

The HEIDA Project

Data driven decision making for internationalization of higher education institutions

Melissa Abache

Global Engagement Coordinator, Office of Vice-President for Research and Development

Koç University

Turkey



**KOÇ
UNIVERSITY**

UAB
Universitat Autònoma
de Barcelona



Mednarodna fakulteta
za družbene in poslovne študije
International School
for Social and Business Studies
Celje · Slovenia · Europe

What is the HEIDA Project?

- **Funded by:** [Erasmus+ KA2 Strategic Partnerships](#)
- **Duration:** 24 months (Dec 2014 – Oct 2016)
- **Partners:** **Koç University (Turkey)**, Universidad Autonoma de Barcelona (Spain), International School for Social and Business Studies (ISSBS, Slovenia)
- **Background:** builds on previous EU funded projects like [IMPI](#), [DELECA](#), [MOEBIUS](#)
- **Key topics:**
 - **Data Driven Decision Making**
 - **Internationalization of Higher Education Institutions**
 - Organizational management

Why HEIDA?

Today's realities	Challenges faced by universities
<p>HEIs are more complex</p>	<p>Monitoring information about internationalization activities and outcomes beyond student mobility, international students or other basic indicators</p>
<p>Most institutions list internationalization as a strategic goal</p>	<p>Limits to what faculty and staff are prepared or able to do with limited time, resources and awareness of past, current and future efforts</p>
<p>Senior managers are now trying to make decisions based on experience and data</p>	<ul style="list-style-type: none"> - Demand for efficiency and effectiveness with smaller budgets - Increased expectations for greater transparency and accountability - More competition than ever before to attract talent and funding - Potential for more and better services to students based on predictive analysis

What do we expect from the project in the short term?

KEY OUTPUTS

- **HEIDA TOOL**: to **choose and record relevant indicators** according to institution's goals, **compare and visualize performance across time and internal units**
 - Web- based
 - Open access software - free to install, use and maintain
 - Adaptable to institutional needs
 - Easy to add, search, visualize and export data
- **HEIDA Online Training Module**: **training resource** for staff and faculty
 - Hosted on Moodle e-classroom in **English**, Turkish, Slovenian, Spanish
 - Topics: internationalization and use of indicators and data, data management practices and free tools, decision making in organizations
 - Suggested and complementary readings, case studies and exercises

Project activities

Phase	Activity	Status
1st Phase Design Dec'14-May'16	Literature review and 3 case studies	Completed – available here
	Stakeholder focus groups in Turkey, Slovenia and Spain	Completed – available here
	Online survey of European universities	Completed 100+ responses – available here
2nd Phase Testing May – Aug'16	Refine the HEIDA data management tool	Ongoing: web-based, open source software tool
	Develop online training module	Ongoing – Moodle classroom format in EN, TR, SL
3rd Phase Dissemination July – Oct'16	Dissemination in each partner country	Completed – available here
	HEIDA conference in Istanbul	September 22 – information here
	Final reporting	End of October

Why internationalization at institutional level?

- *“The process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2004)*
- ***“internationalization in universities shifts from being a marginal to mainstream activity, no longer located exclusively in the international offices, but an integral part of University strategy” (de Witt, 2014)***

Who should be using the HEIDA tool and online training in the future?

- Higher Education Institutions:
 - **Senior Managers** (Presidents/Rectors/Vice Presidents or Vice-Provosts)
 - **Directors of Administrative Units** (Alumni, Careers, Admissions, International Office, Academic Affairs, Communications and Marketing)
 - **Professors with international cooperation responsibilities** (Deans, Directors, Erasmus Coordinators)
 - **Coordinators** at administrative and academic units

Perspectives in internationalization

Perspectives	Defining elements
As an activity	International activities that are developed: teaching, research, technical structures and international students, collaboration programs, inter-institutional agreements, projects and campus, other.
As a competence	New knowledge, competences and skills, students' and professors' attitudes and values required by the internationalization. The focus is on human dimension rather than on academic activities or organizational aspects.
As an ethos	It assumes a culture that permeates all international and intercultural initiatives. Some authors consider this perspective as too limited since it does not include details about how the internationalization objectives could be achieved.
As a process	The integration of the international and intercultural dimensions through combining a series of activities, policy and procedures. The internationalization appears as an integration process of different dimensions and activities in Higher Education Institutions.

Type of management activities in HEIs and use of data

Type of management activity

Diagnosis of teaching–learning problems (individual or group decision-making)

Establish alternative lines of action (internal use)

Justify taking decisions (external purposes)

Contrasting with other information requests (especially for external purposes)

Report daily practice (internal purposes)

Manage meanings, culture and motivation (internal purposes)

What we know so far...

- Understanding strengths and weaknesses depends on having access to all data within the institution
- Data tells us what has happened and improves strategic planning moving forward
- The hardest part is always **asking the right question**, because if you don't ask the right question, almost any answer will do.
- Where **analytics** is concerned, investment is the area in which higher education institutions are making the **least progress**.
- Having an Internationalisation Strategy helps to have clear goals, operational objectives, activities to develop and the indicators that can measure the results but **#It'sMoreComplicatedThanThat**

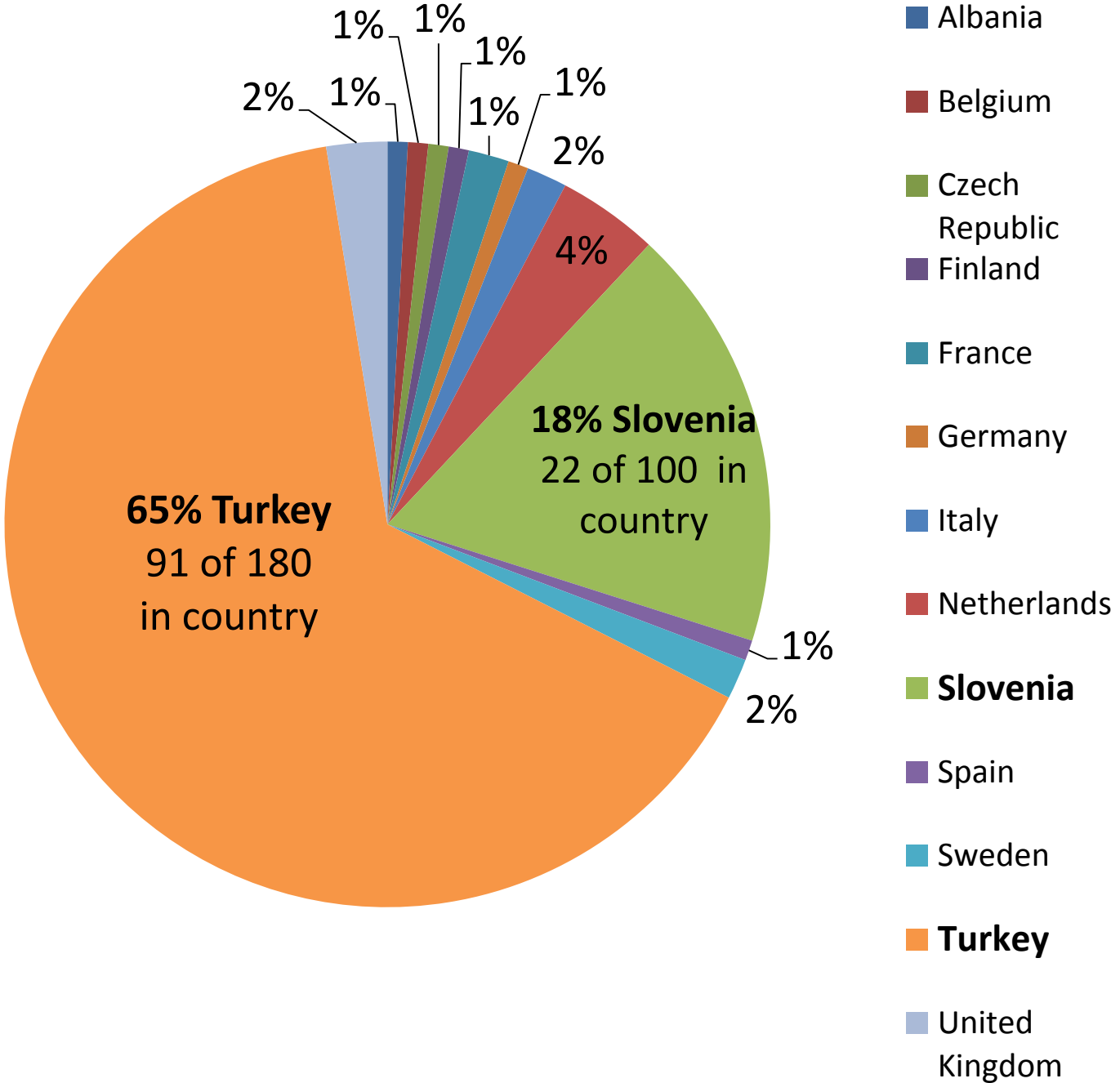
Data, Big Data and Analytics in higher education institutions

Challenges in collection of data

- Data resides across various functions – **who owns the data?**
- Quality is poor – when is it collected – **how is it processed?**
- **What does a certain indicator exactly mean** - are we comparing apples with oranges unknowingly?
- Endless data requests with different formats – is there an **incentive or mandate** to collect and provide the data? (accreditation, reporting, projects, budgeting, planning, service or program improvement, measuring student outcomes/achievements)

HEIDA Online questionnaire

- Administrative senior manager with responsibility for internationalization at central or faculty level
- 1 month (Feb-Mar 2016)
- **117 responses from in 13 EU countries** (141 valid questionnaires)



Online questionnaire

Top 5 most common internationalization dimensions /aspects

Internationalization aspects or dimensions	Frequency	Percentage
International partnerships	108	92,31%
International students (full time degree and credit mobility)	99	84,62%
International student, faculty and staff services	92	78,63%
International research projects (funding, collaboration)	91	77,78%
International programmes	80	68,38%

Online questionnaire

How is internationalization data managed at your institution?

- **69%** of the respondents agree that they are **able to find internationalization data and indicators easily** (18% disagreed)
- **67%** of the respondents think that their universities keep internationalization data up to date (14% does not agree)
- **56%** of the respondents think their data collection formats are easy for queries and reporting (16% disagree)
- **72%** respondents believe that **university senior managers use internationalization data for strategic decisions** (10% disagree)
- **78%** of the respondents agree that university **staff are able to collect, analyse and report** internationalization data whereas 8% do not agree

What were the 10 most “popular” indicators? Which dimensions do they refer to?

Indicator	Frequency	Percentage
Does the university advise students on study abroad opportunities?	72	61,54%
What proportion of students from the university participates in outgoing exchange or mobility programmes in a year?	66	56,41%
Does the university have a clearly defined strategy for internationalisation?	49	41,88%
Does the university provide international students with comprehensive pre-arrival information (covering such topics as visa procedures, cost of living, tuition fees, accommodation options, university services, sports and cultural activities);?	43	36,75%
Does the university have a specific organisational structure to support internationalisation?	43	36,75%
Does the university provide specific contact information for international internships?	42	35,90%
What is the proportion of international students that graduates from the university in a year?	39	33,33%
Out of all courses offered by the university, what is the proportion of courses taught in a foreign language?	34	29,06%
Out of all students in the university, what proportion studies abroad in a year?	32	27,35%
Does the university have a defined strategy to develop the participation of staff in internationalisation activities?	29	24,79%

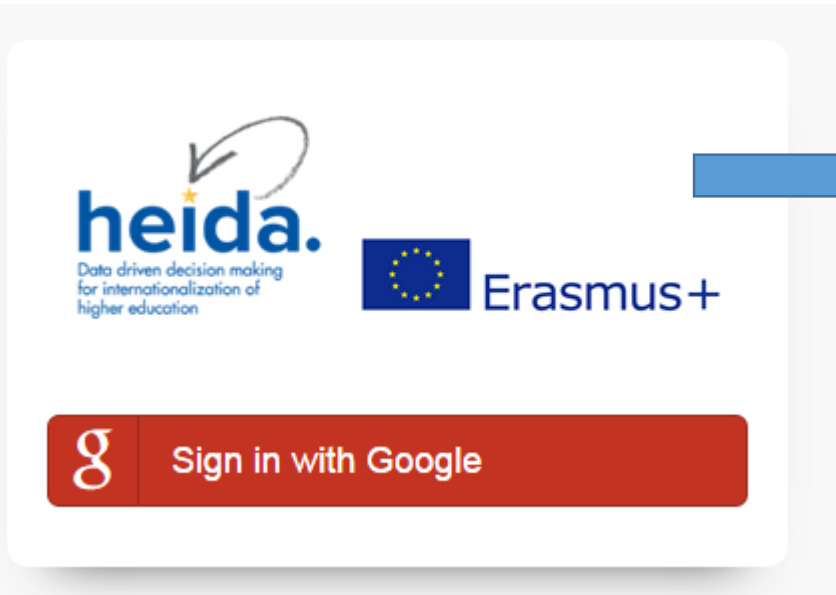
What were the bottom 5 «least popular» indicators? Which dimensions do they refer to?

Indicator	Frequency	Percentage
In a year, what is the ratio of conference presentations delivered abroad (or in the context of international conferences) to the number of researchers in the university?	8	6,84%
In a year, what proportion of researchers in the university author (or co-author) pieces (books, journal issues, articles, etc) is published internationally?	8	6,84%
In a year, out of all of the university's academic staff members, what proportion are members of at least one international academic or professional association?	8	6,84%
In a year, out of all of the university's academic staff members, what proportion is involved in international joint doctoral supervision/co-tutelle?	4	3,42%
In a year, out of the university's total budget for scholarships, what proportion is dedicated to scholarships for international students?	4	3,42%

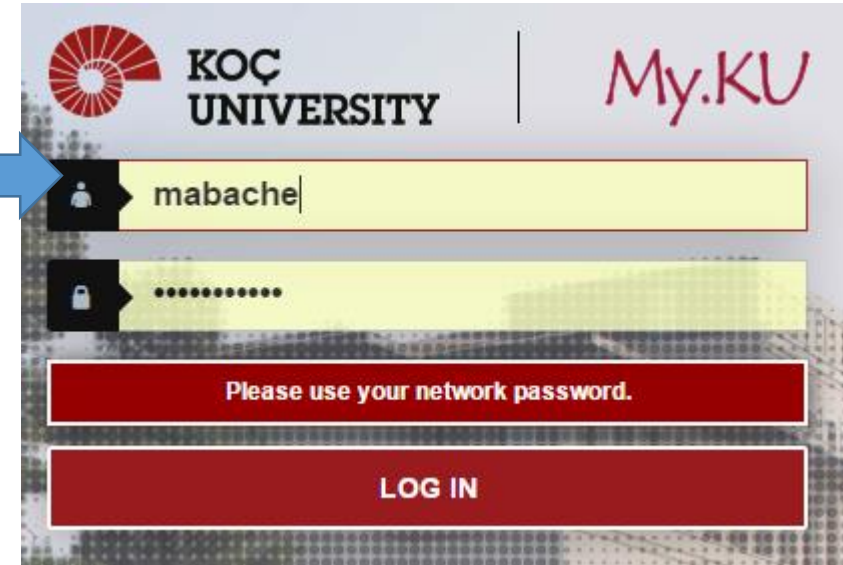
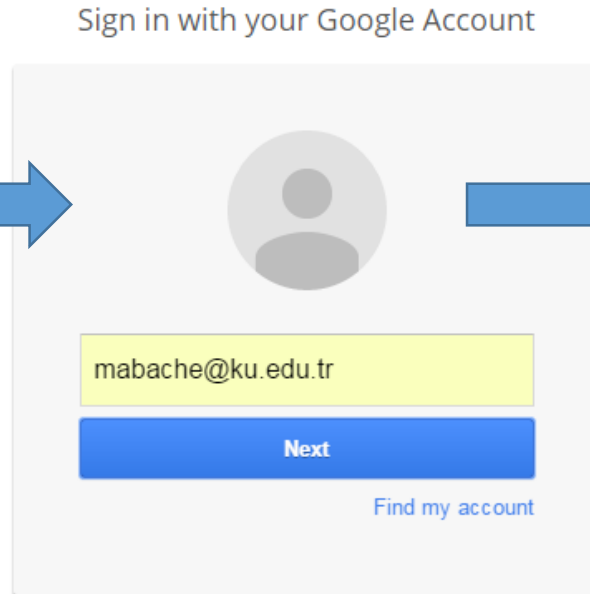
Level of awareness of internationalization

- Being a **young/small/public** institution: lack of resources (budget, time, staff) or not a priority yet
- We need a better international **strategy** / there is no strategy
- Lack of **communication** between departments/units
- Internationalization comes as a product of many activities and it is **hard to monitor** all aspects
- Some academic/administrative units still have **doubts** on some of the activities which may be placed under internationalization such as development of international curriculums
- **Location** of our university is a disadvantage for internationalization

The HEIDA Tool



Web-based tool



Login using existing
university profile/
username

Dashboard

Admin

+ Create Data

Reports

Dashboard

11
Users

4
Departments

7
Success Indicators

Create Data

Select your
UNIT



Select
internationalisation
GOALS



Select
internationalisation
INDICATORS



Provide
DATA

Reports

View your
indicators REPORT

Resources

Glossary

Key Definitions

Tutorial

Online Training Course

3 types of users:

Admin: «owner»

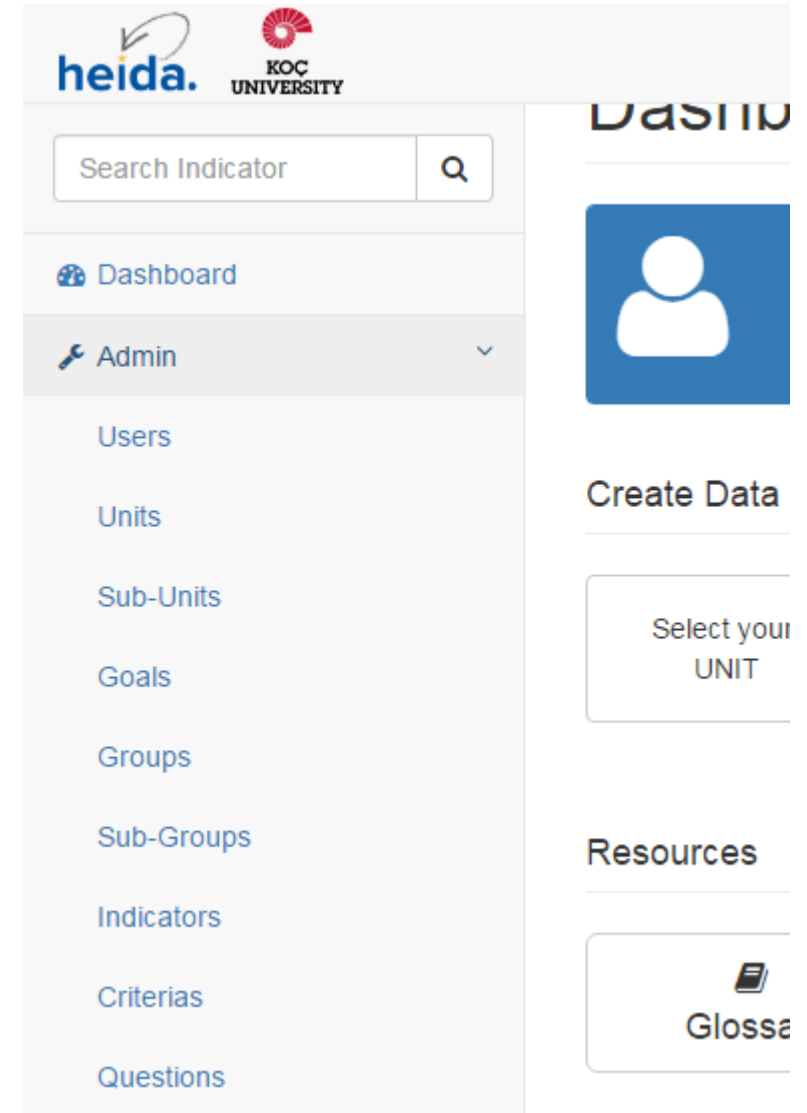
- Example: International Office and IT

Editor: «content providers»

- Examples: Academic Coordinators

Viewer: «users»

- Examples: Rector, Directors, Professors, Comms, Marketing, Grant support, Accreditation, Planning, students



- Dashboard
- Admin
- Users
- Units**
- Sub-Units
- Goals
- Groups
- Sub-Groups
- Indicators
- Criteria
- Questions
- + Create Data
- Reports

Units

New units can be added



+ Add New Unit

NAME
Academic Unit
Non-Academic / Administrative Unit
Research Unit
Other

- [Dashboard](#)
- [Admin](#) ▼
 - [Users](#)
 - [Units](#)
 - [Sub-Units](#)
 - [Goals](#)
 - [Groups](#)
 - [Sub-Groups](#)
 - [Indicators](#)
 - [Criterias](#)
 - [Questions](#)
- [+ Create Data](#)
- [Reports](#)

NAME	UNIT
Department	Academic Unit
Faculty	Academic Unit
College	Academic Unit
Graduate School	Academic Unit
Other	Academic Unit
Rector/President/Vice-Chancellor's Office	Non-Academic / Administrative Unit
Vice-President/Vice-Rector's Office	Non-Academic / Administrative Unit
Corporate Relations Office	Non-Academic / Administrative Unit
Communications / External Relations Office	Non-Academic / Administrative Unit
Student Services / Student Affairs Office	Non-Academic / Administrative Unit
Facilities and Operations Office	Non-Academic / Administrative Unit

icator



Goals

New goals can be added



[+ Add New Goals](#)

NAME

Goal 1 - to enhance the quality of education

Goal 2 - to enhance the quality of research

Goal 3 - to well-prepare students for life and work in an intercultural and globalising world

Goal 4 - to enhance the international reputation and visibility of the unit

Goal 5 - to provide service to society and community social engagement

represents an aspect of a higher education institution

9 Groups

- Dashboard
- Admin
 - Users
 - Units
 - Sub-Units
 - Goals
 - Groups**
 - Sub-Groups
 - Indicators
 - Criteria
 - Questions
- + Create Data
- Reports

Groups



+ Add New Group

NAME	SUBGROUP COUNT
STUDENTS	3
STAFF	5
ADMINISTRATION	1
FUNDING AND FINANCE	1
CURRICULA AND ACADEMIC SERVICES	1
RESEARCH	6
PROMOTION AND MARKETING	1
NON-ACADEMIC SERVICES AND CAMPUS AND COMMUNITY LIFE	3

Sub-Groups



represents more specific aspects/dimensions of internationalization
22 Sub-Groups

[+ Add New Sub-Group](#)

NAME	GROUP	INDICATOR COUNT
Study Abroad	STUDENTS	30
International Students	STUDENTS	30
General Student Data	STUDENTS	30
Academic and Non-Academic Staff General Data	STAFF	30
Academic and Non-Academic Staff - Outgoing Staff	STAFF	2
Academic and Non-Academic Staff - Staff from Abroad	STAFF	10
Academic Staff	STAFF	30
Non-Academic Staff	STAFF	18

- Dashboard
- Admin
- Users
- Units
- Sub-Units
- Goals
- Groups
- Sub-Groups
- Indicators
- Criteria
- Questions
- + Create Data
- Reports

Indicators

489 Indicators in total

New tailored indicators can be added

[Add New Indicator](#)

CODE	NAME	SUBGROUP	VALUE TYPE	PUBLIC
01-077	What is the proportion of students with special needs who study abroad?	Study Abroad		
01-074	What is the percentage development of the proportion of students in the unit graduating with a study abroad experience in a given year compared to the proportion of such students in the previous year?	Study Abroad		
01-064	In a given year, to how many different countries do the unit's students go?	Study Abroad		
01-075	What is the proportion of female students who study abroad?	Study Abroad		
02-071	What is the proportion of female staff members from abroad?	Academic and Non-Academic Staff - Staff from Abroad		
01-001	Does the unit advise students on study abroad opportunities?	Study Abroad		

unique code

Internationalization Indicators

INPUT	“In a given year, what proportion of FTEs does the unit employ for international student visa applications?”
OUTPUT	“In a given year, what is the ratio of conference presentations delivered abroad (or in the context of international conferences) to the number of researchers in the unit?”
OUTCOME	“In a given year, out of all of the unit's academic staff members, what proportion is involved in international joint/double degree programmes?”
QUALITATIVE	“Does the unit have defined regulations, procedures enabling and supporting internationalisation?”

Results	Goal 1: To enhance the quality of education	Goal 2: To enhance the quality of research	Goal 4: To enhance the international reputation and visibility of the unit
Output	In 2006, Institution X sent 10 bachelor-level students on a student exchange program to Institution Y in another country.	In 2005, the unit received 12 international visiting researchers from different countries.	Each year from 2002-2010, Institution Y increased the number of highly qualified international professors it employs by 10-15%.
Outcome	<p>In 2008, 4 of the students graduated from institution X after completing an in-depth Bachelor level research Project, focusing on topics they were introduced to in institution Y.</p> <p>2 of these students went on to Master's level study in the field related to this undergraduate research.</p>	<p>In 2010, 7 of these international visiting researchers continue to collaborate with the unit upon return to their home institution</p>	<p>In 2008-2010 institution Y achieved accreditation in several high-visibility fields and raised its standings in key rankings, in part due to the rising quality of the academic programs offered by its increasingly International professoriate.</p>
Impact	<p>By 2012 one of these students was an advanced PhD candidate, carrying out research in cooperation with both institution X and Y.</p> <p>This doctoral project provided the impetus for the launch of a new joint Master's course between these institutions.</p>	<p>By 2012, the unit's domestic researchers had published 10 different pieces (books and peer reviewed articles) with the visiting researchers in international scientific publications.</p>	<p>In 2011, institution Y demonstrated clear market advantage over competitor institutions in its country, attracting high levels of research funding, new faculty, and highly competitive students.</p>

Add Data

Indicators

GOALS	GROUP	SUB-GROUP		
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="Clear"/>	<input type="button" value="Filter"/>

- Goal 1 - to enhance the quality of education
- Goal 2 - to enhance the quality of research
- Goal 3 - to well-prepare students for life and work in an intercultural and globalising world
- Goal 4 - to enhance the international reputation and visibility of the unit**
- Goal 5 - to provide service to society and community social engagement

GROUP	SUB-GROUP		
<input type="text"/>	<input type="text"/>	<input type="button" value="Clear"/>	<input type="button" value="Filter"/>

- STUDENTS
- STAFF
- ADMINISTRATION
- FUNDING AND FINANCE
- CURRICULA AND ACADEMIC SERVICES
- RESEARCH**
- PROMOTION AND MARKETING
- NON-ACADEMIC SERVICES AND CAMPUS AND COMMUNITY LIFE
- OTHER

SUB-GROUP		
<input type="text"/>	<input type="button" value="Clear"/>	<input type="button" value="Filter"/>

- Researcher activity
- Researcher profiles
- Visiting researchers
- Researcher activity**
- Institutional profile
- Patents
- Publications and Citations

Add Data

Indicators

GOALS	GROUP	SUB-GROUP	
Goal 4 - to enhance the international ▼	RESEARCH ▼	Researcher activity ▼	<input type="button" value="Clear"/> <input type="button" value="Filter"/>

Out of all the researchers in the unit in a given year, what proportion has spent at least one semester conducting research abroad at any point in time during their period of employment at the unit?

In a given year, what proportion of researchers in the unit goes abroad as visiting researchers for some period of time?

Number of internationally funded (i.e. within EU programmes) research projects

In a given year, what proportion of researchers in the unit is involved in at least one research project with an international partner?

Out of all the researchers in the unit in a given year, what proportion engages in at least three months of professional experience abroad?


GOALS	GROUP	SUB-GROUP		
Goal 4 - to enhance the international ▼	RESEARCH ▼	Researcher activity ▼	Clear	Filter

Out of all the researchers in the unit in a given year, what proportion has spent at least one semester conducting research abroad at any point in time during their period of employment at the unit?

In a given year, what proportion of researchers in the unit goes abroad as visiting researchers for some period of time?

Number of internationally funded (i.e. within EU programmes) research projects

In a given year, what proportion of researchers in the unit is involved in at least one research project with an international partner?

 [+ Add New](#)

DEPARTMENT

PUBLIC

YEAR:VALUE

No data available

In a given year, what proportion of researchers in the unit is involved in at least one research project with an

No data available

Type of Unit

Type of Sub Unit

▼

- Academic Unit
- Non-Academic / Administrative Unit
- Research Unit
- Other
- Other

▼

Year

▼

In a given year, what proportion of researchers in the unit is involved in at least one research project with an

No data available

Type of Unit

Type of Sub Unit

Academic Unit ▼

▼

- Department
- Faculty
- College
- Graduate School
- Other
- Program
- Other

Please write the name of your unit

College of Sciences

Time Period

▼

In a given year, what proportion of researchers in the unit is involved in at least one research project with an international partner?

No data available

Type of Unit

Academic Unit

Type of Sub Unit

College

Please write the name of your unit

College of Sciences

Time Period

Calendar Year

Year

2007
2008
2009
2010
2011

You can select more by holding "CTRL" key

Value of 2006

12

Value of 2007

22

Value of 2008

25

Value of 2009

21

Value of 2010

18

Value of 2011

22

Criteria 1 - Do we have the data for this indicator?

▼

Yes
No
Partially

Criteria 2 - Is this indicator optional or compulsory?

▼

Optional
Compulsory

Criteria 3 - How frequently do we collect the data for this indicator?

▼

Once per year
Once per semester/trimester/term
Once a month
Other
AdHoc

You can select more by holding "CTRL" key

Criteria 4 - Who is responsible for collecting the data for this indicator? (Select more than one unit if needed)

Finance department
Strategic planning/accreditation department
Research departments
Education/Academic departments/units
International office

You can select more by holding "CTRL" key

Criteria 5 - What is this indicator used for? - Please choose all that apply

- National statistics
- Educational/Academic planning
- Funding and budgeting
- Media and marketing
- Other

You can select more by holding "CTRL" key

Criteria 6 -Do we have procedures for ensuring the data for this indicator is accurate?

- Yes
- No

Criteria 7- In what format do we collect the data for this indicator? Please tick all that apply

- Paper records
- Open source/free data management/sharing software (eg. Google docs, other)
- Excel database/worksheet
- Commercial data management software
- Other

You can select more by holding "CTRL" key

Criteria 8 -In what format is the data for this indicator available? - Please tick all that apply

- Annual reports
- Open source/free data management/sharing software (eg. Google docs, other)
- Institute's website
- Commercial data management software
- Institutional internet

You can select more by holding "CTRL" key

Cancel

Save




Reports

[Dashboard](#)
[Reports](#)

INDICATOR	DEPARTMENT	
<input type="text"/>	<input type="text"/>	<input type="button" value="Clear"/> <input type="button" value="Filter"/>

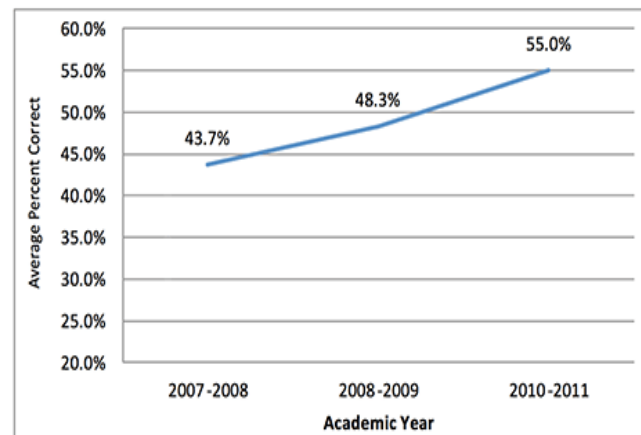
INDICATOR CODE	INDICATOR NAME	GROUP	SUB-GROUP	DATA TYPE	STATUS	ACTIONS			
IC	Question to student: How satisfied are you with the number of exchange places available in your unit?				status	Edit	Visualize (Graph/Table)	Print	Delete
IC	Out of all international students in the unit in a given year, what proportion are exchange or mobility programme students?				status	Edit	Visualize (Graph/Table)	Print	Delete
IC	Out of all students in the unit, what proportion takes part in summer schools abroad in a given year?				status	Edit	Visualize (Graph/Table)	Print	Delete
IC	Out of all students in the unit, what proportion studies abroad in a given year?			numeric	status	Edit	Visualize (Graph/Table)	Print	Delete
IC	What proportion of students in the unit is involved in service learning				status	Edit	Visualize	Print	Delete

[Dashboard](#)[Admin](#)[+ Create Data](#)[Reports](#)

Report

Out of all students in the unit, what proportion takes part in summer schools abroad in a given year?

Academic Unit




HEIDA TOOL FUNCTIONS

- **SELECTION OF INDICATORS**
- **ADDING DATA FOR INDICATORS FOR VARIOUS YEARS IN CALENDAR OR ACADEMIC YEAR FORMAT**
- **VISUALIZING PERFORMANCE IN TIME AS A GRAPH OR TABLE**
- **EXPORT AS PDF/PRINT INDICATOR AND DATA QUESTIONS**
- **SEARCH BY INDICATOR KEYWORDS**

HEIDA ONLINE TRAINING MODULE

- Available from Moodle classroom [here](#)
- Open access
- Languages: **ENGLISH**, SPANISH, SLOVENIAN, TURKISH

 **NAVIGATION**

- Home
- Site pages
- Current course
 - HEIDA (EN)**
 - Participants
 - General
 - Chapter 1
 - Chapter 2
 - Chapter 3
- Courses

HEIDA (EN) - Data Management and Decision-making: Applications for Internationalization in Universities



Co-funded by the
Erasmus+ Programme
of the European Union



KOÇ
UNIVERSITY **Universitat Autònoma
de Barcelona**



Mednarodna fakulteta
za družbene in poslovne študije
International School
for Social and Business Studies
Celje · Slovenia · Europe

HEIDA ONLINE TRAINING MODULE

CHAPTER 1 ORGANIZATIONAL DEVELOPMENT

- Chapter opens a discussion on data use in a data rich world. As new technologies make it possible to collect, manage and maintain massive numbers of “big” data, questions about their limitations and the need of “small” data might be raised on the other hand. The module opens dilemmas on how and why data are used for in higher education institutions.

CHAPTER 2 DECISION MAKING & USING DATA

- The chapter focuses on the importance of the evidence-based decision-making in university management mostly related to teaching activities. Also, in the chapter, the debate on the importance of collecting data on internationalization of teaching and the advantages that could be brought are being promoted.

CHAPTER 3 HEIDA TOOL AND OTHER FREE DATA MANAGEMENT RESOURCES

- Measurement indicators are a structured mechanism for gathering different kinds of data which, particularly when compared over time, may point to trends or allow for a comparison of performance within or across institutions/units. HEIDA tool makes it possible to measure the performance of higher education institutions in the field of internationalization.

CHAPTER 2

DECISION MAKING & USING DATA



The chapter focuses on the importance of the evidence-based decision-making in university management mostly related to teaching activities. Also, in the chapter, the debate on the importance of collecting data on internationalization of teaching and the advantages that could be brought are being promoted.



Forum for Discussion - Chapter 2



About Chapter 2

Study materials



Data management and decision making: applications for internationalization in universities



Findings from the HEIDA survey (2015)



Steps for decision making process based on internationalisation data




Mini case studies for reflexion in pairs or small groups

NAVIGATION

- Home
- Site pages
- Current course
 - HEIDA (EN)
 - Participants
 - General
 - Chapter 1
 - Chapter 2
 - Forum for Discussion - Chapter 2
 - About Chapter 2
 - Data management and decision making: applications**
 - ...
 - Findings from the HEIDA survey (2015)
 - Steps for decision making process based on interna...
 - Mini case studies for reflexion in pears or small ...
 - Complementary Study Materials
 - Chapter 3
- Courses

Data management and decision making: applications for internationalization in universities

Presentación de PowerPoint 1 / 39



The slide features a header with four logos: heida. (Data driven decision making for internationalization of higher education), KOÇ UNIVERSITY, UAB (Universitat Autònoma de Barcelona), and Mednarodna fakulteta za družbene in poslovne študije (International School for Social and Business Studies, Celje · Slovenia · Europe). Below the logos is the text "HEIDA: Higher Education Internationalization Data". The main content is the title "Data management and decision making: applications for internationalization in universities" in large blue font. On the right side of the slide, there are three circular navigation buttons: a zoom-in button (two plus signs), a next slide button (plus sign), and a previous slide button (minus sign).

heida. Data driven decision making for internationalization of higher education

KOÇ UNIVERSITY

UAB Universitat Autònoma de Barcelona

Mednarodna fakulteta za družbene in poslovne študije International School for Social and Business Studies Celje · Slovenia · Europe

HEIDA: Higher Education Internationalization Data

Data management and decision making: applications for internationalization in universities

Join the HEIDA online community!

- Follow us on **Twitter**: @HEIDAProject
- Join the **LinkedIn** group: HEIDA
- Email the team to install the tool at your HEIs
heida@ku.edu.tr
- Check the project website: heida.ku.edu.tr/

YOUR FEEDBACK

- Comments
- Suggestions
- Questions