

STAFF MOBILITY IN THE SPOTLIGHT

TRAINING MODULE

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



TRAINING MODULE

STAFF MOBILITY IN THE SPOTLIGHT

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Preamble

The REALISE project originated from a number of observations by university decision-makers and operators (International Relations Office directors, Vice-Presidents in charge of International Relations, Erasmus+ officers, etc.) on the management of Erasmus+ staff mobility at institutional level, and from the frustration that what appeared as poor “value for investment” roused among them; as well as a kind of confusion as to the part that staff mobility could play in the internationalisation strategy of European Higher Education Institutions.

Indeed, much European and institutional funding, much time and energy are spent on staff mobility programmes. However, it is difficult to assess their impact both on individuals and on institutions and to make it consistent with Higher Education Institutions’ international strategies. Though it seems coherent and necessary that staff mobility is a means to enhance the students’ mobility, academic quality, cross-border cooperation and the international outreach of Higher Education Institutions, it is unclear how it does so, and whether it could be improved.

So far, the teaching and training mobility of staff has not kept pace with expanding student mobility - the Erasmus student mobility programme introduced in 1987 being undoubtedly one of the most successful achievements of the European Union.

In order to reach these desirable but challenging aims, REALISE has first launched a survey consisting of a questionnaire intended for all HEIs staff, another questionnaire on staff mobility intended for International Relations Offices and a series of interviews with university management. More than 6000 respondents from all 10 participating countries took part in the survey and its results are compiled in a Comparative Analysis. Then, a Toolbox including innovative tools with related actions to be tested by partners and associate partners was set up in order to produce guidelines and procedures to enhance the universities’ implementation of the Erasmus+ programme. The REALISE “Erasmus+ Staff Mobility Handbook of Good Practices” presents the results of these tested tools and actions with a view to:

- Identify and develop innovative practices regarding the implementation of the Erasmus+ programme for staff mobility;
- Help staff beneficiaries of the Erasmus+ programme to make the best of the programme’s potential;
- Foster the recognition of mobility in the career development of academic, administrative and technical staff in HEIs;
- Raise institutional awareness about the added value of staff mobility and promote its contribution to HEIs’ internationalisation strategy.

In order to further exploit the results of the project, help Higher Education Institutions make the best use of the REALISE Handbook of Good Practices and maximize the project's impact and transfer its achievements beyond the partnership, a Staff Training Week took place in May 2019 at Ghent University, Belgium.

Besides the dissemination of the results of the REALISE project, the Training Module organised by the partnership is a means to ensure the sustainability of the project's activities and results beyond the timeframe set by EU funding and to contribute more widely to the construction of the European Higher Education Area by accelerating the transfer of new practices that emerged from the REALISE project.

The training session is aimed at a broad range of Higher Education Institutions' staff, from IRO officers managing the Erasmus+ programme for staff to other Administrative Units (HR, finances, libraries, etc.) or Erasmus+ academic coordinators.

This training module includes both a discussion on the issue of internationalisation in European Higher Education Institutions, more particularly on the notion of "internationalisation at home", and on practical activities that can then be reproduced in Higher Education Institutions, according to local contexts.

<p>This Training Module reflects the views only of the authors, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.</p>
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1. WELCOME WORD, PRESENTATION OF GHENT UNIVERSITY AND OF THE REALISE PROJECT

Number of participants	90 participants
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Description of the Activity

The **Welcome session** is a tradition to all Staff Training events and contributes greatly to the overall satisfaction of the participants.

The first hours of the event give them a general feeling regarding the rest of the activities, thus it is essential to make sure that technical and logistical aspects have all been thought through, and this moment is an opportunity for the hosting institution to present its activities and identity, contributing to its international outreach.

Welcoming the participants to the event is, beyond protocol, a university tradition and must include Top Management representatives.

Overview of the Opening programme	
Activity	Duration
Registration	30 minutes
Welcome word and presentation of Ghent University	30 minutes
Presentation of the REALISE project: survey results and Handbook	1 hour
Coffee break	30 minutes
The strategic importance of staff mobility for modern universities	45 minutes
Introduction to the programme of 3 parallel workshops	15 minutes
Total duration	3 hours 30 minutes

Activity 1 – Registration

Duration: 30 minutes

Registration is a crucial part of a staff training week, as if this first activity is not well planned, it may cause frustration among the participants and give a bad first impression of the next activities.

Aspects to cover before the participants' arrival:

- Pre-filled attendance sheet that each participant must sign
- Prepare badges with the participants' name.

Pre-repartition of the participants in 3 groups was planned, hence a group number was indicated on each badge along with a guest wifi connection code.

Goodie bags were prepared in advance that included:

- A notebook and pen
- A Handbook
- A suitcase label
- A map of the City of Ghent
- A programme of the Staff Training Week (Annex 1)

The registration desk was located next to the main room where the first presentations were meant to take place.

Annex: *Annex 1 – Programme “Staff Mobility in the Spotlight”*

Activity 2 – Welcome word and presentation of Ghent University

Duration: 30 minutes

A university tradition, the first presentation is dedicated to the hosting institution.

The Head of International Relations of Ghent University has presented the university, with facts and figures, as shown in Annex 1.

Annex: *Annex 2 – Frederik De Decker – Introduction to the Staff Training Week*

Activity 3 – Presentation of the REALISE Project Survey results and Handbook

Duration: 1 hour

It is important to remind the participants of the origins of the project, starting with the observation by the partners of the REALISE project that there was a certain frustration from Higher Education Institutions when it came to the recognition of staff mobility (for teaching and for training) and the lack of tools given to HEIs to assess their impact on individuals and institutions.

Then, a presentation of the results of the survey, as shown in Annex 2, was an effective way of setting up the context in which the project evolved:

- State-of-the-art of the data available: mainly focused on student mobility, but very few surveys gathered data on staff mobility.
- Although 100% of staff who participated in an Erasmus+ mobility say they are satisfied with their mobility, only half of them consider themselves satisfied with its recognition.
- Key data from the REALISE survey was presented.

Once the data was presented, a focus was made on the testing of various tools identified by the conduction of the survey, and tested by the REALISE partners and Associate Partners, that constitute one of the main outputs of the REALISE project: **the REALISE Handbook of Good Practices**.

Annex: Annex 3 – REALISE Survey Presentation

Activity 4 – The strategic importance of staff mobility for modern universities

Duration: 45 minutes

The REALISE consortium invited Prof. Luciano SASO, member of the project's Advisory board, Vice-Rector for European University Networks of Sapienza University of Rome and President of the UNICA network of the Universities from the Capitals of Europe, as a guest speaker.

This presentation (in Annex 4 of this document) highlighted key facts regarding staff mobility in Europe, its challenges, and the necessity for universities to encourage staff mobility in nowadays' context.

Focus on how internationalization contributes to the rise of quality of our universities' activities:

- Focus on strategic partners to develop new projects
- Mobility is an investment for universities, it contributes to the improvement of the learning environment for students
- Internationalization should be central in the career development of administrative staff

A reminder of the advantages of staff mobility contributes to the necessity of improvement the quality of staff mobility in Europe and improve their recognition:

- Networking opportunities
- Internationalization-at-home process it enables

The importance of strategic planning, thus involving all of the institution's community (from officers to top-management) must be underlined.

Annex: Annex 4 – Strategic importance of staff mobility



Prof. Luciano SASO, Vice-Rector for European University Networks of Sapienza University of Rome and President of the UNICA network of the Universities from the capitals of Europe

2. WORKSHOP – PROMOTING STAFF MOBILITY PROGRAMMES AND DISSEMINATING RESULTS

Topics tackled	<ul style="list-style-type: none">- Preparation before departure- Promotion of mobility- Experience sharing- Incoming mobility- Recognition of mobility- Mobility and personal development- Mobility and professional development- Mobility and institutional strategy
Number of participants	30 participants

General introduction of the Workshop

Welcome to our training on Promoting staff mobility programmes and disseminating results.

The objectives of this training are based on your expectations from the application forms, among them are the following:

- learn about new ways of Promoting staff mobility programmes,
- exchange experience,
- extend the professional network,
- have a pleasant time.

We did our best to prepare the training session and hope it will fulfill all of your expectations.

In the first part of our training we will have a discussion on the topic, after we will tell you about our handbook and how to use it, how we tested new tools and actions for promotion and dissemination and how we tested them. And in the second part you will work in small groups together with your colleagues on the new tools and actions for your own university.

Overview of the Workshop programme	
Activity	Duration
Introduction	5 minutes
Ice-breaker and group repartition	20 minutes
Statement session (confrontation exercise)	25 minutes
Presentation part 2	5 minutes
Presentation par 3	20 minutes
Coffee break	30 minutes
Energizer – Sync Claps	10 minutes
Organization of smaller groups	15 minutes
Template session	45 minutes
Final session / Questions and Answers / Wrapping up	5 minutes
Total duration	3 hours

Activity 1 – Ice-breaker and Group repartition

Duration: 20 minutes

Introducing yourself as a pair work activity

The group is divided into pairs and participants are given a few minutes to interview each other.

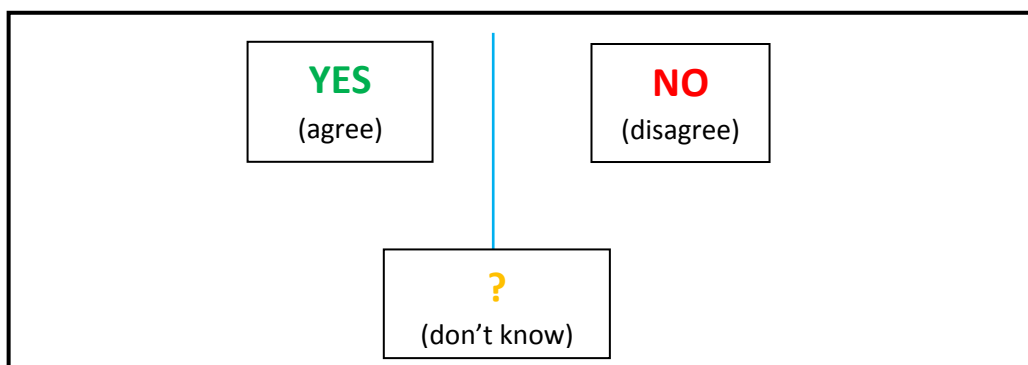
Then, each participant has to introduce their partners to the whole group and to share at least two professional details (e.g. job, office, position, etc.) and one private detail (e.g. married or not, children or not, hobby, etc.).

Activity 2 – Statement session (Confrontation exercise) - presentation

Duration: 25 minutes

Materials: Prepared slogans, „yes“ and „no“, “?” (for don’t know) signs, white tape and a clock!

Below, you will see a drawing of where participants must stand in reaction to the statement:



The lines must be drawn on the floor with colored tape.

Group members are confronted with a provocative statement, suggestion or idea. Everyone must decide, within a few seconds, whether they are in sympathy with it and then go to the appropriate side of the room (one side is “yes“, and the other is “no“). The “confrontation” goes as follows:

- Participants have two minutes to decide whether they agree or disagree and go to the appropriate side.
- Participants then have six minutes to state the arguments for their choice and convince those on the other side. People can, if swayed by the arguments, change sides as often as they wish.
- Participants then have one minute to make a final decision and go to the appropriate side.

Remarks: Careful! This exercise tends to reveal power relationships within the group, which should be handled carefully.

Source: from Taylor 1994

Statements for this exercise (we used max. 5 of them):

1. Promotion & dissemination are the most important actions for a successful staff mobility strategy.
2. Dissemination is often a waste of time and resources!
3. Mobility for teaching and non-teaching staff must be promoted differently
4. A detailed promotion plan is not necessary for successful promotion and dissemination.
5. Using social media is crucial for the efficient, attractive ways of promoting staff mobility
6. Increased visibility is the only way to guarantee effective promotion of SMP
7. Dissemination of SPM results must be carried out outside the university environment
8. Centralized promotion and dissemination of staff mobility programmes is the best solution for the development of higher education institutions.



Group taking part in the Statement Session

Annex: Annex 5 – Dissemination Workshop Presentation

Activity 3 – Energyzer / Sync Clap

Duration: 10 minutes

This circle exercise is simple, but challenging and very effective for generating focus and alignment in a group. Participants stand in a circle and send a clap around the circle. Each clap involves two members of the group clapping their hands at the same time. The group tries to move the clap around the circle faster and faster with as much synchronization as possible. The exercise gets even more challenging when the “double clap” is introduced and the clap can change direction.

Activity 4 – Template Session

Duration: 60 minutes

Organization of smaller groups

and choosing/creating the action title for the template session.

15 min

Using brainstorm method the big group will be divided into 6 small groups (4-6 persons in each). Each group has to decide on what action (real or potential) would they like to work on.

Template session

45 min.

General control of the task – 1 facilitator

Control and helping the small groups –4 facilitators

Each small group (max. 5 persons in each group) receives one big template to fill in (30 min) and after finishing each group has to present the results (15 min.). After each presentation, the members of the other groups may ask questions and react on the presentation.



Group presenting their template to the rest of the group

Annex: Annex 6 – Dissemination Workshop Template

Activity 5 – Final session / Questions & Answers / Wrapping up

Duration: 5 minutes

Introducing yourself as a pair work activity

The participants write down their answer to the following question on the post-its and put it on the flip-chart:

What would they like to change in staff mobility policy?



Workshop group during a template presentation

Annex: Annex 7 – Dissemination Workshop Restitution

Logistical aspects and material needed

Room: *should be 30 m² or larger, a u- shaped round of tables and chairs (movable)*

Material:

- Scissors 3
- 6-8 flipcharts
- Markers (for flip-charts) 30
- Post-its (3 blocks)
- Tape (transparent 2-3), white tape to divide “yes” and “no” zones for the confrontation exercise
- Color papers (or cards for wishes)
- Big cards with “yes” and “no” and “?” for “don’t know” answer
- laptop
- beamer
- printed templates (size of the flip-chart sheet)

3. WORKSHOP – EXPLORING GOOD PRACTICES FOR MANAGING MOBILITY

Topics tackled	<ul style="list-style-type: none"> - Preparation before departure - Promotion of mobility - Incoming mobility - Recognition of mobility - Mobility and professional development - Mobility and institutional strategy
Number of participants	30 participants

General introduction of the Workshop

This workshop focuses on the REALISE Handbook of Good Practices’ “Chapter 2 – Management” and aims at getting participants to exchange on the various challenges they face in their institutions in regards to the management of staff mobility, gather the solutions implemented in the different institutions and identify potential solutions through discussion between the participants and the moderators.

The main activity of the workshop is the organization of World Cafés, each focusing on a different issue, and the full group being divided into 3 smaller groups, each sub-group takes turns into each World Café and contributes by gathering new ideas of “Challenges and Solutions” to the ideas gathered by the previous sub-group. This dynamics was intended to foster new ideas and leave time to discuss deeper the most relevant challenges faced by the participants.

The general idea of this workshop is to introduce the concept and structure of the Handbook and add the experience of the participants to the reflection, and to present the Handbook’s actions as suggestions for inspiration so the participants can become familiar with them and to adapt them to their own institution.

Overview of the Workshop programme	
Activity	Duration
Introduction of the workshop	5 minutes
Ice-breaker & group repartition	10 minutes
Pyramid of priorities	10 minutes
World café – 1 st session	25 minutes
World café – 2 nd session	25 minutes
Coffee break	30 minutes
Energizer	10 minutes
World café – 3 rd session	25 minutes
Parliament session	20 minutes
Postcard session	10 minutes
Questions & Answers / Wrap-up	10 minutes
Total duration	3 hours

Activity 1 – Introduction to the Workshop

Duration: 5 minutes

It is important to make a clear presentation of the Workshop from the beginning.

The duration of the introduction should take no more than 5 minutes and include:

- Context of the Workshop, reference to the Handbook's Chapter 2
- Presentation of the workshop members
- Presentation of the programme of the workshop (world cafés)

Activity 2 – Ice-breaker and group repartition

Duration: 10 minutes


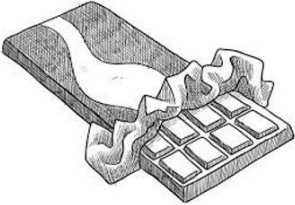

The total number of participants to the workshop is 30, so a division into sub-groups is necessary in order to have World Cafés where everyone has time to participate.

A number of 10 participants maximum was decided.

To get all participants to interact and proceed to the division into 3 sub-groups, the following activity was organized:

- All the participants are asked to stand in a circle, per country of their institution, then within the country by alphabetical order.
- Starting with the first country, each participant is given a small image determining his/her group.
3 images were handed out (in a bag, participants picking blindly a picture): a **beer**, a **waffle** or a **chocolate**.
- Each participant speaks out in the same order and says: "I'm Name of the participant, I'm function/position at name of their institution, country, and I'm a beer/a chocolate/a waffle".
- Once everyone has spoken out, the image they have picked determines the first world café they will participate in, and a pre-determined order for the world cafés' participation set in advance has to be respected:

GROUP ORDER – MANAGEMENT WORKSHOP

		
<u>Hosting Incoming Staff</u>	Framework of staff mobility management	Preparing staff to go abroad
Preparing staff to go abroad	<u>Hosting Incoming Staff</u>	Framework of staff mobility management
Framework of staff mobility management	Preparing staff to go abroad	<u>Hosting Incoming Staff</u>

Activity 3 – Pyramid of priorities

Duration: 10 minutes

Once all the participants have joined the table of their first World Café session, a first activity called “Pyramid of Priorities” will get participants to work together for the first time in the workshop.

We ask participants to put on a flipchart the following 11 statements in order of importance:

- Attract university top-management support
- Develop institutional strategy
- Ensure effective distribution of mobility funding
- Build strong partnerships
- Implement transparent application process
- Promote staff mobility
- Encourage recognition of staff mobility
- Connection with student mobility
- Gather and evaluate feedback
- FREE SPACE for own suggestions
- FREE SPACE for own suggestions

Each sub-group reaches different conclusions.

The aim of the activity is to compare the different results, this is why the flipcharts are put up on a wall during the Coffee Break so the participants have time to look at them and compare their conclusions.

Annexes: Annex 8 – Management Workshop Restitution

Activity 4 – World Café Sessions (3 sessions in total)
Duration: 25 minutes per World Café

Given the variety of issues raised in the “Chapter 2 – Management” of the REALISE Handbook of Good Practices, it appeared relevant to organize 3 World Cafés around the following themes:

- Hosting international staff
- Preparing staff to go abroad
- Framework of staff mobility management

Each predetermined sub-group will participate in the 3 World Cafés by taking turns, and each sub-group will add their own contributions to the ones mentioned by the previous sub-group, thus ensuring the fostering of new ideas.

Structure of the contributions: A simple structure was adopted to encourage the emergence of new ideas:

Challenges	Solutions

Participants were asked to contribute by referring to their own experience of challenges they faced in their own institutions and the solutions that were adopted, or by asking the rest of the group what solutions they have found, or else by discussing altogether of possible solutions / recommendations, etc.

Each World Café leader(s) was left with the decision of letting the participants read the relevant pages of the Handbook.

World Café leaders are the moderators of the activity, they start the discussion by giving an overview of the types of actions that have been tested within the REALISE project and may use examples from the Handbook and their personal experience to foster new ideas from the sub-groups.

The idea of the World Cafés being the sharing of experience and ideas, the posters onto which the Challenges and Solutions were written have been put up on a wall in order for all participants to have time to read the full contributions from each group.

Annexes: Annex 8 – Management Workshop Restitution

Activity 5 – Energizer

Duration: 10 minutes

After the coffee break, a small energizer will get the participants' focus back!

Once every participant is settled at the table of their last World Café session, a series of questions will be asked by one of the Workshop leaders. The participants will have to stand if the answer to the question is YES, and stay seated if the answer to the question is NO.

The following series of questions was used for this workshop:

- Is it your first Staff Training Week?
- Will your Erasmus+ grant cover all your costs to come to this event?
- Has your institution ever hosted a Staff Training Week?
- Do you believe you can have an influence on staff mobility in your institution (or faculty or team)?
- Have you ever faced challenges with Erasmus+ staff mobility management?
- Are there colleagues in your home university who consider staff mobility mainly as tourism?
- Do you have a pet?

A last question, not related to staff mobility, was used to lighten the atmosphere. Of course, the energy of the moderator is crucial to have the participants involved in the activity!

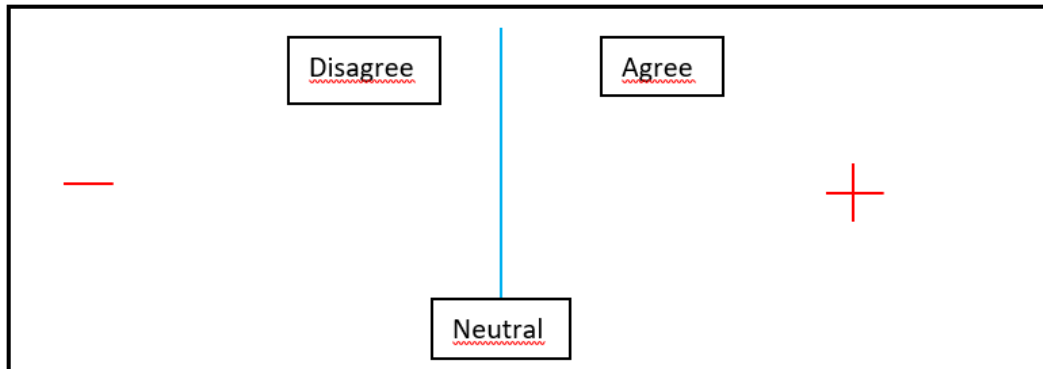
Activity 6 – Parliament session

Duration: 20 minutes

The second main activity of the Management Workshop is the Parliament session.

In this activity, the participants are shown a series of statement to which they must react by standing in different places whether they agree, disagree, or are neutral in reaction to the shown statement.

Below, you will see a drawing of where participants must stand in reaction to the statement:



The lines must be drawn on the floor with colored tape.



Group during the Parliament Session

The following order must be respected:

- People stand in reaction to the statement
- The minority starts giving an argument to their reaction
- The other side reacts with an argument
- Participants can change position

Only the **Agree** and **Disagree** participants may participate and give arguments.

Each “point of view” may react 2 to 3 times, in turns.

Participants can “change their mind” only once each side has given all their arguments.

The following statements were given:

- Hosting incoming staff has impact on outward mobility
- Staff mobility is only a buzz word for institutions to improve their reputation

- Staff mobility is great, but it is difficult to implement any changes I learned as I get back home
- University administration is responsible for the success of staff mobility

If possible, use open questions from the World Cafés for additional statements.

Activity 7 – Postcard session

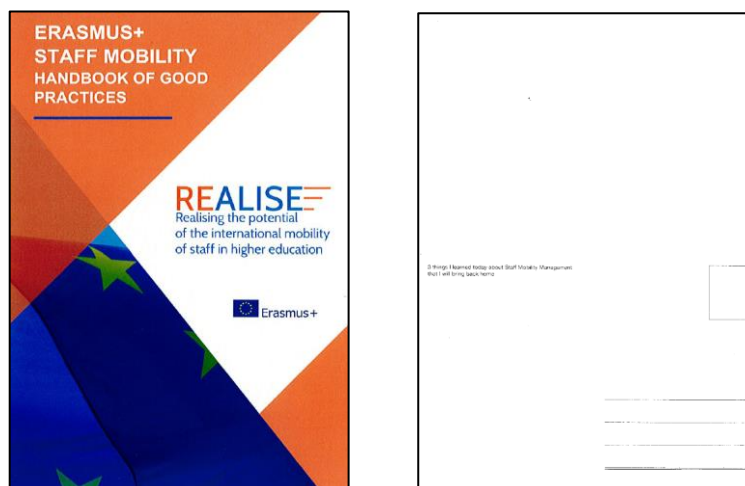
Duration: 10 minutes

The Postcard session is the last activity of the workshop.

100 postcards were printed, and 1 was given to each participant for them to write down on them 3 ideas they will remember from the workshop, or things they have learned that they will try to implement once they are back in their home institution.

After about 5 minutes, the participants are asked to voluntarily present what they wrote down to the rest of the group.

Below, the postcard that was handed out to the participants:



Logistical aspects and material needed

Room: A big room is necessary for the 3 sub-groups to be able to discuss at the same time without disturbing each other.

Material:

- 3 paperboards/flipcharts
- Scissors
- Markers
- Color tape (that can be stuck on the floor)
- 90 postcards
- 90 images for group repartition (30 of each image)

4. WORKSHOP – DEVELOPING STAFF MOBILITY AS A STRATEGIC PATHWAY TO BROADEN AND REINFORCE INTERNATIONALIZATION

Topics tackled	<ul style="list-style-type: none"> - Internationalisation process at institutional level - Raising awareness about the impact of international mobility - Career development - Human resources policy - Recognition of mobility, impact on individuals and institutions
Number of participants	30 participants

Overview of the Workshop programme	
Activity	Duration
Brief introduction	5 minutes
Getting to know the group	20 minutes
Brainstorming	25 minutes
Pair work on staff mobility	25 minutes
Coffee break	25 minutes
Preparation for role-play : Board meeting	30 minutes
Role-play	25 minutes
Follow-up	15 minutes
“reflect on the session”	10 minutes
Total duration	3 hours

Activity 1 – Brief introduction

Duration: 5 minutes

This workshop focuses on Chapter 1 of the REALISE Handbook of Good Practices”. The aim of the workshop is to reflect upon the notions of internationalisation and staff mobility as well as to make ideas and practical actions aiming to use staff mobility to “broaden and reinforce internationalisation” emerge.

The activities rely on the group dynamic. It is NOT a lecture, but it requires the involvement of everybody – and it means having fun too! Participants need to express themselves and of course must not pass judgement on their colleagues (about language skills, knowledge...). They will be encouraged to use the Handbook as well as their own experience to discuss the different topics and participate in the activities, notably the role-play.

The facilitators trust that from the diversity of approaches and points of view, new ideas and innovative practices will emerge.

Activity 2 – Getting to know the group: interviews in pairs

Duration: 20 minutes

The group will be divided into 15 pairs who will be asked to take 3 minutes to interview each other. Each interviewer must find 2 interesting facts about their partner. Everybody will be brought back together and each member of the 15 pairs will present the 2 facts about their partner to the rest of the group (and vice-versa).

(To introduce some variety → during the first workshop: any 2 facts will be found and presented. During the second workshop: 2 professional facts will be found and presented. During the third workshop: 2 facts related to international experience, either personal or professional.)

Activity 3 – Brainstorming: “What does internationalization mean?”

Duration: 25 minutes

Each participant has 3 minutes to write 1 to 3 notions or ideas or a short sentence on a Post-it, then he/she reads it to the rest of the group. All the (30) Post-its are put on a board (to be referred to later: in the conclusion to the session but also used by the facilitators for the final panel discussion).

The facilitators will wrap up and probably point to the complexity of the definition of internationalisation which is a multifaceted notion, with a diversity of interpretations and contexts (Is internationalisation about student mobility? Cooperation projects? Research projects? Double diplomas? “Internationalisation at home”?...)

Activity 4 – Pair work on staff mobility: select one action to develop staff mobility

Duration: 25 minutes

At the beginning of the exercise, the facilitators present 4 actions from the Handbook and the participants can choose on which action they want to work and elaborate so that they have time to discuss 1 action into more detail.

The actions the facilitators present are the following:

1. Career pathway for staff
2. Appoint Internationalization coordinators and create university-wide groups
3. Create a scheme of recognizing international staff mobility as training hours
4. Plan an effective distribution of mobility funds, focusing on employees that need to increase the participation to international exchange programs

According to their choice, the participants sit in 4 sub-groups around 4 tables where only one action will be tackled. They discuss freely the action itself and the means to implement it, the objectives of the action, the possible obstacles and how to overcome them, etc.

Following the sub-group's exchanges on the action, one spokesperson (or two spokespersons) will then explain the action, present the best way to implement it, discuss the expected outcome to the whole group.

Activity 5 – Preparation of the Role-play: Board Meeting

Duration: 30 minutes

Brief introduction of the activity:

The facilitators explain what **role-play** is about: to exchange views, challenge assumptions, find innovative ideas...

To do so, one puts oneself in someone else's position and adopts someone else's attitude. It requires some form of imagination and **empathy**. It is important to understand the point of view of the other person to be able to identify potential problems, reluctance to change, fear of the unknown, etc.

Role-play is also about **distance** from the topic: you don't say what you think or feel but you play a role.

PREPARATION OF THE ROLE-PLAY

The situation: a **board meeting** during which **decisions about staff mobility** are to be made **“to broaden and enhance the internationalisation of the university”**. The Vice-president / Vice-rector in charge of international relations and the Head of the IRO make proposals, which are being discussed. A vote will follow.

The facilitators organise the group in **two sub-groups** (15 participants each) who will work in parallel in order to prepare for the actual role-play:

- Study their own character...
- Interact with the other members on the board if they wish...
- The international people will have to “work” together (to present the proposals)
- The “President / Rector” will chair the Board meeting (if needed, facilitators can help but it is better not to...)
- The facilitators can also help the participants, if needed, to “rehearse” the play: agree on how to organise the meeting...

How to choose the different roles? Cards with different roles will be put in a box / hat, and one card will be chosen at random by each participant.

(1 box/hat with a number of roles → the roles are chosen at random)

Each role will correspond to a **position** in the university but also to an **attitude**...

(15 roles → if fewer people attend, facilitators can cut down the number of student or faculty representatives for example to come up with the exact number of participants)

Annexes: Annex 9 – Strategy Workshop – Cards for role-play

Activity 6 – Role-play

Duration: 25 minutes

Only one group present their role-play and the other group observes and takes notes.

This group is chosen at random (from box / hat!).

Activity 7 – Follow-up

Duration: 15 minutes

The observers **react** to the role-play: both the **content** (issues, ideas, proposals...) and the **form** (group dynamic, interactions...) of the discussion.

The general discussion is led by the facilitators who emphasise what they observed as being the most relevant: important / challenging.

Activity 8 – “Reflect on the session”

Duration: 10 minutes

Each participant has to say just **one word** to characterise the whole session *(that will be written on the board by the facilitators)*: what they feel was most important / innovative / striking: their two-hour experience in one word!

This feedback on all the activities of the session will help the facilitators evaluate the impact of the session, the possible strengths and weaknesses....

Logistical aspects and material needed

Room: Large room and tables that may be moved around to adapt to the role-play scenario

Material:

- Paperboard
- Post-its
- Pens
- Hat or box

Cards for the role-play should be printed in advance.



Group presenting their role-play

5. PANEL DISCUSSION

Number of participants	90 participants
------------------------	-----------------

Speakers to the Panel Discussion	
Speaker - position	Institution
Mr. Irina FERENCZ – Deputy Director	Academic Cooperation Association (ACA)
Mr. Johannes Gehringer – Policy Officer, Higher Education / Erasmus+	European Commission
Prof. Anne-Marie MOTARD – Vice-President for International Relations and Francophonie	Paul-Valéry Montpellier 3 University
Prof. Janerik LUNDQUIST – Associate Professor	Linköping University
<u>Moderator:</u> Mr. Frederik DE DECKER – Head of the International Relations Office	Ghent University
Total duration	1 hour 30 minutes

General introduction of the Panel Discussion

The Panel Discussion is a great way to close an event, as the participants to the Staff Training Week have had time, throughout the several days of training, to discuss a large variety of issues regarding Erasmus+ Staff Mobility and to exchange on its challenges and potential improvements.

A panel discussion involves a small group of people gathered to discuss a topic (Erasmus+ Staff Mobility in our case) in front of an audience, and includes a moderator to guide the discussion and drive the audience to participate.

For this panel discussion, REALISE team members have composed the panel speaking in front of the audience along with relevant stakeholders, from the Academic Cooperation Association and from the European Commission.

To make the discussion more lively and to make the audience's participation easier, it was decided to use a **voting device** allowing the audience to answer questions asked by the Panel Discussion's moderator, and the results were discussed with the panel.



Panel commenting the answers to a question

Panel Discussion - Introduction

After a short introduction of the programme of the activity and a test of the voting device, the panelists make a short introduction.

Given the scope of the Staff Training Week, an introduction was made by the Academic Cooperation Association, whose representative Ms Irina Ferencz underlined the difficulty in measuring staff mobility in Europe due to the differences in defining staff categories between countries, thus making comparisons difficult.

The presence of a Policy Officer from the European Commission allowed the panel to give an insight on the future of the Erasmus+, which comes at a critical time as this event took place as Policy Officers are currently discussing the future Framework Programme for Erasmus+. A doubling of the funds for the whole programme is planned for the next framework programme 2021-2027, and its strategic aims will be to make the programme more inclusive and increase its impact, will focus on skills development and on the promotion of internationalization-at-home.

Innovation will be at the heart of the new framework programme, with a stronger integration of digital means and a promotion of virtual mobility.

An introduction by the REALISE members gave more elements regarding how the Erasmus+ programme must evolve on the basis of the difficulties and challenges met during the project.

It is important to remind that staff mobility is not an end in itself, has to be relevant with the international strategy of institutions, and is a means to provide students with improved services, and to provide higher quality education and research, thus staff mobility must be part of a wider strategy of Higher Education Institutions. New European projects, such as European Universities, are a good way to organize targeted staff mobility and include it in broader institutional strategies.

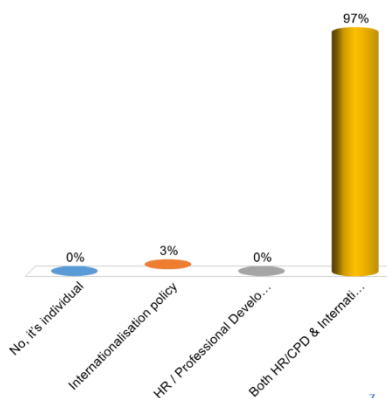
These observations must be correlated with the fact that, for too long, staff mobility has been concentrated in international offices and was not part of a wider international strategy. If HEIs wish to increase the quality of staff mobility undertaken by their staff and increase the quality of the service given to visiting international staff and students, staff mobility must be included in the institution's Human Resources policy as a first step towards recognition.

Panel Discussion - Questions

Once the panelists have set the picture, the moderator may start asking the questions decided in advance.

The following questions have been asked to the audience, but a series of other questions that could not be reflected upon are shown at the end of this presentation as "food for thought", and could be interesting to ask the audience should another Staff Training Week on staff mobility be organized.

1. **Staff mobility should (at institutional level) be part of a broader policy**
 - a. *No, it's individual*
 - b. *Internationalisation policy*
 - c. *HR / Professional Development Policy*
 - d. *Both HR / CPD & internationalization policy*

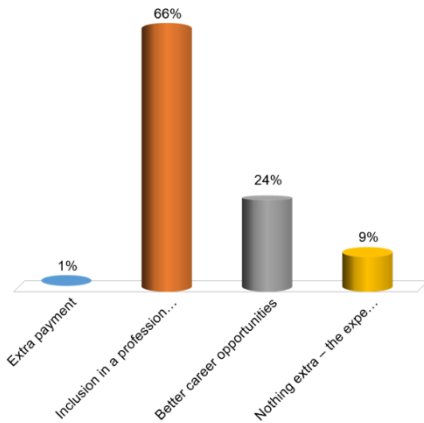


Answer from the Panel :

Anne-Marie Motard : There is often a gap between political declarations and reality, especially as regards to recognition and inclusion in HR policy, hence a European incentive is necessary. Staff mobility must be part of a **broader policy**.

2. Staff mobility should be recognized by means of...

- a. Extra payment
- b. Inclusion in a professional development 'portofolio'
- c. Better career opportunities
- d. Nothing extra – the



*experience and competence
reward in itself*

Answer from the Panel :

Anne-Marie Motard : This result is good news, but the national legal frameworks must not be underrated.

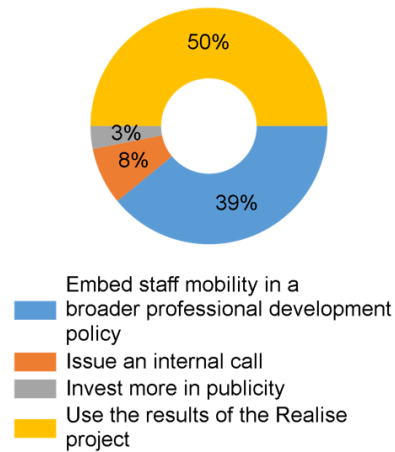
Janerik Lundquist: In Sweden at least, only publications are taken into account in teachers/researchers' career advancement, hence there is no incentive to undertake Erasmus+ mobilities.

is a

Johannes Gehringer: The Erasmus+ programme gives some liberty regarding staff mobility, for instance regarding PhD students, who can undertake both STA mobilities for Teaching and SMS mobilities for Studies. Moreover, the European Commission is trying to reduce the gap between Erasmus+ (education) and Horizon 2020 (research).

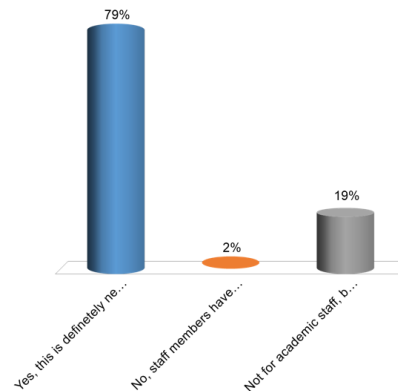
3. How can we assure that in the future more non-IRO colleagues would participate in a staff training week like this?

- A. Embed staff mobility in a broader professional development policy
- B. Issue an internal call
- C. Invest more in publicity
- D. Use the results of the Realise project



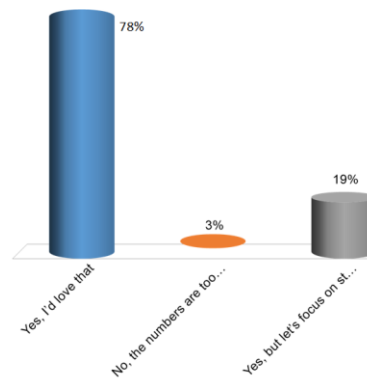
4. **Should universities organize language classes to prepare their staff for their mobility?**

- A. Yes, this is definitely necessary for all kinds of staff
- B. No, staff members have to do this in their free time
- C. Not for academic staff, but for (some) members of administrative staff



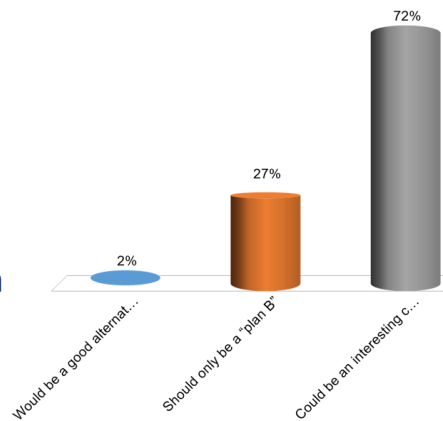
5. **Is there a need for an "Erasmus+ Without Paper" (digitalized administrative process) for staff mobility in the future?**

- A. Yes, I'd love that
- B. No, the numbers are too low & it's manageable
- C. Yes, but let's focus on student mobility first



6. *Virtual staff mobility...*

- A. Would be a good alternative for physical staff mobility
- B. Should only be a “plan B”
- C. Could be an interesting complementary approach for staff mobility



The following questions had been prepared but could not be answered by the audience due to a lack of time:

1. ***The opportunity to go abroad is an added value in the recruitment policy of my university...***

- a. *Yes, for sure*
- b. *No, I don't think so*
- c. *Yes, but it can attract the wrong people*

2. ***If I could choose, I would prefer...***

- a. *To participate in a staff training/mobility with another colleague of my institution*
- b. *A group training/group mobility with different colleagues from my institution*
- c. *To go on a staff training/mobility on my own*

3. ***How can awareness about the benefits of international mobility be raised? (multiple answers possible)***

- a. *More info on the intranet or via email communication*
- b. *More meetings at university level*
- c. *More meetings at departmental/faculty level*
- d. *Peer/group dissemination (mouth-to-mouth)*

4. In the future Erasmus+ programme the budget for staff mobility should... (multiple answers possible)

- a. *Remain the same*
- b. *Be increased*
- c. *Be more targeted*
- d. *Allow for staff mobility to non-programme countries as well*

Annexes: Annex 9 – Frederik De Decker – Panel Discussion

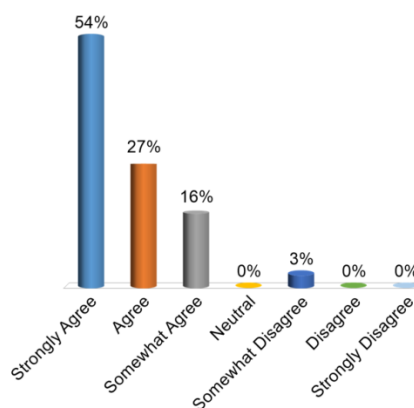
Panel Discussion - Conclusion

The Panel Discussion being the final activity of the Staff Training Week, and the voting system having the advantage of catching the participants' focus, it is a great opportunity to have a quick first feedback on the overall event.

Hence, 2 simple questions regarding the Staff Training Week were asked to the audience, who answered thanks to the voting device provided for the activity:

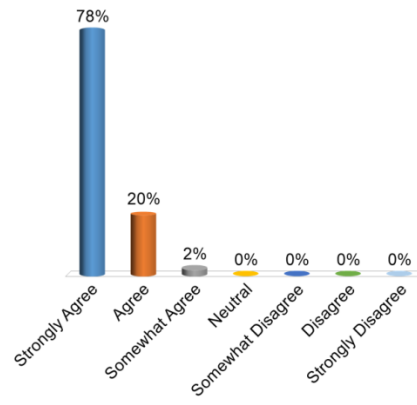
1. I learned a lot during there last 3 days

- A. Strongly Agree
- B. Agree
- C. Somewhat Agree
- D. Neutral
- E. Somewhat Disagree
- F. Disagree
- G. Strongly Disagree



1. This Staff Week was well organized

- A. Strongly Agree
- B. Agree
- C. Somewhat Agree
- D. Neutral
- E. Somewhat Disagree
- F. Disagree
- G. Strongly Disagree



Logistical aspects and material needed

Material:

- Voting/Polling device

6. EVALUATION

Description of the Activity

Evaluation of a Staff Training Week is a very way to measure to which extent the training offered responded to the expectations of the participants, but also gives indications on the key strengths of the training offered, weaknesses, and will enable you to come up with ideas for improvement.

A survey should be delivered shortly after the training activities took place, in order for participants to still have the activities that took place in mind, and for them to feel concerned about the survey itself. Hence, no more than 10 days should spread apart the end of your event and the sending of its evaluation survey.

In the next pages, you will find details on the survey conducted to evaluate this Staff Training Week, which is specific to this training and should be adapted to any other event. This survey is voluntarily short to maximize the number of answers.

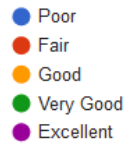
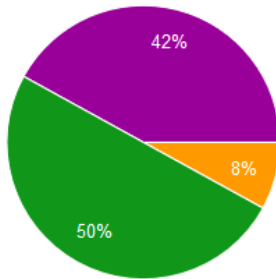
Out of 87 participants, 50 answered the survey.

Structure of the survey

Question	Type of answer expected
1. Did the staff training week in general meet your expectations?	1 to 5 scale (1:Poor ; 5:Excellent)
<i>General remarks / suggestions</i>	Short-text answer
2. How would you rate the overall look and feel of the course content and materials during the workshop “Developing staff mobility as a strategic pathway to broaden and reinforce internationalization”?	1 to 5 scale (1:Poor ; 5:Excellent)
<i>Remarks / suggestions on the workshop</i>	Short-text answer
3. How would you rate the overall look and feel of the course content and materials during the workshop “Promoting staff mobility programmes and disseminating results”?	1 to 5 scale (1:Poor ; 5:Excellent)
<i>Remarks / suggestions on the workshop</i>	Short-text answer
4. How would you rate the overall look and feel of the course content and materials during the workshop “Exploring good practices for managing staff mobility”?	1 to 5 scale (1:Poor ; 5:Excellent)
<i>Remarks / suggestions on the workshop</i>	Short-text answer
5. How would you rate the practical organization (infrastructure, catering, time schedule...)?	1 to 5 scale (1:Poor ; 5:Excellent)
<i>Remarks / suggestions on the practical organization of the Staff Training Week</i>	Short-text answer
<i>General remarks / suggestions</i>	Long-text answer

Overview of the results

Meeting Expectations



Overall, this training module has met the expectations of the participants, but some concerns were raised from participants:

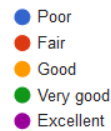
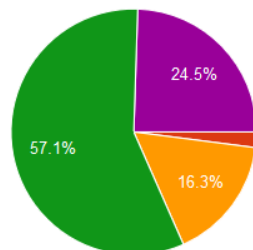
- Not enough material concerning academia, more focused on the International Relations point of view

- The Handbook being the main output of the project and at the basis of this event, it should have been made available much earlier

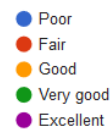
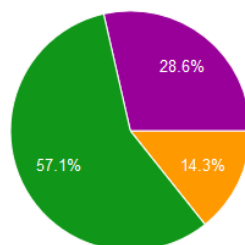
Feedback on Workshops

Overall, the 3 workshops have met great satisfaction by the participants, confirming that the training has met their expectations and that the structure adopted responds to their needs.

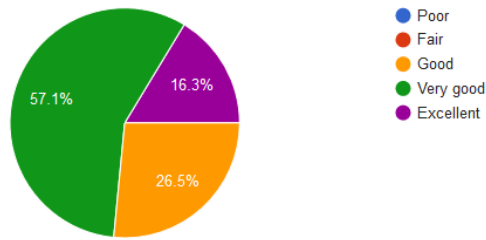
Assesment of Workshop – Developing staff mobility as a strategic pathway to broaden and reinforce internationalisation:



Assesment of Workshop – Promoting staff mobility programmes and disseminating results:



Assesment of Workshop – Exploring good practices for managing staff mobility:



Remarks and Suggestions have been made by the respondents to the survey and can be applied to all 3 workshops, thus allowing us to make a general feedback and give tips to improve such an event:

- Leave room for informal discussion. Although the participants are here to receive a training from experts in a specific field, the need for exchange of good practices must not be underrated.

“ Perhaps we should have focused less on completing tasks [and] leave more time to informal group discussion once the problem/theme/subject has been introduced ”

- Be careful on the nature of the activities you plan. For instance, some participants have felt uncomfortable with the role-playing part of this training, and if it is not well used by the trainers, it could lead to a lack of motivation of the participants.
- Make sure to make some material available, when possible, to the participants. In this case, the Handbook of Good Practices has not been communicated to the participants in advance and last-minute modifications had to be made, but caused some frustration to some participants.

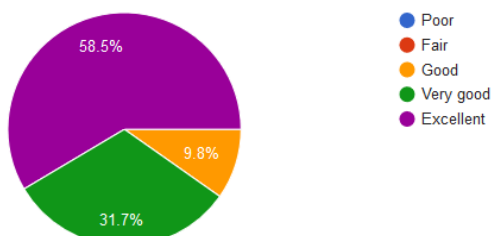
“ The workshops were very interactive and enabled us to share experience with colleagues from other universities, which was really enriching! ”

Feedback on practical organization

More than the content of the training activities, it is important to evaluate the quality of the venue, planning, and other logistical aspects.

General appreciation was excellent, but some aspects could still be improved and taken into account when organizing a staff training event:

- Give as much information as possible before the event, as this will put the participants in a positive (or negative if not) mindset.



- Better information of the targeted audience. Some participants did not invite staff from their HR

Department to the event although they have a key role to play in staff mobility recognition.

- Have a clear contact for queries.
- Do not plan on a schedule too tight, as participants, beyond the training, want to visit the city in which they are hosted!
- Leave more time for networking activities.

7. ANNEXES

Annex 1: Programme “Staff Mobility in the Spotlight

Annex 2: Frederik De Decker – Introduction STW Ghent

Annex 3: Sophie Ball – REALISE Survey Presentation

Annex 4: Luciano Saso – Strategic importance of staff mobility

Annex 5: Dissemination Workshop presentation

Annex 6: Dissemination Workshop Template

Annex 7: Dissemination Workshop Restitution

Annex 8: Management Workshop Restitution

Annex 9: Frederik De Decker – Panel Discussion

ANNEX 1 – PROGRAMME “STAFF MOBILITY IN THE SPOTLIGHT”



Programme

Staff Training Week in cooperation with REALISE partners

Staff Mobility in the Spotlight:

Improving the implementation and recognition of Erasmus+ staff mobility

May 14-16, 2019 @ Ghent University



Day 1: 14/05/19: Het Pand, Onderbergen 1

09h00 – 09h30 Meeting in main entrance Het Pand + Registration

09h30 – 10h00 Welcome word and Presentation of Ghent University

Prof. Dr. Guido Van Huylenbroeck – Academic director Internationalization – Ghent University

Mr. Frederik De Decker – Head of the International Relations Office – Ghent University

10h00 – 11h00 Presentation of the REALISE project: survey results + handbook

Prof. Anne-Marie Motard – Vice-President for International Relations and Francophonie
Paul-Valéry Montpellier 3 University

Dr. Sophie Ball – Erasmus and Exchanges Manager – Middlesex University

11h00 – 11h30: Coffee Break

11h30 – 12h15: The strategic importance of staff mobility for modern universities

Prof. Luciano Saso – Vice-Rector for European University Networks of Sapienza University of Rome
and President of the UNICA network of the Universities from the Capitals of Europe

12h15 – 12h30: Introduction to the programme of 3 parallel workshops:

1. *Developing staff mobility as a strategic pathway to broaden and reinforce internationalization*
2. *Promoting staff mobility programmes and disseminating results*
3. *Exploring good practices for managing staff mobility*

Mrs. An Van Laeken – International Relations Office – Ghent University

12h30 – 14h00: Lunch at Het Pand

14h15 – 15h30: Workshops 1 – 2 – 3 (part 1)

15h30 – 16h00: Coffee Break

16h00 – 17h15: Workshops 1 – 2 – 3 (part 2)

Day 2: 15/05/19: Het Pand, Onderbergen 1

09h30 – 10h45: Workshops 1 – 2 – 3 (part1)

10h45 – 11h15: Coffee Break

11h15 – 12h30: Workshops 1 – 2 – 3 (part 2)

12h30 – 14h00: Lunch

14h00 – 15h15: Workshops 1 – 2 – 3 (part 1)

15h15 – 15h45: Coffee Break

15h45 – 17h00: Workshops 1 – 2 – 3 (part 2)

18h00: Social activity and Dinner

Day 3: 16/05/19: Het Pand, Onderbergen 1

09h30 – 11h00: Panel discussion: Policy challenges for the future of Erasmus+ staff mobility

Ms. Irina Ferencz – Academic Cooperation Association (ACA) – Deputy Director

Mr. Johannes Gehringer – European Commission – Policy Officer – Higher Education – Erasmus+

Prof. Anne-Marie Motard – Vice-President for International Relations and Francophonie
Paul-Valéry Montpellier 3 University

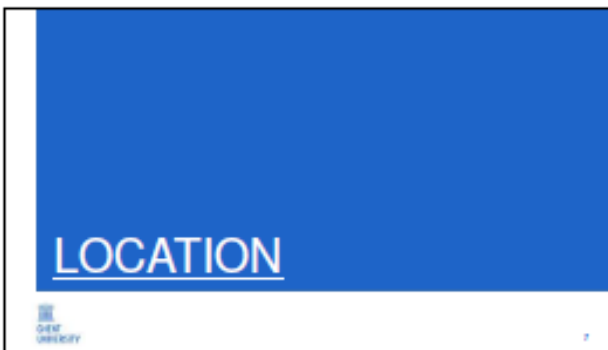
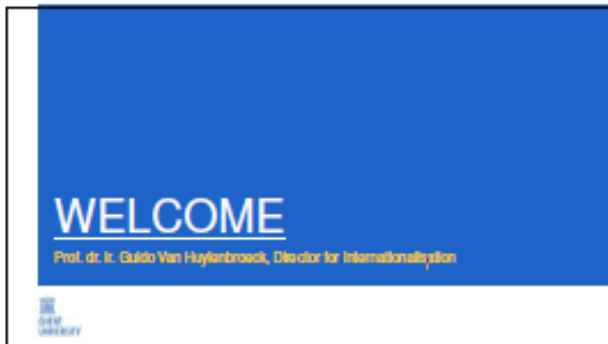
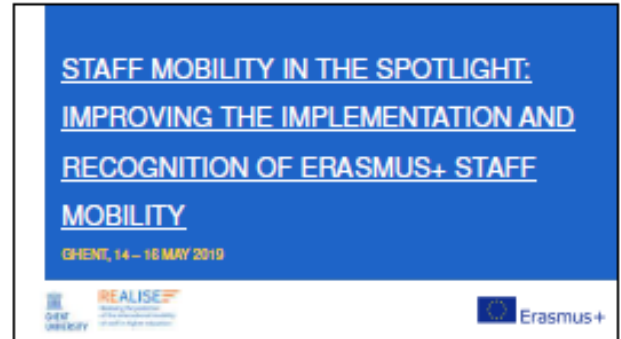
Prof. Janerik Lundquist – Linköping University

Moderator: Mr. Frederik De Decker – Head of the International Relations Office – Ghent
University

11h00 – 12h00: Reception - Meet & Greet international faculty officers and IRO staff members

12h00 – 13h30: Lunch and distribution of certificates

ANNEX 2 – FREDERIK DE DECKER – INTRODUCTION TO THE STAFF TRAINING WEEK



GHENT (BELGIUM)

A genuine student city with +75,000 students

GHENT UNIVERSITY

CAMPUSES OUTSIDE OF GHENT: KORTRIJK, OSTEND, BRUGES & SOUTH-KOREA

GHENT UNIVERSITY

A RICH HISTORY

GHENT UNIVERSITY

TIMELINE

1817 Reorganization of State University Ghent - Latin as language of tuition	1825-1830 Research becomes an important activity	1831 Large extension - State University Ghent becomes Ghent University	2012 The problem of academic programmes is university-wide	2017 200 years
1838 The year Latin is replaced by French because the language of tuition	1839 Dutch becomes the language of tuition	2003 Ghent University Association	2014 Start in South Korea	

GHENT UNIVERSITY

20.0

View afterwards

GHENT UNIVERSITY

MISSION

DATE TO THINK

GHENT UNIVERSITY

MISSION STATEMENT

Ghent University wants to be a **creative community** of staff, students and alumni, connected by the values the university carries out: **engagement, openness and pluralism.**

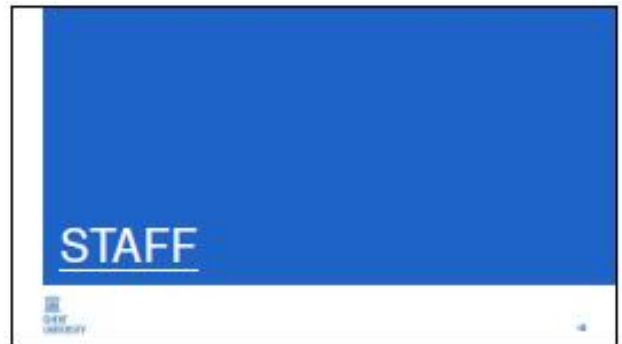
Our motto is **Dare to Think**: we encourage students and staff members to adopt a critical approach.

Rector
Prof. Rik Van de Walle

GHENT UNIVERSITY

FACULTIES

GHENT UNIVERSITY



STAFF

- Ghent University: around 9,000 staff members
- UZ Gent: around 6,000 staff members
- 12% international staff
- Core values as employer:
 - Diversity
 - Open corporate culture
 - Participation
 - Evaluation & Support
 - Skill based



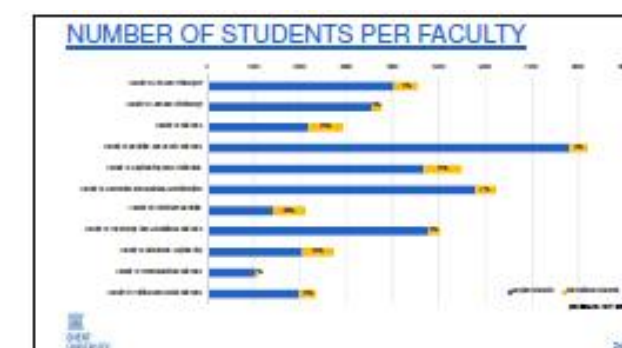
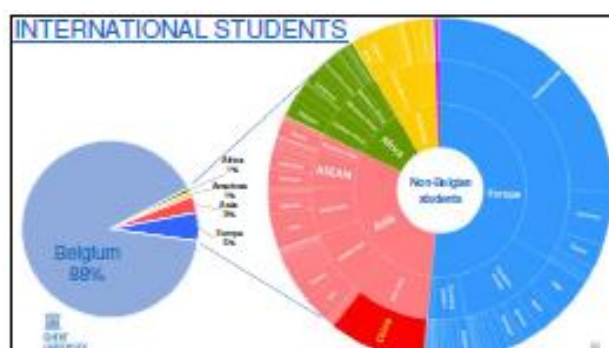
EDUCATION

BACHELOR PROGRAMMES	54
Dutch taught:	53
English taught:	1
MASTERS	142
Dutch taught:	34
English taught:	46
7 international course programmes 3 external master master programmes	


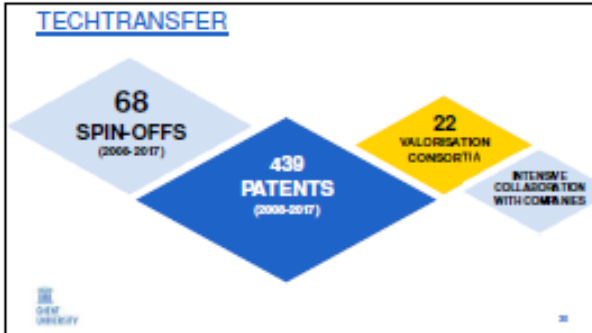
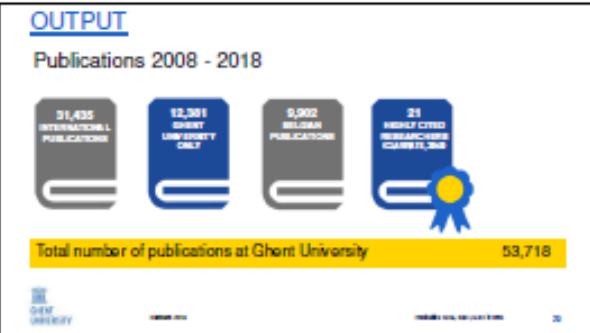
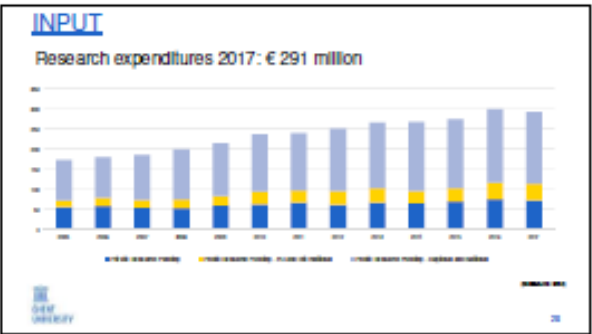
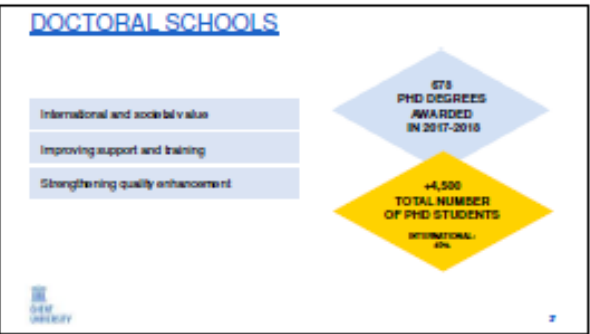
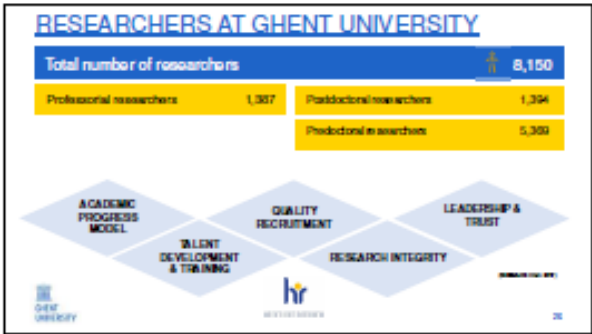
Very separate English courses

EDUCATION


Total number of students	44,215
International students	12%



RESEARCH

INTERNATIONALISATION



INTERNATIONALISATION ACHIEVEMENTS

- 2017 EAIE Institutional Award for Innovation in Internationalisation
- Outstanding & recognised achievements in Erasmus
- Several prestigious grants of the European Research Council




INTERNATIONALISATION INSTITUTIONAL GOALS

By 2020:

25% of all graduating students have a study abroad experience

100% of all study programmes have incorporated international and intercultural competences in the programme competences



22

STUDENT MOBILITY

1,900

Ghent University students abroad yearly (25.5% of all graduating students with experience abroad)

6,200

Foreign students at Ghent University (including 1000 exchange students)

European pioneer in the digitisation of student mobility processes



23

DEVELOPMENT COOPERATION

Projects with universities in developing countries

Education

Research

Capacity building



24

5 REGIONAL PLATFORMS



25

GHENT UNIVERSITY GLOBAL CAMPUS

Incheon, South Korea

Since 1 September 2014

Bachelor programmes:

Molecular Biotechnology
Environmental Technology
Food Technology

Knowledge-based staff +
Flying Faculty



26

INTERNATIONAL NETWORK

Specific institutional partnerships

Strategic partners in the Global South

Strategic Research Partners

Qualitative bilateral partnerships

Partners with which

Continuous monitoring



27

ALUMNI CHAPTERS WORLDWIDE



RANKINGS



28

RANKINGS

Shanghai Ranking

Worldwide	21
National	1

Times Higher Education Ranking

Worldwide	140
National	3



 OVER
UNIVERSITY

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 OVER
UNIVERSITY

ANNEX 3 – SOPHIE BALL – REALISE SURVEY PRESENTATION



In the participants' own words
 The REALISE European survey of international staff mobility



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

Dr Sophie Ball
 Erasmus and Exchanges Manager
 Middlesex University, London



 13th May 2019
 University Foundation
 Brussels

What data did we have 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: data from MDX KA103 report 2016 & 2017: -
- 100% of staff reported being 'satisfied or very satisfied' with their mobility in general
- Questions around gained competences showed that staff felt 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'

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REALISE survey: In the participants' own words | 2

The REALISE European survey of international staff mobility: figures, data and trends on Erasmus staff mobility

- The survey aimed at testing the practices, experiences and attitudes of university staff regarding Erasmus staff mobility
- Scope of survey: experiences regarding Erasmus staff mobility between 2012/13-2016/17
- The participants were academic and administrative staff working in HEIs in the 10 European countries of the project partners.
- Online questionnaire: quantitative and qualitative survey among all university staff: 6202 respondents
- Semi-structured interviews with members of senior leadership: 48 interviews

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REALISE survey: In the participants' own words | 3

50 questions

- access to information;
- perception;
- satisfaction;
- main benefits;
- impact on professional activities and practices;
- impact on student mobility;
- main obstacles to mobility;
- institutional barriers;
- recognition;
- integration with international and modernisation strategy

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REALISE survey: In the participants' own words | 4

The Report's 4 chapters:

- 1. Mobility demographics
- 2. Management
 - Pre-mobility perceptions, issues and expectations
 - Benefits and impact
 - Obstacles
- 3. Promotion and dissemination
 - Promotional activities, visibility and effectiveness
 - Dissemination
- 4. Encouragement and Recognition
 - The perceived benefits of mobility
 - Perceived obstacles

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REALISE survey: In the participants' own words | 5

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"

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REALISE survey: In the participants' own words | 6

Perceptions and expectations

- "The fear of the unknown is very present. Imagine going to a country we do not know that uses a language we are not fluent in..."
- "Mobility programmes, initially, spark curiosity. It is the expression of a wanting to discover the Other, with a capital letter. The Others are the other colleagues, another system, another culture and another language..."
- "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...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."

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REALISE survey: In the participant's own words | 7

Comparison between administrative staff and academic staff's reasons for not applying for mobility (n. of responses and %)

	Administrative staff		Academic staff	
	n. of responses	%	n. of responses	%
Big competition	54	2%	95	1%
Not enough funding available	220	6%	541	7%
Foreign language deficiency	506	15%	675	9%
Missing information about the programme	640	18%	1344	18%
Lack of support from manager	247	7%	434	6%
Lack of information about partner universities and their offers	570	16%	1112	15%
Too many duties - difficulties finding replacement	508	15%	1582	21%
Too complicated application procedure	137	4%	326	4%
Fear of falling behind with work	349	10%	797	11%
Lack of motivation	243	7%	479	6%
TOTAL	3474		7386	

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REALISE survey: In the participant's own words | 8

Promotion and dissemination

- "For PAS [administrative staff], an annual event is organized where staff members who have taken part in a mobility program in the previous academic year share their experiences. This day coincides with the opening of the mobility call for PAS, so as well as providing an opportunity to learn about the experiences of others, it also goes some way to encouraging PAS to participate in international mobility"
- "Too much formalisation and structure may give a bureaucratic slant on the experience. Therefore, we have to find a balance: have some formalisation so that the experience may be shared by the greatest number and so that we can see the impact on the institution, but at the same time to keep a kind of spontaneity of the exchanges between staff members"

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REALISE survey: In the participant's own words | 9

Recognition through pay rise and promotion

- "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."

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REALISE survey: In the participant's own words | 10

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."

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REALISE survey: In the participant's own words | 11

Impact

- "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"
- "We have forgotten that service to society is more than a spin off, it is also about how to translate international knowledge to your local society and local knowledge to international society. And that is something I think you can realize through international staff exchange."

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REALISE survey: In the participant's own words | 12

The full report is available at: <https://realise-erasmusplus.fr/content/Comparative-Analysis>

Dr Sophie BALL, Erasmus & Exchanges Manager; Middlesex University London
s.ball@mdx.ac.uk

ANNEX 4 – LUCIANO SASO – STRATEGIC IMPORTANCE OF STAFF MOBILITY

The Strategic Importance of Staff Mobility for Modern Universities

Prof. Luciano Saso

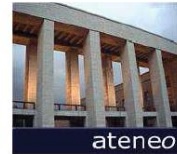
Vice-Rector for European Networks, Sapienza University
President of the UNICA network of the Universities from the Capitals of Europe



SAPIENZA
UNIVERSITÀ DI ROMA




www.uniroma1.it



about 112,000 Students
about 4000 Teaching Staff Members
About 4000 Administrative and Technical Staff



UNICA is an institutional network of 46 universities from 35 capital cities of Europe, combining over 150,000 staff and 1,800,000 students since 1990



UNICA
Network of Universities from the Capitals of Europe

25 YEARS OF ADDING VALUE

CLUSTERS OF ACTIVITIES

INTERNATIONALISATION & MOBILITY:

- International Relations
- Officers meetings
- Student Conferences
- University PR & Communication
- Summer & Winter Schools

EDUCATION:

- UNICA EDULAB (former Bologna Lab)
- Student-Centered Learning

POLICY & STRATEGY:

- Contact with European institutions and decision-makers
- Rectors Seminars
- Scholarly Communication

MISSION & LINK WITH SOCIETY:

- City – University Cooperation
- UNICA GREEN (formerly UGAR)

UNICA ACTIVITIES
10 Working Groups up to 15 UNICA seminars & meetings per year gathering over 300 participants

RESEARCH & DEVELOPMENT:

- EU Research Liaison Officers
- UNICA PHD MASTER CLASS on doctoral supervision



UNICA EC PROJECTS 2014-2016

UNICA as Partner (selected projects)

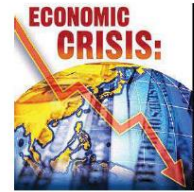
- **LEAD** - Governance and Academic Leadership of Chinese and European Universities in the Context of Innovation and Internationalisation (Erasmus+) - UNICA develops training courses for university leadership
- **CALOHEE** - Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe (Erasmus+) - UNICA is Member of Advisory Board
- **HousErasmus+** - Improving Mobility and Accommodation (Erasmus+) - UNICA coordinates study visits
- **PRIDE** - Professionals In Doctoral Education: Supporting skills development to better contribute to an European knowledge society (LLP) - UNICA leads Dissemination
- **PASCL** - Peer Assessment in Student-Centred Learning (LLP) - UNICA coordinates study visits

UNICA as Coordinator

- **UZDOC** - Enhancing quality of doctoral education at Higher Education Institutions in Uzbekistan (TEMPUS IV – Structural Measures)
- **RUMI** - Réseau des Universités Marocaines pour l'Enseignement Inclusif (Network of Moroccan Universities for Inclusive Education) (TEMPUS IV - Structural Measures)

INTERNATIONALISATION AS A STRATEGIC GOAL OF MODERN UNIVERSITIES

Is internationalisation necessary?



not a dessert...



..but the main course...

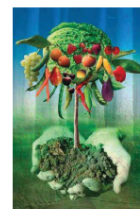


Increasing **QUALITY** of our universities by internationalisation

- Benchmarking
- Development of policies and strategies
- Development of strategic partnerships
- Creation of an excellent learning and research environment by favouring exchanges of knowledge and expertise)
- Attractiveness of good students and teachers
- Career development of administrative Staff

Erasmus Teaching and Administrative Staff mobility to improve quality and reputation

1. networking
2. internationalisation at home





IMOTION
Integration and Promotion of
Staff Training Courses at
Universities across Europe
<http://staffmobility.eu/>

<http://staffmobility.eu/>



EC LLP Erasmus Accompanying Measures
 grant agreement number 2013 – 2888 / 001 – 001

Reflecting on the REALISE SURVEY

Table 2 – administration segment
 (n. of responses and %)

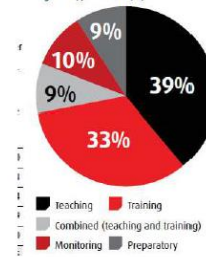
International relations	222	32%
Admissions	19	3%
Student services	91	13%
HR	14	2%
IT	34	5%
Finance/accounting	12	2%
Library	80	12%
Infrastructure/technical services	22	3%
Administration at departmental level	83	12%
Other	113	16%
Total	690	

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Reflecting on the REALISE SURVEY

Fig. 3 – Type of visit (%)



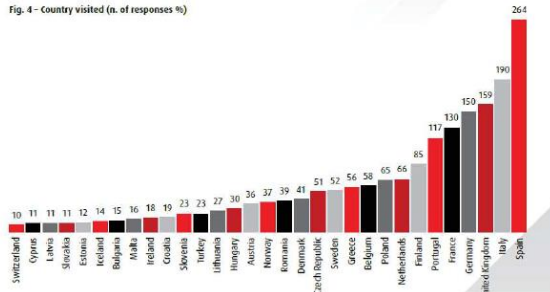
Titolo Presentazione

22/05/2019

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Reflecting on the REALISE SURVEY

Fig. 4 – Country visited (n. of responses %)



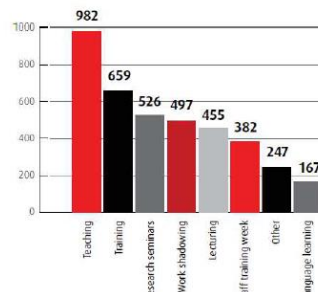
Titolo Presentazione

22/05/2019

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Reflecting on the REALISE SURVEY

Fig. 5 – Activities undertaken during the visit (n. of responses)



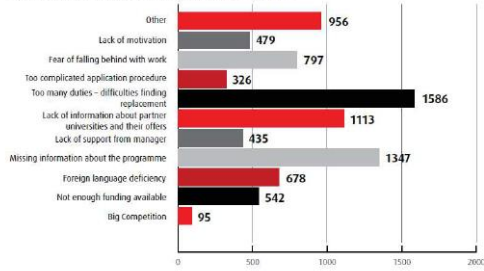
Titolo Presentazione

22/05/2019

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Reflecting on the REALISE SURVEY

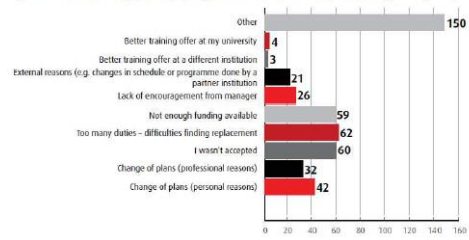
Fig. 6 - Reasons for not applying for Erasmus mobility (n. of responses)



Reflecting on the REALISE SURVEY

Reasons for NOT taking up mobility once application has been made

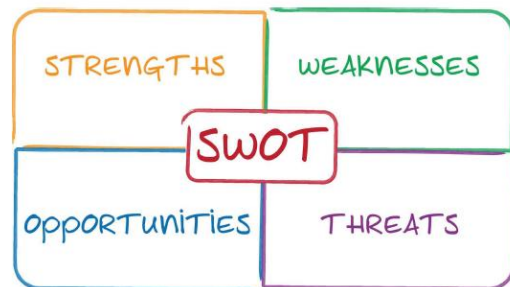
Fig. 7 - Reasons for not taking up mobility once application has been made for Erasmus mobility (n. of responses)



Enhancing the quality of Staff Mobility

- PROMOTION
- SELECTION
- RECOGNITION
- STRATEGIC PARTNERSHIPS
- INCREASED FUNDING

The importance of strategic planning



Thank you for your attention

luciano.saso@uniroma1.it



ANNEX 5 – DISSEMINATION WORKSHOP PRESENTATION

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



GHENT UNIVERSITY

PROMOTING STAFF MOBILITY PROGRAMMES AND DISSEMINATING RESULTS



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

Valentina KASATKINA
Project manager,
International Relations Office



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

Carole PICAUVET
Policy Advisor,
International Relations Office




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

Anna SADECKA
Deputy Head of the
International Relations Office

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

Theodora Nicoleta PASCU, PhD
Senior Expert Officer,
International Mobility Office




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

GHENT UNIVERSITY

TERMS to be used:

PROMOTION – encouraging to participate in staff mobility programmes within EU incl. activities to advertise them

DISSEMINATION - spreading the information about the results of staff mobility programmes

**Increased visibility
is the only way
to guarantee effective
promotion.**

**A detailed promotion plan
is not necessary
for successful
promotion and dissemination.**

**Dissemination
is often a waste of time
and resources.**

**Mobility for
teaching and non-teaching staff
must be
promoted differently.**

**Using social media
is crucial for the efficient and
attractive ways
of promoting staff mobility**

**Dissemination
must be carried out
outside the university
environment**

HANDBOOK TOOLS

Tool 3.1: Increasing visibility of staff mobility programmes:

- creation of promotion scheme for staff mobility programmes
- dissemination of international staff exchange experiences.


Tool 3.2: Set of communication actions:

- promotion of international exchange opportunities for staff through building supporting communication with targeting audience,
- dissemination of international staff exchange experiences through communication actions.

Thank you for your attention!



ANNEX 6 – DISSEMINATION WORKSHOP TEMPLATE

	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <h3>My action:</h3> </div>
Objectives	
Target audience	
Activities to organize (in chronological order)	
Stakeholders	
Risks	
Time for preparation, weeks	
Resources	
Budget, €	
Expected results	



ANNEX 7 – DISSEMINATION WORKSHOP RESTITUTION

Objectives	Target audience	Activities	Stakeholders	Risks	Time for preparation	Resources	Budget	Expected results
<ul style="list-style-type: none"> -Generate enthusiasm (not just interest) -Awareness raising -"I want that too" 	<ul style="list-style-type: none"> -Staff members who haven't been to mobility -Peer to peer (testimonial) -managers (decision makers) 	<ul style="list-style-type: none"> -Lunch event(1h) (lobbying to find the enthusiastic manager) -Video testimonial -Photo competition -Panel to talk about successes and challenges (with facilitators) -someone who manages mobility organisational development -Informal, visible -Language courses + intercultural workshops-regular basis -Provide participants with info on their own institution and the partner institution -Meeting with testimonials of people who participated in staff mobility; pointing out the advantages(inc rewards) -Meeting with students from partner communication/inform.) -Use survey results to create a communication plan->identify the social media used the most frequently -Produce media content(blog, video, Instagram, ...) 	<ul style="list-style-type: none"> -Managers(particularly managers who are in favour of mobility) -Prospective outgoing staff -Organisational development 	<ul style="list-style-type: none"> -People not interested -Lacking support from managers 	<ul style="list-style-type: none"> -Promotion: month before -Organising: week/months depending on the university/resources 	<ul style="list-style-type: none"> -international office -HR -Organisational development -Staff members who have been abroad (not boring) 	<ul style="list-style-type: none"> Organisational support (Erasmus funding) (depends on: lunch, if outsourcing e.g. video) 	<ul style="list-style-type: none"> -All staff 60 abroad -More support/communication with other departments
<ul style="list-style-type: none"> -Enhance the mobility -Gain confidence 	<ul style="list-style-type: none"> Academic & non-academic staff 	<ul style="list-style-type: none"> -Survey(channels of communication/inform.) -Use survey results to create a communication plan->identify the social media used the most frequently -Produce media content(blog, video, Instagram, ...) -What has been done at other uni- benchmarking -Draft questionnaire w/HR + Dept -Test run -Disseminate survey -Analyse -Spread results 	<ul style="list-style-type: none"> -International Office -Communication dpt. -IT/Media/Art students -Staff mobility participants 	<ul style="list-style-type: none"> -Time -Resources 	<ul style="list-style-type: none"> Over a year, on a regular basis 	<ul style="list-style-type: none"> -From own institution -Erasmus 	<ul style="list-style-type: none"> ? 	<ul style="list-style-type: none"> -Better acceptance -Less fear -More participants
<ul style="list-style-type: none"> -increase the motivation for value/benefit -Adapt your communication to the channels used by staff 	<ul style="list-style-type: none"> Staff admin 	<ul style="list-style-type: none"> -Use survey results to create a communication plan->identify the social media used the most frequently -Produce media content(blog, video, Instagram, ...) -What has been done at other uni- benchmarking -Draft questionnaire w/HR + Dept -Test run -Disseminate survey -Analyse -Spread results 	<ul style="list-style-type: none"> -International Office -Communication dpt. -IT/Media/Art students -Staff mobility participants 	<ul style="list-style-type: none"> -Flops are produced -Frustration -Unclear results -Waste of resources(ongoing) 	<ul style="list-style-type: none"> 1 semester(for the start) (ongoing) 	<ul style="list-style-type: none"> -Staff (coordination, contacts, evaluation, analysis) -Students -Material -Time 	<ul style="list-style-type: none"> ? 	<ul style="list-style-type: none"> -Higher awareness -Greater motivation -Increase of mobility numbers -Develop strategy to increase staff mobility -Create network w/in university-HR, IRO, communication -Put issue on agenda for management -Incite interest among respondents
<ul style="list-style-type: none"> -Map current activities -Identify motives and obstacles 	<ul style="list-style-type: none"> Admin/tech/academic 	<ul style="list-style-type: none"> -What has been done at other uni- benchmarking -Draft questionnaire w/HR + Dept -Test run -Disseminate survey -Analyse -Spread results 	<ul style="list-style-type: none"> -IRO -HR -Upper management -Communications -Researchers, -Resp. from dept. 	<ul style="list-style-type: none"> -Low response rate -Lack of support from stakeholders 	<ul style="list-style-type: none"> 3 months 	<ul style="list-style-type: none"> -Questionaire program/tool -Trainee to analyse/collect/management -Time 	<ul style="list-style-type: none"> Zero, needs to be done w/in current budget 	<ul style="list-style-type: none"> -Develop strategy to increase staff mobility -Create network w/in university-HR, IRO, communication -Put issue on agenda for management -Incite interest among respondents
<ul style="list-style-type: none"> To develop a self-sustaining dissemination + promotion strategy connecting experiences staff 'ambassadors' with currently non-mobile staff 	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> -Identify the 'ambassadors' to disseminate experiences -Briefing meeting with amb's to agree strategy for each target audience -Organise programme (2 hours) with food 	<ul style="list-style-type: none"> -IRO -HR -Staff mobility office -VCO -Faculty managers -PS managers 	<ul style="list-style-type: none"> -Lack of active ambassadors -Lack of support 	<ul style="list-style-type: none"> -Identify amb's-> at least 6 months -Promotion of events->fixed dates in acad. Calendar + 1 month reminders -Events-> 4-6 weeks 	<ul style="list-style-type: none"> -1 coordinator -2-3 support -Ambassadors 	<ul style="list-style-type: none"> OS funding €500 	<ul style="list-style-type: none"> Snowball effect

Objectives	Target audience	Activities	Stakeholders	Risks	Time for preparation	Resources	Budget	Expected results
Increase visibility of prof. skills gained during STT - recognition	Management & colleagues + STT at the department and centre	-Home coming seminar: debrief outcome(centre) -Presentation at dep. -Info seminar with selected group(centre) application deadline	Everyone	-No interest -Lack of time -Lack of time from anybody -No time to participate -No management support	6-10 months	Time	Food, drink, printed material	-Increase mobility and recognition -Increase prof. value and perception
Develop the professional competence of librarians	Librarians	-Organise meeting with management-HR people to get them onboard-select strat. partn. -Int. breakfast with librarians: good practise, inspiration, why, i-motion tool, erasmus-info, adm.procedure -Identify people involved(interviewers and interviewee) with HR -Negotiate with communication office (proposal) -Invite people (interviewers)and ask them to prepare keywords -Organize the breakfast & invite people -Invite international students to help -Shoot the video -Show the video	-Erasmus coordinator -Management/HR (librarians?) -Communication -HR -IRO -Students -Someone important -Staff		At least 2 months	Financial, time, human, material/presentation space	€50-100 (10persons)	100% mobility
-Promote & disseminate through youtube -Involve people (participants & people interested in staff mobility)	Administrative & academic staff & management	-Photo contest -Staff to write a report after mobility to be published on intranet or social media->short description of their work on mobility and outcome/benefit -Erasmus week of informal meetings/cards including incoming staff and interested outgoing staff -Email campaigning linking to site where staff reports are published + info regarding the programme -Self-contact	-International Office -Possible participants in any uni service(ell staff) -HR -Managers/institutions responsible people -Incoming staff -Former participants -Hospitality team for café events	-Not enough response -Food intoxication	6 months max.	-6 interview people (3+3) -1 IRO -1 communication -1 HR -Baker -3 students -1 important person	1 000,00 €	-Increase STT mobility -Make managers aware of STT -Build a community -Inform about the program
Dissemination to increase staff mobility	Both teaching and non-teaching staff	-Planning meeting IRO & comm. & IT -Decisionmaking-creating a plan -Mapping of staff who's been abroad/what is already done/exists -Develop the content -Promotion of the launch-targeted -Launch -Evaluate the progress	IRO, comm, IT, staff, HR, management	-To have no people or always the same participants - GDPR-explicit permission needed to use staff data/report/photo -To have too many people				
To disseminate experiences of staff mobility in an accessible way	-All staff -The whole university			Information overload	1.5 year		TBD-but definitely needed!	-Increased visibility staff mobility -Networking-improved internal communication

Objectives	Target audience	Activities	Stakeholders	Risks	Time for preparation	Resources	Budget	Expected results
-Increase information + evidence + quality to facilitate better reports-internal, EU demands -Describe impact	All staff especially managers	-Create portal (may not be used) -Videos -Newsletters-monthly/tri-mester -Experience reports-students, teachers, non-teaching -Exhibition -Erasmus café -Create film(short) containing FAQ and experience from staff mobility	-RR Office -IT -IRO -Deans, Vice ...	-lack of participations -Negative experiences -Money -Motivation	See communication plan	-Time -Money -People	5% OS	-Supports sustainability -Motivation of new participants -Convincing management -Recognition
-Increasing the number of applications -Convince the management to allow staff participate	-All staff divided in target groups, find the management -Divided both hierarchical and thematic	-Information meeting with target group according to a calendar/year plan -Exhibition -Newsletters with testimonial pictures -Attend regular meetings -Preparation of interviews with the former beneficiaries and promo materials from former mobilities(website, different platforms) -opening of a new call for mobility applications-> question about "How	HR, IRO esp. Erasmus coord., PR, IT, Communication	No interest	4-6 weeks	-HR from commun -IT -Flyers	Low extra budget etc. HR only for coffee and snacks and print material	-Increased number of appl. -Management get increased awareness of importance of staff mobility
-To increase staff mobility -To increase the quality of staff mobility -Realising the dissemination	All staff	-Social media content(inspire)(professional) -Website, newsletters (inform) -Mentors(one window principle (increase))	-IR Office -Communication dept -IT -All staff -NA	-Negative feed-back -Not enough applications -Too many applications	26 w	-Former mobilities -Staff in charge -HR -Communication dept -IT -External actors (designers) -Testimonials -Pilot mentors -International office	No additional budget	-More visibility -More mobilities -Compliance with the NA -Staff development
-Inspire -Inform -Increase	Staff		-Partners Uni -Local Uni	-Backfire -Lack off/negative feedback -Difficulty of measurability/impact	A year		Expensive but worth it!	-Happy staff -Professional development -Reputation internal/external -increase

ANNEX 8 – MANAGEMENT WORKSHOP RESTITUTION

WORLD CAFE SESSIONS	
PREPARING STAFF TO GO ABROAD	
Challenges	Solutions
Quality of information	Face-to-face communication
Communication/ coordination between departments	Involvement of top management
Clear strategy for staff mobility	Clear agenda
Academic support	Appoint faculty-based academics
Transparent application process	Extra university funding
Linguistic preparation	OLS for staff
Lack of financial support	Transferring Organisational Support
Lack of motivation	Recognition Career path Faculty support
No replacement	Assistant (academics) / outside term times
Language proficiency	Implement English courses for admin staff
Self-confidence	Send staff as 'pairs' (first time abroad) Job shadowing in groups of 3/4, focused on specific themes Sending admin/academic pairs (with different programmes at the host institution)
Lack of support (managers)	Evaluation process of staff mobility (why, what are the benefits?) Encourage shorter training (2-3 days)
Lack of network (admin)	iMotion update (more details on the programs)
Staff mobility seen as holidays	Involve home university staff at your staff week Think carefully the thematic areas (professional training)
Personal issues	Prepare an information package (figures about mobility, existing cooperations, etc.)
Lack of interest by academic staff	Foster internationalisation at home Appoint a staff week advisor (no Staff Week with language course)
Language proficiency	Language course abroad or at home Language cafés Staff training weeks OLS for staff Dissemination events (sharing experience)
Lack of replacement / planning	Include top level management so the replacement is planned well in advance Exchange teachers with the same subject at the same time Be online
Lack of self-confidence / belief	Groups travelling together iMotion staff weeks Introducing outgoing staff to staff who'd been abroad Information of host institutions & country Internal coordination of relevant information

WORLD CAFE SESSIONS

HOSTING INCOMING STAFF

Challenges	Solutions
Be aware if incoming staff (lead time/info)	Filter - Website Better communication between staff
Host' department of faculty - no time to host - participate in training week - reluctance/resistance - lack of knowledge / don't appreciate the benefits	Send out - reciprocal
How to welcome arrivals	- implement a procedure for hosted institutions, with a checklist and list of conditions - ask to provide a CV and detailed information about area of
Confusion about the 'subject area'	Submit a teaching agreement
Keeping record of mobility flows (data) - Who keeps the info? / Departmental - What do we use it for?	Centralize data collection
No overview of incoming mobility	Require coordination of all staff mobility by IRO Staff weeks Build relations Host staff enterprise Who can come and why? (strategu) Welcome kit
PARTNERS OR NOT?	
Not knowing who is coming	Set up process (eg online data collection) Incentives/obligation Information at central level Meet IROs Use the 'MoveOn' tool Information for partners on inbound staff mobility (available online)
Recognizing the value of staff mobility	Feedback from hosting staff - quick chat Map teaching opportunities (who is interested in hosting?) - advertise to partners concrete opportunities - call for applications
Quality control of inbound staff (for teaching)	Centralized nominations for staff to IRO, give opportunities to provide information on process. Make it mandatory to host international staff.
Individual/group mobility	Send groups together Organisation of staff weeks
Reliable data	Excel/IT solutions
Language barrier	Student translator
Lack of quality/unserious proposals	Hosting incoming staff from partner universities and/or clear added value for the university
Collecting data	Good internal communication / launch /international coordination
Social activity STA	

Pyramid of priorities										TOP ANSWERS		
	Promote staff mobility	Develop Institutional Strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop International Strategy
1	Attract university top management support	Develop Institutional Strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop International Strategy
2	Attract university top management support	Develop Institutional Strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Attract university top management support
3	Develop institutional strategy	Develop Institutional Strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Build strong partnerships
4	Implement transparent application process	Develop Institutional Strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Build strong partnerships / Encourage recognition of staff mobility
5	Gather and evaluate feedback	Develop Institutional Strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Connection with student mobility / Promote staff mobility
6	Encourage recognition of staff mobility	Develop Institutional Strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Encourage recognition of staff mobility
7	Build strong partnerships	Develop Institutional Strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Ensure effective distribution of mobility funding
8	Connection with student mobility	Develop Institutional Strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Connection with student mobility
9	Ensure effective distribution of mobility funding	Develop Institutional Strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Implement transparent application process / Gather and evaluate feedback
10	Flexibility (throughout the process)	Develop Institutional Strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Connection with student mobility (throughout the process)
11		Develop Institutional Strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	Develop institutional strategy	

ANNEX 9 – STRATEGY WORKSHOP – CARDS FOR ROLE-PLAY

You are the President / Rector of the University. You want your university to change fast and have international visibility. You expect your team to come up with good ideas and fast! You are very authoritative! You want everybody to join in the internationalisation project.

You are the Vice-president / Vice Rector in charge of International Relations. You make proposals about staff mobility and internationalisation (using the previous exercises). You have many new ideas, you are enthusiastic, even pushy, you tend to forget about practical issues... You prepare the board meeting together with the Administrative Head of the International Office.

You are the Administrative Head of the International Office. You make proposals about staff mobility and internationalisation (using the previous exercises) along with the Vice-president / Vice-rector in charge of International Relations. You are very diplomatic, skilful in discussions, trying to consider other people's opinions but you never lose sight of your goal! You prepare the board meeting together with the Vice-president / Vice-rector in charge of International Relations.

You are the International Officer in charge of Erasmus+ student and staff mobility. You make proposals (using the previous exercises) along with the Vice-president / Vice-rector in charge of International Relations and the Administrative Head of the International Office. You love your job, you are enthusiastic, you make helpful and very practical suggestions.

You are the Vice-president / Vice Rector in charge of Research. You are a bit arrogant and critical of staff mobility: researchers and administrative staff don't have the same responsibilities; there is no need for administrative staff to be involved in international relations; internationalisation is about scientific publications in English and impact factors...

You are the Head of Accounts. You are against change and innovation; it is too complicated and costly; you like to follow the procedures and rules you are used to. European rules interfere with your work; Erasmus officials do not understand local and national constraints, etc.

You are the Head of Human Resources. You are against change and innovation, it is too complicated, you like to follow the procedures and rules you are used to. European rules interfere with your work, Erasmus officials do not understand local and national constraints, human resources cannot depend on European policies, etc.

You are a Staff representative / a trade unionist. You are against ALL proposals from management / Presidency / Rectorate. You are rather aggressive and narrow-minded. You tend to get angry and speak loudly!

You are a Staff representative / a trade unionist. You think staff mobility should be encouraged. You are rather cooperative and supportive of innovation, but you try to get the best deal for the staff.

You are a student's representative. You are very left-wing; you are against ANY proposal from the Presidency / Rectorate... You oppose everything out of principle (Europe is a capitalistic project, Presidency / Rectorate do not understand the students' real needs, etc.)

You are a student's representative. You are in favour of internationalisation, but you think that student mobility is more important than staff mobility. There should be more funding for students, not for staff.

You are an academic representative from a Faculty (choose the field). You are supportive of change and think that staff mobility is good for both administrative and academic staff. You are willing to help administrative staff prepare for their mobility, share knowledge about the partner universities, etc.

You are an academic representative from a Faculty (choose the field). You do not think that mobility is important for administrative staff; it is a waste of money! Only academics should benefit from Erasmus+ staff mobility funding...

You are an administrative representative from a Faculty (choose the field). You are supportive of change and think that staff mobility is good for the university. You are enthusiastic about the idea of going in a partner university.

You are an administrative representative from a Faculty (choose the field). You are afraid of change, you are rather negative, you claim that you have too much work, more staff is needed, the hierarchy does not understand...

ANNEX 10 – FREDERIK DE DECKER – PANEL DISCUSSION



PANEL DISCUSSION: POLICY CHALLENGES FOR THE FUTURE OF ERASMUS+ STAFF MOBILITY

PANELLISTS

- Ms. Irina Ferencz – Academic Cooperation Association (ACA) – Deputy Director
- Mr. Johannes Gehringer – European Commission – Policy Officer – Higher Education – Erasmus+
- Prof. Anne-Marie Motard – Vice-President for International Relations and Francophonie – Paul-Valéry Montpellier 3 University
- Prof. Janerik Lundquist – Linköping University

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BRIEF INTRODUCTION BY PANELLISTS

- Experience with staff mobility (personal level / organisational level)
- Ideas on the future of staff mobility (in the new Erasmus+ programme)
- (Policy) challenges ahead regarding staff mobility

4

ONLINE POLLING

- Will be used a couple of times during the panel discussion
- Based on a number of theses
- By means of polling software & a remote polling device
- Anonymous but...
- Let's try it first!

5

I CAN USE MY REMOTE VOTING DEVICE

A. Very easily
 B. Quite easily
 C. Not 😊

Response	Percentage
Very easily	86%
Quite easily	9%
Not 😊	5%

6

STAFF MOBILITY SHOULD (AT INSTITUTIONAL LEVEL) BE PART OF A BROADER POLICY

A. No, it's individual
 B. Internationalisation policy
 C. HR / Professional Development policy
 D. Both HR/CPD & Internationalisation policies

Response	Percentage
No, it's individual	0%
Internationalisation policy	3%
HR / Professional Development	0%
Both HR/CPD & Internationalisation policies	97%

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THE OPPORTUNITY TO GO ABROAD IS AN ADDED VALUE IN THE RECRUITMENT POLICY OF MY UNIVERSITY

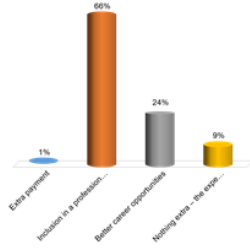
A. Yes, for sure
 B. No, I don't think so
 C. Yes, but it can attract the wrong people

Response	Percentage
Yes, for sure	0%
No, I don't think so	0%
Yes, but it can attract the wrong people	0%

8

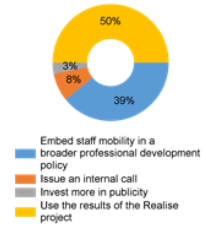
STAFF MOBILITY SHOULD BE RECOGNISED BY MEANS OF...

- A. Extra payment
- B. Inclusion in a professional development 'portfolio'
- C. Better career opportunities
- D. Nothing extra – the experience and competence is a reward in itself



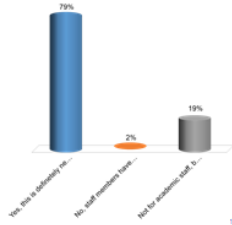
HOW CAN WE ASSURE THAT IN THE FUTURE MORE NON-IRO-COLLEAGUES WOULD PARTICIPATE IN A STAFF TRAINING WEEK LIKE THIS? (MULTIPLE ANSWERS POSSIBLE)

- A. Embed staff mobility in a broader professional development policy
- B. Issue an internal call
- C. Invest more in publicity
- D. Use the results of the Realise project



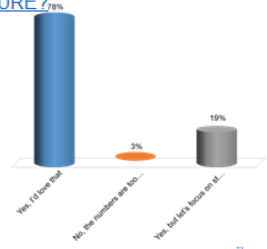
SHOULD UNIVERSITIES ORGANISE LANGUAGE CLASSES TO PREPARE STAFF FOR THEIR MOBILITY?

- A. Yes, this is definitely necessary for all kinds of staff
- B. No, staff members have to do this in their free time
- C. Not for academic staff, but for (some) members of administrative staff



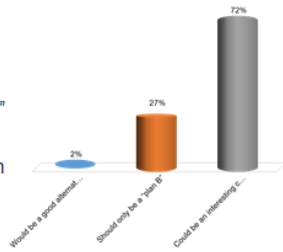
IS THERE A NEED FOR AN "ERASMUS WITHOUT PAPER" (DIGITISED ADMINISTRATIVE PROCESS) FOR STAFF MOBILITY IN THE FUTURE?

- A. Yes, I'd love that
- B. No, the numbers are too low & it's manageable
- C. Yes, but let's focus on student mobility first



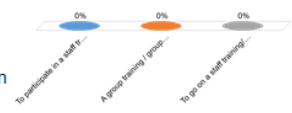
VIRTUAL STAFF MOBILITY...

- A. Would be a good alternative for physical staff mobility
- B. Should only be a "plan B"
- C. Could be an interesting complementary approach for staff mobility



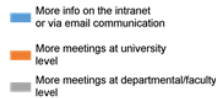
IF I COULD CHOOSE, I WOULD PREFER...

- A. To participate in a staff training/mobility with another colleague of my institution
- B. A group training / group mobility with different colleagues from my institution
- C. To go on a staff training/mobility on my own



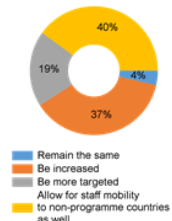
HOW CAN AWARENESS ABOUT THE BENEFITS OF INTERNATIONAL MOBILITY BE RAISED? (MULTIPLE ANSWERS POSSIBLE)

- A. More info on the intranet or via email communication
- B. More meetings at university level
- C. More meetings at departmental/faculty level
- D. Peer/group dissemination (mouth-to-mouth)



IN THE FUTURE ERASMUS+ PROGRAMME THE BUDGET FOR STAFF MOBILITY SHOULD... (MULTIPLE ANSWERS POSSIBLE)

- A. Remain the same
- B. Be increased
- C. Be more targeted
- D. Allow for staff mobility to non-programme countries as well



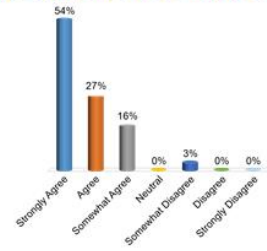
SOME FINAL REMARKS & THANKS



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I LEARNED A LOT DURING THESE LAST 3 DAYS

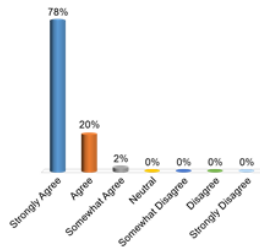
- A. Strongly Agree
- B. Agree
- C. Somewhat Agree
- D. Neutral
- E. Somewhat Disagree
- F. Disagree
- G. Strongly Disagree



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THIS STAFF WEEK WAS WELL ORGANISED

- A. Strongly Agree
- B. Agree
- C. Somewhat Agree
- D. Neutral
- E. Somewhat Disagree
- F. Disagree
- G. Strongly Disagree



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- University of Surrey
- University of Worcester
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