



ERASMUS+

Chalmers Erasmus Policy Statement

20 May 2020

1. ERASMUS POLICY STATEMENT (EPS)

1.1 Erasmus activities included in Chalmers EPS during the duration of the Programme 2021-2027

Erasmus Key Action 1 (KA1) - Learning mobility:

The mobility of higher education students and staff X

Erasmus Key Action 2 (KA2) - Cooperation among organisations and institutions:

Partnerships for Cooperation and exchanges of practices X

Partnerships for Excellence – European Universities X

Partnerships for Excellence - Erasmus Mundus Joint Master Degrees X

Partnerships for Innovation X

Erasmus Key Action 3 (KA3):

Erasmus Key Action 3 (KA3) - Support to policy development and cooperation: X

1.2 Erasmus Policy statement (EPS): Chalmers' strategy

OBJECTIVES

Chalmers University of Technology (**Chalmers**) aspires to offer world class education in areas where the university is also active in research, covering all areas of engineering, science, architecture, management and maritime studies. Multiple evidence show that Chalmers achieves excellent results in terms of employability, students' recognition and official approval. From this position of strength, earned through dedicated development of higher education at the institution, Chalmers takes on the challenge to develop learning to suite future needs. The path forward is based on setting the fundamentals of science, engineering and architecture in the context of Conceiving – Designing – Implementing – Operating systems, products and services together with guiding principles, such as, academic excellence, societal relevance, sustainability, equal opportunities and rights, transparency and highest ethical standards. The education is continuously improved through a quality assurance process with higher aims than accreditation. Efficient and effective organization provides for allocation of resources to the learning processes and encourages academic staff in their teaching.

In view of the ever-increasing pace of change in business and public organizations, there is an associated need for adaptability of higher education as well as on the part of higher education graduates. Entrepreneurial learning and innovation are therefore given attention in all Chalmers' education programmes, preparing future specialist to capture and capitalize on opportunities and address challenges, be the graduates' roles in existing organizations or new enterprises, private or public.

To address current and future societal challenges there is also a need for new patterns of interconnection between different scientific areas, some of which are not covered by Chalmers, which also requires new patterns of inter-institutional cooperation. Chalmers' ambition to broaden the scope and relevance through cooperation is pursued at local, regional, national and European levels.

As global integration becomes more intense and complex, both the educational process and the students need international exposure and inspiration. This helps Chalmers to keep ahead of

development and provide for education that will serve as a basis for successful life-long careers where continuous learning is a built-in capability.

Chalmers' strategy for further development of higher education is, thus, in line with the goals for a European Education Agenda, taken down to an institutional level and adopted to the particular needs of Chalmers and its stakeholders. The strategy is also highly compatible with the priorities of the Erasmus programme, priorities which encourage initiatives already at hand to be sharpened. Although the priorities related to the Erasmus programme concern international cooperation and academic exchanges, much also needs to be achieved locally. Even in the local context, the Erasmus programme supports Chalmers' ambitions; cooperation with partners in Europe offers a useful and timely platform for benchmarking.

In Chalmers' internationalization strategy, instruments are carefully selected to support the overarching goals for education and evaluated to verify expected impact. Several measures are taken in order to reduce operating costs and bureaucracy. Streamlining handling of academic exchange not only shortens handling of individual cases, but also offers opportunities for transparent and equal treatment and accumulation of data for assessment.

Strategic partnerships help building confidence and mutual acquaintance ensures more accurate assessment of academic achievements of students as well as of staff on exchange. It is also important to cater for the diversity within Chalmers and among potential partners, making sure that exchange opportunities will be well suited for the individual students. In these respects, digitalization becomes an important tool both for effective administration (e.g., through the principles of Erasmus Without Papers and the European Students Card Initiative), for courses to be offered in distance and blended learning modes, and for maintaining a broad offer of opportunities with a clear interface to students and partner institutions, without making the exchange processes complex.

Collaborative efforts in education are mainly based on mutual trust and common ambitions between individual members of the academic staff and their counterparts at partner universities. Often this is closely linked to research cooperation and utilization. The interlinkage between education and research, thus strengthened also in international cooperation, contributes to development of a higher education based on science and proven experience, fighting ignorance and inadequate understanding, founded in anecdotal information.

PARTICIPATION

Among supporting measures for international exchange and cooperation, the Erasmus programme occupies a central position and is a constituent component of Chalmers' internationalization. In particular, the tried and tested common formats in the Erasmus programme for handling exchange – bilateral agreements, support measures, learning agreements and so on – provide for a structure within which new collaborative initiatives can be taken. Partners throughout Europe and beyond are familiar with this structure and have therefore a common basis for cooperation. For the period covered by the new Charter, it is Chalmers' intention to intensify exchanges, within Europe and beyond, both quantitatively and qualitatively. Staff and student exchange opportunities will be offered broadly to all and monitored with respect to how this opportunity is used, making sure that no identifiable part of the student or staff groups are excluded for reasons that can be eliminated by measures taken by the university. For this purpose, Chalmers will take advantage of the Erasmus programme's provisions for digital solutions.

For an increasing number of students to gain exposure and experience from international exchange during their degree studies, Chalmers will implement a broad spectrum of measures, including increased numbers of exchanges, virtual as well as physical. As far as possible, the principles of the Erasmus programme will be utilized and the supporting tools offered will be deployed. Only where regulations are not yet in place Chalmers' needs to find complementary methods and tools. New efforts to find effective solutions can reversely be fed back to the national authorities and the European Commission for further development. One example is the use of on-line education in international exchange and cooperation, where the concepts of learning agreements connected to full academic recognition in bilateral collaboration need to be further elaborated. A large part of Chalmers' activities within Erasmus takes place within Key Action 1, with the intention to increase mobility numbers for staff and students but also to increase the

diversity by giving more attention to internships and non-academic staff mobility. To enhance efficiency, the choice of partner institutions is likely to become more strategic, without decreasing the diversity in cultural experience offered to students and staff. To this end, Key Action 2 (partnerships for cooperation and exchanges of practices) offers a framework for joint efforts with partners.

Our long-term partnership with universities in Europe within the Erasmus programme has given experience and created mutual trust on which new patterns of cooperation can be built. This takes its clearest expression in the application for a European University Network (EUN). In our proposal several new measures are included, such as new approaches to recognition of academic credits earned abroad, the deployment of paperless administration and digital mobility, as well as evaluating the concept of micro credentials and sharing experience in broadening recruitment to groups underrepresented in our higher education programmes. The measures proposed in this network are intended to pave the way for consolidating exchanges also with other universities, thereby providing even larger number of students with the opportunity of first-hand experience from another university in Europe or beyond. In addition, the intention to develop virtual exchange modalities will open new formats for international exposure to students. In this perspective, teaching staff exchanges become crucial to prepare and create distance mode education of good quality. A final remark on the EUN proposal concerns Chalmers commitment to share knowledge in sustainable entrepreneurship and innovation. Chalmers has a strong position and a solid reputation in the area and is certain that it is mutually beneficial to share the approach with universities in other European countries as entrepreneurship and innovation differ throughout the continent due to different cultural, historical, political and economic settings. This becomes a test case for partnership in innovation, one of the activities under Key Action 2. Even beyond the EUN application, Chalmers has a strong interest in developing partnerships for innovation.

Chalmers will also continue participating in Erasmus Mundus in areas where the additional effort required is motivated by strong inter-institutional cooperation and where differences can be translated into strengths for the common programme developed and offered. Participants taking part in elaborate, joint programmes are likely to use the whole network in future careers, in particular if they continue with doctoral studies. The Erasmus Mundus programme will therefore, in particular, be used in areas and between partners with a considerable and intense research collaboration.

A cornerstone in Chalmers' Erasmus policy is to intensify cooperation with partners where joint programmes and exchanges have been most successful and where teaching staff takes the lead in broadening access to students' interaction throughout Europe. From this position, experience earned can be used to inspire further development of the Erasmus programme and of European policy in the area in general. Part of this will be done within the pilot project under EUN, if granted. In addition, Chalmers has an interest, together with suitable partners, in sharing results and experience and to support policy development and cooperation under Key Action 3.

In summary, Erasmus programme offers a well-established context for international cooperation which is crucial for Chalmers to develop its higher education offer in line with the global ambition to deliver world-class education also in decades to come. Using the programme in closest possible connection to the continuous development of the learning processes ensures a sustainable impact of the initiatives supported in the three Key Actions.

IMPACT AND TARGETS

In Chalmers' strategy for internationalization it is stated that all students should have international experiences and should be prepared for international careers. One part of this is international student exchange. Chalmers strives for balance in our exchange agreements and, thus, promotes students to go abroad as well as welcoming incoming students. The ambition is that during this period 25% of Chalmers' students should take part of an exchange. In addition, all our master's programmes are taught entirely in English and have a high degree of international students.

Annual follow-up includes key performance indicators regarding outgoing and incoming students per universities (including gender balance and academic discipline), number of credits achieved in relation to learning agreements.

Qualitative evaluations include student travel reports and feedback, and administrative reviews of syllabi and practical matters as well academic reviews including course content and level.

Finally, Chalmers has a strategic process for establishing and renewing exchange agreements with partner universities. This process includes education management and faculty input using a standardized questionnaire with questions on; suitability, current and possible joint research, industry and stakeholder support, and potential student interest. The aim with this survey is to establish close relationships with our partners and that our agreements should be as broad as possible covering several academic disciplines as well as a platform for interpersonal relations.

2. IMPLEMENTATION OF THE FUNDAMENTAL PRINCIPLES

2.1 Non-discrimination, transparency and inclusion of students and staff

Chalmers' fundamental values – quality, openness, inclusion, respect, diversity – must underpin everything we do, from Chalmers' student associations to partnerships with external stakeholders.

Chalmers has established policies and mechanisms to report discrimination among students and employees as soon as any act of discrimination is identified in areas such as gender, gender identity or expression, ethnicity, religion or other beliefs, disabilities, sexual orientation or age.

In addition, Chalmers has appointed an Equality Ombudsman for both students and personnel to make sure these policies are followed so that the working environment feels safe and free from prejudice.

Since 1 January 2019 Chalmers runs a 30 million € 10-year gender initiative for excellence, [Genie](#). It aims at changing the internal culture and systems together with targeted recruitments to make Chalmers more successful. More directly targeted to increase the number of female students, Chalmers annually runs [Camp Vera](#), a special event for female participants to inspire them to pursue higher education in the STEM area.

Equally important are efforts for broadened recruitment for which bridging programmes for students needing upgrade in science before entering regular programmes have proven particularly successful in attracting students from groups in society which are underrepresented at Chalmers.

EUROPEAN STUDENT CARD INITIATIVE

To introduce and implement the principles and practical arrangements of the European Student Card Initiative, Chalmers will initially work together with a limited number of strategic partners. Primarily, this is done in close collaboration with 6 partner universities together with which Chalmers has submitted a proposal for a European University Network, but also through other strategic networks. With reference to the project Erasmus without papers we will by 2021 have set up systems to manage inter-institutional agreements and online learning agreements. The following year Chalmers will be able to send and receive student nominations and acceptances. This is all connected to integrated cooperation for academic exchanges that will be developed with these and other close partner institutions. The trust built in these partnerships and the common ambition to modernize academic exchanges and cooperation is a strong motivation for replacing current paper-based information and administration related to exchanges.

As this practice will be established within Chalmers' strategic networks, it will also gradually be implemented for all Erasmus exchanges, subject to the individual partner institutions' status of progress in digitalization. Within this time frame, but no later than 2023, Chalmers will be able to exchange transcripts of records related to student mobility, maintaining the students' say over the spread of information related to their individual performance.

With all the above in place by 2023, the foundation is laid to fully connect the European Student Card Initiative and make it operational for incoming and outgoing students by 2025.

ENVIRONMENTALLY FRIENDLY PRACTICES

Chalmers operates a proactive sustainability effort with extensive investments in education and research for a sustainable future, and an active internal environmental work. We also strive to reduce the environmental impact of our daily operations through efficient use of resources making students aware of Chalmers' vision for a sustainable future. In the area of educational tools, digital tools have been introduced to reduce unnecessary waste of paper. New generations of students require new solutions, and this opens the opportunity for novel and innovative learning environments that not always require physical travelling. These principles apply equally to our participation in the Erasmus+ programme, namely travel to and from a study destination. Environmentally friendly types of transportation should be used as much as possible leaving the alternative of flying only for exceptional cases, i.e., long journeys or lack of other communication means.

In addition, Chalmers is committed to use its scientific knowledge to calculate and assess climate and environmental impacts in different parts of the mobility activities. Chalmers works actively against climate change with focus on the emissions from the university's own operations (direct impact) and addresses the impact from its core operations – education, research and collaboration (indirect impact).

The option of virtual mobility brings student cooperation to a new and exciting dimension. Joint projects where students from two or more universities work together by using digital aids to solve a real-life case study will be a step ahead of the traditional physical mobility. Chalmers is at the forefront of this kind of learning environments where both students participate and industrial partners are active participants ([Chalmers MOOCs](#) and [Capstone Projects](#)).

CIVIL ENGAGEMENT AND ACTIVE CITIZENSHIP

Students participating in the Erasmus+ programme will be particularly reminded of the great responsibility and privilege that they are enjoying by crossing boundaries and interact with students and teachers from another country with diverse social, economic and political conditions. Civic engagement implies a desire to make a difference in a community. Taking part in student mobility means that students are willing to embrace the values and knowledge acquired at another place far from the home environment. Chalmers makes sure to transmit this responsibility to all students by showing them that once they graduate, their role in society, wherever they may be, will be extremely important towards the achievement of a sustainable future.

Chalmers offers Social Inclusion Studios to increase students' awareness of global challenges in society. Chalmers Student Union works towards this objective by offering opportunities for active participation to all students, national and international, through a wide range of activities, assignments and projects that provide students new skills and tools for their current study life and, ultimately, for their future professional life, not to mention their own contribution to social life. This is indeed what active citizenship is all about.

2.2 Credit recognition after mobility

Chalmers believes in the value of full recognition of credits acquired by students during an exchange period. This is indeed the case already with the correct use and application of the Learning Agreement when students know before they go on exchange that the courses approved by both home and host universities will give them full recognition of credits and this principle is to be respected by all parties.

Having said that, we defend the principle that it is the students who own their results and can actively request credit transfer, which, if there is a Learning Agreement, should not be done with

any further assessments but go quickly and in principle automatically. All this depends on how the digitalization of the system develops (Erasmus Without Papers), which will eventually facilitate the use of the Erasmus app when students should be able to simply select if they want to have their courses accredited without further effort.

Chalmers is positive to the digitalization of the Erasmus Programme and the Erasmus Student Card initiative is also part of the digitization work at Chalmers.

PROMOTE STAFF MOBILITY

Chalmers is fully aware of the difficulties involved in the planning and realization of staff mobility and Chalmers will encourage faculty and other staff in taking advantage of the opportunity to exchange knowledge and experience with colleagues within and beyond the European Union. The possibility to travel on staff mobility will be more known among Chalmers' employees and the procedures for application will be readily available online.

Staff will be required to account for their experiences and thereby receive collateral recognition. Dissemination of examples of completed staff mobility will serve to inspire other members of the staff to participate in this activity, which in parallel with student mobility, contribute to better understanding of teaching and administrative practices as well as reinforce integration of this important group, the professionals of education.

It is envisioned that participation in staff mobility will be included as part of professional development, which may be a parameter in salary setting.

2.3 For the Purposes of Visibility

Chalmers' Erasmus Policy Statement is published on the following website:
<https://www.chalmers.se/en/education/student-mobility/Pages/Erasmus.aspx>

Chalmers has a variety of information channels to promote all activities of the Programme. KA1 is widely advertised through marketing campaigns, mostly directed to students, but in the future teaching and administrative staff will be included in special events to market the opportunity to participate in KA1 Learning Mobility.

Activities within KA2 will be advertised centrally and emphasis will be given at the Department level to target specific academic groups to achieve a better and more direct effect in the promotion of KA2 activities for project cooperation.

Finally, KA3 activities will be promoted as the occasion presents due to the nature of the policy action required.

COMMUNICATE THE PRINCIPLES OF THE CHARTER

Chalmers commits to communicate the principles of this Charter in readily visible information channels. One source will be www.Chalmers.se where Chalmers internationalization policy and strategy will clearly show our commitment to the Erasmus Programme. The other source will be Chalmers Student Portal <https://student.portal.chalmers.se/en/Pages/default.aspx>, with information for students and finally, Chalmers intranet <https://intranet.chalmers.se/en/> for staff to describe exchange and cooperation opportunities. A similar effort was launched back in 2014 when Erasmus+ was first announced.