

In the following sections of the application form, you will need to explain how your institution will fulfil the ECHE principles if the Charter is awarded. You are encouraged to consult the [ECHE Guidelines](#) for support in completing this application.

Please note that your Erasmus+ National Agency will monitor your Erasmus Policy Statement and your answers to the questions given in the application. The Erasmus+ National Agency reserves the right to request more information on your activities and propose supplementary measures, for the purposes of monitoring and implementing the Charter principles by your institution.

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

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

Partnerships for Cooperation and exchanges of practices

Partnerships for Excellence – European Universities

Partnerships for Excellence - Erasmus Mundus Joint Master Degrees

Partnerships for Innovation

Erasmus Key Action 3 (KA3):

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

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)

LUCA, like all institutions of higher education, is accountable to society at large. Our continual effort to improve the quality of education and research so as to equip young people with up to date skills and competences required to become responsible and committed global citizens, is our way of responding to society's expectations. We have an obligation towards all students, researchers and staff who have chosen for LUCA, regardless of their socio-economic background, gender, race, political or religious beliefs.

LUCA's internationalisation policy fits within this basic principle as quality enhancement through international cooperation is also the main objective of our internationalisation policy.

LUCA has defined specific internationalisation goals, both short term and long term, for all educational and research programmes, the students and staff involved. In the years to come, we will take up the challenge to further invest in existing and new policy measures allowing us to reach these goals. We aim for a made to measure, integrated approach of internationalisation at LUCA. In order to be effective and to realize its full potential internationalisation should be part of the LUCA policy on education and research and should, at the same time, be tailored to the specificity of educational programmes and research activities. As a new policy measure, LUCA has identified a number of key, transversal touchstones against which all new policy proposals should be assessed before implementation. The degree in which internationalisation is or can become part of a new proposal, is one of the touchstones, next to sustainability and diversity. By making this choice LUCA clearly strives for an internationalisation embedded in the organization.

We have a yearlong experience with the Erasmus programme and we can confidently say the programme has been a catalyst for quality enhancement and innovation in education and research. We want to prolong our participation in the programme as we firmly believe it will continue to be one of the driving forces in the realization of our internationalisation strategy. Participation in the programme stimulates the organization to reflect on its own internationalisation objectives and those set by the programme itself. Furthermore, the Erasmus programme's activities and the principles linked to these activities help us in the implementation of the said objectives.

Some of LUCA's educational programmes already have an impressive track record regarding internationalisation especially under previous Erasmus+ programmes. Under the next Erasmus programme (2021-2027) we will continue to support these initiatives. Additionally, specific measures will be taken to stimulate mobility and international cooperation amongst the growing body of PhD students and research scholars, the new graduate programmes (EQF level 5) under development and other lifelong learning initiatives which have recently been put in place.

Membership of strategic networks (such as ELIA and CUMULUS), often with a direct link to previous Erasmus programmes, is a key element of LUCA's international strategy. These networks offer opportunities for international peer-to-peer exchange and learning, training and networking. Through conferences and smaller gatherings like working groups, as well as participation in these networks' governing bodies, we encourage partnerships, creative thinking, and knowledge exchange in a unique international and multidisciplinary context.

Learning mobility activities involving students and staff, both academic, administrative and technical, have proven to be beneficial for personal growth and have also given rise to the creation of personal networks and budding centres of excellence. International exchange of good practices and expertise has been a major contributor to pedagogic innovation. To us, learning mobility is a key element of the Erasmus programme. Mobility for students, be it physical or virtual, is not a goal in itself but a means for young people to acquire key competences such as the skill to study and work in an intercultural environment, to deal with diversity, to freely and fluently communicate in different languages and to acquire the flexibility to learn new things and respond to change. Likewise, we encourage staff mobility with a focus on knowledge sharing as we believe this will result in new and various teaching and learning approaches, digital and other, with long term benefits not only for individual staff members, but also for the institutions involved.

Next to learning mobility activities, LUCA also wants to engage in cooperation between institutions and organizations. A close cooperation between institutions can instigate fundamental change within an organization as it not so much the individual who will be affected, but rather the organization itself, its core activities and organizational principles. Our past experience with strategic networks and projects, our participation in an Erasmus Mundus programme and the first steps towards a European University consortium confirm this. Under the Erasmus 2021-2027 programme we want to offer continued support to existing cooperation initiatives between institutions and organizations and stimulate new ones because we are convinced such international cooperation is of paramount importance if we want our institution to play an active role in the international effort to deal with current day global issues such as innovation, digitalization and lifelong learning in (art) education, sustainability of careers and entrepreneurship in the arts, to name but a few.

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-cu/european-education-area_en

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)

Implementation of the Erasmus actions will be incorporated into the overall structure of the organization. On management level an Internationalisation Committee has been put in place. The vice-dean for Research, Internationalization and LUCA Art Office presides the committee and is the link with the higher management level (board of directors, academic council). LUCA's overall internationalisation policy is developed in consultation with the committee members and validated by the board of directors.

Members of the Internationalisation Committee are the international coordinators of the LUCA campuses and a representative selection of course leaders and study abroad advisors (academic staff members in a course programme or research unit with a specific assignment in internationalisation, in Dutch: 'ankers').

Course leaders and coordinators of research units develop their own plans and activities, taking into account the overall LUCA strategic goals and the specificity of their educational and research programmes. They are assisted in their task by the international coordinators linked to the campus (an administrative role) and the study abroad advisors or 'ankers'.

Erasmus Key Action 1 (KA1) – Learning mobility

The mobility of higher education students and staff (KA103 and KA107):

Through learning mobility we aim to achieve internationalisation objectives on a personal level. Students and staff will benefit professionally and personally as they are expected to

- share knowledge and innovative approaches in their area of expertise;
- acquire communication skills in different languages and in intercultural settings;
- develop their own international networks of peers.

Additionally, staff members will also bring competences acquired to the academic community of LUCA. In such cases, the impact of this learning mobility can also exceed the purely personal level.

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

Activities related to the cooperation between organizations and institutions are expected to have a widespread and long term impact on the institutions involved.

KA2 Cooperation and exchanges of practices – Strategic partnerships in the field of education supporting innovation

We expect these cooperation initiatives to have an impact on the way in which project partners deal with education and the question of how diverse and innovative pedagogical principles and related tools can become part of existing course programmes. That way, a number of specific topics in contemporary art education such as digitization, co-creation, co-design, artistic research, evaluation mechanisms in art education....can be discussed on an international platform.

KA2– Erasmus Mundus Joint Master Degrees

LUCA currently offers two Erasmus Mundus Joint Master Courses: one in documentary film (DocNomads: <http://www.docnomads.eu/>) and in animation film (Re:Anima: <https://www.reanima.eu/>). By jointly developing one or more course programmes, partners share expertise as regards curriculum development and learning processes of students. Close cooperation between partner institutions is expected to lead to state of the art course programmes, with learning objectives and pedagogical approaches shared and endorsed by an international body of academics, in cooperation with the professional field. We consider Erasmus Mundus Programmes to be one of the stepping stones for a European University Initiative.

KA2 - Partnerships for innovation

LUCA's research units are to play a decisive role in initiating partnerships for innovation as it is through research findings that new knowledge on various domains of expertise present within LUCA can be created. International partners in higher art education will work together with partners in the creative industry and business. Thus, the result of this cooperation will have an impact on the wider field of art and design and possibly even beyond this field as transversal and multidisciplinary topics such as artistic entrepreneurship, bridging creativity and technology or

sustainable career development can also be relevant for other academic and professional fields. Example of previous innovative, multidisciplinary partnership projects where LUCA was involved are: VirtualApp (<https://www.mercator-research.eu/en/projects/virtulapp-virtual-language-app/>), Blended Mobility (<http://blendedmobility.com/en/about>) and Reflect: (<https://www.reflecting.eu/>).

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)

The envisaged impact of the programme is to achieve a standard level of internationalisation (see below under 'targets') in all educational programmes and research units. The level can be achieved by participation in various activities, but international mobility (physical or virtual) should be a core activity overall. We expect the programme to contribute to the acquisition of state of the art professional knowledge and transversal key competences in both students and staff. LUCA has embedded internationalisation into its overall pedagogical and research policies so as to assure the sustainability of international activities in the organisation. The introduction of mobility windows and the goal to have a substantial offer of English taught course units in BA and MA course programmes clearly indicate this.

Targets as regards to the desired basic standard level of internationalisation

- Student mobility: 33% physical or virtual mobility of student graduates through international cooperation.
- Staff mobility: We aim at least 25% mobility of our teaching and research staff to be active under the Erasmus programme (including 20% training mobility of administrative and technical staff).
- Annual submission of one or two project proposals under key action 2 as a coordinator, ideally with the involvement of several educational or research units across campuses.
- Raise the number of PhD students to have an international mobility exchange. Every PhD student should have at least one mobility experience in his/her trajectory.
- Heightening the attractiveness of LUCA as a partner institution by including clear mobility windows in each BA, MA, lifelong learning programme.

Timeline

We aim for a gradual increase of student and staff mobility during the next Erasmus+ programme:

- Student mobility
 - 15% in 2022
 - 18% in 2023
 - 22% in 2024
 - 26% in 2025
 - 33% in 2026
- Staff mobility
 - 10% in 2022
 - 14% in 2023
 - 18% in 2024
 - 22% in 2025
 - 25% in 2026

Annual submission of proposals under Erasmus Key Action 2: to start in 2021-2022, with an envisaged application success rate of three projects over the 6 year programme period.

The introduction of mobility windows in all BA, MA and lifelong learning programmes: to be effectuated in 2023-2024.

Quality of the implementation

Professional support for mobility and international projects is absolutely necessary if we want to meet the targets set. For staff, LUCA has put in place a project office that can assist members of staff in designing, applying for and implementing international projects. The project office also provides administrative support in the financial follow-up of projects. For students, support is guaranteed by the international campus coordinators working together with the international study advisors. They take in hand the preparation and information phases before mobility, the follow-up during the actual mobility activity and the wrap up after the mobility.

Furthermore, the quality of the implementation is monitored in close cooperation with LUCA's quality assurance department. Under the 'KOPERA' framework 9 quality features including 'International education' have been identified. At regular intervals a panel of experts monitors the overall quality of the educational programmes and therefore also investigates and discusses the way in which international education is implemented into each course programme. The result is a report with recommendations for the future.

Regular polls amongst students and staff involved in international activities and the Erasmus+ programme in particular also provide input for quality improvement. The results of the polls are analysed and discussed with the Internationalisation Committee, resulting in identification of good practices, proposals for new or adjusted working methods or policy advisory papers to be presented at the executive board.

We also make use of the ECHE Self-Evaluation Tool / mechanisms to monitor amongst senior management and staff members, policy advisors, academic staff and researchers how they perceive our implementation of the ECHE principles.

2. IMPLEMENTATION OF THE FUNDAMENTAL PRINCIPLES

2.1 Implementation of the new principles

Please explain the measures taken in your institution to respect the principles of non-discrimination, transparency and inclusion of students and staff. Describe how your institution ensures full and equitable access to participants from all backgrounds, paying particular attention to the inclusion of those with fewer opportunities.

LUCA endorses a non-discrimination policy as regards both students and staff. This policy is laid down in a number of general LUCA policy documents such as the education and research policies, the regulations on education and examinations, the employment contracts of staff. All LUCA policy documents apply to degree students and exchange students alike. Staff members and researchers, whether they have a permanent or temporary contract or are undertaking a short or long term exchange at LUCA are also included.

In addition, LUCA's Social Services, has put in place a number of support services for special needs students or students from financially disadvantaged backgrounds. LUCA has recently implemented a central registration system for these groups of students. While at the same time observing the privacy regulations, this registration system makes it possible for counsellors working in the Social Services to offer tailor made support to students requiring specific assistance.

For internationalisation purposes, a number of specific measures have been put in place:

- incorporation in internationalisation policy documents of equal treatment of international students and equal access to campuses, IT facilities, academic software, student restaurants, library, technical workshops, artistic labs and printing facilities and the services to lend audio-visual equipment;
- selection regulations for students and staff participating in international programmes with endorsement of the non-discrimination policy;
- support for students from disadvantaged socio-economic backgrounds by way of a grant awarding regulation stipulating that grants are awarded to students coming first on the financial ranking drawn up by the Social Services of LUCA (on the basis of financial documents provided by students);
- reservation of part of the OS-budget (budget for the organization of mobility) to students who do not receive a grant in case of insufficient funding by the grant awarding body.

Please explain what measures your institution will put in place to implement the European Student Card Initiative, and promote the use of the programme's Erasmus+ mobile App to students. Please refer to the timeline indicated on the European Student Card Initiative website².

For all study fields LUCA is currently implementing the EWP Dashboard functionalities to manage the exchange process. International campus coordinators were introduced to EWP in March 2020 and now have their own client account. In a preparatory phase, the staff will now test the dashboard functionalities such as the online Learning Agreement. The team members involved in preparing and signing IIA's and fact sheets started testing the Online IIA Manager. We will also reach out to a few international partners to test the creation of an online IIA.

At the same time, and in response to the request of a number of partner institutions, we are also using the EASY application tool (European Online Application System), the preferred tool by AEC, the network of Conservatoires Européennes of which LUCA is a member. EASY is a unique subject-specific system enabling the online management of both incoming and outgoing applications for Student Mobility for Study (other kind of mobilities might be added in the future). EASY already offers its own online learning agreement and it sends and receives student nomination and acceptances digitally. AEC is currently studying the documentation produced by EWP in order to connect EASY the EWP Network through the APIs developed by EWP with the goal of be fully compliant with the timeline proposed by the ESC, provided that the tools at disposal are fit for purpose.

LUCA will closely follow-up the opportunities of the EASY application system as the tool, designed to cover the entire nomination and application phase across sending and hosting university in one single digital programme system, allows the transfer of all application data/portfolios in all kind of forms (audio, video,...) and is subject to adaptation to other fields of study than music in higher art education.

Parallel to the developments with EASY, LUCA is also closely monitoring the initiatives KU Leuven is taking as regards the implementation of the European Student Card Initiative. As a member of the KU Leuven Association, LUCA is already using the KU Leuven in-house management system (SAP) for the administration of key data

² https://ec.europa.eu/education/education-in-the-eu/european-student-card-initiative_en

regarding mobile students and the digital management of IIA's via the 'International Cooperation Database' (<https://www.kuleuven.be/iaa/?lang=n&instid=51181994#view=card>). LUCA also uses the same student card software as KU Leuven. KU Leuven's International Office and the Office for Teaching and Learning Processes, together with the university's ICT department, are planning the next stage of implementation of EWP for the coming months by building the necessary software (API's) to connect the SAP system to EWP. KU Leuven is very ambitious to adhere to the timeline set forth by the European Commission for the implementation of specific features, starting with the inter-institutional agreements and the online learning agreements in 2021. KU Leuven is also planning to replace the traditional student card by a virtual student card (QR code on smart phone) in the coming years, making transfer of information between institutions, and access of information within the university, easy and transparent for both student and university administration. As features become available, they will be implemented not only at KU Leuven, but will also be available to the university colleges that are part of the KU Leuven Association. The timeframe for the integration of LUCA into the new features being developed as part of SAP is yet to be determined.

Pending this decision, LUCA will continue to work with the possibilities of the EWP dashboard functionalities and the EASY application tool. Information about the Erasmus App will be included in the information sessions for outgoing students and in the information package for incoming students from the start of the new programme.

Please explain how your institutions will implement and promote environmentally friendly practices in the context of the Erasmus+ programme.

Environmentally friendly practices have been present for some time already in various LUCA educational and research programmes. Individual staff members have mostly initiated these practices. Last academic year LUCA decided to engage a Policy Advisor for Sustainability to map the environmentally friendly initiatives on each campus and in the degree and research programmes as a first step towards the development of an inclusive and overall LUCA policy. The UN Sustainable Development Goals related to the environment and the KU Leuven approach to sustainability will be an important guideline for the development of this policy.

As part of this policy, specific attention will be paid to international activities (including Erasmus+) by:

- making considerate choices as regards international cooperation (focussing on sustainable and equal partnerships) and collaborations with the creative industry (particular attention to environmentally-friendly initiatives);
- developing a plan for sustainable travel by students and staff (aimed at reducing the ecological footprint);
- investigating alternative, virtual mobility activities by digital tools (so that an international learning experience remains accessible to a large group of students);
- raising awareness amongst students and staff as regards the ecological impact of their activities (and hence also encouraging them to make conscious choices in terms of choice of medium, material composition, manufacturing processes, sustainable products,...)

Finally, the digitalization of the Erasmus+ programme itself will have a positive effect as well as it will not only ameliorate the efficiency of the implementation of the actions in the programme but will also reduce the exchange of paper and prints by using the platforms for the implementation of the ESCI Student Card Initiative.

Please explain how you will promote civic engagement and active citizenship amongst your outgoing and incoming students before, after and during mobility.

Outgoing students

Civic engagement and active citizenship are by now integrated in most of the curricula at LUCA. This process has been accelerated by a recent curriculum reform and the identification of 4 key learning trajectories: communication/entrepreneurship, research/ reflection, creation/realization, and society/engagement.

In practice, these topics are dealt with in various courses and research units (i.e. study days about the inclusiveness of vulnerable persons in music ensembles; debates on gender issues in the arts; collaborative and participatory artistic practices in art education; research project on how artistic and designerly practices can positively affect the living environment of people with dementia; participation in local entrepreneurship activities such as Ghentrepreneur ...)

In the preparation phase of mobility we also encourage students to take up elective course units (i.e. arts and society, anthropology in the arts...) to heighten their sense of responsibility towards society in general and in particular for the new environment they will be living in.

During mobility students are expected to actively take part in the life of both the student community and the broader community of their new, temporary environment. Participation in preparation days at the partner university is mandatory and we stimulate them to acquire a (basic) knowledge of the local language by way of immersive language courses.

Quite a number of partner institutions also have community projects as part of their curriculum. If exchange students can join these projects we stimulate them to do so.

Upon their return, students will be asked to reflect on their experience abroad in a written report and to share their experience and reflections with staff and fellow students preparing for a study period abroad.

Incoming students

Prior to the actual course work, all campuses offer incoming students a preparatory programme to familiarize students with not only the school and the campus, but also with the broader cultural and social environment they will be part of during their stay. Additionally, we are also working together with ESN, the European Student Network with local branches in most university capitals in Belgium. Through ESN students come into contact with the recently set-up projects and activities of Social Erasmus (<https://socialerasmus.org/>), which aim at building bridges and spreading intercultural awareness in society by bringing international students closer to local schools. International students are also actively stimulated to take part in a similar activity called the World @ School, initiated by Flamenco (<http://flamenco-vzw.be/nl/projecten/the-world-school/>).

International students are integrated into the regular courses as much as possible as we feel interaction with local students is important for a meaningful exchange and a guarantee for an intercultural experience. A number of course programmes have developed specific course units with a link to the local community, these course units are open to both Flemish and international students. Many of these course units focus on real life design or art assignments to be realized in and with the local community, in cooperation also with partner organizations from the non-profit and social sector.

International students are also invited to take part in university life by joining student organisations or by taking up an active role in the promotion of international exchanges. And just like Flemish students, international students receive the posts from our Student Services Department (StuVo) on student job opportunities or offers to voluntarily engage in local community work. Via StuVO international students are also invited to take part in social awareness activities as Transgenders Day, the LGBT/ Pink Day, Tournée Minérale etc.

2.2 When participating in Mobility Activities - After mobility

Please demonstrate your commitment to implement full automatic recognition in your Higher Education Institution.

Please describe the concrete steps you will take to ensure the full automatic recognition of all credits gained for learning outcomes achieved during a mobility period abroad/ a blended mobility, according to the Council Recommendation on Automatic Mutual Recognition³.

Full automatic recognition is prepared academically in close cooperation with responsible persons of educational programmes. For LUCA this preparation is taken up by the study abroad advisors ('ankers') who discuss the details of exchange programmes (learning outcomes, credits and courses enrolled for at partner institutions). As part of the internationalisation policy, course leaders have been motivated to introduce mobility windows into their curricula and to aim for sustainable cooperation with strategic partners as a way to facilitate the process of academic recognition. Over the next programme period, we expect these principles to be implemented in all course programmes.

At LUCA verification and approval of exchange programmes is done by study abroad advisors or international coordinators. If needed, course leaders or study counsellors are asked for advice about learning agreements of individual students with individualised study programmes.

Key instruments in this process are:

- cooperation agreement between institutions with basic principles governing the exchange;
- up to date course guides;
- Erasmus+ (digital) template for the formal learning/training agreement between LUCA, the partner institution and the student;
- Erasmus+ (digital) template for the exchange of information on obtained credits (transcript of records).

At university level LUCA uses SAP for student administration purposes. Over the past years the system has undergone a number of updates to incorporate credit mobility. These updates now make it possible to register credits gained at the home university and the host university, be it by way of physical, virtual or blended mobility. This information is also included in the diploma supplement of students.

At governmental level the Flemish Database for Higher Education was also modified (DHO2.0) to allow data transfer about international credit mobility. DHO was already connected to the database systems of the HEI's to exchange information about study programmes and validated credits, and now contains also information on international credit mobility.

³ The text of the Council Recommendation on Automatic Mutual Recognition may be found at: [https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1568891859235&uri=CELEX:32018H1210\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1568891859235&uri=CELEX:32018H1210(01))

Please describe your institution's measures to support, promote and recognise staff mobility:

Support for staff mobility

Staff mobility is supported by the study abroad advisors ('ankers') who can advise interested staff members on mobility opportunities abroad. If necessary, the study abroad advisor can also assist with the exchange application at LUCA. New staff members are given the opportunity to undertake a first international assignment together with a more experienced colleague. Staff can enroll for a preparatory language course, the cost of which will be reimbursed either fully or partially by LUCA.

As regards the administrative requirements, the international coordinator of the campus will provide assistance (request of financial support for the mobility, preparing documents, (when needed) communication with partner institution, help with visa regulations, accommodation, travel arrangements etc)

Promotion for staff mobility

Promotion for staff mobility is done both at the level of LUCA as a whole as at the level of course programmes or research units.

Staff will receive calls for funding or submission of project proposals via the campus coordinators, via LUCA Art Office (calls related to their artistic profession or of the artistic portfolio of students) and via LUCA Research and Project office (research- or innovation-driven calls). Calls are being published in the intranet for staff (Sharepoint) and distributed through monthly Education or Research newsletters. Once or twice a year, the International Office and the office for Quality, Innovation and Professionalization in Education prepare a special newsletter on Internationalisation.

Internationalisation and staff mobility in particular is also a topic dealt with at staff meetings, councils and decision-making platforms at study-field level (on campus or cross campus meetings). The study abroad advisor ('ankers') play an important role in this.

Once a year, an activity/workshop/event to exchange good practices in internationalisation is also organized for all interested staff member of LUCA.

Recognition of staff mobility

LUCA aims to recognize staff mobility as part of the professional development of individual staff members. Mobility is to be incorporated into the annual work plan of a professor and should be a topic dealt with in the evaluation of academic staff. International mobility is also a prerequisite for specific promotions.

Even though LUCA has adopted these principles, an analysis of the survey reports in Mobility Tool+ shows staff to be dissatisfied about the recognition of their mobility activities. Staff also indicate the recognition of competences related to international staff mobility are not yet part of LUCA's HR policy. Under the new Erasmus+ programme an extra effort will have to be made to implement the principles of recognition.

2.3 For the Purposes of Visibility

Please provide the web link where you will host the Erasmus Policy statement in the future. Please reflect on how you plan to regularly promote the activities supported by the Programme.

The LUCA Erasmus Policy Statement will be published at the following webpage <https://www.luca-arts.be/nl/erasmus-charter-higher-education-eche> and will be made visible in the home page of the new international website of LUCA: <https://www.luca-arts.be/nl/international> .

Visibility of student mobility opportunities for study or training will be realized through:

- informative sessions on international mobility for future participants, including testimonials of participants;
- atelier/internship feedback sessions after mobility organized at programme level;
- distribution of funding calls and testimonials of participants on Toledo intranet / blackboard;
- dedicated pages on internationalisation on the LUCA website;
- meetings with student union representatives;
- discussion on project results and project opportunities during meetings of the LUCA Internationalisation Committee and advisory boards (i.e. Academic Council) (LUCA central level);
- discussion on project results and project opportunities during staff team meetings or Educational Committees (POC) (Faculty / programme level);
- information on internationalisation in Newsletters (LUCA.Kort (monthly), LUCA Research (monthly), LUCA Education (3 monthly and LUCA International (annual): sharing good practices and project results;

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- presentation of papers during conferences and working groups of strategic networks and organizations in the field of the arts (ELIA, Cumulus, CILECT, AEC, EARN,...);
- participation in externally hosted campaigns and promotion activities such as Erasmus Student Network, BILL Study Abroad, the Buitenlandbeurs / GO Abroad Fair,...;

Visibility of staff mobility opportunities will be realized through:

- promotion by the study abroad advisors in faculty staff meetings at program level;
- open lecture sessions or international staff weeks;
- publication of funding calls and testimonials of participants on Sharepoint (intranet platform) for administrative and academic staff;
- discussion on project opportunities and project results during meetings of the LUCA Internationalisation Committee and advisory boards (i.e. Academic Council) (LUCA central level);
- discussion on project opportunities and project results during staff team meetings or Educational Committees (POC) (Faculty / programme level);
- information on internationalisation in Newsletters (LUCA.Kort (monthly), LUCA Research (monthly), LUCA Education (3 monthly and LUCA International (annual): sharing good practices and project results;
- integration of international mobility in professional trajectories and career opportunities;
- attention paid to opportunities for international cooperation during welcome activities for new staff members;
- presentation of papers during conferences and working groups of strategic networks and organizations in the field of the arts (ELIA, Cumulus, CILECT, AEC, EARN,...);

Visibility of project mobility around innovation, artistic collaboration will be realized through:

- LUCA Research Council, researchers meetings per research unit, informative events on research and creative funding, organized by the LUCA Research and Project Office;
- Publication of information on the LUCA website in the dedicated section for artistic and research projects
- information on project opportunities and dissemination of project results in Newsletters (LUCA.Kort (monthly), LUCA Research (monthly), LUCA Education (3 monthly and LUCA International (annual): sharing good practices and project results;
- information on Sharepoint (intranet platform) for administrative and academic staff, used to disseminate funding calls and testimonials of participants;
- discussion on project opportunities and project results during staff team meetings or Educational Committees (POC) (Faculty / programme level);
- discussion on project results and project opportunities during staff team meetings or Educational Committees (POC) (Faculty / programme level);
- publication of papers in academic journals;
- participation in seminars, conferences or workshops organized by peer-to-peer networks in the arts: AEC (music and performing arts), CILECT/GEECT (film schools), EARN (artistically-driven research in the arts), ELIA (European league of Institutes of Art) and EAS (European Association for Music in Schools);
- exhibitions: academic staff set up a personal artistic project or joint exhibition project, the project results are presented by way of an exhibition at the faculties' exhibition spaces;
- good practice presentations and study days at national level (NVAO, EPOS) or international (PIE meeting ELIA, EMMJM Consortium Coordinators meeting, 'ERRIN regional network' strand Design & Creativity',...);
- integration of project results in databases or specifically designed for particular programmes or activities (i.e. Erasmus Mundus Joint Master Courses via the Erasmus Mundus Joint Master Programme database: https://eacea.ec.europa.eu/erasmus-plus/library/scholarships-catalogue_en, the Via the Erasmus+/Horizon 2020 project database, the annual Erasmus+ compendia: <https://www.epos-vlaanderen.be/nl/compendia-2019> .

Please describe how you will ensure that the principles of this Charter will be well communicated and applied by staff at all levels of the institution.

The application for the charter was done in consultation with the vice dean of Research, Internationalization and LUCA Art Office, and staff members involved in internationalisation from all LUCA campuses. As a next step, the text of the application was approved by the Internationalization Committee and the LUCA management board. The involvement of key staff members early on in the process ensures the adoption of the programme's principles at

management level.

Additional communication so as to reach staff at all levels of the institution is planned via information sessions offered by the vice dean and the international coordinators of the campuses about the programme's objectives and principles and how LUCA envisages the implementation of said objectives and principles by way of specific activities. These information sessions will be organized at programme and campus level (during meetings of educational committees (POC), research councils, staff meetings of Studies & Research support services). The existing LUCA communication channels will also be used for dissemination of the Charter and its principles: website, intranet for staff (SharePoint), newsletters...

As part of the quality assurance system 'KOPERA' all course leaders and research coordinators are expected to reflect yearly on the past year and to divulge new plans for the coming year. As international activities are included in this presentation, adherence to the charter's principles will also be evaluated as part of the management cycle at LUCA.

Additionally, the results from polls (either designed by the programme itself or by LUCA) targeted at gauging in how far the charter's principles are observed during the implementation of various programme activities will be discussed at meetings of the Internationalisation Committee. This includes the ECHE Self-Evaluation Tool to be used at periodic intervals to inquire with staff at all levels of the organization on how they perceive the implementation of the ECHE principles. If need be, specific measures for adjustment will be put in place.