

Internationalisation at home strategy

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INTRODUCTION

- Vision, mission, and values of your institution
- Why is it important for your institution to set up an IaH strategy now
- Which state of development of IaH has your institution already reached and where do you generally want to go.

Philadelphia University (PU) is a private university in Jordan. PU faculty and staff are dedicated to the university's threefold mission: learning; research; and community service. International programs are carried out in the context of these missions. The Strategic Plan which follows is consequently and necessarily reflective of these core missions.

Philadelphia University International Centre (PUIC), which was established in 2021, serves in a leadership and facilitation role to further the University's international agenda, providing assistance and support to faculty, staff, administrators, and students as well as external stakeholders in their international activities. In addition to assisting these clients, the Center also functions to enhance the University's ability to pursue and develop international activities and partnerships appropriate to its core missions.

The goals of the Strategic Plan are to:

- 1) Identify priority areas in which PUIC will work during the five years to 2025;
- 2) Develop specific objectives to be met within the priority areas during this period;
- 3) Generate strategies for meeting the objectives;
- 4) Specify indicators for measuring whether the objectives have been met in the stated time; and,
- 5) Assign individuals who will be responsible for leadership in the implementation of the strategic plan.

The development of the Strategic Plan is guided by four broad principles assumed to be central to the planning effort if real progress is to occur:

1. Strategic planning is a dynamic and flexible process: The plan articulated in this document has a time horizon of five years. New priorities can and likely will emerge within this period due to factors such as changes in available resources, changes in the global environment in which a university functions, and other external pressures.
2. The internationalization of Philadelphia University is inherently a desirable and beneficial process for the entire PU community: The Strategic Plan explicitly positions the University to compete successfully in the current global knowledge environment, an inherently desirable outcome. Knowledge is the currency that drives the university and positions us to excel. Internationalization of our learning, discovery, and engagement missions aligns our entire academic agenda with the global imperative that informs this period of history.
3. PUIC is the PU entity best suited to lead the process of internationalization: In recent conversations across the campus, the expansion of PUIC responsibilities to ensure campus-wide coordination of all international activities has been explicit. Senior PU administration has been clear about the need to recognize this coordination role as a guiding principle.

4. The Strategic Plan is supported energetically by all units on campus through their representatives on the PUIC Faculty Advisory Committee: Without full PU community support, the continuing process of further internationalization of the university cannot go forward. PUIC provides a mechanism and a visible presence to provide necessary leadership but responsibility rests with the entire campus to assure our goals are met.

A new vision statement to reflect the broad span of activities for which PUIC will provide leadership is outlined here: *The International Center motivates and mobilizes the PU community to integrate and sustain high-impact global dimensions in learning, discovery, and engagement, and provides administrative support to assure leadership for this vision.*

CURRENT SITUATION, IDENTIFIED PROBLEMS AND GENERAL TRENDS

- SWOT analysis developed under WP1
- SMART goals if already settled
- Main indicators of progress taken from self-evaluation tool 1.1 (evolution of the number of international students enrolled, evolution of the number of students in outgoing mobilities, evolution of academic staff mobility, evolution of academic cooperation partnerships etc.)

The SWOT analysis has been made as follows :

Strengths

- Augmented numbers of international well-trained faculty members and researchers notwithstanding the restrictive regulations of the Ministry of Labor.
- Generating increased income through the enrolment of larger numbers of international students.
- Enhancement of a better national and international recognition, reputation and ranking.
- Sufficient Infrastructure: adequate equipment and facilities that facilitate knowledge sharing among the local and international faculty, students and researchers.
- Contemporaneous content of study plans, and constant search for excellence.
- Motivation and incentives provided to faculty members, administrative staff and students to enhance their communication skills and improve their English language.

Weaknesses

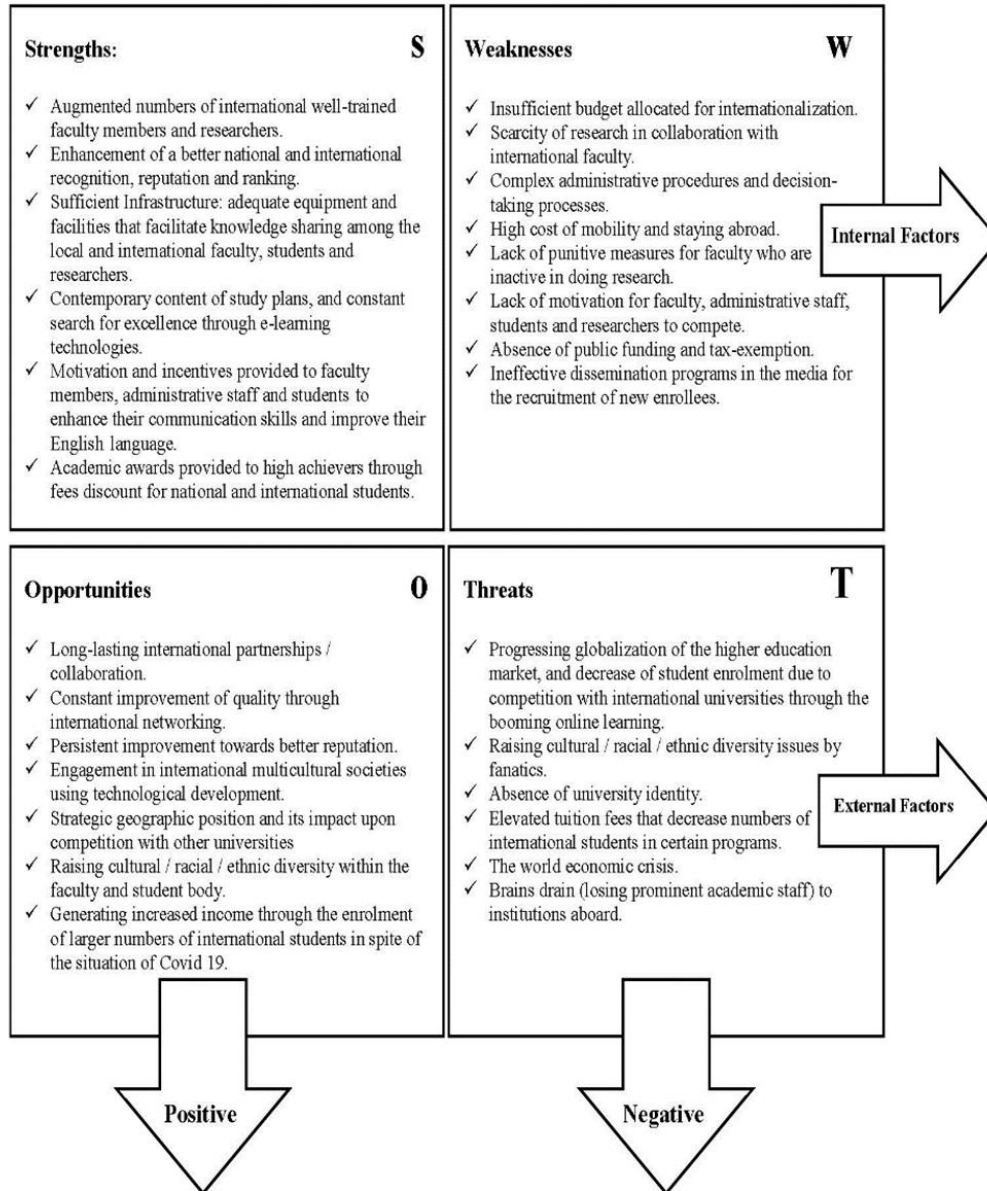
- Insufficient budget allocated for internationalization.
- Complex and tedious administrative procedures and decision-taking processes.
- High cost of mobility and staying abroad.
- Sedentary faculty who are inactive in doing research.
- Inadequate motivation for faculty, administrative staff, students and researchers to compete.
- Absence of public funding and tax-exemption.

Opportunities

- Long-lasting international partnerships / collaboration.

- Constant improvement of quality through international networking.
- Persistent improvement of reputation.
- Engagement in international multicultural societies using technological developments.
- Strategic geographic position and its impact upon competition with other universities

Raising cultural / racial / ethnic diversity of the faculty and student body.



The Center's Strategic Plan focuses on four priority areas :

- A. Increase visibility, communication, and advocacy for international engagement : It is apparent that PUIC is neither well recognized nor widely understood across campus. PUIC will increase its visibility on campus by strengthening communication with campus stakeholders, enabling the entire PU community to be better positioned to take advantage of the resources that PUIC offers as the campus leader for internationalization.

PUIC will also assume a stronger role as an advocate for deeper engagement of faculty in international activities.

- B. Enhance the quality of and expand the options for international learning experiences: The Center is perhaps best known for its role as a service unit (see item D below). PUIC will expand its presence beyond the current prominent service roles to include a clear focus on academic aspects of internationalization as well. These academic aspects, apart from active engagement in administration of study abroad programs, have been marginal activities to date but PUIC is well positioned to foster their improvement. The following priorities are focal points for this element of the strategic plan:
- further enhancement of study and research abroad options – including exchange programs (at both the undergraduate and graduate levels),
 - to include international internships, service learning options, and other novel international learning opportunities;
 - greater financial support to students who wish to engage in learning abroad;
 - a more formal system to assess the effectiveness and outcomes of international learning activities;
 - more connections between disciplines across campus in furthering international learning; and,
 - development of international pathways in the undergraduate curriculum.
- C. Promote international discovery opportunities: Research is a core mission of Philadelphia University and faculty are the principal players in our internationalization agenda for this mission. Faculty, working with graduate and undergraduate students, will have the opportunity to: conduct research abroad; collaborate with researchers and research institutions globally; instill international perspectives into their research and coursework; and engage international students and scholars in cutting edge research of international significance both on and off campus. University staff members are well-positioned to participate in and promote international endeavors as well. PUIC will facilitate and provide leadership to create and support opportunities for the entire campus community – faculty, staff and students – to be engaged in international research activities.
- D. Strengthen and make widely known the Center's administrative support services: The Center was originally formed to handle the services necessary to facilitate the movement of students, faculty, and scholars across borders. Currently PUIC provides numerous support services that have been fine-tuned over the years. PUIC will continue to strengthen and improve the effectiveness of these support services, as these will remain critical and necessary responsibilities, PUIC will clarify the services that it can best provide and those that other campus offices can or already do provide. Such an analysis will reduce redundancies and improve efficiencies in this dimension of the work of PUIC. A more user-friendly website is an additional anticipated outcome of implementation of the plan.

Objectives, Strategies, and Indicators

A number of key objectives under each of these priority areas provide a framework for Strategic Plan implementation. The objectives are listed together with strategies to achieve them and indicators for how to assess that the objectives have been achieved. Timelines for achievement of each objective as well as leadership responsibilities within PUIC are proposed. The full text comprising all elements of the Strategic Plan follows in the next section. No precedence is intended nor implied by the sequence in which the priority areas and objectives are presented.

Detailed Strategic Plan

The effectiveness of Philadelphia International Center is enhanced by an increase in visibility, improved communication with campus units, and proactive advocacy for further internationalization of the campus in all dimensions of its mission areas and responsibilities. Further, PUIC will collaborate more closely with the campus Centers to promote their activities as an important component of the university's internationalization priorities.

Objective 1 [Lead Responsibility: Dean of Development and Online Learning]

PU International activities, resources, capabilities, opportunities, and accomplishments are proactively publicized and promoted via various communication outlets.

Strategies:

- PUIC presents the strategic plan to the President, the Vice President, and each college through the Dean of the College or through other effective mechanisms;
- Create new links to the PUIC website from PU or PU-linked communication/websites that are appropriate to the internationalization priorities of PUIC and the campus;
- Form a Public Relations (PR) Task Force representative of all PUIC units to track activities of noteworthy significance for highlighting with major stakeholder groups on and off campus;
- Host or assist in the hosting of internationally-focused activities on or off campus (speaker, fair, exhibit, symposium, etc.);
- Create quarterly update for external stakeholders on PU international activities and accomplishments and post it on the PUIC website;
- Work with external media sources to promote and publicize PU international activities;
- Increase opportunities for individuals with international interests to participate in activities of an international nature at PUIC (volunteers, students, interns, board members, speakers, etc.);
- Develop a professional hard copy brochure/publication about PUIC for distribution to stakeholders;
- Ensure that PUIC staff attend and present regularly at significant internationally-focused conferences/workshops/symposia each year;
- Present conference summaries to PUIC at cross-training events to enlarge the impact of such participation and post these summaries on the PUIC website.
- Secure the services of a public relations/publicity specialist to assist with communications and visibility issues important to PUIC.

Indicators:

- The PUIC Strategic Plan has been presented to the President, the Vice President, all colleges, and Deans;
- The number of internationally pertinent links to the PUIC website has increased;
- Monthly internationally focused activities are hosted or co-hosted by PUIC on and off campus;
- A quarterly updated summary highlighting PU international activity is created and posted on the PUIC website for external stakeholders;
- PUIC is regularly contributing content about PU international activities through multiple external media sources;
- Opportunities for individuals with international interests to volunteer and participate in activities at PUIC increase;
- Two staff (not management) members attend and present at conferences annually;
- Conference summaries posted on the PUIC website;
- A part-time public relations/publicity specialist is appointed.

Timeline:

- 1) The PUIC strategic plan is presented to the President, Vice President, and Deans.
- 2) Multiple new internationally appropriate links to PUIC's website are established continuously each year.
- 3) There are an increased number of PUIC hosted international activities on and off campus each year.
- 4) There is increased media coverage of PUIC each year.

Objective 2 [Lead Responsibility: Dean of Development and Online Learning]

PUIC increases its leadership role for strengthening international activities across PU by expanding interactions with colleges in support of their international priorities. To measure progress in attaining this objective, such existing relationships will be benchmarked.

Strategies:

- Advocate with the Vice President to encourage each college to identify international components (existing and planned) within their courses and programs, and to make such options widely known to students in their units;
 - Maintain a current list of international components within the courses of each college and publicize on the PUIC website, working as appropriate with the University Curriculum Committee;
 - Increase and strengthen collaborative activities between PUIC and other PU units, including such activities as the annual international student and scholar welcome event, the study abroad fair, and similar events of broad interest to the PU community.
- Indicators:
- PUIC has established contact with all colleges and units to identify and catalog international components of their courses and programs, both existing and planned;
 - PUIC website includes information on or links to international curricula in the colleges;
 - Collaborative activities between PUIC and other PU units continue to increase.

Time line:

- 1) International components of courses and programs are identified and included on the PUIC website each year.

- 2) An increase in collaborative activity between PUIC and other units is documented each year.

Objective 3 [Lead Responsibility: Dean – Deanship of Development and Online Learning]

International activities accomplished by faculty are encouraged, recognized, supported, and tracked as important components of faculty members' career development.

Strategies:

- Advocate with the Vice President and Deans to include international accomplishments of a professional nature on faculty annual activity reports;
- Work with the office of Vice President for Academic Affairs to disaggregate approved leaves by domestic and international destinations;
- Improve the ability of PUIC to advise on and enhance faculty Fulbright participation, collaborative research with international partners, risk management procedures for international activities, organization of international conferences on PU campus, and similar administrative support for broadened international efforts.
- Indicators:
- The annual faculty activity report specifically requests documentation of professional international activities as part of the data reported;
- There is an increase in the number of Fulbright awards and other high profile awards for international activity by faculty at PU;
- Resources are procured to provide administrative support for enlarging professional activity by faculty in the international domain.

Time line:

- 1) The faculty annual activity report requires intentional documentation of international activity each year.
- 2) There is an increased number of Fulbright and other international awards to faculty each year.

Objective 4 [Lead Responsibility: Dean - Deanship of Development and Online Learning]

An Advisory Council (AC) is meeting regularly to support implementation of PUIC's strategic plan by acting as liaisons to the colleges, assisting in measuring outcomes, and participating in refinement of the plan as necessary.

Strategies:

- Expand the membership of AC by including representatives from all colleges,
- Selected members of the AC are appointed to work closely with PUIC units to contribute to efforts to enhance their performance;
- The AC engages with the Deanship of Quality Assurance to monitor PUIC's progress in implementation of the strategic plan.
- Indicators:
- Representatives from colleges, and other interested stakeholders attend meetings regularly and actively participate in AC work;
- AC meetings are scheduled at least once a semester;
- AC liaisons to PUIC units are identified and assigned, with specific tasks clearly specified;
- Faculty and staff focus groups, organized by the AC with assistance from the Deanship of Quality Assurance, meet and report on progress toward strategic plan implementation annually;

- AC meeting minutes are posted on the PUIC website.

Timeline:

- 1) An Advisory Council is appointed to work with PUIC on implementation of the strategic plan and related responsibilities as noted above.
- 2) Annual evaluations and updates to the Strategic Plan occur continually.

The contributions of PUIC to international learning at all levels (graduate and undergraduate) are an increasingly recognized and prominent component of the core work of the Center, enhanced by new resources, creative programmatic input, and new models for international learning, including enhanced study abroad options. Evaluation of these and other campus international learning opportunities leads to continuous improvement.

Objective 1 [Lead Responsibility: Dean of Development and Online Learning]

Participation in study abroad opportunities continues to grow through greater awareness and enhancement of study abroad options, increased involvement of faculty in delivering study abroad courses/programs, and increased funding support for students to study abroad and/or participate in exchange programs. Current participation in study abroad will be benchmarked as a measure against which to measure progress.

Strategies:

- Work with faculty and staff to identify novel and innovative mechanisms for delivering more study abroad opportunities, including internships, research, and service learning options as well as traditional study abroad formats;
- Design new marketing schemes to promote study abroad, outbound exchange programs, and learning abroad opportunities to a wider array of students, including non-traditional participants;
- Encourage colleges to embed Study Abroad more directly in curriculum offerings by providing models from successful peer institutions that have done this;
- Identify new resources, including the creation of an endowment fund, to support scholarships for graduate and undergraduate students to widen opportunities for participation in study and/or research abroad programs.

Indicators:

- New methods of promoting study and learning abroad are established;
- New resources are available to fund scholarships to study and/or conduct research abroad;
- Participation in study and learning abroad continues to grow by 10% per year

Timeline:

1. New study abroad courses and options are developed and offered each year.
2. Improved promotional plan for study/learning abroad is in place annually.
3. New pool of resources is continuously available and in place.

Objective 2 [Lead Responsibility: Curriculum Development Committee]

Draw on the resources and expertise of a new campus capacity for International Program Evaluation and Outcomes Assessment (to be located in the Office of Institutional Planning and Research) to measure the effectiveness of international programs, including but not limited to those in the academic arena.

Strategies:

- Hire a professional Evaluation and Outcomes Assessment expert who has the skills needed to conduct international program assessment and evaluation;
- Create “measures of success” for PUIC international programs including but not limited to studying/learning abroad;
- Provide continuous evaluation support for international program improvements to PUIC;
- Assess the effectiveness of the Office of Program Evaluation and Assessment activities routinely.

Indicators:

- Evaluation and Outcomes Assessment expert with appropriate and necessary skills for evaluation of international programs, including study and learning abroad, is hired;
- Specific measures of success are developed and applied for each PUIC unit and program;
- Evaluation and outcomes assessment recommendations are applied for continuous improvement of international programs housed in PUIC and across the campus;
- An external peer review of the Program Evaluation and Outcomes Assessment specialist is conducted routinely and results incorporated into the office’s strategic goals

Timeline:

- 1) An expert in International Program Evaluation and Outcomes Assessment is hired whenever needed.
- 2) Measures of success for each PUIC unit and program are created and routinely applied.
- 3) External peer review of effectiveness of the evaluation and outcomes assessment expertise in the fourth quarter each year.

Objective 3 [Lead Responsibility: Curriculum Development Committee]

Provide leadership to develop new and innovative internationally-focused interdisciplinary programs to establish international experiences/opportunities for students, staff, and faculty that increase global competencies and awareness of international issues.

Strategies:

- Designate a PUIC staff member to link colleges/programs which have voiced common goals around internationalizing their units and the campus;
- Catalyze the establishment of new internationally-focused interdisciplinary curricula, both undergraduate and graduate, with academic units across campus;
- Provide leadership for the development and enhancement of distance learning and/or service-learning as mechanisms to deliver programs;
- Offer the Global Plan and Certificate (new undergraduate international curriculum) across departments;
- Facilitate College efforts to infuse discipline specific international content into their curricula;

Indicators:

- Staff is designated in PUIC to provide professional leadership for the cluster of international learning options described above;
- Progress is made in the development of new D/P programs across campus, including those that use novel mechanisms for delivery such as service learning and distance education;

- The Global Studies minor is officially recognized by the University Curriculum Committee and is offered by multiple departments/units across campus;

Time line:

- 1) PUIC staff person is designated to assist with developing this cluster of learning options described above each year;
- 2) At least one new program is developed and at least one is offered in novel format each year.

3) The certificate option is annually completed, approved, and offered
 PUIC provides effective leadership for strengthening research collaborations with international partners, particularly emphasizing interdisciplinary research activities. Such activities will be funded by externally secured grant funds secured through collaboration between PUIC staff in the Program Development unit and departments and faculty in colleges across campus.

Benchmarked against our peers, PU will continue to excel in research collaborations with international partners. Graduate and undergraduate students will benefit from enhanced opportunities to participate in international research collaborations.

Objective 1 [Lead Responsibility: Curriculum Development Committee]

An easily accessible and current electronic clearinghouse to share international grant information, professional opportunities, and other externally-funded programs is available on the PUIC website; the clearinghouse is maintained by a designated PUIC staff member.

Strategies:

- Highlight new grant opportunities of significant international interest on the re-designed PUIC website;
- A PUIC staff member is designated to maintain current information on international grant opportunities on or linked to the PUIC website;
- Link PUIC's website to the Offices of Sponsored Research, the library, and others as appropriate;
- Maintain a location on the PUIC website for international opportunities not routinely listed elsewhere on campus;
- Indicators:
- Faculty looking for international opportunities visit the PUIC website and/or are directed to the website maintained by Sponsored Research from the PUIC website;
- Highlighted international opportunities not routinely found elsewhere are included on the PUIC website;
- Links from PUIC's website to the Sponsored Research, and library;

Timeline:

1. PUIC website links to other campus areas are completed each year.
2. An electronic clearinghouse of international grant opportunities with current and easily accessible information for faculty and staff is on the spot posted on the PUIC website.

Objective 2 [Lead Responsibility: Curriculum Development Committee and IT staff]

A searchable database is developed and maintained that contains country, departmental, and faculty expertise and is linked to the PUIC website to promote international collaborations; the database will especially highlight the work of PUIC.

Strategies:

- Develop technical specifications for database (develop criteria for search items) with help from IT staff;
- Set up meetings between PUIC IT and experienced IT units across campus to discuss database issues and how best to use existing databases for the stated purpose;
- Draw on the skills of the PUIC IT specialist to assist in the design of the database, incorporate information available from other on-campus internationally-focused units, and maintain updated profiles.

Indicators:

- Database is created, kept current, and updated annually;
- Faculty profiles containing disciplinary expertise and international experience are in the database;
- Database is used by faculty and staff to share expertise, form collaborative partnerships, and otherwise increase international collaboration;

Time line:

- 1) The IT specialist is tasked with the responsibilities noted in Priority C Objective 2 and supported as needed by additional staff whenever needed.
- 2) The database is always online.

Objective 3 [Lead Responsibility: Curriculum Development Committee and Deanship of Development and Online Learning]

PUIC has in place a transparent mechanism with which to document how PU activities in the promotion of international collaborative research compare to peer institutions.

Strategies:

- Develop a set of standardized criteria for assessing PU's comparative performance in international collaborative research with peer institutions;
- Conduct and make available on the PUIC website a rolling 3-year peer comparison report documenting new collaborative international research initiatives;
- Work with the Council of Scientific Research to develop, document, and publish the measures of international research collaboration.

Indicators:

- Indicators for international collaborative research as agreed upon by both PUIC and Council of Scientific Research are developed, made available, and used to benchmark and measure progress in international collaborative research relative to peer institutions;
- The 5-year comparative report is accomplished and posted on the PUIC website.

Timeline:

- 1) Methods and measures for assessing PUIC's international collaborative research against peers are periodically made available.
- 2) Tracking of comparative data is in use and publically made available.

Objective 4 [Lead Responsibility: Curriculum Development Committee and Deanship of Development and Online Learning]

PU supports faculty interdisciplinary working groups to increase faculty engagement in international activities.

Strategies:

- PUIC, working with a faculty advisory committee, suggests themes as a basis on which faculty can develop working groups to compete for a funding award;
- Engage other relevant campus units to develop a pool for shared funding;
- Assist faculty working groups which are formed and awarded funds with publicity and recruitment of additional participants in the groups;
- Provide mentoring and evaluation support to assess effectiveness of working group process, progress, and direction.

Indicators:

- Working groups are developed when fund availability is announced;
- Speakers, seminars, and/or workshops are organized by the faculty group which receives funds;
- Research funds to support the working group are secured from external sources to sustain the work of the group beyond the timeframe of PUIC funds;
- Reports are delivered to PUIC on working group accomplishments and are posted on the PUIC website and promoted on campus;
- Mentoring and evaluation of the working groups occurs regularly.

Timeline:

- 1) Reports from the faculty working group are periodically made available.

Administrative services are a core component of the mission of PUIC and, as such, provide critical support to the entirety of campus to assure that international students, visitors, staff, and scholars are appropriately here and legally in status; additionally, the International Center provides essential administrative services for expanded, high quality study abroad programs and for securing external funds to support an increasing international program portfolio. Risk management is another critical component of the administrative responsibilities of PUIC and will be further enhanced in the future as part of the Center's administrative services.

Objective 1 [Lead Responsibility: Dean and Executive Director]

PUIC increases its administrative efficiency through clarification of its principal roles and responsibilities across all PUIC-specific internal administration vis-à-vis related external units at the Philadelphia University.

Strategies:

- Identify expertise on organizational management to conduct an external review of PUIC to clarify roles and responsibilities vis-à-vis other units on the campus and provide recommendations on office configuration, work flow, and other matters pertinent to administrative efficiency;
- Develop a list of services that are accomplished by outside units such as housing, police, health, career development, tax services, etc. (possibly via a PU Internal Advisory Board) and refer stakeholders to the appropriate PU office or unit for those needs pertinent to the unit, thus conserving unit time for those administrative services best accomplished by PUIC staff;
- Confirm responsibilities and outsource overlapping responsibilities to identified non-PUIC offices;
- Review the current organizational chart for PUIC, and current position descriptions, and assess positions and staffing needs based on identified priorities;

- Identify training needed by staff and incorporate such into annual work plans;
- Plan an external review of PUIC to assess improvements in administrative performance;
- Develop a tracking system for monitoring the effectiveness of all partnership agreements, which will include regular documentation of activities under each agreement, and create workshops for faculty/staff to educate and assist them with the process for development of agreements.

Indicators:

- A list of PUIC's core roles and responsibilities is clearly defined in a written document and is also made available on the PUIC internal website for use by key stakeholders;
- A list of often-requested services that are best redirected to an office or unit outside of PUIC is available for reference to stakeholders and also on the website;
- There is clarity amongst PUIC staff regarding the services for which PUIC is administratively responsible; a summary document is produced to describe these functions and is made broadly available to stakeholders;
- A calendar of principal staff training commitments is developed by unit directors as part of annual work plan submission to the Dean of Development and Online Learning;
- An external review of PUIC's administrative functions and services is completed;
- A new database encompassing all current agreements, providing links to a current summary of accomplishments under each, and cross-referenced to units most closely linked to the partner entity is created and made available on the PUIC website.

Timeline:

- 1) External review of roles and responsibilities is completed by the fourth quarter of each year.
- 2) Revised roles and responsibilities for PUIC is completed by the first quarter of each year and staff are informed of these revised roles and responsibilities.
- 3) Professional development and staff training opportunities are incorporated into annual work plans by the second quarter of each year.
- 4) External review of PUIC's administrative functions and services is completed by the third quarter of each year.
- 5) New database with comprehensive details assessing accomplishments under external agreements is completed by fourth quarter of each year.

Objective 2 [Lead Responsibility: Deans working as a task force]

The process of providing critical services for international students (including inbound exchange students), study abroad participants, and visiting scholars is more efficient through a strengthened connection between PUIC and each College.

Strategies:

- Strengthen the capacity of administrative contact(s) in each college to coordinate international student (including inbound exchange student), study abroad participants, and international scholar needs with PUIC and with other service units on campus;
- Publish the list of administrative contact(s) for each college on the PUIC website;

- Schedule meeting(s) between principal administrative contact(s) in each college and pertinent PUIC staff to clarify roles and formalize the relationship between the contact(s) and PUIC;
- Hold regular workshops for principal administrative contact(s) to update them on new protocols (including risk management) for services provided to international students (including inbound exchange students), study abroad participants, scholars, and faculty (especially noting any changes in such protocols);
- Monitor effectiveness and adapt roles for administrative contact(s) based on annual survey.

Indicators:

- An administrative contact(s) has been identified in each college and the PUIC list of these contacts is kept current;
- Routine meetings and workshops are scheduled and attended by administrative contact(s) from each College and PUIC staff;
- A document outlining the working relationship between the principal administrative contact(s) and counterpart PUIC units is available for reference and is added to the PUIC website;
- Data from the survey of administrative contact(s) in each College and appropriate PUIC staff is collected, analyzed, used to make improvements, and made available electronically.

Timeline:

- 1) Administrative contacts are identified and a working document describing their roles and responsibilities is drafted by the second quarter of each year.
- 2) Workshops for administrative contacts are delivered by the second quarter of each year.
- 3) A survey to review administrative contacts and PUIC liaison effectiveness is completed by the second quarter of each year.

Objective 3 [Lead Responsibility: Management Analysis Coordinator and new IT staff person]
 The International Center has a user-friendly, interactive website to support PUIC's administrative responsibilities and to increase its visibility. (Content of this Objective is also pertinent to Priority Area A.)

Strategies:

- Create a website re-design task force composed of members from each PUIC members, facilitated by an external consultant, with the assigned task to develop and strengthen the PUIC website to better serve PUIC needs and those of our stakeholders;
- Identify components and information needed in the renewed PUIC website, including links to relevant sites of importance to PUIC's administrative responsibilities;
- Provide for the addition of selected promotional material (downloadable publications, video clips, etc.) to highlight PUIC programs and services that are pertinent to the internationalization of PU;
- Create a quarterly e-newsletter that highlights globalization activities at PU and is linked to PUIC's website;
- Continually update all information included on the PUIC website and insure that it is current, accurate, and timely.

Indicators:

- PUIC e-newsletter produced quarterly;
- Survey given to staff, students and faculty before and after website renovation to assess effectiveness;
- PUIC link is present on more internal PU sites, including the PU website main page;
- Information is regularly updated and kept current on the PUIC website;
- Number of hits on the website increases quarterly

Timeline:

- 1) Website task force is organized by the third quarter of each year.
- 2) Draft of the revised website is finished by the second quarter of each year.
- 3) Fully revised PUIC website is online by third quarter of each year.
- 4) PUIC website broadly linked to appropriate sites across the PU campus by the fourth quarter of each year.
- 5) First issue of the e-newsletter is produced by the fourth quarter of each year.

Objective 4 [Lead Responsibility: Executive PUIC Manager]

Enhance risk and crisis management recommendations and protocols to respond to the different needs of PUIC stakeholders, including international students, exchange students (inbound and outbound), study abroad participants, international faculty/scholars, and other members of the PU community.

Strategies:

- Strengthen the PUIC Risk and Crisis Management Team and expand its role to develop protocols and policies for risk management to respond to the different needs of PUIC stakeholders and to ensure continuity of PUIC operations during a crisis.

Indicators:

- Additional PUIC and PU members are identified to become part of the enhanced PUIC Risk Management Team;
- Written protocols and recommendations are prepared by the PU Risk Management Team;
- Such protocols and recommendations for differing audiences and stakeholders are widely shared and acted on.

Timeline:

- 1) The strategies and indicators for Priority D Objective 4 will be completed by the first quarter of each year.
- 2) Monitoring and Evaluation
- 3) The PUIC Strategic Plan will be reviewed on an annual basis by the Faculty Advisory Council (FAC) assisted by focus groups convened by the FAC as noted above (Priority Area D, Objective 4).
- 4) In those reviews, progress towards meeting the indicators outlined in the plan will be assessed and any modifications will be made to address any changed realities of the Center. Surveys, focus groups, and meeting minutes will serve to guide the assessments during reviews.

At the end of the strategic planning cycle (2025), a summative evaluation will be conducted to determine the overall accomplishment of the stated objectives and a planning process for a new strategic plan will be launched. The noted evaluation will involve both internal and

external stakeholders and will provide the foundation for the development of the next Strategic Plan.

Resource Implications

Implementation of the strategic plan as outlined in this document necessarily carries with it resource implications. The following items are likely to incur costs for full implementation of the plan:

- External review of PUIC
- Training costs associated with staff skill enhancement
- Travel costs for staff to attend and participate in professional meetings
- Consultant to assist with website renewal
- International Program Evaluation and Outcomes Assessment expert
- Advisor for increasing faculty participation in international activities

INTERNATIONALISATION AT HOME STRATEGIC PLAN

- Incorporation of IaH in the wider Internationalization strategy of your institution
- Priority areas chosen by your institution in order to achieve internationalization at home
- Annual action plan and budget (main areas, the precise activities being developed in the next chapter)
- Institutional organisation for the implementation and evaluation of the strategic plan

DETAILS OF THE ACTIVITIES TO BE CARRIED OUT TO REACH THE OBJECTIVES

Details are given here on the curriculum and co-curriculum activities that your institution has designed and is willing to design in the future to ensure that all students and staff can have a meaningful internationalised university experience. It should promote formal and non-formal learning of mobile and non-mobile students and lead to the development of relevant competences and/or skills for IaH.

- **Programme development:** how to develop activities helping to incorporate international and intercultural perspectives into educational programmes;
- **Professional development and recognition:** how to foster the international and intercultural skills of all university staff (teaching, research, administrative);
- **Student experience (teaching and evaluating) :** how to enable students to achieve the expected international and intercultural learning outcomes at programme, course and class level;
- **Student support and services:** all institutional actions offering practical support to home and international students in order for them to make the most of their internationalised on-campus student experience;
- **Student organised activities:** student-organised activities that encourage cooperation/interaction among local and international students and thus create the conditions for developing intercultural awareness for all students.

Exemple of how you should fill up the table :

OBJECTIVES	ACTION	ALREADY IN PLACE	WILLING TO DEVELOP	SHORT-TERM / MID-TERM / LONG-TERM
<i>Promotion of multilinguism : encouraging language upskilling for students</i>	<i>Investing financial and human resources to develop language skills of students (English as well as other languages)</i>	<i>Systematic choice of a second foreign language course in addition to English</i>	<ul style="list-style-type: none"> - <i>Give the opportunity to take some course exams in more than one language</i> - <i>local language free classes for foreigners</i> 	<i>mid-term (2022-2023)</i> <i>Short-term (2021-2022)</i>

Important : There is no wrong answer. And some categories or cells may remain empty for your institution, it's not a problem.

PROGRAM DEVELOPMENT

OBJECTIVES	ACTION	ALREADY IN PLACE	WILLING TO DEVELOP	SHORT-TERM / MID-TERM / LONG-TERM
Embed IAH in the curriculum development process	Design well-defined learning outcomes to develop international/ intercultural competences. Integrate intercultural communication, language studies, international literature, texts, and research, mandatory course(s) in intercultural communication into core curricula.	A mandatory Foundation Skills course will be taken that includes Study Skills, Life Skills, English Language, In addition to offer courses that include the entrepreneurship skills, Leadership Skills and Digital Literacy skills. PU is accredited from several agencies, which will assist our learners to become internationally oriented.	-Have extra IaH activities within our programs activities. -Training both of the students and staff	Mid-Term Long-Term
Improving the academic success of international students	with the help of supervision and integration measures	The International students are supported by either their advisors or the Deans. They in charge to follow their progress either from the academic point of view or from any matters that they have during their study.	- Emphasize the responsibilities of the relation office and create a branch for the IaH.	Short-Term
International Degrees	Complete academic degrees taught in a second language. Classes, teaching materials, references, etc.	English mainly is the second language that could be found. However, PH has not	- Learning and Teaching center - Joint Programs	Long-term Mid-term

	are all in English or another foreign language.	yet any International degree except the joint degree with German Universities.		
International student engagement	Increasing the number of mobile students at your institution and involving a higher number of international students	PU have students from around 30 different nationalities.	- Mobility projects - Joint degree programs	Short-Term Mid-Term
Promotion of Summer / Winter Schools on intercultural issues	Organising intensive language and intercultural teaching courses for students and teachers	PU set a promotion plans for upskilling both of the staff and students.	- Training workshops	Short-term
Virtual mobility and online collaboration	Offering online courses organised in cooperation with foreign universities and/or virtual mobility	PU and through the international projects office have many collaborations either from the mobility point of view or from joint projects.	- More focusing on the international collaboration	Long-term

PROFESSIONAL DEVELOPMENT AND RECOGNITION

OBJECTIVES	ACTION	ALREADY IN PLACE	WILLING TO DEVELOP	SHORT-TERM / MID-TERM / LONG-TERM
Promote multilingualism : encourage language upskilling for staff	Investing financial and human resources to develop language skills of teaching and / or administrative staff (English as well as other languages)	PU and through the language center focus on developing a plan for upskilling the staff language and through the summer (Septembr) workshops.	- Training workshops - Language cafe, which is part of the Med2Iah project	Short-Term Mid-Term
Support and enhance the teaching staff capacity to understand and implement IAH practices	IAH-based criteria in teachers' career models, job descriptions and performance evaluations	PU and through the Tea House, which is the part of the Med2Iah project will set a dissemination plan to	- dissemination workshops and surveys.	Mid-term

	Reward academics for innovative IAH practices through existing institutional infrastructure	understand and implement the IaH practices.		
Design a specific recruitment strategy	New recruitments to have a defined set of language and intercultural communications skills, whether in teaching or administrative staff	PU will set a plan to target the Jordanian talents and the regional ones. The skills benchmark will be set accordingly.	International standards and best practices	Long-term
Develop staff intercultural skills	Training of teaching and administrative staff in interculturality to facilitate working with and supporting international students and staff	PU offers its own e-learning platform in addition to the one from the Med2IaH one.	Training workshops	Mid-term
Give opportunities of experiences abroad	Develop the opportunities for any kind of staff to have a mobility abroad	The international projects office offers the mobility projects .	Selection criterion	Short-term Mid-term
Give the possibility to share mobility experiences	Bringing together teachers and administrative staff members who have returned from stays abroad to share experiences and practices			
Promote networking at institutional level of existing international projects	Bringing together teachers, researchers and administrative staff members to report on international projects	PU and through the academic research committees ensures the promotion of the networking levels, which they	Workshops and Meetings	Short-term Mid-term

	carried out at their institution	disseminate the goals and the achievements of their projects.		
Promote networking, round tables and seminars	Organising seminars and round tables in order to share experiences, initiatives and projects at wider institutional level.			

STUDENT EXPERIENCE (LEARNING AND EVALUATING)

OBJECTIVES	ACTION	ALREADY IN PLACE	WILLING TO DEVELOP	SHORT-TERM / MID-TERM / LONG-TERM
Promote multilingualism : encourage language upskilling for students	Investing financial and human resources to develop language skills of students (English as well as other languages)	PU and through the language center offers the students at least two foreign languages besides the Arabic and the English as an elective courses in their curriculum.	The curriculum improvements to include more language courses	Long-term
Develop teaching methods and intercultural pedagogy for a multicultural classroom	Offering flexible teaching programmes (readings and exam formats) and practical methodologies (case studies, role plays, etc.) in order to support international students Inclusion of diverse students' perspectives in the classroom	PU adopted blended and online courses.	Increase the share of the blended and the online courses in the curriculum.	Mid-term
Promote internationalising courses	Adapting teaching methods, references and materials to			

	promote and develop intercultural awareness.			
Increase the international teaching and research staff	Appointing scholars and researchers from abroad to run course units, seminars or single lessons	PU offers training workshops for the Staff.	TOT workshops Guest speakers and Experts	Mid-term
Train students in interculturality	Organising specific initiatives and trainings for students to foster interculturality	PU adopted a new course based on enhancing the students wellings and capability to deal with the community services by imposing a course about the community serives. This is in addition to be engaged with the Med2Iah project training workshops, seminars and rountables.	Improve the interculturer plan	Long-term
Assess the « global skills »	Implement measurement tools to assess the international/ intercultural competences gained in core curricula	PU and through the international office developed a plan for measuring the interculturer competencies.	Improve the International office plan and indicators	Long-term

STUDENT SUPPORT AND SERVICES

OBJECTIVES	ACTION	ALREADY IN PLACE	WILLING TO DEVELOP	SHORT-TERM / MID-TERM / LONG-TERM
Offer the possibility of sharing accommodation buildings	Facilitating access to residences to international students. Enabling	PU does not offer such kind of support	Future Accommodation Plans	Long-term

	international and home students to share accommodation on campus			
Integrate asylum seekers and refugee students on campus	Promoting projects for the integration of refugee students at university	PU has not any	Future Plans	Long-term
Promote welcome week / orientation week	Organising events and initiatives at the beginning of each semester dedicated to welcoming and orientation activities for foreign students arriving in a country. The welcome week represents an opportunity for home students to meet international students	PU always has such kind of activities	Emphasize the weight of such activities	Mid-term
Offer a clear support structure for incoming foreign students and staff		PU has not any	Future plan	Long-term

STUDENT ORGANISED ACTIVITIES

OBJECTIVES	ACTION	ALREADY IN PLACE	WILLING TO DEVELOP	SHORT-TERM / MID-TERM / LONG-TERM
Organise intercultural activities	Organising cultural weeks, festivals, events, seminars, initiatives dedicated to a specific language and culture	Language center hold several intercultural activities during the academic year	Increase the engagements of the foreign experts and speakers	Mid-term
Participate in student associations	Promoting international student participation in	PU has not any	Future plan	Long-term

	regular home student clubs/unions/associations			
Celebrate cultural and religious festivities	Organising events and initiatives to raise awareness on cultural and religious festivities	PU and through the employee club celebrate many activities.	Increase the engagement of the Employee club	Long-term
Involve the local community	Organising events and initiatives aimed at raising intercultural awareness and involving the local community	PU and through its Meetings and councils involved a representative from the local community in addition to support the projects in the local community.	Increase the engagements	Long-term
Buddy programmes	Organising Buddy programmes as an opportunity for linguistic and intercultural exchange between international and home students	PU has not any	Future Plan	Long-Term
Informal meeting, events	Informal meeting, events initiatives offering both local and international students the opportunity to meet in a friendly and relaxed atmosphere	Pu has not any	Future Plan	Long-term

ACTION PLAN FOR THE INTERNATIONALISATION AT HOME

As mentioned under the « INTERNATIONALISATION AT HOME STRATEGIC PLAN » section of this document, the internationalisation at home strategy of the PU is based on the following pillars :

- Increase the visibility plans
- Enhance the quality for the learning and teaching process
- Strengthen the bond and the collaboration activities.

The action plan to reach these objectives, detailed under the previous section « DETAILS OF THE ACTIVITIES TO BE CARRIED OUT TO REACH THE OBJECTIVES », could be summed up in this way :

PROGRAM DEVELOPMENT

Short-term actions to be taken (2021-2022)

- Emphasize the responsibilities of the relation office and create a branch for the IaH.
- Mobility projects
- Training workshops

Mid-term actions planned (2022-2023)

- Have extra IaH activities within our programs activities.
- Joint degree programs

Long-term actions (after 2023)

- Training both of the students and staff
- Learning and Teaching center
- Focusing more on the international collaboration

PROFESSIONAL DEVELOPMENT AND RECOGNITION

Short-term actions to be taken (2021-2022)

- Training workshops
- Selection criterion
- Workshops and Meetings

Mid-term actions planned (2022-2023)

- Language cafe, which is part of the Med2IaH project
- dissemination workshops and surveys
- Training workshops

Long-term actions (after 2023)

- International standards and best practices

STUDENT EXPERIENCE (LEARNING AND EVALUATING)

Short-term actions to be taken (2021-2022)

Mid-term actions planned (2022-2023)

- Increase the share of the blended and the online courses in the curriculum.
- TOT workshops
- Guest speakers and Experts

Long-term actions (after 2023)

- The curriculum improvements to include more language courses
- Improve the intercultural plan
- Improve the International office plan and indicators

STUDENT SUPPORT AND SERVICES

Short-term actions to be taken (2021-2022)

Mid-term actions planned (2022-2023)

- Emphasize the weight of such activities

Long-term actions (after 2023)

- Future Accommodation Plans

STUDENT ORGANISED ACTIVITIES

Short-term actions to be taken (2021-2022)

Mid-term actions planned (2022-2023)

- Increase the engagements of the foreign experts and speakers

Long-term actions (after 2023)

- Increase the engagement of the Employee club
- Increase the engagements of the local community