

Driving impact of Erasmus+ outgoing academic staff mobility

TPF annual coordinators' meeting

13 November 2024



Academic Cooperation Association

- Brussels-based membership **association** of internationalisation funding bodies
- International higher education **think tank**

FULL MEMBERS



ASSOCIATE MEMBERS



Focus

- **Introduction: EU policy framework for staff mobility**
- **Comparative data analysis (2014-2024)**
- **Qualitative study: Driving impact of Erasmus+ outgoing academic staff mobility**
 - Mapping individual and institutional impact
 - Key impact enablers
 - Spreading excellence – dissemination
 - Institutional approaches to recognition
 - Towards a more strategic approach to staff mobility
- **How to engage?**



EU policy framework: “Europe on the Move”, 13 May 2024



Council of the
European Union

Brussels, 13 May 2024
(OR. en)

9804/24

Interinstitutional File:
2023/0405(NLE)

EDUC 166
JEUN 108
SPORT 52
SOC 353
EMPL 202
COMPET 538
RECH 222

OUTCOME OF PROCEEDINGS

From:	General Secretariat of the Council
To:	Delegations
Subject:	Council Recommendation 'Europe on the Move' – learning mobility opportunities for everyone

- Expanded to educators and staff + blended learning
- Ambitious targets for student mobility: min. **23% of all HE graduates** + min. **20 % of people with fewer opportunities** + 50% target for EUI

=>**Support engagement** by “*valuing the work of educators, staff and youth workers who **prepare** and **implement learning mobility** projects and activities by incorporating them into their profession, and **recognising the added value of staff mobility***”



EU policy framework: sustainable and attractive careers in HE



EUROPEAN
COMMISSION

Brussels, 27.3.2024
COM(2024) 145 final
2024/0078 (NLE)

Proposal for a
COUNCIL RECOMMENDATION
on attractive and sustainable careers in higher education
{SWD(2024) 74 final}

- **Time** dedicated to international cooperation **not adequately recognised**
- European & international mobility opportunities for staff are not sufficiently **facilitated**
- Need to promote the **value** and **recognition of different roles** while creating enabling conditions to attract & retain staff



EU policy framework: sustainable and attractive careers in HE

Key factors for well-being & attracting new/young staff:

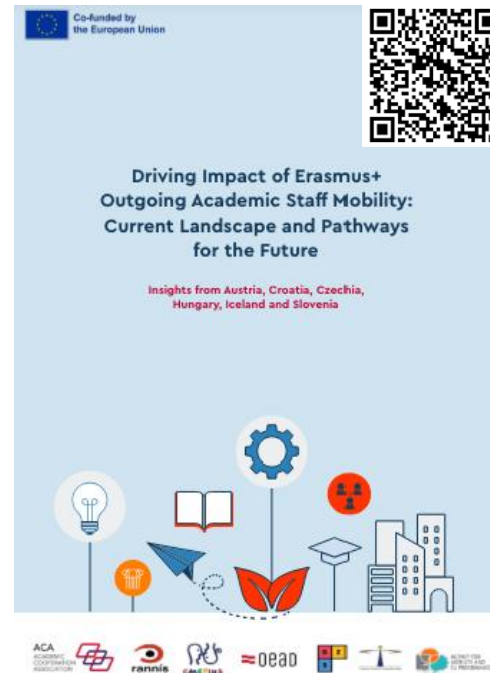
- Possibility for professional development
- Equality & non-discrimination in recruitment & promotion
- **Staff mobility (incl. new mobility formats)**
- Intellectual freedom

“Our prior research shows that academic staff mobility largely supports academics’ motivation, job satisfaction and well-being (...) (W)e highly welcome proposals to remove structural barriers related to participation in transnational cooperation including staff mobility, particularly with regard to the recognition of additional workload and reward of the outcomes in the context of career assessment and development’.

Academic Cooperation Association (ACA) – Call for Evidence.

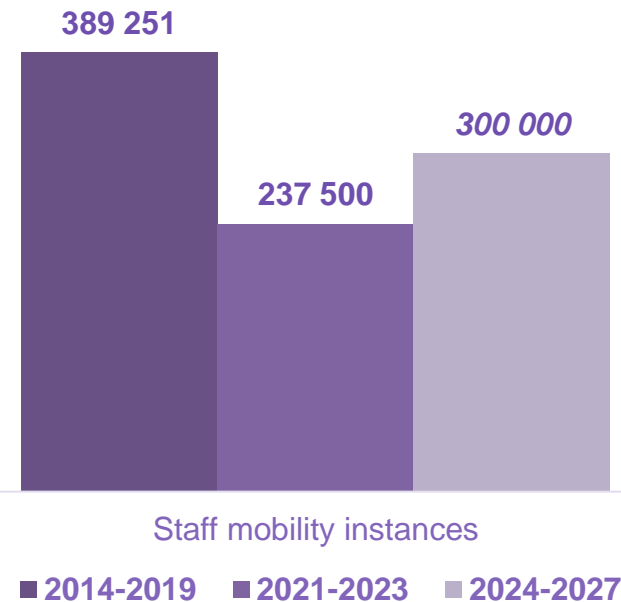
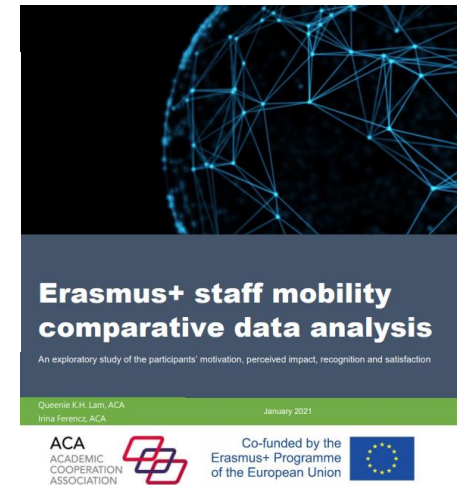


ACA's work on staff mobility



Erasmus+ participation trends (2014-2024)

- Continuing **growth** in staff mobility
- Growing share of **recurrent** participants (68% in 2020-2023 vs 62% in 2014-2019)
- **Comparable** use of opportunities for teaching & training (52% vs 48% in 2021-2023)
- High level of **satisfaction**
- Stronger **impact** on short-term & personal/professional development vs. long-term or institutional impact
- Large positive impact on **mobility & internationalisation** at personal and institutional levels

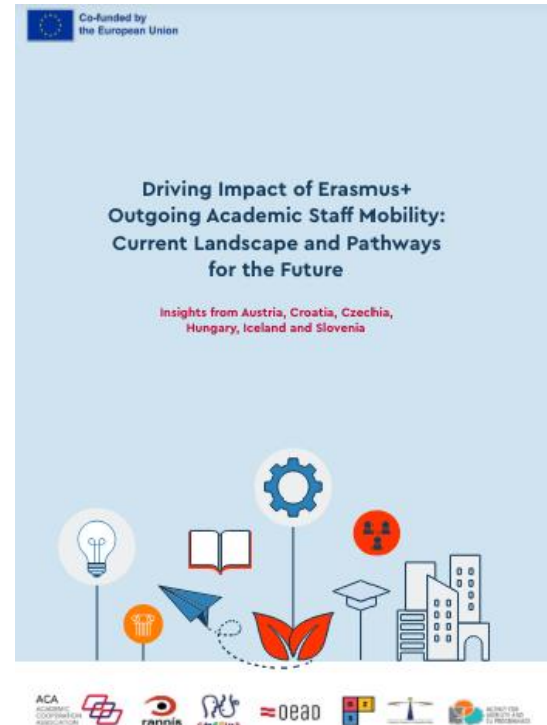


Going beyond state of play

- Strong evidence on **individual benefits** of staff mobility
- Proven impact of staff mobility on internationalisation and teaching
- Lack of evidence on the **transfer of individual benefits** to institutional level
- *How does the impact of staff mobility manifest itself at the institutional level?*
- *How is the impact enabled by the individual?*
- *How is the impact enabled by the institution?*



Impact of Erasmus+ academic staff mobility – qualitative approach



Research scope & method

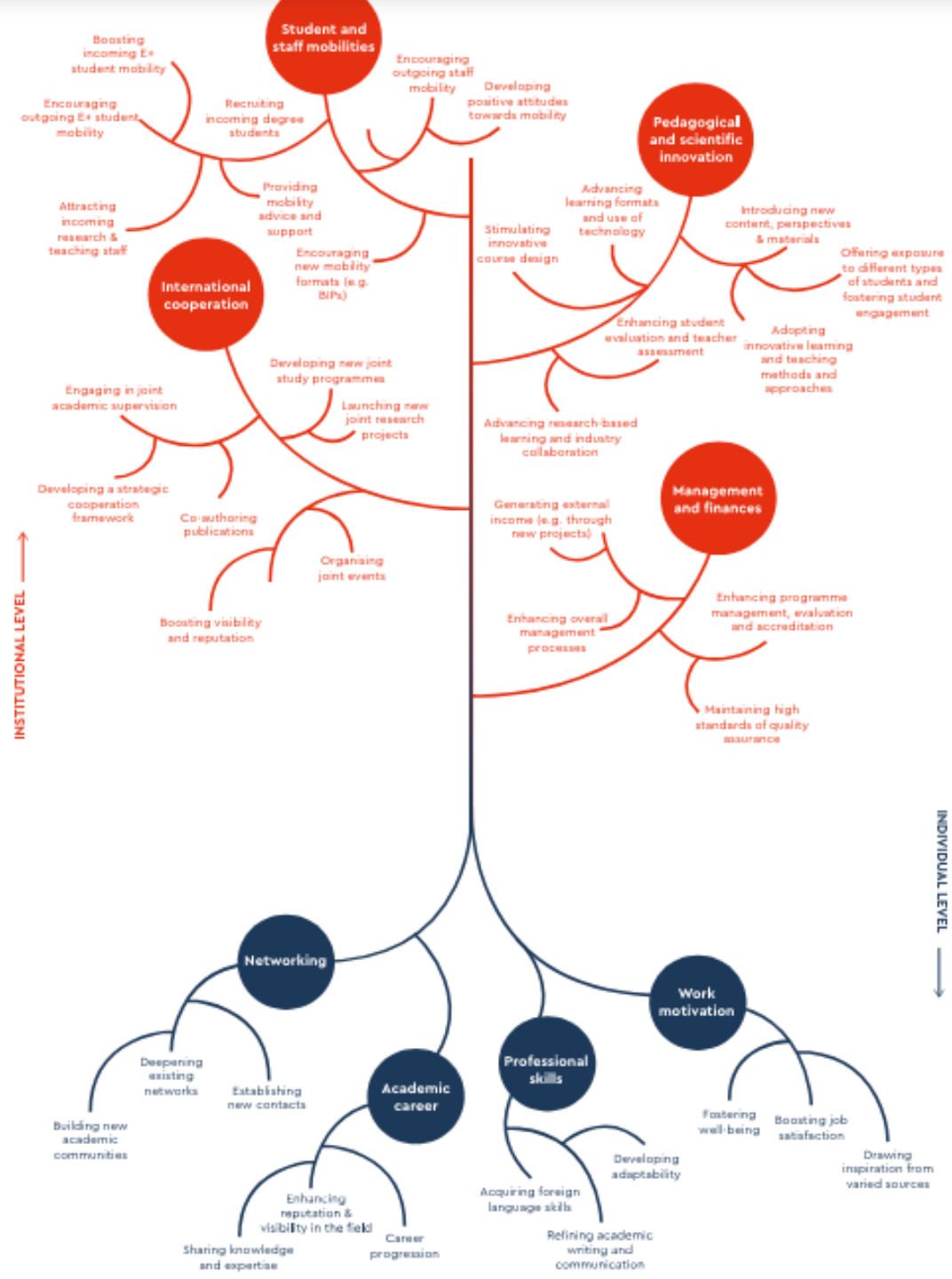
- **Focus groups** with 65 mobile **academic staff** members and Erasmus+ Institutional Coordinators from 13 HEIs in 6 countries: AT, HR, CZ, IS, HU and SI + mini-survey
- Experience with outgoing **physical mobility** (2 days to 2 months) for teaching (60%), for teaching and training (33%) & for training (7%)
- Impact on the **home** institution (programme, department, entire institution)



Mapping impact

Mobility benefits largely associated with **individual** outcomes

Individual impacts pre-condition & trigger wider institutional impact



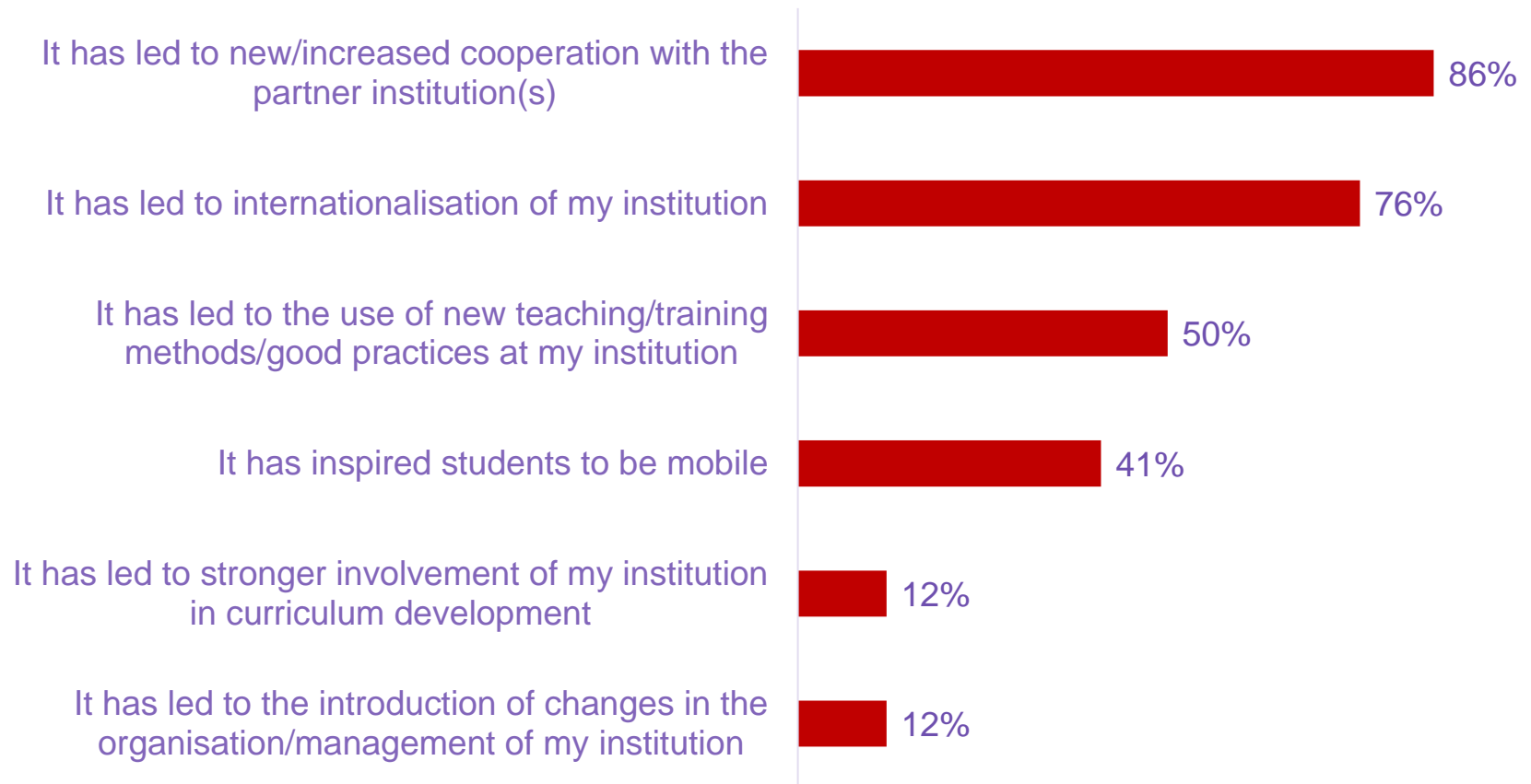
From individual to institutional impact

Strong link to professional development and career advancement as staff mobility offers:

- Support for the **international dimension** of one's academic career
- Enhanced **skills** (e.g., adaptability , resilience)
- **Source of inspiration**, key for job motivation and satisfaction as well as well-being



Top 5 institutional impact areas (survey: n=43)



Institutional impact: international cooperation

- Spin-off effect leading to **new projects** (e.g., under Erasmus+, Horizon Europe)
- More **structured cooperation** framework
- Impact on students & peers' interest and **participation in mobility** (incoming & outgoing)
- International (degree-seeking) **student recruitment**
- Higher visibility of English-taught programmes



Institutional impact: international cooperation

*“As part of this visit, I talk to local students and try to explain what they can study at our institution and **how they can benefit from their studies in Czechia**. So, that's definitely an important part of each study visit. On the other hand, I **always share my experience with my students** here. I am not trying to say you must go abroad, but I am trying to share the benefits, so that students also know they can come to me and ask further questions.”*
(University of Hradec Králové, Czechia)



Institutional impact: pedagogical and scientific innovation

- Adoption of new learning and teaching **methods and formats**
- Introduction of **new content**, perspectives and teaching material
- Encouraging innovative course design
- Exposure to **different kinds of students** and student engagement
- Fostering **synergies with research**



Institutional impact: pedagogical and scientific innovation

“Mobility offered me a chance to keep up-to-date with the international changes of what is going on in classical guitar, how some new challenges are dealt with, and how people respond to the new challenges facing students.” (**University of Szeged, Hungary**)

“For me it is important to achieve more experience in teaching my subject, but in a different environment and with different type of students, and understanding their reactions. On the other hand, also understanding how a very good institution somewhere else functions.”
(**Algebra University College, Croatia**)



Institutional impact: management and finances

- Introduction of new approaches to **study programme** management, evaluation or accreditation
- Exposure to different **governance and management frameworks** and processes
- Generation of external income (e.g., from projects, recruitment of tuition-paying students)



Institutional impact: management and finances

“I had some discussions with my colleagues from two or three study programmes here to compare with what I learned last time when I was in Finland. We discussed whether they have similar courses, how they do it, how we do it, and what we can learn from them.” (**University of Applied Sciences Upper Austria**)



Key enablers & impediments

- National and institutional frameworks
- Leadership interest and support
- Administrative and financial support
- Flexible rules

Table 2. Formal requirements to the international dimension of academic career progression in six target countries.

Country	Formal requirements	Level of regulation	Required duration
Austria	Yes	Institutional	Not specified
Croatia	Yes	National/institutional	1 year for associate professors (cumulatively) 2 years for professors (cumulatively) 3 days for lecturers at polytechnics
Czechia	Yes	National	Specified by institutions
Hungary	Yes	National/institutional	Not specified
Iceland	No	N/a	N/a
Slovenia	Yes	National	1 month for assistant professors 3 months for professors

Reconfirmed barriers: Lack of connections abroad, teaching obligations at home, rigid timeframe, extra workload, language skills & mindset, family obligations => Esp. difficult for early-stage researchers/lecturers

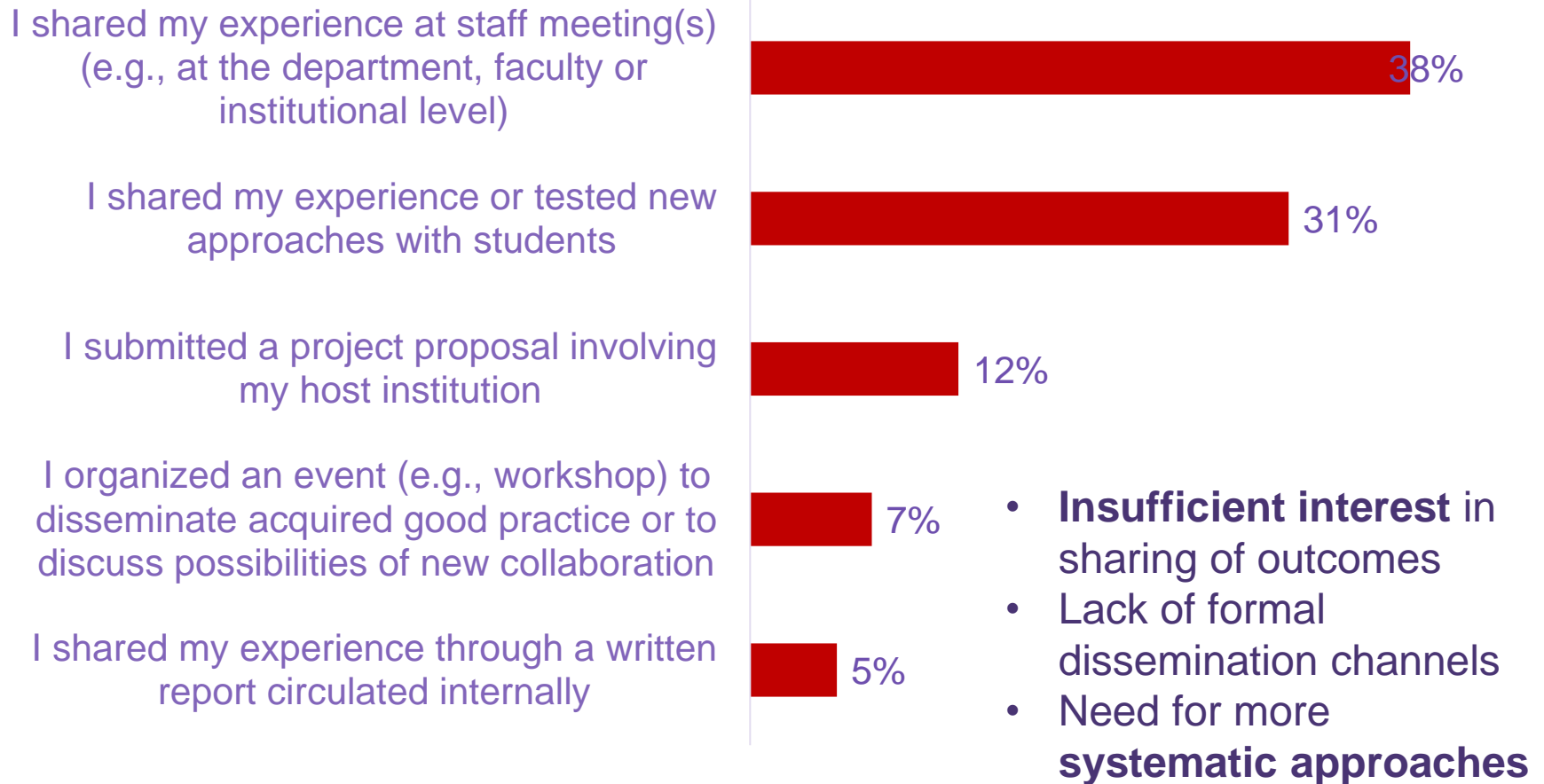


Key enablers & impediments

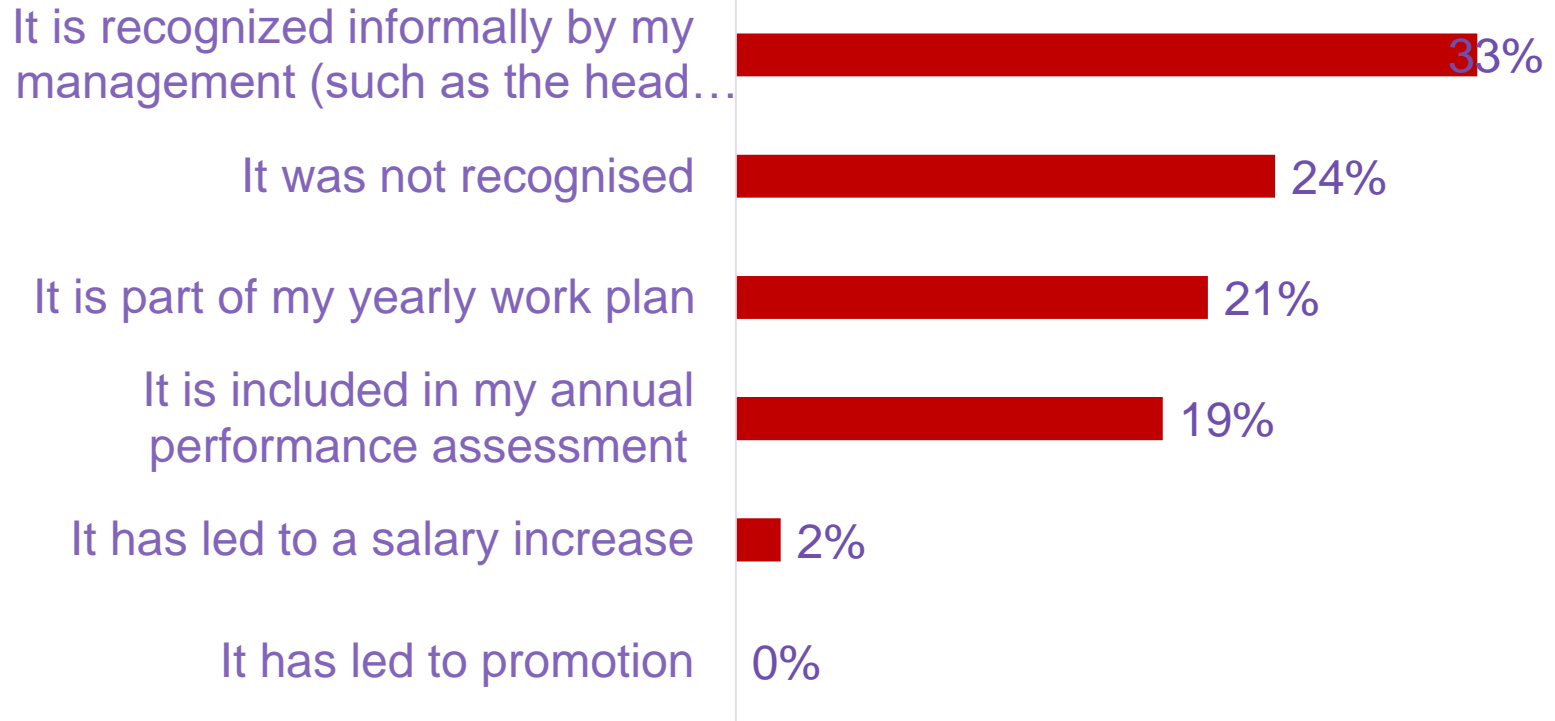
“Perhaps, if there was more emphasis on internationalisation at the university level, it would be easier to argue that staff mobility is important, so we have to give it some more time and space.”

“My main job is to do research so clearer links to research would be appreciated, for example in terms of training in research methodologies.” (**University of Akureyri, Iceland**)

Spreading excellence - dissemination



Institutional approaches to recognition



- More than one-fifth of respondents are **not satisfied** with this level of recognition
- Persistent **lack** of institutional recognition pathways
- Prevalence of **informal ways** of recognising academic staff mobility



Towards a more strategic approach

- To leverage staff mobility for **wider institutional goals** and structural reform (Erasmus+ Charter for Higher Education)
- To **raise awareness** of its multifaceted benefits across various levels
- To **increase interest** among various groups of staff:
 - by integrating staff mobility into regular workload
 - adapting staff working schedules
 - arranging temporary replacements
 - organising additional cultural or language preparation
 - recognising staff mobility as part of professional evaluation.



Impact enhancement: Individual self-assessment



	Individual dimension	Institutional dimension
Benefits	<p>What are the benefits for my teaching?</p> <p>What are the benefits for my research?</p> <p>What are the benefits for my professional and personal development?</p> <p>What are the benefits for my future career?</p> <p>What should I do to ensure such benefits are achieved in practice?</p>	<p>What are the benefits for my team?</p> <p>What are the benefits for my faculty or department?</p> <p>What are the longer-term positive outcomes for my institution?</p> <p>What should I do to ensure such benefits are achieved in practice?</p>
Concerns	<p>Will I enjoy this experience?</p> <p>Am I ready to come out of my personal and professional comfort zone?</p> <p>How much additional workload will it generate?</p> <p>Do I have the necessary teaching or other materials in place?</p> <p>Do I have sufficient English language proficiency?</p> <p>Do I have sufficient means in place to pursue my staff mobility?</p>	<p>Will my supervisor approve it?</p> <p>Is there sufficient room for that in my regular teaching schedule prior, during and upon return from staff mobility?</p> <p>Will I get any support for academic and administrative preparations from my institution and at which level?</p> <p>What are existing formal replacement options?</p> <p>Will the grant be sufficient to cover all costs?</p> <p>Will my institution co-fund my mobility if needed?</p> <p>How appreciated will my mobility experience be by my supervisor(s) and my colleagues? Will it be formally recognised and if yes then how?</p>

Impact enhancement: Institutional self-assessment



PARTICIPATION

Who can participate in staff mobility?

What activities are prioritised?

What institutional goals are supported?

What are the links to various missions?

How is it integrated in our annual work plan?

How are the opportunities promoted and communicated?

How clear and appealing are its benefits to various groups of staff members?

What is the replacement policy for outgoing mobile staff?

Is there any support with finding an appropriate host?

Is there (a need for) any additional financial support for staff mobility?

DISSEMINATION & EXPLOITATION

What are related institutional expectations and how clearly are they articulated?

What are the formal opportunities to disseminate knowledge on a regular basis?

What are the informal opportunities for knowledge dissemination?

How prominently are the benefits and outcomes featured on various channels?

Are there any resources (e.g. human, financial) in place to support knowledge transfer & dissemination?

Are there any common knowledge sharing or data assets (e.g. mailing lists, project databases) accessible to staff members?

RECOGNITION

Is there a dedicated recognition policy for staff mobility in place?

How is staff mobility integrated in individual work plans?

Is it part of a career progression pathway?

Does it count towards internal teaching or other obligations or

What compensation mechanisms are in place?

How satisfied is staff with existing recognition options?



How to engage with ACA / TCA partners?

- A series of **training activities** to foster more strategic approaches to staff mobility (second half of 2024 – first half of 2025): **TPF is a partner!**
- ACA What's New in Brussels (30-31 January 2025)

Stay tuned via ACA Newsletter!



Thank you!

Veronika Kupriyanova

Veronika.Kupriyanova@aca-secretariat.be

