

# **Strengthening Capacities for Higher Education Management – The DIES International Deans' Course (IDC)**

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- ***Why?***

Reasons for the International Deans' Course

- ***How?***

Objectives, structure, modes of delivery and different modules of the IDC

- ***What for?***

Benefits and challenges

- ***What's next?***

Future perspectives for the further development of the course

# Why? Reasons for the IDC



- reforms in the management of higher education institutions
- Deans, vice-deans, deputy deans and heads of departments are a crucial group for the management reforms' success – yet, they usually aren't trained for the challenges

## Why? Reasons for the IDC



- Deans need certain skills in order to successfully lead and manage faculties, departments, schools or colleges, f.e.
  - sound understanding of new requirements deans have to face
  - knowledge about the potentials of modern management methods and their limitations in the HE context
  - social skills

## Why? Reasons for the IDC



- Deans who want to make use of modern HE management have to come to terms with specific problems:
  - “sandwich position”: promote interests of the faculty vs. contribute to institutional strategy
  - claim for leadership is often not accepted by colleagues
  
- personal issues: intensify contact with Germany of DAAD-/AvH-Alumni in mid-career, support the rectors of tomorrow

# How? Objectives



- generate knowledge of the fundamental changes in HE
- develop new thinking about management of HEI
- acquire practical skills to respond to changes in HE
- build bridges between HEI in Africa, Asia & Germany
- promote persons who studied in Germany
- induce concrete changes

## *How?* structure, modes of delivery

- one-year peer learning programme
- participants: Deans and Heads of departments from South Eastern Asia or Eastern Africa
  
- partners:
  - German Academic Exchange Service (DAAD),
  - German Rectors' Conference (HRK),
  - CHE (Centre for Higher Education),
  - University of Applied Sciences Osnabrück
  - Alexander von Humboldt Foundation
  - local partners Africa/Asia

### **1. training in Osnabrück & Berlin (2 weeks)**

- introduction and discussion of new concepts in HE management, f.e.
  - strategic faculty management
  - financial management
  - soft skills
  - leadership
  - change management
  - quality management
  - Bologna (as a possible model)

## ***How?* structure, modes of delivery**



- start of PAP (project action plan), topics for example
  - quality assurance for the faculty
  - management manual for the faculty
  - new study programme
  - introduction of E-learning
  - strategic plan for the faculty
  - problem based learning
  - measures to increase enrolment
  - research orientation of young staff
  - .....

## ***How?* structure, modes of delivery**



### **2. regional meetings** (2 days, after a few months)

- PAP progress and discussion in peer group
- Workshop topic depending on country and interests of the group

### **3. final workshop** (1 week, after appr. 9 months)

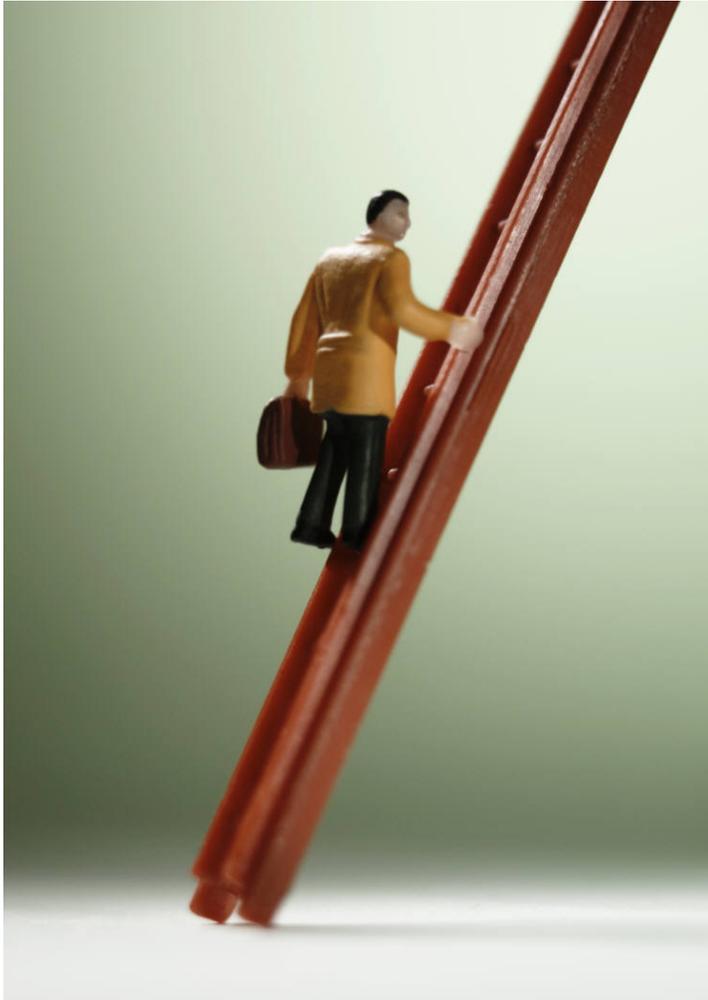
- some more topics (HR management, PR for faculties, research management, entrepreneurial faculty...)
- PAP final reports and reflection
- lessons learned

### **4. follow up**

- intraregional and inter-regional networking of participants
- joint projects with German HEI
- participants have access to various programmes for DAAD alumni

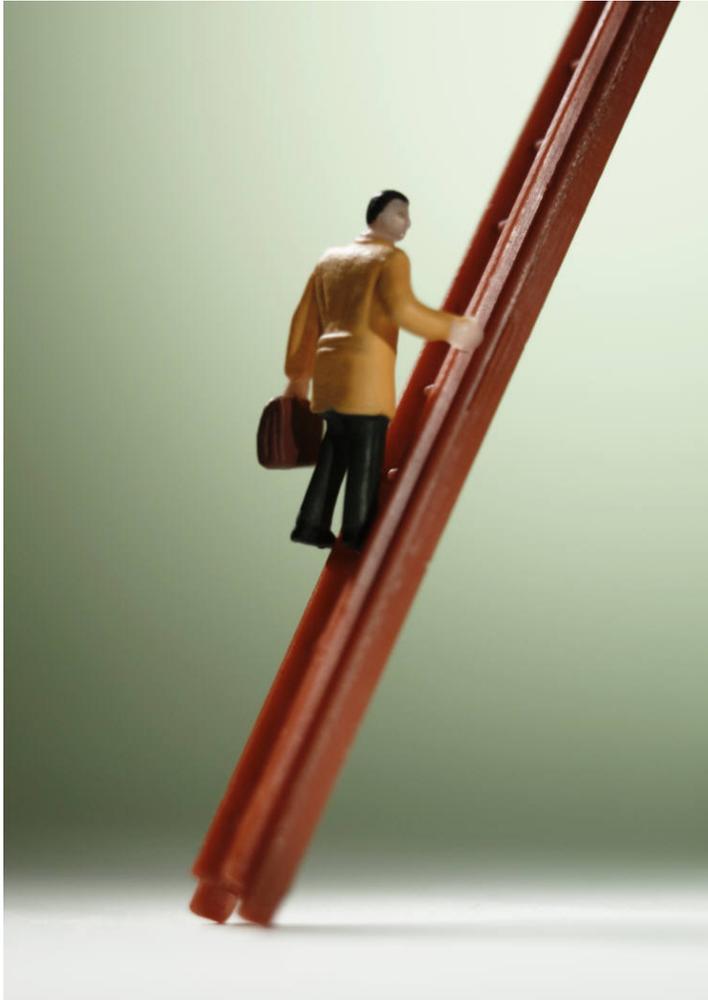
**the format proved to be a  
specific strength of the IDC!**

## What for? Benefits for HEI



- PAP: direct link between human resource and organisational development, changes induced
- capacity building in skills and knowledge: sustainable reforms
- IDC participants as multipliers for inhouse trainings

## *What for?* Benefits for participants



- PAP: direct change in own faculty
- intensive learning effects through structure with local and European trainers + peer learning
- promotion of careers
- networks are established

## *What for? Challenges*



- understand different HE systems and different governance structures in the universities
- limitations of the HE systems, Deans are not always in a strong position
- challenge for the participants: find time, energy, means and support for the PAP
- adjust the topics to the needs of the participants (but ensure feasibility – actors should control the variables)

# What's next? Future perspectives and open questions



- at the moment in the middle of third African IDC
- continuation of African and Asian IDC!
- would be a good thing for more countries...but how with limited resources?
- how to deal with high cost? (participation fees, more efficient part 2?)
- intensify multiplying effects (example national IDC Thailand)

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