

# **Erasmus Policy Statement (Overall Strategy)**

## **PROFILE**

The profile of our graduates and staff is to be a citizen of the world. That is our vantage point. In aligning with the regional, national and international contexts and developments it is felt necessary that Internationalization is a key feature for KHLim as a translation and operationalization of the institute's values and strategic goals.

## **VISION AND MISSION**

We see four distinct development areas in our mission for the internationalization:

I. KHLim has to develop (further) as an international(ized) institution: focus op internal development

II. KHLim has to be a trusted preferential international partner (education, research, development, networks, etc.): focus on external networking and development

III. KHLim goes for maximum international mobility for students and all staff

IV. KHLim supports all this by a rigorous implementation of Internationalization at Home as a development concept for curriculum design and delivery

## **STRATEGIC APPROACH**

In the strategic approach seven main goals were defined for the period 2012-2017:

1. 30 % outgoing student mobility (long stay)
2. at least 1/3rd of our staff has international experience (teaching, training, research etc.)
3. KHLim will position herself as a good international partner (mobility, research, community engagement and development)
4. KHLim invests in North-South cooperation, through institutional and other partnerships and develops the CDSL (community development through service learning) as a specific pedagogical model for student and staff operations
5. Further implementation of IaH
6. KHLim will prepare for international quality labels (NVAO, ECTS label etc.)
7. KHLim invests in developing the necessary building blocks and tools, e.g. defining curriculum background by defining the framework to cover the International Competence(s) as part of the 21st century skills and generic competences.

## **INSTITUTIONAL DEVELOPMENT**

In doing this all operations focus on four fields of institutional development:

- Awareness and Engagement (of the institution, of the departments, of individuals)
- System development (framework and tools, curriculum development, networks, etc.)
- Developing the human potential (staff and students)
- Creating an impact (sustainability and quality culture).

## PREFERENTIAL PARTNERSHIPS AND GEOGRAPHICAL AREAS

Networking and choice of partners: We cooperate with many partners, especially to organize student and staff mobility. But the focus will be on a smaller number of preferential partners with whom we will cooperate to apply and execute projects, to benchmark our curriculum and to co-develop and organize curriculum, to focus on quality issues and to define and develop institutional policy. We have institutional MOUs to this aim and in the future this will be further developed. We will cooperate within and with consortia to enable the development of joint degree programs. Key issues are that there is a bottom up approach to see there is enough compatibility.

We also work with (international) partners from industry and technology, to develop an external nexus and further participative development to update our curriculum and research and to ensure that the content is relevant. These are to be found all over the EHEA and outside Europe. In the South there are specific countries we work with: South Africa, Morocco, Tanzania, Suriname are the most important.

The cooperation with partners from the Euregio Meuse-Rhine is also an important target, because of the specific possibilities, needs and the dynamics that exist in the Euregio.

## STAFF AND STUDENTS

For staff and students we look at content to improve employability, professionalization and self realization through the experience abroad or by working in international context. The students go abroad in their last year of the bachelor programs (log stay). There are short programs in the other years as well.

We wish to create citizens for the world, who in an active way contribute to the positive development of our society and who develop the International Competences needed to do so:

1. Personal growth, from independent to interdependent when working with others
2. Intercultural skills to work in a multicultural and cosmopolitan environment
3. Language skills
4. Global knowledge and civic skills to know about the world and foster engagement
5. Disciplinary learning to be able to place the own discipline in an international and intercultural context.

## MULTIPLE/Joint DEGREES

In the future we want to come to institutional and sustainable partnerships with international partners. The organization of joint or multiple degree programs will be sought after

If applicable, please describe your institution's strategy for the organisation and implementation of international (EU and non-EU) cooperation projects in teaching and training in relation to projects implemented under the Programme.

One of the KHLim institutional development foundations is the embedding of the development in a regional and an international context. KHLim is a portal to support regional development by translating and using the international experience, networks , knowledge etc. in the region we serve. Therefore KHLim finds the international strategy of the foremost importance.

The international element is dealt with by the International Office and the International Office-Mobility, to organise the international mobility, to act as a resource unit for the rest of the institution and to valorize the results. There is close cooperation with the Rector's Office, with Educational Policy and with R&D. The other units involved are:

## QUADRI

The International Office cooperates with the KHLim Research Centre and the Project Office, which is a part of KHLim

QUADRI: [www.khlim.be/pagina/research-development](http://www.khlim.be/pagina/research-development).

Besides the lecturers in the departments there are a number of spearhead cells, with a specific development focus in their discipline, and they constantly participate in international and national projects

## PROJECT OFFICE

For all departments there are specialized people who help when someone has got a research or project idea.

These people are specialized. They know all the calls, all the programs, and their priorities. They are constantly monitoring the development of these programs, together with the people of the international office.

In case one of the lecturers (Teaching) or researchers (R&D) have an idea they are actively helped to apply for a project grant by these specialists.

These people also constantly inform the staff on the opportunities and they help write the application, run the projects with the administrative and financial set-up, the reporting and the dissemination and valorisation.

The valorization and dissemination specifically is an important issue and this is a matter of the Business Development Center and the Innovation Hub of the institution.

KHLim will use the participation in the program to further develop into a modern institution for higher education and all five priorities will be addressed. The way we cooperate with our preferential international partners and consortia and the way we take up our position in the local, regional ecology and the international dimension will ensure that we will be the local spearhead of development as part of the knowledge and innovation triangle.

The international cooperation functions as a quality gauge for our PDCA cycle. It helps to improve performance and realize a concrete impact. We co-define, co-develop and co-establish relevant material and experience and strive to create lasting impact and sustainable co-operation.

### 1. Increasing attainment levels and strengthening the social dimension of higher education

Our HEI recruits very locally, and often from families with a disadvantaged background. The Flemish admission system is very open. This entails that we invest a lot in guidance and coaching of the students. We want our students and staff to evolve into cosmopolitans and citizens for the world, with relevant competences to be employable. We also focus on academic leadership. All this will be done within an international framework.

2. Improving the quality and relevance of higher education, including through cooperation between higher education institutions and the labour market. We are part of the ecology of the region and euregion; and we take an active part and leadership in this. We are developing tools with international partners to ensure participative development of relevant curriculum and take up our role in the knowledge triangle, which is to us the external development nexus. We are member of PASCAL PUMR and IMHE (OECD) to realize this.

3. Strengthening quality through mobility and cross-border cooperation.

Mobility gives us the possibility to benchmark, to co-develop and co-establish relevant programs. We also develop tools to consolidate the student and staff experience with the ICOM-project (see above)

#### 4. Knowledge Alliances Education, research & innovation for excellence and regional development

We are forging Knowledge and skills alliances, to strengthen the regional ecology and the international development platform. We engage in local and international communities, and this is a source of inspiration and innovation. This is translated in project and development.

5. Improving governance and funding The projects help to realise contract funding. Academic leadership will reach out to locate prospective partners. It is clear that by doing so the HEI opens up and is stepping out of its ivory tower. The collective results and the processes through which they are attained is a quality framework in itself.