Staff Mobility and the Bologna Process

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I. General observations on staff mobility

II. Findings of the Bologna Follow-Up Group (BFUG) Working Group on mobility and internationalisation

III. Recommendations of the BFUG Working Group on mobility and internationalisation

IV. Staff mobility in Germany
I. General observations on staff mobility

- Funded administrative staff mobility is rather a new phenomenon (2007)

- Funding for administrative staff mobility seems to come exclusively from the ERASMUS program (EACEA 2013: Eurodice Overview)

- Administrative staff as a group category encompasses a wide variety of staff types differing in function, responsibility and influence

- Administrative and/or technical staff as a term is under-evaluating the growing importance of science management in the knowledge society
II. Findings of the BFUG Working Group on mobility and internationalisation (1)

- Mobility of all groups of staff in HEIs is a key factor when it comes to internationalising higher education systems and institutions → knowledge circulation

- General aims of academic staff mobility:
  - assures and increases the quality of education and research
  - fosters learning mobility & sustainability within exchanges between institutions (networks and cooperation)
  - acts as multiplier for the overall mobility of students and staff
II. Findings of the BFUG Working Group on mobility and internationalisation (2)

- General contributions of academic staff mobility:
  - increases and assures:
    - foreign language proficiency
    - intercultural skills
    - employability of students and staff
    - internationalisation at home
    - the quality of administration, management and student service, helps to better understand different administrative structures and thus to overcome existing barriers for mobile staff
III. Recommendations of the BFUG Working Group on mobility and internationalisation (1)

1. The recommendations compromise three core messages:

1.1 Staff mobility affects all staff in higher education

1.2 Staff mobility plays a key role in the internationalisation of higher education institutions

1.3 Staff mobility requires a structural change and a shift in cultural mindsets
III. Recommendations of the BFUG Working Group on mobility and internationalisation (2)

1.1 Staff mobility affects all staff in higher education

- Three groups of Higher Education:
  - academic staff, administrative staff, technical staff

- Data collection in this area has to be improved:
  - clarify on the reasons for and the aim of staff mobility
  - propose a definition of staff mobility
III. Recommendations of the BFUG
Working Group on mobility and internationalisation (2)

1.1 Staff mobility affects all staff in higher education

Three groups of Higher Education:
- academic staff, administrative staff, technical staff

Data collection in this area has to be improved:
- clarify on the reasons for and the aim of staff mobility
- propose a definition of staff mobility

According to the BFUG the definition of staff mobility should be as follows:

„Staff mobility compromises all groups of staff – academic, administrative and technical staff – that is mobile either between higher education institutions or between a higher education institution and a research institution, an enterprise or another organisation. The mobility may take place on a temporary basis, i.e. with an intended return to the home institution or for an indefinite period, i.e. including a change of employer“.
1.1 Higher education staff

Three groups of Higher Education:
- academic staff, administrative staff, technical staff

Data collection in this area has to be improved:
- clarify on the reasons for and the aim of staff mobility
- propose a definition of staff mobility
- analyse current barriers to staff mobility
- comparable data in accordance with the chosen definition on staff mobility should be collected for all Bologna member countries
- measures to overcome obstacles to staff mobility should be defined or developed
III. Recommendations of the BFUG Working Group on mobility and internationalisation (3)

1.2 Staff mobility plays a key role in the internationalisation of higher education institutions

The future of higher education institutions lies in internationalisation

- staff mobility fosters „internationalisation at home“

- contributes to develop research, teaching and learning and to modernise management and administration
III. Recommendations of the BFUG Working Group on mobility and internationalisation (4)

- **1.3 Staff mobility requires a structural change and a shift in cultural mindsets**

  - Increasing staff mobility means making structural changes at three levels:
    - 1.3.1 at the level of the member countries
    - 1.3.2 at the level of the institutions
    - 1.3.3 at the level on individual staff
1.3.1 **At the level of the member countries**

- **Member countries must:**
  - create the necessary conditions to foster mobility: e.g. appropriate rules for visas and work permits, including the recognition of pension entitlements earned while abroad and appropriate funding for mobility
  - include staff mobility in the national internationalisation strategies for HEIs
  - encourage attractive and transparent working conditions as well as transparency of opportunities and of selection procedures for staff at national and international level
  - improve data collection on staff mobility in order to better assess its quantity and quality
1.3.2 At the level of the institutions

HEIs must:

- Introduce an „supporting environment“
  - for outgoing staff
  - provide information incentives
  - integrate staff mobility into career management and development
  - actively create opportunities for mobility, e.g. through collaborations with other institutions
  - for incoming staff:
    - create a welcome structure (e.g. language courses, minimise the administrative burden, offer places at international schools for children of mobile staff)
III. Recommendations of the BFUG Working Group on mobility and internationalisation (7)

1.3.3 At the level of individual staff

- Individuals should:
  - share positive experience in networks, workshops and other events to encourage more mobility
  - act as multipliers to promote the benefits of mobility among fellow staff and students
  - show more openness towards international activities and use the existing opportunities for mobility
IV. Staff mobility in Germany (1)
Surveys, Guidelines and Publications

- German Government is funding a study which deals exclusively with the mobility of administrative and technical staff of German Higher Education (CHE Consult?)

- Wissenschaft weltoffen: annual publication
  absolute number of academic staff with a foreign nationality, absolute number of foreign academic staff staying temporarily in Germany with the support of fellowships provided by about 35 sponsoring German public or private agencies, number of German academic staff staying abroad temporarily with the support of fellowships provided by the sponsoring agencies mentioned above

- DAAD Publication:
  Practical Guidelines For Administration Officers: 5 Steps To Successfully Implementing Administrative And Technical Staff Mobility In Higher Education Institutions
IV. Staff mobility in Germany (2)
Numbers 2013/14

- 1.165 funded persons (staff mobility for training)

- 25% staff of the general and technical administration build for the first time the biggest group among the funded staff

- 27% of the funded persons come from other administrative areas (e.g. finance, student counselling, further training) a positive effect on the internationalisation of HEIs is to be expected

- 72,4% of the funded persons are women

- 28% of the funded persons were attending a training measure

Source: Erasmus+ Annual Report 2014
Erasmus+ National Agency „Higher Education“/ German Academic Exchange Service (DAAD)
### IV. Staff mobility in Germany (3)

#### Foreign staff and professors at German HEIs

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<tr>
<th></th>
<th>2007</th>
<th></th>
<th>2010</th>
<th></th>
<th>2013</th>
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<tbody>
<tr>
<td><strong>number</strong></td>
<td></td>
<td>% of total</td>
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<td>% of total</td>
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<tr>
<td>Total number of German staff</td>
<td>237.360</td>
<td>91,3</td>
<td>292.836</td>
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<td>331.753</td>
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<td>Total number of foreign staff</td>
<td>22.704</td>
<td>8,7</td>
<td>31.531</td>
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<td>Professors</td>
<td>2.036</td>
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<td>Other full-time personnel</td>
<td>14.268</td>
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<td>Part-time personnel</td>
<td>6.400</td>
<td>2,5</td>
<td>9.140</td>
<td>2,8</td>
<td>11.481</td>
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</tr>
</tbody>
</table>

- **Top 3 countries foreign staff and professors come from:**
  - Italy (6,8%)  
  - China (6,6%)  
  - Austria (5,5%)

- **Top 3 countries foreign professors come from:**
  - Austria (19,6 %)  
  - Swiss (11,0%)  
  - USA (8,7%)

**Source:** Wissenschaft weltoffen kompakt 2015 / German Centre for Research on Higher Education and Science Studies (DZHW), German Academic Exchange Service (DAAD)
Thank you!