

# Universities in the Knowledge Economy



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Knowledge Economy

## **WORKSHOP AND SUMMER/WINTER SCHOOL ORGANISATION HANDBOOK**

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**EU Marie Curie  
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## Key terms / abbreviations

**ACT:** Aarhus University Coordination Team. ACT is led by the Network Coordinator (Sue Wright). It includes the staff of Aarhus University involved in the management of and administrative support to the project.

**AP:** Associated partner. List of APs is available in the UNIKE project description for management purposes.

**ECTS:** European Credit Transfer System.

**ER:** Experienced researcher.

**ESR:** Early stage researcher.

**FP:** Full partner in the project. List of FPs with full names and abbreviations is included in the project description for management purposes.

**OT:** Organizing Team. The team in charge of organizing a specific event (workshop/summer/winter school). The OT usually consists of the members of the relevant work group (WG) and the local administrative staff who provide logistical support. The OT can include other fellows/participants willing to contribute to the organisation. The OT is led by the full partner in charge of organising the event.

**UAB:** UNIKE Advisory Board. Representatives of all FPs and APs. UAB meets annually and oversees the quality and quantity of supervision of the early-stage researchers, its planning and coordination. It will consider, in particular, the coherence of the UNIKE program, its interface with training at the ESR/ERs' own institutions, and the overall balance between scientific and complementary skills. It has advisory, not decision-making powers.

**UMB:** UNIKE Management Board. UMB is responsible for the management of the project in between Annual Meetings. Its members are the 8 supervisors from the 6 Partners and AP17 (UoA) Cris Shore. The chair is the Network Coordinator, Sue Wright.

**WG:** Work group (in this case, related to the first three packages).

**WS/SS:** Workshop, summer or winter school (see under "event").

**Event:** Any workshop or summer/winter school within the project.

**Fellow:** PhDs and postdocs (ESRs and ERs) in the project.

**Guest PhD student:** Any PhD student who is not a UNIKE fellow, but participates in one or more events.

**Lecturer:** Any person teaching (delivering a lecture or training) at a UNIKE event.

**Mentor:** Each ERS/ER will select a mentor from among the participating faculty staff of the 6 FPs. As a critical friend, this mentor will be available at any time for academic, practical and careers advice, and will hold an annual review meeting with the ESR/ER and the supervisor(s).

**Supervisor:** Each supervisor is named in the project description and is responsible for recruiting the ESR or ER at their institution and providing regular supervision.

**Participants:** Everyone participating at an event.

**Partner:** Full Partner.

**Work group:** Group in charge of specific aspects of the project (see description in document). Each work group will be helping organise at least one event.

**Work group leader:** Partners who are members of WGs 1-3 are designated co-leaders of their work groups. WG leaders are responsible for coordinating the work group, its events, and achievement of milestones and deliverables.

## 1. Introduction

### 1.1. Scope and purposes of the handbook

The objective of this handbook is to provide conceptual and practical guidance for the organisation of workshops and summer/winter schools that are part of the UNIKE project. It contains an overview of the major events during the project and deadlines related to them, as well as a step-by-step guide featuring the main aspects of organisational work for workshops and summer/winter schools – in the preparatory phase, as well as during and after the event itself. Of course, the specific order and distribution of tasks will vary between events and organising teams; the handbook is here to help you in this process by listing various aspects of the work involved.



#### **Important!**

Given that the handbook focuses on the organisation of workshops and summer/winter schools, most of the described tasks will pertain to the team in charge of organising a particular event. However, there are important pieces of relevant information even if you are not the organising partner – such as information you need to provide to the organisers to ensure the event stays on track. Thus, *please consult the handbook when preparing for the events such as workshops and summer/winter schools, even if you are not directly involved in the organisation.*

## 1.2. Overview of the UNIKE training events (workshops, summer and winter schools)

	Main Training Events & Conferences	WP	Scientific Training Package	Complementary Training Package	Aspects of Doctoral Education	Lead	Dates or Project Month
<b>1</b>	Kick-off event (DK)	0	n/a	n/a		AU	3-4 June 2013
<b>2</b>	Workshop (DK)	1	4a Global processes and regional spaces	5e International networking and collaboration	a. History of policy debates	AU	14-18 October 2013
<b>3</b>	Workshop (UK, UB)	2	4d Ranking and governance	5b Publishing in different genres	e. Working for/researching in other organisations	UB	24-26 February 2014
<b>4</b>	Summer school (SLO)	1	4b Policy travel	5c Entrepreneurship and grants	d. Partners' own practices	UL	7-11 July 2014
<b>5</b>	Workshop (UK, RU)	3	4e Management technologies	5d International conferences	f. Academic freedom	RU	8-12 September 2014
<b>6</b>	Summer/winter school (NZ)	1,2,3				UoA	25 January – 7 February 2015
<b>7</b>	Summer school (P)	3	4f Figures on the higher education landscape	5f Conference management	b. Governance narratives reshaping doctoral education	UPORTO	29 June – 3 July 2015
<b>8</b>	Winter school (F)	2	4c Mapping knowledge economies	5a Genres of research writing	c. Specificity of social science doctorates	ENS	Month 33 – September/Oct 2015
<b>9</b>	Final Conference (DK)	5	n/a	n/a		AU	Month 41 – Jun 2016

### 1.3. Description of training packages and partners involved

#### 1.3.1. Scientific training packages

a. Global processes and regional spaces

New ways of conceptualising the diverse and overlapping regional spaces that governments and universities are forming in Europe and the Asia Pacific Rim (FP2 UB, AP6 APRU, AP11 UoA). Techniques of modelling and mapping needed to grasp them (FP2 UB).

b. Policy travel

A conceptual grammar for analysing policy movement across space (FP2 UB) and an “anthropology of policy” to trace transformations across scales (FP1 AU, AP11 UoA). Techniques for analysing policy terms, texts and power relations (FP1 AU, AP11 UoA, AP15 UCSB).

c. Mapping knowledge economies

Scoping the emergence of a new higher education policy sector as encompassing state, private and socio-economic actors (FP2 UB) and techniques for mapping and visualising these networks (FP2 UB).

d. Ranking and governance

Understanding new forms of governance and how their mechanisms (rankings, citations) operate across scales - ‘world’, national, institutional, individual (AP1 THE, FP5 UPORTO, FP1 AU). Statistical skills to analyse their operation (FP2 UB’s Centre for Multi-level modelling).

e. Management technologies

Gaining much greater purchase on the shifts in roles, power relations and values within universities by combining analysis of the sociology and politics of higher education (FP4 UL, FP5 UPORTO) with critical management accounting (FP3 RU, AP13 UP) and anthropologies of organisations (FP1 AU, AP16 CU). This entails technical skills in analysing budgeting processes and financial flows (FP3 RU).

f. Figures in the higher education landscape

How to analyse transformations of the figure of the manager, academic, student, and the university itself - do people simply take on a new garb designed by policy makers, or are they actively involved in negotiating their own roles and the meaning of the university itself? A structured knowledge exchange between perspectives from anthropology, sociology of education, geography and philosophy (FP1 AU, FP2 UB, FP5 UPORTO, FP6 ENS DE LYON, AP11 UoA).

### 1.3.2. Complementary training packages

a. Genres of research writing

All ESR/ERs will be tutored in writing an abstract, thesis, article (FP2 UB, FP1 AU are journal editors), report (FP4 UL is author of numerous reports for EU, Bologna Ministerial meeting), op ed (AP1 Deputy Editor of Times Higher Education) and blog (FP2 UB runs a well-respected academic blog).

b. Publishing in different genres

The package will take ESR/ERs through the processes of publishing in different formats, with consideration of the audiences they reach. Genres include: book (AP2 BB), article (AP2 BB and AP5 Routledge), on-line, open access (e.g. invite Gustavo Fischman, Arizona State, editor of open access journal *Education Policy Analysis Archives* or Gerald Jackson, Editor, NIAS Press based at Copenhagen University and publishing for the Asian academic market).

c. Entrepreneurship and grants

Creating a consortium and planning a project (UB); application writing (AP15 UCSC is a member of NSF grants committee, FP1 AU is a member of Swedish Research Council); and the support available for universities' research support staff (AU, UB, UoA).

d. International conferences

Each ESR will be funded to participate in two international conferences and each ER to participate in one. Abstract writing will be part of the workshop on writing genres (above) and feedback on papers to UNIKE workshops and summer schools will develop ESR/ERs' presentation skills.



e. International networking and collaboration

Membership of their ESR-led WG team will give ESR/ERs experience of international networking and collaboration in distant teams. It will be especially the role of ER1 to not only provide technical know-how for electronic networking, but to provide expertise in the facilitation of teams and the creation of scholarly communities at a distance.

f. Conference management

Each ESR and ER will be a member of the organising team for a UNIKE workshop or summer school, responsible for contacting speakers, designing the programme, liaising with the local administrator and programme manager, and acting as chair and respondent in sessions.

### 1.3.3. Aspects of doctoral education

a. History of policy debates about doctoral education

Central tension between wanting students to be fired up to produce original, disciplinary research, and wanting a cadre of generic social science researchers.

b. Governance narratives and the reshaping of doctoral education

Schools and courses are redesigned to fit governance systems and New Public Management narratives. What kind of research/er do these courses presuppose?

c. Specificity of social science doctorates

Does European social science have an uncertain future – when it is subject to political experiments, research training is more generic and only 50% of PhDs go on to become academics? What is happening in the rest of the world?

d. Partners' own practices of doctoral education

Explore our own and our institutions' practices of doctoral education (in the light of debates in the literature) and how to feed UNIKE's insights into our own organisations.

e. Working for/researching in other organisations

Arrangements for secondments, using secondments to provide empirical research data, producing an output for the sponsoring organization etc.

f. Academic freedom

How does what counts as knowledge get controlled by regimes of management? How does the measuring of universities through standards and targets change the meaning of academic responsibility? How do those contexts impact on what PhDs are able to do and think?

## 1.4. Description and members of work groups

Each UNIKE training event corresponds to one of the following work groups (see table above):

### Work group 1: Concepts and theories

This WG seeks to construct new theories and methodologies for analysing the nature and consequences of the transformation of universities across the globe, from ivory tower academies to key engines of the global knowledge economy. These transformations reverberate across the whole sector, and across all continents. A crucial element of this WG is recognising that those consequences take a very wide range of forms and intensity, and the key questions are: How does the range and intensity of university transformations affect conceptions of higher education and its public and private responsibilities? Why do countries and institutions join in this process of reform and what trade-offs are involved? The WG will address the novel conceptual and methodological challenges posed by the transformation of higher education at institutional, national, regional levels through a focus on the nature and consequences of the range of relationships that emerge from responses at all levels to these challenges, and on constructive and effective means of addressing them. This means not just asking how ‘traditional’ forms of the University can be maintained, but developing new understandings of, and responses to, their changing nature.

### Members

Led by Roger Dale, Pavel Zgaga, and Sue Wright. Fellows: Que Anh Dang, UB (“ASEM: Regionalisation and Higher Education ‘policy travel’ between Europe and Asia”); Kassaye

Alemu Sintayehu, UL, (“A Comparative Analysis of the Practices and Impacts of Internationalization of Higher Education on the Academic life in the Centers and Peripheries: The Context of some Universities in Europe, Asia-Pacific Rim and Sub-Saharan Africa”); Freya/Jie Gao, AU (“Conjunction of Chinese and Western educational traditions in the design and teaching of Sino-Danish Centre courses”); Sina Westa, UL (“Academic Freedom in Higher Education Teaching: A Comparative Perspective on Europe and the Asia Pacific Rim”); Corina Balaban, AU (“Models of doctoral education”).

### Work group 2: Trends and developments

Over the past two decades, important changes have occurred in the political economy of higher education, as advanced scientific knowledge is viewed as an engine for economic and social development, a means for developing a competitive and productive services sector, and an important revenue earner for institutions and national governments. Policies promoting individual investments in university knowledge, institutional reforms to promote the development of ideas, innovations and patents and strategies to attract talent and brainpower from around the world, have become central activities for European and Asia-Pacific Rim countries. New models are emerging, based on a rather different conceptual language (hubs, networks, learning cities, higher education area), intended to overcome the rigidities of existing, largely national, models. At the same time, governments are also asking universities to account for significant investments of public funds within the sector. They are encouraged to be more outward facing toward their publics and to explore new ways of sharing knowledge beyond the rather narrow channels of knowledge dissemination. Similarly, academics are responding to the changing environment by creating new roles as academic entrepreneurs engaged in developing start up firms and patenting ideas.

### Members

Led by Susan Robertson, Jean-Louis Derouet, Romuald Normand, Sue Wright. Fellows: Janja Komljenovič, UB (“Mapping the field of higher education industries and choosing case studies”); Miguel Lim, AU (“The Global Ranking of Universities: the industry of rankings and the rise of audit culture in higher education”); Tatyana Bajenova, ENS de Lyon (“The think tanks and academic entrepreneurs in the knowledge-based economy”); Jana Bacevic, AU (“Beyond the “Third Mission”: a grounded theory approach to universities’ involvement

with the society”), and Christopher Muellerleile (“New landscapes of publishing and knowledge dissemination”).

### Work group 3: Policies and practices

WG 3 explores the dynamic relationship between the “re-missioning” of universities and their funding, governance and management. Finance, governance (decision-making for control, accountability and regulation) and management comprise a suite of control technologies which make possible and facilitate the trends and developments to be explicated in WG 2. They are “tools” to which governments and university managers increasingly turn to implement policy and strategy. As WG 1 will make explicit, such technologies are far from neutral and objective - they shape and determine the course of organisations, mediating power relationships within them. For instance, the introduction of commercial accounting approaches in a university may lend power to finance professionals at the expense of academic autonomy and also redefine the institution as one with a profit-seeking motive. These control regimes also shape the working lives of academics, regulating and disciplining behaviour and creating new modes of resistance. WG 3 seeks to address what control technologies have been embedded and what effects they have on organisational forms and ethos, and on academic identities. It will also explore the routes to adoption in differing regions. Most innovatively, this WG will seek to map possible alternative funding, governance and management regimes of control which might have wholly different, and perhaps more beneficial, impact on the transformation of universities. The projects in WG 3 will take the form of a set of extended case studies.

### Members

Led by Rebecca Boden, António M. Magalhães, Jean-Louis Derouet, Romuald Normand and Sue Wright. Fellows: Vanja Ivošević, UP (“Governance through Autonomy – A context-rich comparative study”), Catherine Butcher, RU (“Alternative Forms of University Ownership, Finance and Organisation”), Katja Jonsas, RU (“Management and gender”), Benedikte Custers, UP (“Impact of governance changes on the educational categories and internal life of universities”), and ER3, ENS de Lyon (“The conditions and characteristics of Homo Academicus Europeanus in the European Higher Education and Research Area”).

## 2. Preparing the workshops/summer schools: a step-by-step guide

### 2.1. Defining the Workshop/Summer/Winter School Organising Team

The partner from the host institution is the workshop organiser and primarily responsible for the WS/SS. The workshop organiser's first step is to **establish an organising team**:

- As each event is tied to one of UNIKE's three work groups (see table and description above), find out which members of your work group are available to help organise the event. (Some may be away on fieldwork, etc.).
- Do any other partners, fellows or associated partners wish to be involved in the organisation?
- Which administrators from your institution can you call on?
- Do you want to involve any other colleagues at your institution?
- How do you divide tasks within the organising team?
- How will you liaise with the Aarhus University Coordination Team (ACT)?

The Network Coordinator will set up organising teams for the WS1, NZ SS (with AP11 and ER2), and final conference (with ER3).

#### Tasks for the Organising Team

The team has to be able to cover the following tasks:

- Confirming the dates for the event and informing partners, fellows, associated fellows, associated partners, and sending information (to AU communication officer) for the UNIKE website.
- Arranging the programme and lecturers (each programme has three strands: scientific training, complementary skills, and aspects of doctoral education. Thus, lecturers should be drafted/selected in order to cover all these aspects).
- Making local arrangements – meeting rooms, accommodation, meals and refreshments, social activities etc.

- Managing finances to ensure plans stay within budget (or can be supplemented by local funding sources).
- Organising travel for external lecturers and helping with travel arrangements for other participants (invitation letters, visas, etc.).

## 2.2. Drafting the programme for the Workshop or Summer/Winter School

The sessions at each WS/SS fall into two main groups: academic and coordinative. Academic sessions include lectures, presentations, conversations and mentoring sessions related to the three training packages within UNIKE. Coordination sessions include meetings and other events related to the management of the project. Both types of events are for all UNIKE participants, while most of the academic and some of the coordination sessions can also be open to guest PhD students.

Questions to consider while drafting the programme include:

- Which of the full and associated partners have knowledge or expertise related to the topic of the work group? (Please consult Sue Wright over this)
- What other speakers/lecturers could contribute to the programme?
- Which meetings/coordination events need to take place at the WS/SS? What is the best way to integrate them in the overall programme?

The consultation process over the programme has **four stages:**

- a. The organising team should confer with the Aarhus University Coordinating Team (ACT) over the draft programme and the selection of lecturers, presentations and other content-related issues, as well as about the finances. The ACT will inform the OT about the coordinative meetings that are expected to take place during the event; the OT ensures those are included in the schedule.
- b. The organising team will then present the draft programme of the workshop to all UNIKE participants at the workshop or summer/winter school which takes place two events in advance of their own (i.e. at the Copenhagen workshop in October 2013 for

the Ljubljana summer school in July 2014; at the Bristol WS in March 2014 for the Roehampton WS in December 2014; etc.). This is meant to be more of a “brainstorming” session in which participants can discuss ideas for topics (within the relevant WG) and potential speakers, approaches and specific activities. The OT uses the participants’ suggestions to revise and further develop the programme.

- c. In preparing the final draft of the programme and before it is presented at the following event, the OT consults with ACT again on the content of the programme and the budget.
- d. At the event preceding the one being organised, the Management Board formally adopts the programme. After this, changes to the programme should be kept to a minimum, preferably reflecting only last-minute eventualities.

### 2.3. Determining ECTS load

The ECTS load is calculated on the basis of the number of days spent on academic activities, plus specific forms of preparatory work and/or presentations students are expected to provide.

AU’s “rule of thumb”: **one full “course day” = 25 working hours = 1 ECTS.**

Working hours in this case relates not only to actual contact hours (hours students spend in classrooms and with supervisors) but also to hours needed for the preparation for these activities. The table below offers a comparative overview of the length of events within UNIKE and the estimated ECTS assigned to each (NB: since all events include coordinative activities as well, the duration of the event and the “course days” are not identical).

Event	Total days	Teaching days	ECTS Calculation
Workshop DK	3	2.5	2.5
Workshop UB/UK	3	2.5	2.5
Summer school SLO	5	3	3
Workshop RU/UK	3	2	2
Summer school NZ	14	9	10 (incl. paper)
Summer school P	5	4	4
Winter school F	4	3	3
Final conference	3	2	3 (incl.paper)
<b>Total</b>	<b>41</b>	<b>28</b>	<b>30</b>

Please note that supervisors are ultimately responsible for deciding the number of ECTS which they will allocate to their students for each event. Due to differences in ECTS calculations and requirements between partner institutions, supervisors might give additional ECTS for specific assignments.

A template for a course certificate is available in Appendix 5. The OT should fill in the details concerning the course and the number of ECTS awarded.

## 2.4. Course compendium

Once the topics and the speakers for the event are confirmed, the organising team compiles the list of recommended/required readings, based on suggestions and contributions from the lecturers.

The size of the readings should correspond to the length/ECTS load of the event (see explanation above). The maximum length of reading lists for each event should be derived from the ascribed ECTS load. For instance, a **2.5 ECTS workshop** amounts to **62.5 hours of**



**work** ( $2.5 \times 25 = 62.5$ ). If out of these, 25 are “contact hours” (lectures and presentations), it leaves 37.5 working hours for preparation, including reading ( $62.5 - 25 = 37.5$ ). A graduate student proficient in academic English is estimated to be able to read **eight pages per hour** (this is not an official estimate, and, like other aspects of ECTS calculations, may vary between institutions). This means that the total number of pages of required reading for a graduate course of 2.5 ECTS, 25 contact and 37.5 preparation hours is ( $37.5 \times 8 =$ ) **300**. This corresponds to roughly 15 to 20 academic articles, or a smaller number of articles plus websites, legal or policy documents, etc.

Please note that this **limit applies to required (mandatory) readings only**; lecturers are free to suggest more optional/additional readings if they see it fit, but they should pay attention not to overburden the fellows, especially in the first phases of the programme.

The OT should ensure that all the required readings are accessible to all fellows at least a month in advance of the workshop/summer/winter school. In case participants are not able to access all readings from their home institutions, the OT should upload them to the UNIKE website or another online location accessible to participants.

## 2.5. Advertising the event and selecting Associated PhD Fellows

All UNIKE training events are open to a number of external self-funded PhD applicants. Numbers should be limited so that UNIKE fellows always form the majority of participants. Numbers must also be limited in accordance with fire regulations or any other limits on the meeting rooms.

Preference is given to Associated PhD Fellows whose research is closely related to the UNIKE topics/approach, and who wish to participate in all (or nearly all) events.

Associated PhD Fellows cannot be charged a fee, but they are expected to cover the cost of participation (refreshments, lunches, dinners (optional), any printed materials, accommodation (optional and if available)). They must also cover their own travel expenses.

- **Any payments from Associated PhD Fellows must be registered clearly as such in the project accounts!**

The OT should aim to advertise the available positions for external students/guests at least three months in advance of the event. The advertisement must be sent to all Associated Partners with a request that they circulate it to their students and/or through their networks. The advertisement and application form must also be linked to the UNIKE website. It should be uploaded to partners' institutional websites (preferably with a link to an online payment form). It should also be distributed to the UNIKE list of contacts and any of the OT's own (please inform the ACT of additional contacts to add to the UNIKE list).

A model advertisement and application form are in Appendix 2.

The advertisement should include:

- Topic of the event and, if possible, the full programme;
- Specification of the cost of attendance, what it includes, as well as means of payment;
- Requirements and criteria for selecting participants;
- Deadlines for the submission of applications, total number of places available, as well as the deadlines for informing applicants of the decision.

In consultation with the ACT, based on the number of places available and the specified criteria, the OT selects external applicants and informs them that they have been accepted/not accepted.

The OT can assist Associate PhD Fellows by providing information on accommodation and transport. The overall ambition of the UNIKE project is to make some of these PhDs permanent parts of the fellows' networks, so attempts should be made to integrate them in as many parts of the programme as possible.

## 2.6. Practical arrangements

The OT is in charge of the practical arrangements. These include booking meeting room(s), accommodation, meals and refreshments, as well as social activities.

**The partner organising the workshop/summer/winter school receives and is in charge of administering the budget for these expenses. The OT confers with the Network Coordinator and the ACT on the financial aspect at least twice:** while planning the programme (before the brainstorming presentation two events ahead); and before confirming the programme one event ahead.

Some of the things the OT needs to consider in this phase include:

- What kind of facilities/meeting rooms are needed? Are there rooms for group work, meetings with mentors, coordinative meetings? **Note that meeting rooms often have to be booked as much as a year in advance.**
- What kind of equipment is necessary for the workshop/summer/winter school (projectors, whiteboards, video conferencing)?
- What is the projected total number of participants for the meeting (partners, fellows, external lecturers, Associated PhD Fellows)?
- What is the number of participants requiring accommodation? Do some of them wish to be accommodated together (e.g. in double rooms)?
- Where and how are meals/refreshments provided? Is breakfast included in accommodation? Are there participants with specific dietary requirements?
- What kind of social events would contribute to the programme? (e.g. walks, tours, visits to institutions, pub crawls ☺ etc.)

### 2.6. Information packages

Two weeks in advance, the OT should aim to distribute information packages to all participants.

The packages should include:

- Location (address) of the event, and instructions on how to get there
- Address of accommodation
- Travel to the above from the nearest airport and by public transport (including costs)
- Final programme of the event (including **schedule, abstracts,** and the **list of readings**)
- List of participants with affiliation and email addresses
- Information about eating arrangements, with address and map of restaurants
- Any other useful information (e.g. transportation, map of the city/venue, other tourist information, etc.).

The OT should also prepare the printed versions of the information packages which should await the participants when they arrive at the event's venue or hotel.

## 2.7. Travel for guest lecturers

The OT will fund and help organise the travel for guest lecturers.

**Each of the partners has the budget for the travel of guest lecturers to the workshop/summer/winter school they are organising. In most cases, guest lecturers will book their own travel, and the organising partner will reimburse it. Guest lecturers should be asked to keep travel costs to a minimum – the absolute cap is 350 EUR for return flights within Europe and 2500 EUR for overseas return flights.**

Please remember to inform guest lecturers that they will have to send the receipts and boarding passes related to their travel to the OT in order to get reimbursement.

## 2.8. Tasks for partners

In order to simplify the organisation process and make sure that everything flows smoothly, the OT relies on the partners to provide the information essential for the organisation of the workshop. This information includes:

- Participants' specific travel requirements and restrictions (visas, invitation letters); these should be sent in **at least two months in advance**
- The number of participants from your institution who are attending the WS/SS (please send it as early as possible and at least four weeks in advance)
- Arrival and departure times of participants from your institution (please send them at least three weeks in advance)
- Special needs and/or dietary restrictions of participants (please send them at least two weeks in advance)

The partners are also in charge of organising and booking the travel for participants from “their” institution. The partners have a budget for this purpose. It is advisable that partners make travel arrangements as early as possible, and it may be easier if, when possible, participants from the same institution travel together.

## 2.9. Budget summary

**The institution in charge of organising the workshop/summer/winter school** has the funds to cover the organisation of the workshop. This includes:

- The costs of renting the venue for the WS/SS
- The costs of teaching (partners and guests lecturers)
- Travel costs for guest lecturers
- The costs of accommodation and subsistence (food and drinks) for UNIKE members

**The partner institutions** (other institutions participating in UNIKE, but not organising the WS/SS in question) have funds for the following:

- Travel costs for partners and fellows from “their” institution
- Visas: this includes the cost of the visa itself (this is only visas to attend workshops and summer/winter schools. It does not cover visas in relation to relocation. Fellows should include the costs of visas for fieldwork or secondments in their Research, Training and Career Plan budget) **and up to 350 EUR** for travel costs relating to obtaining a visa to attend a workshop and summer/winter school. Each partner reports

to Aino Lea Winther-Pedersen (alwp@dpu.dk) how much has been spent (in total for all fellows) on visas and travel relating to each event using attached Form C.

**The overview of the budget for each event is included below. The last three lines indicate the budget available for each event for the organiser, for the partners, and in total.**

**It is important that all documents of financial transactions (receipts, boarding passes) are kept for five years. In other words, all partners must keep all documentation on file at least until 30 January 2022.**

## 2.10. Budget overview for particular events (from the UNIKE Financial Handbook)

Event no.	1	2	3	4	5	6	7	8	9
Event organiser	AU	AU	UB	UL	RU	AU/NZ	UPORTO	ENS D L	AU
No. of days (scientific + review/ann.meeting)	0+2	3+2	3+0	5+0	3+2	14+0	5+0	4+1	3+1
No. of people (of which are guests)	16 (0)	22(0)	25(2)	25(2)	27(2)	33(10)	25(2)	25(2)	40(5)
Partner Travel (EUR)	4,200	5,950	6,125	7,700	7,525	60,000	7,700	7,350	9,800
Guests Travel (EUR)	-	-	5,000	5,000	5,000	25,000	5,000	5,000	12,500
Event admin (EUR)	-	-	720	720	720	5,000	720	720	3,000
Cost unit for Acc. & Subst.	EUR 176 per day	EUR176 per day	EUR 358 all 3 days	EUR 883 all 5 days	EUR 127 per day	EUR 150 per day	EUR 52 per day	EUR 188 per day	EUR 183 per day + 5000 conf.cat.
Total Acc.&Subst. (EUR)	5,632	19,360	9,308	23,841	16,637	71,400	7,020	25,004	30,437
No. of teaching days	-	3	3	3	2	9	4	3	2
No. of teaching contact hours	-	20	20	24	16	72	32	24	16
Teaching cost (EUR)	-	4,140	4,140	4,968	3,312	14,904	6,624	4,968	3,312
Total amount for organiser (EUR)	5,632	23,500	19,168	34,529	25,669	116,304	19,364	35,692	49,249
Total amount for other partners (travel) (EUR)	4,200	5,950	6,125	7,700	7,525	60,000	7,700	7,350	9,800
Total cost of event (EUR)	9,832	29,450	25,293	42,229	33,194	176,304	27,064	43,042	59,049

### 3. Organisational checklist

The following **checklist** serves as orientation to ensure that everything is in order during the event itself.

- ✓ Meeting rooms prepared with an appropriate layout of tables and chairs (preferably not rows or tiers)  
.....
- ✓ Audiovisual equipment (for AUB, UMB and Skype sessions)  
.....
- ✓ Presentation equipment (projectors, computers, Internet connection)  
.....
- ✓ Contact details for IT assistance  
.....
- ✓ Information on transport from the place of accommodation to the event venue and transport tickets/passes  
.....
- ✓ Clear signs/pointers to where the meetings are taking place.....
- ✓ Registration/info desk point, with
  - info packs (containing the full programme, the information sent in advance, plus maps/tickets/other info).....
  - name badges, name labels for the tables, marker pens, paper, pens?.....
- ✓ Student helpers to help with information, registration, and laying out coffee breaks.....
- ✓ Pitchers of water and glasses, available during sessions and in breaks.....



- ✓ **Meals (lunches, dinners) and coffee breaks arranged.....**
  
- ✓ **Assure IT support during the sessions, especially during UAB and UMB meetings.....**
  
- ✓ **WiFi available in the building**  
.....
  
- ✓ **Attendance list and pens for all participants to sign each day (needed for reporting to EU, template can be found in Appendix 1)**  
.....
  
- ✓ **Photographer or someone with a camera to take pictures during the event and a shot of all participants, for inclusion on UNIKE website and reports to EU.....**
  
- ✓ **Certificates for Fellows and Associated PhD Fellows (template available in Appendix 5).....**

## 4. Reporting/evaluation

### 4.1. Communicating to external audiences

All EU-funded projects create a lot of ‘paper trails’, but reporting and evaluation procedures tied to the UNIKE workshops are also (if not primarily) there to help us communicate what we do to the broader public. The main task of the OT is to organise **taking notes/minutes during the events**. The OT designates members of the WG who will be in charge of this. The notes should be revised and sent to ACT within a week after the event. The notes are further developed into:

- **Press release:** shorter and adjusted for specific media and a more general audience. Normally, they will be drafted by the OT in cooperation with the ACT, distributed to the UNIKE contacts, and uploaded to the UNIKE website.
- **Reports about the scientific training package and complementary skills:** these will be published on the UNIKE website, and potentially used in reporting to the EU. In coordination with the ACT, the OT decides on details and task division of these reports. They are likely to include a short summary of the content and of the discussions, plus outcomes/future plans, as well as Powerpoints and abstracts of presentations.
- **Notes on Doctoral Education:** these notes refer specifically to the aspects of doctoral education, and will probably eventually be published as a book. Sue Wright and Corina Balaban are responsible for writing the notes arising from each event.

### 4.2. Financial reporting

The workshop organiser must report the actual expenditure for the workshop/summer/winter school to the Network Coordinator and Aino Lea Winther-Pedersen at AU one month after the event. The form to be used is in Appendix 5.

## 4.3. Internal evaluation

### 4.3.1 Group evaluation

Participants are divided into four groups (the fellows in their work groups and the partners forming a separate group). Each group is given 15 minutes to discuss and write on post-its:

- Three things/aspects they liked the most about the event (workshop or summer/winter school)
- Three things/aspects they liked the least about the event (workshop or summer/winter school)

One ‘spokesperson’ from each group (aided by others) presents the group’s conclusions to the plenary, and elaborates if necessary. The plenary takes 20-30 minutes. The responses are collected by a member of the Organisational Team (OT) and compiled into a short report and shall be send to ACT afterwards.

### 4.3.2 Individual online questionnaire:

In addition, an online questionnaire is used to gather more in-depth observations and comments from participants on an individual and anonymous basis. The questionnaire will be made available electronically and participants are asked to fill it in and submit it within a few days or a week following the event. The Organisational Team can set up this questionnaire using Google forms or any other survey tool they are familiar with. The following links show tutorials for Google forms or Survey Monkey:  
<https://support.google.com/drive/answer/87809?hl=en>  
[https://www.surveymonkey.com/mp/take-a-tour/?ut\\_source=header](https://www.surveymonkey.com/mp/take-a-tour/?ut_source=header)

For creating the survey, please use the questions in the model questionnaires which you can find in **Appendix 6**. The questionnaire aims to gather information that other OTs can use to learn from and improve future events. The questionnaire should balance closed and more open-ended questions, and invite respondents to contribute with their own comments and ideas. After the survey is completed please send the results to the ACT.

## 5. Timeline

Overview of the timeline for UNIKE events, with suggested deadlines:

Period	TASK	CPH WS	Bristol WS	LJU SS	RO WS	NZ SS	Porto WS	Lyon SS	CPH FC
		Oct 2013	Feb 2014	Jul 2014	Sep 2014	Feb 2015	Jun 2015	Oct 2015	Jun 2016
1 year to 2 months before event	Form organising team	Aug 2013	Nov 2013	January 2014	June 2014	Sep 2014	Jan 2015	May 2015	Jan 2016
	Book event venue; pre-book accommodation	Jun 2013	Jun 2013	Jun 2013	Jun 2013	By end 2013	Feb 2014	Feb 2014	Jun 2014
	Confer with Sue Wright over programme and budget	Jun 2013	Jun 2013	Oct 2013	Feb 2014	Jun 2014	Nov 2014	Jan 2015	May 2015
	Contact potential speakers	Jun 2013	Jun 2013	Oct- Dec 2013	Feb 2014	Jun 2014	Nov 2014	Jan 2015	May 2015
	Prepare draft programme for brainstorming	Jun 2013	Sept 2013	Oct 2013	Mar 2014	Jul 2014	Nov 2014	Jan 2015	May 2015
	Revise programme; send and confirm programme and budget with ACT	Jun 2013	Nov 2013	Nov 2013	Mar-Jun 2014	Jul-Dec 2014	Dec- 2014- Feb 2015	Feb-Jun 2015	Jun-Oct 2015
	Finalise programme; send to UNIKE members; present to the UMB	Jun 2013	Oct 2013	Feb 2014	Jul 2014	Dec 2014	Feb 2015	Jun 2015	Oct 2015
	Advertise WS/SS for guest PhD students, send ad to APs and other UNIKE members	Sept 2013	Dec 2014	May 2014	Jul 2014	Dec 2014	Apr 2015	Jul 2015	Apr 2016
	Circulate materials for coordinative events (UAB/UMB meetings, etc.)	Oct 2013	Jan 2014	May 2014 (45 days ahead)	Jul/Aug 2014	Jan 2015	Apr 2015	Aug 2015	Apr 2016
	Send links to/upload reading material for	Oct 2013	Jan 2014	Jun 2014	Aug 2014	Jan 2015	May 2015	Sep 2015	May 2016

	WS/SS			(one month ahead)					
<b>1 month before event</b>	Confirm list of participants	Sept 2013	Feb 2014	Jun 2014 (minimum four weeks ahead)	Aug 2014	Jan 2015	May 2015	Sep 2015	May 2016
	Confirm arrival/departure times	Sept 2013	Feb 2014	Jun 2014 (4 weeks ahead)	Aug 2014	Jan 2015	May 2015	Sep 2015	May 2016
	Confirm accommodation	Sept 2013	Feb 2014	Jun 2014	Aug 2014	Jan 2015	May 2015	Sep 2015	May 2016
	Book meals and refreshments	Sept 2013	Feb 2014	Jun 2014	Aug 2014	Jan 2015	May 2015	Sep 2015	May 2016
	Confirm social programme (dinners, walks, etc.)	Sept 2013	Mar 2014	Jun 2014	Aug/Sep 2014	Jan 2015	May 2015	Sep 2015	May 2016
	Confirm meeting rooms have necessary IT/AV equipment	Two weeks ahead	Two weeks ahead	Two weeks ahead	Two weeks ahead	Two weeks ahead	Two weeks ahead	Two weeks ahead	Two weeks ahead
	Organise note-taking and evaluation procedures	Two weeks ahead	Two weeks ahead	Two weeks ahead	Two weeks ahead	Two weeks ahead	Two weeks ahead	Two weeks ahead	Two weeks ahead
	Prepare and send out information on event to participants and the general public	Two weeks ahead	Two weeks ahead	Two weeks ahead	Two weeks ahead	Two weeks ahead	Two weeks ahead	Two weeks ahead	Two weeks ahead
	Prepare conference material (attendance lists, welcome packs, venue maps, name tags), water, etc.	One week ahead	One week ahead	One week ahead	One week ahead	One week ahead	One week ahead	One week ahead	One week ahead
<b>During event</b>	Confirm participants have arrived and settled	On the eve of event	On the eve of event	On the eve of event	On the eve of event	On the eve of event	On the eve of event	On the eve of event	On the eve of event
	Go through the event organisation checklist	On the eve of event	On the eve of event	On the eve of event	On the eve of event	On the eve of event	On the eve of event	On the eve of event	On the eve of event
	Organise note-taking	On the eve of	On the eve of	On the eve of	On the eve of	On the eve of	On the eve of	On the eve of	On the eve of

		event	event	event	event	event	event	event	event
	Organize group and individual online evaluation	On the eve of event	On the eve of event	On the eve of event	On the eve of event	On the eve of event	On the eve of event	On the eve of event	On the eve of event
<b>After event</b>	Send notes from the event to the OT	One week after event	One week after event	One week after event	One week after event	One week after event	One week after event	One week after event	One week after event
	Write up group and individual evaluation and sent to ACT	Two weeks after event	Two weeks after event	Two weeks after event	Two weeks after event	Two weeks after event	Two weeks after event	Two weeks after event	Two weeks after event
	Prepare press release	One week after event	One week after event	One week after event	One week after event	One week after event	One week after event	One week after event	One week after event
	Report actual expenditure to ACT	Four weeks after event	Four weeks after event	Four weeks after event	Four weeks after event	Four weeks after event	Four weeks after event	Four weeks after event	Four weeks after event
	Prepare reports for the EU (to be specified)	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

**Appendix 1: Sample of attendance list, to be signed by all participants on each day of the event**

**Name of event:**

**Date:**

<b>No.</b>	<b>Name</b>	<b>Institution</b>	<b>Signature</b>
1			
2			
3			
4			
5			
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12			
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35			

## **Appendix 2: Sample of advertisement and online application form for Associated Fellows and guest PhD students**

### **Workshop 1: Global processes and regional spaces**

*A two and a half days PhD course with a coherent programme of lectures, discussions and meetings with students on their projects. This is the first workshop in the PhD training package of the EU Marie Curie programme UNIKE (Universities in the Knowledge Economy).*

**Date** Monday, 14 October 2013 — Wednesday, 16 October 2013

**Time** 12:30 - 15:00

**Location** Room D165, School of Education, Aarhus University, Tuborgvej 164, DK-2400 Copenhagen

The workshop will be taught in English, and it is worth 2.5 ECTS.

### **Three main themes**

The workshop will be organised in terms of three main themes

1. Scientific Training: Global processes and regional spaces
2. Complementary skills: International networking and collaboration
3. Aspects of Doctoral Education: History of policy debates about doctoral education in Europe and the USA

### **Teachers**

Susan Robertson, University of Bristol; Roger Dale, University of Bristol; Susan Wright, DPU; Maresi Nerad, Washington State University; Christopher Newfield, UC Santa Barbara; Pavel Zgaga, University of Ljubljana; António Magalhães, University of Porto; Uwe Brandenburg, CHE Consult.

### **Cost**

There is no fee for UNIKE PhD fellows. Participants who are not UNIKE PhD fellows will



pay 1,000 Danish kroner (to cover the costs of lunch and coffee for 3 days). The other evenings we will be eating at restaurants, and each meal will be approximately 300 kroner.

## Accommodation

Accommodation can be found at <http://www.booking.com/>


## Method of selection

Applicants should demonstrate that their research is closely connected to the issues covered by the UNIKE project. Preference will be given to PhD students who intend to participate in all (or nearly all) the UNIKE programme of workshops and summer schools. The limit is 35 people (including all).

## Location

Please note that the workshop is in Copenhagen, not Aarhus. The location is Room D165, Department of Education, Aarhus University, Tuborgvej 164, 2400 Copenhagen NV.

## Online application form

Universities in the Knowledge Economy - Workshop 1		Selected event 
Venue:	Institut for Education (DPU)	Universities in the Knowledge Economy - Workshop 1
Date:	14-10-2013 - 16-10-2013	Price: DKK 0,00
Deadline for registration:	10-10-2013	Date: 14-10-2013
Management:	<a href="#">Dan Enevoldsen</a>	
<b>Extra information:</b>		<b>Participant</b>
In order to be selected, applicants need to demonstrate that their research is closely connected to the issues covered by the UNIKE project. Preference will be given to Ph.D. students who intend to participate in all (or nearly all) UNIKE workshops and summer schools. In order to participate in the course please fill in the forms below:		<b>Payment</b>
Are you a Ph.D. Student and if yes, where?:*	<input type="text"/>	Total price: DKK 0,00
How many workshops/summer schools will you be able to attend within the next year?:*	<input type="text"/>	<a href="#">Cancellation</a>
Please outline your Ph.D. and its relation to UNIKE in max. 150 words.:	<input type="text"/>	<a href="#">Payment terms</a>
<input type="checkbox"/> I agree to receive future notification from Arts concerning related events.		<a href="#">Personal data</a>
		Arts Aarhus University Nordre Ringgade 1 DK-8000 Aarhus C Denmark  CVR: DK 31119103 Phone: +45 8715 0000 E-mail: <a href="mailto:au@au.dk">au@au.dk</a>
		<input type="button" value="Next"/>

### Appendix 3: UNIKE workshop and summer/winter school GANTT chart – overview of main activities

Type of activity:

P: Planning (before the event)

I: Implementation (during the event itself)

R: Reporting (following the event)



**X: Predominantly OT activities** (programme development, practical arrangements, advertisement, communication)

**Y: OT + ACT coordination activities** (consultation on programme/budget, joint reporting)

**Z: All (including non-organising) partners' activities** (communication concerning practical arrangements, etc.

		2013						2014												2015												2016											
Event	Phase	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
	WS1	P	X	X																																							
	I			X																																							
	R			X	X																																						
	WS2	P	X	X	X		X	Z																																			
	I							Z																																			
	R			X			X	X	Y																																		
	SS1	P	X	Y	X	Y			X	X	X	Z																															
	I												X																														
	R											X	Y																														
	WS3	P					X	X	X			Y	X	X	X	Z																											
	I																																										
	R																																										
	S/WS2	P				X						Y	X				Y	X	Z																								
	I																		X																								
	R																		X	X	X																						
	SS3	P												X	X				Y	X	X	X	Z																				
	I																							X																			
	R																						X	Y																			
	WS3	P																Y	X				Y	X	X	X	X																
	I																							X	X																		
	R																							X	X	X	Z																
	FC	P																						X			X	X															
	I																																										
	R																																										

Appendix 4: Sample of PhD course certificate ( this can be downloaded on the UNIKE website



## PhD course certificate

**Name of course participant:**

**Course title:**

**Duration:**

**ECTS credits:**

**Lecturers / guest speakers:**

**Signed by Course Organizer:**

## Appendix 5: Financial reporting forms

### Report form A: UNIKE TRAVEL EXPENDITURE (workshops/summer schools)

Report completed by partner institution:

Names of persons:

Dates of travel:

Purpose of travel:

Cost category	Cost EUR	Subtotal/total EUR
PARTNERS' TRAVEL: flights (train)		
PARTNERS' TRAVEL: home country transfers to and from airport (incl. mileage and parking)		
PARTNERS' TRAVEL: transfers at destination (travelcards; tickets)		
<b>SUBTOTAL (EUR): PARTNERS' TRAVEL</b>		
TRAVEL SUBSISTENCE: home country		
TRAVEL SUBSISTENCE: destination		
<b>SUBTOTAL: TRAVEL SUBSISTENCE</b>		
<b>GRAND TOTAL (EUR): PARTNERS' TRAVEL</b>		

\*EUR exchange rate [European Central Bank exchange rate](#)

Rate:

Date:

## Report form B: UNIKE EVENT COSTS (workshops/summer schools)

Name of event:

Dates of event:

Location of event:

Number of attendees excluding staff:

Cost category	Cost EUR	Subtotal/total EUR
GUESTS TRAVEL		
ACCOMMODATION		
SUBSISTENCE		
OTHER (please specify – e.g. travelcards and tickets for visitors):		
LECTURERS' TEACHING		
<b>GRAND TOTAL (EUR)</b>		

\*EUR exchange rate according to [European Central Bank exchange rate](#)

Rate:

Date:

## Appendix 6: Sample of online evaluation questionnaires:

Below are two types of on-line surveys. Type 1 (used at the Bristol workshop) uses agreement scales. An alternative would be to use Type 2, a satisfaction survey. Either type of evaluation should leave plenty of space for participants to contribute with additional comments. At the same time, the specific formulation of both questions and answers can/should be adapted to specific events.

### Type 1: Agreement scales:

#### UNIKE Bristol Workshop--Evaluations

**The workshop met my expectations \***

- ☐ completely agree
- ☐ agree
- ☐ neither agree nor disagree
- ☐ disagree
- ☐ completely disagree

**Overall, the content was relevant to the workshop topic \***

- ☐ completely agree
- ☐ agree
- ☐ neither agree, nor disagree
- ☐ disagree
- ☐ completely disagree

**The choice of topics was relevant and fit well the overall framework of the project. \***

- ☐ completely agree
- ☐ agree
- ☐ neither agree, nor disagree
- ☐ disagree
- ☐ completely disagree

**The lecturers were well chosen and well prepared. \***

- ☐ completely agree
- ☐ agree
- ☐ neither agree, nor disagree
- ☐ disagree
- ☐ completely disagree

**The workshop structure was helpful to address the workshop goals. \***

- ☐ completely agree

- ☐ agree
- ☐ neither agree, nor disagree
- ☐ disagree
- ☐ completely disagree

**The academic content was relevant to my own research. \***

- ☐ completely agree
- ☐ agree
- ☐ neither agree, nor disagree
- ☐ disagree
- ☐ completely disagree

**The complementary skills I acquired during this event will be very useful in my future work. \***

- ☐ completely agree
- ☐ agree
- ☐ neither agree, nor disagree
- ☐ disagree
- ☐ completely disagree

**I felt I could contribute to the discussions freely and that my opinions were respected. \***

- ☐ completely agree
- ☐ agree
- ☐ neither agree, nor disagree
- ☐ disagree
- ☐ completely disagree

**I had good communication with the lecturers and partners in the project. \***

- ☐ completely agree
- ☐ agree
- ☐ neither agree, nor disagree
- ☐ disagree
- ☐ completely disagree

**Was there anything you found particularly useful?**

**Was there anything you thought did not fit well into the workshop?**

**Would you like to suggest any improvements regarding the workshop organisation?**

**Would you like to share any additional suggestions or comments?**

**Type 2: Satisfaction survey:**



1. How satisfied were you with the event (WS/SS) overall?  
☐ Very satisfied ☐ Satisfied ☐ Neither satisfied nor dissatisfied ☐ Rather dissatisfied ☐ Extremely dissatisfied
  
2. How satisfied were you with the academic content [insert a few examples]?  
☐ Very satisfied ☐ Satisfied ☐ Neither satisfied nor dissatisfied ☐ Rather dissatisfied ☐ Extremely dissatisfied
  - 2a. How would you rate the choice of lecturers? Please elaborate below.  
☐ Excellent ☐ Very good ☐ Neither good nor bad ☐ Not particularly good ☐ Poor
  - 2b. How would you rate the choice of topics? Please elaborate below.  
☐ Excellent ☐ Very good ☐ Neither good nor bad ☐ Not particularly good ☐ Poor
  - 2c. How easy was it for you to follow the content of lectures?  
☐ Very easy ☐ Relatively easy ☐ Sufficiently easy ☐ Somewhat difficult ☐ Very difficult
  - 2d. How useful were the lectures for your own research project?  
☐ Very useful ☐ Quite useful ☐ Somewhat useful ☐ Not particularly useful ☐ Not useful at all
  
3. How satisfied were you with activities aimed at developing complementary skills [insert a few examples]  
☐ Very satisfied ☐ Satisfied ☐ Neither satisfied nor dissatisfied ☐ Rather dissatisfied ☐ Extremely dissatisfied
  - 3a. How would you rate the choice of lecturers/presenters?  
☐ Excellent ☐ Very good ☐ Neither good nor bad ☐ Not particularly good ☐ Poor
  - 3b. How would you rate the choice of topics?  
☐ Excellent ☐ Very good ☐ Neither good nor bad ☐ Not particularly good ☐ Poor
  - 3c. How useful were they for your own research/career plans?  
☐ Very useful ☐ Quite useful ☐ Somewhat useful ☐ Not particularly useful ☐ Not useful at all
  
4. How satisfied were you with the social aspects of the event?  
☐ Very satisfied ☐ Satisfied ☐ Neither satisfied nor dissatisfied ☐ Rather dissatisfied ☐ Extremely dissatisfied
  - 4a. How satisfied were you with accommodation?  
☐ Very satisfied ☐ Satisfied ☐ Neither satisfied nor dissatisfied ☐ Rather dissatisfied  
☐ Extremely dissatisfied
  - 4b. How satisfied were you with the conference venue?  
☐ Very satisfied ☐ Satisfied ☐ Neither satisfied nor dissatisfied ☐ Rather dissatisfied  
☐ Extremely dissatisfied
  - 4c. How satisfied were you with food/catering?  
☐ Very satisfied ☐ Satisfied ☐ Neither satisfied nor dissatisfied ☐ Rather dissatisfied  
☐ Extremely dissatisfied
  - 4d. How satisfied were you with other activities?  
☐ Very satisfied ☐ Satisfied ☐ Neither satisfied nor dissatisfied ☐ Rather dissatisfied

☐ Extremely dissatisfied

5. How satisfied were you with the organizational aspects of the event?

☐ Very satisfied ☐ Satisfied ☐ Neither satisfied nor dissatisfied ☐ Rather dissatisfied ☐ Extremely dissatisfied

5a. How satisfied were you with the information sent out before the event?

☐ Very satisfied ☐ Satisfied ☐ Neither satisfied nor dissatisfied ☐ Rather dissatisfied

☐ Extremely dissatisfied

5b. How satisfied were you with the information during the event?

☐ Very satisfied ☐ Satisfied ☐ Neither satisfied nor dissatisfied ☐ Rather dissatisfied

☐ Extremely dissatisfied

5c. How satisfied were you with the scheduling during the event?

☐ Very satisfied ☐ Satisfied ☐ Neither satisfied nor dissatisfied ☐ Rather dissatisfied

☐ Extremely dissatisfied

5d. What would you recommend to the organizational teams of future events?

Free text

6. How satisfied were you with the overall atmosphere during the event?

☐ Very satisfied ☐ Satisfied ☐ Neither satisfied nor dissatisfied ☐ Rather dissatisfied ☐ Extremely dissatisfied

6a. To which extent would you say the event fulfilled your expectations?

☐ It was much better than I expected ☐ It was a bit better than I expected ☐ It was what I expected ☐ It was slightly less than I expected ☐ It was disappointing

6b. Did you feel you had a sufficient and equal opportunity to participate? Please elaborate why.

☐ Yes ☐ Somewhat ☐ No

6c. Do you think that the communication during the event was respectful and collegial? Please elaborate.

☐ Yes ☐ Somewhat ☐ No

6d. Is there something you would change in the future in this respect?

Free text

7. Please add any other comments, opinions or recommendations you may have:

Free text