



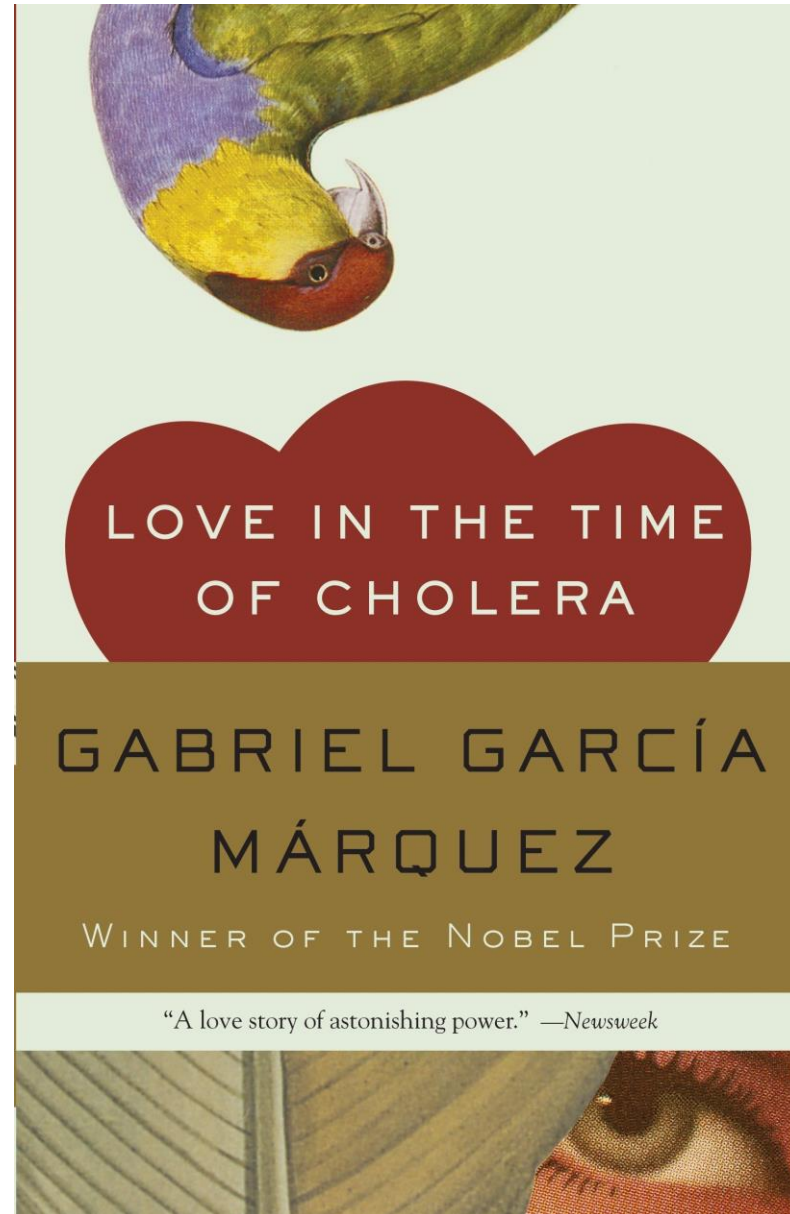
Annual Consultation Session
Tempus Public Foundation
Hungary

April 28th, 2021

LOVE IN TIME OF CORONA BUILDING INTERNATIONAL ALUMNI RELATIONS

JAN GEERTS – ALUMNI RELATIONS ADVISOR

THE HAGUE
UNIVERSITY OF
APPLIED SCIENCES





TODAY'S
AGENDA

Agenda

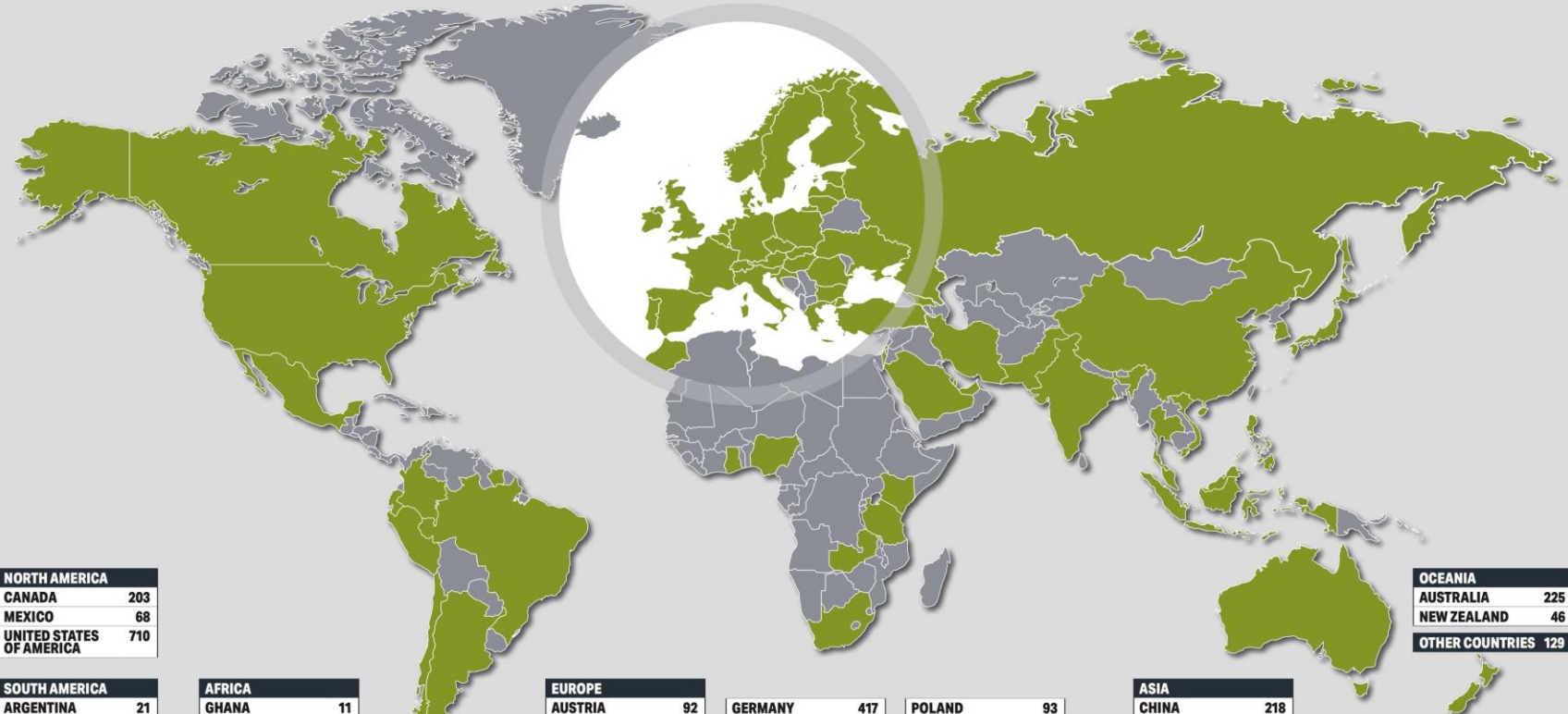
- About THUAS
- Importance of (intern.) alumni relations
- First steps & critical requirements
- Alumni and alumni engagement
- AR Building cycle & LEARN model
- Covid-19 challenges and solutions
- Tips and conclusions
- Q&A



About THUAS...

- university of applied sciences
- established in 1987
- merger of 15 institutions
- 50 bachelors + post-bachelor education
- 4 campuses in 3 cities
- 26,000 students / 85,000 alumni
- 140 nationalities
- 300 exchange partners from more than 50 countries
- **Highly international profile**

THUAS alumni around the world - 2019



NORTH AMERICA	
CANADA	203
MEXICO	68
UNITED STATES OF AMERICA	710

SOUTH AMERICA	
ARGENTINA	21
BRAZIL	176
CHILE	18
COLOMBIA	40
DUTCH CARIBBEAN	161
ECUADOR	12
PERU	31
SURINAME	78

AFRICA	
GHANA	11
MOROCCO	18
NIGERIA	17
KENYA	11
SOUTH AFRICA	41
TANZANIA	11
ZAMBIA	10

EUROPE	
AUSTRIA	92
BELGIUM	327
BULGARIA	155
CROATIA	14
CYPRUS	12
CZECH REPUBLIC	95
DENMARK	69
ESTONIA	28
FINLAND	124
FRANCE	580
GEORGIA	10

GERMANY	417
GREECE	89
HUNGARY	44
IRELAND	67
ITALY	124
LATVIA	36
LITHUANIA	29
LUXEMBOURG	62
MALTA	21
NETHERLANDS	73288
NORWAY	72

POLAND	93
PORTUGAL	91
ROMANIA	72
RUSSIA	43
SLOVAKIA	53
SPAIN	375
SWEDEN	139
SWITZERLAND	151
TURKEY	138
UKRAINE	10
UNITED KINGDOM	578

ASIA	
CHINA	218
INDIA	48
INDONESIA	198
IRAN	11
ISRAEL	13
JAPAN	13
MALAYSIA	21
PAKISTAN	21
PHILIPPINES	16
QATAR	23

OCEANIA	
AUSTRALIA	225
NEW ZEALAND	46
OTHER COUNTRIES	129

SAUDI ARABIA	10
SINGAPORE	55
SOUTH KOREA	38
THAILAND	53
UNITED ARAB EMIRATES	97
VIETNAM	60

November 2019

STAY IN TOUCH

www.thehagueuniversity.com/alumni

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Where did my passion for AR started?



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A large white puzzle piece with a question mark on a blue background. The puzzle piece is the central focus, surrounded by other puzzle pieces. The question mark is drawn with black lines and filled with diagonal hatching. The background is a solid blue color.

A lot of questions when we started...

- # alumni in NL and abroad?
- Career path? Company? Position?
- # internships, jobs and guest lectures provided by alumni
- # alumni involved in research projects?
- feedback on curriculum?
- # alumni among staff?
- THUAS reputation among alumni?
- Willingness to give back?



Alumni relations at THUAS...



A blank page:

- No institution-wide policy
- No central resources
- No support or events for alumni
- Outdated data in student administration
- No cultivation of students into active alumni

- Just decentral, isolated initiatives
- Difference in levels of maturity
- Too dependent on enthusiastic individuals

60,000 alumni were being neglected for more than 30 years...

First steps

- Search for expertise on AR (CASE / EAIE / other universities)
- Search for fellow stakeholders / internal advocates
- Consultation of alumni (survey / interview, symposium)
- ‘Emergency’ paper -> Official assignment from the executive board
- 1st multi-annual policy plan (5 years)
- **Approval by the board !!!** (resources and commitment)

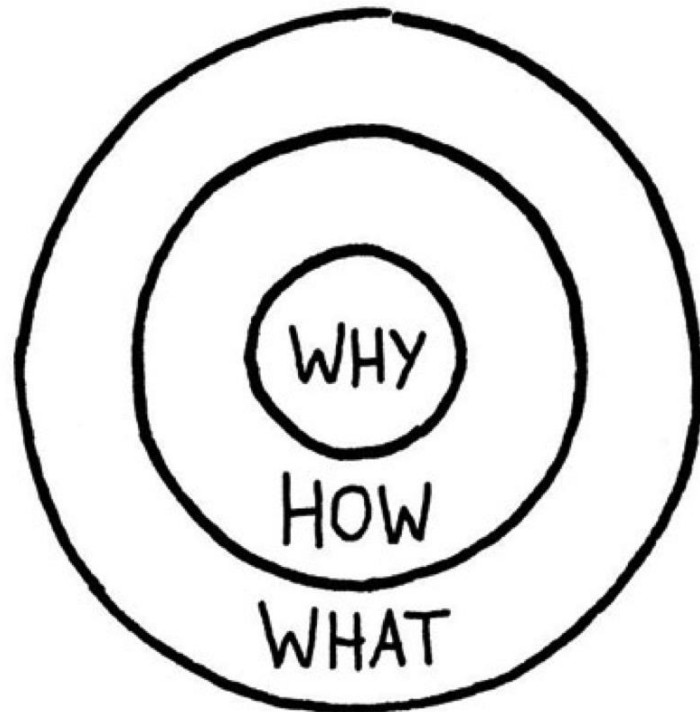
Important questions for us...

- What are our WHY, HOW and WHAT?
- Who are our alumni? Exclusive or inclusive approach
- Ownership of data?
- Balance between central and decentral responsibilities?
- Time frame and resources
- Measuring results: when is it a success?

Critical requirements

- Senior management (Board, VC) buy-in
- Sufficient resources (financially, staff)
- Long term commitment
- Alumni policy in line with strategic goals of institution
- CRM / up to date data
- Time and experiences at campus decisive for willingness to give back after graduation

Strategic planning: mutual agreement on WHY, HOW and WHAT



Why (international) alumni relations?

- **Financial** motivations (marketing, recruitment, fundraising)
- Worldwide **reputation** (branding, accreditation, rankings)
- Global student **mobility** (internationalization)
- Student and graduate **employability** (internships, graduation assignments, career)

(international) alumni's roles 1

Education

- ✓ Brand Ambassadors
- ✓ Advisors
- ✓ Mentors
- ✓ Recruiters
- ✓ Life-long learners

Research

- ✓ PhD alumni
- ✓ Liaisons for partners universities
- ✓ Co-authors
- ✓ Recruiters
- ✓ Innovators

Serving Society

- ✓ Volunteers
- ✓ Employers & Entrepreneurs
- ✓ Fundraisers
- ✓ Investors & Donors
- ✓ Global citizens



Group question 1

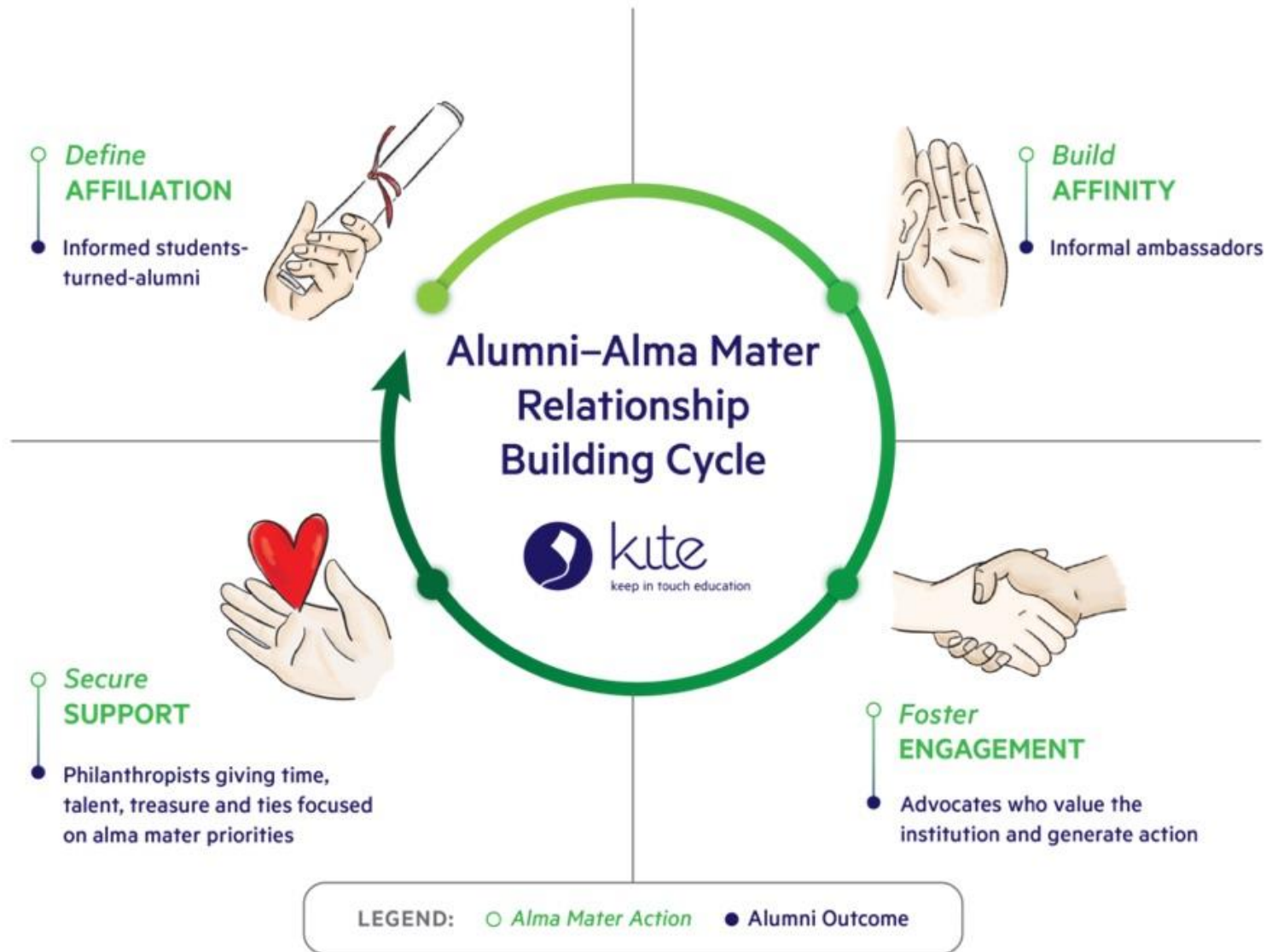
What strategic goals of your institution would benefit from increased focus on (international) alumni relations?



Summary

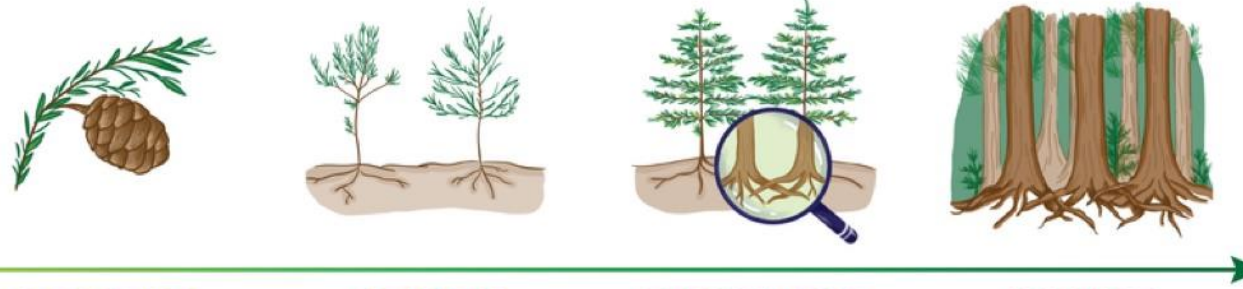
Alumni Relations is not a goal in itself, it is a vehicle to achieve other goals easier / quicker / cheaper.

- What is the overall purpose of engaging alumni and future alumni?
- What is your institution trying to achieve?
- What is most important, and how do you measure progress?



Gallo, M. (2012). "Beyond Philanthropy: Recognising the Value of Alumni to Benefit Higher Education Institutions" Tertiary Education and Management, 18:1, pp.41-55 <http://dx.doi.org/10.1080/13583883.2011.611892> (DOI link)

Gown to Grave Alumni Participation Model



STAGE	AFFILIATION	AFFINITY	ENGAGEMENT	SUPPORT
SERVICE LEVEL	University service to self	Service to Alumni	Alumni service to self	Service to university
ALUMNI GOAL ORIENTATION	Towards graduation	Towards post-university life	Towards personal and professional growth	Towards giving back to alma mater
UNIVERSITY GOAL ORIENTATION	Gathering graduate data and building alumni profiles	Building alumni affinity through communications	Fostering alumni growth through alumni-focused activities	Creating alumni opportunities to advance the university
ALUMNI PARTICIPATION	Pro-active	Inactive or reactive	Active	Interactive

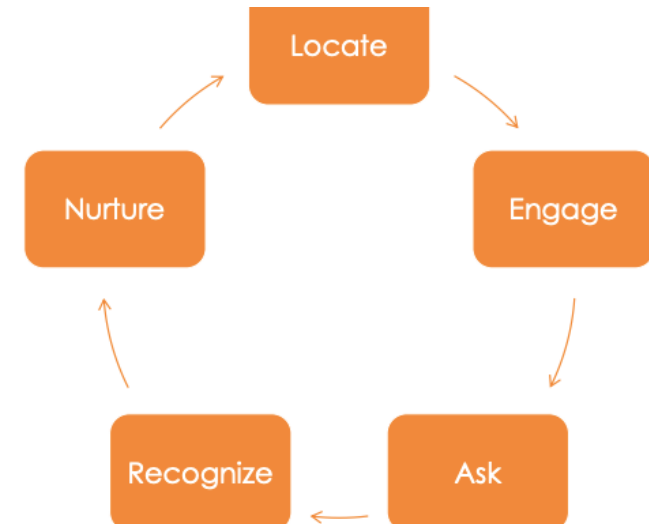
Gallo, M.L. (2013) 'Higher Education over a Lifespan: A Gown to Grave assessment of a lifelong relationship between Universities and their graduates.' Studies in Higher Education (Special Issue- The Purposes of Higher Education: SRHE Conference 2012 proceedings), 38:8, pp. 1150-1161. <http://dx.doi.org/10.1080/03075079.2013.833029> (DOI link)

keepintoucheeducation.com



LEARN Model

- **L**ocate international alumni
- **E**ngage them through intentional programming
- **A**sk them to serve as liaisons/ ambassadors/ advisers/ volunteers
- **R**ecognize their contributions and successes
- **N**urture continually a two-way engagement to meet needs & interests



Who are we serving?



Anyone who has graduated from **an accredited bachelor's or master's programme** and also the previous Dutch education programmes or obtained a PhD degree at Maastricht University” (Maastricht University 2014).



The University of Tampere Alumni designation is for **all those who have studied or worked at the University of Tampere** over the years. Together with the teaching staff and today's students, the Alumni body forms an academic network that promotes the academic spirit and life-long learning (University of Tampere 2015).



Who are we serving?

Exclusive definition is more of a strategic branding decision. It clearly defines who are considered alumni and, in the case of delivering alumni services such as library use, states who is eligible to receive the associated benefits.

Inclusive definition of 'alumni' allows the individual to decide if they wish to continue their affiliation with the institution and allows the institution to access a larger group of affiliated people for a variety of strategic objectives.

Defining alumni

- Bachelors?
- Masters?
- Associate Degrees?
- Non-graduates?
- Summer school participants?
- Exchange programmes?
- Graduates from distant learning courses / MOOC's, etc?
- Alumni from the institutions' predecessors?
- Former staff?

“

***GRADUATES OF THE INSTITUTION AND OTHERS WITH A PRIOR
ACADEMIC RELATIONSHIP, INCLUDING NON-GRADUATES,
CERTIFICATE AND CREDENTIAL HOLDERS, DISTANCE LEARNERS,
LIFELONG LEARNERS, RESIDENTS, POST-DOCS, HONORARY
DEGREE RECIPIENTS AND HONORARY ALUMNI***

CASE WHITE PAPER ON ALUMNI ENGAGEMENT METRICS, JANUARY 2018

”

Alumni

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Group questions 2

- What is your definition of 'alumni'?
- What is your definition of 'international alumni'
 - International alumni abroad?
 - Hungarian alumni abroad?
 - International alumni in Hungary?
- Should we run local and international alumni programmes separately?

Alumni engagement

Just an occasional school reunion or more?



© Randy Glasbergen
glasbergen.com

"I feel weird about attending my class reunion. There are 40 pounds of me that never went to that school!"

“

ACTIVITIES THAT ARE VALUED BY ALUMNI, BUILD ENDURING AND MUTUALLY BENEFICIAL RELATIONSHIPS, INSPIRE LOYALTY AND FINANCIAL SUPPORT, STRENGTHEN THE INSTITUTION'S REPUTATION AND INVOLVE ALUMNI IN MEANINGFUL ACTIVITIES TO ADVANCE THE INSTITUTION'S MISSION.”

CASE WHITE PAPER ON ALUMNI ENGAGEMENT METRICS, JANUARY 2018

”

Alumni Engagement

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Engagement Pyramid

Actions

(6) Leads Others: Engaged becomes the engager; Focuses on training others; Easily confused with staff

Organising others, recruiting donors, serving on board

(5) Ongoing, Collaborative Actions: Major investments of time, money, and social capital often blur; your org/campaign = source of passion

Publishing about your campaign, public speaking, deep volunteer involvement

(4) Multi-Step Assignments / Actions representing significant contribution of time, money, or social capital

Joins group, attends event, makes large donation

(3) Single-step or straightforward actions with low risk / investment

Signs petition, makes one-time / small donation, shares content

(2) Agrees to receive info; Provides contact info or subscribes

Reading and watching your communications

(1) Interested in cause; aware of org/campaign; Learning more via friend, DD, media, social media

Visits website / soc media; attends an event



Sample Metrics

The contributions of leaders can not be measured by metrics alone, but you may have qual and quant benchmarks such as:

- # Group/community leaders
- # Recruited by leaders

- # Fundraising leaders
- # Lead volunteers
- # NVDA action-takers

- # Regular donors
- # Regular vols/activists
- # Content creators

- # One time donors
- # Petition signers
- # People sharing
- # Participating in volunteer welcome program

- # Email subscribers (active within last year)
- # FB/Twitter followers
- # People indicating they want to volunteer with you

- Website traffic
- Social mentions
- Media impressions
- Polling (awareness)

Adapted from Gideon Rosenblatt's *Engagement Pyramid: Six Levels of Connecting People and Social Change*



Alumni Engagement Activities Matrix





Children learn kindness through experiencing kindness, not by being instructed to perform kindness.

When to start?

- At graduation? Too late, start at Day -1!
- Reciprocity in networks hinges on **trust and affinity**; that requires time
- Friendraising = responsibility of all staff
- Encourage a sense of **pride and belonging**
- Let students feel valued

Creating an engaged alumnus is nearly impossible if that graduate did not experience a fulfilling experience as a student



Int. alumni programming

Local physical events

Make use of local / shared resources:

- Volunteers
- Employers
- national representations (embassy / consulate)
- local educational (partner) institutions
- travelling colleagues and staff members
- field trips by current students



Alumni engagement platforms



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Social media

- Facebook
 - Group for all alumni
 - Group per international chapter
- Twitter
- Instagram
- LinkedIn
 - Groups
 - **University Pages!**



Group question 3

- International chapters: where to start?
- Type of events? Social, professional?
- Physical or online?
- How to identify volunteer leaders?

CONNECT EARLY

Relationship building starts on the first day at university if not before. Talk about what it means to be an alumni and create opportunities for students to connect with alumni throughout their degree.

Time and experiences at campus decisive for willingness to give back after graduation.

Students are Alumni In Training!

TIP

1

STAY CONNECTED

Be sure to encourage students to join the alumni network social media pages during their degree and foster the continuation of professional connections with academic staff.

TIP

2

HARNESS THE POWER OF SOCIAL MEDIA

Utilise your social media channels to post regularly. Remember to go beyond sharing 'News' and provide content that will help build careers (e.g. work-life balance, leadership and personal branding).

TIP

3

FACILITATE CONVERSATIONS

Provide opportunities for alumni to speak with current students and staff and use this as an opportunity to discuss the changing nature of the profession and potential postgraduate opportunities.

TIP

4

WORK TOGETHER

Develop 1 single joint plan for alumni engagement in partnership with the Alumni Office, Career Services, International Office and faculties. Coordinate events to ensure you limit overlap and maximise channels for communication.

It is hard for alumni to support students in a holistic way when their attention may be divided across **different offices with different goals...**

BREAK DOWN THE SILOS



UPDATE CONTACTS

Ensure your contact list is always up to date by

- Registration forms at graduation and events
- Moving Service PostNL example
- Anniversary card
- ...

USE ONE SINGLE DATABASE FOR ALL ALUMNI

TIP

6

ALWAYS PROMPT ACTION

Include a call to action in all your communications with alumni to be sure to get the best engagement.

TIP

7

BE FLEXIBLE IN PROGRAMMING

Contexts are always changing and true impact is made when your projects change along with them!

TIP

8



The emergence of Covid-19

From one day to the next, schools, airports and counties closed for business, leaving projects and programmes dead in the water. Higher education institutions all over the world had to switch to some sort of distance education.

2020: a new recession

The International Monetary Fund declared the world economy to be in a recession worse than the financial crisis of 2009.

- 267 million young people worldwide (15-24) who are not in employment, education or training
- Lack of sufficient financial governmental support lead to debts and bankruptcies



Consequences for our students

Looking back at Europe during the global financial crisis, **youth unemployment** rates increased dramatically and it took several years for them to come down.

People entering the job market during a recession will suffer a **negative impact on future earnings and job prospects.**



Negative long term effects

- Increased subsequent unemployment (jobs and internships)
- Lower earnings
- Working more but receiving less welfare support
- Lower optimism about the future
- Poorer mental health
- Young unemployed adults are more likely to divorce
- They experience higher rates of childlessness



Group question 4

What have you experienced in your strategic alumni planning and programming when the Corona epidemic occurred?

Possible solutions

How to adapt and redesign these projects and programmes to let them still be affective? (NUFFIC survey sept. 2020)

- Adaptation by moving **online** (courses & events)
- Creating **audiovisual material** for staff and alumni
- Closer cooperation with **local (exchange) partners**
- Larger role for **local alumni volunteers**

Resilience, joint ownership and partnership!

“

**COVID-19 MIGHT ACCELERATE THE
FOCUS ON EMPLOYABILITY**

”

FOCUS ON EMPLOYABILITY

Career services core to value proposition!

Engage your global alumni networks (via digital technologies and face-to-face) to **strengthen career services** for both alumni and current students

Collaborate and exchange knowledge on employability, career management and alumni relations

Create a network that brings together companies, academics and students

Create ecosystems to promote career development and increase youth employability





Prospect international students' motivations

- Acquire professional knowledge
- Global competences
- **Work experience (!)**

Many European universities have struggled to guide international students wanting to stay to work after graduation or to find jobs back home or elsewhere.

Universities should invest in:

- Career advise
- Job experience
- Professional development
- Lifelong learning
- Alumni networks

For all their students and alumni, regardless of where they end up living!

How can alumni help?

- Friendraising -> Fundraising
- Fundraising (TTT)
 - Treasure
 - Time
 - Talent
- Financial capital versus **Social Capital**

Not only unlock alumni's net worth but also their networks!

“

***ACCESS TO, AND ABILITY TO
MOBILIZE RELATIONSHIPS THAT
HELP FURTHER AN INDIVIDUAL'S
POTENTIAL AND GOALS...***

”

Social capital

“

**STUDENT ACCESS TO ALUMNI
CONNECTIONS** MAY BECOME JUST
AS IMPORTANT AS THE NAMES OF
HIGH-PROFILE ALUMNI

”



Social capital

- Just like skills and knowledge, **relationships offer resources that drive access to opportunities**
- Social capital of alumni can enrich the student experience during college through mentorship, career guidance and work-integrated learning
- Alumni can open doors to jobs, boosting graduates' chances of securing long-term employment

“

**ACCESS TO RELATIONSHIPS HAD
THE SINGLE GREATEST EFFECT IN
THE GRADUATES' BELIEVE THAT
THEIR EDUCATION WAS WORTH THE
COST...**

”

US survey Gallup 2015

Activate alumni's social capital

- Goals:
 - Enrichment of students' experience on campus
 - Long-term ROI in a degree (career opportunities)
- 4 functions for alumni to support students:
 - Mentoring to drive student success and persistence
 - Career advise, inspiration and referrals
 - Client projects and experimental learning
 - Part-time staff for programme delivery

Examples of online career services (1)

The **Tecnológico de Monterrey in Mexico** provides a virtual Life and Career center where students and alumni can develop their personal and professional growth.

- Reflect about themselves through workshops
- Access to job fairs, internships, alumni mentors and a job bank

The **Alumniportal Deutschland** provides e-books on different career topics:

- Preparing for your dream job
- Skills assessment
- Life balance
- Networking

Examples of online career services (2)

The **Swedish Institute Alumni Network** organises online meetups to welcome recent graduates back to their home country and help them connect with the alumni network there.

The **NL Alumni Network** of NUFFIC in the Netherlands hosted a virtual job fair (Here2Work, webinars and speed networking sessions) and an online conference (Here2Start) for international alumni entrepreneurs

Examples of online career services (3)

University of Massachusetts Lowell developed a central website where graduates could find activities and events to keep themselves and their families occupied and enriched during quarantine. In order to reflect the sense of community, the team affectionately named this important online resource the “**UMass Virtual Village.**”

The Village includes a number of **different types of content** including webinars, podcasts, and articles, and covers a variety of topics ranging from kids programming to career development. It also takes advantage of third-party content such as virtual tours of National Parks and Broadway HD, where alumni can enjoy a free temporary subscription to watch productions at home.



UML ALUMNI Virtual Village

Our Virtual Village brings our UML community together! UMass Lowell alumni can now access many alumni programs, events and benefits virtually. Stay connected, be entertained, learn something new and build your skills. Many of these programs are offered by alumni for alumni.

Explore the options by clicking on an icon below (or [click here](#)), or scroll down to see our virtual programming. Enjoy!



Arts &
Entertainment



Museums



Nature &
Science



Podcasts



Sports &
Fitness



Moving online: chances

The engagement of alumni **online** is attractive:

- More credible (authenticity)
- Cost-effective
- Greater interaction
- Wider reach
- No restrictions in time zones and language



Moving online: threats

- Limited access to mobile devices
- High data costs
- Unexperienced staff
- Fatigue among alumni
- Multiple online platforms

2. Closer cooperation with local partners

Digitalisation is NOT a perfect substitution for face-to-face initiatives

If we are moving to a world in which mobility is more limited, having local partners who truly complement your organization is crucial.

Local ownership and strong partnerships:

- **Exchange partners** abroad (with their alumni programmes)
- **Companies** abroad (job offers, networking events)

Positive outcomes / opportunities

- Covid-19 has been a **great catalyst for the digitalisation** of education globally
- Influx of hybrid learning and online courses. Online courses, career service and alumni programmes can be designed in such way where **alumni can join** from anywhere in the world, regardless of their location

Summary

- AR serve institutional goals and are no goal themselves.
- Successful AR needs thorough strategic planning and internal cooperation
- Make use of AR Building Cycle and LEARN Model
- Focus on employability
- Use alumni's social capital for students' employment opportunities.
- It's networks – not just degrees – that lead to jobs.
- Digitalisation is NOT a perfect substitution for face-to-face initiatives
- Covid-19 offers challenges but also opportunities

For reading and joining 1

Home › Resources › Library

EAIE Occasional Paper 24



STAYING GLOBAL: HOW INTERNATIONAL ALUMNI RELATIONS ADVANCES THE AGENDA

Growing mobility means growing opportunities for higher education institutions. This volume explores some of the developments in international alumni relations from a range of different perspectives in Europe and beyond.

— Edited by Gretchen Dobson.

Occasional Papers

PUBLICATION DATE

September 2015

TOPICS

- Marketing & recruitment
- Partnerships & networks

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EAIE alumni relations group



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Podcast Series
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Book:
Engaging International Alumni
As Strategic Partners

Rincón & Dobson, NAFSA, May 2021



Rincón & Gallo
EAIE Summer Forum 2020

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Sources

- Alumni networks reimagined: innovations expanding alumni connections to improve postsecondary pathways – Christensen Institute, Feb. 2021)
- Capacity Building, lessons from Covid-19 (EAIE Forum magazine, spring 2021)
- From pandemic to paradigm shift (EAIE Forum magazine, spring 2021)
- Boosting youth employment in Latin America (EAIE Forum magazine, spring 2021)
- Engaging alumni for employability good practice guides (Prof. Jessica Vanderlelie, Griffith University, Australia 2019)
- <https://agnresources.com/2020/06/03/engaging-alumni-in-online-communities/>



**Thank you
and let's stay in touch**

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