



Best Practices for Internationalization of HEIs

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The Green Cockatoos group: working group of Catalan universities

Type of initiative: Benchmarking exercise.

Short description: The group of International Relations responsible of Catalan universities started to gather and meet informally and in a shy way, but the meetings, gatherings, sessions, etc. became more frequent and formal.

The group agreed to work together in some topics of common interest. The group interacted with the local/regional government as a group, together. (Having together a higher and more powerful/strong voice than separated, individually.)

The interaction is not only at the level of Heads of International Relations of Catalan universities (named “the Green Cockatoos group”), but also at lower levels.

Some of the activities:

- Catalan universities group together, presenting and representing the group of Catalan universities in some student fairs.
- There is a working group about legal procedures for international students and international staff (researchers/professors). This group interacts with the legal authorities.
- Monographic sessions about some new topics, trends, new problems, etc. (i.e. about the new Erasmus+ programme, the Erasmus+ KA107 management, etc.)

Motivation: There was a need to meet between Catalan universities, for many topics in the area of International Relations; either to ask questions to colleagues, or to comment common problems, or to share best practices.

Facilitating student credit mobility/recognition in mobility programs

Type of initiative: Transnational student credit mobility

Short description: Different activities were done:

- Information sessions to explain to the academic and administrative staff all the procedure, with the different phases and documents to manage.
- Academic and administrative staff were then “professionalized” to run this activity and make it smoother. Academic staff are not only individual professors or professors responsible for this in the school/faculty, but they are Vice-deans of International Relations. To support them in their task, there are not just student helpers, but administrative staff that are part of the academic secretary of the school/faculty, but dedicated to student exchanges and international relations, and knowing the process and making it standardized.



- In the process, the responsible can decide to propose a recognition of subjects (credits), one to one (1:1, it is, subject A passed abroad would correspond to subject A' in the home university). Or a list of courses taken abroad can have a recognition of just a certain number of credits ("bag" of ?? credits).

Motivation: With the UPC participation in the Erasmus program, at first, many years ago, there were different levels and ways of facing the credit recognition. There was a need to insist in the Erasmus (now Erasmus+) regulations, document of Learning Agreement and the different phases of the academic exchange and documents to manage; the information in the informatics tool that manages the students' academic file, records, etc. needed to be standardized.

Rankings Observatory

Type of initiative: General

Short description: The UPC Department of Quality, Planning and Assessment, that already has the task to provide the UPC statistics "book" (online website with statistics, once a year) was appointed to run the Rankings Observatory.

A detailed website was developed with information; in general, about the main rankings, and specifically about UPC's position in them. After an analysis of the factors taken into account by rankings, some measures/actions were taken to improve the UPC position in the rankings. One of them was to insist in the need for quoting correctly the name of UPC (not using only the name of the specific school/faculty).

A specific internal and external promotion about UPC (good ☺) position in some international rankings is done. The information is published/displayed (i.e. in the promotional leaflets for student fairs, in the Power Point presentation to institutional visits) in order to give a better approach/outlook to UPC profile.

Motivation: There was a little knowledge about rankings in our institution, though its impact is high. A need to get some periodical analysis about the position of UPC in rankings and how to improve it.

Deployment of UPC international students' recruitment

Type of initiative: Student recruitment at international level

Short description: In the past, UPC attended a few student fairs for its student recruitment.

The Communication Service was in charge of all the university promotion. However, the university needed to set up a clear structure, policy and specific promotional materials

adapted to do the task of international promotion and international students' recruitment. The International Relations Bureau, under the direction of the Vice-Rector of International Policy, took the lead of designing and deploying UPC international student recruitment activities.

Some of the elements were:

- A need for a clear and targeted UPC branding: BarcelonaTech was added to the name, in order to help potential candidates to identify our institution (where it is –Catalonia the region is not so known, but Barcelona yes, with the Olympic Games and as a very touristic city; what is our expertise –tech→technology, engineering).
Apart from this, and linked to the rankings issue (see the other form about the “rankings Observatory”), instructions to professors/researchers about quoting correctly the name of the institution (i.e. not with all the names of all the schools/faculties, but to be known abroad with a single name and umbrella, UPC).
- Policy about which are the targeted student fairs
- Design specific promotional leaflets, with additional information that local ones do not need (i.e. about the educational system, accommodation, international office)
- Design specific giveaways for the student fairs
- Improve the institutional website (structure of the information and progressively, better English version; opening a Chinese short version).
- Establish agreements with some national scholarship entities in third countries (mainly in Latin America, but also in China). This allows to many potential candidates to get to know more easily UPC and to apply for grants to come to our programmes.

Motivation: UPC started to attend a few student fairs, but it was revealed that a clear structure, policy and specific promotional materials for international promotion were needed.

“Double diploma” joint master study

Type of initiative: Double Degree / Joint Programme

Short description: The joint program was first implemented at VSU in 2016 and consists of two years of joint studies, as a result of which students gain practical knowledge of the English language for teaching and academic purposes (level C1) or basic Polish according to a particular learning program. The knowledge of one of these languages as a tool is supplemented with comprehensive and wide studies of ancient Greek and Roman literature and culture.

The interdisciplinary character of the program, including research methods of language (ancient Greek and Latin) and literature studies, ethnology, history, the elements of



ancient law and policy delivers knowledge about the linguistic, ethnic and political conditions, and their connection with the nowadays life in the countries of interest. The students are able to gain the attainment of skills necessary to synthesize and apply those aspects in practice. Students learn to analyze and recognize many questions of the ancient Greek and Roman culture with their influence upon the historical and current cultural and partly political phenomena in the Mediterranean countries. The graduates will be competent in cultural and historical problems of the region. Prospective jobs include cultural and publishing institutions, foundations, travel offices, and mass media.

A graduate of the Mediterranean Studies will be ready to undertake research and enter PhD studies in the field of culture science, classical philology or other adequate humanistic areas.

Motivation: To implement an interdisciplinary study program to enhance internationalization at home and to broaden the range of interdisciplinary subjects according to the demand of the job market.

Joint Research in gender mainstreaming as an effective tool of Internationalization

Type of initiative: Blended mobility initiative

Short description: TUT started to work in gender related European, Nordic, EGUAL-project related areas, WITEC activities when we learned and acknowledged that every information tool will help us in internationalization at starting stage. We started project based and financed activities in Started to involve active female students and mentors from Estonian companies to international cooperation. In Soviet times equal opportunities were most common but in another context.

Role models, subject of girls in engineering and ICT and using role models in higher International education proved most successful. At the time 50 % of female students were representing IT and engineering faculties which was different from most EU countries.

More and more Estonian Society talks about the human resource management and leadership issues. Tallinn University of Technology, TUT, aims to be the university where sciences meet technology and business in international environment. Therefore, Lifelong learning is seen as society visionaries with solid funding and quality leadership. The values of TUT, national approach, mode of operation, clear focuses areas focus on: *Internationalization of EDUCATION* with active combination of research and teaching, active utilization of the interfaces between different fields of sciences, development of learning methods and improvement of teaching quality, elevation of the status to teaching and emphasis on the students' responsibility to learn. At the same time, gender aspects become more and more relevant and the society has started stronger dialogue

on national level involving organizations, open-public sector, private and non-profit NGO-s.

Through the project activities we could better disseminate and provide information and policy recommendations to civic and political institutions that are responsible for and open to implementing strategies for the inclusion of women and women's interests in business, consultancy, professional, vocational training and related legislation and decision-making. Also examined which reforms would be best suited to achieving the desired results. IRO initiated several Leonardo lifelong learning projects and the outcome and the objective of the "Discrimination at work- compendium for career counselors" project was to enhance the knowledge of vocational career counselors in the area of counteracting discrimination at work, including all possible kinds of discrimination: direct and indirect one, age, sex, racial, religion, sexual discrimination etc.

The main result of the project is a web site gathering all materials collected during the project. You can find there a definition of discrimination, advice on what to do when you are discriminated against, laws concerning discrimination, a description of court cases from different countries concerning discrimination at work, and materials from the project's study visits. Actually, in 2011 TUT started changes in university structure, administration and management of international strategy as the will of all the staff and student body, academic and administrative units recognized the need.

Motivation: In everyday work of internationalization, TUT IRO organized seminars and dialogues between interested university and community partners trying to establish certain indicators for the needs in internationalization and networking techniques for different level participants in European and regional projects supporting women, encouraging them to become professionals in entrepreneurship, social sphere and communication.

Study in Estonia

Type of initiative: Student recruitment at international level

Short description: STUDY IN ESTONIA is a cooperation platform of institutions of higher education in Estonia to increase visibility of Estonia as an attractive study destination and promote the possibilities for studying for international students. Now the activities are coordinated by Archimedes Foundation in the framework of Dora Pluss activity and financed by the European Regional Development Fund.

In addition to providing instruction in English, they also have a well-working system of support services for international students. TUT developed online support services and student guide, which is quality level tool: <https://www.ttu.ee/students/student-support-services>



Motivation: Best practice: Study in Estonia in the 90-ties our university had about 10-20 incoming students. The outgoing student number was about 200. Estonia became independent and we needed to start Internationalization from bottom up. In 2018 we have about 2000 incoming students. The number of outgoing students is about 200.

The starting point and key elements were structuring of the strong International relations office (IRO), marketing Estonia, develop study programs in English, development of international strategy, project-based financing, private and foundation funding search, scholarships and ALUMNI relations, student involvement in management, leadership and international cooperation.

It was hard task but due to different Nordic, Baltic, European and global networking, project participation, participation in International organizations and active work done with foreign ministries, embassies, NGO's and governmental bodies we managed to reach or long-term goal.

After some years of activities on national level we joined forces with universities in Estonia to keep International marketing costs for Estonia slow but effective due to joint efforts: Study Estonia.

Summer School EXCHANGE Program

Type of initiative: Internationalization at home

Short description: Summer School Program is a short-term annual exchange program between Khachatur Abovian Armenian State Pedagogical University and its Partner Universities. Program lasts up to two weeks during which students of Partner Universities are hosted by ASPU meanwhile the students of ASPU visit Partner Universities. The accommodation and food are covered by receiving university while sending university covers travel expenses. ASPU Summer School Program combines an educational program with outdoor activities thus both broadening academic knowledge and developing international and intercultural competences in the students.

The selection process is based on a total evaluation of the following: grade point average, language proficiency, motivation and creativity. Another key criterion is that the students who have already benefited from mobility programs are not eligible to take part in Summer School. Thus, the ultimate beneficiaries of ASPU Summer School Exchange Program are those students who do not go abroad for a traditional study period or placement and who do not have mobility experience. In this way, the program gives an opportunity to a wider range of students to have academic and cultural experience at home and abroad. Although the actual time spent abroad is relatively limited compared with traditional one or two semester credit mobility programs, nevertheless it is the foreign country setting which provides the opportunity for intercultural learning.

At the end of the programme, students are awarded a certificate of participation and 3 ECTS credits.

Motivation: Khachatur Abovian Armenian State Pedagogical University /ASPU/ has initiated Summer School exchange program aiming:

- to further promote cooperation with its partner universities
- to provide students with academic, social, and personal enrichment opportunities
- to create "internationalized" environment which is a key feature of ASPU internationalization strategy.

International Student Ambassador

Type of initiative: Student recruitment at international level; Organization and management of International affairs at the university

Short description: The International Ambassador Program aims to foster international visibility with in-house resources, efficiently and cost-effectively. Mobility students (national and international) act as ambassadors abroad and receive dual certification: soft skills certificate for formal training and ambassador certificate appended to Diploma Supplement.

Técnico Lisboa's International Ambassadors must attend a compulsory training action before starting their dissemination initiatives. The purpose of this training is to familiarize Ambassadors with the specific nature of their future activities, while empowering them to deliver Técnico's institutional presentation and answer the most frequently asked questions by prospective foreign students.

The training starts with institutional (academic offer and other relevant facts) information and will be complemented with the development of training in crosscutting (soft) skills in Communicating and Making Oral Presentations.

The Ambassador will receive a certificate of participation in the programme after complying with the requirements, as well as receive a starter kit with the necessary material.

The Ambassadors' duties include:

- Attend the three compulsory preparatory actions.
- Record a witness statement on video on his or her previous mobility experience (for foreign students) and his or her experience as an ambassador (for national students).
- Be associated with an ambassador's email throughout the programme, by way of which he or she will clarify doubts posed by students interested in a mobility period in Técnico or in the destination / origin country of the ambassadors involved in the programme.



- Have carried out, throughout the programme, at least one event as an ambassador in which he or she should present a summary (2 pages), which describes the activities carried out with some photos that give proof that the event was performed.

At the end of this programme, a certificate of participation will be issued, when the students complete the compulsory training actions and participated, at least, in one dissemination event as Técnico Lisboa Ambassadors.

Motivation: Técnico Lisboa is regularly contacted by its partners in order to encourage its students, who are undertaking a mobility period in those schools, to participate in their fairs, while disseminating the activities promoted by Técnico.

In this regard, the International Area (AAI) set up the Técnico Ambassador Programme, to establish a network of International Ambassadors who will disseminate and promote Técnico outside Portugal, during their mobility period.