

Workshop 1: How to create synergies among EM coordinators, within an institution.

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How to create Synergies between Coordinators: Correlating Coordinators and the Institutional Framework

Ghent

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Presentation and discussion outline

- Two opposing points of view? EMA1 vs. EMA2
 - EM history at UGent
 - Synergies in practice: EMA1 at UGent
 - Common actions, services and results
 - Tension field between institutional vs. departmental objectives
 - Lifting the experience to a higher level? Association or Concilium
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EMA1 vs. EMA2 – Opposing points of view?

Action 1 (Joint Programmes) are *departmental* projects, whereas Action 2 (Partnerships) are *institutional* projects (+ EC funding context)

- Action 1: bottom-up approach, i.e. initiative taken by departments
- Action 2: top-down approach, i.e. initiative taken by central offices

→ Is this always the case in every institution?

→ Action 1 projects might benefit from central support, whereas Action 2 projects simply cannot exist without departments

→ Can the experiences from both approaches be shared to a mutual benefit?

EMMCs at UGent

Co-ordinating EMMCs:

- IMRD – EM International MSc. in Rural Development (2004)
- EMMP – EM Master of Science in Photonics (2005)
- FUSION - European Master in Nuclear Fusion Sc. and Eng. Physics (2005)
- EMBC - EM MSc in Marine Biodiversity and Conservation (2007)
- EUMAINE – European MSc in Nematology (2007)
- IMFSE – International MSc in Fire Safety Engineering (2009)
- IMETE – International MSc in Environmental Technology and Engineering (2010)

Partner in EMMCs:

- EMLE - European Master in Law and Economics, coord. Erasmus University Rotterdam (2004)
- CEMACUBE – International MSc in Biomedical Engineering, coord. RU Groningen (2009)

Co-ordinating EMJDs:

- EMJD MARES - Joint Doctoral Programme in Marine Ecology and Conservation (2010)
 - EMJD FUSION-DC – Doctoral College in Fusion Science and Engineering (2011)
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EMMCs at UGent: partners

Christian-Albrechts Universität, **Kiel**, Humboldt Universität zu **Berlin**, RWTH **Aachen** University, Universität **Bielefeld**, Universität **Bremen**, Universität **Stuttgart**, Universität **Hamburg**, Agrocampus Ouest **Rennes**, Université de Technologie de **Compiègne**, Université Henri Poincaré, **Nancy 1**, Université Paul Cézanne - **Aix-Marseille III**, Université Pierre et Marie Curie, **Paris 6**, Trinity College **Dublin**, Università di **Bologna**, Università di **Pisa**, Klaipėdos Universitetas, **Klaipėda**, Erasmus Universiteit **Rotterdam**, Rijksuniversiteit **Groningen**, Universiteit **Wageningen**, University of **Vienna**, **Warsaw** School of Economics, Universidade de **Evora**, Universidade do **Algarve**, **Moscow** Engineering Physics Institute, **St-Petersburg** State Polytechnic University, Slovak University of Agriculture in **Nitra**, Universidad Carlos III de **Madrid**, Universidad Complutense de **Madrid**, Universidad de **Jaén**, Universidad de **Oviedo**, Universidad Politécnica de **Madrid**, Czech Technical University in **Prague**, **Heriot-Watt** University, **Edinburgh**, Scottish Crop Research Institute, **Invergowrie**, University of **Edinburgh**, University of **St-Andrews**, Kungliga Tekniska Högskolan **Stockholm**, Lunds University, **Lund**, China Agricultural University, **Beijing**, **Nanjing** Agricultural University, University of Science and Technology of China, **Hefei**, Zhejiang University, **Hangzhou**, Indira Gandhi Institute of Development Research, **Mumbai**, University of Agricultural Sciences, **Bangalore**, University of **Haifa**, University of **Tokyo**, Escuela Superior Politecnica del Litoral – ESPOL, University of Arkansas, **Fayetteville**, University of California, **Los Angeles**, University of Florida, **Gainesville**, University of Wisconsin, **Madison**, University of **Pretoria**, University of **Sydney**

Possible explanations for the succes rate

- Early adoption of Bologna process from 2003 onwards
 - Flemish Ministry of Education benevolent towards Erasmus Mundus
 - Experience of Ghent University in EU-projects
 - Last but not least: educational standards of all partners involved
- Presence of sufficient 'critical mass' in Erasmus Mundus as an added incentive for further initiatives
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Bottom-up approach

The bottom-up approach is particular to UGent EMMC project development, but is also a general principle in UGent 's (EU project) management

Consortium establishment in practice:

- Professor builds upon nucleus of existing international network, with a history in research collaboration and/or (Erasmus) Exchange
 - Sometimes widened by newly approached partners, or partners who presented themselves
 - Support given by central administration for working out proposal/administrative formalities and for starting up selected project
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Consortium's internal administrative organization at UGent

... But one of various models for EMMC implementation

- The project coordinator
 - organizes the secretariat for the consortium
 - presides the Management Board
 - guarantees the smooth operating of the consortium in general
 - The technical coordinator
 - day-to-day workings of the consortium
 - under management of the project coordinator
 - Usually funded through the project, preferably 1 FTE
 - EACEA recognizes the project/consortium coordinator as spokesperson, but the head of the coordinating institution remains legal representative
 - institutional commitment remains a necessity from the very start
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EMMC Coordinator's Secretariat

The administrative management of the programme at the coordinating secretariat encompasses:

- Communication with consortium partners, organization of consortium meetings
- Promotion and communication towards prospective students
- Screening of candidate-students, preparing the selection
- Follow-up of students and scholars within the consortium
- Visa-support to individual students (IRO: generalized procedures)
- Communication with EACEA and preparing reports
- Cooperation with faculty and central student administration (student files and degrees)
- Communication with local IRO concerning EACEA-modalities, contracts and issues concerning all EMMCs
- etc.

→ The consortium's 'hub'

EMMC: bottom-up creation, but...

...involved administrative entities:

- Faculty: formal approval of the programme
 - Faculty Board
 - Dean's administration (student administration, quality assurance unit)
 - Central unit for study programmes and student administration
 - Board of Governors: formal approval of the programme
 - Central International Relations Office
 - Financial Department
 - Central Student Services:
 - Housing Department
 - University Language Center
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UGent's IRO role towards EMMCs

- Assistance in preparation of project proposals; knowledge transfer between operational and prospective projects
 - Organization of meetings between UGent-consortium coordinators: the base of all synergies!
 - Institutional communication with EACEA, National Structure and other external organizations (City Council, Foreign Office,...) on EMA1 in general
 - Advise upon institutional-level communication to partner institutions (Rector to Rector)
 - Provide additional financial support
 - Convince University policy makers on EM's needs: the future!
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Bring 'EM together at UGent: some results and outputs

Action 1 only

- Visa procedure with Ministry of Foreign Affairs
 - Dialogue with City Council on residence permit (ups and downs)
 - Proposed changes to legislation concerning accreditation
 - Proposed changes to admission, student and exam regulation
 - Housing policy
 - Promotion mailing to Erasmus partners to attract EU students
 - Regulations for the use of Erasmus grants and EMA2 grants within EMMCs
 - Shared investment in language courses
 - Limited additional funding; the start of more?
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Bring 'EM together at UGent: some results and outputs (2)

Shared with Action 2:

- Common framework agreement with EM insurance provider
- Joint promotion material
- Annual events for all Erasmus Mundus students
- EConsort development (see next slide)

Results First and foremost:

- Establishment of a cross-faculty network of EM administrators
 - Institutional administrative awareness of what Erasmus Mundus is and what its particular requirements are
- a constant effort
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- Online website and consortium management-tool
 - Developer: Dr. Tim Deprez, manager of EMBC and MARES programme
 - Used by UGent-coordinated EMMCs (6) and EMA2-projects (2)
 - One independent 'tool instance' per consortium
 - Can be accessed by all partners through the internet (secured)
 - Online application form for students
 - Mailing and archive
 - Secured student pages: exchange of experiences, surveys, etc.
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Institutional vs. departmental objectives: some observations

- Here the IRO is also operating as *Internal Relations Office*: it provides service, but the EMMC administrations remain autonomous and are not fully 'streamlined'
 - Bottom-up origins, particularities and needs of each consortium lead to separate programme secretariats. Individual Programme Administrators still largely remain 'Jacks of all trades': what about cost effectiveness and sustainability?
 - A boosted EM self-awareness of coordinators vs. the wide variety of the many institutional interests and needs: can all service expectations be fulfilled?
 - Critical mass led to this local institutional support approach, but not all partner institutions are in a similar position: how to keep the balance within the consortia?
 - Coordination between programmes and central IRO levels: what about the intermediate administrative level of the Faculty? Is it 'EM-aware' enough?
 - A bottom-up approach, but how to fit consortia with many partners into the overall institutional internationalization strategy with strategic partners?
 - Where can Action 1 and Action 2 meet in this respect?
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Lifting the experience to a higher level?

- Can a similar service model be lifted to a higher level, above the institutional level?
- For which aspects?
- Can it be institutionalized as a separate organization?

→ EM-iDEA

- Needs analysis
 - Survey of tools and services
 - Creation of Association at the service of Erasmus Mundus projects
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