



ERASMUS+

Erasmus: Key action 1: Erasmus Charter for Higher Education

EACEA-03-2020 ECHE-LP-2020



1. ERASMUS POLICY STATEMENT (EPS)

1.1 Erasmus activities included in your EPS

In this section, you need to tick the Erasmus activities covered by your Erasmus Policy Statement. Please select those activities that your HEI intends to implement during the entire duration of the Programme.

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): your strategy

Your Erasmus Policy Statement should reflect how you intended to implement Erasmus after the award of the ECHE. Should you wish to add additional activities in the future, you will need to amend your Erasmus Policy Statement and inform your Erasmus National Agency.

What would you like to achieve by participating in the Erasmus Programme? How does your participation in the Erasmus Programme fit into your institutional internationalisation and modernisation strategy?

(Please reflect on the objectives of your participation. Please explain how you expect the participation in Erasmus to contribute towards modernising your institution, as well as on the goal of building a European Education Area¹ and explain the policy objectives you intend to pursue).

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

As a research-intensive University, UNIMI has its core in research blended to education and knowledge transfer to the entrepreneurial environment, local community and society at large. The strategic policies of the University have been modeled in the years also on the results of the debate carried out on research

¹ For more information on the priorities of the European Education Area, such as recognition, digital skills, common values and inclusive education, please consult the following website:
https://ec.europa.eu/education/education-in-the-eu/european-education-area_en

and innovation with the partners of the League of European Universities (LERU). LERU's mission consisting in improving knowledge through basic research in partnership with industry and society at large. With its policy for innovation tuned towards societal challenges, UNIMI "third mission" is aimed to foster public engagement, public health, sustainability, social commitment. As a member of EUA, UNIMI also participates into the European debate on modernization of Higher Education.

Unimi 2040

Having in mind the complexity of today's challenges and their future developments, UNIMI has recently set up its own think tank group called "Unimi 2040". The group made up of academic experts shares its internal debate with the LERU partners and other Universities of excellence. Unimi 2040 reflections focus on the issues raised up in the EHEA and the innovations launched by the EU, as well as the studies and recommendations of the EUA. A need for a detailed picture of future scenarios inspired by this dialogue being justified by the strong effort UNIMI has committed to undertake in the years to come.

Inclusive policy

According to its objectives and goals, UNIMI is willing to improve the number of exchange students with the purpose to improve the University multicultural, multilingual and transnational environment. To this end, in spite of a policy towards student recruitment aimed to seek for excellence, it intends to fulfill a shared social mission towards disadvantaged social classes and students from groups with fewer opportunities, also from foreign countries. In line with national requirements, the university deploys dedicated services for students with special needs. Specific programs have also been enacted through the participation to relevant networks such as the Association "Scholars at risks". UNIMI feels that the actions envisaged in the Erasmus program can complement future initiatives in support of mobility of these endangered groups.

Collaboration in partnerships: European Universities

Erasmus Mobility will continue to be the largest activity for UNIMI in the Program. However, having among its objectives to develop shared best practices, UNIMI works to build networks with universities of excellence in the EHEA. In this context UNIMI has created the 4EU+ network that involves other 5 multidisciplinary, research-oriented Universities: the Sorbonne University, Charles University in Prague, the Universities of Copenhagen, Heidelberg and Warsaw. 4EU+ was funded in 2019 in the frame of the Erasmus+ European Universities action in recognition of its aim to build an advanced University model for education, research and management of student and library services. The network will build and exchange novel teaching approaches, study modules, labs, improving curricula integration and shared didactic methods. Joint study courses and blended mobility of students and staff will be implemented within four thematic areas with a strong multidisciplinary approach and strict link with research: Health and demographic change in an urban environment; Europe in a changing world: studying and involving social, economic, cultural and language dynamics; Transforming science and society by advancing information, computation and communication; Biodiversity and sustainability.

Students involvement in decision making

With the purpose of encounter student needs, great importance is assigned to students opinion, which is sought anytime strategic plans or project proposals are discussed in the University Senate and Boards. UNIMI students participate in Erasmus projects coordinated by European students networks and take active part in all Erasmus associations. A section of the Erasmus Student Network is hosted at UNIMI. They support incoming and outgoing students and organize an Erasmus Welcome Day and a welcome day for all international students. Their initiative has brought to the foundation of GARAGErasmus, one of the more active in the sector.

International agreements

In response to the pressing requests of its students, UNIMI is striving to rethink and improve mobility in the more than 1200 agreements (900 of them Erasmus) established with foreign institutions in Europe and abroad. They are the basis for collaboration and exchange with most of the European Universities and Institutions settled in the Western Balkans, Russia, Northern and Southern America, the South Mediterranean Countries and the Middle East, Central Asia, India, China, South Korea and Japan.

All study and teaching exchanges with the Universities of the partner countries are set in accordance to the principles of the Bologna Process, abiding by a UNIMI objective to apply the Process in all student/staff exchanges carried out in the 48 partner countries of the European Higher Education Area and outside the area.

Innovative approaches to education

UNIMI aims at improving interdisciplinarity, research blended education and students centered learning. As a University offering several different cultural and disciplinary fields of study and research, UNIMI study programs are ever more converging into interdisciplinarity. In addition, its connotation as a research-intensive university has proven to be fundamental to educate young graduates able to respond to the needs of the industrial sector at national and global level. Both elements will be combined and developed in the frame of the Erasmus Program and implemented taking into account the new trends in education represented by student centered approaches and innovative methods of teaching.

Erasmus joint degrees

An increase of the number of international study programs and their transformation into joint degrees is one other of the objectives of internationalization at UNIMI, where joint study programs are conceived as an opportunity to open to additional new contents and interdisciplinarity, by this improving the course catalogue offered at home University. The already existing joint degrees have been embedded to other

similar initiatives, to set up EJDM networks. Joint degrees networks will be promoted with the aim to create strong transnational study programs that can account for excellence best practices at European level.

Role of UNIMI Departments

One of the main internationalization actors at UNIMI are Departments, the core of the University education and research. Departments manage the bulk of research and education driven activities and directly interact with academia and industry as well as with representatives from civil society. They also work in partnership in projects aimed at the international cooperation and development sector. With their labs and student facilities, they offer an international environment where students and staff collaborate to bring innovation in education and research. According to UNIMI strategic agenda, their role will be implemented through staff development and monitoring, and a stricter support provided by central offices. Erasmus tools for monitoring projects and student/staff mobility, its management rules and the envisaged openness to other actors providing expertise and support will facilitate to work out the task and enable the exchange of best practices.

International cooperation

According to UNIMI policy towards developing countries and underrepresented groups, the Departments promote best practices and novel educational projects as well as cooperation initiatives in the frame of the programs of the EU, the UNO and the Italian Agency for Cooperation to Development. Cooperation is carried out in the fields of pollution morbidity, drought and harvest failure, immigration, social exclusion, school and university education. Erasmus initiatives in this sector will bring about new research actions resulting from case studies, epidemiologic data, surveys and reports, best practices implemented cooperating with third countries. UNIMI is being promoting cooperation with both purposes in mind leaving the initiative to staff groups engaged in cooperation in each Department.

The Mind Campus

The University is expanding in the near future in a new techno-pole district of the City where it will set up its new Mind Campus established to provide services and facilities for 18.000 students, 700 of them foreign Erasmus and non-Erasmus, 1.800 research staff and 500 technicians and administrative staff. Mind Campus, as the name suggests, is also conceived as a centre of civil growth and dissemination of science interacting with the cultural life of the city. The old UNIMI campus will be refurbished and provided with student facilities and services to serve as a hub for other University Departments. All the University libraries and collections will be renewed to host an increased number of foreign students.

Conclusions

Erasmus provides a framework for quality where the participation of any interested party sharing the same principles, working methods, quality monitoring and evaluation, is ensured. The Program contributes to set up a community where UNIMI can find reciprocal interests and novel suggestions, a common framework where best practices can be exchanged and innovative projects reach visibility. Sharing its goals and values UNIMI has taken part in the Program from its inception and is preparing to work to new Erasmus projects bringing in the frame of the Erasmus Cooperation its recently approved policy for modernization.

Please reflect on the Erasmus actions you would like to take part in and explain how they will be implemented in practice at your institution. Please explain how your institution's participation in these actions will contribute to achieving the objectives of your institutional strategy.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

As illustrated before, UNIMI strategic policy is built on principles and objectives enunciated in the Erasmus Program.

By participating in all the Program editions from its very beginning in the 80s UNIMI has developed a set of competences in planning and management of EU projects that enable it to: ensure adequate support to project teams and participants, monitor the project phases, check the implementation of standards and provisions, assess equity and transparency, watch efficiency and effectiveness, enact best practices for sustainability, provide support for project accountability, problem solving, internal and external auditing, quality assessment.

The organizational structure managing the Erasmus Program at UNIMI is set out as follows:

The Vice-Rector and the departmental Delegates for internationalization

The Vice-Rector for internationalization defines, jointly with the University governance, strategies, objectives and actions to develop UNIMI international vocation.

The Vice-Rector acts as chairman of UNIMI Commission for International Programs and Mobility consisting of the Delegates for Internationalization nominated by each of the 33 UNIMI Departments.

Strategies for international mobility are discussed in periodical general meetings of the Commission for International Programs and Mobility where the Vice-Rector for Internationalization presents the governance strategy to the assembly, submit reports, statistics, proposals and receive the proposals of the Depts.

Academic management of Erasmus Programs and study recognition

The academic staff of each Department acting in teams coordinated by one or more delegates for internationalization, define the activities related to student mobility, develop partnerships, launch project proposals, coordinate with the relevant offices to set specific criteria for selection, credit recognition, grade conversion in compliance with UNIMI "Regolamento Didattico" and subject to the approval of the relevant Academic Boards and Department Boards. Particularly, the Delegates coordinate the drafting of the student Learning Agreements and the credit recognition process. This latter task is carried out by the Academic Board of each relevant study course with the support of the IRO and the Registrar in the event of any inconsistencies in the credit and grades conversion tables exchanged with the partners. Dedicated administrative personnel in each Department support the Delegates and academic staff in providing information to students on course catalogues, classrooms timetables, exams sessions, and collecting and checking Transcript of Records. UNIMI Registrar updates the Erasmus students careers according to the decisions of the Academic Board. In case of joint degrees, UNIMI Academic Board and the relevant Board at the partner University jointly recognize in full the students' career.

Erasmus Administrative Management

UNIMI manages Erasmus projects through dedicated offices and project units in the Departments that act with the support of University services such as: •IRO, •Registrar (student career), •Accounting (money assignments), •Human Resources (stipends), •Student Residences and Refectory (accommodation and boarding), •Libraries, •Audiovisual Centre(online education), •Language Centre •Academic Counseling (tutoring), •Career Counseling (labor market integration), •Psychological Counseling and Diverse Abilities counseling, facilities and tools, •Student Ombudsman, •Quality Assurance Board (monitoring), •Independent Evaluation Unit (quality assurance).

The Office International Agreements and Projects for Education and Training promotes collaborations with international partners. Administers internal processes to build up international collaborations. Supports academic boards to develop joint degrees, innovative learning initiatives and capacity building projects in collaboration with international partners. Promotes national and international funding initiatives and collaborate in the drafting of projects. Draw statistics, reports and studies.

The International Mobility and International Promotion Office publicizes UNIMI academic offer internationally. Monitors the enrollment of international students. Administers international mobility of students and staff. Draws up services aimed to help international students and academic staff adapt to the new context. Work to attract visiting scholars and professors. Organizes events and cultural programs for international guests.

Both offices manage data information through a platform that enables them to sort out data and produce statistics and reports. UNIMI IROs will be certified to the UNI EN ISO 9001:2015 standard in the next months.

In the frame of Erasmus 2021-2027 UNIMI will apply to all actions, having already planned some new initiatives. As detailed information on the new Erasmus action is not yet available, a description of some projects actually running is given below so to highlight the goals pursued by UNIMI and how they will be implemented in the new Erasmus 2021-2027.

European Universities: the 4EU+ Alliance

With the approval of the 4EU+ Alliance in the frame of the Erasmus+ European Universities in 2019, the supra-national University Alliance has built up its own organization and management plan established and operating on the ground of the experience gained by all partners in the management of the EU programs. Local dedicated offices at each partner University, supervised and monitored by a general coordinating secretariat, are in charge of coordinating the planning of the project tasks, keeping and updating the accounting books of the project, organizing the agenda of the meetings, as well as internal communication (locally and within the network). A pool of communication specialists from each partner University manages the project visibility on the web and through relevant channels and organize the participation to promotional events. UNIMI has established a 4EU+ UNIMI office that works in synergy with the other UNIMI Units as well the 4EU+ office of the other 5 partner Universities.

Setting up and implementation of 4EU+ program activities

In the first year of 4EU+ implementation, Vice-Rectors, academic staff and specialists at all partner Universities organized in working groups are involved in the design of joint interdisciplinary modules, mobility schemes for blended education and joint study programs (Joint and Double Diplomas). IROs meet together regularly to collect and update data on ECTS credits implemented and national grade systems relevant to the courses at stake, plan Erasmus mobility, transversal skills modules and language courses for exchange students. They also work on establishing a shared platform for the management of student recruitment and careers.

Erasmus Mobility

UNIMI exchanges every year 1400 Erasmus students in Europe and around 100 outside Europe. IROs take care of all aspects of the Erasmus KA103 and KA107 mobility such as: •publicizing academic offer on UNIMI website; •setting up of interinstitutional agreements; •launch of calls and selection of participants; •support to teaching staff in drafting Learning Agreements, •issuing of Transcript of Records and Certificates of Stay. UNIMI provides accommodation and boarding to Erasmus students, language courses, and all other services available to resident students as reported above. IROs promote all international learning and training opportunities through information meetings; support students also virtually and through workshops; provide assistance during mobility and collaborate with the Registrar to ensure credit recognition. Students with diverse abilities receive a financial support. IROs monitor the

grade of satisfaction for services offered at UNIMI through a self-assessment platform, meetings, questionnaires, interviews. Departmental academic tutors interview international students to appraise their satisfaction and level of proficiency. Student careers are monitored by the Quality Assurance Board while Independent Evaluation Unit assess their consistency with UNIMI and national performance criteria.

Erasmus Mundus Joint Degrees

UNIMI has participated in the first edition of the Joint Master Degrees Erasmus Mundus with one, still running, project. The Algebra, Geometry and Number Theory (ALGANT) network, built up in 2004, has been successful in ensuring sustainability to a master degree embedding the Maths study programs of 7 different Universities. Leiden University administrates the network accounting, the website and recruitment of around 25 students a year, that are selected through an international call by a joint committee according to merit and study plan. Each student enrolls into two ALGANT Universities to carry out a study plan agreed with the academic coordinators. Students are assigned Erasmus grants or grants provided by the Universities own resources (this is the case of Milan). The network administers a study grant plan for students from groups with fewer opportunities for participation. After successful completion of the program, students are awarded a double degree annexed with a diploma supplement. The relevant offices at each partner University monitor and ratify student selections, payments of fees, money transfer, enroll the student and update his/her career, and deliver diplomas. Academic Boards, tutorship services, IROs, Registrars, Accommodation services of the network universities regularly cooperate to carry out the program.

Strategic Partnerships

UNIMI has participated in several Strategic Partnerships projects, either as a coordinator or as a partner, covering different topics, from health to e-learning, languages, digital technologies and sport. Among them, UNIMI is attaching great importance to a student-centered IT project, coordinated by INSA Lyon, that enables master students to develop their own study contents assisted by teachers and tutors from industry. The course is considered a model for future applications of student-centered learning. Organization and management, accounting and reporting as well as setting up of Partnership Agreements are carried out by IROs in line with European standards and guidelines. Each project is monitored through frequent meetings with teachers, internal reports and questionnaires for participants. A sample of a monitoring scheme is reported in the subsequent section.

Capacity Building

One of the most representative Capacity Building projects coordinated by UNIMI has involved Central Asian countries (Kyrgyzstan, Tajikistan and Kazakhstan) and India. The project has led to the development of blended Master courses in Occupational and Environmental Public Health in the partner countries where new distance learning labs have been set up. The use of modern channels (clouds, social media) facilitates communication within the partnership and with society at large. Periodical internal reports, questionnaires and surveys for target groups have proved to be useful to monitor the progress of the project. This cooperation has also inspired the idea of an Erasmus+ KA107 mobility project that has allowed students from Partner Countries to attend medical programs at UNIMI where a dedicated module preparatory to Environmental Health has been implemented in order to facilitate their integration in the main program course.

Erasmus activities 2021-2027

UNIMI participation in the Erasmus+ Program will contribute to achieve the objectives of its modernization strategy. Building up on its previous experience, the University is envisioning future goals and reflecting on appropriate approaches to tackle the innovations set up by the Program.

How the Program actions are envisaged is reported below.

KA1 - Learning Mobility

According to the University strategic plan, Learning Mobility will be carried out in Europe and in the partner Countries with the purpose of expanding students and staff exchanges and increasing the number of foreign students graduating at UNIMI. Particularly, an increasing request for in/out traineeships, most of them in the area of health studies, has been registered in recent years. UNIMI looks at them as an instrument for exchange students to achieve transversal competencies and research methods in use at selected research labs, hospitals and work contexts as well as experiences apt to complement joint degree programs with practical and transversal skills learning. Staff mobility will play then a role in the improvement of faculty teaching skills. It will also provide for an increase in the number of UNIMI foreign teachers, by this contributing to internationalization at home. With the envisaged extension of KA103 mobility to Partner Countries, UNIMI International Offices will enact new strategies and organizational approaches for the management of partner search, proposals evaluation, assessment of costs in comparison to what has been done so far with intra-Europe mobility. All collected data will be discussed and evaluated with the Vice-Rector and presented to the Commission for International Programs and Mobility for their evaluation. Due to different HE systems in place, learning mobility to be developed with new partners from the extra-EU Countries will be managed paying special attention to the processes for planning and organizing student selection, credit transfer and recognition, grade conversion.

Short Doctoral Mobility

The Erasmus Program will contribute to implement doctoral students exchanges also for short periods, where the average length of stay in a foreign lab corresponds to two weeks. Short mobility will foster joint projects and circulation of innovative practices, taking in to account the strong research links established by UNIMI with partners around the world. It will contribute to accommodate the ever-increasing number of foreign doctoral students applying for short stays at UNIMI labs. Also in this case, new processes must

be enacted after collection and analysis of requests by UNIMI Doctoral Boards and foreign Universities, assessment of financial resources and budgeting, and check of program requirements.

Blended Mobility

According to UNIMI strategic plan, blended mobility will become one of the assets of the University which, for the purposes of distance learning, will experiment 5G connection based on multimodal human-machine interaction for mobile devices. Artificial intelligence will also support the online evaluation of competencies achieved by students. Teachers will be trained to this novel approach to evaluation.

KA2 - Partnerships for Cooperation and Exchange of Practices

The Erasmus Action Partnership for cooperation and exchange of practices will provide support in transferring the best practice described above to European and non-European partners.

Digitalization must be implemented establishing a new balance between online and classroom teaching. Novel experiences in this field currently implemented in the UK and the Netherlands will be assessed such as dedicated competence centres for teacher training, and regular training courses on educational approaches. The debate already running on this subject in the LERU and the 4EU+ networks will be improved with case studies and new formulas through the participation in the Erasmus program. It will then be transferred to UNIMI partner Institutions in the partner countries with the goal of contributing to the common area for innovation in education and improve the harmonization process in the EHEA (Russia, Central Asia). UNIMI IROs will work jointly with the Depts. to the project management of this KA2 initiatives by publicizing each action within the UNIMI community, supporting the academic staff in drafting the proposals, managing administrative tasks such as setting up of Grant Agreements and Partnership Agreements, interim and final reporting, and supports the other administrative offices (Accounting, Human Resources) dealing with financing and personnel management.

KA2 - Partnerships for Excellence - Erasmus Mundus Joint Degrees

One of the UNIMI objectives are joint degrees as a result of multidisciplinary and interdisciplinarity characterizing its study programs. New joint degrees will be promoted mainly at master level, in addition to already established double degrees which are transforming into EJMD consortia (Chemistry, Agricultural Sciences). On the ground of its previous experience UNIMI will work to develop innovative interdisciplinary joint - student centered -degrees with 4EU+ partners and other partners abroad. A distinctive aspect of this educational approach will be personalized study programs combining diverse and complementary disciplines selected with the aim to ensure adequate and solid education. Blended education will complement the release of the study programs through synchronous and asynchronous transmission. Online courses will be broadcasted through the UNIMI Centre for Online Education in collaboration with the relevant Centres in the partners Universities.

UNIMI has gained solid experience in the planning and organization of EJMD student centered master courses. These educational methods have been progressively experimented in joint degrees (Mathematics, Chemistry, Political Science, Social Studies), where every student can build up his/her own study program choosing from a selected group of teachings offered at two or more partner universities. Other study areas will follow bearing in mind educational objectives and learning results as well as course specific rules and provisions.

KA3 - Support to policy development and cooperation

UNIMI participation into Erasmus KA3 Support to policy development and cooperation will contribute to focusing on the existing gap between vocational education as carried out in Italy and in the other members of the EU, that largely accounts for a reduced number of graduates and a high rate of drop outs. Attention should also be paid to lack of commitment to adult education and retraining from governments and academia. While seeking cooperation with other partners in all the EHEA area to launch an open debate on adult education, UNIMI commits to implement new postgraduate and professionalized education as a strategic objective for the years to come.

What is the envisaged impact of your participation in the Erasmus+ Programme on your institution?

Please reflect on targets, as well as qualitative and quantitative indicators in monitoring this impact (such as mobility targets for student/staff mobility, quality of the implementation, support for participants on mobility, increased involvement in cooperation projects (under the KA2 action), sustainability/long-term impact of projects etc.) You are encouraged to offer an indicative timeline for achieving the targets related to the Erasmus+ actions.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

Among the multiple targets that are monitored when carrying on Erasmus projects, are administrative processes, services offered, educational offer, communication, social dimension of students and teachers, dissemination.

Erasmus+ is offering UNIMI students the opportunity to learn in an international environment at home and spend qualified study stays in partner universities according to their increasing requests for repeated study experiences abroad that results in an average of two study mobilities in Europe and outside Europe per student.

As one of UNIMI objectives for internationalization, Erasmus mobility is expected to increase in the next 7 years where the prudent rate forecast is the effect of the recent COVID19 epidemic on student mobility and the uncertainty of an early recovery.

Mobility impact will be assessed by the UNIMI central QA monitoring services as regards students academic results, while IROs will monitor student services efficiency and effectiveness.

A sketch of IROs monitoring indicators is provided below:

Erasmus organization and management (7-years term)

Target	Quantitative indicators	Qualitative indicators
Erasmus Mobility study / training (outgoing)	1800 (+30%)	Successful promotion plan / students from groups with fewer opportunities supported
Erasmus Mobility study / training (incoming)	900 (+ 20%)	Increased academic offer of courses taught in English and promotion
Teaching Staff Mobility (outgoing)	85 (+ 30%)	TS mobility recognized
Teaching Staff Mobility (incoming)	70 (+ 70%)	Blended learning / summer schools improved
Admin. Staff Mobility (outgoing) Admin. Staff Mobility (incoming)	25 (+ 35%) 25 (+ 35%)	TS Mobility Recognized Dedicated training programs for admin. services
Accommodation	1/3 rate	Students from groups with fewer opportunities first served
Language courses (all students)	Classroom/Student rate (1:20)	Language certification mandatory for Erasmus students
Tutoring	1 tutor each study program/ Tutor/Erasmus student rate (1/15)	Young teachers recruited
Communication	100% interest groups reached (mailing lists, institutional mailing lists)	Targeted communication (study field meetings; 1:1 rate, 1 meeting each study program)
Promotion	≥20% contacts increase	Website information increased & improved

Erasmus academic results (7-years term)

Target	Quantitative indicators	Qualitative indicators
Erasmus credits earned at Host University (outgoing)	≥85%	Dublin Descriptors
Erasmus credits earned at UNIMI (incoming)	≥85%	Dublin Descriptors
TS: Erasmus Teaching delivered (outgoing)	≥ 3 ECTS	Teaching quality improved
TS: Erasmus Teaching delivered (incoming)	≥ 3 ECTS	Teaching quality improved
Admin. Staff Mobility (outgoing/incoming)	30 hours training/per week	Competences improved

Erasmus impact on student experiences will also be measured as regards learning outcomes, labour market integration, innovation to work methods and new approaches to team working, creativity and leadership, and their contribution to social changes and civic commitment. Regular monitoring of student careers as well as measurements on student integration in the labour market produced at national level will be associated to impact assessment of their multiple experiences abroad, to appraise how study mobility in different cultural contexts influences competences, skills, social integration and civic commitment. Specific criteria and indicators will be defined for the survey that will be conducted in collaboration with partner universities with the purpose of evaluating the outcomes of shared education offered by university networks.

EMJDs students will be monitored according to these same criteria about their learning outcomes, while they will be considered a part of the "target" international students with reference to mobility organization and management.

Participation into Erasmus+ Partnerships for Cooperation and Exchange of Best Practices is expected to increase of a 20% in the next 7 years. Sustainability will be ensured through own funds, partners funds, and national and international funds.

Blended education and new teaching initiatives in collaboration with labour market partners are also UNIMI objective

for modernization of teaching and learning.

Erasmus+ Partnerships for Cooperation and Exchange of Best Practices will foster the development of novel learning approaches and the training of teaching staff on these new methods.

Their impact will be measured according to the following general criteria and qualitative and quantitative indicators:

Learning/teaching projects (7-years term)

Target	Quantitative indicators	Qualitative indicators
New study programs (EMJD)	+10 (+50%)	Introduction to Joint Degree drafting published on website; workshops and meetings 1:1
Blended teaching programs	+10 (+20%)	Specializing teaching staff on novel approaches to online teaching methods : workshops meetings 1:1
Postgraduate courses and requalification courses	+20 (+15%)	According to novel trends and labour market requests
Project budgeting	Short, medium, long term	Checks at: Dept. (teaching /admin. staff; IROs; Accounting services;
Project accounting	Short, medium, long term	Assessment by Coordinator (Dept. Accounting service) and Partners. Project kept on track
Reporting	100% reporting documents	Documents regularly collected and registered on UNIMI platform and cloud

Their impact assessment will also concern best practices and measures how they contribute to modernize societies, as the ultimate goal of the partnerships.

Project success rate and impact will be measured according to the following general criteria and quantitative and qualitative indicators.

Quality of projects results

Target	Quantitative indicators	Qualitative indicators
Outputs consistent with the quality expected	≥85% Outputs referenced and implemented in other contexts	Novel approaches & best practices implemented
Effective teaching/learning approaches	≤20% Learners dropping out	Learners proficiency increased
Teaching modules responding to learning needs	≥85% Learners expressing satisfaction	Improved career opportunities or learners specializing in the field
Publications	≥80% referenced and debated in academia	Novel investigations carried out
Dissemination	≥100 website contacts/social media	Interest manifested by audience outside academia
Impact	≥85% results circulating at local, national, EU level	Results commented and debated / novel approaches & best practices implemented
Impact	≥50% civil society gradually improved by results and best practices	Improvement of life/cultural/education standards