

higher education 2030

Workshop Notes - From Future Skills in Higher Education to the Future Skills of Higher Education Managers

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Introduction

On December 9, 2020, we continued the discussion on the future of higher education during the virtual open symposium “Higher Education 2030”. The focus was on drivers and effects of longer-term change with respect to (1) teaching and didactics, (2) institutions in the higher education value creation network as well as (3) national education systems and international schemes (including the interrelations of these three levels).

In the resulting publication, we highlight the results of this discussion of distinguished guests from industry and academia from Europe and beyond. One of the key questions for incumbent as well as new institutions in higher education – whether private or public – is, how to prepare for the dynamically evolving times ahead. The symposium concluded that managing higher education cannot continue unchanged.

Therefore, we embarked next on the topic of “From Future Skills in Higher Education to the Future Skills of Higher Education Managers.” For an initial workshop on May 14, 2021, we reached out to experts from different world regions as well as higher education providers.

The aim was to outline the challenges and the necessary competencies as well as the knowledge and methodologies needed to succeed in the changing context of higher education. The results will address an urgent and important need of preparing for a future – even more uncertain in these times of the COVID-19 pandemic, that was also touched upon as a driver itself and an accelerator to other trends respectively.

Based on the ideas collected in the workshop, the initiative “Higher Education 2030” shall continue working on further publications. In addition, it shall also inform the preparation of master level certificates that eventually lead to an International Higher Education MBA.

“Higher education” will henceforth also be abbreviated as “HE”.

Setting the scope for developing higher education managers

As an introduction of the workshop participants to each other, the discussion was guided by four questions each answered by varying teams as an initial statement.

Which issues challenged yourself most in terms of competencies, management skills or required knowledge during these pandemic times?

Leadership behaviour became even more an important issue for HE managers in these pandemic times. The situation challenged effective and efficient communication as university board members or other top management didn't meet all stakeholders in everyday life without specifically planning and organizing such encounters. Leading at a distance became a crucial competency to identify the specific needs of employees and students alike.

During the COVID-19-crisis it became obvious that HE managers even more need the ability to deal with uncertainty and accommodate the different expectations of the different stakeholder groups.

The crisis also further fuelled the trend of digital transformation or rather triggered an educational revolution due to digitization. However, this revolution is more pedagogical and didactical rather than purely technical.

COVID-19 has crystallized many issues that had already been on the table but now need to be rethought in terms of education nationally, in the European context, and internationally. What we are facing is a radically, globally, and rapidly changing world of work in terms of professional fields and occupational patterns respectively. This is especially true in the context of globally networked HE. COVID-19 has demonstrated clearly, that education doesn't have any geographic boundaries.

In these pandemic times, HE managers need knowledge of community and societal needs.

Why do HE managers have to deal with the social, technical, organizational, or other mid to longer term trends?

We need to develop universities with a long-term view while being agile and flexible in responding to the changes in context and conditions in the short term. So, we need skills with regards to future developments and not just to trends emerging now.

As a HE manager you need flexibility and the ability to adapt or to change. You have to be customer-focused, especially in private universities. As a HE manager, it is an advantage if you are, so to speak, socialized in HE institutions. In any case, you need to have an understanding of leading an expert organization.

What are the future goals for higher education management on the level of didactics, a HE institution, a HE system?

HE management requires measuring learning and teaching performance as well as talent along diverse dimensions. But HE institutions have not reached a point to be able to cope with the diversity of talent.

We are seeing education becoming increasingly digitalised. Software and digital data are becoming integral to the ways in which educational institutions are managed, how teaching and learning are experienced, how teachers' practices are performed, and how educational management and policies are made. Through datafication, many aspects in HE can be transformed into quantifiable information that can be measured, calculated and visualised. Through the "datafication of learning processes", learning can be redesigned (1) through real-time feedback (as learners interact with the learning software, data can be collected, analysed and fed back. The feedback can be given to the learners themselves or to the teachers), (2) by individualising and personalising the educational experience through adaptive learning systems that allow teaching material to be tailored to individual needs, as well as (3) through probability-based predictions of learners' future performance generated through data analytics.

Higher Education management at the didactic level should combine the individualisation of learning pathways and the associated data-driven feedback and predictions with close personalised learning. In terms of curricula, we need to be very dynamic, flexible and modular to be open to a rapidly changing context. We also need a shift from education strictly upstream of working life towards an education throughout the lifespan or the life cycle and a much greater flexibility. This is also reflected in a shift in importance from full-fledged Bachelor's and Master's degrees to micro credentials (also in support of upskilling and the acquisition of knowledge and skills in a focused way where and when needed). That means that we have to look at frameworks for the recognition of prior learning and prior experience. If we move in and out of education systems, we have to look at the structure and the "currency" (ECTS credit point scheme) for HE in Europe that has been addressed with the introduction of the Bachelor and the Masters. But there is much more work to be done in terms of the definition of credit units in order to ensure quality benchmarks as well as compatibility of credits, degrees, and awarded certificates.

With regard to future HE business models we need new regulations concerning copyright. New business models relate to different ways of protecting teaching content. With HE institutions creating and rearranging content, they turn into a kind of publisher.

In any case, future HE institutions will have to change from a hierarchical organization to a more distributed leadership model with a sense of responsibility and "ownership".

What do HE managers need to consider with regard to policies, regulatory framework conditions or “societal contracts” for an effective and efficient HE system?

A central question for HE managers shall be: How do we as educational leaders drive positive social change and what does it take for us to reach students?

We also need to look at the “societal contract” for HE and the way we support access to HE for a diversity of talents. A societal contract for HE needs to include government and all business sectors. It should include the values that underpin education and anchor these firmly in our curricula. These values have to be represented by the leadership within HE institutions.

A tentative manifesto for HE management

From the reflections in this workshop as well as the results from the earlier symposium about the scope for developing HE managers, we derived a manifesto draft for HE management (henceforth abbreviated HEM) and the requirements for developing future HE managers or more specifically HE leaders.

We summarize this tentative manifesto in ten assertions:

- (1) HEM anticipates globalization and is to be dealt with by an international perspective
- (2) HEM is based on leadership with values and a purpose for society and diverse individuals
- (3) HEM benefits from the developments of a digitally and virtually extended working world
- (4) HEM requires a clear “contract” between economy, society, and HE institutions
- (5) HEM means anticipating students’ and labour market expectations, short and longer term
- (6) HEM requires brand building and reputation
- (7) HEM is based on a partnership between academia and (business) administration
- (8) HEM is about addressing future skills
- (9) HEM has its foundation in competence and outcome-oriented facilitation of learning
- (10) HEM has to cope with rearranged value creation and new players in the HE ecosystem

Based on these assertions, in the following sections we more specifically define the ideas for training HE managers or leaders respectively.

Specifying ideas for HEM education

In the second part of the workshop, ideas for a programme to further develop HEM skills on an executive level were discussed. We summarize the specific questions related to the development of such a programme below.

How will the role of HE managers and his/her main responsibilities change?

Generally, there are different requirements and framework conditions for HEM at public and private universities. “Managing” public higher education institutions today is also an issue, and a growing one, due to increasing autonomy of state universities. And yet it differs from private universities in key issues, especially in terms of target groups, stakeholders, customer relations, marketing, sales etc.. Consequently, private and public HE institutions will require slightly different skills for HE managers.

HE managers are communicators and networkers. Coming from different departments and with different responsibilities (i.e. faculty, finance, service = CAO, CFO, COO) they need to find a way to coordinate and to pull in the same direction. External partnerships have never been more important for institutions of higher education. This includes corporate, academic, government and not for profit partnerships. In managing these relations, also knowledge of the role of media (particularly social media) is crucial.

Employees but even more so students require a clear commitment to diversity and inclusion. Part of focusing on the students demands is that there needs to be a focus on inclusion and diversity, perhaps with a link to a universal curriculum design. But we have to understand generational needs, cultural difference, LGBTQTI perspectives and so on.

In any case, traditional organization and hierarchies shall be overcome and a move from a hierarchical organization to a more distributed leadership model (i.e. responsibilities with ownership) shall follow. This, in turn, means an accentuated trend towards HE as a learning educational organization. The extent of this being accomplished depends on the local (national) legislation and their demands on HE institutions.

Both, IT and Finance become strategic in a HE management context. There will be more focus on making technology user-friendly, collaborative, engaging, and seamless. As digitalization is an ongoing process, the obvious consequence is that a CIO should be on the university board. At least in the US also the CFO has increasing power in higher education, whether this will be beneficial for a HE institution remains to be seen.

A university shall be seen as corporate citizen with social responsibility. Also, more focus shall be directed on mental health and wellbeing of students and staff (increasing diversity and high dynamics lead to high stress levels for staff and students). So, psychological, but also sociological skills are essential. A university is more than a monolithic entity. It's part of society. The new generation of students and faculty want more than knowledge. Universities are expected to assume corporate social responsibility, e.g. in the context of the UN Sustainable Development Goals. In that respect HE leaders also need to steer political debates and communication, as students want to be part of the CSR activities of their university. For

that reason, HE leaders / managers need to be role models. The ivory tower attitude is slowly but carefully changing. Diversity and social commitment matter.

Future higher education leaders need another understanding of HE that formerly was very much a supply driven endeavour. This needs to be replaced by a demand driven understanding. Universities need to develop listening skills. They must listen to understand the demands. Market intelligence becomes increasingly important, and more emphasis shall be given on developing a ranking/rating strategy.

What kind of skills, competencies, or knowledge is needed to succeed?

Unlike pedagogy or didactics respectively, that are championed by faculty, observing and making sense of major trends as well as future casting must be joint endeavors also mastered by HE managers.

Higher Education leaders must also understand industry. If they don't have an industry experience, they have to develop an understanding of the industry and its nuances as this is a critical competency.

HE institutions need to develop dynamic capabilities and its leaders have to be prepared for that accordingly. This entails flexibility and ability to change, embracing ambiguity and complexity as well as having the skills/methods and guiding the right people for future casting/ futuring / foresight (rather than determining trends that may be emerging just now). HE managers need to develop universities in a long-term view whilst having to be agile and flexible to respond to the changes in context and conditions in the short term.

Further, HE managers will rely more and more on communication and relationship building skills. The ability to communicate (as a leader) was particularly important in pandemic times.

Communication skills comprise also the ability to translate the different spoken "languages" (jargons, registers and styles) within universities (academia, finance, service, ...) and to the students, applicants as well as alumni (strong "customer" orientation). HE managers also should be able to form diverse teams and to coordinate them. Together with such skills come ideally personal characteristics of being compassionate and patient to be a mover in HE.

As universities do not operate in a vacuum, but are part of society, they need to understand the role of universities in society as a corporate or institutional citizen. Universities today differentiate themselves through their specific 'mission drives'. An important one of which is the civil and civic mission (others include the entrepreneurial university, student centred university, research university etc.).

The new generation of students and faculty want more than knowledge. Questions that arise here are: How do the latter contribute to promote sustainability? What does learning mean for sustainability, sustainable operation? How can we imagine regenerative futures as university?

At the same time, universities are also businesses. It is a significant business resource management aspect into that (integrated resource management), so the acquisition and

honouring of business skills, understanding of business models for universities is important. That ties into governance (not just seen as internally).

Academic self-governance thereby shall be combined with education industry leadership. With respect to this more agility with organizational standards is needed, change management skills as well as an entrepreneurial mind set. Today these capabilities should become also effective online, in virtual and remote contexts which requires particular emotional intelligence.

Another important skill set refers to risk management as HE institutions incur quite peculiar risks (in addition to general risks of other institutions). Systematic identification, monitoring, and mitigation of risks will possibly even more important in post-pandemic times.

Which prior professional experience is beneficial to excel in such responsibilities?

Leaders in HE management today have different backgrounds and an increasing number has not been trained through an extensive academic career. Ideally. Some HE managers have already proven to be networkers between academia or/and industry. However, a pure industry manager who has no academic experience risks not to be respected by the faculty (but lack of academic experience may be compensated by other capabilities). In the latter case, an effective HE management could be hampered. So, an academic profile seems to be beneficial – however, not necessarily a key requirement.

Generally, experiences with flattened, yet highly differentiated organizational structures are an advantage, as are experiences from highly diverse and inclusive organizations.

What kind of teaching modules/course for education HE managers follow?

As HE leaders are very busy people, a dedicated executive MBA should be delivered as a linear one year long, fulltime program. It rather should be broken down into micro credentials that offer very focused knowledge and skills. Such a course should not be delivered just isolated within the higher education sector. It rather should have intersections with leaders from other industries to have a dialog across sectors. Such a program also needs another understanding of education that formerly was interpreted by most as very much a supply driven endeavour. This view needs to be replaced or at least complemented by a demand driven understanding. Universities need to develop “listening skills” (i.e. systematically monitoring and actively scanning their institutional/business environment).

An executive study program for university leaders should address the specific skills and needs of this group of people. An integral part of such a program needs to be the understanding of the educational demands of students; bearing in mind that we are talking not only about the 18- to 24-year-olds, but about people from all generations.

Generally, courses should contain experiences on the job. An executive level course on HE management should not just be delivered in isolation within the higher education sector. It

should have intersections with leaders from industry in order to have a dialog across sectors and learn from practices.

A study program could additionally include with regards to understanding the educational demands, exposure to students in the form of focus groups from future students and existing students to have that engagement with the key stakeholders.

An international approach is very important and should be substantial asset for such a training programme (integrating as much diversity as possibly also on the basis of online courses).

It might also be interesting if leaders/ managers of a university will get the chance to set off for a short-term sabbatical, i.e. one month to concentrate on such a programme.

Appendix (agenda and short bios of participants)

Agenda of the workshop

The online workshop "From Future Skills in Higher Education to the Future Skills of Higher Education Managers" took place on May 14 from 2.00 - 5.00 pm (CET).

02: 00 pm – 02.50 pm:

- Short intro into the general goals of the initiative “Higher Education 2030” and the goal of the workshop (collecting and structuring skills, competences, and knowledge needed in HE management; drafting curricular ideas; creating the basis for a white paper with the working title: From Future Skills in Higher Education to the Future Skills of Higher Education Managers)
- Warming up with sharing your very short statement/perspective on the following questions (max. 3 minutes!)
 - Which issues challenged yourself most in terms of competencies, management skills or required knowledge during these pandemic times?
 - Why do HE managers have to deal with the social, technical, organizational, or other mid to longer term trends?
 - What are the future goals for higher education management on the level of didactics, a HE institution, a (national) HE system?
 - What do HE managers need to consider with regard to policies, regulatory framework conditions or “societal contracts” for an effective and efficient HE system?
- Moderated Q & A on the statements/perspectives

02.50 pm – 03.05 pm

- Intro to three breakout sessions (based on Miro) + short break
- “Facilitators” take care of Miro environment and methodology; “rapporteurs” report back in the following plenary session

03.05 pm – 04.10 pm:

- Three breakout sessions all three with the same task: Brain storming (collaboration tool: sticky notes on Miro online whiteboard) on the following questions:
 - How will the role of HE managers and his/her main responsibilities change?
 - What kind of skills, competencies, or knowledge is needed to succeed?
 - Which prior professional experience is beneficial to excel in such responsibilities?
 - What kind of teaching modules/course for education HE managers follow?

- The questions shall be answered by sticky notes placed in a matrix with two dimensions:
 - Hierarchical level: (1) University board, (2) department/faculty/school, (3) program
 - Functional area/activity cluster: (a) curriculum development and sensing of trends, (b) industry relations and societal partnerships, (c) HR management for academics and admin, (d) outsourcing and supplier relations, (e) digital transformation and IT infrastructure, (f) brand and reputation building, marketing, (g) student experience and employability
 - Hierarchical levels as well as functional areas/activity cluster may be further differentiated or extended by the team in each break out session

04.10 pm – 04.20 pm

- Short break

04.20 pm – 05.00 pm

- Presentation of session results by each “rapporteur”
- Moderated Q&A
- Wrapping-up the achievements of the workshop and expectations for next steps of the initiative

Short biographies of hosts and invited experts

Prof. Dr. Beate Baltes

Prof. Dr. Beate Baltes brings over 25 years of experience in higher education teaching, service, and scholarship as well as 12 years of experience in various academic leadership roles including Department Chair, Associate Director for Faculty Excellence, and Program Director of the EdD Teacher Leadership program. Currently she is serving as a University Research Reviewer in the School of Higher Education, Leadership, and Policy at the Richard W. Riley College of Education and Leadership, Walden University. Before joining the Ed.D. program in 2010, she was a faculty member in the Ph.D. program and an Associate Director in the Office of Faculty Development at Walden University.

Prior to joining Walden University, she was an Associate Professor of Teacher Education for 10 years, most notably involved in online teaching pedagogy, for example, the development of the first online program to receive a K-12 teaching credential in California. During her sabbaticals, she spent 2000/2001 at the University of Chemnitz in Germany, building a Department of Online Learning and 2017/2018 as Guest Lecturer at the University of Applied Sciences in Munich. In addition, Beate Baltes has an outstanding record in teaching and mentoring, service, and scholarship and received the Outstanding Faculty Award as well as several research awards throughout her career.

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Dr. Merle Emre

Dr. Merle Emre holds an MBA in Higher Education Management and focusses on digital transformation in the higher education sector. She has extensive experience in the strategical development of public and private educational institutions and preparing them for the digital future. After various professional positions in Higher Education Management at public and private Universities she is now director of the Hamburg campus of Macromedia University of Applied sciences. Merle got several scholarships in her academic career and was admitted to the expert networks “LehreHochN” in 2019 and “HFDlead” in 2020.

Merle studied German Literature and Political Science in Braunschweig, Hamburg and Ankara and received her PhD in Intercultural Literary studies in 2013.

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Xing: https://www.xing.com/profile/Merle_Emre/cv

Prof. Dr. Dr. Castulus Kolo

Castulus Kolo first studied physics in Munich and completed his studies with a PhD at CERN, where he came across the WWW as one of the early users in 1989. Later he gained an additional PhD in social anthropology driven by an interest in how other cultures appropriate innovations. He has gathered extensive leadership experience in strategy consulting as well as applied research among other with the German Fraunhofer Society and in 2001 he became member of the board of directors of the corporate venture management of a large German publishing house. Throughout his management career, Castulus Kolo continued his academic activities as a lecturer on innovation management, media, and ICT at several universities, and joined Macromedia in 2007, where he became president in February 2020. His research is focused on the preconditions, the diffusion as well as the effects of media innovations at the intersection of economy, society, and technology. Since 2019 he is also president of the International Media Management Academic Association and in 2020 he was appointed to the board of directors at Regent's University, London.

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Prof. Dr. Klaus Kreulich

Prof. Dr. Klaus Kreulich was appointed Vice President of the Munich University of Applied Sciences in 2014. He is responsible for the innovation strategy in teaching and studies, including digital learning, educational technology, and academic quality management. A central challenge of his work is the digital transformation in higher education.

Klaus Kreulich studied theoretical physics at the University of Münster and received his doctorate at the Institute for Print and Media Technology at the Chemnitz University of Technology. Besides research and teaching, he has many years of professional experience in the IT and media industry. In his scientific and industrial projects, he focuses on digitization and digital change.

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Dr. Hisham Eltahawy

Dr. Hisham Eltahawy is an Assistant Professor of English Literature at Arab Open University – Bahrain and is the Head of Training, Continuous Education and Community Service. Dr. Eltahawy is a Fellow of Higher Education Academy UK. He is leading the efforts of formulating the skills matrix of Arab Open University staff in coordination and cooperation with different well-recognized international entities and institutions. Dr. Eltahawy has more than 17 years in both academia and professional development fields. He worked as a development consultant with UNICEF, UNDP, UNHABITAT and USAID to implement different projects with the governments of Egypt, Iraq and Jordan. In addition, he accomplished many of consultancies in Bahrain, Saudi Arabia, Oman, Qatar, Kuwait, UEA, Libya, Yemen and Egypt. Dr. Eltahawy's recent interests are the development of the employability skills of AOU graduates and the technological transformation during the post pandemic period. Most of his research interests are focused on ethnic literature, the reflection of campus life in the literary texts, the psychological barriers in language acquisition, and educational leadership.

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Dr. Philippe Jamet

Dr. Philippe Jamet was appointed as the dean and CEO of Paris School of Business in July 2020. His career spans more than three decades in various faculty and executive positions in the Grandes Écoles system (executive president of Institut Mines-Télécom national institute of technology, 2014-2019; president of École des Mines de Saint-Étienne graduate school of engineering, 2008-2014; associate director and professor at Mines ParisTech, 1987-2004). Between 2004 and 2008, he was posted as science attaché to the French embassy in Washington, DC, USA. His areas of expertise are environmental geosciences, environmental engineering and environmental management.

Philippe Jamet is an alumnus of Mines ParisTech (Master of science and executive engineering, 1984). He holds a PhD in hydrology and hydrogeology (Mines ParisTech, 1991), and a research habilitation in environmental sciences (Sorbonne University, 1999). He was elected to the National Academy of Technologies of France in 2014.

Prof. Dr. Ute Masur

Prof. Ute Masur is Vice President for Teaching and Faculty Campus at Macromedia University of Applied Sciences. In this role, she deals with all areas in the context of teaching and learning, especially the quality assurance of local implementation and its further development. Another focus of her work is personnel development in the academic field.

Her own teaching is located in the Macromedia Faculty of Arts. Ute Masur teaches manual and computer-aided pattern design with a focus on technical product development and production preparation in the Fashion Design degree programme. The basis of this profession is a sound craft training as a ladies' tailor and studies in clothing technology at the University of Applied Sciences, Berlin. As a freelance garment engineer, Ute Masur worked for various garment companies in the area of collection development and production preparation and, since 2006, in teaching.

In 2013, she followed the call to the Design University (since 2017 Vitruvius University of Applied Sciences Leipzig), which she had already conceptually supported and accompanied in its founding phase from 2011. Subsequently, she expanded her field of expertise to include the area of media education/media didactics through a Master's degree at the University of Rostock and dealt intensively with playful experience in the context of creativity and problem solving as part of her final thesis.

From 2016 until the merger with the Macromedia University of Applied Sciences, Ute Masur held the office of rector at the Vitruvius Hochschule Leipzig. During this time, she devoted herself intensively to strategic and operational leadership. She is passionate about competence-oriented teaching/learning concepts, inter- and transdisciplinary cooperation and higher education development.

Prof. Dr. Kerstin Mey

Over the past 25 years, Kerstin Mey has built a track record of successfully initiating and implementing pioneering academic and research initiatives and cultural projects in higher education. As an experienced leader and senior manager, she led major infrastructure and culture change programmes and set up a range of strategic external partnerships. She currently serves as Interim President of University of Limerick, Ireland.

After studying for an MA equivalent in Art, and German language and literature at Humboldt University of Berlin, Germany, and obtaining a PhD in Art Theory and Aesthetics there, Kerstin Mey held academic positions in universities in Germany and the UK. Before she joined University of Limerick as Vice President Academic Affairs and Student Engagement and Professor of Visual Culture, she held the role of Pro-Vice Chancellor and Dean of Media, Arts and Design at the University of Westminster, UK. She is member of a range of Boards of cultural and academic institutions in Ireland.

Praveen Nahar

Praveen Nahar is Director of the National Institute of Design (NID) Ahmedabad with its additional campus locations in Gandhinagar and Bengaluru. Since 2002 he has also been a member of the Product Design faculty of the NID and a member of the Senate and the Policy Planning Committee. He has also headed up various other departments. He has over 23 years of experience in design teaching, consulting and research. Praveen studied production technology, received his Master in Industrial Design at the Indian Institute of Technology (IIT) in Delhi and completed a postgraduate degree course in Sustainable Design at the TU Delft. He has been involved in numerous research and consultancy projects, including the development of the Mumbai Suburban Train and Mumbai Monorail for Indian Railways, which led to the foundation of the Railway Design Center at NID. His research project "Design thinking for Prison Industries" in collaboration with UAL (GB) won numerous awards, including the British Council - CII India - UK Excellence Award for outstanding collaboration in the field of higher education.

Dr. Evelyn Ehrenberger

Evelyn Ehrenberger studied Chemistry at the Technical University of Munich (TUM). In 1998 she received her PhD in Technical Chemistry at TUM. She went on to work as project manager at the Faculty of Chemistry. There she was responsible for development of digital learning and was expert for the thematic network of European chemistry. As project manager "Research, Technology Transfer and Innovation" in the Bavarian Ministry of Economic she was focused on funding technology projects. 2010 she took over the position as managing director of TUM International GmbH, a leading provider for technology transfer and talent management programs with international partners from research, politics and industry. From 2011 to 2015 Evelyn Ehrenberger was Vice President for "Entrepreneurship & Intellectual Property" at the Technical University of Munich. In 2015 she became President of the University of Bavarian Economics (HDBW) in Munich. In 2020 she was appointed Managing Director of HDBW in addition.