email because of busying with research.

Others emphasised institutional issues:

ICA has to show more. An institutional contact person for ICA would be good. This person could maybe filter the information.

The most important contact point of our HEI is the IRO. The most reliable communication should go through it.

Advertise the existence and activities of ICA more extensively. University executives and their staff are well aware of ICA, most students do not know what it is.

I've worked for the Swedish Agricultural University since 1989 and participated in several international research projects and educations of PhD-students, but was not aware of ICA. In my opinion has a great potential, but only when ICA is more successful in informing members' employees of their existence.

ICA has to show results so the members' universities and their staff and students understand its importance. There is too much talking and planning leading nowhere.

Helpfully, 129 (35%) of the respondents identified themselves (with email addresses) as willing to be approached to become involved in a future activity of ICA. Almost 60% of these were from non-Swedish institutions, and represent a valuable resource for the organisation.

Conclusions

1. Awareness of ICA is low among respondents, as is level of contact with the organisation. This is despite the fact that the vast majority of respondents are from ICA member institutions.
2. Among those who were aware of ICA before the survey, perceptions of ICA's general value could be much better. Only 43% rated it as 'good' or 'very good', while 23% thought it 'poor' or 'very poor'. The actual cost of subscription to member institutions was not stated in the questionnaire, for obvious reasons: it is reasonable to assume that if this had been generally known, the responses would have been more negative.
3. It is clear from the survey that rectors and senior managers tend to value the services of ICA more highly than academic and support staff. The obverse of this is that the latter are less clear about the ICA's relevance to them. This is of particular importance in institutions where the impetus for membership (and for payment of subscriptions) has to come from academic staff rather than rectors or deans.
4. Raising the level of engagement in member institutions depends on providing demonstrable value in the future, building on current strengths. Current ICA activities rated highly by respondents included:
 - Stimulus and support for education, research and knowledge transfer.
 - Professional updating through ICA's conferences and workshops.
 - Participation in externally-funded collaborative projects.
 - Opportunity for senior managers to discuss strategic issues.

The lowest-rated activity was linkage to developments worldwide through ICA's cooperation with international associations.

5. The most popular options for *further* improving ICA's value tend to involve networking and creating opportunity, for instance:
 - Developing searchable databases of expertise in research and teaching/learning to support development of collaborative activity including grant applications.
 - Developing research networks which cross the boundaries of disciplines and of the professional societies.
 - International accreditation of degree programmes, including joint and double degrees.
 - Interaction with EU – lobbying to promote the discipline area and interests of ICA's members; and informing members of developing European Commission programmes.

It must be noted that the survey tells us only what respondents *selected from a list provided in the questionnaire*. Nor does the survey tell us that they would necessarily use ICA to obtain those services in preference to other channels. Respondents were

requested to suggest other ways in which ICA could improve the value of its services, but there were few responses and no obvious consensus.

6. Improving communication with members is crucial. Key to this is ensuring active and committed representatives in each institution, adequately supported and encouraged by senior managers.
7. The *type* of communication that respondents would most like to receive, reflecting the points in (4) above, is that which informs them about opportunities for funded collaborative projects, and better still, invites their participation.
8. With respect to the *process* of communication, respondents particularly supported the improvement of the corporate image, together with website development and management. Making newsletters more frequent and regular attracted the lowest rating of the options

Recommendations

The ICA Board should:

Policy issues

1. Review the wording of the mission and objectives of ICA. The wording needs to be simply and straightforwardly expressed: without this any marketing and communication strategy will be diffuse and ineffectual.
2. Make a firm decision as to whether ICA is to be an organisation catering primarily for the top administrative level of the universities in life sciences, or whether it should *also* offer services to support the needs of the scientific and support staff.
3. If the latter, identify how best to engage and serve academic and support staff in member institutions, while maintaining the specific value to senior decision-makers in those institutions. In this regard it is necessary to consider the relationship between ICA's activities and those of ICA's Standing Committees whose focus for the most part is with academic and support staff rather than the senior managers.
4. In light of the outcome of the member survey review the role of ICA in addressing the research interests of its members. Although research is mentioned in ICA's mission and objectives, up to now there has been little focus on research except in the ICA-NASULGC special subject conferences
5. Reflect on the governance of ICA in the light of (2), and particularly the appropriateness of a Board comprised solely of senior managers.

Marketing of ICA

6. Identify the unique selling points (USP) for its members, taking into account the results of the member survey. These are likely to reflect:
 - The 'life science' focus (though in reality this is far from a focus);
 - The support for the development of university education in its widest sense, with emphasis on teaching and learning but without neglecting research and knowledge transfer.
 - The engagement and commitment of senior managers of member institutions in ICA's activities.

Communications

7. Improve ICA's corporate image and effectiveness of its engagement with members. Professional help should be employed in this process, including the development of an effective and high-value website for members.

8. Take the opportunity to build the website on a database management foundation, which will ease the administrative maintenance burden and assure communications are up to date. The website could be the focus of a student project, but this involves delay and risk, which could in the end cost more than paying a specialist. It is not worth cutting corners in this area, as it is THE way that most people will encounter ICA. However, it might be possible to build on the work of the students who developed the new IAAS system¹.
9. Develop a robust network of ICA representatives in each member institution who are proactive, credible and visible and who have the support of their senior managers.
10. Exploit the potential for building a closer working relationship between ICA and the IROICA network of international relations officers.

Development of ICA activities

11. Develop ICA's conferences to have greater impact, both in engaging with staff in member institutions and in attracting audiences from non-member institutions. Tightening budgets mean that fewer non-senior staff nowadays will be allowed to attend a conference merely to listen, so conference topics have to give maximum opportunity and incentive to authors of contributed papers. It might be better to have fewer, but higher-hitting conferences, with good sponsorship and big-name keynote speakers.
12. Establish a working group to explore the feasibility of ICA developing new activities such as databases of education and research interests, identifying funding opportunities, etc, without compromising current strengths in the area of accreditation and other administrative services.

Many of the above recommendations will incur additional expense. ICA faces a conundrum familiar to many businesses and organisations: that at a time when it is short of money, it needs to invest if it is to increase its income. If the requisite funds are not available within ICA, the Board should consider trying to find one or more sponsors from government or industry. The latter might be achieved through opening up membership of ICA to industrial partners.

Martyn Warren, 30 October 2007 amended after comment from Irene Mueller, Simon Heath and Wim Heijman, 5 January 2008

¹ The IAAS website is at <http://www.iaasworld.org/>. At the time of writing, this link brings up the old website, albeit with an impressive video. Checking the tab for 'Exchange program' and then the link for 'online database' takes you to the new site. Though there is obviously work to be done on sorting out accessibility, the site has a lot to teach us about offering value, recognising sponsors, encouraging interaction, and just being generally very attractive. Above all, there is no doubt as to what the IAAS is about, or what it offers.

Appendix 1: covering email

Dear Colleague

I am writing to you as someone who is actively employed in higher education in Europe, with a particular interest in life sciences and/or rural issues. This sector is served by ICA, the Association for European Life Science Universities - a consortium of universities and colleges from all over Europe. If you would like to know more about ICA and its services, please click on this link: www.ica-europe.info

We want to improve our services, and are seeking your advice as to the services and activities ICA could provide in the future which would be useful for you and/or your institution. **Even if you know nothing about ICA at the present, it is important that we know your views about how we could make ICA work for you in the future.** You can do this by clicking on this link: <http://www.ssb.plymouth.ac.uk/surveys/ICA/> and completing the questionnaire. It is not long, and most questions can be answered with a mouse-click.

We would also be very grateful if you would **forward this email** to colleagues, either in your own or another institution, who are working in the life science/rural/agricultural arena.

As well as helping us to improve ICA activities and services to the higher education community, you may win a 30 Euro Amazon voucher. As long as you give us your email address, we will enter you in a draw for 3 such vouchers. The closing date for the draw is Friday 24 August; make sure you get your questionnaire back to us in time.

We will also send you a summary of the results. A preliminary report will be presented at the ICA General Assembly on Thursday 30 August during the ICA week of Conferences. We are very careful about confidentiality, and no-one will be able to identify your response in this or other reports.

I do hope you will feel able to assist us,

With thanks and best wishes,

Martyn Warren

On behalf of the ICA Executive Committee

Appendix 2: Questionnaire

ICA member survey 2007

Introduction

This questionnaire is part of a process of continuous improvement in the services offered by ICA (the Association for European Life Science Universities). There are 15 questions in all, most of which can be answered with mouse clicks.

You have been sent it because your opinions are the best information we can get to help us in that improvement. Even if you know nothing about ICA at the present, it is important that we know your views about how we could make it work for you in the future. Even if you give us your contact details (Question 15), it will not be possible to identify your response in any published documents based on this survey, so you should feel free to be honest and open about your reactions. There is no obligation to answer any question.

The questions

1. Were you aware of ICA before receiving this questionnaire?

- Yes [\[Go to question 2\]](#)
- No [\[Go to question 4\]](#)

2. What is your level of contact with ICA? (you can tick more than one box)

- Frequent contact (e.g. through membership of the Board or Committees)
- Attendance at conferences (e.g. of ICA, its Standing Committees (AGRIMBA, ECHAE, IROICA, NATURA, SILVA, USAEE) and partner organisations (CEDIA, NASULGC))
- Involvement in ICA-supported collaborative projects (e.g. QUALITY, AMEU, AFANet, DEMETER)
- Occasional contact (e.g. through newsletters)

- very rare or no contact
- Other (please specify)

3. How do you rate the value of ICA services to your institution?

	Very good	Good	Reasonable	Poor	Very poor
value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Looking at the list below of services offered by ICA, please indicate your perception of their value to you and your institution - even if you answered 'no' to Question 1.

	To you personally	To your institution
Professional updating through ICA's conferences and workshops.	<input type="text" value="(Click here to choose)"/>	<input type="text" value="(Click here to choose)"/>
Stimulus and support for education, research and knowledge transfer.	<input type="text" value="(Click here to choose)"/>	<input type="text" value="(Click here to choose)"/>
Networking resulting from involvement in ICA activities	<input type="text" value="(Click here to choose)"/>	<input type="text" value="(Click here to choose)"/>
Linkage to developments worldwide through ICA's cooperation with international associations (e.g. NASULGC and	<input type="text" value="(Click here to choose)"/>	<input type="text" value="(Click here to choose)"/>

To you personally

To your institution

GCHERA).

Participation in externally-funded collaborative projects.

(Click here to choose)

(Click here to choose)

Opportunity for senior managers (rectors and deans) to discuss strategic issues.

(Click here to choose)

(Click here to choose)

Bringing Standing Committees together to develop projects and discuss professional matters, and to avoid unnecessary duplication.

(Click here to choose)

(Click here to choose)

5. If there are any other benefits that YOUR INSTITUTION gains from membership of ICA, please note them here.

6. If there are any other benefits that YOU PERSONALLY gain from membership of ICA, please note them here.



7. Below is listed a number of ways in which ICA might improve the value of its services to member institutions IN THE FUTURE. Please rate each of these by their likely value to your institution:

	Extremely Important	Quite Important	Not At All Important	I don't know
Facilitate international accreditation of degree programmes, including joint and double degrees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a searchable database of teaching and learning capabilities of in ICA members, for use in identifying Erasmus and other collaboration opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disseminate Good Practice Models developed by ICA members, and recognition of universities that developed these good practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop research networks which cross the boundaries of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Extremely Important	Quite Important	Not At All Important	I don't know
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disciplines and of the professional societies.

Create a searchable database of research capabilities in ICA institutions, for use in forwarding funding calls, partner opportunities.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Support the professional development needs of the administrative research officers in the same way that it supports international relations officers.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Become a focus for the dissemination of the outcomes of research networks, e.g. EU framework programmes.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Extremely Important	Quite Important	Not At All Important	I don't know
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Create specialist services and events for Senior Managers (Rectors/Deans/Heads of Department).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Share good practice in marketing activities to recruit students.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Extremely Important	Quite Important	Not At All Important	I don't know
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Support the professional development of marketing and student recruitment officers.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Act as an information platform concerning university-industry connections (e.g. to develop joint projects, or to acquire student placements).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Enhance the credibility of project applications by ICA acting as a partner with experience, contacts and reputation.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Lobby in the European Commission to promote the discipline area and the interests of ICA's members.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Provide information to members on developing European Commission programmes.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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8. Are there any other ways in which you think that ICA could improve the value of its services to you and your institution?

9. Below are listed some ways in which ICA could improve its communications. Please tell us how valuable you think each might be in helping to raise awareness of ICA and its services.

	Excellent value	Good Value	Little value	Don't know
Improve the general corporate image of ICA (e.g. on website, newsletters, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make newsletters more frequent and regular.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Send all communications by email.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Update the website more frequently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Upgrade the website to an information 'portal' with links to external organisations as well as ICA and associated organisations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inform all members of opportunities for collaborative projects, short-notice partner calls, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Include open invitations to participate in ICA-sponsored projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Put a greater emphasis on research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Place more emphasis on opportunities for industry links.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Excellent
value

Good
Value

Little
value

Don't
know

Ensure a clearly-identified ICA contact person within your institution.

10. Please feel free to explain further any of your responses in Question 9, and/or add any other ideas.

About you...

11. What type of institution do you belong to?

- Specialist university (i.e. of agriculture and related topics, applied life sciences)
- General university with a life sciences interest
- Specialist college, fachhochschule, hogeschool (i.e. of agriculture and related topics, life sciences)
- Other (please specify)

12. What position do you hold in your institution?

- Top management (Rector, Vice-Chancellor, Principal, CEO)
- Senior management (Deans, Head of School, Department or Division)
- Senior administrator (Head of Administration, Registrar)
- Academic staff (teaching and researching as main roles)
- International Relations Officer

- Research Support Officer
- Other (please specify)

13. Are you a member of an ICA Standing Committee?

- yes
- no

14. In which country is your institution based?

country

144. ICA needs the active involvement of its members, would you be willing to be approached to become involved in a future activity of ICA

- yes
- no

15. We may wish to explore your ideas further with you. If you would be willing for us to do so, please give your contact details. This will also ensure that you are automatically entered for the draw for Amazon vouchers. These details will not be used in any way in the collation and analysis of results.

Name

Institution

Email address

Thank you very much for taking the trouble to answer our questions. Now please click the 'SEND RESPONSE' button to return your responses to us. If you have any

further comments on ICA or the questionnaire, please do not hesitate to email kerstin.trieb@boku.ac.at.

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