CEU – OSUN Executive Education Hub

Professional Development Program for University Administrators

2021

The OSUN Executive Education Hub at Central European University is launching the first part of a comprehensive program for university administrators. The program seeks to contribute to improving the management capacity and practices at universities in the network and beyond, while promoting OSUN values among the higher education administrators and institutions.

- ➢ Each course is designed to include four dimensions:

  1. review of the conceptual/theoretical fundamentals in the respective management or policy areas

  2. case studies

  3. sharing good practices and building cohesion among OSUN partners, and

  4. working on practical individual or group projects implementable at OSUN and other participating institutions

- ➢ Faculty contributing to the training program come primarily from OSUN institutions.

- ➢ Participants who complete the course successfully will receive a Certificate of Professional Development and the possibility to acquire two ECTS credits. At a later stage, the Certificate could be counted towards the comprehensive Certificate Program for University Administrators or (currently in planning stage), which aims to fill a gap in training opportunities for this professional group.

- ➢ Participation is open both to OSUN institutions and to those outside the network.
- ➢ Class size of 25-30 participants.
- ➢ Each module entails 28 contact hours and approx. 25 hours of individual and group work.
- ➢ Courses delivered in online format.

Strategic and Inclusive Management of Higher Education Institutions

Course lead

Pușa Năstase, Central European University

Course rationale

Efficient management in higher education requires increasingly sophisticated skills and complex specialized knowledge. University leaders and senior staff need to pay attention continuously to understanding the trends and challenges in managing 21st century universities. They need to develop continuously new knowledge and skills be able to respond to these challenges, to internal and external demands and multiple pressure. This intensive course is designed to provide staff working in management roles in OSUN and other higher education institutions with a transformative experience to enhance their administrative, managerial and leadership capabilities. Participants will engage critically with current professional debates and the latest research in the field of higher education management. Accordingly, the course will include a package of advanced theoretical and scholarly perspectives, which will then inform a larger, practically oriented section on how to develop and implement managerial approaches that help mission-driven universities to deliver quality and innovation in learning, production of new knowledge and outreach activities. The precise focus of the course will be on management approaches to pressing issues such as inclusion, access and diversity in universities.

Participants will also have the opportunity to learn about the different governance and management models already at work in the OSUN network in these areas, and to understand the context of each institution with a view to enhance intra-network cooperation.

Target audience

This program is designed for higher education professionals in management positions interested in gaining a deeper and more systematic understanding of the principles of university management and mastering new management tools that address issues of inclusion, access and diversity.

Learning outcomes

By the end of the course, participants will be able to:

- Demonstrate familiarity with, and a critical understanding of, selected advanced contemporary theories in higher education administration, management and leadership that can be applied to improve current practices in academia.
- Demonstrate better familiarity with and improved capacity to identify and analyze major trends in higher education administration, management and leadership.
- Identify, analyze and respond to stimuli, actors and challenges of organizational development and change in higher education, with focus on mission-driven universities.
- Understand and be able to apply to their own contexts notions related to access policies, diversity and the expansion of university mission.

<u>Curriculum</u>

The course is structured in three parts:

1. First part consists of a self-study module in which participants need to cover a series of readings and a colloquium of discussions around themes from pre-course reading materials along the following topics:

- Management theories as applied to higher education institutions
- Traditional and emerging models of governance (including the OSUN model)
- Management of change in universities.

2. Second part consists of a series of lectures, workshops, case studies and individual or group projects focusing on the following themes:

- Opening up the university: ensuring diversity and inclusion for staff and students through targeted policies and resource allocation
- The university mission and its alignment with institutional priorities and management practices: do current programs and practices serve the institutional goals?
- The regulatory environment challenges and quality considerations it poses to institutional development and innovation

3. Third and final part consists of presentations (from groups formed along common interests and institutional affinities), feedback and discussions. A separate session dedicated to joint projects between participating individuals and institutions will be incorporated.

<u>Assessment</u>

Participants will form teams and work together on projects or joint initiatives relevant to their institutional contexts. The first project draft will be presented as a mid-course assignment and each participant will receive feedback from the group and course instructor. The final project will be presented during the last course session. Performance is assessed on a pass/fail basis.

Course 2   **May-June 2021**

Advancing the frontiers of knowledge: Building and supporting research excellence at universities

<u>Course lead:</u>

Norbert Sabic, Central European University

<u>Course rationale</u>

Planning, support and management of research has become an increasingly important function in universities and many HEI are in the process of setting up or restructuring their research management operations and offices. Even institutions with primary focus on teaching need to conduct and support research both to attract good faculty and to ensure that their curriculum

offers the students up-to-date knowledge in their field and skills for analysis and problem solving that can be acquired through research engagement.

In the past decades, the landscape of academic research has become more complex due to an increase in Trans - and multidisciplinary research, the incentives for taking part in research consortia and government policies that favor university-industry cooperation. Externally, the priorities and requirements of donors (including public funding) and regulations that affect research conduct, data and publication are diverse and fluctuating, and present the university administrators with an ever-growing challenge of compliance. Internally, research activities span multiple departments and roles of academics, students and administrators. New professionals with academic credentials and administrative roles are brought in to translate the requirements of funding agencies to researchers and the research ideas and plans to funding agencies, donors and the community. As a result, the coordination of research activities and requirements and their alignment with the university mission and priorities requires dedicated staff, expertise, regulatory framework and resources.

The course is addressed to institutions and professionals interested in developing or upgrading their expertise in research management and enhancement of roles and functions. Staff working in research management offices, research centers, libraries and other units involved in planning, implementation and support of research activities are welcome to apply.

Target audience

The course is designed for university leaders and managers with prior experience in research or research management activities, interested in upgrading their knowledge on the topic or getting feedback on specific challenges related to building and supporting research excellence that their institutions are confronted with.

Learning outcomes

By the end of the course, the participants will

- develop a comprehensive understanding of the significance of research in the university mission and performance,
- gain familiarity with complex requirements for research management
- be able to initiate or upgrade research support and management programs in their own university, become integrated into a global network of colleagues interested and working in the area of research management in universities.

Curriculum

- The role of the 21st century research university. Current debates and challenges
- Models of research governance and organization. Aligning research organization with institutional mission and priorities
- Research ethics and integrity: reputational, financial, and institutional challenges
- Researcher development and career support; gender considerations in research support programs
- Training research managers to support researchers and good institutional practices
- Research impact, intellectual property and knowledge transfer
- Institutional repositories, open science, open access and the implications on research management

- Using institutional data to support research activities and highlight research performance

Assessment

Participants will be asked to form teams and work together on projects or joint initiatives relevant to their institutional contexts. The first individual project draft will be presented as a mid-course assignment and each participant will receive feedback from the group and course instructor. The final project will be presented during the last course session.

Performance is assessed on a pass/fail basis.

Course 3   **Fall 2021**

Managing community engagement of universities

Course lead

Jonathan Becker, Bard College

Course rationale

Universities have traditionally perceived education and research as their main missions and dedicated their core resources to building and supporting excellence in these areas. Recent decades have seen a growing focus on the "third mission" of higher education as well: impacting the universities' immediate social and economic contexts, serving communities and addressing broader societal needs. The third mission is increasingly the focus in universities' internal strategic planning and external partnerships, as well as a factor that significantly influences on their curricular, pedagogical and research agendas.

Universities direct resources to new types of activities that include volunteer programs, service-learning, action research, upskilling courses and other life-long learning opportunities aimed primarily at improving the socio-economic situations, and agency of relevant communities. In addition to serving the needs of local communities, civic engagement programs provide new opportunities for students to acquire the skills, knowledge, and attitudes needed to understand social dynamics in the society contribute to real-life analysis and problem solving and become engaged citizens.

This course offers its participants an opportunity to:

- develop a systematic understanding of the principles and challenges of civic and community engagement,
- share and enhance expertise on policies, planning, resourcing and implementation of relevant programs,
- learn from good practices by exploring case studies of specific signature initiatives within and beyond the OSUN network, and
- elaborate and refine the ideas, formats and practicalities of existing or new programs and collaborations in the area of civic and community engagement at the course participants' institutions.

<u>Target audience</u>

The course is addressed to university faculty and administrators at all levels interested in initiating community engagement programs, enhancing the efficiency and impact of existing programs and promoting student learning using civic engagement tools.

<u>Learning outcomes</u>

By the end of the course, the participants will

- become proficient with the concepts and principles of civic and community engagement, third mission and social corporate responsibility (CSR) in higher education understand the principles behind student learning through
    - · Community - university partnerships
    - · Social change projects
    - · Community service and learning
    - · Traditional and community-based participatory research
    - · Non-profit internships and other forms of embedded learning
- be able to design, implement, manage and evaluate civic engagement programs in their own university,
- advance, plan or develop a partnership for a specific project/program in the area of civic/community engagement to be implemented at their university/ies, and
- gain access to a global network of colleagues interested in and working on the projects in the area of civic and community engagement in universities.

<u>Curriculum</u>

- Civic and community engagement, third mission and social corporate responsibility in context: current debates and challenges
- Institutional planning, resources and policies for community engagement
- Ethical considerations in civic engagement: understanding the community context, partners' responsibilities and standards for ethical interactions
- Models of community engagement: access to education programs, lifelong learning, volunteering and internship programs, engaged research, student-led initiatives
- Student supervision and assessment in community engagement projects
- Community-engaged project management: bringing together students, staff, faculty and community representatives
- Measuring success in community engagement; defining objectives and impact

<u>Assessment</u>

Participants will be asked to form teams and work together on projects or joint initiatives relevant to their institutional contexts. The first individual project draft will be presented as a mid-course assignment and each participant will receive feedback from the group and course instructor. The final project will be presented during the last course session.

Performance is assessed on a pass/fail basis.

Managing international cooperation in a global classroom: Maximizing the impact of mobility programs for universities, researchers and students

Course lead

Monica Jităreanu, Central European University

Course description

The internationalization of higher education coupled with the advancement of educational technology have a significant impact on the pace and the nature of university cooperation. In their efforts to attract research funding, to rise in rankings and to recruit the best students, universities seek to complement each other's strength through mutually beneficial cooperation. The international mobility programs constitute a widespread model of institutional cooperation with most universities engaging in some form of student and faculty exchanges. They offer academics and students the opportunity to experience other programs and countries, to conduct joint research and engage in dual and joint degree programs. However, the management of mobility and other international cooperation programs presents numerous challenges to universities including issues related to exchange students' recruitment and admission, credit transfers, pastoral care and student representation.

The course will introduce the participants to the main debates and challenges that frame international university cooperation in general and mobility programs in particular. The institutional support and incentives for mobility programs and their alignment with the institutional mission and funding will also be discussed. Using case studies from OSUN institutions and others, it will present good practices in managing mobility programs throughout the engagement cycle for both students and faculty. Participants will have the opportunity to reflect on the management of mobility programs at their own institutions, get feedback from their colleagues and instructors and develop specific proposals on enhancing their universities' performance and contributing to this in their own professional capacity.

Target audience

The course is designed for university leaders and managers involved in mobility projects and offices (International Offices, Registrar's Offices, staff working on admissions, recruitment and student life) or interested in establishing such projects and offices and enhancing policies and procedures for international mobility at their universities.

Learning outcomes

By the end of the course, the participants will

- develop a systematic understanding of the opportunities and challenges created by international mobility programs for students and faculty and of the regulatory considerations involved in designing and managing such programs,
- be exposed to good practices in managing mobility programs through analysis of case studies,
- be able to design or improve the implementation and impact of inbound and outbound international mobility programs in their own university,

- become integrated within a global network of colleagues interested and working on international cooperation projects at universities and establish channels for continued communication, collaborative planning and exchange of good practices.

Curriculum

- Aligning international partnerships with the university mission, strategic development and resources
- What works for my institution? Choosing the right mobility programs to maximize impact at institutional and individual level
- Models of funding, global and regional sources for academic exchange
- Faculty and researcher mobility: managing expectations, minimizing bureaucracy and making the most of available resources
- A to Z of managing student mobility programs step by step; Exchange students' integration in the university community, credit transfers and documentation, student life, civic engagement and in-service programs (internships, volunteering, applied research).
- Making the most of the exchange program: academic supervision for visiting students
- Steering mobility programs in volatile times: crises management for visiting staff and faculty

Assessment

Participants will be asked to form teams and work together on projects or joint initiatives relevant to their institutional contexts. The first individual project draft will be presented as a mid-course assignment and each participant will receive feedback from the group and course instructor. The final project will be presented during the last course session.

Performance is assessed on a pass/fail basis.