



ERASMUS+

Administrative Forms (Part A) Project Technical Description (Part B)

Erasmus: Key action 1: Erasmus Charter for Higher Education

EACEA-03-2020 ECHE-LP-2020





ERASMUS+
PROPOSAL (PART B)

**Erasmus: Key action 1: Erasmus Charter
for Higher Education**

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COMMITMENT TO THE ERASMUS CHARTER PRINCIPLES

Declaration

I, undersigned, declare that if my institution is awarded with an Erasmus Charter for Higher Education, my institution will undertake to:

- Respect in full the principles of non-discrimination, transparency and inclusion set out in the Programme.
- Ensure equal and equitable access and opportunities to current and prospective participants from all backgrounds, paying particular attention to the inclusion of those with fewer opportunities.
- Ensure full automatic recognition of all credits (based on the European Credit Transfer and Accumulation System – ECTS) gained for learning outcomes satisfactorily achieved during a period of study/training abroad, including during blended mobility.
- Charge no fees, in the case of credit mobility, to incoming mobile students for tuition, registration, examinations or access to laboratory and library facilities.
- Ensure the quality of the mobility activities and of the cooperation projects throughout the application and implementation phases.
- Implement the priorities of the Programme:
 - By undertaking the necessary steps to implement digital mobility management in line with the technical standards of the European Student Card Initiative.
 - By promoting environmentally friendly practices in all activities related to the Programme.
 - By encouraging the participation of individuals with fewer opportunities in the Programme.
 - By promoting civic engagement and encouraging students and staff to get involved as active citizens before, during and after their participation in a mobility or project.

WHEN PARTICIPATING IN MOBILITY ACTIVITIES

Before mobility

- Ensure that selection procedures for mobility activities are fair, transparent, coherent and documented.
- Publish and regularly update the course catalogue on the website of the Institution well in advance of the mobility periods, so as to be transparent to all parties and allow mobile students to make well-informed choices about the courses they will follow.
- Publish and regularly update information on the grading system used and grade distribution tables for all study programmes. Ensure that students receive clear and transparent information on recognition and grade conversion procedures.
- Carry out mobility for the purpose of studying and teaching only within the framework of prior agreements between institutions. These agreements establish the respective

roles and responsibilities of the different parties, as well as their commitment to shared quality criteria in the selection, preparation, reception, support and integration of mobile participants.

- Ensure that outgoing mobile participants are well prepared for their activities abroad, including blended mobility, by undertaking activities to achieve the necessary level of linguistic proficiency and develop their intercultural competences.
- Ensure that student and staff mobility is based on a learning agreement for students and a mobility agreement for staff validated in advance between the sending and receiving institutions or enterprises and the mobile participants.
- Provide active support to incoming mobile participants throughout the process of finding accommodation.
- Provide assistance related to obtaining visas, when required, for incoming and outgoing mobile participants.
- Provide assistance related to obtaining insurance, when required, for incoming and outgoing mobile participants.
- Ensure that students are aware of their rights and obligations as defined in the Erasmus Student Charter.

During mobility

- Ensure equal academic treatment and the quality of services for incoming students.
- Promote measures that ensure the safety of outgoing and incoming mobile participants.
- Integrate incoming mobile participants into the wider student community and in the Institution's everyday life. Encourage them to act as ambassadors of the programme and share their mobility experience.
- Provide appropriate mentoring and support arrangements for mobile participants, including for those pursuing blended mobility.
- Provide appropriate language support to incoming mobile participants.

After mobility

- Provide incoming mobile students and their sending institutions with transcripts of records containing a full, accurate and timely record of their achievements at the end of their mobility period.
- Ensure that all ECTS credits gained for learning outcomes satisfactorily achieved during a period of study/training abroad, including during blended mobility are fully and automatically recognised as agreed in the learning agreement and confirmed by the transcript of records/traineeship certificate. They shall be transferred without delay into the student's records, shall be counted towards the student's degree without any additional work or assessment of the student and shall be traceable in the student's transcript of records and the Diploma Supplement.
- Ensure the inclusion of satisfactorily completed study and/or traineeship mobility activities in the final record of student achievements (the Diploma Supplement).
- Encourage and support mobile participants upon return to act as ambassadors of the

programme, promote the benefits of mobility and actively engage in building alumni communities.

- Ensure that staff is given recognition for their teaching and training activities undertaken during the mobility period, based on a mobility agreement and in line with the institutional strategy.

WHEN PARTICIPATING IN EUROPEAN AND INTERNATIONAL COOPERATION PROJECTS

- Ensure that cooperation activities contribute towards the fulfilment of the institutional strategy.
- Promote the opportunities offered by the cooperation projects and provide relevant support to staff and students interested in participating in these activities throughout the application and implementation phase.
- Ensure that cooperation activities lead to sustainable outcomes and that their impact benefits all partners.
- Encourage peer-learning activities and exploit the results of the projects in a way that will maximise their impact on individuals, other participating institutions and the wider academic community.

FOR THE PURPOSES OF IMPLEMENTATION AND MONITORING

- Ensure that the long-term institutional strategy and its relevance to the objectives and priorities of the Programme are described in the Erasmus Policy Statement.
- Ensure that the principles of the Charter are well communicated and are applied by staff at all levels of the Institution.
- Make use of the “ECHE guidelines” and of the “ECHE self-assessment” to ensure the full implementation of the principles of this Charter.
- Regularly promote activities supported by the Programme, along with their results.
- Display this Charter and the related Erasmus Policy Statement prominently on the Institution's website and on all other relevant channels.

On behalf of the Institution, I acknowledge that the implementation of the Charter will be monitored by the Erasmus National Agencies and that a violation of the above principles and commitments may lead to its withdrawal by the European Commission.

On behalf of the institution, I commit to publishing the Erasmus Policy Statement on the institution website.

Legal representative of the institution: Rector Trine Nielsen

Signature of the legal representative



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

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

1. ERASMUS POLICY STATEMENT (EPS)

1.1 Erasmus activities included in your EPS

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

Erasmus Key Action 1 (KA1) - Learning mobility:

The mobility of higher education students and staff

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

Partnerships for Cooperation and exchanges of practices

Partnerships for Excellence – European Universities

Partnerships for Excellence - Erasmus Mundus Joint Master Degrees

Partnerships for Innovation

Erasmus Key Action 3 (KA3):

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

1.2 Erasmus Policy statement (EPS): your strategy

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

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

(Please reflect on the objectives of your participation. Please explain how you expect the participation in Erasmus to contribute towards modernising your institution, as well as on the

goal of building a European Education Area¹ and explain the policy objectives you intend to pursue).

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

Danish School of Media and Journalism (DMJX) is a HEI and a globally oriented resource centre for the media and communication sector. We have worked with internationalization for more than 30 years, and been part of Erasmus activities from the start of the Erasmus programme. The DMJX strategy plan with the headline "Better Communication – for the benefit of society" covers communication in all forms: Journalism; Design; PR; Management Communication; hybrids between these and the implementation of processes from idea to product. We educate and do research and development with and within the media and communication industries, and bring in our strong sides including media technology and entrepreneurship in international cooperation. The rapid and profound changes induced by the technological revolution and globalization are addressed by the DMJX strategy plan with the aim is to:

- Educate talented student to - individually and in a cooperation – exercise and develop communication which create value for recipients and society
- Offer further education to secure and further develop relevant competences
- Develop new knowledge in a cooperation with relevant actors and contribute to growth, development and results for partners and the media world
- Contribute to the media world fulfilling it's essential role for the development of the society, including work for a well-functioning democracy with freedom of speech and information, and increased societal understanding of good communication
- Cooperate with national and international partners to secure education and development at an internationally professional level and with a global view

The DMJX internationalisation strategy stresses the following aims for international cooperation:

- Internationalisation is anchored in all our education programmes as a mean to strengthen the quality in the education and a cross-cultural understanding for staff and students
- Internationalisation activities secure that both students and staff have an international professional level, global view and a high mobility rate
- DMJX prioritises international cooperation about education, research, innovation to support longstanding cooperation with strategic project partners and strong networks
- DMJX aims at bonding professionally and personally with our strategic partners so DMJX appears as a dynamic, professional and serious partner

Activities follow the Bologna process and the Erasmus Charter and priorities of the EU modernization and internationalization agenda in HE, and the development agreement with the Danish State. International mobility and project cooperation are central elements. A focus is to promote incoming and outgoing mobility of both students and staff, and projects addressing the qualitative improvement of the professions DMJX educates for. The participation in the Erasmus programme activities is a high priority, and a perfect match to the DMJX internationalisation and modernisation strategy.

An active membership of selected European and international networks and associations is central to the activities of DMJX. Student and staff mobility of high quality supports our network strategy, as does the participation in different research, education and media projects, and staff being board members of international organisations. DMJX addresses the "knowledge Triangle" of Education, Research and Innovation.

DMJX promotes international mobility and cooperation as a central part of our institutional policy goal to be global and digital, and with a geographical spread of partners. We aim at developing open and interactive online/blended learning systems grounded in an international set-up. This has especially been further developed and implemented with success during the Covid-19.

Each of our nine BA courses has at least one international semester programme offered both Danish and international students as part of the ordinary curricula. This ensures the "Internationalisation at home", and inclusiveness where non-mobile students also get the chance of cultural exchange and international networks.

The nine BA courses offered at DMJX are within the following disciplines: Journalism; Photo Journalism; Corporate Communication; TV and Media Production; Media Production and Management; Interactive Design, Graphic Design, Creative Communication; Photographic Communication. DMJX is also part of national and international master courses like the Erasmus Mundus Masters in Journalism, Media and Globalisation (Mundus Journalism), and offers further education courses.

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

An aim of our education is to equip students with the ability to understand new concepts, think critically and creatively and act entrepreneurially to develop and apply new ideas. This also covers working with new patterns in communication and social media and the phenomenon of "Fake News". These competences have been identified in a Seismonaut analysis conducted among public and private industry partners and the advisory boards of the nine BA courses in 2017. Furthermore, as stated in the Erasmus Impact Study competences achieved with an international exchange is considered positive by the professions DMJX educates for.

DMJX Research and Development has launched five new centres in 2020 to implement projects with a close cooperation between teaching and research staff from DMJX and national/international HEI and industry partners, and with projects to include students to participate. The aim is to secure coherence between research, innovation, education, the industry and the society, and in a cooperation promote research and development of knowledge following the Frascati-manual. The centres are the following: Centre for Communication and Management (including entrepreneurship); Centre for Media and Innovation; Centre for Journalism and Democracy; Centre for Design and Visual Communication; Centre for Pedagogical Development and Digitization.

The centres promote both projects and mobility supported by the DMJX International Department.

Furthermore, activities with regional/national/international partners take place within the DMJX Media Maker Space; the DMJX Creative Maker Space; the DMJX Business Maker Space.

Being a rather small HE institution of 2.000 students and a fulltime staff of 170, DMJX acknowledges the importance of taking part in international cooperation and has done this during the last more than 30 years for the benefit of students, staff, the institution and international, national and regional partners. Especially the participation in different Erasmus projects has proven successful, and DMJX looks forward to continuing to contribute to the building of and to be part of a strong European Education Area within higher education and lifelong learning.

DMJX looks forward to continuing this work with a focus on Erasmus Key action 1 (KA1) Learning mobility and Erasmus Key Action 2 (KA2) – Cooperation among organisations and institutions. DMJX has experience with both Actions KA1 and KA2. DMJX has so far no experience with Erasmus Key Action 3 (KA3) and a participation in this action will depend on an invitation from a lead partner, and the project fits with the DMJX strategy and development and action plans.

Specific policy objectives DMJX intends to pursue to be part of the building of a European Education area and to contribute towards the modernisation of DMJX may be summarized in the following work within the four action areas of the renewed EU agenda for HE.

Tackling future skills mismatches and promoting excellence in skills development: All DMJX BA courses have advisory boards with public and private members to discuss the design of the courses, and to secure they fit the needs of the market, and are of high quality. Alumni are invited to take part in the process. All DMJX students are getting a high level of digital competences. Critical thinking and entrepreneurship courses involving problem solving are part of the curricula as well as compulsory internships. Course design includes use of Open Educational Resources OER. Projects in the Centre for Pedagogical Development and Digitization supports excellence in teaching and curricula development to include international partners and mobility. International staff-student mobility is a high priority to secure a diverse and excellent skills development. This also promotes language and the building of an international awareness to include European culture.

Building inclusive and connected higher education systems: The Danish educational system and DMJX strongly supports the social dimension of equal opportunities by offering high-quality student support and study programmes to foster excellent students. Students are admitted with anonymous entrance tests specific for each of the educations. Students with a BA degree may go on in the system for a masters to be followed by a PhD. A special offer for journalism and communication students is the Mundus Journalism Masters offered in an international network to include DMJX. Participation in the "European Universities" programme is expected to support the course offers at all levels.

Ensuring HEI contribute to innovation: DMJX works actively with innovative research and development projects within the five new centres and the Maker Spaces. This involves public and private partners at all levels and with a geographical spread. This also includes further development of entrepreneurship which is a course element at all nine BA courses. With the participation in the "European Universities" with a media technology specialisation DMJX expects to be part of projects promoting innovation at all levels.

Supporting effective and efficient HE systems: DMJX is accredited under the Danish quality assurance system and follows the national rules which includes the Bologna process, and a mutual recognition of diplomas. Applied science research is being actively promoted by DMJX with the work within the five centres; the Maker Spaces and the close cooperation with the media industry. Projects with teachers exchanged for internship in the industry are part of the strong alliance between DMJX and the industry. Implementation of digitized processes like the European Student card Initiative supports an efficient Erasmus administration at DMJX. This is expected to free resources for creativity, development, cooperation and dialogue with students.

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

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

The participation in Erasmus activities is a high priority for DMJX with a focus to promote incoming and outgoing mobility of both students and staff to promote competence development, and projects addressing the qualitative improvement of the professions DMJX educates for. This includes national and international markets.

DMJX would like to build on successful results achieved by implementing Erasmus activities during more than 30 years. Successful results also cover the participation in several EU-ICI-ECP projects which has laid the foundation for good partnerships with mobility and joint degree projects within both KA1 and KA2. DMJX has been European coordinator for a range of EU-ICI-ECP mobility and joint degree projects, and has continued the cooperation with HEI and industry partners from Europe and Australia, Canada, USA, New Zealand. The cooperation includes Erasmus projects where the result is twofold in terms of working with strong partner institutions supplementing our strengths. A result is the EMJMD Erasmus Mundus Masters Journalism, Media and Globalisation (Mundus Journalism). DMJX is also looking forward to participate in 'European Universities' activities with a hopeful successful EUniverSiTECH application.

Project activities cover among others "Fake News" and "Fact Checking" activities.

Participation in Erasmus Key action 1 (KA1) Learning mobility

Staff-student Mobility and cooperation with our international partners are key issues for the internationalisation of DMJX. We look forward to continuing the cooperation with partners from both programme countries and partner countries with the participation in both KA-103 and KA-107 mobility schemes, and with a geographical spread of partners.

DMJX has a professional international Department doing the administration of the mobility in a close cooperation with the Heads of Studies and Research & Development. Procedures have been implemented to secure a smooth operation for both student and staff exchanges, and fulfilling the ECHE principles and implementing the ECHE priorities of the programme. This includes implementation of central elements of the "Erasmus Without Paper" and "European Student card" initiatives.

Structured teacher mobility take place in connection with activities within the five new DMJX centres mentioned above and Maker Space activities. This includes course development projects with strategic partners, and within networks to share best practise. A priority for staff exchanges is competence lifts to include faculty doing training for associate professorship.

All mobility continues to support the implementation and further development of international semester programmes as part of the ordinary curricula for national and international students at DMJX and partner institutions, and to include further development of blended learning. The EU-ICI-ECP-Australia project WORLDREP was the first experience with double degrees at the BA level based on exchanges. DMJX plans to continue with joint projects to include double degrees. Furthermore, projects to supplement exchanges with an additional semester of internship has high priority.

Participation in Erasmus Key Action 2 (KA2) – Cooperation among organisations and institutions

1. Erasmus partnerships for excellence – European Universities

DMJX is part of a project application of the EUniverSiTECH coordinated by FUSP-CEU Spain. The project provides the pathway to the integration of technology and digital transformation at the institutional level as well as with projects with strong partner institutions. This covers promotion of cross border projects in order to strengthen the knowledge triangle between education, innovation and research to the benefit of students and staff and a European work market getting a new generation of digital Europeans being able to work from day one. With an enhanced mobility the European identity is strengthened and we expect to reach a higher level of quality, performance, attractiveness and international competitiveness as a European higher education institution to fulfil aims of the "European University" action.

The strength of the project lies in the diversity of European institutions and industry partners forming the alliance. The objective of the alliance is to unite knowledge and best practice among partner institutions and jointly explore the application of digital technology as a vehicle for enhancing learning, taking advantage of the full potential of innovative technologies in order to solve current and future ethical, social and economic challenges of the digital area. The added value is to implement this at all levels, and to share best practice from a strong alliance with the networks of partners of the alliance partners. This covers both programme and partner country partners including DMJX networks, and partners across education and public/private organisations and industry, and from local to regional to international level.

DMJX coordinates the *MediaTech Work Package* of the alliance following the aim of the DMJX strategy plan to develop "Better Communication – for the benefit of society" including tools to enhance better understanding of complex knowledge in a complex society and to deliver education relevant for operating in the 21st Century society. For the better of students, staff, institution, education/organization/industry partners, and the surrounding society. We bring in faculty who work within the Maker Spaces and the five above mentioned centres, and include PhD students, and associate partners from the public and private business. A project lead by DMJX is the Health Tech flagship project on Communicating Health issues – including Corona.

With the participation in the 'European University' scheme DMJX looks forward to be part of a consortium acting as a model of good practise to further increase the quality, international competitiveness and attractiveness of the European HE landscape, and to be a key element of the European Education Area by driving excellence. This is also the case with the participation in the EMJMD scheme with the Erasmus Mundus Masters Journalism, Media and Globalisation (Mundus Journalism) joint degree consortium.

2. The Erasmus Mundus Masters Journalism, Media and Globalisation (Mundus Journalism)

DMJX is in a cooperation with Aarhus University through a common centre a lead partner and a founding parent of the

Mundus Journalism joint degree programme offered in a cooperation with a global network of HE institutions and industry partners since 2005. It is together with the other about 200 EMJMD programmes considered an elite programme, and is still the only EMJMD within journalism. Mundus Journalism is considered an example of best practise from the EACEA, and practise from the Mundus Journalism is now implemented in several other EMJMD programmes.

The Mundus Journalism seeks to advance research on global aspects of journalism, set new standards for European education and create new job qualifications for students on the global market.

The academic excellence, range of research and global representativeness of the Mundus Journalism programme are ensured by the quality of the degree-awarding partners, and by the systematic selection of credit-awarding and associated partners. This includes a geographical spread, so the consortium is truly global. Our strength lies in the collective willingness and joint commitment to combine and develop research, teaching and industry relations to prepare graduates for contemporary and future challenges within the evolving landscape of journalism. The uniqueness is underlined in the following quote from an alumni: "I have nothing but great memories, a wealth of knowledge and an exceptional alumni network that is spread across the world. The Mundus Programme is not just a degree – it is a learning experience of a lifetime." Each cohort of students counts about 40 different nationalities who actively contributes to the learning of the class bringing in their different backgrounds. We have a track record of nearly 1000 successful alumni from 105 countries being part of the Mundus Journalism family. This is a big resource for the future work with international programmes in general, and specifically the Mundus Journalism. It also makes the network of the Mundus Journalism attractive to join. See www.mundusjournalism.com

3. Projects like Strategic Partnership projects

DMJX is lead partner for the Erasmus KA-203 Strategic Partnership "Enhancing Constructive Journalism on Social Media through Dialogue based Story-telling" (DIALOGUE). This project is based in the DMJX *Centre for Journalism and Democracy* with an associate professor leading the project in a cooperation with researchers and fellow teachers and seconded by the DMJX International Department. Furthermore, national and International HE and industry partners. DMJX was a partner of the Strategic Partnership "European Media Cloud Campus" project. Experiences from this project are used in the DIALOGUE project.

The aim is during the next years to implement similar international and KA-2 projects within each of the centres and building on the experiences of former projects.

Centre for Journalism and Democracy: Projects include the DIALOGUE project

Centre for Communication and Management: Projects include entrepreneurship and Maker Space activities

Centre for Media and Innovation: Projects include "Democracy and Publicity on Social media" and "New News – Methods, Media and societal context"

Centre for Design and Visual Communication: Projects include "Visualisation, Visual Communication and Visual storytelling

Centre for Pedagogical Innovation and Digitalization: Focus on projects within pedagogy, Didactics, Digital Learning and Digital Competences.

Participation in Erasmus Key Action 3 (KA3) – Support to policy development and cooperation

DMJX has so far no experience in Erasmus Key Action 3 (KA3) and a participation in this action will depend on an invitation from a lead partner, and the project fits with the DMJX strategy and development/action plans.

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

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

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

Participation in international project activities like the Erasmus+ Programme are crucial for the further development of DMJX as an institution both internally and to act in a national and international environment and market.

DMJX acknowledge the importance of taking part in international cooperation and has done this during more than 30 years for the benefit of students, staff, the institution and international, national and regional partners. Especially the participation in different Erasmus projects have been successful, and DMJX looks forward to continuing to contribute

to the building of and to be part of a strong European Education Area within higher education and lifelong learning.

DMJX acknowledges that learning mobility fosters knowledge, skills, competences and experience, including personal and social competences and cultural awareness, that are crucial for active participation in society and the labour market, as well as for promoting a European identity. This is an important impact of the participation in the Erasmus+ programme.

Targets	Qualitative/quantitative indicators	Timeline
Keep a high quality Student mobility	<p>A) At least 25 % of our students have been on an international exchange and/or internship during their study</p> <p>B) Successful project about combined exchange-internship</p> <p>C) Continuously development of information material for both outgoing and incoming exchange students, including Buddy systems.</p> <p>D) Evaluations from students about their exchange are above average</p> <p>E) Project to secure strong mobility partners to match DMJX</p>	ECHE period
Internationalisation at home at a high level	<p>A) Reciprocity in student exchange</p> <p>B) Ongoing development of the International Semester Programmes (ISP) in a cooperation with international partners and to include online/blended learning and inclusiveness of students. Each of the nine BA course continues to have a least one ISP for incoming and DMJX students</p> <p>C) Evaluations from incoming students and DMJX students participating in the ISPs are above average, and beneficial for the further development of the courses</p>	ECHE period
Support Vulnerable students	A) Implementation of project to identify special needs for the group of vulnerable students to adjust actions to support this group.	2021-
Successful Staff mobility	<p>A) Every year at least 15 % of the DMJX faculty staff has participated in mobility.</p> <p>B) Projects within the five DMJX centres and the Maker Spaces to accommodate staff mobility both incoming and outgoing with specific focus to have staff match for specific activities like production of papers for shared presentations and curricula development. Specific attention to raise competences for staff training for associate professorship</p> <p>C) Further development of the international semester programmes in the nine BA studies (including online/blended learning)</p> <p>D) Continuous development of information material for both outgoing and incoming staff on an exchange. This includes academic/International Department contact persons for incoming staff</p> <p>E) Project to secure strong mobility partners to match DMJX. (Follows B)</p>	ECHE period
Implementation of the Erasmus Student Card including Dashboard	<p>A) inter-institutional agreements are managed online via the Erasmus+ Dashboard</p> <p>B) Nominations and acceptances with European partners will be sent and received electronically</p> <p>C) Transcripts of records related to student mobility to be exchanged electronically</p>	2021- 2022- 2023-
International days	A) Develop and implement international days to take place at both Campus Aarhus and Campus Copenhagen. To include staff and students, and cover peer-to-peer sessions to promote mobility and share of best practise.	2021-
Strategic use of KA-103 and KA-107	<p>A) Successful applications for funding with geographical spread</p> <p>B) Project with International Department and heads of the BA courses to secure strong partnerships and identify strategic partners to support mobility and project development. Project implementation takes place within the five centres and the Maker Spaces.</p>	ECHE period

	<p>C) Continuous cooperation with the strategic partners of the EU-ICI-ECP projects for both mobility and KA2/KA3 projects. KA-107 support for partner country partners.</p> <p>D) Yearly follow-up with partners for share of best practise and future partnership activities. (In connection with the international days, and at conferences like the EAIE and NAFSA)</p>	
<p>The five DMJX Centres and the three Maker Spaces are corner stones for Erasmus projects</p>	<p>A) Each centre has at least one international project running during the ECHE period.</p> <p><i>Centre for Journalism and Democracy:</i> Projects include the DIALOGUE project</p> <p><i>Centre for Communication and Management:</i> Projects include entrepreneurship and Maker Space activities</p> <p><i>Centre for Media and Innovation:</i> Projects include “Democracy and Publicity on Social media” and “New News – Methods, Media and societal context”</p> <p><i>Centre for Design and Visual Communication:</i> Projects include “Visualisation, Visual Communication and Visual storytelling</p> <p>Centre for Pedagogical Innovation and Digitalization: Focus on projects within pedagogy, Didactics, Digital Learning and Digital Competences.</p> <p>B) Active Citizens Project to involve the community, DMJX staff and students, and regional-international partners takes place at the Maker Spaces. International days may be part of this.</p>	<p>ECHE period 2019 – 2022</p> <p>2021-</p>
<p>Successful KA-2 European Universities project participation</p>	<p>A) Implementation of the European Universities project EUniversiTECH to include long term planning for sustainability with projects beyond the Erasmus funding period. The project is well connected to the five centres and the Media Maker Space.</p>	<p>ECHE period</p>
<p>KA-2 EMJMD participation</p>	<p>A) Continuous cooperation EMJMD Mundus Journalism to include successful renewal application in 2023</p>	<p>2019 -25 2023 -</p>
<p>KA-2 strategic partnership participation</p>	<p>A) DMJX is coordinator of/participates in at least one ongoing strategic partnership or similar project after the DIALOGUE project has ended with Erasmus funding in 2022. Each project is connected to one or more of the five centres.</p>	<p>ECHE period</p>
<p>KA-3 Project participation</p>	<p>A) DMJX plans to take part in KA3 projects depending on an invitation from a lead partner, and the project fits with the DMJX strategy and development/action plans.</p>	<p>ECHE period</p>

2. IMPLEMENTATION OF THE FUNDAMENTAL PRINCIPLES

2.1 Implementation of the new principles

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

The principles of non-discrimination, transparency and inclusion of students and staff is part of the Danish educational system and employment principles for staff employment.

The principles are part of the processes when students are admitted to DMJX, and the processes with announcements and interviews for recruiting staff.

For student and staff mobility DMJX has a close cooperation with the partner universities. The sending institution selects the students and staff taking in consideration the principles, and has a close cooperation with the host institution.

DMJX and all partners ensure equal opportunities, social equity and promote and support participation of disadvantaged persons. Specific services will be provided for Erasmus stipend holders with disabilities. Staff at partner institutions and DMJX is trained in handling crisis and referring staff and students for counselling, if needed be.

For students there is a mentor system at DMJX, where fellow students meet the exchange student at arrival to Denmark, and there is an introduction to the new environment the first days of the course start. During the semester several social arrangements are organised to secure inclusion. The mentors and the student organisations are important parts of this. The education is based on a mix of theory and practise with group work being an essential part. The teachers' follow-up that the groups and group work is functioning well. Exchange students coming to DMJX participate in fixed international semester programmes with Danish students. This means they are together with the same fellow students for the whole semester. This makes integration a lot easier and manageable. Our experience is also that students are good to take care of each other.

DMJX is implementing surveys among its students about vulnerability and about the study environment. The results of the surveys will lead to action plans to support the students. In order to adapt and take new measures towards inclusion, the well-being, learning and experiences of students are evaluated each semester as part of the course evaluation. DMJX students going abroad evaluate separately to DMJX.

DMJX plans to have a yearly "Ethics Day", where ethical issues are discussed. This may also take place at international days with both students and staff to participate.

Staff on an exchange has a colleague as contact at the host university, and participate in both social and professional staff sessions at the host institution. At DMJX they will get a base in the "Media Maker Space" room, and have both a faculty contact person and a contact person from the International Department.

The funding opportunity with funding from the Erasmus programmes KA-103 and KA-107 helps a lot for both students and staff with less financial capacity. DMJX is active to apply for both KA-103 and KA-107 funding and further funding opportunities from the Nordic Council of Ministers' Nordplus programme, and private funds. DMJX is part of a pilot project with Knud Højgaards Fond, where recipients of the stipends are not allowed to have too much savings. Furthermore, we get funding from a private fund for photojournalism students with reduced income from the global south to participate in the international photo journalism semester programmes.

All Danish students are allocated State Stipends and loans.

DMJX informs of the "Erasmus Special needs" possibility: <http://moodle.dmjx.dk/course/view.php?id=101§ion=11>

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

To ensure the implementation of the European Student Card Initiative, DMJX has done the following:

Since January 2020, 100% of the Learning Agreements issued for outgoing DMJX students within the KA 103 frame have been issued as Online Learning Agreements. During the process of establishing their Online Learning Agreements, the students are encouraged to download the Erasmus+ App and use it to access their Online Learning Agreement, as well as the other services provided by the app. The same procedures plan to be implemented for K-107 mobility when applicable.

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

DMJX International Department staff have taken part in conferences to learn about the online systems and all have an account at the Erasmus+ Dashboard.

For the future DMJX will make sure that inter-institutional agreements are managed online via the Erasmus+ Dashboard by 2021, that nominations and acceptances with European partners will be sent and received electronically by 2022 the latest, and that transcripts of records related to student mobility will be exchanged electronically by 2023 the latest.

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

DMJX plans to continue to implement activities within the “UN sustainable development goals” following the footsteps of the EU-ICI-Australia mobility and course development project “Global Environmental Journalism Initiative” and the EU-ICI-NZ “Inclusive Journalism Initiative”. DMJX was European lead of both projects, and course development activities have continued to take place with support from the KA-107 and KA-103 mobility programmes.

Coursework at all nine BA courses cover assignments reflecting the “UN sustainable development goals”.

The new building at Campus Aarhus to be opened in 2020 has considered environmentally friendly solutions. This is also planned to be considered when deciding on the construction of the new building at Campus Copenhagen in the next couple of years.

DMJX staff and students are already encouraged to act environmentally friendly with travels and in the daily life to follow the “Be Part of it” issue with environmentally friendly practises.

Being a digital HEI including implementing the “Erasmus without Papers” results in less prints.

Lessons learned with the Covid-19 situation with online and blended learning activities will be used for future course development, and to replace some offline travels with virtual travels.

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

Students who have been on an exchange are used actively as contact persons for the promotion of future exchanges. They all give in a column with their experiences and evaluation of the exchange semester. The column is published on a separate website to be accessed by and give inspiration to students who would like to go on an exchange. See <http://udlandsredaktionen.mediajungle.dk> Furthermore, students contribute with fairs and international days to recruit exchange students both at the home and host institution. They organise activities themselves, and in a cooperation with the international department of the host university. This includes to take part in International days at the host institution with activities to spread knowledge of the different cultures, and to encourage fellow students to go on an exchange.

During the mobility students are part of the community interacting with other students at their host institution with activities there of both professional, cultural and social content. The international department and home students help to integrate with these activities including activities with the local Student Council. Students sign in as volunteers at the international department to do projects to help fellow students with students' lead activities. These activities include language courses where students meet and share their language with fellow students. Students are also active with the student media, where international students are invited as foreign correspondents. This covers both student radio and TV and magazines (both print and online). Students' productions are exhibited on the walls of the buildings and online. Furthermore, students are offered to be part of the activities at the regional Students Houses which conducts activities for the whole student community in the respective city. Students can sign in to be volunteers at the Student Houses, and to be members of the Erasmus Student Network to make and implement social and cultural activities.

Students also arrange and sign in to be part of activities which take place at the student dorms.

Course work also includes students work with local issues in the local community. Students learn to work with constructive elements in the local projects. An example is photo- and video journalism students doing projects with homeless people, where they live with and get to know the life of marginalised groups.

Students are active with alumni activities, and help each other in a global network. This actively takes place using social media.

DMJX is part of an Aarhus Municipality Action Tank about local democracy. Media Maker Space is base for Action Tank activities which includes activities with both students and staff from DMJX and the local community to participate.

2.2 When participating in Mobility Activities - After mobility

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

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

DMJX is part of the Danish national quality assurance system and follows the rules according to the Bologna process.

Each of the BA courses at DMJX has a semester which is dedicated to students can go on an international exchange as part of the ordinary curricula. A semester of the compulsory internship may also take place with Erasmus support.

When selected for the exchange students apply to the Study administration to get the list of courses approved before online leaning agreements are signed. There is full recognition of all learning agreement credits gained during the mobility period to exchange the DMJX semester of 30 ECTS with a study at the partner institution. All credits and grades are translated to ECTS.

Students evaluate all courses to both DMJX and their host institution, and courses are published on the It's Learning site at DMJX so future exchange students may get access and get inspiration to choose courses for their exchange.

Partner institutions issue transcripts of records and send to DMJX when the student has finished her/his semester of exchange. The transcript of records includes a translation of grades from national to the ECTS grade system. Likewise, DMJX issues transcripts of records for the participation in the international semester programmes which are fixed programmes of 30 ECTS. The grades are translated as well.

The semester mobility period is of 30 ECTS and may cover both a mobility abroad and a blended mobility. We have got a lot of experience with blended learning due to the Covid-19 situation.

For the internship period of 30 ECTS. Students get their place of internship recognised by the internship committee at DMJX. An agreement is signed between the student and the internship place as well as a mobility agreement to get the Erasmus grant for an internship in Europe.

Both merit for exchange and internships are shown on the student's final BA exam transcript of records. The transcript of records also includes the Diploma supplement.

Graduates with a DMJX BA course are accepted to go on with a master course. This includes the Erasmus Mundus Masters in Journalism where several graduates from DMJX and partner institutions participate.

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

Future staff mobility takes place mainly in connection with projects within the five centres established in 2020, and with a priority for teachers training for associate professorships.

The five centers support staff mobility with a close cooperation between teaching and research staff from DMJX and national/international HEI and industry partners. The mobility activities will be implemented in connection with specific projects in each center. Activities include joint program development (for double/joint degrees); and further development of international semester programs for "Internationalisation at home"; and Curriculum development in general to support internationalisation of the curricula of each BA course and the Mundus Journalism Masters. Both teaching and training activities involve share of best practise to support the knowledge triangle of education-Development-Research. Staff mobility supports projects and activities to be developed and implemented within KA2 together with strategic partners.

The five centers are the following: Center for Communication and Management (includes Maker Space/entrepreneurship activities); Center for Media and Innovation; Center for Journalism and Democracy; Center for Design and Visual Communication; Center for pedagogical Development and Digitalization.

Staff exchanges are promoted at meetings in the centres and at meetings in the different departments. The Head of the respective department covers staff exchange as part of the annual Employee Appraisal talk between the staff member and the head of department. This includes plans for competence development and staff exchange. The departments cover both the four departments of studies (Journalism; Visual Communication, Corporate Communication; Management), the Research and Development department and the study/international departments.

There is a close cooperation between the sending and receiving institution with staff exchange. The possibility for exchanges is announced at DMJX and partner institutions in connection with the ordinary announcement of staff and student exchanges half a year before the exchange takes place, and students and staff are selected at least three months before the exchange takes place. The head of the respective abovementioned departments and the international department decide who will be given the exchange opportunity. Outgoing Staff has a colleague at the

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

host institution as contact person. The aim is to pair staff with the same professional interest, to get the best share of best practise to hopefully result in future project cooperation. Staff signs a mobility agreement before going on the exchange, and evaluates the exchange. The evaluations are used to further improve the procedures for staff exchange.

All staff exchanges are recognised by the head of the departments, and experiences are shared at staff meetings and meetings/workshops within the centres and staff lunch meetings. Staff on an exchange are offered office space. At DMJX this will be in the Media Maker Space room.

Staff exchanges which take place in connection with international days help with the recruiting for future staff exchanges both at the host institution and at the home institution. Staff exchanges may take place before or after participation in conferences, where presentations of joint papers may take place. All presentations with staff participation from DMJX are published on the Danish UC-Viden portal.

2.3 For the Purposes of Visibility

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

The Erasmus Policy Statement is hosted on www.dmjx.dk/international. The website is a corner stone for promoting programme activities with active use of social media. And launches in a new design in September. It contains information for both incoming and outgoing students and staff. This includes the course catalogue with a description of the different international programmes, and links to information about how to apply for exchanges supported by the Erasmus programme. For outgoing staff and students material for exchanges may be accessed on the internal Teams sites.

Student productions are published on the website as well as links to DMJX student media including online, TV, Radio and magazine.

Students and staff share their mobility experiences with evaluations published on the website and at annual international days and at staff meetings and sessions/workshops.

Staff share their experiences with colleagues in the respective DMJX centres, they are connected to as well as at meetings in the departments, and lunch meetings where all staff are invited.

News like for example international days are posted on the website as well as guest lecturers coming from partners. These guest lectures are open for the community as well as part of the open society policy of DMJX. They are announced through the Maker Spaces.

Projects are promoted through their own websites and social media. There are links to the project websites from www.dmjx.dk

Internal promotion and external communication are taken care of by the DMJX Communication Department in a cooperation with the International Department.

Important places for promotion are the alumni networks which are very active on social media.

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

The international department and the respective heads of the four educational departments and Research and Development and head of the study/International departments are responsible for the charter will be well communicated and applied by staff at all levels at DMJX. With help from the communication department. The vice rector invites this group for meetings four times a year where international affairs are on the agenda, and the follow-up on Charter activities takes place. ECHE principles are implemented in the strategy and development plans supervised by the Vice Rector and the Rector.

All staff are informed about the opportunity for a staff exchange to the Erasmus partners, and the possibility to take part in Erasmus projects. This is done at staff meetings where the principles of the Charter are explained. As well as information about how to qualify and apply for an Erasmus scholarship and/or to participate in Erasmus projects. All information about procedures are published on the www.dmjx.dk/international website and on internal Teams sites. This includes the Charter principles.