

CEU-OSUN EXECUTIVE EDUCATION HUB

Professional Development Program for University Administrators

Academic Year 2021/22

The OSUN Executive Education Hub at Central European University announces new courses offered in the second year of its 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 15-20 participants.
 - Each module entails 28 contact hours and approx. 25 hours of individual and group work.
 - Courses delivered in online format.

Apply at: https://sits.ceu.edu/urd/sits.urd/run/siw_ipp_lgn.login?process=siw_ipp_app_crs

For any questions and suggestions write us at:

OSUN-HE-Certificate@ceu.edu or nastasep@ceu.edu

APPLY NOW! Application is OPEN for the course:

MANAGING CIVIC ENGAGEMENT: UNIVERSITIES AND CIVIC ACTORS

Deadline for applications: **October 17, 2021**

Period and timing: **October 27-November 19, 2021**

Wednesday and Saturday, from 8.30 A.M. (NYC time)

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, locally, nationally, and globally. Civic engagement is increasingly the focus in universities’ internal strategic planning and external partnerships, as well as a factor that significantly influences their curricular, pedagogical and research agendas.

Universities direct resources to new types of activities that include volunteer programs, student-led programs, community-based learning, access programs, action research, and life-long learning opportunities. Civic engagement can provide students with unique learning environments that give them a sense of agency while allowing them to learn with and from community actors. 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. Finally, it provides institutions the opportunity to break down traditional “town/gown” barriers and while becoming civic actors in their own right.

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, be they student-led or institutionally based,
- develop community action plans for their institutions,
- 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.

Target audience

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

Learning outcomes

By the end of the course, the participants will be able to design, implement, manage and evaluate civic engagement programs in their own university, and develop a Civic Action Plan, which entails some of the following: Community - university partnerships, student-led initiatives, institutional initiatives, community-based learning, non-profit internships and other forms of embedded learning.

Additionally, the participants will:

- Understand core notions of civic engagement.
- Develop the capacity to think critically about the context, impacts, challenges and opportunities of civic engagement activities, including those in which students lead or participate.
- Understand various contexts where civic engagement takes place – at different levels (local, national, global) and between/across state and non-state organizations and groups, as well as in countries with different levels of political, social and economic development and diversities of population.
- 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
- Civic and community engagement, third mission in context: current debates and challenges
- Institutional planning, resources and policies for civic 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 civic engagement; defining objectives and impact
- Development of Civic Action Plan with presentation

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.

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Upcoming courses in Spring – Summer 2022
Application for these courses opens: December 1st, 2021

CRISIS MANAGEMENT IN HIGHER EDUCATION

Course lead: Liviu Matei, CEU Provost

Period: January 26-February 19, 2022 (twice per week)

Deadline for applications: **January 18, 2022**

Crises in higher education happen often. Can we learn how to manage them? Some crises are deeper and, for that reason, richer in lessons than others. Such is the case of CEU.

In 2018, the Central European University was confronted with a political situation jeopardizing its very existence. Immediately, CEU's leaders were faced with a double emergency: externally, they had to respond to the absurd and violent threats from a powerful government; internally, they needed to address the anxiety of its staff and students and maintain continuity of mission-driven operations despite the crisis. Two years later, in the middle of the move to another country, a global pandemic hit, adding another crisis. While CEU's case is particular, crises with various sources happen in many higher education institutions, ranging from political instability to natural disasters or financial collapses.

As the universities scope of activities and responsibilities are expanding, so are the opportunities for crisis. Our institutions must be crisis ready, regardless of their location, size, or specialization. Effective management of a crisis is not a single person's job but requires a whole team with complementing skills and knowledge. Generic or adapted preparation for crisis lays the foundation for how the crisis is managed and the effects it has on the university's stakeholders.

This course aims to contribute to the preparedness and resilience of OSUN institutions by providing staff with an understanding of crises management and the tools needed to do their part in a crisis situation. It explores the main conditions to effective crisis management: strategic planning, management teams with diverse expertise, sound communication, and empathetic leadership. It also looks at theories dealing with organizational learning as well as psychology theories related to institutional trauma.

The course will be structured along three sections:

- Preparing for the unknown: defining and examining different types of crises, risk planning, strategic planning ensuring team resilience and agility;
- Communicating your plan: effective communication to different internal and external stakeholders, addressing fears and communicating facts, using media to transmit your message;
- Post-crisis management: addressing organizational trauma, analyzing crises response as the basis for strengthening preparation for the future.

Target audience

The course is suitable primarily for OSUN staff members with management responsibilities. However, other colleagues interested in the topic but without current management responsibilities can also apply.

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MANAGING INTERNATIONAL COOPERATION IN A GLOBAL CLASSROOM: MAXIMIZING THE IMPACT OF MOBILITY PROGRAMS FOR UNIVERSITIES, RESEARCHERS AND STUDENTS

Course lead: Monica Jităreanu, Global Partnerships Officer, CEU

Period: March 2-26, 2022 (twice per week)

Deadline for applications: **February 21, 2022**

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.

Course content

- Aligning international partnerships with the university mission, strategy 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.

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 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.

Target audience

We welcome applications from 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.

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QUALITY ASSURANCE IN HIGHER EDUCATION: A COURSE FOR UNIVERSITY ADMINISTRATORS

Course Leads: Tatiana Yarkova, Academic Secretary and Director of Strategic Planning, CEU

Puşa Năstase, Senior Program Manager, CEU

Period: May 18-June 11, 2022 (twice per week)

Deadline for applications: May 9, 2022

Quality assurance in higher education has gained increasing importance in the last decades with the states moving towards a 'steering from the distance' approach, placing the primary responsibility for quality management on higher education institutions themselves. At the same time, the number of stakeholders defining, and demanding, quality is on the rise, and ever-increasing internationalization adds an extra dimension to institutional thinking about quality.

Universities are required to set up and maintain internal quality assurance systems, engage stakeholders and maintain compliance with legal requirements and accreditation standards. University administrators at all levels play a key role in institutional efforts to maintain and enhance quality. They are instrumental in assuring that the university-wide approach to quality is data-driven, implementable through efficient processes, and oriented towards continuous improvement.

This course aims to offer university administrators solid knowledge on quality assurance standards and best practices, with the goal of helping participants perform better in their jobs and contribute to quality enhancement at their institutions. It focuses in particular on the role non-faculty actors (quality assurance managers, administrators, students, and external stakeholders) play in ensuring the quality of university education.

By the end of the course, participants will become familiar with good practices of quality assurance and enhancement at university level and will be able to reflect critically on the QA system in place at their own institutions.

Course content

- Overview of quality in higher education: Definitions of quality and purposes of quality assurance.
- International, regional, and national standards and guidelines of quality assurance. Role of state, quality assurance agencies and professional accrediting bodies.
- Internal quality assurance: organization, community engagement, policies and processes. Linking mission, strategic planning, and resource allocation. Assessment and feedback loop for continuous improvement.
- External quality assurance: self-study, accreditation, external peer reviews, benchmarking.
- Institutional research for quality measurement and enhancement: data collection and analysis
- Quality of teaching and research: academic unit reviews, program reviews, faculty evaluation, promotion criteria, course and supervision evaluations, entry and exit surveys.

Target audience: The course is particularly relevant for: university administrators regardless of seniority or position, faculty with administrative roles related to QA, students involved in university governance.

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