

# FORUM

MEMBER  
MAGAZINE

*Discussing international education*

## LEADERSHIP IN INTERNATIONAL EDUCATION



- 09** LEADING FROM THE MIDDLE: ASSOCIATE DEANS  
AND INTERNATIONALISATION
- 18** IN CONVERSATION WITH DANICA PURG
- 26** NURTURING THE ROOTS: TRAINING FUTURE  
INTERNATIONALISATION LEADERS
- 29** THE MANY HATS OF AN INTERNATIONAL OFFICER

---

# CONTENTS

- 04 EDITORIAL**
- 05 CONTRIBUTORS**
- 06 HITTING NEW HEIGHTS THROUGH LIFELONG LEARNING**  
Opportunities for the professional development of leadership skills
- 09 LEADING FROM THE MIDDLE: ASSOCIATE DEANS AND INTERNATIONALISATION**  
Supporting middle leaders within higher education institutions
- 12 KAIZEN: PRINCIPLES FOR POST-PANDEMIC PROSPERITY**  
A five-step framework for success
- 15 COLLECTIVE COLLABORATION: INVESTIGATING RESEARCH ACROSS AFRICA**  
Analysing intra-African leadership and research
- 18 IN CONVERSATION WITH DANICA PURG**  
A professor and founder of various European management institutions on the development of leadership and required skills
- 22 THE ODYSSEY OF LEADERSHIP: A FEMALE PERSPECTIVE**  
Adaptability and leadership in European University Alliances
- 26 NURTURING THE ROOTS: TRAINING FUTURE INTERNATIONALISATION LEADERS**  
Investigating the internationalisation training provided in a Master's programme
- 29 THE MANY HATS OF AN INTERNATIONAL OFFICER**  
Summarising the manifold responsibilities of international office staff
- 32 RECOGNISING LEADERSHIP: 35 YEARS OF EAIE PRESIDENTS**  
Highlighting the individuals who have helped lead the Association
- 34 TOULOUSE, FRANCE: THE ULTIMATE STUDENT HUB EMPOWERING FUTURE GENERATIONS**  
A spotlight on this year's university partner: The University of Toulouse
- 37 EAIE BLOG SPOT**
- 39 CALENDAR OF EVENTS**

## Published by

European Association for International Education  
PO Box 11189, 1001 GD Amsterdam, the Netherlands  
E-MAIL [info@eaie.org](mailto:info@eaie.org)  
[www.eaie.org](http://www.eaie.org)

## Editor Douglas Proctor

Publications Committee Douglas Proctor (*Chair*),  
Lucia Brajkovic, Ragnhild Solvi Berg, Queenie Lam, Arnim  
Heinemann, Sam Ellis

## Director, Knowledge Development and Research

Laura E. Rumbley  
Head of Marketing and Communications  
Léa Basin  
Editorial Coordinator Sam Ellis  
Designers Nhu Nguyen, Maeghan Dunn

E-MAIL [publications@eaie.org](mailto:publications@eaie.org)

Printed by Drukkerij Raddraaier, Amsterdam

Copyright © 2024 by the EAIE

All rights reserved. Extracts from *Forum* may be reproduced with permission of the EAIE. Unless stated otherwise, opinions expressed by contributors do not necessarily reflect the position of the EAIE.

ISSN 1389-0808

Image: Shutterstock



09

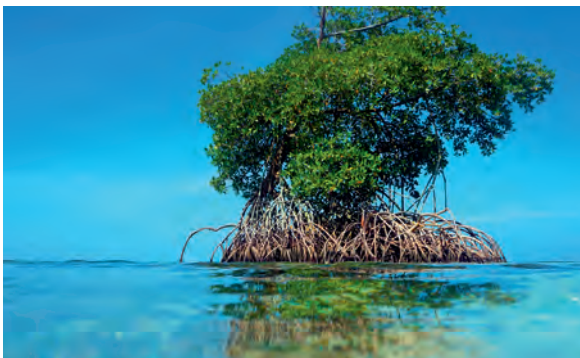
“Associate deans should, at the very least, be given as much administrative support as possible, the visibility and authority to make decisions and, most importantly, the active backing of their leaders and peers.”

**LEADING FROM THE MIDDLE: ASSOCIATE DEANS AND INTERNATIONALISATION**

18

“Of course, I do not only teach leadership, but I am also a leader and a manager; I believe that to be successful, you must be both.”

**IN CONVERSATION WITH DANICA PURG**



26

“Combining technical tools and soft skills, the course prepares them to understand the complexities of the French higher education system. These students are ready to *become wind*.”

**NURTURING THE ROOTS: TRAINING FUTURE INTERNATIONALISATION LEADERS**

29

“In the past, I used to think that an international officer should know many languages, but now what I think is that they should be open-minded.”

**THE MANY HATS OF AN INTERNATIONAL OFFICER**





# EDITORIAL

Leadership in international education has long been a topic of interest for practitioners and professional associations in the field.

Indeed, over ten years ago, the EAIE initiated a project with its sister association, the International Education Association of Australia (IEAA), to investigate leadership needs in Europe and Australia. Undertaken in 2012 and 2013, the project looked closely at generic and specific leadership capabilities in international education. It identified that the development of advanced leadership and management capability among up-and-coming professionals was crucial to the advancement of international education worldwide.

I doubt that many would argue with that finding today. Yet the professional landscape of international higher education is ever-evolving, with the pace of change appearing to intensify in the aftermath of the COVID-19 pandemic and in light of various other crises which continue to impact the sector.

Within this context, this Summer 2024 edition of Forum is timely, as it seeks to draw together different perspectives on leadership concerns in international education today.

From one perspective, we appear to be in the midst of an ongoing reorientation of international education practices and activities following the pandemic. Not only are institutions now more closely focused on online and hybrid delivery of international education, but we are more actively considering cross-cutting issues like diversity and inclusion and a rethinking of international risk management models. With conflict now raging in proximity to Europe, and increased concerns about migration and housing pushing various governments to

restrict the flows of mobile students, the situation facing international education leaders certainly remains dynamic.

One thing that remains unchanged, however, is the diversity of pathways which lead into a career in international higher education. This diversity is acknowledged to be a key strength of the sector, but it also means that pathways to leadership and career progression routes are generally non-linear.

Reflecting the broad range of backgrounds of those people working in the field, professional development opportunities are also diverse, with a large proportion of training undertaken directly in the workplace and tailored to the specific needs of individual roles. This is supplemented through formalised training, either delivered through academic qualifications or through professional training delivered by international education associations.

The EAIE itself offers a wide range of training through the EAIE Academy, ranging from short interactive online courses, to in-person classroom courses and larger workshops. Visit [www.eaie.org/training](http://www.eaie.org/training) to find out more.

To stretch our thinking about leadership, I'm delighted that Professor Danica Purg agreed to be interviewed for this edition. Professor Purg is President of the IEDC - Bled School of Management in Slovenia and a founding member of the European Leadership Centre based at IEDC. The European Leadership Centre promotes good leadership in Europe as a pathway to achieving heightened European competitiveness and more progressive and socially responsible European development. For international educators, I believe Professor Purg's broader perspectives on leadership

and management are fascinating, in particular the incorporation of art and music as a metaphor for leadership at IEDC – Bled School of Management.

I hope that this edition of Forum supports a greater understanding of leadership in our field and stimulates new thinking about professional development and careers in international higher education. With thanks to the authors and to Ragnhild Solvi Berg on the EAIE Publications Committee who joined me in reviewing submissions.

If you have a particular interest in this topic, then you may want to look back to the Winter 2021 edition of Forum on the topic of 'Internationalisation for all'. This edition focused on distributed leadership in internationalisation and sought to understand the ways in which distributed activity in international education reinforced and amplified successful internationalisation.

Further reading and listening on leadership, strategy and policy is readily available from the EAIE Library at [www.eaie.org/knowledge/library.html](http://www.eaie.org/knowledge/library.html)

— DOUGLAS PROCTOR, EDITOR  
[publications@eaie.org](mailto:publications@eaie.org)



# CONTRIBUTORS

## *Marine Condette*

**Senior Manager of Accreditation EMEA, AACSB**

Marine has an extensive professional history within the international higher education industry and is currently pursuing a DBA at the University of Bath. She has a love for languages and speaks French, English and Dutch. She's currently working to add Italian to her arsenal.

## *Mathias Falkenstein*

**Professor of Practice in Higher Education Management, Luiss Business School, Luiss University; Director Higher Education Development, Studypartals**

Mathias has worked in various Higher Education Management roles across the US and Europe and is currently a research fellow and post-doctoral graduate at the University of Bath's International Centre for Higher Education Management. A lover of travel, he strives to combine his passion for exploration and learning.

## *Raul Sanchez Urribarri*

**Associate Dean (International), School of Humanities and Social Sciences, La Trobe University**

Raul's interest in the internationalisation of higher education stems, in part, from his experiences on a study tour during his undergraduate degree. He has studied in Venezuela, the UK and the US and is passionate about broadening access to international higher education.

## *Marie C. Martin*

**Associate Dean of Academic Affairs, Riverside University Extension, University of California**

A globetrotter with a passion for education and a knack for languages, Marie is a published scholar with over 15 years of experience in higher education administration. Her time as an international student studying Italian in Siena and exploring science on the Sea of Cortez inform her passion for international education.

## *Divinia Jithoo*

**Specialist in International Education, Durban University of Technology**

Divinia is a scholar and practitioner in internationalisation of higher education and has worked in higher education since 2007. Holding a PhD in Higher Education Studies, her research focusses on leadership in higher education internationalisation in the African context.

## *Huba Boshoff*

**Regional Director, Nuffic Southern Africa; Director, The Knowledge Collab**

Huba Boshoff has 15 years of experience working in the higher education sector. Working at the intersection between internationalisation and international development, she works to co-create innovative solutions in the education and internationalisation ecosystems.

## *Sofia Costa D'Aguiar*

**Executive Director, EELISA European University**

Sofia is a civil engineer and, before joining EELISA, she was the innovation and digital transformation manager at the French National Railway Company for over 10 years. Alongside her work at EELISA, she enjoys creative pursuits, including making jewellery, sewing and cooking.

## *Sabine Sainte-Rose*

**Director, AURORA European University Alliance**

Throughout her career, Sabine has lived and worked in six different countries. Alongside her role at the AURORA European University Alliance, she is a member of the EAIE General Council. She enjoys travelling and discovering different cultures, practicing mountain and sea sports, and cooking and tasting various world cuisines.

## *Gustavo Insaurralde*

**Head of International Cooperation and Project Management, Jean Monnet University; Professional Lecturer, Master's Programme in Educational Tourism and Mobility**

Gustavo has studied in Argentina and France and decided to work in higher education after studying International Relations. He has a love for history and literature and his hobbies include speaking foreign languages and weightlifting.

## *Alexandra Duarte*

**Project & Communication Officer, Network of Universities from the Capitals of Europe (UNICA)**

A former Erasmus student, Alexandra has transitioned seamlessly from a beneficiary to a contributor of international education. She enjoys travelling, writing poetry and loves all things Taylor Swift.

## *Brian Talty*

**Advocacy & Policy Officer, Network of Universities from the Capitals of Europe (UNICA)**

Brian has studied in various European contexts, including in Ireland, France, Italy, Sweden, and Finland. When he's not collaborating on European higher education and research issues, he likes cooking and singing karaoke.



IN CONVERSATION WITH  
**DANICA  
PURG**

---

LAURA RUMBLEY  
EAIE

---

Professor Danica Purg is a leader, manager and educator with an impressive breadth of experience. Throughout her career she has founded and lead various schools and associations including the IEDC – Bled School of Management, the European Leadership Centre at IEDC and CEEMAN, the International Association for Management Development in Dynamic Societies. As someone who is currently at the helm of management and leadership, Professor Purg has a unique overview of its practice and development in Europe and beyond.

**Professor Purg, you have successfully founded a range of bodies with a focus on leadership and management. How do you see the intersections between management and leadership? Do you think it's possible to draw a line between them?**

DP: Yes, for 38 years I have led the IEDC – Bled School of Management, which was the first management school in Central and Eastern Europe. IEDC stands for International Executive Development Center. When I established the school in 1986, management was not well regarded in socialist countries. We were Yugoslavia, we were a socialist country and we had a self-management system. I found a way to give the school a name without mentioning the word 'management'. Later, in 2000, we came to Bled, and built a beautiful new school. We decided to keep the old name and call the school IEDC – Bled School of Management, because it was no longer a problem to mention management.

In our school, the focus is on leadership. Of course, I do not only teach leadership, but I am also a leader and a manager; I believe that to be successful, you must be both. But, of course, there is a difference. I believe that management is more the craft than leadership. It's more related to technical and practical knowledge of industry or services, and leadership focuses more on the art side. In our school, we have a chair for Arts and Leadership, and the school really is an art gallery itself, housing more than 200 beautiful paintings. I think that leadership has more to do with vision. If you add management to leadership's vision, imagination,

creativity, inspiration, motivation *etc* then it's really a fantastic combination of craft and art. At the IEDC – Bled School of Management, students learn from artistic metaphor; we have artists lecturing and professors who are experts in artistic metaphor. We have, for example, a choir that the students learn

---

**Of course, I do not only teach leadership, but I am also a leader and a manager; I believe that to be successful, you must be both.**

---

to conduct, and we have a famous violinist who decomposes music, showing students some of the main elements of leadership in a Bach sonata, for example. From the visual artist you learn to become a better observer, and from all artists you learn in fact the communication skills, empathy, creativity and critical thinking.

Communication skills and networking are also required, but, for me, courage was also very important because I set up the IEDC during a different time. In Yugoslavia, we had self-management as an economic and a political system. It was very difficult to propose a new concept which was deeply, how shall I say, not disturbing, but deeply changing – changing the mindset. Moving from self-management to management.





**To what extent do you think that leadership skills are generic across sectors and industries? Are some specific skills required for leading within a higher education context?**

DP: I think that it's pretty generic. Of course, in every industry, you must have some basic understanding of the industry. But I spend most of my time taking a holistic view of leadership, specifically focusing on networks and collaboration. I think that it's very important that, while we have general management courses, we finally have some [industry-specific] courses in, for example, health management. So, I think it is very important to have industry understanding, alongside some basic principles of management and leadership.

**What does the training of leadership look like from your perspective? Is it theoretical, experiential, or practical?**

**Do you have some good examples of best practice in leadership development in higher education?**

DP: You mentioned a very good word: experiential. [At my institution] we believe very much in experiential learning. I will never use the word training. I think it's better to think about developing people, developing leaders. I think that you need to have both theoretical and practical knowledge, combined and integrated with real consulting projects. Our diploma is not a written piece of paper. Rather, students receive a project. For example: 'How to save a company', 'How to change a sales strategy'. One project helped a fantastic actor on the island of Brijuni in Croatia. He hosts a theater every summer, and our students helped him develop the theater to become financially viable. The students developed a concept, encouraged him to employ a professional manager and they told him not to give away too many tickets

free of charge. Usually I received a free ticket, but I remember that when I visited after the student's diploma work, I had to pay for my ticket. I thought, 'fantastic, they learned their lesson!' So, I believe in experiential learning and in improving skills through good practice.

**Your work has taken you around the world. While we operate in a larger global context, the EAIE is a European association. We're curious to know if you think there are uniquely European approaches to leading?**

DP: I think that in Europe, we are different – and in some respects better. Better because we consider the stakeholder view, and not just the shareholder view like in, say, the US. So, in my view, there is something like a European style of leadership, although, of course, not every company practices it. I would go further and say you have, for example, a Scandinavian way of leading. I remember that I was once teaching a group of managers from a Swedish company. I was talking about team development and they were almost criticising me and correcting me. They said, in Sweden, they believed more in their kind of team building as opposed to the one I was teaching, so I think that there are different styles even within Europe.

Europe is maybe more familiar with leadership that looks towards integration, both within and outside the company. That's why we talk about stakeholders. We are also much more socially driven, and we pay much more attention to all employees. That is, we are more egalitarian. I can't imagine being a leader in a company and having a large salary and



all kinds of bonuses for myself, and then workers and employees not having that. This is very difficult for me to imagine. So, we try to educate our students with these values in mind.

**Another area that we're very interested in is ethical leadership, and corporate social responsibility. I wonder if you could speak to changes that you've witnessed in leadership behaviours around those matters throughout your career? Maybe particularly environmental sustainability, for example?**

DP: Yes, I like that question very much. I believe that leaders have great impact, and they can change things, for better or

interested in them, but now they're asking for seminars because they want to change. So, one way to increase sustainability is to make obligations.

Concerning ethics: before I became the director and president of a management school I was teaching ethics at a university. So, 33 years ago, we were one of the first business schools in the world to include ethics as a required subject. Our school is based on three pillars: ethics, sustainable development, and art and leadership. We were the first to champion ethics. So, if one method is to oblige, the other one is to motivate. We are motivated, in our school, by Principles of Responsible Management Education (PRME).

---

**I think you can only inspire by your own example. If you are walking the talk and doing the things that you are preaching, I think that that is the biggest message you can send.**

---

for worse. Of course, we would prefer that they change for the better. Sustainability is one of the issues where leaders have an impact, and fortunately it's developing for the better – I can tell you it's much different than it was 10 or 20 years ago. The European Union has been especially helpful, because now they're imposing some goals, for example, forcing companies to become sustainable, mandating sustainability reports, *etc.* Now companies are asking our school to organise seminars to advise them how to make progress in this respect. In the beginning we offered lectures, and companies were not too

We wanted to be a PRME champion, and we were the first in Central and Eastern Europe. Now there are two PRME champions in CEE, the Hungarian business school, and us. We would like very much to motivate other schools to deal more with sustainability. We do this through our International Association CEEMAN [International Association for Management Development in Dynamic Societies]. We work hard in our school to provide the students with knowledge about this, and then they take it forward, so I'm happy it is going in a good direction. Nevertheless, it's still going too slowly.

**You've been a student of leadership, you teach others, and you practice leadership in your work. Is there a key lesson that you've learned along the way that you would want to share with aspiring leaders?**

DP: I think you can only inspire by your own example. If you are walking the talk and doing the things that you are preaching, I think that that is the biggest message you can send. I have talked a lot about how management education can influence things; we are talking a lot in Europe about leaders' impact. What we say in CEEMAN is that management education must be excellent and relevant. In every accreditation we are looking to see that it is relevant, not only excellent. Because if it's not relevant, then it's not interesting for the society. There also must be a lot of energy. If you believe in something, then you'll be driven by that energy. I think that you can only have this energy if you have a strong belief in something. Everything is also connected; equality, diversity, inclusion, the fight against violence, climate change – you can see that the people who believe in one of these values tend to believe in the others. It's a pleasure to meet such people, it's a pleasure to work with such people, and it's a pleasure to develop such people into true leaders.



Lecturers and teachers are usually regarded as the masters of wearing numerous hats, meaning they perform various different roles in the context of their job. Recently, international relations officers and their teams have become the ‘next top model’ in this respect.

At UNICA, the Network of Universities from the Capitals of Europe, we have found that international relations officers at our member universities are increasingly called upon to have a more versatile skill set to fulfil their roles in facilitating immersive educational experiences. In November, our annual gathering of international officers in

officers. As one acting director of an international relations service, who has been working in the field for three decades, put it: “The students’ behaviour has changed, but not as expected. They’re relying on us more.”

This academic guiding role has expanded to a more undefined one, especially since the COVID-19 pandemic. “The demand for support from our office for areas like mental health has definitely grown,” said one university’s global mobility manager. “It’s always been there and now people might be more prepared to talk about it, which is definitely good.” However, as they stressed, neither they

Erasmus Student Network on the housing crisis in Europe, the quality of the student experience is highly influenced by housing conditions.<sup>1</sup> But are international officers supposed to double up as estate agents? It seems to be the norm among European universities that campus housing does not fulfil demand, so international officers have to prepare students for the reality that they need to put in the work and find a place on the private market.

Even the relationship with students seems to be changing, as families are getting more involved. One officer said: “Parents are very protective and very involved in any procedures related to their kids.” Others agreed, highlighting that this is especially prevalent at the undergraduate level. An article in the Portuguese newspaper *Expresso* also reported on this phenomenon at the faculty level, with a professor from a university in Lisbon actually going so far as to communicate to students that messages sent by parents would go unanswered.<sup>2</sup>

---

As one acting director of an international relations service, who has been working in the field for three decades, put it: “The students’ behaviour has changed, but not as expected. They’re relying on us more.”

---

Sofia, Bulgaria, touched on topics as diverse as the future policy of Erasmus+, the accommodation crisis, managing cultural diversity and navigating difficult partnerships outside Europe.

To get a better understanding of their numerous roles, we talked to international officers in our network about the trends reshaping their teams. What we found is that they are true ‘headmasters’ of internationalisation, leading the responses to fundamental shifts in the sector.

#### STUDENT SUPPORT

Advising international students remains one of the big tasks of international

nor their team are qualified mental health professionals – a statement that illustrates how far-reaching the role of international relations officer has become.

The pandemic has also shown how resilient international offices are. “We’ve had other crises, but COVID was something different. But in the end, it always comes down to adaptability,” the acting director said. Another experienced director of an international cooperation office agreed: “There was tension, but we survived.”

Another big demand related to students is support with accommodation. According to a study led jointly by the European Students’ Union and the

#### ALLIANCE FATIGUE

Beyond student support, additional work created by the European Universities Initiative has extended the remit of international relations offices. As enthusiastic as university leaders are about the initiative, which supports cross-border collaboration between universities, administrative staff in charge of its implementation seem to be a little less optimistic, with some voices raising the issue of “alliance fatigue”.

“It definitely is extra,” said one representative, adding that “even if you know you don’t have to do anything to prepare for it or follow up on it, you know it’s still time you have to put in”.



Others agreed and, despite recognition that there were some actions taken in order to have extra personnel handling the initiative, all staff have had to work overtime because of alliances.

#### INSTITUTIONAL ROLE

Amid all of these pressures, responses from institutional leaders vary. At one institution, we heard that international relations is a strong priority and the international office has a close relationship

Forces including the growing influence of artificial intelligence and big data, a widening technological divide, an ageing society, climate change and threats to democracy compel the sector to adopt a more precise and inclusive definition of internationalisation – one that is more focused on societal needs rather than institutional aspirations.

To navigate this dynamic landscape and foster global understanding and collaboration, universities need professionals

competencies, global awareness, digital literacy, adaptability and resilience, interdisciplinary thinking, networking spirit and student-centred approaches.

Much beyond a collection of hats that international officers are collecting, we are witnessing the rise of global-minded educators who don't execute international plans or tactics but rather actively engage, or at the minimum have an interest, in the internationalisation strategies of their universities. And while university leaders continue to head up initiatives in internationalisation, it's undeniable that international relations officers hold a pivotal role in providing guidance and support in this endeavour. After all, what good is a captain without a lighthouse to navigate by?

Well, hats off to all international officers!

—ALEXANDRA DUARTE & BRIAN TALTY

---

**“In the past, I used to think that an international officer should know many languages, but now what I think is that they should be open-minded.”**

---

with governance. Still, the office said this could go one step further, noting that a student representative had a vote on the international committee but they did not. Speaking on behalf of the service at their institution, another agreed that some effort needs to be put into convincing leadership of the needs of their office. Their institution's relationship with alliances has been different: the international office “made trials and even proposals, but they were rejected. But we still follow closely so we know what's going on.”

#### A NEW ERA OF INTERNATIONALISATION

The growing complexity of the role of international relations officer is undeniable, but how exactly does this relate to the overall process of internationalisation in universities? To understand this, we need to accept the social transformative forces that are pushing for the reimagining of internationalisation.

who possess a diverse skill set to facilitate transformative educational experiences across borders and disciplines. “In the past, I used to think that an international officer should know many languages, but now what I think is that they should be open-minded,” said one representative. Everyone agreed that flexibility and adaptability are very important, with one saying: “Our work is very, very creative.”

#### HATS OFF

Guide, diplomat, recruiter, event planner, mediator, project manager, city guide, strategist, data manager, publicist, secretary, accountant, ICT guru, careers adviser, coach, estate agent, therapist. The list of roles that a professional in international relations needs to cover seems to multiply in proportion to the complexity of internationalisation.

The skills that these professionals need to master include cross-cultural

1. Erasmus Student Network, European Students' Union. (2023). *International student housing: How are exchange students in Europe navigating the housing crisis?* <https://www.esn.org/news/launch-international-student-housing-report>

2. Bastos, J. (2023, November 11). “Caramba, isto parece o liceu, estão sempre irrequietos”: Universidades queixam-se da imaturidade dos alunos e da interferência dos pais. *Expresso*. <https://expresso.pt/sociedade/ensino/2023-11-11-Caramba-isto-parece-o-liceu-estao-sempre-irrequietos-universidades-queixam-se-da-imaturidade-dos-alunos-e-da-interferencia-dos-pais-b634e08f>

# EAIE BLOG SPOT

In between Forum issues, visit the EAIE blog for news, views and insights, at your fingertips anytime, anywhere. Just grab yourself a comfy seat and start browsing!



02  
APR

## European specificities: reflections from the 6th IAU Global Survey

Explore the unique challenges of European higher education in the latest insights on internationalisation trends from the 6th IAU Global Survey.

[ow.ly/Zzx250S6Rxh](https://ow.ly/Zzx250S6Rxh)



09  
APR

## International students: key for the German labour market

Unlocking the future of Germany's labour market through the talents of international students. Discover how global minds are fueling innovation and growth in STEM fields.

[ow.ly/VNr050S6Ryv](https://ow.ly/VNr050S6Ryv)



07  
MAY

## Harnessing the power of evaluation to build better partnerships

How the ERASMUS+ EVALUATE project's framework will help when thinking about international university partnerships.

[ow.ly/XN7G50S6Rub](https://ow.ly/XN7G50S6Rub)

## EAIE PODCAST



10  
APR

## Alex Usher & Jogvan Klein: Policy whiplash in Australia and Canada

Dive into international student mobility with experts Alex Usher & Jogvan Klein as they navigate the turbulent policy changes.

[ow.ly/exjA50S6RAh](https://ow.ly/exjA50S6RAh)



24  
APR

## Jenna Mittelmeier & Asuka Ichikawa: Research with international students

Explore inclusion in academia, where experts discuss collaboration between researchers and international students.

[ow.ly/WYM550S6SPi](https://ow.ly/WYM550S6SPi)



22  
MAY

## Danica Purg: Reflections on Leadership

Hear the full unabridged EAIE 2024 Summer Forum interview with Danica Purg on the EAIE Podcast.

[ow.ly/X3Qb50S6RL4](https://ow.ly/X3Qb50S6RL4)



# INTRODUCING THE EAIE COMMUNITY PLATFORM

Learn more



## Discover the exclusive space for EAIE members to connect and grow

The EAIE Community Platform, home to the Communities of Practice, is now open! Collaborate, network and engage with your peers on topics that matter to you.

- ▶ **Access unlimited networking:** Expand your network and connect with peers in similar roles and with shared interests.
- ▶ **Find and share support:** Discuss your projects, exchange ideas and find the support you need to excel in your daily work.
- ▶ **Enhance your visibility:** Showcase your expertise or interest in specific topics, potentially opening doors to new opportunities.



# CALENDAR



**17–20  
SEPTEMBER**

**34th Annual EAIE Conference  
and Exhibition in Toulouse**

**En Route!**

[www.eaie.org/toulouse](http://www.eaie.org/toulouse)

**14 & 16  
OCTOBER**

**EAIE Academy Online**

Getting the best out of your  
summer school and short-term  
programmes

<https://www.eaie.org/training/academy-online/summer-school.html>

**EAIE  
ACADEMY**   
ONLINE



**21 & 23  
OCTOBER**

**EAIE Academy Online**

Best practices in evaluating  
foreign credentials

<https://www.eaie.org/training/academy-online/best-practices-in-evaluating-foreign-credentials.html>

**18–19  
NOVEMBER**

**EAIE Academy Classroom**

Building a toolkit for  
addressing international  
student mental health

<https://www.eaie.org/training/academy-classroom/student-mental-health.html>

**EAIE  
ACADEMY**   
CLASSROOM



**02–03  
DECEMBER**

**EAIE Academy Classroom**

Nurturing strategic  
international partnerships and  
alliances

<https://www.eaie.org/training/academy-classroom/strategic-international-partnerships.html>



**EAIE  
2024**

*Toulouse*

**17-20 SEPTEMBER**

*See you there!*

Europe's leading international higher  
education conference & exhibition

[www.eaie.org/toulouse](http://www.eaie.org/toulouse)