STARS EU

Co-funded by the European Union

STARS EU Campus Management System

Milestone 12

Formulate principles and conditions of cooperation on development, management and operations of the campus.

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Introduction

Coordination of a campus management system and delivery on-campus services will enable the successful realisation of all activities under the university missions. The task described in the project application is to *design and implement a joint campus management system that will improve and coordinate the provision of services and ultimately integrate the system and its structures into the general digital campus structure.*

Summary:

The 5.3 Task Team proposes a CMS that is based on each partner's administrative processes and routines, while also considering the overall goals of STARS EU in education, research, mobility, and campus operations.

- ❑ The experts in the Curriculum Lab, Challenge Lab, Mobility Officers, and Campus Operations will initially provide the CMS with the administrative process instructions necessary to carry out the activities.
- ❑ The CMS is based on an academic timeline—or annual cycle—defined by the Steering Committee, which should be included in the governance charter (Task 7.1)).
- ❑ Each partner will appoint a STARS EU Local Education Officer responsible for the administrative processes at their home institution.
- ❑ The task team will continue to coordinate and develop the CMS with relevant processes through its support to the Curriculum Lab, Challenge Lab, Mobility Officers and Campus Operations. They will also initiate and support the STARS EU Local Education Officers until they become fully operational.
- ❑ The CMS will be part of the Digital Campus and available on starseu.org in the future.

Background

Task 5.3
Implement joint campus management system (CMS) and coordinate on-campus services.

1. Design and implement joint campus management system
2. Improve and coordinate the provision of services to STARS EU community
3. Integrate campus management structure into general digital infrastructure

The task was set to begin in month 7, with a milestone (12) to be delivered by month 20, and the CMS to be fully implemented by month 36.

Monthly Task Team meetings are held on the last Wednesday of each month. Lead by UW, Co-lead by HSB.

Milestone 12 (M20)

Name:	Coordinated campus management system.
Content:	Formulate principles and conditions of cooperation on development, management and operations of the campus.
Form:	Report on campus management system.

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1. Design and implement joint campus management system

Definition

A **Campus Management System (CMS)** for higher education institutions is a digital platform designed to automate and streamline a range of academic and administrative tasks. It serves as a centralized hub, connecting various departments, processes, and stakeholders across the institution. Key features of a CMS typically include:

- **Student Information Management**: Handling enrollment, registration, academic records, and providing student portals.
- **Academic Management**: Managing curriculum planning, course scheduling, and faculty assignments.
- **Financial Management**: Overseeing fee collection, budgeting, accounting, and financial reporting.
- **Human Resources and Payroll Management:** Maintaining employee records, processing payroll, and implementing HR analytics.

A CMS on starseu.org

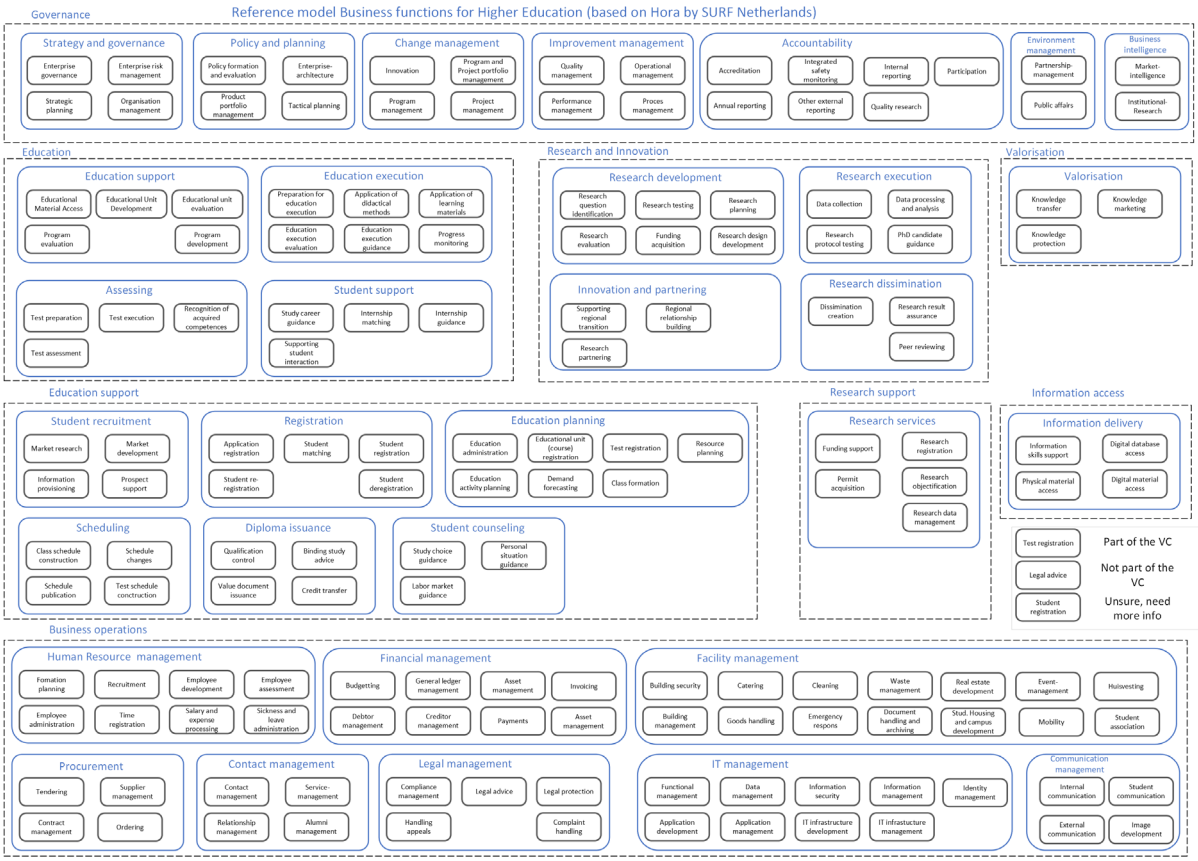
A way of illustrating the processes and administrative routines is through a Business Model for Higher Education (See table 1).

The alliance will use this model to continuously map the activities included in the CMS. The idea is to start with the most fundamental processes and gradually expand as the partnership evolves and deepens. The first version of the CMS contains processes related to activities in Education, Mobility, Research, and Campus Operations.

This allows each partner to identify the development or redesigning of its own local processes necessary for STARS EU-specific activities, allowing them to build their own database of processes.

There are digital platforms available for purchase that fit the purpose, but we suggest that starseu.org will function as the digital platform for the CMS. This affects the Communication team since the website is the responsibility of WP8.

(Table 1) Business Model for Higher Education Institutions



Benchmarking other EUAs CMS

After reviewing approximately 15 websites of different European Alliances, primarily from the 1st and 2nd generation, the following three stood out for providing clear and transparent guidance on how to initiate a joint educational offering among other things. STARS EU could benefit from examining their platforms and approaches.

EPICUR

Website: www.epicur.edu.eu

Epicur offers a Best Practice Guide for creating Liberal Arts and Science education (LAS), which is a defining feature of the alliance.

The **"Concept"** section offers insights into LAS and outlines a competence-based approach to curriculum design. The **"Design"** section features a practical toolkit for

educators, including guidance on formulating learning outcomes, selecting didactic approaches, designing digital and blended learning environments, and integrating teaching support. It also includes concrete course examples.The **"Implementation"** section provides suggestions on how to incorporate an LAS perspective into existing programs—for instance, by enhancing curricular flexibility.

ENHANCE

Web site: www.enhanceuniversity.eu

ENHANCE provides a Toolkit for Academics - ENHANCE Alliance. It is designed to support teachers who want to create a learning opportunity within the alliance. It is described as a “detailed roadmap”.

Each partner institution has a Local Education Officer, who support teachers and co-ordinate the joint education offerings in the alliance.

The roadmap provides step-by-step guidance, for planning the education, qualifying as ENHANCE education by internal review and concept approval and certification (at quarterly meetings of Education Officers), promotion and communication of the offering, implementation (admission and selection of students, the need for a clear, transparent and well-prepared admission process, registration, learning platform, information to participants, preparation of participants).

UNITE

Web site: www.unite-university.eu

UNITE provides a Joint Programmes Handbook with informative sections about Quality Assurance, European Degree Criteria, Curriculum Design, Admission Processes, Grading, Course and grade transfer, Programme and tuition fees et cetera.

The main insights from the benchmarking activity highlight the importance of not only providing rules and regulations, but also offering clear, accessible support and toolkits for the teaching and research communities within a digital campus.

While access can be restricted behind a login, it is not strictly necessary.
Another idea is to appoint an administrative officer at each partner institution—someone with a deep understanding of local administrative processes who can

communicate and coordinate effectively. This role is envisioned as the **STARS EU Local Education Officer**.

STARS EU CMS

Guiding Principles

For STARS EU, the CMS is based on each university's own processes and administrative routines, while aligning with STARS EU's overall goals for education, research and collaboration. The CMS is part of the digital campus.

The guiding framework is the STARS EU Governance Charter, currently being prepared in Task 7.1. In addition, the Quality Assurance System for Education from Task 3.8, along with various handbooks, guidelines and plans prepared by the Curriculum Lab, Challenge Lab and Mobility Team, provide input to the CMS. More specifically:

- The Steering Committee (SC) is responsible for day-to-day operations and sets the conditions for implementing services to the STARS EU Ecosystem.
- Work Package 1 has delivered two key documents: the STARS EU project *Governance Handbook* (D1.1) and the *Quality Monitoring and Risk Containment Plan* (D1.2).
- Work Package 3 has produced several resources, including *Handbook of Innovative Learning and Teaching* (D3.3) and *Handbook for Quality Assurance of Learning and Teaching* (D3.7), among others.
- Work Package 4 is currently developing the STARS EU *Research Agenda* (M24) (D4.1)
- In Work Package 6, the *Reach for the STARS Mobility Program* is underway (D6.2) (M24).
- In Work Package 7, Task 1, the task team is developing a *Governance Charter* which will serve as a management system - a tool for leading, planning, implementing, monitoring, and evaluating operations. It is designed with a long-term and systematic approach that extends beyond the project's duration, aiming to support continuous improvement.

To complement these governance documents, we propose the steering committee to develop a clear and precise Timeline, or Annual Wheel Timeline, is considered essential to create a coherent academic- and mobility offer to students that is easy for all to understand, adapt to, and engage in.

(*Table 2*) Pedagogical planning wheel template

Primarily, the CMS outputs in the form of administrative processes and routines affect the Curriculum Lab structure, the Mobility program 'Reach for the STARS,' and the Challenge Lab structure. However, other parts of the STARS EU ecosystem may also benefit from a clear and concise CMS. Therefore, the experts in these structures will carry on the work in the next phase and develop the processes and routines.

Starting small - the initial CMS

The initial focus has been on processes related to Education, Mobility, and Research. As collaboration deepens, new areas will emerge that require the support structure of administrative processes, which will in turn enhance the CMS. For example, the Campus structure developed in Task 5.2 – *Sharing of Resources* – includes a system to support this. Administrative routines will be needed to integrate this system into the CMS.

The business model presented in Table 1 clearly outlines the processes currently in use, which is why we recommend publishing this information on the Digital Campus.

To better understand the conditions for the main processes at each partner institution, a table was distributed asking partners to provide information on how and when decisions are made regarding education, mobility, and research. See Annex 1.

EDUCATION

To ensure that the academic offer that is clear, accessible and easy navigate for all staff within the STARS EU community, some foundational conditions need to be met. For example:

- The STARS EU Academic Offer must be clearly structured and categorized, including relevant formats such as Course Module/Joint Program/BIP/Micro Credential, PhD course.
- The development of educational activities must align with the overall Quality Assurance System. Additionally, other collaboratively developed resources should be taken into account to maintain consistency and high standards.
- A clear timeline must be established for key decisions, such as the finalization of the academic offer for the upcoming academic year. An inital overview, with input from each partner, of the decision-making bodies responsible for approving the establishment of new educational offerings. This includes new courses/modules at all levels, Blended Intensive Programs (BIPs), Micro-Credentials, as well as Bachelor's and Master's level programs.

The first processes to be mapped and published in the CMS are:

(*Table 3*) Identified first processes for Education

EDUCATION
Establish a STARS EU course module
Establish a STARS EU joint program
Establish a STARS EU BIP
Establish a STARS EU Micro Credential course
Establish a PhD course module
Curriculum development
Admit students (Bachelor, Master's)
Admit PhD students
Examine students
Disciplinary actions process
Degree awarding

MOBILITY

The principal rules governing mobility are to the most extent guided by the rules for Erasmus, although each partner has different models of administrating it. WP 6 has gathered basic information on key dates and conditions for mobility (see Tables 5 and 6) and is currently developing a roadmap for future coordination.

It is important to clearly define what distinguishes a STARS EU mobility from a regular Erasmus mobility, and to outline the administrative processes that this entails. The Task team has identified the following key processes:

(*Table 4*) Identified first processes for Mobility

MOBILITY
Incoming students
Outgoing students
Student accomodation
Incoming staff
Outgoing staff
BIP process
Counting mobility
Student practice placements

Work already done by the WP6 team:

(*Table 5*) Mobility conditions

Mobility opportunity	Form	Comment	Relevant for course offer and how to apply?
hybrid module/course	physical	Course in which some students attend a lecture or seminar in-person	yes
	virtual	as normal, while others join virtually	yes
Study abroad period	physical	1. Erasmus mobility	yes
		2. long/short term mobility of any kind - curicullum student project, thesis. etc.	Yes? Or internal case by case?
	virtual	1. COIL course, evaluated by ECTS credits	yes
		2. Curicullum student project	Yes? Or internal case by case?
		3. Thesis	Yes? Or internal case by case?
	blended	Part of the studies is online (in home country or abroad) and part of it is physical (abroad on location). Typically Erasmus BIP. Thesis or student curricullum project can be in blended format as well	yes
Internship	physical	1. Erasmus mobility	Yes? Or internal case by case?
		2. long/short term mobility of any kind	Yes? Or internal case by case?
	virtual	cooperation between student/researcher/staff and mentor/representative of the company or partner university to solve practical issues, coworking on project at the company	yes
	blended	Part of the internship is online (in home country / or abroad) and part of it is physical (abroad on location).	yes
Guest lecture	physical	1. Erasmus staff teaching mobility	no? Internal case by case?
		2. long/short term mobility of any kind	no? Internal case by case?
	virtual	virtual lecture attended by students from partner universities	no? Internal case by case?
	blended	Part of the studies/internship is online (in home country / or abroad) and part of it is physical (abroad on location). Typically Erasmus BIP	no? Internal case by case?
Staff WEEK	physical	Min. 2-day participating in seminars, workhops, presentations	no? Internal case by case?
	blended	Erasmus BIPs for staff	no? Internal case by case?

(*Table 6*) Mobility Dates

University	Semester	Start date	End date	Nomination date	Nomination month	Appl. deadline day	Appl. Deadline month	Notes (on lecture, exam period etc. if applicable)
UW	1st sem	2nd Sept	19th Jan	1	4	15	4	Flexible nomination and deadline (mostly for overseas and visa reasons)
CUT	1st sem	Oct	Feb	30	4	31	5	
HUAS	1st sem	1st Sept	1st Feb	15	5	1	6	
UMLP	1st sem	Sept (stars)	Dec (mid)	15	5	1	6	
ULL	1st sem	16th Sept	20th Dec	31	5	30	6	Exam period 16th January - 25th January
SUO	1st sem	25th Sept	18th Feb	31	5	30	6	Lectures: 25th Sept - 23rd Dec. Exam period 2nd Jan - 18th Feb
IPB	1st sem	9th Sept	15th Feb	1	6	1	7	
HSB	1st sem	1st Oct	31st March	*Not found*	*Not found*	30	6	Lectures: 14th October – 31st January. Exams until mid-February.
UAMD	1st sem (BSc)	Oct (start)	19th Feb	15	5	1	6	
UAMD	1st sem (MSc)	Oct (end)	19th Feb	15	5	1	6	
CUT	2nd sem	Feb/March	June (end)	30	9	20	11	
UW	2nd sem	20th Jan	8th June	1	10	15	10	
HUAS	2nd sem	1st Feb	1st July	15	10	1	11	
ULL	2nd sem	30th Jan	11th May	15	10	15	11	Exam period 15th May - 24th May
UMLP	2nd sem	Jan (early)	May (mid)	15	10	1	11	
SUO	2nd sem	19th Feb	30th June	31	10	30	11	Lectures: 19th February – 19th May. Exam period 20th May – 30th June
IPB	2nd sem	17th Feb	13th July	1	11	1	12	
HSB	2nd sem	1st April	30th Sept	*Not found*	*Not found*	*31*	1	Lectures: 7th April - 11th July. Exams until mid/end-July
UAMD	2nd sem (BSc)	19th Feb	21st June	15	10	1	11	
UAMD	2nd sem (MSc)	28th Feb	16th June	15	10	1	11	

RESEARCH

While research activities are generally subject to less internal regulation than education and mobility, they typically depend on external funding. In most cases, the

rules and requirements are defined by the funding bodies through their respective call texts. Nevertheless, it is important to provide a supportive framework that outlines the conditions under which a research initiative qualifies as a **STARS EU research project**. The task team has investigated who within each partner institution decides whether to join a research application. All partners which have answered this reply that there is a management person or body that makes this decision. The basis for making such decision on STARS EU level has to be further investigated.

In addition to tracking success rates and the dissemination of project outcomes, the following initial processes have been identified as essential for managing research projects within STARS EU:

(*Table 7*) Identified first processes for Research

RESEARCH
Application for research funding
Application for Seed grant
Registration of applications
Disseminate research projects

Returning Focus to the CMS

The CMS will serve as a structured component of the Digital Campus platform, featuring a set of clearly explained administrative processes. Its purpose is to ensure

that any teacher or staff member—regardless of their institutional background—can easily understand how to carry out essential tasks.

To achieve this, the CMS will map and align each partner's administrative processes across a range of scenarios, viewed from the student's perspective, with the goal of enabling seamless study experiences between partner institutions.

The intention is twofold:

- In the first stage, to make these processes transparent and understandable to all partners.
- In the second and third stages, to streamline and harmonize them so they better support the shared goals of STARS EU.

The task team will continue the work together with the experts in the Curriculum Lab, Challange Lab and the Mobility officers. They will also cooperate with the Digital Campus team and keep track of any other activities that need the support of a process developed with the intention to present a fully operational CMS in month 36.

2. Improve and coordinate the provision of services to STARS EU community

- ❑ Ensure the relevant departments are barrier-free on both, the digital and physical campus, for all target groups
- ❑ Compare legislature and regulations at national and university level regarding e.g., admission, registration and student data management, employment contracts, project financing and management
- ❑ Seek solutions by taking account of current findings and developments produced by already existing EUI alliances

3. Integrate campus management structure into general digital infrastructure

- ❑ Make all administrative processes necessary for the campus management fully supported by partners' information systems

- ❑ Integrate the campus management system into the common digital infrastructure of STARS EU co-creation campus. Address inevitable issues of cyber security, compatibility and easy access