

## **ERASMUS Declaration on Higher Education Policy 2021-27**

Trier University is a young, dynamic campus university and its historical roots date back more than 500 years. It was re-founded in 1970 and is located in the cross-border Greater Region. It values itself not only as a place to prepare for a professional career but also as a place of participation and critical reflection in the sense of a comprehensive education. Trier University fully shares the premises of the European Renewal Agenda for Higher Education that the continuous development of higher education is indispensable for prosperous, inclusive, democratic societies; young people – regardless of their socio-economic or migration background, gender, religious affiliation and family or health conditions – should receive the best education and training to be able to study and find work across the continent (and beyond). Digital competences as well as problem-solving and communication skills, which students need to be able to find their way in a changing world, are of particular importance. Internationality and interdisciplinarity therefore have a formative and shaping function at Trier University, both for teaching and for research and further education.

Trier University understands internationalisation as a continuous process and cross-sectional task that affects teaching, research and administration.

At the **student level**, internationalisation at Trier University means enabling as many students as possible at every level of education – ideally all students – to gain international and intercultural experience. This cannot be solely achieved by increasing the number of students who complete a study stay abroad but requires a broader understanding of "internationalisation on site". This includes the internationalisation of teaching by integrating foreign lecturers into the teaching as well as enabling lecturers of Trier University to gain teaching experience abroad, through internationally oriented teaching content, foreign language study programmes and classes as well as (specialist) language courses. The number of foreign students of about 10%, the targeted promotion of an intercultural learning environment in the classroom and a comprehensive extra-curricular integration offer are also important elements of internationalisation. More in-depth internationalisation, such as study programmes with compulsory stays abroad or joint and double degrees, can be important drivers of internationalisation.

In the **area of research**, Trier University builds on the premise that quality and visibility of its research achievements can be increased through networking and cooperation with international partners as well as the integration of PhD students and researchers from abroad. Trier University aims at increasing its appeal for international academics and PhD students through improved information and support services and at supporting academics through the establishment and expansion of central research-promoting services.

Moreover, to support the internationalisation process in research and teaching effectively, the **administration** needs to be involved in this process actively. The basis for this is an appreciation of foreign traditions of learning and communication and a culture of welcoming foreign students and academics. Internationalisation thus also means the development of foreign language skills and intercultural sensitisation of staff in the central administration and the departments, the availability of central information and procedures in English, and the optimisation of procedures concerning foreign students and academics or stays abroad by university staff.

When selecting **international partners**, the focus is on academic quality and reciprocity of interest in cooperation.

Depending on the focus of the cooperation, the compatibility of the study programme and linguistic compatibility of the courses offered are taken into consideration. Other aspects are scope and quality of the supervision of international students, the quality of the research conducted at the potential partner university and its relevance for research at Trier University. Trier University aims to deepen existing cooperations with higher education institutions into strategic partnerships and to increasingly enter into such new agreements that include several elements of cooperation.

Trier University intends to maintain the current geographical focus of its interdisciplinary international cooperation in Europe (especially France and Italy as well as Russia and Poland), North America (especially Canada), East Asia (especially Japan, China and Taiwan). This focus does not exclude demand-related expansions. Of particular importance is the cooperation with the neighbouring universities in Lorraine, Luxembourg, Liège, Saarbrücken and Kaiserslautern within the transnational network University of the Greater Region.

The **Erasmus programme** with its various programme lines and impulses for university teaching as well as the internationalisation and digitalisation of administrative processes will continue to play a central role in the internationalisation and modernisation of the university in the programme period 2021-27. In accordance with the internationalisation goals of Trier University, Bachelor, Master and PhD students as well as teaching and administrative staff are target groups for mobility measures. Groups that have so far been underrepresented in mobility should also be addressed increasingly.

Trier University prioritises study and internship stays abroad or by foreign university staff in Trier. Through the promotion of long-term stays – as well as through the further increase of cooperation within the Greater Region – the goal of sustainable and environmentally friendly mobility is also being pursued. In addition, short-term mobilities and blended learning elements as well as online content can enable the broadest possible group of students, teachers and staff to gain international experience. In order to be able to implement mobility and cooperation measures in high quality, a course of action for preparing and following-up, e.g. language courses, digital learning offers and certificates, should be developed for all target groups.

The development of **joint teaching programmes** with foreign partners or overarching measures that promote the mobility of students, teaching and administrative staff in terms of quantity and quality is also in line with the internationalisation goals of Trier University. If reasonable and possible regarding the university's range of subjects, cooperations with business enterprises and other non-university partners should also be promoted. Trier University therefore aims to further expand its participation in international and EU cooperation projects funded by the Erasmus programme. In particular, projects should be identified and supported which correspond to the University's subject focus, the geographical target regions and which have good chances of success due to the applicants' corresponding international visibility, previous work and experience. Applicants and project leaders will be supported by the relevant administrative units of Trier University (in particular, the International Office, EU Department, Research Department, Office for Good and Innovative Teaching, Third-Party Funding Administration, Human Resources Department, Department of Studies and Teaching, Language Centre).

Trier University acknowledges that a successful implementation of the Erasmus programme requires the cooperation of the entire university (university management, subjects and departments, central administration, data centre, student associations, etc.) and corresponding resources. It is a challenge but also an opportunity to successfully implement essential internationalisation and modernisation goals of Trier University with Erasmus.