From Young Researchers' Mobility Experiences towards an Integral Academic Human Resources Knowledge Management Approach: Design-Research for Pakistani-German Higher Education Cooperation

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OUTLINE: INTERNATIONALIZATION FOR ACADEMIC EXCELLENCE AND THE NEED FOR DEVELOPMENT

Academization and Internationalization are goals for any country. Often, this intention is connected to the wish that those strategies might contribute to the development of the country itself. Therefore international young scholars' mobility is becoming vital to global excellence and development. For example, the Research Mobility Program (RMP), Pakistan's HEC Overseas Scholarship Program, has been sending young researchers abroad since 2006. In this area Germany is a highly relevant partner for the PhD and Postdoc phases. Cooperation with the DAAD is crucial. Higher Education Commission (HEC) and DAAD encourage personal and academic development of individuals relatively early in their research careers (Worldwide University Network 2014). By sending students and young academics abroad, national and international donor institutions hope to establish good and best practices, academic standards, international acceptance, international exchange in relevant thematic fields in the country, as well as support the employability and development of the whole professional sector of a country. In this framework of expectations, the effective use of resources has become a major priority for any higher education institution (Pounder, 1999; Harvey, 2005; Mok, 2005; Dollery et al, 2006). Pakistan is investing approximately 46.000-48.000 Euro in each doctoral student e.g. in Germany. Therefore it is interesting to value the outcomes of international stays of young researchers and future academics.

GOAL: COMPLEX SUPPORT AND DEVELOPMENT STRUCTURES IN INTERNATIONAL INTER-INSTITUTIONAL COOPERATION AS A SOURCE OF ACADEMIC OUTCOMES AND SUCCESS

The general trend towards securing success of young academics by developing and establishing support structures and inter-institutional cooperation is growing fast (Bittner/Reisch 1993; Czarniawska 1998; Emery 1995). As recent studies in this field show, support structures in academia are a relevant dimension for academic success (Ghulam 2012; 2014). Therefore, in Higher Education, more and more investments are made to establish support structures and academic consultancy and advice.

The experiences of young researchers, namely from Pakistan, show the cultural, institutional and conceptual gaps in preparation, stay, re-entry, strategy and placement in relevant thematic fields, individual career strategies and re-entry options. Clearly, there is a need for developing more complex and complexity-adequate individual, collective, institutional and inter-institutional support structures in International Higher Education, as they are partly and field-specifically already given in international and intercultural cooperation in the private and developmental sector (IFIM 2001; Anderson 1994; Bittner/Reisch 1994).

THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF INTERNATIONAL ACADEMIC EXCHANGE

In the field of international and intercultural consultancy research carried out among young international academics, a concise integral organizational education perspective is needed (Weber 2014a, b). The research sets to integrate a) an adequate theory of intercultural and international cooperation (Hofstede 2005) and b) theoretical and methodological foundations for stakeholder and participation based approaches for multi-stakeholder processes (Weber 2009). Here, organizational innovation theory and development within the realm of Higher Education institutions become relevant, too.

Further, it is a reality that there are different levels of research in developed and developing countries (EMBO reports 2012). It is common that scholars from all developing countries go to different developed countries

for their research. Research cooperation is intended to build relationships between the higher educational institutes of developed and developing countries to fill the gap between the different research levels in both developed and developed countries. As a foundation for this large project, firstly research cooperation will be established between the higher educational institutes of Pakistan and Germany.

The research question, "How can we strengthen and develop the given potentials of internationalization between Pakistan and Germany?" will be analyzed. Based on the academic work of Professor Susanne M. Weber (2005; 2009; 2014) and the pilot study[1] and academic work of the Supervisor of this Project Dr. Mustafa Ghulam (2017) on the need for consultancy and support structures in Higher Education institutions (Ghulam 2012; 2014), the project proposal identifies needs and potentials for an intercultural Human Resources Management Approach in academia. For the success of this project, we are looking for sponsors.

From the German side the non-profit Association "Deutsche Gesellschaft für internationale Bildungsberatungs und Wissenschaftszusammenarbeit" (The German Society for International Academic Advisory and Research Cooperation) will play a main role as a cooperation partner, aside from the institutes, which are obviously suitable for this research cooperation. These include, from the Pakistani side, organizations like the Research & Development Division (R&D) of the Higher Education Commission (HEC) Islamabad Pakistan, ARID University Rawalpini, Quaida-e-Azam University Islamabad, LUMS Lahore, Agriculture University Faisalabad, GC University Faisalabad, and from the German side Heidelberg University, Philipps University of Marburg, Eberhard Karls University Tübingen, Free University Berlin, and Humboldt University Berlin. Further suitable and interested partners are being sought.

The research design comprises three levels and sample groups: 1) young Pakistani academics having returned from their international stay in Germany, 2) relevant institutional stakeholders located in Pakistan who are or may become additional resources for the preparatory and re-entry (to Pakistan) phase of young Scholars outgoings to Germany, 3) Pakistani, interna-

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[1] Mustafa Ghulam has carried out interviews with different HEC Scholars in Austria and in Germany.

tional and German institutions relevant to or who are potentially a resource for integral management and support during the research stay in Germany.

EXPECTED OUTCOMES

It is to be expected that the use of innovative research strategies like design-based research and participatory formats, will create an immense impulse on the academic communities being involved. Further, it is expected, that a learning curve might reach out to research methodical and methodological approaches to be used for the future and a research approach, which is oriented towards the well-being and development of the country. Outcomes therefore are to be identified at the level of content — to analyze and develop a theoretical framework for intercultural and international young researchers' support structures and consultancy. Secondly, results at the empirical level will allow support in establishing the desired futures identified by the resource- and stakeholders. Thirdly, stimulations will be set for further cooperation, and methodological and methodical innovation will be an outcome at the level of the academics´ research abilities and competences.

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