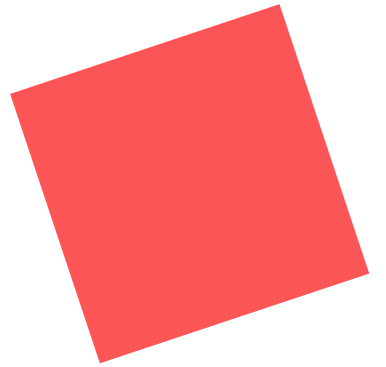


Internationalisation strategy



H N M

Table of contents

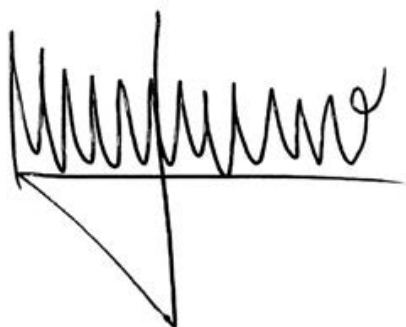
Foreword	3
1 Introduction	4
2 Context	6
2.1 Internationalisation in a global context	7
2.2 Internationalisation at Hochschule München	8
3 Goals and actions	13
3.1 Education	14
3.2 Research	16
3.3 Corporate relations and knowledge transfer	18
3.4 Support of internationalisation processes	20
3.5 Organisation and management	22
4 Outlook	24
Abbreviations and References	26

Foreword

In recent years HM Hochschule München University of Applied Sciences (HM) has sustained a very positive development process with regard to internationalisation and reached a new growth stage. The award of the “Internationalisation of Universities” Re-Audit seal of approval in spring 2021 by the German Rectors’ Conference confirmed and honoured HM’s successful work in the area of internationalisation. HM has succeeded in implementing and further developing important measures and in creating a broad awareness of the potential of internationalisation at all levels.

It is now our desire, through the new internationalisation strategy, to bring into clearer focus how HM perceives itself, as a university that is interdisciplinary, entrepreneurial and open to the world. We are convinced that this strategy puts into words an overall profile of institutional internationalisation which provides guidance at all levels and in all areas of the University and ensures that all involved work towards a common goal.

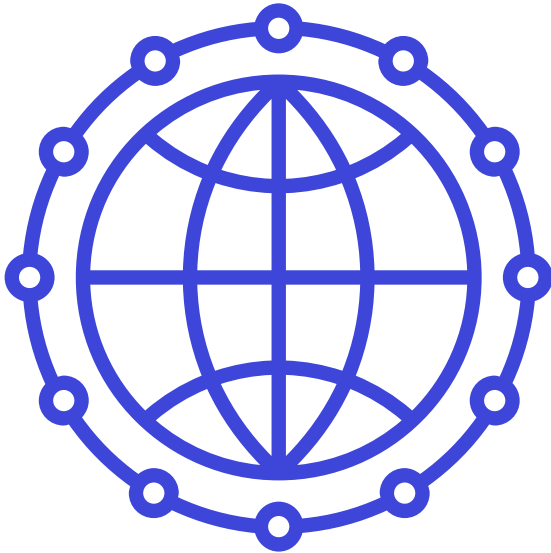
HM’s active participation in shaping the European Higher Education and Research Area constitutes a fundamental element of its further activities. To this end, HM is stepping up its international partnerships and steadily promoting global thinking in education, research, corporate relations, knowledge transfer and university life. Through the expansion of exchange formats and networks HM is helping to strengthen the European idea and contributes to the civil society and the knowledge society within Europe.

A handwritten signature in black ink, appearing to read 'Martin Leitner', written over a horizontal line. The signature is cursive and somewhat stylized.

Prof. Dr. Martin Leitner
President

1

Introduction



This document published by HM sets out the third iteration of its internationalisation strategy. It is the result of a thorough strategy process that has been ongoing since autumn 2020. The internationalisation strategies dating from 2011 and 2015 were its precursors. At the centre of these documents were activities designed to promote international experience and the intercultural competences of students in a focused manner. Thus, the number of HM students spending time abroad as part of their degree has risen by around 150 % since 2011. HM has expanded its internationalisation efforts through new projects in digitalisation and internationalisation, by increasing its number of courses taught in English, through the international visibility of its research, corporate relations and knowledge transfer and the internationalisation of its entrepreneurship activities.

Between 2017–2020 HM successfully participated in the Internationalisation of Universities Re-Audit organised by the German Rectors' Conference (HRK) and had its internationalisation strategy audited by an external advisory committee. As part of this audit process, the strategy adopted in 2015 was evaluated and the foundations laid for a new approach. Following the delivery of the final report in autumn 2020, the process to draft a new internationalisation strategy began in 2021. Forming part of HM's overall strategy, this document has been integrated into the University Development Plan as internationalisation is an issue that touches on all aspects of university life.

This document defines the vision, the overarching strategic and concrete goals as well as measures of internationalisation in the areas of focus of the University Development Plan ("Hochschulentwicklungsplan", or HEP): Education, Research, Corporate Relations and Knowledge Transfer, Resources and Processes, and Organisation and Management. The internationalisation strategy also provides the departments with a framework which they can apply in order to enhance their strategic position and to raise their own international profile. Building on this, the departments set out their own focus areas in the Department Development Plans (FEPs).

As part of a broad-based participation process all relevant stakeholders at the university were included: students, academic and non-academic members of staff. Workshops were held covering the action areas of Education, Research, Corporate Relations and Knowledge Transfer. In order to support the internationalisation processes, interviews were held with the heads of various administration units. The staff members of these units were invited to take part in an online survey. On top of this, two university-wide online surveys were held, with responses received from more than 1,800 students and over 300 members of the teaching staff. The recommendations made by the advisers from the HRK Re-Audit provided another important contribution to the development of the strategy. In particular, the interaction of different aspects of internationalisation at HM, developed in the context of the Re-Audit, provided an important contribution to making the complex interrelationships and interdependencies transparent and easier to understand.

The internationalisation strategy is supplemented by a detailed implementation plan which describes both quantitative and qualitative indicators. The monitoring system developed by HM as part of the Internationalisation Re-Audit for the regular recording of key metrics of internationalisation provides an important basis for quality assurance and for effective implementation of the strategy and the monitoring of its success. The planned measures will be reviewed to ensure they are implemented; if necessary, they will be adjusted to take account of the changed underlying conditions, challenges and new measures added.

2

Context

2.1 Internationalisation in a global context

Science, economy, society and politics are facing global challenges: Any solution to pressing issues such as the climate emergency, security, health-care, migration and technological change can only be international. For universities and higher education this brings both responsibilities and opportunities. In this context it is the task of the internationalisation of universities to enable global learning and research through cooperation, networking and exchange, to help prepare students for the complex challenges of the 21st century¹, and to participate in the efforts to find solutions to global problems through science and the humanities.

In a globalised world of work, international experience and intercultural competence acquired as part of a university degree or at the doctoral stage (such as the knowledge of global markets) and skills acquired abroad (such as language proficiencies and country-specific qualifications) are gaining in importance for everyday professional life.² High-tech companies, in particular, consider international experience to be a very important selection criterion for their employees.³ This means that the issue of internationalisation of study programmes and in the doctoral programmes is becoming increasingly important, especially with regard to international mobility and an international campus life.

One of the tasks of internationalisation is to prepare students for the complex challenges of the 21st century.

In this process, digitalisation should be understood as an opportunity. The Covid-19 pandemic has thoroughly changed internationalisation. The restrictions of physical mobility and the accelerated trend towards online and virtual teaching and learning have expanded the concept of international mobility. Online teaching and learning open up new opportunities, especially when it comes to “internationalisation at home”. The opportunities provided by virtual mobility contribute to a more inclusive access to internationalisation activities as they open up new target groups. In this context we are able to rely on established partnerships which are particularly well suited for the creation of virtual mobility. At the same time, students and young academics continue to show a marked interest in face-to-face encounters and stays abroad.⁴

A deepening of partnerships with universities in the rest of Europe and outside the European continent form an essential basis for internationalisation. University partnerships are increasingly developing beyond student mobility into a high-quality cooperation across subjects with exchanges of academic and non-academic staff members on issues relating to teaching, research, knowledge transfer, organisation and processes. All in all, we can observe a shift from bilateral to multilateral partnerships and university consortia, such as the European Universities Initiative.

The European Commission has formulated concrete goals for achieving the European Education Area.⁵ They include recommendations for improving foreign language learning, the promotion of the Erasmus+ programme in the sense of teaching and learning mobility, the automatic recognition of qualifications and study periods abroad and of short courses leading to micro-credentials, and a closer and deeper collaboration between university institutions for the development of joint curricula and degree courses. In addition, to achieve the European Research Area, national strategies and measures of the individual EU member states were developed alongside “Horizon Europe”, the EU Framework Programme for Research and Innovation.⁶

The establishment and maintenance of international partnerships requires specialist competence in international relations and specific country or regional expertise. Moreover, universities are increasingly called on to position themselves when it comes to dealing with scientific and academic partners from antidemocratic countries. It was for this reason that, for example, the German Alliance of Science Organisations issued a statement in February 2022 calling for full solidarity with its partners in Ukraine and recommending that the academic cooperation with Russia be frozen.⁷

- 1 HRK recommendations: *Zur Internationalisierung der Curricula*, (On the internationalisation of curricula), Bielefeld, 9 May 2017, p. 2–3.
- 2 See Pascal Hetze et al. (2018), *Future Skills für die Globalisierung* (Future skills for globalisation). *MINT im Fokus (Focus on STEM)*, in: *Stiftungsverband Future Skills Issue 01*, p. 1f.
- 3 See *ibid.*, p. 2.
- 4 See DAAD Student survey 2021 (in German): <https://eu.daad.de/service/auswertung-und-statistik/studien-und-auswertungen-der-na-daad/anererkennung-k-ein-problem/studierendenbefragung-2021/de/82305-6-fazit/>
- 5 See Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on achieving the European Education Area by 2025, COM (2020) 625, Brussels, 30.9.2020, p. 15.
- 6 https://www.bmbf.de/bmbf/de/europa-und-die-welt/forschen-in-europa/europaeischer-forschungsraum/europaeischer-forschungsraum_node.html (in German)
- 7 Alliance of Science Organisations (2022), *Solidarity with partners in Ukraine – consequences for science and the humanities*.

2.2 Internationalisation at Hochschule München

Current general conditions

HM is ideally located. Munich is one of Europe's leading economic and scientific centres and one of the most significant and most innovative regions in Germany. In the metropolitan region of Munich people from a large variety of countries in the world live and work, many international companies and institutions are based here.

HM is one of the largest universities for applied sciences (UAS) in Germany and a versatile full-curriculum university of applied sciences with a diverse network of different specialist areas and an interdisciplinary understanding of teaching, research, corporate relations and knowledge transfer. HM is an entrepreneurial university which makes a positive contribution to the sustained development of the economy and society and which as one of Germany's leading founding universities is guided by a transfer-oriented and agile mindset. HM is an open, urban university rooted in the city of Munich and with an international outlook. Its actions are characterised by openness to other cultures, religions, nationalities, orientations and world views, and by respectful interactions both externally and internally.⁸ Students from 120 countries are enrolled at HM. Academic and non-academic members of staff of 34 different nationalities work together at the University.

HM is an open, urban university with an international outlook

In institutional terms, HM actively networks with around 250 partner universities worldwide. Strategic partnerships have been concluded with individual universities and institutes of higher education. HM also operates across universities and departments in European networks such as EUA and UA4Europe, and in global networks such as the Global Engineering Education Exchange (Global E3) consortium. It is, moreover, an active member of various transnational education cooperations (including the German University Consortium for International Cooperations, DHIK, and the German-Jordanian University, GJU).

The International Office (IO) as the staff department of the Executive Board (Präsidium) since 2017 is entrusted with all the necessary network management activities. Furthermore, the departments have International Relations Officers and Internationalisation Officers; three departments have their own IOs. The Internationalisation Advisory Board acts as the link between the central

and decentralised stakeholders. The advisory board is composed of the Executive Board member responsible for internationalisation, the Internationalisation Officers of the departments and the head of the International Office, and of guests co-opted for specific issues as required. The board convenes twice per semester and serves to facilitate the exchange of information and experience between the departments and the discussion and coordination on current strategic issues in the international area at HM.⁹ The Department for General and Interdisciplinary Studies supports HM's internationalisation projects through a large number of courses including language class offerings and courses aimed at acquiring or promoting intercultural competences.

The Internationalisation Advisory Board is the link between the central and decentralised stakeholders

Currently, around 18,500 students are enrolled in more than 90 degree courses at HM. In recent years the number of international students at HM has remained constant at slightly above 2,600.¹⁰ 350¹¹ students are incoming students of a partner university for a semester or year abroad at HM. HM also plays host to around 50¹² teaching staff and academics from around the world. Every year some 700 HM students spend a period abroad as part of their degree.¹³

Following its award of the Erasmus Charter for Higher Education (ECHE), HM meets the requirements for participation in the programmes of the new Erasmus programme generation for the 2021–27 period. Through signing up to ECHE 2021–2027 it has committed itself to meeting the quality standards of the Erasmus+ programme. The programme is an important engine driving the further development of mobility and internationalisation for the University. Following initial successful projects in the EU's framework research programme Horizon 2020, HM is now also active in the follow-on programme Horizon 2021–2027. The University will also use the new ERASMUS+ programme generation – matching the objectives the University has set for itself – in seeking to promote social engagement to a greater extent and to become more inclusive, more digital and more sustainable.¹⁴

Internationalisation at HM in figures

34

nationalities are represented among the staff

350

incoming students per year

116

nationalities can be found among the students

50

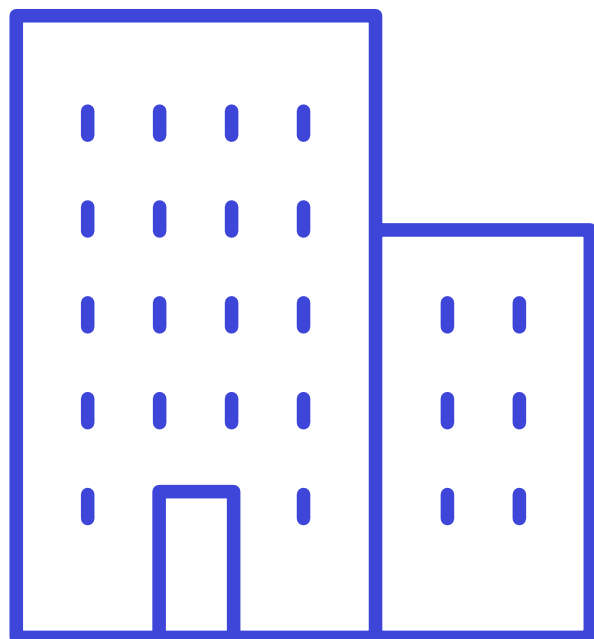
foreign lecturers and researchers from all over the world are hosted at HM

2600

International students per year

700

HM students spend a study-related stay abroad every year



- 8 See HEP 2023, chapter 1.2 *Internal perspectives, profile of HM.*
- 9 See *HM internationalisation strategy 2015–2018.*
- 10 See HEP 2023, chapter 1.2 *Internal perspectives, students.*
- 11 Figures before the Covid-19 pandemic
- 12 Figures before the Covid-19 pandemic
- 13 As of the winter semester 2020/2021
- 14 See UAS7 Position Paper: *Sustainable mobility of the UAS7 universities*, May 2021.

International cooperations and strategic partnerships

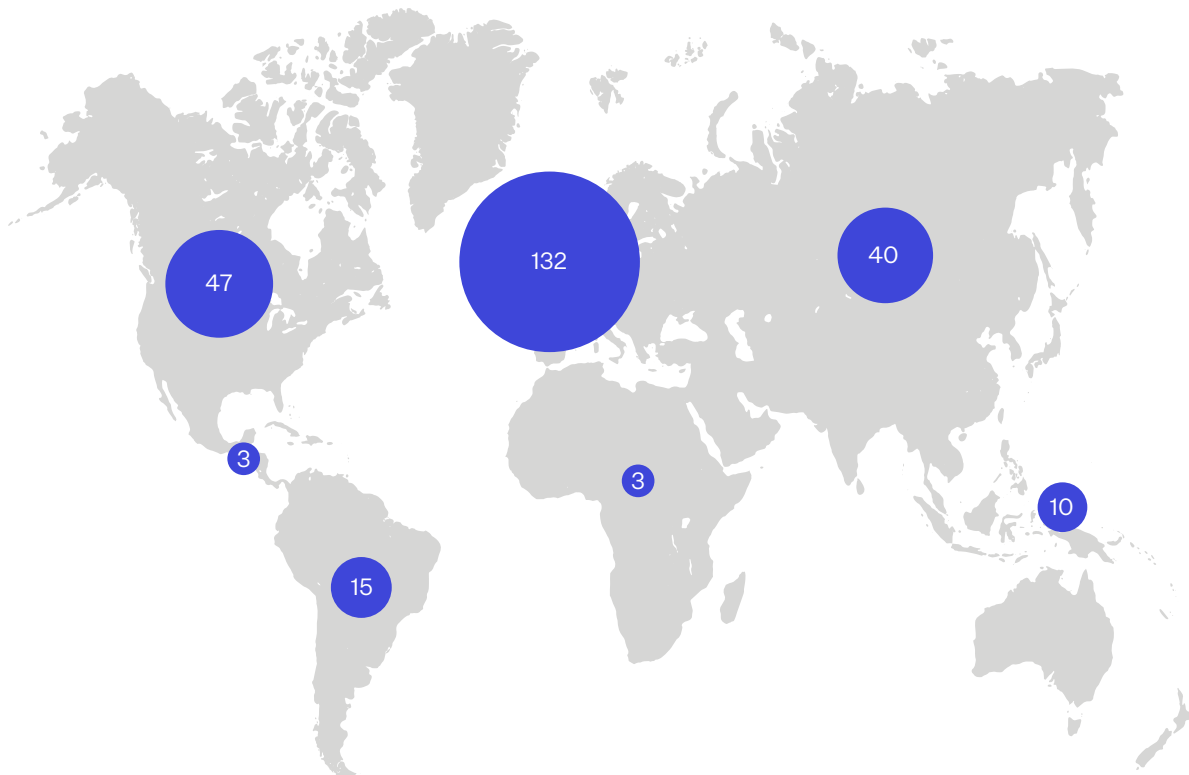
HM's network of partner universities extends across the globe. Its focus is on the quality of partnerships. Activities with partner universities range from student exchanges and the international mobility of teaching and other staff members through to joint teaching and research projects. Cooperations with international partners enable universities to expand their study programmes, provide teaching opportunities for their own teaching staff and opportunities for further development for university staff, as well as facilitating the creation of networks for international projects.

For a network of partner universities to function, cooperation needs to be intensified and regular exchanges filled with life. The priority for the University is to expand existing partnerships with the goal of creating a comprehensive network. Here, the principle of sustainability applies. This means that existing successful partnerships that are actively used by both parties will be deepened and that additional departments that are currently not active will be involved in the cooperation. The objective is to strengthen the profile and positioning of the University at an international level over the long term.

250

partner universities worldwide

Partner universities of Hochschule München 2023



If no suitable cooperation partner can be identified in the existing network of partner universities, the subject areas and departments have scope to search for suitable partners worldwide for their profile and specialism, thereby enriching the range of international cooperations. The initiative for new partner universities often comes from the teaching staff and researchers themselves and is based on shared interests with the partner universities. HM has deliberately opted against setting geographical focus areas in the management of its partners so as to take account of the different interests of its various departments. Since ERASMUS+ and Horizon Europe constitute the most important funding programmes for international exchange and research activities, many of HM's partner universities are based on the European continent.

When initiating new partnerships and during the regular evaluation of existing partners, the guidelines and standards of the HRK¹⁵ and the criteria for international cooperation prepared by the German Academic Exchange Service (DAAD)¹⁶ are taken into account. In all cooperations the focus is on a partnership-based approach and on the faculty's long-term and active involvement.¹⁷

In the context of university partnerships, the principle of sustainability applies in the sense of long-term and intensive cooperation.

From within the group of partner universities HM has identified foreign universities with which it wishes to establish a long-term strategic partnership. HM defines a strategic partnership as a formal alliance between two or more universities where the partners harness shared and complementary strengths in order to achieve defined goals together. The strategic partnership allows a high-quality and intensive collaboration across subject areas. The establishment of long-term structures and networks strengthens exchanges between students, academic and non-academic members of staff and promotes the exchange of specialist knowledge and best practice.¹⁸ The strategic partnerships are subject to continuous development to facilitate the joint organisation of a broad range of activities and the raising of third-party funds.

Strategic partnerships include the INUAS Munich-Vienna-Zurich university network (International Network of Universities of Applied Sciences) with FH Campus Vienna and the Zurich University of Applied Sciences (ZHAW). All three universities of applied sciences have in common their endeavour to respond to the challenges facing the metropolitan areas of Munich, Vienna and Zurich through an interdisciplinary and transdisciplinary approach, thereby generating ideas for a sustained improvement in and preservation of the quality of life.¹⁹

Furthermore, HM has joined forces with six other German universities of applied sciences with a strong orientation towards research, all of which also have a marked international focus, to create the UAS7 alliance. As a strategic alliance UAS7 introduces issues and viewpoints to the scientific discourse and thus contributes to the further development of Germany's university landscape. Internationalisation is a key element for all UAS7 member universities. For this reason, in 2005 UAS7 established a joint liaison office in New York and a representative office in Porto Alegre. UAS7 has a range of shared partner universities in the United States and Brazil and organises shared exchange programmes and international projects as well as events. Here, too, UAS7 contributes to the current discourse on internationalisation activities in Germany, for example through the position paper on sustainable mobility it has published.²⁰

15 HRK Resolution of the Executive Board: "Leitlinien und Standards in der internationalen Hochschulkooperation" (Guidelines and standards in international university cooperation), Berlin/Bonn, 6 April 2020.

16 KIWi Kompass: Keine roten Linien. Wissenschaftskooperationen unter komplexen Rahmenbedingungen. (No red lines. Cooperation in science and the humanities under complex conditions.) Kriterien, Leitfragen, Quellen. (Criteria, key questions, sources.) DAAD, Bonn, April 2021.

17 The International Office (IO) supports the departments during the initiation and administrative processing of new cooperation agreements. HM follows a standardised approach when signing a new cooperation. The Faculty Council and the University's Senior Management need to agree to the signing of new cooperations. The IO coordinates the signing of the agreements. Agreements governing the implementation of research projects or doctoral procedures are looked after by the Centre for Research Promotion (FO). Agreements on international degree offerings such as double degrees are supported by the IO.

18 Definition following Kuder, M. and Banks, C., 2016. *Current Trends in Strategic International Partnerships* in Banks, C., Siebe-Herbig, B. and Norton, K. (eds.) *Global Perspectives on Strategic International Partnerships: A Guide to Building Sustainable Academic Linkages*. DAAD/IIIE.

19 INUAS Mission Statement. Munich, Vienna, Zurich 2019. (<https://www.inuas.org/en/the-network/mission>)

20 UAS7 position paper on sustained mobility. Berlin 19 May 2021 (<https://www.uas7.org/en/uas7-positions>)

Global social responsibility and competence

HM sees itself as an interdisciplinary, entrepreneurial and cosmopolitan university. It sees the teaching of social, political, ecological and economic responsibility in the local, national and international context as a key task. The *global citizenship*²¹ concept – directly linked with sustainability and a reflection on the social role of the university – provides a framework that guides our teaching, research and corporate relations and knowledge transfer. In an international context, this means that HM sees the enabling of its students in their *global citizenship* as its educational mission, alongside preparing them in the best way possible for an increasingly globalised and digitalised job market.

Through its global links HM offers all members of the University a vast array of opportunities to gather international experience. This means that HM wants to enable not just its students but also its academic and non-academic members of staff to acquire international experience and intercultural competence. HM sees internationalisation as a cross-sectional task which must be anchored in all structures. HM understands internationality to mean the ability to think and act beyond national boundaries and to gain new experiences and make discoveries together with people from other cultures and traditions.

Students embrace their opportunities and responsibilities as global citizens.

In the skills profile of HM students, *global citizenship* is reflected in the fact that a global component is added to their ability to embrace entrepreneurial and sustainable thought and action, as well as in other aspects. This component results from the intercultural competence of every single person and from international experience, be it at the University or abroad. At HM, competence consciously encompasses all levels²² with their specific international dimensions.

The competence characteristic of international and intercultural thought and action consists of two areas, international (mobility) experience and intercultural competence. Students and young academics gather intercultural experience with people from other cultural and linguistic backgrounds abroad and in the surroundings of their home university where the student body is characterised by cultural diversity.

Students and staff members with intercultural competence have the ability and willingness to perceive and accept differences that are due to cultural reasons, in themselves and in others. They are able to look beyond their own limits, both regional/spatial and subjective/interpersonal. They are willing to engage openly with people who they don't know and with unfamiliar contexts and to create a shared basis for action and communication. HM graduates are able to navigate their way through a globalised world (of work) and to pursue a qualified occupation. Their interactions in an international (work) setting and in international groups are appropriate and effective. They are able to communicate at an academic level and are proficient in at least one foreign language. They take advantage of the opportunities provided to them, they assume their responsibilities as global citizens and are able to use their skills to make a meaningful contribution to science and the humanities, society and the world of work.²³

21 "The primary aim of Global Citizenship Education (GCED) is nurturing respect for all, building a sense of belonging to a common humanity and helping learners become responsible and active global citizens. [...] According to the UN, global citizenship education provides the understanding, skills and values students need to cooperate in resolving the interconnected challenges of the 21st century, including climate change, conflict, poverty, hunger, and issues of equity and sustainability. These same educational outcomes prepare students to be successful in the workplace of the 21st century as well." United Nations (UN): <https://www.un.org/en/academic-impact/page/global-citizenship-education> (accessed 14.07.2022)

22 We define competences as "the cognitive abilities and skills available to individuals or learnt by them in order to solve specific problems and the associated motivational, volitional and social willingness and ability to make successful and responsible use of the problem solutions in variable situations." Weinert, F.E. (2001): *Leistungsmessungen in Schulen. (Performance measurement in schools.)* Beltz Pädagogik, Weinheim: Beltz; p. 27 f.

23 HM Glossar für Studium und Lehre (HM glossary for learning and teaching), November 2018.

3

Goals and actions

3.1 Education

HM has extensive and varied networks and cooperates with a large number of education partners worldwide and, in particular, in the European higher education area. Through teaching and learning in a global context HM seeks to prepare its graduates for the cross-cultural and cross-border challenges of the 21st century. In the students' skills profile this means that their specialist and interdisciplinary knowledge is supplemented in a focused manner. The qualification goals added are intercultural competence and international experience, whether on site at the University, in neighbouring

regions or at a global level. The HM teaching staff is able to draw on structural support and individual offers for gaining further qualifications to facilitate the achievement of these goals.

Mobility is indispensable for students and teaching staff to gain real international experience. At the same time, the steadily growing potential of content taught online and virtual encounters must be exploited to its full extent in order to intensify internationalisation and provide methodical enrichment. A corresponding new understanding of the campus where social and digital innovation are interlinked forms part of the teaching strategy on internationalisation.

Strategic goal	Concrete goal
1.1 Understand students as competent and responsible shapers of a globalised future	1.1.1 Include HM students and international guest students systematically in the development and shaping of teaching innovations in the area of internationalisation 1.1.2 Expand student mobility (incoming and outgoing) in quantitative and qualitative terms while at the same time taking into account sustainability aspects and strengthen internationalisation, both at HM (Internationalisation@home) and in the region
1.2 Expand university education in the specialist disciplines and alongside megatrends in a targeted way to include issues of international relevance	1.2.1 Integrate global, international, intercultural and transcultural dimensions into HM's degree programmes as part of developing the curriculum 1.2.2 Make certificates relating to the megatrends of sustainability, digitalisation and entrepreneurship available to both traditional and new target groups 1.2.4 Visible and successful participation in international higher education developments and in programme tenders in Bavaria, across Germany and across Europe (Erasmus+, DAAD etc.)
1.3 Offer members of the teaching staff encouragement to develop their international profiles and concepts	1.3.1 Promote the development of international and, in particular, English-language study offerings 1.3.2 Increase the number of foreign visiting lecturers and mobile HM professors, taking into account sustainability aspects (in-person and online) 1.3.3 Provide HM teaching staff with a training programme on internationalisation in teaching
1.4 Shape an internationally open campus through social and digital innovation	1.4.1 Offer students and teaching staff a range of opportunities for virtual and online teaching scenarios in collaboration with partner universities 1.4.2 Create a teaching and learning environment where international collaboration is lived with enthusiasm
1.5 Internationalise teaching offerings in a systematic and quality-assured manner	1.5.1 In the context of system accreditation, develop recommendations for international elements in HM's degree courses

Intercultural competence as well as international experience to supplement the professional and interdisciplinary knowledge.

HM sees itself as a cosmopolitan player and its education offerings address regional and global issues alike. In its study concepts HM is guided not just by new developments of European and global higher education teaching in applied sciences, it also asserts for itself the claim of being visible and sought after as a force which helps shape international developments.

Actions

- ▶ Establish NEO.Hub as a first port of call for student participation to develop and help shape international teaching innovation
 - ▶ Open the Public Climate School to international partner universities and implement it with the support of the HM student body and partner universities
 - ▶ Improve and simplify the recognition practice: Implement the necessary steps for the automatic reciprocal recognition of qualifications obtained abroad by 2025 (without the need for a separate recognition process)²⁴
 - ▶ Ensure the consolidation of international experience through preparations for studying abroad and aftercare²⁵
-
- ▶ Include advice on internationalisation of the study offerings as a task in the HM degree course development process
 - ▶ Expand English-taught content and degree offerings to ensure an attractive course offering (at least 30 ECTS credits per semester) as part of the regular study programme at each department
-
- ▶ Support the departments in the development of appropriate formats, such as microcredentials, for international bachelor, master and further education students
 - ▶ Adopt guidelines for the award and recognition of microcredentials
-
- ▶ HM becomes partner in a project on the European Universities Initiative
 - ▶ Representation in relevant organisations for international higher education
 - ▶ Successful implementation of the AGORA project co-funded by the DAAD and permanent embedding of the results at HM
 - ▶ Improve support in proposal management and implementation of international/European third-party funded projects (including improve advisory competence and advisory offerings)
-
- ▶ Advertise teaching innovations support programme in a targeted way for international projects (e.g. double degrees, microcredentials, study programmes in English language and other foreign languages)
-
- ▶ Develop concept and implementation practice for the teaching fellowship
 - ▶ Improve framework conditions for teaching visits/residencies of foreign guests at HM
 - ▶ Use ERASMUS+ support for teaching and education visits, open up opportunities for professors to take advantage of teaching residencies abroad
 - ▶ Intensify advisory offerings on European and international funding opportunities for short-term and longer-term teaching stays
-
- ▶ Establish advisory and further development offerings regarding the (digital) internationalisation of study and teaching
 - ▶ Offer training for teaching staff on intercultural issues and challenges in teaching
-
- ▶ Expand digital teaching and learning scenarios of HM for use in international contexts and shared (online) teaching with partners (e.g. virtual exchange, “Collaborative Online International Learning” – COIL, blended mobility)
-
- ▶ Recruit international speakers in the Munich metropolitan region to get involved in new attractive learning formats
 - ▶ Simplify administrative processes, create interfaces and provide teaching technology to support international teaching and learning groups on campus
-
- ▶ Adopt recommendations/assistance to internationalise teaching offerings including the legal framework conditions (e.g. mobility windows, summer/winter schools, English-taught modules, double degrees)

3.2 Research

Research has developed into a material performance area of HM. It is characterised by being strongly application-focused and by an inter- and transdisciplinary approach, due to the specific and broad range of subjects offered by HM. Application-focused research is motivated primarily by the dialogue with partners and by addressing social and global challenges. Since 2019, five research institutions have been established at HM²⁶. These institutions enhance the University's international connections.

HM maintains networks with a large number of partners at federal state, national and European level and conducts successful international research projects.

Research is an open system which lives from the exchange of ideas, even across borders. HM therefore wants to be visible in the international science community and supports international cooperation.

In this context, one of HM's strategic goals is to step up its involvement in European and international funding programmes and thereby intensify research in a European context. With this in mind, it seeks to increase its participation in Horizon Europe (2021–2027), the EU's framework programme for research and innovation.

To this end, the network of existing international partner universities and companies is to be used more intensively and expanded to include further international partner institutions in the academic and practical fields.

The funding lines within Horizon Europe are guided by major social issues such as healthcare, energy, mobility, security, sustainable development and digitalisation. Alongside the search for solutions to the global challenges of our times, the programme explicitly seeks to strengthen Europe's industrial ability to compete and its innovative power. By participating in the Horizon Europe programme HM is therefore also fulfilling its mandate to contribute to finding solutions to global challenges.

Suggestion: Another strategic goal of HM for the internationalisation of its research is to enable its junior researchers to acquire international competences as part of their doctoral programme, through study abroad or the participation in European funding measures.

Strategic goal

Concrete goal

2.1 Increase participation in EU funding programmes

2.1.1 Raise visibility and participation in the European research community

2.1.2 Improve support in proposal management and the implementation of EU projects

2.2 Networking with international partner universities

2.2.1 Expansion of the portfolio of activities with existing international partner universities through research cooperations

2.3 Establish international competence as qualification of junior researchers

2.3.1 Promote junior researchers internationally and facilitate the development of their networks

2.4 Kickstart research careers and their international development

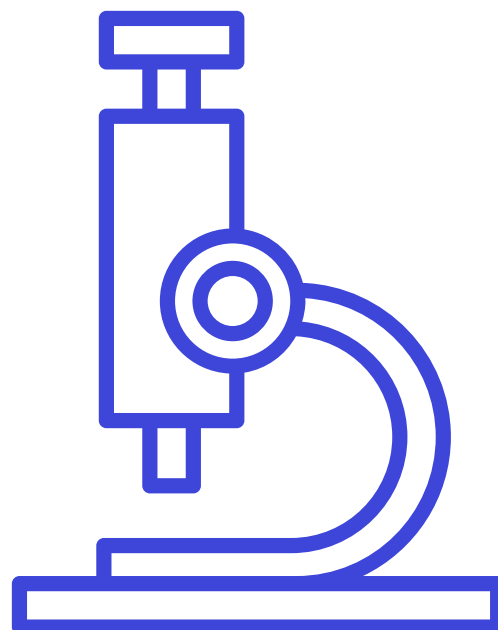
2.4.1 Strengthen experience of the research staff and promote researchers on an international stage

Application-oriented research is motivated by the dialogue with partners and by addressing global challenges.

Moreover, HM considers itself responsible for supporting the knowledge transfer and return of international research results to teaching and society and thus make a contribution to the training of personalities who act with global responsibility and are sovereign, global citizens.

The research staff at HM will be supported in a targeted way through HM-internal relief mechanisms and appropriate consulting services to allow them to undertake international research. For new additions, as part of the appointment process previous experience in international research will be taken into particular consideration.

26 CENERGIE (Institute for energy-efficient buildings and quarters – Institut für Energieeffiziente Gebäude und Quartiere); IMB (institute for materials and building research – Institut für Material- und Bauforschung); ISES (institute for sustainable energy systems – Institut für nachhaltige Energiesysteme); IAMLIS (institute for the application of machine learning and intelligent systems – Institut für Anwendung des maschinellen Lernens und intelligenter Systeme), SHE:RC (Society, Health and Education Research)



Actions

- ▶ Represent the visibility and efficiency of HM’s research in an international context at conferences and through publications
 - ▶ Raise awareness among researchers of EU expert witness activities
 - ▶ Raise greater awareness among research institutes of EU activities
 - ▶ Open up appropriate European networks for EU activities and increase international visibility (e.g. collaboration in EUA)
 - ▶ Improve English-language web presence (presentation of research projects/competence)
-
- ▶ Improve advisory competences / EU competences / international mindset in the divisions and departments involved (Research Support, IO, Innovation in Teaching, HR, PR Office, Finance, Transfer and Cooperation, Research institutes, etc.)
 - ▶ Develop consulting formats (workshops, funding coaching for international application processes etc.)
 - ▶ Involve appropriate external advisory competence and support (e.g. BayFOR, KoWi)
-
- ▶ Promote joint publications with international partner universities
 - ▶ Submit joint research proposals with international partner universities
 - ▶ Promote international exchanges in the form of mobility and digitalisation assistance
 - ▶ Develop formats for (research) exchanges with partner universities
 - ▶ Develop research fellowship, raise their profile
-
- ▶ Promote international mobility and conference attendance
 - ▶ Support international research activities
 - ▶ Use Marie Curie Individual Fellowship programmes / Innovative Training Networks (Horizon Europe) and Erasmus+ exchange programmes
-
- ▶ Implement international experience/networking (e.g. implementation of EU projects) as part of the appointment strategy
 - ▶ Issue of EMS to newbies (first-time EU applicants) of international research proposals and implementation of international research projects
 - ▶ Promote international mobility and conference attendance
 - ▶ Support international research activities

3.3 Corporate relations and knowledge transfer

Entrepreneurship: International innovative e'ship education formats and support of their establishment

HM and the Strascheg Center for Entrepreneurship (SCE) have been active at an international level in the entrepreneurship area for many years to offer shared programmes with international partners, thereby providing fresh stimuli and creating international offerings for students and upcoming founders. Cooperations take place with a variety of businesses and institutions with international operations on the basis of a network of international partner universities with a high level of entrepreneurship expertise.

Going forward, HM is seeking to strengthen its role as an enabler and establish a network which realises its own European entrepreneurship approach in collaboration with its international partners. The aim of this network would be to foster innovation for a liveable future. Thanks to its close links with Europe-wide entrepreneurship programmes.²⁷

HM views its path for the development of its entrepreneurship activities in establishing an open, international entrepreneurship approach (Open Entrepreneurship Alliance) together with the

regional innovation ecosystem and international partners. This alliance will promote the international exchange of talent and start-ups, initiate a discourse with stakeholders of the regional ecosystems and allow the involvement of research and learning. The UN's 17 Sustainable Development Goals (SDGs)²⁸ form an ideal reference framework for connecting technical and social innovation with social responsibility.

HM thus pursues the overarching goal of positioning itself as an entrepreneurship university on an international stage. It initiates and enables SDG-related innovative and international entrepreneurial projects and start-ups in the Munich ecosystem and thus embraces its social responsibility towards future generations. Through this vision, entrepreneurship becomes a material strategic cornerstone of internationalisation at HM. Going forward, the experience gained in the interdisciplinary e'ship teaching formats will be inter-linked and adapted thematically in order to scout international talent and ideas in an international university pool using coordinated teaching events and to develop international founder teams and start-ups.

Strategic goal

Concrete goal

3.1 Internationalise e'ship activities

3.1.1 Entrepreneurial university network at a global level for the use and exchange of resources and to create joint programmes designed to promote innovation, entrepreneurial projects and start-ups and exchanges between them

3.1.2 Strengthen international cooperation with international partners in the area of e'ship education formats and/or joint programmes at bachelor and masters level with a focus on responsible entrepreneurship and sustainability

3.1.3 Integrate international entrepreneurship activities into the regional network

3.2 Create and promote innovative international start-ups

3.2.1 Increase the share of international start-ups at HM/SCE Incubator and the exchange between start-ups and strategic international partners

3.3 Strengthen knowledge transfer and research with society

3.3.1 Develop innovative knowledge transfer formats (ITF) and offer them on a regular basis

3.3.2 Implement co-creation activities in collaboration with international partners

3.4 Expand international practice cooperations

3.4.1 Involve existing strategic international partners in transfer activities

3.4.2 Broker cooperation enquiries

3.4.3 Expand incentive systems

Cooperate relations and knowledge transfer: International networking to tackle economic and social challenges at a regional level

As a university for applied sciences, HM takes an active role in the innovation system with business and society. The cooperation with businesses and other partners forms an integral part of the degree courses, of research and of knowledge transfer, ensuring that they are not too far removed from practical applications.

Through the innovation network HM:UniverCity HM has established a forum for the testing and development of new forms of participation with the aim of driving forward promising innovations that offer an economic and social benefit. HM is thus staying true to its conviction that pressing challenges such as the energy transition and democratic participation can only be resolved if the knowledge and experience of a variety of different players in society are brought together. To this end, regional partners from the worlds of science, business, civil society and politics work together co-creatively in theme-related living labs, thereby realising social participation in knowledge transfer and research.

Questions addressed in the living labs of the innovation network bring international and global challenges in a very concrete manner to the local and regional level. When working out local solutions to global problems in this way, the exchange of experience between living labs and international partners from science and humanities and from practice can prove especially fertile. Consequently, HM is seeking to open itself up to internationalisation also in the area of knowledge transfer through the establishment of links between living lab activities and international activities. This will also allow international networking within HM:UniverCity. Exchanges with international universities and businesses can provide fresh perspectives in this context.

- 27 Working in collaboration with four European partners HM has developed and implemented an evaluation standard for e'ship education on behalf of the European Commission. Together with European syndicate partners it has established coneect, the international e'ship teach-the-teacher programme. As part of the EU-XCEL project (designated as the best practice project by the EU), international founder teams were formed in scrums and taken up to "incubator readiness" using virtual means.
- 28 The SDGs are the United Nations' political goals which are aimed at sustainable development on an economic, social and ecological level <https://sustainabledevelopment.un.org/>

Actions

- ▶ Expansion of the current Start for Future Alliance network with existing and new EU and non-EU partner universities
 - ▶ Deepen the collaboration of the SCE/HM/Start for Future Alliance network to promote student and staff mobility in accordance with the interests of HM departments and of students
 - ▶ Establishment and expansion of partnerships with EIT KICs to obtain access to further funding opportunities and support offerings within the pillars of education, innovation and business start-ups
-
- ▶ Implementation and scaling of existing education programmes and development of new programmes in accordance with the goals of Horizon Europe:
 - cross-university education and acceleration programmes
 - expansion of existing summer schools with international partners
 - microcredentials programmes for students, non-academic staff and working people
 - diversification and deepening of offerings in subject-specific areas and focus areas
 - shared virtual platform for students, staff and partners
-
- ▶ Establishment of a shared regional programme for international (and regional) start-ups to connect with a regional network in collaboration with the universities in Munich
-
- ▶ Coordination of offerings of incubators of the international partner universities for shared start-up development and co-creation
 - ▶ International start-up certificate
 - ▶ Launch of programmes to promote co-creation activities with international industry partners
-
- ▶ Connect living lab activities with international activities in an appropriate manner and allow international integration
-
- ▶ Use of synergies with international business partnerships for knowledge transfer activities
 - ▶ Take into account HM knowledge transfer strengths in activities with international university partnerships
 - ▶ Make international knowledge transfer projects visible/show role models
-
- ▶ Take into account international knowledge transfer activities in the development of the funding catalogue
 - ▶ Add international knowledge transfer activities to the international funding catalogue

3.4 Support of internationalisation processes

Adaptable and modern administrative structures are a key requirement for internationalisation at HM. The various administrative departments provide support in the implementation of internationalisation activities which are initiated and implemented by the various areas of activity.

Take into account the needs of international students, guests and internationally active university members

The needs of international students and guests and of university members with international operations are taken into account in administrative processes and services wherever possible. Communications too are adjusted to the requirements of a university that is open to the world. University staff members who are in contact with international students, teaching staff and guests or who work on areas with an international focus will be given the opportunity to receive international or intercultural training according to their needs.

Strategic goal	Concrete goal
4.1 Make use of and develop the international experience and intercultural competence of staff members	4.1.1 Recruit suitable professors possessing linguistic and intercultural competences
	4.1.2 Offer qualifications to academic and non-academic university staff for tasks with an international dimension
4.2 Ensure the international nature of communication at HM	4.2.1 Offer documents and services in English
4.3 Use and develop infrastructures and services for digital internationalisation processes and projects	4.3.1 Adapt and expand technical solutions to support internationalisation activities

Stakeholders in internationalisation at HM



Actions

- ▶ Expand the international recruitment of new professors
 - ▶ Onboarding concept for international new professors including the use of the dual career service (e.g. Attract2HM)
 - ▶ Implement international building blocks in the programme for new appointments
-
- ▶ Develop target-group-specific education offerings as needed and establish recognition system
 - ▶ Expand offerings for international exchanges with international guests (e.g. international lunches / buddy/tandem programmes, international days, international campus festival)
-
- ▶ Provide target group-specific advisory offerings in English as required
 - ▶ Make relevant administrative documents and information material available in English
-
- ▶ Implement European Student card initiative and digitalise mobility management (“Erasmus without Papers” – EWP)
 - ▶ Develop technical requirements for virtual exchanges and blended learning opportunities with partner universities
 - ▶ Equip HM with innovative digital learning technologies

3.5 Organisation and management

The way HM perceives itself is based on a competence-based culture of responsibility that exists at the level of the Executive Board (Präsidium), the departments and the administration. The management is committed to the development of offerings which support the departments in their development while respecting the departments' own culture. At the same time, these offerings are designed to enable the departments and their members to push ahead with overarching strategic concerns together and in collaboration with the university's Executive Board if the department wishes to do so and this is in line with the department's own development.

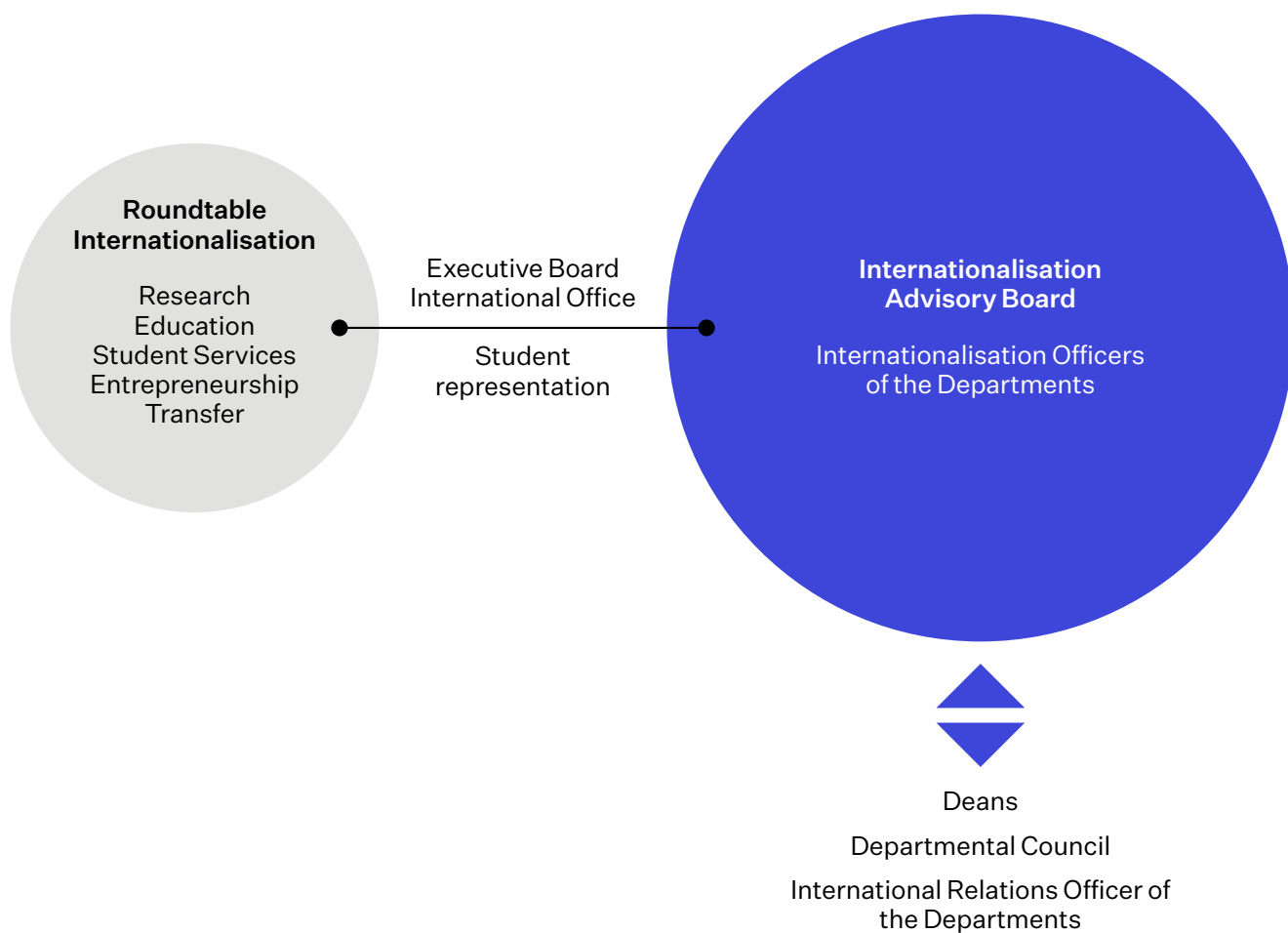
In this sense, this internationalisation strategy provides a framework which combines individual internationalisation measures with the University's strategic goals. This equips the departments with sufficient flexibility and gives them the option to fulfil these strategic goals according to their requirements and emphases and to implement appropriate measures. The departments are able to determine their own focal points which are tailored to their particular needs. The resulting variety of activities contributes to the University-wide internationalisation goals.

Deeper international cooperation and strategic partnerships form an important basis for the achievement of these goals. At the same time, transparent and equal access to international activities, the improved international visibility of HM and the provision of the required resources when designing the measures constitute important factors.

The variety of activities contributes to the University-wide internationalisation goals.

Strategic goal	Concrete goal
5.1 Ensure equal opportunities in international activities	5.1.1 Safeguard the principles of non-discrimination, transparency and integration
5.2 Ensure the international visibility of HM	5.2.1 Expand external communication in English
5.3 Raise the university's profile and positioning at an international level over the long term	5.3.1 Shape partnerships effectively
	5.3.2 Establish new partnerships and networks with a focus on Europe
5.4 Establish international connections with strategic partner universities	5.4.1 Make use of complementary and shared strengths of the strategic partner universities

Communication structures for international topics



Actions

- ▶ Support equal access to mobility programmes for all HM members
- ▶ Create incentives for the participation of disadvantaged people in international (exchange) programmes
- ▶ Develop a transparent and well-documented selection process for the issue of mobilities

- ▶ Revise English version of HM website
- ▶ Make available select HM print material, marketing videos in English

- ▶ Consolidate existing international networks and partnerships
- ▶ Involve other departments in existing university partnerships
- ▶ Take DAAD and HRK standards and criteria into account

- ▶ Develop quality-assured formats for exchanges with partner universities

- ▶ Expand collaboration with strategic partner universities
- ▶ Regular strategy meetings between senior management of universities
- ▶ Joint proposals in calls for third-party funding
- ▶ Expand collaboration with strategic partner universities in the education area, especially INUAS
- ▶ Develop quality-assured formats for exchanges with partner universities

4

Outlook

The anchoring of this internationalisation strategy in the University Development Plan of HM Hochschule München University of Applied Sciences illustrates that internationalisation is not the administrative task of individual persons but a strategic project for the university as a whole. It aims to achieve a broad-based acceptance of the planned measures by as many members of HM as possible so that everyone is able to contribute their specific competences in an optimum way. The resulting synergies may further strengthen the momentum of HM's international development in the years to come. The internationalisation strategy is therefore not an end point and not a final result. Rather, a regular review and update of the measures and goals is required.

The aim is to achieve a broad acceptance for the planned measures.

In light of this, the internationalisation strategy needs to be updated on a regular basis in tandem with the University Development Plan. In this way, internationalisation is an integral building block for the systematic, strategic and forward-looking development of HM Hochschule München University of Applied Sciences.



Abbreviations and References

Abbreviations

DAAD	German Academic Exchange
DTLab	Digital Transformation Lab
ECHE	Erasmus Charter for Higher Education
EWP	Erasmus Without Papers
FEP	“Fakultätsentwicklungsplan”, Department Development Plan
Global E3	Global Engineering Education Exchange
HEP	“Hochschulentwicklungsplan”, University Development Plan
HM	Hochschule München University of Applied Sciences
HRK	“Hochschulrektorenkonferenz”, German Rectors’ Conference
INUAS	International Network of Universities of Applied Sciences
IO	International Office
ITF	Innovative knowledge transfer formats
SCE	Strascheg Center for Entrepreneurship
SDGs	Sustainable Development Goals
ZHAW	Zurich University of Applied Sciences

Hetze, Pascal (2018). *Future Skills für die Globalisierung. MINT im Fokus*, in: Stifterverband Future Skills Ausgabe 01.

Hochschule München. (2018). *Internationalisation strategy. 2015–2018*.

Hochschule München. (2018). *Glossar für Studium und Lehre*.

Hochschule München. *HEP 2023, Kapitel 1.2 Chapter 1.2 Internal perspectives, profile of HM*.

Hochschule München. *HEP 2023, Kapitel 1.2 Chapter 1.2 Internal perspectives, students*.

HRK Resolution of the Executive Board. (2020, 6. April). *Leitlinien und Standards in der internationalen Hochschulkooperation. Hochschulrektorenkonferenz (Guidelines and standards in international university cooperation)*.

URL: <https://www.hrk.de/positionen/beschluss/detail/leitlinien-und-standards-in-der-internationalen-hochschulkooperation/>

References

Alliance of Science Organisations. (2022, 25. Februar). *Solidarität mit Partnern in der Ukraine – Konsequenzen für die Wissenschaft. Solidarity with partners in Ukraine – consequences for science and the humanities*.

URL: https://www.wissenschaftsrat.de/SharedDocs/Pressemitteilungen/DE/PM_2022/PM_Allianz_Ukraine.html

Bundesministerium für Bildung und Forschung. (o. J.). *Europäische Forschungsraum: Gemeinsam forschen – gemeinsam wachsen*.

URL: https://www.bmbf.de/bmbf/de/europa-und-die-welt/forschen-in-europa/europaeischer-forschungsraum/europaeischer-forschungsraum_node.html

COM. (2020, 30. September). Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on achieving the European Education Area by 2025.

DAAD Studierendenbefragung. (2021). Nationale Agentur für Erasmus+ Hochschulzusammenarbeit.

URL: <https://eu.daad.de/service/auswertung-und-statistik/studien-und-auswertungen-der-na-daad/anerkennung-k-ein-problem/studierendenbefragung-2021/de/82305-6-fazit/>

DAAD. (April 2021). *KiWi Kompass: Keine roten Linien. Wissenschaftskooperationen unter komplexen Rahmenbedingungen. Kriterien (No red lines. Cooperation in science and the humanities under complex conditions.), Leitfragen, Quellen. (Criteria, key questions, sources.)*

INUAS. (2019). *Mission Statement. München, Wien, Zürich*. URL:

<https://www.inuas.org/das-netzwerk/mission/>

Kuder, M. und Banks, C. (2016). *Current Trends in Strategic International Partnerships in Banks, C., Siebe-Herbig, B. and Norton, K. (eds.) Global Perspectives on Strategic International Partnerships: A Guide to Building Sustainable Academic Linkages*. DAAD/IIE.

UAS7. (2021, 19. Mai). *Positionspapier nachhaltige Mobilität. (position paper on sustained mobility)*.

URL: <https://www.uas7.org/de/positionen>

United Nations. (o. D). *Global Citizenship Education*. Abgerufen am 14. Juli 2022, von

URL: <https://www.un.org/en/academic-impact/page/global-citizenship-education>

Weinert, F. E. (2001). *Leistungsmessungen in Schulen: Measuring academic achievement in schools*. Weinheim: Beltz.

Zur Internationalisierung der Curricula. (2017, 9. Mai). HRK Hochschulrektorenkonferenz.

URL: <https://www.hrk.de/positionen/beschluss/detail/zur-internationalisierung-der-curricula/>

Publisher
Prof. Dr. Martin Leitner, President of
HM Hochschule München University
of Applied Sciences
(responsible for the purposes of
German press law)

Editing staff
Corinna Fröhling
Amelie Bauer
Dr. Sven Winterhalder

Graphics
Studio Sosa / Design
Annika Goepfrich

Address
Hochschule München
University of Applied Sciences
Lothstrasse 34
80335 Munich
Germany
hm.edu

April 2023



**Co-funded by
the European Union**

HM



Hochschule
München
University of
Applied Sciences