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Driving Impact of Erasmus+ Outgoing Academic Staff Mobility: Current Landscape and Pathways for the Future

Insights from Austria, Croatia, Czechia, Hungary, Iceland and Slovenia

ACA ACADEMIC COOPERATION ASSOCIATION

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TEMPUS PUBLIC FOUNDATION

AGENCY FOR MOBILITY AND EU PROGRAMMES

Disclaimer

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Contents

Figures

Tables

Boxes

List of abbreviations

ACA	Academic Cooperation Association
AMEUP	Croatian National Agency for Mobility and EU Programmes
BIP	Blended Intensive Programmes
CV	Curriculum Vitae
CMEPIUS	Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes
DFID	Department for International Development
DZS	Czech National Agency for International Education and Research
E+	Erasmus+ Programme
ECHE	Erasmus Charter for Higher Education
EEA	European Economic Area
EU	European Union
KA	Key Action
OECD	Organisation for Economic Co-operation and Development
OeAD	Austria's Agency for Education and Internationalisation
Rannis	Icelandic Centre for Research
TPF	Tempus Public Foundation (Hungarian National Agency)

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In addition, the input of 65 academic staff members employed by 13 higher education institutions from the aforementioned six countries who participated in our focus groups and interviews was central to this study, and informed the content and direction of this report.

Additionally, the support provided by the institutional Erasmus+ coordinators and senior staff from the International Relations Offices at the participating higher education institutions was pivotal in the data collection process, ensuring the sufficient interest in the study and the efficient organisation and execution of interviews.

We extend our gratitude to Ivona Vuri from Studio Modra for her creative graphic design contributions, which enhanced the report's presentation.

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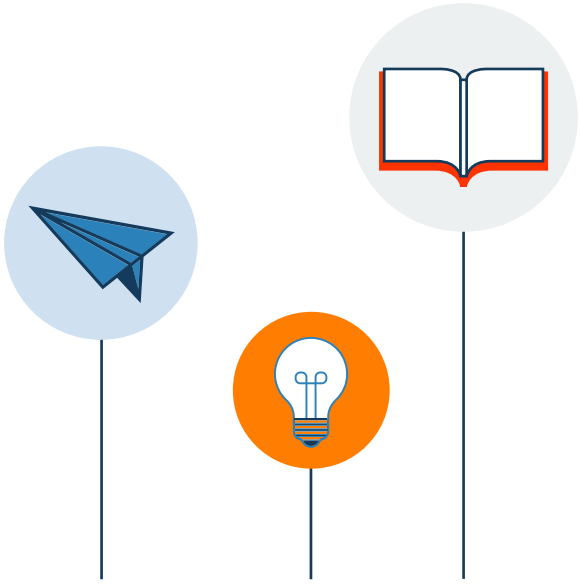


Introduction

Staff mobility is a key component of the Erasmus+ programme. Alongside student mobility, it has consistently been a focal point for ACA and many of its member organisations, most of which function as national agencies for Erasmus+.

Staff mobility under Erasmus+ has a long-standing reputation as a **highly versatile tool** supporting professional and personal development of higher education staff across Europe. However, the broader institutional ramifications of staff mobility—spanning learning, teaching, research, and other central, faculty, and departmental processes, especially in an international context—have not been as prominently discussed.

The **Erasmus+ Participant Survey** provides rich quantitative evidence underscoring the institutional impact of staff mobility. Yet, there has been a limited effort to delve deeper into this data to explore the ongoing challenges and catalysts for impact-driven staff mobility, encompassing aspects related to participation, knowledge dissemination, and recognition.

This publication represents the **second instalment in the ACA's series** ocusing on staff mobility within the Erasmus+ framework. It builds upon the earlier findings from the comparative data analysis of Erasmus+ staff mobility undertaken by ACA in 2021, in collaboration with nine Erasmus+ national agencies (Lam and Ferencz, 2021).

Endorsed by six ACA member institutions, namely the Erasmus+ national agencies of Austria, Croatia, Czechia, Hungary, Iceland (which served as the coordinator), and Slovenia, this research provides a nuanced examination of the effects of **outgoing academic staff mobility under Erasmus+**. Adopting a qualitative lens, the study explores the interplay between the individual and institutional dimensions of outgoing academic staff mobility. It accentuates both personal and organisational pathways, viewed through the experiences of 65 mobile academics participating in the study, and paves the way for a more strategic and impact-oriented approach to staff mobility.

This study showcases **a multitude of individual achievements and institutional good practices** that will resonate with a diverse audience at higher education institutions in Europe. Academic staff members contemplating participation in Erasmus+ staff mobility for teaching or training will find these insights valuable. Likewise, more experienced participants aiming to amplify the effects of their mobility at the institutional level will benefit from the narratives presented.

Furthermore, this research is relevant for **institutional leaders and coordinators** at various levels, including senior staff at international relations offices, deans, vice-deans for internationalisation, department heads, and Erasmus+ coordinators who seek to leverage the potential of outgoing academic staff mobility to bolster their overarching international collaboration, learning, teaching, and research goals.

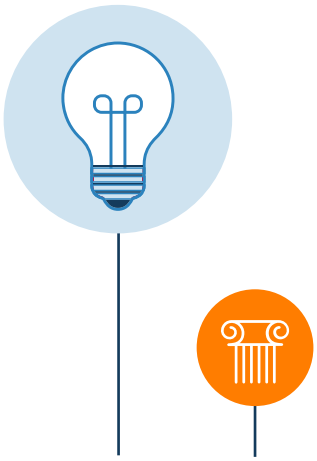
The study is structured into three distinct chapters.

Following a brief methodological section, Chapter 1 offers a comprehensive **mapping of both individual and institutional advantages** of outgoing staff mobility under Erasmus+, drawing from the perspectives of 65 focus group participants across 13 higher education institutions in the six countries included in the study.

Chapter 2 delves into the various **factors that either hinder or facilitate impact**, focusing on overarching institutional frameworks as well as dissemination and recognition practices.

In Chapter 3, we introduce a model for a **strategic approach** to outgoing staff mobility tailored for both individual participants in staff mobility and higher education institutions, whether at a central, faculty, or departmental level.

The study concludes with a synthesis of pivotal insights and recommendations targeted at different actors.



Methodology

Objective

The objective of this study was to obtain, through an exploratory approach, in-depth **knowledge on various impact areas** of Erasmus+ academic staff mobility, especially at the institutional level, and the **processes enabling such impact** both institutionally and individually.

The following research questions guided the study:

- Where does the impact of Erasmus+ staff mobility manifest itself at the institutional level?
- How is the impact enabled by the individual?
- How is the impact enabled by the institution?

The scope of our study was limited to

- **Academic staff** involved in **outgoing staff mobility** for teaching, staff mobility for training and combined staff mobility for teaching and training between Erasmus+ programme countries (KA103) from selected higher education institutions based in six countries: Austria, Croatia, Czechia, Hungary, Iceland and Slovenia.
- **Physical mobility** experience between 2 days and 2 months, leaving newer formats (e.g. blended mobility) aside as they have not yet been fully mainstreamed by higher education institutions across Europe.
- **Institutional effects** of Erasmus+ outgoing academic staff mobility achieved at the department, faculty or institution-wide levels, including their interplay with individual benefits.

Theoretical framework

This exploratory study was guided conceptually by the **theory of change** (e.g., Rogers, 2008; Stern et al, 2012, Van der Knaap, 2004). This framework was instrumental in establishing connections between specific inputs and activities to outcomes and broader effects of staff mobility and also capturing a broader change continuum at the individual and institutional level. It was also helpful in bridging the important input factors such as motivation and satisfaction with one's mobility experience (personal factors) with individual and institutional enablers or barriers to more impactful Erasmus+ academic staff mobility (i.e. intentional change). Assuming that the change is strategically envisaged and can be achieved or even amplified through a series of dedicated actions at various levels, this theory supports recommendations for higher education institutions.

The theory of change was coupled with a **backward tracing approach**, which allows one "to examine key mechanisms, institutions, activities, and processes that seemed to play a key role in an observed innovation" (OECD, 2014). From this perspective, key enablers and success factors that supported the achieved change were investigated through the exploration of past mobility experiences of individual academics.

Data collection and analysis

This study mainly relied on the qualitative data collected from a series of focus groups and interviews conducted with **65 mobile academic staff members** from **13 higher education institutions** in **six countries**: Austria, Croatia, Czechia, Hungary, Iceland and Slovenia between the second half of 2022 and the first half of 2023. These focus groups sourced primary data on key outcomes and effects of Erasmus+ staff mobility at different levels as well as on individual and institutional approaches to the transfer of the acquired knowledge.

In the first step, the six participating national agencies for Erasmus+ nominated two to three higher education institutions from their respective countries based on the following considerations (Table 1):

a) Overall interest in the topic of staff mobility and the current study;
b) Prior experience in and commitment to supporting staff mobility;
c) Diversity in terms of geographic location, institutional type (comprehensive university, university college or university of applied sciences), size and status (public or private institution).

In the next step, the nominated higher education institutions invited their **interested academic staff** members experienced in Erasmus+ staff mobility to participate in the focus groups conducted by ACA. In addition to mobility experience, **key selection criteria** included diversity in terms of gender and career stage (early career vs established academics) as well as the purpose and duration of mobility.

This approach implied some positive bias in terms of the overall interest in the topic and positive attitudes to staff mobility per se. Considering the study's aim to shed further light on positive effects of Erasmus+ academic staff mobility, such positive bias was acceptable and even instrumental for data collection. More diverse and sometimes more critical feedback was furnished by the interviewees on other aspects of the study particularly related to impact impediments and enablers.

The focus groups with mobile academics were conducted between the second half of 2022 and the first half of 2023 based on a semi-structured questionnaire (Annex 1).

Table 1. Higher education institutions participating in the study

Country	Higher education institution	Status	Location	Size (students)	Participants
Austria	University of Applied Sciences Upper Austria	Public	Regional	Ca. 6000	7
	University of Vienna	Public	Capital-based	Ca. 88000	4
Croatia	Algebra University College	Private	Capital-based	Ca. 15000 (incl. adult learners)	6
	University of Zadar	Public	Regional	Ca. 6000	7
Czechia	Masaryk University	Public	Regional	Ca. 30000	8
	Palacký University Olomouc	Public	Regional	Ca. 23000	5
	University of Hradec Králové	Public	Regional	Ca. 6500	5
Hungary	Óbuda University	Public	Capital-based	Ca. 15000	3
	University of Szeged	Public	Regional	Ca. 22000	8
	University of Akureyri	Public	Regional	Ca. 2000	3
Iceland	University of Iceland	Public	Capital-based	Ca. 14000	5
Slovenia	University of Ljubljana	Public	Capital-based	Ca. 38000	9
	University of Maribor	Public	Regional	Ca. 14000	4

In spring 2023, two additional focus groups were conducted with **11 institutional Erasmus+ coordinators** from 9 out of 13 higher education institutions included in the sample (Annex 2) in order (a) to validate the institutional evidence reported by the mobile academics representing different faculties and departments within the same institution and (b) collect information about institution-wide approaches to amplifying the impact of Erasmus+ outgoing academic staff mobility.

Participation in the focus groups was preceded by a short **preparatory survey** based on a set of questions related to impact extracted from the Erasmus+ Participant Survey (Annex 3). In total, 43 out of 65 interviewed mobile academic staff completed the survey. This complementary quantitative data was used to cross check the qualitative evidence and collect some factual data on the participants' profiles.

Focus groups discussions were transcribed and coded manually to identify and assess key patterns for each research question in order to select the most representative evidence and corresponding contextual information. Survey data was analysed using Microsoft Excel statistical software.

Sample

The complete data on the participants' background was obtained through the survey filled out by 43 out of 65 interviewees.

The majority of the interviewed academics were **recurrent participants** in staff mobility under the Erasmus+ programme or its predecessor(s). Methodologically, such sample composition was particularly interesting and relevant for an impact study as the involved academic staff see the value in Erasmus+ staff mobility and have individual participation strategies or approaches.

More than half of the respondents (56%) completed six or more mobilities, 15% had two to five mobilities and less than 10% undertook only one mobility under Erasmus+ (Figure 1). For this specific group of interested mobile academics, the number of Erasmus+ outgoing staff mobilities mostly correlates with the number of years of experience in the field.

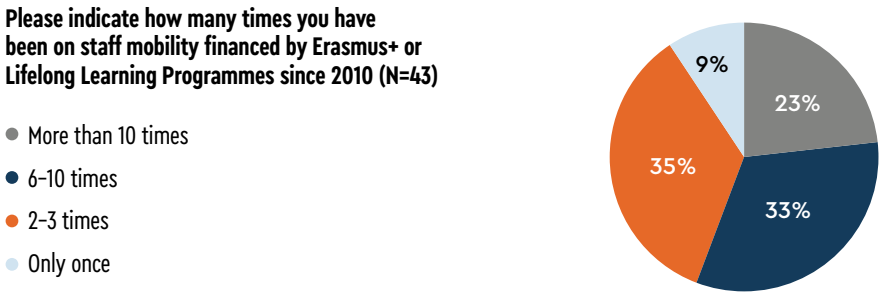


Figure 1. The number of participations in Erasmus+ staff mobility

In total, 60% of the respondents participated in Erasmus+ **staff mobility for teaching** and 33% undertook **combined staff mobility** for teaching and training. The latter type of Erasmus+ mobility was highly appreciated by the interviewed academic staff in view of its flexibility and reduced teaching obligations. Only a few respondents took part in Erasmus+ staff mobility for training, which was found to be reserved for administrative staff at some higher education institutions (Figure 2).

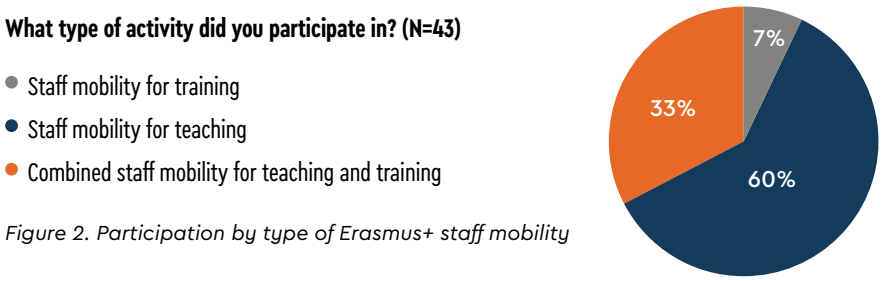
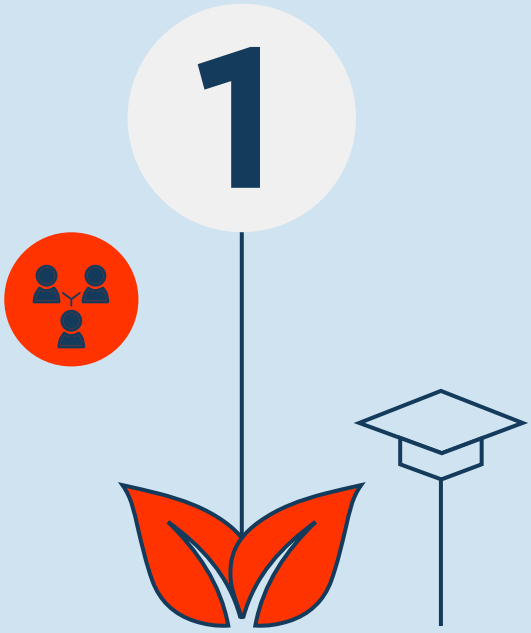


Figure 2. Participation by type of Erasmus+ staff mobility

Most interviewees were **largely satisfied** with their Erasmus+ staff mobility experience. Almost 80% and 20% of the survey respondents were found to be "very satisfied" or "rather satisfied", respectively, regardless of the type of mobility pursued, the number of mobilities undertaken or the level of seniority (i.e. years of experience in the field).

Staff mobility drivers and impact areas



1. Staff mobility drivers and impact areas

Prior research identified areas where staff mobility implemented under the Erasmus+ programme had positive outcomes both at the individual and institutional level. For example, the Erasmus Impact Study (2014) highlighted overwhelmingly positive benefits of academic staff mobility for the quality of **teaching**, **international cooperation**, and **research opportunities**. In addition, Lam and Ferencz (2021) established further positive impact on **networking** and the **quality of student mobility**, as well as on internationalisation more broadly.

The results of the preparatory survey conducted among interviewed mobile academic staff highlighted the most common institutional effects of outgoing academic staff mobility such as increased **opportunities for cooperation** (86%), advancements on **internationalisation** (79%), the adoption of new **teaching and training methods** and practices (53), as well as increased (42%) (Figure 3).

Figure 3. Top 5 institutional areas positively affected by outgoing academic staff mobility

The in-depth qualitative evidence obtained through the series of focus groups and interviews conducted with the same group of mobile academics reconfirmed these findings and shed further light on the more specific impact patterns and important background processes.

Figure 4 provides a comprehensive **mapping of individual and institutional gains** of outgoing academic staff mobility under Erasmus+, aiming to provide an illustration of the key impacts at both levels and to serve as an inspiration.

While individual benefits of outgoing staff mobility encompass advancements in four major areas related to **networking, academic career, professional skills** and **motivation**, institutional level effects manifest themselves in **increased international cooperation**, **new student and staff mobilities**, **pedagogical and scientific innovation**, as well as better **management and finance** flows.

Using a **tree metaphor**, the roots depict individual benefits, laying a strong foundation for the crown of manyfold institutional achievements.

The roots support the trunk, a robust link between personal and organisational growth. They provide essential nourishment and support, without which the tree cannot thrive. Similarly, these individual gains are crucial for fostering institutional benefits, represented by the tree's crown. At the same time, the roots and crown are interdependent, each vital for the tree's overall health and growth (Figure 4).

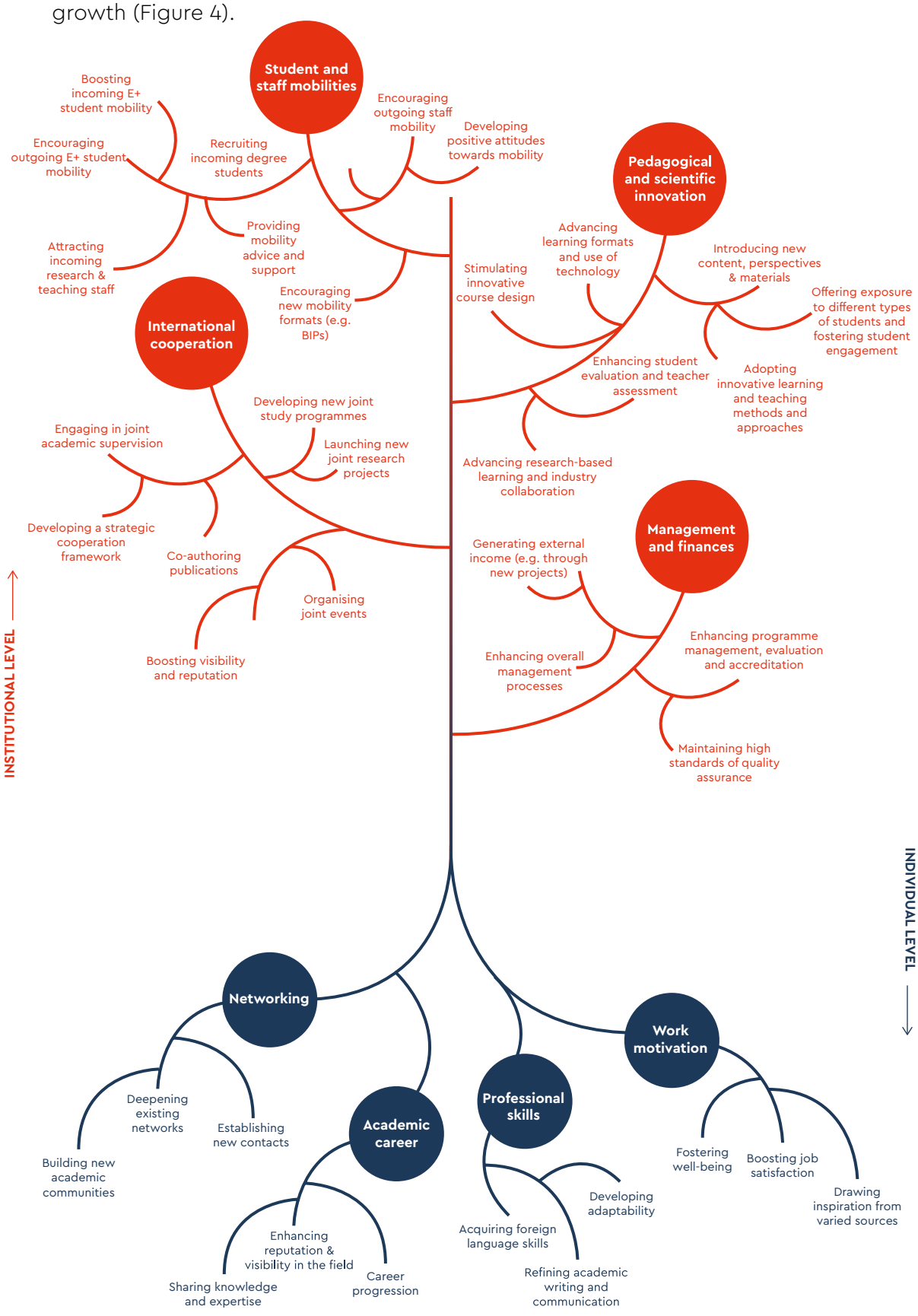


Figure 4. Positive individual and institutional effects of outgoing academic staff mobility under Erasmus+

The identified key **impact areas significantly overlap with the top motivation factors** reported by the interviewees through the survey and reconfirmed during the focus groups: the potential for creating spin-off effects such as curriculum development, development of joint courses or modules, academic networks, and research collaboration (77%); opportunities to reinforce cooperation with a partner institution (65%) and to expand one's professional network (65%) as well as to acquire new skills (63%) and share knowledge (51%) (Figure 5).

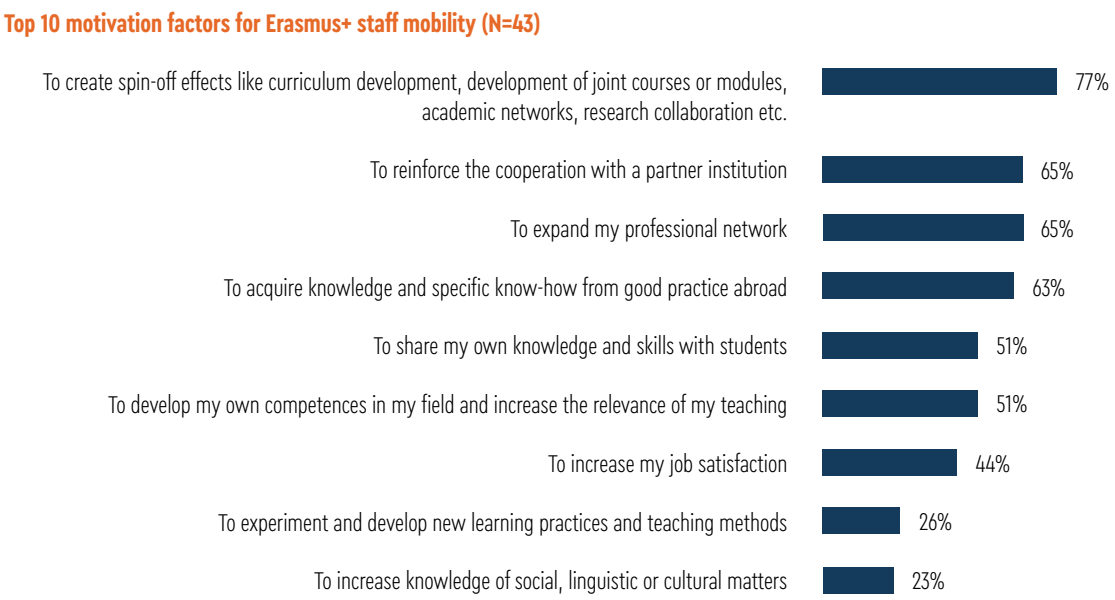
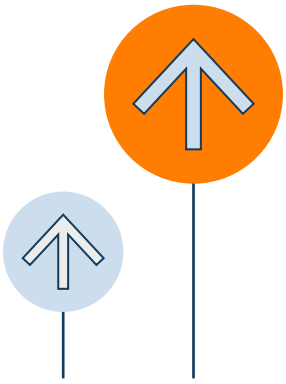


Figure 5. Top 10 motivation factors for Erasmus+ outgoing academic staff mobility

The fact that the established impact areas largely overlap with the top motivation factors demonstrates that the expected positive outcomes of staff mobility not only serve as strong motivators but are also frequently realised in practice. It also highlights the importance of **awareness of the multiple benefits** linked to outgoing staff mobility which underpins more **intentional, impact-driven participation** in this Erasmus+ scheme.

The following sub-sections explore the identified positive effects of outgoing staff mobility at both individual and institutional levels in more detail.



1.1 Positive outcomes at the individual level

The study confirms and further clarifies the positive impact of outgoing staff mobility on networking, academic career, professional skills and work motivation.

1.1.1 Networking

The involved academic staff members reported to have **expanded their networks** and acquired new professional contacts thanks to their Erasmus+ mobility experience, which was found to be particularly important for early-stage academics. At the same time, staff mobility served, in some instances, as an effective tool to **deepen the existing networks** and to **build more trustful relations**, paving the way to larger projects or initiatives. Several academics systematically used Erasmus+ staff mobility to engage in the existing expert community or to establish a new one.

"My Erasmus+ staff mobility has been very helpful for networking and for broadening my teaching experiences at other universities and also for keeping basically my academic networks alive." (University of Iceland)

"It has enabled me to do quite personal networking with colleagues I have met online or during conferences. So this is a great possibility to follow up on such moments, use a meeting somewhere and ask people whether they would be interested in coming to our university or in hosting some of our colleagues or even myself. Sometimes it works, sometimes it does not. But at the end, if I go there, it is usually part of building a relationship, professional or sometimes personal, even a friendship. And it creates this kind of a mental network that one has all over Europe." (Palacký University Olomouc, Czechia)

"My benefits are multiple. I actually spent more than eight years of my professional life abroad, and one third can be attributed to the Erasmus support, which is quite a lot. During this time, I was able to establish a very interesting network of colleagues who complement each other. We work on a similar topic, cellular metamaterials, which we approach from different angles: the technological side, the testing side, and our side related to concept development and supercomputing. So, we are cultivating such contacts through these collaborations." (University of Maribor, Slovenia)

"Benefits I would say are quite substantial on a personal level, on a career level, but also on a research network level." (University of Vienna, Austria)

"Basically, we used the Erasmus programme to some extent to create a regional network of anthropologists dealing with specific issues in public health." (University of Zadar, Croatia)

"I have positive experience with finding business partners among our Erasmus partners." (Masaryk University, Czechia)

1.1.2 Academic career and professional skills

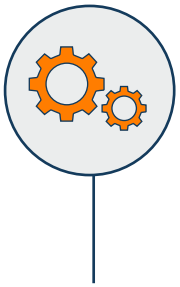
Prior research established the importance of international mobility for professional development (e.g., Horvath et al, 2020), particularly for early-career academics during their formative years (Teichler, 2006).

Our study's evidence shows that the Erasmus+ outgoing academic staff mobility largely supports, both formally or informally, the international dimension of one's academic career. In addition, it is actively used to comply with national or institutional requirements for career progression.

For example, in Croatia, Czechia, Hungary and Slovenia, having an international experience of a certain length is a **formal requirement** for academic career progression either at the institutional or national level, particularly in the framework of the habilitation[1]. Such formal requirements significantly affect the motivation of academic staff to go abroad. This is particularly evident in the case of Czechia and Slovenia. Formal requirements with regard to mobility experience in the six countries are presented in Table 2.

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

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



[1] In general, the habilitation is a conferral of the authorisation to teach. Specific requirements and procedures for habilitation vary from country to country.

"One of the motivation factors that actually quite work for many colleagues is a requirement for international mobility for professional growth. So basically, if you wish to become an associate professor or a full professor, you have to get your number of weeks or months or years of teaching abroad. And this is something that seems to be the ultimate motivation for many, even for those people who really don't want to do it much."
(University of Hradec Králové, Czechia).

"I will certainly benefit from my mobility experience when I do my habilitation. The fact that I had developed a course I was teaching during my mobility and got some student feedback from those teaching stays will be really helpful for the teaching requirement of my habilitation." (University of Vienna, Austria)

"I have done my mobilities, mostly aiming to expand my research network. However, there were also other circumstances within our system that basically, I can't say demanded, but encouraged us to engage in these mobilities. For example, if you want to move forward on the ladder within our organisation, mobilities are part of that. So you have to do it if you wish to advance and prosper in your career. So, obviously that was one of the motivations as well."
(University of Maribor, Slovenia)

"If you wish to become a full professor under the Hungarian regulation and accreditation system, you have to present and demonstrate a really good number of teaching hours abroad. And since this is a structural requirement examined by independent experts, I would say that if someone aims to become a professor, she or he has to use this responsibility to collect the number of teaching hours abroad in another language."
(University of Szeged, Hungary)

"Eramus+ is an easy way to acquire international experience which is needed for the career and for the University." (University of Vienna, Austria)

Erasmus+ outgoing academic staff mobility is crucial for the research careers and pathways of academics in **internationally focused disciplines** and fields of study such as tourism, international education, economic development, or language studies, as it also provides them with a first-hand opportunity to conduct field research on top of teaching or training.

Furthermore, the **reputational impact** of Erasmus+ academic mobility is quite high, especially for early-stage academics. Some of the interviewed academics particularly highlighted their Erasmus+ mobility experience in the curriculum vitae whereas others acknowledged its importance for being known and recognised internationally as an expert in the field.

"I have always listed it on my CV. In my case, it shows that although I always talk to complete beginners I am also able to teach at Master's level, which means I can actually compete in the field." (University of Vienna, Austria)

"Erasmus as such is most useful for early-career scholars who are trying to make a place for themselves in academia." (University of Zadar, Croatia)

"It's something that is quite useful and very important in building one's academic career because it provides a basis for any future projects." (University of Hradec Králové, Czechia)

Furthermore, staff mobility for teaching was instrumental for many interviewees in improving their **foreign language skills** (e.g. English, Czech) and boosting their overall **confidence** in teaching in English. Several interviewed academics reported to have improved their English language and academic writing skills through a dedicated academic mobility for training under Erasmus+.

"When I think about my first mobility (it was probably 14 years ago), it was a crucial experience for me because I am not a native speaker. There were different lecturers from Belgium and the Netherlands and there was one speaker who spoke very fluent English and I made my presentation afterwards. I was a little bit slow but the students said they could understand me better than this other speaker, and that broke my shyness of speaking English. That was a crucial experience indeed. So don't be shy." (University of Applied Sciences Upper Austria)

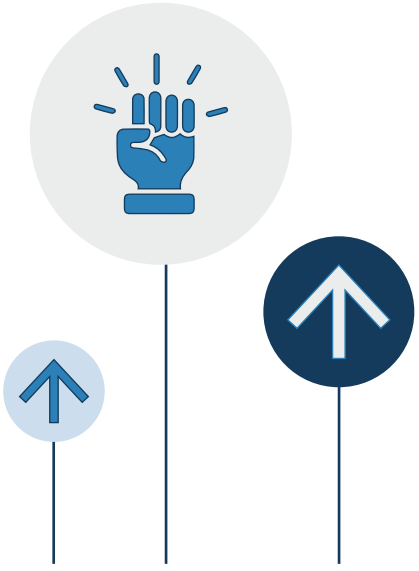
Our analysis reconfirmed that the lack of English language knowledge and the lack of confidence overall are among the most common impediments to mobility. The collected evidence showed that such barriers can be overcome by offering intensive English-language training to staff members, leading to their subsequent participation in staff mobility under Erasmus+.

"I also teach English for civil engineers at the Faculty of Civil Engineering. Several years ago I was asked to run an English course for administrative staff at this faculty as they wanted to become more internationalised and language was an issue. So we offered an intensive course of about 120 hours in one term. And after that, I think all of the participants took part in the Erasmus+ staff mobility for training in the next couple of years. So that was something that was quite successful in that sense. Just the language skills were necessary." (University of Ljubljana, Slovenia)

Adaptability and resilience is another important skill that was acquired by some of the interviewees through their staff mobility experience. In particular, the Erasmus+ staff mobility experience was found to positively affect academics' adaptability to diverse teaching requirements and settings, enhancing their problem-solving skills through unique challenges, building emotional resilience during transitions, promoting resourcefulness in different institutional settings, and broadening perspectives to make them more receptive to change. This exposure to diverse situations challenged them to meet different expectations, while pushing them out of their comfort zones.

"In was important for me to be able to cope with different situations because the requirements at the host institutions were really different from what we do here, how we do it at my institution. Somehow it was important for me to be able to fulfill what was required by the other part. Sometimes it was easier, sometimes it was more difficult." (Palacký University of Olomouc, Czechia)

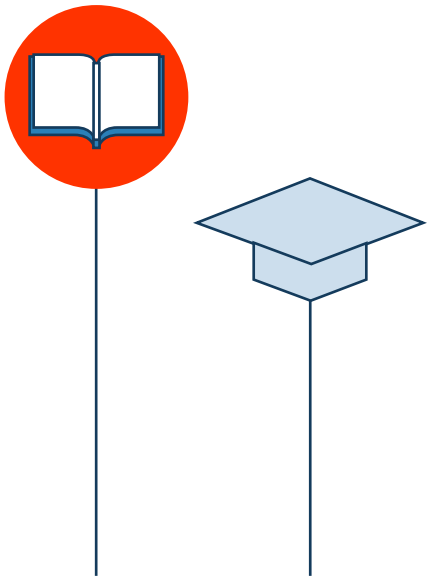
"I was one of those people who hesitated to go on Erasmus for the first time. The second time was much easier. It was a very pleasant experience to meet new people, discover the new method of transferring knowledge to the students. It was very interesting. But it was not easy to go outside of my comfort zone as I had to overcome my personal problems. I am very glad I managed to do it." (Algebra University College, Croatia)



1.1.3 Work motivation

The Erasmus+ staff mobility experience was found to serve as an important **source of inspiration** for teaching and research activities among the interviewed mobile academics. In several instances, it was also found to contribute to the overall **work motivation**, **job satisfaction** and **well-being**, particularly among those academics who appreciate intercultural exchanges and travel.

> "In more general sense, it means to be teaching elsewhere and to get the inspiration for curriculum development that has been used and implemented here." (University of Ljubljana, Slovenia)
>
> "When you teach for quite a long time, you need some motivation to get out of the everyday routine and get some inspiration from what the others do, how they do it." (Palacký University Olomouc, Czechia)
>
> "If you talk about the personal benefits, I would think about my colleagues from the Human Resource Department, as this mobility experience is also important for people or employee well-being and personal growth."
> (University of Maribor, Slovenia)
>
> "For me, it was a good chance to see how higher education works from different angles, not necessarily only in terms of better practices, but just simply how the life of a higher education teacher is in a different part of Europe or even outside Europe." (Óbuda University, Hungary)



1.2 Positive outcomes at the institutional level

While the aforementioned positive effects of Erasmus+ outgoing academic staff mobility were primarily framed in terms of individual-oriented outcomes, our study provided evidence on how these personal achievements extend beyond the individual and exert broader and long-lasting effects on larger teams, departments, faculties and entire institutions.

The highlighted **individual impacts both pre-condition and catalyse collaboration, enhance student and staff mobility, and drive innovation in learning, teaching and research, while fostering organisational change** and sustainability.

Erasmus+ outgoing academic staff mobility showcases a **dynamic interplay between individual gains and broader institutional advantages**. What might initially appear as a personal benefit—e.g. networking opportunities — in practice often brings tangible benefits to the entire institution. For instance, while an academic may cultivate personal connections and collaborations through the programme, these networks typically lead to collaborative research projects, student exchange initiatives, or curriculum enhancements that benefit the home institution as a whole. This duality, where individual growth catalyzes institutional advancement, underscores the multifaceted value of Erasmus+ staff mobility.

The next sections explore the reported institutional effects of Erasmus+ outgoing staff mobility in more detail.

1.2.1 International cooperation

Our qualitative data suggests that basic collaboration or prior initial contact with a host institution is pivotal for participation in Erasmus+ outgoing academic staff mobility. The latter has the **multiplier effect** as it typically leads to various **spin-off activities**, ranging from joint publications and small-scale projects like summer schools to deeper and more structured institutional collaborations.

> "There were about five new agreements started because people from my unit travelled somewhere, so the spinoff effect is there..."
> (Masaryk University, Czechia)
>
> "Mobility is a privileged time because I also have a bit more space to think about potential collaborations." (University of Vienna, Austria)
>
> "The main reason was the historical process of our cooperation with the University of Ljubljana. It was a good way to continue meeting our partners every year." (Palacký University Olomouc, Czechia)

"It helps to foster collaborations on the one hand, but also to create new ones." (University of Vienna, Austria)

"So we started this Erasmus+ staff mobility project basically to start thinking of a bigger project." (University of Zadar, Croatia).

Launching new joint projects

Erasmus+ academic staff mobility was found to fuel **joint learning and teaching** projects funded under other Erasmus+ action lines, particularly cooperation partnerships, Blended Intensive Programmes (BIPs), Erasmus Mundus Joint Masters and other types of joint programmes, Jean Monnet actions, and capacity-building projects, as well as beyond the Erasmus+ programme. Equally, it was found to have a positive spillover effect on **joint research** activities and projects, including those funded under Horizon Europe.

"What we did achieve in the past few years is to increase the mobility of both our staff and our students, and especially the staff mobility part resulted in many successful applications to numerous European projects. We are currently running four Erasmus+ projects, two of which we coordinate. All of this would not have happened without prior mobility where we got to know people. Basically without these contacts we would have never been invited to be part of a network."(University of Maribor, Slovenia)

"Mobility brings a lot of results in connecting for research projects, for joint research proposals or research papers, but also in the framework of the Erasmus+ programme. We managed to bring together several Erasmus+ partners for a cooperation partnership and we also managed to get a BIP grant. We will organise our first BIP this academic year with the partners from Turkey and Germany." (University of Szeged, Hungary)

"My recent mobilities led to an application to the Horizon and Erasmus Mundus programmes, which we tried two times and were successful last year. We got a grant to set up an Erasmus Mundus Joint Masters programme, which was preceded by several mobilities I had with the two involved partner institutions." (University of Iceland)

"Last time my colleagues invited my university and my students to take a part in a Blended Intensive Programme on the topic of artificial intelligence, so we are working on it now. I think the Erasmus+ experience is very positive for me as I get new project ideas." (Óbuda University, Hungary)

"If you trust someone and if you can rely on someone whom you know through this KA1 mobility, you can make a pretty good project based on that." (Masaryk University, Czechia)

"Basically, after I came back from my mobility, their faculty staff was interested in launching a joint programme at a graduate level. So I connected them with our head of study, dean and head of international at my home institution, and they started working on such an agreement."
(Algebra University College, Croatia)

"Project activities would not be possible without staff exchanges so it is beneficial for the department." (University of Vienna, Austria)

In several cases, Erasmus+ staff mobility was linked to the **joint supervision** of a Master or PhD student, which also involved accompanying him or her to a defence at another institution.

"Last month I was invited to be an external examinator, which is good since the whole department knows you but, of course, we also invite people to join the commission for PhD students, so we need people and it is always good to have someone who is in the field and with whom we can cooperate. That's better than when you only have an email and a publishing list."
(University of Ljubljana, Slovenia)

Developing a strategic cooperation framework

In most cases, various reported spin-off activities emerged quite organically from the mobility itself. However, several mobile academics with managerial or coordination responsibilities (e.g. heads of department) used the Erasmus+ outgoing staff mobility more intentionally to set up a **structured, formal collaboration** with the partner institutions, for example, being officially mandated to prepare a joint initiative or bilateral agreement.

"As heads of study, we have the responsibility to help our international office to find partners that, I wouldn't say, are one on one with our curriculum because that's almost a dream, but that are compatible and we can exchange courses on a semester level." (Algebra University College, Croatia)

"I was asked by my colleagues to explore opportunities for cooperation on a study programme. So I went there, talked to them, looked at the curriculum and discussed how students and staff can be mobile. This has worked very well. After half a year, we have a new cooperation in place and we have students interested in going to Germany and students coming to Austria." (University of Applied Sciences Upper Austria)

"Due to these staff mobilities, we have established very good connections with some universities surrounding us." (University of Szeged, Hungary)

Boosting global visibility and reputation

Our study collected some insightful evidence on how Erasmus+ outgoing staff mobility contributes to the **global profile** and visibility of faculties and departments where mobile academics promote their higher education institution on top of their individual teaching or training programme.

> "Our Erasmus+ staff mobilities help our university, our department to get more famous worldwide and to attract international students from different levels, not only from the Erasmus+ network." (University Szeged, Hungary)
>
> "We are the only Occupational Therapy programme in Iceland, so it's important for us to connect abroad." (University of Akureyri, Iceland)
>
> "I think every teacher, every staff member who goes abroad is an ambassador for the university." (University of Applied Sciences Upper Austria)

1.2.2 New student and staff mobilities

Prior research established the importance of staff mobility for advancing and supporting **student mobility** (e.g., Flander et al, 2022).

Our study reconfirmed Erasmus+ student mobility as one of the areas strongly affected by outgoing academic staff mobility. It was found to have a significant impact both on **students' overall interest** in mobility and their **actual participation** in the programme. This applies to both **outgoing student mobility**, where teachers share their mobility experience with home students and encourage them to go abroad, and to **incoming student mobility** as international students from the host institution get inspired and interested in visiting their mobile teacher's home institution.

> "My way of trying to encourage students to go abroad is basically to tell them that this is the only time in their lives that they would be paid to go abroad and basically just study there. (...) I actually remember one or two students who picked up my advice and went to these places. I guess it happened more than that as I met students from abroad who came on a mobility exchange to our university after I visited their place. I had four or five cases like that." (University of Hradec Králové, Czechia).

"Part of the reason for doing my last mobility in Germany was to take our students out of the university because we have had two years of COVID where they spent two years behind their laptops. So we wanted to offer them again an experience where they can work with companies and have real international experience as we are a regional university and most of our students are local. So for me, one of the reasons why I wanted to do the German trip was to take my students to an international week where they can do the same thing that we do with our Austrian students, but in an international setting."
(University of Applied Sciences Upper Austria)

"I think one of the positive outcomes from my Erasmus mobilities were to promote my faculty for both students mobilities and the teaching mobility."
(University of Ljubljana, Slovenia)

"It is the best outcome for our institution here because as an institution we want to encourage our students to go abroad and to come back."
(University of Applied Sciences Upper Austria)

"I am personally really convinced students should go abroad, that it is good for their personal and academic development. Or at least it is my experience. So, I really try to convince them from my position." (Masaryk University, Czechia)

"Due to all my connections, every year we have about 80 participants from our partner universities based in ten or twelve different countries."
(University of Applied Sciences Upper Austria)

Additionally, some mobile academics reported to provide **advice** and **guidance to students** not only to support them in the process of making a decision to be mobile and selecting an appropriate mobility destination, particularly in the post-pandemic context, but also in terms of helping with practicalities.

"I am supervising and assisting students in their mobility. This applies, of course, to our Master students and, especially, our undergraduate students whom I also help to apply for Erasmus+ mobility." (University of Iceland)

"When we talk about mobility, we are mostly talking about how amazing it is, but on the other hand, we are kind of dealing with students' problems and issues, explaining how they can prepare their own mobility, answering their questions, and making them just a bit more prepared for the Erasmus."
(Algebra University College, Croatia)

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

> "When I come back from the Erasmus, it's just natural that I share my experience with a lot of students informally when they come to me and ask me about the visited faculty. Two of my students are currently on Erasmus in Paris because I shared with them my experience as a teacher."
> (Algebra University College, Croatia)

Erasmus+ outgoing staff mobility was also considered impactful for **enhancing institutions' attractiveness to international (both EU and non-EU/EEA) degree-seeking students** many of whom are subject to tuition fees. This effect is particularly pronounced for English-language taught programmes, which see an uptick in visibility among potential degree candidates both within Europe and internationally.

Additionally, outgoing academic staff mobility encouraged **student recruitment across various academic levels**. As reported in several instances, Bachelor's graduates from partner institutions were encouraged to subsequently seek admissions into Master's programmes of the institutions involved in staff exchanges. As highlighted above, the exposure and experience accrued by the faculty members through their Erasmus+ participation amplifies the global stature of a department, making it more recognisable and thereby appealing to international students.

> "Those universities that are more wired into the international traffic through Erasmus are more likely to attract international students."
> (University of Szeged, Hungary)
>
> "Our initial intention was to make students from the Netherlands join our Masters course here. (...) I think on an institutional level, I am most interested in having an exchange between students. So, we have Bachelor students, for instance, who applied for our Master's degree at our institution and the other way around."
> (University of Applied Sciences Upper Austria)

While staff mobility for teaching is directly linked to student mobility because of the planned classroom interactions under this type of Erasmus+ mobility, staff mobility for training—often involving job shadowing—can also affect student mobility. This influence arises from more informal exchanges, such as interactions post job-shadowing sessions, engagements on social media, and similar platforms.

Staff exchanges

Many interviewees reported the issue of **recurrent participation** in staff mobility, where only a limited group of staff members repeatedly go abroad apart from several exceptions reported by highly internationalised departments.

"I see that at my faculty, only me and maybe one or two other colleagues are using these grants and we have 14 to 20 people. And it's kind of very pity in my point of view because it is a great opportunity for them to use this resource. But they don't use it. They don't capitalize on this opportunity." (University of Akureyri, Iceland)

Our study suggests that outgoing staff mobility often serves as a **catalyst for increased interest and participation in the Erasmus+** programme from peers within the same faculty or department. On the one hand, observing colleagues engage in international exchanges can foster a sense of curiosity and motivation among others. On the other hand, when staff members return from their mobility experience and share their insights, challenges, and successes, as outlined in more detail in Chapter 3, it can act as a testimonial of the programme's advantages and multiple positive outcomes.

"I encourage all of my students, all of my coworkers to participate in Erasmus+, so my group is very mobile. I really appreciate the Erasmus+ programme. I benefited from it a lot and also my group did so, in establishing contacts and cultivating them." (University of Maribor, Slovenia)

"I talked to my head of department who had already been on several mobilities up to that point, and she actually told me that it was a very pleasant experience and that she didn't have any issues in connection with that, so I decided to apply." (University of Zadar, Croatia)

"It's challenging sometimes to encourage colleagues to go abroad, to motivate them not to be shy. Maybe, the first step would be to allow them to go to Poland or Slovakia." (University of Hradec Králové, Czechia)

Similarly, the impact on **incoming staff mobility** was found to be substantial as the reported Erasmus+ mobility experience often triggered a reciprocal visit from the host institution.

"I am trying to bring in experienced and young lecturers from abroad and getting my students to engage with them. We have been able to do some of that online in the last couple of years, but it's much more effective when people are here and they can continue the conversation a little bit outside the classroom." (University of Iceland)

"I think beyond my personal satisfaction from going to different countries and enjoying my work there, it is also bringing some benefits to the faculty. It would bring more international visitors and students because someone always contacted me after attending my lecture, for example, in Spain because they would like to come to Slovenia. So, I think it is my contribution to the faculty's international exchanges." (University of Ljubljana, Slovenia)

1.2.3 Pedagogical and scientific innovation

Innovation in pedagogical and research practices emerges as the one of the **most prominent mobility drivers and impact domains** of Erasmus+ outgoing academic mobility, especially in the realm of staff mobility for teaching. Our research collected substantial evidence highlighting the diverse positive outcomes in this area, for example, the adoption of innovative teaching methods, the introduction of new content and perspectives, teachers' exposure to diverse student backgrounds, advanced learning formats, student evaluation and innovative course design techniques.

> "My motivation to go abroad is also to meet other cultures and to meet different people, to see how they work, how they handle problems, to learn about some new methods of teaching and also have the possibility to use those methods at my institution." (University of Maribor, Slovenia)
>
> "I can learn from every mobility, from the practices, from the students in other countries concerning social work. It's broadening my horizon." (University of Applied Sciences Upper Austria)
>
> "One motivation for me was to have a course on the topic that I don't have at my school, or I could combine different themes under a course that I run there". (University of Ljubljana, Slovenia)

Adoption of new learning and teaching methods

Outgoing Erasmus+ staff mobility was found to offer academic staff a unique opportunity to experience and observe teaching methodologies and approaches from diverse cultural and institutional contexts. Such exposure to specialised or different teaching techniques enriched the knowledge base of the participating staff and also enabled them to integrate the novel approaches and content into their home institution's curriculum. Observing diverse teaching styles and tools in different universities also led to a broader, enriched perspective on education and pedagogical techniques.

> "Due to my specialisation in geography, especially climatology I introduced some special methods of climate study to my colleagues and students." (Palacký University Olomouc, Czechia)
>
> "My teaching has benefited just by visiting other universities, other faculties by going into the classroom, observing a different style of teaching and different tools applied." (University of Iceland)

"Also for me personally, it helped me to be more open-minded. I have technical background, and I was very strict about some stuff, but my mobilities taught me how to be more open-minded and friendlier with students without necessarily being friends." (Algebra University College, Croatia)

"It's not just the matter of different approaches in certain countries, but individual teaching styles of different people and teachers."
(Palacký University Olomouc, Czechia)

Introduction of new content, perspectives and teaching material

The interviewed mobile academics reported to get exposed to a variety of educational methodologies, content, and materials that might be different from their home institutions. Through collaborative discussions and observations of teaching methods, they could also discern innovative ways to develop and enhance their curriculum. Additionally, staying attuned to international changes supported the integration of up-to-date content and techniques in teaching. The exposure to diverse destinations and their unique cultural offerings allowed some teaching staff to bring a more authentic and enriched perspective to their lessons. While the transformative impact of Erasmus+ experiences might not necessarily overhaul an entire study programme, it undeniably injects fresh content, perspectives, and materials into the existing curriculum, adding value to both teaching and learning experiences.

"Together with my colleague who actually allowed me to teach at those courses, we always sat down and looked at the educational methodologies, what we used, how we used it. And several times I also visited classes just to see how they teach computer assisted subjects in business, not just focusing on computer science, but using applied computer sciences. And several times we had other meetings with other colleagues from the department and looked at the ways how we can develop the curriculum."
(Óbuda University, Hungary)

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

"I use travel videos about different destinations in Europe in my lessons. And some of these videos are the same as the destinations visited. So I can say much more about these places." (University of Hradec Králové, Czechia)

"I think it is really hard to change the curriculum for one person based on one or even several Erasmus experiences. You can introduce new content in the existing curriculum, maybe some new methods, but not really change the whole programme or anything like that." (University of Zadar, Croatia)

"It is very hard to differentiate between the individual and institutional benefits. But if I really focus on the institutional ones, I would say that when I was choosing the institution to visit I always decided not to go to the one that would be similar to mine. I wanted to go somewhere that is very much outside of my scientific comfort zone and to learn much more."
(University of Ljubljana, Slovenia)

Exposure to different types of students and student engagement

Outgoing Erasmus+ staff mobility was found to be important in acquiring practical experience of **teaching diverse student populations**. Such exposure might necessitate teaching at a higher (e.g., Master's) level, a lower tier (e.g., Bachelor) or diverging to a completely different group of students (e.g., adult learners) compared to one's routine at a home institution.

Venturing into these distinct academic settings challenges teachers to engage with, and often be challenged by, students whose perspectives have been shaped by different cultural and educational backgrounds. As a consequence, academics may need to adapt their approach to cater to varied language proficiencies, disparate subject knowledge bases, or students' perceptions across different countries and regions. While this immersion might not appear groundbreaking on the surface, the consistent exposure sharpens a teacher's adaptability and flexibility to refine their teaching methods more adeptly and fosters deeper, more understanding relationships with students across different educational landscapes.

"It's very interesting to teach students at their home environment, at their home university, and try one's own approach to different topics. This context is quite enlightening for me." (University of Hradec Králové, Czechia)

"In terms of the biggest personal outcomes, I am benefiting a lot from the international experience in my career. It is the time spent on teaching that improves the relations to our students. Being somewhere else in a different context helps to strengthen the relations to students."
(University of Vienna, Austria)

"I have been teaching students for a long time and when you teach advanced students sometimes you forget that it could be even more difficult to teach intermediate students, when you have to think about how you are going to explain something to them because their English is not that good."
(University of Zadar, Croatia)

"I personally like teaching a lot, getting a bit of impression on the students' mindset in the countries where I went to such as Denmark and Finland. They are not that far away but there are definitely some differences in the students' mindsets." (University of Applied Sciences Upper Austria)

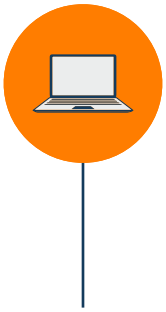
"For me it is important to achieve more experience in teaching the subject I teach, but in a different environment and with different type of students and understanding their reactions, etc. On the other hand, also understanding how a very good institution somewhere else functions, processes."
(Algebra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

"I was particularly interested in this mobility because they have cybersecurity and information security students. So I went there and taught some classes on Industry 4.0, the related competencies and how information security has changed all of that. What does this mean to Serbian students? How would they perceive certain issues compared to my Hungarian students? It was a rich experience to see what students in other countries think of the same issue."
(Óbuda University, Hungary)

"What I experienced is that the Dutch students can be very easily interested in the topic. I still have some little devices that were made when we had to do a measurement day by ourselves and because I didn't have a working solution for the part of measurement I had to improvise a lot. So, on the second day one of the students came in without prior notice and said he had a solution for our problem which he presented to me. It was just a very simple part for a laptop, but he came up with it without any introduction. It was quite impressive for me to see how these students can get involved so easily."
(University of Applied Sciences Upper Austria)

Adoption of advanced learning formats and technology

Erasmus+ staff mobility was found to be instrumental in facilitating the exchange of knowledge and good practices related to the **use of new technology** in learning and teaching. Several interviewees mentioned having gained exposure to different technological tools and formats employed by their partners, particularly in the post-pandemic context. This hands-on insight, especially in terms of hybrid or blended teaching techniques, also applied in the context of Blended Intensive Programmes (BIPs), empowered some of the mobile academics to integrate innovative tech-driven solutions into their own teaching practice back home.



"I wanted to know the tools they have been using since the lockdown, so if it happens again we can see what tools we could actually use. And I am very happy because they introduced me to the Miro app by Microsoft and I could even participate in the preparation of an actual class and see how a teacher and an assistant prepare and deliver a class together. I have seen Miro in practice and I totally loved it. It was really a fantastic experience to see how students can engage online all together and how the teacher can support them with this programme." (Óbuda University, Hungary)

"I have seen different ways of teaching, which are part of one of my courses because I also have courses about storytelling on our non-regular programmes as part of our summer school, and this is one of my incentives to see how other universities teach such courses. Globally I pulled out some interesting things and incorporated into my teaching. And in this last semester in digital electronics, I also used a lot of hybrid parts to set up the environment for education." (Algebra University College, Croatia).

New approaches to student evaluation

Several interviewed staff members reported having gained insights into diverse approaches to student evaluations and grading methodologies. From broader evaluation metrics to in-depth understanding of course design, such experience encouraged them to reflect upon their own methods and techniques applied at their home institutions and sparked ideas for enhancement.

"They do very good student evaluations that are much wider than the ones we use at the University of Iceland. And I am still hoping we will get to a better one than the one we have now. And we actually have a small committee working on improving our student evaluations based on my experience gained in Sweden and Finland. So there are many ideas I have got which I have been implementing in my work." (University of Iceland)

"I got a nice view on how to organise a real lecture from bottom to top, starting with collecting the materials I wanted to talk about and ending up with keeping students motivated for my very long and intensive course. And what was also new for me was organising exams during this time. There was also a very interesting part related to how grading works in the Netherlands. In Austria, we have a 1 to 5 grading system where 1 is a perfect pass, and in the Netherlands, the grading system varies from 0 to 9 where nine is an absolute perfect performance. So, they have a completely different grading system, which was kind of a challenge for me initially." (University of Applied Sciences Upper Austria)

Advancing research-based learning, lab work and industry collaboration

Several interviewees, particularly those from higher education institutions in Austria, Slovenia and Iceland, highlighted the importance of their academic staff mobility experience for the **research activities** both at the individual and department levels. Staff mobility was found to provide some room for the official introduction of the research topics and current activities at the department and university levels as well as for integrating newest research findings into teaching and having some extra space and inspiration for research, as mentioned earlier.

> "I think there is an advantage if you are working as a researcher and doing teaching mobility since you are more likely to have some free time for research given by the sending institution." (University of Vienna, Austria)
>
> "I don't really feel I can separate teaching and research. There is always motivation of both kinds, even if it is a teaching visit. And I don't really like the fact that in the teaching agreement, in the mobility agreement, you only describe teaching and research shouldn't be part of it. Of course, there are always conversations about research and there are many projects that come out of just being able to discuss things and vice versa. Very often, there is research cooperation that translates into teaching cooperation as well." (University of Ljubljana, Slovenia)
>
> "What you acquire as new knowledge through your research and working with your colleagues, you bring into the classroom. So, definitely teaching has benefited from my mobility as well." (University of Iceland)

Furthermore, several interviewees reported positive outcomes that go beyond the classroom, particularly with regard to integrating new knowledge on different approaches into their lab work and collaboration with industry in the field of life sciences as well as information and communication technology.

> "I have acquired a better understanding of how cooperation with industry is organised for the study programme in another country." (University of Applied Sciences Upper Austria)

Comprehensive teaching assessment

In some instances, interviewed academic staff reported to have received feedback on their teaching, something that the teachers might not routinely experience in their home institutions. For instance, while some universities may not have established systems of **peer observation**, teaching abroad allowed interested faculty members to garner insights and constructive critiques from their international colleagues. In addition to student feedback, which is a common component of teaching assessment, this peer evaluation provides a broader perspective on teaching efficacy and approaches, enriching the teacher's professional development and encouraging pedagogical innovation.

> "We have normally no peer observation of our teaching in Ljubljana. But if I teach elsewhere, the colleagues give me some feedback on my teaching, and the students do it anyway. This is always very useful and interesting." (University of Ljubljana, Slovenia)

Encouraging innovative course design

Fostering innovative (e.g. multidisciplinary) approaches to curriculum design was reported among positive outcomes of staff mobility. Some teachers had to adapt their courses based on the specific study fields of students in the host country. Confronted with the need of **catering to diverse disciplines**, they were pushed to innovate and adopt multidisciplinary approaches, which not only enriched their teaching portfolio but also promoted an innovative curriculum bridging distinct academic fields.

> "I think it was very necessary to do this in the Netherlands because here in Linz we have a fixed curriculum for a lot of things. There I got the opportunity to see a completely open field where I could include the big topic of biomechanics. I already know all the students here, I know how they work and learn, and I know how the curriculum is built up. But there it was a whole different story and I had to adapt to that and this was quite fascinating. There are maybe one hundred different perspectives on biomechanics, so the interesting part for me was to pick out two perspectives that are locally interesting for them and to get to know what their field of study is. So you can have someone who is studying web design next to another person who is studying mechanical engineering at the highest level, so you have to apply a pedagogic solution to make sure the web designer understands what you say about engineering and the mechanical engineer understands what you say about programming since the latter is always part of these lecturers." (University of Applied Sciences Upper Austria)
>
> "In more general sense, I was able to teach the part of the institution elsewhere and to get the inspiration for curriculum development that has been used and implemented here." (University of Iceland)

1.2.4 Management and finances

Our research underscores that while the influence of Erasmus+ outgoing academic staff mobility on university management and finances might be subtler compared to its evident benefits in international cooperation, and learning and teaching, it plays a vital role. Such impact can manifest in **enhanced university revenues, streamlined processes** at departmental or faculty levels, and **refined study programme management**, evaluation, and accreditation. This ensures that the institution's study offerings stay competitive and align with global benchmarks.

Staff mobility can help generate **external income**, albeit in a more indirect way, through the initiation of new collaborative projects and partnerships as well as the recruitment of international fee-paying students, as outlined in the previous sub-section.

It was observed that exposure to diverse organisational environments, administrative frameworks, and academic cultures—common to most Erasmus+ outgoing staff mobility experiences—fosters the adoption of good practices in departmental and faculty **process management**. While academics with managerial or coordination roles appear more attuned to these experiences, other mobile staff groups, including early-career academics, also expressed interest in governance and management processes practiced in other higher education institutions in Europe.

"My main motivation was not only to go to a different institution, to teach their students something new and to learn some new experience, but it was also from the position of the vice dean at the time to understand how they handled their processes, and exchange knowledge and good practice."
(Algebra University College, Croatia)

"My purpose was to meet new people, to see their teaching styles, to learn what they do and how they do it, including issues related to organisation, e.g. how many students they have in a class, how they apply, how they choose the foreign language to learn, the relations between teachers and students, as well as the materials they use and the online platforms."
(Palacký University Olomouc, Czechia)

"Most of the time going through Erasmus means a personal connection with the local professors and the local class of music students. So, this is usually a very intense and very personal work where I can see how the department works."
(University of Szeged, Hungary)

"I always reflect on what we have got back home in Czechia and how in fact we can improve our processes here." (University of Hradec Králové, Czechia)

Study programme administration

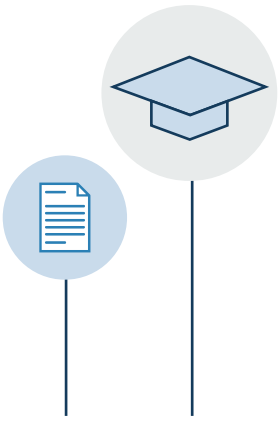
Another important positive effect of staff mobility is related to peer learning in **study programme administration**, evaluation and accreditation within universities. By interacting directly with study programme coordinators during their visits, the interviewed mobile academics gained firsthand insights into the organisational aspects of learning processes including student recruitment, work plans, and quality assurance approaches, which were subsequently integrated into the home practice.

> "We had the opportunity to meet heads of departments and study programmes when we were there. I think it was quite beneficial for our study programme since we learned a lot of things about how other universities are applying teaching methods and developing curriculum for their programmes, so we learned a lot and exchange a lot of the information."
> (Algebra University College, Croatia)

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

Our study provided abundant evidence on the multifaceted positive impact of Erasmus+ outgoing academic staff mobility both on the participating individuals and their higher education institutions, particularly faculties and departments.

Previously well-documented individual benefits of mobility such as networking, career progression, professional and personal development, and work motivation are closely linked to the institutional benefits such as new international collaborations, new student and staff mobilities, innovations in learning and teaching, as well as organisational change, and largely pre-condition them. The awareness of such multiple benefits should be more systematically promoted at different levels.



Impact impediments and enablers

2. Impact impediments and enablers

As discussed in Chapter 1, individual and institutional effects of Erasmus+ outgoing academic staff mobility are deeply interconnected and mutually reinforcing. Building on this crucial insight, our research delves into how such impact can be further amplified to bolster broader institutional objectives, whether at the departmental, faculty, or university-wide scale.

Chapter 2 examines the enduring **challenges hindering academic staff mobility** from a wider institutional impact standpoint. It also investigates prevalent **knowledge-sharing practices** among mobile academic staff across the six countries studied, along with the existing institutional approaches that facilitate, incentivise, and reward knowledge acquisition, dissemination, and application within the Erasmus+ staff mobility framework.

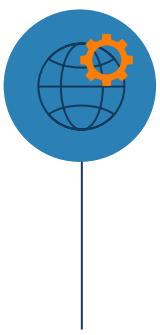
2.1 Institutional frameworks

The success of activities aimed at mainstreaming and upscaling the impact of Erasmus+ academic staff mobility largely depends on the strategic frameworks and related support structures at the institutional or national level. Our exploratory study highlighted some structural issues such as the overall degree of internationalisation and related support systems in place, which were singled out in the context of the impact related conversations in the focus groups.

2.1.1 Level of internationalisation

Erasmus+ outgoing academic staff mobility is an intrinsic part of broader strategic frameworks for staff exchanges and internationalisation. Prior research indicates that the imperatives for internationalisation may depend on the size and geographic location of higher education institutions whereas internationalisation drivers can be stronger in smaller and more peripheral countries, consequently shaping more proactive staff mobility approaches (e.g. Kwiek, 2018).

As shown in Figure 6, Erasmus+ staff mobility is mostly encouraged through institutional **internationalisation strategies**, according to 56% of the survey respondents. Nearly one fifth of the respondents indicated that it is encouraged at even a higher level of a broader institutional strategy. Only a few respondents (7% and 2%, respectively) reported that it is promoted as part of professional development or mandatory career progression.



How is staff mobility encouraged within your institution? (N=43)

Figure 6. Institutional approaches to encouraging Erasmus+ academic staff mobility

Importantly, the level of internationalisation greatly varies across different faculties and departments within the same higher education institutions. In particular, our qualitative evidence highlighted that faculties and **departments with the reported higher levels of internationalisation**, such as those delivering English-taught programmes or joint programmes, as well as those representing highly internationalised fields (e.g. tourism, English language studies, global development) **attach greater importance to staff mobility**.

From this perspective, **active international cooperation** activities at the faculty or department level are not only shaped by Erasmus+ outgoing academic staff mobility, as explained in the previous chapter, but also **provide a strong enabler for it**.

Another important institutional enabler is related to the overall interest and **appreciation of staff mobility by faculty leaders**, in some cases resonating with their own prior mobility experience. Consequently, a leader's positive stance on staff mobility affects participation in the related part of Erasmus+ among the staff members.

> "Key importance is how faculty management looks at it. If mobilities are encouraged, if they are supported, then they happen. If they are too many questions, different scenarios and problems behind, they don't happen. For example, whenever I look back at the start of my career, whenever I came to the dean and I asked him to do a mobility, he had never disapproved it. He was always behind it. He was always supportive even if that meant changing my schedule and moving things around. I know some managers are very reluctant to do so. They say the schedule is set so you can't move things around even if this benefits the institution in the long run." (University of Maribor, Slovenia)

> "Perhaps, if there was more emphasis on internationalisation at the university level, it would be easier to argue that staff mobility is important, so we have to give it some more time and space." (University of Akureyri, Iceland)

2.1.2 Administrative support structures

The role of Erasmus+ coordinators

Our research indicates that the largest part of **administrative assistance** is directed towards promoting academic staff mobility internally and offering support to comply with Erasmus+ participation guidelines. Such support is typically offered by International Relations Offices at the central or faculty level before departure and generally received high satisfaction ratings among the interviewed mobile academic staff[2].

Institutional Erasmus+ coordinators at the central, faculty or department level were found to play a crucial role in facilitating Erasmus+ outgoing academic staff mobility while ensuring its connections to other activities under the Erasmus+ programme. Our study highlighted a pressing **need to further formalise and professionalise this role**, especially within departmental contexts. Department level Erasmus+ coordinators typically combine these responsibilities with their core academic job, so while they can be personally motivated to act as local coordinators, they sometimes lack time or knowledge about all aspects of the programme to enhance participation.

> "I am a departmental Erasmus+ coordinator, which means I actually have a lot of work to do which is not really paid. However, I realised that I will be able to make connections with people from different universities, which actually makes the participation process much easier as I already know the person I am going to contact." (University of Zadar, Croatia)

Eligible activities

According to the Erasmus+ Programme Guide[3], staff may carry out the following activities: (a) **teaching period abroad** at a partner higher education institution (requiring minimum 8 hours of teaching per week); (b) **training period abroad** at a partner higher education institution, enterprise or any other relevant workplace (involving training events, job shadowing or observation periods), and (c) period **combining teaching and training** activities (requiring minimum 4 hours of teaching per week). Other activities can be integrated into staff mobility as long as the minimum teaching requirements are fulfilled.

One outstanding issue concerns the **interpretation of the eligibility rules** by mobile academics and Erasmus+ coordinators, particularly when it comes to staff mobility for training, and **insufficient links** to other possible activities that may come on top of teaching or training, particularly in the research field.

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[2] Central level institutional Erasmus+ coordinators were interviewed separately from the mobile academics from their respective higher education institutions.

[3] Retrieved from https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-1/mobility-projects-for-higher-education-students-and-staff on 27 November 2023.

"I was one of the rare people in my department who went for staff mobility for training, not for teaching. Teaching mobility is much more common. I have noticed some universities in Europe do not accept or fail to understand the rules for those training mobilities. So I think, there could be more clarity in terms of different types of options to be aware of because I also receive a lot of applications for incoming mobility and see that they often involve exclusively teaching. And we do not have that space in our programme, so we cannot include everybody who wants to come teaching to our university."
(University of Zadar, Croatia)

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

The **possibility to combine mobility for teaching and training** under one period abroad introduced under the 2014–2020 Erasmus+ programme was **greatly appreciated** by the interviewed academic staff as it has offered more flexibility in participation. However, structural issues limiting the compliance with the minimum teaching requirements still persist, whilst creating further barriers to participation in combination with significant teaching workload.

According to the interviewed mobile academic staff, participation in Erasmus+ outgoing staff mobility is highly challenged by the need to accommodate **additional workload** into existing work plans both in terms of organisational and pedagogical preparations for mobility and subsequent follow-up. Further practical complications to the mobility process are linked to misalignments between **home planning and host institution's teaching schedule**.

"So basically, on all my Erasmus trips, I have to find a date where we do not have teaching at our university. It's almost impossible for me to go to another university to do teaching because no one can replace me on my lectures. We are a very small private university and we don't have a situation where we have two professors teaching the same subject. So if we go somewhere we need to delay our lectures but I don't like to do that because of the schedule and my students. That is also one of the obstacles related to traveling. Probably, if I don't have such problems, I would have travelled more often." (Algebra University College, Croatia)

"I started with teaching and training because sometimes in one week it's really difficult to find a suitable subject for eight hours of teaching."
(University of Ljubljana, Slovenia)

"I think we need to rise interest among professors because they have other obligations and it is not always easy to plan a trip which will take a week or two during the semester. So they need to have a bigger incentive to do it during their holidays or something similar." (Algebra University College, Croatia)

"Going abroad means that all the obligations I have here for one week have to be moved somewhere. And then I teach eight hours abroad, I am coming back and teaching twice more because I need to catch up."
(University of Ljubljana, Slovenia)

"It's very difficult to make up for your classes. When I come back, because I have 18-hour week, I have to make up for all of that, so I have to prepare all before I leave in order to be able to have these classes with foreign students. So you work there and then you have to think about how you would make up for the classes that you are going to miss while you are away. So it's a problem."
(University of Zadar, Croatia)

"I imagine it is quite a high threshold to organise staff mobility. If you are interested in teaching somewhere, you need to make contact with the host institute and figure out how it can actually practically happen. So for that reason, I think existing collaborations can be easier, or a very obvious exchange of teaching where the research and teaching interests are closely aligned between the two institutions." (University of Vienna, Austria)

The aforementioned barriers can be tackled by **further opening up the scope of eligible activities**, for example, by formally allowing to carry out research, project development or other relevant (e.g., third mission) activities under Erasmus+ outgoing staff mobility. Such flexibilisation can be effective in raising the attractiveness of this Erasmus+ activity for those academic staff members who place greater emphasis on research in their work and enhance their participation, and boosting synergies within the knowledge triangle.

Finally, **growing financial constraints** were underscored as another notable barrier to outgoing staff mobility under Erasmus+. According to the interviewed mobile staff, these financial challenges could deter participation of some non-mobile peers in the programme. Meanwhile, for staff already keen on mobility, these financial issues become even more pressing in light of rising costs and lagging rates. The situation is further complexified by the lack of flexibility in institutional procurement systems which have to be typically used for travel arrangements.

"The grant that you get is sometimes not enough, so you have to spend your own money, particularly if you go to Western Europe where you need to spend more money. If you go to Eastern Europe, then it's okay."
(University of Zadar, Croatia)

"The problem is because our university is a public institution we cannot buy airplane tickets ourselves. They have to be bought by the special providers who are pre-defined, so we cannot select cheaper options and sometimes have to buy even more expensive tickets and we don't have sufficient budget, so it's not very flexible. I think it should be solved in one way or another."
(University of Maribor, Slovenia)

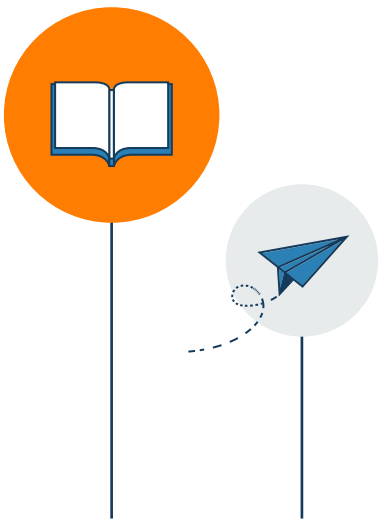
2.2 Knowledge dissemination and exploitation practices

Dissemination of knowledge and experience gained in the context of Erasmus+ outgoing academic staff mobility is a pre-condition of impactful staff mobility experience. It is an area of shared responsibility between mobile academics who engage in knowledge sharing and their institutions offering related guidance and necessary platforms.

The study's qualitative evidence showed that sharing knowledge and experience gained in the context of Erasmus+ staff mobility is an **important activity for most of the interviewed academic staff**. Sharing the acquired mobility knowledge internally goes hand in hand with the external dissemination of scientific or pedagogical expertise across international networks, as explained in Chapter 1.

Furthermore, the overall **interest in peers' staff mobility outcomes** was rather high across the sample, suggesting there is room for further enhancing institutional approaches to the dissemination of knowledge and experiences acquired in the context of the Erasmus+ programme.

> "First thing why I decided to go to on the Erasmus+ programme was really to improve myself. The second time was interesting because I found that I could share this experience with my colleagues."
> (Algebra University College, Croatia)
>
> "Upon return, we try to share our mobility experience and we point out what was great, what was good, and what could be better. And I think we are trying to spread the contacts and recommend these mobility opportunities to our colleagues."
> (Masaryk University, Czechia)
>
> "I am quite interested to learn where other people went to, why and what's in it for them."
> (University of Vienna, Austria)



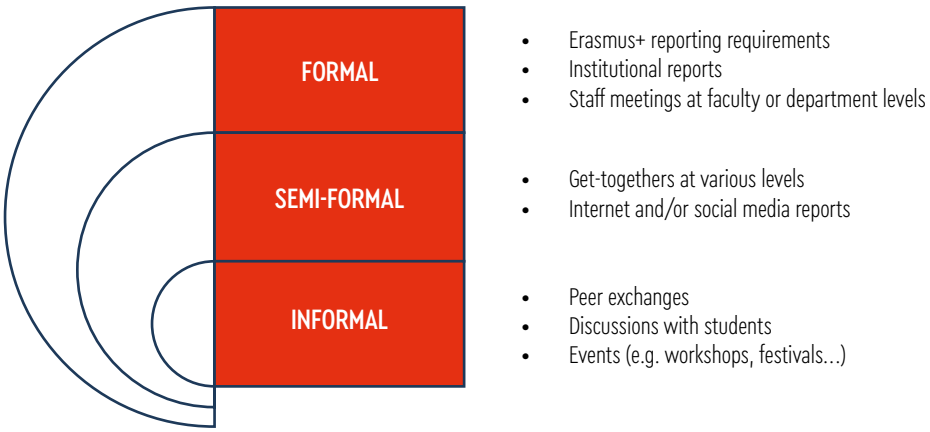


Figure 7. Common dissemination channels

Figure 7 contains examples of formal, semi-informal and informal dissemination channels reported by the interviewees.

Insights gained from Erasmus+ academic staff mobility are typically shared in a less structured way in an **informal or semi-formal setting**, such as day-to-day peer contacts, student interaction or various staff gatherings. Having a more substantial formal follow-up going beyond Erasmus+ reporting requirements or oral reports at staff meetings, for example, submitting a project proposal with a host institution, organising an event or preparing an internal report was reported less common (Figure 8).

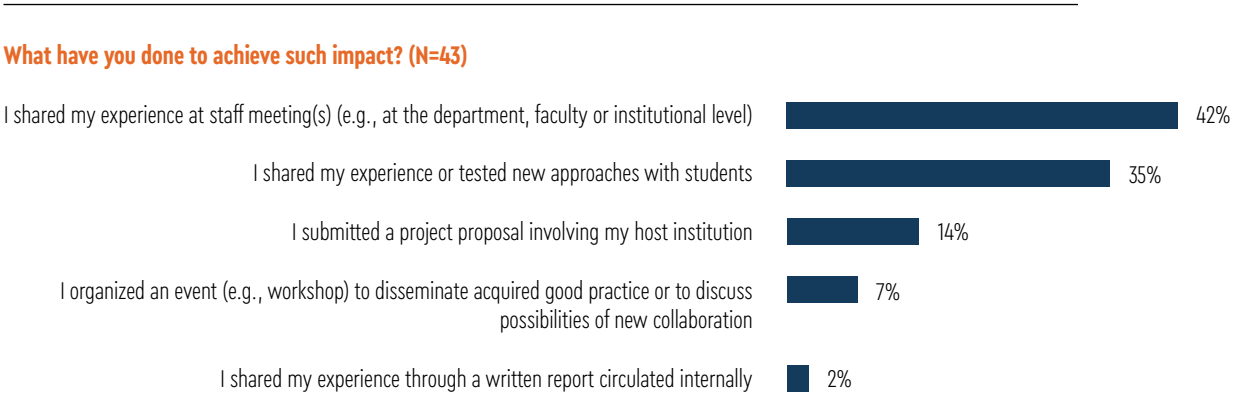


Figure 8. Mobile staff dissemination and exploitation activities

"We do not share experiences in any official or formal way, but since we are all together in the office and we work quite closely at the department, we definitely share experiences informally." (Algebra University College, Croatia)

"I have gone on a mobility with someone else from the recent trip, and that creates an extra dimension to it, sort of both in terms of discussing what is the value of it and how to use it back at home." (University of Iceland)

"I think that each institution has to find its own place. For some institutions, it is an informal thing. It's coffee and cookies whereas for others it's an online activity. I think it is very much a question of an organisational culture, what kind of organisation we are, how we grow, how we interact, and what is the most suitable way for us to interact." (University of Maribor, Slovenia)

While more than 40% of the survey respondents reported that they shared their experience during staff meetings at the department, faculty or institution-wide level (Figure 8), more in-depth conversations during the focus groups indicated that **such exchanges most commonly happen at the lowest, department level** and largely depend on the internal reporting and knowledge sharing priorities and practices. These meetings are shaped by the overall interest in staff mobility and international cooperation more broadly, while being affected by practical issues such as the department size or the number of meeting participants. For instance, larger departments may find it harder to accommodate related discussions in their regular agendas.

As a result, reporting at formal department meetings is often limited to the mere fact of staff mobility with limited room for an in-depth discussion on the achieved outcomes and their longer-term effects or importance for the department.

"Several years ago, we started with activities like this at our departmental meetings. Whenever someone attends a conference or goes abroad, she/he shares this experience with the others by briefly explaining where she/he was, whom she/he met, and new things learned. And when someone is more interested, we meet in the corridors or in our offices. This is how we share information, trying not to keep it for ourselves and sharing it with the others." (University of Hradec Králové, Czechia)

"We do have a kind of presentation at our faculty meeting but mostly things happen informally." (University of Zadar, Croatia)

More than one third of the survey respondents shared their experience or tested new approaches with the students (Figure 8), and the importance of this major knowledge dissemination channel was largely reconfirmed during the focus groups.

"In our department, we have a quite active discussion culture of our teaching methods, so I sometimes use it to put things in from my experiences with Erasmus exchanges. We have regular teaching meetings, and obviously more informal exchanges when we talk to colleagues and think about wider dissemination. But I also do that in my teaching here and also in relation to my Erasmus teaching. For example, in my research group I use the website and social media to promote the outcomes from some of the courses. In this way, I try to inspire my students here and also demonstrate what has been made possible through the Erasmus programme by being able to teach somewhere else or to deploy the kind of things that one can take to Iceland from other universities." (University of Iceland)

Overall, interviewees expressed some mixed feelings about more formal ways of dissemination. On the one hand, the **lack of internal policy or guidance** on what can be expected in terms of knowledge dissemination following staff mobility at the institutional level prevents some of the mobile academics, particularly younger ones employed by larger institutions, to further spread their experiences and thus contribute to institutional change at different levels. As highlighted above, this can be due to the overall **lack of interest in or appreciation of staff mobility** (and its positive outcomes), depending on the department, which can cause frustration among the concerned mobile staff. On the other hand, some mobile academics have **concerns about the relevance or importance** of their mobility experience for a broader group of staff members or various institutional units.

"I really wanted to give it back to my colleagues, but there has not been any formal way. It should also be clearer in the school policy, I think that would help." (University of Akureyri, Iceland)

"At my faculty nobody actually cares about it. Nobody says that's good you have been there. Nobody asks about what is new, what they are currently working on. Of course, I have my own group of people whom I work with and discuss. They can get some benefits from my mobility but I would expect more interest from the institution." (University of Maribor, Slovenia)

"I don't think that one or two weeks of mobility are enough to share the outcomes in front of a big crowd. I think you have to have a lot more experience to share it with other people, to have some good conclusions." (University of Zadar, Croatia)

"If I think about the situation at my department, my colleagues do totally different things and they need to go to different places. They need to meet different people that I need to meet. So it doesn't make sense. Different departments do totally different things and it would be totally worthless for them and wasting of time, in my view." (Masaryk University, Czechia)

"I am not sure whether it's kind of expected from us or it's kind of normal..." (Palacký University Olomouc, Czechia).

Mixed feedback was also obtained with regard to **dedicated meetings** organised to share knowledge gained in the context of staff mobility or other international activities although, as specified above, there is the overall interest in more **systematic ways** of sharing Erasmus+ staff mobility related experience.

> "So I have never organised nor participated in any event devoted specifically to the dissemination of the Erasmus experience because I am a little bit sceptical about this. I think it is more like a continuous work. If you just organise one event, you don't know who will show up. And I think you have more impact if you continuously talk to your colleagues and especially to your students about your own experience and through that encourage them to also take part in Erasmus." (University of Zadar, Croatia)

> "Communicating, sharing the experiences could be done on a systematic level at our university. And that would be a kind of recognition of the importance because now lately we have all to disseminate knowledge."
> (University of Maribor, Slovenia)

Several success stories and good practice examples were reported for the University of Szeged, Hungary (Box 1), the University of Maribor, Slovenia (Box 2), Palacký University Olomouc, Czechia (Box 3), and the University of Music and Performing Arts, Austria[4] (Box 4). The obtained qualitative evidence indicates that the practices related to the dissemination of mobility related knowledge and experience vary greatly within the institutions. Consequently, what could work at one faculty or department is not necessarily taken up at another since the success of such focused initiatives often depends on the internal culture and personal motivation of organisers such as institutional Erasmus+ coordinators).

Box 1: Annual events at the Faculty of Education, University of Szeged, Hungary

The Juhász Gyula Faculty of Education at the University of Szeged organizes an annual event for teaching and administrative staff in order to share the experience gained from staff mobility under the Erasmus+ programme. Students are also invited to attend this event to get motivated to participate in this kind of mobility. Presentations are made by mobile staff members with the emphasis on the achieved outcomes.

Box 2: International Fridays at the Faculty of Tourism, University of Maribor, Slovenia

The Faculty of Tourism at the University of Maribor organises International Friday gatherings for its teaching staff. These popular online meetings provide an opportunity to share international experience amongst the faculty teaching staff. Furthermore, it is not possible to apply for the next exchange without reporting on the prior one. Supported by the faculty leadership, these monthly meetings are part of everyone's agenda and free of teaching classes. While participation is encouraged, it is not mandatory and nearly one third of all staff members typically attend the meetings.

[4] The University of Music and Performing Arts, Austria was not part of this study's sample. The related good practice presented in Box 4 was sourced from the presentation made by Dagny Schreiner, Head of Erasmus+ Staff Training Coordination Unit at the University of Music and Performing Arts at the event "Bologna-Tag 2023: Internationalisierung von Studium und Lehre an Hochschulen: Rolle und Beitrag der Personalentwicklung", which took place on 16 March 2023 in Salzburg, Austria. For more details, see https://oead.at/de/expertise/europaeischer-hochschulraum/bologna-tag-2023

Box 3: Department workshops at the Language Center, Palacký University Olomouc, Czechia

Once or twice a year, the Language Center at the Faculty of Arts organises a department workshop for staff members to share international experience and to try the new approaches and methods learned abroad. Several other departments at Palacký University Olomouc require mobile academic staff to write an article about the main results and new teaching methods acquired during their staff mobility.

Other notable ways of dissemination reported by the interviewees included sharing the knowledge within a local study group and through one's affiliation with another university and the research networks in another country as well as on Intranet and via social media reports.

The interviewees suggested a series of improvements that can be applied to knowledge sharing in the context of Erasmus+ academic staff mobility, highlighting the **need for clearer processes** and **more systematic approaches** based on more **explicit communication about multiple impacts** of staff mobility, highlighting the **need for clearer processes** and more systematic approaches based on more explicit communication about multiple impacts of staff mobility.

Box 4: Knowledge transfer and dissemination at the University of Music and Performing Arts, Austria

Transfer card:

Documentation of learning results/insights
Ideas of utilization and implementation
Contacts, further ideas
Impulses for dissemination

The aim of the Erasmus+ Staff Training (STT) Transfer Card is to support outgoing staff in exploiting key takeaways and knowledge gained from staff training activity, to transfer new practices into daily work, facilitate further development of practices, agendas and ideas, and to inspire further knowledge sharing. This transfer card is included in a booklet handed over to all outgoing staff.

"It could be just a roundtable at a teaching conference, or the teaching academy or something like that. But it would be interesting to hear other people's experiences and expectations and how they work with what they have experienced." (University of Iceland)

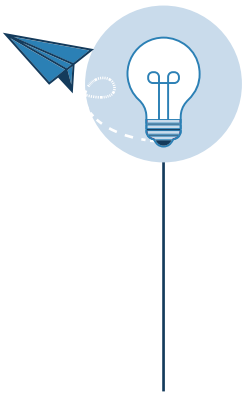
"We need more community creation from people who have spent some time abroad, maybe it would motivate more colleagues to join this programme, and not just on their personal level, but on a more formal level, for example, the 20th of March is the day of telling stories, reports, and personal experiences in different countries." (University of Applied Sciences Upper Austria)

"We need to propagate this kind of programmes at the institution so they can see the benefits of this kind of stuff. I think many colleagues are not aware of this opportunity to go abroad, so it would be important to make this programme more visible." (University of Applied Sciences Upper Austria)

"It would be nice to know who has connections at various universities for future research projects and general cooperation. There is not much communication between the departments, so if you are looking for a partner in a specific country or a specific field, knowing who has worked with what university would be helpful. I think our international office has this information, but it is not very structured." (University of Applied Sciences Upper Austria)

"I think it would be helpful just to provide a bit more detail on different programmes in our reporting, so at least the university and the school departments could have a much better overview of what each faculty and each department is actually doing. And that could be brought and discussed at the department meetings. We could discuss how mobility is actually working, how we are from benefitting from these opportunities and why some never apply." (University of Iceland)

"The international office at my university has done a good job in facilitating staff mobility. However, further exchanges should be organised to help faculty members understand better all potential benefits under the Erasmus+ scheme, as well as to encourage them to participate." (University of Akureyri, Iceland)



2.3 Recognition of staff mobility outcomes

Prior research established that recognition of staff mobility experiences and outcomes is particularly important for both motivation and impact of staff mobility; however, it is not yet fully mainstreamed by higher education institutions across Europe.

The Erasmus Impact Study 2014 concluded that academic, institutional and curricula recognition of staff exchanges can still be improved. Cannizzaro et al (2018) highlighted disagreements about the value of mobility to researchers and also revealed the **low levels of perceived recognition of mobility benefits**, particularly among academic staff, and concluded that better recognition through pay rise and job promotion, as well as better support to the organisation of staff mobility contribute to the mobility uptake.

The analysis conducted by Rannis in 2016 for staff mobility in Denmark, Finland, Iceland, Norway and Sweden, as presented in the 2013 ECHE applications, showed that staff mobility was broadly considered as part of professional development and played a negligeable role in salary negotiations at higher education institutions in Nordic countries.

Lam and Ferencz (2021) revealed an alignment between the reported motivations of Erasmus+ mobile staff, satisfaction with their experience and its recognition, on the one hand, and perceived impact of staff mobility, on the other.

Recognition of staff mobility outcomes was required by the past **Erasmus Charter for Higher Education 2014–2020** outlining that "staff are given recognition for their teaching and training activities undertaken during the mobility period, based on a mobility agreement". Further impetus was given by the current **Erasmus+ Charter for Higher Education 2021–2027** Guidelines, which instruct participating higher education institutions "to recognise the importance of, and provide visibility to, the results achieved by their staff members engaged in individual mobility or in cooperation projects with strategic partners", and "to ensure that staff is given recognition for their teaching and training activities undertaken during the mobility period, based on a mobility agreement and in line with the institutional strategy" (European Commission, 2021).

Our study reconfirmed the prior findings pointing to the **persistent lack of institutional recognition pathways** and highlighted the prevalence of **informal ways of recognising academic staff mobility** outcomes as the dominant practice at the interviewed higher education institutions (Figure 9). In this regard, more than one third of the survey respondents (33%) reported that their mobility was recognised informally by the supervisor.

In what ways has your mobility been recognised by your sending institution? (N=43)

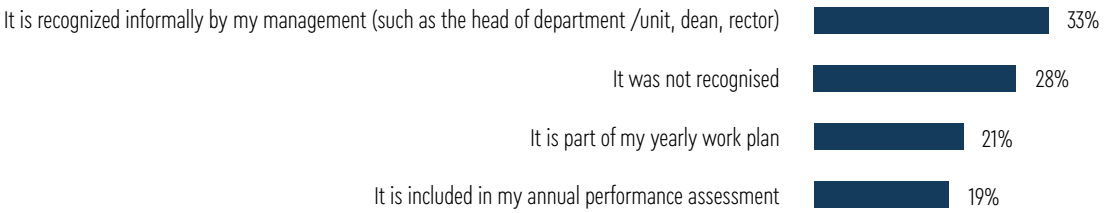


Figure 9. Common ways of recognising staff mobility outcomes

The informal ways of recognising staff mobility outcomes were highlighted by the survey respondents from different countries (Figure 10) and also reconfirmed during the interviews.

In what way has your mobility been recognised by your sending institution? (N=43)

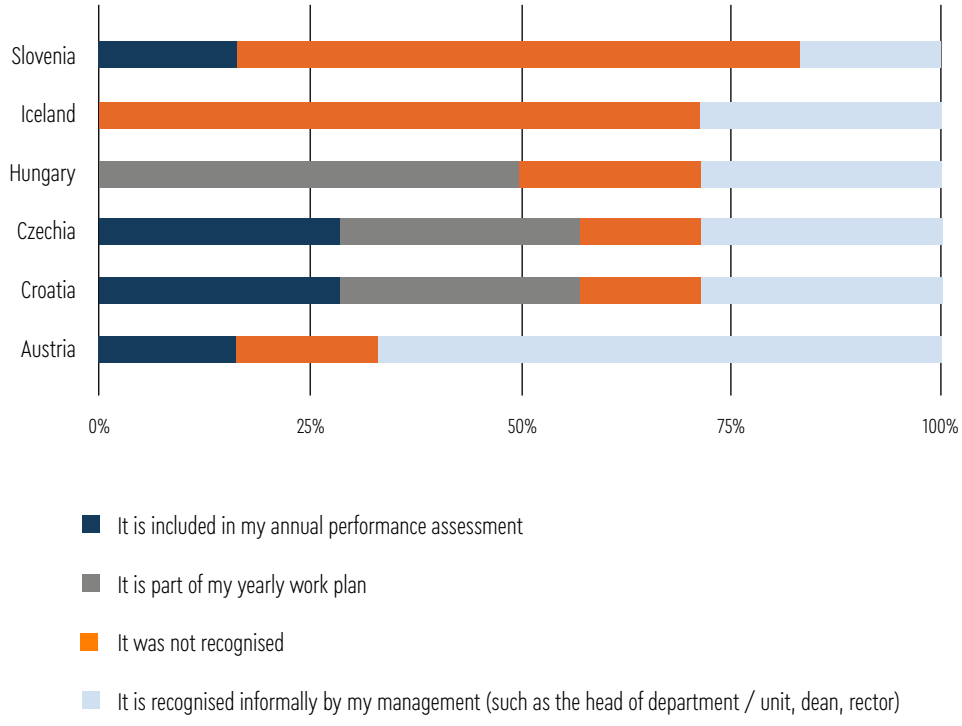


Figure 10. Recognition of Erasmus+ staff mobility experience by country of participating institutions

"As far as I know, there is no formal recognition of staff mobility at my department. Of course, I discuss it with my professor because I am still a postdoc. He was supportive to allow me to go abroad and signed the form and he was pleased that I had another source of financial support for it. So, formally it would be nice actually to get recognition, but I don't know how." (University of Vienna, Austria)

"I think that they don't recognise this enough. I am filling this form out and telling them what I have done, and this is not that much. I feel like I don't get enough credit for that. One way for being recognised, for instance, is to assign some teaching points for Erasmus teaching." (University of Akureyri, Iceland)

"All advancements, all promotions are actually defined at the national level. What is encouraged and what is counted for promotion are long-term mobilities of three to six months, one year, three years, but no short-term mobilities. Mobilities do get listed on our CV, in our reports about studies, but they are not officially qualified." (University of Zadar, Croatia)

"It is not recognised in the way many teachers would like. We have a special obligation to teach, for example, 14 hours a week. If we do guest lectures, professors would like this to be counted towards their obligation to teach. But it's not counted for that." (University of Applied Sciences Upper Austria)

Nearly one third of respondents indicated that their **mobility experience was not recognised at all** (Figure 9). Relatedly, the qualitative evidence obtained for the sample reconfirmed the lack of institutional opportunities for recognition and pointed to the possible **lack of awareness or understanding of the existing recognition pathways** at the home institution among the mobile staff.

"I don't know any kind of counting, ranking or listing where we would have got any credit for it. My teaching obligations as a senior lecturer have to be fulfilled here. So anything I do on top of that is nice, but it's my personal engagement." (University of Vienna, Austria)

"I am not aware of any formal recognition. So it's kind of thing you do in your free time." (University of Applied Sciences Upper Austria)

Furthermore, some of the interviewees spoke of the situations where staff mobility is considered a reward in itself, so there are fewer expectations about any formal acknowledgement of the related achievements or additional workload linked to one's staff mobility under Erasmus+.

"I don't know if it's recognition, but we take it as a benefit because the salaries at universities are not really high. So this is one of the benefits for us. Of course, it looks nice on your CV, it is nice for our career promotion, but otherwise I don't know what kind of recognition to think of." (University of Hradec Králové, Czechia).

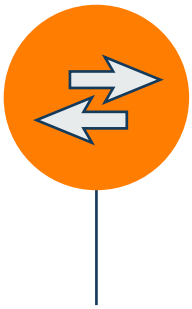
"There is no formal recognition of our staff mobility, which actually contributes to the internationalisation of the university and the faculty. I don't know what can be done because there are two approaches to grant Erasmus staff mobility possibilities. On the one hand, you do it because you are motivated, and there is a possibility to do it. And then there should be a formal recognition. The other approach is that you are offered the Erasmus staff mobility in the recognition of your work at the faculty and at university. Somehow we are in the middle of this because we are motivated." (Óbuda University, Hungary)

"I gained a lot of recognition in the sense that colleagues know that I am doing this, and they would ask me and I am kind of a gate opener to explain how it works." (University of Vienna, Austria)

Slightly more than one fifth of the respondents, particularly those from Hungary reported that their staff mobility was **part of the annual work plan** whereas for 19% of the respondents especially those employed by the higher education institutions in Croatia and Czechia, staff mobility was considered as part of the annual performance assessment (Figure 10). The feedback obtained through the focus groups reconfirmed and further substantiated these findings.

Box 5: Staff mobility recognition as part of annual performance assessment at Palacký University Olomouc

Palacký University Olomouc implements an academic staff performance assessment evaluation system under which staff mobility for teaching is counted towards additional teaching activities where mobile academic staff obtain several points for their staff mobility. Strategically, teaching and training mobility of academic staff is considered an integral part of their professional development. Staff mobility is also one of the criteria in the annual performance evaluation of academic staff at Palacký University, which is linked to financial incentives.



"We have it considered also in formal ways because we have a system which evaluates teachers based on 12 or 13 categories and one of them is teaching in foreign languages as well as mobility. So it is official, it is formally recognised." (Algebra University College, Croatia)

"Mobility is only important for habilitation. Once you have reached the top of the ladder, it doesn't really change anything. However, I do believe we are on a path to change in this respect because we are currently redefining the variable pay for the faculties and also discussing what elements should be part of it and how international activities can be taken into consideration, particularly in terms activities related to outgoing staff mobility, incoming and outgoing student mobility, and cooperation with international institutions." (University of Maribor, Slovenia).

The interviewees suggested a series of **improvements** that primarily revolve around adopting **more formalised recognition** methods, grounded in clear guidelines and procedures. They also emphasised the importance of incorporating staff mobility, especially teaching-related duties, into the standard workload.

"I could imagine it would be easy to include this recognition in the yearly employees' meetings between the employee and the head of a working group where you have a template and you go through what you published, what kind of projects you acquired, and what is your ambition for personnel development. So it could be easy to include mobility in this list as well." (University of Vienna, Austria)

"If when you return from your mobility, eight hours that you taught abroad would be counted at home so that you have eight hours less of teaching at your faculty, then people could be more interested in mobility." (University of Ljubljana, Slovenia)

"It would be great if this counts for the teaching we are supposed to do at our home institution." (University of Applied Sciences Upper Austria)

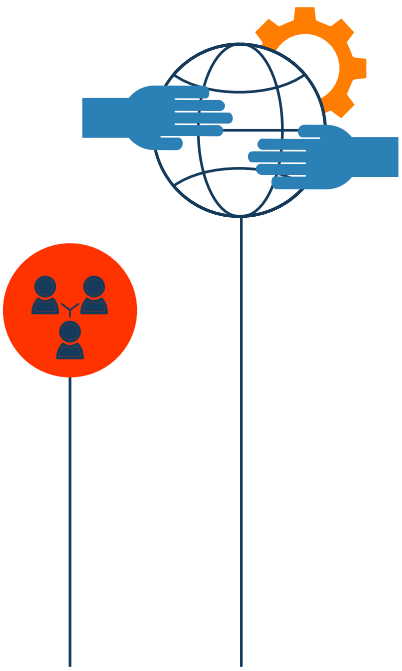
"I would recommend to think about recognition also in the sense of giving time back to the person who is doing that kind of work. And this could be a reduction of teaching load or whatever to have it as a convincing argument to say, I am doing this in order to improve the quality of research projects, to improve teaching and all sorts of collaborations. So that also means there is a limited resource in time for the other additional work." (University of Vienna, Austria)

"I see that we move faster or change faster if we have the outside imperative. If in the next Erasmus+ programme, there would be a requirement that the participating institutions should have some institutional way of recognising mobility or something like that, that would, of course, force institutions to incorporate some things." (University of Maribor, Slovenia)

"We need to find some ways of acknowledging these kind of activities in a different way by giving points for these activities so that there is a way in our workload model to account for this kind of Erasmus+ activities." (University of Iceland)

The findings underscore the overall **need to enhance current institutional frameworks** by addressing the remaining practical challenges such as workload management, course scheduling, and financial concerns in a targeted and systematic manner at relevant institutional tiers.

Additionally, institutions would benefit from adopting more **comprehensive guidelines and systematic strategies** for the dissemination of knowledge acquired during mobility, as well as establishing formal procedures for recognising these experiences tightly linked to professional development and career advancement and more consistently communicating on that to all staff members.



Strategic approaches to academic staff mobility

3. Strategic approaches to academic staff mobility

3.1 State of play

Our study highlighted a great variety of approaches to staff mobility at the institutional, particularly at the faculty and department level. For example, some of the younger or smaller departments participating in our study utilised Erasmus+ outgoing academic staff mobility more deliberately to bolster their learning, teaching and research capacity, and build new networks.

However, **the potential of academic staff mobility under Erasmus+ to help advance wider institutional goals remains untapped**. A growing awareness of the necessity to better link outgoing academic staff mobility to the ongoing and planned activities and to communicate on related institutional expectations is evident among certain interviewees, especially those in coordination roles at faculty or department levels.

> "I am now planning to do a more systematic mobility planning for an academic year since I coordinate international relations at the faculty level. So it is quite easy for me and it should be my task, in fact, to link our strategy plan for a particular academic year to our existing partner portfolio, depending on which partners we would like to collaborate more intensively with in the coming year, for what aim and with what focus. And then I can promote these options amongst our colleagues, our teaching and administrative staff, and invite them to join this strategic plan and visit this partner with this or that aim. This is something I am thinking about now." (University of Szeged, Hungary)

> "We would like to have something beyond the mobility itself. For our faculty, it is currently more about scientific collaboration since we can exchange even more students and staff beyond Erasmus, and possibly get external funds." (University of Hradec Králové, Czechia)

> "So when someone would like to go abroad for teaching I ask him or her to teach in English here as well. It can be a class in English or something like a BIP programme, or international staff days or a new study programme. (...) We have decided we won't send more teachers abroad because it is not about the quantity but rather about the quality and benefits for our faculty." (University of Szeged, Hungary)

The current Erasmus+ Charter for Higher Education guidelines indicate that higher education institutions should "systematically use the results of staff mobility for structural reform" (European Commission, 2021). Furthermore, they should actively support staff mobility by establishing a **strategy to identify staff members' professional development needs** and the necessary preparation, and to encourage mobility through different measures. More specific recommendations include (a) integration of staff mobility into the regular workload, (b) adaptation of staff working schedules, (c) arrangement of temporary replacements, (d) additional cultural or language preparation, and (e) recognition of staff mobility as part of professional evaluation of staff members (European Commission, 2021).

The introduction of these specific requirements for higher education institutions into the Erasmus Charter will certainly be crucial for enhancing more strategic approaches to staff mobility in general and outgoing academic staff mobility, more specifically.

In the next sub-section, we discuss several important considerations, which could guide participating higher education institutions in interpreting and adapting these guidelines to their specific needs and objectives at various levels.

3.2 Considerations for the future

As highlighted earlier, Erasmus+ outgoing academic staff mobility yields diverse impacts on both individual academics and their respective higher education institutions, with these effects being intricately interconnected. Both individuals and institutions can adopt a more **deliberate and strategic approach to harness the benefits of Erasmus+**, ensuring that the advantages realised at both levels are fully considered and integrated.

Individual strategies

Evidence from participants with favourable views on outgoing academic staff mobility under Erasmus+ indicates that a personal interest in international exchanges, the value attributed to such interactions, prior mobility experience, and intrinsic motivation are among the basic drivers for participation. While many of these motivators are innate and predetermined, **enhancing awareness of the multifaceted benefits of staff mobility** across various levels could possibly serve as a significant external incentive.

Several of the interviewed academics with repeated Erasmus+ staff mobility experiences have integrated this mobility into their regular professional activities. They strategically schedule their mobility experiences annually, setting individual mobility objectives to align with specific research, teaching, or other professional goals.

Table 3 offers a set of **tentative questions designed to assist individual academics** in evaluating the potential benefits of their staff mobility, both personally and institutionally. These questions also prompt consideration of challenges that might emerge in either the personal or institutional settings throughout various phases of staff mobility. This list can be particularly beneficial for academics contemplating participation in Erasmus+ staff mobility, equipping them with pertinent inquiries when approaching experienced colleagues, supervisors, or administrative support units.

Table 3. Potential benefits and concerns of outgoing academic staff mobility.

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

Institutional level

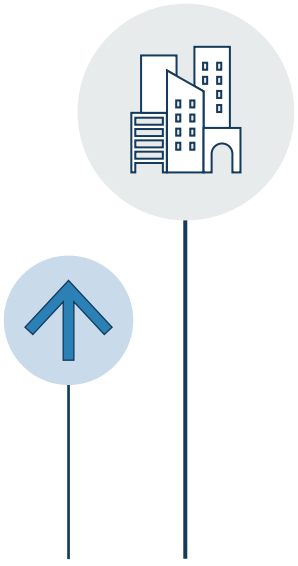
Institutional participation strategies aiming to amplify the impact of staff mobility should equally bridge the individual and institutional dimensions. They can leverage staff mobility as a dynamic instrument for advancing the professional growth of academics, while also ensuring it aligns seamlessly with their strategic objectives in learning, teaching, research, and international collaboration.

In addition, institutional strategies should cultivate **positive attitudes to staff mobility**, grounded in a comprehensive understanding of its benefits at both individual and institutional levels. Such benefits can be presented in the form of dedicated localised impact diagrammes drawn at the department, faculty or central level. It is also essential to uphold **formalised processes** and **support mechanisms** that:

- Encourage participation: This includes establishing strategic connections to current learning, teaching, and research activities, as well as ensuring effective communication and practical arrangements.
- Facilitate impact dissemination: Institutions should provide clear policies and guidelines, utilize both formal and informal dissemination channels, and allocate necessary resources.
- Ensure recognition: This involves integrating mobility experiences into professional evaluations and career advancements, and offering both financial and non-financial rewards and acknowledgments.

Figure 11 showcases a checklist comprised of basic questions designed to facilitate an **institutional self-evaluation**, fostering a more strategic approach to Erasmus+ outgoing staff mobility. This self-evaluation can be conducted across central, faculty, and departmental levels.

In this framework, institutions need to place greater emphasis on the underlying processes and activities at the pre-mobility and post-mobility stages at central, faculty and department levels given their importance for amplifying impact and (re-)boosting motivation for student and staff mobility.



PARTICIPATION	DISSEMINATION & EXPLOITATION	RECOGNITION
Who can participate in staff mobility?	What are related institutional expectations and how clearly are they articulated?	Is there a dedicated recognition policy for staff mobility in place?
What activities are prioritised?	What are the formal opportunities to disseminate knowledge on a regular basis?	How is staff mobility integrated in individual work plans?
What institutional goals are supported? What are the links to various missions?	What are the informal opportunities for knowledge dissemination?	Is it part of a career progression pathway?
How is it integrated in our annual work plan?	How prominently are the benefits and outcomes featured on various channels?	Does it count towards internal teaching or other obigations or
How are the opportunities promoted and communicated?	Are there any resources (e.g. human, financial) in place to support knowledge transfer & dissemination?	What compensation mechanisms are in place?
How clear and appealing are its benefits to various groups of staff members?	Are there any common knowledge sharing or data assets (e.g. mailing lists, project databases) accessible to staff members?	How satisfied is staff with existing recognition options?
What is the replacement policy for outgoing mobile staff?		
Is there any support with finding an appropriate host?		
Is there (a need for) any additional financial support for staff mobility?		

Figure 11. Impact enhancement self-assessment

Erasmus+ outgoing staff mobility plays a significant role in shaping national higher education landscapes and beyond, an aspect not explored in this study. Concurrently, these frameworks can actively facilitate participation, knowledge dissemination, and recognition under the programme, both through formal requirements and subtle incentives.

Table 4 illustrates a **complementary approach** to bolstering impact-driven outgoing academic staff mobility at the individual, faculty, central and national levels.

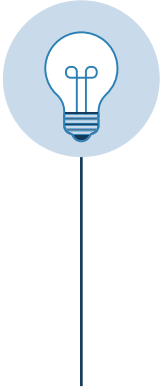
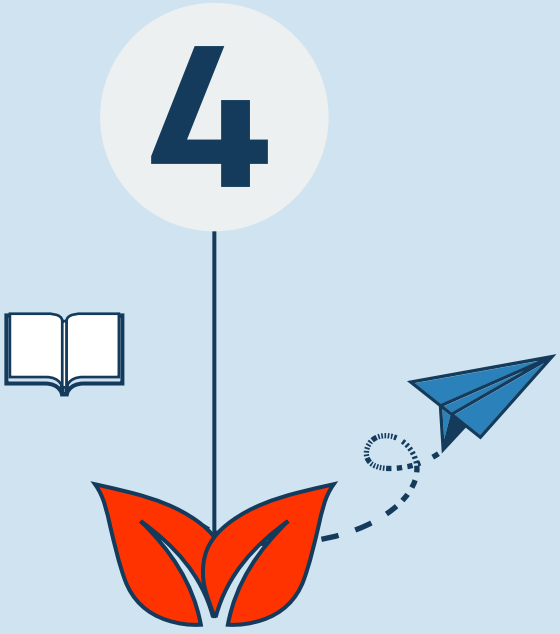


Table 4. A holistic approach to impact-driven outgoing academic staff mobility.

Level of action	Individual	Faculty & department	Institutional	National	European/ Erasmus+
Participation					
Develop positive attitudes to outgoing staff mobility	•	•	•	•	•
Promote in-depth understanding of related benefits		•	•	•	•
Embed staff mobility into strategic frameworks and operational plans		•	•		
Ensure sufficient coverage of staff mobility costs		•	•	•	•
Knowledge dissemination					
Provide clear policies and guidelines		•	•	•	•
Utilise both formal and informal dissemination channels	•	•	•		
Allocate adequate resources to knowledge dissemination		•	•	•	
Recognition and satisfaction					
Work out overarching policies and specific mechanisms to compensate for additional workload		•	•		
Integrate mobility into professional development and career progression frameworks in higher education	•	•	•	•	•

Conclusions and recommendations



4. Conclusion and recommendations

Tapping into the richness of impact across levels

Outgoing academic staff mobility under the Erasmus+ programme offers a **multi-layered impact** that resonates across various tiers of the academic landscape. From individual professional growth and skill acquisition to institutional advancements in teaching methodologies, research collaborations, and international partnerships, the depth and breadth of positive outcomes are vast. Institutions should recognise and harness this richness to foster a holistic development environment.

Fostering synergies between the missions, and individual and institutional outcomes

The benefits reaped by individual participants in the mobility programme invariably feed into the larger institutional framework, providing a strong foundation for broader institutional impact in a longer run. Thus, an individual's enhanced teaching methods can elevate the overall teaching quality at the institution. Similarly, the networks and partnerships forged by individuals can open doors for broader institutional collaborations. This symbiotic relationship underscores the importance of supporting individual participants, as their gains directly and indirectly contribute to the institution's growth and global standing.

In essence, Erasmus+ outgoing academic staff mobility serves as a **dynamic and highly versatile instrument**, catalysing an expansive array of collaborations and laying the foundation for more profound institutional partnerships in both learning & teaching and research realms. It plays a pivotal **role in enhancing the uptake of other key actions within the Erasmus+ programme**, such as cooperation partnerships and Erasmus Mundus joint programmes, as well as of new mobility formats fostered under Blended Intensive Programmes (BIPs). Furthermore, it amplifies synergies with related EU-funded programmes, notably Horizon Europe.

To bolster these outcomes, there is a compelling case for further **expanding the scope of Erasmus+ outgoing staff mobility** to achieve broader synergies with research, student engagement, service to society and international cooperation. The additional flexibility in terms of mobility purposes could, for instance, allow for combinations of teaching and research, partner search, or project development. This approach could align better with institutional realities and current needs, therefore, leading to potentially heightened interest among researchers, while fostering synergies between higher education and research within the university framework. This would not only bridge the gap between academic teaching and research-driven curriculum but also magnify the impact of staff mobility, making it an even more potent tool for academic excellence and institutional growth.

The notable influence of Erasmus+ outgoing academic staff mobility on student mobility and engagement indicates an opportunity for higher education institutions to more **closely align student and staff mobility within their internationalisation strategies to achieve greater impact**. Additionally, exploring further mechanisms that provide institutions with a possibility to flexibly blend student and staff mobility could further enhance the effectiveness of these mobility actions. For example, further experimentation can be made in terms of group mobilities and coupled mobility windows for both students and staff both within Blended Intensive Programmes and beyond them.

Harnessing the power of awareness

Awareness acts as the linchpin for realising the potential of staff mobility. The analysis of the current situation at the higher education institutions in six countries shows that the awareness of multiple benefits of academic staff mobility is still quite fragmented. On the one hand, mobile academic staff is often better aware of or focused on individual gains related to networking, academic career, professional development, and personal interest. On the other hand, the institutional outcomes achieved by the individual academics tend to be underestimated, be it at central, faculty or department levels. By ensuring that the **academic community is well-informed about the multiple benefits of Erasmus+ outgoing academic staff mobility**, institutions can foster a proactive and enthusiastic participation culture.

Enabling impact-driven staff mobility and overcoming barriers

Our study highlighted the importance of the key **interplay between strategy and leadership in internationalisation** for staff mobility. Erasmus+ outgoing academic staff mobility is deeply embedded within the overarching strategic frameworks of internationalisation. Effective integration and implementation of these strategies at central, faculty, and departmental tiers is vital for reinforcing and expanding staff mobility. Furthermore, the attitudes and approaches towards staff mobility are often moulded by the personal experiences and perspectives of faculty leaders, emphasizing the interdependence of strategic direction and leadership influence.

→ **Sensitising higher education leaders on the impact of staff mobility at the institutional level and offering language training and mentoring schemes for early career academics are also equally important.**

The majority of higher education institutions have established effective frameworks to administer staff mobility support. Central to these frameworks are the **institutional Erasmus+ coordinators**, whose roles could benefit from further professionalisation, empowerment and definition. However, while these structures adeptly address various contractual and logistical preparations for mobility, they tend to overlook enduring practical challenges that hinder participation in staff mobility. Issues such as workload management, course scheduling, and financial considerations in many instances remain unaddressed at the central, faculty or department level. Additionally, there is a noticeable

gap in support provided to academics upon their return, particularly concerning the dissemination of knowledge and insights acquired during their mobility experience, as well as recognition.

A **holistic approach to knowledge dissemination** emerges as a key enabler for maximising the impact of staff mobility. Academics are not only eager to disseminate their own experiences from mobility but also have a genuine interest in learning from the experiences and insights of their peers. However, there is a significant lack of a systematic approach to such knowledge-sharing. **Institutions can benefit from more structured platforms and guidelines to facilitate this dissemination process**.

Another gap in the enabling institutional structures pertains to the **lack of formal approaches to recognition**. While informal recognition of staff mobility achievements mostly prevails at the involved higher education institutions, there is a palpable demand for clearer, formalised recognition methods. Incorporating staff mobility, especially teaching-related activities, into standard workloads and recognising it as an essential component of professional development (e.g. as part of internal performance plans and assessments) can further enhance its perceived value, as well as participation and subsequent impact.

→ **Recognising the value and additional effort of gaining a mobility experience abroad as part of career progression or workload arrangements by home institutions can be potentially decisive for non-mobile or early career academic staff, and should be further incentivised at both the national and European level.**

→ **Staff mobility can be seen as an immanent driver for professional development at higher education institutions, intensified cooperation between international units and HR departments is a key success factor, and further experimentation and related activities should be promoted.**

In addressing these conclusions, institutions can develop strategies for staff mobility that not only align with the Erasmus+ Charter for Higher Education but also maximise impact. These strategies, rooted in a symbiotic relationship between individual academic goals and broad institutional objectives in learning, teaching, research, and international collaboration, emphasise the importance of further support to participation, knowledge dissemination and recognition. To further inform and guide their strategic endeavours, institutions might benefit from a self-assessment across central, faculty, or departmental levels emanating from this study.

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6. Appendices

Annex 1: Mobile academics – focus group questionnaire

Motivation

What was the purpose of your mobility/mobilities?
/ Why did you undertake it?

Impact areas

What was the biggest achievement/key outcome(s) of your mobility for your personally, for your programme, department or institution?

How beneficial was it at different levels?

Was this achievement(s) expected from the start?

Knowledge transfer activities

Did you have to fulfill any specific requirements in terms of expected mobility results and their dissemination? If so, what exactly?

Have you taken any action to share your mobility results or the experience gained, at the department, institutional or field level (i.e. your subject area)?

If yes, when did you do that? (e.g. shortly after the end of mobility, several months later)

Did your require any support for dissemination at your institution? If yes, did you receive it and how?

What could be (further) done to increase the impact of individual mobility of academics like yourself on the home department, faculty or institution as a whole? How can individual mobilities create more benefits for the institution?

Barriers and enablers

What is done at your institution to support the exchange of staff mobility experience? What else could be done or what can be done better?

Was your mobility experience recognised in any way? Was this important to you?

Annex 2: Erasmus+ coordinators – focus group questionnaire

Interest

To what extent is Erasmus+ outgoing staff mobility a priority for your institution?
How interested are academics at your institution in mobility?

Communication and inclusion

How is Erasmus+ staff mobility advertised internally?
What is the application process?
What is your approach to involving (more) staff in mobility (recurrent participants vs first comers)?

Impact areas and knowledge sharing

What kind of impact do you see at the institutional level?
What are the requirements towards dissemination of staff mobility experience?
What kind of opportunities exist for dissemination & knowledge sharing at the central level? Is there any support to related activities by mobile academics?

Recognition

How is staff mobility experience typically recognised at your institution?
Further improvements and comments
What could be further improved to make staff mobility more impactful at your institution?

Annex 3: Mobile academics – survey questionnaire

Question	Response options
First and last name	Free text
Home institution	Free text
Position	Free text
Years of experience in the higher education or research field	Free text
Mobility experience Please indicate how many times you have been on staff mobility financed by Erasmus+ or Lifelong Learning Programmes since 2010	None Only once 2–5 times 6–10 times More than 10 times
What type of activity did you participate in?	Staff mobility for teaching Staff mobility for training Combined staff mobility for teaching and training
Institutional framework How is staff mobility encouraged within your institution?	As part of the overall strategy As part of the international strategy As part of staff development As part of career development (mandatory) Recommended by management It's not encouraged I don't know Other, please specify
Motivation What were your top 5 motivations for taking part in your Erasmus+ mobility?	To acquire knowledge and specific know-how from good practice abroad To develop my own competences in my field and increase the relevance of my teaching To increase knowledge of social, linguistic or cultural matters To gain practical skills relevant to my current job and professional development To increase my job satisfaction To expand my professional network To reinforce the cooperation with a partner institution To build up cooperation with the labour market To create spin-off effects like curriculum development, development of joint courses or modules, academic networks, research collaboration etc.

Question	Response options
	To experiment and develop new learning practices and teaching methods To share my own knowledge and skills with students To increase the quality and quantity of student and staff mobility to and from my sending institution To meet new people To increase my future employment and career opportunities To receive an Erasmus+ grant To improve my foreign language skills To improve services offered by my sending institution Other, please specify
Satisfaction How satisfied are you with your Erasmus+ mobility experience(s) on average?	Very satisfied Rather satisfied Neither satisfied nor dissatisfied Rather dissatisfied Very dissatisfied
Outcomes Do you think you have benefited from your participation in Erasmus+ mobility?	Yes No I don't know
Please select up to 5 areas where you feel your mobility had an impact on your sending institution	It has led to the use of new teaching/training methods/ approaches/good practices at my institution It has led to new/increased cooperation with the partner institution(s) It has led to internationalisation of my institution It has inspired students to be mobile It has led to stronger involvement of my institution in curriculum development It has led to the introduction of changes in the organisation/ management of my institution Other, please specify

Question	Response options
What have you done to achieve such impact?	I shared my experience through a written report circulated internally I shared my experience at staff meeting(s) (e.g., at the department, faculty or institutional level) I organised an event (e.g., meeting, workshop) to disseminate the acquired good practice or to discuss possibilities of new collaboration I shared my experience or tested new approaches with students Other, please specify
Recognition In what way has your mobility been recognised by your sending institution?	It is part of my yearly work plan It is included in my annual performance assessment It is recognized informally by my management (such as the head of department /unit, dean, rector) It has led to a salary increase It has led to promotion It was not recognised Other, please specify
Do you feel satisfied with this level of recognition?	Yes No I don't know