



MANAGEMENT OF INTERNATIONALISATION

Handbook for Course
Coordinators and Administrators

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IMPRINT

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PREFACE

The training course "Management of Internationalisation" is organised within the scope of the DIES programme (Dialogue on Innovative Higher Education Strategies) and is implemented by Leibniz Universität Hannover.

DIES is a joint initiative of the German Academic Exchange Service (DAAD) and the German Rectors' Conference (HRK), which aims at supporting higher education institutions in developing countries to improve their university management as well as to further enhance the quality and relevance of study programmes. DIES training courses are central tools to achieving these aims. They offer modular, practice-oriented continuing education opportunities for university staff at different management levels.

The management of internationalisation processes is of crucial importance for higher education institutions in today's global knowledge society. Building up or strengthening structures, processes and competencies that facilitate strong, efficient and sustainable international activities, prepares universities in developing countries for their activities in the internationalisation arena. Furthermore, it strengthens the partners of German universities in the South, which also impacts on their international strategies and portfolio positively.

Against this background, the DIES training course "Management of Internationalisation" has been designed to enable International Office staff or higher education managers responsible for coordinating international activities at universities in the South to build up effective structures of internationalisation at their home institutions. Being open to participants from 50 countries worldwide, it also provides a forum for exchange among internationalisation experts.

Based on the experience gained during the implementation of the training course, this guidebook was compiled by the experts at Leibniz Universität Hannover. It can be used not only as an introduction to the principles and challenges of the development

of internationalisation management structures but also as support material for the training of trainers.

We sincerely hope that the reading material will prove useful and of interest to your daily activities, thus strengthening the internationalisation of your institution.

Michael Horig

Head of Section, Development
Cooperation: Partnership Programmes
and Higher Education Management

German Academic Exchange Service

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TABLE OF CONTENTS

INTRODUCTION

Why this Course?	11
Objectives and Target Group of the Course.....	12

CONCEPT OF THE COURSE

Content und Structure.....	14
Module 1: Internationalisation: Concepts, Systems and Actors.....	15
Module 2: Competences and Tasks Related to the Internationalisation of an HEI...	31
Module 3: Soft Skills.....	51
Module 4: Management Skills.....	63

DIDACTIC DESIGN..... 75

EVALUATION OF THE COURSE..... 82

APPENDIX

Posters.....	86
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INTRODUCTION



WHY THIS COURSE?

Internationalisation has been a driving force in higher education since the 1990s. Universities must adapt and develop strategies to act in the changed globalised system of higher education to be able to compete in the globalised HES. Thus there is a strong need for capacity building on an individual and an institutional level. On an individual level, universities need qualified staff with a profound knowledge about processes of internationalisation. At the same time they must be enabled to apply this knowledge and to induce change and improvement of the structures and processes within the university. The success of any effort to establish a culture and structure of internationalisation depends to a great extent on the knowledge and the competencies of the personnel in charge of putting international academic programmes and projects into practice. A distinct policy of personnel development and capacity building, i.e.

the training of qualified staff, should therefore be an indispensable component of an internationalisation process.

By working with numerous partner universities worldwide, we came to realise that there is a strong wish and commitment to internationalise universities. On the other side, it is obvious that these efforts are met with various obstacles and challenges which are difficult for the universities to handle on their own (e.g. qualification of staff; restructuring institutional units; changing internal processes).

These findings and our experience brought us to the idea of developing this training course on the management of internationalisation.

OBJECTIVES AND TARGET GROUP OF THE COURSE

The general objective of the project is to develop and implement a qualification programme for the staff of institutions of higher education in developing countries. It is designed to provide participants with a sound knowledge of the different aspects of internationalisation and to enable them to manage the corresponding processes and tasks. Hence, it focusses on individual capacity building.

At the same time the project aims at sustainability, thus institutional capacity building: Each trained individual should be able to improve the management and structural conditions for the further internationalisation of their home institution. Thus, it is also intended to improve the international infrastructure at institutions which already have established International Offices (IOs) – in particular with regard to the professional development of IO-staff, the allocation of tasks, and the interplay between the already existing IO and other university units.

In order to achieve our outlined general objectives, the teaching programme pursues the following specific objectives:

- The participants will be acquainted with the knowledge and competencies of internationalisation. This includes the following topics:
 1. General trends in internationalisation of higher education
 2. Internationalisation strategies of different countries, ministries, and institutions of higher education
 3. Comparison of IO systems and tasks
 4. Tasks of an IO

-
- To obtain the necessary soft skills for the management of international higher education: (intercultural) communication skills, and necessary skills for effective conflict management.
 - To gain the respective management skills needed for internationalisation: change management, project management, strategic planning and development, funding, monitoring, and evaluation.
 - To make the project sustainable: To launch a process of assessing, reforming, and rebuilding the management of internationalisation of the university. To implement a coherent and sustainable system based on a permanent process of quality management and networking beyond the project duration.

The target group includes experienced as well as rather new IO staff (minimum of two-years of work experience) from universities. As many universities have not yet established the structure of an IO, it may be necessary to include university executives. We are focussing on higher education managers responsible for coordinating international activities at universities: Individuals responsible for the management of international activities in teaching, studies, and research at their home university, primarily Directors or Deputy Directors of International Offices. Depending on the size and structure of the respective university, Vice Presidents for International Affairs and/ or academics with coordinating functions relating to international activities at the faculty level are also eligible. The heterogeneity of the group facilitates mutual learning and shows different perspectives and opportunities in the context of internationalisation. The ideal participant should deal with internationalisation in his daily work, should have the backing of the top management, and be in a strategically important position within the university.

CONCEPT OF THE COURSE

CONTENT AND STRUCTURE

The content of the training course "Management of Internationalisation" is organised in three modules, which bundle topics around different aspects of internationalisation:

1. Module 1: Internationalisation: Concepts, Systems and Actors
2. Module 2: Competences and Tasks Related to the Internationalisation of an HEI
3. Module 3: Soft Skills
4. Module 4: Management Skills

These topics are discussed and analysed during three workshops. In the time between these workshops, the participants must work on individual projects directly related to their universities. Here they should apply the acquired knowledge, assisted and supervised by the programme co-ordinators. Participants will report on the progress of their projects during the workshops. The different modules are subdivided into sub-modules focused on specific topics.

MODULE 1 • Internationalisation: Concepts, Systems and Actors

- 1.1 Systems and Actors of Higher Education (HE)
- 1.2 Concepts and Rationales of Internationalisation (ITN)
- 1.3 Internationalisation Strategies

MODULE 2 • Competences and Tasks Related to the Internationalisation of an HEI

- 2.1 International Office - Structures and Tasks
- 2.2 Mobility and Partnerships
- 2.3 Internationalisation at Home
- 2.4 Internationalisation of Research
- 2.5 International Marketing and Recruitment

MODULE 3 • Soft Skills

- 3.1 Intercultural Communication
- 3.2 Conflict Management

MODULE 4 • Management Skills

- 4.1 Project Management
- 4.2 Change Management

The modules and their different topics must be dealt with in an interrelated way, integrating and linking their content along the course in a holistic way.



Internationalisation: Concepts, Systems and Actors

The module 1 "Internationalisation: Concepts, Systems and Actors" is designed to provide the historical and contextual framework necessary for the comprehension and detailed planning of the management of internationalisation (ITN) at higher education institutions (HEI) worldwide.

The concepts of ITN and the respective debates are dominated by Western, mostly US and UK, voices and perspectives. By also considering perspectives from Asia, Africa, and Latin America, we are confronting the participants with a more comprehensive account of internationalisation of higher education.

This conceptual and contextual framework includes the knowledge of the different historical, socio-political, and economic contexts in which the different actors and

networks of HEI interact, since they determine the conditions and structures of the respective internationalisation processes, their potential development, and their opportunities and challenges. The role of each national state should be an important aspect to be considered by each participant. This foundational information is relevant because, as the Canadian scholar in ITN Jane Knight states, "each region of the world –indeed, each country of the world–approaches internationalisation in a way that reflects its history, culture, and context and is consistent with current needs and priorities." (Knight, 2008: 533).

This general contextual framework is followed by a practice-oriented and institution-tailored analysis of the actors, processes, and drivers of ITN in each country and institution, giving each participant the opportunity to draft a specific strategy of internationalisation at the end of the module. This implies the close relation between the content of module 1 analysis and strategic planning of module 4 (project management).

Although keynote presentations and texts are delivered, the focus is on every participant's reflection on her/his own system of HE, their university's position within the system, and the accompanying processes and drivers of ITN within their very specific context.

1.1 SYSTEMS AND ACTORS OF HIGHER EDUCATION (HE)

Although it is impossible to write a homogeneous history and development of higher education systems, and it is also problematic to generalise the state of the art of internationalisation of HE for a whole continent or region, the module aims to provide the basic knowledge of the diverse historical origins and current developments of the systems of HE and their internationalisation. Thus, the course starts with exemplary presentations on national and regional systems of HE in the various regions in the world. Here we deal with countries which have influenced the HE system in other countries or regions, and pan-regional systems pioneering the process of regionalisation: USA, Germany, and the European Higher Education Area with accompanying processes and programs. Along with these presentations, it is important to give sufficient room to the participants to reflect on their own national systems of HE; as well as on their own pan-regional developments and interactions.

Some important recurring topics in the different processes of regionalisation – although differently stressed according to each region – are harmonisation of systems,

accreditation, quality assurance, employability within the region, mobility, cultural/linguistic aspects, multi-disciplinary teaching, and the research network (s. also module 2, submodule 2.4 Internationalisation of Research; and submodule 2.2 Mobility and Partnerships).

Having learnt about different models and systems of HE and their developments, the participants are expected to compare and reflect on their own regional and national systems of HE, and how their own institutions are embedded in this system. It is important that the participants also become aware of external influence through national strategies, geopolitical interests, and (economic and administrative) instruments given by their own government, as well as how elastic the term of region has become: supra- and subnational, continental, according to its political, economic or cultural understanding, etc. (Knight 2013). This awareness will provide them with the foundation to further discuss internationalisation, without losing the local perspective, thus gaining an awareness of the relationship between local and global aspects.

The regional topic will be analysed in more depth in the regional workshops in order to discuss more accurately current processes and developments involving regional and local experts.

1.1.1 Objectives

This sub-module will:

- provide an overview of different systems of Higher Education (HE), their historical evolution, and their political and economic frameworks;
- give insights into process of regionalisation of HE institutions.

1.1.2 Outcomes

On completion of this sub-module, the participant will be able to:

- differentiate between and compare systems of HE;
- understand the specific historical, political, and economic contexts of national HE systems;
- explain the development of national policies regarding HE, i.e. the role of the state and other actors in this process;

- reflect on their own systems of HE and put them into perspective, thereby getting a better understanding of their own institution;
- reflect on the processes of regionalisation, its advantages and challenges.

1.1.3 Questions for reflection

- Which factors have influenced the development of the HE systems in my country and its development at my university?
- What are the roles of the state and other socio-economic and political actors in my national system of HE?
- Which are the catalysers and challenges of the development of HE in my country?
- Am I aware of other HE systems and to what extent?
- In which processes of regionalisation is my institution involved, or could be involved?
- Which are the advantages and downsides of being involved in these processes?

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1.2 CONCEPTS AND RATIONALES OF INTERNATIONALISATION (ITN)

Once the participants are aware of the contextual framework and the evolution of their HEI, in comparison with others, they will reflect on different concepts of ITN and rationales behind it in order to be able to develop a sound strategy of internationalisation for their institutions, or analyse and improve the existing one. Such a comprehensive overview of different approaches will further their understanding of the status of their institutional ITN development, as well as the different rationales at their institutions, within the diverse economic, socio-political, and historical contexts.

Although there have been many publications on the concept of ITN, most of the authors base their definitions on the one developed by Jane Knight in 2003: "The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education" (Knight, 2009, p. 7). The review of the literature and the presentation by a keynote speaker during the workshop will highlight the two basic assumptions of ITN:

- 1 ITN as a very dynamic and ever changing process.
- 2 ITN must be understood and conceptualised in its specific, historical, social, and political context.

Consequently, ITN strategies and processes have to be analysed and planned individually for each university within its specific settings. A further important element of Knight's definition is the idea of "integrating" an intercultural and international dimension in HE. Such integration refers to various levels within a university: sensitising of staff, developing awareness of "internationalisation at home", promoting internationalisation of research, developing student exchange programmes, fostering international co-operations, etc.

Having reflected on different ITN concepts and their implications, the participants analyse in detail the motives and aims linked to ITN, as they see them for their region, country, and institution. Being precise about the rationales and aims of ITN is one of the key prerequisites for developing a successful strategy of ITN. These are shaped by political, economic, social/cultural, and academic considerations. They are also likely to differ amongst the various stakeholders within one university and they can change according to the context and circumstances.

Despite the process of globalisation, ITN of HEI is still highly regulated by governments at the institutional and national level: legal systems and frameworks are still very important, as well as local circumstances. Therefore, the political rationales can

aim to alleviate cases of political conflict, to improve safety issues and social well-being, etc. To promote a better knowledge of certain languages, religions and regional studies may impart a better political understanding of other regions/countries and subsequently may also improve commercial relations. Economic rationales also include the fact that Higher Education is an export good/service for some countries such as Australia or the UK. Social and cultural rationales are usually part of the curricula, e.g. in Germany or the USA, where "experience abroad" is highly valued. This part of this sub-module is also related to the processes of regionalisation mentioned on the former module (1.1).



Working Groups on Rationales of ITN

Some examples of the result of working groups of the first workshop in 2014 give evidence of the different possible rationales for ITN:

- Latin America: the social dimension is very important (especially by national universities), academic and institutional issues were relevant such as accreditation (ITN was requirement for national support/accreditation), economic rationales were important (mainly for private universities). ITN was also relevant for more visibility and reputation (attractiveness of the institution and country).

- Asia: ITN is very important for rankings (reputation/visibility), for industrial research development and for funding (public universities).
- Africa: ITN has mainly economic motivations, since it provides access to funding, resources, and equipment. At the political level it is of importance to create an African HE region and collaboration, and to harmonise structures (like ERASMUS).
- For Kurdish participants, the main rationales are political (to find solutions for conflicts) and academic (especially in the Health Sciences areas).
- For the participants from Egypt, ITN is important to upgrade the curricula (academic motives) and to keep the high historical status of HEI in the country. A second motive was the search for links to industry.
- For German universities, the main driving force is political (diplomacy and peace building) as well as economic (development of industry: brain gain).

Further, the participants are introduced to the latest ITN developments and processes, which will serve to introduce the idea of a comprehensive ITN of HE and its evaluation through outcomes and not only outputs. Within this analysis, the participants must reflect on aspects involved in the process of ITN, such as globalisation, inclusion, intercultural issues, and integration, commercialisation of HE, among others.

Additionally, following both orientations of ITN should be discussed as two different sides of the same process: Internationalisation abroad & cross-border ITN, and Internationalisation at home (campus based).

These are not completely divided aspects, but rather aspects that complement ITN at one institution. These aspects, the themes and activities implied by them, will be further developed in module 2 of the course as part of the key tasks of an international office and related instances at the HEI.

The current ITN status of one's own institution must be thoroughly analysed, as well as the rationales behind it. Hans de Wit, who presented during the first workshop on the "why, what and how of ITN", emphasised that the most important aspect is to define a "REALISTIC WHY", and always check the correlation between the rationales, the context, and the actual implementation. Participants must ask themselves: Why does my university want to internationalise? What approach fits my university? What can be achieved within what time? What do I need to achieve my aims?

State of the Art and Analysis of ITN – KEY POINTS

From "What, Why and How of ITN" Presentation in Hannover,
5th of September 2014

Hans de Wit summarised 7 key points to keep in mind in the current status of ITN:

- 1: "The need to learn from other non-western national and cultural contexts – to understand the full extent of internationalisation as a phenomenon and what we can learn from each other in order to benefit students, employers and nations."
- 2: "To ensure that no single approach or paradigm dominates the discourse but to take account of the nature of internationalisation as a comprehensive process." Even if the first models were developed in Europe and North America, we have to question if we can address different types (at regional levels?) of approaches.
- 3: "Not to see internationalisation as a goal in itself but as a contribution to the quality of education and research for the benefit of students."
- 4: "To offer greater clarity on the 'why' of internationalisation, being more explicit about institutional and individual rationales for a strategy or approach so that objectives and outcomes are clear and measurable."
- 5: "To pay more attention to faculty and student perspectives on internationalisation. There is still too great a focus on political and economic rationales from an (inter) national and institutional perspective, in which the perspectives of those for whom it is all intended are underrepresented." ITN should go back to programmes, schools, and faculties.
- 6: "To understand better the impact of international and intercultural learning outcomes on student employability, taking into account the perspectives of employers, as well as on civic engagement, taking into account global social needs."
- 7: "To continue research on the benefits of internationalisation."
- 8: "To better understand the link between internationalisation and multiculturalism and undertake further research on whether similar benefits can be gained through internationalisation of the curriculum at home as are evident in the literature on study/work/volunteering overseas." Both ITN and multiculturalism must go hand in hand.

1.2.1 Objectives

This sub-module will:

- introduce the participants to different understandings of internationalisation (ITN) at national, regional, and interregional levels;
- stimulate reflection on the development of ITN of the participants' countries and universities;
- further the discussion on specific factors related to ITN of HE, such as globalisation, integration, accreditation, regionalisation, etc.

1.2.2 Outcomes

On completion of this sub-module, the participant will be able to:

- differentiate between various approaches within the broad spectrum of ITN concepts;
- explain the developments of the national policies regarding ITN of HE, i.e. the role of the state and other actors in this process;
- describe the institutional structures for ITN in a specific national and regional context;
- identify the cornerstones and prerequisites for the development of an ITN policy and the respective strategy.

1.2.3 Questions for reflection

- Why is ITN important in my country and at my university? What are the motivations for ITN in my country and at my university?
- How can I characterise the ITN dynamics within my country and on a regional and inter-regional level (e.g. Latin America-Europe, Africa-Europe, etc.)
- Who are the most important actors regarding ITN within the HE system in my country and at my university?
- What are the main goals of the current policy of internationalisation of my university? Are these goals appropriate and coherent?
- What are the most important steps that my institution must implement to effectively reach the most relevant and sensible internationalisation goals?

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1.3 INTERNATIONALISATION STRATEGIES

The previous analyses will help the participants to clearly define their specific institutional ITN strategies and goals and their respective projects. In order to do so, participants must be aware of the underlying rationales for ITN of their home institutions as mentioned in sub-module 1.2. They also need to take into consideration other aspects such as: the institutional profiles, the national and regional context, the institutional engagement, and prioritisation of goals at their institution and own department.

In general, it is important that:

- the overall ITN strategy of the university articulates the needs, profiles, and rationales of the different academic units and departments as well,
- to aim as far as possible for comprehensive internationalisation: *“Comprehensive internationalisation is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units”*. (Hudzik: 2011, p.1)

Thus, comprehensive ITN articulates the commitment in the development of an implementation plan for all involved actors (structures and governance arrangements) at

the institutions. It should consider the areas of “ITN abroad”, as well as “ITN at Home” as complementary fields of action (s. sub-module 1.2 and sub-module 2).

During the development of the first workshop in 2014 and the regional ones in 2015, it turned out to be clear that in the regions included in the DIES Training, there was a need for and great interest in the development of a strategy (and its further implementation) in the areas of:

- The international dimension of research, which includes the analysis at different levels: global, regional, national and institutional levels. Within these processes, it is very important to shed light on the third cycle of education (PhD and other doctoral degrees), as well as more advanced and complex levels of research and the implications of its ITN. Very important issues within this area are: mobility and network building, third party funding, foreign languages, joint programmes and joint publications, technology transfer, collaboration with industry and non-educational institutions, the legal framework, etc. (s. also sub-module 2.4)
- Internationalisation at Home: In this wide area it is important to involve stakeholders from various areas within the university to bring about internationalisation at home. It includes the areas, and therefore the actors involved in (s. also sub-module 2.3):
 - a) Curriculum, and programme development
 - b) Teaching and learning processes
 - c) Services and extracurricular activities

It is important to link the content of this sub-module to the projects of the participants and the module of project management (s. module 4) in order to have a methodological approach to the development and implementation of the project as well. This linkage will include the development of an analysis that considers the reflections and conclusions of module 1 and the practical methodological tools of module 4; as well as the consecutive definition of clear and measurable objectives, which will support the participants in giving form to their projects and strategies.

Last but not least, issues related to leadership and governing bodies, the roles of the faculties (academia), the students, and the international office are relevant in the ITN process as well as in every project management process.

1.3.1 Objectives

This sub-module will:

- provide an overview of different ITN strategies at a national and institutional level;
- create awareness of the implication of the term "ITN" for the day-to-day reality of HE: its meaning for the curricula, administrative structures and processes within and outside the university, stakeholders interaction;
- deliver the basic knowledge to carry out an in-depth analysis for ITN of the participants' own universities;
- further the reflection on setting priorities according to the current ITN status and the strategic goals;
- offer a platform to discuss the importance of research and its key-role within the ITN process and strategic planning.

1.3.2 Outcomes

On completion of this sub-module, the participant will be able to:

- understand and evaluate a strategy of ITN;
- identify the different aspects and stakeholders as well as their relationships implied in ITN strategy of their own university;
- carry out an in-depth analysis of their own institutions to draft or edit an ITN strategy;
- set clear priorities in terms of setting goals and milestones according to the SMART principle;
- place research activities into the framework of ITN strategies.

1.3.2 Questions for reflection

- Why does my university need an ITN strategy?
- Which stakeholders within my university do I need in order to develop and institutionalise the ITN strategy?
- How must the strategy of ITN be communicated or socialised within my university?
- Which areas of my university have high potential for ITN? Which areas of my university need ITN urgently and why?
- What are the resources of my institution?
- What are the criteria (e.g. regions, countries, universities and disciplines), and which appear to be the most appropriate to begin with accordingly?
- What are the priorities within the implementation of my institution's ITN strategy?
- Which realistic goals can be achieved, and within what time frame?
- What are the goals for ITN of research at my university?

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Competences and Tasks Related to the Internationalisation of an HEI

The aim of the first module was to provide the participants with the foundational knowledge to analyse their universities according to the local and global context in order to develop a coherent and contextualised internationalisation strategy. However, it is important to remember that because ITN is a dynamic process, the respective strategy must be revised from time to time, and the validity of the general guidelines and objectives must be evaluated and redefined if needed.

The following module, module 2, provides the participants with the tools to implement the designed strategy and, in the ideal situation, to infuse the ITN goals throughout all the different instances at the university, making the process a shared commitment and goal for the whole HEI.

As mentioned before, the tasks to implement an ITN strategy and the ITN process may vary from university to university according to the HE system in each country/region, but also according to the nature and specific context of a university: is it private; is it a national or a federal university? Is HE in this country an "export good"? etc. Notwithstanding, this module was subdivided into the following sub-modules, considering key tasks or tasks usually part of International Offices worldwide (submodules 2.1 and 2.2), and competences, tasks and aspects that are shared by many instances at a university (submodules 2.3, 2.4 and 2.5). The latter may be coordinated by the international office, or driven by it, or a similar entity such as a Vice-Chancellor for International Issues. Nonetheless, to have a successful ITN process and development, certain tasks and competences must be shared throughout the whole university.

Following are the submodule of module 2:

- 2.1 International Office - Structures and Tasks
- 2.2 Mobility and Partnerships
- 2.3 Internationalisation at Home
- 2.4 Internationalisation of Research
- 2.5 International Marketing and Recruitment

2.1 INTERNATIONAL OFFICE (IO) STRUCTURES AND TASKS

It is important to remember that International Offices are one actor (although one vital actor) in the overall structure of management of internationalisation at an HEI. Its structure and tasks depend on the institutional context in which they are embedded, and in the institutional ITN strategy as well, of course. Therefore, the analysis of these aspects should have already been carried out during the module 1 of the course. The institutional context implies the analysis of all university units and actors involved in the process of ITN. At the same time, it very much depends on the HE system of the corresponding country and region. The institutional context also implies the available resources (financial and personnel), to prioritise accordingly, and if needed, expand the structures and tasks of an International Office. In countries in which HE is handled as a market or an export good/service for example, the area of international marketing may be embedded within the international office; and each faculty/department may even have an appointee for marketing and communication.

In general, what seemed to be a very good exercise for the participants of the DIES Training Course was the structuration of an "ideal" International Office in working

groups. Even if the results would be, in some cases "unreachable", in some contexts due financial restrictions, the exercise always provides the participants with the possibility of sorting out their day-to-day tasks, establishing priorities¹ and future goals, and identifying overlapping areas (within the same office and between the office and other units). This exercise also has the advantage of being a platform of discussion about the different structures among the participating universities, and not beginning directly with a European or Anglo-Saxon model.

Structure and tasks of an International Office are very closely intertwined. Its visualisation through graphics and mind maps would also help to better understand not only the different thematic areas and their interrelation: outgoings / incomings, regional areas, or programme areas, but also the different levels and flows of action and communication: conceptualisation, planning, coordination or implementation, and evaluation, among others. An important aspect to consider is also reporting: who reports to whom, and as a whole, to whom reports the IO.

It would be ideal to analyse the relations and overlapping tasks with other units such as Support Services, Admissions, Language Centre, Alumni Office, Marketing and Communications Office, Public Relations/Outreach Office, Career Service, and the like. Do they have the same understanding of ITN and share the overarching goals? How do they develop synergies? How does communication flow?

The definition of the different tasks and areas of action within an International Office also makes a more specific profile possible for the different staff members of an International Office including the needed skills and knowledge. Interestingly, even profit-oriented universities remark the importance of intercultural skills: "Overriding every technical competence there is the fundamental requirement of sensitivity to international cultures and the overall ability to get on with people of all kinds". (Fielden 2008: 28).

Due to the importance of the further qualifications of the IO existing staff, the DIES Training course structure has two modules concentrated in the development of soft and management skills: module 3 and module 4.

1 Also the UK Higher Education International Unit, in its Research Series (2008) classifies the tasks of an International Office based of a survey/case studies under: "Core", "Core Plus" and "Comprehensive".

Reference list / Bibliography

Fielden. J. International Offices. In: The Practice of Internationalisation: Managing International Activities in UK Universities. UK Higher Education International Unit. Research Series, April 2008.

2.1.1 Objectives

This sub-module will:

- provide an overview of different existing IO structures and scopes;
- present examples from various contexts of how to establish, how to structure, and how to run an IO within the specific financial and organisational framework of a university (administrative procedures and structures, competencies, financial and personnel resources, etc.);
- supply information on the different possible tasks of an IO;
- introduce to the participants an analysis of stakeholders involved at the academic and administrative level in the ITN processes of a university;
- deliver information about different personnel profiles for different tasks.

2.1.2 Outcomes

Participants acquire the ability to...

- identify different types of IOs in different countries, and their organisational structures according to their scopes;
- identify the financial and personnel capacities of their own institution;
- analyse the potential synergies between the different institutional and inter-institutional stakeholders related to ITN;
- define the administrative regulations and administrative structures for the internationalisation of their own institution;
- define the departments and subject areas selected for particular plans to internationalise research and teaching;
- define the task areas and select the most appropriate system of organisation according to the ITN strategy, the university context, resources, and stakeholders;

- establish a personnel profile for the different task areas;
- evaluate the availability of personnel and financial resources for ITN development at their own institution.

2.1.2 Questions for reflection

- What is the current structure and the scope of the IO (or equivalent structure) at my university?
- What are the most appropriate structures, tasks, and personnel profiles necessary to reach the goals of my ITN strategy?
- Who are the stakeholders involved in the ITN of my university at the academic and administrative levels? How can we bundle and coordinate existing activities within the area of ITN?
- How can my university create synergies between the different stakeholders and the IO staff according to their different tasks, skills, and profiles?
- How can I maximise the personnel resources at my IO? What are our high-priority tasks?

2.2 MOBILITY AND PARTNERSHIPS

Mobility and partnerships are aspects of the ITN process that are very closely intertwined. Mobility programmes are some of the implementation tools that develop, strengthen, and liven up partnerships. Both, but especially mobility, play a role and must be not forgotten in the overarching process of ITN at Home (s. sub-module 2.3), since it has an important effect in different areas of a HEI life: language and intercultural skills of university members, ITN of curriculum, etc.

Thus, one of the departing points for the development of partnerships and mobility is the already developed institutional analysis and the resulting ITN strategy. This analysis gives an overview of the areas, geo-political and discipline-related, in which there is great potential, or a need for urgent development with good perspectives. According to some authors, it is important to distinguish between different levels of partnerships, even if there are some nuances in the used nomenclature for them. Whereas John Fielden (Fielden 2008:31) always refers to strategic partnerships at 3 different levels

(institution level, faculty-level, and individual research level), others² refer to the so-called strategic partnerships as the ones that are overarching and reaching all levels. These levels comprehend the academic one, including research and teaching in different faculties and schools; as well as the administrative level, involving also capacity building and technology transfer cooperation. The Fielden classification relates rather to the British perspective (also mentioned for example by Dame Brewer³), whereas the latter perspective is rather the Continental European perspective.

Regardless of which nomenclature and titles are used for the partnerships and the implied mobility, it is relevant to differentiate them in order to set priorities in the distribution and use of available resources, both financial and personnel.

In all cases (strategic/institutional-wide partnerships or small-scale partnerships), the following issues are very important to consider: expectations management, clear and measurable goals for the partnerships, qualitative and quantitative analyses of the partnership activities (including mobility); and monitoring and re-design of action plans/programmes.

Further topics that may be interesting to consider under the main topic of partnerships are, for example, the participation in networks such as U4 Network, Coimbra Group, *Alianza del Pacífico*, etc., and the possibilities of finding a benchmarking partner (collaborative benchmarking).

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Fielden, J. Managing International Partnerships. In: The Practice of Internationalisation: Managing International Activities in UK Universities. UK Higher Education International Unit. Research Series, 2008.

2 This kind of strategic partnerships are furthered for example by DAAD: www.daad.de/hochschulen/programme-weltweit/hochschulpartnerschaften/de/23489-strategische-partnerschaften-und-thematische-netzwerke/

3 This categorization was presented by Dame Brewer, as Vice-Provost International at University College London at the Conference "Towards an Internationalized University. Internationalisation at Home", in Hannover, January, 2015).

van Vught, F. et al. (2010): A University Benchmarking Handbook. Benchmarking in European Higher Education [online]. [Accessed 4 September 2015]. Available from: www.che.de/downloads/Handbook_Benchmarking_EBI_II.pdf

2.2.1 Objectives

This sub-module will:

- further the discussion regarding the importance of students' and researchers' mobility and the different modes of exchange;
- provide information about criteria for the strategic selection of regions and countries to develop academic exchange;
- deliver the tools to analyse the selection of partnerships, and to establish formalised agreements and contracts between institutions;
- present models for the management of mobility (student and researchers) and how to monitor these.

2.2.2 Outcomes

Participants will acquire the ability to...

- identify the areas of relevance (regions, countries, universities and disciplines) for mobility and partnerships according to the strategic planning of their own institution;
- establish measurable and realistic goals regarding student and researcher mobility according to quantity and quality parameters within a set frame of time;
- initiate partnerships by drafting, negotiating, and finalising MoU's, as well as setting common goals and initiating joint projects;
- apply different tools to start and reinforce partnerships by monitoring and evaluating them according to measurable standards such as mobility activities and/or third party funding, joint summer schools, etc.

2.2.3 Questions for reflection

- What factors and parameters do I use to identify potential partnerships?
- What are the steps to contact new potential partners and to formalise agreements with them? What are the best platforms and networks?
- What criteria should I use to evaluate the quality of existing partnerships? Which of the already established partnerships have the potential for further development?
- What specific measures are the most appropriate to simplify and foster student and researcher mobility and exchange (incomings and outgoings)?
- What funding possibilities / cooperation programmes are available to increase mobility and exchange at my university?

2.3 INTERNATIONALISATION AT HOME

After the 1st workshop in Hannover 2014, it was very clear that at least one slot of the DIES Training-Course must be dedicated to the topic ITN at Home for two main reasons: first, similar to countries of the Northern Hemisphere, ITN at Home is intertwined with a serious ITN strategy and makes a comprehensive ITN process possible that includes all stakeholders and areas at the HEI. Second, even more notoriously than in the Northern Hemisphere countries, it is clear that in Africa, Latin America, and many countries in Asia, ITN abroad is only possible for a reduced group of university members who can afford the costs of studies or a stay abroad. Thus, ITN at Home gives these members the possibility of the cultural and intercultural experience, developing the corresponding skills and abilities, being "at Home".

The concept of ITN at Home emerged in 2001 and was presented in a position paper from the European Association of International Educators (Leask, 2013: 249). Important elements of ITN at Home are the Internationalisation of the Curriculum (the backbone of ITN at Home according to B. Leask) and the development of intercultural competences within the formal and hidden curricula. Finally, support and extra-curricular activities/services must also be involved when reflecting upon ITN at Home.

As in other areas of the ITN process at the HEI, in the case of ITN at Home, it is relevant to first clarify the issues related to the "why", and what exactly the goals and expectations are of this aspect of the ITN process. For some universities, it is clear that one of the goals is the education of future "global employees", while others also include

"global citizens", and finally some universities talk about "graduates with global and intercultural competences". In any case, ITN at Home can only be possible if it is anchored in the ITN strategy of an institution and if there is an institutional, wide-based reflection on its meaning for the quality of the ITN process. Again, it must involve all stakeholders at the HEI, highlighting the core role played by academic staff and docents in disciplinary teams to create an inclusive university.

Furthermore, if the curriculum is understood as B. Leask defines "the formal, informal and hidden curriculum" (2015: 8), the reflection, analysis, development, planning, implementation, and evaluating activities must also include university members in charge of diverse services, informal curriculum activities, and administration.

Due the wide range of issues implied within ITN at Home, this sub-module only provides an overview of this central topic, which is closely intertwined with the sub-modules under module 3: intercultural communication and conflict management. Linkages between these modules are essential part of the course.

In general terms, it is evident that ITN at Home is very much about inclusiveness and acceptance of difference and "Otherness". This perspective is also more useful for different kinds of universities in Africa, Latin America, and Asia, since diversity is present in all societies/ universities, and cultures are not only ethnic or country-related (Haines, Cozart and Vogel: 2014), but they could also be related on the academic, disciplinary, and local level. Consequently, this theme must be approached further during the regional workshops in these continents.

The projects of participants dealing with ITN at Home-related topics made it apparent that there is a need for more discussion, research, and publications from these regions on this topic.

"Integrating internationalisation strategies: towards global competitiveness of Universidad del Norte undergraduate students"

Universidad del Norte, Colombia (Project by Katherine Acuña)

The project developed by Katherine Acuña during her participation in the DIES Training course aimed, in its first phase, to develop synergies between different divisions at her university, which had been involved in the process of internationalisation, as well as to provide more students from her university with the opportunity to have an international and intercultural experience. Thus, involving the International Office and the Quality Assurance Office at her university –among other important stake holders– she planned to integrate the internationalisation strategies established at Universidad del Norte (Uninorte), and to promote the development and certification of international competences as part of the overall education of our undergraduate students.

Aim: Contribute to the comprehensive training of undergraduate students at Universidad del Norte with the skills needed to successfully develop professionally in an increasingly competitive and globalised world.

General goal: Integrate internationalisation strategies at Universidad del Norte to promote the development and certification of global competencies as part of the overall education of undergraduates.

Expected results:

- A designed certificate that integrates an institutional internationalisation strategy at home and abroad that can demonstrate comprehensive skills of undergraduate students to complete their curriculum.
- A designed institutional support system for the implementation and evaluation of the global competences certificate.
- A designed sustainability and continuous improvement plan, as well as a visibility plan for the project.

Detailed project: s. appendix.

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Leask, B. Internationalizing the Curriculum. Oxfordshire: Routledge, 2015.

Welikala, T. Rethinking International Higher Education Curriculum: Mapping the research landscape. A position paper commissioned and published by Universitas 21, leading global network of research universities for the 21st century [online]. [Accessed 4 September 2015]. Available from: www.universitas21.com/article/educational/details/117/position-paper-on-internationalisation

Other online resources:

The international classroom:

<http://www.rug.nl/about-us/where-do-we-stand/education-policy/international-classroom/>

Multilingual and Multicultural Learning Space:

<http://intluni.eu/>

2.3.1 Objectives

This sub-module will...

- provide an introduction to ITN at Home;
- present an overview of the aspects implied in ITN at Home;
- supply an overview of the ITN of the Curriculum and its diverse conceptual framework(s);
- further the discussion and awareness of the different meanings of "intercultural" and the relationship between the local and global;

- offer the platform to discuss the role of languages / foreign languages and English as the lingua franca within the ITN strategy of a university.

2.3.2 Outcomes

Participants will acquire the ability to...

- analyse learning outcomes and contents of university programmes also from the intercultural/international perspective;
- reflect on the socio-cultural diversity of the university members as a resource;
- analyse the ITN of the curriculum conceptual frameworks and its different layers;
- reflect on the language policy of their own institution.

2.3.3 Questions for reflection

- How is internationalisation embedded in the curriculum of my university?
- What are the different layers and contexts embedded in an international/intercultural curriculum framework?
- Is a program that is offered in English automatically "international"?
- How can cultural diversity from students and staff be used as a resource at the university?
- How can I involve all stakeholders in the ITN at Home process?
- Is there a language policy at my university? Do we need one?

2.4 INTERNATIONALISATION OF RESEARCH

Although researchers had never known geo-political borders and may have been considered to be "international" per se; it is quite evident that the development of research at HEI has experienced a dramatic change during the last decades. Research has become more collaborative, international, and competitive, sources of funding and how funding is allocated have changed, and new governing issues have arisen (Vincent-Lancrin: 2009).

As seen in diverse workshops of the DIES-Course, there are no possibilities of shortcuts in the elaboration and implementation of a comprehensive ITN process at a university. "Internationalisation of Research" is not an exception but rather a rule in the ITN process. Thus, this sub-module can only be discussed after having analysed the institutional context at all levels and its relationship with the framework of national and regional policies related to HE, research, and technology-transfer.

One of the topics that most interested the participants of the course was research funding. Herewith, presentations about regional networks proved to be very helpful in getting an overview of realistic and context-related possibilities for research funding and research networking (e.g. ASEAN Network, European Research Area, PAN-Africa University, "Alianza del Pacifico", etc.). Most of these networks have their roots in wider policy frameworks related to the economic development and political will to integrate regions in diverse areas: higher education, economic development and trade, culture, etc. Thus, it is important to bear in mind under which criteria one HEI would join a network, since "networks typically function well when there is a synergy between practical interests and benefits for day-to-day activities of academics (research and/or education) and the wider policy aims of institutional representatives. They work best when they have clear criteria for belonging and clear objectives. Networks usually fail when the wider policy aims are not linked to ground level benefits" (Henard, Diamond & Roseveare, 2012: 23).

Interregional collaboration, especially with Germany/ Europe should also be considered as part of the programme. In the case of Germany, the participants' visits to different institutions in Bonn: DAAD, AvH, HRK and DFG, were organised in such a way that the participants could get a wide array of funding possibilities for academic exchange, as well as for research collaboration, since the invited referents are experts in the collaboration between Germany and the participants' countries.

In order to have a realistic and close perspective of what "ITN of research" means in daily practice, the course integrates a discussion forum as part of this module with professors of different academic areas (Economics and Management, Life Sciences and Engineering), as well as visits to different Research Centres and Academic Departments at the Leibniz Universität Hannover (LUH). The forum and the visits should provide the opportunity for the direct exchange of practical and specific information between participants – some of them are researchers themselves – and LUH researchers/academic staff. The recurring inquiries during the forum, besides the topic of "funding", were:

- How to guarantee the sustainability of the research cooperation?
- The relationship between teaching and research
- The role of the International Office and the existence of an ITN strategy
- The necessary basic conditions for the ITN of research
- How to build up research networks?

Genuine interest and open contact between researchers proved to be one of the pre-conditions for successful research collaboration, as well as the equivalent quality of the research itself. If these preconditions receive the structured support of an International Office or similar organs, further development in research collaboration is possible.

According to the wider context, ITN strategies proved to be helpful in making research collaboration easier and improving further conditions such as the financial conditions, for example, and administrative conditions of the cooperation.

2.4.1 Objectives

This sub-module will...

- give an overview of funding possibilities for research;
- provide information on stakeholders involved in the ITN of research;
- further the discussion on the research/teaching relationship.

2.4.2 Outcomes

Participants acquire the ability to...

- find different funding possibilities and the basic requirements to apply;
- reflect on the role the stakeholders have in the ITN of research: coordinators, IO connection with enterprisers, etc.;
- analyse the differences in relationships between research and teaching, according to the different HE systems.

2.4.3 Questions for reflection

- What are the possibilities of research funding?
- Does my institution/department fulfil the conditions to apply for this funding?
- Is the research interest of my institution/department "financial-oriented" or genuine "topic/academic-oriented"?
- What is the relation at my institution between research and teaching? How does it correlate to this relationship in terms of my potential research partners?

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In: OECD, Higher Education to 2030, Volume 2, Globalisation, OECD Publishing, Paris.

2009. Available from: <http://dx.doi.org/10.1787/9789264075375-7-en>

Other online resources

http://www.dfg.de/en/research_funding/programmes/international_cooperation/index.html

<https://www.humboldt-foundation.de/web/programmes-by-target-group.html>

<http://www.research-in-germany.org/en/research-funding/funding-organisations/european-union.html>

2.5 MARKETING AND RECRUITMENT

Since marketing is part of the implementation of an ITN strategy, this part of the course should be planned in the 3rd and last workshop, when participants already have enough information and reflection of their own context and their own position in their development of ITN. The already mentioned institutional and contextual analysis of module 1 and module 4 (first workshop) should have also been elaborated.

The course intends to give an overview of international marketing applied to HEI. Since the background of the course participants is quite diverse, the part of the workshop dealing with this topic includes the following parts:

- One introductory part with basic elements on the Marketing Matrix.
- One part including best practice, i.e. study-cases from regions of the participants, as well as examples from Leibniz Universität Hannover: Hannover Modell and the BIDS-Programme (Recruiting at International German Schools).
- Working groups dedicated to developing specific topics within the main area of marketing and recruiting, working on a concrete context to find realistic and affordable solutions. Although marketing at a university doesn't only include marketing for student recruitment, most of the participants associate or use marketing tools to recruit students and doctoral fellows. Thus, the first DIES- Course centred on this aspect since "marketing and its communication tools" is one central topic within this area. It was clear that communication and marketing imply a constant effort, which must always be tasked managing expectations (s. also Schluter, 2015).

The introductory theoretical part covers basic knowledge of marketing, departing from the marketing-mix, the basic 4 Ps (Borgwardt 2012: 20):

- Product: for example, study offer/programme and related services
- Price: not only as economic value but it may also be the time invested, tuition fees, as well as inversion in preparation or follow-up, post gradual aspects
- Promotion: also called communication by some authors. It implies all tools used to supply information on the educational offer: direct communications at educational fairs, websites, newsletters, social media, etc.
- Place: More than a physical place; the channels of distribution. It could be through direct physical presence (educational fairs), the viral effect of alumni, branch-offices, etc., but also through virtual media.

...and additional 3 Ps:

- Physical evidence: in the case of HEI, it means the infrastructure, facility and services of the university, as well as their conditions (safety, cleanliness, accessibility, etc.)
- People: teaching, research, and administrative staff of the HEI, current student population, their discipline-related competences, their accessibility, intercultural competences, responsiveness, etc.
- Process: this comprises, for example, the transparency of the application process, its management; how streamlined are processes of admission, how do information and processes flow from registration at the university until post-graduation paper work (information on accreditation in their own country, among others).

The goal of using this mix is to optimise the use of resources which are usually not so abundant for HEI, especially at public institutions. Thus, it is important to proceed in a strategic way, analysing the goals, finding a clear and unique identity for the product or products (the different programmes at the HEI), as well as to combine the right tools according to a clear target market. In the case of international HE Marketing, the 3 latter "Ps" proved to be especially important, since the marketed product is, to a great extent not tangible, has a high symbolic value, and implies a decision from the target group with long-term consequences. As Meffert (2012) points out, in the case of the international marketing of services –this includes Higher Education Services–, responsiveness, communication, and intercultural components are quite relevant, even more than in other areas of marketing. Moreover, HE marketing belongs in the "consulting" typology of services, being rather intangible, and demanding a greater awareness of intercultural components, more intensive contact with the "consumer/target market", as well as a detailed specification in the offer, i.e. product or HE programme(s). Important factors for success in HE marketing are thus (Schluter, 2015):

- commitment from all members of the university, which implies previous sensitisation work and cooperation from faculties, departmental study coordinators, the international office, etc.,
- coordination of actions among all involved actors,
- culture, which is meant to be a corporative culture, identified with the HEI,
- controlling, i.e. evaluation and adjustment of measures, renewed dialogue with stakeholders.

Consequently, all aspects must be intertwined and embedded in the implementation of the ITN strategy at the HEI.

Case Study – Leibniz Universität Hannover Hannover Model

Objective

To recruit students from Vietnam and China for MA in Electrical Engineering.

Product

Ongoing preparatory programme in home countries, which includes:

German language courses which are integrated in regular Bachelor programmes of participating partners in Vietnam and China. In Vietnam the Bachelor programme is adapted to the programme in Hannover.

Coordinators in home countries offer support with flights and visas.

Special service and support in Hannover:

Accommodation service

Airport pick-up

Support with all administrative requirements at the city and Leibniz Universität Hannover – registration, immigration authorities, further language courses, subject tutorials, and an accompanying cultural programme to help students adjust to life in Hannover.

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2.5.1 Objectives

This sub-module will provide...

- know-how to identify marketing priority areas according to the strategic planning, matching marketing activities with other international activities;
- basic knowledge of the marketing-mix applied to HEI;
- basic knowledge of the particularities of international HE marketing;
- knowledge of channels, actors, and processes for successful marketing and recruitment;
- parameters to evaluate the effectiveness and impact of the different channels and instruments;
- a platform for discussion on the importance of internal and external networking;
- a platform to share best practice examples of the participating regions.

2.5.2 Outcomes

Participants acquire the ability to...

- identify priority areas according to the ITN strategic planning;
- define the different target groups for the different implementation strategies;
- evaluate the different elements and factors for efficient marketing strategies: internal resources and external context;
- choose the most adequate channels and instruments for marketing and recruitment according to the available resources: website, participation in fairs, print media, social networks, etc.
- identify and disseminate success stories of partnerships internally and externally (for research, the university, society, and development);
- create synergies between marketing activities and recruitment strategies of the university with other international activities;
- network and foster networking at the institutional, national, and regional level.

2.5.3 Questions for reflection

- What are the priority areas of marketing and recruitment at my university: areas, disciplines, levels (undergraduate, postgraduate or academic staff)?
- What are the goals and needs of marketing and recruitment according to the ITN strategy of my university?
- Which groups are my target groups? How can I characterise them?
- What are my resources (financial, personnel, and networks) to reach these target groups?
- According to the status quo and context: what are the most effective and economical instruments and channels of marketing that my university can use?
- What other international activities or events, such as conferences, symposia, etc., in which my university is involved, could be used as platform for recruitment and networking?
- How can I evaluate the effectiveness of my marketing strategy and how can I spread successful stories of partnerships at the university and outside?
- Which local, national, regional, or transnational networks can be helpful to join?
- How can I bring in and make use of different communication channels?



Soft Skills¹

In the context of internationalisation, soft skills are essential to identify and build up the needed networks and structures, as well as to effectively interact with the wide variety of actors within these networks, inside and outside one's own institution. Moreover, the development of soft skills is not only a tool but also one of the main objectives of the ITN process.

The main soft skills that should be trained in the DIES programme are intercultur communication and conflict management.

¹ This module was authored by Gertrud Goudswaard.

3.1 INTERCULTURAL COMMUNICATION

One of the challenges that ITN of a university brings is that university members are confronted with the fact that working with people from different cultural backgrounds means that the way they have been communicating up to that point might all of a sudden prove to be inadequate. Misinterpretations of words, gestures, tone of voice, and intentions will occur at moments where we do not expect them and this miscommunication might at times even lead to feelings of anger, distrust, and frustration. Through our telephone calls, our e-mail correspondence, the contents of our invitations, the description of our courses, the details of our contracts, etc., we will subconsciously exhibit our cultural characteristics which might, at times, completely collide with those of our partner universities.

In this interactive workshop, the participants experience and discuss the impact of our cultural background on our behaviour, their perception on what is right and what is wrong, their life and work style, and especially on their way of communicating. Topics to be discussed are: how communication functions and differs from culture to culture and how we can strengthen our skills in communicating across cultures. This will include face-to-face communication as well as online communication.

The goal of the training is to develop awareness of the challenges in the field of communication that the internationalisation process of a university might bring, and to prepare the participants for their new tasks in an international / intercultural environment.

The workshop is structured as follows:

3.1.1 Intercultural sensitisation through experiential learning

The participants entering the room are greeted in an unusual, very intimate way and are asked to greet the others according to the directions given on a card. These greetings range from intimate and physical such as hugging or kissing, to shaking both hands or to just a distanced nod of the head. These "strange" greetings may produce a culture shock to some, and have the effect of immediately breaking the ice and entering into the topic of cultural differences without introduction. It shows how small gestures may cause a feeling of strangeness and confusion, and the participants experience a feeling of insecurity. In the respective feedback round, the participants analyse how they felt, which greetings were pleasant or unpleasant, appropriate or inappropriate, and why, reflecting on personal and cultural diversity.

3.1.2 Defining "culture"

The participants are divided into mixed international groups of four or five and asked to discuss which 5 most important elements define a culture in general and write them on separate cards. The discussion shows obvious differences in the perception of the importance of certain cultural elements. They then should decide for themselves which elements are crucial for their own culture and write this on another card.

The trainer then introduces the Iceberg Model, showing that the visible characteristics of a culture, the tip of the iceberg, are based on a solid invisible mass of underlying values and social structures: the base of the iceberg. Misunderstandings between people of different cultures usually emerge because the underlying invisible elements are disregarded or unknown, and people and situations are valued and interpreted on a superficial level.

The participants are then asked to pin the cards on the iceberg according to the visibility/ non-visibility of their chosen characteristics, and the trainer discusses the hidden features of the visible elements (language, clothes, food etc.), showing that even these are subject to cultural interpretations.

The participants then get a chance to introduce the characteristics of their own culture, thus informing the others about their country and providing background knowledge.

3.1.3 Perception and self- awareness

Through a video and some pictures showing optical illusions, the participants experience that what we see is only part of reality and is influenced by our cultural background or by prejudices forced upon us through, e.g., the media or information given by others. The awareness of the cultural determination of our personal perception is absolutely necessary in order to be able to develop flexibility in our way of looking at people and situations. The ability to change perspectives is one of the most important skills for successful intercultural communication.

3.1.4 Cultural values: Theory and practice

In this session, a choice of some of the most important key cultural dimensions as described by Hofstede (2001), Hall (1959), Trompenaars (2005), and Schwartz (2004) is introduced and explained as being an attempt to categorise cultures and define

behavioural patterns. For the sake of completeness, the information is also given as a document for further reading, including the warning that these theories on human behaviour should never be used as parameters to value and criticise people, but rather as valuable background material to help avoid cultural misunderstandings. Emphasis is placed on the fact that we should always consider people as individuals and not as representatives of a nation, a notion further explained in the following session on communication.

3.1.5 Communication

With the help of Elke Boss's Model on Communication (2010), combined with the theory of Friedemann Schulz von Thun (2006), we discuss the way intercultural communication functions and which tools can be used to improve our communication. The tools discussed so far have been the Iceberg Model, changing perspectives, and the cultural dimensions. Another tool is the recognition of different communication styles. With the help of the simulation game "chatter" designed by Thiagarajan (2000) in which the participants are assigned to have a conversation according to communication rules given on a card, some of which being completely contrary to their partner's rules, they experience irritation, misunderstanding, and frustration. Additionally, they become aware of their own usual style of communicating and recognise how difficult it is to change this. In the feedback round, the different verbal and non-verbal styles are analysed and the participants are asked to evaluate the different styles according to their preferences. They are then challenged to change their perspectives and recognise the advantages of the contrasting styles.

3.1.6 Critical incidents at the university

The trainer presents critical incidents accumulated at different universities which deal with daily problems in the international office, in classrooms, in student dormitories, etc. With the help of the tools developed during the day, the participants are asked to analyse the incidents, recognise the cultural aspect of the problems, and develop solutions. This exercise serves as an opportunity to apply the theory and knowledge learned during the workshop to daily problems that could occur with international or intercultural student and academic population.

3.1.7 The final round

The participants are asked to anonymously write down the fears, doubts, or problems they have concerning their new project of ITN at their university. They should then crumble their paper and throw it in the middle of the circle, as if they want to throw them away. Each participant can then open one paper and read aloud the challenges. The group is asked to come with suggestions and solutions and the trainer links this up with material of the workshop and refers to the other and upcoming workshops in which these matters might be discussed in more detail. This exercise is meant to show the participants that they are not alone in their anxieties and that there will be plenty of opportunities to deal with these problems during the different workshops.

To wrap up, the participants are given the opportunity to give their reactions on the workshop and are thanked for their participation.

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3.1.8 Objectives

The module will provide...

- an introduction to the complexity of culture; its impact on our behaviour, our communication, perception of time and space, institutional structures, and work and management styles;
- development of self-awareness of our own cultural behaviour, values, and perspectives;
- stimulation of the ability to change perspectives;
- information on specific ways in which cultures can differ (key cultural dimensions);
- a discussion platform about how communication works;
- interactive opportunities to strengthen our skills in communicating across cultures.

3.1.9 Outcomes

Participants acquire...

- awareness of key intercultural dimensions;
- the ability to interact in different cultural settings and with individuals from different religious, social, ethnic, and educational backgrounds;
- the ability to bridge the dichotomy between appropriateness and effectiveness, remaining self-aware and self-confident without losing empathy and tolerance;
- the knowledge of different communication styles and their importance in international projects;
- the knowledge of different scales of perception and interpretation when communicating across borders.

3.1.10 Questions for reflection

- Have you ever had to communicate with someone from a different culture or background? From a different country, different province, different sector level, much younger or much older than you, etc.?

- Can you remember an incident in which you felt misunderstood? Please, write it down and try to recollect what the reasons for the misunderstanding were.
- In what way was the communication different? Think of the language, the body language, the tone, reactions, etc.
- What did your parents and teachers teach you about communication? What are the most important rules on communication in your family?
- What kind of communicational behaviour irritates you?



3.2 CONFLICT MANAGEMENT

The ITN of a university might bring along quite a few new conflicts due to e.g. structural, personnel, and budgetary changes. Additionally, the universities will be confronted with new perceptions and new visions prevailing in different cultures and will have to find a way to deal with this diversity. In order to be able to negotiate with new international partners and also with internal institutional actors, it is imperative to be aware of our own style of negotiating and enhance our knowledge of the different conflict styles that exist, so that we can adjust the appropriate style to the right person in the right situation.

The knowledge accumulated in the workshop on Intercultural Communication (s. module 3.1) functions as a basis for the different communication styles, emerging in cross-cultural conflicts. The critical incidents used in this workshop were derived

from actual conflicts that arose during the first year of this project and conflicts the trainer collected at different universities by interviewing the staff, students, janitors, and administrative personnel.

3.2.1 What is a conflict? Different perceptions and self-awareness

A common cause of conflict is when communication breaks down due to differences in the interpretation of the concept, the nature, or the goal of a project (this was also mentioned by the participants as being one of the problems in their ITN project).

The first exercise, therefore, is to find out the different interpretations of how a conflict is perceived and then create a common understanding or a possible shared concept. This exercise also provides an insight into the ways in which decisions are made within the group and places the concept of conflict in a different, more positive light.

- Each participant is asked to write down 4 words that come up when thinking of the concept "conflict". They should not consult others. There are no "right" or "wrong" words.
- The participants are asked to form pairs and to negotiate and agree upon 4 words out of the 8. So they have to eliminate 4 words. (This will lead to a discussion and arguments for and against the different words chosen and they will need to find a method for making decisions).
- Next, each pair has to join another pair and repeat the process.
- This process can be repeated until 8 words remain for the whole group representing best the concept "conflict".
- Questions to review in groups:
 - Have you gained any new insights into the concept?
 - What have you learned from this exercise?
 - Which words represent a negative view and which a positive view on conflicts?
 - How can a conflict be positive?
 - How did the group decide on the elimination of words? Was anyone dominating? Was there a common consensus? Did anyone constantly accommodate? These questions demand quite a bit of self-reflection and might be rather confronting so should therefore be handled with great care by the trainer.

The trainer shows a few common definitions on the word "conflict" and stresses the fact that "conflict" is not necessarily a negative concept but it can be seen as a chance to change a situation, which is not satisfactory.

3.2.2 Causes of conflict

The participants are asked to mention causes of conflict they have experienced during the ITN process, so far. The trainer shows a slide with the most common causes of conflicts, including those which are often not considered or neglected. Thus the participants get an insight into the complexity of conflict management, are stimulated to broaden their view on possible causes, and are warned against simplistic judgements.

3.2.3 Conflict management: game

This game is meant to introduce the group to different ways of dealing with a conflict and at the same time having fun with each other: They are asked to form two lines, facing each other, so that everyone has a partner standing opposite. The assignment is simple: Try to get your partner on your side. Anything is allowed...

There can be a variety of solutions found, ranging from pushing and pulling, to bribing and flattering, negotiating and compromising etc..

3.2.4 Conflict management styles

The trainer introduces two famous models on conflict management: Thomas- Kilmann Conflict Modes (2015) and the Harvard Concept of Roger Fisher, William Ury, and Bruce Patton (2012). This information is meant to give the participants more options in the way they can resolve conflicts besides their intuitive, set reactions. Moreover, it should create a greater intentionality in choosing a conflict response. Knowing the advantages and disadvantages of the different modes and the appropriate situations in which to use them, will allow the conflicts to be managed in a more conscious and effective way.

3.2.5 Intercultural conflict management: Trainer-input

Missing in most models is the influence of cultural variability on the styles and effects of conflict management. The trainer refers back to the communication model as explained in the workshop on intercultural communication (s. sub-modul 3.1), in which the various cultural dimensions, as described by Hofstede, Trompenaars, and Hall, were mentioned as having an enormous impact on the way we communicate and therefore also the way we communicate when conflicts arise and how we deal with them.

The trainer warns against generalising but suggests that some tendencies can be detected in how people deal with conflicts in certain cultures and offers a few possibilities on how to use this information in the resolution of conflicts.

3.2.6 Resolving conflicts at the university

The participants are now challenged to resolve various conflicts in 3 international groups of 4 or 5. The more diverse the groups are, the more difficult it will be for the group to come to a consensus, mirroring the reality of an international university.

Each table receives a similar set of cards describing realistic conflict situations which have to be solved within the group. They have to brainstorm and negotiate the best solution, choosing from the 5 conflict modes previously learned, and keeping in mind the cultural aspects underlying the conflicts. When all groups have finished, each group presents its chosen solution and the results of the group are compared.

This exercise will give the participants a chance to put into practice the theory learnt and discuss the conflicts they might have experienced themselves during the internationalisation project. As an extra assignment during this exercise, the trainer might ask the groups to carefully observe how a consensus is achieved in their group. This might provide evidence of the influence of cultural diversity on the negotiation styles and stimulate some self-reflection.

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3.2.7 Objectives

This sub-module will provide...

- a new perspective on the concept of conflict;
- an overview of the potential sources of conflicts;
- introduction to the different conflict modes and the factors that affect our conflict modes;
- self-awareness of how the participants react in conflict situations and how they can enhance certain modes;
- training to effectively engage in and intervene in conflicts;
- a discussion platform about possible conflict areas in the ITN process of the university.

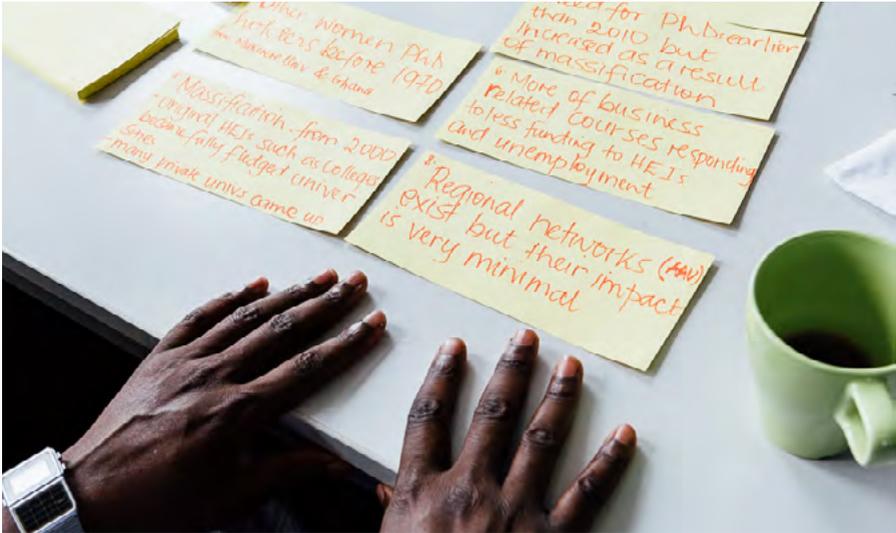
3.2.8 Outcomes

Participants acquire...

- the knowledge of different techniques on conflict resolution and stress management;
- the knowledge of different styles in conflict management;
- ability to manage and resolve conflicts by adapting to the different modes;
- know-how to improve their listening skills;
- the knowledge of techniques to increase their comfort level when engaging in conflict;
- the knowledge of their personal preferences and mode in addressing conflicts.

3.2.9 Questions for reflection

- How do you personally deal with conflicts? Do you avoid them, fight, compromise, etc.?
- Could you describe and analyse a conflict you had at your institution or in private?
- What are regular sources of conflict at your work?
- Do you think there is a correlation between your culture and the way you deal with conflicts?



Management Skills¹

These skills are needed to implement the theoretical knowledge acquired in modules 1 and 2 and therefore are intimately connected to their application. The main areas developed in the training are project management and change management.

As well as soft skills, management skills are the essentials of any successful project development, which is the base for more a complex endeavour such as the process of internationalisation. Whereas the soft skills may be considered as the software to provide energy to the structures and networks implied in the internationalisation process, the management skills are the hardware that assures the effectiveness of the process.

¹ This module was authored by Leo Goudswaard.

4.1 PROJECT MANAGEMENT

Since internationalisation projects are quite complex projects involving many stakeholders working at different levels of the organisation, with many potential obstacles to be considered, it is wise to manage projects following a structured method.

The workshop gives an overview of project management methods and tools based on the leading global PMI standard: HOUSTON.

The project management workshop of the course is designed to be a very practical-oriented workshop. Thus, this begins with a short introduction into some definitions and descriptions of projects, followed by practical exercises. The initial definition is: "A Project is a temporary endeavor undertaken to create a unique product, service, or result"². All participants are then assigned to name two projects, one successful and one unsuccessful, which they already led either at work or in private life, and to provide a short analysis of what they think caused the project's success or failure. The initial definition is important, since in many cases on-going processes are treated as projects, not having specific and measurable goals.

This assignment is meant to show that everybody has already done some sort of project management in their life (private or professional), and it also reveals important success factors one may have experienced. Furthermore, it shows that, even the smallest project requires a structured process. Consequently, the more complex a project is, the more a set of tools and methods is needed.

After this short exercise, the objective of a project management tool is explained: Such a tool simplifies and standardises project management. It provides the most important knowledge, tips, and hints for managing projects. Project management methods normally include a combination of process descriptions, tools, and documents for successful project work.

4.1.1 Process areas

Process areas are the 9 areas of knowledge or expertise involved in a project. They can be carried out by one or many persons, depending on the size and complexity of the project and institution, as well as on the available human resources: scope management, time management, quality management, risk management, human resource

2 Presentation Leo Goudswaard, DIES Workshop: Management of Internationalisation, September 2014.

management, communication management, procurement management, integration management.

4.1.2 Project phases

The 5 project phases are logical parts of a project with a specific sequence and with specific deliverables, and they will be measured and closed with a Quality Gate. These phases are: Initiation, Planning, Execution, Controlling, and Closure.

Initiation phase exercise: Designing a project charter

To experience all issues involved with the creation of a project charter, the group is divided into three teams, each of which has to develop a project charter for an ITN project.

After preparing the charter (45 min.), the teams have to present the project charter to the other two teams (15 min).

One team acts as a "sponsor or funding group" (mostly interested in results, time and costs) and one group acts as other stakeholders with their individual positive and negative attitudes towards the project.

This is a valuable exercise to experience the importance of the role of the stakeholders, the need to carefully plan the project, and anticipate potential objections and counter arguments.

In order to complete the theory on project management, we will then discuss the next process groups.

The project planning phase of a project includes breaking down the work into structures, schedules, sequences, etc., and their related knowledge areas. This phase is followed by the project execution, monitoring, and controlling, including the project steering cycle, documentation and reporting standards, as well as the communication planning, i.e. how steering committees, project teams, and stakeholders will manage the information flow and discussions. The phases of execution and controlling are carried out in parallel and depend on each other. The project closure includes the closing of contracts and the administrative closing of the project.

4.1.3 Quality gates

The 4 quality gates are 'gates' meaning that you can only pass after completing specific tasks and delivering proof of the accomplishments before you can start with a new task. Thus, they must deliver measurable results.

- Quality Gate 'Initiation Exit' has the project charter as a deliverable
- Quality Gate 'Planning Exit' has the planning approval as a deliverable: It will check whether the project planning as a whole is suitable, self-contained, and coordinated. This gate can be executed during the repeated planning or for the detailed planning in a phase-oriented procedure.
- Quality Gate 'Execution & Control Exit' has the final acceptance by the sponsor and stakeholders as a deliverable
- Quality Gate 'Closure Exit' has the project conclusion and checks that the project acceptance criteria have been fulfilled as a deliverable.

This basic knowledge will be applied then in the ITN project of each participant who will have the opportunity to start with the Initiation Phase of their projects by setting up a project charter describing the scope, objectives, participants, and their roles and responsibilities.

It is important to realise that project management is just a standardised method which helps to structure the process of a project. It provides us with a list of to-dos that we can implement and check. This short introduction mainly focuses on the start of the project, i.e. in the elaboration of the project charter, since the workshop takes place at the beginning of the ITN project. The real challenge of this specific project will lie in the interaction of stakeholders and the processes of change management when the participants will have to start convincing the stakeholders at their universities to invest in human and financial resources, providing them with a detailed and justifiable plan to carry out the project.

As so many different people from different cultural backgrounds, from different departments, and different levels are involved, the human factor will play an enormous role in the ITN of our universities. It will be important to discuss these challenges in the following workshop on change management (s. sub-module 4.2) and conflict management (s. sub-module 3.2) in order to complement this workshop on project management.

References list / Bibliography

Online Resource Guide to Project Management:

<http://quickbase.intuit.com/articles/online-resources-guide-to-project-management>

4.1.4 Objectives

This sub-module will provide...

- basic understanding of what project management is and when project management is useful and advisable;
- knowledge on the relation between strategy and project management;
- information on the different elements of project management;
- know-how on the elaboration of the project charter;
- information on the different project phases: initiating, planning, executing, monitoring and controlling, and closing;
- information on the knowledge areas involved in a project: scope, time, costs, quality, risk, human resources, communication;
- awareness of the human factor in international projects.

4.1.5 Outcomes

Participants acquire the ability to...

- define clear goals and develop a strategy and action plan with concrete measures and responsibilities;
- define specific processes, establishing the path line and the milestones according to the goals;
- monitor and evaluate projects, applying their knowledge on impact measurement, feedback methods and data base management;
- define the elements of a database: information on mobility, research results, publications, patents, projects, etc.;
- analyse one's own institutional financial and human resources and its correspondence with one's own strategy and planning for internationalisation;

- liaise between potential funding opportunities and university partners creating new networks and strengthening those which already exist;
- identify clashes between theory and practice, and find strategies on how to avoid them;
- reflect on the human factor within the Project Management framework.

4.1.6 Questions for reflection

- What is, according to you, project management?
- Is project management used as a tool in your organisation?
- Are there examples you know of successful or unsuccessful initiatives in your institution or in your country, and which were the most important factors leading to this result, according to your opinion?
- What experience does your institution have in cooperating with other (international) organisations?
- How can you implement the learned content in order to develop and carry out projects in the field of ITN?



4.2 CHANGE MANAGEMENT

The aim of this workshop is to make participants aware of the fact that the ITN process of the universities will bring about many changes at different levels of the organisation which will often be met with suspicion and resistance. People may like changes in their personal lives but they resist changes that are initiated by others, especially at their place of work. Neglecting or ignoring this resistance will eventually lead to a delay or even a failure of the project. Furthermore, the workshop will offer a framework and instruments with which these changes can be managed professionally.

To initiate the workshop, participants are asked to reflect on the challenges they are experiencing during the project of ITN, relating to the changes in their respective institutions. The participants write these challenges on cards and present them to the group so that they can be analysed and sorted out with a systematic perspective. Usually, this practical exercise will align with the theory about the most common issues in change management, grouped in 4 main areas: Motivation, Communication, Qualification and Organisation.

4.2.1 Motivation

The motivation to cooperate and participate in change management processes is an important factor for the success of Change Management. To understand how we can

motivate the institution, it is necessary to differentiate between intrinsic and extrinsic motivation. Depending on the persons involved in the change management process and their situation, they are either motivated by their curiosity, exploration, interest, etc. (intrinsic motivation), or motivated by external incentives (extrinsic motivation).

4.2.2. Communication

To successfully direct change management processes in the organisation, all the people involved have to be informed about the causes and goals behind the changes, their impact, and the process (time, expectations, etc.). If people do not know what is happening how can they participate and be motivated? The better informed people are, the more motivated they are to be part of the change.

4.2.3 Qualification

To enable change processes, people need to be trained and be able to successfully execute their new roles. Being successful in this new role will pave the way for further changes, and it will also provide more motivation and openness. If people do not understand their role and are not able to execute this role, change is destined to be unsuccessful.

4.2.4 Organisation

To successfully implement changes, an institution needs clear project management which clearly defines the communication among stakeholders, participation of external and internal resources in the different steps in the project, and the different new roles. This enables a transparent view into the progress of the change management process for all people involved.

After reviewing these four main areas, we will deal with the emotional aspects of the persons affected by change and point out the necessity to differentiate between objective and subjective winners and losers in change processes. This part of the workshops is again closely linked to the workshop of sub-module 3.2 on conflict management. Furthermore, we will discuss the impact of speed and size on the change process.

The theoretical input is again developed in a practical assignment which is meant to give the participants a chance to analyse their change challenges with a more sys-

tematic view and to attempt to define the measurements which have to be taken to implement their changes at the universities, i.e., applying adequate instruments and solutions.

The participants are asked to cluster the challenges, written on the cards and put on the pin board, into the 4 main areas: Motivation, Know-How, Information, and Organisation. Then they are divided into 4 groups where each group is asked to find instruments and solutions to one of the 4 areas and to present the suggested solutions to the group. In this way, the participants are forced to work on change management more systematically and they will have a chance to benefit from the ideas of others.

4.2.5 Kotter's Theory on Change Management

Before wrapping up the workshop, the participants acquire a wide range of instruments to manage the changes in the ITN project and get acquainted with the 8 step theory of Kotter, as one of the most important experts on change management:

Step 1: Create urgency

For change to happen, it helps if the whole institution really wants it. A sense of urgency around the need for change must be developed. This may help to spark the initial motivation to get things moving. Kotter suggests that for change to be successful, 75% of an organisation's management needs to "buy into" the change. In other words, Step 1 is very relevant, and significant time and energy spent building urgency is needed before moving onto the next steps.

Step 2: Form a powerful coalition

It is necessary to convince people that change is necessary. This often takes strong leadership and visible support from key people within an institution. Managing change isn't enough –leading it is also necessary. Once formed, the "change coalition" needs to work as a team, continuing to build urgency and momentum around the need for change.

Step 3: Create a vision for change

After initial thoughts about change, there will probably be many great ideas and solutions floating around. These have to be linked to an overall vision that people can grasp easily and remember.

A clear vision can help everyone understand why they have been asked to do something. When people see for themselves what the clear goal is, then the directives they're given tend to make more sense.

Step 4: Communicate the vision

What is done with a vision, after it is created, will determine the success of the project. The message will probably have strong competition from other day-to-day communications within an institution. Thus the vision needs to be communicated frequently and powerfully, and be embedded within every part of the process. The vision must be used to make decisions and solve problems; it has to be kept fresh in everyone's minds, and they'll remember it and respond to it. It's also important to "walk the talk", i.e., to act according to the vision.

Step 5: Remove obstacles

Put in place the structure for change, and continually check for barriers. Removing obstacles can empower the people to execute the vision, and it can accelerate the change.

Step 6: Create short-term wins

Since nothing motivates more than success, it is important to give the change actors a "reward" by having small successes early in the change process. Thus, it is necessary to have some "quick wins" that staff can see within a short time frame (this could be a month or a year, depending on the type of change). Without this, critics and negative thinkers might hurt progress. Consequently, it is important to create short-term targets – not just one long-term goal. Each smaller target must be achievable with little room for failure. The members of the team or stakeholders may have to work very hard to come up with these targets, but each produced "win" can further motivate the entire team.

Step 7: Build on the change

Kotter argues that many change projects fail because victory is declared too early. Real change runs deep. Quick wins are only the beginning of what needs to be done to achieve long-term change. Each success provides an opportunity to build on what went right and identify what you can improve.

Step 8: Anchor the changes at your HEI

Finally, it is important to make any change stick by making it part of the core of your institution. Change should be seen in every aspect of an institution or unit, developing a solid place in the institution's culture.

It's also important that the universities' management continue to support the change. This includes existing staff and new leaders who are brought in. If you lose the support of these people, you might end up back where you started.

4.2.6 Objectives

This sub-module will provide...

- a basic understanding of what change management is, and why change management is needed for successfully implementing new working models and organisational structures;
- knowledge on the relation between strategy and change management;
- know-How on tools for change management: understanding change, planning change, implementing change, communicating change;
- case studies on change management in larger institutions.

4.2.7 Outcomes

Participants acquire...

- knowledge on change management terminology and definitions,
- the ability to analyse the necessary adjustments for one's own institution/ department;
- the ability to train, discuss and/or communicate with the staff about the appropriate changes;
- the ability to balance persuasiveness and assurance in the implementation of adjustments while introducing them in wider structures;
- the ability to support the implementation of changes in working models and organisational structures which move towards the internationalisation goals of their university (reflection Module 1) under the aspects of change management.

4.2.8 Questions for reflection

- How do you react to changes in your private life; are you "open for changes"?
- How are changes communicated and executed at your university?
- Is there systematised change management at your university?

Reference list / Bibliography

Berns, K. et al. Directing Change Management at the University of Minnesota. President's Emerging Leaders Project 2007. [Accessed 4 September 2015]. Available from: www1.umn.edu/ohr/prod/groups/ohr/@pub/@ohr/documents/asset/ohr_85505.pdf

Zink, K.; Kötter, W.; Longmuß, J.; Thul, M. Ed. Veränderungsprozesse erfolgreich gestalten. Berlin, Heidelberg: Springer Vieweg. 2015, pp. 202–205

DIDACTIC DESIGN



5. Methodology and Choice of Media

Drawing on the experience of a DIES–project with Indian universities (2008–2011) and the first DIES Training Course on Management of ITN (2014–15), the following methodology has been developed:

The programme consists of three workshops and project work, known also as PAP (Personal Action Plan). Although the first module is mainly conceptually driven, the training course will methodologically focus on the practical experience of ITN. Participants will learn about examples of "good practice" from different countries all over the world, and then apply the acquired knowledge to their own institutions of higher education.

The key tool that enables the participants to learn and work in a practice-oriented way, while keeping in mind the individual and institutional goals, is the development

of a Personal Action Plan (PAP). This will help them to define their own specific goals, develop a roadmap, set their own milestones, and keep a record of their tasks and interaction with other participants.

The participants will be continuously advised and accompanied during the learning process by the regional experts to guarantee the most customised training.

The designing of the training course has been guided by the following didactic principles:

- Learning from research: getting acquainted with the state of the art on ITN concepts and models through relevant reading material;
- Learning from experts: experts will give presentations and conduct workshops on the previously mentioned modules (s. modules 1–4). They will also present examples of good practice;
- Learning from each other (working groups and discussion forums): exchanging experiences, brainstorming for solutions to challenges of ITN, enabling a cross-cultural and interdisciplinary dialogue;
- Learning by doing: delivering "hands-on" and "role play" experience in the training of soft and management skills;
- Learning to build networks: establishing new partnerships with other participants, also developing soft skills;
- Learning to reflect: analytical tasks such as designing the Personal Action Plan (PAP), developing posters, presentations and reports will enhance the participant's capacity to reflect on the project.

The main learning units of the training programme are:

1. PAP (Personal Action Plan): At its core stands the development of a project on ITN, especially conceived, designed, and planned to be implemented at the participant's university.
2. Three workshops dealing with topics that reference the management of ITN. These topics are organised in 4 modules, 2 of them being centred in soft skills (module 3) and management skills (module 4).
3. Regular reporting to and discussion with the DIES-team.
4. Regular exchange and feedback in working groups.

5.1 PAP (PERSONAL ACTION PLAN)

At the beginning of the programme each participant is supposed to formulate a PAP. The PAP is individually designed according to the specifications of each university, its context, and the internal and external factors involved. Participants should develop their PAP continuously from the initial phase during the application for the course, through the course until its finalisation, and at the end of the course or short thereafter. The development of the PAP is reported to the DIES-Team, who supports and advises participants throughout the project. A PAP must always be in accordance with one's own university context, structures and actors; since the main goal of the PAP is to create a positive change and development of ITN at the HEI, linking global and local.

A PAP consists of:

- Detailed analysis of the ITN context; academic and structural background of the university
- The results of this analysis as a rationale for the ITN project
- Formulation of a project charter with clear, measurable, and realistic goals
- Formulation of an action plan to achieve the goals in a set frame of time
- Documentation of the project development and/or implementation (milestones, achievements, challenges, and changes)
- Reflection on the outlook and sustainability of the project
- Reflection on further consequences and synergies in other areas of the HEI and its networks
- Self-evaluation on the skills and knowledge acquired in the course, which may be applied in future projects.

PAP as a learning tool facilitates self-reflection which allows participants to optimise processes and strategic planning. At the same time it allows for the documentation and sharing of the respective projects. A PAP is a good basis for further documents, such as reports, posters, follow-up projects, etc.

5.2 WORKSHOPS WITH THEMATIC MODULES

Each participant will attend three workshops in two different countries: Two of them in Hannover, Germany at the beginning and at the end of the course, and one regional workshop in one of the three participating regions: either in Latin America, Asia, or Africa. The second regional workshop allows the participants to get in-depth, regional or continental insights, and further discussion about the state of the art of ITN at the regional/continental level as planned in module 1. The key methods used in these workshops are:

- Participatory approach (working groups, discussion forums)
- Interactive and intercultural learning (working groups, discussion forums, role plays, and visits to universities and institutions,)
- Moderation and presentation techniques (meta plan, mind-mapping, poster sessions)
- Reflection on learning processes (individual and groups)
- Networking and team building (cultural and social activities, as well as role plays, games, and exercises)
- Analyses of case studies (individual and grouped)

5.3 REPORTING AND FEEDBACK

Participants report on a regular basis on the advances of their projects to the DIES-Team, i.e., in between the workshops but also during the workshops.

Reporting in between the workshops aims to link self-evaluation and planning, as well as feedback and support from a team with regional expertise. This offers the DIES-Team the possibility to react timely, in case of challenges and changes that may threaten the success of the envisioned ITN project.

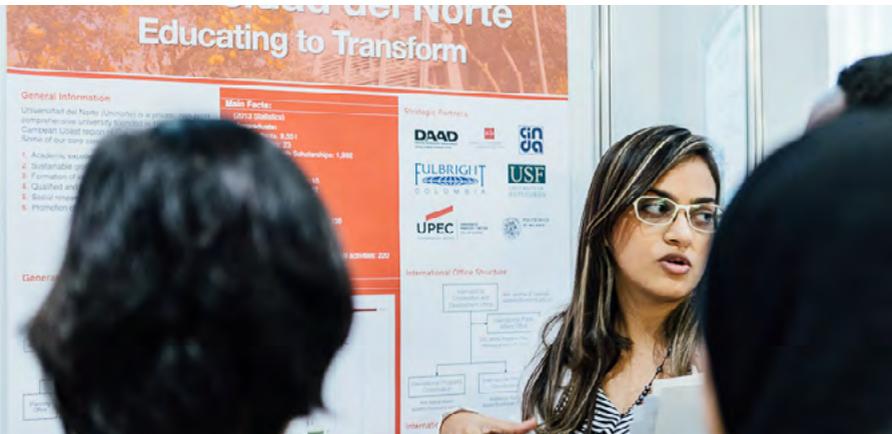
The participants' reports on the development of their projects will be shared with other participants through poster sessions, presentations, and working groups during the workshops. So participants working on similar topics can identify each other and exchange their experience and expertise.

During the workshops, a central role is played by the moderators. They must create a positive atmosphere and motivate all participants to take part in the discussions.

Further exchange will be allowed via working and discussion groups where the participants will also gain experience in intercultural exchange. Frequent presentations provide the participants with a platform to exercise their presentation skills within an international context.

Participants are asked to give feedback after each working slot. At the end of the workshop there is a concluding feedback round and evaluation.

The final report after the third workshop offers the participants the possibility to reflect on the whole process of his/her project, as well as to set new milestones, if needed, to accomplish the missing but still necessary goals. Furthermore, the final report should set the basis to give the project continuity through follow-up or related projects, with the new insights and networks acquired along the course.



5.4 SEQUENCING OF THE COURSE

The sequencing of the course comprises five main phases:

Module	Sequence	Project Work / Workshop
Preparation	PAP formulation at participant's home country	Shortly after their selection, the participants will receive reading and working material. This initial material aims to provide an insight in conceptual issues, as well as to foster the reflection on the institutional status quo and the further development of the PAP (Personal Action Plan: ITN project). Participants also get the guidelines for their first task: to elaborate a poster, which describes their home institution and its ITN status quo.
Module 1 and 3.1 – 4.1	1 st Workshop in Hannover (2 weeks)	<p>This workshop includes the following aspects:</p> <ul style="list-style-type: none"> • Introduction to the workshop • Introduction of all projects: poster sessions with overview of universities and ITN projects (s. appendix) • Reflection of participants' motivations and goals • Keynote address and different presentations and working groups in topics of module 1, 3.1 and 4.1. • Initiation of project charter plan. <p>The participants will also receive further reading and bibliography to develop their projects in the next months. The networks built during this workshop should also be an important source of feedback and potential partners for the projects.</p>
	PAP work at participant's home country (ca. 5 months)	<p>Further development of the projects under the advice of the DIES-Team and peers. Participants should finish their project charter plan and initiate its approval and implementation.</p> <p>The participants must prepare a presentation about their projects and its development for the 2nd regional workshop.</p>

Module	Sequence	Project Work / Workshop
Module 1 and 2	2 nd Workshop: Regional Workshop in Africa, or Latin America or Asia (1 week)	<ul style="list-style-type: none"> • Analysis of developments of PAPs so far; presentation of PAPs with detailed feedback from participants and DIES-Team. • Analysis of challenges and possible solutions. • The contents of sub-module 1.2 are developed more in depth using a regional perspective. • Module 2 is developed, giving emphasis to ITN at Home or any other specific topic according to the participants' interests and needs. <p>The participants will also receive further reading and bibliography which may help them to develop their projects in the following months.</p>
	PAP work at participant's home country (ca. 5 months)	Further development of projects under the advice of DIES-Team and peer-feedback. Participants should initiate the implementation of the project. The participants must prepare a poster about their projects, their development, and goals reached for the 3 rd regional workshop.
Module 2, 3.2, and 4.2	3 rd Workshop in Hannover (1 1/2 week)	<ul style="list-style-type: none"> • Poster presentation of projects in groups according to related topics. • Some topics from modules 2, 3.2, and 4.2 are discussed and worked out in depth (for example, ITN of research). • Participants receive the guidelines for the final report. • Participants should reflect on the project outlook and its sustainability, as well as on the multiplying effect at their own institutions.
Final Report / Follow up	Finalisation of PAP / Sustainability Planning	Participants should send a 15-page report with a detailed description of their projects, development, results, and outlook.

EVALUATION OF THE COURSE



6. Methodology of Evaluation

The evaluation of the course tries to grasp how far the main goals of the training have been achieved. This regards two main aspects: On the one hand, whether the conceptualisation, organisation, and implementation (including content and quality of the presentations, expertise and adequacy of the invited experts, didactic methodology, etc.) are the fitting tools to provide the participants with sound knowledge on ITN. On the other hand it focuses on the ITN projects of the participants, thus on the application of the acquired knowledge. Furthermore the resulting synergies and networking possibilities should be evaluated to see if they add additional value to the course.

Consequently the course applies different methods of evaluation in order to see whether the course aims are met and to adjust and improve specific elements of the training respectively. The evaluation procedures are as follows:

6.1 EVALUATING THE WORKSHOPS (CONTACT PHASES)

At the end of each workshop a two-step evaluation process is carried out: The first step is an interactive feedback session. Here the participants have the possibility to discuss and reflect on their experience in groups as well as individually. These findings are grouped and discussed in plenum in case of unclear issues or the need for more detailed information. The second step implies an individual anonymous online questionnaire. The questionnaire was designed to answer both open questions in terms of the organisation, content, methodology, etc., giving a quantitative result of the workshop, but also including open answers, which allow qualitative feedback for each aspect of the workshop. Anonymity of this questionnaire is important since, according to different cultural backgrounds, direct criticism might have been avoided in previous open discussions.

In addition to the participants' feedback, the DIES-Team organises the following evaluation meetings: Directly after the workshop the LUH-DIES team meets the three involved DIES partner universities and partner trainers to evaluate the workshop and collect recommendations for a next round. There is a LUH-DIES team intern second meeting to summarise the recommendations of participants and partners. A third evaluation meeting takes place with the LUH-DIES team and DAAD-DIES Department in order to agree on future changes/improvements if needed, according to the evaluation results. These meetings not only imply the evaluation of the course, but also the selection and application process in order to improve the quality of the group dynamic and the effect of synergies.

6.2 EVALUATING THE ITN PROJECTS (CONTACT PHASES AND WORK IN HOME COUNTRY):

The contact phases and the knowledge and skills acquired during them are as important as the application of these in the individual ITN projects. Their satisfactory development and conclusion are also a measure of the degree of success of the training course. In order to guarantee this, participants deal with the following self-evaluation and support tools:

6.2.1. Peer-review and peer-feedback during and between the workshops: This aspect is very helpful for the participants. They receive feedback twice in that their projects are being reviewed not only by the DIES-team and the course trainers, but also by their fellow participants. In addition they are acting as "reviewers" themselves. The combination of reviewing and being reviewed will enlarge their perspective on the development of their own projects. This interactive process of reflection will provide them with new ideas, and improve their skills to cope with occurring challenges during the implementation of their projects.

6.2.2. Reports, presentations, and posters: The participants deliver reports in regular intervals: between the workshops, as well as a final report after the third and last workshop. They should also elaborate posters for the first and third workshops (s. appendix) and a presentation of their projects for the second regional workshop (s. 5.4 sequencing of the course).

The final report (submitted after the third workshop) must summarise the ITN project, and includes information on:

- Project idea: situation at home university, original ideas and content, aims, changes to the original plan;
- Project charter and implementation plan: milestones, measures taken to achieve the formulated aims, time frame;
- Challenges and support: What were the main challenges of the project? Which ones did the participant manage to overcome? Which ones not? Why (yes/no)? Which actors, events, structures at your university were helpful for the project? How?
- Success and changes: How far was the project successful? Which changes did the participant trigger at his/her university?
- Outlook and further steps: What happens to the project after the end of the course?
- Self-analysis: To what extent was the DIES training course helpful for the development of the project and the ITN process at the participant's university?



APPENDIX

1. Posters

1.1 POSTER SPECIFICATIONS FOR THE FIRST WORKSHOP

Content

University Profile

Very short history (max. 40 words) and, if relevant, the mission or vision of the university
Short description of the university: comprehensive (all areas) or specialised in certain disciplines, private, federal, or state (in bullet points).

Facts and Figures

- Faculties (Departments) and number of students, incl. international students per department
- Overview of the academic structure (only by figures/graphics no details)
- Overview of the organisation of the university (general structure, no details)

Internationalisation

- Internationalisation aims and goals
- International collaborations and consortia (only the 5 most important partners or networks)
- Short description of ITN structures at your university (max. 80 words/or an illustration).
- International Office information.

Recommendations and guidelines

Design: The design of your poster is free to fit your own creativity. It is only important to include the points mentioned above as part of the poster's content.

Size: DIN A0 (841 x 1189mm), please in vertical format.

- Indian Institute of Science Education and Research, Pune, India.**
 Participant: Naresh Sharma.
 Project later developed: Internationalisation at IISER Pune.



- Universidad de Guanajuato, Mexico.**
 Participant: Erick Sanchez Robles.
 Project later developed: International Admissions as Internationalisation at Home.



1.2 POSTER SPECIFICATIONS FOR THIRD WORKSHOP

Well in advance of the 3rd workshop, participants will get these specifications in order to present their projects and developments in thematic poster sessions:

Content

- Background and idea of your project: Why? Which problem does it solve? What is the relevance of this project? Institutional analysis?
- Goals of project (and what are NOT the goals)
- Implementation plan: Measures and activities/milestones and actors.
- Status of your project: Which goals were already reached?
- Challenges and support: What helped you? What was challenging?
- Sustainability of your project. What are the next steps?

Recommendations and guidelines

Design: The design of your poster is up to your creativity. It is only important to include the points mentioned above as part of the poster's content.

Size: DIN A0 (841 x 1189mm), vertical format.

Format: pdf file, pictures should be in cmyk colour scale and should have at least a resolution of 150 dpi.

Other: In general the poster should be reader-friendly: max. 250 words, rather use graphics or pictures.

Choose the right size of text. Recommendable are 85 points for title, 56pt for authors, 36pt for sub-headings, 24pt for Body text, and 18pt for captions.

Choose colours that allow legible text and decipherable graphics.

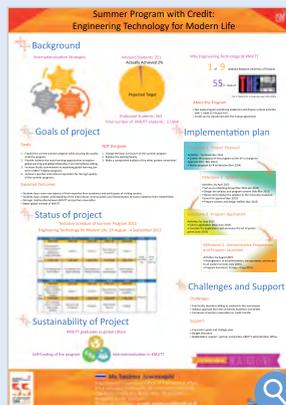
Don't forget personal data: e-mail, affiliation, address.

Posters in following pages:

- King Mongkut's University of Technology, Thailand.

Participant: Sasima Juwasophi.

Project: "Summer Program with credit: Engineering Technology for Modern Life".





DIES Contact

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and Development