

The I In IUC: Realising change within the institution

April 1, 2019



Belgium
partner in development

I in IUC

The I in IUC?

- ~~Interuniversity?~~
- ~~International?~~

I = INSTITUTIONAL

Institution = ‘an organisation founded for a religious, educational, professional or social purpose’ or ‘an established law (formal institution) or practice (informal institution)’ (Oxford Dictionary)

I in IUC:

- **Scope:** not necessarily a cooperation with an entire university but a cooperation programme including a number of faculties and departments of a university, selected based on **institutional** priorities and with institutional backstopping and support
- **Means:** strengthen ‘institutions’ (rules and practices) at the partner university (f.e. research practices, lab management,...)



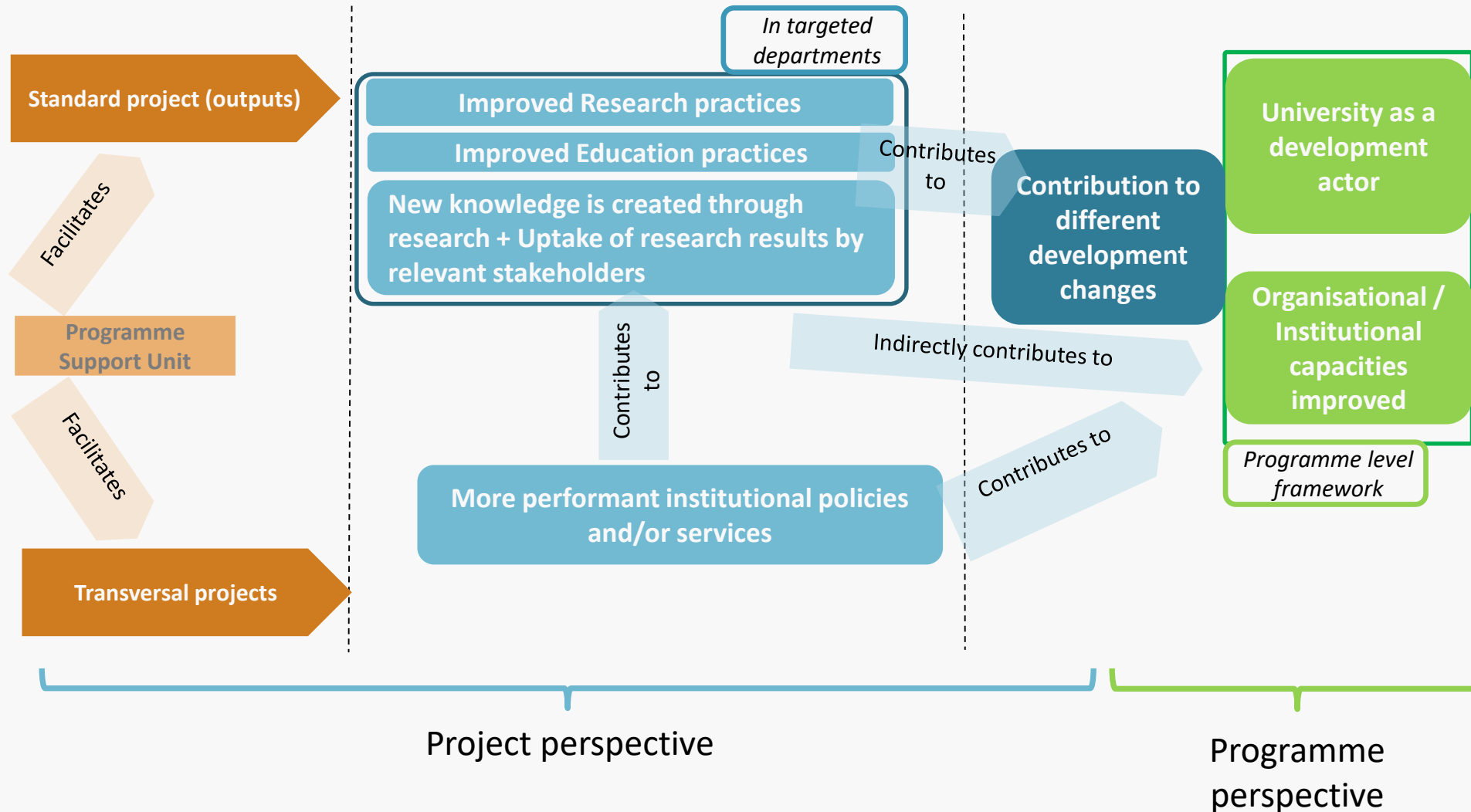
GOAL?

Bring about **change** by empowering a partner university (institution) **to better fulfil its role as development actor in society**

HOW?

- Trough improved research and educational performance in a number of institutional priority domains (thematic projects)
- Trough institutional / organisational capacity building (transversal institutional strengthening projects), e.g. on:
 - prioritised institutional policy domains (research policy, accreditation, HRD, international relations, ...),
 - internal service delivery (ICT, library, language,...),
 - external service delivery (outreach services, extension/RTT offices,...)

Programme ToC (2015)



I in IUC – realising change within the university

VLIR-UOS needs to:

- *Think about optimized strategies to effectively obtain the planned objectives related to organizational change,*
- *Reflect on the positioning of transversal projects,*
- *Come up with strategies to ensure success*

Workshop setting → 2 main topics

- Improving capacity building in research/education (thematic) projects
- Transversal institutional strengthening projects: nature, complexity, level of ambition, focus, profiles needed,...)

	Capacity creation	Capacity utilisation	Capacity retention
Individual level	<p>Development of adequate skills, knowledge, competencies and attitudes</p> <p>(e.g. PhD)</p>	<p>Application of skills, knowledge, competencies on the workplace</p> <p>(e.g. PhD holder applies new knowledge and skills)</p>	<p>Reduction of staff turnover, facilitation of skills and knowledge transfer within institutions</p> <p>(e.g. PhD remains staff member)</p>
Organisational level	<p>Establishment of efficient structures, processes and procedures</p> <p>(e.g. introduction of lab-procedures)</p>	<p>Integration of structures, processes and procedures in the daily workflows</p> <p>(e.g. well-functioning lab)</p>	<p>Regular adaptation of structures, processes and procedures</p> <p>(e.g. Integration of regular evaluation mechanisms for lab management)</p>
Institutional and policy environment level	<p>Establishment of adequate “institutions”, policies, rules and regulations</p> <p>(e.g. development of a new HR policy)</p>	<p>Enforcement of rules and regulations for good governance</p> <p>(e.g. implementation of new HR policy)</p>	<p>Regular adaptation of institutions, rules and regulations</p> <p>(e.g. evaluation mechanisms for new HR policy)</p>