

JOINT REPORT

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WP2 leader: University of Novi Sad

ACTIVITY 1

Analysing current practices in academic mobility services and establishing/enhancing them

WP2

Fostering various support services

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SELF-ASSESSMENT

Current practices in academic mobility services at RS institutions

The following data is based on the input provided by the Serbian partner institutions participating in FUSE. It was reported, using Questionnaire Part A, by the following institutional representatives:

- **University of Niš**, Prof. Dr. Vesna Lopičić (Vice-Rector for International Affairs) and Prof. Dr. Vera Marković (Full Professor and Coordinator of Erasmus Mundus programme at the university level)
- **University of Belgrade**, Prof. Dr. Siniša Đurasević (Vice-Dean)
- **University of Kragujevac**, Prof. Dr. Nenad Filipović (Vice-Rector for International Cooperation), Olivera Mijatović (Head of Department for International Cooperation and Monitoring of International Projects), Milica Milenković, Tatjana Stanković and Milena Momčilović (administrative staff members)
- **University of Novi Sad**, Ivana Vujkov (Head of UNS IRO) and Nataša Nikolić (International Relations Officer)
- **State University of Novi Pazar**, Sibela Eminović (Lector)
- **College of Tourism**, Milenko Djurić (Director of Public Relations and International Cooperation Centre)
- **Conference of the Universities of Serbia**, Prof. Dr. Nada Kovačević, Vice-Rector, University of Belgrade
- **Ministry of Education, Science and Technological Development**, Jelena Cimballejević, Sector for European integration and development and research projects in education and science

The answers to the main self-assessment questions can be summarized as follows:

Which mobility programs has your institution participated in during the last 5 years?

When asked about the mobility programs in which the institution has participated during the last 5 years, the answers were more or less similar across most RS partner universities. As expected, the four major universities, perceived as regional centres, have successfully participated in the Erasmus Mundus Action 2 networks aimed at the Western Balkans. The State University of Novi Pazar and the College of Tourism have not taken part in EM2. The collaboration with the USA through the UGrad (ex FORECAST) exchange programme was recognized as active by only half of the universities: Novi Sad, Belgrade and Kragujevac. CEEPUS, as an older and well-established central European exchange programme is implemented at most of the universities except at the State University of Novi Pazar and the College of Tourism.

For ten years now, University of Novi Sad remains the sole participant in the Campus Europae exchange programme. This cannot be very much influenced from the level of the state, since the European University Foundation - Campus Europae is the approaching and inviting entity. All of the universities have successfully developed bilateral agreements on various levels and through different programmes. Since bilateral agreements are generally perceived as institutional initiative (regardless of the fact that the agreement is established on the state level), the answers show that this is by far the most obvious level when it comes to international participation.

Level of participation in mobility programmes differs among RS universities.

Does your institution have basic information on the scope and character of its academic mobility?

This is an issue where, again, the regional centres - Universities of Belgrade, Novi Sad, Niš and Kragujevac showed both the awareness of the benefits of academic mobility and a similar range of tools in achieving/implementing it. When asked about the statistics and how the information system works, the answers were almost the same. Accuracy in statistical data largely varies depending on the role that the university has in the programme. If part of the consortium, the data on mobility are complete and accurate unlike when the university is not directly participating in the consortium, but is merely a beneficiary of the programme. However, certain level of central IRO data management has been achieved (be it through Microsoft Office Excel tools like at the University of Belgrade or the basic mobility software like at the University of Novi Sad). There is an ongoing initiative to report individual mobility grants (both student and staff) in order to keep track of the mobility flow. Lack of accurate statistics is partly due to the autonomy of the faculties in managing some of the programmes. For example, the so-called *free movers* apply to faculties directly and hence are not reported in the university central databases. Integrated mobility software would be an asset. The existing software is rudimentary and there is a need to develop tailor-made software, especially for the coming Erasmus + programme scheme. The State University of Novi Pazar and the College of Tourism do not possess the basic data on the scope and the character of mobility at the institutional level.

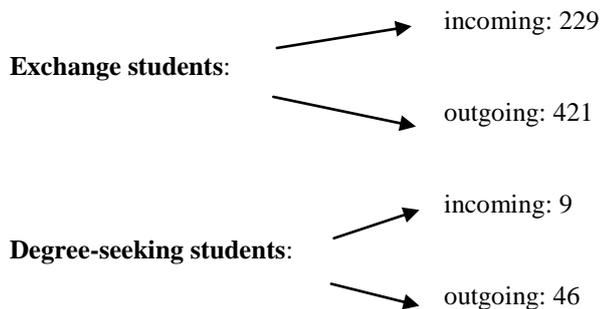
Existing student mobility data is neither comprehensive nor complete across RS universities.

Number of exchange students in 2013/2014 (entire institution)

Number of degree-seeking students in 2013/2014 (entire institution)

The answers varied again among institutions, but the trend is recognizable and shared by all. In the first place, obvious is the **discrepancy between incoming and outgoing flow** – with both exchange and degree mobility.

Total figures show:



The University of Belgrade, being the largest, naturally leads in numbers, and is closely followed by the University of Novi Sad, and of course Niš and Kragujevac. This is largely due to the fact that these four universities have successfully participated in the EM2 networks.

However, the fact that the College of Tourism does not have any exchange students is alarming, while on the other hand, they were able to attract 2 degree-seeking foreign students.

Number of incoming degree-seeking students ranges from very low to nonexistent, according to the data provided. However, we should be aware that these low numbers might also be a result of non-reporting of the data from the faculties enrolling students of ex-Yugoslav Republics (who should be regarded as foreign students). Lack of adequate statistical monitoring might have influenced the reported figures to some degree, but not too much. The State University of Novi Pazar did not provide any input.

Small mobility numbers of both incoming and outgoing exchange and degree-seeking students.

Which units at your institution (central level) provide services that support academic mobility?

Common denominator for all the respondents is the International Relations Unit as a cornerstone, which is almost everywhere (except at UNS) supported by the Student Affairs unit. University of Kragujevac demonstrates the most advanced network of units and associates, with an emphasis on associates from each faculty, whereby half of them is located outside Kragujevac. University of Niš follows this rather good example and gets the necessary support from other units, which should naturally be involved in processing the academic mobility. The special case is the College of Tourism where a sole manager seems to be the unit of Public Relations and International Cooperation Centre.

Narrowed range of units involved in the process brings the risk of being understaffed, acting as a sole decision maker even though the process requires cross-decision making, but significantly reduces the time invested into solving issues and particular cases. Therefore, people in the international relations units are often forced to multitask and act practically and promptly. It is interesting to notice that in Niš, Kragujevac and Novi Pazar, the supporting role in academic mobility is given to the Project Management unit, which probably stems from the fact that this is the unit which has an important role in the project pre-award phase (specifically in EM2 projects), but is by all means an added value and a helping hand in the mobility implementation phase.

How are these different units/offices at the central level mutually connected in terms of coordination of the work on academic mobility service provision? Which unit is in charge of this coordination?

Here again we come to the fact that the International Relations Units are the hub of the process and therefore the coordinating body. In Niš and Kragujevac it is supported by the Career Centres, in Belgrade it is supported by the Office for Education and Research, while in Novi Pazar by the Student Affairs unit. In Novi Sad, the central IRO is supported by the faculty IROs. The College of Tourism is again unique with only one unit in charge - Public Relations and International Cooperation Centre.

International Relations Office plays a crucial role in the facilitation, coordination and support of mobility.

In view of the previous question, please describe how each unit at the central level supports academic mobility (what is the division of work; is it regulated in anyway; how does it function)? At what level are the services supporting academic mobility provided?

UNS, UBG, UGK and UNI function on both levels – central/university level and the level of the faculties, which seems to be the only feasible way until the full integration of the universities is reached. Naturally, some activities as formal enrolment and academic aspects (*Learning Agreements, Transcript of Records, recognition*) are negotiated and managed on a faculty level along with bilateral and multilateral agreements, which are signed on a university level and executed on a faculty level, in most cases. Faculties also have their own mobility schemes (bilateral and multilateral agreements) and they are managed completely on a faculty level.

State University of Novi Pazar is the only fully integrated state university in Serbia and while the International Relations Unit is in charge of coordination, they insist on involving all other units as actively as possible. The College of Tourism is again unique - Public Relations and International Cooperation Centre remains the only body in charge (all requests are forwarded to them) and functions on a faculty i.e. departmental level. However, it is important to say that here the term *central management* should primarily refer to the fact that important rules and codes of conduct should be unified. Many documents which regulate principles and procedures with regard to international student mobility (e.g. *Regulations on Student Mobility and Academic Recognition of Mobility Periods Abroad at UNS*) do not exist at all partners.

The main criteria for transfer and recognition of ECTS credits and grades have to be in line with the European standards and based on the principles of transparency, flexibility and fairness.

Different aspects of academic mobility are managed at different levels (university, faculty, department).

When asked about having a body (board; committee, etc.) that is in charge at the central level with issues of academic mobility majority of respondents answered **yes**, but listed quite different structures existing at their institutions - from the university Senate to its Council, Faculty Councils, individual functions (Rector, Vice-Rectors, etc.) and IRO units. Therefore, **there is not a single unique recognizable entity in charge of academic mobility**.

Interesting is the case of UNS where the *Board for Integrated Scientific Work and International Cooperation* is a permanent subsidiary body of the University Senate focused on scientific research and arts, thus tackling internationalisation aspect in the most general sense. However, regarding specific actions, the Board was the initiator and the proposer of *Regulations on Student Mobility and Academic Recognition of Mobility Periods Abroad*. This might be

Different structures dealing with academic mobility exist at different RS partner universities.

The number of employees (both at the university and faculty level) directly involved in providing administrative, technical and/or promotional services related to academic mobility is fairly **low** everywhere. **It can be concluded that the units providing these services at respondents' institutions are understaffed.**

This is particularly obvious when considering and comparing the size of the institution (like UNS – 5 IRO staff or UBG – 3 IRO staff members on a central level) where services are aimed at and provided to a large academic community. University of Kragujevac has 9 staff members, which still does not appear to cover the needs.

Besides, it needs to be taken into account that administrative, technical and/or promotional services related to academic mobility are only a part of the overall and complex workload covered by units and people providing them.

Insufficient number of IRO staff in relation to the existing needs and future opportunities of RS partners.

Various means of involving academic staff (faculties and departments) in the implementation and facilitation of academic mobility programs have been presented. They do not considerably differ in type of activities implemented, but rather in their scope. Involvement of academic staff ranges from barely existent (only personal contacts) to very active, whereby the latter means active participation both in implementation and promotional activities related to academic mobility. As reported, the majority of faculties do have the designated teaching staff who take part in academic mobility as ECTS academic coordinators in charge of negotiating and approval of *Learning Agreements*.

As there are very few programmes in English, most of the lectures for incoming students are held in the form of mentoring which means that academic staff is directly involved in the implementation of incoming mobility. Furthermore, a number of professors/assistants are involved as contact persons or related to the mobility schemes in some other way. The respondents emphasized the promotional part as being considered as the initial and equally important as the implementation of academic mobility.

Level of involvement of academic staff varies in its scope at different RS partner universities.

When it comes to the types of services related to INCOMING academic mobility (foreign students and staff) offered at respondents' institutions, it is hard to establish general common answers since practices vary from institution to institution. Majority of respondents reported partially developed promotional and dissemination activities aimed at attracting foreign students and staff, except UKG, which reported them as non-existent. Maybe the most threatening weak points common to all are:

- partially developed or non-existent catalogue of study programmes, courses or subjects in English (developed only at UBG)
- pre-arrival (online) enrolment and housing information
- allocation of academic coordinators (academic contact point, tutor, mentor)

All other activities are probably solved on the go and taken care in a less organized manner but this does not seem to block the whole process. The lack of well-defined procedures allows "creativity" in problem solving approach.

Services are more harmonized among institutions when it comes to **type of services related to OUTGOING academic mobility.**

Institutions have developed a **good network of supporting activities** to advise their students and staff on the possibilities of study periods abroad. It is a fact that none of the institutions possess any internal funding mechanisms to support supplementary funding, but this is no wonder since it is true for the majority of higher education institutions in Serbia.

The most important issue of **recognition of study periods abroad** is reported to be partially developed, which is not encouraging and should alarm all the stakeholders to establish mechanisms, mobilize all participants in this process, and establish procedures which would function as internal sets of rules. Due to the decentralisation of the university, faculties have different policies regarding the recognition of study periods abroad. This leads to diverse practice in this field as well as to legal ambiguities.

University of Kragujevac could be singled out as the most advanced with regard to this issue, while University of Novi Sad possesses an advanced and comprehensive document (*Regulations on Student Mobility and Academic Recognition of Mobility Periods Abroad*), which regulates principles and procedures in regards to international student mobility (basic terms, mobility documents, principles and rules of academic recognition).

Only the University of Belgrade reported to have **individuals or units dealing specifically with issues of STAFF mobility (incoming and outgoing staff mobility)**. Other institutions either do not have them or have them partly, whereby the latter might refer to designating a person in charge on the case-to-case basis.

Level of quality varies between incoming and outgoing mobility support, whereas staff support is lacking.

One of the most important questions is **strategic approach to internationalisation**. Half of the institutions (UBG, UNI, and The College of Tourism) reported to have it, others do not. This should be taken most seriously since it should be the base of all further orchestrated activities towards and within internationalisation. A top-bottom approach should be by all means established and implemented here. Often, the lack of the unique roof strategy of internationalisation is facilitated and supplemented by adopting various other regulations, rules, activity plans, devised on solely institutional basis, and perceived as a code of conduct in practice. This variety of policies should be compiled and seriously scrutinized in order to incorporate the best ones into the overall internationalisation strategy. With regard to this issue, only the University of Belgrade and the University of Niš could be taken as good example of institutions which have both the strategic approach and internal strategic documents serving to support and implement it.

Insufficient strategic orientation towards internationalisation.

When asked about **personal perception of the current scope and quality of incoming and outgoing academic mobility at their institutions**, the more advanced partners (UNS, UBG, UKG, UNI), already deep in the process of internationalisation and practice, recognized the following features, more or less, common to all:

- evident lack of binding recommendations and legal and administrative framework regulating the organization and implementation of internationalization activities (working protocols, administrative manuals, info guides, standardized documents for foreign exchange and degree students, etc);
- insufficient number of courses/study programs in foreign languages;
- insufficient institutional visibility and attractiveness;
- no internal funding for facilitation of academic mobility.

SUNP and the College of Tourism consider themselves as being fairly new in the process and aware of the steps and actions to be undertaken. The dissemination of good practice from their advanced partners in FUSE will be highly beneficial.

When asked about what kind of **discussions, workshops or other activities would be most beneficial during the study visit to a partner university**, the respondents showed their practical side and eagerness to supplement their specialist skills. The following was mentioned as highly desirable:

- Types of procedures and IT support used for academic mobility services
- In-depth presentation of the mobility software used by the EU partner
- Regulations and practices regarding academic recognition of study periods spent abroad
- Experiences of employees directly providing administrative, technical and promotional services (different offices)
- Insight into strategic documents, working manuals, promoting materials, etc.
- Methods and financial means for attracting foreign students and staff
- Presentation of the services offered to incoming and outgoing students/staff
- Presentation of the incoming/outgoing students' experience
- Insight into existing mobility programs in Europe and overseas
- Mobility programs: new opportunities for cooperation with Serbian HEIs

As far as the Ministry of Education, Science and Technological Development is concerned, its view is the one of providing support to the mobility of students, academic staff and researchers by amending the legislation in the field of higher education and student standards, and ensuring sustainable financing of mobility of students and teaching staff. It has listed only two active mobility programs at the national level: Bilateral Cooperation and Human Resources Development Program. However, in order to reach the goals of the Strategy of the Development of Education in Serbia 2020, where intensive academic mobility is part of the overall vision, MESTD needs to introduce more financial mechanisms and frameworks that would help Serbian HEIs to increase the scope and quality of (especially incoming) academic mobility.

Overview of submitted WP2 reports per RS partner:

	Pre-Visit Questionnaire PART A	BRNO	MALAGA	BAMBERG	KRAKOW
UNI	√	√	√	√	*
UB	√	√	√	√	√
UNS	√	√	√	√	√
UNIKG	√	√	√	√	√
SUNP	√	√	√	√	√
COT	√	√	√	√	√
MESTD	√	n/a	√	n/a	n/a
CSU	√	√	√	√	√
SCSU	√	*	*	n/a	n/a

TRAINING

Best practices in academic mobility services at EU institutions

All 5 study visits were carried out according to plan by the FUSE Coordinator, EU & RS partners in the 1st project year. The following is based on the Questionnaire, Part B, which study visit participants had to fill out after the training-.

WP2 study visits:

- Masaryk University in Brno, Czech Republic (April 2014)
- University of Malaga, Spain (May, 2014)
- Jagiellonian University in Kraków, Poland (September 2014)

Since some WP2 issues are deeply interrelated with WP1, they were also part of the study visit to:

- Otto-Friedrich-University Bamberg, Germany (June 2014)

WP1 issues were part of the study visit to:

- Middlesex University, UK (July, 2014)

Host institution: Masaryk University, Brno (MUNI)

MUNI has a Strategy of Internationalisation from 2003 (with a new Strategy of internationalization currently under preparation) and MUNI Rector's Directive. The main documents are MUNI Strategic Plans with goals, targets and indicators, revised every year.

Strategic priorities: Academic mobility is placed among the top priorities in the development and internationalisation of MUNI (encouraging cooperation between higher education institutions, providing a wide range of opportunities for students and academic staff). It is also recognized that high quality research can only be done internationally, thus research mobilities are also highly encouraged through various research projects funded by the European Commission and other.

The main objectives of this strategy are: introduction of a large number of courses offered in foreign languages, development of joint degree programs on both master and doctoral levels, higher number of scholarships for foreign students, higher number of inter-university agreements, development of IT support system, different kinds of support for both incoming and outgoing students, teachers and researchers. All of this has contributed to the development of different units, well-organized and structured, dealing with academic mobility at the university and faculty level.

Office for International Studies, a unit that is financially and structurally independent from the Rectorate and is fully in charge of the issues of mobility and international cooperation. MUNI Office for International Studies employs - Director, Strategic team (4), Mobility team (7), Support team(4) and 10 part time employees, around 12 employees at the faculty level, the students volunteering at International Student Club.

Mobility scope: incoming and outgoing mobility is performed through 12 mobility programmes and networks. The results are the following:

- the number of incoming students from 8% in 2005 (1.4% without Slovak students - which represent the majority of the pool of the incoming students) increased to 16% (2.4% in 2012 without Slovak students) or in numbers from 304 in 2002 to 1054 in 2012 without Slovak students, or in total 7036 (5982 Slovak students);
- the number of outgoing students increased from 103 degree-seeking in 1999/2000 to 2010 in 2012/2013 and 31 exchange student in 2007/2008 to 153 in 2012/2013;
- regarding incoming staff, this process is mostly decentralized and dealt with at the faculty (and even department) level;
- regarding outgoing staff, it is coordinated by Office for International Studies and the faculties are in charge. It is mainly realised through Erasmus, Tempus and Marie Curie programme.

Development: MUNI has been investing in its international recognition. The most important points have been forming a strategic approach and the adoption of The Strategy for Internationalization objectives and guidelines (for the university as a whole and for the offices specifically dealing with mobility issues), including also the measures to motivate the academic staff for supporting student mobility (as a part of their work assignment and/or through the reimbursements for extra working hours.)

Overall impressions:

UNIKG:

MUNI has developed a legal framework, infrastructure and human resources necessary in order to deal with the issues of academic mobility in a proper manner. Currently, they host around 6600 international students, have over 1400 fields of study, in Czech or English, outstanding facilities and IT support for study and work. All graduates of MUNI are provided with a free Diploma Supplement to get their credentials recognised abroad, including a transcript in English. There are scholarships supporting both incoming and outgoing students and academic staff, as well as a great number of national and international projects through which research mobility is supported. MUNI has an excellent unit for International Marketing which is very active and has greatly contributed to the quality and intensity of academic mobility in the past several years.

UB:

The key features of the Masaryk University is high level of awareness about the importance of academic mobility and its impact on the position of the University within the European Higher Education Area. BEST PRACTICES: well-defined, clear and effective administrative procedures; clear division of responsibilities of all participants in the system; extraordinary work professionalism, enthusiasm and dedication.

SUNP:

Even though its active period of internationalization started some 15 years with enthusiasm, hard working group of people whose perception of work is a kind of mission, good strategy with clear guidelines, excellent information system and international marketing resulted with visibility and recognition within European Higher Education area, increased academic mobility and numerous activities, programs and networks. Also, excellent student admission and support, credit transfer system, learning agreements and recognition, language centre for language and soft skills enhancement and academic mobility facilitation, videoconferencing courses, seminars and intercultural links, quality service and support from the top management. Office for international studies as an administrative and policy body, financially and structurally independent, is fully in charge of mobility and international cooperation and activities. Interactive Web components (social networking, blogging), guidelines, handbooks, study advisors, alumni network, buddy system, university computer centre available 24/7 are some of the components that make this complex structure called Masaryk University really impressive.

UNS:

The academic mobility at MUNI is organised and structured, in terms of content and administration as well. MUNI has clearly defined goals regarding internationalisation and the tools necessary for their achievement. Its Strategy is not just a document – MUNI proactively works on its implementation and promotes internationalisation and academic mobility as a value. Significant efforts have been invested in enhancing language and cultural skills of the teachers and the students (especially within the activities of the Language Centre) and in academic programmes taught in foreign languages (predominantly in English). The OIS is not only an administrative but a policy making body as well. Its departments are strictly specialised (Strategic Team, Mobility Team, Support Team). As an interesting fact, I would mention that OIS was the first winner of the EAIA award for innovation and internationalisation. The significance of the international marketing has been recognised and it is a part of internationalisation activities. The procedures within the office are clearly defined. Administration has been significantly improved by using a mobility software. In this way, the employees can focus more on the quality of their work and improvements. The student support is excellent.

UNI:

MUNI has developed in a major way in the given area. The best practices: the Office for International Studies, an excellent Information System facilitating the functioning of the entire university in all its aspects, adequate administrative staff members (both in terms of their competencies and their number). All of that would not be possible without the obvious existence of high-quality legal conditions (that are always subject to change and updating, so that MUNI can keep developing in all its segments; an example of this is the current redrafting of the existing Strategy for Internationalization and making it more in tune with the actual needs and vision of MUNI in the forthcoming period).

CSU:

Full support during students admission and stay is an essential prerequisite. Diversified services are developed: 1) Registration of foreign students is done on-line by e-application form. Students do not use hard-copy indexes any more, but electronic cards instead, which also serve to allow free access to the central computer classroom (120 computers are available on a 24/7/365 basis), library, sports halls and gyms, and provide a discount of 10% in stores, coffee shops, restaurants, etc. 2) Approximately 4300 beds in dormitories is reserved for foreign students. Because private accommodation is cheaper, the majority of foreign students in the second semester or at the end of the first year of study goes into private accommodation, which is supported by a database of available apartments at MUNI (a students' service "Unique Selling Point") 3) In September and February, i.e. one week before the beginning of the semester, an Orientation week is held, which is mandatory for all incoming students in mobility. Topics such as: Calendar of the academic year, Usage of University IS, Study rules, Scholarship programs, Academic behavior, Life in Brno, etc., are presented to students. 4) Besides education, MUNI offers students over 80 different sporting opportunities. 5) MUNI presence in social media, especially Facebook, plays great role. It was recommended to us that the Web content should be changed every other day, that the contents have to be brief and interesting. Interested foreign students can better inform themselves this way (the higher informativeness). Blogs are important for exchange of views on non-university facilities and daily life in the city. 6) The institution of the student ambassadors recruited from the most trusted foreign students, and trained through the published brochure to help other students, is extremely popular. Each faculty has two ambassadors. 7) The support to foreign students through the International students club is organized on a voluntary basis. The Club members assist students all year long and organize many social activities and entertainment, including the promotion of the countries from which the students come, once a week.

Students use mobility in two ways: either come for a shorter period of time or come for graduation. The task of the IRO is selection of 'partners for student exchanges' and selection of 'Students for partner universities'. The shortest period of mobility which is recognized is two weeks. For shorter stays students do not need any approval from IRO prior to mobility. Mobility may be related to the study program, which has its own system of getting credits (ECTS or otherwise), or to different types of training (the placement program). On the MUNI website students can find all the information on the recognition and mobility, eligible persons for mobility and faculty- and department-coordinators. There are also tools developed to recognize and transfer credits from abroad. MUNI has its Centre for Languages, which extends to all faculties within the MUNI, so it has 100 employees and covers seven languages. The Language Centre offers possibilities for enhancing language and cultural skills of the teachers and students. For the design and construction of subject materials in English, teachers are additionally paid.

Host institution: University of Malaga (UMA)

University of Malaga implements its activities according to the Statute of the University of Malaga, Strategic Plan of the University of Malaga (2013-2016), and other documents/regulations that cover the aspects relevant to internationalization: Regulation on mobility (Mobility regulation is in the process of adoption at the moment), Procedures for engaging international teachers and researchers and degree validation, International project management regulations.

Strategic priorities: three strategic lines are relevant for mobility and mobility services: 1. Ensuring academic and professional mobility, 2. Promotion of internationalization, 3. Support for Development Cooperation.

Specific objectives targeted in the Strategy are as follows:

- Promoting signing of student/teaching and non-teaching staff mobility agreements with universities of particular interests of UMA's Internationalization strategy (IS);
- Developing new regulation on mobility;
- Establishing international joint and double degrees;
- Supporting bilingualism by promoting teaching in English (free English courses for teaching staff);
- Creating unit for international projects in order to increase UMA participation and competitiveness in international programs;
- Intensifying cooperation with partner universities, developing bridge with Asia through research and transfer activities;
- Increasing UMA's visibility through opening delegations and participation in international associations and networks;
- Developing scholarship program for students from Latin America based on distance learning;
- Developing strategic partnerships (example of the cooperation with University of Seville - International Campus of Excellence (ICE) Andalucía TECH): fusion of capacities of US and UMA- joint degrees, specialization in six educational and researcher poles of excellence etc.

UMA has also the regulation (issued by the University Council every year) that boosts the involvement of teachers into the internationalization activities (IA) - they have developed special system for motivating academic staff to participate in the IA; they are not additionally paid for it, but their teaching hours are decreased in accordance with their obligations in IA.

Mobility scope: incoming and outgoing mobility is performed through 10 mobility programmes and networks (Erasmus Mundus + Non-Erasmus Programs) + bilateral agreements.

Exchange students in 2013/2014: incoming 1,000 approx.; outgoing - 1,000 approx.

Degree-seeking students in 2013/2014: Incoming: 50-100 approx.

Incoming students are provided with the following services:

- ✓ Promotional and dissemination activities aimed at attracting foreign students and staff
- ✓ Catalogue of study programs, courses or subjects provided in a foreign language (English)
- ✓ Pre-arrival (on-line) enrolment and housing information, administrative support related to visas and permits Reception at the institution (administrative and academic) and organized events (welcome day, welcome week, orientation week)
- ✓ Allocation of an academic coordinator (academic contact point, tutor, mentor)
- ✓ Advice on academic issues (e.g. learning agreement; study programs)
- ✓ Access to library, internet and ICT 8. Access to sports facilities, social and cultural activities
- ✓ Health care

Outgoing students are provided with the following services:

- ✓ Promotion of mobility programs and opportunities, dissemination of relevant information through different information channels
- ✓ Providing support regarding application process for international grants and scholarships (Individual and group consultations throughout the year)
- ✓ Workshops, presentations and seminars related to academic mobility issues
- ✓ Online information packages and guidelines and Social networks dedicated to academic mobility
- ✓ Academic support (preparation of learning agreements, recognition sheets, recognition of study periods spent abroad-internal regulations)
- ✓ Internal funding for facilitation of academic mobility (supplementary university funding)
- ✓ Career guidance and planning
- ✓ Pre-departure counselling (by institutional or faculty coordinators)

The services similar to the above mentioned are offered to incoming and outgoing staff. Additionally, there are some specific modalities of support, such as:

1. The service responsible for the general management of the academic staff mobility (e.g. Erasmus - for teaching/training – for both teaching and non-teaching staff, including the 'Erasmus Staff Training Week' held at UMA in May on a yearly basis, with the participation of 25-35 visiting non-teaching staff that receive a 1-week training session, AUIP scholarships, etc.) at the institutional level is IRO (SIAC)
2. Research staff mobility is managed by special unit - OTRI (Horizon 2020/ Marie Curie etc.)
3. UMA also has a self-funded staff mobility program, which offers scholarships to the best mobility proposals in open competition
4. Free courses for teaching in English language and IT skills offered to all UMA teaching staff members

Overall impressions:

UNS:

UMA has a very developed international profile, well developed regulations and strategies of internationalisation, clear and organized approach to the advancement of academic mobility, a good cooperation between IRO and other services supporting mobility (e.g. OTRI that deals with mobility of researchers), an adequate number of administrators and academics involved in promoting and implementing internationalisation, etc. There is a clear division of responsibilities, team-working between different units, regulations facilitating the engagement of staff in international cooperation of the university as a whole.

UB:

The key features of the UMA are its high level of awareness about the importance of academic mobility and its impact on the position of the University within the European Higher Education Area. **BEST PRACTICES:** well-defined, clear and effective administrative procedures; clear division of responsibilities of all participants in the system; extraordinary work professionalism, enthusiasm and dedication.

SUNP:

UMA has well developed regulations and strategies of internationalisation, a good cooperation between IRO and other services supporting mobility, a sufficient number of professionals and academics involved in promoting and implementing internationalisation as well as clearly specified responsibilities and cooperation between different units.

SCU:

The experience of UMA can be used for the process of internationalization at universities in Serbia without significant changes to the Law on Higher Education and with relatively small amendments to the statutes of autonomous higher education institutions.

1. Better information and organization of arrival and acceptance, and thus a larger number of students from neighboring countries who can study the Serbian language; this can be extended to Serbian Diaspora.
2. Use of some experiences from UMA for better organization and strengths of administrative support to the mobility of students;
3. Organization of informative presentations about educational opportunities in Serbia for all accredited universities through Serbian diplomatic missions in some important countries;
4. Organisation of summer camps, schools, courses;
5. Selection and preparation of study programs in English / foreign language for full degree;
6. Model shown of PhD schools at UMA could be applied to most of our universities;
7. Organization of technology parks in the merger of two or more universities;
8. Model of funding of universities is interesting to be applied at state universities in Serbia (state, region, city, university).

MESTD:

Spanish Ministry of Education through the legal framework supports internationalization, and provides financial support, but every year less and less because the crisis. Among them are: Rules of mobility and academic recognition of diplomas, procedures for hiring international teachers and researchers, and recognition, the international standards for project management rules for accreditation of higher education institutions, and so on.

The government has signed agreements with universities that have internationalization in their programs, so students would not have any problems with visas and the like.

The government has signed an agreement with the Chinese government about student exchange and openness to mobility. Developed a student exchange where the motto is " build a bridge between America, Europe, Africa and Asia " and there is an exchange of students and teachers from Canada, Mexico, Morocco and South Korea. There are a couple of professors at the university who are from South Korea.

UNIKG:

The following practices can be emphasized as the most prominent and usable in the internationalization process:

- Development of exchange mobility networks with countries within Spanish speaking area;
- IT support, developed software for mobility applications and implementation of mobility programs;
- Measures for motivating teaching staff to offer lectures in English and to act as academic institutional coordinators;
- Highly developed structure of the whole sector for international relation (concrete task division, appointed staff members for specific objectives of internationalization).

UNI:

There is a general impression that the academic mobility at the UMA is highly developed and very well organized. Especially, following issues can be emphasized as best practices: the International Relations Office has a very good structure and includes adequate number of administrative staff members. The management and administrative staff of IRO seem to be very competent and committed to common work and goals. Excellent IT support, the ways for overcoming language barriers, as well as the ways of attracting academic staff to be involved in the implementation and facilitation of academic mobility programs can also be point out as examples of the best practices.

Host institution: Otto-Friedrich-University, Bamberg (UNIBA)

UNIBA has recognized the importance of developing academic mobility services, with special focus on student mobility. For this reason, UNIBA has established several offices dealing successfully with the issues of academic mobility, such as the Welcome Center, IRO and Language center. As for the documents and policies that the university relies on, the processes rely on ERASMUS Policy Statement as well as different resolutions and recommendations by The Federal Ministry of Education and Research, The Bavarian State Ministry of Educational and Cultural Affairs, but also the UNIBA Resolution of the Extended University Administration. The state ministry provides a certain amount of resources for many initiatives, also.

International Office is at the University level and all exchanges are performed at this level, it was important to have insight into the initiatives and activities at the faculty level. So, the position of mobility coordinator was established at the faculty level and persons responsible are both academic and administrative staff. The Welcome Center offers international guests of the university personalized support, beginning even before their actual arrival in Bamberg. Units dealing with student mobility have in time split into separate offices – for incoming mobility and outgoing mobility, since the number of incoming international students has been increasing.

International Office has 4 employees dealing with incoming, 4 employees dealing with outgoing mobility, 1 employee dealing with mobility of staff and Head of the Office. The head of Office oversees all over the work and help employees to solve some specific problems. Also, there is a particular segment of the International Office taking care of incoming teachers and researchers- Welcome Center (1 employee). The University has a Central Language Center. Specialization of the employees makes the work efficient as possible, without compromising the quality. Due to the nature of specialization, they can be considered experts in their field of work. The specific needs of incoming researchers and teachers are recognized and met through the Welcome Center, which makes inviting outside lecturers and researchers easier, making University of Bamberg more international and well-known.

Overall impressions:

UB:

The main impression was that the management and administrative staff of IRO and its unit – the Welcome centre are very competent and committed to providing the academic mobility services in a best possible way. The whole system including an excellent IT support is highly developed and very well organized. Especially, we were impressed with housing (excellent university service providing information on accommodation, and almost guaranteed accommodation for all international students and staff: mostly in the Collegium Oecumenicum residence, and the rest in the rented flats).

UNS:

Due to the nature of the University (small, integrated), all of the administration and organisational work is centralized in the International Office. This means that having an overview of the entire situation and everything what is happening is easier. The same procedure for all mobility no matter their basis, makes the workload smaller and understanding of the procedures better. Specialization of the employees makes the work efficient as possible, without compromising the quality. The International Office takes great care and pools a lot of resources to find accommodation for incoming students and staff. They do that because difficulty in finding accommodation has been recognised as the biggest problem and obstacle for incoming students and staff in Bamberg (small city, low number of rentals). What we should do is find out what are the biggest obstacles to incoming mobility at our universities and focus on them. The existence and tangible outcomes of the work of the Language Center contributes greatly to the international feeling of the University. Providing quality foreign languages classes, as well as German language classes, is a clear example of „internationalisation at home“.

UNIKG:

UNIBA is a small and integrated University, thus the units dealing with academic mobility and internationalization function with small number of employees and limited budget from the state. Their motto is not to rely solely and heavily on documents and paperwork, but be professional, open-minded and well-organized work. Administration work also requires IT support, but unlike Masaryk University in Brno, it is not a complex system, but a simple and user-friendly system helping them to perform all the work. The number of partnership agreements with various countries in the world is impressive and what is more important, they are not just signed papers, but are actively in implementation through joint degree programs, exchange of students and teaching personnel and international projects (Marie Curie grants, etc).

SUNP:

Partnership is established mostly bottom-up. Starting with individual needs and demands of students or academic staff initiative. The cooperation agreements are signed based on wishes and needs of the University. Providing the accommodation for incoming students (the biggest problem) is one of the International Office tasks. University of Bamberg is a small integrated university with centralized administration and organization of international mobility through the International office with efficient employees. Welcome Centre invites and supports incoming international researchers and lecturers. The Language Centre provides foreign and German language classes and contributes the process of internationalisation.

UNI:

The main impression is that the management and administrative staff of IRO and its unit – the Welcome centre - are very competent and committed to providing the academic mobility services in a best possible way. Whole system including an excellent IT support is highly developed and very well organized. The housing aspect is excellent, since the university service is providing information on accommodation, and almost guarantees accommodation for all international students and staff: mostly in the Collegium Oecumenicum residence, and the rest in the rented flats.

CSU:

All legislative and administrative documents are very short and simple, only the necessary data are included. The brochures and application forms are provided on the internet. The application should be sent by regular post and be free of charge. Diplomas translated in English or German or French are accepted. Bamberg is a small town (71000 inhabitants) with a very small capacity of private accommodation. International office manages to accommodate 500 incoming international students in Students' Halls, each year. The accommodation prices are the same both for national and international students. Students can choose courses at different faculties/departments. The Bamberg Tandem Project should help international students to have an easier start in Bamberg, to establish contact with German students right from the beginning thus becoming integrated more easily. The International Office advises foreign students to arrange a contact with a German student. A German volunteer student helps a newly arrived foreign student to get settled in Bamberg and get started with the program of studies. This is only a proposal. The foreign student can also ask his/her Tandem Partner to help him/her only with basic study requirements or they can just meet for a coffee or a beer.

Host institution: Jagiellonian University, Krakow (UJ)

There is no internationalization strategy as such - internationalisation is not perceived as a goal in itself, but it is of essential importance for acquiring high quality of research and teaching. It is a process that UJ has been going through for the last 20 years. Academic staff is perceiving positive aspects of mobility as an opportunity of having better students, improving competences during studies abroad, and also experiencing new a dimension of academic work in the multinational environment.

International Relations Office was divided and now is dedicated to the staff mobility issues while International Students Office is assigned to deal with students mobility (incoming and outgoing). There are other units such as Students' Affairs Office, Admissions Office which are not directly connected with mobility, but have to cooperate with ISO when it comes to the study programmes and rules of procedures of study at UJ (mobility windows, recognition of study periods spent abroad). University is implementing a central system of management of the process of study and also harmonizing procedures on central level by means of central databases and online applications.

International Relations Office: 4 employees dealing with the international mobility of staff, 3 only for preparing financial documentation of mobility for accountancy department.

International Students Office: 3 full-time employees, 4 part-time (source of finance: Erasmus grant) 1 or 2 interns (volunteers).

Admissions Office: about 3 specialists dedicated to the admissions of international students, but all employees have to be familiar with the procedures, legislation concerning enrollment of foreign students.

Some units which run full-time studies in foreign languages such as Medical School for Foreigners by the Faculty of Medicine or Center for European Studies have their own administration and employ specialists for PR or admissions.

UJ has range of programmes and courses that are taught in foreign languages (over 20 programmes and more than 250 courses offered in English language for exchange students). UJ is member of many international networks and cooperates with about 528 universities in the world. Besides degree programmes, it offers various exchanges programmes within ERASMUS, Utrecht, CEEPUS, bilateral agreements etc. All listed facts influence increase of number of academic mobility at UJ.

Overall impressions:

UNS:

Best practices: in order to improve quality and visibility of UJ through Internationalization as an instrument, UJ is investing in research, university rankings and ranking lists, prizes in research and scientific research. Also international recruitment of students and academic staff (EU & US) is an important factor together with courses taught in the English language – international programmes are based on fees, administration has to be proficient in English. In order to improve visibility of the university – UJ has been invested in study programmes, promotion of university, programs for international students and cooperation with various agencies. In order to attract international students and academics UJ is improving its Research Center, which would offer technical support to academic staff in project application. Also important as example of good practice from UJ – Campaign to increase international citations both for sciences and humanities and publishing of international papers and books in order to make UJ MORE internationally visible and more attractive for academic mobilities.

UB:

The key features of UJ is a high level of awareness about the importance of academic mobility and its impact on the position of the University within the European Higher Education Area. BEST PRACTICES: well-defined, clear and effective administrative procedures; clear division of responsibilities of all participants in the system; extraordinary work professionalism, enthusiasm and dedication.

UNIKG:

At the Jagiellonian University there are several areas which make progress on improving student mobility:

- student services
- financial support
- student charters
- equalizing skills
- the ability for students to transfer between courses.

UJ has developed programs for staff mobility which is an element of human resources development and a way to improve the quality of higher education and research. Staff mobility makes a vital contribution to professional development and training. Staff mobility is a significant part of institutional and departmental planning. Academic staff participate in international conferences, study visits, etc.

The mobility of teachers and students is an element that contributes to better quality of knowledge at Jagiellonian University an increase of competences of both teachers and students and gives them a better chance of employment.

Jagiellonian University is trying to carry out several significant activities:

- Cooperation with relevant institutions;
- Internationalised activities through joint study programmes, international research projects and mobility of students, teachers and researchers;
- Policy of mobility on various measures that ensure the funding of mobility, availability of infrastructure, full recognition of studying results and support during the studying, and allows foreign students to obtain a student visa and resolve other issues relevant to their stay in the host country (health care, housing, food, etc.);
- Creation of opportunities for mobility of education, in the structure of study programmes and programmes for the achievement of joint degrees with foreign universities, in English or some other European language for each student;
- Policy of mandatory teacher training;
- Study programmes that are offered to foreign students (in English or another foreign language) in order to avoid having inadequate programmes offered to foreign students;

There are numerous factors driving the current increase in student mobility at the Jagiellonian University . Primary among these is the skyrocketing demand for higher education and the inability of many of the world's developing nations to meet that demand, especially as pertains to high quality supply. Many of these demands come from dramatically increased levels of primary and secondary school completion rates in countries where recent budgetary allocations have been more focused at those levels than at the tertiary level.

SUNP:

Excellent support services: Admissions Office dedicated to the admission of international students, with the procedures and legislation concerning enrollment of foreign students in order to provide online application system, visa procedure etc; International Students Office that provides information necessary during the stay at the university, housing, registration to courses at the faculties, health care, students ID, certificate of stay and transcript of records; University Service System, the application and database of all students of the UJ, providing the option to track students path of study at UJ, collect information about their results, etc; Buddy system offered by ESN and „Orientation week“ prepared in cooperation with ISO.

COT:

The EU host institution gives priority to academic mobility for successful positioning of the University at the competitive market of educational services in the EU. Academic mobility programs are very well organized and provide broad range of opportunities to students and teaching staff, with full logistic support not only at the level of application, but also during the whole period of their study, with internally IT developed software for providing accurate data base with participants' personal files and reports on their exams' results and final certificates. Best practices include effective organizational models of generating and responding to students' (scholars) interests for international mobility programs and their various requests, from the early stage of promoting mobility programs at the competitive European market, through on-line and accurate informative process, with all necessary logistic support including accommodation and tutorial support provided to visiting students and scholars. Very important part of success is the developed software, friendly for users, with evident high level of professionalism and dedication of all members of staff, working in different departments involved with international mobility, and with great enthusiasm.

CSU:

The strategy of internationalization of UJ is based on similar settings as in our universities: an increase in the number of educational programs in English, increasing program of summer schools for foreigners, increasing the number of students from other countries who can study the Polish language, improving teacher competencies. It is important that the university has a comprehensive database of study programs and students can choose as electives some subjects from different faculties. In addition to internal mobility within the university there is a possibility for the mobility of students within other universities in Poland (national mobility). International mobility is achieved through the Erasmus and similar programs, as well as through bilateral inter-university cooperation programs (mobility of teachers and students). Thus, there are agreements with universities in Russia and with a number of universities in Germany. Information for foreign students is well-prepared, but not so well visible on the website. There is the possibility of on-line applications for study programs for Polish citizens and foreigners. This applies mainly to studying on the whole study program. These services are associated with the Department of Admissions. Students generally (and foreigners) have good conditions for living in homes or rented accommodation, food is also well organized (average monthly expenses of students are 80-100 euros). All students from Poland studying at the public expense. The same status can also be provided to their students in the European Union. Other foreigners pay the full fee.

TRANSFER

OF KNOW-HOW AND BEST PRACTICES

Recommendations for improvement of home HE institutions (RS universities)

The following data is based on the input provided by the study visit participants who have identified, in Questionnaire, Part C, which practices in academic mobility services, and other internationalisation activities, could and should be enhanced or created at Serbian HEIs.

GENERAL

- ❖ **Establish** special teams of people at the university level to deal exclusively with internationalisation, viewed from two aspects: **1)** those who would deal with internationalisation from the strategic viewpoint (covering tasks such as finding foreign partners, funds raising, capacity building, creating and/or finding opportunities for mobility in the broadest sense) and **2)** a team for operational support (analysis and monitoring of activities of internationalization by different criteria, support to the teaching and non-teaching staff (assistance in finding and hiring adequate replacements for professors in mobility, participating in international education fairs, student support).

At the faculty level, it would be essential to **involve** all deans and vice-deans, departmental managers, IRO offices and other relevant entities into the activities of internationalization. For better coordination and information exchange, an appointment of one person (and one deputy) from each faculty into a special coordinating team would be inevitable.

Involve a broad range of employees into internationalization activities, directly or indirectly for providing adequate student services. Involve as many students – volunteers as possible, through various forms: as International students' club, alumni, students- ambassadors, peer support, etc.) in order to both support foreign students and promote internationalization.

- ❖ Adopt a **proactive** and **strategic** approach to internationalisation; prepare and ratify a set of recommendations regarding internationalisation at the University of Novi Sad (in the form of strategy, recommendation, rules or any other formal form); intensively promote internationalisation as a value.

- ❖ The **International Relations Office** should be **staffed** appropriately (both in terms of the number of its employees and their competences). International relations units should be encouraged at the faculty level, since they support the work of the central IRO and make policies and programmes operational.
- ❖ Strive to achieve **specialisation** within the IRO (every employee should have his/her focus and be delegated with clear responsibilities).
- ❖ The faculties should **appoint** academic coordinators (e.g. Erasmus+ academic coordinator; ECTS coordinator; Mobility Coordinator) for international cooperation and mobility, especially bearing in mind that the majority of RS universities are not integrated and therefore the links between the faculties and the university should be made stronger through this exercise.
- ❖ Clear and transparent **communication channels** and division of roles and responsibilities in international cooperation between university, faculties, language center, etc.
- ❖ Develop or purchase adequate internal IT platforms (software) and support; introduce IT support to the management of academic mobility, building international partnerships in a strategic way, following up on international initiatives, content-management of international projects.
- ❖ **Encourage** faculties (or specific study programmes) to offer academic programmes in English.
- ❖ Enhance international marketing activities & **include faculties/departments into the creation of various promoting materials (booklets, videos, etc.)**, create a marketing strategy for the university as a whole (for it has to be a recognizable partner within the international community).
- ❖ Launch or increase participation in **regional and international education fairs, international networks**, etc.
- ❖ Develop a system of collecting data on mobility from all faculties/departments in order to **have statistical data and clear picture of mobilities**; this is important not only for further analysis of trends, but also for defining critical points; the statistics are also important for quality assurance and overall ranking of the university.
- ❖ Acquire/develop **IT tools** for more efficient administration of mobility, projects and overall activities for internationalization; **recommendation: use models of University of Malaga softwares as guidance.**

- ❖ Revise the existing bilateral agreements in order to identify the ones that could be specifically used for increasing the number of incoming/outgoing staff/researchers/students, especially the agreement with HEIs in the region (**similarities of HE systems and no language barriers are beneficial**).
- ❖ **Develop joint degrees** through international partnerships, having in mind the areas in which the institution considers itself to be particularly strong.
- ❖ Explore opportunities for joint doctoral supervision and **dual awards**;
- ❖ **Encourage bottom-up initiative for international partnerships, based on specific needs of students and academic staff.**
- ❖ **Develop the concept of „internationalisation@home“ suited to the particular character of each RS HEIs.**

MOBILITY OF STUDENTS AND STAFF

- ❖ To develop and accredit **courses taught in English and keep modernizing curricula**, as a measure for attracting incoming students and researchers;
- ❖ To perform in-depth institutional analyses on which courses could and should be conducted **partially or fully** in English and make gradual improvements based on such informed decisions;
- ❖ To collect data from each faculty/department/research group regarding the scope of work, achievements, published papers, projects and other references in order to establish an **open source online database** of the research capacity of the university as a whole, with the aim of increasing the visibility of the institution in the global research community;
- ❖ University and faculty **websites** should be more informative, better designed and up-to-date, especially their version in the English language;
- ❖ Up-to-date **brochures and catalogues in English**, promoting the university, should be developed;
- ❖ **Establish English language trainings for teaching staff** as well as **Serbian language courses for foreign students.**

- ❖ **Develop** local network of local accommodation facilities and other partners (local students playing the role of buddies and local hostels or private owners providing accommodation), local student organizations, ESN, tourist organizations of Serbia, local tourist and travel agencies, etc.

- ❖ **Define** transparent and easily accessible procedures and responsibilities for:
 - administrative and academic support to foreign students
 - pre-arrival information and support,
 - assistance with accommodation,
 - assistance about the registration of residence at the police (which can be very frustrating)
 - assistance with health care,
 - access to different student services, etc.

- ❖ Consider establishing **special** teaching and research staff **services**: e.g. Welcome Centre for academic staff exchange.

- ❖ **Recognition** of study periods spent abroad and the transfer of ECTS credits must be regulated by each RS HEI for outgoing students.

- ❖ Introducing the concept of „**mobility windows**“ into new or revised curricula, allowing for the possibility of smooth outgoing mobility at the best possible timing.

- ❖ Further **encourage** students, associates and professors to participate in projects and mobility networks (example: regulated measures of **motivating academic staff** such as reduction of working hours – University of Malaga; dedicating it as a part of a work assignment or extra workinghours reimbursement – Masaryk University);

- ❖ **Apply for international projects, such as through Marie Skłodowska Curie program**, where particularly doctoral students have the opportunity to spend a considerable amount of time in a foreign institution;

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