Advancing Internationalisation

Policy framework 2021-2024

Erasmus University Rotterdam

Executive summary

While being based on the EUR Strategy 2024, the new Internationalisation Policy 2021-2024 takes into consideration the international developments, new (COVID-related) context and national political climate. It translates the agendas of OCW and the VSNU into the EUR own "Erasmian way" of addressing new challenges. As international university, in policy period 2021-2024 EUR would like to work along four major themes: innovative education, interdisciplinary research, societal impact and enhanced services on the campus. And although great efforts are still needed towards making internationalisation an integral policy area at EUR, the University is advancing towards a new stage of *Community Internationalisation.*

This framework is a prerequisite to efficiently achieve internationalisation goals that have emerged for the 2021-2024 policy period:
I.   Ensuring inclusive internationalisation aimed at quality education, research and societal impact activities at EUR
II.   Attracting international talent
III. Optimising EUR external cooperation
IV.   Re-shaping international mobility of students and staff
V.   Enhancing professional support in the field of internationalisation

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1 EUR Strategy 2024, pp.11, 51

Acting together in Community spirit is necessary to prevent risks, bridge crises and seize opportunities. At EUR, Schools and Institutes possess ample opportunities to learn from each other and to lift each other up. While offering detailed plan of actions along a concrete four-year timeline, this Policy remains a living document that can be updated to answer future challenges. Content-wise, it represents a framework broad enough for Schools and Institutes to formulate strategies of their own.

The new EUR Policy "Advancing Internationalisation" consists of:
- Introduction: Internationalisation of Higher Education and Research Put in Context;
- Rationale: Internationalisation at EUR;
- Operationalisation: EUR Internationalisation Policy in Action;
- Annex I. EUR internationalisation policymakers;
- Annex II. Zero measurements 2019-2020;
- Annex III. Overview strategic goals and activities 2021-2024;
- Annex IV. Indicative timeline

Advancing internationalisation to the following stage, offering space for high-level intercultural interaction, integration and personal growth to EUR diverse community, contributing to innovative education, interdisciplinary research and positive societal impact, building resilience to challenges and with "quality prevailing above quantitative growth",[1] is the overall mission of this new EUR internationalisation policy.

Introduction

Introduction

Internationalisation of Higher Education and Research Put in Context

International Trends in Higher Education and Research

Changing global demographic developments show an increasing demand for higher education. The number of foreign students engaged in higher education mobility programmes worldwide has expanded massively in the past few decades, rising from 2 million in 1998 to 5.3 million in 2017.[2] Countries like China, India, the United States, and Germany, are therefore making ambitious investments in education and research.

Global economic developments include new industry-service approach to higher education with international students increasingly regarded as customers and a source of income. Although the COVID pandemic is likely to cause negative influences on economic growth in general, this trend shows an increasing importance of rankings and branding as a tool for attracting talented international students.

Worldwide, the 17 Sustainable Development Goals (SDGs) play an increasingly important role. Adopted by 193 states, the SDGs are currently being incorporated at national and local levels, where higher education institutes (HEIs) are expected to play a major part in the transition towards sustainability.

The English language has become the main international higher education language, with universities creating new ways and models of student mobility and access to education, including blended and virtual mobility forms, offshore teaching in non-traditional countries, the introduction of online teaching, MOOCs, and blended forms of learning. The ability to deliver quality educational programmes in English has become crucial for the universities around the globe.

In Europe, recent global political developments show trends for polarisation and calls for nationalism, making it even more important for universities to present a solid counter-voice and move forward the internationalisation agenda for education and research. This includes the initiative by the French President Emmanuel Macron to set up a network of European Universities, adopted by the European Council in December 2017. Participation in the network is considered as access to wider funding opportunities in the future.

In 2019, the European Commission approved a new funding framework programme Horizon Europe, meant to raise EU science spending levels by 50% over the years 2021-2027. Horizon Europe budget was expected to be around €94,4 billion, but has been cut down to €80.9 billion due to the pandemic.[3] According to the Commission, this money should be spent primarily on health research, on 'resilience in Europe', and on the digital and green transitions throughout EU.

Since 1999 the EU has introduced several reforms in the framework of the Bologna process which aimed to make European higher education across the member states more homogenous and attractive to international students. Among its main objectives was the recognition of qualifications from foreign institutions. One of the underlying objectives of the process was to stimulate mobility across Europe for students, teachers and researchers via the Erasmus+ programme. Over the period 2021 to 2027, the European Commission will be allocating €21.2 billion for the new round of a strengthened and expanded Erasmus+ programme.[4]

Worth mentioning is EU Commissioner Gabriel's ambitious plan to introduce a "European Knowledge Strategy" that would try to integrate policies for the movement of ideas, researchers and students around the EU. This would include a reconsideration of the European Research Area and the European Education Area, as well as a synergy of the existing funding instruments.[5]

The beginning of 2020 has marked a watershed between a pre-COVID world and a new reality in terms of clear risks associated with untamed globalisation. There is a high need for smart co-creation across the world, and universities could and should address the challenge that has put societies under unforeseen pressure.

Further advancing internationalisation is not an objective in itself, but rather a resource that contributes to the realisation of the universities' mission in a changing world.

There is no doubt that the role and forms of internationalisation will be reconsidered. As such, adequate and timely answers to new challenges are needed. Further advancing internationalisation is therefore not an objective in itself, but rather a resource that can and should contribute to the realisation of the universities' mission in a changing world.

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2   OECD (2019), Education at a Glance 2019: OECD Indicators, OECD Paris. p.221

3   Agreed on 20.07.2020, see https://sciencebusiness.net/framework-programmes/news/leaders-agree-slimmed-down-eu809b-horizon-europe

4   Which is however about €5 billion less than initially planned before the COVID crisis. See https://sciencebusiness.net/framework-programmes/news/leaders-agree-slimmed-down-eu809b-horizon-europe, accessed 20.07.2020

5   Commission Communication On Achieving the European Education Area by 2025, Brussels, 30.9.2020 COM(2020) 625 final
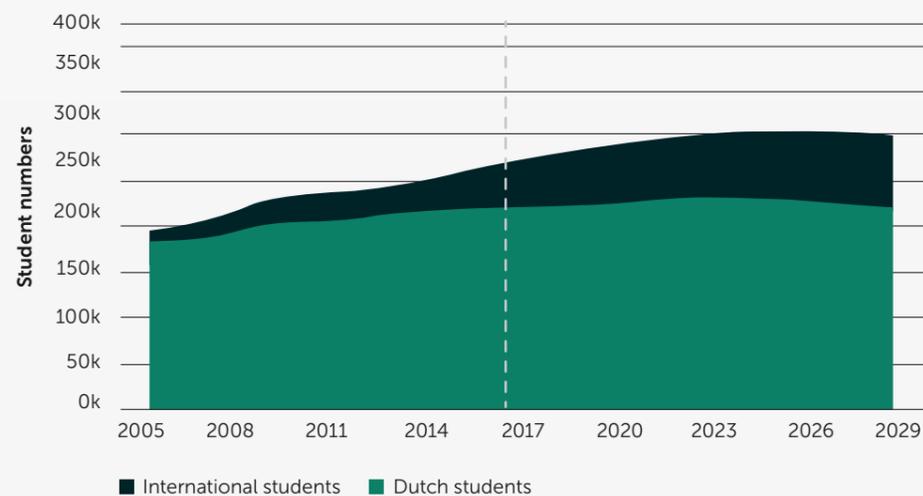
National agenda setting

Higher education and research in the Netherlands are assessed to be 'good' to 'very good'.[6] All Dutch universities are found in the top 250 of the Times Higher Education World University ranking of 2019.[7] The Netherlands is in the leading group of countries with open and excellent research systems, according to the European Innovation Scoreboard.[8]

In recent years, internationalisation in the Netherlands has become increasingly important due to both international and local trends.

Figure 1: Dutch and international students in the Netherlands: Situation 2019 & Forecast (HBO + WO, data from OCW, editing ABF/Nuffic)

In recent years, internationalisation in the Netherlands has become increasingly important due to both international and local trends. Compared with figures from 2008, the number of international students in Dutch higher education doubled in the academic year 2018-2019 (see Figure 1). Of the 23 OECD countries that are also members of the EU, the Netherlands ranks fifth hosting 86,000 international students, with three-quarters of them coming from the European Economic Area (EEA), predominantly from Germany and Italy.[9]

The international mobility of scientists has also been increasing. Dutch scientists are among the most mobile scientists in the world. At the same time the academic staff in the Netherlands is becoming increasingly international, too. The share of academic staff with a foreign nationality increased from 20% in 2005 to 33% in 2015.[10]

The growing number of international students and the increasing degree of international cooperation in higher education are subject of much *academic debate*. Thus, on the positive side, universities have been ambitious and successful in attracting large numbers of students from abroad. An inclusive approach to internationalisation enhance the understanding of context-specific knowledge and cultural particularities, therefore, it is believed that the concept of 'International Classroom' would have a positive effect on the international communicative and cultural skills of Dutch students.[11] Knowledge about international aspects is crucial for a country like the Netherlands, and especially for cities like Rotterdam with 50% of the population being non-Dutch.

Yet there is also criticism of internationalisation. Critical arguments relate to the preservation of the Dutch language and culture, alongside the growth of international students' numbers (including questioning the capacity of English-language programmes and finding the right arguments to justify their existence), ensuring the quality of education, housing shortages and the international influence of research topics, making them less relevant for Dutch society.[12]

Political discussions about the subject are marked by the two opposing trends: an expansive trend which is pro-EU and inspired by the future development of the European Higher Education Area – and a restraining trend, originating from the national political debate, claiming, for example, that international students are taking the place of Dutch students in Dutch higher education and doing their studies at the cost of Dutch taxpayers. Likewise, the Dutch language is feared to lose its status as the primary language of education in the Netherlands. Much of this political debate stems from the conclusions of the Van Rijn Commission report,[13] which criticised the student-dependent government reimbursement system for universities as a perverse mechanism that could draw institutions into a 'race to the bottom'. [14] Recently, the discussion on national 'knowledge security' has been gaining ground, as well.

The growing number of international students and the increasing degree of international cooperation in higher education are subject of much *academic and political debate.*

6   OESO (2019). *Benchmarking Higher Education System Performance: The Netherlands.* Parijs: OESO Publishing; Reviewcommissie (2017). *Stelselrapportage 2016.* Den Haag: Reviewcommissie Hoger Onderwijs en Onderzoek

7   See https://www.timeshighereducation.com/world-university-rankings

8   European Commission (2019). *European Innovation Score Board 2019.* Brussels

9   OECD (2019), Education at a Glance 2019: OECD Indicators, OECD Paris, With France and Germany being major host countries for international students, both with nearly 260,000 students

10   Rathenau (2018). *Facts & Figures. International mobility of researchers.* Den Haag: Rathenau Instituut

11   See University of Groningen (2020) International Classroom Project, https://www.rug.nl/about-ug/organization/quality-assurance/in-practice/international-classroom-project/?lang=en

12   See Teichler U. (2015) Higher Education Research in Europe. In: Curaj A., Matei L., Pricopie R., Salmi J., Scott P. (eds) The European Higher Education Area. Springer

13   Rapport Adviescommissie Bekostiging Hoger Onderwijs en Onderzoek 'Wissels Om' (2019)

14   Rapport Adviescommissie Bekostiging Hoger Onderwijs en Onderzoek 'Wissels Om' (2019), p.39

Rationale

Internationalisation at EUR

EUR context

Erasmus University Rotterdam (EUR) is situated in a vibrant and multicultural city, home to the largest European port, which defines its strongly innovative, entrepreneurial vibe and international dynamic. Over the past decade, EUR has become increasingly international, hosting more than a hundred nationalities, with around 20% of students[15] and 27% of staff coming from abroad.[16] This trend can be seen in EUR international research projects, co-publications, and mobility of students and staff.

Being part of EUR academic community means "Being an Erasmian", as defined by the Strategy 2024, based on the following principles: Engagement with Society, World Citizenship, Connecting, Entrepreneurship, Open-mindedness. Internationalising EUR activities is therefore part of EUR DNA.

EUR is a leader of a European alliance of universities in post-industrial cities (UNIC)[17] Together with seven other universities from all over Europe, EUR aims to make a unique contribution to better and more inclusive higher education, setting up new ways of student and staff mobility and provide a unique societal impact on the eight cities home to the collaborating campuses. Based on existing research collaborations, a Superdiversity Academy will be developed to strengthen the exchange of knowledge and experience on inclusive education. These challenging tasks significantly influence the internationalisation vision at EUR.

Internationalisation at EUR. From structural to community internationalisation

What does EUR mean by 'internationalisation'? The concept has been taking shape since 2008, when the university first set its internationalisation-related goals in the strategic plan *Thuis in de Wereld*.[18] It aimed to become a university that is firmly rooted in the region, with a goal to establish an international campus. The focus was therefore primarily on internationalising of teaching and learning processes, including the growth of international students' numbers, the establishment of international joint degrees and the English-language courses offered at the campus.

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15   Under "international students" are understood students with a non-Dutch passport, registered at EUR

16   See Annex II for dynamics of growth of students and staff at EUR

17   See "24 new European Universities reinforce the European Education Area". Press release European Commission, 9.07.2020, Brussels. The alliance has received a contribution from the European Union of 5 million Euros for a 3-year period. The universities also bring in another 1,25 million Euros. The universities participating in UNIC are Erasmus University Rotterdam, Rotterdam, Netherlands (project lead); University of Deusto, Bilbao, Spain; Rurh University Bochum, Bochum, Germany; University College Cork, Cork, Ireland; Koç University, Istanbul, Turkey; University of Liège, Luik, Belgium; University of Oulu, Oulu, Finland; University of Zagreb, Zagreb, Croatia. www. unic.eu

18   Thuis in de Wereld, EUR 2008

These goals received a follow-up in a *Strategisch Plan 2014-2018*.[19] It saw the policy lagging behind the ambitions expressed in the previous plan and recognised the need of a strong boost in the years to come.[20] Although the *Plan* did not provide a definition of internationalisation, either, it stated that "it involves more than recruiting international students",[21] and paid attention to the stimulation of student and staff mobility, new institutional partnerships, and making bilingual skills the norm. It deemed internationalisation policy necessary due to cuts in national funding of research and education and due to forecasts predicting an ultimate decline in national student numbers.[22]

Among the goals set for the end of the previous policy period 2014-2018 were: at least 15% of all Dutch Bachelor students go on an exchange programme or have an international study experience; EUR has at least 15% international students, especially from outside EU; bilingual skills are the norm; extra focus on activities and funding from the EU; improving facilities for incoming students and staff; creation of international research networks to attract more international funding.

This development fits in the model created by Spencer-Oaty and Dauber from the University of Warwick, which identifies four basic stages of internationalisation that are common to a higher education institution (see Figure 2 below).[23]

Figure 2. Stages of Internationalisation. © Spencer-Oatey & Dauber

Strategisch Plan 2014-2018 was a changing factor for EUR to achieve the phase of Structural Internationalisation. To realise the above-mentioned goals, a *Strategic Programme Internationalisation of Education* was formed, as an umbrella for several projects, assisted by a EUR-wide 'Advisory Committee for Internationalisation of Education' (ACIE). These were Strategic Networks & Academic Partnerships; Facilities, Services & Hospitality; Project Development & International Funding; Internationalisation of the curriculum; International Master Portfolio; International student recruitment and an Erasmus preparatory year.

The diversity and inclusiveness of the international campus have also become a new point of attention at the EUR, particularly in terms of structurally changing the approach to intercultural interactions and integration. Although some of these projects were realised better than others, in general they have given a *structural basis* for the internationalisation policy at EUR.

The results of these projects demonstrate that during 2014-2019 EUR has transformed from a university with an ambition to have an international campus into a bilingual international university with more than a hundred different nationalities amongst its students and staff. Considering the parallel structural developments of services on the campus (such as setting up an International and Admissions Office, Diversity and Inclusion Office, Erasmus Research Services and a HR International office focusing on accommodating international talent), EUR can confidently call itself an organisation that has achieved the phase of *Structural Internationalisation*, according to the above model.[24]

Outside of EUR, internationalisation of higher education institutions has been defined in various ways over the years. In 2015, a study for the European Parliament presented the following definition:

"Internationalisation of higher education is the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of postsecondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society".[25]

This definition emphasised a few important aspects which were not yet explicitly addressed in EUR *Strategisch Plan 2014-2018*.

Those are:
- internationalisation is an important means to improve the quality of education and research;
- it is a process that concerns all staff members and all students;
- the decision for a university to pursue the internationalisation goals is an intentional process and a conscious choice, for which the necessary resources must be made available; and
- internationalisation aims to make a meaningful contribution to society in an increasingly globalised world.

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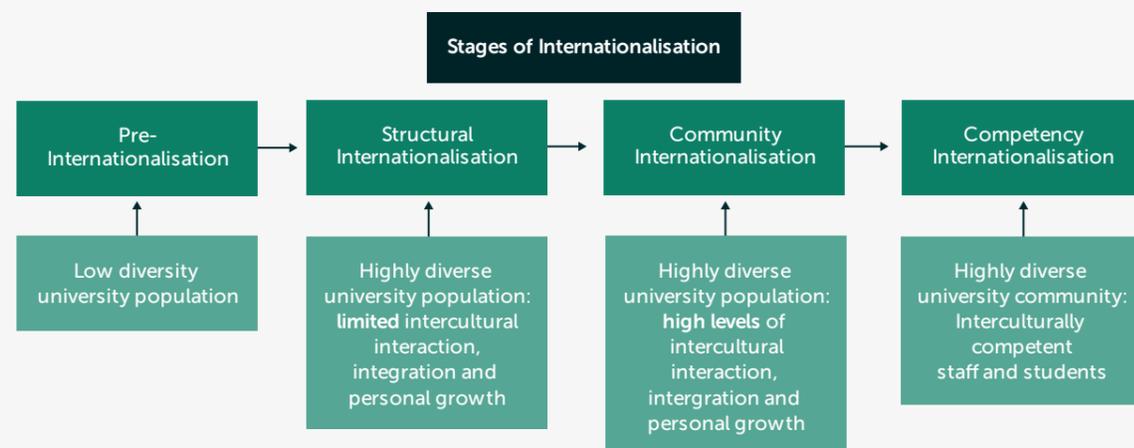
19   EUR Strategisch plan 2014-2018
20   EUR Strategisch plan 2014-2018. p.6
21   EUR Strategisch plan 2014-2018. p.11
22   EUR Strategisch plan 2014-2018. p.11
23   Spencer-Oaty H., Dauber D. (2015) How internationalised is your university? From structural indicators to an agenda for integration. GlobalPAD Working papers. Available at GlobalPAD Open House, https://warwick.ac.uk/fac/soc/al/globalpad/openhouse/interculturalskills/how_internationlised_is_your_university.pdf Among Dutch universities, UvA also aligns its internationalisation policy development to this model

24   Annex II to this document contains an overview of key numbers achieved by 2019/2020, serving at the same time as a "zero-measurement" for the next policy period 2021-2024
25   De Witt et al. (2015) *Internationalisation of Higher Education.* European Parliament, p.281

This omission is understandable, as the challenges currently faced by EUR are different from those of 2014 in nature and scale, just like the political context. Seven years later, EUR finds itself in a different political, economic and demographic context, facing, among other:

- necessity of finding an "Erasmian way" between an expansive trend and a restraining nationalistic trend in higher education;
- competition on the world market of higher education, and thus the necessity to offer attractive English-language education of international standard;
- the growing importance of university networks and partnerships for ranking levels and research funding;
- influence of external political developments, like Brexit in UK or immigration law in US;
- safety and security aspects: high-risk countries, unstable democracies (risky partnerships/knowledge leaks/integrity and trust in science), physical mobility risks (climate, political instability, epidemics, natural disasters);
- necessity to address the changing social context, ensure inclusiveness and access to education and international experience for less privileged groups.

The expected results mostly possess qualitative, rather than quantitative, value.

Additionally, the COVID pandemic has put the organisation and the whole academic community to unprecedented tests. Now that EUR rethinks its strategic approach to internationalisation, all the above aspects are being considered.

Therefore, the way EUR understands internationalisation, has inevitably been evolving. Especially the COVID pandemic has been a catalyst for bringing internationalisation policy to the next phase, pushing EUR to function as one community like never before, adjusting to the new reality, striving to contribute to solving new complex societal challenges, in close cooperation with international partners.

Why is it important. Focus on positive societal impact through internationalisation

The university has entered the following stage of its organisational development, marked by EUR Strategy 2024.[26] Formulating its mission, EUR strives to

… create positive societal impact. We strive to understand and make progress towards solving complex societal challenges, with alignment in our core activities of education and research and in close cooperation with our partners locally and globally.[27]

This mission statement serves as a cornerstone, requiring an explicit focus on the development of all EUR policies. In the new EUR internationalisation policy 2021-2024 creating positive impact on societal challenges becomes a new focus in addition to a traditional focus on international aspects of education and research. This is a novelty and a natural development, considering that internationalisation at EUR is born out of passion for societal impact. EUR's home city of Rotterdam is inhabited by some 170 nationalities and has a globally connected local economy, which naturally makes her not only Dutch but a vibrant international city too.

This novelty further means three things. First, this policy approach to education and research is further developed. Put simply, the internationalisation policy is no longer concerned about international classroom and students' mobility only. Both education and research at EUR are considered equally important and intertwined domains for realisation of institutional internationalisation goals.

Second, the formulation of operational policy objectives happens through the prism of positive societal impact. For example, making positive societal impact becomes the primary criteria in formulation of new Intended International Learning Outcomes for international classroom or for choosing a new institutional partner under the new partner policy. This also means that through a new Internationalisation policy EUR strives to attain quality results and overall resilient organisational development. Therefore, the expected results mostly possess qualitative, rather than quantitative, value.

Third, *creating positive societal impact* means that EUR abandons the duality between 'local' and 'Dutch' on the one hand, and 'international' and 'global' on the other. Rather, by thinking globally and acting locally, EUR demonstrates an inclusive approach to internationalisation. The 'international' dimension does not automatically mean that it is 'not about the Netherlands'. It is precisely with an international focus that the relevance for local and national conditions can be sharpened, and the understanding of context-specific knowledge can be enhanced.

From a practical point of view, according to the Strategy 2024, EUR would like to focus on the four major themes: *innovative education, interdisciplinary research, societal impact and enhanced services on the campus*. EUR internationalisation policy serves hereby as a

resource that could contribute to the realisation of this mission (see Figure 3 below), while at the same time growing towards the Community Internationalisation.

To achieve this, the activities in the coming policy period shall focus on the following clusters:

Figure 3. Focus of EUR Internationalisation policy 2021-2024
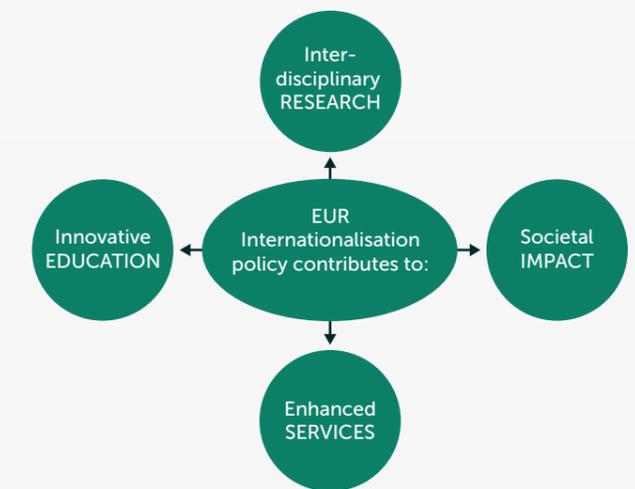
When addressing the *education*, the policy strives to enhance the quality and inclusiveness of learning and teaching through internationalisation. This includes, *inter alia*, support for acquisition of educational projects (mainly via Erasmus+ program); elaborating new intended international learning outcomes regarding digitalisation of the international classroom;[28] introducing new instruments of blended student mobility.

26   See EUR Strategy 2024, pp.11, 51 on quality-related policy development
27   EUR Strategy 2024, p.23

28   See, for example, the European Commission's vision for Digital Education Action Plan (2021-2027), for high-quality, inclusive and accessible digital education in Europe

When focusing on *research*, the Policy aims to align with the vision of the European Research Area (ERA), the ambition of European Commission to create a single, borderless market for research, innovation and technology across the EU.[29] Next, this Policy aims to develop strategic partnerships with selected organisations and universities abroad, focusing on interdisciplinary research within Erasmus Initiatives; contribute to attracting international research talent; stimulate better visibility of individual research cooperation at EUR; employ a sustainable approach to research funding.

The internationalisation-related data will be organised into an Internationalisation Dashboard and made easily accessible.

As to positive *societal impact*, the policy can facilitate EUR scholars' work on global social challenges in the areas of health, wealth, governance and culture. This can be done, among other, by strategic participation and EUR representation in national taskforces, knowledge & economic missions; by engaging EUR Alumni Community; and by formulation of EUR impact-based international partner policy.

Finally, to ensure *professional support*, the policy will invest in quality and community spirit of internationalisation-related services on campus and beyond. The internationalisation-related data will be organised into an Internationalisation Dashboard and made easily accessible. Among the focus areas are the soft landing and well-being of students and staff; coherent cooperation between professional services; enhanced staff mobility for training; and Dutch language courses for international students and staff.

To conclude, there is much potential success for EUR to be booked via internationalisation policy and actions, while adapting a comprehensive, community-like approach to the new and existing challenges. For EUR to maintain her position in the world of higher education, it is important to adapt an ever-more coordinated and proactive internationalisation policy that pursues top-quality education, research and societal impact activities, and that can rely on the expertise of well-equipped professional services. Such a policy needs to be formulated in a community spirit and to be based on a vision of internationalisation as an evolving process and a comprehensive policy. Such policy shall grow from the initiatives developed at Schools' level, creating an environment where Schools and Institutes learn from each other, sharing the best practices. It is important that such evolving comprehensive internationalisation would inextricably be linked to other university-wide policies and strategies and embedded within the educational processes, research goals, HR policies, and existing management structures. And although greater efforts are still needed to reach these conditions, it is obvious that EUR is on its way towards the next stage of internationalisation process as defined by Spencer-Oaty and Dauber: *Community Internationalisation*.

Operation-alisation

Operationalisation

EUR Internationalisation Policy in action

How EUR intends to achieve it

The internationalisation policy shall be developed jointly and be supported by all stakeholders within and outside EUR. The policy shall contain clear goals and actions on a range of themes that benefit the overall internationalisation process. The revised internationalisation policy has been taking into consideration the international developments and national political climate and has translated the strategic agendas of Ministry of Culture and Education (OCW),[30] and of the Association of Universities in the Netherlands (VSNU)[31] into the present situation at EUR.

Furthermore, the goals of the previous EUR Strategisch plan 2014-2018 in the field of internationalisation have been considered. Finally, this policy document is based on overall EUR Strategy 2024, and thus employs the 'Erasmian way' of addressing the challenges mentioned in the previous sections.[32]

As a result of this process, the following goals have emerged for the new EUR Internationalisation Policy 2021-2024:

I. Ensuring inclusive internationalisation aimed at quality education, research and societal impact activities at EUR
II. Attracting international talent
III. Optimising EUR external cooperation
IV. Re-shaping international mobility of students and staff
V. Enhancing professional support in the field of internationalisation

In the section below, these goals are further specified. In line with EUR Strategy 2024, each goal systematically focuses on activities regarding education, research and achieving positive societal impact. By working towards these goals, EUR strives to attain the phase of *Community Internationalisation,* marked by the high-level intercultural interaction, community-forming, and personal growth.[33]

Technically, each goal is **translated into operational objectives**. These objectives are ambitious but realistic, and are, in turn, **subdivided into concrete actions**, all brought together in a chart (see Annex III). Finally, each of the operational objectives and actions find their interpretation into **expected results**. In the spirit of the current phase of overall EUR

development, with quality prevailing above quantitative growth, most of these results, expected to be achieved during the new Internationalisation policy period, possess qualitative value. At the end of this document, an indicative timeline with the overall expected results is included (see Annex IV).

The operational objectives, actions and results act as initial suggestions and could further be adjusted during the foreseen mid-term revision of the Policy.

The ultimate responsibility for implementation of this policy lies with the Executive Board and the deans. For the realisation of the five goals via operational objectives and actions, the amount of €162,756 was designated from the EUR Strategy 2024 budget (excluding the personnel costs). Next to it, some action points are to be realised from the respective budgets of Professional Services (e.g. HR, ERS, E&S). Additionally, for the period of 2021-2024, a yearly sum of €22.500 was reserved as a guarantee to be able to cover costs for staff mobility in case Erasmus+ budget limits are reached.

General principles
The following principles shall apply to the operationalisation of internationalisation goals at EUR:
1. It is based on EUR strategic mission,[34] demonstrated through internationalisation goals;
2. It contributes to quality of education, research and societal impact, and is reflected in international learning outcomes; teaching, learning and research, possibilities for staff and students;
3. EUR ambition level is mirrored by appropriate objectives and actions for which realisation via expected results can be demonstrated;[35]
4. The continuity of internationalisation at EUR is ensured by suitable quality assurance measures[36] and an appropriate governance structure.

It is important that the effect internationalisation has on the delivery of education, outcome of research and the overall societal impact delivered by EUR, is clear for all stakeholders. The following clarifications are meant to illustrate these principles. Because of the multiplicity of issues related to internationalisation, EUR internationalisation goals focus on the EUR mission and the global strategy and thus provide the context in which the operationalisation takes place. In any case, these internationalisation goals need to be documented and they need to relate to the overall quality of education and research for them to be the starting point of assessment of the quality of EUR internationalisation at a later stage. To support its further development and improvement, EUR shall include internationalisation in the scope of the quality assurance system. This will provide EUR with information on the quality of its activities and with recommendations on improvements.

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30   OCW Strategische Agenda Hoger Onderwijs en Onderzoek 2019
31   VSNU Internationalisation Agenda 2018
32   As to the initial *structure*, this policy document was inspired by *Strategic Framework for Internationalisation*, UvA, 2017
33   Spencer-Oaty H., Dauber D. (2015) How internationalised is your university? From structural indicators to an agenda for integration. GlobalPAD Working papers

34   *"Our mission is to create positive societal impact. We strive to understand and make progress towards solving complex societal challenges, with alignment in our core activities of education and research and in close cooperation with our partners locally and globally."* EUR Strategy 2024, p.3
35   In the future, the CeQuInt methodology can be used to assess the quality of internationalisation at the institutional level as part of a general external quality assessment by NVAO. A successful assessment leads to the award of the ECA Certificate for Quality in internationalisation, confirming that an institution has successfully incorporated an international and intercultural dimension into the purpose, function and delivery of its education. See ECA's Internationalisation Platform at http://ecahe.eu/home/internationalisation-platform/certification/
36   See ibid. *"To support its further development and improvement, institutions should include internationalisation in the scope of their quality assurance system. This will provide the management of the institution with information on the quality of its activities and with recommendations on how to improve what it is doing."* Frameworks for the Assessment of Quality in Internationalisation, ECA 2015, p.19

Goal I. Ensuring inclusive internationalisation aimed at quality education, research and societal impact activities at EUR

OCW 4.4 Inclusive higher education with attention for student welfare[37]
VSNU 1 Inclusive internationalisation with a focus on quality[38]
EUR 2.1 Engaged & challenged by societal change[39]

The core idea of this Policy framework is that internationalisation at EUR will be used to enhance the quality of education, research and societal impact activities. In the area of education, this is already being done by the introduction of internationally oriented programmes, working with the international classroom and international strategic partnerships. Of 22 bachelor- and 53 master programmes, offered at EUR in 2019/2020 academic year, 5 bachelor- and 33 master programmes are taught exclusively in English, while 6 bachelor- and 10 master programmes are offered in both English and Dutch.

However, the internationalisation does not necessarily produce positive effects only. One risk traditionally attached to the significant growth in the numbers of foreign students, for example, is that the quality and accessibility of teaching might come under pressure. For EUR in the coming years this points to the necessity of finding a balanced "Erasmian way" between the two trends in higher education that manifested in recent years: an expansive trend, in line with EU policy and European initiatives

on achieving European Education Area by 2025; and a restraining national debate about alleged negative effects of internationalisation on the access to higher education of Dutch students. In addition, the competition on the world market of higher education cannot be overlooked. This means that, to ensure its share of the market, EUR shall (continue to) offer an attractive **English-language education of international standard**.

A solution offered is to focus on **inclusive approach to internationalisation**, in order to enhance the understanding of context-specific knowledge and to overcome the idea, that "international" means that it is "not about the Netherlands". EUR supports the 17 Sustainable Development Goals (SDGs)[40] that were selected to provide an answer to the urgent social, economic and environmental problems facing both Dutch society and our planet in general. As SGDs are increasingly integrated by higher education institutions in most scientific activities, sharing knowledge and experiences through international cooperation and networks is crucial. EUR does this, among other, in the framework of Leiden-Delft-Erasmus (LDE) alliance.[41] In the long run this process will not only have impact on research but may also affect mobility of students and staff, and lead to different ways of teaching and learning at EUR. Additionally, SDGs will affect rankings and funding assessments. The concepts of inclusivity and sustainability is also central to the goals of UNIC consortium led by EUR.

Ensuring the inclusive internationalisation means to address **the societal responsibility**. By educating students from different social and cultural backgrounds, EUR creates positive

effect on their development and empowers them to facilitate change. EUR hereby explicitly relates to SDG 4: "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Furthermore, also here the role of UNIC consortium is important, being a collaborative structure of universities embedded in post-industrial cities, united by an ambition to promote social inclusion with a common commitment to create societal impact.[42]

The **international classroom** offers numerous opportunities for challenging and pioneering education and strengthens the ties between international talent and the Netherlands. Erasmus University attaches great importance to the contribution that international students make to the 'international classroom' and the interaction and exchange of knowledge and values that this brings about among students and staff. In the coming years, the design of this concept will be further adapted to the reality and needs of EUR to maintain and enhance the international quality standard of education.

EU-funded education and research projects are increasingly important. A *sustainable approach* to funding and to building networks is advocated here, suggesting, for example, the (re-)use of a successful single research or teaching collaboration as a basis for a subsequent project consortium, or a successful participation in an education project as a potential foundation and a trusted network for a larger-scale research project application. Next to Erasmus Research Services, which provide EUR-wide assistance for individual and collaborative research project applications, and parallel to Schools' initiatives, EUR will invest in support for the acquisition of educational projects, mainly in the framework of the Erasmus+ programme. Additionally, an increased interdisciplinary cooperation between researchers from Erasmus Medical Centre (Erasmus MC) and the rest of EUR in acquiring external funding, is strongly advocated.

The **Convergence Initiative** has been launched in 2020 to make better use of the excellent knowledge, expertise and infrastructure possessed by EUR at campuses Woudestein and The Hague, by Erasmus MC and Delft University of Technology (TU Delft). By launching interdisciplinary international research projects in the areas of health, well-being, healthcare and the resilient delta, the three organisations are brought in a unique position to address challenges at local, regional, national and international levels. At the same time, the **societal impact is** caused by promoting concrete tools towards increased diversity and inclusion at Rotterdam Zuid, the multinational city region hosting the new Culture Campus under the Convergence initiative.

Ensuring the inclusive internationalisation means to address the societal responsibility.

Operationalisation Goal I:
Objective 1.1 Ensuring inclusive internationalisation aimed at quality education
Action 1.1.1 Professionalise the teaching staff
Action 1.1.2 Introduce the comprehensive EUR language policy
Action 1.1.3 Adjust requirements towards international learning

Expected results:
- CLI Training(s) related to teaching in the International Classroom for EUR staff
- A new comprehensive EUR language policy introduced
- A new concept of International classroom and Intended International Learning Outcomes is developed

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37   OCW Strategische Agenda Hoger Onderwijs en Onderzoek 2019, p. 54
38   VSNU Internationalisation Agenda 2018, p. 16
39   EUR Strategy 2024, p. 64
40   Global approach adopted towards formulating a global agenda to combat poverty, inequality and climate change at the 2012 UN Conference on Sustainable Development in Rio de Janeiro, was the first step, leading to the 193 member states of the United Nations signing the agreement for the 2030 Agenda for Sustainable Development on 25 September 2015. https://en.unesco.org/gem-report/allreports
41   See Strategie Leiden-Delft-Erasmus alliantie 2019 – 2024. 2019, p.28

42   See https://www.unic.eu/, "Our mission"

Objective 1.2 Sustaining inclusive communities

Action 1.2.1 Facilitate language and cultural exchange between Dutch and international communities at EUR

Action 1.2.2 Further enhance Diversity and Inclusion programme

Expected results:
- Increased participation international students and staff in introductory Dutch language course(s)
- Increased number of yearly events for international staff to connect them socially and to broaden their experience of living in the Netherlands, with focus on culture, nature, sports and history.
- Increased number of yearly events (organised centrally and within Schools) aimed at cultural exchange and multi/intercultural discussions on both academic and societal topics, involving Dutch and International communities at EUR
- Elements of Diversity and Inclusion programme are incorporated in other projects under Strategy 2024 (Student Well-Being, HR International strategy, Soft landing at EUR, etc)

Objective 1.3 Ensuring inclusive internationalisation aimed at strategic participation in international research

Action 1.3.1 Enhance participation in EU and international research funding programmes

Action 1.3.2 Make increased use of Erasmus+ possibilities for building international networks and enhancing sustainable research funding

Action 1.3.3 Work on better visibility of international collaborations within and across EUR Schools & Institutes

In relation to student recruitment,
EUR aims to keep attracting top international talent from key world markets

Expected results:
- Further developed centralised professional grant support
- Strategic membership at research organisations with yearly evaluation of benefits
- Increased presence/activities EU-liaison in Brussels
- UNIC consortium network is strategically used for further research project applications
- EUR Erasmus+ "Strategic partnerships" projects are strategically (re-)used as basis for research grants applications under Horizon Europe
- Concrete positive societal impact examples are demonstrated at EUR level (as result of Convergence Initiative, UNIC project, etc) and at the level of Schools (as result of international research and educational projects)

Objective 1.4 Ensuring inclusive internationalisation aimed at societal impact activities

Action 1.4.1 Interdisciplinary international research projects contributing to societal impact

Action 1.4.2 International Classroom concept linked to EUR "Impact at a core" project on impact-driven education

Expected results:
- Concrete positive societal impact examples are demonstrated at EUR level (as result of Convergence Initiative, UNIC project, etc) and at the level of Schools (as result of international research and educational projects) (like under Action 1.3.3 above)
- Social impact - related student projects are part of curriculum of each (international) educational program

Goal II. Attracting international talent

> VSNU 1 Inclusive internationalisation with a focus on quality[43]
> EUR 2.2 Personal learning, personal leadership,[44] & 3.1-3.2 Attracting top researchers worldwide and superior support for researchers[45] & 5.2 Career and talent development[46] and 5.3 Employer appeal[47]

In 2015 the Ministry of Education, Culture and Science (OCW) already issued a 10-year Strategic Agenda called "The Value of Knowledge".[48] It underlines the importance of attracting and retaining international talent for the national economy and the development of the Dutch education system. The mere existence of this Strategy and the key role played by OCW already reveal the attitude of Dutch authorities towards the internationalisation of universities. That internationalisation is fostered as a mechanism to attract talent and to ensure diversity and, with it, to boost the implementation of a socio-economic model for the 21st century based on knowledge and innovation.[49] The recent Internationalisation Agenda of the VSNU supports this vision as well.[50]

Attracting talented foreign students and staff brings therefore countless academic and cultural benefits to EUR classrooms, enriches EUR academic community and contributes to the Dutch economy and society. To reach the second goal, EUR shall work on its educational and employee appeal in order to become more attractive to foreign talent.

In relation to student recruitment, EUR aims to keep attracting top international talent from key world markets; to ensure that also after COVID crisis international students (especially from non-EER countries) enroll at EUR; to remain a strong competitor at Dutch higher education market; strengthen EUR brand name and good reputation internationally. In the previous strategic period, EUR has been applying a 'target-countries' approach to student recruitment, aiming to increase diversity in international classrooms and to coordinate university representation across the world.[51] This approach proved to be successful. In order to further improve cooperation between EUR marketing and communication service and Schools & Institutes in international recruitment efforts and to achieve a unified representation of all EUR Schools & Institutes in one international portfolio, EUR will continue applying the targeted-countries approach to students' recruitment.[52]

In relation to on-campus services, the bilingual culture at EUR helps to create a low threshold, open international academic environment for both Dutch and international talent. EUR **community spirit and policy of**

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43   VSNU Internationalisation Agenda 2018, p. 16
44   EUR Strategy 2024, p. 64
45   EUR Strategy 2024, p. 73
46   EUR Strategy 2024, p. 85
47   EUR Strategy 2024, p. 85
48   *The Value of Knowledge: Strategic Agenda for Higher Education and Research 2015-2025.* OCW (2015), p. 31
49   Innovation economists believe that what today's knowledge-based economy is driven not by capital accumulation, but by innovative capacity created by knowledge and technological progress. See for example Warsh, D. (2006). *Knowledge and the Wealth of Nations.* Norton. ISBN 978-0-393-05996-0
50   See VSNU Internationalisation Agenda 2018, p. 17
51   During the previous strategic period, EUR central marketing and recruitment efforts focused predominantly at prospect master students in four target countries: UK, Spain, India and Mexico
52   The key international markets & suitable marketing and recruitment activities there shall be identified together with all EUR stakeholders in the course of 2021

diversity and inclusiveness help international students and colleagues to anchor at EUR and encourage their cultural integration. This dynamic is mutual, as intercultural communication also enriches Dutch students and Dutch researchers.

Creating state-of-the-art assistance by ensuring a 'soft landing', offering professional services and well-being programmes for international students and staff increases enrolment rates and provides EUR with reputation of a top-rate employer. Simultaneously, the bottom-up initiatives by students themselves, such as 'Stay Rotterdam', shall be incorporated into this EUR-broad assistance. While the "Soft landing" support for students is already being offered, a similar service for staff is currently under development by the HR International service.

Providing on-campus skills training, including English and Dutch language courses, encourages the cultural integration and broadens the future perspectives of international students and PhD researchers on the Dutch job market.

In order to make EUR more attractive
to foreign talent, a number of additional objectives were identified,

Supporting partners of new international employees in their integration process is equally important for attracting – and retaining – of the talented staff. The Dual Career Programme offered by EUR Diversity and Inclusion Office has already become a well-known network in the Rotterdam region and beyond (within the collaboration of LDE), assisting partners in their integration into the Dutch labor market.

Keeping EUR Alumni community engaged in the process of attracting international talent contributes to a broader network of "EUR

ambassador's" and creates a higher visibility and better branding. The efforts of the EUR Rewards and Recognition committee focused on societal impact could have an increased internationalisation component by working together with the Alumni community.

In order to make EUR more attractive to foreign talent, a number of additional objectives were identified, such as improving the professional services (see Goal V); providing the training and skills focusing on the well-being of international staff; facilitating the arrival of teachers and researchers from the EU and other countries and encouraging their cultural exchange (to be introduced under new HR strategy). Some of the corresponding actions are similar to those described under Goal I above, as they serve multiple purposes.

Operationalisation Goal II:
Objective 2.1 Formulating recruitment priorities
Action 2.1.2 HR study on international staff recruitment strategy
Action 2.1.3 Re-define new targets & countries for recruitment international students

Expected results:
• Smart HR international recruitment strategy for international staff
• Increase of hired international staff
• Tools & knowledge available for Schools & Institutes on demand to market EUR international portfolio
• Percentage of enrolled international students at EUR is no less than 20%
• General EUR Dutch market share of international bachelor students at 12%, international master students at 13%
• Increased number of enrolments from the newly defined target countries/regions

Objective 2.2 Outlining career perspectives for international students and staff
Action 2.2.1 Offer career services and employability/internship possibilities for international students

Action 2.2.2 Engage Alumni Community for employment orientation
Action 2.2.3 Dual Career Programme for staff partners' employability

Expected results:
• Employability skills training in E&S, yearly skills week
• Alumni Community is actively engaged as EUR Ambassadors and is easily accessible for students
• EUR staff partners' employability rate under Dual Career Programme is no less than 60%

Objective 2.3 Focusing on professional service and well-being
Action 2.3.1 Further developing "soft landing" procedures for students and staff
Action 2.3.2 Attention to students' and staff psychological well-being
Action 2.3.3 Professionalise HR support regulating incoming and outgoing staff (immigration procedures, social security, taxation and labour law aspects)

Expected results:
• Further enhanced "soft landing" support for students
• Developed "soft landing at EUR" HR package for staff
• Trained study-advisors in crisis management, early signals
• Information about available well-being support included in "Soft landing at EUR"
• EUR has become member of Universities' HR expertise network ('Sofie')
• Updated information on legal procedures on EUR website & MyEUR

Objective 2.4 Further stimulating cultural exchange (identical to Objective 1.2 above)
Action 2.4.1 Facilitate language and cultural exchange between Dutch and international communities at EUR
Action 2.4.2 Further enhance Diversity and Inclusion programme

Expected results:
• Dutch for beginners-course for international students and staff (levels A1, A2.1, A2.2)
• Created 'International staff community' at EUR campus
• Individual intake session and welcome package for incoming staff
• Intercultural communication awareness is part of EUR welcome programme for new employees
• Continuous support Researchers at Risk (UAF-SAR), VJE (Voorbereidend Jaar Erasmus)
• Information on cultural integration and Community-building opportunities provided within "Soft landing at EUR"

Objective 2.5 Enhancing housing policy
Action 2.5.1 Ensure enough accommodation for international students
Action 2.5.2 Improve information about housing possibilities for international staff

Expected results:
• Housing information as part of 'soft landing' information package before admission
• Developed HR policy on housing for incoming international staff

Goal III. Optimising EUR external cooperation

> OCW 7 Regional anchoring and international cooperation[53]
> VSNU 3 Strengthening our international positioning[54]

Erasmus University Rotterdam aims to be recognised as a responsible and reliable partner with a unique profile, focused on positive societal impact. From an internationalisation viewpoint, this aim can be addressed at global, European, national and municipal levels. For each of the levels there are specific points of attention elaborated below.

53 OCW Strategische agenda hoger onderwijs en onderzoek 2019, p. 83
54 VSNU Internationalisation Agenda 2018, p. 36

In relation to the global world, EUR needs to formulate an impact-based partner policy.

In relation to the global world, EUR needs to formulate an impact-based **partner policy.** It shall be based on a bottom-up principle; therefore, it is important to start by gaining insight into the existing partnerships and international cooperation within EUR Schools & Institutes. This means a basic inventory of both educational (teaching & learning exchange) and research partnerships and collaborations (co-publications, collaborative research), supplemented by track of international **delegations** received on campus. This inventory will also allow to elaborate impact-based criteria for new partners in both education and research. Achieving this in relation to research collaborations requires cooperation of Schools & Institutes, researchers, Erasmus Research Services (ERS) and Research Intelligence Support (RIS). The same applies to the delegations received by Schools & Institutes. Subsequently, based on the initial mapping phase, priority countries for student recruitment and priority universities for wider inter-institutional cooperation will emerge naturally, serving as an indication for future cooperation. Within this process, the pre-selected geographical-based criteria makes place for the impact-based criteria, where all kinds of educational and research cooperation are weight together. Also, such mapping serves as justification for concluding future impact-based institutional partnerships.[55] The next step towards the operationalisation of the partner policy will be a dashboard allowing for dynamic real-time weighing of impact scores in relation to each partner. The setting up of EUR partner policy will be facilitated by a trainee from LDE alliance.

Working with international partners brings about **safety and security aspects.** EUR Schools & Institutes shall become aware of possible risky partnerships, knowledge leaks, breaches of scientific integrity and trust. Without restraining the freedom of academic cooperation, EUR shall proactively look for ways to ensure safe internationalisation.

This being said, EUR will at the same time continue cooperating with **VSNU-defined 'pilot countries'** (Canada, China, Germany and Indonesia)[56] and other **national priority partners**[57] (such as India, Brazil, South Africa and United States) by taking part in national consultation groups and by participating in Knowledge and Economic missions organised by the Dutch ministries and agencies.

Strengthening networks in Europe offers opportunities in the area of education and research. EUR makes active use of European research subsidies, which is and will remain important for both the excellent research networks and the accompanying funding. In the coming strategic period, EUR is committed to make better use of European subsidies in the field of education. This will include, inter alia, support for acquisition of educational projects (mainly via Erasmus+ programme) and introducing the concept of 'sustainable funding' by founding substantial research networks on previously built networks in the field of teaching and student mobility.

Furthermore, **synergies and complementarities between various funding programmes** (i.e. EU research and educational programmes) will support and facilitate the reciprocity between research and education, innovation and cross-sectoral international collaboration as has also been prioritised by the European Commission in their new programmes,

transformation of European Education and in facing common challenges in EU perspective.[58]

The strengthening of EUR participation in Erasmus+ Strategic Partnership programmes will, in the long term, facilitate more research opportunities, e.g. by developing training programmes for students. The other way around, results and output realised through e.g. Horizon Europe or EIT funded projects, can find their ways into education through Erasmus+ funded projects. Moreover, these funding programmes, when using their complementarities and run in parallel, a larger scope can be achieved benefiting innovation, co-creation, research and education, and mobility and collaboration simultaneously. In order to facilitate this development, collaboration between various EUR support services and offices (e.g. international office, academic affairs and Erasmus Research Services) will be beneficial. An excellent example in this case is provided by the **European University of Post-Industrial Cities (UNIC) project**, directly linked to the European agenda regarding transforming EU higher education and working towards European degrees allowing for better accessibility and flexibility for future students.

Furthermore, in both global and European contexts, it is impossible to neglect the importance of **strategic alliances**.[59] The benefits hereof can vary from exchanging best practices to increasing visibility, and from forming successful research consortia worth European-level funding to attracting more talented and ambitious international students and staff. Hence EUR will work on getting most of the present memberships, In the European context, organisations like European University Foundation (EUF) and European

University Association (EUA) are increasingly gaining influence. The key criterium for EUR is not the quantity of partners, but the strategic benefits that each strategic alliance can bring for EUR to strengthen its position at the international arena of education and research. To get the most out of the current memberships, EUR will host at least two congresses with partners and will play a prominent role in organising and hosting the European Association of International Education (EAIE) 2023 congress in Rotterdam. Moreover, EUR works on becoming a member of one of the major European research networks.
Additionally, the partnership policy in

Working with international partners brings about safety and security aspects.

European context is marked by Brexit. In the coming years, EUR needs to formulate its **approach towards the UK partners**. Much depends on the future political agreements that will define the conditions for student mobility and teaching/research collaboration.

Position in international rankings indicate how well a university is performing, compared to other universities. Each ranking system has its own focus, methodology and weighing, therefore the objectiveness and comprehensiveness of overall result can be questioned.[60] Nevertheless, it is important to keep in mind that rankings are is still very important for both attracting international talent and for the image-branding of universities. For EUR it is therefore important to make strategic choices related to the

55   Under 'institutional partnerships' here are understood partnerships concluded at the level of universities' Executive Boards

56   VSNU Internationalisation Agenda 2018, p. 36

57   Different clusters defined by RVO and NWO, for economic and research purposes respectively

58   Commission Communication On Achieving the European Education Area by 2025, Brussels, 30.9.2020 COM(2020) 625 final

59   Under 'strategic alliances' here are understood partnerships concluded between EUR and non-profit, member-led organisations of universities

60   See Rankings. Factsheet Rathenau Institute (2020)

rankings, which would demonstrate its unique profile in the best way and will allow it to stay in the world top #100 universities.[61] This depends on coordinated cooperation of many stakeholders within and outside EUR. Although **the internationalisation policy at EUR is not primarily responsible for the situation with rankings, it will nevertheless contribute to this endeavour** in the years to come by formulating an impact-based EUR partner policy, engaging in smart institutional partnerships and strategic alliances, encouraging proactive educational and research collaborations, and participating in national and municipal knowledge and economic missions.

Finally, **EUR aims to participate in the municipalities' international activities**. With EUR Schools and Institutes situated at Rotterdam and The Hague, and with EUR being actively involved in Leiden-Delft-Erasmus alliance, it is important to sustain relations with these municipalities in the field of internationalisation activities. In doing so, EUR as a whole shall learn from in-house experience built up within its Schools & Institutes (e.g. Erasmus MC, RSM, IHS and ISS).

Operationalisation Goal III:
Objective 3.1 Formulating EUR Partner Policy
Action 3.1.1 Create visibility of existing international partners at EUR
Action 3.1.2 Elaborate impact-based criteria for new partners in education
Action 3.1.3 Formulate a post-Brexit strategic partnership policy for UK

Expected results:
- Overview existing priority partners per School, bottom-up evaluation
- Visibility research partners (co-authoring publications)

- Overview existing research partners (consortia)
- Introduced impact-based criteria for concluding new partnerships
- Established EUR MoU template
- (Re-)established strategic institutional partnerships in UK

Objective 3.2 Strengthening EUR European Networks
Action 3.2.1 Sustain and further develop EUR strategic alliances/memberships for better positioning at EU level
Action 3.2.2 Build on existing strategic EU institutional partnerships with focus on making positive societal impact

Expected results:
- New strategic alliances in the field of research for stronger positioning on EU research agenda & funding opportunities
- Hosting two congresses of partner organisations (among other EUF)
- Hosting one impact-oriented conference with existing institutional partners (UNIC)

Objective 3.3 Participating in National Taskforces, Knowledge and Economic Missions
Action 3.3.1 Increase influence within VSNU/OCW
Action 3.3.2 Sustain relations with relevant ministries (Foreign Affairs, Economic Affairs, Health, Welfare and Sport) and embassies in national priority countries

Expected results:
- EUR participation in VSNU (SOOV, SSPG, UPI, EU-liason meetings, meetings coordinators priority countries), and regular contact with OCW
- Participation of EUR Executive Board in national knowledge and economic missions
- Established contacts with Attachés Education & Innovation (at least) in national priority countries

Objective 3.4 Taking part in the international activities of the municipality
Action 3.4.1 Sustain relations with Municipalities Rotterdam and The Hague
Action 3.4.2 Make use of a 'knowledge hub' within EUR-Delft-Erasmus MC or within Leiden-Delft-Erasmus networks; make use of experience withing EUR Schools & Institutes (e.g. Erasmus MC, RSM, IHS and ISS)

Expected results:
- Municipal international missions are included in travel calendars of Executive Board and communicated to Deans
- Participation in Internationalisation stakeholders working group of Rotterdam and The Hague
- Schools & Institutes agree on systematically sharing of the strategic information on incoming/outgoing delegations and upcoming international events

Goal IV. Re-shaping international mobility of students and staff

> VSNU 4 Better Balance in Mobility through Stimulating Outgoing Mobility[62] OCW 7.2.1 Regional Anchoring and international cooperation[63]

European and international cooperation and exchange is part of EUR DNA. The EUR Strategy 2024 defines that "being an Erasmian" means to be engaged with society, be a world citizen, be connecting, be entrepreneurial and open-minded. International mobility is not a goal as such: it serves as a tool to encourage EUR students and staff to become true Erasmian.

Erasmus University Rotterdam recognises the added value of international experience, learning and working abroad. **Studying abroad** has become a key differentiating experience for young adults enrolled in tertiary education, and international student mobility has received increasing policy attention in recent years. Traditionally, studying abroad has been an opportunity to access high-quality education, acquire skills that may not be taught at home and get closer to labour markets that offer higher returns on education. Studying abroad has also been a way to improve employability in increasingly globalised labour markets. **Working abroad** provides unique opportunities for interdisciplinary teaching and research, as well as for strengthening international networks. Other motivations include the possibility to expand knowledge of other societies and to improve language skills, particularly English.[64]

As to mobility flows, students from Asia form the largest group of international students enrolled in higher education programmes at all levels. 30% of all Asian students have been studying in EU before the COVID pandemic of 2020. European students largely prefer to stay in the European Union; they account for 42% of EU mobility.[65]

COVID crisis forces EUR to **re-think its vision towards students and staff mobility**. After months of online teaching, collaboration and learning, and with unpredictable future dynamics of teaching and learning on-campus, the traditional mobility forms no longer suffice. Starting with fall 2020 EUR is prepared to offer **blended education**, which is a short-term outcome for student mobility. Students may also choose to start the academic year online and to come to the Netherlands later in the year. For students participating in the exchange virtually, EUR is exploring the possible formats that would simulate an "Erasmus experience" to the best degree possible, in combination with online

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61   In 2020, EUR took the following international positions: #69 in The Times Higher Education, #68 in ARWU (Shanghai ranking), #76 in Leiden ranking. More effort is required to bring EUR at least at #150 withing QS educational ranking

62   VSNU Internationalisation Agenda 2018, p. 42
63   OCW Strategische agenda hoger onderwijs en onderzoek 2019, p. 83
64   OECD (2019), Education at a Glance 2019: OECD Indicators, Paris
65   Ibid, p.220

minor courses.[66] EUR is also prepared to cater to individual needs and circumstances, including the two-week's **quarantine service** for new students and staff.

In the medium term, EUR expects to face the negative impact of pandemic, especially regarding the student mobility. This can take

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Students may also choose to start the academic year online and to come to the Netherlands later in the year.

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form of income losses due to termination of scholarships and reduced inflow of new international students. These challenging times prompt EUR to consider **new approaches to student mobility and to the international cooperation.** New forms of collaboration and mobility were already in the make in the framework of EUR application for European Universities alliance. As from the end of 2020, the UNIC consortium aims to stimulate the mobility of students and staff between the participating universities. This does not only involve student exchanges and new joint programmes, but also a virtual UNIC campus in which interactive technologies are used for hybrid forms of collaboration between already existing programes. These universities do not only enter a collaboration with each other, but also with the 8 cities in which they are situated. With research and teaching network of CityLabs, students, researchers and the municipalities will be working on topics such as economics, health, mobility and diversity. The UNIC objective for the coming three years is to achieve mobility by developing virtual short-term formats (in the form of **Collaborative Online**

International Learning, COIL) within existing curricular structures. UNIC strives to integrate at least one virtual mobility format in at least one module of the curriculum of every study program, involved in the consortium. For EUR this will be a testing ground, offering other study programs and EUR Community for Learning and Innovation (CLI) the opportunity to learn from UNIC experience and engage in **blended mobility**. One option would include students working together in virtual exchange form and subsequently on a partner's campus, to have intensive co-working project phase. Another option would be combining short-term physical mobility with introductory virtual courses for students on different campuses. New instruments of blended mobility within LDE, ErasmusX, EURAXESS, Erasmus+, COIL shall be considered. To achieve coherence and to offer educational programmes some flexibility in relation to student exchange, EUR aims to develop a **Handbook on Blended Mobility**, a guide providing a definition of "meaningful international experience" and options on implementation of different mobility formats.[67]

Nevertheless, it shall be emphasised that digitalisation is by far not the only solution for international education and mobility. Next to obvious advantages, it also has disadvantages, especially in relation to intercultural exchange and personal experiential learning. Therefore, EUR also plans to continue stimulating **mobility in its traditional physical form**, as far as possible. In relation to staff, the policy period 2021-2024 introduces a **financial guarantee for staff mobility** under Erasmus+ exchange, for situations when the initial mobility budget limits are reached. Additionally, it is important for **staff to be increasingly involved in future Knowledge and Economic missions** abroad.

The EUR Executive Board invites per mission at least three colleagues from Schools & Institutes for participation (depending on their research profile and mission goals). In relation to traditional forms of student mobility, special attention shall be paid to groups of students, such as first-generation students, for whom the mobility benefits are less self-evident. By strategically targeting such groups of students, the outgoing student mobility can be increased. Additionally, EUR will offer solutions for students not taking part in outbound mobility because of low-income or cultural restrictions (e.g. virtual/ digital mobility and a **partial mobility-subsidy**). Additionally, to stimulate mobility among EUR students, **a reimbursement for costs IELTS/TOEFL** language exams will be introduced.

Operationalisation Goal IV:
Objective 4.1 Stimulating student mobility
Action 4.1.1 Provide structural support (curriculum adjustments and technical assistance)
Action 4.1.2 Provide financial encouragement

Expected results:
- Virtual mobility clusters withing programmes made possible
- Quarantine service and legal advice are offered
- Partial subsidy for outgoing mobility for students in need
- Reimbursement IELTS/TOEFL language tests

Objective 4.2 Stimulating staff mobility
Action 4.2.1 Encourage staff mobility via Erasmus+
Action 4.2.2 Stimulate academic staff to join Knowledge and Economic missions

Expected results:
- Increased awareness grant conditions of Erasmus+ staff mobility within the Faculties
- An overview of existing partners which are open for staff mobility
- Guarantee to cover costs for staff mobility when Erasmus+ budget limits are reached
- Executive Board invitation to 2-3 professors per international mission, based on research profile

Objective 4.3 Investigating alternative possibilities for physical mobility
Action 4.3.1 Developing the "EUR blended mobility" concept

Expected results:
- Handbook on Blended Mobility is developed
- Definition of "meaningful international experience" is provided

Goal V. Enhancing professional support in the field of internationalisation

> EUR 6 Stepping up our professional services[68]

In accordance with the EUR Strategy 2024, EUR aims to provide a state-of-the-art, proactive and adaptable professional support in the field of internationalisation by consolidating the existing capacities of different professional services.

EUR offers its Schools & Institutes increasingly professionalised **services** in the field of internationalisation (international positioning and marketing, strategic international cooperation, sustaining international networks, support international students and staff, coordination & support around acquisition of research and educational funding). In order to further improve the professional support, EUR will finetune the existing capacities of different services and will keep building up an all-round

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66   See for example "Erasmus Universiteit bouwt campus een-op-een na in Minecraft", NU.nl, 9.07.2020
67   UNIC alliance can offer an initial testing ground in developing the concept of Blended mobility, suitable for EUR. This Handbook would measure aims and develop checklists, didactic standards, learning outcomes and guidelines to facilitate teachers

68   EUR Strategy 2024, p. 89

internal expertise within **Professional Services**: (see Annex I for overview of entities involved in internationalisation at EUR). In particular, EUR will set up an efficient internal **expert network** involving EU liaison (Erasmus Research Services) and experts from HR International, Marketing & Communication, Education & Student Affairs and Academic Affairs, as well as the university-broad **Community Internationalisation**, engaged in systematic data- and information-sharing and regular consultations. This will increase in-house professional expertise and ensure continuity of administration and management of internationalisation-related activities. The internationalisation-related data will be organised into **Internationalisation Dashboard** and made easily accessible.

An availability of a colleague responsible
for internationalisation support at the level of Schools and Institutes, is a prerequisite.

EUR will strive to make good use of **bottom-up initiatives** by ensuring close cooperation between Schools & Institutes and Professional Services. In community spirit, EUR will hold yearly questions and answers/brainstorming sessions for academic and support staff. EUR will encourage participation of academic staff in municipal, national and international agenda-setting. To that end, an availability of a colleague responsible for internationalisation support at the level of Schools and Institutes, is a prerequisite. Ensuring better visibility of international research cooperation, such as research visits and joint publications, is another important goal under this Policy, related to internationalisation support. EUR aims to further enhance the visibility on **data exchange between the Schools & Institutes and the UB and BICC services** by way of improving the data reporting.

A better knowledge of geographical cooperation between EUR academic staff and the international partners would further contribute, among others, to a better priority-setting in EUR Partnership policy, and to increased awareness of positive societal impact produced by EUR research. Moreover, for further coherence and development regarding internationalisation agenda, this policy period aims to ensure that yearly agreements on internationalisation aspects of education, research and societal impact activities will become part of **BILO consultations** between Schools & Institutes and the Executive Board.

In addition, the focus areas will be the well-being of students and staff; enhanced service for staff mobility for training; and further promoted Dutch language courses for international students and staff. Last but not least, with a sharp increase in the number of international bachelor and master students, the need for suitable housing is also growing. EUR will continue to actively cooperate with the municipalities of Rotterdam and The Hague, as well as with local and regional housing associations, to expand the range of student housing.

Operationalisation Goal V:
Objective 5.1 Organised internationalisation support at EUR
Action 5.1.1 Fine-tune the existing capacities of different professional services between each other, encourage awareness of internationalisation goals
Action 5.1.2 Invest in professional growth internationalisation-related staff

Expected results
- Regular meetings of an "Expert group Internalisation" (EU liaison, M&C, IO, AZ, HR)
- Regular consultations of EUR-wide "Community Internationalisation'
- Created Dashboard on Internationalisation at EUR, combining analytics on international education and research collaboration, as well as societal impact activities
- Yearly capacity-building/training of internationalisation experts

Objective 5.2 Ensuring continuity
Action 5.2.1 Invest in optimisation of work processes
Action 5.2.2 Build-up in-house expertise

Expected results
- Data exchange between the Schools & Institutes and BICC services
- Increased rate staff exchange via Erasmus+
- Designated service for documenting incoming delegations, presents, folders
- Designated service for updating/keeping of CvB/AZ/IO/EU liaison travel schedule, including the travel reports
- Designated service for keeping overview EUR memberships & contact persons
- EUR in-house expertise in writing proposals Erasmus+
- EUR in-house expertise in setting up joint degree programmes

Objective 5.3 Supporting 'Community spirit' between Schools and services
Action 5.3.1 Work towards increasing awareness on Internationalisation processes at EUR
Action 5.3.2 Facilitate coordination in the field of internationalisation

Expected results
- Academic staff is aware and involved in internationalisation process at Schools & Institutes
- Yearly Academic staff – Support Staff internationalisation Q&A and brainstorming sessions
- EUR academic staff is involved in municipal, national and international agenda-setting regarding internationalisation
- Internationalisation aspects of education, research and societal impact are included in BILO consultations
- Increased inter-faculty analytical information sharing via Dashboard Internationalisation
- Internationalisation support is available at each School & Institute

Annexes

Internationalisation Officers at Schools

Senior Policy Officer Internationalisation (AZ) General policy questions, EUR represenbtation at VSNU

UNIC Leading University of the Future-consortium (Strategy Office)

Executive Board

International Office (E&S) Admissions, Soft landing, Scholarships, MoUs, student mobility

Real Estate & Facilities (RE&F) housing for international students

HR International (HR) International staff affairs

Alumni Relations Office Career support, student engagement, EUR Ambassadors

EU-Liason (ERS) Strategic relationship with Brussels

Community for Learning & Innovation & Language Training Centrum

International Marketing (M&C) EUR promotion and presentation

International Education & Acquisition, Erasmus+ Programmes (AZ)

Programme Inburgering & Hoger Onderwijs Preparing refugees for HE in NL

Annex II. Zero measurements 2019-2020

Key Figures 2019/2020

Staff numbers

Academic & non-academic staff	2016	2017	2018	2019	2020
Dutch	30,004	31,523	32,861	33,726	29,913
International	6,539	7,532	8,329	8,983	8,553
Total	36,597	39,055	42,709	42,709	38,466

Source: EUR BICC 2020

Educational programmes

Type of programme	Dutch only	English only	Both Dutch and English	Total
Bachelor	11	5	6	22
Master	10	33	10	53
Total	21	38	16	75

Source: yearly information request VSNU 2020

International PhD defenses in 2019 (%)
44% (Woudestein) and **39%** (Erasmus MC)

Research funding in 2019

€ 133,92 mln
of funded projects
(€103,86 mln - Erasmus MC) and **25 ERC grants** (15 ERC grants - Erasmus MC)

Horizon 2020

EUR Alumni Community counts more than **130.000 persons**, of whom 25% are internationals
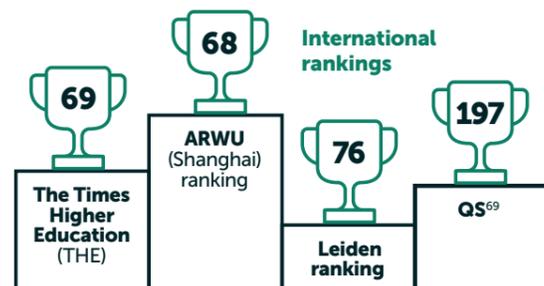
International rankings

69 The Times Higher Education (THE)

68 ARWU (Shanghai) ranking

76 Leiden ranking

197 QS[69]

International partnerships

330 partner universities in **55 countries** around the world (excl Erasmus MC)

Buddy student programmes at EUR

971 students with a buddy in 2019 (via International Office and Schools)

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69   In 2020, QS ranked EUR #=197 in QS Global World Rankings 2021, measuring among other the success of a non-existent 'EUR engineering faculty'

Student numbers

Number of students	2016	2017	2018	2019	2020
Dutch	20.623	21.594	22.559	23.572	31.886
International	4.971	5.584	5.787	5.905	7.023
Total	25.594	27.178	28.346	29.477	38.909

Source: EUR Annual Report 2019, BICC Data 2020

Scholarships

Type Scholarship	Number awarded	Amount p.p.(€)	Total amount	Length (months)
Excellence Scholarship EER	4	9.817	38.568	12
Excellence Scholarship not-EER	55	3.942	433.612	-
Holland Schoalrship outgoing	34	1.250	42.500	4
Holland scholarship incoming	48	5.000	240.000	12
NN Future Matters	16	5.000	90.000	- -
Erasmus Trustfonds Scholarship	5	15.000	75.000	12
L-EARN For Impact Scholarship	1	15.000	15.000	12
Orange Knowledge Programme	51	35.397,96	1.805.296,00	16
Studeren in Nederland STUNED	3	33.016,00	99.048,00	16
Dreilinden / Hivos	2	35.350,00	70.700,00	16
GET-fund	1	32.711,00	32.711,00	16
Mundus Mapp	11	23.613,64	259.750,00	12

Source: EUR Annual Report 2019, EUR International Office

EUR strategic alliances

- European Alliance of Social Sciences and Humanities (EASSH) www.eassh.eu
- European University Association (EUA) https://eua.eu/
- The European University Foundation (EUF) https://uni-foundation.eu/
- European Association of International Education (EAIE) www.eaie.org/
- Research Managers and Administrators in Europe (EARMA) www.earma.org
- ScienceBusiness www.sciencebusiness.net

Annex III. Overview strategic goals and activities 2021-2024

Goal	Objective	Action	Expected result	Accountable	Responsible
I. Ensuring inclusive internationalisation aimed at quality education, research and societal impact activities at EUR	1.1 Ensuring inclusive internationalisation aimed at quality education	1.1.1 Professionalise the teaching staff	CLI Training(s) for EUR staff	AZ	CLI, Schools
		1.1.2 Introduce the comprehensive EUR language policy	A new comprehensive EUR language policy introduced	CvB	AZ
		1.1.3 Adjust requirements towards international learning	A new concept of International classroom and IILOs are introduced	CvB	AZ, Schools
	1.2 Sustaining inclusive communities	1.2.1 Facilitate language and cultural exchange between Dutch and international communities at EUR	Increased participation international students and staff in introductory Dutch language course(s)	E&S, HR	LTC
		1.2.2 Further enhance Diversity and Inclusion programme	Increased number of yearly events (organised centrally and within Schools) aimed at cultural exchange and multi/intercultural discussions, involving Dutch and International communities at EUR	D&I	D&I, Schools
			Elements of Diversity and Inclusion programme are incorporated in other projects under Strategy 2024	D&I, AZ	D&I
	1.3 Ensuring inclusive internationalisation aimed at strategic participation in international research	1.3.1 Enhance participation in EU and international research funding programmes	Further developed centralised professional grant support	ERS	ERS
			Strategic membership at research organisations with yearly evaluation of benefits	ERS	ERS
			Increased presence/activities EU-liaison in Brussels	ERS	ERS
		1.3.2 Make increased use of Erasmus+ possibilities for building international networks and enhancing sustainable research funding	UNIC consortium network is used for further research project applications	ERS	ERS, UNIC
			EUR Erasmus+ "Strategic partnerships" projects are (re-)used as basis for research grants applications under Horizon Europe	AZ, ERS	AZ, ERS
		1.3.3 Work on better visibility of international collaborations within and across EUR Schools & Institutes	Concrete positive societal impact examples are demonstrated at EUR level (as result of Convergence Initiative, UNIC project, etc) and at the level of Schools (as result of international research and educational projects)	AZ	AZ, Schools
	1.4 Ensuring inclusive internationalisation aimed at societal impact activities	1.4.1 Interdisciplinary international research projects contributing to societal impact	Concrete positive societal impact examples are demonstrated at EUR level (as result of Convergence Initiative, UNIC project, etc) and at the level of Schools (as result of international research and educational projects) (like Action 1.3.3 above)	AZ	AZ, Schools
		1.4.2 International Classroom concept linked to EUR "Impact at a core" project on impact-driven education	Social impact - related student projects are part of curriculum of each (international) educational program	AZ	AZ, E&S
II. Attracting international talent	2.1 Formulating recruitment priorities	2.1.2 HR study on international staff recruitment strategy	Smart HR international recruitment strategy for international staff	HR	HR
			Increase in numbers hired international staff	HR	HR, Schools
			Tools & knowledge available for Schools & Institutes on demand to market EUR international portfolio	M&C	M&C

Goal	Objective	Action	Expected result	Accountable	Responsible
		2.1.3 Re-define new targets & countries for recruitment international students	Percentage of enrolled international students at EUR is no less than 20%	M&C	Schools
			General EUR Dutch market share of international bachelor students at 12%, international master students at 13%	M&C	Schools
			Increased number of enrolments from the newly defined target countries/regions	M&C	Schools
	2.2 Outlining career perspectives for international students and staff	2.2.1 Offer career services and employability/internship possibilities for international students	Employability skills training in E&S, yearly skills week	E&S	E&S
			Overview of members Alumni Community is accessible for students and staff	AZ	E&S
		2.2.2 Engage Alumni Community for employment orientation	Alumni Community is actively engaged as EUR Ambassadors and is easily accessible for students	AZ	E&S
		2.2.3 Keep developing Dual Career Programme for staff partners' employability	EUR staff partners' employability rate under Dual Career Programme is no less than 60%	HR	HR
	2.3 Focusing on professional service and well-being	2.3.1 Further developing "soft landing" procedures for students and staff	Further enhanced "soft landing" support for students	E&S	E&S
			Developed "soft landing at EUR" HR package for staff	HR	HR
		2.3.2 Attention to students' and staff psychological well-being	Trained study-advisors in crisis management, early signals	AZ	AZ
			Information about available well-being support included in "Soft landing at EUR"	E&S	E&S
		2.3.3 Professionalise HR support for incoming and outgoing staff (immigration, social security, tax and labor law aspects)	EUR has become member of Universities' HR expertise network ('Sofie')	HR	HR
			Updated information on legal procedures on EUR website & MyEUR	HR	HR
	2.4 Further stimulating cultural exchange (identical to 1.2 above)	2.4.1 Facilitate language and cultural exchange between Dutch and international communities at EUR	Dutch for beginners-course for international students and staff (levels A1, A2.1, A2.2)	E&S, HR	LTC
			Created 'International staff community' at EUR campus	HR	HR
			Individual intake session and welcome package for incoming staff	HR	HR
		2.4.2 Further enhance Diversity and Inclusion programme	Intercultural communication awareness is part of EUR welcome programme for new employees	HR	HR
			Continuous support Researchers at Risk (UAF-SAR), VJE (Voorbereidend Jaar Erasmus)	HR	HR
			Information on cultural integration opportunities provided within "Soft landing at EUR"	E&S	E&S
	2.5 Enhancing housing policy	2.5.1 Ensure enough accommodation for international students	Housing information as part of 'soft landing' information package before admission	E&S, R&F	E&S, R&F
		2.5.2 Improve information about housing possibilities for international staff	Developed HR policy on housing for incoming international staff	HR	HR
III. Optimising EUR external cooperation	3.1 Formulating EUR Partner Policy	3.1.1 Create visibility of existing international partners at EUR	Overview existing priority partners per School, bottom-up evaluation	AZ	Schools, M&C
			Visibility research partners (co-authoring publications)	AZ	UB
			Overview existing research partners (consortia)	AZ	ERS

Goal	Objective	Action	Expected result	Accountable	Responsible
		3.1.2 Elaborate impact-based criteria for new partners in education	Introduced impact-based criteria for concluding new partnerships	AZ	AZ, Schools
			Established EUR MoU template	AZ	AZ
		3.1.3 Formulate a post-Brexit partnership policy for UK	(Re-)established strategic institutional partnerships in UK	AZ	AZ, Schools
	3.2 Strengthening EUR European Networks	3.2.1 Sustain and develop EUR strategic memberships for better positioning at EU level	New strategic alliances in the field of research for stronger positioning on EU research agenda & funding opportunities	CvB	ERS
		3.2.2 Build on existing strategic EU institutional partnerships with focus on positive societal impact	Hosting two congresses of partner organisations (a.o. EUF)	AZ	AZ, E&S
			Hosting one impact-oriented conference with existing institutional partners (UNIC)	AZ	AZ, E&S
	3.3 Participating in National Taskforces, Knowledge and Economic Missions	3.3.1 Increase influence within VSNU/OCW	EUR participation in VSNU (SOOV, SSPG, UPI, EU-liason meetings, meetings coordinators priority countries), and regular contact with OCW	AZ, ERS	AZ, ERS
			Participation of EUR Executive Board in national knowledge and economic missions	CvB	AZ
		3.3.2 Sustain relations with Ministries and Embassies in national priority countries	Established contacts with Attachés Education & Innovation (at least) in national priority countries	AZ	AZ, Schools
	3.4 Taking part in the international activities of the municipality	3.4.1 Sustain relations with Municipalities Rotterdam and The Hague	Municipal international missions are prominent in Executive Board travel calendar, Deans are engaged	AZ	AZ
			Participation in Internationalisation stakeholders working group of Rotterdam and The Hague	AZ	AZ, Schools
		3.4.2 Engage 'knowledge hub' within EUR-Delft-Erasmus MC or within LDE networks; engage experience withing EUR Schools & Institutes (e.g. Erasmus MC, RSM, IHS and ISS)	Schools & Institutes agree on systematically sharing of the strategic information on incoming/outgoing delegations and upcoming international events	Schools	Schools
IV. Re-shaping international mobility of students and staff	4.1 Stimulating student mobility	4.1.1 Provide structural support (curriculum adjustments and technical assistance)	Virtual mobility clusters withing programmes made possible	Schools	Schools
			Quarantine service & legal assistance are offered	E&S	E&S
		4.1.2 Provide financial encouragement	Partial subsidy for outgoing mobility for students in need	AZ	E&S
			Reimbursement IELTS/TOEFL language tests	AZ	E&S, LTC
	4.2 Stimulating staff mobility	4.2.1 Encourage staff mobility via Erasmus+	Increased awareness grant conditions of Erasmus+ staff mobility within the Faculties	AZ	Schools
			An overview of existing partners which are open for staff mobility	AZ	E&S, HR
			Guarantee to cover costs for staff mobility when Erasmus+ budget limits are reached	AZ	E&S, HR
		4.2.2 Stimulate academic staff to join Knowledge and Economic missions	Executive Board invitation to 2-3 professors per international mission, based on research profile	CvB	AZ
	4.3 Investigating alternative possibilities for physical mobility	4.3.1 Developing the "EUR blended mobility" concept	Handbook on Blended Mobility is developed	UNIC	UNIC
			Definition of "meaningful international experience" is provided	AZ	E&S, HR

Goal	Objective	Action	Expected result	Accountable	Responsible
V. Enhancing professional support in the field of internationalisation	5.1 Organised internationalisation support at EUR	5.1.1 Fine-tune the existing capacities of different professional services between each other, encourage awareness of internationalisation goals	Regular meetings of an "Expert group Internalisation" (EU liaison, M&C, IO, AZ)	AZ	AZ
			Regular consultations of EUR-wide "Community Internationalisation'	AZ	AZ, E&S
			Created Dashboard on Internationalisation at EUR, combining analytics on international education, research and societal impact activities	AZ	AZ, BICC
		5.1.2 Invest in professional growth internationalisation-related staff	Yearly capacity-building/training of internationalisation experts	AZ	AZ
	5.2 Ensuring continuity	5.2.1 Invest in optimisation of work processes	Data exchange between the Schools & Institutes, UB and BICC services	AZ, Schools	Schools, UB, BICC
			Increased rate staff exchange via Erasmus+	AZ	E&S, HR
			Designated service for documenting incoming delegations, presents, folders	M&C	M&C
			Designated service for updating/keeping of CvB/AZ/IO/EU liason travel schedule, including the travel reports	AZ	AZ
			Designated service for keeping overview strategic alliances & contact persons	AZ	AZ
		5.2.2 Build-up in-house expertise	EUR in-house expertise in writing proposals Erasmus+	AZ	AZ, E&S
			EUR in-house expertise in setting up joint degree programmes	AZ	AZ, E&S
	5.3 Supporting 'Community spirit' between Schools and services	5.3.1 Work towards increasing awareness on Internationalisation processes at EUR	Academic staff is aware and involved in internationalisation process at Schools & Institutes	AZ, HR	HR, Schools
			Yearly Academic staff – Support staff Q&A and brainstorming sessions on internationalisation	AZ	AZ, Schools
			EUR academic staff is involved in municipal, national and international agenda-setting regarding internationalisation	AZ	Schools
		5.3.2 Facilitate coordination in the field of internationalisation	Internationalisation aspects of education, research and societal impact are included in BILO consultations	AZ, Schools	Schools
			Increased inter-faculty analytical information sharing via Internationalisation Dashboard	AZ	BICC, Schools
			Internationalisation support is available at each School and Institute	Schools	Schools

	Overview expected results	2020	2021	2022	2023	2024
1.1	Set up training related to teaching in the International Classroom for EUR staff			x		
1.1	A new comprehensive EUR language policy introduced	x				
1.1	A new concept of International classroom & International Learning Outcomes is developed			x		
1.2	Increased participation international students and staff in introductory Dutch language course(s)			x	x	x
1.2	Increased number of yearly events (organized centrally and within Schools) aimed at cultural exchange and multi/intercultural discussions at EUR			x	x	x
1.2	Elements of Diversity and Inclusion programme are incorporated in other projects under Strategy 2024 (including internationalisation)		x			
1.3	Further developed centralised professional grant support	x	x	x	x	x
1.3	Strategic membership at research organisations with yearly evaluation of benefits		x			
1.3	Increased presence/activities EU-liaison in Brussels			x		
1.3	UNIC consortium network is strategically used for further research project applications		x	x	x	x
1.3	EUR Erasmus+ "Strategic partnerships" projects are (re-)used as basis for research grants applications under Horizon Europe			x	x	x
1.4	Concrete positive societal impact examples are demonstrated at EUR level (as result of Convergence Initiative, UNIC project, etc) and at the level of Schools (as result of international research and educational projects)			x	x	x
1.4	Social impact - related student projects are part of curriculum of each (international) educational program			x	x	x
2.1	Smart HR international recruitment strategy for international staff			x		
2.1	Percentage of enrolled international students at EUR is no less than 20%					x
2.1	General EUR Dutch market share of international bachelor students at 12%, international master students at 13%					x
2.1	Increased number of enrolments from the newly defined target countries/regions					x
2.1	Tools & knowledge available for Schools & Institutes on demand to market EUR international portfolio			x		
2.2	Employability skills training in E&S, yearly skills week			x	x	x
2.2	Overview of members Alumni Community is accessible for students and staff			x		
2.2	Alumni Community is linked to Dual Career Programme				x	
2.2	EUR staff partners' employability rate under Dual Career Programme is no less than 60%				x	
2.3	Developed "Soft landing at EUR" HR package for staff			x		
2.3	Developed "quarantine service" for students and staff	x				
2.3	Trained study-advisors in crisis management, early signals			x		
2.3	Information about available well-being support included in "Soft landing at EUR"			x		
2.3	EUR has become member of Universities' HR expertise network ('Sofie')			x		
2.3	Updated information on HR legal procedures on EUR website & MyEUR		x			
2.4	Dutch for beginners-course for international students and staff (levels A1, A2.1, A2.2)	x	x	x	x	x
2.4	Created 'International staff community' at EUR campus			x		
2.4	Individual intake session and welcome package for incoming staff			x		
2.4	Intercultural communication awareness is part of EUR welcome programme for new employees			x	x	x
2.4	Continuous support Researchers at Risk (UAF-SAR), VJE (Voorbereidend Jaar Erasmus)	x	x	x	x	x
2.4	Information on cultural integration opportunities provided within "Soft landing at EUR"			x	x	x
2.5	Housing information as part of 'soft landing' information package before admission			x	x	x
2.5	Developed HR policy on housing for incoming international staff			x		
3.1	Overview existing priority partners per School, bottom-up evaluation		x			

	Overview expected results	2020	2021	2022	2023	2024
3.1	Visibility research partners (co-authoring publications)			x		
3.1	Overview existing research partners (consortia)	x				
3.1	Introduced impact-based criteria for concluding new partnerships			x		
3.1	Established EUR MoU template			x		
3.1	(Re-)established strategic institutional partnerships in UK			x		
3.2	New strategic alliance(s) in the field of research					x
3.2	Hosting two congresses of partner organisations (a.o. EUF)			x	x	
3.2	Hosting one impact-oriented conference with existing institutional partners (UNIC)			x		
3.3	EUR participation in VSNU (SOOV, SSPG, UPI, EU-liason meetings, meetings coordinators priority countries), and regular contact with OCW	x	x	x	x	x
3.3	Participation of EUR Executive Board in national knowledge and economic missions	x	x	x	x	x
3.3	Established contacts with Attachés Education & Innovation (at least) in national priority countries		x	x	x	x
3.4	Municipal international missions are included in travel calendars of Executive Board and communicated to Deans	x	x	x	x	x
3.4	Participation in Internationalisation stakeholders working group of Rotterdam and The Hague		x	x	x	x
3.4	Schools agree on systematic sharing of information on incoming/outgoing delegations and upcoming international events			x		
4.1	Virtual mobility clusters withing programmes made possible				x	
4.1	Quarantine service is developed and offered (same as 2.3)	x				
4.1	Partial subsidy for outgoing mobility for students in need		x	x	x	x
4.1	Reimbursement IELTS/TOEFL language tests	x	x	x	x	x
4.2	Increased awareness grant conditions of Erasmus+ staff mobility within the Faculties			x		
4.2	An overview of existing partners which are open for staff mob/ility			x		
4.2	Guarantee to cover costs for staff mobility when Erasmus+ budget limits are reached	x	x	x	x	x
4.2	Executive Board invitation to 2-3 professors per international mission, based on research profile	x	x	x	x	x
4.3	Handbook on Blended Mobility is developed			x		
4.3	Definition of "meaningful international experience" is provided			x		
5.1	Regular meetings of an "Expert group Internationalisation" (EU liaison, M&C, IO, AZ)	x	x	x	x	x
5.1	Regular consultations of EUR-wide "Community Internationalisation'	x	x	x	x	x
5.1	Created Dashboard on Internationalisation at EUR, combining analytics on international education, research and societal impact			x		
5.1	Yearly capacity-building/training of internationalisation experts		x	x	x	x
5.2	Data exchange between the Schools & Institutes, UB and BICC services			x		
5.2	Increased rate staff exchange via Erasmus+					x
5.2	Designated service for documenting incoming delegations, presents, folders			x		
5.2	Designated service for updating/keeping of CvB/AZ/IO/EU liason travel schedule, including the travel reports	x				
5.2	Designated service for keeping overview memberships & contact persons	x				
5.2	EUR in-house expertise in writing proposals Erasmus+		x			
5.2	EUR in-house expertise in setting up joint degree programmes			x		
5.3	Academic staff is aware and involved in internationalisation process at Schools & Institutes			x		
5.3	Yearly Academic staff – Support Staff internationalisation Q&A and brainstorming sessions		x	x	x	x
5.3	EUR academic staff is involved in municipal, national and international agenda-setting regarding internationalisation	x	x	x	x	x
5.3	Internationalisation aspects of education, research and societal impact are included in BILO consultations					x
5.3	Increased inter-faculty analytical information sharing via Internationalisation Dashboard					x
5.3	Internationalisation support is available at each School and Institute					x