

Improving the impact of international staff mobility on individuals and institutions

REALISE

Realising the potential
of the international mobility
of staff in higher education



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Erasmus+ : The Big Picture on Staff Mobility

- €14.7 billion committed by the EU between 2014-2020
- 63% (minimum) of this for individual learning mobilities
- **800,000** staff of all fields
- Staff mobility in Higher Education is for teaching or/and training
- Between Programme countries: 2 days – 2 months
- Between Programme - Partner countries: 5 days – 2 months
- Open to any member of contracted staff
- Teaching visits: minimum of 8 hrs teaching
- Training events abroad may be in the form of job shadowing, observation, attendance at workshops or courses etc. This may be for transfer of knowledge and good practice, to learn from shared experience, acquire practical skills or to discover new ideas for teaching and learning
- Staff from enterprise can be invited to teach at HEIs

What do we know about staff mobility?

- Who went where, when, & a bit about what they did (Mobility Agreements, Mobility Tool)
- Feedback from each member of staff (individual reports)
- A summary of those reports at institutional level
- 100% of staff reported being 'satisfied or very satisfied' with their mobility in general (2016 & 2017)
- Questions around gained competences show that staff feel that their mobility had significant impact on their CPD
- **52.94% (2016) / 55.10% (2017) 'felt satisfied with the level of recognition at the time of their report submission'**
- Where do we recognise the benefits, identify the outcomes, give the recognition, measure the impact?

Staff feel that their mobility had significant impact on their CPD: questions on gained competence extracted from Middlesex University's KA103 2016/17 report

Competence: Personal and professional development: Thanks to this Erasmus+ mobility activity....	% of staff who reported an improvement	
	2.1. STA - Staff mobility for teaching (outbound)	2.2. STT - Staff mobility for training (outbound)
I have enhanced my employment and career opportunities	63.16%	88.89%
I have gained sector-specific or practical skills relevant for my current job and professional development	84.21%	77.78%
I have increased my job satisfaction	94.74%	100%
I have increased my social, linguistic and/or cultural competences	57.89%	100%
I have learned from good practices abroad	84.21%	88.89%
I have reinforced or extended my professional network or built up new contacts	94.74%	100%
I have reinforced the cooperation with the partner institution/organisation	89.47%	88.89%

% of staff who felt satisfied with the level of recognition at the time of their report submission

- 2016:
 - Staff mobility for teaching (outbound) (24) 45.83%
 - Staff mobility for training (outbound) (10) 70.00%
 - Total (34) 52.94%

- 2017:
 - % of staff who felt satisfied with the level of recognition at the time of their report submission
 - Staff mobility for teaching (outbound) (29) 48.28%
 - Staff mobility for training (outbound) (20) 65.00%
 - Total (49) 55.10%

REALISE: the background

- Internationalisation depends on the experience and knowledge of academic and non-academic staff, and ‘it is therefore of the utmost importance that staff mobility is included among the top priorities of the internationalisation strategies of HEIs.’
Erasmus Impact Study (2014)
- **‘The invaluable horizontal and academic skills and competences to be acquired through mobility experiences by students, teachers, researchers, and staff need to be secured through the best possible information services, as well as mentoring and support measures before, during, and after the mobility period’.**
EHEA (2015)

REALISE: the background

- Staff mobility remains the “poor sister” of mobility programmes and faces a series of obstacles which **limit the benefits it should bring to individuals and institutions**
- Despite a diversity of contexts and situations, all REALISE partners representing 10 universities from 10 different countries came to the same conclusion that significant efforts and structural change must be made in **improving the implementation and recognition of staff mobility**
- Before possibly looking to other types of mobility, they agreed to **start with the Erasmus+ programme** which offers a common field of study, where similar concepts and practices can be understood, and a substantial number of activities be analysed



Erasmus+

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<http://www.realise-erasmusplus.fr/>



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REALISE – 3 project objectives

REALISE aims at improving the implementation and recognition of staff mobility, in order to maximize its impact on both individuals and institutions.

- **Impact:** Raise institutional awareness about the added value of staff mobility and promote its contribution to HEIs' strategies (Internationalisation – Research - Learning & Teaching - Student Experience – Employability... etc)
- **Implementation:** Identify and develop innovative practices regarding the implementation of the Erasmus+ programme for staff mobility
- **Recognition:** Foster the recognition of mobility in the career development of academic, administrative and technical staff in HEIs

REALISE project activities and outputs

Survey

- Questionnaire: 6202 respondents from 10 European countries
- Interviews: 48 interviews with senior leaders in 10 partner universities

Comparative analysis

- Published by MDX in January 2018

Toolbox

- Testing & evaluating 25 actions by partners & associate partners

Handbook

- Published jointly in April 2019

Staff training event (14th – 16th May 2019, University of Gent)

- On improving implementation of staff mobility

Report on a Comparative Analysis of current practices in Erasmus Staff mobility at European HEIs

- The report presents the results of the survey which aimed at testing the experiences and attitudes of university staff regarding Erasmus staff mobility.
- The participants were academic and administrative staff working in HEIs in the ten European countries of the project partners.
- 6202 respondents of the questionnaire, and 48 interviews conducted with members of senior leadership in the ten partner HEIs.

Reasons for applying/encouraging factors: Recognition

Recognition through/leading to pay rise and promotion; HR policies; etc

- “PAS (technical and administrative) mobility is recognized as training hours that are automatically introduced into the staff member’s curriculum and become part of the calculations when competing for transfer, and so this has a direct impact on professional promotion.”
- “How we did it at the university college is when you have your assignment for 1 year, you have 40% teaching, research, service and also 5% internationalization. This is something that is now also in the personal objectives of staff here at the faculty”
- need elicited to have “a clear policy of human resources development integrating staff mobility”
- “if the visits were linked to strategic aims then actually we’d be going round to people saying you really should go to so and so, as opposed to just waiting until the applications pop into your mailbox.”

Qualitative responses on positive experiences, benefits and good practice

- “It is a real enrichment both professional, personal and human.”
- “I believe that Erasmus Staff Mobility is a very good platform for teachers (especially new teachers like me) to experience broadened understanding of the different strategies of teaching internationally in order to contribute to the global vision of education”.
- “A chance to talk to a leading expert on an area of research I was just beginning to embark on, and on which I felt something of a novice. Three years on, this led to a £0.76m funding application, the outcome of which is pending.”
- “It was a fabulous experience to learn how another department managed the same issues my department faced, especially since administrative staff tend not to get much role-specific strategic training.”
- “I believe that my visit like shadow provided learning opportunities for the host too, by provoking analysis and improve communication and feedback skills.”
- “to refresh my point of view, to discover myself in that situation”

Main impacts identified in interviews

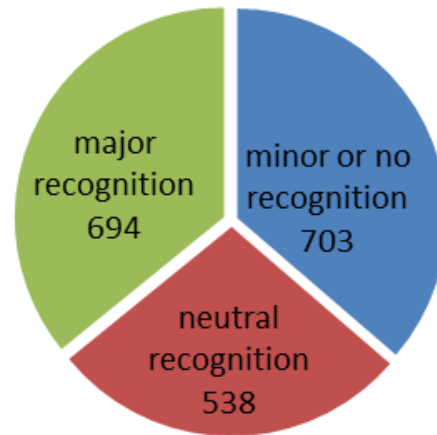
- broadly, it enhances the university's educational mission and improves society's sustainability
- gives emotional benefits
- provides opportunities for personal development
- enhances skills
- provides collaboration opportunities
- reaches specific targets
- favours problem-solving
- “Professors can enrich their curricula by inviting foreign guest lecturers, enhance their teaching potential, improve the curricula (by broadening, deepening and enriching the topics of courses) of both hosting and sending institutions through exchange of experience, disseminate information about best practices and experience of the hosting institution among staff members of the sending institution.”

Impact – cont.

- “Staff mobility contributes in the sense of internationalization of the institution and it gives individuals the possibility to experience other educational systems and to network. It would be a loss **especially for young teachers and administrative staff**, because they do not have many other possibilities”.
- “Being in another culture first and secondly being in another environment always helps to look at your own situation and to not make your own situation the central point of the world [...] I think you learn to be much more flexible in situations with, for example, student exchange, foreign students or situations that are not according to our own rules. if you have been in other institutions, you learn that what we believe is the rule, it is not necessarily so obvious as we think it is.”

Recognition

Fig. 24 Extent to which institution has valued mobility



Erasmus+ Staff Mobility: Handbook of Good Practices

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National & International Policy Dialogue

- ‘Recognition’, Erasmus Transnational Cooperation Activity (TCA) event, Leipzig, 29-30/11/2017
- ‘Bologna & the Erasmus+ Charter: from policy to practice’. The Netherlands, 29/05/2018
- Working with UUKi to form a national focus group on staff mobility as part of the Outward Mobility Network (1st meeting: 7th February 2019)
- Various: HEURO events, Outward Mobility Network meetings, E+ Staff Training Weeks
- National seminar on staff mobility (1st May, London)
- European seminar on staff mobility (13th May, Brussels)
- Staff Training Event (14th – 16th May, Ghent)

References

- *EHEA (2015) Yerevan Communiqué*
http://www.ehea.info/media.ehea.info/file/2015_Yerevan/70/7/Yerevan_CommuniqueFinal_613707.pdf
- European Commission (2014) 'Erasmus impact study: effects of mobility on the skills and employability of the students and the internationalisation of higher education institutions', available from http://ec.europa.eu/dgs/education_culture/repository/education/library/study/2014/erasmus-impact_en.pdf

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