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Upgrading international relations offices towards European University Alliance values

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Aim of the toolkit

to provide resources, strategies, and guidance to Higher Education Institutions (HEIs) for enhancing their internationalization efforts and strengthening their operational capacities in key areas such as:

- International academic cooperation: facilitating collaborations between universities, industries, and other stakeholders to foster innovation, knowledge sharing, and professional growth;
- Institutional management: supporting the management of international relations, human resources, finances, and legal frameworks to align with global academic standards;
- Mobility and partnerships: supporting the development and implementation of mobility programs and cooperation partnerships, such as those under Erasmus+, to promote cross-border education and cultural exchange;
- University branding and communication: preparing to build a strong institutional brand, enhancing visibility, and ensuring consistency in messaging across all platforms;
- Crisis and risk management: preparing institutions to deal effectively with challenges like cultural barriers, legal compliance, and communication issues effectively in international settings.

Learning outcomes

- to learn about the key drivers, challenges and policies related to internationalisation in higher education and assess their relevance in institutional and global contexts.
- to gain the ability to evaluate and implement different forms of academic collaboration, such as inter- and intra-institutional collaboration or alumni networks, in order to strengthen institutional networks, research and international communication.
- to acquire competences in designing and implementing institutional strategies for international collaboration, including financial management, human resources and project implementation with global and local priorities.
- to gain knowledge in the planning and management of Erasmus+ mobility and cooperation projects, including key stages such as partnership development, project implementation and evaluation of results.
- to acquire knowledge in developing strategies to strengthen the university's brand, integrating elements such as brand positioning, alumni engagement and crisis management to increase the global visibility and reputation of the institution



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Unit 1. Internationalization in HEI

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Definition, values and outcomes

Internationalization of HEI is „the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Jane Knight, 2004)

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Values and beliefs about internationalization in HEI

- internationalisation builds on and respects local context
- internationalisation is a customised process—‘one size does not fit all’
- internationalisation brings benefits, risks and unintended consequences
- internationalisation is not an end unto itself
- globalisation and internationalisation are different but linked

NAFSA's Comprehensive Internationalization

Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility (Hudzik, 2011, p. 6)

Internatiolization of HEIs added value (OECD 2012 report on higher education internationalization (Henard et al)

- Increase in national and international visibility
- Leverage of institutional strengths through strategic partnerships
- Enlargement of the academic community within which benchmarking their activities
- Mobilisation of internal intellectual resources
- Additional important, contemporary learning outcomes to the student experience
- Developement of stronger research groups



Forms and areas of internalization

The perspective of the following organizations:

- NAFSA
- IAU
- EAIE

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NAFSA's understanding of internationalization measures and outcomes

1a. student-focused measures:

- study abroad program diversity,
- the number of international students and their majors,
- the number of students achieving language competencies,
- the number of students in "international, global, and comparative majors"

1b student-focused outcomes:

- Identifiable knowledge competencies or learning objectives met.
- Standardized levels of language competency achieved.
- Positive impacts on attitudes, beliefs, skills,
- Impact on careers and workforce development.
- Increased capacity to learn from and with others from different cultures
- Meeting requirements of internationally defined credentials.

2. research, scholarship, and engagement outcomes:

- Reputational: e.g., Refereed publications in international journals and citations; invited speakers at international conferences; institutional position in global rankings; international awards, prizes, and recognition.
- Research discoveries of intellectual consequence and/or problem solving.
- Strategic cross-border collaborations that contribute to institutional mission
- objectives and strengthen institutional capacities.
- Commercial applications income.
- Impact on peoples and communities: economic, health, education, nutrition, etc.
- Safety/security and access.

EAIE's Barometer

Activities examined by Barometer:

- international student recruitment;
- international faculty/staff recruitment;
- international mobility for home students;
- international mobility for home faculty/staff;
- internationalization of the curriculum;
- programs in a non-local language;
- courses and activities developing students' international awareness and cultural competence;
- distance/online/blended international learning;
- branch campuses;
- joint degree programs, capacity building in developing countries;
- engagement with local community and society;
- internationalization of campus services;
- institution-wide internationalization training for faculty/staff.

The IAU's Global Survey on Internationalization

Internationalization understood through the following domensions:

- institutional profile
- internationalization as an institutional priority,
- specific strategies and activities associated with internationalization
- student mobility
- internationalization at home
- the respondent profile



Internationalization at home (IaH)

"…the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments"

Beelen, J., Jones, E. (2015). Redefining Internationalization at Home. In: Curaj, A., Matei, L., Pricopie, R., Salmi, J., Scott, P. (eds) The European Higher Education Area. Springer, Cham. https://doi.org/10.1007/978-3-319-20877-0_5

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Areas of importance of IaH:

- Students deserve to experience a curriculum which reflects the rich diversity of our local and international communities and to feel included, enabled and empowered by their studies
- It is an inclusive and accessible form of learning that can be made broadly available to more students, especially those for whom travel may not be possible due to time and financial restrictions
- It supports the development of critical thinking skills, global citizenship and employability skills which are all key resources for successful community building and workforce development
- It encourages knowledge diplomacy through the process of collaboration, intercultural communication and networking between international and home students, and promotes mutual understanding and shared solutions which can help build international relations

Internationalisation at Home (IaH). Introductory Handbook, UUKi Outward Student Mobility Network

Internationalization at home

- refers to the promotion of internationalization efforts within the campus environment, even if physical mobility of students and staff is limited
- emphasizes creating a global and intercultural learning environment within the institution itself, through curriculum internationalization, virtual exchange programs, cross-cultural activities, and other initiatives that foster international perspectives and connections among students and staff.
- recognizes the importance of global competencies and intercultural understanding in today's interconnected world
- provides students with opportunities to engage with diverse perspectives, develop cross-cultural communication skills, and prepare for the challenges of a globalized workforce
- contributes to enhancing the quality of education and promoting a culture of inclusivity and diversity within the university community



build connections between local and international students, fostering internationalization "at home" and promoting cultural exchange



Policies towards internationalization

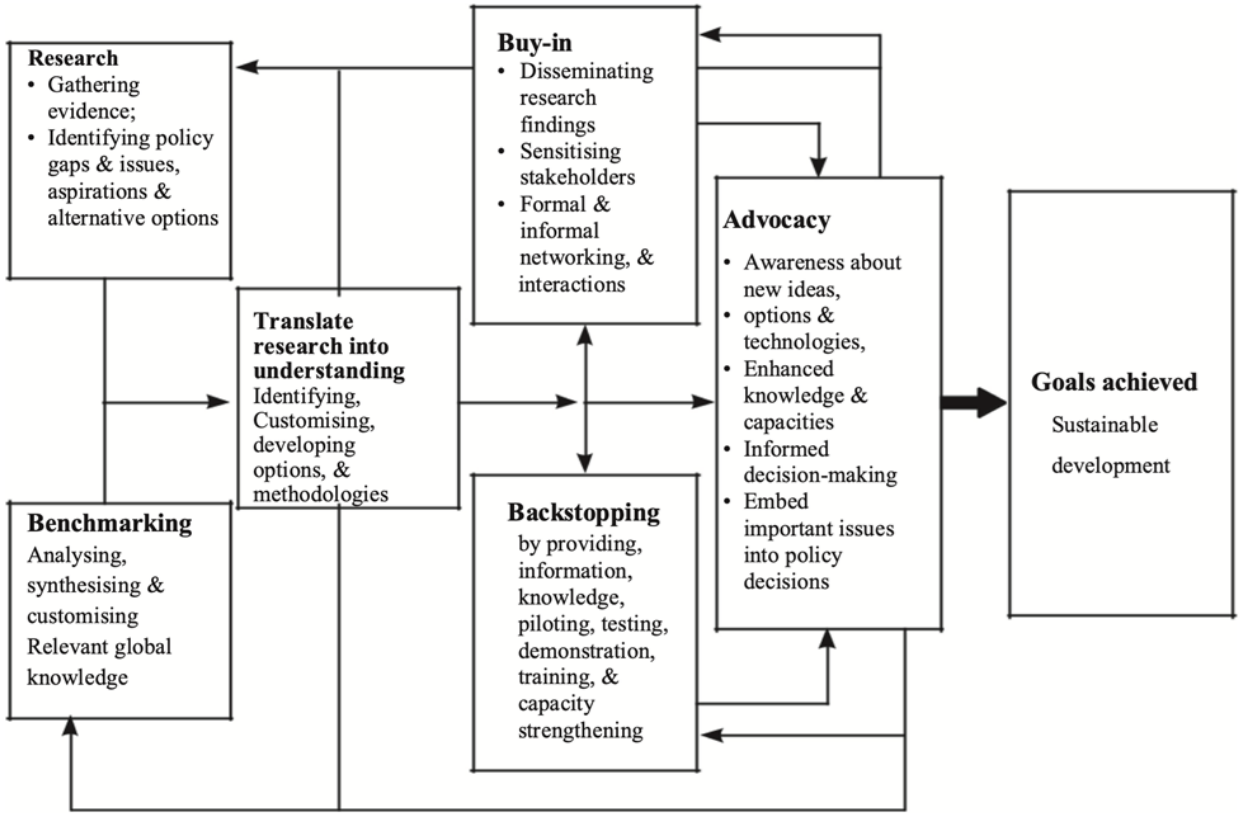
National internationalization policy in HEIs is a guiding framework put forward by high-level national actors that provide an overarching outline, plan, roadmap, or strategy for internationalization of, or within, a given country's HE sector

Rumbley, L. and Helms, R. (2018), "National policies for internationalization", in Teixeira, P. and Shin, J.C. (Eds), Encyclopaedia of International Higher Education Systems and Institutions, Springer, Dordrecht.

national policy typically provides:
1. legal, programmatic and institutional guidelines that direct collective and individual behavior
2. rationales, overarching vision, mission and an implementation framework with goals and outcomes
and
3. cross-cutting enabling policies.

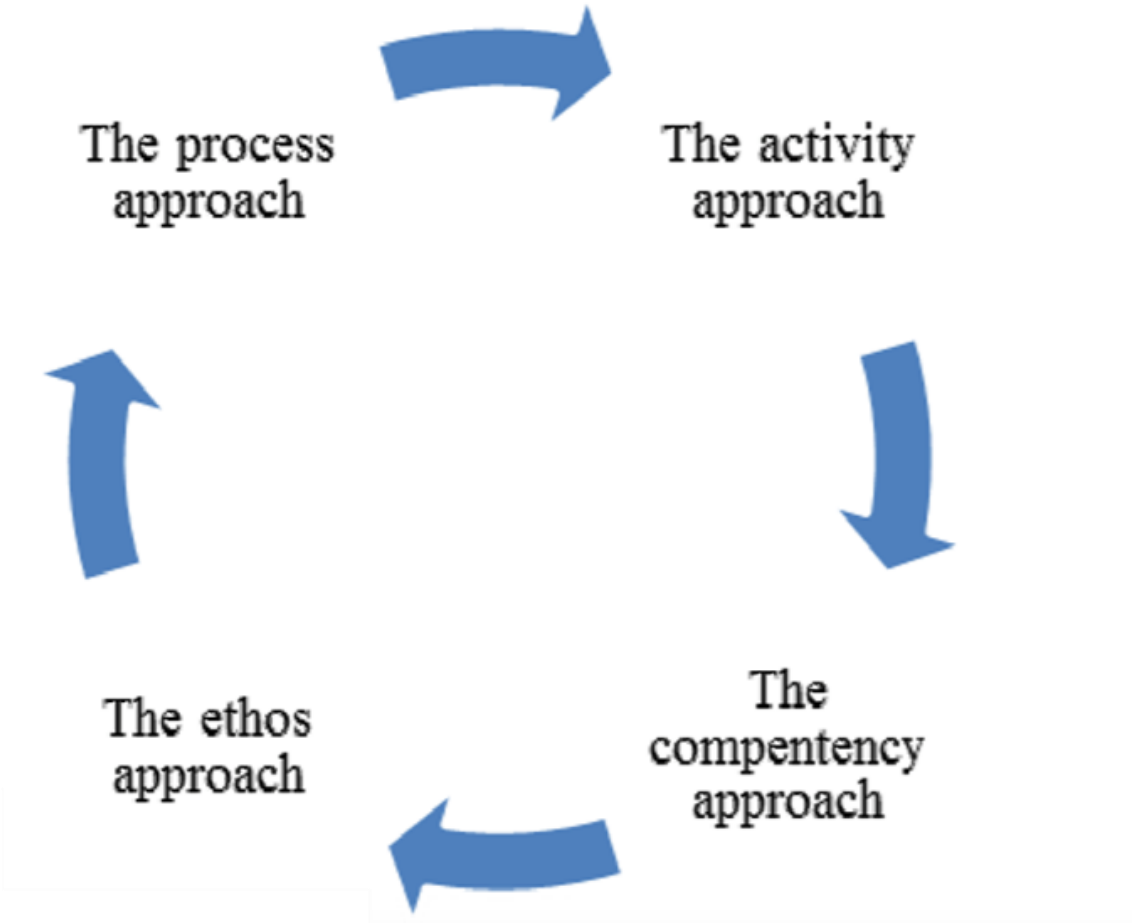
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Policy development framework



Source: Rasul, G. and Karki, M. (2008), “Strategic approach to policy development, A framework”, in Rasul,G. and Karki, M. (Eds), Policy Priorities for Sustainable Mountain Development, ICIMOD,pp. 327-339.

Four key approaches to internationalization



Qiang, Z. (2003). Internationalization of Higher Education: Towards a Conceptual Framework. Policy Futures in Education, 1(2), 248-270. https://doi.org/10.2304/pfie.2003.1.2.5



Challenges and drivers

Recent trends
Challenges
Drivers in Georgian context

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For the last 30 years internationalization in HEIs has been:

- More focused on internationalization abroad than on internationalization at home;
- More ad hoc, fragmented and marginal than strategic, comprehensive and central in policies;
- More in the interest of a small, elite subset of students and faculty than focused on global and intercultural outcomes for all, so little to no inclusiveness and equity;
- Directed by a constantly shifting range of political, economic, social/cultural, and educational rationales, with increasing focus on economic motivations;
- Increasingly driven by national, regional, and global rankings;
- Little alignment between the international dimensions of the three core functions of higher education: education, research, and service to society;
- Primarily a strategic choice and focus of institutions of higher education, but increasingly also a priority of national governments (soft power, reputation and/or revenue- driven) and regions (European Union, Bologna signature countries, ASEAN);
- Following already well-established models—mainly promoted by “big players” with enough economic clout and tradition in higher education promotion: the UK, USA, France, Germany etc.

Coming trends in internationalization in HEIs:

- A shift from internationalization abroad with a strong focus on a small elite of mobile students, faculty, administrators and programs towards internationalization at home for all students, faculty and administrators
- Making internationalization more carbon-neutral
- Addressing more the importance of the contribution of internationalization to society
- Linking the global to the local
- Revising the role of national authorities
- The impact of high profile new projects needs to be assessed, such as the European Universities Initiative
- Challenge of forced internationalization of refugees in higher education

de Wit, H., & Deca, L. (2020). Internationalization of higher education, challenges and opportunities for the next decade. European higher education area: Challenges for a new decade, 3-11.

Challenges can occure in the following dimensions:

Individual:

- lack of competency,
- negative attitudes,
- absence of incentives,
- lack of personal knowledge and expertise.

Institutional:

- lack of financial sources,
- scarcity of human resources,
- educational structure

(Saat, 2007)

Landscape of internationalization for Georgian HEIs:

Landscape:

- Bologna process as convergence promoting force
- Application for EU membership
- Use of mobilities – ERASMUS, state scholarships, private funds

Nastase, P. (2020). Drivers for internationalization in Georgian higher education. In European Higher Education Area: Challenges for a New Decade (pp. 91-104). Springer International Publishing.

Drivers for internationalization in Georgian HEIs:

1. Higher Education as a Tool for Political Agenda
2. Higher Education as an Export Product
3. Quality Enhancement Benefitting Local Students
4. Restauration of Past Traditions
5. Professional Development of Faculty
6. Sense of Duty Towards Students
7. Support for Research
8. Other

Nastase, P. (2020). Drivers for internationalization in Georgian higher education. In European Higher Education Area: Challenges for a New Decade (pp. 91-104). Springer International Publishing



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Unit 2. International academic cooperation network

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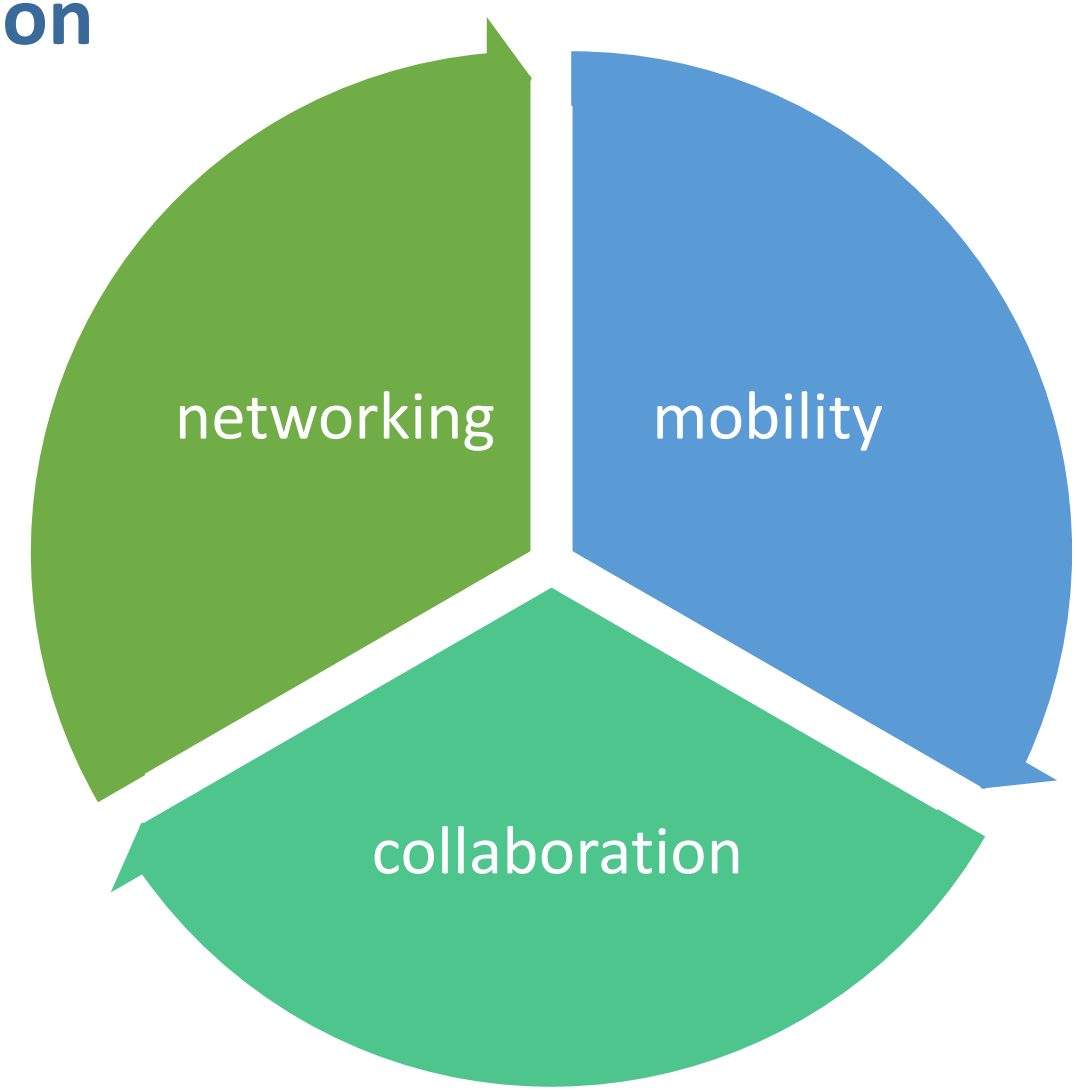
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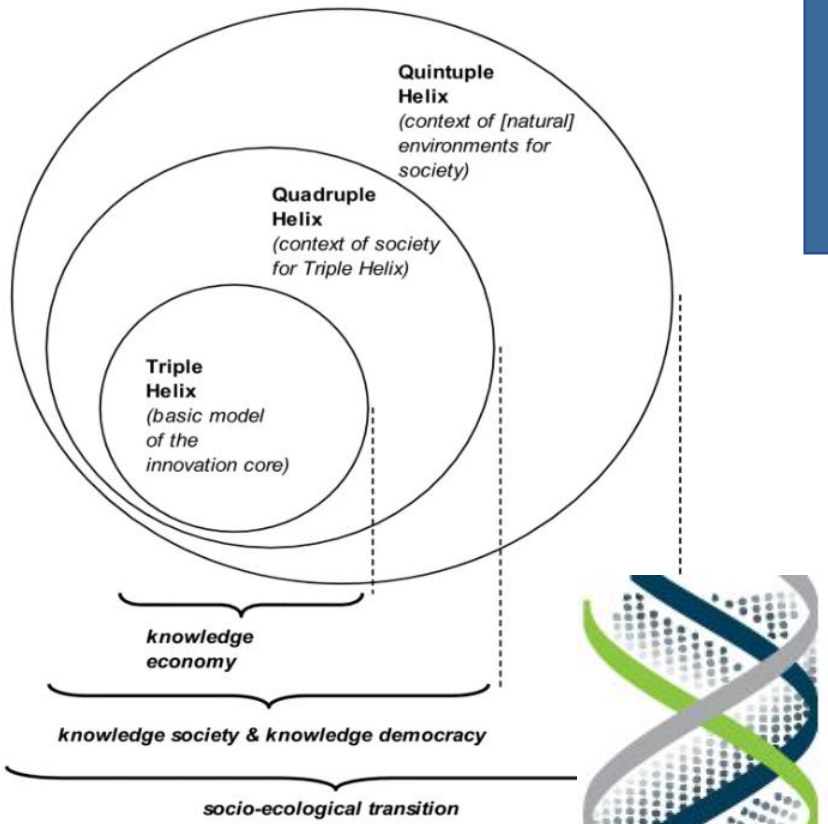
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Internationalization





Key definitions:
academic cooperation

- including research, academic, and industry collaborations, enhances student and faculty growth, knowledge sharing, and resource exchange, benefiting higher education institutions and their stakeholders
- academic cooperation between Higher Education Institutions and Enterprises is crucial for regional economic development and academic spin-off creation, fostering knowledge transfer and professional competences
- the Quadruple Helix model - emphasizes collaboration between four key sectors (academia, industry, government, civil socjety) to drive innovation, economic growth, and societal development

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Inter and intra cooperation

- **Inter cooperation** refers to the collaboration between different HEIs, which can be within the same country or across international borders. This type of cooperation helps institutions to expand their reach, improve the quality of education and research, and engage with global challenges *(academic partnership, research collaborations, capacity building)*.

- **Intra cooperation** refers to collaboration within a single HEI, across different departments, faculties, or administrative units. This internal cooperation enhances interdisciplinary learning, improves operational efficiency, and fosters a more cohesive academic community *(interdyscyplinary programmes, administrative collaboration, faculty collaboration, student collaboration)*.

Forms of academic cooperation

Joint Research Projects	Researchers from different institutions or countries collaborate on a specific research project. This can lead to shared publications, new discoveries, and advancements in a particular field
Student and Faculty Exchanges	Programs like Erasmus+ or Fulbright facilitate the exchange of students and faculty members between institutions. This promotes cultural exchange and broadens the academic experiences of participants
Dual or Joint Degree Programs	Institutions may partner to offer joint or dual degree programs where students earn degrees from both participating universities. This enhances the academic credentials of the graduates
Conferences and Workshops	Academic institutions often collaborate in organizing conferences, workshops, and seminars that bring together experts, researchers, and students to discuss current issues in various academic fields
Collaborative Online Learning	With advances in technology, institutions can offer joint online courses or MOOCs (Massive Open Online Courses), allowing students from different parts of the world to participate in the same learning experience
Shared Research Facilities	Institutions may agree to share specialized equipment, laboratories, or libraries, enabling researchers to access resources they might not have at their home institutions.

Benefits of academic cooperation

- Enhanced Learning Opportunities: the ability to access to a wider range of courses, faculty expertise, and resources
- Diverse Perspectives: collaboration brings together diverse viewpoints, leading to more comprehensive research and innovative solutions
- Increased Funding Opportunities: joint projects may attract funding from international organizations or governments that support academic cooperation
- Networking and Career Development: participation in international networks can open up career opportunities and professional growth for both students and faculty

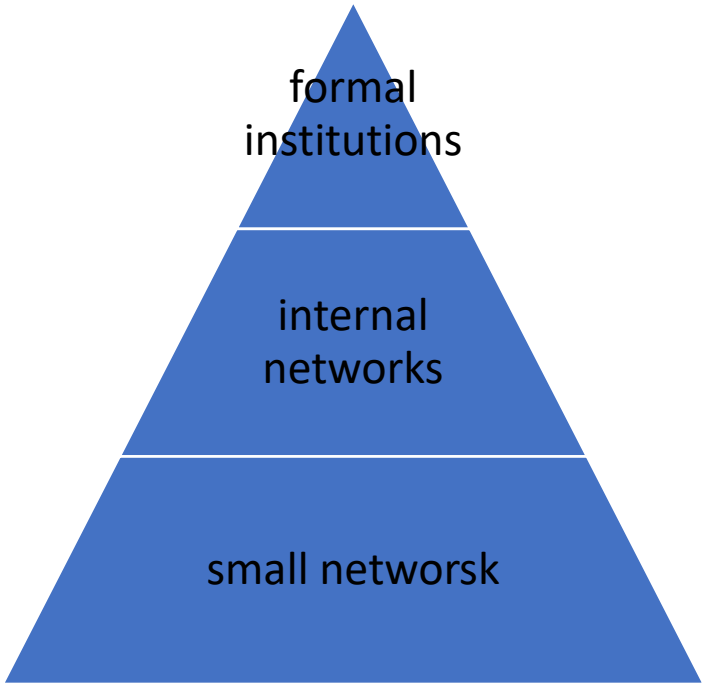


Key definitions: networking of HEI

- refers to the process of building and maintaining connections between universities, educational institutions, international organizations, government bodies, and other stakeholders involved in the internationalization of higher education
- crucial for facilitating international collaborations, student and faculty exchanges, joint research projects, and the overall global engagement of institutions
- A cooperation network - connection between various entities involved in a project, which is based on cooperation and trust, as well as mutual dependencies of a legal, administrative or economic nature (OECD)

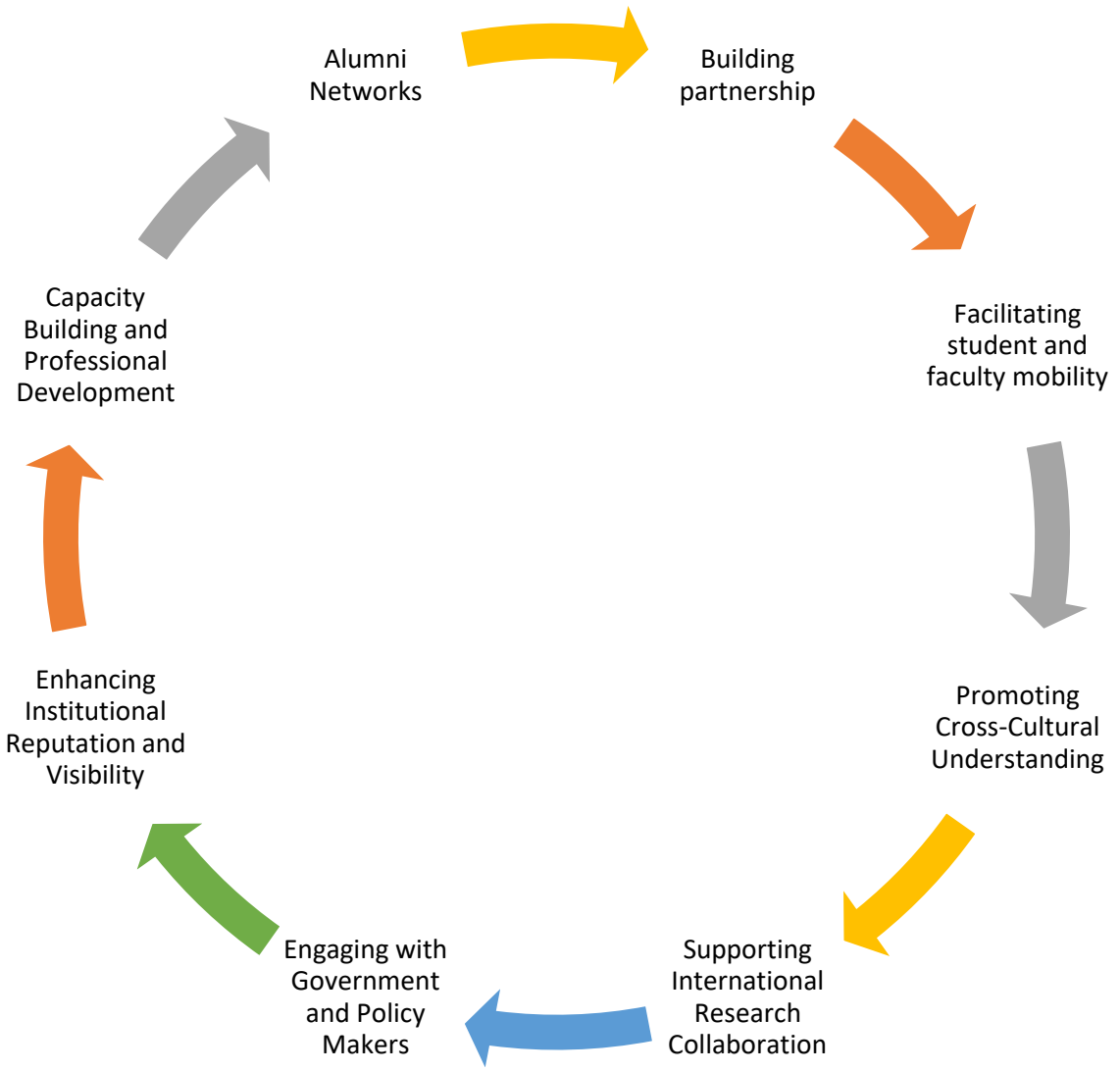
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Types of networks



- Personal – network of individuals whom we trust and share similar interets with (friend, family and acquaintances). These people are tipically outside of the workplace and provide help and advice when dealing with professional dilemmas
- Operational – this is the network of individuals we need to do get our jobs done efficiently. These people are typically collegues who depend on us
- Strategic – this netwok is about tomorrow. It helps to define what the future looks like, and drivers us to succeed in that future

Key aspects of networking

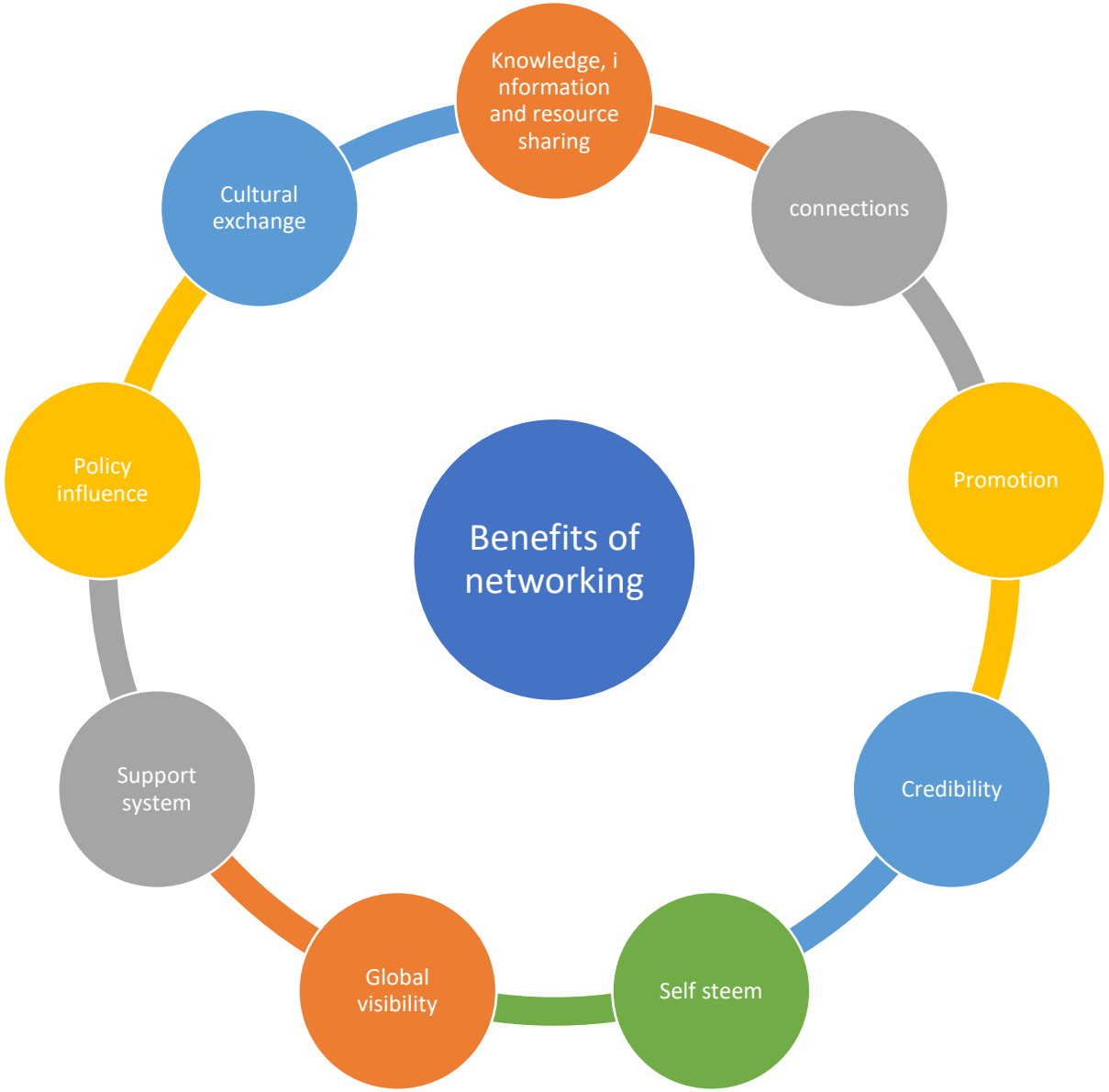


International networks of HEI

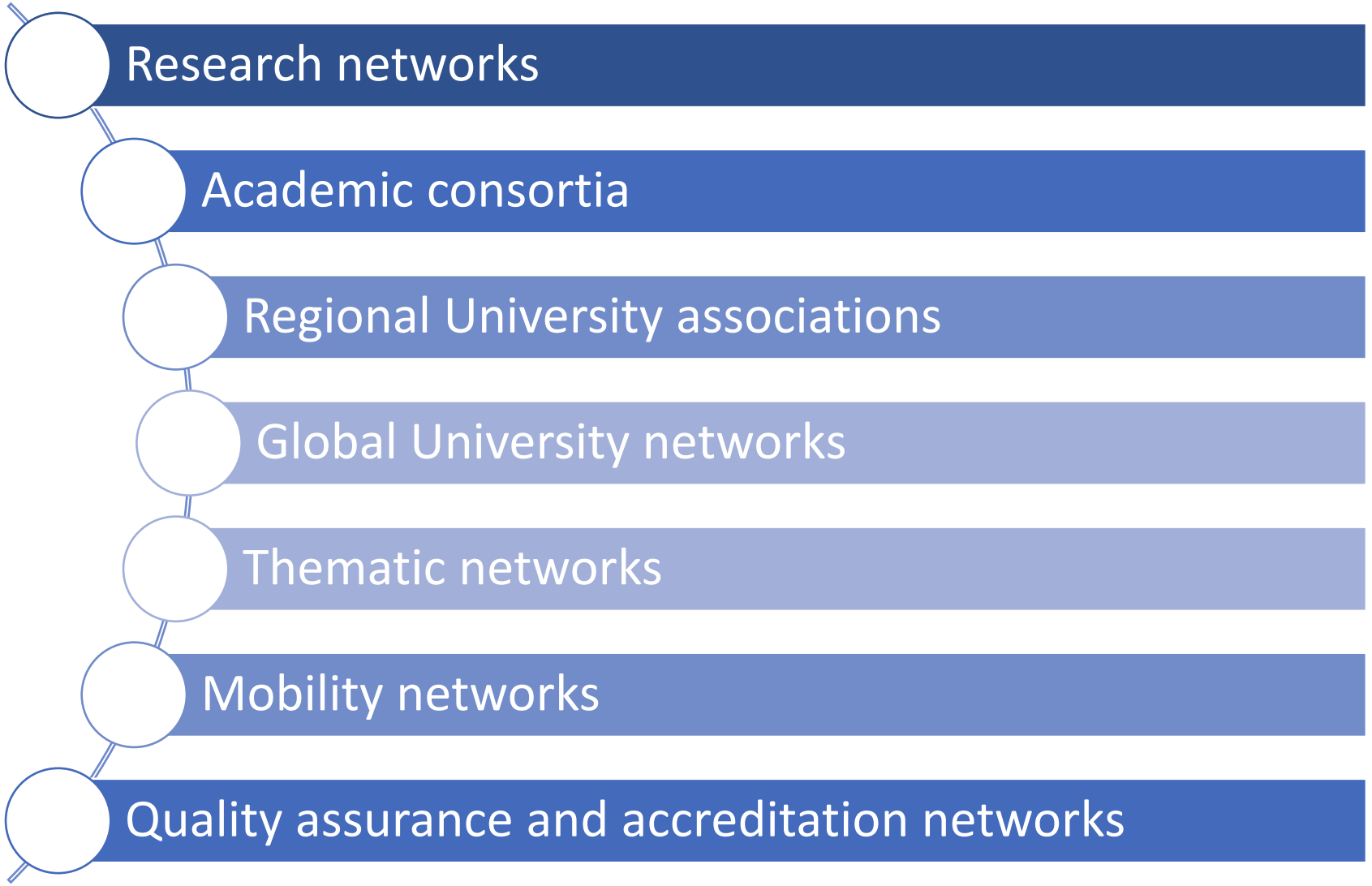
- are collaborative platforms where universities and colleges from different countries come together to achieve common goals related to education, research, and global engagement. These networks facilitate cross-border cooperation, enhance the quality of education, and promote the internationalization of higher education
- are essential for fostering collaboration, sharing best practices, and addressing global challenges. These networks facilitate the internationalization of education, enhance research collaboration, and promote sustainability initiatives

International networks of HEI

- Networks and associations for HEI internationalization provide platforms for universities to integrate globally, negotiate with local governments, and manage mobility programs effectively
- They serve as spaces for articulating shared goals and negotiating resources, which is crucial for enhancing the global presence of institutions
- These collaborations are vital for addressing complex educational challenges and enhancing the quality of research outputs


Benefits of networking
Knowledge, information and resource sharing
connections
Promotion
Credibility
Self steem
Global visibility
Support system
Policy influence
Cultural exchange

Types of International networks of HEI



International networks of HEI - examples

LERU

GUNI GLOBAL UNIVERSITY NETWORK FOR INNOVATION

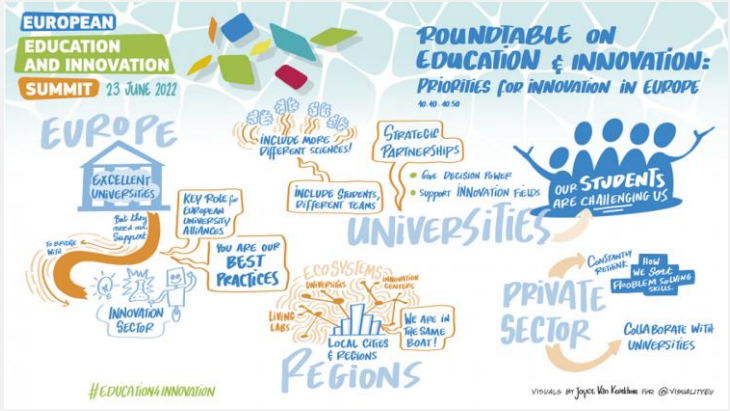
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Alumni networks in HEI

- ‚building a relationship to students not only for the years of study but rather for a lifetime brings lifelong benefits to both - the university and the alumni'
- ‚How universities define their alumni is a decision made by each institution individually' - Sara Telfer, director of Alumni Engagement at Southern New Hampshire University (SNHU)
- alumni networks have proven beneficial for graduates of any age. Alumni groups provide ample opportunity for networking connections, career insight, professional support, and more. Alumni associations hold events that benefit current students and alumni alike, and give opportunities for volunteer service
- An alumni association - a community that brings former students together, helping you stay connected with both the university and other alumni
- alumni - graduates of higher educational institutions, former employees and associates of universities or similar educational institutions

Alumni network characteristics

Organizational structure	Network activities	Network goals
• level of professionalization of the alumni network. • management capacity, • number of employees • management and control • financing and size of the network • organizational units (alumni offices and bureaus; general university communication, marketing and external relation offices; student and career services, general university and faculty administration units)	• General activities • Retention activities • (Re)-Attraction Activities	• to foster community, support the professional and personal development of alumni, and contribute to the growth and success of the institution. Below are the primary goals of an alumni network (promoting to the future, finding Staff, fundrising, promoting the region)

Maintaining alumni networks

communictation	social media, e-mail campainges newstetters and magazines
Events and reuninions	annual reunions, etworking events, virtual events
Sense of Community	alumni chapters, interest groups, online platforms
Career Support and Development	career services, mentorship programs, professional development
Institutional Activities	guest lectures and panels, volunteer opportunities, alumni awards and recognition
Fundraising and Philanthropy	donor engagement, scholarships and funds, crowdfunding campaigns
Lifelong Learning Opportunities	continuing education, alumni library access, knowledge sharing
Gather and Utilize Feedback	surveys and polls, alumni advisory committees
Institutional Ties	keep alumni informed, alumni involvement in governance, celebrate institutional milestones
Personalized Engagement	segmented communication, alumni stories, milestone acknowledgments

International communication

refers to the exchange of information across national borders and between people from different cultural, linguistic, and social backgrounds. It encompasses a wide range of practices, strategies, and challenges, particularly as globalization, digital technology, and multicultural interactions increase.





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Unit 3. HEI management towards international cooperation

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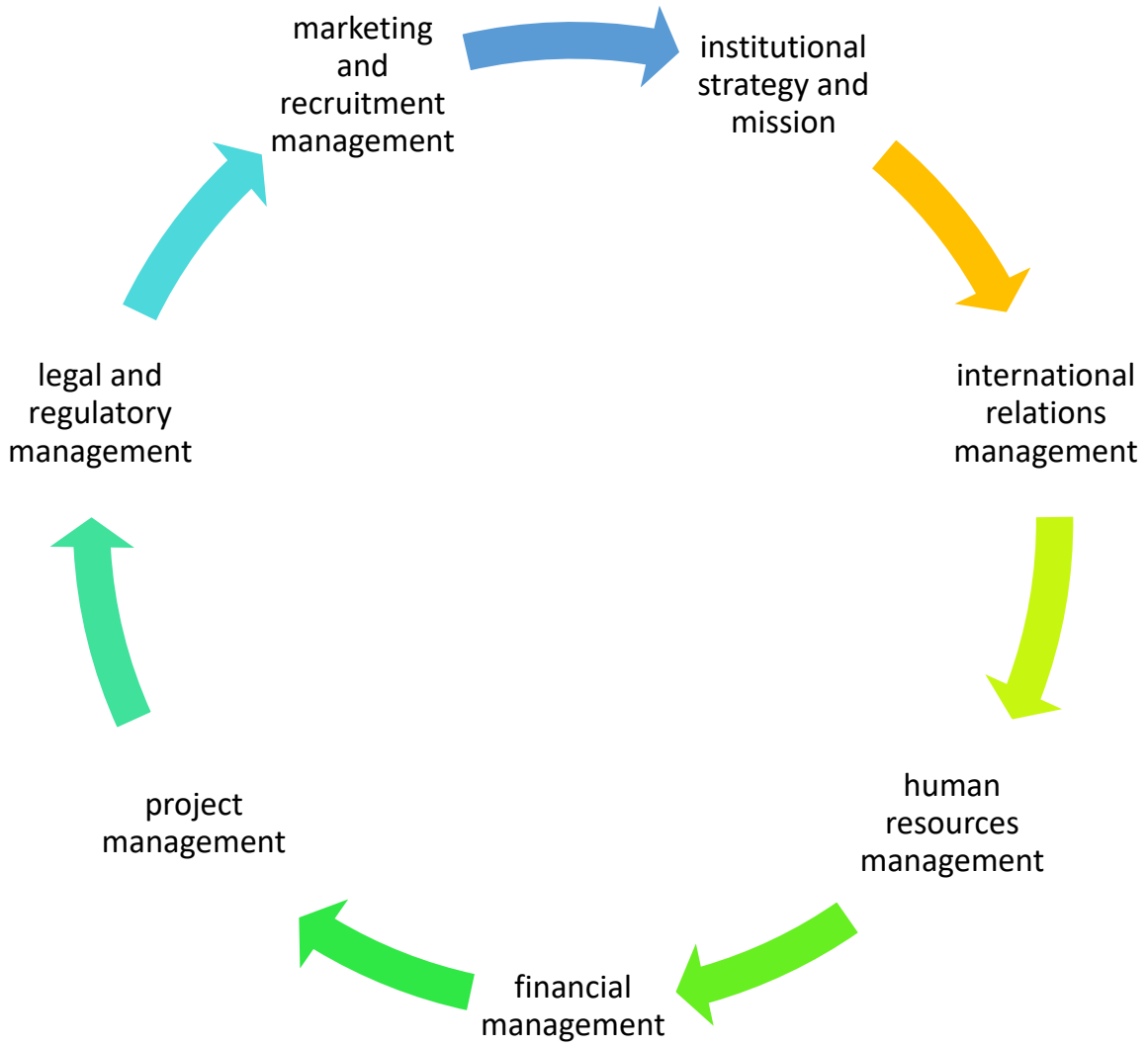
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Transformations in the model of HEI

Feature	Model of Humboldt University	Model of entrepreneurial university
Mission and essence of existence	Spreading through knowledge while maintaining elitism of education; community of professors and students; discovery of truth; guarantee of freedom for research and education.	Education for labour market needs in mass education conditions; interdyscyplinary research; transfer of knowledge to the environment; getting involved in developmental processes of societies; a significant role of the third mission.
Role of university in public order	Element of national, three-tier education system.	Element of national and regional systems of innovation and social and economic development.
Orgaization and structure	Autonomy; isolation from the environment; apart from departments, the structure includes laboratories and research institutions.	A strong management centre; stakeholders' participation in managing a school; co-existence of strong organizational units and research centres; peripheral segments (e.g. academic technological parks).
Source of finance	Public, school's budget, independent of the state.	Diversified sources (public, private, so-colled third stream).
Relations of environment	Do not occur.	Intensive, formal and informal, multi-layered.
Organizational culture	Parthership of professors and students.	Corporation type (target-oriented, responsibility and accountability); considerable role of grass-roots initiatives.

Source: Agnieszka Piotrowska-Piątek, Are polish HEIS on the way to the third generation university?, International Journal of Contemporary Management Volume 18 (2019) Number 2, pp. 27–45.

International cooperation in HEI



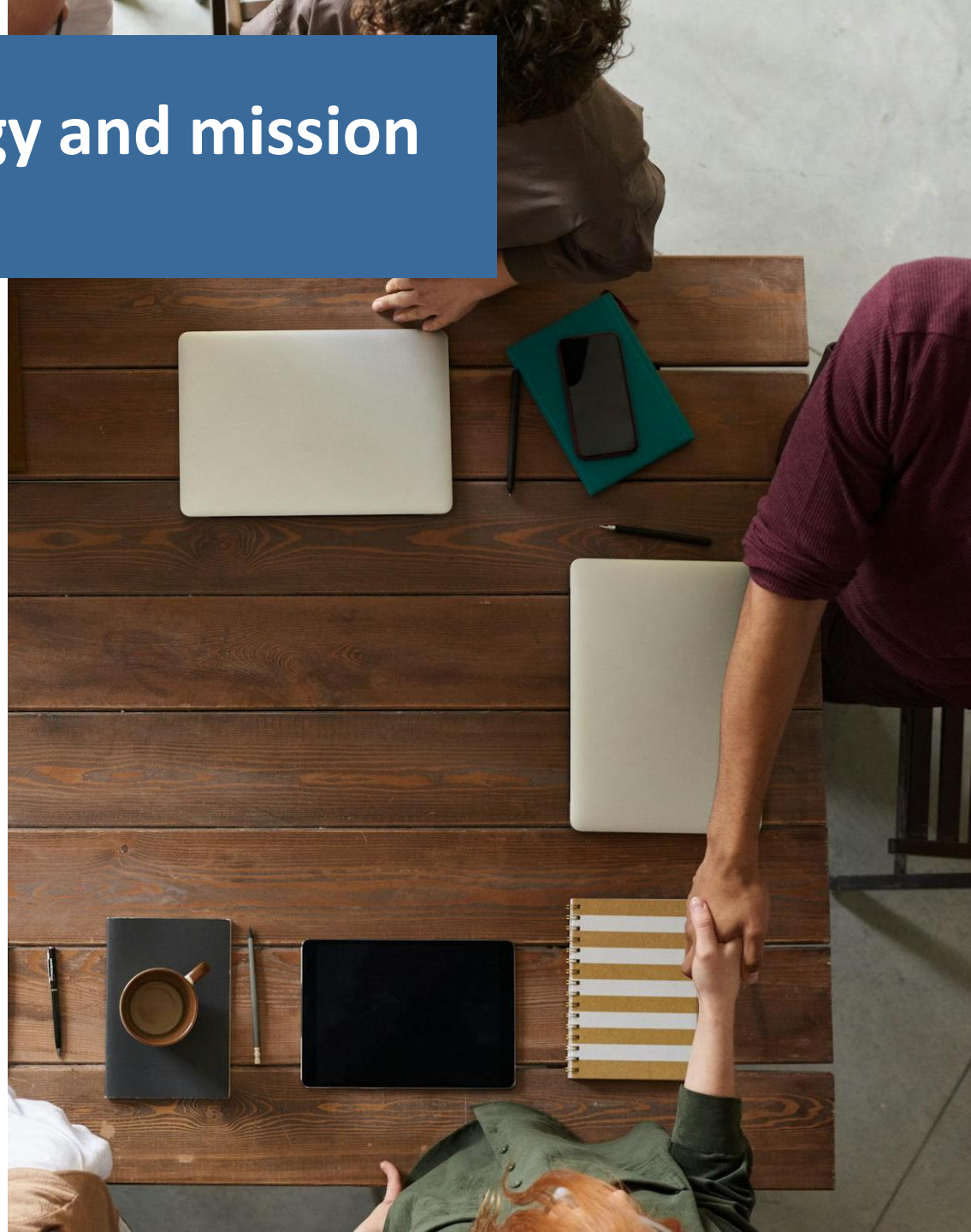
Institutional strategy and mission

essential for enhancing global engagement, improving academic quality, and expanding the institution's reach and influence

Evolving missions of HEIs

Strategic alighment and governance

Addressing societal challenges



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Institutional strategy and mission

- the strategy must take into account the specificity of the institution, the external environment, internal conditions and available resources
- adopting a strategic approach to internationalization allows for better and more effective implementation of goals in this area. It helps to organize activities, define long-term goals and ensure their consistent implementation
- internationalization strategies allow for overcoming weaknesses resulting from the changing term of office of university authorities
- adopting long-term internationalization priorities and recording them in a strategy or other strategic document allows for stable and consistent development of internationalization processesadopting and implementing an internationalization strategy is an important element of the development of internationalization processes in universities

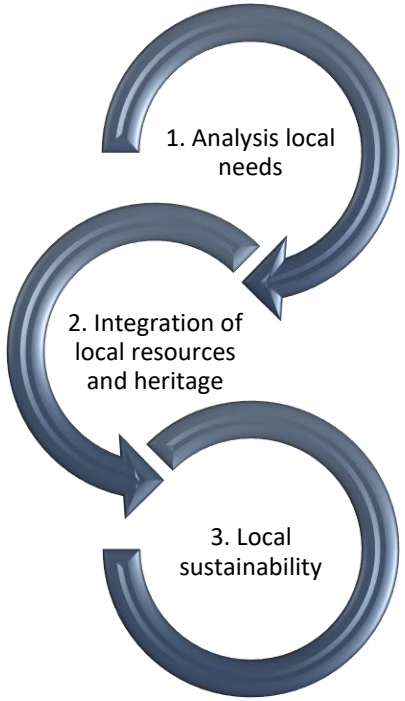
Institutional strategy and mission

Strategy preparation stages:

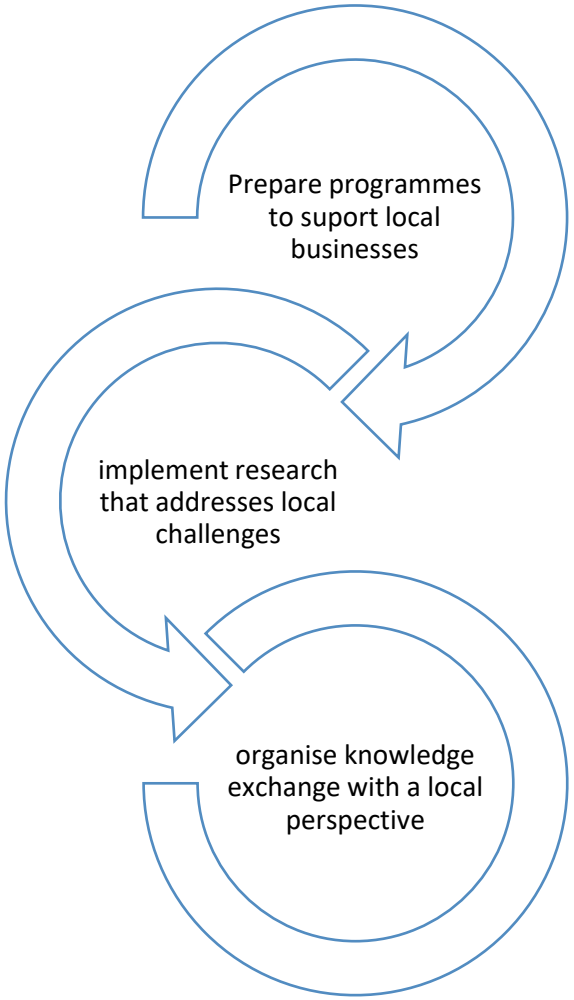
- analysis of external conditions
- analysis of internal conditions
- defining the mission and vision of the university
- setting strategic goals
- developing an action plan
- defining measures of individual goals
- defining flagship programs, projects or initiatives
- identifying risks
- defining the organizational framework for strategy management and its implementation, monitoring and evaluation

Local needs and realities in the strategy

Necessarily take into account the local context by:



To ensure that local needs and realities:





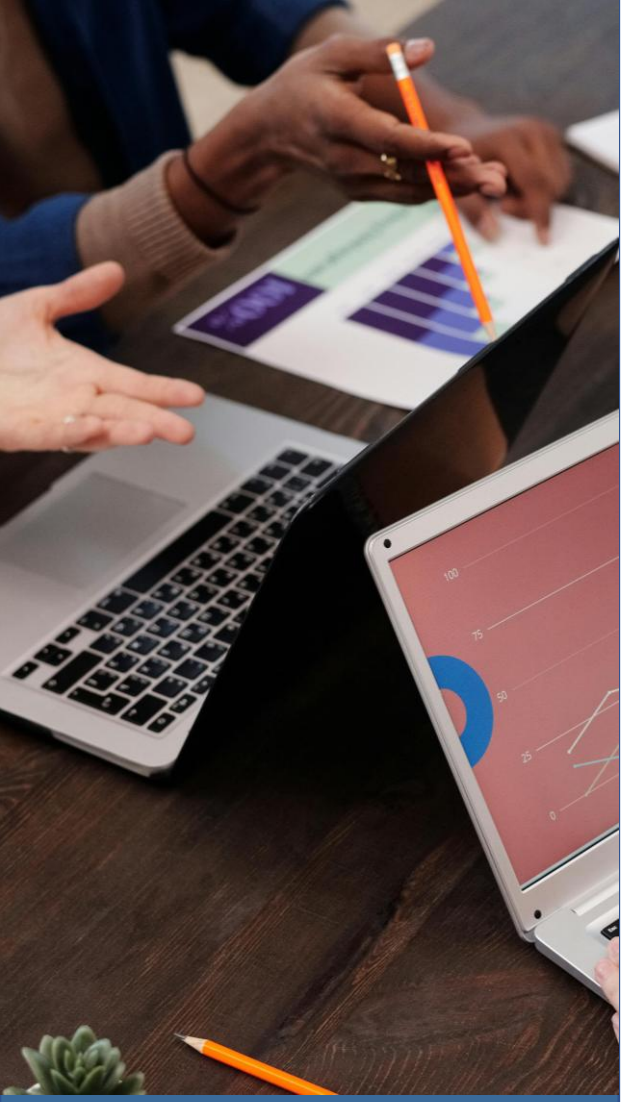
International relations management

- activities aimed at developing and maintaining international relations and cooperation at the academic level
- successful strategies focus on relationship marketing, data management and international collaboration to improve the international student experiences and foster academic partnerships
- the implementation of Relationship Marketing (RM) strategies significantly improves the experiences of international students, enhancing their satisfaction and retention rates in UK HEIs
- RM fosters essential connections between students, alumni, and faculty, which are crucial for creating a supportive educational environment

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Human resources management

- involves evaluating, placing, developing, compensating, and retaining employees within organizations. It encompasses staffing, training, compensation, and legal considerations to optimize workforce effectiveness
- involves strategic HR practices to attract, motivate, and retain qualified employees within an effective organizational structure, going beyond traditional administrative roles to support company goals
- in higher education HRM plays a crucial role in enhancing educational quality and institutional effectiveness. The integration of HRM with digital competencies is essential for adapting to technological advancements, fostering innovation, and improving operational efficiency. HRM practices significantly influence employee performance and educational outcomes



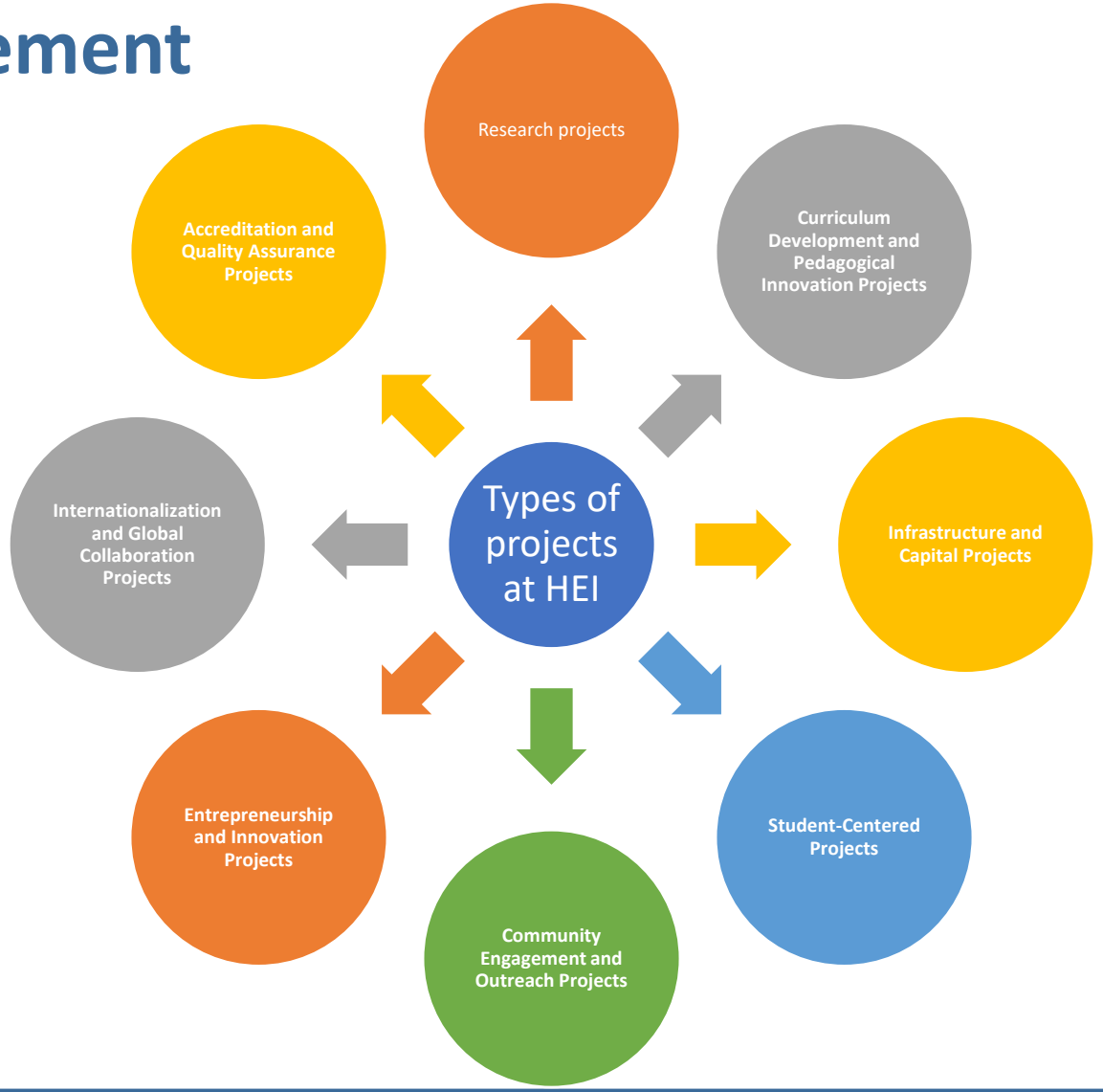
Financial management

- the process of planning, organizing, controlling and monitoring all financial aspects of HEI to ensure its stability, effective operation and achievement of strategic goals. It includes managing both current expenses and investments so that the institution can develop its teaching, research and administrative activities
- Includes: budget planning, revenue management (tuition fees, subsidies, research grants, funds from commercial activities), expenditure management (employee salaries and benefits, operating costs, infrastructure investments), financial control and audit, financial risk management, investment and development (campus expansion, technology investments, international development - investments in exchange programs, research cooperation with foreign partners and attracting international students), strategies for obtaining additional funds (fundraising and donations, cooperation with the private sector, EU and international programs, including Erasmus+, Horizon Europe and other international initiatives), debt management.

Project management

- Project management is a structured approach to planning, executing, and overseeing projects to achieve specific goals efficiently. It encompasses various methodologies and practices that ensure effective resource allocation, risk management, and stakeholder engagement
- At HEI various types of projects are carried out, reflecting the diverse missions of teaching, research, and community engagement. These projects often involve multiple stakeholders, including faculty, students, industry partners, and government bodies

Project management



Project management methodologies

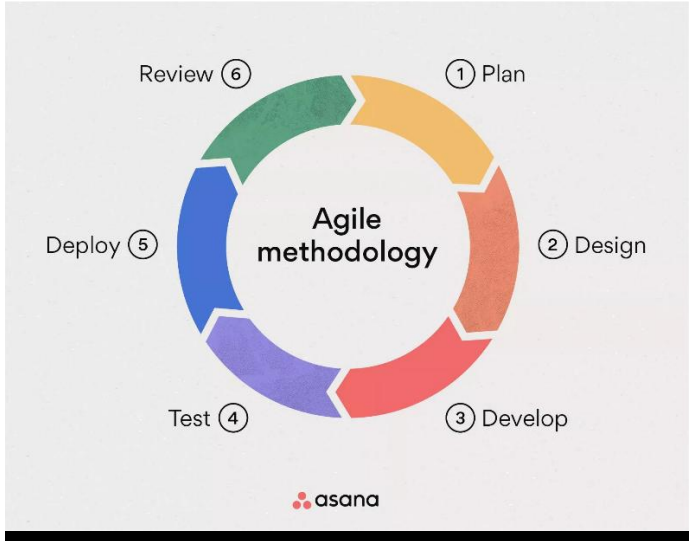
- encompasses a variety of structured approaches to planning, executing, and monitoring projects, ensuring they meet their stated goals within defined constraints
- helps teams effectively plan, execute, and monitor projects
- each methodology has its own principles, tools, techniques, and processes that help manage time, budget, risk, and resourcesu
- using the right methodology can significantly increase a project's chances of success because it introduces structured and proven practices
- Key methodologies:
  - waterfall,
  - agile,
  - scrum,
  - kanban,
  - PRINCE2,
  - Lean,
  - PMBook.

Agile project management methodology

- iterative and flexible project management method, especially popular in the IT industry
- allows for quick response to changes, delivery of partial solutions and constant interaction with the client
- Application - projects in which requirements may change during implementation (e.g. software development)

At HEI:

- can be implemented in the context of managing educational, research and administrative projects
- application: research projects, curriculum development, IT projects management, organizational change implementation, student project management, innovative initiatives, international initiative management



Tools facilitating the management of proposals, documentation and communication in international projects

Project management tools	Specialised software for managing international programmes	Collaboration and communication tools	Document management tools	Financial planning and reporting tools
• Trelo • Asana • Microsoft Planner integrated with Microsoft 365 • Monday.com	• Mobility Tool+ • MoveON	• Slack • Microsoft Teams • Google Workspace	• Dropbox / Google Drive • DocuSign • SharePoint	• Excel with add-ons (e.g. Solver) • SAP Concur • Grant Management Software



Legal and regulatory management

- refers to the processes and practices organizations use to ensure compliance with laws, regulations, standards, and ethical guidelines that govern their operations. This is essential to avoid legal penalties, ensure ethical conduct, and protect an organization’s reputation
- In HEIs effective legal and regulatory management helps navigate complex and constantly evolving legal frameworks
- International cooperation - key components in HEI: international collaboration agreements, student mobility and visa compliance, research compliance and ethics, cross-border data and privacy laws, accreditation and quality assurance,



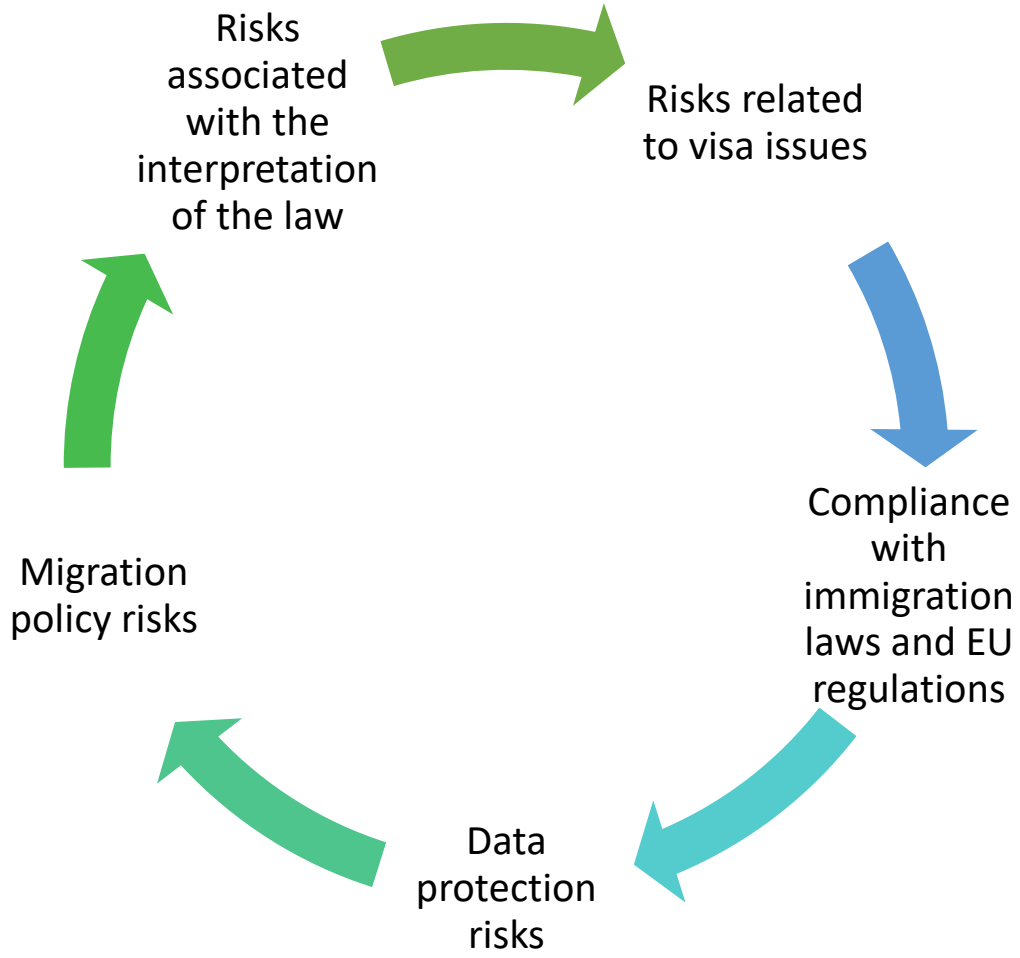
Marketing and recruitment management

- refers to the strategies, processes, and practices used to attract international students and faculty, build global partnerships, and promote the institution’s brand on a global scale
- international marketing and recruitment strategies are key to attracting talent, increasing international presence, and increasing competitiveness in the global education market
- International cooperation at HEIs - components of marketing and recruitment management: international marketing strategy, global branding and positioning, targeted recruitment strategies, international partnerships and collaborations, digital and social media marketing, international recruitment events, admissions and visa suport, alumni networks and ambassadors



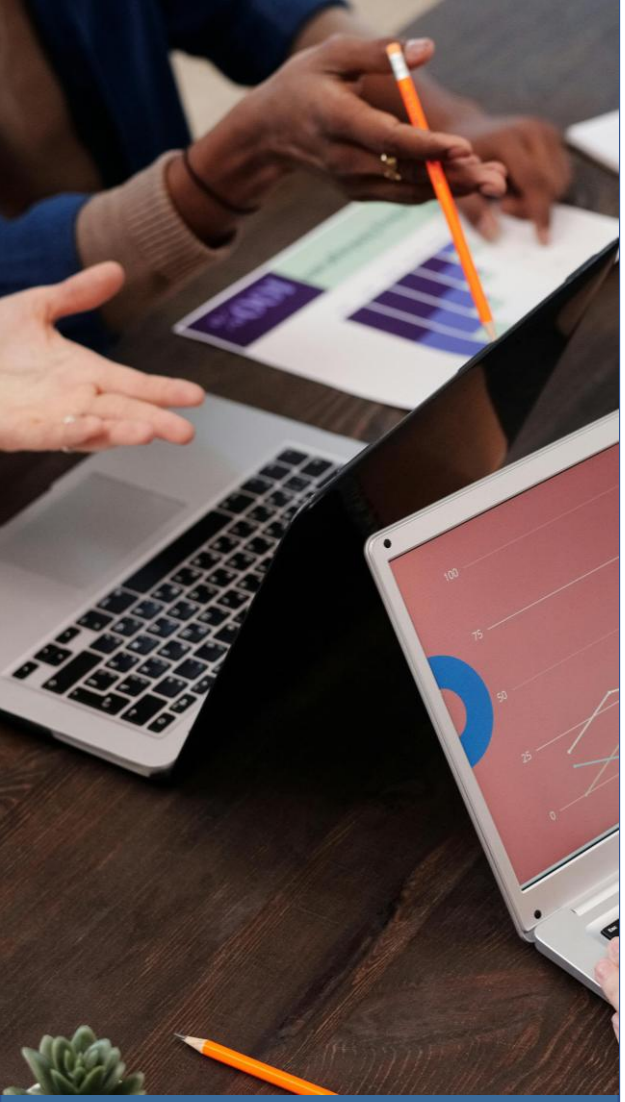
RiHEI

Marketing and recruitment management – risks and compliance aspects





Selected practical aspects of project management (institutional perspective)



Preparation and implementation of projects

- **faculty level** – prepared on the initiative of the faculty staff. The authors of the projects are most often academic and teaching staff and PhD students. The initiative is often dispersed between different faculty units. If a team/unit operates at the faculty to support the project, it is possible that the idea for the project will also arise there;
- **central level** – the key role in the initiative process is played by the established unit (e.g. international cooperation office, research centre). Mobility projects are usually implemented at this level (e.g. within the Erasmus programme). This level plays a key role in the case of interdisciplinary research/innovation projects that require the involvement of several faculties/entities from external institutions
- **external institutions** (e.g. public sector entities or enterprises) – such an initiative takes place especially in the case of projects with high commercial potential or important from the point of view of public interest.

Problems/obstacles in the preparation and implementation of projects

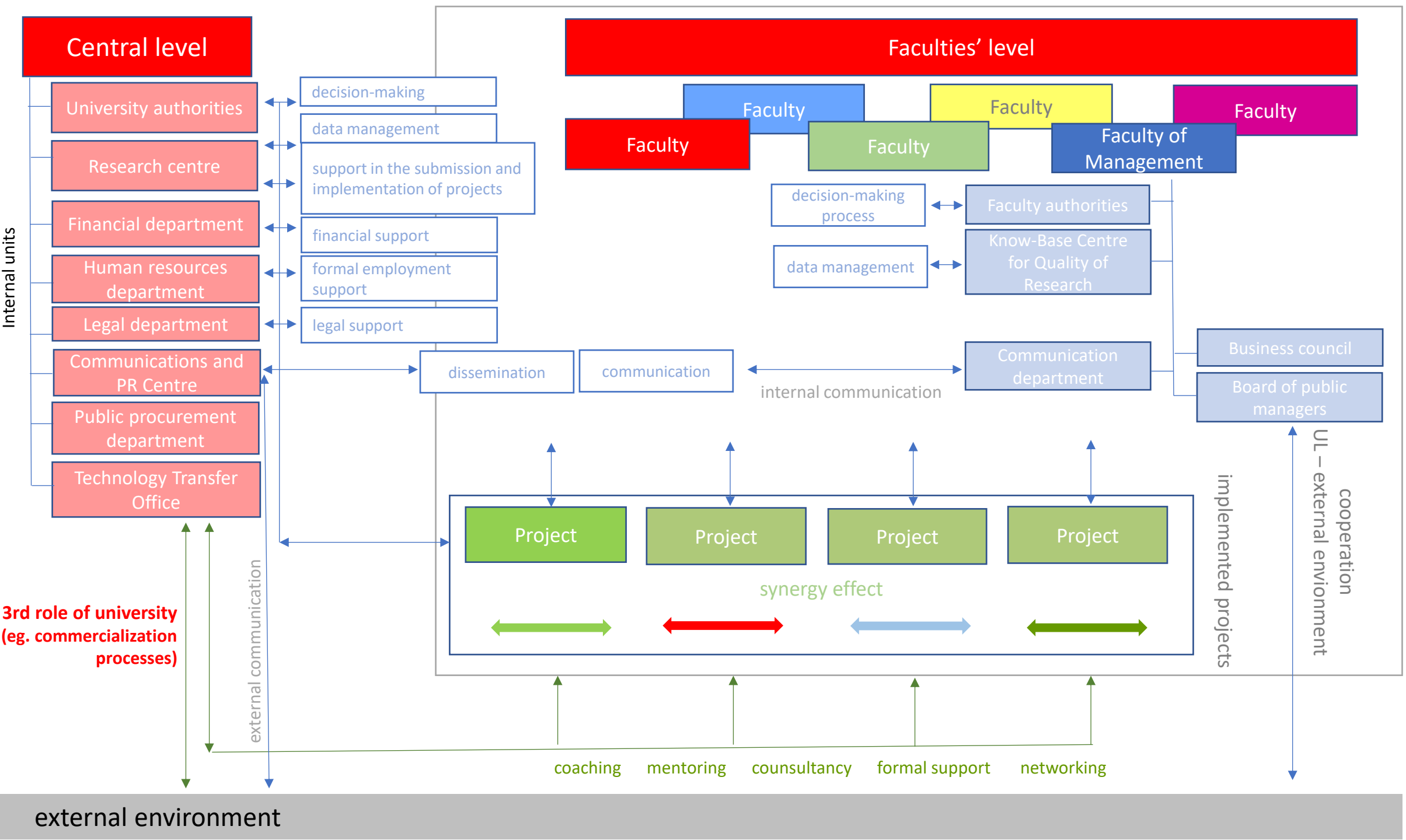
- knowledge dispersion at HEI (including dispersion of knowledge about projects)
- unfavourable legal status
- limited time capacity of scholars
- limited staff capacity of HEI
- lack of experience in the planning and execution of projects (poor project planning)
- funding and resource constraints
- administrative and bureaucratic hurdles
- collaboration and team dynamics
- risk management failures
- intellectual property and legal issues
- time management and deadlines
- stakeholder engagement
- knowledge transfer and capacity building
- ethical and social considerations
- sustainability and long-term impact
- data management and analysis
- evaluation and feedback challenges
- communication breakdown
- cultural differences
- language barriers
- regulatory and legal compliance

Internal structure of HEI and management of international cooperation

- the internal structure of the HEI and the management of international cooperation include a central system as well as internal divisions into departments, units and staff responsible for supervising activities
- the internal structure of the university should be transparent and allow for full mobility support



RiHEI


Central level
Faculties' level
University authorities
Research centre
Financial department
Human resources department
Legal department
Communications and PR Centre
Public procurement department
Technology Transfer Office
Internal units
decision-making
data management
support in the submission and implementation of projects
financial support
formal employment support
legal support
dissemination
communication
Faculty
Faculty
Faculty
Faculty
Faculty
Faculty of Management
decision-making process
Faculty authorities
data management
Know-Base Centre for Quality of Research
Communication department
internal communication
Business council
Board of public managers
Project
Project
Project
Project
synergy effect
implemented projects
cooperation
UL – external enviroment
3rd role of university (eg. commercialization processes)
external communication
coaching
mentoring
counsultancy
formal support
networking
external environment
organizational, formal and legal, financial, social determinants of connections within and outside the University

Functions of international cooperation offices

strategic function	regulatory function	coordinating function	marketing function	design function	recruitment and service function
• managing the internationalization of the university	• preparing orders and other documents within the scope of the tasks performed	• strengthening contacts with foreign partners and integrating the international activities of the university	• promoting the university's offer outside the country	• handling international educational and scientific projects	• recruiting candidates from abroad for studies, organizing technical support and events for foreign guests



Upgrading international relations offices towards European University Alliance values

Unit 4. Mobility and cooperation partnership

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Types of higher education projects

Research projects	• national and international projects • interdisciplinary projects • research grants
Educational projects	• new curricula • projects supporting didactic innovation • student and staff mobility projects
Infrastructure projectS	• development of research and education infrastructure • technological investments
Industry cooperation projects	• research and development (R&D) projects • projects to commercialise research results • projects to support the transfer of research results to industry and the economy
Social and cultural projects	• cooperation projects with the local community • sustainable development projects
International projects	• mobility projects • consortium projects • educational projects
Innovation and startup projects	• business incubators • academic entrepreneurship projects
Academic cooperation projects	• university networks • quality education projects
Projects supporting students' personal and professional development	• mentoring projects • workshops and vocational training
Digitalization projects	• remote and digital education • digital transformation of universities

Mobility and Cooperation Partnership

Mobility and Cooperation Partnerships (MCP) - initiatives that promote international cooperation and mobility, usually between different countries, regions, institutions or organisations. Depending on the context, they can cover different areas, such as education, work, research, culture or economy

- **Mobility** - refers to the ability of people, resources or ideas to move between different countries or institutions. It can include exchange programs for students, staff, researchers, healthcare workers etc. Example: Erasmus+ program, which enables mobility of students and researchers between universities in different countries
- **Cooperation Partnership** - cooperation between different entities (e.g. countries, international organizations, universities or companies) aimed at achieving common goals. It can include research projects, technological innovations, joint economic ventures, exchange of experience or development of human resources.



Erasmus+

- is a European Union program supporting educational exchange
- program in the field of education, training, youth and sports - continuation of European educational programs implemented since 1998
- aim - support for pupils, students, teachers, lecturers and volunteers in conducting international projects aimed at improving competences
- public and private institutions and organizations supporting formal education and non-formal and informal learning of people of all ages are eligible to participate in the program

RiHEI

Erasmus+ - Objectives

General objective

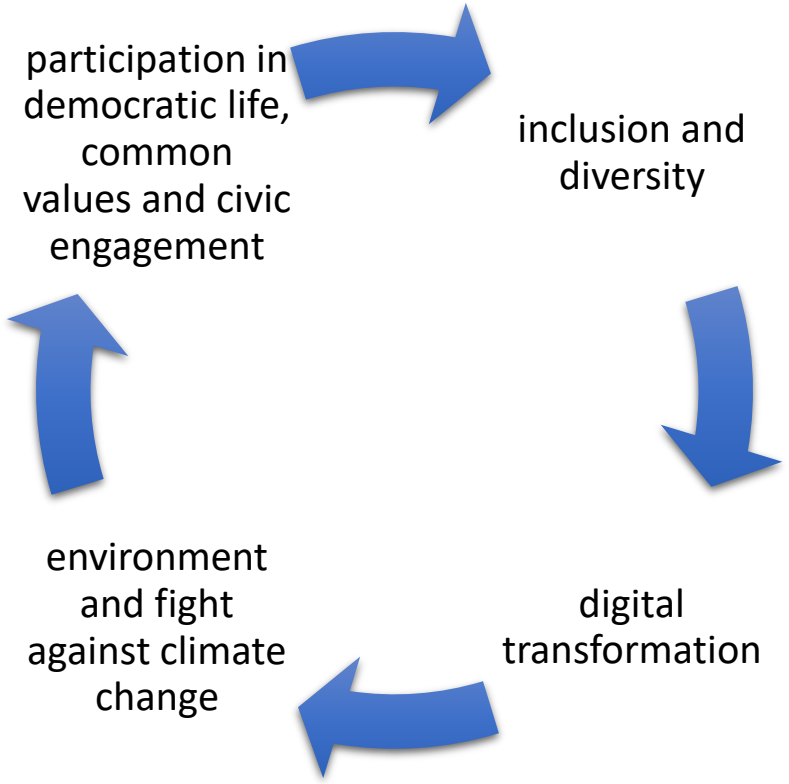
to support , through lifelong learning, the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond thereby contributing to sustainable growth, quality jobs and social cohesion, to driving innovation, and to strengthening European identity and active citizenship. The Programme shall be a key instrument for building the European Education Area, supporting the implementation of the European strategic cooperation in the field of education and training with its underlying sectoral agendas. In addition, it is key in advancing youth policy cooperation under the European Union Youth Strategy 2019-2027 and developing the European dimension in sport.

Erasmus+ - Objectives

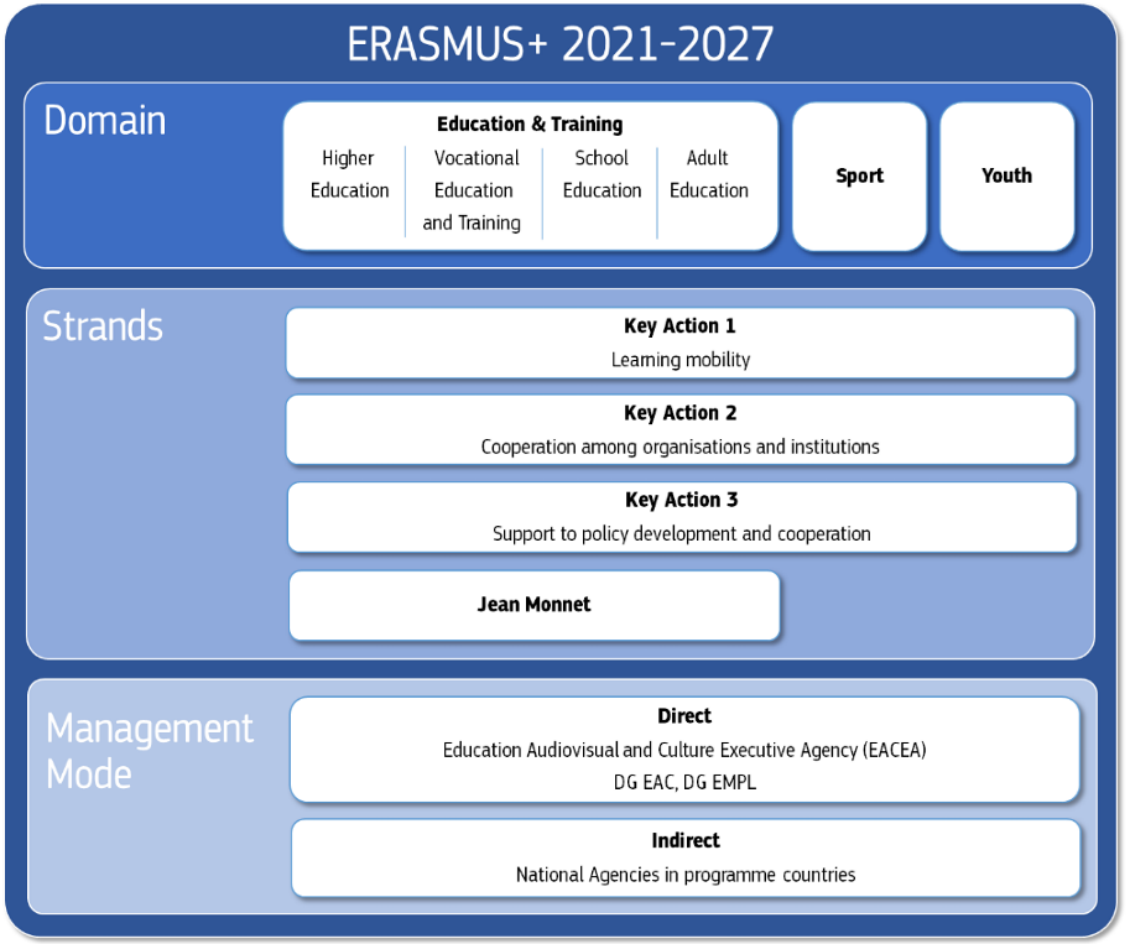
Specific objectives

- to promote learning mobility of individuals and groups, as well as cooperation, quality, inclusion and equity, excellence, creativity and innovation at the level of organisations and policies in the field of education and training
- to promote non-formal and informal learning mobility and active participation among young people, as well as cooperation, quality, inclusion, creativity and innovation at the level of organisations and policies in the field of youth
- to promote learning mobility of sport staff, as well as cooperation, quality, inclusion, creativity and innovation at the level of sport organisations and sport policies

Erasmus+ - Priorities

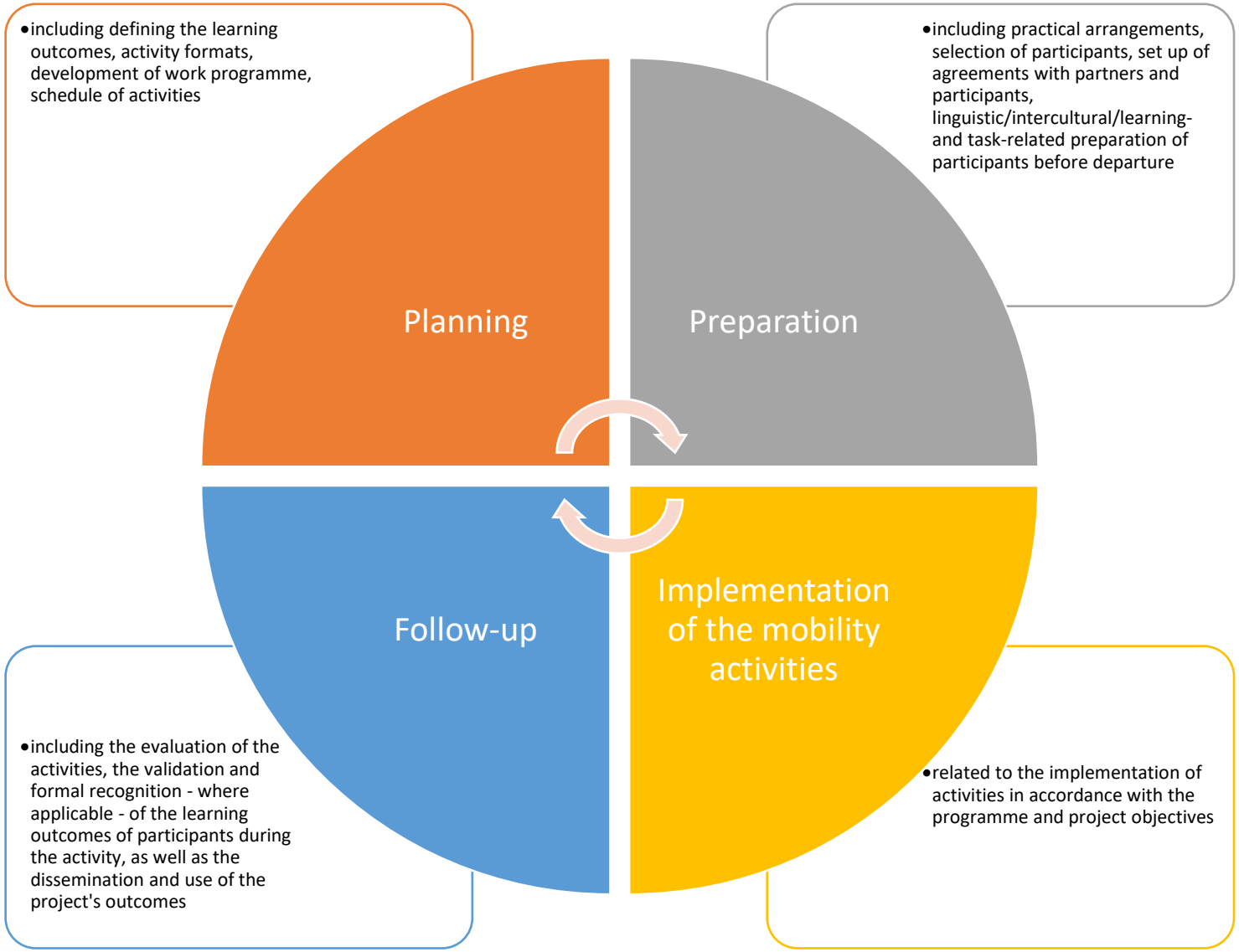


Erasmus+ - Structure



- Key action 1 – mobility of indivivuals
  - Mobility of learners and staff
  - Youth participation activities
  - Mobility of staff in the field of sport
  - DiscoverEU
  - language learning opportunities
  - Virtual exchanges in higher education and youth
- Key action 2 – cooperation among organisations and institutions
  - Partnerships for Cooperation
  - Partnerships for Excellence
  - Partnerships for Innovation
  - Capacity Building projects
  - Not-for-profit sport events
- Key action 3- suport to policy development and cooperation
  - European youth together
- Jean Monnet actions
  - Jean Monnet Action in the field of Higher Education
  - Jean Monnet Action in other fields of education and training
  - Jean Monnet policy debate
  - Support to designated institutions

Mobility project



Mobility project

Depending on the profile of participants involved, the following types of mobility projects are supported under Key Action 1 of the Erasmus+ Programme:

In the field of education and training:

- Mobility projects for higher education students and staff
- Mobility projects for VET learners and staff
- Mobility projects for school pupils and staff
- Mobility projects for adult education learners and staff

In the field of youth:

- Mobility projects for young people - Youth exchanges
- Mobility projects for youth workers
- Youth participation activities
- DiscoverEU Inclusion Action

In the field of sport:

- Mobility of staff in the field of sport

Cooperation partnership

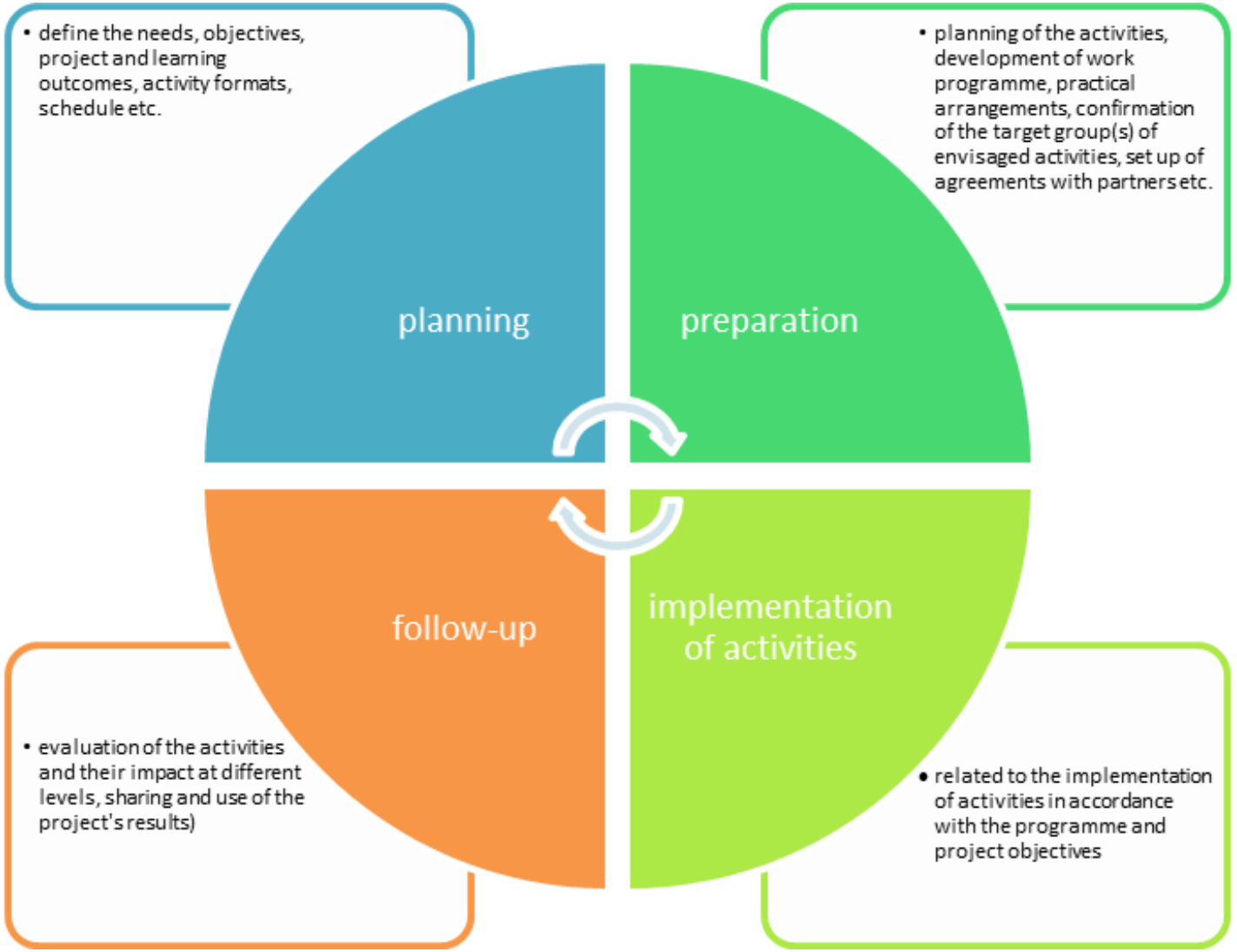
- the primary goal is to allow organisations to increase the quality and relevance of their activities, to develop and reinforce their networks of partners, to increase their capacity to operate jointly at transnational level, boosting internationalisation of their activities and through exchanging or developing new practices and methods as well as sharing and confronting ideas. They aim to support the development, transfer and/or implementation of innovative practices as well as the implementation of joint initiatives promoting cooperation, peer learning and exchanges of experience at European level. Results should be re-usable, transferable, up-scalable and, if possible, have a strong transdisciplinary dimension. Selected projects will be expected to share the results of their activities at local, regional, national level and transnational level.
- Cooperation Partnerships are anchored to the priorities and policy frameworks of each Erasmus+ sector, both at European and national level, while aiming at producing incentives for cross-sectoral and horizontal cooperation in thematic areas.
- Depending on the field of the project proposed or on the type of applicant, Cooperation Partnerships are managed either by the National Agencies or by the European Education and Culture Executive Agency (EACEA). For more information in this respect, please refer to the section “where to apply” under the eligibility criteria.

Cooperation partnership

Cooperation Partnerships aim at:

- Increasing quality in the work, activities and practices of organisations and institutions involved, opening up to new actors, not naturally included within one sector;
- Building capacity of organisations to work transnationally and across sectors;
- Addressing common needs and priorities in the fields of education, training, youth and sport;
- Enabling transformation and change (at individual, organisational or sectoral level), leading to improvements and new approaches, in proportion to the context of each organisation.

Cooperation partnership



Risks related to the implementation of mobility and cooperation partnership projects

- Financial risks
- Logistics risks
- Health and safety risks
- Legal and formal risks
- Cultural and social risks
- Communication risks
- Project management risks
- Technological risks
- Risks related to pandemics or global crises
- Risks related to participants’ expectations and motivation

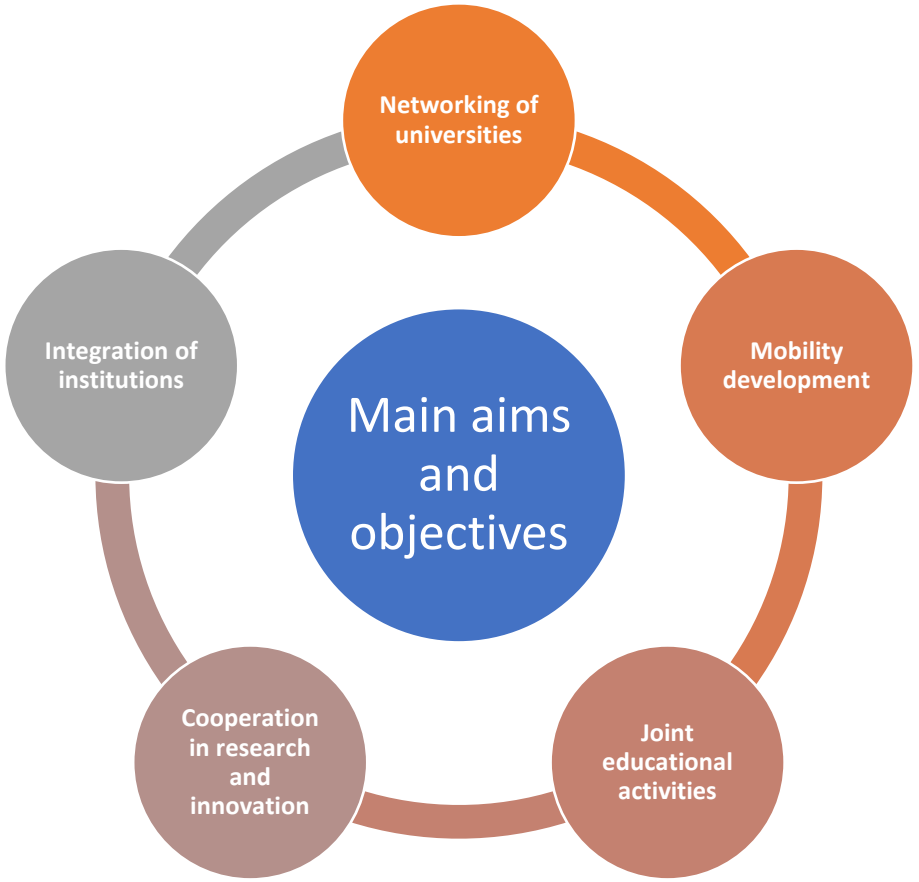
Erasmus+ - Platforms and tools

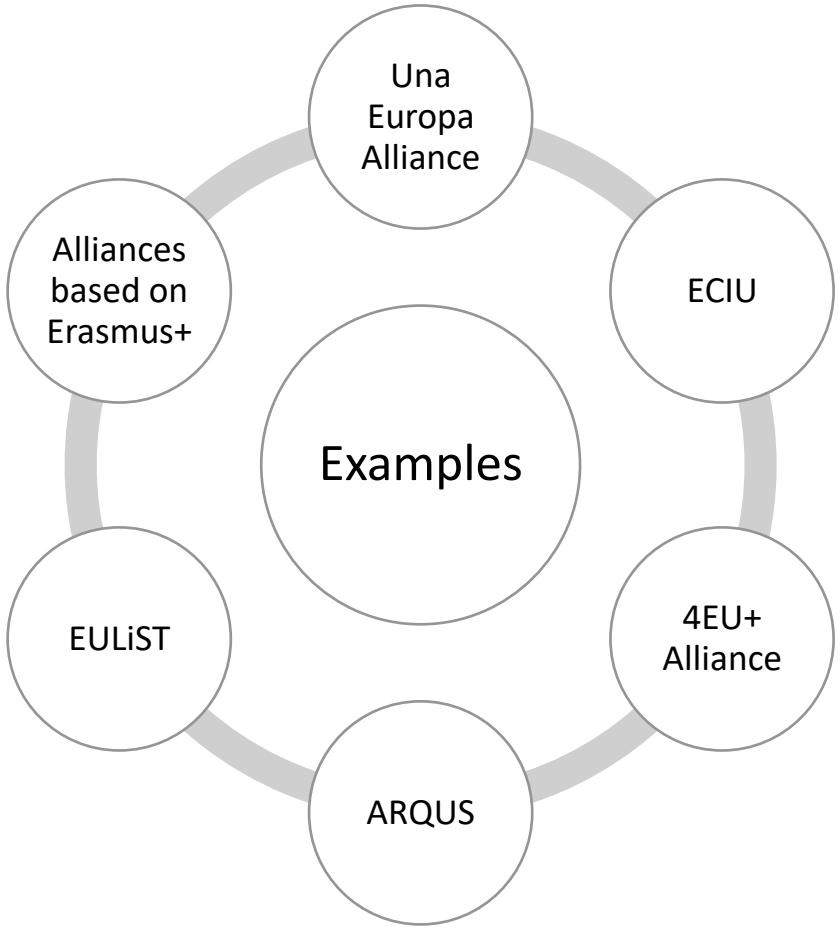
The Erasmus+ Project Results Platform	provides access to information and results concerning all projects funded under the Erasmus+ Programme	Projects - Erasmus+ (europa.eu)
European School Education Platform (ESEP) and eTwinning	the meeting point for all stakeholders in the school education sector spanning every level, including initial vocational education and training	European School Education Platform | European School Education Platform (europa.eu)
Electronic Platform for Adult Learning (EPALE)	• offers up-to-date news on developments in the field and interactive networks, enabling users to link with others all around Europe, engage in discussions and exchange good practice • offers instruments of specific interest for Erasmus+ (potential) beneficiaries	EPALE | Electronic Platform for Adult Learning in Europe (europa.eu)
Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies (SELFIE)	a free, multilingual, web-based, self-reflection tool to help general and vocational schools develop their digital capacity	SELFIE - European Education Area (europa.eu)
HEInnovate	offers higher education institutions (HEIs) in the EU and beyond the opportunity to examine their innovation and entrepreneurship capacities through self-reflection in one or several of eight dimensions	Home | HEInnovate
The European Youth Portal	ofers European and national information and opportunities that are of interest to young people who are living, learning and working in Europe	European Youth Portal | European Youth Portal (europa.eu)
European Student Card Initiative	aims at simplifying learning and training mobility by digitalising all the main components necessary for the organisation of student mobility, from information provision to application processes and settling into the host community while abroad	Erasmus Without Paper - Erasmus+ (europa.eu)

Erasmus+ - Knowledge and expert networks

Eurydice network	focuses on the way education in Europe is structured and organised at all levels and aims at contributing towards a better mutual understanding of education systems in Europe.	Welcome to Eurydice (europa.eu)
Youth Wiki National Correspondents Network	an interactive tool providing information on the situation of young people in Europe and on national youth policies in a coherent, updated and exploitable way	Youth Wiki: Europe's Encyclopedia of National Youth Policies (europa.eu)
Network of Higher Education Reform Experts (HEREs)	In third countries not associated to the Programme served by National Erasmus+ Offices, the National Teams of Higher Education Reform Experts provide a pool of expertise to local authorities and stakeholders to promote reform and enhance progress in higher education.	
National Teams to support the implementation of EU VET tools	The purpose of the national teams of VET experts is to provide a pool of expertise to promote the application of EU VET tools and principles in EU funded projects supported by the Erasmus+ Programme.	
Network of EQAVET National Reference Points	are established by national authorities and bring together existing relevant bodies involving the social partners and all stakeholders concerned at national and regional levels, to contribute to the implementation of the European framework for quality assurance in VET as defined in the Council Recommendation on vocational education and training for sustainable competitiveness, social fairness and resilience	
EQF, Europass and Euroguidance - National centres	For each country, these three networks of national centres are supported through a single or several grant agreements: European Qualifications Framework National Coordination Points (EQF NCPs), Europass National Centres, Euroguidance network	

European Universities Alliances





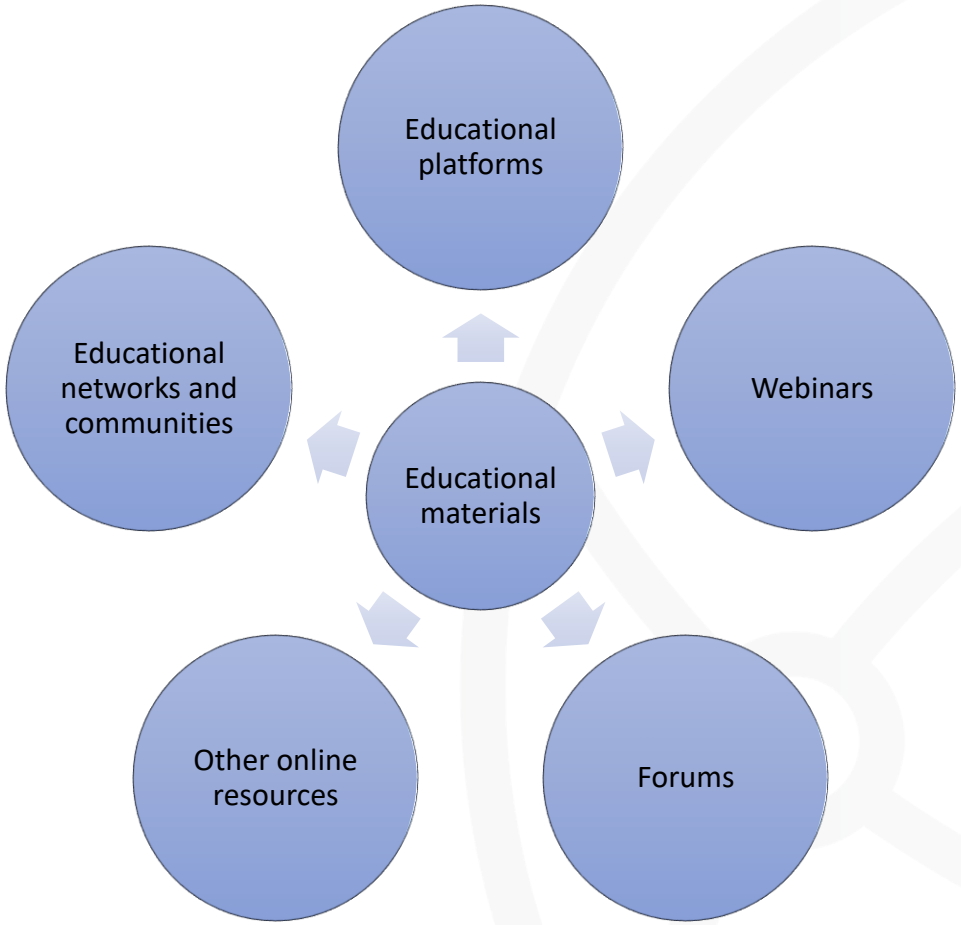
Erasmus Charter for Higher Education

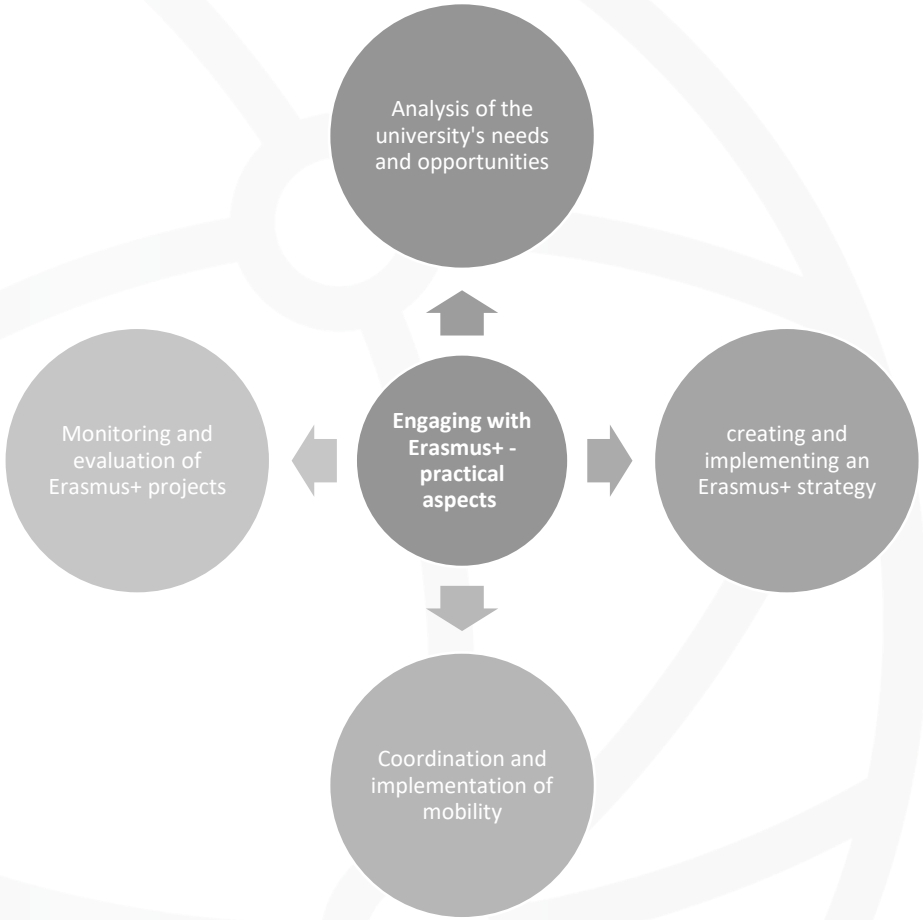
- The Erasmus Charter for Higher Education (ECHE) provides the general quality framework for European and international cooperation activities a higher education institution may carry out within Erasmus+

- The award of an ECHE is a pre-requisite for all higher education institutions located in a programme country and willing to participate in learning mobility of individuals and/or cooperation for innovation and good practices under Erasmus+

- For higher education institutions located in Partner countries, the ECHE is not required and the quality framework will be established through inter-institutional agreements between higher education institutions

Gaining knowledge of mobility and cooperation





Erasmus+ - University of Lodz – good practicies

- Documentation related to the implementation of mobility projects
- Organisation of the process



Upgrading international relations offices towards European University Alliance values

Unit 5. University brand management

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FACULTY OF MANAGEMENT University of Lodz

TUM int TUM International GmbH The University Company

MARTIN-LUTHER UNIVERSITÄT HALLE-WITTENBERG

KUTAISI INTERNATIONAL UNIVERSITY

University brand management

- University brand management refers to the strategic process of developing, maintaining, and enhancing a university's image, reputation, and identity
- It involves creating a consistent and positive perception of the university through its values, academic programs, culture, achievements, and overall student experience
- This process includes efforts to differentiate the institution from other universities, attract prospective students, engage alumni, and strengthen relationships with faculty, staff, and the broader community

Why It Matters?

- A strong brand attracts high-quality students, faculty, and partnerships.
- Drives enrollment and fundraising efforts.
- Strengthens the university's position in rankings and competitive standing.
- Creates a unified community: Brand consistency builds trust among students, alumni, faculty, and staff.

Core Elements of University Brand Management

1. Brand Identity
   - Visual identity, mission, and values.
2. Brand Awareness
   - Promoting visibility and recognition.
3. Brand Positioning
   - How the university is perceived in the market.
4. Brand Consistency
   - Uniformity across communication channels.
5. Brand Equity
   - Value of the brand in the minds of stakeholders.

University Brand Identity

Brand identity consists of the tangible and intangible aspects that represent the university's core values, mission, and vision.

Key Components:

1. Logo, colors, and typography.
2. University motto or tagline.
3. Values and culture.

Establishing a Strong Brand Identity – major steps:

1. Define the Mission: What is the core purpose of the university?
2. Visual Identity: Design consistent logos, color schemes, and messaging.
3. Brand Personality: Establish tone and voice in communications.

University Brand Identity – rebranding

Case of University of Lodz



Uniwersytet ŁÓDZKI → UNIWERSYTET ŁÓDZKI

University of Lodz faculties brands

- Faculty of Management

WYDZIAŁ ZARZĄDZANIA → WYDZIAŁ ZARZĄDZANIA Uniwersytet Łódzki

- Faculty of Chemistry

UNIWERSYTET ŁÓDZKI WCh WYDZIAŁ CHEMII → WYDZIAŁ CHEMII Uniwersytet Łódzki

University of Lodz faculties brands

- Faculty of Management
- Faculty of Chemistry

University Brand Positioning in a Market

Brand positioning defines how the university stands out compared to competitors and how it is perceived by stakeholders.

Steps:

- Identify the university's strengths (unique programs, faculty, campus culture).
- Understand audience needs (students, alumni, donors).
- Create a value proposition (what makes your university different?).

Brand Awareness and Visibility

Brand awareness measures how well-known the university is among potential students, faculty, and external partners.

Tactics to Increase Awareness:

1. Digital Presence: Optimize the website and social media for engagement.
2. Physical presence: branding placed on documents, books, in university premises and elsewhere.
3. Content Marketing: Publish success stories, faculty achievements, and student testimonials.
4. Public Relations: Build relationships with media to cover university milestones.

Brand Consistency Across All Platforms

Importance of Consistency:

1. Builds trust by ensuring uniform messaging.
2. Reinforces the university's values across all communication channels.

Areas to Ensure Consistency:

1. Website and Social Media: Visuals and messaging.
2. Printed Materials: Brochures, admissions guides, and campus signage.
3. Events and Outreach: Campus tours, open houses, and alumni events.

Enhancing Brand Equity

Brand equity refers to the value added by the brand beyond its functional benefits. It encompasses the perception of the university's quality, trustworthiness, and reputation.

How to Build Brand Equity:

1. Deliver consistent and high-quality student experiences.
2. Promote research excellence and faculty expertise.
3. Foster strong alumni relations.

Student Experience as a Pillar of Brand Loyalty

Why Student Experience Matters:

1. The student journey directly impacts long-term brand perception.
2. Positive experiences lead to alumni advocacy and repeat engagement.

Key Focus Areas:

1. Quality of teaching and learning environments.
2. Support services and extracurricular opportunities.
3. Post-graduation success (careers, networking).

Importance of Alumni Engagement

- Alumni can act as brand ambassadors
- Former students with current high social status can be active in alumni associations
- Engaged alumni are more likely to promote the university.

Tools

- Regular communication (newsletters, social media)
- Alumni events
- Alumni participation in mentorship programs.

Importance of Brand Monitoring

What is Brand Monitoring?

1. Continuous tracking of how the university is perceived in the public eye.
2. Use feedback to measure the effectiveness of brand management strategies.

Monitoring Tools:

1. Surveys and Feedback: From students, alumni, and faculty.
2. Social Listening: Monitoring social media for mentions and discussions.
3. Media Tracking: Following press coverage of university achievements.

Measuring University Brand Success

Key Performance Indicators (KPIs):

1. Enrollment Rates: Are branding efforts driving applications?
2. Engagement Metrics: Website traffic, social media engagement, and event participation.
3. Alumni Engagement: Event attendance, social media activity and mentoring involvement.
4. Media Coverage: Positive press and academic recognition.
5. Employer and Industry Reputation
6. Event Attendance and Engagement

Measures (e.g.)

- Dedicated Surveys
- Social media engagement metrics – Website Traffic
- Graduate Employment Rates.
- Events attendance.
- Students Application Numbers – and conversion rates
- Others…

The University Brand Personality Scale (UBPS)

The University Brand Personality Scale (UBPS)

- Concept developed and described by Rauschnabel et al. (2016)

Their research identifies six university brand personality dimensions:

1) **prestige** (accepted, leading, reputable, successful, considerable)
2) **sincerity** (humane, helpful, friendly, trustworthy, fair)
3) **appeal** (attractive, productive, special)
4) **lively** (athletic, dynamic, lively, creative)
5) **conscientiousness** (organized, competent, structured, effective)
6) **cosmopolitan** (networked, international, cosmopolitan,)

Results of their research shows that the scale strongly relates to brand love, positive word-of-mouth, and students' intention to support their university as alumni.

Adapting Brand Strategy Over Time

Why Adapt?

1. Market trends, competition, and student expectations change over time.
2. Adjusting brand strategy ensures continued relevance and competitiveness.

When to Adapt:

1. Declining student engagement.
2. New competitors or shifts in higher education trends.
3. Feedback indicating brand misalignment with audience expectations.

Partnerships and Brand Extension

Benefits of Strategic Partnerships:

1. Collaborations with businesses and other institutions.
   When a university partners with respected companies or industry leaders, it strengthens its credibility in certain fields, such as technology, business, or research. These partnerships reflect positively on the university, signaling to stakeholders (students, parents, faculty, employers) that it is aligned with leading experts.

2. Academic Partnerships.
   Collaborations with other universities, especially top-ranked or internationally recognized institutions, enhance the university's academic reputation. Joint research projects, exchange programs, or collaborative degree offerings demonstrate academic excellence and innovation.

3. Internships and Job Placement.
   Partnering with businesses and organizations to provide internships, co-op programs, or job placements for students boosts the university's appeal. Students value practical experience, and such partnerships enhance the brand by showing the university's commitment to career development and real-world opportunities.

Crisis Management in Brand Strategy

Importance of Crisis Management - negative events can damage a university's brand and reputation.

Basic strategies:

1. Prepare in Advance: Develop a crisis communication plan.
    - This applies to all levels of university management - not only the level of the rector and deans but also individual units.
2. Transparency: Address issues promptly and honestly.
3. Consistent Messaging: Ensure all public-facing communication reflects the brand’s values during a crisis.

Social Media's Role in Brand Management

Why Social Media is Critical Nowdays?

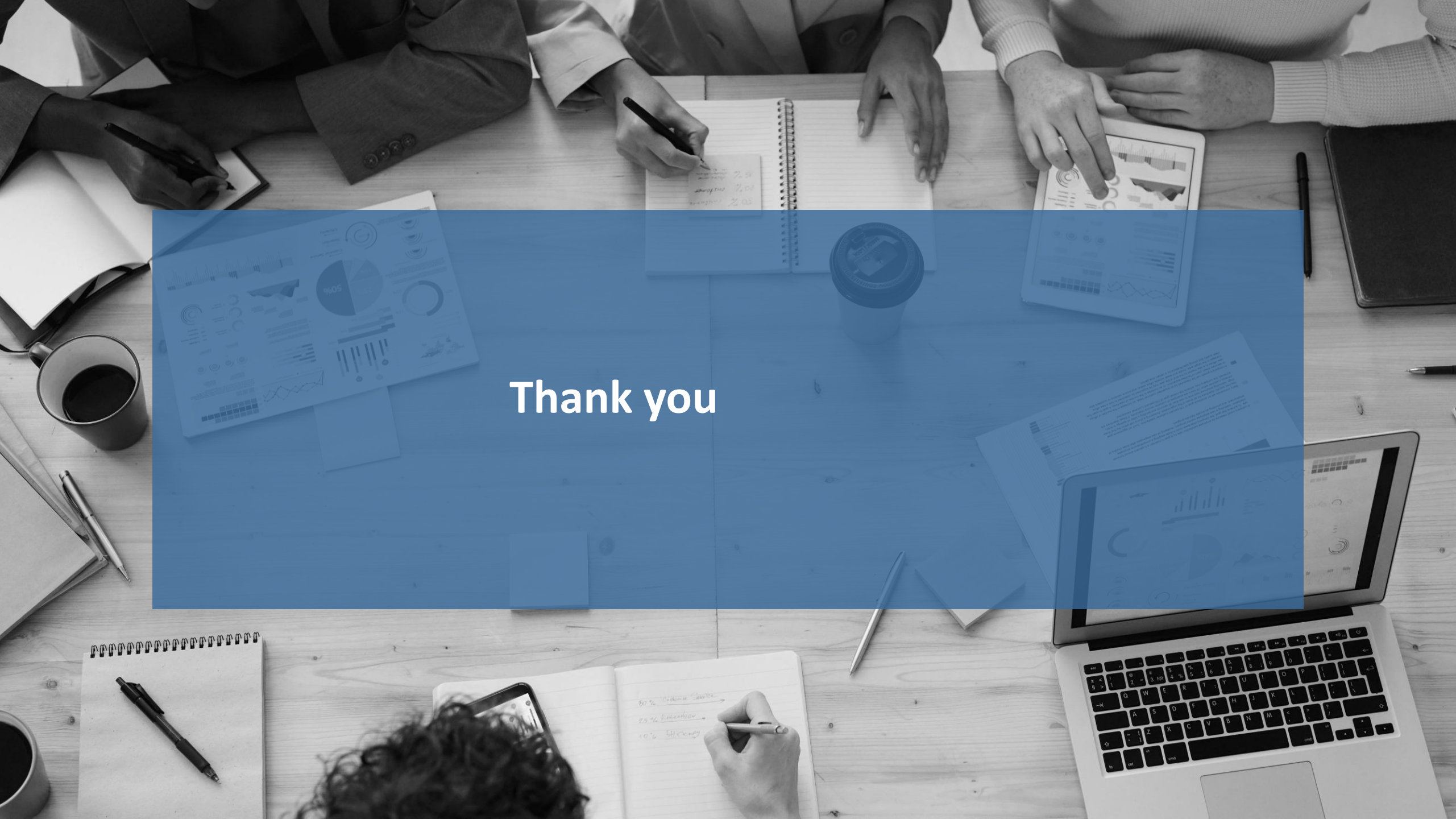
1. It provides a platform for direct interaction with students, alumni, and the public.
2. It is the fastest running communication platform.
3. Content shared on social media shapes public perception of the university.

Best Practices:

1. Regularly post engaging content (student stories, faculty research).
2. Interact with comments and inquiries promptly.
3. Use different platforms such as Instagram, LinkedIn, Facebook and YouTube. Remember that different target groups may use different communication channels.

Brand management indicators - steps




Thank you



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