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Annex to: Establishing a strategic direction document for internationalisation of first- and second-cycle education at SLU (2019–2023)

## Strategic direction document for internationalisation of first- and second-cycle education at SLU (2019–2023)

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## 1. Introduction

Internationalisation is an important basic condition for SLU’s ambition to “*have an organisation of the highest international class that contributes to the development of sustainable management and the use of biological natural resources, including safeguarding human and animal life and health*”<sup>1</sup>. In a letter to the vice-chancellors of Swedish universities and higher education institutions, Karin Röding, Director-General of the Swedish Council for Higher Education, stated that internationalisation in higher education is also a highly prioritised political issue, both nationally and within the EU (SLU ua 2018.2.6-3459).

This strategic direction document has three purposes: clarifying the importance of internationalisation for SLU courses and programmes at first- and second-cycle

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<sup>1</sup> The SLU strategy 2017–2020, p. 6.

level, establishing objectives and proposed measures for increased internationalisation of SLU education at these levels as well as clarifying division of responsibility and roles within the educational organisation. The document is based on the guidelines and objectives regarding internationalisation at first- and second-cycle level that the university already formulated in the SLU strategy 2017–2020 (SLU ua 2015.1.1.1-409) and the adjoining strategic direction document for education at first-cycle and second-cycle level 2017–2020 (SLU.ua 2016.1.1.1-3768) as well as the newly published interim report from the internationalisation investigation (Internationalisation of Swedish Higher Education and Research – a Strategic Agenda). SOU 2018:3; [SOU 2018:3; https://www.regeringen.se/490aa7/contentassets/2522e5c3f8424df4aec78d2e48507e4f/en-strategisk-agenda-for-internationalisering.pdf](https://www.regeringen.se/490aa7/contentassets/2522e5c3f8424df4aec78d2e48507e4f/en-strategisk-agenda-for-internationalisering.pdf).

The document applies from 2019 to 2023 and is directed at managers and staff at faculties, departments and administrative divisions.

## 2. Prerequisites

Research and higher education are increasingly being conducted in international contexts. In these international contexts, exchange, interaction and external influence are necessary if operations are to be relevant and of high quality. In order for higher education institutions to compete internationally for the best students, teachers and researchers, educational and research quality must be of a high international standard.

Within higher education, internationalisation primarily involves working actively to prepare students for the increasingly globalised and intercultural labour market they are being trained for. By offering exchange studies (mobility), higher education institutions can provide individual students with the possibilities to experience other cultures and study environments, etc. However, through comprehensive internationalisation and internationalisation at home, higher education institutions can take more responsibility to allow *all* students the opportunity to acquire international and intercultural experiences and perspectives.

Comprehensive internationalisation is “*a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. [...] Comprehensive internationalisation influences all of campus life as well as the institution’s external frames of reference, partnerships, and relations.*” (SOU 2018:3, p. 16 – Hudzik 2015).

Internationalisation at home can be described as conscious efforts to allow all students, including those not participating in exchange programmes, to acquire

international experience and international perspectives within the framework of their education. This primarily concerns educational design, content and organisation, but can also be promoted through an international educational environment where all students' and teachers' intercultural experiences and expertise are utilised. The agenda (p. 266 of the Swedish version) also refers to Beelen and Jones' (2015) definition of *meaningful integration of international and intercultural dimensions in formal and informal education for all students in an education environment*. It also states that the purpose is [...] *partly to provide the students with a broader world image and perspectives from other countries, and partly to prepare all students for a working and everyday life characterised by internationalisation and globalisation [...]*

For SLU operations, increased internationalisation of first-cycle and second-cycle level education involves considerable opportunities as well as challenges. It requires mindful work and resources in order for internationalisation initiatives to lead to the intended rise in quality.

### 3. Objectives and proposed measures

With this strategic direction document, the Board of Education (UN) wishes to show that internationalisation is an important issue as well set joint internationalisation objectives for 2019–2023. The general purpose of internationalisation is developing the quality of education and the expertise of graduates. With this background in mind, the general objectives for 2019–2023 are to achieve 1) increased internationalisation at home, 2) increased international mobility and 3) increased internal coordination regarding internationalisation. Below is a summary of joint objectives within these areas and a description of their contexts. Annex 1 contains a summary of all objectives and their indicators as well as proposed measures and initiatives. Also see section 4 – Implementation.

#### 3.1. Increased internationalisation at home

As stated in section 2, internationalisation at home involves carrying out activities, within the framework of ordinary education and education environments, that provide students with international experience and international perspectives and skills.

<b>Objective 3.1.1. International perspectives in education</b>
Objective 3.1.1. A. All courses and programmes will have a clear international dimension.
Objective 3.1.1. B. The use of electronic tools for joint courses/course components with foreign partner universities will increase.

Objective 3.1.1. C. Commitment to internationalisation will be stimulated through incentives and highlighting examples.
<b>Objective 3.1.2. Professional development for teaching staff</b>
Objective 3.1.2. A. Teaching staff will develop their English skills. Objective 3.1.2. B. Teachers will develop their expertise regarding intercultural communication and the international classroom.
<b>Objective 3.1.3. Professional development for students</b>
Objective 3.1.3. A. Students will develop their expertise regarding intercultural communication.
<b>Objective 3.1.4. Professional development for administrative staff</b>
Objective 3.1.4. A. Administrative staff will develop their English skills.

Internationalisation of programme and course syllabuses can involve intended learning outcomes concerning generic and subject-specific expertise, the use of international reading lists, etc., foreign language studies within the programme or course, shorter trips (study visits, field studies, placements) as well as examination formats (SOU 2018:3, p. 267 of the Swedish version). According to the Education Planning and Administration Handbook (SLU.ua.2018.1.1.1-2343; section 11.3.5), when new degree programmes are proposed, it must be specified how international perspectives will be taken into consideration in regard to content and implementation, and SOU 2018:3 states that higher education institutions may need to revise programme and course syllabuses to ensure international and intercultural perspectives (p. 178 of the Swedish version).

Using digital tools and international networks, digital, international teaching environments can be created and used for a number of exercises, e.g. intercultural communication<sup>2</sup>, critical reflection of personal and others' perspectives, language skills, work in diversified groups as well as global perspectives on subject fields and future professions (SOU 2018:3, pp. 267–268).

Since internationalisation at home involves all students and staff, it is an important factor for programme and course internationalisation. By focusing on educational design, content and organisation, the higher education institution can promote an international education environment where all students' and teachers' intercultural experiences and expertise are utilised. However, in order for internationalisation at

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<sup>2</sup>SOU 2018:3 (p. 66 of the Swedish version) uses Darla K. Deardorff's (2006) definition of intercultural competence: efficient and suitable behaviour and communication in intercultural situations, i.e. when people with different languages and cultures meet. According to the same author, intercultural competence is built from, among other things, the individual's approach (respect, openness, curiosity), knowledge (cultural self-awareness, culture-specific knowledge and understanding of other world views) as well as proficiency in understanding and processing knowledge.

home to contribute to higher educational quality, systematic – and innovative – work with introducing international perspectives as well as resources, capacity and expertise at all levels are needed among teachers, administrative staff and students.

### 3.2. Increased mobility

International mobility provides good opportunities for development of individual and institutional expertise and quality. There is a broad spectrum of opportunities for international mobility for SLU students, teachers and administrative staff. The short-term objective is, through various targeted efforts, to get more students and teachers to participate in exchanges; the long-term objective is to achieve a change in culture/approach where it is natural for all SLU students and teachers to experience some form of international mobility.

#### **Objective 3.2.1. Student mobility – outgoing students**

Objective 3.2.1. At least 20 per cent of students who graduate from SLU in 2020 will participate in an international exchange.\*

*(\*In accordance with the EU definition of studies or placement of at least 15 ECTS, three months or periods abroad leading to a foreign qualification. Constitutes an objective at EU level which can also be found in the SLU strategy 2017–2020).*

Objective 3.2.1. B. Follow-up at programme level concerning outgoing mobility within the framework for formal exchange programmes/cooperation will improve (*Erasmus+, Linnaeus-Palme, MFS, Nordplus, ELLS*).

Objective 3.2.1. C. Mobility follow-up outside formal exchange programmes will improve.

In accordance with the current SLU strategy, a university objective for 2020 is that 20 per cent of students graduating from SLU will have participated in an international exchange. This is also an objective at EU level for European higher education institutions/students.<sup>3</sup> The objective concerns the mobility used in national and international comparisons and which is defined within the EU as studies or placements of at least 15 ECTS, three months or periods abroad leading to a foreign qualification (objective 3.2.1. A). Such mobility can be carried out within the framework of the Erasmus programme and other bilateral exchange agreements. According to statistics from 2017, 10 per cent of students graduating from SLU took part in such an exchange. However, representation between degree programmes varied (annex 2, table 1). In order to meet the strategic objective, the

<sup>3</sup> For example, see Eurostudent V – a short glimpse into student mobility (only in Swedish). Swedish Council for Higher Education 2015. URL: [https://www.uhr.se/globalassets/\\_uhr.se/lika-mojligheter/eurostudent/eurostudentv\\_studentmobilitetfinal.pdf](https://www.uhr.se/globalassets/_uhr.se/lika-mojligheter/eurostudent/eurostudentv_studentmobilitetfinal.pdf)

measures in the strategy should be followed up while new measures are taken in accordance with the information below.

In addition to the mobility included in the EU definition, there are other formal exchange programmes and types of cooperation for shorter periods abroad which SLU students can utilise, e.g. Linnaeus Palme, Minor Field Studies (MFS), Nordplus and Euroleague for Lifesciences (ELLS) courses. International mobility related to these exchange programmes and types of cooperation is jointly reported for all SLU degree programmes, which means that it is difficult getting a general view of international mobility at programme level as well as following up and developing specific measures for stimulating increased utilisation of these. Instead, reporting should be done at programme level to improve follow-up (objective 3.2.1. B).

There is also international mobility outside formal exchange programmes, such as placements and study visits, where there is no follow-up at central level. This represents a limitation when describing and stimulating international mobility. This type of mobility must also be identified and clarified to create a more complete view of international mobility at SLU (objective 3.2.1. C).

#### **Objective 3.2.2. Student mobility – incoming students**

Objective 3.2.2. A. The number of foreign degree programme students will increase (*reference: the number of registered degree programme students from the autumn semester 2017*).

Objective 3.2.2. B. The number of incoming exchange student will increase, including exchange students from particular SLU partner universities.\*

*(\*Refers to partner universities popular among SLU students where measures, among other things, aim at making it possible for more SLU students to go on exchange within these reciprocal exchange programmes (connected to objective 3.1.1.). Reference: academic year 2017–2018 (annex 2, figure 1.))*

Objective 3.2.2. C. An increasing amount of foreign students at SLU are happy with their studies and study environment.

Incoming students have experience and knowledge from other contexts and cultures. Therefore, they contribute to the international study environment at SLU and are an asset in regard to internationalisation at home. In order to increase the number of foreign students, especially at second-cycle level, SLU should be known internationally (objective 3.2.2. A), attractive (objective 3.2.2. C) and open (objective 3.2.2. C) for qualified foreign students. More specifically, and connected to the objective of increasing the number of outgoing SLU students (see 3.2.1.), it may be strategically wise to take measures to attract students from particular partner universities and make it easier for them to study at SLU. This means partner universities that are attractive to SLU students and with which SLU has

reciprocal exchange agreements, but where the number of incoming students to SLU is currently low (objective 3.2.2. B).

During 2018, the Division of Communication created a plan for increased international recruitment initiatives for 2018–2019. To increase the number of foreign students studying complete degree programmes at SLU in the long-term, the working group proposes that first-cycle programmes in English should be developed. For example, SLU can learn from Uppsala University which currently (December 2018) offers four Bachelor’s programmes in English. SLU should also work to increase the number of scholarships for students outside Europe who wish to study in Sweden – both by informing the responsible ministries of the need for a strong national scholarship foundation and mobilising funds for an SLU scholarship foundation through fundraising.

**Objective 3.2.3. Teacher mobility - outgoing teachers**

Objective 3.2.3. A. More teachers will participate in exchanges within the framework of existing exchange programmes such as Erasmus and Linnaeus-Palme (*reference: academic year 2017–2018*).

Teachers (including doctoral students who teach) do not often take advantage of mobility opportunities (annex 2). In many cases, this is due to lack of time, but also lack of information and incentive. Teachers’ international experiences and contact networks are important, not least in regard to internationalisation at home and for stimulating and encouraging student interest in international mobility. Therefore, it is important to involve more teachers in international exchanges.

**Objective 3.2.4. Teacher mobility - incoming teachers**

Objective 3.2.4. A. More international teachers will visit SLU as visiting teachers or lecturers (*reference: academic year 2017–2018*).

Incoming teachers, i.e. visiting teachers or lecturers, are as important for internationalisation at home as incoming students. They can also act as ambassadors for student mobility and strengthen cooperation with strategic partner universities. It is important to attract more international teachers, including doctoral students with teaching responsibilities, to come to SLU as guest lecturers.

**Objective 3.2.5. Administrative staff mobility**

Objective 3.2.5. A. More university administration staff members will acquire international experiences through e.g. international mobility (*reference: 2017–2018*).

Integrated internationalisation requires commitment and understanding of internationalisation aspects at all levels within the university. University administrative staff should therefore be given the opportunity for and be



encouraged to international mobility. Mobility also has the potential to bring with it new, practical experiences and raise staff expertise within specific areas.

### 3.3. Increased internal internationalisation coordination

Working for a higher degree of internationalisation according to the principle for integrated internationalisation (see section 2) means that all university operations are affected and play a part. Internal coordination is important in order to achieve added value and synergy.

<b>Objective 3.3.1. Information exchange on international education issues</b>
Objective 3.3.1. A. Internal information exchange regarding international education issues will be efficient and suited to its purpose.

Establishing a forum for regular and structured contacts across organisational boundaries makes efficient and suitable information exchange within SLU possible.

## 4. Implementation

### 4.1. Division of responsibility

Work with measures vary between programmes and programme boards, and they have different conditions for increasing internationalisation. Therefore, it is primarily up to the programme boards to decide how to meet internationalisation objectives. The boards are asked to ensure that SLU as a whole will meet the objectives during the defined period. The university administration also plays an important part since suitable support and services are basic prerequisites for core operations to be able to organise high-quality courses and programmes. A list of stakeholders responsible for internationalisation at first- and second-cycle level can be found in section 5, and annex 1 also lists a number of important key stakeholders.

The programme boards and university administration are expected to check up on the project during the Board of Education's away day in April 2020. They will then report on how they contribute/will contribute to meeting the internationalisation objectives (see section 7.1).

### 4.2. Proposed measures

A number of proposals for concrete measures have been identified to support each internationalisation objective. The proposals, listed in annex 1, include initiatives connected to support operations, professional development, incentives, reports/follow-up and information. It is meant as an idea bank for the programme boards, university administration and other stakeholders in order to allow them to evaluate, assess and implement the proposed measures based on their personal needs and priorities.

## 5. SLU organisation – division of responsibility regarding internationalisation of first- and second-cycle education

<b>Organisational level</b>	<b>Party responsible:</b>	<b>Area of responsibility</b>
Strategically at university level	Pro vice-chancellor for international relations	University strategy and policy for international issues
	Board of Education	Strategy and policy for first- and second-cycle education in general, including international aspects in programme syllabuses
Faculty level	<ul style="list-style-type: none"> <li>– Programme boards</li> <li>– Programme directors of studies</li> <li>– International committee/vice dean for internationalisation (S Faculty)</li> </ul>	International aspects in course and programme syllabuses
Department level	Department directors of studies	Joint responsibility for department education
	Course coordinators and teachers	Course content and implementation
	Heads of department/department councils/management groups	Teacher working conditions, working/study environment
University administration	Division of Educational Affairs	Admission, study guidance, mobility support, qualification issues, strategic network coordination
	Division of Learning, Media and Digitalisation	Learning support, professional development for teaching staff, system support, student web
	Division of Planning	Management support, education follow-up incl. quality assurance
	Vice-Chancellor's Office	Education issues within the framework of SLU Global
	Faculty offices	Programme board and department support
	Division of Communication	Student recruitment and marketing
	Division of Facility Management	Rooms, displays, etc.

	Division of IT	IT functionality and support
SLU library		Centre for Academic Language, document templates, etc.

## 6. Special initiative for 2019

As a special initiative, the Board of Education intends to put aside funds for developing at least one Bachelor's programme taught in English, as part of the current project to double our number of students.

## 7. Follow-up

### 7.1. Follow-up of measures/initiatives

During its away day in April 2020, the Board of Education intends to follow up measures and initiatives for increased internationalisation, both those which have been carried out and those which are planned. Programme boards and the university administration are expected to report how they, based on this document, are working or intend to work in order to reach the following results:

1. achieve a higher degree of international perspectives in education;
2. make it possible for SLU students and employees to participate in international exchanges;
3. make it possible for more foreign students to study at SLU.

### 7.2. Indicator follow-up

In order to facilitate follow-up of the actual internationalisation objectives, annex 1 contains at least one indicator for each objective. Since the measures proposed to achieve the objectives (see annex 1) are largely based on changed processes and behaviours, it will most likely take time before the results are visible. Therefore, a comprehensive follow-up based on indicators will not take place until 2023.

### 7.3. SLU's quality assurance system

All programmes (through the responsible programme board) will make a situation analysis during a six-year period within the framework of SLU's quality assurance system. The analyses will be the starting point for dialogues on quality between the programme boards and the Board of Education. Since the questionnaire which the situation analyses are based on includes certain international aspects, quality assurance will also include following up programme internationalisation.

## List of annexes

Annex 1: Proposed measures for achieving increased internationalisation of first- and second-cycle education at SLU

Annex 2: Statistical annex: Strategic direction document for internationalisation of first- and second-cycle education at SLU (2019–2023)



**Board of Education**

**ANNEX 1**

SLU ID: SLU.ua.2018.1.1.1-4762

21/12/2018

## Proposed measures for achieving increased internationalisation of first- and second-cycle education at SLU 2019–2023

### Introduction

In the strategic direction document for internationalisation of first- and second-cycle education at SLU (2019–2023), the Board of Education set joint internationalisation objectives for the period 2019–2023.

Since programmes and programme boards vary in their work with measures and have different conditions for increasing internationalisation, the programme boards are primarily responsible for ensuring that the internationalisation objectives are met. Therefore, they are tasked by the Board of Education with working to ensure that SLU as a whole will meet the objectives during a given period. The university administration also plays an important part since suitable support and various types of service are a basic condition for core operations to be able to organise high-quality courses and programmes.

A number of proposals for concrete measures have been identified to support each internationalisation objective. The proposals listed in this document include initiatives connected to support operations, professional development, incentives, reports/follow-up and information. It is meant as an idea bank for the programme boards, university administration and other stakeholders in order to allow them to evaluate and assess the proposed measures based on their own needs and priorities.

The strategic direction document includes the basis and context for the internationalisation objectives below. The objectives have the same numbering in this document.

## Objective 3.1: Increased internationalisation at home

### Objective 3.1.1. International perspectives in education

<b>Objective 3.1.1. A. All courses and programmes will have a clear international dimension.</b>	
<b>Indicator:</b> The number of programme and course syllabuses that contain, from an internationalisation perspective, relevant intended learning outcomes and qualitative targets.	
<b>Proposed measures</b>	<b>Implementation</b>
<ul style="list-style-type: none"> <li>• Include a question in the quality assurance questionnaire on whether course and programme syllabuses contain relevant intended learning outcomes and qualitative targets from an internationalisation perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Division of Planning</li> </ul>
<ul style="list-style-type: none"> <li>• Introduce a routine check of international perspectives when creating new or revising course and programme syllabuses.</li> </ul>	<ul style="list-style-type: none"> <li>• Programme boards</li> <li>• Board of Education</li> </ul>
<ul style="list-style-type: none"> <li>• Offer support to programme directors of studies and course coordinators in relation to internationalisation of programme and course syllabuses.</li> </ul>	<ul style="list-style-type: none"> <li>• Division of Learning, Media and Digitalisation</li> </ul>
<ul style="list-style-type: none"> <li>• Stimulate teachers' international networking.</li> </ul>	<ul style="list-style-type: none"> <li>• Heads of department</li> <li>• Heads of subject</li> </ul>
<b>Indicator:</b> Student experiences – the number of course evaluations that receive an average grade of 4 or higher in relation to international perspectives.	
<b>Proposed measures</b>	<b>Implementation</b>
<ul style="list-style-type: none"> <li>• Offer support to course coordinators in regard to communication/clarification of international course content.</li> </ul>	<ul style="list-style-type: none"> <li>• Division of Learning, Media and Digitalisation</li> </ul>
<ul style="list-style-type: none"> <li>• Actively and systematically engage incoming visiting research fellows in teaching, e.g. through open department seminars scheduled during a course.</li> </ul>	<ul style="list-style-type: none"> <li>• Course coordinators and/or examiners</li> <li>• Department directors of studies</li> <li>• Heads of department</li> </ul>
<b>Objective 3.1.1. B. The use of electronic tools for joint courses/course components with foreign partner universities will increase.</b>	
<b>Indicator:</b> The number of courses with elements of virtual mobility or distance learning components together with foreign universities.	
<b>Proposed measures</b>	<b>Implementation</b>

<ul style="list-style-type: none"> <li>Set aside development funds connected to ongoing Active Learning Classrooms (ALC) initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Board of Education</li> <li>Division of Learning, Media and Digitalisation</li> </ul>
<ul style="list-style-type: none"> <li>Utilise moocs from partner universities (e.g. WUR) in teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Course coordinators and/or examiners</li> </ul>
<b>Objective 3.1.1. C. Commitment to internationalisation will be stimulated through incentives and availability of good examples.</b>	
<b>Indicator:</b> The number of granted projects which focus on internationalisation within the framework of SLU's educational organisation.	
<b>Proposed measures</b>	<b>Implementation</b>
<ul style="list-style-type: none"> <li>Set aside development funds for internationalisation projects which faculty programme directors and course coordinators and/or examiners can apply for in competition.</li> </ul>	<ul style="list-style-type: none"> <li>Board of Education</li> </ul>

### Objective 3.1.2. Professional development for teaching staff

<b>Objective 3.1.2. A. Teaching staff will develop their English skills.</b>	
<b>Indicator:</b> The number of teachers who have taken English courses for teaching staff.	
<b>Proposed measures</b>	<b>Implementation</b>
<ul style="list-style-type: none"> <li>Provide further information and clarify web information concerning English courses at SLU's partner universities.</li> </ul>	<ul style="list-style-type: none"> <li>Division of Educational Affairs</li> </ul>
<b>Objective 3.1.2. B. Teachers will develop their expertise regarding intercultural communication and the international classroom.</b>	
<b>Indicator:</b> A course in intercultural communication and the international classroom is offered regularly.	
<b>Proposed measures</b>	<b>Implementation</b>
<ul style="list-style-type: none"> <li>Develop and offer a course that focuses on intercultural communication and the international classroom – how to utilise foreign student and teacher experience and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Library</li> <li>Division of Learning, Media and Digitalisation</li> </ul>
<ul style="list-style-type: none"> <li>Dedicate the 2019 education conference to intercultural communication and other internationalisation aspects.</li> </ul>	<ul style="list-style-type: none"> <li>Division of Learning, Media and Digitalisation</li> </ul>

### Objective 3.1.3. Professional development for students

<b>Objective 3.1.3. A. Students will develop their expertise regarding intercultural communication.</b>	
<b>Indicator:</b> The number of developed modules and how many courses and programmes that use them.	
<b>Proposed measures</b>	<b>Implementation</b>
<ul style="list-style-type: none"> <li>Develop and introduce a module package that focuses on intercultural communication and can be used in teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Division of Learning, Media and Digitalisation</li> <li>Library</li> </ul>
<b>Indicator:</b> The number of students taking part in language support operations.	
<b>Proposed measures</b>	<b>Implementation</b>
<ul style="list-style-type: none"> <li>Offer Swedish courses to incoming students, if possible in cooperation with LU, UU, UmU or study associations.</li> </ul>	Library
<ul style="list-style-type: none"> <li>Introduce a language café at all campuses, possibly run by students.</li> </ul>	<ul style="list-style-type: none"> <li>The Library in collaboration with Sluss</li> </ul>

### Objective 3.1.4. Professional development for administrative staff

<b>Objective 3.1.4. A. Administrative staff will develop their English skills.</b>	
<b>Indicator:</b> The number of university administrative staff who have taken English courses.	
<b>Proposed measures</b>	<b>Implementation</b>
<ul style="list-style-type: none"> <li>Encourage administrative staff to utilise the possibility of taking language courses at SLU's partner universities.</li> </ul>	<ul style="list-style-type: none"> <li>Heads of division and heads of unit</li> </ul>

## Objective 3.2: Increased mobility

### Objective 3.2.1. Student mobility – outgoing students

<b>1.1 Objective 3.2.1. A. At least 20 per cent of students who graduate from SLU in 2020 will have participated in an international exchange.*</b>	
<b>1.2</b> <i>*In accordance with the EU definition of studies or placement of at least 15 ECTS, three months or periods abroad leading to a foreign qualification.</i>	
<b>Indicator:</b> a) the number of graduates who have experienced international mobility in accordance with the EU definition and b) more even distribution of mobility between programmes.	
<b>Proposed measures</b>	<b>Implementation</b>



<ul style="list-style-type: none"> <li>• Step up information initiatives by having course and programme coordinators invite the Division of Educational Affairs both early on in the course or programme process (introductory courses) and later, when it is time for students to plan and prepare for studies abroad.</li> </ul>	<ul style="list-style-type: none"> <li>• Course and programme coordinators</li> <li>• Division of Educational Affairs</li> </ul>
<ul style="list-style-type: none"> <li>• Follow up previous objectives on the existence and availability of mobility windows in all programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Programme directors of studies</li> <li>• Programme boards</li> <li>• Board of Education</li> </ul>
<ul style="list-style-type: none"> <li>• Develop programme-specific measures to support and stimulate international mobility in programmes with low mobility.</li> </ul>	<ul style="list-style-type: none"> <li>• Division of Educational Affairs</li> <li>• Programme directors of studies</li> </ul>
<ul style="list-style-type: none"> <li>• Review organisation and procedures with the aim of ensuring, as much as possible, that courses within the framework of international mobility can be transferred.</li> </ul>	<ul style="list-style-type: none"> <li>• Programme directors of studies</li> <li>• Division of Educational Affairs</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure that entry requirements that prevent or limit exchange are removed when possible (e.g. when developing or reviewing course syllabuses).</li> </ul>	<ul style="list-style-type: none"> <li>• Course coordinators</li> <li>• Programme boards</li> <li>• Division of Educational Affairs</li> </ul>
<ul style="list-style-type: none"> <li>• Propose complete course routes at partner universities.</li> </ul>	<ul style="list-style-type: none"> <li>• Division of Educational Affairs</li> <li>• Heads of subject, course coordinators and department directors of studies together with programme directors of studies.</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrating good examples, e.g. using the map function in Moveon to make reports from outgoing students available.</li> </ul>	<ul style="list-style-type: none"> <li>• Division of Educational Affairs</li> </ul>
<ul style="list-style-type: none"> <li>• Provide information on and encourage international placements.</li> </ul>	<ul style="list-style-type: none"> <li>• Programme directors of studies</li> <li>• Course coordinators</li> <li>• The Division of Educational Affairs can provide support.</li> </ul>
<ul style="list-style-type: none"> <li>• Help students create an international qualifications portfolio/international certificate.</li> </ul>	<ul style="list-style-type: none"> <li>• Division of Educational Affairs</li> </ul>
<p><b>Objective 3.2.1. B. Follow-up at programme level concerning outgoing mobility within the framework for formal exchange programmes/cooperation* will be improved.</b></p> <p>*Erasmus+, Linnaeus-Palme, MFS, Nordplus, ELLS</p>	
<p><b>Indicator:</b> Procedures in place for documentation, follow-up and reporting on site.</p>	
<p><b>Proposed measures</b></p>	<p><b>Implementation</b></p>
<ul style="list-style-type: none"> <li>• Develop follow-up and reporting procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Division of Educational Affairs</li> </ul>
<p><b>Objective 3.2.1. C. Mobility follow-up outside formal exchange programmes will improve.</b></p>	
<p><b>Indicator:</b> Charting methods and procedures for recurring follow-up have been developed.</p>	

Proposed measures	Implementation
<ul style="list-style-type: none"> <li>Identify programmes containing clinical training, placements, international study visits, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Division of Educational Affairs with the support of programme directors of studies, faculty programme directors, etc.</li> </ul>
<ul style="list-style-type: none"> <li>Develop a documentation database or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>Division of Educational Affairs</li> </ul>
<ul style="list-style-type: none"> <li>Develop follow-up and reporting procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Division of Educational Affairs</li> </ul>

### Objective 3.2.2. Student mobility – incoming students

Objective 3.2.2. A. The number of foreign degree programme students will increase*.	
*Reference: The number of registered degree programme students from the autumn semester 2017.	
<b>Indicator:</b> By 2023, foreign programme students at second-cycle level will have increased by 50 per cent compared to the academic year 2017–2018 (annex 2, diagram 2).	
Proposed measures	Implementation
<ul style="list-style-type: none"> <li>Carry out increased international recruitment initiatives in accordance with the developed plan.</li> </ul>	<ul style="list-style-type: none"> <li>The Division of Communication in dialogue with those responsible for education and internationalisation as well as support functions at the Division of Educational Affairs, Division of Planning and faculty offices.</li> </ul>
<ul style="list-style-type: none"> <li>Provide outgoing teachers with SLU information packages on SLU programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Division of Communication in cooperation with programme directors of studies</li> </ul>
<ul style="list-style-type: none"> <li>Engage foreign alumni in recruitment work.</li> </ul>	<ul style="list-style-type: none"> <li>Division of Educational Affairs in cooperation with the Division of Communication</li> </ul>
<ul style="list-style-type: none"> <li>Make foreign student accounts of studying abroad available, e.g. by publishing student reports through the map function in Moveon and through projects such as “Study sustainably”.</li> </ul>	<ul style="list-style-type: none"> <li>Division of Educational Affairs</li> <li>Division of Communication</li> <li>Programme boards</li> </ul>
<ul style="list-style-type: none"> <li>Review and possibly simplify procedures for starting summer courses taught in English.</li> </ul>	<ul style="list-style-type: none"> <li>Programme boards</li> </ul>
<ul style="list-style-type: none"> <li>Set aside funds for developing degree programmes in English at first-cycle level.</li> </ul>	<ul style="list-style-type: none"> <li>Board of Education</li> </ul>
Objective 3.2.2. B. The number of incoming exchange students will increase, including exchange students from selected SLU partner universities.*	

<p>*Refers to partner universities popular among SLU students where measures, among other things, aim at making it possible for more SLU students to take part in these reciprocal exchange programmes (connected to objective 3.1.1.). Reference: academic year 2017–2018 (annex 2, figure 1.)</p>	
<p><b>Indicator:</b> The number of incoming exchange students from selected partner universities has increased compared to the academic year 2017–2018.</p>	
Proposed measures	Implementation
<ul style="list-style-type: none"> <li>Encourage <u>all</u> programmes to consider having one or more semesters with courses taught in English.</li> </ul>	<ul style="list-style-type: none"> <li>Programme boards</li> </ul>
<ul style="list-style-type: none"> <li>Increased selection of first-cycle courses taught in English, primarily during the spring semester.</li> </ul>	<ul style="list-style-type: none"> <li>Course coordinators</li> <li>Programme directors of studies</li> <li>Programme boards</li> </ul>
<ul style="list-style-type: none"> <li>Make more programme courses available as freestanding courses.</li> </ul>	<ul style="list-style-type: none"> <li>Programme boards</li> </ul>
<ul style="list-style-type: none"> <li>Review the admission process, especially regarding the equivalence assessment of specific entry requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Division of Educational Affairs in cooperation with programme directors of studies</li> </ul>
<ul style="list-style-type: none"> <li>Offer support to course coordinators and/or examiners in formulating admission requirements which are not unjustifiably limited and lead to unwanted exclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Division of Educational Affairs</li> </ul>
<ul style="list-style-type: none"> <li>Use outgoing students as SLU ambassadors.</li> </ul>	<ul style="list-style-type: none"> <li>Division of Educational Affairs</li> <li>Division of Communication</li> </ul>
<ul style="list-style-type: none"> <li>Present adequate and updated information on courses taught in English on the SLU web.</li> </ul>	<ul style="list-style-type: none"> <li>Division of Educational Affairs and programme boards in cooperation (e.g. through annual follow-up)</li> </ul>
<p><b>Objective 3.2.2. C. An increasing amount of foreign students at SLU are happy with their studies and study environment.</b></p>	
<p><b>Indicator:</b> SLU's ranking in the next International Student Barometer is as good or better than the 2016 ranking (annex 2, table 3).</p>	
Proposed measures	Implementation
<ul style="list-style-type: none"> <li>Based on the 2018 student welfare survey results, identify improvement measures that meet highlighted needs.</li> </ul>	<ul style="list-style-type: none"> <li>Programme boards</li> </ul>
<ul style="list-style-type: none"> <li>Further develop student services for foreign students (cultural aspects, career support) further.</li> </ul>	<ul style="list-style-type: none"> <li>Division of Educational Affairs</li> </ul>
<ul style="list-style-type: none"> <li>Clarify and make the function Master's coordinator and the support offered.</li> </ul>	<ul style="list-style-type: none"> <li>Division of Educational Affairs</li> </ul>

<ul style="list-style-type: none"> <li>Cooperate with Sluss and individual students' unions to include more foreign students in union operations and social activities.</li> </ul>	<ul style="list-style-type: none"> <li>Division of Educational Affairs</li> </ul>
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### Objective 3.2.3. Teacher mobility – outgoing teachers

<p><b>Objective 3.2.3. A. More teachers will participate in exchanges within the framework of existing exchange programmes such as Erasmus and Linnaeus-Palme*.</b></p> <p>*Reference: academic year 2017–2018.</p>	
<p><b>Indicator:</b> The number of teachers (including doctoral students) who are mobile within the framework of a formal exchange programme every academic year.</p>	
Proposed measures	Implementation
<ul style="list-style-type: none"> <li>Increase information initiatives regarding the possibilities for international mobility (especially short exchanges) and demonstrate good examples (e.g. use the map function in Moveon to make reports from incoming and outgoing teachers available).</li> </ul>	<ul style="list-style-type: none"> <li>Division of Educational Affairs</li> </ul>
<ul style="list-style-type: none"> <li>Broaden the existing course “Teaching portfolio” to include international qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>Division of Learning, Media and Digitalisation</li> </ul>
<ul style="list-style-type: none"> <li>Encourage teaching staff to view international mobility as professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Heads of department or equivalent with staff responsibility</li> </ul>

### Objective 3.2.4. Teacher mobility - incoming teachers

<p><b>Objective 3.2.4. A. More international teachers will visit SLU as visiting teachers or lecturers.</b></p> <p>*Reference: academic year 2017–2018.</p>	
<p><b>Indicator:</b> The number of incoming teachers who, every academic year, come to SLU within the framework of formal mobility programmes.</p>	
Proposed measures	Implementation
<ul style="list-style-type: none"> <li>Information on funding possibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Division of Educational Affairs</li> </ul>
<ul style="list-style-type: none"> <li>Include recruitment of international teachers/visiting lecturers as a qualification in the teaching qualifications portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>Division of Learning, Media and Digitalisation</li> </ul>

### Objective 3.2.5. Administrative staff mobility

<p><b>Objective 3.2.5. A. More university administrative staff members will acquire international experiences through e.g. international mobility*.</b></p> <p>*Reference: academic year 2017–2018.</p>	
<p><b>Indicator:</b> The number of administrative staff members who take part of formal exchange programmes.</p>	
<p><b>Proposed measures</b></p>	<p><b>Implementation</b></p>
<ul style="list-style-type: none"> <li>Increased information initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Division of Educational Affairs</li> </ul>
<ul style="list-style-type: none"> <li>Encourage administrative staff to view international mobility as part of professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Heads of division and heads of unit</li> </ul>

### Objective 3.3: Increased internal internationalisation coordination.

#### Objective 3.3.1. Information exchange of international education issues.

<p><b>Objective 3.3.1. A. Internal information exchange regarding international education issues will be efficient and suited to its purpose.</b></p>	
<p><b>Indicator:</b> The number of meetings/contact opportunities arranged within the framework of a forum for regular and structured contacts across organisational boundaries.</p>	
<p><b>Proposed measures</b></p>	<p><b>Implementation</b></p>
<ul style="list-style-type: none"> <li>Establish a university- and operation-wide network for information exchange on international education issues.</li> </ul>	<ul style="list-style-type: none"> <li>Pro vice-chancellor for international relations</li> </ul>

## Statistical annex: Strategic direction document for internationalisation of first- and second-cycle education at SLU (2019–2023)

Geir Løe, 3 October 2018

During 2012–2017, the share of **SLU graduates with a longer mobility period** has been around 9–10 per cent, but the figures vary considerably between programmes (table 1). Programmes with the lowest numbers have limited student mobility opportunities, e.g. the three-year professional programmes and the Veterinary Medicine programme. These programme students sometimes acquire international experience in other ways, e.g. through placements or Minor Field Studies (MFS). The programmes with the largest number of students who go on long exchanges are some of the Master's programmes and the majority of the five-year professional programmes.

**Table 1.** The number of graduates who have been on an exchange in accordance with the EU definition (studies or placement of 15 ECTS, 3 months or period abroad leading to a foreign qualification) per programme and year. The figure in brackets is the total number of graduates on the programme. The column on the far right shows the total number (and proportion) of students who have been on exchange during 2012–2017.

Qualification	Programme	2012	2013	2014	2015	2016	2017	2012–017
Bachelor's degree – general	Biology – biotechnology spec.	1 (10)	1 (5)	0 (6)	0 (4)	0 (6)	0 (4)	2 (6%)
Bachelor's degree – general	Biology and Environmental Science	4 (21)	3 (18)	0 (9)	1 (16)	1 (22)	0 (12)	9 (9%)
Bachelor's degree – general	Economics and Management	0 (7)	1 (21)	1 (25)	3 (22)	6 (37)	4 (21)	15 (11%)
Bachelor's degree – general	Economics and Management – natural resource spec.	2 (8)	0 (6)	1 (5)	1 (7)	0 (0)	0 (0)	4 (15%)
Bachelor's degree – general	Ethology and Animal Welfare	0 (19)	0 (26)	2 (38)	1 (36)	1 (32)	0 (20)	4 (2 %)
Bachelor's degree – general	Animal Science	0 (1)	1 (20)	2 (11)	1 (4)	1 (5)	0 (7)	5 (10%)

Master's degree	EnvEuro – European Master in Environmental Science	0 (0)	0 (0)	1 (1)	0 (1)	1 (1)	1 (1)	3 (75%)
Master's degree	Agricultural Economics and Management	0 (1)	0 (3)	0 (5)	0 (5)	0 (5)	0 (2)	0
Master's degree	Agroecology	0 (7)	0 (7)	1 (4)	1 (3)	0 (10)	1 (6)	3 (8%)
Master's degree	Animal Science	1 (7)	1 (12)	0 (5)	1 (7)	1 (11)	0 (12)	4 (7%)
Master's degree	Environmental Economics and Management	0 (3)	1 (12)	1 (4)	3 (18)	0 (9)	1 (11)	6 (10%)
Master's degree	Euroforester	1 (3)	0 (2)	3 (5)	0 (2)	1 (7)	0 (3)	5 (23%)
Master's degree	Food – Innovation and Market	0 (1)	5 (10)	1 (5)	0 (5)	1 (1)	0 (1)	7 (30%)
Master's degree	Sustainable Urban Management	3 (6)	0 (5)	0 (4)	0 (10)	0 (8)	2 (12)	5 (11%)
Master's degree	Management of Fish and Wildlife Populations	0 (0)	0 (4)	1 (5)	0 (4)	0 (4)	0 (7)	1 (4%)
Master's degree	Outdoor Environments for Health and Well-being	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (2)	0
Master's degree	Plant Biology	0 (4)	0 (2)	1 (2)	0 (1)	0 (2)	1 (5)	12%
Master's degree	Rural Development and Natural Resource Management	1 (14)	0 (10)	0 (3)	1 (5)	0 (11)	0 (7)	2 (4%)
Master's degree	Soil and Water Management	0 (2)	0 (4)	0 (4)	1 (3)	0 (5)	1 (8)	2 (8%)
Master's degree	Sustainable Development	0 (0)	0 (0)	0 (2)	0 (5)	0 (2)	0 (4)	0
Master's degree	Total Master's programmes	6 (48)	7 (71)	9 (49)	7 (69)	4 (76)	7 (81)	40 (10%)
Professional programme – first-cycle level	Veterinary Nursing	0 (34)	0 (39)	0 (30)	0 (41)	0 (32)	0 (30)	0
Professional programme – first-cycle level	Equine Science – Icelandic horse	0 (0)	0 (1)	0 (2)	0 (2)	0 (3)	0 (4)	0
Professional programme – first-cycle level	Equine Science – riding horse	0 (0)	0 (11)	0 (15)	0 (5)	0 (12)	0 (12)	0
Professional programme – first-cycle level	Equine Science – trotter	0 (2)	0 (0)	0 (0)	0 (1)	0 (1)	0 (2)	0
Professional programme – first-cycle level	Equine science – total (incl. unspec.)	0 (7)	0 (21)	0 (17)	0 (8)	0 (16)	0 (22)	0

Professional programme – first-cycle level	Landscape Engineer	3 (37)	0 (32)	0 (35)	3 (25)	3 (31)	2 (35)	11 (6%)
Professional programme – first-cycle level	Agriculture and Rural Management	0 (45)	0 (41)	1 (48)	0 (37)	1 (37)	1 (51)	3 (1%)
Professional programme – first-cycle level	Forest Management	2 (26)	0 (17)	0 (26)	0 (25)	1 (29)	1 (22)	4 (3%)
Professional programme – first-cycle level	Horticultural Management: Garden Design	0 (4)	0 (24)	0 (13)	1 (21)	2 (28)	0 (16)	3 (3%)
Professional programme – first-cycle level	Horticultural Management: Marketing	1 (2)	0 (2)	0 (5)	0 (2)	0 (0)	0 (1)	1 (8%)
Professional programme – first-cycle level	Horticultural Management: Gardening and Horticultural Production	0 (10)	1 (25)	1 (13)	0 (20)	1 (19)	1 (20)	4 (4%)
Professional programme – first-cycle level	Horticultural management – total (incl. unspec.)	1 (16)	1 (51)	1 (32)	1 (45)	3 (47)	1 (38)	8 (3%)
Professional programme – second-cycle level	Agriculture – Economics and Management	6 (30)	10 (45)	9 (40)	13 (64)	6 (33)	7 (24)	51 (22%)
Professional programme – second-cycle level	Agriculture – Animal Science	4 (34)	0 (42)	2 (24)	4 (41)	4 (39)	1 (35)	15 (7%)
Professional programme – second-cycle level	Agriculture – Rural Development	1 (3)	1 (9)	2 (19)	7 (27)	2 (15)	5 (23)	18 (19%)
Professional programme – second-cycle level	Agriculture – Food Science	2 (16)	1 (18)	3 (14)	8 (17)	1 (7)	3 (12)	18 (21%)
Professional programme – second-cycle level	Agriculture – Soil and Plant Sciences	0 (14)	4 (18)	3 (11)	4 (20)	6 (21)	0 (7)	17 (19%)
Professional programme – second-cycle level	Agriculture programmes – total (incl. unspec. and techn.)	13 (97)	16 (132)	19 (108)	36 (170)	19 (116)	16 (101)	119 (16%)
Professional programme – second-cycle level	Horticultural Science	2 (5)	6 (12)	4 (10)	4 (13)	1 (8)	5 (7)	22 (40%)
Professional programme – second-cycle level	Forest Science	17 (86)	15 (73)	10 (101)	14 (94)	10 (85)	10 (85)	76 (14%)



Professional programmes – second-cycle level	Landscape Architecture – Alnarp	13 (36)	19 (69)	17 (60)	12 (76)	9 (44)	12 (57)	82 (24%)
Professional programmes – second-cycle level	Landscape Architecture – Ultuna	18 (45)	24 (64)	19 (62)	25 (64)	21 (68)	16 (54)	123 (34%)
Professional programmes – second-cycle level	Landscape Architecture – total (incl. unspec.)	31 (82)	43 (133)	36 (122)	37 (144)	30 (112)	28 (111)	205 (29%)
Professional programmes – second-cycle level	Veterinary Medicine	0 (78)	0 (105)	0 (76)	0 (82)	1 (75)	0 (87)	1 (<1%)
	<b>All programmes</b>	<b>87 (880)</b>	<b>100 (1063)</b>	<b>88 (964)</b>	<b>115 (1096)</b>	<b>90 (1001)</b>	<b>90 (917)</b>	<b>570 (9.6%)</b>

During the academic year 2017/2018 (figure 1), total **student mobility through bilateral exchange agreements** comprised 206 incoming and 95 outgoing students. Several of these exchanges occurred within the university networks ELLS (43 incoming, 24 outgoing) and NOVA (16 incoming, 3 outgoing). Outgoing **teacher mobility** funded by **Erasmus+** comprised 15 teachers during the academic year 2017/2018. In regard to **other staff members**, 28 persons took part of Erasmus+ exchanges during the academic year 2017/2018 compared to 15 previous years. The increase is most likely a result of the mobility group's information initiatives during the past few years. Staff and teacher exchanges are quite evenly divided between faculties, but certain individuals utilise E+ teacher mobility frequently. There are no statistics for incoming teacher mobility.

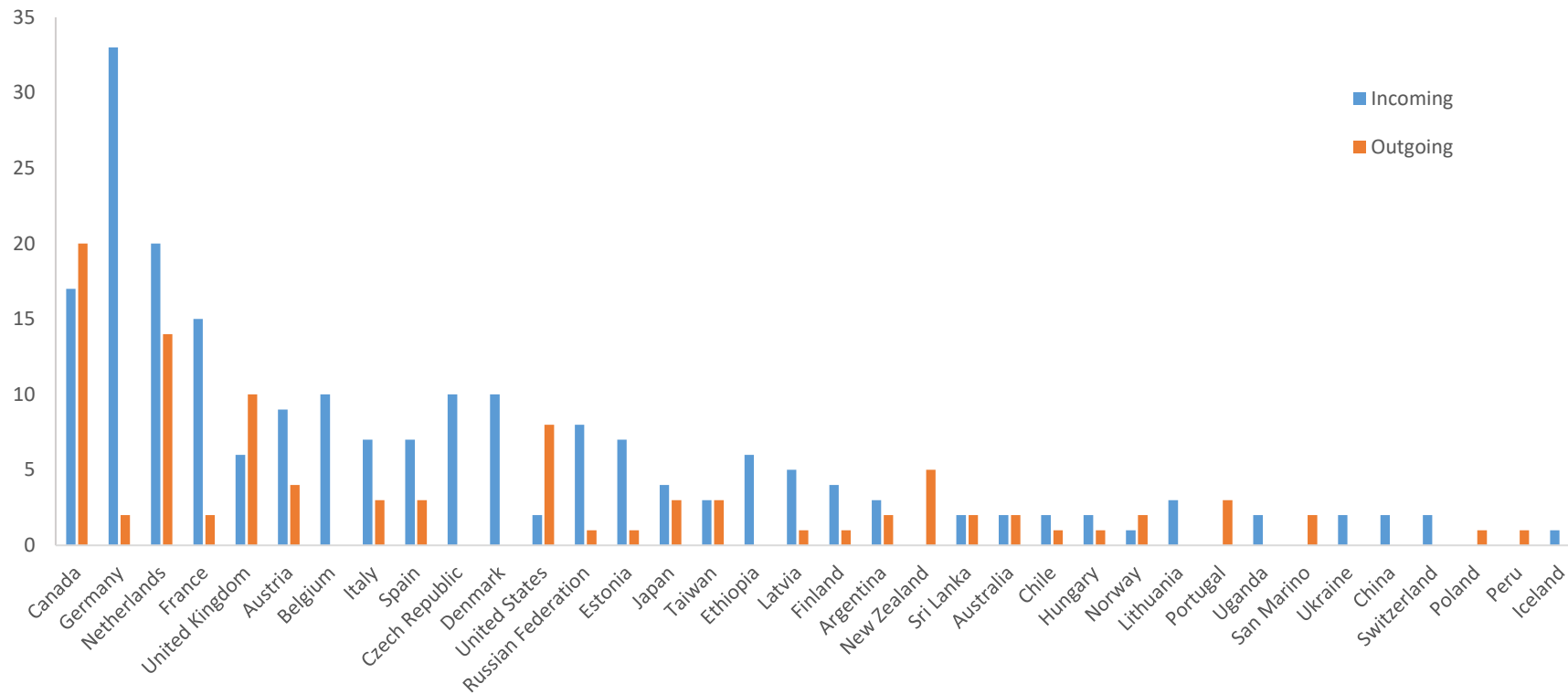


Figure 1. Incoming and outgoing students through bilateral exchange agreements during the academic year 2017/2018.

The number of **fee-paying students** per programme has increased during 2012–2017. In the academic year 2017/2018, the number was 53, which made up 20 per cent of Master's programme students (table 2). The programmes *Sustainable Development* and *Rural Development and Natural Resource Management* attract the most students with tuition fees. A considerable number of Master's **students exempted from paying tuition fees** come from different European countries. In the autumn semester 2018, there were 269 new, registered international Master's students. Of these, 116 were admitted based on Swedish qualifications and 153 (57 per cent) on foreign qualifications. Of

those admitted through foreign qualifications, 61 were fee-paying and 92 were exempted. Most of the fee-paying students came from Bangladesh (10), Pakistan (8) or Rwanda (8). Among European countries, Germany (20), Great Britain (11) and the Netherlands (5) dominate.

**Table 2.** The number of students paying tuition fees per programme during the academic years 2012/2013 to 2017/2018 as well as the total number for 2012–2017.

Programme	12/13	13/14	14/15	15/16	16/17	17/18
Agroecology	0	1	6	1	1	2
Agricultural Economics and Management	1	2	4	0	7	6
Environmental Economics and Management	1	2	3	1	2	2
Plant Biology	0	0	2	2	1	1
Rural Development and Natural Resource Management	1	3	8	3	8	11
Soil and Water Management	0		3	2	1	4
Sustainable Development	8	10	9	11	11	17
Management of Fish and Wildlife Populations	0	1	1		2	1
Animal Science	1	1	3	1	3	9
Outdoor Environments for Health and Well-being	0	0	0	0	0	0
European Master in Environmental Science	0	0	0	0	0	0
Euroforester	0	0	0	0	0	0
<b>Total per academic year</b>	<b>12</b>	<b>20</b>	<b>39</b>	<b>21</b>	<b>36</b>	<b>53</b>

According to the **International Student Barometer (ISB)**, international student opinion on SLU is generally favorable – 91 per cent of students recommend SLU as a study destination, which is significantly higher than the average for participating Swedish (12), European (65) and worldwide (182) universities. The categories in table 3 display the average ranking based on a number of subcategories. SLU is generally ranked high, but there are a few problem areas (see the ISB ranking sheet for details). The investigation includes both Master's and exchange students. SLU plans to take part in the ISB investigation again in 2019.

**Table 3.** Student rankings of SLU in the International Student Barometer (ISB)

	Ranking worldwide (out of 182 in total)	Ranking Europe (out of 65 in total)	Ranking Sweden (out of 12 in total)
SATISFACTION			
Learning	13	4	2
Living conditions	9	3	1
Support	55	18	4
Reception	36	8	3
Total satisfaction	20	4	2
RECOMMENDATION			
Recommendation	8	3	2