



Erasmus Charter for Higher Education 2014 - 2020 Erasmus Policy Statement (EPS)

I MILANO11

Reference: 29360-LA-1-2014-1-IT-E4AKA1-ECHE-1

Institution's international (EU and non-EU) strategy

NABA is a private Academy, recognized by the Italian Ministry of Education, University and Research who, since its foundation in 1980, has been aiming at challenging the rigid academic tradition by introducing new education visions and languages closed to contemporary artistic practice and the creative and artistic professions. Therefore, mobility is mainly implemented with partners under the framework of strategic alliances with European and non European Institutions of excellence sharing the same vision and same approach with the goal to develop effective synergy for the growth of students, faculties and the institution as a whole. Decisions on degree programme specific agreements are taken at Academic level (the Academy possess adequate academic knowledge on most active art and design links and similar academic profiles in their specific fields, thus giving the Academy the opportunity to utilize cooperation networks and ensure the quality of partner institutions). Institution level partners are selected to correspond to students and staff needs. Successful partnerships are based on reciprocity, balance of mobility and mutual interest. Ideally, long-term partnerships are implemented in terms of mobility as well as in teaching collaboration, covering all cycles. When a proposal for partnership is received, first exam is done by the International Office; at a second stage, the same proposal is evaluated by the NABA Dean and the Chief Academic Officer. The way of preference for evaluation is to personally meet the potential partner's representative/s if and when possible, in order to deepen the mutual knowledge and allow best evaluation; this meeting can take place at NABA Campus when the potential partner representative/s visit us and/or by pencil a visit out at the potential partner premises by NABA end. This is especially useful to get the opportunity to visit the infrastructure, e.g. laboratories, and facilities in general.

Geographical and linguistic coverage is taken into account when selecting partner institutions. NABA has not defined any geographical priorities for partnerships, mainly because of a world-wide international strategy which aims at establishing connections with highly reputed institutions in developing countries as well. However, emphasis on past collaboration was on European countries as well as on the leading art and design countries in United States. A strong European emphasis still prevails: European mobility still accounts for more than half of all NABA's outgoing student mobility and two thirds of incoming student mobility. NABA is giving the increasing attention in the developing countries like China, India and Central and South Americas by improving academic connections and building mutual collaborative frameworks.

NABA's objective is to increase the mobility of teachers as well as the mobility of students in all cycles. The target ratio of mobile students is at currently 40% compared to the cohort of the annual intake of new students in first and second cycles.

As for teaching staff mobility, it is expected to double during the programme period. The new activities in the Programme offer further potential for NABA to meet the increased student and staff mobility targets. An internationalization module was introduced in NABA's English taught Degree programmes as of 2011, in order to increase the visibility of international competence gained through studies and to encourage students to complete a mobility period abroad.

Attention is paid increasingly to the quality of the mobility. For instance, the planning of the mobility period will be more systematic when an electronic Personal Study Plan tool, including an electronic Learning Agreement and Exchange students' application form, will be kicked-off in the coming academic year.

NABA is also engaged into the design and the development of joint/double degrees with a selected number of partners: within the overall internationalization strategy, this plan would also contribute to the internationalization of the Academy by promoting academic development oriented partnerships, which would provide NABA students with wider international opportunities and perspectives.

Institution's strategy for the organisation and implementation of international (EU and non-EU) cooperation projects in teaching and training in relation to projects implemented under the Programme

With its wide range of educational formats, NABA is highly engaged in international education, addressed to both international and Italian students. Various formats are conceived to meet the needs of specific target of participants and contribute to overall academic knowledge development and specifically for international academic perspective development. Below we are glad to provide a shortlist of highlights from the international development point of view as follows:

- Erasmus+ Program: NABA has 70 Erasmus Partners covering almost all participating countries. The International Office manages the Bilateral Agreements and is responsible for the European University Charter
- Extra EU Agreements: Extra-European agreements have been signed with 20 Institutions all over the world.
- PhD Program M-Node: in collaboration with Plymouth University (UK), NABA delivers this programme with the highest international academic title, equivalent to an Italian research Doctorate.
- Summer Session: NABA Summer Programs are structured in a wide range series of courses with various themes and for various levels of attendance:
- Semester Abroad Programs: NABA has developed a set of programs in English specifically designed for International students. These programs include semester abroad courses following the structure of the US university system
- Foundation Year Program: developed in cooperation with Santa Fe University of Art and Design (USA)
- Joint/Double degree: NABA is developing some selected partnerships in order to design and deliver joint/double degree programs. Currently, main partnerships under development are with Mexican, Norwegian and Turkish partners. This is especially feasible within the Laureate International Universities, an international education network of accredited universities NABA is member of, which includes a community of over 750,000 students on more than 60 institutions in North America, Latin America, Europe and Asia. Thanks to this format, NABA can offer its students a high level academic and unique cultural experience.

Expected impact on the modernisation of NABA (for each of the 5 priorities of the Modernisation Agenda*) in terms of the policy objectives to be achieved

We believe the Programme is contributing to the modernization of NABA in a relevant way. The internationalization of NABA is one of the main goal of the policy objectives we are daily implementing. Within such a strategy, we believe it is especially meaningful that the NABA

Chief Academic Officer is at the same time Director of the International Programs and that the International Office tightly collaborate with this function in order to promote and support the internationalization process. The major tools NABA has been using to pursue of 5 shared priorities of the Modernisation Agenda are the followings:

- Further development of the combination between the peculiar NABA academic perspective and the professional perspective, mainly by involving professionals into teaching activities as well as in shaping updated learning outcomes highly related to job market evolution;
- Multidisciplinary practice - cross-disciplinary approach: NABA works across a range of cognate disciplines feeding into its programmes; this provides the students with a wide-ranging understanding of the real world and the context within which design functions.
- Non-stop monitoring of the curricula delivery and improvement of the same in terms of structures, systems and content;
- Development of an innovative, flexible and student centred learning environment; special consideration is given to project collaborations with external bodies, which are designed, managed and delivered to expose students and faculties to meaningful learning experiences;
- Cross Cultural Approach, NABA students come from both Italy and many foreign countries, a range of cultures are demonstrated, new ways of thinking are evident, lifestyles and design approaches are varied. The environment is getting more and more international, which means a rich "melting-pot" of cross-cultural interactions. The constant interaction with international education experience in other countries by academic staff also adds to the student experience and international learning.
- Faculty Development programmes, mainly through in-house delivered programmes for refreshment and academic sharing; also through participation to international activities;
- Staff Development programmes for improving knowledge of business and capabilities to collaborate at international level;
- Career Service development, both at domestic and international level

The above Erasmus Policy Statement is part of the Erasmus Charter for Higher Education (ECHE) application 2014/2020 (Application form for proposal - EAC/S06/2013, selection year 2014). The Charter sets out the fundamental principles and the minimum requirements which the higher education institution must comply when applying for and implementing activities funded by the Erasmus+ Programme.

http://eacea.ec.europa.eu/funding/2014/documents/annotated_guidelines_en.pdf

Endorsement of the Organisation

The Erasmus Policy Statement is part of the application form Call 2014 for the Erasmus Charter for Higher Education 2014-2020, signed by the legal representative on May 13th 2013.

All Programme activities will be implemented on the basis of written agreements with the relevant authorities of the partner institutions, in line with the fundamental principles of the Erasmus Charter for Higher Education (ECHE).

E

Endorsement of the application

I, the undersigned, legal representative of the applicant institution,

certify that the information contained in this application is complete and correct to the best of my knowledge. All Programme activities will be implemented on the basis of written agreements with the relevant authorities of the partner institutions;

agree to the content of the Erasmus Charter for Higher Education (ECHE) application outlined above and commit my institution to respect and observe these obligations;

agree to the publication of the Erasmus Policy Statement by the European Commission

Place: Milan

Name: Alberto Bonisoli

Date (dd/mm/yyyy): 13/05/2013

I have read and accept the Privacy statement

Original signature of the legal representative of the Institution (as identified in section A.2 above)



Original stamp or seal of the Institution

