



Managing Change at Universities

Volume III

edited by

Bassey Edem Antia, Peter Mayer, Marc Wilde

Managing Change at Universities

Volume III

edited by

Bassey Edem Antia, Peter Mayer, Marc Wilde

Managing Change at Universities

Volume III

edited by
Bassey Edem Antia, Peter Mayer, Marc Wilde



SUPPORTED BY

DAAD



Funded by



Federal Ministry
for Economic Cooperation
and Development

Osnabrück University of Applied Sciences, 2019
Postfach 1940, 49009 Osnabrück

www.hs-osnabrueck.de
www.international-deans-course.org
p.mayer@hs-osnabrueck.de

Concept:
wbv Media GmbH & Co. KG, Bielefeld
wbv.de

Cover:
istockphoto/Pavel_R

Order number: 6004703
ISBN: 978-3-7639-6033-0 (Print)
DOI: 10.3278/6004703w

Terms of use:

This document is made available under a CC BY Licence
(Attribution). For more Information see:
<https://creativecommons.org/licenses/by/4.0>



Printed in Germany



Inhalt

Preface	7
<i>Marc Wilde and Tobias Wolf</i> Innovative, Dynamic and Cooperative – 10 years of the International Deans’ Course Africa/Southeast Asia	9
<i>Bassey E. Antia</i> The International Deans’ Course (Africa): Responding to the Challenges and Opportunities of Expansion in the African University Landscape	17
<i>Bello Mukhtar</i> Developing a Research Management Strategy for the Faculty of Engineering, Ahmadu Bello University, Zaria, Nigeria	31
<i>Johnny Ogunji</i> Developing Sustainable Research Structure and Culture in Alex Ekwueme Federal University, Ndufu Alike Ebonyi State Nigeria	47
<i>Joseph Sungau</i> A Strategy to Promote Research and Consultancy Assignments in the Faculty ..	59
<i>Enitome Bafor</i> Introduction of an annual research day program in the Faculty of Pharmacy, University of Benin, Nigeria	79
<i>Gratien G. Atindogbe</i> Research management in Cameroon Higher Education: Data sharing and reuse as an asset to quality assurance	89
<i>Rosette Kabuye and Norman Mukasa</i> Developing a Course Outline to Enhance Research Skills at Graduate School at Bugema University	107
<i>Colomba Kaburi Muriungi</i> Developing Guidelines to Ensure Higher Transition of Postgraduate Students in the Faculty of Humanities and Social Sciences, Chuka University, Kenya	107

<i>Nyatwere Donasian Mganga</i> Improvement of Students' Course Evaluation and Teaching Tool at Mkwawa University College of Education, in Tanzania	145
<i>Monioluwa Omolara Olaniyi</i> Strengthening the Teaching of Practical Science in Open and Distance Learning and Establishing a Sustainable Culture of Applied Research at the Faculty of Sciences of the National Open University of Nigeria	163
<i>Digna Mac Paner-Alba</i> Empowerment Management in Higher Education: A Case Study from the Philippines	187
Corresponding Authors	197

Preface

Tertiary education needs people who are able to steer the affairs of universities and their organizational units wisely. It needs people who understand what is possible. They need to have an understanding of the state of the art in higher education management. They should know what works in other parts of the world, and they should be in a position to reflect on what can be adopted, and what not. It needs experts who can push the frontiers of traditional thinking and still take people on the path towards change. The leaders need know-how, and they need skills in order to convince people to join them on their path towards quality. Leaders need networks which help them to be strong, have the kind of resilience needed in leading tertiary education institutions. It is this tradition of bringing people together who are keen on improvements within organizations by reflecting on best practices, who are interested in sharing experiences of change processes, who are ready to be part of a community of practice, which motivated the German Deutscher Akademischer Austauschdienst (DAAD), the German Rectors Conference (HRK), the German Centre for Higher Education Management (CHE), the Alexander von Humboldt-Foundation (AvH) and the University of Applied Sciences (UAS) Osnabrück to organize training for deans from Africa and Asia. An innovative programme was started in 2007, and has continued ever since (see www.international-deans-course.de). By now more than 300 experts from Africa and Asia have participated in the International Deans' Course (IDC) and now form a strong group of alumni of this training programme.

The contributions in this book are outcomes of projects which were extensively discussed within the IDC programmes run in 2016–17 and 2017–2018. They show how participants of this high-level training in different places in Europe, Africa and Asia work on change projects.

The editors of this volume like to thank the authors of the articles for contributing to this publication. The publication of such change processes allows a wider audience to learn from this experience. The articles can serve as tool box for change, they can inspire leaders to move ahead, and they can serve as proof that change is possible. The editors would like to thank the German Ministry for Economic Cooperation and Development (BMZ) for funding this project. The collaborative efforts of the German organizations DAAD, HRK, AvH, CHE and UAS Osnabrück is highly appreciated. The project would not have been possible without the collaboration of experts from six universities in Africa and Asia: the Addis Ababa University in Ethiopia, Centro Escolar University Malolos in the Philippines, Gadjah Mada University in Indonesia, Multimedia University in Malaysia, Taita Taveta University in Kenya, and the University of Western Cape in South Africa. This list shows that the International Deans' Course and this book are the outcomes of an intensive collaboration. It can be a showcase for change processes in higher education institutions. They require individual efforts, vision and endurance, but at the end can be successful only when they

are realized by teams, by many experts who share a vision, by many who accept that the path can be difficult but is worth the effort. The Latin phrase captures this reality: *Per aspera ad astra*.

March 2019

Bassey E. Antia, Peter Mayer and Marc Wilde

Innovative, Dynamic and Cooperative – 10 years of the International Deans' Course Africa/Southeast Asia

MARC WILDE AND TOBIAS WOLF

Within the framework of the programme “Dialogue on Innovative Higher Education Strategies” (DIES), the German Academic Exchange Service (DAAD) and the German Rectors' Conference (HRK) have jointly designed the International Deans' Course (IDC), a training for newly elected deans and vice-deans from Africa and Southeast Asia. The course has been developed in close collaboration with the University of Applied Sciences (UAS) Osnabrück, the Centre for Higher Education Management (CHE), the Alexander von Humboldt Foundation (AvH) and selected partner universities in Asia and Africa. After ten years of implementation, an external evaluation has been carried out in order to independently assess the relevance and impact of the course and to identify areas for further improvement and learning. Based on the evaluation's positive results DAAD and HRK have renewed their commitment to support this commendable initiative which can be considered as one of the DIES flagship projects. In addition, the partners of the IDC have received valuable inputs and recommendations which will help them to further adjust the course to the needs of the target group and to stay tuned with current changes and developments in higher education management.

Process and results of the evaluation are at the centre of this article, at the same time it provides answers to the following questions:

- What is the mission of the DAAD and what were the driving factors that have led to establishing DIES?
- What does the current DIES training course portfolio look like, and what are common features?
- What makes the IDC special and what are its factors of success?
- What are the most important results of the IDC evaluation, and which consequences can be derived?
- What are perspectives of further developing the DIES programme?

Background and driving forces

The DAAD is a joint organisation of German institutions of higher education and their student bodies, devoted to internationalising the academic and scientific research system. With its broad range of scholarship programmes, the DAAD enables

students, researchers and university lecturers to take advantage of the best study and research opportunities. Since it was founded in 1925, around two million scholars in Germany and abroad have received DAAD funding. Yet, its activities go far beyond simply awarding grants and scholarships. The DAAD supports the internationalisation of German universities, promotes German studies and the German language abroad, advises decision makers on matters of cultural, education and development policy and assists developing countries in establishing effective universities by means of special programmes

One of these programmes in the area of development cooperation is the DIES programme which has been jointly developed and coordinated by the DAAD and the HRK since 2001. The aim of DIES is strengthening capacities in higher education management, both on individual and institutional level. It offers a wide range of tailored activities – training courses, dialogue events and university partnerships – that foster the competences of academic staff and contribute to the enhancement of institutional management at universities in developing countries. DIES focuses on three key partner regions: Africa, Spanish-speaking Latin America and Southeast Asia.

Although the following factors take sometimes different forms in different regions, massification, limited public resources and increased competition can be seen as main driving forces that affect universities and require institutional response. To effectively address the challenges stated above strategic management has become increasingly important – not only for the university as a whole but also for its departments and faculties. Against this backdrop the DIES programme has been developed with the idea of providing up-to-date knowledge and training in the field of higher education management. Funding is provided by the German Ministry for Economic Cooperation and Development (BMZ).

Portfolio and common features of DIES training courses

Apart from the International Deans' Course (IDC), DIES currently offers the following training opportunities for different target groups of higher education professionals and university managers from developing countries:

Proposal Writing for Research Grants (ProGRANT): This training course targets young and upcoming researchers and aims at improving their proposal writing skills in order to design, write and budget competitive proposals for national and international research funding.

UNILEAD: The cross-regional University Leadership and Management Training Programme addresses young management-level professionals of central university management departments and imparts generic skills such as project management and human resources management.

Management of Internationalisation: This training course supports university managers from Africa, Asia and Latin America in professionalising the management of the central tasks of their international offices.

Doctoral Supervisor Course: This recently developed course consists of various modules that foster the competencies of doctoral supervisors to enhance the quality of doctoral education in African universities. It is the only DIES course which is offered purely online.

There are some key characteristics DIES courses have in common: They offer modular, practice-oriented training opportunities and in general make use of blended-learning methodology. They bring together participants from different countries, thus follow the principle of intercultural dialogue. They facilitate professional exchange among peers and with international trainers on eye-level and rely on an atmosphere of openness and trust. All this also applies to the IDC – a special intense training course designed for newly elected deans' and vice-deans dealing with the various aspects of faculty management.

In 2007, the IDC was established as a joint endeavour by the DAAD and the HRK, UAS Osnabrück, the CHE, AvH and with counterparts in Africa and Asia. The partners believed that opportunities for professional training in the field of faculty management were rare and that the role of deans has increasingly become important. In view of the fact that in many countries decentralisation has not only taken place between the state and the universities but furthermore trickled down within the governance systems of universities, deans and heads of department had gained more power. In consequence, skills on how to run a faculty in an entrepreneurial manner became more important as well, not only in order to keep pace with other universities but also to allow competing with neighbouring faculties in the same institution. Despite this overall trend, it was also found that deans have to deal with quite different challenges in different regions.

Against this backdrop the IDC is conducted on an annual basis, alternately in Africa and Southeast Asia. Due to the success of the IDC and the high demand for such a training opportunity in Latin America, a similar course was launched some years later in 2012. The so called "International Deans' Course Latin America" is jointly coordinated by the University of the Saarland, Germany, and the University of Alicante (Spain).

Irrespective of its regional variations, the main focus of the IDC is to deliver up-to-date theoretical knowledge in various areas of faculty management: strategic management, financial management, quality assurance, internationalisation, research management and human resources management. Furthermore, the participants take part in soft-skills workshops on change management, conflict management and leadership. It is important to note that the IDC is designed as a programme which aims at turning theory into practice: All participants develop Individual Reform Projects (the so-called Project Action Plans or PAP's) which are implemented in between the three phases of presence of the course. This key didactical concept is meant to stimulate reforms at the various universities where participants come from and to increase the impact of the course at institutional level.

IDC evaluation – methodology and key results

The year 2017 marked the tenth anniversary of the IDC Africa/Southeast Asia. Over these ten years nearly 300 deans and vice-deans from Africa and from Southeast Asia have been equipped with new skills and competencies and all of them have initiated change projects at their universities. Many of the alumni are still in contact with each other, and many of them have committed themselves to passing on their knowledge and sharing experiences with their colleagues on site.

As the first regularly implemented and longest running DIES training course the IDC can rightfully be considered as a DIES flagship project. After ten IDC cohorts have successfully completed the course DAAD and HRK decided to commission an evaluation to get deeper insights into the results of the IDC and a better understanding of its strengths and potential areas of improvement. The evaluation was conducted from February to September 2017 by SYSPONS – a German agency with vast international experiences in evaluating development cooperation projects in the field of higher education.

The evaluation results are based on different sources:

- Data analysis (including the participants' surveys carried out by CHE for each cohort),
- In-depth interviews with representatives of DAAD, HRK, the University of Applied Sciences Osnabrück and the CHE
- Online survey of the IDC alumni and
- Case studies.

The online survey was open to all 286 IDC alumni of which 119 participated, translating into a comparatively high response rate of 42%. Two case studies were conducted in Kenya and in Indonesia where a total of 46 semi-structured interviews with different IDC stakeholders were carried out. The results of these various surveys were pooled together ("triangulation") and analysed through two different analytical approaches.

Furthermore, the theory of change of the DIES programme was used as a point of reference. It differentiates five levels on which the IDC operates:

1. Inputs (material and immaterial resources used for the implementation of the course)
2. Activities (measures implemented by using the Inputs)
3. Outputs (created technical capacities and personal competences and skills)
4. Outcomes (direct short- and medium-term intended effects)
5. Impacts (Indirect long-term-effects)

The theory of change was developed as part of the impact-oriented monitoring system which was implemented for all DAAD projects funded by the Federal Ministry of Economic Cooperation and Development (BMZ) including the DIES programme. Impact-oriented monitoring is one of the key instruments used for assessing the on-

going progress of DAAD programmes, thus focussing on the output- and outcome level. However, an even more comprehensive approach is needed in order to gain a deeper understanding on the long-term effects of a project during an evaluation.

Thus, the evaluators of the IDC taking the theory of change as a point of departure looked at the IDC from different angles assessing different key factors like relevance, effectiveness, efficiency, impact and sustainability.

The overall results of the evaluation were of a very positive nature. The IDC is apparently a relevant and effective training course that addresses the different needs of both target regions (Africa and Southeast Asia) and successfully equips the participating deans and vice-deans with relevant competences and soft-skills. The results of the online survey show that 99% of the surveyed alumni believe that university managers from their region need to be trained in the fields of strategic faculty management and university governance. Furthermore, the IDC succeeds in initiating sustainable organisational changes in the participants' faculties and departments.

The evaluation also highlighted the well-functioning and effective processes of the IDC by means of an organisational model of shared-responsibilities. The application procedure is well-established and the course design and the group size (30 participants) are viewed as adequate. The IDC applies innovative and varied didactical methods such as the PAP and peer consulting. The survey showed that 86% of IDC alumni have implemented their individual reform projects successfully, thus the PAP is instrumental for initiating change processes at the participants' home universities. These changes are most pronounced at the faculty and department level. Depending on the scope of the projects they sometime effect on policies or processes of the whole institution as well. In one of the case studies the evaluators even found evidence that changes can be achieved at the higher education system level, too. For example, in Indonesia one alumnus after having obtained a decision-making position at the ministry of higher education used the PAP approach to implement a reform project which addressed all public Indonesian universities.

The crucial role of local trainers which are helpful in contextualising and adapting the taught contents to the participants needs has been highlighted as well. They received excellent ratings from the surveyed alumni, highlighting their professional expertise and competence (5.4 from 6) and their responsiveness to the different settings of the participants' home environments (5.28 from 6). Participants in the case studies also emphasised the high motivation and commitment to the IDC as the key ingredient differentiating average trainers from particularly good trainers.

Nonetheless, the evaluation also identified some areas of improvement and threats. It was noted that the IDC mainly reaches deans from target countries with more developed higher education systems who are located in the capitals. This could be interpreted as catering for a rather privileged target group. It was phrased as an open question whether the IDC should continue to mainly reach participants from countries with more developed higher education systems or whether the communication strategy and selection process should be adapted to focus more on universities

in least developed countries or in remote areas with challenging conditions of managing an institution.

Besides that, even if a large number of women have been reached through the IDC, the results of the evaluation indicate that their particular needs as female deans were not being specifically addressed by the modules of the course. Concerning the career development after completion of the IDC, women tend to more often stay in the same positions or occupy positions on a lower hierarchical level than male participants. This difference, in the opinion of the evaluators, shows that women would need specific soft skills to cope with structural barriers at higher education institutions that prevent them from getting access to leadership positions.

Furthermore, although the trainers have received excellent ratings in the survey, their guidance and mentoring for implementing the participants' change projects could be processed in a more structured way. Besides that, the evaluators concluded that even though the multiplication of knowledge through IDC alumni works quite well, more incentives could be offered in that respect to further increase the impact of the course.

After receiving the final evaluation report the IDC Steering Committee consisting of representatives of DAAD, HRK, University of Applied Sciences Osnabrück and CHE met to discuss the recommendations and possible consequences for the IDC. To follow-up the evaluation the following decisions were taken:

- Not to change the recruitment process in favour of candidates from less developed countries or rural areas but to keep on inviting participants based on the quality of applications. Nevertheless, the selection committee must pay attention that for each cohort a good mix of different countries, institutional profiles and fair gender representation is ensured.
- To integrate a new module on diversity management into the course design to better address the needs of female IDC participants.
- To organise a workshop on didactics for key regional and European trainers of DIES training courses to discuss how the mentoring process of participants with regards to the implementation of their reform projects can be improved.

Recent trends – digitalisation, upscaling and multiplication

Over its ten years of duration the International Deans' Course has steadily evolved. In a dynamic process, new modules have been developed such as the conflict management or the diversity module, new didactical approaches have been applied and further innovations will follow with each new edition.

The “Dialogue on Innovative Higher Education Strategies” programme is innovative by nature as it keeps abreast of recent developments and facilitates cross-regional dialogue on higher education reform topics on a regular basis. Some recent topics that are important in the context of capacity development and development cooperation are related to digitalisation in higher education and to the question of how

impact of projects can be increased. (Cf. State of Play: Higher Education Management Training Schemes in the Field of Development Cooperation, CIHE Perspectives No. 7). Identifying mechanisms which allow creating effects beyond the increase of individual competences has been a key concern of DAAD and HRK right from the beginning. Backed up by the results of different evaluations, the PAP approach has been very instrumental in view of stimulating reforms and organisational change at university level. Yet, due to the limited number of one cohort and the (cross-) regional format of DIES courses the impact at national level remains relatively low. Therefore, DIES came up with a complementary scheme which offers to alumni of DIES courses the opportunity to conduct multiplication workshops in their home countries. The National Multiplication Training (NMT) programme enables alumni to take responsibility and share their knowledge and competences with peers in their countries. Overwhelming numbers of applicants show the huge demand for NMTs and underline that they play a crucial role for increasing the impact and outreach of DIES training courses.

Talking about one specific aspect of digitalisation making use of online learning can be seen as another mechanism to reach larger target groups. In the context of the DIES programme digital tools are considered as a means to an end. Digital elements like webinars or online-based learning platforms are already part of most DIES training courses. The provision of webinars, learning videos or online assignments might enhance the learning experience but need to be adapted carefully to the respective target groups in developing countries. Nonetheless, for specific topics and reasons even completely online-based courses might be adequate. Hence, in 2018 – responding to the high demand for quality doctoral education in Africa – DIES has launched its first training which is offered fully online. Coordinated by the Centre for Research on Evaluation, Science and Technology (CREST) at University of Stellenbosch, South Africa this course offers to (especially novice) doctoral supervisors at African Universities the opportunity to participate in a two-month training consisting of six modules dealing with the standards of a doctoral degree, roles and responsibilities of a supervisor, or supervisory models and styles. The number of applicants and the results of the first cohorts prove that demand is high and that the drop-out rate is encouragingly low. 81% of the participants successfully completed the course. Yet, these results are only possible due to professional support structures, technical guidance and a well elaborated and resource intensive mentoring system.

Upscaling of training courses through digitalisation is possible and can increase the impact without investing in mobility. Yet, the philosophy behind the “regular” DIES training courses to transfer knowledge and competences through a practice-oriented approach based on intercultural dialogue is still valid. The evaluation of the IDC and personal experience show that digital elements, especially during the intermediate phases, can be valuable additions to the course, but that personal contact and exchange among the participants, trainers and experts during the presence phases is key to create an open atmosphere for discussions. Telling from own experiences, sharing success stories or admitting mistakes which turned out to be critical

incidents in one's career as university manager are powerful tools for effective learning but require trust, personal relationships and situations where informal communication can take place.

References

- Boston College Center for International Education et al. (2017): State of Play: Higher Education Management Training Schemes in the Field of Development Cooperation (CIHE Perspectives No. 7), Boston College Center for International Education on behalf of the German Academic Exchange Service and the German Rectors' Conference, 2017.
- SYSPONS (2017): Final report "Evaluation of the International Deans' Course", Bonn, November 2017.

The International Deans' Course (Africa): Responding to the Challenges and Opportunities of Expansion in the African University Landscape

BASSEY E. ANTIA

Introduction

Expansion in the university sector in parts of sub-Saharan Africa, Southeast Asia and Latin America is a subject about which the different organizing teams of the International Deans' Course are reminded every other year when applications into the program are being processed, or when presentations for a new cohort are being prepared by the course faculty. Every two years, from one applicant recruitment cycle to another, new universities are seen to have been founded. Research by course faculty to determine the number of universities in a particular country or sub-region becomes outdated by the time of presentation – with participants from the concerned countries or regions often reporting that, in the three or so days they have been away from home attending the course, a number of new universities have been established.

For sub-Saharan Africa in particular, this expansion contextualizes the rationales and achievements of the International Deans' Course (IDC) which clocked ten years in 2017. In subsequent sections, I provide some insight into an expanding university landscape in Africa, describe the IDC as a means of responding to some of the effects of expansion, document some achievements of the IDC, and conclude with a brief account of lessons and challenges. I write both as an alumnus of the first cohort (2007/8) of the course and as faculty since 2010.

Glimpses into an expanding university landscape in Africa

Around independence in 1960, Cameroon had 1 university; by 2017 there were 120-odd university-type institutions, of which only 8 were public/state-owned (Folck 2016). In the immediate post-independence years, Ghana had 3; by 2017 the number had risen to 101, with 10 of these being public. Similarly, within two years of becoming independent in 1960, Nigeria had 5 universities; by 2017, the figure stood at around 153, with about 84 being public (Antia 2017). Between the 1970 establishment date of independent Kenya's first university (Nairobi) and 2017, some 70 universities

and accredited colleges were established (Onyango 2017, Mulinge et al. 2017). Specifically, between 2012–2013 alone, 15 fully chartered public universities were established in that country (Kiamba 2015). Ethiopia established 23 universities within eight years from 2004–2012, putting the figure of the country's universities (both public and private) at about 32 in 2017 (Abebe 2017; see also Mohamedbhai 2014). Needless to say, these figures have since changed.

Between 1970–2013, sub-Saharan Africa's gross enrollment ratio was the lowest of all world regions, because of the few students (less than 400, 000) in higher education in 1970. However, the region has within this 43-year period recorded the highest annual growth rate of 4.3% – compared to the global average of 2.8% (Darvas et al. 2017). The expansion in the sector is obviously a consequence of the massification of the demand for (differentiated) university education; in other words, the demand is not only for traditional types of research, elite-type universities, but also for new models or designs of university education.

There are a number of factors contributing to this demand: the massive investments in and enhanced access to primary and secondary education in the 1990s – graduates of which now seek especially university education (Mohamedbhai 2008, Bloom et al. 2005); a shift in the thinking around the nexus of education and development, resulting in greater importance being accorded to higher education than previously (World Bank 2002); increased role for the manufacturing and service sectors in economic development for which a knowledge-based workforce is required (Darvas et al. 2017); an increased labor market appetite for and consumption of university certification (Boateng & Ofori-Sarpong 2002); the introduction of non-traditional entry requirements, including different admission score thresholds, recognition of prior learning, remedial, bridging or foundation courses (Mulinge et al. 2017); flexible methods of delivering the curriculum, such as open and distance education (Altbach 2017); among others.

It was seen earlier that the private sector had the majority share (in terms of institutions rather than student numbers) in the provision of tertiary education in several countries. For this sector, growth has not only been driven by the foregoing demand factors, but by perceptions such as the following: that their program offerings enhance the market solvency of graduates (because these programs are informed by industry needs); that their processes are more efficient because the institutions are much smaller; that they are largely immune from state meddlesomeness; that they have stable (that is, undisrupted) academic calendars and offer students and their families a measure of time-to-degree certainty (since they have generally not experienced the extended periods of closure that have come to typify public universities in many countries); that their campuses allow for the inculcation of values (e. g. faith-based, moral, entrepreneurial) cherished by proprietors, families and other stakeholders; among others.

To return to public institutions, regrettably, expansion has not necessarily been matched by adequate funding. Concerns to address funding in African higher education (e. g. Okebukola (ed.) 2015) suggest that perhaps change for the better in financ-

ing (if any) has not been substantial since a 2010 World Bank report on financing higher education in Africa (World Bank 2010). Among others, the report presented the ratio between the change in the number of higher education students and the quantum of public resources allocated to current expenditure on higher education in select African countries for the period 1991–2006. See Figure 1.

In Figure 1, a number above 1 on the Y-axis shows the margin by which student numbers have increased over the increase in public resources. Concerns around disparities in funding begin to manifest with Ethiopia in the first set of countries, and this worsens progressively as we move to the second and third group of countries. Already in 2006, the increase in public resources allocated to higher education in the current expenditure of Mali was sevenfold less than the increase in student numbers.

Undoubtedly, expansion especially in the public university system has widened access for population segments beyond the traditional socio-economic status groups, age brackets, urban clientele, etc. However, without commensurate funding (and adequate planning), expansion has also led to anomalies in many national university landscapes. Firstly, an existing pool of lecturing staff, which in the past would have reproduced itself organically to service a university system of a planned-for size, suddenly has to support an enlarged system. Corollaries of this state of affairs include unsatisfactory staff/student ratios, teaching staff without PhDs, the use of part-time lecturers and the institutionalization of moonlighting, increased teaching and administrative load of staff, concerns around students' success rates, erosion of a research culture in those institutions that previously had it and the difficulty of developing such a culture in new institutions which have such aspirations (Reizberg & Rumbley 2010, Mohamedbhai 2014, Darvas et al. 2017).

Secondly, infrastructure to support core functions in teaching and learning as well as research has come under strain. Lecture venues, libraries, laboratories, residences and sanitary facilities sometimes now have to support “four times the number of students they were designed for” (Mohamedbhai 2014: 72). Okebukola reports on the findings of a 2012 survey of Nigerian universities commissioned by the national government. Among others, the survey showed that “many laboratories and workshops are old with inappropriate furnishing; [...] equipment and consumables are absent, inadequate or outdated; kerosene stoves used as Bunsen burners in some laboratories [...]; science-based faculties are running ‘dry lab’ for lack of reagents and tools to conduct physical/real experiments” (Okebukola 2015: 58).

Thirdly, expansion has also led to a thinning out of available management capacity and a consequent dearth of expertise to steer universities at a time when such management expertise is perhaps most needed. As far back as 2004, Tefera & Altbach had already noted that “By and large ... African universities suffer from poor, inefficient, and highly bureaucratic management systems” (2004: 31).

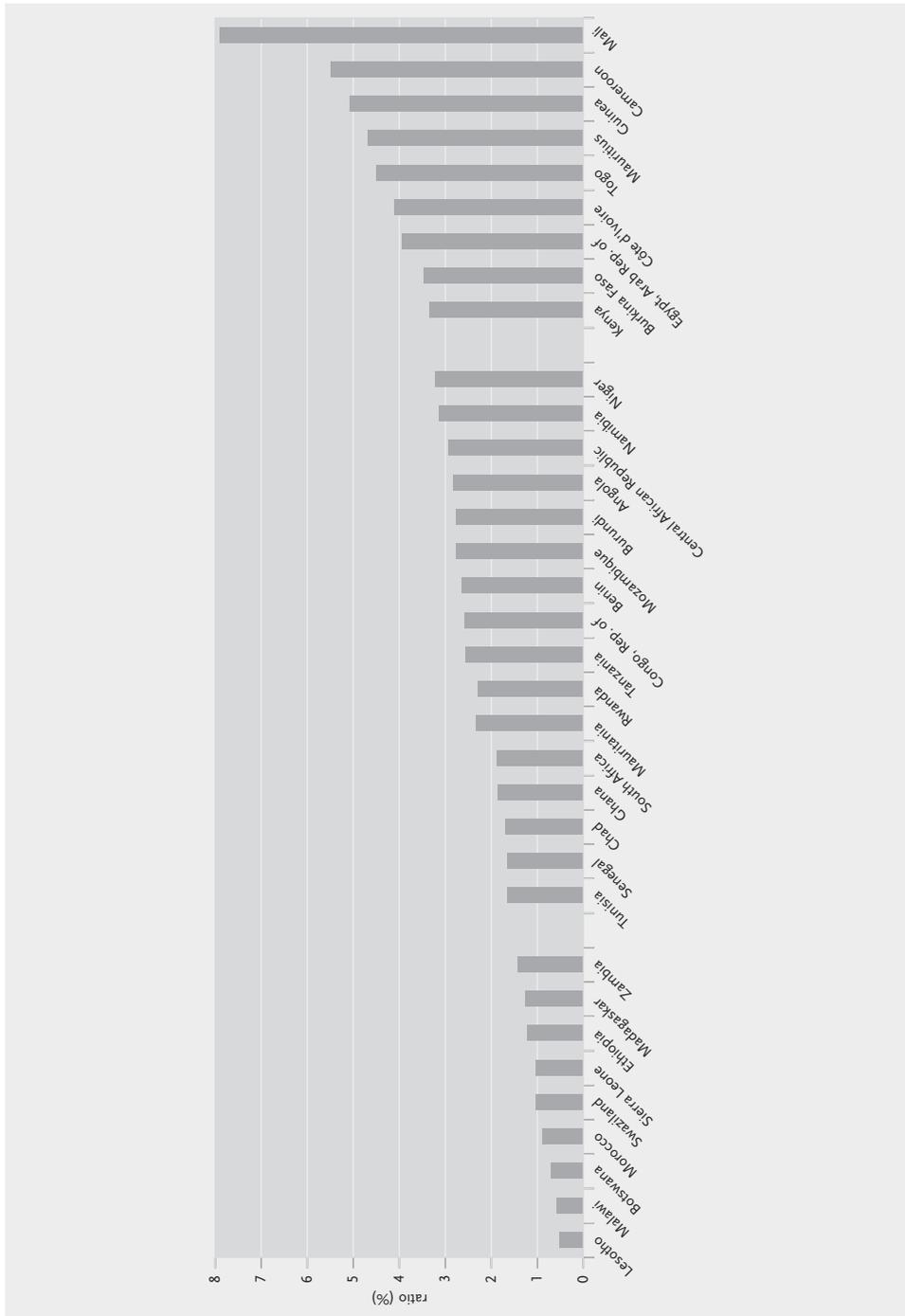


Figure 1: Relationship between growth in student numbers and available resources (Source: World Bank 2010: 19)

Classic management functions (of planning, organizing, staffing, directing, coordinating, reporting and budgeting) obviously become only more complex with reduced funding, huge student numbers from more diversified backgrounds, new stakeholder groups, changing operating/policy environments – all occasioned by the subsequent, bigger wave of expansion. Paradoxically, while universities have always been keen to train and certify individuals for roles out there in society, they have traditionally not attended to developing capacity for managing their own internal processes. Expansion and the concomitant competition for funding, regulatory approval of programs, visibility, students (prized for their fee-paying ability, talent, etc.), and so on, have revealed just how much of an oversight the neglect of course offerings in university governance was.

Enter the International Deans' Course (Africa)

It is against the backdrop of the foregoing that the International Deans' Course was conceived. Begun in 2007, the African IDC is one in a wider bouquet of response initiatives to the challenges and opportunities of expansion in the university sector. In one or the other of its characteristics (e. g. the scope of issues addressed, in-class and out-of-class learning sites, duration or length of time spent by each cohort, project action plan that needs to be implemented by participants, the mentoring arrangements, number of contact sessions, institutional roles of participants, the mix of participants, spread of partners and mix of experiences, etc.), the IDC would seem to differ from a number of comparable initiatives that either address a single theme (e. g. research capacity or quality teaching); are advisory in nature (e. g. on setting up quality assurance units); unfold as a once-off experience at a two- or three-day workshop; etc.

Developed, in part, on the experience of running a Master of Business Administration (MBA) in Higher Education Management at the University of Applied Sciences Osnabrueck, Germany, the African (and Southeast Asian) IDC is a multifaceted capacity-building program to which further expertise is contributed by several other actors: Germany's think tank on higher education (the Centre for Higher Education, CHE), the German Rectors' Conference (HRK), the German Academic Exchange Service (DAAD), the Alexander von Humboldt Foundation, and the Free University of Berlin. The specifically African stream has trainers from universities in Ethiopia (Addis Ababa), Kenya (Taita Taveta) and South Africa (Western Cape).

Over an eight-month period involving three face-to-face contact sessions at different African and German locations, some 30 or so Deans, Deputy Deans, Heads of Department from 8–10 countries in sub-Saharan Africa are exposed to a curriculum that covers topics in: higher education systems (in Germany, Europe and Africa), changing nature of university governance, strategic faculty management, leadership, quality management, financial management, change management, human resources management, teaching and learning, research management, fund-raising, interna-

tionalization, the entrepreneurial university, soft skills, among others. Site visits to units at several universities are an integral part of the training – one which affords participants the opportunity to appraise/critique theoretical insights received in class-like settings. Participants also engage in a number of role-playing activities in the context of peer consulting sessions.

A critical component of the course is the project action plan in which participants apply insights learnt to the conceptualization, design and implementation of a project that adds value to their home institutions (sample projects in Textbox 1 below). Participants are assigned mentors from within the training team, and are expected to provide periodic reports as well as a final report at the last contact session which is usually held in Addis Ababa. The IDC curriculum is, thus, a fairly rounded one that seeks to equip participants with the knowledge, tools and experiences to respond to challenges and opportunities in their operating environments.

The choice of participating countries (admittedly only from among states that have English as official language) reflects, in the main, environments in which expansion of the university sector has been rather remarkable: Ghana, Nigeria, Cameroon, Ethiopia, Kenya, Tanzania, Uganda and Sudan. Malawi has participated intermittently, and both Rwanda and South Africa have participated once, in the very first course. The manner in which the course has responded to several of the challenges and opportunities of expansion can be gleaned in the subject matter of participants' project action plans. Textbox 1 gives a sense of the over 140 projects (between 2007–2017) undertaken by African participants.

Textbox 1: Sample project action plans for IDC Africa (2007–2017)

1. Strategic Plans for Effective Teaching and Management of Large Classes in Redeemer's University
2. Developing an Induction Programme for New Academic staff for Quality Teaching at Kenyatta University
3. Building a Quality Blended E-learning System at the Graduate School in Ghana Technology University College, Accra
4. Introduction of e-learning platform (ELP) for the Faculty of Pharmaceutical Sciences, Nnamdi Azikiwe University (UNIZIK), Awka
5. Developing and Implementing a Quality Management Strategy for Teaching and Learning at Taita Taveta University College
6. Establishment of a Common Laboratory at the Faculty of Chemical and Physical Sciences, Addis Ababa University
7. Towards the Establishment and Operationalization of a Temporary Physics Laboratory at Kibabii University College
8. Five-Year Research Laboratory Development Roadmap for the College of Natural and Computational Sciences, Haramaya University
9. Five-Year Staff Development Plan for the Faculty of Medicine at Gulu University
10. Strategic Plan for the School of Informatics, University of Dodoma

11. Strategic Plan for the Faculty of Science, Chancellor College, University of Malawi
12. Developing Guidelines for Response to Gender Based Violence at Maseno University
13. Development of a Two-year Strategy Map for the Graduate School (University of Professional Studies, Accra) using the Balance Scorecard Concept
14. Income Generation Strategy for the Faculty of Language Studies, Addis Ababa University
15. Alternative Internally Generated Funds Mechanism at the Nasarawa State University, Keffi
16. Quality Management at School of Pharmacy, Ahfad University
17. Management of student registration process for decision making at Egerton University
18. Developing an Orientation Programme for Newly Appointed HODs in the Faculty of Arts, University of Uyo
19. Faculty Manual for Facilitating Thesis Writing in Science at the University of Ngaoundere
20. A Strategy to Promote Research and Consultancy Culture in the Faculty of Science and Technology – Mzumbe University
21. Building a sustainable research culture at Central Business School, Central University of Ghana
22. Development of a Research Strategy in the Department of Literary and Communication Studies, Laikipia University College
23. Strengthening the Research Capacity of Academics in the Department of Food Science and Engineering at the Faculty of Engineering and Technology, Ladoko Akintola University of Technology, Ogbomoso
24. Introduction of an Annual Research Day in the Faculty of Pharmacy, University of Benin
25. Upgrading the National University of Sudan Research Institute to a Centre of Excellence in Molecular Biology and Bioinformatics

In the pre-expansion era, it was perhaps natural in many environments to assume that the system had taken care of several of the issues in Textbox 1, that is, where the issues even arose. The fact of individual academics having to initiate action on these issues perhaps speaks volumes about the state of affairs in their institutions. From Textbox 1, we see participants keen to address a range of issues in their home environments that are easily linked to system expansion and its consequences: concerns in teaching and learning, including the need for creative ways of developing, equipping and sharing laboratories (1–5); the dearth of attention to other aspects of faculty strategy, especially strategic plans (8–13) and fund-raising (14–15); the neglect of quality matters that enhance the institutional experience for both students and staff (16–19); and the need for (re)creating a research culture (20–25).

Figure 2 presents the distribution of projects according to theme and participant cohort.

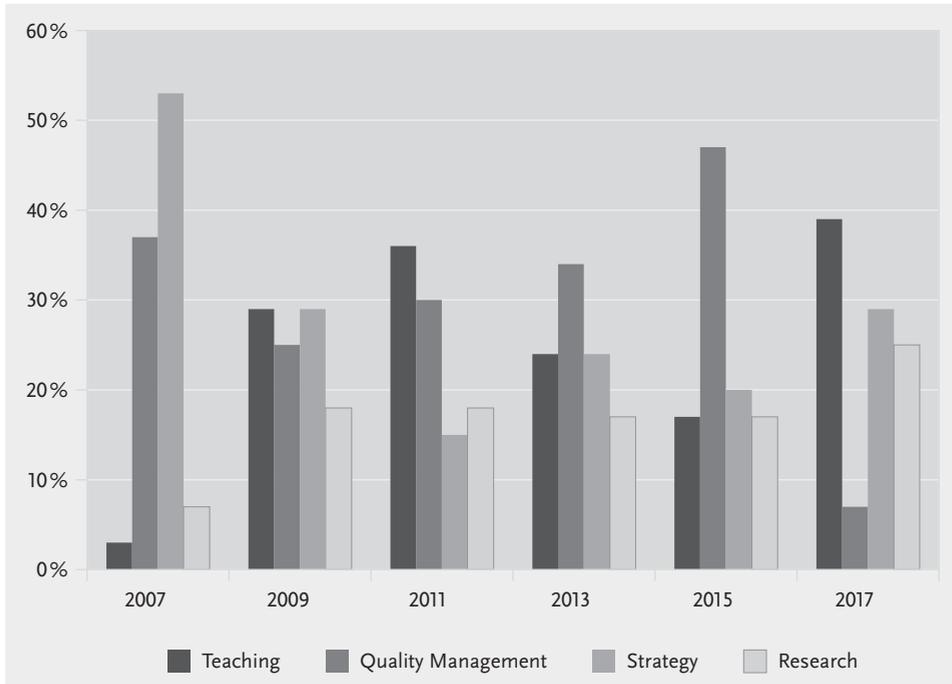


Figure 2: Project action plans per cohort – IDC Africa

It is instructive that a majority of the participants in the very first African cohort in 2007 saw quality management and strategic management as the major concerns in their institutional environments, concerns in respect of which they were prepared to be agents of change. This choice may also have been shaped by the thrust of the curriculum in that very first course, even though it must be stressed that participants independently chose their topics, based on perceived institutional needs, individual capacity, and so on. An inference to be drawn from the pattern of choice of the very first cohort is an overriding concern among participants to improve governance in their respective institutions. Whether the course reminded them of a bygone era of institutional management or simply provided the lens for viewing what needed to be fixed, participants overwhelmingly chose to work on governance issues.

Research and teaching, which were not as prioritized in 2007, have since the 2009 cohort become more important. When the figures are disaggregated by country, teaching elicits a fairly consistent cross-country interest, even though there was initially no module devoted to the subject. As was seen in Textbox 1 presented earlier, responding to the unsatisfactory lecturer/student ratio or to the student/laboratory facility ratio and so on were recurring themes. The picture for research, however,

differs remarkably. For Nigeria, which has traditionally had many Alexander von Humboldt fellows as participants, research has had a rather strong appeal.

Some achievements of the IDC

In the ten years of IDC Africa, there have been over 140 institutional quality improvement projects carried out by IDC participants spread across over 80 universities. Beyond the numbers, chapters of this book (admittedly not all from IDC Africa) give a palpable sense of what a project in the IDC course is like, the vision that drives it, the impact it has, and the knowledge base from which it derives. Participants typically report that the course provides them the lenses to see challenges and opportunities in their institutions, or enables them to put a name to, and a context around, observations they routinely make, but are usually not able to process any further.

It is not only the 140-odd participants of IDC Africa (between 2007–2017) who have benefitted from the course. The second contact phase of the course has often incorporated open sessions which interested persons in the host environment have attended. Alumni of the IDC as well as of other programs under the Dialogue for Innovative Higher Education Strategies (an initiative supported by the German Academic Exchange Service and the German Rectors' Conference) have organized multiplication workshops across the continent. In sum, a critical mass of individuals trained in higher education management is gradually being developed across countries of sub-Saharan Africa, thanks to the IDC. Accepting the inevitability of expansion, it is through trained individuals such as these that the opportunities associated with expansion in the university system may well be leveraged and the otherwise negative effects mitigated.

Apart from those who attended the IDC while they were already Deputy Vice-Chancellors, many of the alumni have stepped into important leadership roles in African universities. Without exception, they credit the IDC for the courage they had to apply as well as for their success in the selection process. Thus, among others, the following alumni hold or have recently held executive leadership positions: Hamadi Boga (Vice Chancellor, Taita Taveta University, Voi, Kenya), John Okumu (Deputy Vice Chancellor, Kenyatta University, Kenya), Charles Igwe (Deputy Vice Chancellor, University of Nigeria), Daniel Obeng-Ofori (Pro Vice-Chancellor, University of Energy and Natural Resources, Ghana), Charles Esimone (Deputy Vice Chancellor, Nnamdi Azikiwe University, Awka, Nigeria), Alem Mehbrahtu (Vice President, Adigrat University, Ethiopia), Puplampu Bill Buenar (Vice-Chancellor, Central University of Ghana), Peter Barasa (Acting Deputy Principal, Alupe University College, Kenya), Peace Chinedum Babalola (Vice-Chancellor, Chrisland University, Abeokuta, Nigeria), Adeyinka Aderinto (Deputy Vice-Chancellor, University of Ibadan, Nigeria), Joseph Bosire (Acting Vice Chancellor, Masinde Muliro University of Science and Technology, Kenya), late Yudah Ayodo (Deputy Principal, Kaimosi University College, a constituent college of Masinde Muliro University of Science and Technology,

Kenya). Not to be outdone by their mentees, two of the African trainers themselves have moved up: Abebe Dinku (as Vice-President of Addis Ababa University, Ethiopia) and Christine Onyango (as Deputy Vice-Chancellor, Taita Taveta University, Kenya). In private communication with one or the other of these alumni, it has become obvious that they are putting to good use insights obtained from IDC in order to respond to concerns in their environments. One recently spoke about introducing the project action plan concept to her principal officers.

The success of the IDC streams for Africa and Asia has spawned a number of related initiatives, such as the Latin American IDC stream and other capacity-building projects by some of the project's partners, such as workshops addressed to university vice-presidents in Germany, Ethiopia and Kenya.

As the contribution by Wolf and Wilde to this volume indicates, evaluation of the IDC by the Boston College Center for International Education as well as by the SYSPONS agency indicates that the course is addressing a need in a somewhat unique manner.

Conclusion

In commemorating the tenth anniversary of the IDC, this contribution has placed the IDC within the context of developments in African higher education. Specifically, expansion of the university system, which has not everywhere been underpinned by a rational planning model, has seen the system hit quite a bit of turbulence. From this anomalous situation, however, have arisen opportunities such as the IDC to create a generation of disciplinary experts that are also knowledgeable in facets of higher education management.

To reflect briefly on lessons learned and challenges encountered, it has become obvious that incorporating the project action plan (PAP) into the design of the IDC was an excellent idea for a range of reasons. Epistemologically, for participants as much as for faculty, the PAP has turned out to be a means of verifying or reinforcing knowledge of a more theoretical nature shared in the first contact phase; it has sensitized participants and faculty to complementary knowledge required for the success of projects in different environments; the reporting requirement associated with the PAP has seen participants attending to otherwise unnoticed learning experiences; more broadly, though, the PAP and the IDC as a whole have been reported by participants and alumni as catalysts for acquiring additional management knowledge of relevance to higher education.

In terms of the profile of stakeholders, because the PAP is a stimulus for and a means of introducing (beneficial) change in home institutions, it has enhanced the stature and institutional leadership credentials of their implementers. PAP implementers have on occasion been surprised by the quality of support they have received from their principals, or by requests for their projects to be rolled out in other units of the institution. It would seem to have also created positive publicity for the

collective expertise of the German-African team and for this particular German model of development cooperation in the higher education sector (represented here by the DAAD, HRK, CHE, University of Applied Sciences in Osnabrück, AvH and the Freie Universität of Berlin).

A challenge encountered by participants was the very designation of the project to be undertaken. Initially called personal action plan, it created an impression in some institutional environments that the task was simply that of the course participant. Buy-in from colleagues was incredibly difficult. The term was most unfortunate because it in fact negated some of the content that is covered in change management and strategic management that emphasizes team work. The term was promptly changed, with 'project' taking the place of 'personal', making it thus possible to keep the likeable PAP acronym. With this new term, marketing the idea as a collective enterprise has been reported to be easier (especially in light of greater consultation – see below).

It was also realized that, sometimes, the pressure experienced by participants to come up with a topic within the first week of the course did not always allow for optimal decision-making. In the first week, participants are exposed to a barrage of sometimes completely new management information. Admittedly, as part of the application procedure, would-be participants are asked to describe a quality improvement project they would want to embark on as part of the course. Experience has shown that this write-up is frequently more useful for determining how deeply invested applicants are in the university system than for assessing appropriateness (within the IDC context) of project ideas. As a consequence, a lot more flexibility and support have been introduced. There are extended presentations on the PAP concept, including discussing the PAP reporting template. There are discussions of sample PAPs. Even while participants are encouraged to come up with topics especially in week 2 (devoted to site visits in Germany), a final choice is delayed until participants are back to their home institutions and have had a chance to consult and better determine feasibility.

The challenge of time to follow through on the PAP commitment is a real one for individuals who also have a host of other institutional mandates. An attempt to mitigate the effects of this challenge has been made by insisting that participants take on projects that are within their purview or institutional sphere of influence. It is stressed that while a project by definition is a non-routine activity, it is important to take on tasks that are closely aligned to one's core functions. Developing a strategic plan for responding to an issue in research or teaching would be quite consistent with the portfolio of a (sub) Dean in charge of research and teaching, much more than getting the entire institution to embrace a particular novelty. In the past, projects such as the latter turned out to be quite demanding and a qualified success. Although for logistic reasons PAP mentoring is country-based (that is, participants from a given country are assigned a mentor irrespective of topics), encouraging the building of informal clusters of participants working in a given thematic area across

countries has been found to enhance experience-sharing and to sustain commitment.

In sum, the success of the IDC in its first decade has been the result of a number of factors: the underlying vision and its timing (given developments in the African and global higher education landscape); the flexibilities introduced and the alertness of the faculty to change course when things are not working; enthusiastic participants and their supportive institutional managers; a dedicated support staff, a collegial faculty and the goodwill they enjoy from their respective organizations; and of course the DAAD for the financial support.

References

- Altbach, P. G. (2017). The Necessity and Reality of Differentiated Postsecondary Systems. In: Altbach, P. G., Reisberg, L. & Wits, H. (eds). *Responding to Massification: Differentiation in Postsecondary Education*. Rotterdam: Sense Publishers, 1 – 12.
- Antia, B. E. (2017). Overview of Higher Education in West Africa and Cameroon. Presentation at IDC, Osnabrück, June 2017.
- Bloom, D., Canning, D. & Chan, K. (2006). *Higher Education and Economic Development in Africa*, Harvard University. Study commissioned by the World Bank. Washington, D.C.
- Boateng, K. & Ofori-Sarpong, E. (2002). An Analytical Study of the Labour Market for Tertiary Graduates in Ghana. A World Bank/National Council for Tertiary Education & The National Accreditation Board Project. Accra.
- Dinku, A. (2017). Higher Education in Eastern Africa: A Brief Introduction. Presentation at IDC, Osnabrück, June 2017.
- Folefack, E. (2016). L'architecture du système universitaire Camerounais : évolution historique et dynamique actuelle. In: Ngwé, L. & Pokam H. D. P. (eds) *L'enseignement supérieur au Cameroun depuis la réforme de 1993: Dynamiques et perspectives*. Dakar: Codesria, 31 - 56
- Kiamba, C. (2015). An Innovative Model of Funding Higher Education in Kenya: The Universities Fund. In: Okebukola, P. A.(ed). *Towards Innovative Models for Funding Higher Education in Africa*. Accra: Association of African Universities, 27 – 44.
- Mohamedbhai, G. (2014). Massification in Higher Education Institutions in Africa: Causes, Consequences, and Responses. *International Journal of African Higher Education*, vol.1(1), 59 – 83. DOI: <https://doi.org/10.6017/ijahe.v1i1.5644>
- Mohamedbhai, G. (2008). The Effects of Massification on Higher Education in Africa. Available at: <http://ahero.uwc.ac.za/index.php?module=cshe&action=downloadfile&fileid=18409092513202791624126>
- Mulinge, M. M., Arasa, J. N. & Wawire, V. (2017). *The Status of Student Involvement in University Governance in Kenya. The Case of Public and Private Universities*. Dakar: Codesria.

Okebukola, P. A. (2015). Towards Models for Creatively Funding Higher Education in Nigeria. In: Okebukola, P. A.(ed). *Towards Innovative Models for Funding Higher Education in Africa*. Accra: Association of African Universities, 45 – 75.

Okebukola, P. A.(ed). *Towards Innovative Models for Funding Higher Education in Africa*. Accra: Association of African Universities.

Peter, D., Gao, S., Shen, Y., & Bawany, B. (2017). *Sharing Higher Education's Promise beyond the Few in Sub-Saharan Africa*. (Directions in Development). Washington, DC: World Bank. doi:10.1596/978-1-4648-1050-3.

Reisberg, L. & Rumbley, L. E. (2010). Ethiopia: The dilemmas of higher education expansion. *University World News African Edition* (17 January 2010). Available at: <https://www.universityworldnews.com/post.php?story=20100114185315419>

Teferra, D. & Altbach, P. G. (2004). African Higher Education: Challenges for the 21st century. *Higher Education* 47: 21–50, 2004.

Onyango, C. A. (2017). Higher Education in Kenya. Presentation at IDC, Osnabrück, June 2017.

World Bank (2002). *Constructing Knowledge Societies: New Challenges for Tertiary Education*. The World Bank. Washington, D.C.

World Bank. (2010). *Financing Higher Education in Africa*. Washington, DC: World Bank.

Table of Figures

Fig. 1	Relationship between growth in student numbers and available resources	20
Fig. 2	Project action plans per cohort – IDC Africa	24

Lehre an Hochschulen

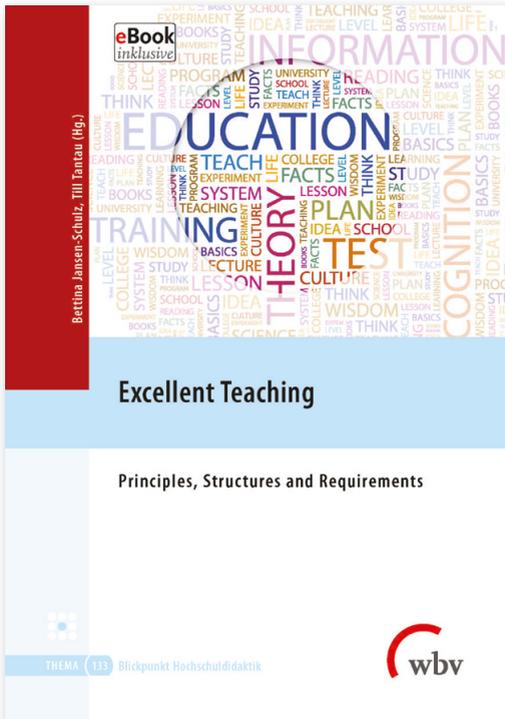
Herausforderungen für die Steuerung
der Organisation Hochschule

➔ wbv.de/dghd

- Exzellente Lehre aus vier Perspektiven
- Praxisbeispiele und Forschungsbefunde

Die Frage, wie die Lehre an Hochschulen zu Exzellenz verbessert werden kann, beantworten die Autorinnen und Autoren des Sammelbands aus vier Perspektiven. Sie betrachten Herausforderungen für die Steuerung der Organisation Hochschule und diskutieren aktuelle Forschungsentwicklungen, insbesondere anhand der Methode „Scholarship of Teaching and Learning“. Außerdem werden gute Beispiele aus der Lehrpraxis präsentiert und Ansätze vorgestellt, um exzellente Lehre sichtbar zu machen.

Der Band richtet sich an Akteurinnen und Akteure aus der Lehr- und Hochschulentwicklung.



Bettina Jansen-Schulz, Till Tantau (Hg.)

Excellent Teaching

Principles, Structures and
Requirements

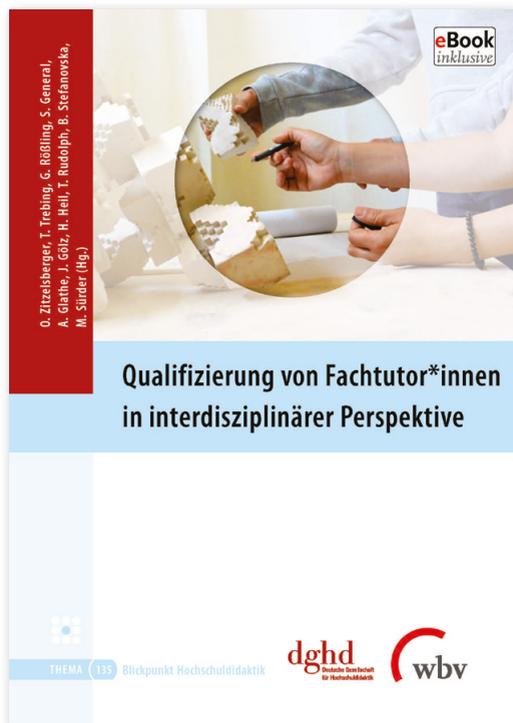
Blickpunkt Hochschuldidaktik, 133
2018, 317 S., Print plus E-Book 34,90 € (D)
ISBN 978-3-7639-5991-4
Als E-Book bei wbv.de

wbv Media GmbH & Co. KG • Bielefeld
Geschäftsbereich wbv Publikation
Telefon 0521 91101-0 • E-Mail service@wbv.de • Website wbv.de



Interdisziplinäre Qualifizierung von Tutorinnen und Tutoren

➔ wbv.de/dghd



O. Zitzelsberger, T. Trebing, G. Rößling, S. General,
A. Glathe, J. Gölz, H. Heil, T. Rudolph, B. Stefanovska,
M. Sürder (Hg.)

Qualifizierung von Fachtutor*innen in interdisziplinärer Perspektive

THEMA 135 Blickpunkt Hochschuldidaktik

dghd
Deutscher Gesellschaft
für Hochschuldidaktik

wbv

Olga Zitzelsberger, Thomas Trebing, Guido Rößling, Sabine General, Annette Glathe, Jacqueline Gölz, Henrike Heil, Tina Rudolph, Biljana Stefanovska, Michael Sürder (Hg.)

Qualifizierung von Fach- tutor*innen in interdisziplinärer Perspektive

Blickpunkt Hochschuldidaktik, 135
2019, 304 S., Print plus E-Book 34,90 € (D)
ISBN 978-3-7639-6044-6
Als E-Book bei wbv.de

wbv Media GmbH & Co. KG • Bielefeld
Geschäftsbereich wbv Publikation
Telefon 0521 91101-0 • E-Mail service@wbv.de • Website wbv.de

- Material zur Implementierung
- Nachschlagewerk für die Praxis

Tutorielle Lehre ist ein erfolgreiches Konzept an Hochschulen, besonders in der Studiengangphase. An der TU Darmstadt werden Tutorinnen und Tutoren schon lange in einzelnen Fachbereichen und der Hochschuldidaktischen Arbeitsstelle qualifiziert. Durch die Förderung im Qualitätspakt Lehre im Projekt „KIVA“ konnten die Konzepte weiterentwickelt und ausgeweitet werden. Der Band stellt die wissenschaftlichen Grundlagen und Praxisansätze des Modells zur Qualifizierung von Fachtutorinnen und -tutoren vor.

Im ersten Schritt ordnen die Autorinnen und Autoren die Tutorielle Lehre in den deutschen Hochschulkontext ein und beschreiben die historische Entwicklung. In den folgenden Kapiteln erörtern sie Modelle der Qualifizierung in Deutschland, Qualitätsstandards und professionstheoretische Ansätze sowie inhaltliche Aspekte und Methoden zur Qualifizierung.

In einem Praxiskapitel werden Möglichkeiten der Anwendung in einzelnen Disziplinen vorgestellt. Das Abschlusskapitel berichtet über die besonderen Strukturen der TU Darmstadt und die gelebte Interdisziplinarität in der Tutoriellen Lehre.

wbv

Higher education institutions constantly need to strategise in order to respond to changes in their environments. Discussing what changes are needed and what changes are possible and appropriate is at the very core of the International Deans' Course (IDC). The IDC is a collaborative effort of German organizations working with experts at six universities in Africa and Southeast Asia: German Academic Exchange Service (DAAD), the German Rectors' Conference (HRK), the Alexander von Humboldt-Foundation (AvH), the Centre for Higher Education (CHE) and the Osnabrück University of Applied Sciences in Germany, the Addis Ababa University in Ethiopia, Centro Escolar University Malolos in the Philippines, Gadjah Mada University in Indonesia, Multimedia University in Malaysia, Taita Taveta University in Kenya, and the University of Western Cape in South Africa.

As part of this initiative, participating deans of the courses in 2016/2017 and 2017/2018 identified opportunities for change projects at their institutions, worked on identified projects, discussed them with other participants, and several of them have in this volume finally put on paper their reflections in order to share their experience with a wider audience.

The chapters in this book can serve as tool box for change. The contributions demonstrate that change requires individual effort, vision and endurance, but at the end can be successful. The cases equally underscore the importance of team work in making change a reality. They hopefully inspire leaders to move ahead despite difficulties and challenges. In sum, the clear message from the contributions is that: Change is possible, change is important, leaders can make a difference.

SUPPORTED BY

DAAD



Funded by



Federal Ministry
for Economic Cooperation
and Development



ISBN 978-3-7639-6033-0

wbv Publikation

wbv.de