INTERNATIONALIZATION
STRATEGY

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1. INTRODUCTION

In accordance with the Rector's government programme, this document summarises the main approaches of the UGR Governing Team toward internationalization, enriched by the comments and suggestions provided by the university community during the consultation period lasting from July to September 2016. It is complemented by a multi-year action plan with the implementation schedule, as well as the UGR Internationalization Fund and the UGR Development Cooperation Fund approved for 2017 as its main internal funding instruments.

2. INTERNATIONALIZATION AT THE UGR: OVERALL APPROACH AND CURRENT STATUS

The UGR considers its internationalization as a policy priority whose complex nature and cross-cutting character require the planning of a specific strategy. The Internationalization Strategy (IS) includes the reflection of our Institution concerning the justification and objectives of our international activity, in the context of our responsibility for the search for solutions to the major global social challenges, the sustainable development goals, the globalisation of the economy, the multicultural nature of our society and the centrality of the advancement of knowledge for the progress of humanity.

To put our Internationalization Strategy in context, we turn to the updated definition offered by Wit et al. (2015:29), which describes internationalization as "the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society".

The internationalization of higher education is not an end in itself, but rather a means to achieving our end: preparing our students to work in a globalised environment, both local and international, as well as facilitating their becoming critical, ethical and responsible individuals and social actors in the world. The internationalization of research pursues excellence in research results and the social impact of our activity. Both processes coincide to enhance the visibility and prestige of the UGR and to promote our essential values. Finally, the UGR's international activity involves university development cooperation which aims to contribute to the capacity-building and strengthening of the university systems in developing countries through cooperative actions with our partners.

The UGR has extensive and successful international experience. We are well placed in the international rankings and actively participate in numerous research and knowledge transfer projects and international publications. It stands among the world's 250 top universities in the 2016 edition of the ARWU ranking (Shanghai), second in Spain only to the University of Barcelona. In the university rankings by subject, the UGR is among the 50 best universities in the world in Engineering and Sports Science and among the world's 100 best universities in Mathematics. Our researchers of all disciplines take part in a large number of international projects and joint publications together with other research groups at European and international universities and participate in scientific committees and prestigious publishing companies.

For years, the UGR has been at the forefront in Europe in terms of volume and quality of mobility for students, academic and research staff, and administrative and support staff, alongside a wide offer of international mobility opportunities all over the world for the university community. These include some

twenty joint, double and multiple degrees and an offer of courses taught in English is being undertaken to enrich the academic offering for local and international students. About 15% of students registered on our postgraduate degrees come from other countries. We have an extensive network of bilateral and multilateral partnerships. We occupy leadership positions in important international university networks and enjoy a high level of success and participation in international academic cooperation projects.

The UGR is the leading Spanish university in Official Development Aid (data from 2015), conducting important capacity-building and institutional strengthening of partner universities located in regions with low Human Development Index (HDI) values. We also operate a dozen Spanish language and culture centres abroad. Our International Welcome Centre hosts services for incoming researchers and the University's world-renowned Modern Languages Centre (CLM) offers a wide range of courses in Spanish language and culture.

Building on this solid basis, the UGR intends to make a qualitative leap from these multiple activities in internationalization to establishing coordinated institutional lines of action which cover all important international and multicultural elements. This strategy encourages student development through better preparation to be able to compete in today's global worlds of education and work, which know no borders. In addition, this active internationalization policy enables our academic and research staff and administrative and support staff to continuously adapt in a real and effective way by facilitating their specialisation and internationalization.

The aim of this IS is to enhance the quality of education, research, and services for all those belonging to the UGR, and not only those who benefit from mobility experiences. Accordingly, the UGR Internationalization Strategy (IS) must be capable of breaking the stereotype that internationalization is a luxury enjoyed only by those who have had a mobility experience; it must also be able to become a natural dimension of the learning and teaching processes, as it already is today in (many areas of) research.

The UGR's internationalization model rejects the market models followed by many countries (especially in the Anglo-Saxon world) based on recruiting international students as a source of income for universities. Our model is closer to those of many European countries (Germany, Nordic countries) whose main internationalization objective is to provide a better quality of learning, research and services. The UGR has always opted for a collaborative and educational model of internationalization, with the aim of improving the quality of teaching, research and services in a global environment, and assuming our responsibility towards our immediate environment (educating our young people), as well as to progress and global human sustainable development (excellence in research and institutional strengthening). Therefore, in our model, cooperation takes precedence over competition, seeking to achieve quality and including all regions in the world - due to the dimensions and background of the institution - each of them with an appropriate policy and action plan.

For the UGR, internationalization is a participative (bottom-up) process involving all the intervening parties of the international dimension of the UGR, who must realise the importance of internationalization for the quality of the UGR's services. The IS, which was conceived and designed dynamically, requires constant dialogue between the different sectors of the UGR in order to integrate international, intercultural and global dimensions into the objectives, functions (teaching/learning, research, services, etc.) and delivery of higher education.

3. GENERAL OBJECTIVES

The general objectives of the UGR Internationalization Strategy are the following:

1. To contribute to human progress, sustainable development and intercultural understanding from an ethical and committed position.
2. To make the entire university community aware of the challenges and benefits of the internationalization process.
3. To promote a truly participative and transversal internationalization process that includes the entire university community, and especially to develop decentralised and localised (adapted) international strategies to be implemented at faculty, department, institute, research group and other levels.
4. To incorporate the UGR's Language Policy into the Internationalization Strategy as a key element.
5. To improve the education of our students by developing international and intercultural competencies.
6. To strengthen mobility opportunities for students, academic and research staff, and administrative and support staff as a fulfilling international experience, especially for those groups who are less represented in these activities.
7. To improve the quality of mobility with regard to the academic and administrative aspects, paying particular attention to recognition processes and tutorial action.
8. To improve the education of all our students through the internationalization of the campus.
9. To improve the education of all our students through the internationalization of the curriculum and the teaching-learning process.
10. To pursue excellence through the attraction of talent, particularly of postgraduate students and researchers.
11. To promote excellence through the internationalization of the activities of research groups and teaching teams.
12. To contribute to capacity-building and institutional strengthening of strategic partners located in regions with low and medium Human Development Index (HDI) values.
13. To enhance the visibility of the UGR through our presence in and leadership of international networks.
14. To enhance the visibility of the UGR internationally through international mass media and social media.

4. UGR INSTITUTIONAL ACTORS

The IS is a cross-cutting process which concerns all the institutional actors of the University. Given the great internal diversity of the UGR and within the framework of this IS, each participating actor should create a specific strategy in the light of their specialised field, the nature of their degrees, disciplines and objectives, their existing partners, and the resources available. A priority objective is to promote internal reflection within each institutional actor to draw up and adopt their own strategy.

- Vice-Rectorates and Central Services
- Faculties, departments and undergraduate degree programmes
- The International School for Postgraduate Studies (EIP), Doctoral Schools and Master's Degree Academic Committees
- Research institutes and groups
- Modern Languages Centre (CLM)
- Confucius Institute, "Russkiy Mir" Russian Centre, "al-Babtain" Chair in Arab Studies
- Resource Production Centre for the Digital University (CEPRUD)

- Mediterranean Summer School (CEMED)

In order to help the UGR in designing and implementing internationalization initiatives, as well as in monitoring and evaluating this IS, we propose the establishment of an Advisory Council for Internationalization.

5. ACTION AREAS

5.1. Institutional cooperation

The UGR has built a solid network of international relations with universities and countries from the five continents and we are also strongly present in international higher education networks. This is the best foundation for the IS, with the conviction that broad institutional cooperation is key both for the institutional development of the UGR, and for its adaptation to the constant evolution of our context. However, institutional cooperation cannot be considered only as the sum of fragmented activities, but rather as a process that requires a strategy of developing solid partnerships for the different aspects of the IS, and for each level of intervention. Thus, there must be international strategic partnerships for the whole institution, in the form of networks (the Coimbra Group) or privileged bilateral relations (University of Bologna); strategic partnerships at faculty, department, degree, research institute or group level, depending on the specific interests and the excellence of the partners for each.

5.1.1. Multilateral and network cooperation

The UGR is strongly committed to multilateral cooperation in the form of different kinds of university networks. Multilateral cooperation joins forces to achieve specific objectives and provides common solutions to the universities involved. Being part of networks not only facilitates cooperation, but also offers international visibility and provides prestige to the institutions depending on how prestigious the networks are.

At the European level, the UGR is a founding member of the Coimbra Group, which has a long tradition and renowned reputation. It is also currently chairing this network, bringing institutional visibility to the university both amongst European universities and institutions and other higher education forums. The UGR should continue to be active in the Coimbra Group both at leadership level and by participating in the different working groups and policy seminars in different areas. In addition, in terms of added value, this network facilitates the development of many cooperation projects and the organisation of all types of mobility programmes. Two years ago, the Coimbra group established the Research Support Officers Working Group, in which our International Research Projects Office (OFPI) takes part. This has an enormous potential to promote participation in Horizon 2020 and provides ways to influence European Union research policy.

The UGR actively participates in the bilateral initiative of the Conference of Rectors of Spanish Universities (CRUE) together with the Conference of French University Presidents (CPU - Conferénce de Presidénts d'Université) in order to create the Franco-Spanish University as a university network interested in promoting bilateral initiatives for teaching and research.

At the Latin American level, the Iberoamerican University Association for Postgraduate Studies (AUIP), of which the UGR is an Executive Board member and former chair, provides a wide variety of possibilities to establish cooperation both in academic programmes with Latin American institutions and in other fields such as university policy, the design of postgraduate studies and quality assurance. Moreover, the UGR holds the vice-chair of the Tordesillas Group, which includes Brazilian, Portuguese and Spanish universities and is focused on cooperation at doctoral level through "Doctoral Colleges".

At the Mediterranean level, the UGR is a member of UNIMED (Mediterranean Universities Union), which has special interest in promoting mobility and cooperation projects between the two sides of the Mediterranean, and of EMUNI (Euro-Mediterranean University), which offers joint programmes both for summer schools and postgraduate degrees.

It is important to coordinate our institutional presence in these networks, ensuring the most appropriate representation at any time. Besides that, the broadest internal dissemination of the activities and benefits of networks must be guaranteed.

Apart from university networks, the UGR takes part in several European and international associations relating to higher education in all its aspects, notably the European University Association (EUA) and its Council for Doctoral Education. The participation of the UGR in these associations not only brings international visibility but also the possibility to closely follow the latest trends and developments in higher education. We should continue to participate in these associations, always within the framework of continuous and coherent institutional representation.

Participation in networks focused on defending fundamental university values deserves special mention, especially the Magna Charta Observatory, the United Nations Academic Impact, and Scholars at Risk. The UGR is already a member and signatory of the Magna Charta and is also in the process of joining the other two, which are devoted to the sustainable development objectives in the first case and in the second, to the protection of academics at risk because of their ideology, religion or due to armed conflict.

5.1.2. Bilateral cooperation

Bilateral cooperation may be analysed from the perspective of the UGR's geographical presence in the world. Firstly, the European Higher Education Area (EHEA) and the European Research Area (ERA), to which we belong, form the UGR's operating environment both in teaching and research. Secondly, as part of the Mediterranean area, we work closely with our partners to strengthen their university systems. Thirdly, we are members of the Ibero-American Higher Education Area, enjoying privileged relations with our Latin American partners on the grounds of shared tradition, culture and language.

Thanks to our privileged position as members of these culturally different geographic regions, together with our campuses in the North African cities of Ceuta and Melilla, the UGR is able to act as a bridge between them and undertake joint actions to encourage links between them and other world regions. Our basic criteria for establishing links within these regions and carrying out different international activities are, firstly, working with countries and institutions who have based their growth on the knowledge economy and, secondly, development cooperation.

Moreover, the UGR enjoys longstanding cooperative relations with North American and Australasian universities, taking advantage of the sound foundations laid by the provision of Spanish language and culture programmes at the Modern Languages Centre.

In the 80s and 90s, the UGR was a pioneer in signing cooperative agreements with universities from Asia (especially with China), Russia and Eastern Europe. Today, the UGR receives institutional support from the Confucius Institute and "Russkiy Mir" Russian Centre in maintaining quality bilateral academic relations. Both centres offer advice to the UGR on the quality and variety of potential Asian and Russian institutional partners.

Finally, the UGR includes the African continent in its internationalization plan, contrary to much contemporary practice. We take this approach because we believe that the future stability of the world depends to a great extent on the development of the African continent.

Generally speaking, when choosing partner universities, emphasis is placed on the UGR's quality offering in Spanish. We are convinced that teaching in Spanish is a much-appreciated asset if we are to act as a bridge between continents.

5.1.3. National cooperation

The IS of the UGR should be a consequence of the collaboration between the Spanish ministries responsible for Education, Sciences and Foreign Affairs and particularly the Spanish Service for the Internationalization of Education (SEPIE), whose purpose is to support and promote the internationalization of the Spanish education system, especially higher education. These ministries maintain bilateral relationships with countries that have a strategic value for the internationalization of the UGR regarding aspects such as the recognition of degrees, the funding of student exchange and mobility, or visa policy, all key factors for an IS. Thus, the UGR must take part (through the CRUE and the SEPIE) in monitoring national agreements and actions focused on recruiting talent, especially actions to promote the Spanish university system internationally and those of development cooperation.

We must also actively participate in the CRUE Sectoral Committee on Internationalization and Cooperation and also the CRUE's Brussels office, as this will allow us to have more and better contact with the European institutions and with the Spanish state in the design of European education policies. To complete the presence of the UGR in Brussels, we should also be in constant contact with the representation of the Regional Government of Andalusia, the Spanish Office for Science and Technology (SOST) of the Centre for the Development of Industrial Development (CDTI) alongside the Coimbra Group central office. Of importance is the link between CRUE and the Portuguese Rectors' Conference (CRUP), as Spanish and Portuguese universities together constitute a strong presence in order to identify priorities in Latin America or Africa.

5.1.4. Regional cooperation

Andalusia has included the region's universities in its internationalization strategy in the context of the "internationalization of knowledge", thus demonstrating the commitment of the Regional Government of Andalusia to enhance the prestige and presence of Andalusian universities abroad. This is reflected in the implementation of the smart specialisation strategy (RIS3), in support for student mobility in the Erasmus+ programme or for the international promotion of Andalusian universities (see for example the 29th Annual European Association for International Education - EAIE - Conference and Exhibition in Seville in 2017, which will showcase the Andalusian universities). The UGR must be strongly present in these joint actions, particularly at present as our Rector is the chair of the Internationalization committee of the Association of Andalusian Public Universities (AUPA).

5.2. International mobility and joint actions with international partners

The last impact study of the Erasmus programme published in 2014 confirms again what previous studies had indicated: mobility has a huge impact in developing transversal skills (linguistic, cultural, intercultural, academic, professional and personal), which facilitate more comprehensive education and access to the labour market. To these individual benefits, we must add the institutional benefits for the university, educating students for our globalised world, and the advantage of the presence of foreign students at our University and in the city.

Thus, the history of the UGR within the Erasmus Programme has marked our internationalization process institutionally. In 1987, the UGR made a strong commitment to the recently adopted Erasmus programme and the broader internationalization process, quickly becoming the leading Spanish and European institution in participating in international cooperation programmes. The UGR was awarded the Erasmus Gold Star in 2007 on the occasion of the 20th anniversary celebration of the Erasmus programme. For more than a decade, it has been the leader in Europe in the number of incoming students and, in recent years, it has also been the leading university in outgoing students. In the 30-year history of Erasmus, the UGR was the first institution to exceed the 2,000 outgoing students mark in a single academic year.

In addition, the UGR leads other mobility programmes at all levels (international, European and national). In particular, it runs a large self-funded mobility programme with non-European universities divided into regional sub-programmes, and has been the leading institution in the new Erasmus+ International Credit Mobility Programme. A special effort will be required to sustain the quantity and diversity of the offer attained in the former Erasmus Mundus Action 2 Programme by the UGR, as it is transformed into the new ICM programme.

Based on this successful experience, the UGR must undertake actions to deepen and improve the quality and variety of its mobility programmes for students, academic, and non-academic staff.

5.2.1. Outgoing student mobility

The mobility figures of the UGR have already attained the EU goal for 2020 of 20% of graduates having had an international experience during their studies (see Annexe 4.B). In our case, 14,110 of a total of 62,182 graduates between 2011 and 2016 took part in institutional mobility programmes, representing 22.69%. They are unequally distributed among faculties and degrees, ranging from 5.25% to 70.51%. In the coming years, the aim is that all degrees reach the 20% participation target, while also maintaining the higher rates of participation in those already at those levels.

However, this quantitative success is far from enough: quality should be the essence of mobility policy. Accordingly, the UGR has sought to enhance quality in processing and managing mobility as well as in guiding and informing outgoing students. Initiatives such as the "Awards for Excellence in International Mobility" or " UGR International Week" are already in place to promote mobility among students. Much work still needs to be done, however, in order to ensure the proper functioning of administrative and academic support systems. In addition, regarding student mobility, an effort should be made to diversify types of mobility, promoting short-term mobility, international work placements, summer courses and international volunteer placements.

All in all, the UGR lines of action in mobility should be based on the following pillars: plurality of destinations to bring the UGR closer to the global, multicultural world; quality in mobility to improve the acquisition and development of transversal competencies, and diversity in modalities of mobility in order to ensure a holistic education for our students.

5.2.2 Incoming student mobility

While outgoing mobility has a great impact individually, incoming mobility has much more institutional impact. Every year the arrival of around 3,000 students from diverse mobility programmes has radically changed our classrooms, turning them into multilingual, multicultural and multinational learning environments. This situation allows students who cannot enjoy an international experience to share activities, the campus, and environment with other students from around the world. In order to make the most of this potential, specific policies are required, which are already being developed by the UGR. Special mention must be made of the orientation days which take place at the beginning of each term and the Mentor Programme in which UGR students help international students to integrate in Granada.

In short, the focus is on attracting talent, ensuring quality of learning for incoming students and improving the management and integration with local students.

5.2.3. Structured mobility: joint, double and multiple degrees

The UGR considers it important to make progress in structured mobility programmes. The intention is to promote agreements of this kind in those degrees which have a long history of cooperation with a partner or group of partners. These agreements enable those students who complete a pre-designed joint study programme to obtain a degree from each partner university participating in these structured programmes. These require detailed agreements on educational pathways and their recognition. To date, about twenty of these agreements for undergraduate and master's degrees already exist, some of which have faced

difficulties in their implementation. In order to avoid these difficulties, at the undergraduate and master's levels, the UGR provides advisory services as well as several models for establishing agreements on double or multiple degrees. At the doctoral level, double degrees normally take the form of cotutelle agreements, depending on the regulations and practice of partner institutions. The UGR currently has about 50 cotutelle agreements for joint theses with universities from different continents.

With regard to joint degrees, the process becomes more complex because these imply the design of new degrees, which must go through the full national or regional approval procedure. Current national legislation makes it easier when these are master's programmes approved by the European Commission within the framework of Erasmus+, but the "Erasmus Mundus Joint Master's Degrees" action is one of the most competitive, with a success rate of around only 10%. A deep understanding of regulations applicable in the countries where the new degrees are to be set up, together with a design that ensures quality education, progression and mobility are all required to design these programmes. The UGR will maintain the support and counselling from the Vice-Rectorate for Teaching and Learning and the Vice-Rectorate for Internationalization to prepare these projects, both within the framework of the European Union (Erasmus Mundus Joint Master's Degrees) or outside the established programmes through an approval procedure either in Spain and/or the country of the partner institution. Moreover, as far as possible, the UGR will lobby for the establishment of agreements between quality assurance agencies in order to avoid duplication of approval procedures in each country involved.

5.2.4. Mobility for outgoing and incoming academic and research staff

Mobility for academic staff offers opportunities to learn about other education systems and teaching methods. It also promotes benchmarking of teaching with other universities, the exchange of teaching materials and the establishment and furtherance of research cooperation.

The UGR is the leading Spanish university in academic staff mobility to partner universities with the purpose of teaching within the framework of Erasmus+ and also runs its own programme which has grown constantly over the past few years. First editions of the new Erasmus+ programme have reduced the number of staff mobilities funded because preference has been given to student mobility. Consequently, the UGR has needed to restructure the offer, making greater use of funds from ICM. Of importance, then, is maintaining and, whenever possible, increasing the volume of mobility, both in Erasmus+ and the UGR's own programmes; ensuring that new staff members participate in these programmes (there is a tendency for certain people to repeat the mobility experience in successive years); diversifying destinations; ensuring the quality of mobility; and finally making sure that the positive impact is not only individual but also institutional.

5.2.5. Mobility for outgoing and incoming administrative and support staff

The involvement of administrative and support staff in the internationalization process is essential to its success. The UGR is a leading institution in volume of mobility for such staff at national and European level. Progression in international competencies, including language skills, is vital for the UGR to offer quality service in response to the needs of visiting students, academics, researchers and administrative and support staff. This staff development is also key to active participation in international research programmes and developing cooperative links of all kinds, as required by our internationalised society.

5.2.6. Academic cooperation projects

The UGR has been especially active in all types of academic cooperation projects internationally. There are currently around 80 projects underway, managed by the Projects Area of the International Relations Office (IRO). These projects allow the exchange of experiences and best practice, the design and development of new initiatives and programmes, and the deepening of our cooperation with partners around the world. The large number of requests received annually to join projects of this kind provides evidence of the UGR's

prestige and reputation. Efforts will be made to maintain this level of activity which allows for the funding of cooperative initiatives, from improving teaching methods and integrating disabled students, to designing double degrees and developing transversal competencies. To that end, special attention will be paid to changes put in place by the Erasmus+ Programme, which now subsumes all previous cooperation programmes such as the Lifelong Learning Programme, Erasmus Mundus, Tempus, ALFA or EDULINK, and has partly decentralised these actions to national agencies (SEPIE in Spain).

5.2.7. University development cooperation

University development cooperation is a fundamental social mission of the UGR, as part of its commitment to sustainable human development globally. According to the Code of Conduct of Spanish Universities in Development Cooperation, to which the UGR has formally signed up, this cooperation must be based on the essential functions of the university: teaching, research and knowledge transfer. Thus, as its name suggests, cooperation actions must always be cooperative and involve a local partner in the partner country to ensure that the actions are carried out for the benefit of the local population and universities, by means of capacity-building for local students and staff or the strengthening of local institutions.

The UGR devotes funds to development cooperation, and our university is also one of the leading investors in Official Development Aid amongst Spanish universities, but it is still far from the target of 0.7%. In a fragile field of action such as this, and especially at a time when funds are very limited, optimal use must be made of the funds available by ensuring quality, pertinence and impact of all actions undertaken.

5.2.8. UGR Centres abroad

The UGR currently has a dozen Centres for Spanish language and culture in partner universities in countries such as Russia, Ukraine, Morocco and Togo. These enhance the visibility of the UGR and channel joint cooperation actions with host universities. Particularly, they promote the learning of Spanish through language assistantships from the UGR, complementing the work of the Cervantes Institute and placing the UGR as an important actor in this field. Moreover, these Centres further our cooperative links with host institutions beyond the field of language and culture by acting to promote cooperation and research projects in all areas.

5.3. Internationalization of the curriculum and campus

Although the internationalization of universities arose from and around student mobility, today internationalization policies must address all students, teachers and university staff to improve the quality of training, research and management. This process goes beyond mobility and must integrate and reinforce internationalization actions both on and off campus. Actions off campus mean all forms of education outside our borders (people, projects, programmes and providers subject to mobility). Actions on campus mean the internationalization of the campus. It is aimed at including the international, multicultural and global dimensions both in the curriculum and in actions designed to help both staff and students understand, work and live in our globalised world and acquire intercultural competencies. The UGR must ensure international experience for its students and staff, whether or not they have undertaken a mobility experience.

5.3.1. The incorporation of international and intercultural dimensions into the formal and informal curricula for all students

The internationalization of the campus requires including international and intercultural elements in the curriculum and the teaching and learning processes in order to guarantee that the great majority of students, despite not having a mobility experience, have the opportunity to acquire the competencies necessary in our globalised and multicultural world. This may be achieved in many ways: by using international bibliographies, ICTs and teaching through virtual mobility (Collaborative Online International Learning) and/or taking advantage of the diversity of the classroom, the participation of teachers from

locally based cultural groups and foreign partner universities, the analysis of international case studies, work placements, etc.

Quality assurance instruments, and specifically the Certificate for Quality in Internationalization (CeQuInt), are key to the design of programmes with an international and intercultural dimension and of learning outcome assessment tools. The UGR will analyse the viability of obtaining the Certificate for Quality in Internationalization and the reforms needed in order to obtain it by the year 2020.

5.3.2. International expertise and competence of academic staff in the teaching-learning process

Academic staff constitute a key asset for the internationalization of teaching and learning. Having academic staff with an international mentality or from other countries, along with international students, provides international approaches for those students who cannot undertake a mobility experience. Their presence can help to improve the quality of education, foster the exchange and use of teaching materials, and make virtual cooperation easier. Disciplinary and multidisciplinary networks act as a driver for staff exchange and the internationalization of the curriculum.

The UGR will work to improve academic staff experience and competence (including language competence) and promote faculty and department involvement and interest in internationalization. Thus, the UGR will encourage academics' professional development in foreign languages, teaching in other languages or the internationalization of the curriculum following a mobility experience.

Promoting outgoing and incoming mobility for academics does not of course mean that the experience is automatically transferred into the teaching-learning process. Where appropriate, the UGR will encourage more systematic exchange and transfer of experiences from other systems, teaching and assessment methods, the use of international bibliographical resources and practical examples, alongside collaborative learning through ICTs which allow two or more university communities to be connected.

5.3.3. The role of students in the internationalization of the campus

Again, in this case, the fact that the UGR has incoming international and "returning" local students in our university environment does not mean their experience will be directly transferred into the internationalization of the campus. Just as mobility for PDI academics does not internationalise teaching and learning, students do not learn automatically from having international students around.

Student mobility is, however, an essential means to achieve the internationalization of the formal and informal curricula. To internationalise the formal curriculum, there is a need to establish spaces/fora for exchanging experiences between students and teachers, preferably at degree programme level. For the informal curriculum, again there is a need for interactive spaces, this time to allow students to learn first-hand from the experiences of mobility students: at the Modern Languages Centre (CLM), in associations, through the Mentor Programme, cultural and sports activities, the International Week, etc.; of importance here is the active involvement of the Student Council (DGE) and student associations such as the Erasmus Student Network (ESN).

Other central activities concerning the internationalization of the campus include foreign language learning, or the certification of at least a B1 level in a foreign language as a requirement for the completion of undergraduate degrees. (See Language Policy).

5.3.4. The role of administrative and support staff in the internationalization of the campus

In addition to their role as administrators of mobility and other international projects, our administrative staff should be involved in the internationalization of the campus. The UGR promotes mobility for these staff members to Erasmus+ destinations and through a special UGR Fund for other destinations. Thanks to this mobility experience, they are expected to inform about and transfer/implement best practices from other countries in our University, where appropriate.

The UGR will design ways in which to ensure the sharing and transfer of knowledge and experiences acquired during mobility.

5.3.5. Hosting foreign language and cultural institutions

The UGR has a long tradition of hosting international centres and activities, such as the Confucius Institute, the "Russkiy Mir" Russian Centre, the "al-Babtain" Chair in Arab Studies and the Goethe Institute. These activities will be maintained and should be reinforced as far as possible. They should also be well coordinated with the UGR's internationalization policy. It is important to ensure that these Centres constitute a permanent and visible presence of the cultures they represent at the UGR and in Granada, and that the activities organised by them are of interest and benefit to the university community. Coordinated organisation and dissemination is essential in order to ensure impact and also to avoid any unnecessary overlap with other UGR activities. Activities should receive academic credit where appropriate, and any charges kept as low as possible.

5.3.6. Attracting talent: international promotion of the UGR

Due to the strategic value of Spanish as a teaching language and the UGR's commitment to its local and regional environment, the UGR provides a wide range of degrees in Spanish. In order to meet the demands of our global society, these programmes should include international components, which may be pathways, courses or modules taught in English; however, the UGR does not plan to offer any undergraduate degree fully taught in English. Designing bilingual degrees will be fostered at the undergraduate level (See Language Policy).

To recruit international students to our undergraduate degrees, the UGR achieves visibility in those countries where the Spanish educational system is present through Spanish Embassies (especially through the presence of Education attachés) in Central Europe and Morocco. Recently, the UGR has held promotional events for pupils at the European School Network, mainly in Brussels. It is planned to increase promotion of this kind to attract foreign students to our undergraduate degrees by seeking students with Spanish language competence, such as those from the United World Colleges or similar programmes.

But the greatest efforts to attract degree-seeking students should be made at the postgraduate level, especially on master's degrees which then may lead to doctoral programmes. For this purpose, special attention will be paid to those regions which are either culturally or geographically close to us, that is North Africa and Latin America, which constitute natural targets for the UGR. This does not mean, however, that efforts will be limited to these world regions, and English-taught or bilingual degrees should be instituted where appropriate, or where there are few students with a high level of language competence in Spanish.

Generally, the UGR will consider the possibility of supporting degree programmes wishing to obtain international or European accreditations or quality seals. These accreditations exist in many fields and in different forms and have become more and more important if we are to attract high-level international students.

Finally, both the CLM and the University's Mediterranean Summer School are instruments to attract talent internationally. The CLM mainly focuses on attracting students from prestigious American universities, although its market development strategy is now targeting other world regions such as Asia, the Russian Federation or the Middle East, complementing the UGR's proven capacity to recruit talent from Latin America and North Africa. Thus, the CLM intends to diversify its academic offer for international students on certificate programmes outside the full degree offer at our faculties. The Mediterranean Summer School, possibly working together with the CLM, constitutes an excellent instrument for the establishment of an International Summer School to respond to demand from international partners, but also to the global trend towards shorter-term mobility. Moreover, it enhances international visibility and gives local students the opportunity to take part in international experiences without having to travel.

Great efforts and coordination must be made in the field of international marketing, mainly in developing joint strategies for promotional campaigns and materials, both multimedia (ICTs, internet, social media, virtual fairs, etc.) and traditional (videos, hard copy and physical presence in international fairs and other events). Those should be carefully selected to ensure the greatest possible impact and monitored in order to assess their real impact.

The offer of funding and grants is one of the greatest concerns and demands of students when applying for a place in our postgraduate degrees. The UGR should compile and publish all possible information about funding opportunities to make the UGR's offer more attractive. The University will explore the possibility of establishing UGR-funded programmes and scholarships for outstanding candidates with variable funding levels, including full or partial fee waivers, or full or partial living allowances (See the UGR Development Cooperation Fund).

Finally, specific mechanisms should be created to monitor international students after leaving Granada, with the aim of recruiting them to enrol in postgraduate studies, or seeking their involvement in alumni programmes, the offer of internships, sponsorship of the UGR, etc.

5.4. The internationalization of research

The UGR's research activity is unevenly internationalised. Some of our research groups participate very actively in leading international teams and projects with outstanding visibility and impact. Other groups are focused on cooperation at a purely national and regional level. Although this is on occasion due to the nature of the discipline, these are a minority of cases, and it is thus desirable to support and promote the internationalization of the activities of both kinds of research groups.

The UGR's current Research Policy is based on the following pillars:

- The nurturing and attraction of talent, to which the bulk of available resources goes, with programmes that range from undergraduate students and pre-doctoral training to the specialisation and subsequent incorporation of doctors for specific projects.
- Support for our researchers and research groups, focusing on their internationalization.
- Support for our researchers and research groups in obtaining funding from regional, national and European programmes, complementing that external offer with our own UGR Research Fund.

The intention is to move toward full alignment of the UGR Research and Knowledge Transfer Fund (PPIT) with the EU Framework Programme for Research and Innovation, Horizon 2020 (H2020). This is a strategic opportunity that must be seized in order to attract funds because the bulk of research funding must come from H2020 in the coming years, in order to replace decreasing national and regional funding. This reality requires the designing of new policies to increase the success rate of UGR researchers and research groups. In order to succeed, it is not merely that governing teams should have policies to promote the involvement of researchers, but the research groups themselves should adopt their own participation strategies according to their strengths, needs and interests. New programmes were incorporated into the UGR Research and Knowledge Transfer Fund in 2016 as part of this strategy. They aim to promote the attraction of talent, the enhancement of excellent research lines and units to improve our internationalization, and the creation of new ones to compete successfully in H2020 and the various programmes of the Spanish National Plan for Scientific and Technical Research and Innovation.

Moreover, participating in H2020 is both incentivised in evaluation criteria and required from those with funding from other programmes in order to fully align our strategy with H2020 for the winning of external funding in general.

The main actions for the internationalization of research are the following:

Stimulating research

Objective: Support for research groups in order for them to succeed in national and international research funding opportunities, as well as to promote the development of UGR scientific journals.

- Grants for Internationalization and Preparation of International Research Projects
- Grants for UGR Journals

Attracting talent

Objective: Recruitment of specialised research staff for the development of strategic research lines.

- Programme for Research Projects for the Incorporation of Early Researchers in New Lines of UGR Groups

Research staff mobility and development

Objective: Promotion and stimulation of researcher mobility, updating and dissemination of knowledge and scientific exchange.

- Grants for Short-term Placements at Foreign and National Research Centres
- Visiting Programme for Foreign and National Researchers at Institutes and Departments
- Programme for the Organisation of Technoscientific Conferences, Seminars and Workshops
- Programme for Attendance at International Technoscientific Conferences, Seminars and Workshops

UGR2020 Programmes

Objective: Support for young researchers to facilitate their access to research projects; promotion of excellence units; attracting talent; collaboration with high-level researchers from other institutions.

- Pre-competitive Projects for Early-Stage Researchers Programme UGR ATHENEA3I Research Fellowship Programme
- Visiting Scholars Programme
- Excellence Actions Programme: Scientific Units of Excellence
- Research Intensification Programme
- Grants for the Promotion and Development of European Research Council (ERC) Projects
- Grants for Industrial Projects and Doctorates within the Horizon 2020 Framework in collaboration with the International School for Postgraduate Studies
- Programme for Patent Internationalization Grants for Strategic Knowledge Transfer Projects

Alongside these programmes, there are proposals to improve the collection of data about publications in international co-authorship, joint projects, long-term partnerships and participation in the editing of journals, and in editorial boards or scientific committees internationally.

The International Welcome Centre, located in the Office for Research and Knowledge Transfer, provides information, advice and support for incoming international researchers. It is also responsible for collecting data about incoming researchers.

In view of its importance and impact on the reputation of the UGR and in all probability on the winning of external funds, the position of the UGR in international rankings will be carefully monitored by ensuring that data available is updated and reliable through the Bibliometrics Unit, which is part of the Vice-Rectorate for Research and Knowledge Transfer. Similarly, our international communication policy will ensure a stronger presence of UGR research results in the international press.

6. FUNDING AND INCENTIVES

6.1. External Funding

The UGR has been succeeding in European and national calls for internationalization. For example, in 2016, a total of €11,916,678.48 Euro was received from: the European Commission, the Spanish Service for the Internationalization of Education, the Andalusian General Secretariat for Universities, Research, and Technology (SGUIT), the Andalusian Agency for International Development Cooperation (AACID), Santander Bank, Caja Rural Granada, Confucius Institute Headquarters (Hanban), the Russkiy Mir Foundation, the al-Babtain Foundation, and US universities. A similar amount is foreseen for 2017. These funds cover the majority of the cost of our internationalization policy, mainly through funding for mobility and academic cooperation projects. Funds awarded for international research projects should also be added to this; for example, a total of €11,514,477.35 was received in the 2015-2016 academic year.

6.2. UGR funding

6.2.1. UGR Internationalization Fund

For years, the UGR has also been complementing this external funding using its own resources, in particular since 2009 through the UGR Internationalization Fund, which covers different actions that are not covered by European and national programmes.

The structure of the UGR Internationalization Fund shows the cross-cutting nature of the internationalization policy, emphasising the contribution of the various UGR services and units involved. It is divided into 8 programmes aimed at the promotion and sustainable development of the international dimension of teaching and learning, administration and services, as well as UGR involvement in initiatives which foster its international dimension.

1. Grants for International Student Mobility
   1.1. Mobility grants for Undergraduate Students (non-Erasmus+ destinations)
   1.2. Mobility grants for Postgraduate Students
   1.3. Mobility grants for International Joint, Double and Multiple Degrees
2. Grants for Short International Training Placements
3. Academic Staff International Mobility Grants for Teaching and Language Learning Purposes
   3.1. Supplementary Funding for Erasmus+ Grants: Erasmus
   3.2. Non-EU Teaching Mobility Grants within the UGR Bilateral Agreement Framework
   3.3. Academic and research staff (PDI) grants for intensive English language learning courses at the National University of Ireland (Galway)
4. Administrative and Support Staff (PAS) International Mobility Grants for Training Purposes
5. Student Awards for Excellence in Internationalization
6. Grants supporting the Implementation of the UGR Language Policy
7. Grants Supporting Faculty/School-level Administration of Internationalization
8. Grants for New Internationalization Initiatives
   8.1. Grants for the Preparation of EU Project Applications
   8.2. Grants for the Design and Implementation of International Double, Multiple or Joint Degrees
   8.3. Grants for New Academic Cooperation Actions with International Partners
   8.4. Grants for other Internationalization and Cooperation Initiatives

The UGR Internationalization Fund had a budget of €820,000 in 2016 and of €830,000 in 2017.

6.2.2. UGR Development Cooperation Fund (PPCD)

The UGR Development Cooperation Fund (PPCD) organises a series of programmes in university development cooperation (CUD), based on experience gained since the establishment of the Centre for Development Cooperation Initiatives (CICODE) and on lessons learned from past cooperation programmes. The UGR is committed to improving the quality and impact of development cooperation actions in partner institutions and countries. This programme combines financial support for international university development cooperation projects proposed by members of the university community and by partner universities with a set of actions for the capacity-building of partner universities. The UGR will make every possible effort to find additional external funding.

The Fund has also focused on raising awareness within the university community, especially among students, through two specific programmes: volunteer placements in development cooperation projects and grants for students to carry out work placements, or undergraduate or master's dissertations in the area of development cooperation. The implementation of these programmes complements similar programmes funded by the Andalusian Agency for International Development Cooperation, thus leading to the optimal use of resources. The Fund also includes grants for incoming postgraduate students from partner universities and the "Federico Mayor Zaragoza" Award for University Cooperation. Finally, a special programme has been set up for students and researchers from countries in emergency situations and refugees.

1. University Development Cooperation Projects and Actions
   1.1. Funding for International University Development Cooperation Projects
   1.2. Funding for International University Development Cooperation Projects and Institutional Reinforcement
2. Grants for International Volunteer Placements in Development Cooperation Projects
3. International Student Mobility Grants to support Practicums and Final-year Dissertations in Development Cooperation
4. Grants for placements at the UGR
   4.1. Coimbra Group Scholarship Programme for Young Researchers
   4.2. Grants for Doctoral Studies co-managed by the PEACE Programme (UNESCO)
   4.3. Grants for Postgraduate Studies co-managed by the Carolina Foundation
   4.4. Support Actions for Doctoral Thesis Writing within the Framework of Cooperation Agreements
   4.5. UGR Support Fund for University Students from Countries in Emergency Situations
   4.6. Grants for Refugee Students, Academic Staff and Researchers
   4.7. Excellence Scholarships for Official Master's Studies at the UGR for Graduates from the Dzemal Bijedic University of Mostar (Bosnia and Herzegovina)
   4.8. Grants for the Training of Students from the Health Sciences at the Hassan I University (Morocco)
   4.9. Academic Excellence Scholarships for UGR Official Masters' Studies for Graduates of the University of Lomé (Togo)
5. "Federico Mayor Zaragoza" Award for University Development Cooperation

The UGR Development Cooperation Fund had a budget of €281,000 in 2016 and €323,900 in 2017.

6.2.3. UGR Research and Knowledge Transfer Fund (PPIT)

The 2016 UGR Research and Knowledge Transfer Fund includes programmes for internationalization and alignment with Horizon 2020 objectives, as described in sections 5.4 and 7 above.

2016 Budget: €5,116,400

6.2.4. UGR Plan for Teacher Training and Innovative Teaching Practice (FIDO)

The FIDO Plan incorporates internationalization as one of the priority lines of action for its programmes for teaching staff development and innovative teaching practices. The total budget for 2016-2018 is €455,000, €111,300 of which is directly or indirectly for internationalization actions.

7. MONITORING

In order to monitor and evaluate the implementation of this IS, procedures and tools specially designed to evaluate the outcomes of this complex process will be required.

We have designed a list of indicators which enable us to assess the impact of the measures adopted in this field by our University. Our list of indicators is based on those used by CRUE, the Ministry of Education, Culture and Sport, various rankings and those used to obtain the Certificate for Quality in Internationalization (CeQuInt).

Regarding student mobility, an objective allowing benchmarking is the European target of 20% of graduates with a significant experience abroad during their studies. As noted above, the UGR globally meets this objective with a figure of 22.36%, but further work must be done to ensure that all degrees and cycles also meet it individually.

As that single indicator does not reflect the considerable complexity of our Internationalization Strategy, we have developed indicators we consider to be relevant for our IS, and obtainable with our current resources. They appear in the table below and are being implemented now in the framework of performance-based funding criteria for faculties, departments and institutes, in cooperation with the UGR Data, Information and Planning Office (ODIP). Initial data collection has the aim of analysing the current situation in order to set performance targets in the coming years. These are composite indicators based on qualitative definitions which allow the measurement of progress in accordance with our strategic priorities. A two-year Action Plan also accompanies this document. The University will review progress in the implementation of the IS and the meeting of IS objectives every two years, and propose changes to the Strategy and Action Plan required based on the outcomes.

List of abbreviations

AACID	Andalusian Agency for International Development Cooperation
ARWU	Academic Ranking of World Universities
AUIP	Iberoamerican University Association for Postgraduate Studies
AUPA	Association of Andalusian Public Universities
CDTI	Spanish Centre for the Development of Industrial Technology
CeQuInt	Certificate for Quality in Internationalisation
CICODE	Centre for Development Cooperation Initiatives
CLM	Modern Languages Centre
CPU	Conference of French University Presidents
CRUE	Conference of Rectors of Spanish Universities
CRUE I+C	CRUE-IC Sub-Working Group for Language Policy
CRUE-TIC	CRUE Sectoral Committee for Information and Communication Technology
CRUP	Portuguese Rectors' Conference
CUD	university development cooperation
EAIE	European Association for International Education
ECTS	European Credit Transfer and Accumulation System
EIP	International School for Postgraduate Studies
EMUNI	Euro-Mediterranean University (Portorož, Eslovenia)
ERC	European Research Council
ESN	Erasmus Student Network
EUA	European University Association
FIDO	UGR Plan for Teacher Training and Innovative Teaching Practice
Hanban	Confucius Institute Headquarters
H2020	Horizon 2020
IRO	International Relations Office
IS	Internationalization Strategy
IWC	International Welcome Centre
ODIP	UGR Data, Information and Planning Office
OFPI	International Research Projects Office
PAS	administrative and support staff
PDI	teaching and research staff
PEACE	Palestinian-European Academic Cooperation in Education
PPCD	UGR Development Cooperation Fund

PPIT	UGR Research and Knowledge Transfer Fund
SEPIE	Spanish Service for the Internationalization of Education
SGUIT	Andalusian General Secretariat for Universities, Research, and Technology
SOST	Spanish Office for Science and Technology
UGR	University of Granada
UNIMED	Mediterranean Universities Union

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