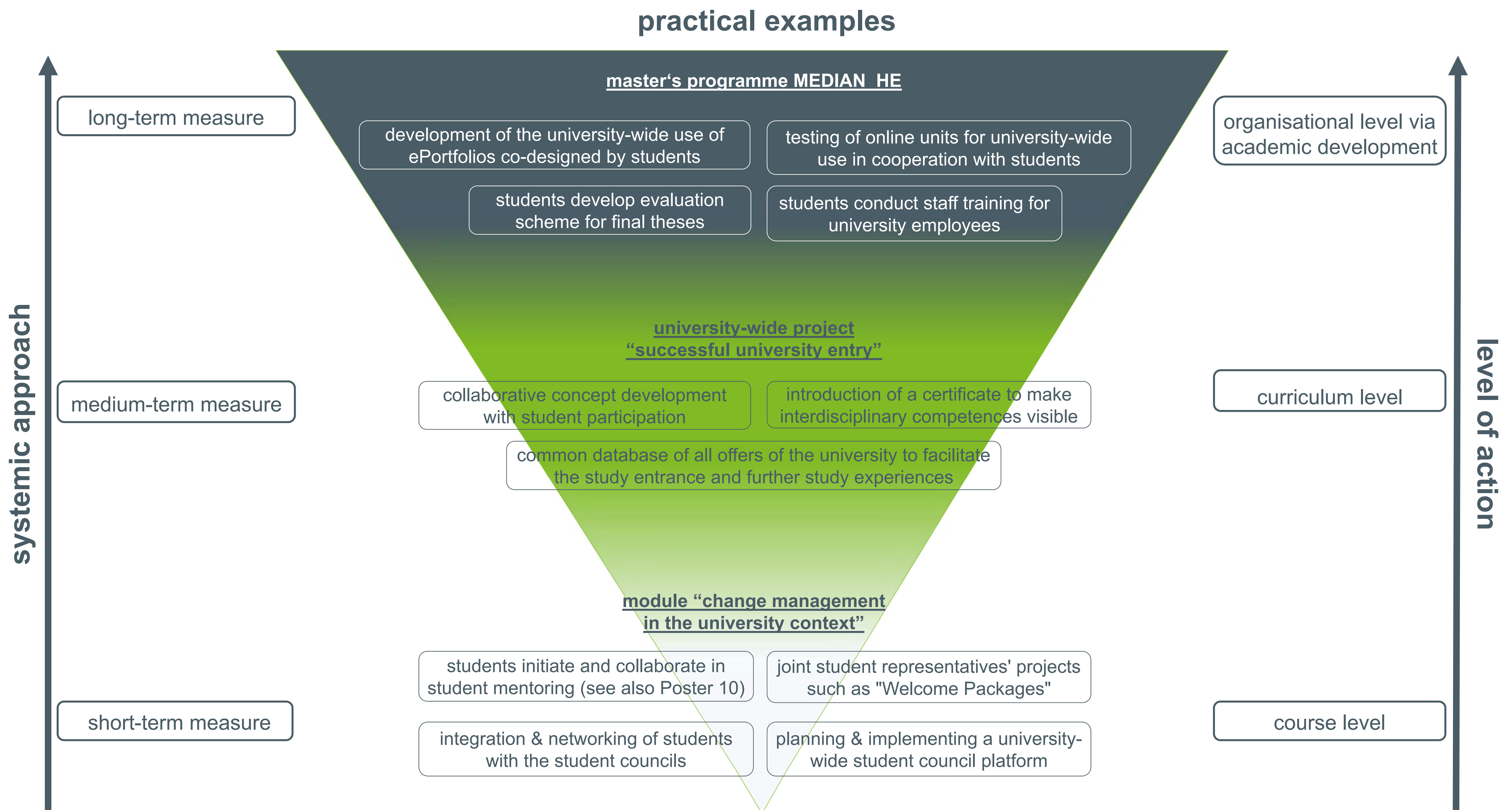


## Sustainable anchoring of change processes in the university context

The sustainable anchoring of change processes in the university context requires a systemic approach at different levels of action. These are to be visualised using the practical example of the Technical University of Central Hessian (THM). Specific, targeted measures are implemented to address the organisational level, the curriculum level and the course level.



### practical examples in the level of action

#### COURSE LEVEL

##### MODULE “CHANGE MANAGEMENT IN THE UNIVERSITY CONTEXT”

At the course level, a module on change management is introduced, in which student representatives jointly initiate and implement change projects as part of their committee activities. In this module students get to know the fields of action of the university as an organisation. They understand the university's complex system with its various bodies and actors, including the framework conditions. On this basis, they are able to moderately, appropriately and responsibly contribute to concrete processes and projects in different contexts of university development.

#### CURRICULUM LEVEL

##### UNIVERSITY-WIDE PROJECT “SUCCESSFUL UNIVERSITY ENTRY”

At the curriculum level, the focus is on a university-wide project to promote learning at the beginning of a course of study. Within this project, the requirements of the various participants were first reviewed, from which the needs of the actors were formulated. Afterwards, concrete projects to enhance successful studying were conceived and are jointly implemented on different levels of action and with a long-term perspective together with students, lecturers, staff, central institutions and the university's executive committee.

#### ORGANISATIONAL LEVEL

##### MASTERS'S PROGRAMME “METHODS AND DIDACTICS IN APPLIED SCIENCES\_HIGHER EDUCATION”

At the organisational level, there is a Master's programme "MEDIAN\_HE", which addresses academic staff development. Teaching staff of different subjects are trained for higher education teaching and teaching development. The focus is not only on the professionalisation of their own teaching, but also on the development of teaching and higher education with a systemic view and a clear emphasis on change management within Higher Education Institutions.

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