

# Internationalisation Strategy for the University of Greifswald 2022 – 2030

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## Preamble

A high-performing university is reliant on international teaching and research. The University has therefore taken the launch of the new programme generation of the EU's Mobility Programme 2021-2027 as an opportunity to review its strategic goals for internationalisation from 2016 and to redefine them for the years 2022-2030.

The University sees internationalisation as the permanent reflection and qualitative, as well as quantitative advancement and optimisation of the internationality of all the university's core activities, organisational units and levels. Improving the quality of research and teaching will boost national and international competitiveness. Increasing the visibility of this quality is an important aim of internationalisation. Digitisation will decisively change all of the structures and processes at the university in the years to come. Making use of this opportunity for internationalisation constitutes a further goal of the new strategy.

Internationalisation at the university will only succeed if all members of the university community are given the opportunity to participate and actually get involved. Internationally renowned academics with global networks are just as important as motivated members of teaching staff and students as ambassadors for the university in Europe and throughout the world. Moreover, administrative staff who have received language and intercultural training, make an important contribution to the university's welcoming culture. Information and advice for all members of the university community will be consolidated by internal promoters and contacts, as well as external experts.

As part of its internationalisation efforts, the University also strives to help shape the European research and education area and to cultivate worldwide ties within the realm of academia. This will be based on a targeted partnership policy, which enables the university-wide prioritisation pursuant to the university's key fields of research and research interest areas, as well as individual, subject-driven collaborations. The same applies to the mobility and language policies. In order to promote international exchange in as many areas as possible, the general focus will be placed on the *lingua franca* English. However, this does not in any way exclude the use of other languages to support internationalisation. Special emphasis will be given to efforts in the field of internationalisation@home, once again underlining the university's cosmopolitanism and diversity.

In this **Strategy Paper** (Part A), the University of Greifswald (UG) defines underlying goals, guidelines and standard procedures for international activities in the relevant areas of action for the years 2022-2030. Specific measures and actions for the individual areas of application have been defined in the **Action Plan** (Part B), which shall be used for realising the goals and implementing the guidelines. For now, the focus will be on all measures that are to be realised prospectively by 31 March 2025, i.e. within the Rector's first term of office.

The extensive **Catalogue of Measures** (Part C) contains all of the measures that were developed in the groups of experts from August to December 2021. This catalogue that will be adapted continually to current developments can serve as a reference for defining further measures up to 2030. A **glossary** that explains essential terminology on internationalisation and internationality has been attached to all parts of the Internationalisation Strategy.

The Strategy Paper is the result of extensive consultations throughout the university. The members of the university community in the faculties, the institutes and departments, the university administration, and the university management will be responsible for defining the details for implementing the standards of procedure and guiding principles defined in the Strategy Paper. The realisation of the goals will be subject to university-wide scrutiny and supported by external experts.

## Part A: Strategy Paper

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## I International Visibility

The strategic goal is to significantly increase UG's international visibility. University Communications and University Marketing already have strongly established strategies, structures and activities. It is important to consolidate the international dimensions of their work determinedly in the years to come.

### **Excellence in both research and teaching at the heart of what the university stands for**

Excellence in research and teaching and the international networking activities of Greifswald's academics, including UG's alumni, are the most significant factors for the visibility of UG in international education and research. As part of an extensive core brand values process, a convincing international profile will be developed for UG, which will make UG's specific strengths and unique selling points clearly visible and internationally discernible. The international visibility of Greifswald as an academic location will be further nurtured by capitalising on synergies that closely tie the university's own image with the region's external research institutions. Furthermore, the international visibility will also be influenced positively by a best possible positioning of UG in the Times Higher Education and the QS World University Rankings.

### **International university marketing and science communication**

International university marketing increases the visibility of UG and its degree courses. Target group-specific international science communication fosters the prominence of institutions, projects and research. It is essential to professionalise and optimise the concepts of these fields in order to improve the visibility of the University's attractiveness for international students and to attract academics and their research projects to UG. Visibility can also be increased by organising more international conferences, which has now been made easier by being able to provide large lecture halls with modern conference technology, not only at the Krupp Kolleg.

### **Digital bilingual presence**

The continued optimisation of the digital bilingual presence (German and English) is of decisive strategic importance for the international visibility and attractiveness of UG; after all, digital presence is international presence. In particular, this includes the clear communication of the university's international activities and ties.

A corresponding effective digital presence must be based on the close collaboration between members of University Communications, the faculties, the Research Support Centre, the International Office and the Translation Coordinator, as well as clearly defined areas of responsibility.

#### **Objectives**

- Creation of an international profile for UG as part of the process to define the core brand values
- Increase in visibility and attractiveness by strengthening collaboration with external research institutions with regard to external image
- Creation of structures for international university marketing and target-group specific international science communication
- Development of a strategy for international university marketing
- Optimisation of the bilingual digital presence on the faculty and department websites

## II Core Activities of the University as Areas of Action for Internationalisation

### 1 Research and Transfer

The guiding principle of internationalisation in research is UG's continued development as a research university with international ties, which contributes towards the creation of European and global research networks and encourages intensive exchange between researchers and doctoral candidates. The members of the university community strengthen the university's competitiveness by implementing international scientific standards and producing internationally visible research achievements, in particular in areas linked to the university's five current key fields of research.

#### International researchers

International researchers represent an enhancement of the University of Greifswald's research quality, as they bring international networks and the knowledge of international academic cultures to the university. In relevant disciplines, efforts will be made to increase the proportion of internationally recognised researchers at an equal rate to the number of international doctoral candidates. These activities will be dependent, for example, on the increased efforts to acquire externally funded projects that are linked to specific topics or individuals.

#### Involvement in international cooperation and collaborative projects

The active involvement of as many of UG's researchers and artists as possible in European and worldwide cooperation and collaborative projects is a central task set down in the University Development Plan. Cooperation and collaborative projects are characterised by diverse synergies: the sharing of costs, the joint use of resources – including high-end equipment, the exchange of knowledge, and compensation of deficits. They also allow insights into transnational and global challenges.

#### International publications

The extension of research performed in international cooperation and collaborative projects will also lead to the production of more international and internationally relevant publications. In relevant disciplines, enhanced international publication activities trigger a higher impact and increase the number of citations.

#### Objectives

- Further establishment of UG as an internationally connected research university
- Increase in the proportion of researchers with an international background: project researchers, doctoral candidates, professors
- Increase in the number of fellows from the Alexander von Humboldt Foundation (AvH) and German Academic Exchange Service (DAAD) at UG
- Active participation of as many researchers as possible from UG in European and global collaborative projects
- Increase in the number of publications in high-ranking international journals

## 2 Teaching and Studies

The internationalisation of teaching and studies play an important role in the training of cosmopolitan, internationally connected experts and managerial staff, who act in a globally responsible manner. Attractive, internationally oriented teaching offers support UG's national and international competitiveness. In the years up until 2030, the development of digital teaching offers (see section V) will have a decisive effect on UG's internationalisation.

### Internationalisation of the curricula

In order to be attractive to a larger number of European and international students, the University will develop further international degree courses, in which the *lingua franca* English will be the prevailing language of tuition, as well as double degree programmes with Erasmus and other partner universities. It is proposed that every faculty provides at least one such international degree course or is involved in interdisciplinary or interfaculty internationally oriented degree courses. Preferentially, these degree courses will be developed at master's level. Students are prepared for such courses during the bachelor's phase of studies, for example, through the provision of individual sections of subject-specific courses or entire courses in English, as well as subject-specific language courses. The courses provided in English will be correspondingly marked in the study and examination regulations. Developments will also be made in the internationalisation of teacher education. These include the consolidation of the optional subsidiary subject in bilingual teaching and learning, the further development and expansion of the project Teaching Internationally, in which students training to become teachers experience international mobility in a network of partner universities and, at the same time, are able to complete their own mobility modules abroad; and finally, the considerations for establishing a Teacher Academy, which focuses on the training and continuous professional development of teachers.

### Courses taught in English

UG's attractiveness for international students will be improved by a substantial increase in the number of courses taught in English. This can also be supported by bi- or trinational courses held in collaboration with international university partners. By 2030, the University aims to provide 15 % of its teaching offers in English in suitable subject areas so that exchange students, who would like to study in the *lingua franca* at UG, are able to combine these classes provided by the subject areas in English with (subject-specific) language courses in German and English, or other languages, to reach the required scope of 30 ECTS and 900 hours of workload. The corresponding courses will be displayed clearly in good time (one semester in advance) on the university and faculty websites. The courses taught in English also benefit UG's students, who are able to extend their subject-specific language skills by attending these courses. This general focus on the *lingua franca* by no means excludes either the use of other languages in the language departments, or the use of the German language in subjects in which German is more suitable.

### General conditions: ECTS, mark conversion and credit transfer

In order to provide sufficient flexibility for UG's students and international exchange students, both individual classes and entire modules will be recognisable. This will be enabled by the provision of a university-wide standardised system for calculating credit points in line with ECTS, which will also be suitable for recognising classes and degree courses in which no credit points are currently awarded pursuant to their study and examination regulations. Accordingly, a standardised system will be established that can be used to transfer credits gained abroad from varying international marking systems to the procedure used at UG.

## Objectives

- Internationalisation of the curricula through provision of degree courses taught in English and double degree programmes
- Ensured provision of courses taught in English at UG at a scope of 15 % of all courses on offer
- Standardisation of the calculation of credit points for study achievements completed at UG
- Standardisation of the transfer of credit points from international marking systems
- Strategy for recruiting international students and doctoral candidates

### 3 'Third Mission'

The term *Third Mission* refers to the university's responsibility towards society as the motor of knowledge and innovation in and for the region, even beyond national borders and across the globe. UG already fulfils its related obligations in various ways, by disseminating scientific results (back) to the public realms of economy, society, public administration and politics and involves the general public in participative processes.

#### International aspects of a third-mission strategy

In a university-wide discussion process for the creation of an independent Third-Mission Strategy, special emphasis will be placed on international aspects and tasks related to social responsibility. Various formats will raise the third mission awareness of all members of the university community and the associated responsibility at regional, European and global level, enabling them to recognise and realise the related chances. At the same time, research results will be disseminated throughout the world and thus become subject to public awareness.

#### International social commitment

There are three overarching objectives for social commitment:

- Production of evidence-based answers to societal (social, ecological, economic) challenges that do not stop at international borders,
- Fostering of regional development in cooperation and exchange with the neighbouring Swedish and Danish regions, the metropole region Szczecin and the Wissenschaftsregion NordOst, and
- Involvement in social and democratic initiatives, also in the named regions.

#### Commitment to global values of freedom

Research and teaching at the university is committed to the freedom and autonomy of thought. This means that the University and all members of the university community stand up for a free, civil and democratic society in which academic freedom is protected. The University also adopts these values for its international activities.

#### Objectives

- Participative formulation of the international aspects of a Third-Mission Strategy for UG
- Special emphasis on international aspects and tasks related to social responsibility
- Development of solutions to international societal, i.e. social, ecological and economic challenges
- Strengthening of the surrounding region, including neighbouring regions in Denmark and southern Sweden, the metropole region Szczecin and the Wissenschaftsregion NordOst
- Establishment of regular exchange formats with partner universities on the topic of third mission

## III Cross-Sectional Tasks in Internationalisation

### 1 Partnership Policy

Successful international university partnerships are the result of intensive collaboration in research, teaching and administration and, at the same time, form the basis and a resource for the international recognition of a university. UG currently maintains more than 300 research and / or teaching partnerships at departmental and university level with universities in Europe and all over the world. The targeted further development of these partnerships up until 2030 will concentrate on strategic partnerships with entire universities, the focusing of partnership portfolios at faculty level, and the development of a viable regional and country strategy.

#### Strategic partnerships

A limited number of strategic partnerships will allow UG to increase its international visibility and reputation and to gain potential partners for international joint proposals. These strategic partnerships will be defined on the basis of complementary research and teaching profiles, and characterised by particularly intensive collaboration and secure funding. The faculties will be involved in the process for selecting new partnerships.

#### Focusing of the partnership portfolio

Specific monitoring and evaluations will assess the sustainability and reciprocity of existing international relationships at departmental and university level. Existing and new partner universities provide the potential for joint research projects and joint proposals, new joint study programmes, and active multidimensional mutual exchange that will involve all of the university's member groups. In particular, they will open up exchange possibilities in both directions for students and doctoral candidates. This will increase the mobility numbers and make a lasting contribution to UG's international profile. Where possible, new partnerships will be based on existing research and teaching collaborations, as well as the joint interests and initiatives of the academics.

#### Regional / country strategy

One component of strategic internationalisation will be the drawing up of a regional or country strategy for UG's partnership work, which will not only (critically) evaluate traditional target regions (Northern and Eastern Europe/Baltic Sea region/Russia/Vietnam), but also identify new countries to focus on for cooperation activities (Western Europe/GB/North America/Asia/Africa).

In addition to the university-wide strategy and depending on the nature of the subject and existing collaborations, the departments will remain free to set their own focal points when selecting countries.

#### Objectives

- Participative identification and initiation/expansion of strategic partnerships
- Continual updating of the portfolio of existing international partnerships
- Strategic initiation of new partnerships in set target regions
- Increase in the attractiveness of UG for Erasmus+ students from Northern and Western Europe
- Intensification of partnership activities (regular delegation trips from/to partner universities)

## 2 Mobility Policy

Researching, teaching and studying abroad provides researchers, artists and students with insights into different educational models, theories and cultures, as well as a better understanding of European and worldwide higher education systems. Broader perspectives and competencies also improve research and teaching in Greifswald. By consolidating the use of the EU's mobility programmes belonging to the new programme generation 2021-2027, international mobility (university exchange, Erasmus+ etc.) will be increased considerably in all status groups. In addition to the classic forms of mobility, more use will be made of *blended mobility* formats.

### Mobility of teaching and administrative staff

UG has set itself the goal of significantly increasing the two-way international mobility in the target group researchers/lecturers and members of staff, making use of green mobility and environmentally friendly forms of transport. There are plans to sustainably increase the number of international doctoral candidates and visiting academics at UG in relevant subject areas (see also section II.1). At the same time, UG's teaching staff and members of administrative staff will be encouraged to take part in periods of teaching/research and continuous professional development courses abroad, also in *blended mobility* formats.

### Student mobility

A further strategic goal is a significant increase to the amount of international student exchange. There will be a strong increase in the proportion of degree-seeking students and freemovers, which will be supported, for example, by the drawing up of a University Recruitment Strategy for attracting international students. In addition, efforts will be made to attract more exchange students (non-degree seeking) from partner universities in Europe (in particular Western and Northern Europe) and across the globe (in particular North America) for a study stay in Greifswald. Similarly, UG strives to encourage a high proportion of its students to complete a semester of study abroad. This applies not only to the language departments, but all of UG's subject areas and degree courses.

### Mobility and recognition management

(Digital) mobility and recognition management considerably improve the general conditions for the mobility of all status groups. This includes the regular provision of information on exchange and funding possibilities, cover and recognition regulations for members of teaching and administrative staff (as part of staff development measures), digital enrolment and examination procedures for international students, as well as the recognition of study achievements completed abroad in all subject areas in accordance with the Erasmus Charter for Higher Education.

#### Objectives

- Intensification in the international exchange of researchers/professorial staff/members of academic staff
- Increase in student mobility (outgoing and incoming)
- Enablement of international mobility of the administrative staff
- Implementation of blended mobility formats for all members of the university community
- Optimisation of digital mobility and recognition management

### 3 Language Policy

Language policy defines the general conditions and the way in which languages are used at UG. The objective of language policy is to identify the needs of the areas relevant to language policy, i.e. research, teaching, administration, campus life, public relations and maintenance; and to suggest measures to meet them. The strategic goals of UG's language policy are oriented in particular towards the areas of action I-II and IV.

#### **Multilingualism of members of the university community**

UG promotes the institutional and individual multilingualism of all of its members, researchers, teaching staff, students, and members of administrative staff. The multilingual orientation is visible both on campus and beyond the boundaries of the university and reflects, for example, a 'campus of diversity'. In order to attain this goal, UG will provide corresponding continuous professional development offers to its staff at regular intervals. Language skills will be used as recruitment criteria for professorial staff, members of academic staff and other staff. The language-related admission requirements for students will be standardised and defined precisely in the study and examination regulations. The language departments and the offers provided by the Language Centre will also encourage multilingualism, e.g. in the languages of the Baltic Sea region. Classes teaching practical language skills will be taught primarily by native speakers.

#### **English as the language of science and teaching**

As part of its active language policy and in areas in which it is relevant, the University will develop an incentive and support system for the competent use of English as the language of research and teaching; with regard to research, e.g. by providing offers for academic writing in English. UG's teaching offers will also be made more international; in particular, courses taught in English will receive special support, e.g. in the form of workshops for developing bilingual classes, continuous professional development courses abroad, peer teaching or language tutors. Subject-specific language courses will become an integral component of degree studies.

#### **German language courses as a means of integrating the university's international members**

Target-group specific German language courses at UG are essential for facilitating the integration of the international students and members of academic staff into university and social life in Greifswald, and attracting future graduates to Germany and Mecklenburg-Vorpommern. As language serves as the key for understanding the respective culture, the University has set itself the goal of providing a greater number of needs-based German language courses for the international members of the university community. For example, future students will learn about Greifswald in summer schools. The ensuing DSH courses will contain subject-specific language content, which, if required, can be consolidated in advanced subject-specific language courses.

#### **Bilingual external, administrative and campus communication**

UG's external representation in the areas of research, teaching and administration will take place in bilingual or even partially multilingual formats. On the one hand, the English website and other media (including print) will be updated on a regular basis. On the other hand, courses taught in English will be announced in good time and communicated effectively. Where relevant, services provided by the administration will also be available in two languages, i.e. German/English. This means that as many of the staff members as possible will be able to advise students and other member groups competently in English and that documents and certificates will be available in English. Language representatives will be named in particular for areas with face-to-face contact with members of the (potential) university public. In order to accommodate for non-German speaking members of the university community, English signs will be installed all over campus to help with orientation.

## Objectives

- Improvement of the foreign language skills of all members of the university community
- Extension of support offers for researchers
- Development of support offers for courses to be taught bilingually or in English
- Development of a strategy for needs-based, study-accompanying German language courses, including subject-specific language courses for international students and academics
- Expansion of the pool of bilingual documents and forms for the administration/bilingual or multilingual campus
- Optimisation of UG's English/multilingual web presence and other advertising materials

## 4 Internationalisation@home:

'Internationalisation@home' describes the extent to which the internationalisation of the home university's environment (learning, researching and living environment) makes it possible for members of the university community who are unable to take part in mobility, to experience internationality themselves. Internationalisation@home at the University of Greifswald will be advanced effectively by 2030 by rigorously enhancing the internationalisation of the campus and the entire university community.

### Internationalisation@home in research, teaching and administration

As a cross-sector task and responsibility, internationalisation in Greifswald is an implicit component of all services provided by the university: in research, for example, through work in international project teams, and in teaching, by providing international curricula (in foreign languages, digital, with participation of international lecturers and students) (see section II). Within the university administration, it is above all the International Office (IO), the Welcome Centre and the International Guest House (IBZ) who make intensive efforts to provide the university's international members and guests with the best possible conditions for arriving, working and living in Greifswald. The collaborative efforts of all of UG's relevant organisational units will secure a broad spectrum of integration and supervision measures to enable the citizens of Greifswald to come into contact with international members of the university community, visiting academics and students. The Buddy Programme, in particular, enables students at UG, who are unable to take part in mobility programmes, to experience internationality in Greifswald.

### International community

UG promotes the diversity of its members as a chance for expanding and developing Greifswald's international community. The international community is understood and treated as a social environment, whose members are both international and local, and are well connected and in constant exchange with one another. The international community serves as a significant driving force behind the internationalisation of the campus in terms of research, teaching, studies, and administration. It has a long-term effect on cosmopolitan university structures and provides space for the dialogue between different educational cultures and academic perspectives.

### IBZ as the motor for internationalisation@home

The strategic transformation of the IBZ into an international meeting place will prove an important cornerstone for Greifswald as an international location and for internationalisation@home. In a globalised academic world, the IBZ functions as a home for international academics from all kinds of disciplines and from all over the world. In the representative town house, researchers find a home for themselves and their families, a place to research, for social integration, advice and support. Personal networks are formed. In this respect, the IBZ will play a decisive role in strengthening the international community.

#### Objectives

- Internationalisation of the campus (research, teaching and studies, as well as administration), transformation towards a cosmopolitan university
- Consolidation of the welcome services provided by the IO, Welcome Centre and IBZ to secure a permanent welcoming culture
- Strengthening of Greifswald's international community as the driving force for internationalisation@home
- Establishment of the IBZ as the motor for internationalisation@home

## IV Internationalisation of the Administration

An internationally oriented administration is a requirement for the provision of adequate general conditions to international academics and students, and establishing a welcoming culture at the university. It is therefore also essential for the successful realisation of internationalised research and teaching and makes a decisive contribution towards the attractiveness and competitiveness of the university.

### Internationalisation as an attribute of the administration's quality

The internationalisation of the university's administration is therefore a central guiding principle of UG's Internationalisation Strategy. The extent of internationalisation is one of its quality characteristics. The internationalisation of the administration is mainly shown by the language skills of the members of administrative staff and their detailed understanding of interculturality. This is complemented by easily accessible (online) information and service offers in English (see section III).

### Feedback culture

The establishment of a feedback culture as a measure for permanent quality assurance will make a lasting contribution towards the internationalisation of the administration. International members of the university community and alumni as 'experts with own experience' are an important source for the establishment of this feedback culture. Their expertise will be used and assessed in regular surveys on expectations, requirements, experience, and suggestions from the international members of the university community.

### Continuous professional development through mobility

Intercultural and foreign language skills will be improved for the long term through the provision of regular (digital) continuous professional development courses. One goal of an internationalised administration is the consolidation of its staff's own international experience through participation in staff exchange programmes and intercultural offers at the university. Corresponding recognition mechanisms will also be established for the international mobility of staff members and thus internationalisation will be understood as an integral part of staff development

#### Objectives

- Determination of internationalisation as a positive attribute of the administration
- Establishment of service offers in English (information/support)
- Development of a feedback culture with regular surveys of international guests
- Provision of regular qualification offers for members of administrative staff (consolidation of language and intercultural skills)
- Encouragement of participation in staff exchange programmes

## V Digitisation as a Strategic Instrument of Internationalisation

Digitisation is understood as a central cross-sectional task for all areas of action. The effective digitisation of all central tasks and areas of UG will be used effectively as a strategic instrument for successful internationalisation as it makes it possible, for example, to reach a broad international audience and make the town of Greifswald more attractive on the international stage.

In addition to making research and teaching visible, a further strategic aim is to create a digital campus (*Virtual University of the Baltic Sea Region*), which will coordinate UG's internationally oriented hybrid and digital teaching offers.

### International visibility and research

Digitisation implies the optimisation of UG's international visibility and digital presence, as well as measures to provide secure research data management and the digital availability of communication platforms for international science communication, or for the external communication on research projects/research results.

### Digital tools for internationalised teaching

In addition to providing international scope, digital and hybrid teaching and learning formats enable intercultural teaching and learning experiences from anywhere in the world (blended mobility). In addition to hybrid formats, blended learning, micro-credentials and International Virtual Academic Collaboration are becoming increasingly important for the internationalisation of teaching and studies. Where they can be put to use sensibly, corresponding bi- or multilingual teaching offers will be developed at UG and together with international partner universities. These teaching offers include digital preparatory and language courses, summer schools and international classrooms, which can also prove to be an important impulse for internationalisation@home. A smooth-running administration of such formats will also be guaranteed.

### Digitisation of administrative processes

Trouble-free digitised administration (in English/multiple languages), secure data management and efficient digital mobility management are further location factors that positively influence Greifswald's attractiveness as a location for education and research and are therefore named as further strategic guidelines for internationalisation.

#### Objectives

- Consolidation of the international visibility and range by digitising all central tasks and areas
- Realisation and communication of successful research activities
- Introduction of internationally-oriented hybrid and digital teaching and learning formats, as well as a digital campus (*Virtual University of the Baltic Sea Region*)
- Guaranteed provision of secure data management in research, teaching and administration
- Guaranteed provision of effective digital mobility management

## VI Monitoring and Steering

The implementation of the Internationalisation Strategy will be supported by continuous monitoring. Using the monitoring data as a basis, measures and incentive systems will be conceived for the further realisation of the Internationalisation Strategy. In turn, these will be assessed regularly and the results will be used for the further development of the university. The university's bodies and faculties are involved in this process and their work will be accompanied by external *critical friends*.

### Monitoring

The monitoring will draw on selected profile data on the internationality of higher education, which is collected every year in a joint effort by the German Academic Exchange Service (DAAD), the Alexander von Humboldt Foundation (AvH), the German Research Foundation (DFG) and the German Rectors' Conference (HRK) and published as the HSI-Monitor - Profile Data on the Internationality of Higher Education ([www.hsi-monitor.de/ \[de\]](http://www.hsi-monitor.de/)). The data provides a good overview of the state of internationalisation. For national comparisons, the University of Greifswald is placed in the cluster of medium-sized universities (7,000-25,000 students) University-specific indicators will also be used for the monitoring, which shall reflect specific objectives in the individual areas of action.

### Steering and structures

The steering and successful realisation of the Internationalisation Strategy is dependent on the precise definition of responsibilities and structures. The constant discussion and tackling of topics related to internationalisation will take place decentrally, either at departmental, disciplinary or faculty level, or in focus groups that convene on certain topics or projects. External expertise will be obtained from representatives belonging to relevant institutions, primarily from the Association of North German Universities, but also the DAAD, AvH, or transfer partners. The Deans and the Rectorate will also be involved as part of the weekly general meeting, as well as the Academic Senate. An HRK (Re-)Audit International is envisaged for the end of the Internationalisation Strategy's period of validity.

### Incentive systems

Based on the monitoring results, the bodies, the faculties, the university governance, and the administration will introduce measures and incentive systems for the further implementation of the Internationalisation Strategy. These will be assessed constantly and the results used for the further development of the university.

The general public at the university and the university bodies will be informed regularly about the monitoring results and the implemented measures.

#### Objectives

- Configuration and introduction of a monitoring system on the implementation of the Internationalisation Strategy
- Continuous decentralised accompaniment of the internationalisation at departmental, disciplinary or faculty level
- Creation of focus groups for internationalisation projects
- Recurring advisory sessions with external critical friends
- Introduction of faculty-specific sub-strategies and target agreements with the faculties

## Glossary

Area of action	Work areas at the university in which internationality and therefore internationalisation play an important role.
Blended mobility	'Blended mobility' combines physical with virtual mobility. It can take on a number of different forms: For example, students can prepare their period of study abroad by taking part (virtually) in classes held by the host university in the semester prior to their stay abroad, allowing them to get to know members of teaching staff and fellow students. During their period of study abroad, they can sit examinations they have not yet taken at the home university and are also able to follow up their period of study abroad virtually. Further blended mobility formats include language tandems, as well as digital guest lectures from international experts at a class being held at the home university. Ultimately, blended mobility covers any structured offers in which two or more universities cooperate internationally and physical and virtual mobility are an integral component of the curriculum and in which students from both/all universities participate in either hybrid or purely digital classes.
Citizen science	Citizen science is the term for research projects that involve non-experts (members of the general public) in all phases of the project, for example, in the formulation of the research questions, but also in the realisation and evaluation of measurements.
Credit points	Credits awarded pursuant to the European Credit Transfer System (ECTS).
Critical friends	Critical friends are usually external individuals, who use their benevolent views and constructive criticism to support a university in its further development.
Degree-seeking students	Students with a higher education entrance qualification from abroad, who study for a degree at a university in Germany.
Digital teaching/learning formats	These are teaching/learning formats in which digital media constitute the foundation of the teaching/learning
Double degree programme	Graduates of double degree programmes receive two university degrees.
Freemover	Freemovers are students from international universities, who organise their period of study abroad (usually one or two semesters) individually, not on the basis of existing partnership agreements.
Hybrid teaching/learning formats	These are teaching/learning formats that make the most of both digital and analogue forms of teaching and learning, with students and lecturers taking part both in person and
Incomings	Incomings are students from foreign universities, who come to study at the University of Greifswald, usually for one to two semesters, within the framework of a partnership agreement.

International classroom	Course in which students from various cultural and educational backgrounds come together.
International community	The term international community refers to a group of local and international citizens of a town, who are united by their wish for international and intercultural exchange. Local members have often, but not always, spent time abroad themselves.
International Virtual Academic Collaboration (IVAC)	These are projects supported by the DAAD in which academic higher education exchange takes place online and mobility is consolidated virtually. For example, German and international higher education institutions develop joint virtual collaboration formats that they include in their curricula.
Internationalisation strategy	Long-term plan including objectives for increasing the internationality of a university in predetermined areas of action, including research, teaching, and administration, within a given timeframe.
Internationality	Internationality describes the quality of an organisation/a university with regard to its international composition, international (i.e. beyond national borders) impact and reputation.
Internationalisation	Development of an organisation's (e.g. a university's) internationality.
Joint degree programme	The higher education institutions involved in a joint degree programme award one joint university degree.
Learning agreement	A learning agreement in Erasmus+ is a study contract between the exchange student, the home, and the host university, about the courses the student plans to take at the host institution and their recognition at the home university.
Learning, researching and living environment	The term describes the university as a location of extensive experience for learning, research and life.
Measures	Measures are specific forms of implementation with which needs are met and recommended action is taken.
Micro-credentials	Micro-credentials certify learning outcomes of short-term learning experiences such as modules. They form part of life-long learning and are linked to the growing necessity, as a result of societal transformation, to regularly update knowledge and skills that go beyond the underlying professional and academic training.
Outgoings	Students, who study at a foreign university for a limited period of time (usually one to two semesters) on the basis of partnership agreements.
Peer teaching	In peer teaching, students take on the role of teacher. This applies not only to students taking part in university courses, but also serving teachers taking part in continuous professional development offers.

Sample timetable	<p>In addition to the provision of a full overview of courses taught in English, it would be sensible to compile winter and summer semester timetables amounting to 30 ECTS for potential exchange students, which would display possible courses according to discipline, faculty or even topics, which could then show interdisciplinary offers; and to display them in prominent positions on the websites. This would make it possible for exchange students to discover an attractive package of courses whilst browsing the website, which could make it more likely for them to decide they would like to study in Greifswald than if they had to compile these offers themselves.</p> <p>Of course, this does not mean that exchange students will not be able to plan their exchange semesters in Greifswald individually.</p>
Staff mobility	<p>This refers to types of mobility in which members of academic and non-academic staff visit colleagues at foreign universities and exchange on the contents and procedures linked to their work, but also, in the case of teachers, observe teaching at partner universities or may even teach their own classes.</p>
Virtual University of the Baltic Sea Region	<p>An international, inter-institutional and interdisciplinary project led by Prof. Dr. Cordelia Heß that forms part of the <i>Digitale Lehre im MV</i> (Digital Education in Mecklenburg-Vorpommern) project, in which students from various countries attend digital classes. [Virtual University of the Baltic Sea Region. 2022. 25 March 2022 &lt;<a href="https://www.uni-greifswald.de/studium/ansprechpartner/qualitaet-in-studium-und-lehre/projekt-interstudies/projekt-interstudies-2-2017-2020/digitalisierung-in-der-hochschullehre/digitale-lehre-in-mv/virtuelle-hochschule-ostseeraum/">https://www.uni-greifswald.de/studium/ansprechpartner/qualitaet-in-studium-und-lehre/projekt-interstudies/projekt-interstudies-2-2017-2020/digitalisierung-in-der-hochschullehre/digitale-lehre-in-mv/virtuelle-hochschule-ostseeraum/</a>&gt;].</p>

Passed by the Academic Senate of the University of Greifswald on 20 April 2022.