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Dialogue on Innovative Higher Education Strategies

SUCCESSFUL HEI
INTERNATIONALIZATION

A PROCEDURES MANUAL
FOR INTERNATIONAL
OFFICES AT HIGHER
EDUCATION
INSTITUTIONS TO
IMPROVE THE
MANAGEMENT OF
INTERNATIONALIZATION
PROCESSES

PART 3:
SAMPLE OF AN
INTERNATIONALIZATION
PROCESS HANDBOOK

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SUCCESSFUL HEI INTERNATIONALIZATION

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A PROCEDURES MANUAL FOR INTERNATIONAL OFFICES
AT HIGHER EDUCATION INSTITUTIONS
TO IMPROVE THE MANAGEMENT OF INTERNATIONALIZATION PROCESSES

PART 3:
SAMPLE OF AN INTERNATIONALIZATION PROCESS HANDBOOK

INTRODUCTION: this handbook was developed by the project consortium ESDI (EStrategia De Internacionalización) within the frame of the program DIES (Dialogue on Innovative Higher Education Strategies) from the German Academic Exchange Service (DAAD) and funded by the Federal Ministry for Economic Cooperation and Development (BMZ).

The background of the project ESDI is described in **Part 1** of the Manual.

Part 2 provides the reader with the process guidelines for implementing the internationalization project at the own Higher Education Institution (HEI) and for generating the institution's specific process handbook. It describes also the therefore continuous improvement and quality management processes.

The here following **Part 3**, which can be adapted via the process guidelines described in Part 2, is a generic handbook serving as a sample and as a basis for any HEI that wishes to implement systematic internationalization processes. Although describing numerous processes for internationalization, it does not claim to be exhaustive. It is meant to serve as a foundation only, given that an internationalization project anyway strongly depends of the already existing level of internationalization on the strategic and operational level at the concerned HEI.
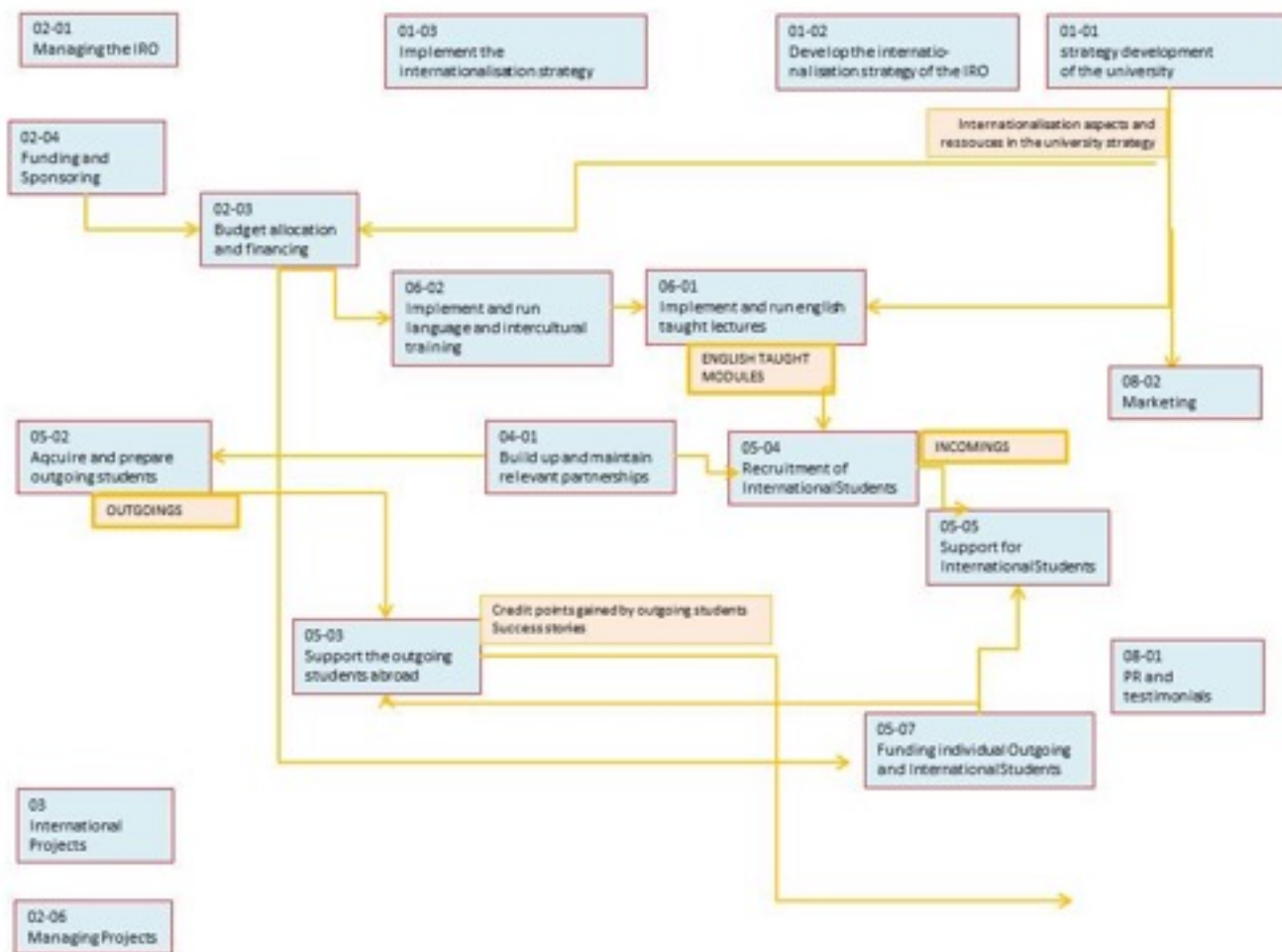
Example of a Process landscape

TABLE OF CONTENTS:

1.   STRATEGIC ISSUES

1.1. THE INTERNATIONALIZATION OF A HEI

HEI internationalization is defined according to the extent to which a HEI is involved in international activities. There are many approaches to HEI internationalization such as networking opportunities, facilitating exchange between staff, student exchanges, joint graduate programs, exchanging best practices and materials etc. indeed. The approach of this handbook can be characterized by the internationalization of studies including the studies abroad and the internationalization at home, the internationalization of staff and the introduction of processes allowing the HEI's organization to internationalize.

The aim of HEI internationalization is also to enable a HEI to continuously develop, and sustain quality teaching in order to meet up with the changing learning needs within the higher learning environment. Therefore, a HEI's internationalization should also be in line with the learning trends driving the internationalization of learning. As an example, international and intercultural knowledge awareness as a need for HEI internationalization has reached an important peak in the present economy and, as a consequence also in the present educational world although certainly differing strongly from HEI to HEI yet.

1.2. THE INTERNATIONALIZATION STRATEGY OF A HIGHER EDUCATION INSTITUTION (HEI)

The internationalization strategy of a Higher Education Institution (HEI) is a continuous process of integrating the international, intercultural and global dimension into the purpose and functions of a HEI. HEIs are undergoing significant unpredictable educational changes due to both the internal and external operational changes within the teaching and learning environments. Examples of **external factors** driving developmental changes in HEIs may include global economy, changing governmental policy due to political agenda and decrease in public funding of HEIs, increasing demand for higher education and student diversity, ongoing student growth and stakeholders demand for quality, emerging new and flexible methods for learning, emerging international trends among HEIs and global movement of students. Examples of the **internal environmental** changes which can impact the strategic development of HEIs are changes in leadership, renewed strategy and financial sustainability (Shah and Nair 2013).

Due to the constant global educational changes, HEIs practically do not have a choice other than to continuously **re-think, review and renew (RRR)** strategy development and implementation in line with the social, political and economic changes that may in one way or the other influence performance. As a result, the internationalization of HEIs has become a fundamental strategy for achieving HEIs' learning objectives, and for overcoming environmental and educational change. Listed below are some reasons for the development of a HEI internationalization strategy, also according to the experience of the ESDI consortium members:

- To strengthen research and knowledge production
- To strengthen diversity among faculties and staff members
- To ensure HEI graduates are well prepared for global market
- To strengthen international research and exchange of information for the development of higher education and economic sustainability
- To be prepared for the competition on the educational market
- To promote HEI networks (both national and international)
- To internationalize teaching and syllabuses.

The following subsections describe the processes involved in internationalization strategy development, strategic decisions and strategic issues. For each process the main objectives, the motivations, as well as the (likely) stakeholders within the institution are described.

1.2.1. Development of an Internationalization Strategy

Strategy development is the process whereby a HEI specifies clearly its future plans, direction and decision making, based on the analysis of its strength, weakness, opportunities and threats (SWOT) in the operating environment. Therefore, the implementation of internationalization among HEIs should be driven by a thorough analysis of the past, current and anticipated future performance or goals of the HEI in various areas such as resources, risks and the predictions of ongoing HEIs changes in the future. Thereafter, specific plan of actions leading to successful implementation and achievement of the internationalization objectives need to be put in place. However, before taking any strategic action and embarking on a HEI internationalization decision making process (short- and long-term strategic issues), or rather, during the development of HEI internationalization strategy, the following strategic questions need to be answered first:

- What have we reached so far?
- What are the areas of development within the HEI?
- What is the situation of the HEI's human resources?
- What does the HEI management want?
- What are the students' needs?
- What is the situation regarding the HEI's financial scope?
- What is the competitive position vis-à-vis other HEIs?

The success of a HEI internationalization strategy depends on its ability to adapt and to align the respective strategy processes so as to meet the specific needs of the HEI.

Main Objective:	To provide a top level guideline for the development of a HEI internationalization strategy.
Motivation:	A HEI internationalization strategy defines the measures and activities allowing for the successful implementation of an institution's internationalization policy.
Stakeholders:	On a top management level e.g. the Vice-Rector for international affairs / co operations (the Rectorate in more general terms) and the International Relations

Office (IRO) as well as on a level of the supervisory board and the academic board.

DESCRIPTION OF THE PROCESS:	Internationalization is an ongoing process. The strategy, targets, resources and roadmaps have to be planned, implemented and controlled. A HEI internationalization strategy can be developed FROM the HEI strategy (taking up the strategic goals of the HEI) or as PART of the HEI strategy development.
STEPS OF THE PROCESS	1. Develop strategic goals, potentials plus a SWOT analysis 2. Develop objectives and indicators, national and international environments 3. Develop a strategic roadmap, risk analysis 4. Develop a feasibility analysis 5. Decision making 6. Communication
RELATED PROCESSES:	1.3.: IRO Strategy and KPIs (Key Performance Indicators)
PROCESS MANAGER(S):	IRO (International Relations Office)
OUTCOME(S):	Written HEI internationalization strategy document
VERSION / AUTHOR:	Version 1.0 / ESDI Consortia

1.2.2. INTERNATIONALIZATION DECISION MAKING PROCESS

After developing and establishing a HEI internationalization strategy, it is important to decide upon the internationalization strategic actions the HEI should pursue to achieve the set objectives. The efficacy of a well-managed organization depends heavily on the ability to constructively make strategic decisions that are align with the strategic goal. It is the most central activity for the implementation of a strategic goal. HEI internationalization decision makers are therefore required to choose wisely respective strategic actions that will benefit and support the HEI's mission. Strategic decisions may not be easily reverse once human and financial resources have been committed to their cause.

MAIN OBJECTIVE: To describe the steps involved in taking the necessary action or strategic activities in order to ensure successful implementation of strategic goals.

MOTIVATION: Internationalization decision actions that are described and evaluated with respect to their role for dealing with specific problems and that are also align with the internationalization objective will not only lead to successful implementation of the strategic plan, but also help the HEI decision makers solve international problems, reduce international risk and uncertainty.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for international affairs / co operations and the International Relations Office.

Description of the Process: Strategic decision is a continuous process that involves making decisions and deciding on strategic actions leading to a successful achievement of the HEI internationalization strategy. The strategic action once implemented should be monitored and assessed on a continuous basis in order to determine any need for further improvement. The internationalization decision making process also requires that the HEI decision makers have to be aware or have an understanding of problematic situations in order to find a valuable solution outcome.

Steps of the process: 1. Identification of problematic situations or a problem statement

2. Diagnosis and solution finding of determined problems including decision on actions. This involves information processing, identification of strategic options and making final decision on the best options

3. Implementation of a decision

4. Learn from and improve on the final decision

DIES Example of an objective related strategic decision

- Analysis, transcription and graphical representation of the level of existing internationalization and respective elements of an internationalization strategy, including numbers of incoming and outgoing students at HEIs involved in this project.

- Improvement of the formulation of an efficient and effective strategy of internationalization in a process under consideration of the goals of the HEIs' faculties.

- Revision of activities of internationalization under the perspective of the formulated strategy / improved identification of needs for the redesign and alignment of activities in order to provide the best strategies, considering the need of the promotion of research projects with international strategic partners.

- Capacity trainings in the areas: internal communication channels, the attribution of responsibilities and the management of international projects including the acquisition of third party funds, such as agencies for academic and scientific development and embassies, and international marketing efforts and association of those activities to the global strategies fostering a better international management.

- Introduction of a quality management process to allow for a sustainable development of internationalization activities and target agreements.

RELATED PROCESSES: 1.3.:   IRO Strategy and KPIs (Key Performance Indicators)

PROCESS MANAGER(S):   IRO (International Relations Office)

OUTCOME(S):   Written internationalization strategy document

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

1.2.3. Internationalization Strategic Issues

Internationalization strategic issues are external and internal environmental challenges and uncertainties that may have an effect on the implementation of a HEI internationalization missions and goals; HEI internationalization quality performance and overall management of the internationalization project. Examples of internationalization strategic issues are:

- Funding opportunities and financial problems (lack of funding sponsors, national funds and physical resources)
- Sustainability
- Competition among HEIs
- Possible delays in the implementation of HEI internationalization strategy as result of resignation of managers or supporters during implementation, uncontrollable events, factors in the external environment, internationalization policy complications etc.
- HEI changing rules and regulations due to values, power, resource, and expected need for the HEI internationalization etc.
- Unclearly define objectives and goals, SWOT analysis, task and activities
- Lack of understanding of the internationalization strategic goals by the HEI faculties and administration
- Communication problems
- Human resources problems – not enough dedicated managers or directors, lack of commitment by the HEI management such as Rectorate, Vice Rector Academic, Vice Rector HR, academic departments and faculty management.

MAIN OBJECTIVE: To describe the process for managing and responding to internationalization strategic issues.

MOTIVATION: A written plan of actions and steps should be formulated to address and manage important internationalization strategic issues in order to eliminate barriers to the implementation of internationalization strategy.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for International affairs / co operations and the International Relations Office.

DESCRIPTION OF THE PROCESS: Identification and relevance measurement of issues that may have an impact on the organization's strategic decisions (see also Lozier & Chittipeddi 1986).

STEPS OF THE PROCESS:
1. Continuous monitoring of the environment
2. Identification of issues
3. Assessing issues. Judging their likely impact and establishing priorities
4. Planning strategic and tactics for handling issues in accordance with assigned priorities and
5. Implementing tactics and planning activities

RELATED PROCESSES: 1.3.: IRO Strategy and KPIs (Key Performance Indicators)

PROCESS MANAGER(S):   IRO (International Relations Office)

OUTCOME(S):   Written internationalization strategy document

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

1.3. IRO strategy and KPIs (Key Performance Indicators)

The international relations office (IRO) is a center within the HEI that is committed to foster and facilitate de development of those initiatives aiming at achieving the HEI's internationalization strategy. It will provide the necessary assistance to both incoming and outgoing students, and will market the HEI image, as well as its internationalization activities. As a center that has its own management structure of leadership, it therefore develops its own strategic objectives in alignment with the overall goals of the HEI. The IRO will contribute to efficiently and effectively achieve the HEI's internationalization strategy and the growth of the HEI.

Some examples of IRO responsibilities are:

- To promote bilateral exchange programs and other mobility programs for students, staff and professors
- To provide a unique academic experience that combines high academic standards and social commitment
- To increase the number of outgoing and incoming student mobility abroad
- To recruit and provide necessary support for international students
- To strengthen HEI reputable image in more than one country

The following subsections describe the processes involved in IRO strategy development and key performance indicators (KPIs) as well as the strategic roadmap development and strategy implementation. The processes begin by describing the main objective motivation as well as the stakeholders for each subsection describing a HEI IRO strategy.

1.3.1. IRO strategy

Main Objective:	To provide a top level guideline for IRO strategy development.
Motivation:	IRO strategy development will enable the office to define the necessary measures and activities that will promote deeper engagement with HEI abroad and also within regional countries; promote its student educational experience abroad; efficiently support incoming students through student recruitment and funding; integrate foreign professors teaching within the HEI; support teaching professor teaching abroad; encourage international education etc.
Stakeholders:	On a top management level e.g. the Vice-Rector for international affairs / co operations and the International Relations Office.
Description of the Process:	The IRO strategy, targets, resources and roadmaps have to be planned, implemented and controlled. The IRO strategy can be developed from the HEI strategy (taking up the strategic goals of the HEI) or as part of the HEI strategy development.
Steps of the Process:	1. Develop strategic goals and potentials plus a SWOT analysis 2. Develop objectives and indicators, national and international environment 3. Develop a strategic roadmap, risk analysis 4. Feasibility analysis 5. Decision 6. Communication

RELATED PROCESSES: Part 2: Guidelines for implementing the
                          internationalization project
                          1.2.: The Internationalization Strategy of a HEI
                          1.4.: The Development of HEI Partnerships

PROCESS MANAGER(S):   IRO (International Relations Office)

OUTCOME(S):   Written IRO strategy document

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

1.3.2.THE DEVELOPMENT OF A STRATEGIC ROADMAP

MAIN OBJECTIVE: To provide a guideline for the development of a strategic roadmap.

MOTIVATION: Any organization interested in long term success must deal with the issues of excellence, quality and strategy. To achieve the visions and goals and to implement excellence, it is necessary to systematically plan the processes. Hence, the process of roadmap development is crucial for quality.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for international affairs / co operations and the International Relations Office.

DESCRIPTION OF THE PROCESS: The roadmap development is the development of a strategic plan. Hence, the strategy is the basis for that development. From that, a work breakdown structure defines the most important measures and activities. The Important results of measures and activities that are either critical for the result or for the timeline are associated with a milestone.

STEPS OF THE PROCESS:

1. Requirements analysis: What must be the contents of the roadmap? What is the target (the strategy should be given, else strategy development and definition is the first sub-phase of the requirements analysis)

2. Specification: Definition of what the roadmap serves for. Definition via the magic triangle: target and timeline for the internationalization project

3. Development: Development of a project management plan

4. Testing and validation: Analysis of the roadmap: is it useful, viable, and readable? Risk analysis

5. Planning: planning of the implementation process. The roadmap development ends with the final roadmap. Implementation and adaption of the roadmap is not part of the roadmap development process.

6. Update and continuous improvement: definition of the next steps and milestones for the evaluation and adaption of the roadmap.

RELATED PROCESSES:

Part 2: Guidelines for implementing the internationalization project

1.2.: The Internationalization Strategy of a HEI

Chapter 2: Create and Support Prerequisites for Internationalization

PROCESS MANAGER(S):

IRO (International Relations Office)

OUTCOME(S):

The outcome of the roadmap development process is a written roadmap document, including a description of the vision/target, a list of measures with timelines, resources and responsible people/institutions. Optional deliverables are: work breakdown structure, milestone plan, risk analysis, stakeholder analysis etc.

VERSION / AUTHOR:

Version 1.0 / ESDI Consortia

1.3.3. Definition of Key Performance Indicators (KPIs)

Main Objective: This document gives a guideline for the development of a set of indicators for the IRO internationalization roadmap.

Motivation: To set targets and measure success, an organization needs a set of indicators.

Stakeholders: On a top management level e.g. the Vice-Rector for international affairs / co operations and the International Relations Office.

Description of the Process: Indicators can be outcome-oriented (measuring results) or input-oriented (measuring the efforts or potentials)

Steps of the Process: 1. Requirements analysis: Who are the relevant stakeholders? What must be measured and why?
2. Specification: Which indicators are useful? Which indicators can be determined?
3. Definition
4. Testing and validation: useful, viable, what will be the impact of using these indicators set?
5. Update and continuous improvement: definition of the next steps and milestones for the evaluation and adaption of the roadmap.

Related Processes: 1.3.2.: The Development of a Strategic Roadmap

Process Manager(s): IRO (International Relations Office)

Outcome(s): Written Internationalization set of indicators defining the name, scope, organisational unit(s), and rules for determining and calculating performance.

Version / Author: Version 1.0 / ESDI Consortia

DEFINITIONS/NOTIONS:

- **INDICATOR:** an indicator is a number relating to a certain aspect of internationalization together with a description of measuring and data gathering, an algorithm for determining, an interpretation and the intended usage (syntax, semantics, and pragmatics). Indicators can be used to set targets by defining a criterion and timeline for achievement.

- **INDICATOR SET:** an indicator Set is a structured collection of indicators that relate to an organization and relate to various sub-organisations, aspects etc. …

- **SMART:** the SMART formula refers to the relevant components of an indicator: **Specific** for the subject and organisation; Scope **Measurable** with an accepted relation between effort and benefit; **Accepted** by the responsible persons or sub-organisations; **Relevant** to the success of the organization; **Time-related**: to a specific point or interval of time.

- **DEVELOPMENT:** refers to the process of developing and selecting an indicator set.

- **VISION**: a model of a – desirable – state of the future.

- **TARGET**: the qualitative and quantitative description of a vision together with a timeline.

- **STRATEGY**: a plan for an organization that describes the main steps which have to be taken in order to achieve a given target. A strategy must consider the targets of all stakeholders, the potential and resources of the organisation, external impact and reaction and deal with uncertainties.

1.3.4. IMPLEMENTATION OF IRO STRATEGY

The same level of effort during the development of the strategy must be put into the implementation of the strategy. International relations manager should oversee and stay committed to the implementation through continuous information sharing as well as controlling and assessing performance overtime. Adapt and improve the strategy implementation as required.   The international relations manager should also ensure support for the execution of the strategy by creating the right conditions for the implantation. Eventually, follow up is very important.

MAIN OBJECTIVE: To develop a means of implementing the strategic plan

MOTIVATION: A strategy without the necessary steps to implement it may be a worthless effort. Strategy implementation is the development strategic activities according to the strategic plan in order to achieve the strategic goals. It is the ability of the international relation managers to skillfully or competently identify the right strategy and skills to implement international relations strategy.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for international affairs / co operations and the International Relations Office.

DESCRIPTION OF THE PROCESS: Strategy implementation is important because it provides competitive advantages. However, for this to happen, the action taken should drive the strategy implementation forward and not backward.

STEPS OF THE PROCESS[1]:

1. **ALIGN YOUR INITIATIVES:** A key road to failed implementation is when a new strategy is created but then same old things are done. A new strategy means new priorities and new activities. Every activity (other than the most functional) must be reviewed against its relevance to the new strategy. Initiatives need to be evaluated against their strategic value and the impact to the organization.

2. **ALIGN RESOURCES & PERFORMANCE:** are the resources adequate to deliver the office's strategic initiatives? Organizational performance must be closely aligned to strategy. All staff will have an impact on the strategy. Employees must be aware of their role and influence on strategy delivery and performance.

3. **CONSIDER THE STRUCTURE WHICH FOLLOWS STRATEGY:** is the structure of your IRO adequate to the strategy?

4. **ENGAGE STAFF:** Include, communicate, and clarify. It is important that all employees are aware of expectations. Each individual must understand their functions within the strategy, the expected outcomes and how they will be measured.

5. **MONITOR AND ADAPT:** A strategy must be a living, breathing document. As we all know: if there's one constant in business these days it's change. So our strategies must be adaptable and flexible so they can respond to changes in both our internal and external environments. Strategy meetings should be held regularly throughout the year, where initiatives and

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[1] Source: The Berg Consulting blog - information, opinion and the latest news on innovation strategy and leadership: "5 Essential Steps to Successful Strategy Implementation" (http://bergconsulting.com.au/Berg_Consulting_Blog/5-essential-steps-to-successful-strategy-implementation)

direction are assessed for performance and strategic relevance.

RELATED PROCESSES: Part 2: Guidelines for implementing the internationalization project
1.2.:   The Internationalization Strategy of a HEI
Chapter 2: Create and Support Prerequisites for Internationalization

PROCESS MANAGER(S):   IRO (International Relations Office)

OUTCOME(S):   Written IRO strategy implementation document

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

1.3.5. PLANNING MEETINGS

MAIN OBJECTIVE: To provide a guideline internationalization planning meetings, so that the strategic plan can be achieved.

MOTIVATION: Planning meetings allows stakeholders to come together to discuss strategic issues, further planning for improvement, clarify issues through brain storming, to discuss other stakeholders input, international project evaluation and design, to review of internationalization policy development, and to prioritize internationalization goals and actions so that the planned strategic desire can be achieved.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for international affairs / co operations and the International Relations Office.

DESCRIPTION OF THE PROCESS: To improve performance and monitor progress, periodic meeting among partner must take place. A meeting is the coming together of the internationalization partners who share common aims and objectives, and who through the use of verbal and written communication contribute to the objectives being achieved.

STEPS OF THE PROCESS:
1. Define the meeting purpose and objective
2. Create the participant list
3. Establish roles the internationalization partners will play during the meeting
4. Develop the agenda
5. Identify background materials: it is very important to provide all stakeholders with the meeting agenda, the list of participants, the topics that will be discussed, and additional information considered relevant for the meeting, minimum one week before the meeting date.
6. Plan the meeting space

Related Processes:	Part 2: Guidelines for implementing the internationalization project
	1.2.: The Internationalization Strategy of a HEI
	1.3.2.: The Development of a Strategic Roadmap
	Chapter 2: Create and Support Prerequisites for Internationalization
Process Manager(s):	IRO (International Relations Office)
Outcome(s):	Meeting notes, including status of progress; adapted version of the written IRO strategy document and strategy implementation document
Version / Author:	Version 1.0 / ESDI Consortia

1.4. THE DEVELOPMENT OF HEI PARTNERSHIPS

The definition of internationalization is not only about increasing involvement internationally, but also a process involving managing and maintaining internationalization agreement portfolios, initiating and maintaining partnerships among the partnering HEIs to effectively adapt the HEI's education and research strategy, structure and resource to international environments. Developing and maintaining HEI partnerships may thus be one of the most important parts of any internationalization strategy.

Developing partnerships involves a strategic process that is aimed at reaching a mutual understanding of the partnership future purpose for educational, community, economic and global needs of the HEIs involved. HEI partnerships represent a close collaboration between HEIs having legal rights of joint sharing, and responsibilities of interest that allow the partner HEIs to work together for mutual benefit. The key factors that may influence the development of a good partnership involve trust, commitment of time and resources, mutual understanding and shared operational culture, respect, genuineness and accessible communication, equity communication, responsiveness and sustainability by the partnering HEIs (Bernal, Shellman & Reid 2004).

A lack of effective management of the agreement portfolio may influence negatively the growth and performance of the partnering HEIs. Haggman-Laitila and Rekola (2014) suggest the following recommendation for developing HEI partnerships:

- By involving staff, identifying a joint development target, which benefits both partners. Formulating a clear and realistic written action plan in collaboration with partners including agreements of goals, implementation and equal share of responsibilities and ownerships of results and products.

- Allocating staff, material, time and management for collaboration in advance. Paying sufficient attention to expertise.

- Enhancing the commitment of various levels of organizations and staff by giving time for discussions and providing leaders' examples of commitment.

- Building mutual understanding by finding a common language and values. Paying special attention to flexibility, sustainability of actions and trust.

- Managing and leading partnerships through a balance of power and joint decisions, enhancing staff's participation, following-up the progress and benefits of the partnerships and sharing findings with the staff through discussions and effective communication

1.4.1. Initiate Partnerships

Main Objective: To describe the process of initiating internationalization partnerships.

Stakeholders: On a top management level e.g. the Vice-Rector for International affairs / co operations and the International Relations Office, faculty / department management.

Description of the Process: To begin or embark on developing and entering into a networking relationship with international HEIs may require some key fundamental considerations for the benefit of sustainability. The following key considerations should be taken into consideration:

Steps of the Process: 1. A strong need to identify motivating factors for internationalization involvement between HEIs. This may involve growth, motivation etc.

2. Setting of primary and secondary objectives for collaborative relationships should also be considered.

3. It is also important to assess the alignment of strategic goals between the networking HEIs.

4. The integrity and quality of the internationalization partners should be examined

5. The partner HEIs compatibility of management style and combination of skills should be considered. Identifying areas of mutual benefit, common projects and interests are also important.

6. Barriers such as regulatory and language issues as well as geographic connections should be considered.

7. There is also a need to determine whether there are sufficient resources and structures to support the partnering HEIs over time.

RELATED PROCESSES: Part 2: Guidelines for implementing the internationalization project

1.2.:   The Internationalization Strategy of a HEI

1.3.:   IRO Strategy and KPIs (Key Performance Indicators)

1.4.2.: Maintain Partnerships

1.4.3.: The Management of a Partnerships Portfolio

1.5.:   Cooperating with External Stakeholders

Chapter 2: Create and Support Prerequisites for Internationalization

PROCESS MANAGER(S):   IRO (International Relations Office)

OUTCOME(S):   Partnership Agreements, MoUs …

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

1.4.2. Maintain Partnerships

Main Objective: To provide a top level guideline for maintaining partnerships in order to achieve the internationalization strategic goals.

Motivation: Maintaining a partnership is very important and may serves as a motivation for the partner HEI commitment to adding more value for enhancing and sustaining mutual relationship.

Stakeholders: On a top management level e.g. the Vice-Rector for international affairs / co operations and the International Relations Office; on a faculty level, partnership coordinators.

Description of the Process: Maintaining a HEI partnership is a process of preserving a joint agreement, in which principles are understood and practiced by the partnering HEIs so that common goals are achieved. It also involves making effort to ensure that joint projects or programs lead to greater impact and more effective outcomes.

Steps of the Process: **1. Maintain shared purposes and goals:** the partner HEIs need to continuously and actively reflect upon reviewing and revising the internationalization goals, identifying internationalization successful achievements and renewing partner HEIs commitment.

2. Maintaining relations with partners: the established relationship between partner HEIs should be based on trust and commitment and one that encourage partner participation in developing internationalization processes that are wide-ranging and respectful. Partner's contribution should be recognized. This will motivate

partners' members to improve on existing strategy by initiating new strategic relationships.

3. MAINTAINING CAPACITIES FOR PARTNERSHIP WORK: maintaining partners' relationship especially with those who effectively engage in international relations projects and recruitment of international sponsors involves developing infrastructure and resources that are needed to effectively achieve internationalization strategic goals.

4. MAINTAINING PARTNERSHIP GOVERNANCE AND LEADERSHIP: building and maintaining internationalization partners' transparency and workable procedures guidelines requires developing and supporting close relations and communication between partners, and effective leadership.

5. MAINTAINING TRUST AND TRUSTWORTHINESS: This involves establishing internationalization procedures that engage and inform partners, and also encourage cooperation and collaboration. In this case ensuring that each partner's needs are recognized and addressed should prioritize the needs and expectations of networking partners.

RELATED PROCESSES:

Part 2: Guidelines for implementing the internationalization project

1.2.:   The Internationalization Strategy of a HEI

1.3.:   IRO Strategy and KPIs (Key Performance Indicators)

1.4.1.: Initiate Partnerships

1.4.3.: The Management of a Partnerships Portfolio

1.5.:   Cooperating with External Stakeholders

Chapter 2: Create and Support Prerequisites for Internationalization

PROCESS MANAGER(S):   IRO (International Relations Office), Faculties, Departments

OUTCOME(S):   Common Projects, (Exchange, Study…) Programs, Research…

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

1.4.3. THE MANAGEMENT OF A PARTNERSHIPS PORTFOLIO

MAIN OBJECTIVE: To provide guidelines for the management of a partnerships portfolio.

MOTIVATION: Partnerships portfolio management helps the management to use the right strategies to achieve internationalization performance. It also helps the partnering HEIs achieve revenue targets, while identifying and developing new strategic partnerships and protecting established ones.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for International affairs / co operations and the International Relations Office, faculty / department management

DESCRIPTION OF THE PROCESS: Partner portfolio is the continuous process of identifying, selecting and managing internationalization projects in alignment with the internationalization key performance indicators and set objectives in order to effectively manage control. As stated by Kilford (2008), "a pre-requisite for effective portfolio management is the existence of an organizational strategy that contains a well-defined and agreed strategy objective with associated targets and measures".

STEPS OF THE PROCESS: 1. **TRANSLATION STRATEGY INTO INITIATIVE:** strategic initiatives are referred to as the collection of programs and projects that are designed to help the organization achieve its targeted performance. Strategic initiatives are means through which a vision is translated into practice. It focuses on the 'How' Question rather than the 'What' Question. The internationalization strategic objectives should be confirm and linked to the HEI existing initiatives. The existing HEI initiative should be

optimized to deliver objectives not met by current portfolio and then define new strategic initiatives.

2. Identification of programs and projects: Translate new international initiatives into well-defined programs and projects; prepare agreements that define internationalization scope, high-level plans and realistic international cases.

3. Optimization of the portfolio: Evaluate current portfolio, select the optimal portfolio based on the agreed internationalization decision framework by adding and removing programs and projects; establish internationalization planning control and prioritize partner portfolio based on the agreed decision framework.

4. Approval of the portfolio: the internationalization management should review and approve the optimized partner portfolio for operation.

5. Identification of risks and associated remediation strategies: Evaluates interdependency risk between program governance project, project management and solution factors; assess current state of the international portfolio and then identify program and project improvement opportunities.

RELATED PROCESSES:	Part 2: Guidelines for implementing the internationalization project
	1.2.: The Internationalization Strategy of a HEI
	1.3.: IRO Strategy and KPIs (Key Performance Indicators)
	1.4.1.: Initiate Partnerships
	1.4.2.: Maintain Partnerships
	1.5.: Cooperating with External Stakeholders
	Chapter 2: Create and Support Prerequisites for Internationalization
PROCESS MANAGER(S):	IRO (International Relations Office), Faculties, Departments
OUTCOME(S):	Common Projects, (Exchange, Study…) Programs, Research…
VERSION / AUTHOR:	Version 1.0 / ESDI Consortia

1.5. COOPERATING WITH EXTERNAL STAKEHOLDERS

HEI engagement with external stakeholders is also very important to enhancing networking relationships. External stakeholders such as the general public, communities, business support groups, companies, special interest groups, media but especially also funding organizations etc. play a highly valuable role in promoting HEI internationalization networks. Stakeholders are influenced by the services HEI offer and for this reason a HEI should position itself in a way that it reflects its value for the stakeholders.

The HEI as part of a community should also have a strategic plan actively engaging in community development, like providing important research information that support innovation and improvements of the community, involving in social projects that bring value to the community and other stakeholders. The extents to which the HEI serves its stakeholders determine its ability to increase HEI networking activities. Although, stakeholders are not directly involved in the operational activities of the HEI, they can be affected by the action of the HEI and also have the power to influence the HEI's outcome or objectives (Leisyte, Westerheijden, Epping, Faber, Weert (2013)).

External stakeholders for this internationalization handbook are categorized into sponsors (in the very sense of the term, but also in the sense of funding organizations, including in the sense of (local) city and (regional, state, national) country administrations) and HEI networks (consortia, associations…).

The following process by Markwell (2010), can be used to analyze stakeholders cooperation

- Identify and map internal and external stakeholders
- Assess the nature of each stakeholders influence and importance
- Construct a matrix to identify stakeholder influence and importance
- Monitor and manage stakeholder relationships.

1.5.1. Sponsors

Main Objective: To provide a guideline for appropriate approach to sponsorship so as to sustain the HEI internationalization network programs and also to successfully achieve good performance.

Motivation: Sponsors are key stakeholders to the HEI's successful networking. Without sponsors, the HEI may suffer in terms of sustainability as a result of a lack of financial support and resources.

Stakeholders: On a top management level e.g. the Vice-Rector for International affairs / co operations and the International Relations Office, faculty / department management.

Description of the Process: Finding sponsors is a process of identify and assessing stakeholders that can influence or support substantially and be part of a HEI international project. Sponsors expect benefit from their contributions and in that, the cooperation between the sponsor and the sponsored HEI is characterized as a mutually beneficial process that should be related to business goals. The International Chamber of Commerce International Code on Sponsorship (ICC 2003:2) defines sponsorship as 'any commercial agreement by which a sponsor, for the mutual benefit of the sponsor and sponsored party, contractually provides financing or other support in order to establish an association between the sponsor´s image, brands, or service and a sponsorship property in return for rights to promote this association and/or for the granting of certain agreed direct or indirect benefits'.

The flowing process of sponsorship was prescribed by (Collet & Fenton 2011:21-22)

STEPS OF THE PROCESS:

1. SPONSORSHIP STRATEGY for HEIs should focus on what is the most appropriate approach to sponsorship, and how best position the activities to attract sponsorship investment. Identifying sponsorship assets and understanding their potential value is critical, but HEIs also have to allocate the appropriate resources if they wish to optimize sponsorship value creation. Finally, the best marketing strategy for the rights must be agreed.

2. MOVING FORWARD INTO PLANNING, HEIs must have a clear timetable about (a) how they are going to sell their rights and implement partnerships, (b) what they need to do with their website and PR plan to attract sponsor interest, and (c) how they are going to develop their sales materials. Thorough prospect research is essential to identify those organizations that are the best prospects to target. Ensuring that employees understand the approach and how they can potentially help to bring new partners on board is crucial to sponsorship-seeking success.

3. THE EXECUTION PHASE comes in two parts. The first is the sales effort to attract sponsors, understanding face-to-face meetings, finalizing contract negotiations and implementing partnerships. In this aspect, understanding the objectives of both parties and making the sponsor positively support the budget will be critical in retaining the sponsor for the long-term.

4. THE REVIEW PHASE for HEIs should also focus on target tracking against sponsor´s objectives. This is not to be overlooked at or seen as an unnecessary cost, but should be seen as a very important strategy to prove to a sponsor how the property has delivered against their objectives when conducting a re-signing discussion. This

is even better if sponsorship fulfillment reports have been provided on a regular basis.

RELATED PROCESSES:	Part 2: Guidelines for implementing the internationalization project
	1.2.: The Internationalization Strategy of a HEI
	1.3.: IRO Strategy and KPIs (Key Performance Indicators)
	1.4.: The Development of HEI Partnerships
	Chapter 2: Create and Support Prerequisites for Internationalization
PROCESS MANAGER(S):	Top Management Level, IRO (International Relations Office), Faculties, Departments
OUTCOME(S):	Written cooperation agreements with external stakeholders
VERSION / AUTHOR:	Version 1.0 / ESDI Consortia

1.5.2. HEI NETWORKS

MAIN OBJECTIVE: To enable HEI facilitate collaboration through networking and creating an effective opportunity process for collaboration.

MOTIVATION:

- To Increase quality research and development
- To foster joint research with industry and commercialisation of knowledge
- To improve regional and national development of knowledge and technology transfer
- To Enhance teaching and student's practical learning with industries
- To increase collaboration with local and international partnerships
- To expand the HEI study abroad programs
- To enhance HEI international collaboration networks with staff, student and alumni
- To promote more active participation in HEI strategic cooperation with stakeholders and also increase more opportunity to other network programs
- To maximize opportunities for student exchange, learning initiatives, and also influence positively on curricula development

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for International affairs / co operations and the International Relations Office, faculty / department management.

DESCRIPTION OF THE PROCESS: A HEI Network involves establishing relationship ties with other HEIs (local, regional, national or international) and hence it is a set of relationships with other organizations that is based on trust and commitment. Its main focus may include for example expanding HEI international activities and to increase the percentage of students with international experience. HEI networking is also an effective strategy to innovation and provides opportunity to make connections.

The steps of a networking process are described by Philbin (2008:499-505) as follows:

STEPS OF THE PROCESS: 1. Terrain mapping in terms of technical capabilities and industrial requirements. Industry and market analysis is undertaken so as to develop a detailed understanding of the collaboration opportunity landscape.

2. Proposition in terms of value for money and customer needs.

3. Initiation based on generation of a statement of work and formulation of appropriate contract negotiation terms

4. Delivery performance through effective project management skills and milestones achieved

5. Evaluate sustained collaboration based on contract renewal and submission of new proposals. Evaluation based on performance metrics that captures both tangible and intangibles benefits arising from the collaboration. Evaluation based on termination where the collaboration is not achieving the required benefits

RELATED PROCESSES: Part 2: Guidelines for implementing the internationalization project

1.2.:   The Internationalization Strategy of a HEI

1.3.:   IRO Strategy and KPIs (Key Performance Indicators)

1.4.:   The Development of HEI Partnerships

Chapter 2: Create and Support Prerequisites for Internationalization

PROCESS MANAGER(S):   Top Management Level, IRO (International Relations Office), Faculties, Departments

OUTCOME(S):   Written network plan as well as network cooperation agreements other HEIs

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

2. Create and Support Prerequisites for Internationalization

2.1. Preparing the HEI Organization for Internationalization

A HEI is an organization that should develop, coordinate and also seek to enhance the utilization and the management of its resource and capabilities to improve on valuable teaching and learning activities. Just like firms, HEIs also need to commit their resources in a way to produce increased knowledge to solve problems within the HEI itself, in the community, in science and research, the economy and internationally. In order words, the internationalization success of a HEI largely depends on its ability to externalize its learning activities, to place its learning activities abroad, and also the ability to integrate its learning activities (Rezende 2003). The inability of the HEI or its lack of experience in the aforementioned issues may be a major constraint to the development of the internationalization strategy. Therefore, HEIs who are committed and are engaged in developing internationalization strategy need to analyze and characterize their HEI internationalization ability.

Main Objective:	Adjust the HEI organization in order to support the internationalization efforts defined in the HEI internationalization strategy or create a HEI organization, which supports internationalization. It is very important to emphasize that each HEI needs to recognize and assume its very own context in order to determine how internationalization activities will be supported so that they have an impact on the HEI's defined mission.
Motivation:	Increase of attractiveness of the HEI.
Stakeholders:	HEI leadership and HEI community
Description of the Process:	Definition of people responsible for the implementation of the internationalization strategy and activities.

STEPS OF THE PROCESS:	1. Define a responsible person in the rectorate for internationalisation. 2. Allocate human and financial resources according to the tasks. 3. Set up of an international relations office with clear responsibilities and targets. 4. Set up of responsible persons in the faculties.
RELATED PROCESSES:	Chapter 1: Strategic Issues 2.2.: The Internal Structuring of Internationalization Activities 2.4.: Setting-up of the Frame to Facilitate an International Education Chapter 3: HEI Budget Management in the Internationalization Context
PROCESS MANAGER(S):	Top Management Level
OUTCOME(S):	Written concept for the internal organization of the HEI's Internationalization, task and responsibility list for IRO, and task and responsibility list for faculty staff.
VERSION / AUTHOR:	Version 1.0 / ESDI Consortia

2.2. THE INTERNAL STRUCTURING OF INTERNATIONALIZATION ACTIVITIES

MAIN OBJECTIVE: The internationalization activities of a HEI should be structurally organised for effective communication flow. Internal cooperation of all internationalization activities within the HEI is important for improvement and performance measures and also to creating an effective opportunity process for collaboration.

MOTIVATION: The IRO, faculty / departmental coordinators and other responsible people for internationalization within the HEI need to communicate and align strategic functions and activities for the achievement of effective goals.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for international affairs, the International Relations Office, Faculty management, faculty / departmental / partnership coordinators.

INSTITUTIONAL IRO (INTERNATIONAL RELATIONS OFFICE): the IRO within the HEI is responsible for the management of internationalization of studies that (1) Enable students employ their skills and undertake responsibility in their career and in society as highly-qualified employees and leaders in globally-oriented businesses; (2) Promote its students' personal development; (3) Encourage study-integrated stay abroad and increase the attractiveness of the HEI for international students and visiting scientists; (4) Promote international exchange programs for students and staff, (5) Support the offer of language courses, cooperative doctorate programs, network projects in research and education etc...

FACULTY / DEPARTMENTAL IRO – FACULTY / DEPARTMENTAL COORDINATORS: Depending on the extent to which, the HEI's faculties and departments undertake area-specific learning and research activities

with other HEIs abroad, a faculty / departmental IRO may bring more value to students' learning and increase the networking reputation of the overall HEI. The "local" IRO will run respective internationalization programs with the concerned faculty partnerships. In smaller faculties / departments and/or less international units, internationalization activities are likely to be coordinated by assigned coordinators.

DESCRIPTION OF THE PROCESS:

Collaboration between the different internationalization actors in their decision making with the aim of an effective operation of the HEI internationalization activities.

STEPS OF THE PROCESS:

1. As the first primary contact for questions regarding study programs abroad, the international coordinators at faculty / departmental / partnership level (depending on internal structure) are also in charge to develop internationalization strategy of their unit; to actively participate in international committees; to disseminate relevant program information to the IRO; to coordinate relevant credit transfers and accumulation systems in the course of studies; to initiate new HEI partnerships, collaborations and networking activities with other parties.

2. Develop and maintain contacts abroad for outgoing students within the frame of study abroad programs and provide information about program-specific procedures; advising regarding course recognition / validation with course director; participate in information events; vote and signature of learning agreements; contact for technical advice during the stay abroad and develop new exchange programs for the course where necessary.

3. As the first point of contact for incoming students at its own course, the international coordinator at faculty / departmental / partnership level provides technical

approval of chosen study programs, information about subjects offered (credit transfer and accumulation system) to students prior to arrival, advice timetabling program for students, participates in welcome events and provides help in finding tutors where necessary.

4. Travel planning of the program should be in consultation with the Dean. Functions: to improve existing programs, developing new programs, supervision of students, problem solving and public relations. If necessary participate in relevant events, fairs and guest lecturer at the partner HEI.

5. Delegations: clarifying the intention of visit, appointment scheduling and draft agenda. Participate in the delegation visit where possible.

6. Visiting scientist: providing help in the organization of the stay e.g. with respect to the procurement of a job, applying for scholarships or grants and if necessary visa, accommodation and preparation of invitation, facilitate care during the stay and final reporting.

RELATED PROCESSES:	1.3.5.: Planning Meetings 1.4.: The Development of HEI Partnerships 1.5.: Cooperating with External Stakeholders Chapter 2: Create and Support Prerequisites for Internationalization Chapter 5: Student Mobility Chapter 6: Staff Mobility
PROCESS MANAGER(S):	Faculty / departmental / partnership coordinators, IRO
OUTCOME(S):	Written faculty / departmental internationalization strategy, HEI partnerships, international programs
VERSION / AUTHOR:	Version 1.0 / ESDI Consortia

2.3. INTERNATIONALIZATION OF FACULTY MEMBERS AND ADMINISTRATIVE STAFF

MAIN OBJECTIVE: To support international experience among staff members and professors through exposure to other cultures and working practices, for the development of personal and professional skills while still supporting the HEI´s strategic goals and objectives in order to enhance its global reach and reputation.

MOTIVATION: Staff internationalization is another key performance indicator for assessing and benchmarking a HEI's practices against international best practices. With this, knowledge and understanding among partner HEIs are encouraged, the reciprocal visits and exchanges of staff members/professors can promote sustainable relationships with partner HEIs and can also improve and impact positively on some aspect of the HEI´s internationalization strategy.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for International Affairs, the IRO, Faculty Management.

DESCRIPTION OF THE PROCESS: It involves the mobility and the development of language / intercultural skills of staff members to gain international attitude, competence and experience so as to further enhance HEI internationalization goal and objectives. This initiative may come in different formats, for example: exchange programs, collaborative research and international publications, international teaching and learning, sabbaticals and international fellowships, the promotion of English language courses for teaching and intercultural seminars.

STEPS OF THE PROCESS:

1. Tailor quality assurance mechanism to the specialties of the staff internationalization projects
2. Explore the international supply and demand for staff internationalization
3. Detect the underpinning concerns (Language barriers/competence and international attitude of professors) of staff internationalization between partner HEIs.
4. Assess the impacts of staff internationalization on the global mindset of the HEI faculty.

Provide language courses and intercultural trainings

1. Securing of funding for language courses
   - Application for 3rd party funds
   - Using of existing 3rd party funds
   - Using of HEI budget
2. Preparing of a database for potential staff members who deal with international students
3. Invitation to staff members
   - Invitation to members, of the above mentioned database, to special courses
   - Invitation to all staff members to general courses
4. Management and financing of the courses

Provide Staff Mobility Trainings (refer also to Erasmus+)
Staff mobility trainings will be organized either at the Home HEI or at partner HEIs.
   - Staff trainings at home:
   Encounter with participants from foreign countries
   - Staff trainings abroad
   Best practice examples from other countries, practicing of foreign languages, intercultural awareness
   - Regular visits of partner institutions
   - Participation in international projects

RELATED PROCESSES: Chapter 6: Staff Mobility

PROCESS MANAGER(S):   On a top management level e.g. the Vice-Rector for International Affairs, the IRO, Language Center, and Faculty Management.

OUTCOME(S):   Achieving relevant KPI / goals / objectives defined in the university internationalization strategy and IRO strategic development

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

2.4. Setting-up of the Frame to Facilitate an Internationally Oriented Education

During the process of developing an internationalization strategy, it is also important to address issues of how to facilitate students' international mobility. However, the decision to facilitate and accommodate students' international mobility is likely to make necessary the introduction of a number of structure shaping tools facilitating an internationally oriented education. The following examples rely on the Bologna Reform of European Education.

Use of a qualification framework (e.g. Bachelor/Master):

The qualification framework addresses the issue of what type of qualifications (Degrees, Certificates, or Diplomas) should be awarded to the students who have successfully completed or have acquired the specified learning outcomes? What quality assurance is attached to the result of the learning process? How should these qualifications differ from each other? The qualification framework for HEI internationalization should provide an overview of the qualifications levels offered and quality assured in terms of knowledge, understanding, skills and competences in order to promote mobility across international borders. An important reference in that respect is indeed the European Bologna Process regarding the reform of higher education and the introduction of Bachelor, Master and PhD degree across European countries, containing among other a European Credit Transfer System (ECTS) for the recognition and validation of study performance achieved abroad.

CREDIT TRANSFER SYSTEM AND WORKLOAD:

It is a system in which the total workload of study carried out by a student during the semester or year (taught time plus independent study time) is given a numerical value. This value is then sub-dividend in order to correspond to the various subjects, units or modules which the student takes (Boele 2005). This will help the partner HEI to evaluate how many subjects a student is supposed to take during a certain time at an institution abroad and also how the validation has to be handled. It also helps to establish agreements between partnering HEIs. Thus credit transfer also facilitates exchange between HEIs.

LANGUAGE REFERENCE FRAMEWORK:

The language reference framework (refer for example to the Common European Framework of Reference for Languages) should provide a common basis description of the foreign language objectives, content and methods of learning that will enable the students to act effectively. It also describes the reference levels of proficiency which allow students' progress to be measured at each stage of learning. The language reference framework should also support the design of curricula, teaching programs, learning materials and assessment instruments.

LANGUAGE PORTFOLIO:

Student diversity is likely to require that a common means of communication enhancing students' ability to communicate and learn in international environment needs to be established (English besides the mother tongue). In order words, course contents, syllabuses and qualifications for HEI internationalization should promote international approaches and a cross cultural understanding when developing curricula (Council of Europe 2005). The benefit of intercultural experience also may require a student to learn more than one other language of communication. This means that the

development of language portfolio may consist of additional languages besides English and the mother tongue.

DIPLOMA SUPPLEMENT: Document accompanying a higher education degree which offers information in the local language and in English about the academic career of an individual student. It includes data identifying the student and the degree type, a list of subjects taken and marks obtained, and brief descriptions of the national education system, the educational institution, and the study program. It is considered as a means to ease comparisons between national educational systems and thus to facilitate international mobility.

MAIN OBJECTIVE: To describe the processes involved in the internationalization of studies so as to support the HEI's internationalization goals.

MOTIVATION: The internationalization of studies enables graduates to develop the appropriate knowledge, skills and values to be effective in a globalized world. This initiative has become a motivating mechanism for HEIs to ensure that students / graduates are globally oriented.

STAKEHOLDERS: HEI internationalization of studies has to be agreed upon by the HEI management i.e. the Rectorate, the Faculties and respective academic boards. It should also be part of the HEI internationalization strategy document. Setting respective goals for internationalization, its implementation and the financial availability should be clearly stated and acted upon.

Description of the process: Setting up the frame to facilitate the internationalization of studies is a transformative process of rethinking and redesigning curricula and introducing structure shaping tools so that student mobility increases and graduates are equipped to work successfully in multicultural contexts.

Steps of the Process: 1. Analyze national educational system and scope for internationalization – structure shaping – measures on institutional level

2. Decision making on system relevant changes together with respective academic and supervisory boards.

3. Introduction of structural measures according to HEI strategy and internationalization strategy.

Related Processes: Chapter 1: Strategic Issues

Chapter 2: Create and Support Prerequisites for Internationalization

Chapter 3: HEI Budget Management in the Internationalization Context

Process Manager(s): Top management level, academic and supervisory boards

Outcome(s): Written internationalization strategy document, structural framework allowing for the internationalization of studies

Version / Author: Version 1.0 / ESDI Consortia

2.5. INTERNATIONAL CURRICULUM DEVELOPMENT

MAIN OBJECTIVE: To make more effective contribution towards international curriculum design

MOTIVATION: To develop the objectives of international learning activities courses which communicate effectively the intended learning outcomes to students.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for international affairs / co operations, professors, staff and the IRO.

DESCRIPTION OF THE PROCESS: To define and plan the learning activities that should take place within a specific international study program. To clarify international aspects of the international study program, and also to specify whether it will, as an example, become a dual / joint degree program. It should be started and planned in a way to allow for incoming students. As for every program it will be necessary to continuously evaluate it in order to meet the students' expectations, to identify challenges and areas of development, and to take corrective actions where necessary.

STEPS OF THE PROCESS:	1. Environment analysis – focus on the nature of the learners, the teachers and the teaching situation e.g. language skills.
	2. Discover learners' needs
	3. Following principles in terms of the language of learning that should be used to guide the presentation of items to be learned, while taking into account individual differences and learning style on learners emerging attitudes and motivation.
	4. Set goals as to why a course is being taught and what the learners need to get from it.
	5. Decide on the content and sequence of the language course e.g. language items, ideas, skills and strategies that meet the goals of the course.
	6. Finding a format and presenting materials to aid learning.
	7. Designing and implementing the curricula and regularly monitor and assess its achievement.
	8. Evaluate the course (I.S.P. Nation, Macalister 2010:2-11).
RELATED PROCESSES:	Chapter 1: Strategic Issues
	Chapter 2: Create and Support Prerequisites for Internationalization
	Chapter 3: HEI Budget Management in the Internationalization Context
PROCESS MANAGER(S):	Top management level, Faculties / departments / academic and supervisory boards as well as external evaluation experts
OUTCOME(S):	Written international curriculum plan, new – international – study program
VERSION / AUTHOR:	Version 1.0 / ESDI Consortia

2.6. MODULARIZATION AND ADAPTION OF CURRICULA

MAIN OBJECTIVE: Modularization and adaption of curricula for the credit transfer purpose

MOTIVATION: The motivation of this process is to provide students with the possibility of easily transferring credits earned in a host HEI to their home HEI. The modularization may be accompanied by the adaption of a curriculum in the sense of curricula harmonization and in the case of HEIs in non-Anglo-Saxon countries, with the introduction of English taught modules offer. The more English taught modules will be provided the more attractive its study offer for potential partner HEIs.

STAKEHOLDERS: To get a credit exchangeable situation due to modularized and adapted curricula all stakeholders for the design of a curriculum are involved. Thus exchange coordinators of the faculties are the main stakeholders as far as the internationalization aspect is concerned. The faculties design and approve a new / adapted curriculum with the input of student's experience. At the end of the process the examination board and generally further institutional academic boards give their final approval.

DESCRIPTION OF THE PROCESS: The modules describe the learning objectives as well as the competences to be acquired and respective workload for students. It also includes defining contents. These definitions must be as broad as possible in order to allow flexible substitution with course work done outside the home HEI. The faculty and / or department analyses their cooperation network and identify overlaps in courses and programs (when concentrating on similar contents for a searched for cooperation; another way could be to look explicitly for subject emphasises not existing at the own institution so as to broaden the

specialisation opportunities of the students; refer also to 2.6 Mobility Windows). Each HEI defines a minimum of overlap felt necessary to transfer abroad earned credits. With this analysis each HEI should get in touch with the abroad institution to discuss the overlap and design courses to match the acceptance level of credits. The designed courses have to be discussed and approved within each HEI. Aside from the above definitions, criteria for approving the transfer of abroad earned credits must be established. In order to provide maximum flexibility joining or splitting of modules must be considered. These aspects are finally documented in the respective module description[2]. The transfer acceptance criteria possibly, as well as the transfer calculation of the credits, need to be documented in addition.

STEPS OF THE PROCESS:

1. Define learning objectives and competences of the entire curriculum

2. Break down these objectives to the individual modules.

3. Look for maximum overlap with modules from partner HEI (if the strategy is to search for similar programs content wise at partner HEIs; refer to above and 2.6 Mobility Windows)

4. Define criteria for transfer acceptance

5. Define a transfer calculation of credits and grades

RELATED PROCESSES:

Chapter 2: Create and Support Prerequisites for Internationalization

Chapter 5: Student Mobility

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[2] Depending on structure and required content of the individual HEI.

PROCESS MANAGER(S):　　　　Faculty / department management, Faculty / departmental / partnership coordinators, IRO

OUTCOME(S):　　　　Modularized curricula, module descriptions (in local language and possibly in English) including criteria for credit /grade acceptance, credit transfer calculation and resulting transfer

VERSION / AUTHOR:　　　　Version 1.0 / ESDI Consortia

2.7. MOBILITY WINDOWS

MAIN OBJECTIVE: Provide "mobility windows" as an integral part of the degree course.

MOTIVATION: Offer study abroad possibilities for students with full recognition / validation and without prolonging the total study time. The mobility window will allow such a study abroad program.

STAKEHOLDERS: Home HEI / relevant faculty, host HEI / students

DESCRIPTION OF THE PROCESS: The structure of the curriculum must be such that a student is able to earn enough credits to fulfil abroad the requirements of one semester / one academic year of the curriculum / syllabus at home to obtain full recognition / validation. How such structures are established is also described in the former and the following processes. The process, which will lead to a Predesigned Study Abroad Program must include to:

- Select suitable programs at host HEIs, which meet the requirement that transferable credits of a study abroad semester / study abroad academic year make up an entire home study semester / home academic year.
- Match subjects for recognition / validation, which is either reached by a maximum of overlaps in both, the host and the home curricula or by designing the home curriculum within the frame of the looked for mobility window
   - a) by filling it with a maximum amount of compulsory electives, which are also to be found as subjects in the curriculum of the host HEI (possible only if the home curriculum / syllabus is very similar to the host curriculum / syllabus) or

    o b) by introducing additionally an elective module "studies abroad" of 30 (semester) or 60 (academic year) credit points, serving as an alternative to all the other compulsory electives. In this way, the host HEI does not need to offer similar subjects to those of the home HEI, but may offer a totally different emphasis which does not exist at the home HEI but which complements the curriculum of the home HEI in a valuable way. The interdependency as far as changes of curricula / syllabuses of the two cooperating HEIs are concerned is thus also substantially reduced.

STEPS OF THE PROCESS:

PREDESIGNED STUDY ABROAD PROGRAM:

- Identify suitable partner HEI and study programs.
- Analyse the partner HEI programs and curricula.
- Set up required agreements.
- Define a mobility window in the home curriculum
- Develop a Predesigned Study Abroad Program
- Market the program.
- Host HEI needs to inform home HEI about changes of curriculum / syllabus (push strategy would be ideal, however pull strategy often the case, meaning that home coordinators need to stay in regular and close contact with counterparts at host HEI)
- Update the Predesigned Study Abroad Program

INDIVIDUAL STUDY ABROAD PROGRAM:

- Student investigates relevant host HEIs on the basis of available study programs
- Student selects host HEI and makes a proposal for a learning agreement to faculty / departmental coordinator of home HEI
- If required, consultation and support is provided through the IRO

- Get approval and signatures for the learning agreement from the parties involved (typically student, home departmental and institutional coordinators, and host departmental and institutional coordinators) and if not delegated to the home departmental coordinator then also home examination board.

RELATED PROCESSES:	Chapter 2: Create and Support Prerequisites for Internationalization Chapter 5: Student Mobility
PROCESS MANAGER(S):	Faculty / department management, Faculty / departmental / partnership coordinators, IRO
OUTCOME(S):	New curriculum including mobility window, Predesigned Study Abroad Program, Individual Study Abroad Program Updated Study Abroad Program, learning agreement for a particular host HEI
VERSION / AUTHOR:	Version 1.0 / ESDI Consortia

2.8. INCOMING STUDY PROGRAMS FOR EXCHANGE PURPOSES

MAIN OBJECTIVE: The objective is to provide partner institutions with an exchange currency for the own students being accepted to study abroad. The strengths and special competencies in education, research and infrastructure of the HEI should allow generating attractive programs for incoming students.

MOTIVATION: To offer own students attractive study abroad opportunities requests in return to offer students from (potential) partner institutions attractive (short) programs, typically for the duration of one semester, depending on the partner countries also for a shorter duration (e.g. US-students).

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for international affairs, the International Relations Office, Faculty management, faculty / departmental / partnership coordinators.

DESCRIPTION OF THE PROCESS: The HEI stakeholders involved make a review about their particular strengths to identify possible thematic emphasises for an incoming study program. Wherever possible, the use of synergies should be made, e.g. the integration of program subjects in the curricula and thus the integration of home students in the newly designed program.

STEPS OF THE PROCESS:

1. Identify the strengths and competencies of the thought at study fields
2. Discuss the demand for specific topics / contents with partner institutions
3. Discuss with professors of home HEI about possible courses which can be taught in English
4. Develop a new program by making use of the available competencies and create synergies wherever possible.

RELATED PROCESSES:

Chapter 2: Create and Support Prerequisites for Internationalization
Chapter 5: Student Mobility

PROCESS MANAGER(S):

Faculty / department management, Faculty / departmental / partnership coordinators, IRO

OUTCOME(S):

New study semester programs for exchange purposes with module descriptions (in local language and in English) including criteria for credit / grade acceptance, credit transfer calculation and resulting transfer

VERSION / AUTHOR:

Version 1.0 / ESDI Consortia

2.9. DOUBLE / JOINT DEGREE STRUCTURES

MAIN OBJECTIVE:
After the formalization of relations with partner HEIs, to improve the sustainability of exchange programs and simultaneously of the HEI'S international education programs portfolio.

MOTIVATION:
Increase the attractiveness of the institution in general and the respective curricula in particular, and also the student's competitiveness of profile for the global labour market through internationally achieved education.

STAKEHOLDERS:
On a top management level e.g. the Vice-Rector for international affairs, the International Relations Office, Faculty management, faculty / departmental / partnership coordinators.

DESCRIPTION OF THE PROCESS:
Identify possible study programs and host HEIs. Reciprocal professors and administrative staff visits. Develop and sign specific double / joint degree cooperation agreements.

STEPS OF THE PROCESS:
1. Identification of possible partner HEIs among current partner HEIs and if necessary new (potential) partner HEIs
2. Decision about a double / joint degree program with the identified HEI includes following aspects: the strategic importance and attractiveness of the country / region, the topic must fit in the course portfolio of both HEIs, the analysis of demand and supply on the HEI market
3. Kick-off meeting with high level representatives of both HEIs to set-up the frame, objectives, funding, people in charge …

4. Design of Curricula / Syllabuses for students of participating HEIs with respective follow-up and progress meetings between people in charge

5. Application for funding of implementation and management costs and also for possible scholarship programs for students and staff exchanges where possible

6. Definition and signature of double / joint degree agreement

RELATED PROCESSES: Chapter 2: Create and Support Prerequisites for Internationalization
Chapter 5: Student Mobility

PROCESS MANAGER(S):   Faculty / department management, Faculty / departmental / partnership coordinators, IRO

OUTCOME(S):   Double / joint degree programs (curricula and agreements) with module descriptions (in local language and in English) including criteria for credit / grade acceptance, credit transfer calculation and resulting transfer

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

3. HEI BUDGET MANAGEMENT IN THE INTERNATIONALIZATION CONTEXT

3.1. BUDGETING ASPECTS

HEIs as organizations receive financial support from government, sponsors, members' and even through fund-raising and promotion of services rendered. This financial support received should be spent efficiently on running programs and other educational activities through budgeting. This chapter may be considered the most important context within the internationalization handbook project because the success of a HEI internationalization project is dependent on a well-managed budget that helps create value for continuous smooth operations and growth. In order words, the internationalization goals and performance objectives are documented in financial terms (Sparks & Waits 2011) which detail out or reflect how well the organization's budget expenditure has been utilized efficiently to achieve goals and performance.

Budget management is a very important aspect of any initiated project that is aimed to succeed. The absence of effective systematic budgeting as part of the overall project plan and management may result into wastage of funds on unimportant effort not in conformance with the internationalization goals and objective. The objectives of HEIs to play more active role in economic development by ensuring students' academic success that should be linked to the needs of the marketplace (Sparks & Waits 2011) can be achieved if the financial budgets are well planned, coordinated and utilized efficiently by management of the HEI.

Budgeting is the methodological tool used by institutions to allocate resources in the most efficient and effective manner towards educational intervention effort that has been established. Having said that, budgeting consists of "time-phased, cash flow projections and other financial plans and statements" (Lingensjo 2006). While on the other hand, management is the HEI's art of coordinating it members' efforts towards the attainment of the corporate goals in an effective and efficient manner through planning, organizing, leading and controlling organizational resources (Daft 2011).

The management of the HEIs internationalization budget is required for the continuous management and expansion. In addition, the management of a budget

should be treated fairly and openly with transparency in every dimension of the projects.

The overall purpose of budgeting is as follows:

- Monitoring the income and expenditures over the course of a year (or a specific project time frame)
- Helping to determine if adjustments need to be made in programs and goals
- Forecasting income and expenses for projects, including the timing and the availability of income (such as additional grant funds)
- Providing a basis for accountability and transparency (Sera & Beaudry 2007)

3.1.1. Management by Objectives

Main Objective:	To set budget management by objectives in a participative manner so that both management and employees understand and act accurately to achieve high level of performance results.
Motivation:	Management by objectives enables the management of the internationalization project to be on track with the set goals and objectives and also to manage results in terms of financial support needed to achieve the results.
Stakeholders:	On a top management level e.g. the Vice-Rector for international affairs, Financial Management Department and the International Relations Office and Staff members.
Description of the Process:	Management by objectives is a systematic and organised approach that allows management to focus on achievable goals and to attain the best possible results from available resources (Carpenter, Bauer & Erdogen 2014).
Steps of the Process:	1. Setting company-wide goals derived from corporate strategy. 2. Determining team and departmental-level goal 3. Collaboratively setting individual-level goals that are aligned with corporate strategy 4. Developing an action plan and 5. Periodically reviewing performance and revising goals.

RELATED PROCESSES: Chapter 1: Strategic Issues

2.2.: The Internal Structuring of Internationalization Activities

2.4: Setting-up of the Frame to Facilitate an International Education

PROCESS MANAGER(S):   Top Management Level, IRO, Finance Department

OUTCOME(S):   Written strategy document for internationalization budget management by objectives

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

3.1.2.Budgeting

Main Objective: To provide the process involved in developing a good budget plan so that the estimation of income and expenditure for a limited period of time is effectively utilized for the planned educational projects or programs.

Motivation: A budget is a key management tool for planning, monitoring, and controlling the finances of a project or organization. It estimates the income and expenditures for a set period of time for the project or organization and it also help the management know and understand the work that has been done and to take strategic actions (Sera & Beaudry 2007).

Stakeholders: On a top management level e.g. the Vice-Rector for international affairs, Financial Management Department and the International Relations Office

Description of the Process: Budgeting Process Management is the key to effective financial management that allows management to focus on achievable goals and to attain the best possible results from available resources (Carpenter, Bauer & Erdogen 2014). The process of planning and monitoring budget is as follows:

Steps of the Process: 1. Identify and plan your activities for the period in question with your staff.
2. Determine what each of your expenses will be, by category. Use previous budgets or invoices as a guide. Assume an increase for cost of living, if comparing expenses from previous year.
3. Estimate what your sources of income will be, including earned income from sales or services, local funds, international funders and governments. Also

consider in-kind services or donations, such as supplies or volunteer time.

4. Analyze the difference between your income and expenses. Make adjustments to balance your budget. Determine what expenses need to be reduced and how you may need to consider a different level of service.

5. Develop a plan for the unexpected; such as if funds do not arrive at the anticipated time, if there is a crisis, or if there are price fluctuations.

6. Present your draft budget and cash flow statement to staff, your governing board, or other key groups within your organization for inputs and endorsement. Transparency about your budget with the key stakeholders helps to legitimize your organization.

7. Make any changes and finalize your income and expense budgets, as well as the timing of your expenditures and income.

8. Monitor the budget as your project progresses. (Sera & Beaudry 2007).

RELATED PROCESSES:	Part 2: Guidelines for implementing the internationalization project Chapter 1: Strategic Issues Chapter 2: Create and Support Prerequisites for Internationalization
PROCESS MANAGER(S):	IRO (International Relations Office) and Finance Department, Human Resource Department
OUTCOME(S):	Written internationalization budgeting plan document
VERSION / AUTHOR:	Version 1.0 / ESDI Consortia

3.1.3. FUNDING

HEI Internationalization funding sources can be divided into internal and external funding. The internal funding sources and its use may include among others 1) HEI budget for internationalization expenses, international relations office (IRO) staff and language courses. 2) International initiative programs for internationalization short term expense like degree mobility, joint master/PhD degrees, staff mobility etc. 3) HEI research projects grants for incoming professors, outgoing professors and staff mobility. 4) Scholarly activity grant-funding for staff support. External internationalization funding may include 1) government foundations grant supporting HEI internationalization activities. 2) National agencies funding for HEI internationalization expenses. 3) Third party projects for incoming and outgoing students. 4) Internationalization partnership and thematic networks for students and staff mobility. Other area includes students' scholarships, infrastructure, events/ publications and recapitalization/foundations. Therefore, a continuous fundraising strategy is needed to sustain HEIs internationalization project funding. This also implies that fundraising strategy process should be present first before funding can take place.

MAIN OBJECTIVE:	Fundraising is an important strategy that HEIs implement to obtain funding for a particular purpose with the aim to support and to accomplish the HEI mission statement.
MOTIVATION:	The success of any project initiative depends on the availability of necessary financial resources. Fundraising is one of the higher education strategies for planning and implementing projects. Strategic fundraising provides support for the achievement of HEI internalization project by proving funding enablement. Therefore, HEI fund raising strategy is regarded as engine that powers the successful implementation of HEI's internationalization project initiatives that are aimed at maintaining international competitive teaching and research.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for international affairs, Finance Department and the IRO and staff members, Fundraising Officer / Department.

DESCRIPTION OF THE PROCESS: Fundraising process should be strategically structured and manage carefully in order for it to be successful. The requirements for successful fundraising are as follow:

- Interest-based arguments for private patrons (case of support)
- Clear definitions of the development projects and realistic financial needs
- Potential sponsors available (local – regional – national)
- Internal readiness for professional fundraising (Institutional readiness)
- Fundraising Officer / Fundraising Team
- Budget for Fundraising Activities (especially in start-up phase)
- Fundraising, Project, and Alumni Databases
- Well-Functioning Public Relations
- Positive Attitude and Broad Internal Support

(Refer to Dr. Marita Haibach www.marita-haibach.de)

STEPS OF THE PROCESS:	1. Project planning
	2. Definition of resources requirements
	3. Definition of grant requirements
	4. Definition of sponsor requirements
	5. Definition measures per sponsor / target group
	6. Contact with funding organizations and / or fundraising officer where necessary
	7. Implementation of fundraising (which may also consist of simple funding applications)
	8. Post fundraising work (including project / program implementation)
	9. Evaluation and quality control
	10. Reporting and Feedback to funding organizations / fundraising officer
	11. Updating the fundraising database
RELATED PROCESSES:	Part 2: Guidelines for implementing the internationalization project
	Chapter 1: Strategic Issues
	Chapter 2: Create and Support Prerequisites for Internationalization
PROCESS MANAGER(S):	IRO (International Relations Office) and Finance Department, Fundraising Officer / Department
OUTCOME(S):	Written internationalization fundraising strategy document, funded projects and programs
VERSION / AUTHOR:	Version 1.0 / ESDI Consortia

3.2. BUDGETING RELATED STAFF DEVELOPMENT AND MANAGEMENT PROCESSES

MAIN OBJECTIVE: To provide the process of developing staff skills to enable staff manage HEI internationalization budget competently and effectively.

MOTIVATION: The success of a well-managed budget to achieve an institution performance depends on both the management and the staff having the appropriate skills, knowledge and competencies. Therefore, all managers and staff responsible for budgeting should acquire the necessary skills; techniques and tools to enable them implement, monitor and control the institution budget.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for international affairs, Finance Department and the IRO and staff members.

DESCRIPTION OF THE PROCESS: Staff development is an on-going process to continuously develop competence employees. The development of staff skills is necessary if the individual employee is expected to do well on the job and to positively influence effective budget management and to ensure the budget management system remain creative and productive.

STEPS OF THE PROCESS:
1. Adopt a guiding policy for staff development.
2. Develop a statement of program goals and objectives
3. Plan the program activities, encourage collaborative participation, provide delivery systems and determine program responsibilities.
4. Implement program activities, schedule and deliver plans and programs that encourage personal initiative for individual growth activities and
5. Evaluate the staff development process and implement appropriate changes.

RELATED PROCESSES: Part 2: Guidelines for implementing the
internationalization project
Chapter 1: Strategic Issues
Chapter 2: Create and Support Prerequisites for
Internationalization

PROCESS MANAGER(S):   IRO (International Relations Office) and Finance
Department

OUTCOME(S):   Staff development activities, budgeting management
and process routines

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

3.2.1. PROJECT MANAGEMENT TECHNIQUES

MAIN OBJECTIVE: The successful completion of a project depends on effective project management techniques. The purpose of project management is to plan, organise, staff, direct, monitor, control, innovate and above all to improve on performance and quality (Miller 2011).

MOTIVATION: in order for a HEI to achieve their internationalization project with specified objectives at a specific period of time, the application of knowledge, skills and techniques are therefore needed to undertake and execute a successful project. The lack of the right person as a project manager and the lack of project management techniques can result into unsuccessful project management.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for international affairs, Finance Department and the International Relations Office and Staff members.

DESCRIPTION OF THE PROCESS: Project management is a process of controlling the achievement of the project objectives. While utilising the existing HEI structures and resources, it seeks to manage the project by applying a collection of tools, knowledge and techniques without adversely disturbing the routine operation of the HEI (Bjeirmi & Munns 1996).

STEPS OF THE PROCESS:

1. Scope management
2. Schedule management
3. Budget management
4. Quality management
5. Team management
6. Stakeholder management
7. Information management
8. Risk management
9. Contract management (Diaz 2007)

RELATED PROCESSES:

Part 2: Guidelines for implementing the internationalization project
Chapter 1: Strategic Issues
Chapter 2: Create and Support Prerequisites for Internationalization
Chapter 4: International projects
Chapter 5: Student Mobility
Chapter 6: Staff Mobility
Chapter 7: Internationalization at Home

PROCESS MANAGER(S):

IRO and Finance Department, Fundraising Officer / Department

OUTCOME(S):

Successful projects

VERSION / AUTHOR:

Version 1.0 / ESDI Consortia

3.2.2. CONTINUOUS IMPROVEMENT PROCESS

MAIN OBJECTIVE: Any initiated project with the aim to succeed should continuously improve and re-evaluate process implementation of the project.

MOTIVATION: Further improvement possibilities to constantly measure the effectiveness of the project are the key to quality management.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for international affairs, Finance Department and IRO and staff members.

DESCRIPTION OF THE PROCESS: Continuous improvement is an ongoing effort to improve work processes. It is a way of approaching work so that a culture of innovation and creativity is encourage. Continuous improvement requires a range of techniques and approaches such as Benchmarking, Re-engineering, Quality Management, Organizational Reviews, Performance Management etc. the steps of the process are as follows:

STEPS OF THE PROCESS:

1. Define areas for improvement
2. Identify all the possible caused
3. Develop continuous quality improvement action plan
4. Implement continuous quality improvement action plan
5. Evaluate measurement outcome for program improvement
6. Standardize continuous improvement process (Lambert 2006)

RELATED PROCESSES:	Part 2: Guidelines for implementing the internationalization project
	Chapter 1: Strategic Issues
	Chapter 2: Create and Support Prerequisites for Internationalization
	Chapter 4: International Projects
	Chapter 5: Student Mobility
	Chapter 6: Staff Mobility
	Chapter 7: Internationalization at Home
PROCESS MANAGER(S):	IRO and Finance Department, Fundraising Officer / Department
OUTCOME(S):	Continuous quality improvements
VERSION / AUTHOR:	Version 1.0 / ESDI Consortia

3.2.3. DATA ACQUISITION PROCESS

HEI internationalization of education, research, knowledge and service has emerged to become a global phenomenon that affects all sectors within the HEI. This also suggest that internationalization activities within the HEI is no longer just the responsibility of an international relation office (IRO) as it used to be, but has also become the responsibility of individual school of faculties and departments, to develop internationalization programs, context and implement international projects. In spite of all, IRO long-term commitment to the HEI, its active role and competences should not be taken for granted as compared to the short-term commitment of individual skill professors. 'The IRO is one of the central units within the HEI with strategic responsibilities and practical activities, in which staff member participate in the development of the institutional international relations strategy, promotes the institution abroad, develop new institutional contacts and partnerships, manage effective student mobility and teaching staff and professors exchange programs and also manage foreign students recruitment' (Wauters 2006). Therefore, all internationalization activities within the HEI should be directly or indirectly linked to the IRO for awareness enhancement and accountability purposes. Since HEI internationalization is not only the responsibility of the IRO, the management and control of the inflow and outflow of information regarding the international processes of all sectors within the HEI as an alignment with IRO should be internally integrated, structured and well communicated so that the data acquisition of HEI international activities by IRO and other members is easily accessible, flexible and transparent. Furthermore, the HEI annual performance meetings by the HEI management should not only include report on international projects, research or publications accomplished by individual skilled professor but should also report on the IRO accountability to this fact.

MAIN OBJECTIVE:	To provide procedure for acquiring information relating to internationalization practices within the HEI.
STAKEHOLDERS:	On a top management level e.g. the Vice-Rector for international affairs, Financial Management Department and the International Relations Office and Staff members, as well as Faculties / Departments.
DESCRIPTION OF THE PROCESS:	Data acquisition is a process of collecting, measuring, processing and recording of internationalization practices within a HEI.

STEPS OF THE PROCESS:

1. Determine what kind of data should be gathered.
2. Assess the official homepage of the HEI.
3. Identify the English taught modules of each faculty for both, science and business, related subjects.
4. Assess the English taught modules against their credit load
5. Identify the different international programs of each faculty. For example, double degree programs, student and staff mobility programs, HEI partnership programs, Research and publication, incoming professors and outgoing professor programs.
6. Continuous survey of each school of faculties regarding learning and research or project practices relating to internationalization.
7. Students who have studied abroad can also be a source of data acquisition.
8. Further follow up through e-mails to the respective schools or faculties to specify their internationalization activities abroad.
9. Evaluate performance
10. Initiate and develop procedures to systematically gather information related to all internationalization activities and practices within the HEI.

NB: All the process stated above can be made much easier if the HEI schools of faculties work closely together with the international relations office in the area of internationalization.

RELATED PROCESSES: Part 2: Guidelines for implementing the internationalization project
Chapter 1: Strategic Issues
Chapter 2: Create and Support Prerequisites for Internationalization
Chapter 4: International projects
Chapter 5: Student Mobility
Chapter 6: Staff Mobility
Chapter 7: Internationalization at Home

PROCESS MANAGER(S):   IRO and Finance Department, Faculties / Departments

OUTCOME(S):   Written internationalization strategy document for data acquisition

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

4. International Projects

4.1. Manage International Project Portfolio

Main Objective: To provide an attractive portfolio of international projects for professors, students and staff with unique features in the international environment in consideration of the international educational policy.

Motivation: International education and research projects are vital parts of a well-functioning HEI. These projects motivate not only the students through e.g. common project works, excursions or using of laboratories but also professors who are interested in international research and education.

Stakeholders: On a top management level e.g. the Vice-Rector for international affairs / co-operation and the IRO, as well as professors involved who are responsible for the contents.

Description of the Process: Managing of the international project portfolio is a complex process which contains numerously stakeholders, strategies, resources and decisions.

STEPS OF THE PROCESS:	1. Develop of a strategy with key topics and regions

2. Analysis of existing projects (e.g. with a SWOT analysis) 3. Managing existing projects:

- Scheduled implementation in case of well-functioning projects
- Improvement of project management in case of potential future projects with correction needs.
- Finishing of not working projects without success potential (reducing the efforts and using the capacities in the above mentioned two categories)

4. Starting new projects (see detailed specification under 4.3)

5. Regular evaluation and quality management measures

RELATED PROCESSES:	Part 2: Guidelines for implementing the internationalization project
	Chapter 1: Strategic Issues
	Chapter 2: Create and Support Prerequisites for Internationalization
	Chapter 3: HEI Budget Management in the Internationalization Context
PROCESS MANAGER(S):	IRO and Finance Department, Faculties / Departments
OUTCOME(S):	Written project portfolio with detailed project information
VERSION / AUTHOR:	Version 1.0 / ESDI Consortia

4.2. TRACKING PROJECT CALLS AND PROPOSALS

MAIN OBJECTIVE: To raise funds for financial support of international projects.

MOTIVATION: To find appropriate financing support for the internationalization activities that will meet the goals and objectives set in the internationalizations strategy defined by each HEI.

STAKEHOLDERS: IRO and Faculties

DESCRIPTION OF THE PROCESS: Tracking project calls and proposals is the basis of project implementation.

STEPS OF THE PROCESS:
1. Tracking project calls and proposals from respective newsletters and focused search for special calls from funding organizations
2. Collecting information about unclear details
3. Verifying the relevance of the call
4. Forwarding the calls to interested professors / faculties
5. Preparation of the application by positive response from the professors / faculties

RELATED PROCESSES: 4.1 Manage International Project Portfolio

PROCESS MANAGER(S): IRO and Faculties / Departments

OUTCOME(S): List of calls and proposals relevant to HEI

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

4.3. THE PROJECT APPLICATION PROCESS

MAIN OBJECTIVE:

To prepare unique proposals through standardized processes.

MOTIVATION:

New project ideas and concepts but also already existing activities need funding.

STAKEHOLDERS:

IRO´s and Faculties / Departments are responsible for preparing applications in cooperation and at least in knowledge of each other. Faculties / departments / professors may apply for funding individually. Applications must be in accordance with the strategic aims of the HEI. The Finance Department as well as the Human Resource Department have also a consultative function in the process.

DESCRIPTION OF THE PROCESS:

The application process is a critical and comprehensive part of the project management. Even the application, which will not be approved by the funding organization, has a high experience potential, as with respective feedback from the funding organization and an analysis of funded projects, it can be used for future applications.

STEPS OF THE PROCESS:	1. Information gathering
	2. Finding partners: internal partners and participants (definition of stakeholders in the own institution) and external partners (HEIs, NGOs, Companies…)
	3. Proposal writing; an application consists usually of an appraisal, work packages / responsibilities, milestones, a budget calculation, and a time plan. Following aspects must usually also be considered: the strategic plan of the HEI, the added value, innovative elements of the applied for project, the homogeneity of the partners, and further gender equality measures, country mix of partners…
	4. Submitting the proposal
	5. Evaluation of the proposal after decision
	• Project start in case of approval
	• Evaluation based on the rationale in case of refusal
RELATED PROCESSES:	4.1 Manage International Project Portfolio
PROCESS MANAGER(S):	IRO and Faculties / Departments
OUTCOME(S):	Project proposal
VERSION / AUTHOR:	Version 1.0 / ESDI Consortia

4.4. THE MANAGEMENT OF INTERNATIONAL PROJECTS

MAIN OBJECTIVE: Management and implementation of approved international projects.

MOTIVATION: Successful implementation of the project following the regulations of the financing institution. Competitiveness of the HEIs can be achieved among others through a good project management. International projects foster the cooperation in additional areas: common curricula, degrees, research projects, and capacity building.

STAKEHOLDERS: IRO, Faculties / Departments, Partners, and Public Relation Department.

DESCRIPTION OF THE PROCESS: Quality management, dissemination, and public relations processes must accompany the project management. Active participation of other stakeholders will take place in this phase.

STEPS OF THE PROCESS:
1. Kick-off meeting
2. Invitation of the above mentioned stakeholders
    - Definition of the first steps and responsibilities
    - Implementation of the planned activities
3. Project end
4. Evaluation
5. Possible continuation

RELATED PROCESSES: Chapter 1: Strategic Issues
Chapter 3: HEI Budget Management in the Internationalization Context
4.1 Manage International Project Portfolio
Chapter 5: Student Mobility
Chapter 6: Staff Mobility
Chapter 7: Internationalization at Home

PROCESS MANAGER(S):   IRO, Faculties / Departments, and Finance Department

OUTCOME(S):   Project documentations, reports, new (sustained) international activities / programs

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

5. Student Mobility

5.1. Management of Student Mobility Life-Cycle and Portfolio

Main Objective:
To provide guidelines for the management process of both, the incoming and outgoing students.

Motivation:
The support provided by the IRO of the HEI is very important both for incoming and outgoing students and reveals the quality of the service.

Stakeholders:
IRO (International Relations Office), Faculties / Departments, Students

Description of the Process:
The management of student mobility lifecycle and portfolio is a systematic process that is integrated within the HEI supporting both, the incoming and outgoing students.

Steps of the Process:
1. Student enquiry at the Home HEI's IRO and / or study abroad advisor
2. Home HEI contacts the Host HEI about their current international programs
3. Host HEI replies with answers to questions and application guidelines and requirements
4. Home HEI receives application package and forwards it to the student
5. Student applies through exchange / study abroad adviser and / or IRO at the home HEI
6. Home HEI sends all the application materials to the Host HEI
7. Host HEI reviews application documents to make sure they are complete and then creates a student file
8. Afterwards an acceptance letter is sent to the student through the Home HEI or directly
9. Visa application (if necessary) depending on the country of origin

10. Host HEI arranges for enrolment formalities including student ID, email account, accommodation issues etc.

11. Arrival of student to Host HEI

12. Student fills out immigration form with the Host HEI and turns in necessary forms e.g. related to health insurance. In some countries students are requested to open a bank account

13. Registration for classes and orientation weeks / days (buddy program)

14. Student follows lectures / carries out a project / prepares his degree thesis and may send requested documents to Home HEI such as changes of learning agreements, enrolment certificates and the like (might be important for example to receive scholarship payments)

15. Student takes examinations, finishes project / degree thesis

16. Student fills out departure forms as needed for Home HEI

17. Check of accommodation with Landlord (if applicable)

18. Host HEI sends the student's grades / transcript of records to Home HEI

19. Home HEI works with student to get grades and / or credits transfer (grade translation if needed)

20. Reporting and Evaluation of the stay of returning students

RELATED PROCESSES:	Chapter 1: Strategic Issues
	Chapter 3: HEI Budget Management in the Internationalization Context
	Chapter 4: International Projects
	Chapter 5: Student Mobility
PROCESS MANAGER(S):	IRO, Faculties / Departments
OUTCOME(S):	Student Mobility Lifecycle Management Documentation
VERSION / AUTHOR:	Version 1.0 / ESDI Consortia

5.2. OUTGOING STUDENT MOBILITY

MAIN OBJECTIVE: To provide an international experience to Home HEI students, for up to an academic year, in a partner institution.

MOTIVATION: To achieve specific goals and objectives defined in the HEI internationalization strategy.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for international affairs / co-operation, the IRO, Faculties / Departments, and students.

DESCRIPTION OF THE PROCESS: An international experience abroad is achieved through a mobility process from Home HEI to a partner institution. Students are recruited through a call for applications every semester; then, selected, notified and sent overseas. During the mobility, the IRO permanently monitors the student. After the mobility, credit transfer is done upon student request and school approval. When the process is completed, the student for quality management purposes fills out a survey.

STEPS OF THE PROCESS:
1. Checking availability of available exchange places at partner institutions
2. Call for applications
3. Selection, validation and notification
4. Pre-departure activities and guidance
5. Monitoring the mobility
6. Credit/grade transfer
7. Quality management

Related Processes:	Chapter 1: Strategic Issues
	Chapter 3: HEI Budget Management in the Internationalization Context
	Chapter 4: International Projects
	Chapter 5: Student Mobility
Process Manager(s):	IRO, Faculties / Departments
Outcome(s):	Number of outgoing students per semester, surveys
Version / Author:	Version 1.0 / ESDI Consortia

5.2.1. Recruit Outgoings

Main Objective: To call, select and assist home students interested in having an international experience in a partner institution.

Motivation: To start with the outgoing student mobility process.

Stakeholders: IRO, Faculties / Departments, and students.

Description of the Process: Recruitment is achieved through a call for applications offered at least twice a year (e.g. at the beginning of every semester). Communication activities are planned and carried out prior and during the call until deadline. Selection and validation processes commence after deadline. Official notification to students and partner institutions is done after selection has been validated by IRO, faculties / departments and outgoing students. The IRO delivers pre-departures activities and advising in academic and travel matters to selected students.

Steps of the Process:
1. Checking availability of spots at partner institutions
2. Drafting and launching the call for applications
3. Communication activities to spread the call among students
4. Selection, validation and notification processes
5. Pre-departure activities
6. Permanent advising provided by IRO staff

Related Processes: Chapter 1: Strategic Issues
Chapter 4: International Projects
Chapter 5: Student Mobility

Process Manager(s):   IRO, Faculties / Departments

Outcome(s):   Number of applications received, number of outgoing students

Version / Author: Version 1.0 / ESDI Consortia

5.2.1.1.Call for Applications

MAIN OBJECTIVE: To gather applications from home students interested in having an international experience in a partner institution.

MOTIVATION: To start with the outgoing student mobility process.

STAKEHOLDERS: IRO, Faculties / Departments, and students.

DESCRIPTION OF THE PROCESS: A call for applications among home students is done to assure equal opportunity in selection and placement, which are based on academic merit and motivation. The number of exchange places offered by the call is determined by previously signed academic exchange agreements and current availability at partner institutions. The call extends for a defined period of time, ending in a deadline for submission.

STEPS OF THE PROCESS:
1. Checking availability of exchange place at partner institutions
2. Drafting and launching the call for applications
3. Communication activities to spread the call among students
4. Gathering and systematizing received applications

RELATED PROCESSES:
Chapter 1: Strategic Issues
Chapter 3: HEI Budget Management in the Internationalization Context
Chapter 4: International Projects
Chapter 5: Student Mobility

PROCESS MANAGER(S): IRO, Faculties / Departments

OUTCOME(S): Number of applications received

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

5.2.1.2. Selection Process

Main Objective: To provide a list of selected home students to partner institutions for confirmation of available exchange places.

Motivation: To assure merit-based selected candidates to complete an international experience at a partner institution.

Stakeholders: IRO, Faculties / Departments, and students.

Description of the Process: Selection process begins after the call for applications has ended. Received applications are gathered and verified by IRO. Verification by IRO is done as to assure the application is complete. Applications are then sent to the applicants' school for validation and ranking by the professors in charge. This offers a pre-selected list of home students. IRO, to assure motivation and financial means to carry out the mobility, may interview pre-selected students. A list of selected home students is provided to partner institutions to confirm the nomination. Official notification is done.

Steps of the Process:
1. Applications gathering and verification
2. Validation and ranking of applications by the candidate's school
3. IRO may interview pre-selected candidates.
4. Selected candidates' nominations are confirmed by partner institutions
5. Official notification

RELATED PROCESSES: Chapter 1: Strategic Issues

Chapter 3: HEI Budget Management in the Internationalization Context

Chapter 4: International Projects

Chapter 5: Student Mobility

PROCESS MANAGER(S):   IRO, Faculties / Departments

OUTCOME(S):   Number of selected and nominated candidates

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

5.2.1.3. Pre-departure Activities

MAIN OBJECTIVE: To provide advice to selected candidates on academic matters, travel and living details before going abroad.

MOTIVATION: To assure home students are aware of the academic, administrative, and logistic procedures of their mobility.

STAKEHOLDERS: IRO, Faculties / Departments, and students.

DESCRIPTION OF THE PROCESS: Pre-departure activities to provide guidance for students are usually implemented as (a) workshop(s) to be given approximately two months prior departure. The workshop covers important topics that the students need to take care before travelling: e.g. credit transfer upon return home, safety issues, accommodation/housing, visa, etc.

STEPS OF THE PROCESS:
1. A program flow of the workshop is drafted in advance
2. Selected candidates are notified of the workshop dates
3. Participation is mandatory and confirmed for every candidate
4. Workshop is carried out

RELATED PROCESSES: Chapter 1: Strategic Issues
Chapter 3: HEI Budget Management in the Internationalization Context
Chapter 4: International Projects
Chapter 5: Student Mobility

PROCESS MANAGER(S): IRO, Faculties / Departments

OUTCOME(S): An informative workshop for outgoing student mobility

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

5.2.2. Support Outgoings

Main Objective:	To provide assistance to home students during the mobility abroad and upon arrival from the mobility.
Motivation:	To provide outgoing students with a successful internationalization experience and reintegration to academic life in their Home HEI.
Stakeholders:	IRO, Faculties / Departments at Home and Host HEI
Description of the Process:	Should students have any trouble, either academic or personal, IRO will remain open and ready to provide them assistance. Students may contact IRO by e-mail, phone or Facebook. Upon arrival, Host IRO will need to provide students with a signature on the final learning agreement of chosen courses taken and successfully approved by the students at the Home HEI. The Home HEI issues the learning agreement. Students return the signed learning agreement to their Home HEI in order to make sure that credits will be transferred after their study abroad period.
Steps of the Process:	1. Permanent assistance to students via e-mail, Facebook and phone 2. Registration for classes and orientation weeks / days (buddy program) 3. Agreement on final learning agreement upon arrival with all parties involved at Host and Home HEI 4. Students follow lectures / carry out projects / prepare their degree thesis and may send requested documents to Home HEI, besides the final learning agreement, so called enrolment certificates and the like (might be important for example to receive scholarship payments) 5. Students take examinations, finish projects / degree theses and fill in departure forms as needed by Host HEI

6. Check of accommodation with Landlord (if applicable)

7. Host HEI sends the student's grades / transcript of records to Home HEI

8. Credit recognition of completed courses by school at home

RELATED PROCESSES: Chapter 1: Strategic Issues

Chapter 3: HEI Budget Management in the Internationalization Context

Chapter 4: International Projects

Chapter 5: Student Mobility

PROCESS MANAGER(S):   IRO, Faculties / Departments

OUTCOME(S):   Successful student mobilities abroad

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

5.2.2.1.MONITORING THE MOBILITY

MAIN OBJECTIVE:	To assist home students on academic matters during the mobility abroad.
MOTIVATION:	To provide outgoing students with a successful internationalization experience.
STAKEHOLDERS:	IRO, Faculties / Departments, and students.
DESCRIPTION OF THE PROCESS:	Monitoring is done via e-mail, Facebook, and phone. Outgoing students are provided with contact details prior their departure.
STEPS OF THE PROCESS:	1. Provide assistance when requested by phone 2. Check regularly e-mail and Facebook webpage 3. Keep up in communication with students at regular intervals
RELATED PROCESSES:	Chapter 1: Strategic Issues Chapter 3: HEI Budget Management in the Internationalization Context Chapter 4: International Projects Chapter 5: Student Mobility
PROCESS MANAGER(S):	IRO, Faculties / Departments
OUTCOME(S):	Successful development of internationalization experience e.g. according to definition of KPI in the internationalization strategy
VERSION / AUTHOR:	Version 1.0 / ESDI Consortia

5.2.2.2. CREDIT RECOGNITION AT HOME

MAIN OBJECTIVE: To provide the bases for credit recognition of successfully approved courses during the mobility abroad for outgoing students.

MOTIVATION: To assist students in having their credits / grades validated in their academic records.

STAKEHOLDERS: IRO, Faculties / Departments.

DESCRIPTION OF THE PROCESS: Transfer of records and credit recognition are based on signed agreements as outcomes of the mobility. The partner institution abroad issues a certificate (transcript of records) stating the courses successfully approved by the student. The certificate is received by IRO at Home HEI and provided to the student. Credit recognition is a process owned by the student's academic school. Recognition is based in a previously signed learning agreement between the students and their faculties / departments.

STEPS OF THE PROCESS: 1. Request of transcript of records to partner HEIs
2. Information to students upon arrival of documents
3. Assistance to students during credit recognition process at their faculties / departments

RELATED PROCESSES: Chapter 1: Strategic Issues
Chapter 4: International Projects
Chapter 5: Student Mobility

PROCESS MANAGER(S): IRO, Faculties / Departments

OUTCOME(S): Successful transfer of credits

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

5.2.3. Quality Management

Main Objective:	To assess the process of outgoing mobility as to have a clear panorama of its strengths and weaknesses.
Motivation:	To enhance the process of outgoing mobility.
Stakeholders:	IRO, Faculties / Departments at Home and Host HEI
Description of the Process:	After their arrival, a survey is provided to all returning outgoing students. Filling in the survey is a requirement. The survey explores the perception of students regarding administrative matters within the Home HEI and institutional partners (such as the consulate or embassy, the Ministry of Foreign Affairs, etc.). The survey also explores the life experience they encountered abroad, and budgetary difficulties they might have had – all this, in order for new outgoing students to have updated information on this destination.
Steps of the Process:	1. Develop and / or update the evaluation instrument 2. Provide the evaluation instrument to all returning outgoings 3. Gather and systematize information 4. Reporting on the mobilities for a set time period
Related Processes:	Chapter 1: Strategic Issues Chapter 3: HEI Budget Management in the Internationalization Context Chapter 4: International Projects Chapter 5: Student Mobility
Process Manager(s):	IRO, Faculties / Departments
Outcome(s):	Quality management report, surveys, updated database
Version / Author:	Version 1.0 / ESDI Consortia

5.3. Incoming Student Mobility

Please consider that these subsections come from the expertise of Pontificia Universidad Católica de Valparaíso undergraduate incoming student mobility program. If your institution is aiming at graduate and degree seeking students, the chapter may serve as a general guideline that will need to be adjusted according to the students' profile.

Main Objective:	To provide an international experience to Host HEI students, for up to an academic year.
Motivation:	To achieve specific goals and objectives defined in the HEI internationalization strategy.
Stakeholders:	On a top management level e.g. the Vice-Rector for international affairs / co-operation, the IRO, Faculties / Departments, Partner HEIs, Alumni, Student Mobility Organizations, Host Country Authorities.
Description of the Process:	To provide the appropriate institutional platform(s) and academic offer to receive incoming students for academic purposes.
Steps of the Process:	1. Program development 2. Marketing and recruitment 3. Applications 4. Pre-departure 5. In-country 6. Experience evaluations (quality management) 7. Return

Related Processes:	Chapter 1: Strategic Issues
	Chapter 2: Create and Support Prerequisites for Internationalization
	Chapter 3: HEI Budget Management in the Internationalization Context
	Chapter 5: Student Mobility
	Chapter 7: Internationalization at Home
	Chapter 8: Marketing & Communication
Process Manager(s):	IRO (International Relations Office)
Outcome(s):	Appropriate institutional platform and academic offer to receive incoming students for various academic activities given by the IRO Strategy Development
Important considerations:	Different emphasis must be considered when aiming at graduate and degree seeking students
Version / Author:	Version 1.0 / ESDI Consortia

5.3.1.Program Development

Main Objective:	To deliver a high quality academic and cultural experience to incoming students
Motivation:	To achieve specific goals and objectives related to incoming students defined in the HEI internationalization strategy.
Stakeholders:	On a top management level e.g. the Vice-Rector for international affairs / co-operation, the IRO, Faculties / Departments, Partner HEIs, Alumni, Student Mobility Organizations, Host Country Authorities.
Description of the Process:	To determine what will be the academic offer available for incoming students; if it suffices with the current academic offer at the HEI, or if there is a need to develop and/or tailor new options.
Steps of the Process:	1. Determine what type of incoming student mobility partnerships are defined in the HEI's Internationalization Strategy (exchange and/or degree seeking) 2. Determine the HEI's current capacity to be involved in the defined incoming student mobility partnerships 3. Select the program formats to be developed for the different incoming student mobility partnerships 4. Discuss program details with different HEI stakeholders and IRO team members involved

RELATED PROCESSES:	Chapter 1: Strategic Issues
	Chapter 2: Create and Support Prerequisites for Internationalization
	Chapter 3: HEI Budget Management in the Internationalization Context
	Chapter 5: Student Mobility
	Chapter 7: Internationalization at Home
	Chapter 8: Marketing & Communication
PROCESS MANAGER(S):	IRO (International Relations Office)
OUTCOME(S):	Pool of programs available for the different incoming student mobility partnerships
IMPORTANT CONSIDERATIONS:	The more diverse the program offer is, the more complex the process will become. Have in mind that diversity and flexibility are key features for program development.
VERSION / AUTHOR:	Version 1.0 / ESDI Consortia

5.3.2. Application process

Main Objective:	To advise applicant incoming students about the procedures to follow in order to be accepted in the Host HEI; and to provide with appropriate acceptance documents, to participate in the requested program.
Motivation:	To achieve the incoming students' goals and objectives set in the HEI's internationalization strategy.
Stakeholders:	On a top management level e.g. the Vice-Rector for international affairs / co-operation, the IRO, Faculties / Departments, Partner HEIs, Alumni, Student Mobility Organizations, Host Country Authorities.
Description of the Process:	The Host HEI will provide the applicant with relevant information, in order to facilitate the admission to the requested program(s). Information suitability should be assessed by the IRO and should consider, but not be limited to: academics, prerequisites, language requirements, fees, housing, migrations and administrative formalities.
Steps of the Process:	1. Develop the appropriate application materials (for various platforms) to advise and guide the applicants (application materials) 2. Share the application materials with counterparts 3. Upload application materials to digital media platforms 4. Clearly state in application materials the contact person for applicants 5. Keep track of applicants inquires 6. Send acceptance materials

RELATED PROCESSES: Chapter 1: Strategic Issues

Chapter 2: Create and Support Prerequisites for Internationalization

Chapter 3: HEI Budget Management in the Internationalization Context

Chapter 5: Student Mobility

Chapter 7: Internationalization at Home

Chapter 8: Marketing & Communication

PROCESS MANAGER(S):   IRO (International Relations Office)

OUTCOME(S):   1. First draft list of incoming students for the relevant term and/or program

2. Number of applicants

3. Number of advised students

4. Number of accepted students

5. New/updated application materials

6. New/updated acceptance materials

7. Advising process continuous improvement

IMPORTANT CONSIDERATIONS: Clear stated processes and enough information at hand for applicants, not only will make the application process more efficient, but also will increase student satisfaction. Advising is the most important part of this process.

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

5.3.3. PRE-DEPARTURE

MAIN OBJECTIVE:	To guide accepted incoming students into the procedures concerning to their arrival in the Host Country / HEI.
MOTIVATION:	To achieve the incoming students' goals and objectives set in the HEI's internationalization strategy.
STAKEHOLDERS:	On a top management level e.g. the Vice-Rector for international affairs / co-operation, the IRO, Faculties / Departments, Partner HEIs, Alumni, Student Mobility Organizations, and Host Country Authorities.
DESCRIPTION OF THE PROCESS:	The Host HEI will provide the accepted incoming students with appropriate and clear information in order to facilitate their arrival. This process will provide specific instructions and will emphasize information given during the application process.
STEPS OF THE PROCESS:	1. Develop/update the appropriate pre-departure materials (for various platforms) to advise and guide the accepted incoming students (incoming student guides) 2. Share the pre-departure materials with accepted incoming students and partners 3. Upload pre-departure materials to digital media platforms 4. Clearly state in pre-departure materials the contact person for accepted incoming students 5. Keep track of accepted incoming student arrivals and requests of information 6. Start planning the orientation week/days

RELATED PROCESSES:	Chapter 1: Strategic Issues
	Chapter 2: Create and Support Prerequisites for Internationalization
	Chapter 3: HEI Budget Management in the Internationalization Context
	Chapter 5: Student Mobility
	Chapter 7: Internationalization at Home
	Chapter 8: Marketing & Communication
PROCESS MANAGER(S):	IRO (International Relations Office)
OUTCOME(S):	1. Second draft list of incoming students for the relevant term and/or program
	2. New/updated pre-departure materials
	3. Number of accepted incoming students advised
	4. First draft of incoming student arrivals list
	5. Advising process continuous improvement
IMPORTANT CONSIDERATIONS:	Clear stated processes and enough information at hand for accepted students not only will make the pre-departure process more efficient, but also will increase student satisfaction. Advising is the most important part of this process.
VERSION / AUTHOR:	Version 1.0 / ESDI Consortia

5.3.4.In-Country

Main Objective:	To introduce the new incoming students to the Host HEI and Country, facilitating and advising on various tasks and specific topics.
Motivation:	To achieve the incoming students' goals and objectives set in the HEI's internationalization strategy.
Stakeholders:	On a top management level e.g. the Vice-Rector for international affairs / co-operation, the IRO, Faculties / Departments, and Host Country Authorities (e.g. migration offices and others).
Description of the Process:	In-country process will provide the incoming students with key information that should allow them to have a clear understanding of the various tasks they need to do, and be aware of, during their stay in the Host HEI / Country.
Steps of the Process:	1. Prepare and carry through the orientation / welcome week / days 2. Procure specific information for incoming students' stay at the Host HEI (academics, student life, financial, emergency protocols, migration and administrative formalities) 3. Secure a continual and available advising platform (international student advisors, printed and digital materials) 4. Be aware and keep track of the information that needs to be passed on to incoming students during their stay at the Host HEI (change of schedules / classrooms / professors, holidays, emergencies) 5. Make sure students are aware of the processes they need to follow, as well as the tasks they need to do, during and at the end of their stay at the Host HEI /

Country, according to the program they were accepted in (reminders)

6. Inform students of the emergency protocols that they need to follow in case of emergency, as well as the person they should contact

7. Keep track of the emergencies that may arise during the incoming students' stay at the Host HEI / Country

8. Provide the incoming students with extracurricular opportunities

9. Keep close communication with Academic Departments and Home HEIs

RELATED PROCESSES:	Chapter 1: Strategic Issues
	Chapter 2: Create and Support Prerequisites for Internationalization
	Chapter 3: HEI Budget Management in the Internationalization Context
	Chapter 5: Student Mobility
	Chapter 7: Internationalization at Home
	Chapter 8: Marketing & Communication
PROCESS MANAGER(S):	IRO (International Relations Office)
OUTCOME(S):	1. New / updated orientation planning
	2. Well identified topics and processes the incoming students need to be aware of and carry on themselves
	3. Carried through Orientation week/days
	4. New / updated in country materials (guides, presentations, emails, reminders)
	5. Solid advising platforms
	6. Monthly updated emergency record
	7. Advising process continuous improvement

IMPORTANT CONSIDERATIONS: The success of the In-country processes relays heavily on the previous advising efforts. Application and pre-departure advising will provide the incoming students with tools to ease their in-country phase; will reduce anxiety levels caused by the cultural immersion process, and will allow staff members to pay attention to more specific needs arising from special cases.

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

5.3.5. EXPERIENCE EVALUATION

MAIN OBJECTIVE:	To provide a satisfactory exchange/study abroad experience to incoming students
MOTIVATION:	To achieve the incoming students' goals and objectives set in the HEI's internationalization strategy.
STAKEHOLDERS:	Host HEI / Country community.
DESCRIPTION OF THE PROCESS:	IRO should develop specific evaluation / assessment instruments and mechanisms that allow both, to learn student's satisfaction of their experience at the Host HEI / Country, and decision making for improvements and adjustments.
STEPS OF THE PROCESS:	1. Develop / update evaluation / assessment instruments 2. Secure a representative response rate 3. Make sure the instruments will consider all processes relevant to IRO strategic development 4. Determine when and how the data will be collected 5. Systematize the data gathered 6. Report the results. When appropriate, results should be public to key stakeholders 7. Make decisions about the experience and services provided to incoming students, in order to achieve the incoming students' goals and objectives set in the HEI's Internationalization Strategy

RELATED PROCESSES: Chapter 1: Strategic Issues

Chapter 2: Create and Support Prerequisites for Internationalization

Chapter 3: HEI Budget Management in the Internationalization Context

Chapter 5: Student Mobility

Chapter 7: Internationalization at Home

Chapter 8: Marketing & Communication

PROCESS MANAGER(S):   IRO (International Relations Office)

OUTCOME(S):   Appropriate data for decision-making purposes

IMPORTANT CONSIDERATIONS: If IROs decide to collect data through digital platforms, they have to make sure incoming students will actually answer. Lower response rates come from these instruments as there is no incentive (positive or negative) for incoming students to answer.

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

5.3.6. RETURN

MAIN OBJECTIVE: To secure incoming students have gone through all In country procedures in order to finish their exchange/ study abroad experiences successfully.

MOTIVATION: To achieve the incoming students' goals and objectives set in the HEI's internationalization strategy.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for international affairs / co-operation, the IRO, Faculties / Departments, and Host Country Authorities (e.g. migration offices and others).

DESCRIPTION OF THE PROCESS: The IRO will set in place the activities that will aid the incoming students to finish their stay at the Host HEI / Country. These activities will aim at assisting the students in meeting their Home HEI requirements, securing the evaluation data, and assuring incoming students won't have problems when leaving the Host Country.

STEPS OF THE PROCESS:
1. Update / collect the transcript addressee information
2. Make sure all incoming students are in the right visa status to leave the country
3. Make sure all incoming students are aware of how and when transcripts will be issued
4. To be ready for special documents request
5. Issue and deliver transcripts
6. Make sure all students (or a good rate) have answer the experience evaluation / assessment instruments

RELATED PROCESSES:

Chapter 1: Strategic Issues

Chapter 2: Create and Support Prerequisites for Internationalization

Chapter 3: HEI Budget Management in the Internationalization Context

Chapter 5: Student Mobility

Chapter 7: Internationalization at Home

Chapter 8: Marketing & Communication

PROCESS MANAGER(S):

IRO (International Relations Office)

OUTCOME(S):

1. Updated transcript addressee information
2. Clear visa status report
3. Clear instructions provided for transcripts issuance
4. Staff alert for specific requests
5. Transcripts of the term issued and sent
6. Evaluation / assessment answer rate reached

VERSION / AUTHOR:

Version 1.0 / ESDI Consortia

6.   STAFF MOBILITY

6.1. ADMINISTRATIVE STAFF MOBILITY – INCOMING & OUTGOING

MAIN OBJECTIVE: To provide the steps to bring about incoming and outgoing administrative staff mobility.

MOTIVATION: Capacity building of administrative staff mobility is crucial for the enhancement of work and service provision to academic community. Capacity building activities which have an internationalization component (i.e. incoming / outgoing mobility) are promoted by the IRO.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for international affairs / co-operation, the IRO, Faculties / Departments, Human Resources Department.

DESCRIPTION OF THE PROCESS: The process of support and promotion of administrative staff mobility for capacity building purposes begins by checking respective opportunities e.g. whether a call for applications is opened by partnered institutions to accept tentative candidates. If so, an internal call for application is summoned to send or to have an administrative staff exchange, usually for a short-period of time (refer for example also to the Erasmus+ Program of the EU).

STEPS OF THE PROCESS:	1. Checking for open calls for capacity building activities abroad
	2. Drafting and launching of internal call of applications
	3. Permanent assistance to interested administrative staff
	4. Gathering and systematization of applications
	5. Selection meeting, evaluation and notification of grantees
	6. Scheduling and budgetary execution
	7. Activity takes place
	8. Reporting
RELATED PROCESSES:	6.2: Academic Staff Mobility – Incoming
	6.3: Academic Staff Mobility – Outgoing
PROCESS MANAGER(S):	IRO, Staff Mobility Division
OUTCOME(S):	Number of outgoing / incoming administrative staff
VERSION / AUTHOR:	Version 1.0 / ESDI Consortia

6.2. ACADEMIC STAFF MOBILITY – INCOMING

MAIN OBJECTIVE: To provide the steps to bring about incoming academic staff mobility.

MOTIVATION: Since visiting academic staff is quite common in a HEI, an efficient standardized process to map and enhance these activities is considered crucial.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for international affairs / co-operation, the IRO, Faculties / Departments, Human Resources Department.

DESCRIPTION OF THE PROCESS: The process of support and promotion of incoming academic staff begins with the call for applications for grants to bring top-level specialist, teachers and researchers and ends when the activity has taken place and the report has been delivered by the grantee.

STEPS OF THE PROCESS:
1. Write call for application
2. Development of the communication strategy and launching
3. Permanent assistance to interested faculty
4. Gathering and systematization of applications
5. Preparation of dossiers for selection meeting
6. Selection meeting, evaluation and notification of grantees
7. Scheduling and budgetary execution
8. Activity takes place
9. Reporting

RELATED PROCESSES:	Part 2: Guidelines for implementing the internationalization project
	Chapter 1: Strategic Issues
	Chapter 3: HEI Budget Management in the Internationalization Context
	Chapter 4: International Projects
	Chapter 6: Staff Mobility
PROCESS MANAGER(S):	IRO, Staff Mobility Division, Human Resources Department
OUTCOME(S):	Number of visiting academic staff to home HEI
VERSION / AUTHOR:	Version 1.0 / ESDI Consortia

6.2.1.CALL FOR APPLICATIONS – INCOMING

MAIN OBJECTIVE: To gather applications from Home faculty interested in bringing visiting academic staff to Home HEI.

MOTIVATION: Visiting academic staff is necessarily brought about by connections to faculty at Home HEI. The process aims to strengthen these bonds to enable and support academic cooperation. The call of application serves as a way to guarantee equal opportunity in the access to HEI funds.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for international affairs / co-operation, the IRO, Faculties / Departments, Human Resources Department.

DESCRIPTION OF THE PROCESS: The call is written and spread by IRO / Staff Mobility Division. Grantees are aware of requirements and conditions beforehand. A deadline is given to receive proposals for activities. The call concludes on a deadline.

STEPS OF THE PROCESS: 1. Write call for application
2. Publication of information in HEI media
3. Assistance to applicants provided via e-mail, phone and Facebook and other social media

RELATED PROCESSES: Part 2: Guidelines for implementing the
                              internationalization project
                              Chapter 1: Strategic Issues
                              Chapter 3: HEI Budget Management in the
                              Internationalization Context
                              Chapter 4: International Projects
                              Chapter 6: Staff Mobility
                              Chapter 8: Marketing & Communication

PROCESS MANAGER(S):   IRO, Staff Mobility Division, Human Resources
                              Department

OUTCOME(S):   Number of applications received

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

6.2.2. EVALUATION OF APPLICATIONS – INCOMING

MAIN OBJECTIVE: To provide a list of selected academic staff mobility projects to be executed.

MOTIVATION: To assure a decision based on visitor's academic experience and impact of the activity to be developed at home HEI.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for international affairs / co-operation, the IRO, Faculties / Departments, Human Resources Department.

DESCRIPTION OF THE PROCESS: Evaluation of applications is a way to ensure transparency in funding and equality across beneficiaries from different disciplines / areas of knowledge. The evaluation committee is summoned to meet on a specific date. Dossiers of applications are made available to them in advance together with a summary table and criteria for evaluation. Evaluations are discussed in the meeting and grantees are then selected.

STEPS OF THE PROCESS:
1. Prepare dossiers for evaluation meeting
2. Summon evaluation committee for meeting on specific date
3. Send dossiers to evaluation committee
4. Meeting takes place
5. Applications are discussed and selection list is produced

RELATED PROCESSES: Chapter 1: Strategic Issues
Chapter 3: HEI Budget Management in the Internationalization Context
Chapter 4: International Projects
Chapter 6: Staff Mobility

PROCESS MANAGER(S):   IRO, Staff Mobility Division, Human Resources
Department

OUTCOME(S):   Number of applications selected

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

6.2.3.GRANT AWARDING AND EXECUTION – INCOMING

MAIN OBJECTIVE: To assure an adequate development of the incoming academic mobility.

MOTIVATION: To monitor and control the execution of funding and communications related to the incoming academic mobility taking place in the HEI. This will provide the stakeholders with an idea of the number and impact of the activities involving incoming academics.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for international affairs / co-operation, the IRO, Faculties / Departments, Human Resources Department.

DESCRIPTION OF THE PROCESS: Grant awarding is done by IRO / Staff Mobility Division / Human Resources Department in regard to the activities declared by the grantee on the project submitted and to be developed during the incoming academic mobility. Expenses usually include flight tickets, accommodation, and living expenses. Reporting (financial and narrative) is done by the grantee after the mobility has concluded.

STEPS OF THE PROCESS: 1. Award notification to selected and non-selected applicants
2. Draft agenda of the visit (e.g. dates, activities, services, etc.)
3. Hire services for the incoming academic staff (e.g. flight tickets, hotel reservations, meal provisions, etc.)
4. Issue and delivery of identity card to visiting academic staff.
5. Request narrative report (and financial report if any) to grantees after conclusion of the mobility.

RELATED PROCESSES:	Chapter 1: Strategic Issues
	Chapter 3: HEI Budget Management in the Internationalization Context
	Chapter 4: International Projects
	Chapter 6: Staff Mobility
PROCESS MANAGER(S):	IRO, Staff Mobility Division, Human Resource Department
OUTCOME(S):	Number of visiting academic staff, reports
VERSION / AUTHOR:	Version 1.0 / ESDI Consortia

6.3. ACADEMIC STAFF MOBILITY – OUTGOING

MAIN OBJECTIVE: To provide the steps to bring about outgoing academic staff mobility.

MOTIVATION: Academic staff traveling abroad is an important part of the internationalization of HEI, so an efficient standardized process to map and promote the mobility is considered crucial.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for international affairs / co-operation, the IRO, Faculties / Departments.

DESCRIPTION OF THE PROCESS: The process of supporting and promoting outgoing faculty and staff begins with the call for applications for grants in the home faculty (i.e. professors and researchers) in order to complete an academic activity abroad. The process begins with a call for applications and concludes when a report on the activity has been delivered by the grantee after arrival.

STEPS OF THE PROCESS:
1. Write call for application
2. Communication strategy and launching
3. Permanent assistance to interested faculty
4. Gathering and systematization of applications
5. Preparation of dossiers for selection meeting
6. Selection meeting, evaluation and notification of grantees
7. Scheduling and budgetary execution
8. Activity takes place
9. Reporting

RELATED PROCESSES: Chapter 1: Strategic Issues
Chapter 3: HEI Budget Management in the
Internationalization Context
Chapter 4: International Projects
Chapter 6: Staff Mobility

PROCESS MANAGER(S):   IRO, Staff Mobility Division

OUTCOME(S):   Number of home academic staff travelling abroad

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

6.3.1. CALL FOR APPLICATIONS – OUTGOING

MAIN OBJECTIVE: To gather applications from home faculty interested in carrying out an academic activity abroad.

MOTIVATION: The call of application serves as a way to guarantee equal opportunity in the access to HEI funds for going abroad.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for international affairs / co-operation, the IRO, Faculties / Departments.

DESCRIPTION OF THE PROCESS: The call is written and spread by IRO. Grantees are aware of requirements and conditions beforehand. A deadline is given to receive proposals for activities. The call concludes on a deadline.

STEPS OF THE PROCESS:
1. Write call for application
2. Publication of information in HEI media
3. Assistance to applicants provided via e-mail, phone and Facebook and other social media
4. Gathering of application and verification prior evaluation

RELATED PROCESSES:
Chapter 1: Strategic Issues
Chapter 3: HEI Budget Management in the Internationalization Context
Chapter 4: International Projects
Chapter 6: Staff Mobility
Chapter 8: Marketing and Communication

PROCESS MANAGER(S): IRO, Staff Mobility Division

OUTCOME(S): Number of applications received

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

6.3.2. EVALUATION OF APPLICATIONS – OUTGOING

MAIN OBJECTIVE: To provide a list of selected academic staff mobility projects to be implemented.

MOTIVATION: To assure a decision based on previous academic experience and impact of the activity to be developed abroad.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for international affairs / co-operation, the IRO, Faculties / Departments.

DESCRIPTION OF THE PROCESS: Evaluation of applications is a way to ensure transparency in funding and equality across beneficiaries from different disciplines/areas of knowledge. The evaluation committee is summoned to meet on a specific date. Dossiers of applications are made available to them in advance together with a summary table and criteria for evaluation. Evaluations are discussed in the meeting and grantees are then selected.

STEPS OF THE PROCESS:
1. Prepare dossiers for evaluation meeting
2. Summon evaluation committee for meeting on specific date
3. Send dossiers to evaluation committee
4. Meeting takes place
5. Selection list is produced
6. In some cases, a Rector's Resolution is requested

RELATED PROCESSES:	Chapter 1: Strategic Issues
	Chapter 3: HEI Budget Management in the Internationalization Context
	Chapter 4: International Projects
	Chapter 6: Staff Mobility
	Chapter 8: Marketing and Communication
PROCESS MANAGER(S):	IRO, Staff Mobility Division
OUTCOME(S):	Number of selected outgoing staff mobility projects
VERSION / AUTHOR:	Version 1.0 / ESDI Consortia

6.3.3.Grant Awarding and Execution – Outgoing

Main Objective:	To assure an adequate development of the outgoing academic mobility.
Motivation:	To monitor and control the execution of funding related to the outgoing academic mobility taking place abroad. This will provide the stakeholders with an idea of the number and impact of the activities involving incoming academics.
Stakeholders:	On a top management level e.g. the Vice-Rector for international affairs / co-operation, the IRO, Faculties / Departments.
Description of the Process:	Grant awarding is done by the Home HEI's IRO in regard to the activities declared by the grantee on the project submitted and to be developed during the outgoing academic mobility. Expenses usually include flight tickets, accommodation, insurance, and living expenses. Reporting (financial and narrative) is done by the grantee after the mobility has concluded.
Steps of the Process:	1. Award notification to selected and non-selected applicants 2. Draft agenda of the visit (e.g. dates, activities, services, etc.) 3. Hire services for the incoming academic staff (e.g. flight tickets, hotel reservations, meal provisions, etc.) 4. Rector's Resolution of grant awarding (fi required) 5. Request narrative (and financial if any) report to grantees after conclusion of the mobility.

RELATED PROCESSES: Chapter 1: Strategic Issues

Chapter 3: HEI Budget Management in the

Internationalization Context

Chapter 4: International Projects

Chapter 6: Staff Mobility

PROCESS MANAGER(S):   IRO, Staff Mobility Division

OUTCOME(S):   Number of outgoing academic staff, reports

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

7. INTERNATIONALIZATION AT HOME

7.1. LANGUAGE TRAINING

The ever increasing cross-national cooperation all around the world, whether in politics, science, art, industry, commerce or business in general, stresses more than ever the importance of equivalent linguistic and intercultural awareness.

Due to the fact that basic features are developed during early childhood and much later throughout adult life, such high linguistic skills in different languages and a deep-rooted understanding of cultures, cannot be achieved or enhanced during school years alone, language training has become an essential component of the higher education period. Therefore, HEIs´ language center, HEI-linked language centers or similar institutions, should offer a variety of language courses and intercultural trainings on an academic level every semester.

Furthermore, the density of languages in some areas all around the world is high. This poses some challenges in all economic and social processes and a need for a lingua franca is inevitable. A solution to minimize misunderstandings is to nominate a popular language (e.g. English) to be the official communication medium between countries. On one hand a fundamental knowledge of another language enhances employability but on the other hand it is important to declare the promotion of multilingualism to be one of the fundamental principles in specific areas or countries as well. One of the main reasons is its unique culture and history that is reflected in their respective national identity and the spoken language. Going forward by accepting and using a common language and trying to conserve one´s respective national language and culture is the tightrope walk which we have to face nowadays. But language training is peace building at the same time and this can strengthen and deepen the relationship between business partners with its location and nations in general.

The following subsections describe several ways of structuring, designing and organizing foreign language programs. It will give an example of how language tuition can be implemented in HEI philosophy and its internationalization process.

7.1.1. Home Language Courses for Incomings

The course described below "Deutsch als Fremdsprache" (DaF) or "German as a Foreign Language" is a representative example for home language courses with the aim of teaching the official language spoken in the respective country.

With the constantly increasing of the number of international students at German HEIs, one can conclude that the provision of German language courses is an essential part of each foreign student's integral study plan at a German HEI.

Such courses both ease a foreign student's way into the respective culture (here German), and nurture an international oriented generation. The design of DaF courses is therefore expected to be based on several criteria:

- Courses keep a balanced plan covering the main four linguistic skills (productive: **speaking**, **writing** and receptive: **listening**, **reading**) in addition to grammar with no focus on one skill on the expense of the others especially on an elementary level
- They offer an overview of the main cultural and traditional aspects of the country
- They encourage the students to lead their own learning process which extends outside the classroom into the real everyday life
- Students can master the Test-DaF examination in the language center once they achieve the required level, for example as a degree seeking student B2/ C1 is the needed level for the admission to a degree program in Germany.

Home language courses offered by a HEI contribute thus to the development of the linguistic skills to a large extent, in the elementary level the text books or scripts and topics covered in the classroom should be very rich and diverse and should help in establishing a solid linguistic basis on which advanced knowledge can be built.

In general, "language" can be defined as a system of signs that are combined for the purpose of communication. One has to take into consideration the structure and complexity of a language before planning course contents and the required number of hours. The different subparts and aspects of a language that should be considered are described in the following part. That means that the shown example

can be used for any other language, but has to be adapted depending on these different language parameters:

- Phonology (sounds of a language)
- Characters, letters, symbols (smallest elements of a language)
- Alphabet, symbols (set of all characters of a language)
- A word (sequence of individual characters that form an independent unit which has a meaning → semantics, word formation follows the rules of → morphology)
- Sentence (linguistic unit, that it has a meaning → semantics), constructed according to fixed rules
- Grammar and sentence structure (→ syntax)
- Semantics (meaning of the characters, strings and sentences)
- Pragmatics (way of expressing to achieve something specific)
- Other important parameters of a specific language (culture associated)

Language partition in hours for a study program in German (based on experience and empiric data):

level*	hours for DaF
A1 – basic user	≈120 hours	Breakthrough
A2 – basic user	≈150 hours	Waystage
B1 - independent user	≈150 hours	Threshold
B2 - independent user	≈150 hours	Vantage
C1 - proficient user	≈180 hours	Effective Operational Proficiency
C2 - proficient user	≈ 250	Mastery

* According to the Common European Framework (CEFR)

MAIN OBJECTIVE: To provide students with Home language courses as an essential part of each student's integral study plan.

MOTIVATION:	To ease a foreign student's way into the respective culture, nurture an international oriented generation and understand individual lectures on a higher language level.
STAKEHOLDERS:	On a top management level e.g. the Vice-Rector for international affairs / cooperation and the IRO, Language Center (LC), Finance Department, Human Resources Department, Faculties / Department, Professors, Scientific officers, Assistants, Lecturers, Secretaries and other HEI staff.
DESCRIPTION OF THE PROCESS:	Language learning is an on-going process. The strategy, targets, resources and roadmaps have to be planned, implemented and controlled. A language strategy is developed by the LC (professors, lecturers).
STEPS OF THE PROCESS:	1. Define the target language itself that should be offered in the Language Center 2. Define the hours needed to learn the language (for a specific purpose) 3. Selection of personnel and planning the lecture 4. Objective agreement with the lecturer (e.g. exams) 5. Planning and implementation of the lecture / course 6. Review and validation

RELATED PROCESSES: Chapter 1: Strategic Issues

Chapter 2: Create and Support Prerequisites for Internationalization

Chapter 3: HEI Budget Management in the Internationalization Context

Chapter 7: Internationalization at Home

PROCESS MANAGER(S):   LC (Language Center)

OUTCOME(S):   Home language courses for incoming students

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

7.1.2. (ENGLISH) COURSES AS A BASIS FOR TEACHING AND LEARNING

As mentioned above, the English language has become a lingua franca in business, science and social transactions worldwide. One can conclude that this development will go on and expand over the next years (with or without influences and interdependencies of other languages). As a consequence, to have a fundamental knowledge of a widely spread and spoken language, is therefore an essential part of each student's formation at a HEI (this is, of course, not valid in English speaking countries ⁇ see "other foreign languages".

"English proficiency correlates strongly with a number of social and economic indicators. It is shown in actual surveys around the world". (EF ENGLISH PROFICIENCY INDEX)

Contributions of a high level of English:

- The life standard (livability)
- it removes barriers of communication for foreign residents
- It eases the interchange between different cities and countries
- It makes cities more open for business and cultural innovation
- It improves the quality of products, services and intellectual life.

Before planning English lessons we could ask the following questions:

- What are the actual requirements in industry, business, companies, HEIs, etc., what language competence is recommendable for which job?
- Do we have the resources (skilled and experienced personnel) to offer a variety of courses such as "English language for special purposes" like technical, engineering, business, etc.?
- Can we combine the courses with advantageous intercultural skills (native speaker's knowledge)?
- What knowledge can we reactivate in the students' themselves and in addition how can we activate the self-learning process of the students for the future?
- How can we support HEI staff with the necessary English knowledge?

MAIN OBJECTIVE: To provide students with English language courses on an academic level as an essential part of each student's study plan regarding their respective education and job perspectives.

MOTIVATION: To ease student's way into a modern business language in general, to understand individual lectures on a higher language level and to be able to meet the demand of international companies.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for international affairs / cooperation and the International Relations Office, Faculties / Departments, Professors.

DESCRIPTION OF THE PROCESS: Language learning is a lifelong process. The goals have to be planned, implemented and controlled. A whole English language strategy can be developed by the language centers (professors, lecturers).

STEPS OF THE PROCESS: 1. Define the specific purpose of the English course that should be taught (specific purposes)
2. Define the hours needed to teach a specific level
3. Selection of personnel and planning the lecture
4. Objective agreement with the lecturer (exams, e.g.)
5. Planning and implementation of the lecture / course
6. Review and validation

RELATED PROCESSES: Chapter 1: Strategic Issues

Chapter 2: Create and Support Prerequisites for Internationalization

Chapter 3: HEI Budget Management in the Internationalization Context

Chapter 7: Internationalization at Home

PROCESS MANAGER(S):   LC (Language Center)

OUTCOME(S):   English courses for outgoing students

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

7.1.3. FOREIGN LANGUAGES FOR OUTGOING STUDENTS

The question why students should learn other foreign languages is not easily answered. A successful economy in some countries prevents the "step out" into the big, wide world of many students. In addition they are afraid that their grades will suffer abroad and their language proficiency is inadequate. But living in a globalized world makes the question of learning other languages therefore ubiquitous – also for HEI staff within the internationalization processes. There are three principal reasons:

- Students should spend a certain time of their studies abroad (many programs support this attitude with a grant - exchange programs often require basic knowledge in other languages) to widen their perspective (leaving the "comfort zone", learning to live on their own, culture and language experience)
- Globalization over a long term does only work if we build a new "idea of man", therefore it´s necessary to accept diversity (e.g. people with different cultural background) and develop a consciousness for sustainability (this is already one of the fundamental pillars in multinational companies)
- Foreign languages combined with intercultural know-how have a huge impact on the formation or development of their personality (compared to monolingual and monocultural point of views).

Beside this: how can we support HEI staff with the necessary knowledge in foreign languages and the related intercultural training? (The number of language courses offered in an academic institution, can be used as a "mark of distinction" for competition with other HEIs, as well.)

MAIN OBJECTIVE:	To provide students with foreign language courses on an academic level (or simply basic level with a higher progression) to be able to communicate in their future destination HEI and in all everyday life situations abroad.
MOTIVATION:	To ease student's way into an unknown culture with its own language and customs and to understand behaviour of individuals in a better way.
STAKEHOLDERS:	On a top management level e.g. the Vice-Rector for international affairs / cooperation and the International Relations Office, Faculties / Departments, Professors.
DESCRIPTION OF THE PROCESS:	Language learning is a lifelong process. The goals have to be planned, implemented and controlled. A foreign language strategy can be developed by the language centers (professors, lecturers).
STEPS OF THE PROCESS:	1. Define the specific purpose of the foreign language course that should be taught (specific goals) 2. Define the hours needed to teach a specific level 3. Selection of personnel and planning the lecture 4. Objective agreement with the lecturer (exams, e.g.) 5. Planning and implementation of the lecture / course 6. Review and validation
RELATED PROCESSES:	Chapter 1: Strategic Issues Chapter 2: Create and Support Prerequisites for Internationalization Chapter 3: HEI Budget Management in the Internationalization Context Chapter 7: Internationalization at Home
PROCESS MANAGER(S):	LC (Language Center)
OUTCOME(S):	Foreign language courses for outgoing students
VERSION / AUTHOR:	Version 1.0 / ESDI Consortia

7.2. INTERCULTURAL TRAINING

Intercultural communication training refers to formal efforts designed to prepare people for more effective interpersonal relations when they interact with individuals from cultures other than their own (Paige 1996).

The contents of intercultural communication training courses are mainly directed to raise awareness of intercultural situations for a culture e.g. to prepare for an internship or scholarship within their study program. Two main sources and methods are available:

- Information and knowledge (participants are listening)
- Experimental (participants are interacting)

In general we can define two target student groups:

1. Outgoing students
2. Incoming students

Others target groups are professors, scientific officers / assistants, lecturers, secretaries and other HEI staff. Before instructing the students about cultural commonalities and dissimilarities the author considers important to provide information about **geographical incidents** in a prior course (many students don´t know anything about your continent).

MAIN OBJECTIVE:	To provide students with the most important values of a nation, the respective history and their peoples´ way of thinking for a better understanding of the present times.
MOTIVATION:	To help students to understand a nation and the way they deal with issues in science, politics, etc. to retrace an unknown culture with its own social life, language and customs. Help them to understand the behaviour of individuals in their own environment.
STAKEHOLDERS:	On a top management level e.g. the Vice-Rector for international affairs / cooperation and the IRO, Language Center (LC), Finance Department, Human Resources Department, Faculties / Departments, Professors, Scientific Officers, Assistants, Lecturers, Secretaries and other HEI Staff, and Students.
DESCRIPTION OF THE PROCESS:	Intercultural training and competence is a lifelong process. The goals have to be planned, implemented and controlled. An intercultural training strategy has to be developed by the responsible staff (International Relations Office Department staff, professors, lecturers).
STEPS OF THE PROCESS:	1. Define the specific purpose of the course 2. Define the hours needed to give an overview 3. Selection of personnel and planning the lecture 4. Objective agreement with the lecturer (e.g. exams) 5. Planning and implementation of the lecture / course 6. Review and validation.
RELATED PROCESSES:	Chapter 1: Strategic Issues Chapter 2: Create and Support Prerequisites for Internationalization Chapter 3: HEI Budget Management in the Internationalization Context Chapter 7: Internationalization at Home

PROCESS MANAGER(S):   LC (Language Center)

OUTCOME(S):   Intercultural trainings for students and staff

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

7.3. Support English Taught Modules

Teaching at a HEI requires the ability to formulate and explain complex concepts at a high level of abstraction. Many professors are publishing in English (especially in sciences) and are maybe familiar with the technical terms in their discipline but are not necessarily equipped to convey fluent thoughts in an academic lecture or in an unscripted lecture discussion. A consequence is simplifying the content and failing the "mind diversity" and thoughts of students (reduced learning effect), which should be a critical aspect of the learning process of an international student.

This demands the capacity to comprehend the spoken word within a broad sense and to reformulate those words in their own (under the pressure of tests conditions). Important course contents of a "teaching methodology and linguistic practice" in English can be:

- addressing and managing a mixed ability and language-level student body
- discourse markers
- asking the "right questions"
- encouraging student participation (task-based and active learning)
- using visual aids to enhance linguistic comprehension
- effective evaluation or feedback

The main two questions before planning an English taught lecture are:

- What´s the goal of the lecture? (Transfer of pure knowledge? Goal-based methods? Provision of strategies? Identification of goals? Interactive and controversy topics?)
- What do we want the students to learn? (Provision of guidelines? Strategies and techniques? Outcome? Self-taught competence?)

One has to be aware that most of the offered lectures are <u>non-native to non-native speaker</u> lectures. Therefore the lecturer should take into consideration this particular circumstance in the classroom by:

- Handing over vocabulary lists in advance (related to the topics)

- Taking in consideration of the heterogeneity of the students (taught language, specific entry requirements)
- Planning an introductory course
- Observing the intercultural aspects
- Paying attention to one's body language

MAIN OBJECTIVE: Offer a guideline for professors how to improve their skills in an English taught lecture as the new "gateway of normal" at HEIs. Give an example of the main points that should be taken in consideration.

MOTIVATION: English taught lecturers are more than just a translated script of the material. It should be planned and implemented from a specific point of view. This avoids frustration on both sides and enhances the learning success of international students.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for international affairs / cooperation and the IRO, Language Center (LC), Faculties / Departments.

DESCRIPTION OF THE PROCESS: How to support English taught modules is a specific process. The goals have to be planned, implemented and controlled. An English lecture has to be developed by the professor/lecturer taking into consideration the target group and the content of what exactly should be taught and learned by the students.

STEPS OF THE PROCESS:
1. Define the specific purpose of the course
2. Feedback by a native speaker
3. Selection of topics and planning of the lecture
4. Objective agreement (e.g. exams)
5. Planning and implementation of the lecture
6. Review and validation

RELATED PROCESSES:	Chapter 1: Strategic Issues
	Chapter 2: Create and Support Prerequisites for Internationalization
	Chapter 3: HEI Budget Management in the Internationalization Context
	Chapter 7: Internationalization at Home
PROCESS MANAGER(S):	LC (Language Center)
OUTCOME(S):	English taught modules
VERSION / AUTHOR:	Version 1.0 / ESDI Consortia

7.4. Support International Curricula Development

A learner-friendly lecture consists of a coherent combination of different forms of teaching. It is important to choose an adequate sequence of teaching methods (lectures, seminars, group work, individual work, pair work and presentation) and as the CEFR (Common European Framework (for Languages in Europe)) requires: a task-based approach of teaching combining linguistics and methodology on a higher educational level. A coherent and well managed schedule should be applied to ensure that the group dynamics will remain constructive and lead to the goals chosen by the lecturer. But what is a coherent curriculum? A linear model (logical structure) is easy to perform and to understand by the audience, but when the course is taught in English, it does not provide situational spontaneity. This is in fact important when you teach in a foreign language. Primarily this requires a good contact with the students and higher educational reflectivity of the teacher.

The best curriculum is a teaching approach with a clear basic idea and a well-prepared classroom management to capture the attention of the students. This does not only mean the organization of the physical classroom environment, but also the emotional climate and atmosphere you wish to establish within the lesson. A positive climate is conducive for learning and will set the tone for the way students interact among themselves and with the lecturer. Introducing a lecture in a foreign language means to be aware of the communicative process with a strong linguistic, cultural and intercultural context.

Task-based teaching lectures should be designed to accomplish the goals of so called "can-do statements" as well (focused on skills such as reading, listening, speaking and writing; refer to CEFR). Every student should therefore have a space for the active usage of a language. It is not a normal lecture and therefore it requires a maximum group size of 20 students (only recommendation). This contributes significantly to improving knowledge transfer at HEIs.

Recommendation (phase model):

1. Initial phase a) Creating good frame conditions b) Reception and contact c) Overview of the lesson d) Activation of previous knowledge (topics)	3. Final phase a) Summarize the outcome b) Opportunities of repetition c) End of session and seeing off the students
2. Work Phase a) Structuring the lesson b) Work through of the before mentioned topics	After the lesson: > Post processing and preparation of the next tasks > Communication over the Internet or working group meetings

One should be aware that most of the offered lectures are <u>non-native to non-native speaker</u> lectures. Therefore the lecturer should take into consideration many particular circumstances. Another important parameter nowadays is the used media to submit the workflow.

MAIN OBJECTIVE: Offer a guideline for professors how to apply useful curricula in an English taught lecture by giving an example of the main points that should be taken into consideration.

MOTIVATION: English taught lecturers are more than just a translated script of the topics. It should be planned and implemented from a specific point of view. This avoids frustration on both sides and enhances the learning success of international students.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for international affairs / cooperation and the International Relations Office, Faculties / Departments, Professors.

DESCRIPTION OF THE PROCESS: How to support an English taught curriculum is a specific process. The goals have to be planned, implemented and controlled. An English lecture has to be developed by the professor taking into consideration the target group, the emotional climate and the content of what exactly should be taught and learned by the students.

STEPS OF THE PROCESS:
1. Define the specific purpose of the course
2. Feedback by a native speaker
3. Selection of topics and planning of the lecture
4. Objective agreement (e.g. exams)
5. Planning and implementation of the lecture

RELATED PROCESSES:
Chapter 1: Strategic Issues
Chapter 2: Create and Support Prerequisites for Internationalization
Chapter 3: HEI Budget Management in the Internationalization Context
Chapter 7: Internationalization at Home

PROCESS MANAGER(S): LC (Language Center)

OUTCOME(S): International curricula, new international study programs

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

7.5. RECOMMENDATIONS ON THE STRUCTURE AND ORGANIZATION OF LCs AT HEIs

The language education centers at HEIs, shortly called "LCs" have their own organizational units and provide qualified personnel as such:

- Director of the language center
- Professors, lecturers
- Assistants
- Secretaries and other staff.

They advise and serve the entire HEI and faculties regarding language tuition. Therefore it should be one of the central units within the academic institution.

It can be incorporated:
- as a scientific institution of a department or several departments with conduction through HEI lecturers / professors
- as a central institution of a HEI reporting directly to the president´s office of the HEI.

Experience has shown that leadership through effective management employees, provide the most robust unit to adapt to current challenges (economically and professionally). The teaching staff of language centers should consist of qualified foreign language teachers. The "qualification of language teachers" refers to a mother tongue language competence and experience acquired through further training and teaching itself.

A particular emphasis is to mention the provision and promotion of media technology facilities (language, video, slide projection, computer, etc.) - this should allow and support blended learning and autonomous learning, appropriate to the students´ needs, as well.

7.6. EXAMPLE OF AN INTERCULTURAL COURSE CURRICULA

The example is based on the curricula for "German & European History and Culture" offered at Aalen University, Germany. In this course the following topics are covered:

I Ancient History and Culture
- o Ancient Greek philosophy and its contribution to the development of the perception of the world in Early Modern Times
- o Forms of early democracy in Athens during the 5th century, and its implications on later / modern societies
- o Greek classical architecture
- o Roman traces in the regions of Germany
- o The migration of the Germanic tribes after the 3rd century AD, and the effects of this migration on modern Europe

II The Medieval Period
- o The integrative figure of Charles the Great and the Empire of the Carolingians
- o The system of Medieval Society
- o Culture in the Occidental Middle Ages, and the ages of Romanic and Gothic Art

III Early Modern Times
- o The period around AD 1500 as a turning point in European and World History. A watershed in European history and culture
- o Early Modern Europe and its shaping by the systems of Absolutism and Mercantilism
- o The European Enlightenment and the sciences, art, and literature in the 18th century

IV   Modern Times

- The effects of early industrialization on society, urban space, economy, and politics
- The integration of the German principalities into the 'Deutsche Reich' and the leading role of Prussia
- The phenomenon of Imperialism
- The World Wars and their effects on the shaping of a 'new Europe'

V   Contemporary times

- Europe after World War II - Cold War, ideologies, and new forms of economy
- The so called 'Post Modern' Period
- The German unification and the development of the European Union

by Dr. Thomas Freller, Aalen University, 2012

8.   MARKETING & COMMUNICATION

MARKETING AND COMMUNICATION EFFORTS TO SUPPORT INTERNATIONALIZATION STRATEGIES

As explained in Chapter 1, HEIs are undergoing significant unpredictable educational changes due to both, the internal and external operational changes within the teaching and learning environments (Shah and Nair 2013).

Due to the constant global educational changes, institutions of higher learning practically do not have a choice other than to continuously **re-think, review and renew (RRR)** their strategy development and implementation, in line with the social, political and economic changes that may, in one way or the other, influence their performance. As a result, the internationalization of HEIs has become a fundamental strategy for achieving HEIs' learning objectives, and to overcome environmental and educational surprises. Some of the reasons that were given to develop a HEI internationalization strategy are to promote the HEI networks, to prepare the HEI for international students and for the highly competitive higher education market regionally, nationally and internationally.

Marketing and communication[3] efforts are undoubtedly useful to support the HEIs' internationalization strategy, and will be successful as long as the efforts incorporate good knowledge of the different contexts (operating environment) that surrounds the higher learning institutions. Marketing provides a diverse set of tools that are suitable for some of the processes associated to the objectives and goals defined by the institution's internationalization strategic plan. As such, marketing provides a diverse pool of activities that need to be determined in terms of the input provided

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[3] According to the American Marketing Association, "Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large." From https://www.ama.org/AboutAMA/Pages/Definition-of-Marketing.aspx

According to the Public Relations Society of America, "Public relations is a strategic communication process that builds mutually beneficial relationships between organizations and their publics". From http://www.prsa.org/aboutprsa/publicrelationsdefined/#.VMfmOv6G8mt

According to the American Marketing Association Dictionary, "Marketing Communications (MarCom) are coordinated promotional messages and related media used to communicate with a market. Marketing communications messages are delivered through one or more channels such as digital media, print, radio, television, direct mail, and personal selling." From http://www.marketing-dictionary.org/

by the strategy development process (SWOT analysis for instance), budgeted, implemented and evaluated on a regular basis, in order to assess their impact.

The following subsections describe the marketing activities that should be considered, implemented and evaluated, according to the institution's capacity, as well as some key aspects to keep in mind when opting for one or other activity, including budget issues.

8.1. DEVELOPMENT OF A MARKETING AND COMMUNICATION PLAN

MAIN OBJECTIVE: To determine, according to the goals and objectives defined in the HEI's internationalization strategy, the marketing and communications activities, tools, goals and indicators, to be reached within a given frame of time, and supporting the implementation of the internationalization strategy.

MOTIVATION: To achieve specific goals and objectives defined in the HEI's internationalization strategy.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for International affairs / co operations and the International Relations Office. Stakeholders may vary according to the Institution's own structure and objectives defined in the internationalization strategy.

DESCRIPTION OF THE PROCESS: To develop a marketing and communication plan, that determines actions, resources, tools, goals and indicators in line with the internationalization strategy and its goals in order to assure an adequate investment of resources.

STEPS OF THE PROCESS:
1. Determining the state of the art for the current marketing and communication efforts
2. Determining the marketing and communications goals, actions, resources, tools and indicators
3. Designating a person (team) who will be in charge of developing, implementing and evaluating the plan
4. Drafting the plan
5. Implementing the plan
6. Evaluating the plan
7. Adjusting the plan

RELATED PROCESSES: Part 2:Guidelines for implementing the internationalization project

Chapter 1: Strategic Issues

Chapter 2: Create and Support Prerequisites for Internationalization

Chapter 3: HEI Budget Management in the Internationalization Context

PROCESS MANAGER(S):   IRO, Public Relations and Marketing Department

OUTCOME(S):   Written Marketing and Communication Plan

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

8.2. IDENTIFICATION OF TOOLS AND ACTIVITIES

MAIN OBJECTIVE: To identify the marketing and communication tools and activities that best suits the objectives and goals defined in the institution's internationalization strategy.

MOTIVATION: To achieve specific goals and objectives defined in the Marketing & Communications Plan.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for International affairs / co operations and the International Relations Office. Stakeholders may vary according to the Institution's own structure and objectives defined in the internationalization strategy.

DESCRIPTION OF THE PROCESS: According to the specific goals and objectives defined in the Marketing & Communications Plan, those responsible for Plan will make a decision over the various tools and activities that can be afforded by the budget.

STEPS OF THE PROCESS:
1. Determine who are the target audiences to be reached
2. Determine what tools and activities are already in use
3. Asses their impact to determine if they should be in the Marketing & Communication Plan
4. Incorporate new tools and activities according to the results of your assessment
5. Define a time frame to implement, evaluate and adjust the tools and activities

RELATED PROCESSES: Part 2:Guidelines for implementing the internationalization project

Chapter 1: Strategic Issues

Chapter 2: Create and Support Prerequisites for Internationalization

Chapter 3: HEI Budget Management in the Internationalization Context

PROCESS MANAGER(S):   IRO, Public Relations and Marketing Department

OUTCOME(S):   Defined target audiences, tools, activities, and time frames

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

8.3. SUGGESTED TOOLS AND ACTIVITIES

Tools and activities are determined by the capacity building at each institution, priority given in the internationalization strategy to specific goals and objectives, as well as budget considerations.

When an IRO is faced to budget restrictions, or a lack of staff, to carry on with marketing and communications efforts, the IRO needs to identify what are the tools and activities already in use because they are already part of costs covered by the current budget. In many cases, how this tools and activities have been used need to be reconsidered, and this reconsideration needs to be done incorporating key information derived from the development of the internationalization strategy, the assessment of current IRO's marketing and communication efforts, and the identification of the target audiences.

Depending on the goals and objectives of each higher education institution's internationalization strategy, tools and activities can range from a modest marketing plan, including average activities such as informative sessions, printed materials, public relations, a website and Facebook profile, to a more sophisticated plan including all the previous in larger scales and more expensive material, special target audiences, representation offices in key capital cities, to mention some examples.

The following subsections describe the tools and marketing activities whose consideration, implementation and evaluation, are at the reach of an average IRO. Some key aspects to keep in mind, when opting for one or other activity, are included.

8.3.1. PUBLIC RELATIONS (PR)

MAIN OBJECTIVE: To provide a platform of well-identified PR activities that, together with other marketing and communication activities, allow the IRO to achieve in part, the goals and objectives set in the institution's internationalization strategy.

MOTIVATION: To achieve specific goals and objectives defined in the Marketing & Communications Plan.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for International affairs / co operations and the International Relations Office, Public Relations and Marketing Department. Stakeholders may vary according to the Institution's own structure and objectives defined in the internationalization strategy.

DESCRIPTION OF THE PROCESS: To create and/or identify appropriate public relations activities

STEPS OF THE PROCESS:
1 Determine who are the target audiences to be reached
2 Determine which public relations activities are in use
3 Asses their impact to determine if they should be in the Marketing and Communication Plan
4 Incorporate new public relations activities according to the results of your assessment
5 Define a time frame to implement, evaluate and adjust the tools and activities

RELATED PROCESSES: Part 2: Guidelines for implementing the internationalization project

Chapter 1: Strategic Issues

Chapter 2: Create and Support Prerequisites for Internationalization

Chapter 3: HEI Budget Management in the Internationalization Context

PROCESS MANAGER(S):   IRO, Public Relations and Marketing Department

OUTCOME(S):   Defined public relations activities according to target audiences and marketing and communication plan goals and objectives

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

IMPORTANT CONSIDERATIONS:

PUBLIC RELATIONS TARGET AUDIENCES CAN BE:

- External target audiences: other IRO officers, HEI authorities, third party providers, students, alumni, regional, national or international financing organizations/government agencies.
- Internal target audiences: HEI authorities, faculty members, administrative staff, students, alumni.

PUBLIC RELATIONS ACTIVITIES CAN BE:

- To reach external audiences: networking through participation in international education conferences, visits to specific institutions abroad, visits form prospective partner institutions, host an annual conference or workshop, participate in collaborative projects
- To reach internal audiences: international day with opportunities for faculty members, staff and students; make faculty members part of the visitor's agenda, take faculty with IRO officers to visit partner or new institutions
-

PUBLIC RELATIONS TOOLS CAN BE:

- Prezi
- Partners and stakeholders directory

8.3.2. Digital Marketing

Main Objective: To provide a platform of well identified Digital Marketing tools and activities that, together with other marketing and communication activities, allow the IRO to achieve in part, the goals and objectives set in the institution's internationalization strategy.

Motivation: To achieve specific goals and objectives defined in the Marketing & Communications Plan.

Stakeholders: On a top management level e.g. the Vice-Rector for International affairs / co operations and the International Relations Office, Public Relations and Marketing Department. Stakeholders may vary according to the Institution's own structure and objectives defined in the internationalization strategy.

Description of the Process: To create and / or identify appropriate digital marketing tools and activities

Steps of the Process: 1. Determine who are the target audiences to be reached

2. Determine what digital marketing tools and activities are already in use

3. Asses their impact to determine if they should be in the Marketing and Communication Plan

4. Incorporate new digital marketing tools activities according to the results of your assessment

5. Define a time frame to implement, evaluate and adjust the digital marketing tools and activities

Related Processes:	Part 2: Guidelines for implementing the internationalization project
	Chapter 1: Strategic Issues
	Chapter 2: Create and Support Prerequisites for Internationalization
	Chapter 3: HEI Budget Management in the Internationalization Context
Process Manager(s):	IRO, Public Relations and Marketing Department
Outcome(s):	Defined digital marketing tools and activities according to target audiences and marketing and communication plan goals and objectives
Version / Author:	Version 1.0 / ESDI Consortia

Important considerations:

Digital marketing tools can be:

- Websites
- Newsletters
- Social networks (Facebook, Twitter, Pinterest, Instagram, Linkedin)
- Search Engine Optimization
- Infographics
- Google alerts
- Google analytics

8.3.3. PRINTED MATERIALS

MAIN OBJECTIVE: To provide a set of good quality printed materials that, together with other marketing and communication activities, allow the IRO to achieve in part, the goals and objectives set in the institution's internationalization strategy.

MOTIVATION: To achieve specific goals and objectives defined in the Marketing & Communications Plan.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for International affairs / co operations and the International Relations Office, Public Relations and Marketing Department. Stakeholders may vary according to the Institution's own structure and objectives defined in the internationalization strategy.

DESCRIPTION OF THE PROCESS: To develop appropriate printed materials.

STEPS OF THE PROCESS: 1. Determine who are the target audiences to be reached
2. Determine what printed materials are already in use
3. Asses their impact to determine if they should be in the Marketing and Communication Plan
4. Incorporate new printed materials according to the results of your assessment
5. Define a time frame to implement, evaluate and adjust the printed materials

RELATED PROCESSES: Part 2: Guidelines for implementing the internationalization project
Chapter 1: Strategic Issues
Chapter 2: Create and Support Prerequisites for Internationalization
Chapter 3: HEI Budget Management in the Internationalization Context

PROCESS MANAGER(S):   IRO, Public Relations and Marketing Department

OUTCOME(S):   Printed materials developed for the relevant target audiences and marketing and communication plan goals and objectives

VERSION / AUTHOR: Version 1.0 / ESDI Consortia

IMPORTANT CONSIDERATIONS:

PRINTED MATERIALS CAN BE:
- Posters
- Newsletters
- Booklets
- Flyers
- Brochures

8.4. DRAFTING THE MARKETING AND COMMUNICATION PLAN

MAIN OBJECTIVE: To set the Marketing and Communication pathways, goals and objectives that, together with other strategies, will allow the IRO to achieve in part, the goals and objectives set in the institution's internationalization strategy.

MOTIVATION: To achieve in part the goals and objectives set in the institution's internationalization strategy.

STAKEHOLDERS: On a top management level e.g. the Vice-Rector for International affairs / co operations and the International Relations Office, Public Relations and Marketing Department. Stakeholders may vary according to the Institution's own structure and objectives defined in the internationalization strategy.

DESCRIPTION OF THE PROCESS: To develop a well-rounded Marketing and Communication strategy

STEPS OF THE PROCESS: 1 Set the objectives
2 Determine who are the target audiences
3 Determine what tools to be use   d
4 Define the actions to be taken
5 Define the indicators
6 Prepare the budget
7 Define a time frame to implement, evaluate and adjust the Marketing and Communication Plan
8 Define who will be in charge of the Marketing and Communication Plan

Related Processes: Part 2: Guidelines for implementing the internationalization project

Chapter 1: Strategic Issues

Chapter 2: Create and Support Prerequisites for Internationalization

Chapter 3: HEI Budget Management in the Internationalization Context

Process Manager(s):   IRO, Public Relations and Marketing Department

Outcome(s):   Marketing and Communication Strategy

Version / Author: Version 1.0 / ESDI Consortia

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