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INTERNACIONAL

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Contents

Executive summary

The 2023–2026 UPC Internationalisation Plan gives continuity to the four previous internationalisation plans. It is based on the diagnosis carried out in the context of the 2017–2021 Internationalisation Plan, whose guidelines are still valid today. Consequently, the current plan maintains all the relevant elements and actions of the last plan and updates them to reflect the most recent trends and the values that should be associated with internationalisation today, and the development of the activities and current situation of the UPC. This situation has been strongly marked by two disruptive elements that occurred during the previous period: the **pandemic** and the many, varied effects that it had on our society, and the **European Universities Initiative (EUI)**. Currently, **Unite!,** the University Network for Innovation, Technology and Engineering, the alliance that the UPC joined in the first EUI call and the first technology alliance that was formed, is becoming a new frame of reference for the internationalisation of the UPC. Unite! does not replace the other international activities that were already being carried out; instead, it adds to them and makes a positive contribution. It can also be a transformative element for all UPC activity. In this context, and in line with recent European Commission guidelines, the Plan reflects the goal of working to achieve internationalisation for everyone that is more inclusive, digital and sustainable.

The Plan has three objectives. The first is **to incorporate the international dimension in all the institution's activities**, in proper coordination with the strategies of the various offices of the vice-rectors to impact all the University's missions: teaching, research, knowledge transfer and social responsibility. The second is **to focus on coordination between the UPC and the schools that make up the University**, with the proposal of a series of methods and mechanisms to adapt internationalisation efforts to the specific context of each school and to improve the communication between both parties. The third is **to consolidate and update previous efforts of evaluation and guidance** to increase the coherence of the UPC internationalisation strategy.

In this way, the Plan defines the strategy for full internationalisation of the UPC in the coming years, based on five strategic challenges:
1. Internationalise the institution
2. Internationalise the people
3. Internationalise the teaching, research, technology transfer and social responsibility activity
4. Intensify strategic partnerships and external alliances
5. Develop the right tools and resources for implementing the internationalisation activities

Each area comprises a series of objectives (25 in total) and activities (80 in total) that are described in this document. The activities are composed of specific actions, collected and scheduled in an annual action plan. The function of the Plan Monitoring Committee is to track and assess the development of these actions during the Plan's period of validity. An annual action plan will update the activities that are considered and add to them, if necessary. These action plans will be approved by the Committee at the start of their implementation.

The UPC Internationalisation Plan has been drawn up by the Office of the Vice-Rector for International Policy and the UPC International Relations Bureau, with the support of the Planning, Assessment and Quality Bureau (GPAQ). The process of drawing up the Plan included a series of face-to-face workshops with the participation of members of the University's Executive Council and other relevant agents for the internationalisation of the UPC, and an extensive review of the literature on internationalisation of higher education.

At the same time as drawing up this plan, work has been done with four schools to create their own internationalisation plans, which are coordinated with the general plan. These schools are the Vallès School of Architecture (ETSAV), the Barcelona School of Civil Engineering (ETSCCPB), the Barcelona School of Nautical Studies (FNB) and the Doctoral School. The plans were drawn up through a participative process with representatives of management, teaching, research and administrative staff and students and the support of the Office of the Vice-Rector for International Policy and the Planning, Assessment and Quality Bureau of the UPC. The final objective is that all UPC schools that so wish can develop their own internationalisation plan by the end of 2024.

Mission
This plan strengthens and increases the visibility of the international nature of the UPC and its goal of **having an active presence in the world based on its local strength**.

Vision
This plan incorporates the international dimension into the UPC community and all areas of the institution, in proper coordination with the strategies of the various offices of vice-rectors **to impact all the University's missions across the board: teaching, research, knowledge transfer and social responsibility**. In addition, it focuses on coordination between the institution's strategy and that of the schools that comprise the University to make the Plan coherent, rich and sound.

Values
This plan works to achieve **internationalisation for everyone** and that contributes **to the UPC's social engagement with a digital, green transition that leaves no one behind.**

Preamble

> The 2023–2026 UPC Internationalisation Plan defines internationalisation as a cross-sectional, excellent practice that transmits certain values, goes far beyond simple mobility and has an impact on all UPC missions. Consequently, the Plan adopts the following definition of internationalisation, which was proposed by Jane Knight in 2015:
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> *"Internationalisation is the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society."*
>
> (*Internationalisation of Higher Education*, Directorate-General for Internal Policies,
> Culture and Education, European Parliament, 2015)

The UPC establishes in its statutes (Article 4, "Objectives of the University", point 4.4) that its knowledge is universal and for universal dissemination in a world without borders. The fact that the international nature of the University and its goal of an active presence in the world is laid down in the UPC's Statutes reflects the continued strategy of international promotion. This clear commitment began with the creation of the University and has adapted to the needs and circumstances of each moment, favouring collaboration with universities and other cultural and scientific institutions of the European Union and the rest of the world.

Thus, the objectives of the successive international relations plans have been adapted to each particular time and situation. The first plan (1996–2001) focused on promoting the mobility of students and teaching and research staff, while the second (2003–2006) focused on the implementation of the European Higher Education Area at our university. Both paved the way for more comprehensive internationalisation that was further incorporated in the University's degrees, research and development cooperation. This comprehensive and cohesive international policy became fully evident in the third plan (2008–2015), which focused, as shown in its title, on moving from international relations to internationalisation. The fourth plan (2017–2021) went a step further and proposed adapting the activities and efforts of internationalisation to the educational levels, to embrace the fact that bachelor's, master's and doctoral degrees do not have (or need to have) the same international orientation. The Plan also stressed the importance of internationalisation reaching all groups in the University, by introducing the concept of internationalisation at home (IAH) as a key element to ensure an international experience for everybody, regardless of whether there is physical mobility. It focused on strategic partnership through international alliances.

This is the fifth UPC Internationalisation Plan (2023–2026). It is aligned with the University's new 2023–2026 Strategic Plan and is based on an extensive diagnosis carried out in the context of the previous plan, whose guidelines are still valid today. This fifth plan maintains all relevant elements and activities and updates them to reflect the more recent trends and the values that should be associated with internationalisation today, the evolution of activities and the current situation of the UPC. This situation is strongly marked by two disruptive elements that emerged in the previous period: the COVID-19 pandemic and the foundation of European university alliances.

The Plan has three objectives. The first is to incorporate the international dimension into the UPC community and all areas of the institution, in proper coordination with the strategies of the various offices of the vice-rectors to impact all the University's missions across the board: teaching, research, knowledge transfer and social responsibility. The second is to focus on coordination between the UPC and the schools that make up the University, with the proposal of a series of methods and mechanisms to adapt internationalisation efforts to the specific context of each school and to improve the communication between both parties. The third is to consolidate and update previous diagnostic efforts and guidance to increase the coherence of the UPC internationalisation strategy.

The Plan also reflects the current situation that we are in globally: the wars and geopolitical tensions, the climate emergency, the increasing diversity in our communities, and other factors. It is vital to review the values that we associate with internationalisation so that they have the social impact that we seek. We want to work to achieve internationalisation for everyone, as we are convinced that the international dimension makes us more open, respectful, tolerant and empathetic. It makes us better as individuals and as a society and therefore everyone should be able to access it. We want to achieve more inclusive internationalisation that does not leave anyone behind. For this reason, we must work towards more digital internationalisation. This formula will lead to greener, more sustainable internationalisation.

Internationalisation, the key to higher education

Internationalisation is at the intersection of two key challenges for universities. First, for universities it is essential to meet the demand for internationally qualified staff with a capacity to work, innovate and launch ideas in a global job market. Global citizens must be trained who can understand and address the complexity of multiculturalism with an attitude of respect, openness and tolerance and with commitment and social responsibility to meet today's challenges. This international environment opens up an enormous range of opportunities to attract talent and to find and take advantage of research and knowledge transfer opportunities, in a setting of intense competition. The only way to meet these challenges is through internationalisation, which contributes, through all the University's missions, to solving society's global problems. Internationalisation is an essential factor for excellence in higher education. It is a process through which universities can increase their quality, by improving the people that make up their communities.

Research-intensive universities that are similar to the UPC have incorporated internationalisation gradually but constantly in all their activities as an essential dimension. Specialists in internationalisation in higher education have been arguing for some time that internationalisation is more than physical mobility. It must permeate all the dimensions of the institution, from campus life to the classroom experience.[1] Today, this cross-disciplinarity is becoming a reality. Internationalisation is so important for future graduates, the community and the institution that we must ensure that everybody is included. For this reason, the idea of internationalisation at home (IAH) continues to expand to new areas as a tool to ensure that all members of the campus community receive a critical, broad view of the world, regardless of whether they have enjoyed the benefits of physical mobility.

The development of physical mobility and internationalisation at home are long-term trends. However, other important elements have appeared only recently. In the process of designing this plan, attention has been paid to four new trends:

1. **New digital tools** help us to ensure that internationalisation reaches everyone. The COVID-19 pandemic forced a massive shift towards online education and helped to identify in which circumstances blended mobility could enrich students' experience. However, this was a hasty process that was not designed in advance. Consequently, we must now assess carefully what has worked and what has not. We must be capable of making the new digital tools into real instruments of inclusion and not the opposite: excluding collectives that could be left behind in a digitalisation that is too fast, too drastic and does not take into account individual needs. Therefore, the new plan describes the UPC's goal of actively adopting blended mobility as a tool to open up our classrooms to the world, with a focus on the need for preliminary analysis and design.

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[1] Knight, Jane. *Internationalisation of Higher Education*, Directorate-General for Internal Policies, Culture and Education, European Parliament, 2015.

2. In recent communications,[2] the European Commission has advocated for the development of **responsible internationalisation**, in line with other European values. Consequently, in addition to promoting the use of digital tools to support blended mobility, the Commission is fostering a process of internationalisation that is really inclusive. It is fighting against the trend to make internationalisation a privilege for a small sector of the community. The Commission is also asking universities to be creative in their approaches to ensure that internationalisation is compatible with sustainable considerations, instead of contributing to the environmental problem. These three terms (digital, inclusive, green) force us to expand our internationalisation mechanisms beyond physical mobility.

3. The introduction of the **European Universities Initiative** in 2017 opened up a new, ambitious area for inter-European cooperation. The UPC took advantage of the opportunity of existing collaborations to create Unite! with its partners. With these alliances, the Commission aims to drive a new, ambitious stage in the construction of the European Higher Education Area, and to give freedom to the institutions for them to propose new models of collaboration. Shaping the Unite! project so that it fits in with the UPC's values and identity is clearly one of the new, exciting challenges facing the institution in the next five years.

4. Finally, the **geopolitical situation** has clearly shifted in recent years towards a model of international relations that is tenser, more conflictive and less transparent, fuelled by economic competition between the main powers and military action on European soil. Although it is important to avoid being naive, the UPC wants to remain loyal to the liberating, universal promise of science. We must demonstrate that universities can be a force for international cooperation to respond to shared challenges such as the Sustainable Development Goals (SDGs). The implementation of our international strategy considers this tense global scenario and the growing need for interregional and interinstitutional cooperation.

Beyond these trends, some of which are recent and others consolidated, the design of this plan has taken into account a final methodological consideration: the internationalisation of a university can only occur when two elements are duly balanced. First, there can be no real internationalisation unless every member of teaching, research and administrative staff and individual students can undertake initiatives actively. Therefore, it is crucial to create favourable conditions so that emerging initiatives can prosper. Second, it is vital to ensure that the UPC as a whole maintains a coherent structure and projects a unified identity. To achieve this balance, it was considered necessary to complement this document, which was drawn up at the UPC level, with internationalisation plans at the level of schools. Each school should be capable of translating institutional guidelines to its area of activity and its singularity within the UPC.

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[2] *Higher education: making EU's universities ready for the future through deeper transnational cooperation,* European Commission, Strasbourg, 18 January 2022.

Internal and external references

The references used to develop the new plan are:

- The 2017–2022 UPC Internationalisation Plan ([PDF](#))
- The 2023–2026 UPC Strategic Plan ([PDF](#))
- The internal document Monitoring of the Internationalisation Plan, on evaluating and monitoring the previous plan
- The mission, competencies and map of current processes of the International Relations Bureau (GRI) ([website](#))
- The Framework of the 2023–2025 UPC Language Plan ([PDF](#)) and the action plans of the 2020–2025 UPC Language Plan ([website](#))
- The 2021 UPC Cooperation Strategy ([information](#))
- The 2030 UPC Campus Sustainability Plan ([PDF](#))
- The 2017–2020 UPC Inclusion Plan ([PDF](#))
- The 2022 UPC Alumni Strategic Plan ([PDF](#))
- The Plan to Strengthen the Catalan Language in the University and Research System of Catalonia ([PDF](#))
- The Communication Plan (under preparation)
- The press file European Strategy for Universities of the European Union, 2022 ([PDF](#))
- The European policy statement Erasmus Charter for Higher Education (ECHE) awarded to the UPC for 2021–2027 ([PDF](#))
- The Unite! mission statement of the University Network for Innovation, Technology and Engineering for 2030 ([PDF](#))
- Updated UPC data and indicators referring to internationalisation ([website](#))
- The Plan for Attracting and Retaining Scientific and Innovative Talent in Spain, by the Spanish government, published in 2022 ([PDF](#))
- Other bibliographic references included in the text

The main content of the above documents is summarised below.

The **2023–2026 UPC Strategic Plan**, approved in March 2022, was drawn up collectively by the Executive Council and the University's management team. This plan describes the strategic objectives and main areas of action of the UPC for the four-year period and is a requirement for the institutional accreditation of schools. In it, five main guidelines are defined in relation to international policy: 1. Support the definition of specific internationalisation plans for units. 2. Develop the Unite! Project within the European Union's European Universities Initiative call. 3. Consolidate the international mobility of all groups. 4. Increase the number of international master's and doctoral degree students. 5. Strengthen the network of international students who can act as ambassadors of the UPC.

The document **Monitoring of the Internationalisation Plan** presents a schematic analysis of the initial goals and results attained during the previous UPC Internationalisation Plan (2017–2021) and is dated May 2021. The document considers four factors of particular importance during the period assessed, which are the change in the rector's team in June

2021; the end of the period of the previous plan (2017–2021); the emergence of the COVID-19 pandemic in March 2020 and the clear impact that it had on most of the internationalisation activities, which had to be suspended; and the European Universities call that opened at the end of 2018. In this call, the UPC became part of the Unite! project, which was in the pilot phase from 2019 to 2022 and in the consolidation phase from 2023 to 2026, as it has recently been renewed for an additional four-year period with an option of two more years. The document is divided into five sections, which correspond to the five main challenges proposed in the previous plan. This analysis shows the good current state of internationalisation at the UPC, despite the disruptive effects of the pandemic. However, several topics that still need to be addressed are identified (mainly due to the halt caused by the pandemic), above all in the areas of governance and strategy.

The **missions of the International Relations Bureau** (GRI) are "planning, advising, organising and providing support for activities and projects in the field of international relations" and "designing, scheduling and executing associated processes according to the policies and guidelines of governing bodies and the legal framework to foster institutions' loyalty and to promote international mobility, internationalisation within the UPC, the reception of the international community and the UPC's external reach".

Notable among the **functions of the GRI** are undertaking actions and activities to promote internationalisation within the UPC; promoting the presence of the UPC in international programmes, projects and agreements; giving technical assistance on drawing up and monitoring institutional agreements; participating actively in strategies to attract international students and teachers; receiving the international community; providing legal advice on immigration; organising training periods for staff from higher education institutions; participating in meetings with international actors (institutions, university networks, companies) to promote synergies and cooperation in common projects; coordinating and implementing the UPC Internationalisation Plan; supporting governing bodies in their search for opportunities for strategic collaborations and monitoring related projects; and representing and promoting the University in forums, meetings and events.

The **Framework of the 2023–2025 UPC Language Plan**, drawn up by the Vice-Rector for Quality and Language Policy and approved by the Governing Council in February 2022, defines instrumental aspects of the institution's language policy, in accordance with the UPC Statutes. The Plan reaffirms the UPC's commitment to Catalan as its own language, with the language rights of members of the community derived from the fact that both Catalan and Spanish are official languages, and the promotion of other languages. The interdisciplinary plan defines 12 objectives to implement that involve various agents from within and outside the University. All members of the university community are represented. The objectives are grouped into four areas: use of languages, knowledge of languages, reception and interculturality, and language quality. In this framework, in July 2022 the **action plans of the 2020–2025 UPC Language Plan** were published. These define the specific actions associated with each area (a total of 110) at the operational level. In the area of reception and interculturality, the actions are designed to make cultural and language reception programmes for international students and other international groups universal, to extend the mentoring programme and intercultural activities that foster interaction between local and

international students, and to promote the development of the intercultural competency of members of the community.

The **2021 UPC Cooperation Strategy**, a roadmap promoted by the Vice-Rector for Social Responsibility and Equality, defines the institution's priorities and strategic areas in cooperation and voluntary work for the next few years. The document is the result of joint work by the UPC Centre for Development Cooperation (CCD), the Student Council, the network of those responsible for cooperation and sustainability in schools and the University's cooperation associations and groups. The working plan represents another step in the UPC's commitment to cooperation and reflects the aim of achieving more cross-sectional, integrated action that covers education, research and transfer to society. The Plan establishes three priority areas of action around which projects and activities with other agents are coordinated: STEAM training in sub-Saharan Africa with a focus on the gender perspective, technologies and actions for climate change mitigation and adaptation focused on vulnerable groups and communities, and projects on data processing and analysis and social applications in contexts of vulnerability.

The **2030 UPC Campus Sustainability Plan**, which was approved by the Governing Council in April 2022, is designed to accelerate the transformation of the University's campuses based on four subject areas (climate action, energy transition, responsible consumption and healthy campus) and three cross-disciplinary areas (environmental leadership, culture of sustainability, campus lab). The Plan involves 66 actions for 2022 and 2023 on UPC campuses in the subject and cross-disciplinary areas and has 20 commitments for 2030. The Plan, which was drawn up through a participatory process in the framework of Agenda 2030, is the responsibility of the Vice-Rector for Social Responsibility and Equality and the Vice-Rector for Architecture, Infrastructure and Regional Outreach.

The **2017–2020 UPC Inclusion Plan**, promoted by the Vice-Rector for Students and the Teaching Area, responded to the need to be an inclusive university and established the UPC inclusion strategy. The Plan defines some general, permanent institutional objectives and principles that guide the decisions and actions that are carried out in this area in a broad time horizon. It also defines some precise areas of action and objectives that should help to make specific advances that can be assessed. The Plan's principles are human dignity and respect, universal design, participation, flexibility and user orientation.

The **2023–2026 UPC Alumni Strategic Plan**, promoted by the Vice-Rector for Teaching and Students and validated by the Executive Council in 2022, serves as the reference document for the UPC Alumni Space in the next few years. The Plan is designed as a guide so that UPC Alumni can promote the networking, involvement and value of UPC graduates and thus boost their role in achieving the UPC objective of having a positive impact on the world around them. The Plan has been drawn up with the participation of over 100 former students, directors of schools, heads of clubs and chapters formed by UPC alumni, heads of the areas of the UPC, and students. The document defines the mission, vision and values of UPC Alumni and presents six strategic areas and their objectives, and the key results expected in the short and long term.

The **Plan to Strengthen the Catalan Language in the University and Research System of Catalonia**, developed by the Catalan government's Ministry of Research and Universities (DREU) and published in June 2022, establishes the language rights of students, teaching and research staff and other actors in the university and research system of Catalonia. This plan presents tools to promote Catalan in a context of internationalisation and, with this aim, proposes a general plan for language and cultural reception for universities.

The **European Commission's European Strategy for Universities**, published in 2022 as part of the European Year of Youth, presents the Commission's strategy for promoting a European vision of the future of universities. The document stresses that the basis of the recovery and resilience of Europe (and of its sustainable growth) is the research, innovation and education of young people and the learning of citizens throughout their life. The communication appeals for university policies and practices focused on the excellence, relevance and applicability of students' competencies. The four strategic objectives that the Commission aims to achieve before mid-2024 are: 1. Strengthen transnational cooperation to give research and student mobility a European dimension. 2. Empower universities so that they become beacons of the European way of life, which emphasises the European values of quality, inclusiveness and democracy. 3. Support universities in their commitment to the green and digital transitions. 4. Increase the attractiveness of European universities in the global market.

The **European policy statement Erasmus Charter for Higher Education**, awarded to the UPC for the 2021–2027 period, enables the university to participate in Erasmus+ calls and receive funds for the various actions included in the programme up to 2027. The statement describes the institution's responsibilities regarding its participation in mobility activities (with a focus on the periods before, during and after mobility), its participation in international cooperation projects and the monitoring of these activities.

The **mission statement of the Unite! alliance** defines the foundational commitments of the initiative, which is composed of 9 universities,[3] including the UPC. Unite! is committed to a joint, multilingual campus of transnational, interdisciplinary collaboration dedicated to European education of excellence that is specialised in innovation, technology and engineering and focused on current social challenges. The current version of the document, which is the result of the will and collective efforts of the various academic communities, was approved by the alliance's Governance Platform and Academic Forum in March 2022 and was signed by nine rectors. The 12 pages of this document can be divided into two main parts. The first part (pages 3–8) is a white paper and marks the alliance's guidelines and main strategies. It describes the values, mission and vision and provides a set of data that show the path taken and the milestones achieved during the first years of the initiative. The second part (pages 8–12) functions as a roadmap of the various areas of activity of the alliance in the coming period.

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[3] The nine universities are TU Darmstadt, Aalto Korkeakoulusäätiö SR, KTH Kungliga Tekniska högskolan, Universidade de Lisboa, Universitat Politècnica de Catalunya, Grenoble INP-UGA, Politecnico di Torino, TU Graz and Politechnika Wrocławska. In fact, the last two universities are not currently officially part of the alliance. Their incorporation was approved in July 2022 by the European Commission.

The **Plan for Attracting and Retaining Scientific and Innovative Talent in Spain**, which was promoted by the Ministry of Science and Innovation and approved by the Council of Ministers in June 2022 has 30 measures focused on retaining national talent and attracting the best international talent. The measures of the Plan, which will be implemented during the 2022–2023 period and are expected to mobilise around 3 billion euros, range from regulatory reforms to new competitive calls and information and communication tools. The Plan is organised into three areas: the first is aimed at creating more opportunities and better conditions for researchers who develop their scientific career in universities and public research organisations. The second is designed to eliminate barriers and create new incentives to attract international scientific talent to the Spanish public sector. The third is to encourage scientific and innovation staff from the international arena to join the private sector. The Plan is in line with important legislative developments at the national level, such as the Draft Organic Law on the University System (LOSU) and the Bill to Promote the Start-Up Ecosystem. It is part of the Ministry of Science's commitment to reinforcing the public system of research, development and innovation as an emergency plan against the residual effects of cuts in the public sector during the period of austerity after 2018.

Methodology for drawing up the Plan

The Internationalisation Plan for the previous period (2017–2021) was drawn up using a participative process with the aim of undertaking a qualitative and quantitative diagnosis of all the internationalisation areas of the UPC, in collaboration with the university community at all levels. Focus groups were defined that were adapted to each of the university groups that were identified, with a total of 27 people: 10 administrative and service staff, 9 teaching and research staff, 5 assistant directors for internationalisation in schools and 3 former vice-rectors for internationalisation. In addition, surveys were drawn up focused on the producers of internationalisation processes and the recipients of these processes. A total of 806 survey responses were received, which represented a participation rate of 11% to 100% depending on the group.

The current 2023–2026 UPC Internationalisation Plan is based on the previous process of diagnosis and assessment that concluded in May 2021. The review of this diagnosis at the start of the present plan revealed that the previous document was still valid in general terms. The decision was made to update it to reflect more recent internationalisation trends, the evolution of the activities and the current situation of the UPC. A set of processes have been carried out to undertake this update and draw up a new UPC Internationalisation Plan (2023–2026). First, two workshops were held with the UPC management team, one at the start of the update process to establish the main orientation and one at the end to complete and validate the document. Second, the literature on internationalisation in higher education was reviewed extensively to identify and integrate recent trends and innovations in the subject. Third, a series of interviews were carried out with a selection of European universities[4] to exchange good practices and deepen knowledge of key topics such as internationalisation at home, the management of services for the international community and mobility quality systems.

During the internal process of assessment in 2021, it was decided to take advantage of the opportunity to promote and draw up internationalisation plans at the level of each school. This would guarantee a balance between fostering a unit's individual initiatives and the need to project a coherent institutional identity. These internationalisation plans, which are considered 'live' documents to be updated over the years, have the following objectives:

- Transfer the UPC's general guidelines for internationalisation to the specific context of the school.
- Identify a series of activities and opportunities that are particularly promising in the context of the school that could be promoted as a priority in the short term.
- Provide a channel through which specific needs of schools could be identified and expressed and subsequently incorporated into the UPC Internationalisation Plan.
- Create the conditions to establish a tracking and monitoring mechanism among the UPC internationalisation team and the school.

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[4] Key people were interviewed from the international relations offices of some of the European universities that have the highest positions for technology courses in international rankings. These people were selected with the aim of covering a range of European territories and different models of internationalisation.

The decision was made to proceed in a gradual way: first the pilot plans of four schools would be drawn up, and then the initiative would be expanded to the rest of the schools in the future. In this first stage, to select the four schools, those that were interested were asked to submit a motivation letter giving details of their orientation and interest in a potential internationalisation plan. The four schools that were selected are the Doctoral School, the ETSAV, the ETSECCPB and the FNB. In all four cases, the preparation of internationalisation plans was carried out through a participative process with the school's management team and representatives of students and of teaching, research and administrative staff. The methodology designed during this process was the result of a set of recommendations that the rest of the schools could use when they draw up their own internationalisation plan in the future, if it is of interest to them. It is expected that most UPC schools will have their own internationalisation plan by the end of 2024.

Diagnosis of the UPC

This section gathers the results of the participative diagnostic process carried out five years ago and updates based on recent developments and the current situation of the UPC.

First, we feel it is important to reiterate that the **high degree of voluntary participation** in the development of the previous plan is a very important initial indicator of the importance of internationalisation for many members of the university community. It shows the community's commitment to the progress of the University. This commitment continues today, as was clear during the process of updating the diagnosis.

Regarding the UPC's **international reach**, the institution is considered to have a very good international image, particularly in some research areas, but in teaching its image is not visible because it is not reflected in the rankings. The UPC's international identity was perceived as poorly consolidated because the main brand is diluted into the brands of its units, which are sometimes very powerful. In addition, there is very high variability between the units in terms of the international reach and degree of internationalisation.

International reach activities organised during the previous period (visits of institutional delegates, promotion fairs) were considered to have a very positive impact, although the emergence of the pandemic meant that they had to be postponed or adapted. In addition, the rapid shift to online activities meant that the institution could take part in online fairs to promote courses in geographic areas and countries that had not initially been planned.

On the **internationalisation strategy** of the UPC, it is considered that the previous 2017–2021 Internationalisation Plan served to establish the bases for a well-defined institutional strategy that is in line with the previous plans that had started on this path. However, some strategic elements still need to be addressed, such as the lack of support staff (administrative and service staff) and funding and the excessive bureaucracy in its processes. Regarding the strategic alignment between the institution and its units, which was considered non-existent previously, the decision to draw up specific internationalisation plans for schools was considered to be very positive, starting with the four pilot plans of the Doctoral School, the ETSAV, the ETSECCPB and the FNB. It is hoped that this process will serve to establish criteria for internationalisation activities that are shared by the UPC and the schools, and that this will permeate the rest of the units.

In the **internal organisation of internationalisation** at the UPC, the management of mobility and the high level of recruitment of students were highly valued. However, the need to control the quality of international students' experiences at the level of each school was identified. Regarding the mobility of teaching, research and administrative staff, recent efforts to expand the number of destination countries and to recognise mobility in the participants' records were highly valued. However, more progress was demanded in the organisation and coordination between programmes and in structured communication to potential beneficiaries. The importance of increasing the internationalisation competencies of teaching and research staff and promoting their mobility was reiterated.

Administrative support in the international area of schools is considered to be lacking in terms of the number of people who work in this area and their ability to interact in English. It was generally agreed that the most important driving force is volunteering and individualism, especially in research. The proactive attitude that is perceived especially among people who are promoting internationalisation was highly valued.

The relationship between the UPC internationalisation management team and those responsible for internationalisation in each school was also highly valued. It is hoped that this relationship can continue to be strengthened in coming years.

In general, a moderate-to-low knowledge of the UPC's **internationalisation actions** (Office of the Vice-Rector and General Services) was found. However, there was a high level of knowledge and a very positive perception of the units' actions in relation to mobility. A considerable lack of knowledge of internationalisation actions in research, and especially in doctoral studies and cooperation, was revealed.

The reason for this lack of knowledge was mainly a limited conception of the term *internationalisation*. Generally, most of the UPC community does not know that internationalisation goes beyond physical mobility. Therefore, actions are needed to disseminate this broader conception of the term.

It was noted that a consolidated **culture of internationalisation** is lacking at the UPC. Although reception activities are organised by the General Services and by schools, there is no culture of integrating the international community into university activities outside of the classroom. Although the UPC community includes many different nationalities, these are not necessarily people on mobility programmes. There are no mechanisms to take advantage of this diversity within or outside the classrooms.

Therefore, the importance of continuing to develop reception and multicultural activities was stressed. These could be institutional or organised by student associations, with a focus on development towards specific activities of social integration and graduate employment.

On **the language culture of the UPC in the framework of internationalisation**, the life of the international community must be facilitated as much as possible and opportunities for exposure to Catalan should be increased. All international staff who visit the institution must be aware that the UPC is a Catalan university and that Catalan language forms part of its identity. The UPC is an international university and therefore needs to promote English as a working language in this dimension. Furthermore, Spanish should be considered an essential element of international reach. All initiatives in this area should be aligned with an agreement on the language policy of the UPC, the Framework of the 2023–2025 UPC Language Plan.

Efforts to improve the level of English in all groups (students and teaching, research and administrative staff) are appreciated but the level is still considered to be low. This makes it difficult to implement certain transformative activities of great significance. Efforts to review and translate websites into English (including the general UPC website and that of the International Relations Bureau) were appreciated as was the offering of programmes.

However, efforts to produce materials in English should be intensified, particularly at the level of schools.

On **general information on internationalisation at the UPC**, it was considered that the international dimension of the UPC was not reflected sufficiently in its institutional communication. It was noted that to support internationalisation, the mobility offers for students and for teaching, research and administrative staff should be unified and centralised, as should training in internationalisation and other international activities. Furthermore, the information should be made more accessible. The importance of making the international dimension visible on the UPC website and having one web profile or directory that centralises all the UPC internationalisation activities was noted. This would facilitate procedures for UPC students and staff and international users.

In addition, the personal advice on mobility that was received was highly valued, although the complexity of the bureaucratic processes was criticised. The mobility conditions (terms, agreements, recognition of credits) were generally considered to be positive.

In line with the above, it was again stressed that more efforts were needed to disseminate the UPC internationalisation efforts beyond mobility.

Regarding **participation in development cooperation projects**, many students and teaching and research staff recognise that they overlook opportunities to participate in this type of projects. The approval of the 2021 Cooperation Strategy was highly valued. The aim of this strategy is to establish joint policies that enable a further step to be taken in UPC activity in the area of development cooperation and to improve its impact. The new strategy also includes a relevant area of local voluntary work. The opportunity for mobility students to undertake voluntary activities during their time at the UPC was highly valued, as this enables them to understand the local situation in greater depth. All of this indicates that the joint activity of the CCD and the international area should be reinforced.

On **collaboration networks and international partnerships**, the UPC has worked intensively to form and maintain collaborations around the world.[5] Today, this task has been translated into an extensive, rich network of strategic international partnerships, an ecosystem of partner institutions that facilitate mobility, the development of teaching and research projects, positioning in certain places in the world, and the construction of an international reputation that is essential for the University's activity. In addition, there is a need to organise and prioritise our participation in the rest of the networks that we belong to.

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[5] University networks to which the UPC belongs: https://www.upc.edu/ca/la-upc/la-institucio/xarxes

The drivers of internationalisation

Six factors have been defined that drive internationalisation at the UPC. The objectives and actions that have been implemented are associated with these factors. Most of the drivers are the same as those in the previous plan for a good reason: they are based on the fundamental activity of the UPC academic community and reflected in its perennial value.

Competition and collaboration

Today, an appropriate strategy for internationalisation positions a university in the global network of knowledge production, a network that is within a framework of competition and collaboration. The increase in competition is highlighted by the growing attention received by rankings. The need to improve rankings forces and facilitates collaboration in a cooperative task that should not focus on each university's status building but on contributing to mutual capacity building. The UPC has a well-consolidated culture of working in a network locally, nationally and internationally. UPC research groups, in consortium or in collaboration with other institutions worldwide, are working in the framework of national and international competitive programmes in research and technology innovation projects to respond to world challenges and strengthen the European research area. A commitment to collaboration has always been a sound option that has helped to position the UPC in the local, national and international sphere and to enjoy a solid network of partners with whom to work. Therefore, competition and collaboration are two sides of the same coin that must be used to obtain the most benefits possible for everyone.

The local dimension and the global dimension

The UPC internationalisation strategy must reflect a global, shared institutional vision, focused on tackling global challenges in society and specifically the sustainable development goals. Everything that we do today must be within the framework of the SDGs. The UPC's strong position in terms of international research could become an asset that differentiates the University when these goals are addressed. The institution's internationalisation efforts must contribute in this direction.

With the focus on our current society and our relationships, the duality between what is local and what is global becomes blurred.[6] Everything that was local is now global, in as far as the relations that we have locally are already international, intercultural and diverse. Therefore, internationalisation is also a response to local problems or, put another way, an essential tool for taking advantage of local opportunities. In fact, the term *glocal* is used to define this situation. Certainly, with regard to internationalisation, "even though we should be realistic that international cooperation and exchange are not guarantees for peace and mutual understanding, they continue to be essential mechanisms for keeping

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[6] Jones, E., Coele, R., Beelen, J., de Wit, H. (eds.) (2016) *Global and Local Internationalization*. p. 183. Sense Publishers, The Netherlands. ISBN: 978-94-6300-299-8.

communication open and dialogue active" (Altbach & de Wit, 2015).[7] This ambition is even more necessary and pressing in the current context, with clear international tensions that threaten the progress made through scientific collaboration worldwide.

Today it is necessary to be a global citizen capable of understanding and contributing to the world. Global citizenship is associated with people who are more open, tolerant, empathetic and adaptable—people with the ability to contribute to society. All our graduates, and by extension the entire UPC community, must be people who can contribute globally from our position. We must emphasise that paying attention to the international dimension does not mean that we ignore the national or local dimension. In particular, we must identify and understand local strengths, highlighting the advantages of being a Catalan public university as an added value that differentiates the institution, enhancing its personality and its international attractiveness.

Mobility and cross-disciplinarity

The previous plan indicated that internationalisation was not synonymous with mobility. Consequently, the concept of comprehensive internationalisation was promoted. The experience of the pandemic gave an unexpected boost to this idea, as the UPC, like many universities in the world, made an effort to maintain a true global vision despite the halt in mobility. As physical mobility becomes possible again, we should take advantage of what we have learnt from this experience of 'forced immobility' and continue to work so that all university groups experience a truly internationalised work environment. This cultural change is a long-term process. We must continue to construct it based on previous efforts and carry on working so that the entire university community feels that it participates in internationalisation. We must give the community all the information and training they need to undertake their activities from an international perspective. This paradigm shift must penetrate all the university groups, who must give their support and commitment to this change in culture.

A geographic strategy based on activity

Maintaining an institutional presence throughout the world requires a large volume of personal and financial resources, so geographical priorities must be chosen. But today, in view of the changes that society has undergone globally in recent years, the areas of interest in countries and continents have multiplied to include both technologically and scientifically advanced areas and emerging areas. However, it must be remembered that each region or country offers different potential relationships: some countries are more interesting for teaching and others for research and transfer, while yet others need development cooperation. We must maintain a regional strategy, prioritising Europe as an area of broad interest, Latin America as an area with which the Mediterranean has natural ties, China as a country with which collaboration is already underway, and the industrialised countries, which offer many attractions (the USA, Canada, Japan, Australia, etc.). We must therefore be continually vigilant to detect new opportunities in the current geopolitical

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[7] Altbach, P. and de Wit, H. (2015) Internationalization and Global Tension: Lessons from History. *Journal of Studies in International Education*, 19(1), 4–10.

context, in emerging countries and in those that receive specific support from Spain or Europe and offer a new area for establishing relationships, without overlooking the zones from which a high number of students come (such as Southeast Asia and Africa). In short, considering the size and complexity of the global scenario, we must prioritise by activity rather than by geographic area.

Different levels and tools of internationalisation for different educational levels

Bachelor's, master's and doctoral degrees do not need the same level of internationalisation or the same tools for achieving it. We must analyse the international goal that is pursued at each level of education and be flexible in order to achieve this goal. On an international scale, the growing trend is that bachelor's degrees are aimed more at local students, master's degrees more at international students and doctoral degrees at international students in pursuit of excellence. Aspects such as internationalisation at home (IAH), the promotion of mobility, double degrees with prestigious universities, joint supervision, drawing up a catalogue of international qualifications and attracting international talent are interesting for all levels of education but require different priorities for each level. It is therefore necessary to analyse the strengths of each qualification and level of education and the objectives pursued with regard to its international dimension, to prepare differentiated strategies and to provide the right tools to implement in each case. This differentiated approach must be implemented in bilateral cooperation in general and the Unite! European University alliance, which offers specific benefits for students of bachelor's, master's and doctoral degrees.

Responsible internationalisation for everyone

We must be aware that internationalisation could work against inclusion unless certain values are prioritised. It could end up benefiting a small group of privileged people and consolidating existing inequalities. As we work to make our graduates citizens of the world, we must also ensure that they develop a good understanding of the complex inequalities in the area of internationalisation so that they can avoid contributing to them. In addition, internationalisation must cover all our groups (those who are involved in mobility and those who are not) so that the entire community can include this essential dimension in their curriculum, their future professional career and their way of understanding the world. Programmes for internationalisation at home, which is a more inclusive, accessible mobility for functional diversity, are aspects that we are working on. Finally, the internationalisation of the UPC must contribute to the objectives of the 2030 UPC Campus Sustainability Plan, to reduce and compensate for the carbon footprint of international activity.

Unite! A new frame of reference

At the end of 2017, the European Council promoted the creation of European university partnerships to improve the international competitiveness of higher education institutions and to reinforce the feeling of belonging to Europe. The idea, which came from French president Emmanuel Macron, was to facilitate the birth of a new generation of European citizens who could cooperate and work in a multicultural and multilingual environment in Europe and in the world, beyond territorial borders, sectors and academic disciplines.

The European Universities Initiative[8] had a first call for European Commission grants, as part of the Erasmus+ programme. A decision was made on the call in summer 2019, and the alliance that the UPC had joined, Unite! (https://www.unite-university.eu/), was selected. This is the first technology alliance of the 17 alliances that have been approved.

Unite!, the University Network for Innovation, Technology and Engineering, was initially formed of seven universities, which are TU Darmstadt, Aalto Korkeakoulusäätiö SR, KTH Kungliga Tekniska högskolan, Universidade de Lisboa, Universitat Politècnica de Catalunya, Grenoble INP-UGA and Politecnico di Torino, which had already worked as a network for many years in CLUSTER. In the renewed alliance, which was approved in 2022, two technology universities were added: TU Graz and Politechnika Wrocławska. Currently there are 44 alliances, composed of 340 universities of member states and universities from Iceland, Norway, Serbia and Turkey.

The European alliance Unite! emerged as a new frame of reference, a driver for change for the UPC, and an unmissable opportunity to scale up our university at the European level. Beyond an alliance, Unite! must be an element that transforms our university. Along with the rest of European universities, Unite! must change the higher education and research system at the European level. It can only do this if its members are clearly committed and all the university groups (teaching and research staff, administrative and service staff and students) are involved. For this reason, the Executive Council considers that Unite! Is a strategic element that is essential to strengthen our participation and play a leadership role. As evidence of this, in a necessary change of governance of Unite!, the UPC rector has accepted one of the two positions of vice-president to support the alliance's presidency. On the way to achieving the ambitious aim of changing the European higher education and research system, it is vital to take advantage of all the opportunities presented by an alliance of this kind. These include optimisation of resources, exchange of good practices, adoption of new pedagogical and management methods, new destinations and modes of mobility for our students and staff; in short, opportunities that should help to improve our institution while we construct Unite! and the future of Europe.

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[8] European Universities Initiative (https://education.ec.europa.eu/es/education-levels/higher-education/european-universities-initiative)

Strategic challenges

The aim of the Plan is to **define a comprehensive UPC internationalisation strategy** for the coming years, by defining strategic challenges expressed through the specific actions included in an action plan. The strategic challenges, which are the same as in the previous plan, are:

1. **Internationalise the institution**

To introduce the international dimension in the life and personality of the UPC as an institution, in its missions and in its community, so that in everyone's mind the world is the scenario for all activities. An international institution with an international community will increase the presence of the UPC in global spheres and therefore enhance its international impact as a recognised, well-established brand.

2. **Internationalise the people**

To promote international culture and skills in all groups of the UPC, whether they are people who have carried out a mobility activity or those who have not, through mobility and internationalisation at home (IAH). We need to improve the visibility and recognition of mobility. However, if we wish to be an international community, we must improve our reception of people from abroad.

3. **Internationalise the teaching, research, technology transfer and social responsibility activity**

To have an impact across all academic activities of the UPC, with a facilitating role. To act as a connector and a receiver to attract and take advantage of opportunities, analyse trends and disseminate good practices. To increase the internationalisation of teaching and technology transfer, and introduce and value development cooperation as a new type of international activity. On the understanding that research is already highly internationalised, we wish to use it as an engine for internationalising the rest of the missions.

4. **Strengthen strategic partnerships and external alliances, with a focus on Unite!**

To consolidate the European university alliance Unite! and its transformative potential at all levels of the institution, without overlooking other networks. To foster external alliances that can increase and improve the international activity of the UPC and the groups that form part of it. This search for and consolidation of strategic partnerships will be a two-way action that will allow us to make visible and position our activity, realise its potential, improve its results in the international sphere and attract talent and projects. In addition, it is an unbeatable opportunity to identify and adopt good practices at all levels of university activity.

5. **Develop the right tools and resources for implementing internationalisation activities and work towards fairer, more inclusive, more sustainable internationalisation**

Internationalisation requires specific procedures, in some cases as a need of the institution, in others as a requirement of funding bodies (for example, Erasmus Without Paper). In addition, there are more general and/or common processes in other areas of activity that

require adaptation or flexibility to respond to the requirements of international activity. It is essential to introduce mechanisms that enable everyone to access the international dimension, through aspects such as digitalisation or the promotion of more inclusive and equal mobility. Finally, the environmental footprint of internationalisation should be analysed and actions of diagnosis, awareness raising, reduction and compensation of the impact should be promoted.

Proposal for activities

The objectives and the activities described below address in detail the five strategic challenges of internationalisation at the UPC that are described in the previous section. Each one of these activities will comprise one or more specific actions to implement, which are described in a subsequent action plan.

The Plan Monitoring Committee will track and annually assess the development of these activities and actions throughout the period 2023–2026. An annual Monitoring Document will gather the results of this assessment.

1. INTERNATIONALISE THE INSTITUTION

1.1 Implement the governance system for the UPC Internationalisation Plan
A1.   Redefine and launch the Plan Monitoring Committee.
A2.   Define an effective channel for information-communication between the schools and the Plan Monitoring Committee.
A3.   Promote the use of available data visualisation platforms as tools for monitoring the activity and for monitoring the indicators of the Plan.

1.2 Support the definition of specific internationalisation plans for schools
A4.   Support and ensure the correct implementation of the four pilot internationalisation plans and establish a mechanism of assessment that is applicable in the four cases.
A5.   Apply the methodology that was used to create the four pilot plans with the rest of the schools. Prioritise their development depending on the availability of each school.
A6.   Support and ensure the correct implementation of the internationalisation plans of the other schools.

1.3 Have an impact on aspects that could improve the position in international rankings
A7.   Propose, implement and monitor policies and actions to improve the visibility and international reputation of the institution.
A8.   Disseminate actions and policies that promote the institution's research as a key element in the main international rankings.
A9.   Continue to develop and disseminate training activities of dissemination and discussion aimed at teaching, research and administrative staff to stress the value of the UPC brand and the importance of positioning in rankings.
A10. Promote and spread the use of the UPC Rankings Observatory and implement the required updates and improvements, especially in versions aimed at an international audience.

1.4 Increase the international reach of the UPC at the institutional level
A11. Draw up a guide of recommendations for designing international promotion material for schools, which considers the UPC brand and the specific characteristics of each school.
A12. Define the strategy of the University's presence at networking fairs with international reach.
A13. Introduce English into the daily life of the institution and adapt relevant communication and official documents to English.
A14. Prioritise our participation in the Unite! project, involve more actors and include the

initiative in the daily functioning of the UPC.

A15. Increase the visibility and international reach of the UPC's singular infrastructure.

A16. Strengthen the UPC's relations with the consular corps based in Catalonia to seek good relations and help detect opportunities.

A17. Take advantage of the international reach provided by institutions such as the Spanish embassies, the ministries of education, the Cervantes institutes and the Spanish Agency for International Development Cooperation (AECID), to make the UPC known in areas of strategic interest.

A18. Increase the visibility of activities associated with the UPC's social responsibility (inclusion, sustainability and development cooperation) as an element of value-based internationalisation.

2. INTERNATIONALISE THE PEOPLE

2.1 Design strategies to attract international talent (students and teaching and research staff)

A19. Design a strategy for participating in international recruitment fairs.

A20. Identify the instruments and initiatives of other administrations (AGAUR, the Ministry of Education and Vocational Training, European Union, etc.) to promote the attraction of teaching and research staff and international students.

A21. Design specific strategies for attracting international teaching and research staff.

A22. Help to increase the flexibility of the regulatory framework for the admission of international students.

2.2 Increase and focus the mobility of outgoing students, including blended mobility as a way to achieve more digital internationalisation

A23. Standardise academic and recognition criteria between schools to facilitate the international mobility of students.

A24. Reorganise international destinations strategically, in collaboration with the schools, to strengthen existing collaborations and seek new partners of interest.

A25. Increase the number of types of mobility action, with an emphasis on doctoral studies and work placements outside the UPC.

A26. Support schools in the implementation of online and/or hybrid modes.

2.3 Develop the international profile of teaching, research and administrative staff

A27. Promote, increase the visibility of and recognise the mobility stays of teaching, research and administrative staff.

2.4 Guarantee the quality of outgoing and incoming mobility

A28. Analyse the quality of mobility, by jointly designing with schools a mechanism for monitoring and assessing students' experience.

A29. Design strategies and guidelines at the UPC and school levels to promote the sustainable, inclusive nature of mobility programmes.

2.5 Improve the reception of the international community at the UPC, in accordance with the Plan to Strengthen the Catalan Language in the University and Research System and the UPC Language Plan

A30. Promote reception activities for international students.

A31. Design reception and support activities for international teaching and research staff and promote the participation of local research and teaching staff.

A32. Increase the visibility of the international community within the UPC.

A33. Identify and launch social responsibility activities in which the UPC international community can participate.

A34. Promote and facilitate knowledge and use of Catalan and Spanish in the community of international students throughout their stay.

2.6 Strengthen the internationalisation of the academic curriculum and highlight internationalisation at home

A35. Foster internationalisation at home (IAH) by analysing, improving and expanding current practices and implementing new ones.

2.7 Support the improvement of oral and written uses in English in the different areas (teaching, research, institutional and administration)

A36. Analyse and study the benchmark of other universities to identify mechanisms for supporting teaching and research staff to teach in English.

A37. Support schools in the analysis, monitoring and improvement of the level of English of teaching and research staff.

A38. Provide support for the analysis, monitoring and improvement of the level of English of administrative and service staff.

A39. Ensure that the information on the offering of bachelor's, master's and doctoral degrees that is published on the institutional website is available in various languages, in accordance with the UPC's language use criteria.

2.8 Review and clarify language policy at the level of schools

A40. Contribute to guaranteeing language security to ensure the rights of the local and international community.

2.9 Promote the development of intercultural competency in the community

A41. Have a broader offer of workshops and courses on interculturality that are suited to the needs of each group.

A42. Ensure that UPC mobility students receive training before their period abroad to work on cultural openness and gain skills to manage diversity and difference.

A43. Encourage the participation of UPC students in the intercultural training activities offered by Unite! and produce new resources together.

3. INTERNATIONALISE TEACHING, RESEARCH, TECHNOLOGY TRANSFER AND SOCIAL RESPONSIBILITY ACTIVITIES

3.1 Design for each school a strategy for internationalising the qualifications and increasing the visibility of the offering of double degrees, joint degrees and degrees that are open to international students

A44. Define the criteria for internationalisation of the qualifications in accordance with the academic, language and economic policy of the UPC.

A45. Advise schools on the identification of opportunities in the most relevant areas of internationalisation.

A46. Support schools that want to obtain an international accreditation label for their qualifications.

A47. Contribute to aligning the internationalisation strategy of lifelong learning with the state-regulated education of the UPC.

3.2 Promote teaching innovation in topics relating to internationalisation

A48. Facilitate the organisation of activities in collaboration with international institutions in the area of teaching innovation.

A49. Facilitate and promote the involvement of teaching and research staff in teaching innovation initiatives as part of Unite!

3.3 Promote the internationalisation of doctoral programmes

A50. Support the implementation of the Doctoral School's Internationalisation Plan.

A51. Simplify the organisation and joint supervision of theses in coordination with the relevant units.

3.4 Streamline and support internationalisation initiatives of research, transfer and development cooperation activities

A52. Increase the presence and participation of the UPC in international forums on topics relating to research, transfer and cooperation.

A53. Help teaching and research staff to apply in calls for competitive international funding.

A54. Improve teaching and research staff's knowledge of international activities.

A55. Develop mechanisms for identifying visiting professors.

4. INTENSIFY THE STRATEGIC PARTNERSHIPS AND EXTERNAL ALLIANCES

4.1 Consolidate the UPC's membership of strategic alliances and optimise and benefit as much as possible from participation in them

A56. Increase the visibility and promote the participation of the UPC in networks to be able to make the most of the University's presence in them.

A57. Increase and improve the UPC's participation in the initiatives of the Unite! alliance by incorporating a wider range of UPC actors in the working groups and systematising their participation, and by organising various initiatives in the daily functioning of the UPC.

A58. Use Unite! as a sandbox to explore new models of collaboration and the use/adaptation of resources.

4.2 Promote and/or consolidate strategic projects on the international reach of the UPC

A59. Define the University's participation in singular internationalisation projects that are highly visible and have benefits in the mid- to long term, such as KIC projects, projects in the framework of Action 2 of the Erasmus+ (Cooperation) programme, projects in the Unite! alliance and the Sino-Spanish Campus initiative.

A60. Analyse the general strategy of the UPC in relation to the possibility of implementing campuses abroad (objective, purpose, conditions, etc.).

A61. Strengthen/reinforce the dialogue with the Sino-Spanish Campus so that it is a pathway to access relations with China.

A62. Support the involvement of the UPC in strategic projects (Marie Curie, Erasmus Mundus, etc.) in collaboration with key members of the Unite! alliance and other networks, and support teaching staff who are involved in these initiatives.

4.3 Strengthen the network of international students who can act as ambassadors of the UPC

A63. Define the relations between the Vice-Rector for International Policy and UPC Alumni regarding the international chapters.
A64. Define a strategy of international chapters.
A65. Analyse the need for a network of international ambassadors and define their role.

5. DEVELOP THE RIGHT TOOLS AND RESOURCES FOR IMPLEMENTING INTERNATIONALISATION ACTIVITIES

5.1 Adapt the organisation of the international relations area to the new plan
A66. Analyse the UPC's internal organisation in the area of international relations to adapt it to new challenges.
A67. Continue to develop tools and mechanisms to monitor the internationalisation activity carried out in each school that serve as a channel of communication between the UPC and the schools.

5.2 Update and improve the processes and procedures associated with the UPC internationalisation area
A68. Collaborate with schools to identify management procedures that should be automated, such as the preparation of transcripts of records, the digital signature of financial agreements, the signature of dual agreements, etc.
A69. Optimise the administrative process of new double degrees and joint bachelor's and master's degrees.
A70. Adapt the system of managing the specific requirements of mobility programmes (PRISMA) to Erasmus Without Paper.
A71. Create an information system that incorporates data from the units and shows the international activity of the UPC with other institutions by subject area or geography.
A72. Ensure that the profile for administrative and service staff positions includes English skills as an essential requirement, in accordance with the UPC Language Plan.

5.3 Develop the communication strategy in the area of international relations
A73. Design and produce institutional promotional material for the international area in accordance with the objectives and targets of this plan.
A74. Draw up a communication plan for the UPC Internationalisation Plan and the school internationalisation plans.
A75. Boost the opportunities for internationalisation provided by existing apps and tools.

5.4 Ensure that UPC websites are updated and suitable from the perspective of internationalisation
A76. Identify potential improvements in the representation of the international dimension on the UPC website, based on good practices of other European universities.
A77. Analyse the usability of the international dimension of the website with the participation of the community to implement the required functional improvements.
A78. Define the criteria (accessibility, languages, etc.) required for the internationalisation of schools' websites.

5.5 Work for more inclusive, fair, sustainable internationalisation
A79. Design strategies to position the UPC internationally as a leading university in cooperation, inclusion and sustainability.
A80. Contribute to reducing the carbon footprint of international mobility at the UPC.

Vice-rectors in charge or involved and units in charge

Each group of activities has different people in charge of policy and experts in the area. These people must be coordinated to obtain the expected results. The following table shows these responsibilities in terms of objectives:

Objectives	Vice-rectors in charge	Vice-rectors involved	Units in charge
1. INTERNATIONALISE THE INSTITUTION			
1.1 Implement the governance system for the UPC Internationalisation Plan	VRPI		GRI
1.2 Support the definition of specific internationalisation plans for schools	VRPI		GPAQ / GRI / Schools
1.3 Have an impact on aspects that could improve the position in international rankings	VRQPL	VRR, VRPI	GPAQ
1.4 Increase the international reach of the UPC at the institutional level	VRPI	VRQPL	GRI
2. INTERNATIONALISE THE PEOPLE			
2.1 Design strategies to attract international talent (students and teaching and research staff)	VRPI	VRPPDI	GRI / ED
2.2 Increase and focus the mobility of outgoing students, including blended mobility as a way to achieve more digital internationalisation	VRPI		GRI / SGA
2.3 Develop the international profile of teaching, research and administrative staff	VRPI	VRPPDI / G	GRI / SPAS / SPDI
2.4 Guarantee the quality of outgoing and incoming mobility	VRPI	VRQPL	GRI / GPAQ / Schools
2.5 Improve the reception of the international community at the UPC, in accordance with the Plan to Strengthen the Catalan Language in the University and Research System and the UPC Language Plan.	VRPI	VRQPL	GRI / ED / Schools / SLT
2.6 Strengthen the internationalisation of the academic curriculum and highlight internationalisation at home (IAH)	VRPI	VRPA	ICE / GRI
2.7 Support the improvement of oral and written uses in English in the different areas (teaching, research, institutional and administration), in accordance with the provisions in the UPC Language Plan.	VRQPL	VRPI	SLT
2.8 Review and clarify the language policy at the level of schools, according to the guidelines of the UPC Language Plan.	VRQPL	VRPI	SLT
2.9 Promote the development of intercultural competency in the community, in accordance with the provisions of the UPC Language Plan.	VRQPL	VRPI	SLT / GRI
2.10 Improve the language and cultural reception of the international community, in accordance with the provisions in the UPC Language Plan.	VRQPL	VRPI	SLT / GRI

Objectives	Vice-rectors in charge	Vice-rectors involved	Units in charge
3. INTERNATIONALISE THE TEACHING, RESEARCH, TECHNOLOGY TRANSFER AND SOCIAL RESPONSIBILITY ACTIVITY			
3.1 Design for each school a strategy for internationalising the qualifications and increasing the visibility of the offering of double degrees, joint degrees and degrees that are open to international students	VRPI	VRPA, VRQPL,	GRI / Schools / SGA
3.2 Promote teaching innovation in topics relating to internationalisation	VRPU	VRPI	ICE
3.3 Promote the internationalisation of doctoral programmes	VRPI	VRR / ED / VRQPL	ED / GRI / SLT
3.4 Streamline and support internationalisation initiatives of research, transfer and cooperation activities	VRR	VRPI, VRRSI, VRTIE	ART-CTT, GIC
4. INTENSIFY THE STRATEGIC PARTNERSHIPS AND EXTERNAL ALLIANCES			
4.1 Consolidate the UPC's membership in strategic alliances and optimise and benefit as much as possible from participation in them	VRPI		GRI
4.2 Promote and/or consolidate strategic projects on the international reach of the UPC	VRPI	VRR	GRI
4.3 Strengthen the network of international students who can act as ambassadors of the UPC	VRDE	VRPI	GRI / GIC
5. DEVELOP THE RIGHT TOOLS AND RESOURCES FOR IMPLEMENTING INTERNATIONALISATION ACTIVITIES			
5.1 Adapt the organisation of the international relations area to the new plan	G	VRPI	SDO
5.2 Update and improve the processes and procedures associated with the UPC internationalisation area	VRPI	S.GENERAL / VRQPL	SDO / Legal Services
5.3 Develop the communication strategy in the area of international relations	VRPI	GR	GRI / SC
5.4 Ensure that UPC websites are updated and suitable from the perspective of internationalisation	VRPI	GR / VRQPL	Schools / SC / GRI / SLT
5.5 Work for more inclusive, fair, sustainable internationalisation	VRPI	VRRSI	GRI / GIC

Acronyms

ART-CTT: Research and Transfer Area
ED: Doctoral School
G: Office of the General Manager
GIC: Innovation and Community Bureau
GPAQ: Planning, Assessment and Quality Bureau
GR: Rector's Bureau
GRI: International Relations Bureau
ICE: Institute of Education Sciences
SC: Communication Service
SDO: Organisational Development Service
SGA: Academic Management Service
S.GENERAL: Office of the General Secretary
SLT: Language and Terminology Service
SPAS: Administrative Staff Service

SPDI: Teaching and Research Staff Service
VRDE: Office of the Vice-Rector for Teaching and Students
VRPA: Office of the Vice-Rector for Academic Policy
VRPI: Office of the Vice-Rector for International Policy
VRPPDI: Office of the Vice-Rector for Teaching and Research Staff Policy
VRPU: Office of the Vice-Rector for University Policy
VRQPL: Office of the Vice-Rector for Quality and Language Policy
VRR: Office of the Vice-Rector for Research

VRRSI: Office of the Vice-Rector for Social Responsibility and Equality

VRTIE: Office of the Vice-Rector for Transfer,

Innovation and Entrepreneurship