

Mobility: Closing the gap between policy and practice

Elizabeth Colucci, Howard Davies, Jonna Korhonen, Michael Gaebel

maunimo
MAPPING UNIVERSITY MOBILITY
OF STAFF AND STUDENTS

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Mobility: Closing the gap between policy and practice

Outcome report of the project
'Mapping University Mobility of Staff and Students'

Elizabeth Colucci, Howard Davies, Jonna Korhonen, Michael Gaebel

maunimo

MAPPING UNIVERSITY MOBILITY
OF STAFF AND STUDENTS



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TABLE OF CONTENTS

Foreword	5
Acknowledgements	6
Executive Summary	7
Introduction: Mobility – the gap between policy and practice	9
Project logic	10
Methodology	10
This publication	11
Chapter 1: The MAUNIMO background study	12
1.1 MAUNIMO – the policy context	12
1.2 The measurement of mobility at international and European levels	15
1.3 Where are the data gaps?	23
1.4 The monitoring of mobility by higher education institutions	23
1.5 Mobility – its drivers, obstacles and outcomes	26
1.6 Conclusion	28
Chapter 2: Mobility Mapping Tool – content and approach	29
2.1 Needs analysis	29
2.2 Developing the MMT	30
2.3 Pilot testing of the MMT	31
2.4 The MMT in action – distinct approaches	33
2.5 Adapting and improving the MMT	34
Chapter 3: Lessons from the MMT – mobility trends and messages	37
3.1 Types of respondents	37
3.2 Understandings of mobility	38
3.3 Attitudes to mobility: benefits and obstacles	39
3.4 Resources and services to support mobility	42
3.5 Institutional strategies	43
3.6 External stakeholders	44
3.7 Data collection	48
3.8 Measuring the quality of mobility	49
3.9 What was learned from the MMT?	50
3.10 Considerations in the development of mobility strategies	51
Chapter 4: Future considerations in linking policy to practice	54
4.1 Implementing the EHEA mobility strategy	55
4.2 Unanswered questions	57
Annex 1: MAUNIMO project partners	58
Annex 2: Mobility Sounding Board	60
Annex 3: List of pilot universities involved in the project	61
Annex 4: Mobility definitions	62
Annex 5: Mobility inventory	64
Annex 6: Sample questions	65
Annex 7: Institutional testimonials	68

FOREWORD



Mapping University Mobility of Staff and Students (MAUNIMO) is the first EUA project to involve its member institutions in a focused study on mobility. Although institutional perceptions of mobility have been gathered from EUA members, notably in the *Trends* surveys which monitored the implementation of the Bologna Process, the time was right to probe more deeply and learn exactly what mobility means strategically to universities in Europe as well as how it is managed. This report comes at a time when the policy discourse on mobility is intensifying.

Both the governments of the European Higher Education Area (EHEA) and the European Commission have articulated a strategic vision for enhancing mobility, entailing concrete benchmarks and better measurement of progress. EUA contributes to this policy thinking, and participated in the Bologna Follow-Up Group that ultimately prepared the EHEA mobility strategy agreed upon in Bucharest in April 2012.

As the advocate for over 850 very diverse institutions, EUA has a role to play in translating present policy targets into practice. MAUNIMO has become an important vehicle by which to do so, particularly regarding the European academic mobility agenda. It has provided an opportunity to break down the concept of mobility into its various forms and applications – short-term student mobility, staff mobility, researcher mobility, and degree mobility – and show how mobility presently affects and drives institutions. It has found that while mobility is naturally attached to many institutions' internationalisation strategies, it also plays a critical role in research, teaching and learning, revenue and financial considerations, demographic shifts, and many other pressures that today's universities are facing.

EUA is delighted to release this publication, which summarises the outcomes of the MAUNIMO project and provides some important reflections on how policy and practice can be better coordinated with regard to mobility. Mobility will continue to be an important feature on the university agenda, and thus on the agenda of EUA. EUA will continue to support strategic institutional development regarding mobility and internationalisation, and will translate the lessons learned from members into relevant policy positions. MAUNIMO, with the Mobility Mapping Tool that has been developed, has been an important starting point.

A handwritten signature in blue ink that reads "Maria Helena Nazaré". The signature is stylized and written in a cursive-like font.

Maria Helena Nazaré
President
European University Association

ACKNOWLEDGEMENTS



The MAUNIMO project has been a joint endeavour of EUA and four of its member universities, namely the University of Marburg, the University of Oslo, Swansea University, and the University of Trento. EUA would like to thank these four institutions for their motivation, commitment, creativity and patience in designing and testing the Mobility Mapping Tool (MMT), an exercise not without its challenging or critical moments. Special thanks are due to Huw Morris (Swansea University), Trine Merete Kvernmo, Anne Buverud and Alexandra Haugstad (University of Oslo), Laura Paternoster (University of Trento), and Tilman Doerr and

Mareike Stolley (University of Marburg) for their unwavering commitment to the aims of the project. EUA would also like to express its gratitude to the members of the MAUNIMO project Sounding Board and, in particular, the Academic Cooperation Association, which was represented at all project meetings and provided valuable input.

The EUA team behind the MMT and this project publication are no less deserving of mention: Lea Brunner and Angel Manuel Rafael who spent many hours on the technical development of the MMT; Jonna Korhonen for driving the data analysis; Howard Davies for his research and thoughtful comments on the project messages; and Elizabeth Colucci and Michael Gaebel for their supervision and management of the project, and the considerable time spent guiding it, discussing its outcomes, and fine-tuning this publication in the process.

Finally, EUA would like to thank the European Commission for this timely opportunity to take up the topic of mobility with its membership. It naturally hopes that the results of the MAUNIMO project will stimulate further thought and discussion on policies for mobility in Europe and their practical realisation.

Lesley Wilson
Secretary General
European University Association

EXECUTIVE SUMMARY

The MAUNIMO project (**MA**pping **UNI**versity **MO**bility of staff and students) has been launched by the European University Association (EUA) and four of its member universities at a time when European-level policies, programmes and targets concerned with academic mobility have both intensified and accelerated. Following the first decade of the Bologna Process, there was an acute awareness by European governments that, while academic mobility in the European Higher Education Area (EHEA) had probably not improved as anticipated, data sources were not sufficient to assess this. Meanwhile, the European Union has increasingly drawn parallels between academic mobility and the European labour market, stressing the contribution of the former to the “agenda for new skills and jobs”. The initially illusive 20% benchmark for the academic mobility of students graduating in the EHEA by 2020, echoed by a similar EU target, has put new policy pressures on mobility, and drawn attention to possible obstacles and data gaps in this area.

Against this background, universities are experiencing increasing pressure to internationalise, to which academic mobility is inherent. MAUNIMO sought to explore the impact of policy pressures on European university mobility strategies and actions. The project departed from the logic that universities should define and implement their own mobility objectives, and collect information and data accordingly.

MAUNIMO thus developed an institutional self-assessment survey tool, the **Mobility Mapping Tool (MMT)** designed to be used across diverse European universities with diverse missions. The MMT was **piloted at 34 universities** in 21 countries. Devised to pose dynamic and sometimes difficult questions on all types of mobility (including short-term student mobility, academic and administrative staff mobility and researcher mobility), the MMT was applied differently within the universities concerned. While some of them opted to solicit responses from just the university leadership and heads of certain faculties, others used it as wider polling tool and disseminated it to a much broader sample of students and staff. When the testing phase was over, institutions were sent a comparative analysis of their responses enabling them to compare opinions on mobility among their students and staff, and generate information for strategic decision-making. The content of the MMT ranged from questions on the importance of different types of mobility (perception questions), to others concerned with awareness of different mobility programmes, mobility data collection methods and strategies for mobility.

While the **findings** obtained for each university have been examined with due regard for its context, particular identity, and personal objectives within the MAUNIMO project, the following general observations can be made about mobility across the aggregated pool of MMT respondents:

- Although institutions may have strategies for mobility or internationalisation, many academic staff are not aware of their existence, or how they are assessed.
- Most MMT respondents, while acknowledging the potential social and cultural benefits of mobility for all members of their institution, believe that mobility is particularly important for the careers of doctoral candidates.
- Current actions at faculty and departmental level tend to focus on the mobility of Bachelor and Master’s students. Doctoral candidates are also of considerable strategic interest but their mobility is often managed by separate structures within the institution. Potential links between the mobility of Bachelor and Master’s students, and subsequent doctoral candidate mobility are not sufficiently coordinated in strategic planning.
- MMT respondents reported that the mobility of administrative staff at their institution was not as highly prioritised as that of other potentially mobile groups.
- Institutions seem to crave good practice in enhancing the quality of mobility, especially as regards innovative assessment methods and the data collection that underpins it.
- Many institutions were surprised to find that, despite widespread usage of the European Credit Transfer and Accumulation System (ECTS) and the Diploma Supplement, awareness for and exploitation of these instruments was still not as extensive as anticipated.

- In general, institutions are interested in more coherent, cross-institutional approaches to mapping mobility and data collection, and the MMT has proven to be a possible tool to support this process. Current institutional mobility-data collection is conditioned by funding programmes, and in particular by the ERASMUS Programme. However, there is little information on free movers, both students and staff. Data collection is also often decentralised and fragmented.

Beyond the broad conclusions of the MMT, the institutions took away important messages for their own strategic development, and have provided a variety of case studies in the Annexes of this publication, which help point the way forward.

While MAUNIMO was in many ways designed to develop an institutional self-evaluation tool, it has also been a sounding board for current European policy developments as regards mobility. For this reason, the publication concludes with some important messages on how institutions, governments and European authorities can take forward both the EHEA mobility strategy agreed by Bologna higher education ministers in Bucharest in April 2012, and the Europe 2020 goals to which mobility is inherent.

INTRODUCTION: MOBILITY – THE GAP BETWEEN POLICY AND PRACTICE

Since the launch of the ERASMUS Programme over 25 years ago, academic and in particular student mobility has become an increasingly prominent feature of university life in Europe, as well as an important catalyst for European integration. Mobility takes a variety of forms, the most visible being the movement of degree-seeking students and short-term mobility, or study abroad. In 2006-2007, the figures showed that over 1.5 million degree-seeking foreign students were enrolled in 32 European countries (the European Union, the EFTA countries and Turkey), which represented approximately 50% of the rather recent global student mobility 'market'. This number has risen considerably since the turn of the century, which is primarily due to an increase in the demand of international non-European students for programmes of study in the UK, Germany and France, although other European countries have also benefited from this growth. It is noteworthy that European students prefer to study within Europe and have been given the incentive to do so. The short-term academic mobility of European nationals has thus also grown, at least according to European mobility programme statistics, and has in many ways been tied to the European integration project embodied in the European Union¹. The EU currently links mobility to its wider goal of building "smart and sustainable economic growth, fostering employability and social cohesion". Recognising that the vast majority of students in Europe still remain reluctant to leave their own country for a study experience abroad, the European Commission is proposing a considerable budgetary increase in education and training², most of which will be dedicated to enhancing academic mobility. This is in addition to the growing incentives for researcher mobility, which is also central to Europe 2020, the EU growth and competitiveness strategy.

A number of factors drive academic mobility. They are recognised not only by those who choose to be mobile, but also often by governments and the higher education institutions that structure and support such mobility. And many of the latter associate mobility with inherent gain, whether motivated by the need to generate income, the recruitment of excellent minds, academic competition and collaboration, the mitigation of demographic decline, or the internationalisation of learning.

Yet while the policy discourse targets the positive elements of mobility, there can indeed be negative social impacts. Not all mobility is desirable, and mobility may have negative implications for host countries and institutions. For example, people forced to leave their countries because locally provided education is inadequate are also mobile. Although there seems now to be an emphasis on how governments and institutions can boost mobility (usually of the positive kind), academic mobility is more realistically a function of various dynamic factors, including demography, geography, historical links and economics. These forces have also evolved rapidly in the past several decades, both within Europe and globally. As a result, student mobility trends have diversified, so that former sending countries have also become receiving countries (China, Korea, Singapore and Malaysia, for example). Pressure to influence and track these trends has become increasingly prominent on the university internationalisation agenda in many parts of the world.

That said, not all higher education institutions have a comprehensive overview of the mobility activities of their staff and students, or of how these activities interrelate. Focused thought and strategic reflection about the many different kinds and aims of short- and long-term student and staff mobility are far from universal. Not all institutions are equipped to respond to external pressures, particularly those stemming from regionally or nationally set targets, or from the growing conviction that mobility should be measured and evaluated.

¹ Mobility trends from Teichler, Ferencz & Waechter, 2011, *Mapping Mobility in European Higher Education*. (DAAD publishing).

² COM(2011) 500 final, 'A budget for Europe 2020 – Part II: Policy Fiches', which refers to increases in trans-national learning mobility ("as many as 800,000 EU citizens, mainly students") and the related budget increase p. 29, 31: http://ec.europa.eu/budget/library/biblio/documents/fin_fw1420/MFF_COM-2011-500_Part_II_en.pdf

Project logic

The MAUNIMO project (**MA**pping **UNI**versity **MO**bility of staff and students) is one outcome of this state of affairs. It is a joint endeavour of the European University Association (EUA) and four of its member institutions (referred to as the 'partner universities' or 'project partners'), namely the University of Marburg, Swansea University, the University of Oslo and the University of Trento (for further details on all four, see Annex 1). Conceived as a two-year pilot project funded by the EU Lifelong Learning Programme and involving a further 30 European 'pilot universities' in 19 countries (see Annex 3), MAUNIMO has sought to offer a university perspective on academic mobility and on related data collection. It is intended to provide evidence of the complexity of mobility and enable higher education institutions to dissect the benefits and challenges of mobility beyond the norms of national or regionally prescribed quantitative measurement. By piloting a Mobility Mapping Tool (MMT), MAUNIMO has encouraged institutions to be proactive in defining their individual approaches to mobility, while responding to (and hopefully influencing) national and regional agendas.

Methodology

The MAUNIMO project identifies two crucial factors in improving, increasing and contextualising mobility, as a *means* of internationalisation and not simply as an end in itself. These factors are the formulation of strategy for all potentially mobile groups within institutions, comprising staff, researchers and students, and the collection of mobility data to support strategic decision-making and enhance transparency.

The approach of MAUNIMO has thus been twofold:

- 1) to develop and test a mobility self-assessment tool, the Mobility Mapping Tool (MMT);
- 2) to create opportunities for universities to share their experiences of developing mobility strategies and of collecting mobility data.

This approach is innovative, notwithstanding the range of resources that already exist to support mobility and internationalisation at universities. The MMT was developed by the four partner universities to respond to their own mobility concerns and guided by the wider regional perspective of EUA. Far from being static, the MMT was meant to be continually refined throughout the project, both in the testing phase and the seminars organised for the 30 pilot universities that led to discussion on the design, flexibility and efficiency of the MMT. Neither is the MMT prescriptive. Instead, it encourages universities to share their practice on mobility-data collection and strategic approaches with their constituencies (students, staff, employers and the local community, for example).

The MAUNIMO project lasted from October 2010 to September 2012, and included the following activities:

- A **background study** to provide input for development of the MMT. This report outlines how the mobility of students, early stage researchers and staff is currently measured at European level and nationally. It describes the type of mobility monitored and identifies gaps in the data. It also briefly examines how universities currently monitor mobility and the challenges they face in data collection. An updated version of this study is included in Chapter 1.
- **Consultation of a Mobility Sounding Board.** The Sounding Board was convened in February 2011 and its representatives took part in induction and evaluation seminars provided for the 30 pilot universities. Instrumental in clarifying the aims of the MMT and providing information on comparable initiatives, the Sounding Board represented organisations such as the Academic Cooperation Association, the European Students' Union, EURODOC, the ERASMUS Student Network, the European Commission, and the European Association for International Education (EAIE).

- **MAUNIMO Mobility Mapping Tool (MMT)**. The MMT has been the focal point of the project. It was developed by EUA and the four partner universities and tested on 30 additional universities. The testing period took place between January and April 2012. The MMT is a web-based mobility self-evaluation instrument, requiring strategic reflection and data collection and analysis. It implies cross-institutional consultation and a joint effort on the part of faculty, students and leadership. It thus analyses the state of play and is a resource for forward planning and strategic development. Besides providing a platform for exchange and discussion within institutions, it facilitates the development of creative practice in capturing, interrogating and using data. The MMT is described at greater length in Chapter 2.
- An **induction seminar** was held in Marburg, Germany (26-27 October 2011), to present the MMT to all 'MAUNIMO coordinators' from the selected pilot universities and to discuss procedures and expectations.
- An **evaluation seminar** was held in Trento, Italy (3-4 May 2012), to discuss the results of the pilot activities and to generate dialogue between the pilot universities regarding their experiences. The future development and improvement of the MMT was also discussed.
- A **dissemination conference** in Oslo, Norway (4-5 September 2012), at which the MMT and its results were presented. The policy implications of the project were also disseminated to a wider university and policy community (national government representatives, European Union officials, national rectors' conferences, etc.).

This publication

The report that follows summarises the results of the MAUNIMO project.

Chapter 1 presents the background study and the policy context.

Chapter 2 describes the MMT, with general observations about its testing by the pilot universities. It also discusses feedback on the MMT with suggestions regarding how best to use and improve it.

Chapter 3 then examines results obtained from the institutional respondents, highlighting some of their perceptions and practices as regards mobility. It also considers how institutions intend to use the results to improve their mobility strategies. Based on these findings, several considerations for the development of institutional mobility strategies are provided at the end of the chapter.

Chapter 4 concludes the publication with a series of policy reflections. It places the results and messages of the MAUNIMO project in the context of the European Higher Education Area (EHEA) mobility strategy and European Union policy targets. It poses a series of important and unresolved questions that should be addressed both by institutions and governments as the present European mobility agenda is carried forward.

Annex 7 presents a number of testimonials from pilot universities to illustrate the possible impact of the MMT.

1.

THE MAUNIMO BACKGROUND STUDY

1.1 MAUNIMO – the policy context

The MAUNIMO project began at a particular conjuncture in 2010. Mobility had long enjoyed high priority in the Bologna Process and in EU higher education policy. The Sorbonne Declaration of 1998 had set the tone, calling for “continuous efforts to remove barriers and to develop a framework for teaching and learning, which would enhance mobility and an ever closer cooperation”³. By 2009, the EU Council of Ministers moved to gear up cooperation in lifelong education and training, urging that “mobility for learners, teachers and teacher trainers (...) be gradually expanded with a view to making periods of learning abroad – both within Europe and the wider world – the rule rather than the exception.”⁴

In 2010, the ERASMUS Programme, launched in 1987, was well established and still expanding. It was widely acknowledged to have achieved much and was amply documented. At the same time, the movement of students across borders, largely unfunded, for the purpose of short- and long-term whole-course mobility was also growing and seemed likely to intensify. Less well-mapped and less well-defined than EU-funded mobility, the recruitment of foreign students nevertheless stood higher on the policy agenda of many higher education institutions (HEIs). For some of them, it generated revenue; for others, it represented a drive to introduce international perspectives where horizons had previously been regional or national; in yet others, it was an attempt to offset demographic decline. Given the dramatic growth in transnational education, both in Europe and globally, it was becoming clear that the Bologna action line on mobility fell a long way short of coming to terms with reality. In particular, it had not been supported either by the full implementation of mobility tools or by an expansion of the portability of student finance⁵.

Most importantly, national data sets on student mobility were, as a general rule, incomplete and incompatible. The ability of the Bologna countries to aggregate them was limited. Even less was known about early researcher and staff mobility.

During the life of the MAUNIMO project, the speed of change has increased. Since 2010, the full impact of the international economic and financial crisis has begun to make itself felt. Against the existing backdrop of demographic decline, austerity programmes have dramatically affected higher education provision in many European countries⁶. The impact of targeted stimulus packages on higher education has also been considerable, albeit mainly in France and Germany. Graduate unemployment has continued to rise, bringing employability to the forefront of European higher education policy⁷. Confronted by recession and sovereign debt, the European Commission sees the remedy in growth, the prerequisite of which is a highly-skilled labour force. Workers (so the argument goes) will deliver high-quality services in Europe and generate the intellectual property which can be translated into manufactured products in low-labour-cost economies elsewhere.

³ See the Sorbonne Joint Declaration at http://www.ehea.info/Uploads/Declarations/SORBONNE_DECLARATION1.pdf, p. 1

⁴ Council Conclusions of 12 May 2009 on ‘ET 2020’, OJ C 119/3, at <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:EN:PDF>

⁵ See Bologna with Student Eyes, 2012, pp. 29-44.

⁶ See EUA’s periodically updated monitoring map of public funding for higher education, at http://www.eua.be/News/12-06-22/New_Public_Funding_Observatory_update_reports_on_trends_in_higher_education_funding.aspx

⁷ See, for example, the European Commission document SEC/2011/670, Staff working paper on the development of benchmarks on education and training for employability and on learning mobility. The paper endorses the higher education mobility target set by the Bologna Process and cited here. See also the report of the 2012 EU-Australia Education and Training Policy Dialogue, in which the European Commission, alluding to its Communication on the internationalisation strategy of the EU (due in 2013), cites employability as one of the most pressing issues. http://ec.europa.eu/education/eu-australia/doc/statement2012_en.pdf. Finally, see the recent Commission Communication entitled ‘Towards a job-rich recovery’, at <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2012:0173:FIN:EN:PDF>

Mobility targets

In this scenario, intra-European academic mobility is perceived to have a major role to play⁸. It gives knowledge transfer a crucial cross-border dimension and stimulates innovation; it assists the acquisition of intercultural and linguistic skills; it expands the scope of the internal market; it strengthens the experience of European citizenship and identity; it reinforces European cohesion and competitiveness. This policy stance has catalysed the formulation of more precise mobility targets and sharpened the focus on the methodology of data collection. The rising momentum of target setting is eloquent:

- In 2009, the European Commission's High-Level Expert Forum on Mobility recommended the provision of cross-border mobility opportunities for 50% of the 'youth generation' by 2020; this target covers students in higher education, young entrepreneurs, secondary school pupils, students doing volunteer work, young artists and cultural workers – in other words, the full extent of the Directorate-General for Education and Culture (DG EAC) remit⁹.
- Also in 2009, the European Research Area Board (ERAB) envisaged that by 2030 research mobility would triple with "up to 20% of EU doctoral candidates working outside their home country"¹⁰.
- The European Commission's draft Council Recommendation¹¹ on Youth on the Move, while not setting numerical targets, proposed a raft of measures to improve the volume and quality of mobility to be assessed biennially on a Mobility Scoreboard in the framework of the Europe 2020 strategy.
- The Commission's 2011 Modernisation Agenda took this further. It recommended the creation of "more opportunities for students to gain additional skills through study or training abroad" and the encouragement of "cross-border co-operation to boost higher education performance". It was clear in its proposal that, as a complement to the initiatives of individual Member States, "the EU as a whole needs to attract the best students and researchers" from outside Europe, if it wished to compete with the US¹².
- Commitment 34 of the EU's Innovation Union initiative, intended to galvanise knowledge production in the context of economic recovery, required that "by 2012, the European Union and its Member States should put into place integrated policies to ensure that the best academics, researchers and innovators reside and work in Europe and to attract a sufficient number of highly-skilled third-country nationals to stay in Europe"¹³. To this end, the Commission is currently exploring the possibility of revising the two Directives governing the inward mobility of third-country students and researchers, both of which have implications for the immigration policies and practices of Member States¹⁴. It has also set up a dedicated web portal to address the queries of students and researchers from third countries¹⁵.

Targets, however, presuppose that achievement is measurable and verifiable. Alas, all authorities agree that mobility data has historically been incomplete and inconsistent. In 2010, when the MAUNIMO project was launched, the urgent need for refined definitions, common methodology, accurate measurement and robust evidence to guide future policy was recognised by all countries in the European Higher Education Area (EHEA).

Higher education ministers meeting in Bucharest in April 2012 duly sought to remedy these shortcomings. They refined the HE mobility target that they had set in 2009 – namely that, by 2020, "at least 20% of those

⁸ One of the seven flagship initiatives of the Europe 2020 strategy is 'Youth on the Move'. See: http://ec.europa.eu/europe2020/reaching-the-goals/flagship-initiatives/index_en.htm

⁹ DG EAC High-Level Expert Forum on Mobility: *Making learning mobility an opportunity for all*, 2009, p. 5. See: http://ec.europa.eu/education/doc/2008/mobilityreport_en.pdf

¹⁰ First Report of the European Research Area Board 2009: 'Preparing Europe for a New Renaissance', p. 13. See: http://ec.europa.eu/research/erab/pdf/erab-first-annual-report-06102009_en.pdf

¹¹ COM(2010)478 final.

¹² <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0567:FIN:EN:PDF>

¹³ <http://i3s.ec.europa.eu/commitment/34.html>

¹⁴ For Directive 2004/114/EC (the so-called Students Directive, see: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0587:FIN:EN:PDF>; for background research on the 'Scientific Visa Package', see: <http://www.icmpd.org/Completed-Research.2016.0.html>

¹⁵ <http://ec.europa.eu/immigration/>

graduating in the EHEA should have had a study or training period abroad"¹⁶, while at the same time calling for systematic and reliable data collection, both for general use and for future Bologna implementation reports. As a result, the so-called '20-20-20' target, to which the European Commission also subscribes, is now more clearly specified:

1. We define our mobility target from the Leuven/Louvain-la-Neuve communiqué more precisely as follows:
 - a) We measure physical mobility in all three cycles of the Bologna Process.
 - b) We include in our mobility target the periods spent abroad corresponding to at least 15 ECTS credit points or three months within any of the three cycles (credit mobility) as well as stays in which a degree is obtained abroad (degree mobility).
2. In Leuven/Louvain-La-Neuve we decided to include only outward mobility in our mobility target. In addition to our quantitative target for the outward mobility of graduates in the EHEA, we now also want to draw attention to mobility into the EHEA such as the number of students enrolled in the EHEA who have obtained their prior qualification outside the EHEA as one possible indicator of its international attractiveness¹⁷.

The Commission proposal for the next generation of funded programmes in the areas of education, training, youth and sport, provisionally named 'ERASMUS for All' is now included in the legislative process¹⁸. Its aim is to align existing actions more closely with EU employment and growth strategies, as well as to streamline them under a single umbrella. In order to tighten its educational focus, the proposal coins the term 'learning mobility', which is likely to become standard usage. It also promises to integrate international mobility (between EU and third countries) and transnational (intra-EU) mobility, a distinction that has hitherto been held in place by the dispersed management of the programmes in different Commission units and departments. EU strategies for international research and higher education, announced for 2012 and 2013 respectively, can be expected to conceptualise this approach much further.

The ERASMUS for All proposal sets no numerical target, preferring to indicate the volume of potential beneficiaries (five million over the seven-year period from 2014 to 2020), subject to agreement on its budget in the Council and Parliament. The beneficiaries are not confined to higher education.

However, as indicated above, the Commission – as a key participant in the Bologna Process – has endorsed the ministers' 20-20-20 target. So, too, has the EU Council of Ministers¹⁹. The new 2014-2020 EU programme will therefore play an important, and measurable, role in achieving it.

The background study

It was in this context that the MAUNIMO project consortium decided to undertake a background study. The study was seen as a necessary step prior to embarking on the design of the Mobility Mapping Tool (MMT), which was to be the project's principal outcome. The study would not provide a comprehensive overview of existing mobility patterns and flows; nor would it be a review of the broad sweep of European higher education policies. Instead, it would brief participants on the proliferation of problematic issues, debates and related initiatives in the field of mobility. It would also shed light on the range of factors that institutions need to appreciate when formulating their mobility and internationalisation strategies. This, in turn, would inform the design of the MMT²⁰.

¹⁶ Communiqué of the Conference of European Ministers Responsible for Higher Education, Leuven and Louvain-la-Neuve, 28-29 April 2009, p. 4.

¹⁷ 'Mobility for Better Learning', mobility strategy 2020 for the European Higher Education Area (EHEA), April 2012, pp. 1-2.

¹⁸ COM(2011)787 final.

¹⁹ Council Conclusions on a Benchmark for Learning Mobility: 2011/C372/08 OJ 20.12.2011.

²⁰ MAUNIMO leaves on one side the complex and growing phenomenon of virtual mobility, that is to say, cross-border e-learning. Its focus is on actual, physical mobility.

The study was drafted in March 2011 for the first meetings of the consortium partners and the Sounding Board of higher education (HE) stakeholder organisations. Its main lines have been modified and updated for inclusion in this final report²¹. It covers short-term mobility ('credit' or 'horizontal') and long-term ('programme' or 'vertical') mobility²². The background study addresses three main issues:

- ▶ how the mobility of students, early stage researchers, and staff in higher education is measured at international and European levels;
- ▶ the data gaps (i.e. concerning the category of mobile person, the volume of mobility, as well as its direction, duration and other matters);
- ▶ how mobility is monitored by a sample of HEIs in the light of the strategic interests of staff and students – and how the monitoring might be improved.

1.2 The measurement of mobility at international and European levels

The International Standard Classification of Education (ISCED)

There are three potentially mobile groups of people in higher education: staff, who may be administrators, researchers or teachers, or a combination of these; early stage researchers, so-called in order to circumvent the uncertainty surrounding doctoral candidates, who – depending on their national jurisdiction – may be classified as either staff or students, or indeed as both²³; and finally, those who are unambiguously students in the Bologna bands of short-cycle undergraduate qualification, Bachelor and Master, corresponding to levels 5, 6 and 7 in the European Qualifications Framework (EQF).

What then are the standard international data-collection practices, which might measure mobility²⁴? In the absence of a globally integrated higher education system, audits are not conducted according to universal criteria. However, systems are becoming clearer, thanks partly to the construction of interoperable qualifications frameworks. Indeed, one significant parameter of academic mobility is the level of qualification. It is directly relevant to students and early stage researchers, although to HE staff perhaps less so, but not necessarily. And with regard to level, there exists one universal reference, a global taxonomy of qualifications, namely the International Standard Classification of Education developed by UNESCO. In its 1997 version, it featured a level 6 (doctoral studies) and a split level 5. Level 5B contained two- or three-year HE programmes delivering a relevant labour market qualification, usually in institutions with a strong vocational orientation, but from which progress to higher-level academic study was not possible. Level 5A, by contrast, contained the Bachelor and Master programmes which offer appropriate academic preparation for entry to level 6, the Doctorate. Absolute numbers of internationally mobile ISCED 5 and ISCED 6 students were available in most countries²⁵. However, much of the international mobility under ISCED 5A could not be disaggregated into the discrete qualification cycles set up by the Bologna Process.

²¹ All hyperlinks were active on 20 May 2012.

²² For further discussion on the use of these definitions, see Annex 4.

²³ This poses "a major comparability problem", according to the EUMIDA report (p. 179), one to which it "cannot provide a solution" (p. 50) and for which there will have to be resolution at the level of metadata. ERASMUS MUNDUS requires mobile doctoral candidates to have an employment contract – this constitutes a difficulty if they are registered as students. UK universities have found a way around it by drafting 'fellowship contracts', but this does not eliminate the wider data collection problem. The EUMIDA report can be found at <http://ec.europa.eu/research/era/docs/en/eumida-final-report.pdf>

²⁴ MAUNIMO has a tight European focus. The inadequacy of agreed metrics is, however, a global phenomenon. One ongoing development is the work of the UCosmic Consortium, a US-based venture, which – initially on a subscription basis – seeks to build an open-source software platform capable of monitoring all data relevant to international collaboration by HEIs. A first-generation tool was to be available by the end of 2011, but a move to a consortium framework and the acquisition of corporate sector backing has slowed its progress. Edinburgh Napier University is the only European member institution. See: <http://www.ucosmic.org/>

²⁵ EUMIDA uses this data to display international ISCED 5 & 6 students as percentages of total student enrolments, in research-active institutions, by category, and country-by-country. See the link to its Excel workbook at: http://ec.europa.eu/research/era/areas/universities/universities_en.htm

Happily, ISCED 1997 has now been superseded by a classification which distinguishes between Bachelor and Master and which allows for a better grasp of the more flexible binary systems. ISCED 2011²⁶ features level 5 (short-cycle tertiary education courses of at least two full-time years), levels 6 (Bachelor), 7 (Master) and 8 (Doctorate), consistent with the Bologna cycles and with the European Qualification Framework (EQF). The first data from this revised version of ISCED will be published in 2014. Even so, allowing time for adoption and implementation at national and institutional levels, further time for a cohort of students to navigate an uninterrupted sequence of Bachelor, Master and Doctorate, and yet more time for collection and analysis, reliable new-format statistics are unlikely to come on stream before the Bologna target date of 2020.

Student mobility

UOE online education database

The revised version of ISCED clarifies qualification levels, but does not address the metrics of mobility. Within the currently less than satisfactory framework, data is collected at international and EU levels by the UNESCO/OECD/Eurostat online education database (UOE)²⁷. The OECD, which hosts the website, points out that the UOE is “compiled on the basis of national administrative sources, reported by ministries of education or national statistical offices according to international standards, definitions and classifications”. However, student mobility data extracted on 15 May 2012 prompts reservations regarding the effectiveness and the comprehensiveness of the compilation. The statistics for ‘foreign/international students enrolled’ by 29 countries in the five-year period 2005-2009 show that incoming students were recorded as ‘non-citizen’, ‘non-resident’, and ‘with prior education outside the reporting country’. Only one country – Austria – furnished a complete set of data. One country – Mexico – supplied no data whatsoever. The others provided data in two of the three categories. Out of 377 fields, 147 are ‘missing values’. Not only did inconsistent national reporting practices co-exist²⁸, there was no scope for distinguishing between full-course (‘degree’ or ‘vertical’) mobility and part-course (‘credit’ or ‘horizontal’) mobility, or indeed for measuring outgoing mobility. UOE also excluded ERASMUS and all study periods shorter than one year.

UOE offered criteria which reporting countries regarded as alternatives, namely non-citizenship, non-residency and location of prior education, while stating its preference for the last of these. The principal feature of this approach was the wish to disaggregate mobility from migration. Germany’s use of the criteria illustrates how they can be refined at national level. It distinguishes between *Bildungsinländer* (which includes non-German nationals who have completed secondary education in German-speaking Europe) and *Bildungsausländer* (generally non-German nationals who have completed secondary education elsewhere)²⁹.

Other problems and practices further complicated the picture. The European Students’ Union (ESU)³⁰ has pointed out that, in addition to varying definitions and alternative criteria, the data gathering agencies in the two hemispheres work to different calendars, thus making aggregation difficult. Certain sectors, moreover, have developed their own data-collection systems. These are the sectors in which programmes are the object of intensive marketing efforts. One vivid example is the *Financial Times* interactive ‘movers and shakers’ graphic of global MBA mobility³¹.

None of this is to say that agencies were unaware of the difficulties raised by inconsistent and partial data collection. Kelo *et al.*³² had already illustrated the problems that arise when nationality is used as a basis for mobility statistics, as was the case with the most comprehensive data available in 2006. Instead, they proposed a dual concept of ‘genuine mobility’. In this perspective, mobile students are either:

²⁶ <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>

²⁷ <http://www.oecd.org/innovation/researchandknowledgemanagement/onlineeducationdatabase.htm>

²⁸ US statistics are based on the following definitions: “An international student is defined as anyone studying at an institution of higher education in the United States on a temporary visa that allows for academic coursework. These include primarily holders of F (student) visas and J (exchange visitor) visas.” International scholars, meanwhile, are foreign “non-immigrant teachers and/or researchers who are not enrolled as students” (IIE website, 21 January 2011).

²⁹ Adelman tabulates the “terms used for ‘foreign’ students” by Austria, Denmark, France, Germany, the Netherlands, the UK and the US, in order to demonstrate, among other things, their diversity (Adelman, C., “The Spaces between the Numbers – Getting international data on higher education straight”, Institute for Higher Education Policy, Washington, 2009, p. 35).

³⁰ ESU, Bologna at the finish line, 2010.

³¹ <http://www.ft.com/cms/s/2/b93a3fea-28a0-11e0-aa18-00144feab49a.html#axzz1v0fHlqIC>

³² Kelo, M., Teichler, U. & Wächter, B., 2006, *EURODATA – student mobility in European higher education*, (Lemmens).

- those who have lived permanently abroad before enrolling at an HEI in their current country of study (in this case the data indicator is: *foreign country of permanent residence*); or
- those who have been awarded their qualification for entry to higher education abroad (data indicator: *foreign country of prior education*).

The Bologna Process

The approach recommended by Kelo *et al.* was subsequently adopted by the bodies working together under the UOE umbrella, as Eurostat/Eurostudent explained to the Bologna higher education ministers in 2007:

According to the UOE conventions, ‘internationally mobile students’ are students who have crossed borders expressly with the intention to study. The measurement of student mobility depends to a large extent on country-specific immigration legislations and data-availability constraints. In most cases, the definition remains based on the nationality of the student; although this is not always the case and various practices do exist. Non-citizenship of the host country is a simple measure; however, it is not the most reliable way of assessing student mobility, as this includes immigration flows. Two other criteria are used in the data collections of some countries, which provide a better picture of real mobility for study purposes: the criteria of residence and prior education. Considering non-resident students as mobile students reduces the incidence of migration flows, but is not yet perfect: some students residing close to a bordering country choose to carry out their entire studies in this neighbouring country and, as such, are not strictly mobile (in the sense of having moved from a given educational system to another). This is also true for the citizenship criterion. [...] The criterion of prior education (according to which students from another educational system in their previous studies are deemed as mobile) is expected to be a better indicator of mobility.

The Bologna Follow-Up Group (BFUG) Working Group on the social dimension and mobility, too, had taken these definitions on board by 2007. The Working Group indicated that relevant data was scarce, that no data source gave a full picture, that there was no common and appropriate definition of mobility for statistical purposes, and that there was no data covering all Bologna countries and no comparable and reliable data on genuine student mobility. It suggested that a wide definition of mobility should be used within the Bologna Process, covering all forms and durations of mobility within higher education in a global perspective. Student mobility thus referred to a “study period in a country other than that of prior permanent residence or prior education (completed or ongoing) for a period of study or a full degree”. It did not include foreign work placements.

Reporting to the Bologna ministers in 2009 on the relationship between mobility and the ‘social dimension’ (i.e. the socioeconomic background of students), Eurostat and Eurostudent confirmed that:

important improvements are currently being made as regards data on mobility. The criterion of citizenship (i.e. considering as mobile a student or graduate who is not citizen of the country) has severe limitations, notably because migration flows can overestimate mobility in some countries. The criterion of prior education (i.e. considering as mobile a student enrolled in a country different from the one of previous level of ...education) (...) should be preferably used.

The authors added: “however, few countries have so far collected this information.”³³

It is now acknowledged that the Bologna ministers set their 20-20-20 target in 2009 without determining how the data would be generated and collated. Discussions in the Mobility Working Group suggest that, in the opinion of Eurostat, degree mobility was measurable from the cohort of 2009 graduates onwards, but only in terms of country of origin, itself a problematic notion. The monitoring of credit (short-term) mobility, on the other hand, would require prior agreement on methodology and a clear view of which data sources were reliable. Hence the decision by the ministers in Bucharest in 2012 to agree to a mobility strategy for the EHEA, which would put in place much more systematic monitoring:

³³ Eurostat/Eurostudent, 2009, *The Bologna Process in Higher Education in Europe – Key indicators on the social dimension and mobility*, p. 39.

We welcome the improved quality of data and information on higher education. We ask for more targeted data collection and referencing against common indicators, particularly on employability, the social dimension, lifelong learning, internationalisation, portability of grants/loans, and student and staff mobility. We ask Eurostat, Eurydice and Eurostudent to monitor the implementation of the reforms and to report back in 2015.³⁴

We invite the European Commission (in particular Eurostat with the collaboration of the European Statistical System and its partners in international organisations) to collect corresponding data so that we can assess the progress in achieving the target for outward mobility and establish a reliable data basis regarding inward mobility with the aim of defining a target in 2015.

Therefore, in support of the specified indicators, we invite the European Commission (Eurostat) to develop and provide data:

- a) On degree and credit mobility to and from countries outside the EHEA.
- b) On the various mobility types (degree and credit mobility), in addition also short-term mobility corresponding to less than 15 ECTS credit points or three months.

In addition and where applicable, (we invite) EHEA countries in cooperation with the European Commission and Eurostudent to develop and provide data:

- c) On mobility of early stage researchers, teachers, and staff in higher education.
- d) On the social dimension of mobility.³⁵

The ERASMUS Programme

ERASMUS funds mobility periods of between three and twelve months. The most recent report³⁶, covering the year 2009-2010, shows that over 213,000 students from 2 852 HEIs undertook study or work placements abroad. This represented an increase of 7.3% over the previous year. ERASMUS has a well-established monitoring system driven in part by EU audit requirements. Institutions in receipt of funding currently have to file reports covering 37 data fields:

Fields 1-15: type of mobility (study/work/combined placement); age; gender; nationality/stateless/refugee; subject area, Bologna level, title of award; years of HE study prior to placement; linguistic preparation; previous participation in ERASMUS; whether ERASMUS or ERASMUS MUNDUS;

Fields 16-22: host institution country code and name; duration, start date, value in ECTS; whether tuition delivered in host-country language; qualification awarded;

Fields 23-34: country and enterprise of work placement; size and sector of enterprise; duration, start date, value in ECTS; working language; whether or not language assistant;

Fields 35-37: withdrawal; disability.

ERASMUS, however, does not cover all credit mobility. No aggregated data exists on the numbers of short-term free-movers – i.e. those undertaking foreign study entirely on their own initiative, rather than within an organised study-abroad arrangement – who are either self-funded or funded from sources other than ERASMUS.

³⁴ Making the Most of Our Potential: Consolidating the European Higher Education Area: Bucharest Communiqué, p. 4.

³⁵ 'Mobility for Better Learning', op.cit., p. 2.

³⁶ See the Commission Memo/11/375, 6 June 2011.

Researcher mobility

Researcher mobility has long been a preoccupation of national policy makers and of the European Commission. It is likely to intensify as Europe seeks to boost growth through knowledge creation and transfer. Horizon 2020, the proposal from the Commission Directorate-General for Research and Innovation, which runs parallel to 'ERASMUS for All' (in the Directorate-General for Education and Culture), calls for the budget for Marie Curie Actions³⁷ to be increased by 21% to 5.75 billion Euro. As in the case of student mobility, however, comprehensive data collection involves capturing information beyond the scope of the EU-funded programmes.

- The European Commission's Recommendation on the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers³⁸ urged Member States to overcome the obstacles to mobility and to monitor the commitment to the Charter and Code displayed by employers, funders and researchers. In 2008, the Competitiveness Council assigned these monitoring duties to the Steering Group on Human Resources and Mobility (SGHRM), which in turn spawned the European Partnership for Researchers (EPR) and the EURAXESS support service for researchers³⁹. None of these is charged with measuring the mobility of researchers, although the EURAXESS website contains a substantial library of relevant research⁴⁰.
- EURODOC (the European Council of Doctoral Candidates and Junior Researchers) has a mobility working group, but it is mainly concerned with lobbying for the portability of pensions and social security and for the transparency of the recruitment process⁴¹.
- The EUA DOC-CAREERS projects focused on intra-sectoral mobility (within academia or within industry) and intersectoral mobility (between academia and industry) mobility, but devoted no particular attention to cross-border mobility⁴².

Such data as exists is partial:

- The Marie Curie Programme⁴³ has produced no impact assessment since its 2005 review of activities in the Fourth and Fifth EU Framework Programmes for Research (1994-2002). This contained a country-by-country breakdown of the mobility flows of doctoral and post-doctoral researchers in the 27 EU countries, the countries in the European Economic Area (EEA) and Switzerland. It is not clear when the next such assessment will be made. However, in December 2010, DG Research and Innovation celebrated its funding of the 50,000th mobile Marie Curie researcher. It took the opportunity to publish 27 country reports⁴⁴, which update the figures for the period from 2007 to 2010.
- ERAWATCH is a research policy observatory. It monitors the development of the European Research Area and conducts annual surveys of national research communities. These surveys generate 'Analytical Policy Mix Reports'. In 2009, a European Parliament study of "cross-border mobility of young researchers" drew on the presentation of a synthesis report⁴⁵, which provided an overview of inward and outward mobility and its changing patterns in the EU, the EEA and Switzerland. The report referred to different categories of researcher mobility: short-term and long-term; inward and outward; physical and virtual; intersectoral; cross-border. It also distinguished mobility from migration.
- ERAWATCH subsequently published – in 2010 – a report on research mobility which supplied statistics, as well as identifying drivers and obstacles and reviewing national strategies for promoting brain circulation⁴⁶.

³⁷ These actions are to be renamed the 'Marie Skłodowska-Curie Actions' from 2014 onwards.

³⁸ Recommendation 2005/251/EC. See also: <http://ec.europa.eu/euraxess/index.cfm/rights/index>

³⁹ For EPR and EURAXESS, see: http://ec.europa.eu/research/era/areas/researchers/researchers_en.htm

⁴⁰ <http://ec.europa.eu/euraxess/index.cfm/general/researchPolicies>

⁴¹ <http://www.eurodoc.net/workgroups/mobility>

⁴² <http://www.eua.be/eua-work-and-policy-area/research-and-innovation/doctoral-education/doc-careers-ii/>

⁴³ The Marie Curie Actions offer funding to individuals and to organisations. Individual applicants are eligible if they have a PhD or at least four years of research experience. In addition to the level of qualification/experience, the terms of the awards require monitoring of home and host countries, the nationality of researchers, and the duration of their period abroad. Marie Curie also co-funds national researcher exchange programmes. This action too covers post-doctoral or equivalent researchers. Funding for early stage researcher mobility is available only to applicant organisations (i.e. universities, research centres and industrial enterprises), and not individuals. Here, monitoring covers country location and the type of (public, private, academic or commercial) sector of the host entity, the nationality of mobile researchers and the duration of their stay.

⁴⁴ <http://ec.europa.eu/research/mariecurieactions/conference-2010.cfm>

⁴⁵ <http://www.europarl.europa.eu/document/activities/cont/200910/20091016ATT62617/20091016ATT62617EN.pdf>

⁴⁶ Fernández-Zubieta, A. & Guy, K., Developing the European Research Area: Improving Knowledge Flows via Researcher Mobility, European Commission. See: http://erawatch.jrc.ec.europa.eu/erawatch/export/sites/default/galleries/generic_files/JRC58917.pdf

However, the data used was taken from Eurostat (2005-2006), Marie Curie (2000) and OECD (2000-2006) sources. The authors concluded that a “concise understanding of intra-EU and extra-EU researcher mobility patterns is hindered by the lack of availability of relevant, comprehensive data sets”.

- In 2010, when the MAUNIMO project began, the most accessible and up-to-date assessment of the volume of researcher mobility was contained in IDEA Consult’s MORE report to the Commission⁴⁷. This used data from Eurostat (and thus ISCED 1997) on the numbers of “researchers in the training phase and post-docs”. Specifically, it covered EU27 in the period from 2000 to 2007, giving numbers of ISCED 5A and six graduates per 1 000 of population in the 25-34 age group, by country, by gender and (albeit in a slightly different format) by discipline. It then reported on the intra-EU mobility flows of doctoral researchers, together with the numbers of researchers leaving and entering Europe⁴⁸.

The European Commission was conscious of both the shortage of available data and the urgent need to stimulate research, development and innovation. The MORE report prompted it to put a 1.5 million Euro contract (2010/S 236-359211)⁴⁹ out for tender, in order to survey all aspects of researcher mobility.

Specifically, the contractor would:

1. conduct a survey of researchers currently working in Europe in higher education institutions (HEIs) regarding their mobility patterns, career paths and working conditions;
2. conduct a survey of researchers currently working outside Europe regarding their mobility patterns, career paths and working conditions;
3. carry out a case study on the working conditions and career paths of early career researchers in selected countries;
4. carry out a case study on the remuneration of researchers in selected countries;
5. develop and produce a set of internationally-comparable indicators on stocks, flows, working conditions and career paths of researchers;
6. draft a final report that provides a comparative analysis of the mobility patterns, working conditions and career paths of researchers.

The survey, which will cover both early stage researcher and staff mobility, is being conducted by a consortium led by IDEA Consult. Launched in November 2011, MORE2 has not yet reported.

The Eurostat website⁵⁰ holds data provided by national sources, which it aggregates and interprets. Insofar as cross-border mobility is monitored, analysis consists in tabulation of a country-by-country overview of the nationality of researchers (home country, EU, other) in the higher education and government sectors. Its focus is very much on science and technology.

Staff mobility

The Bologna Process

In 2007, the Bologna higher education ministers received a report from the BFUG Working Group on the ‘social dimension’ and mobility. In respect of staff mobility, the Group – drawing extensively on a study by Cradden⁵¹ – stated that data was more or less non-existent. Such information as was available beyond

⁴⁷ MORE: study on mobility patterns and career paths of EU researchers, IDEA Consult, Brussels, June 2010, available at: http://ec.europa.eu/euraxess/pdf/research_policies/MORE_final_report_final_version.pdf

⁴⁸ From this it emerges that 76% of the 526,000 doctoral candidates in the EU are citizens of the Member State in which they study and/or work. The remainder are expressed as either mobile intra-EU researchers, or as researchers leaving the EU, primarily for the US. The report also gives parallel data on incoming doctoral candidates from third countries.

⁴⁹ <http://ted.europa.eu/udl?uri=TED:NOTICE:359211-2010:TEXT:EN:HTML> and http://ec.europa.eu/research/dgs/tenders/rtd-tender_en.cfm?tender_ref=s236-359211

⁵⁰ http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Researchers_in_the_European_countries

⁵¹ Cradden, C., 2007, *Constructing Paths to Staff Mobility in the European Higher Education Area: from Individual to Institutional Responsibility*, EI-ESIB-UCU Official Bologna Seminar, (London).

the ERASMUS Programme related to researcher mobility. There was little reporting on bilateral academic exchanges and only slightly more on patterns of long-term or permanent migration. The ministers therefore asked for more detailed information. In the event, however, the Eurostat/Eurostudent report to the Leuven/Louvain summit in 2009 used only ERASMUS staff mobility data, in the absence of other reliable sources.

The situation in 2012 is unchanged – hence the renewal of the ministers’ request in Bucharest. In one respect, things have become more complicated. ‘ERASMUS for All’ proposes to widen its definition of staff mobility to include the categories of youth worker and secondary school teacher, in addition to academic and administrative staff in higher education. No doubt the various categories will be disaggregated in future statistical reports.

As indicated above, there is very little data on staff mobility outside ERASMUS. The definition adopted by the Bologna Process in 2007 is broad: “a working period in a country other than that of prior permanent residence or prior employment (terminated or ongoing) for a limited or extended period”⁵².

Teichler *et al.*⁵³ have recently proposed a set of preconditions for the effective collection of staff mobility data:

Statistics on scholars’ mobility can be improved only if agreement can be reached on a common definition of the ‘population’ (i.e. who should be included as academic staff, researchers, etc.), relevant sub-divisions (e.g. sectors of employment and career stages) and the functions of mobility (e.g. short-term visits, mobility periods for research and teaching, migration, etc.). In order to satisfy the major demands for improved data on mobility in this domain, four different types of data collection will be necessary for covering four types of mobility:

1. a new comprehensive statistical information system on currently mobile scholars;
2. an improvement of available educational statistics on doctoral awards;
3. a reporting system on visits, exchanges and sabbaticals to be newly established with the help of data gathered by higher education and research institutions; and
4. surveys retrospectively identifying international academic mobility in the course of major career stages or the career as a whole.

The ERASMUS Programme

ERASMUS, which funded 37,776 mobile staff from 2 154 HEIs in 2009-2010, is the only reliable source. It requires reports on staff mobility that cover 35 data fields:

Fields 1-15: type of mobility (teaching, staff training, invited by enterprise); age, gender, nationality; language used; whether first visit or not; duration; country code of sending enterprise or host institution/enterprise;

Fields 17-22: subject area and seniority of teacher; duration of teaching in hours; host institution; subject area and level at which teaching is delivered in host institution;

Fields 23-28: for staff invited from an enterprise – duration of teaching, sending enterprise (size, sector), category and subject area of work at home;

Fields 29-35: for staff training – category of work at home, seniority, type of training, host enterprise (name, sector, size).

⁵² Key Issues for the European Higher Education Area – The Social Dimension and Mobility. Report from the Bologna Process Working Group on Social Dimension and Data on Mobility of Staff and Students in Participating Countries, Ministry of Education and Research, Sweden, May 2007.

⁵³ Teichler, U., Ferencz, I., Wächter, B., 2011, Mapping Mobility in European Higher Education, European Commission.

EUROPASS

Some mobility instruments also have a data collection potential. Here, mention should be made of EUROPASS – a set of instruments which, in principle, is not restricted to any one of the three categories of mobility already discussed (student, early stage researcher and staff mobility). Put in place by EU Decision 2241/2004/EC, it contains:

- the **EUROPASS CV** available for online use by every EU citizen; by 2012, 18 million completed CVs had been uploaded⁵⁴;
- the **EUROPASS Mobility**: a secure instrument which validates periods spent learning, training and working abroad. It records the sending and receiving organisations, details of the framework programme if any, duration and dates, the objectives of the experience, competences and skills acquired;
- the **Diploma Supplement**: Bologna encourages all HEIs to issue the DS on completion of all HE qualifications; field 6 is reserved for additional information, which could and should hold details of mobility undertaken while on course;
- the **Language Portfolio** (now known as Language Passport) – available for online use by every EU citizen;
- the **Certificate Supplement** is the VET counterpart to the Diploma Supplement, relevant to HEIs as evidence of prior learning.

Of these five instruments, the most relevant to MAUNIMO (and to data collection in general) are the EUROPASS Mobility and the Diploma Supplement. CEDEFOP estimates that by 2012 the number of EUROPASS Mobility records in use had reached 300,000. The profile of EUROPASS Mobility, hitherto relatively low in higher education, is likely to rise for a number of reasons: the Commission proposes to use it in a quality framework for work placements⁵⁵; CEDEFOP itself plans a relaunch of the EUROPASS website, together with greater interoperability with EQF, ECVET and ESCO⁵⁶, to be in place by 2015⁵⁷; finally, of course, both developments are driven by deep concern over the graduate unemployment brought about by the economic and financial crisis.

The Diploma Supplement has a much higher profile but still it is not used on a pan-European basis in the manner intended – i.e. as a bilingual reference document issued automatically and free of charge to all graduating students⁵⁸. Nor is there a central archive from which data could be generated.

EUROPASS is available for use in the EU, the EEA and EU candidate countries. It is not legally binding at European level (a Decision being merely a Recommendation which has budgetary implications, in this case, financial support for the national EUROPASS agencies). Nevertheless, at least six countries have enshrined it in their national legislation. The European Commission's Communication 'Youth on the Move'⁵⁹ proposed to re-package the EUROPASS instruments in 2011 into a European Skills Passport and to back it up with a 'Youth on the Move' smart card. The Commission now anticipates that the Skills Passport will be launched by the end of 2012 and that its proposal for a 'Youth on the Move' Label will be adopted in 2013⁶⁰. Its Communication 'Towards a job-rich recovery' gives details of the EU Skills Panorama, which informs these developments⁶¹.

⁵⁴ 'EUROPASS 2005-2020: achievements and prospects', CEDEFOP Briefing Note May 2012, available at: http://www.cedefop.europa.eu/EN/Files/9069_en.pdf

⁵⁵ See Staff Working Document on Quality Framework for Traineeships, SWD(2012)99, p. 15.

⁵⁶ ECVET is the credit accumulation and transfer system which has been designed for use in vocational education and training; see: http://ec.europa.eu/education/lifelong-learning-policy/ecvet_en.htm. ESCO designates a European Commission project to link the EQF with the classification of occupations and professions used by the International Labour Organisation; see: <http://ec.europa.eu/social/main.jsp?langId=en&catId=822&newsId=852&furtherNews=yes>

⁵⁷ See 'EUROPASS 2005-2020: achievements and prospects', op.cit.

⁵⁸ See Bologna with Student Eyes, 2012, p. 106.

⁵⁹ COM(2010)477 final.

⁶⁰ See the roadmap at: http://ec.europa.eu/governance/impact/planned_ia/docs/2012_eac_015_youth_on_the_move_card_label_en.pdf

⁶¹ 'Towards a job-rich recovery', op.cit., p. 14.

1.3 Where are the data gaps?

The concept of 'genuine mobility' (which defines the country of origin as the *foreign country of permanent residence or as the foreign country of prior education*) has been widely accepted. There is also consensus to the effect that mobility should be defined in such a way as to exclude migration, but to encompass the full HE internationalisation agenda and not merely short-term exchange programmes. ISCED has brought its classification into line with the emerging qualifications frameworks. The term 'learning mobility' is gaining ground. Target setting in the Bologna Process will be supported by appropriate data collection and interpretation. This much has changed since 2010. Nevertheless, gaps in the data remain.

To recapitulate:

Student mobility

- International data collection is incomplete and inconsistent. ISCED 2011 will help align mobility data with qualifications frameworks, but the global capture of consistent information is a medium-term rather than a short-term reality.
- National data-collection methodologies in Europe are designed for national reporting and policy-making purposes and are framed by national legislation; they cannot at present generate transnational statistics that are any more than approximate. The Bologna signatory countries are urgently seeking to remedy this situation.
- Data collected by EU-funded programmes is programme-specific and should be viewed with this in mind.
- EUROPASS Mobility carries detailed information, but is for personal use on a voluntary basis and does not generate an overview. Neither does the Diploma Supplement, despite the institutional authority behind it.

Early stage researcher mobility

- The mobility of doctoral candidates is not always disaggregated from post-doctoral mobility.
- Doctoral candidates are variously categorised as students and employees.
- Such measurement as exists takes place within FP7 (Marie Curie Actions); there is no Bologna-specific monitoring.

Staff mobility

- Beyond ERASMUS, reliable data is non-existent.
- Common criteria for measuring staff mobility do not yet exist.

1.4 The monitoring of mobility by higher education institutions

MAUNIMO set out to study the impact of current European mobility policy discussions and data collection practices on higher education institutions. Initial research was therefore required on trends in monitoring mobility at institutional level. At an early stage, the four partner universities together with a fifth institution, introduced to extend the geographical spread, were canvassed on their mobility-monitoring practices as

well as some of the factors driving mobility at their institutions. Their observations were included in the background paper and are summarised here. It should be noted that these are snapshots dating from early 2011. They do not constitute formal and up-to-date appraisals of institutional practice. Their interest lies in their candour, in their pinpointing of major issues, and in the important role they played in setting the tone for subsequent discussion by the wider body of project participants.

University of Marburg, Germany

Historically, the University of Marburg (PUM) has been geared to EU-funded mobility programmes, most notably ERASMUS. Student mobility is monitored at departmental, faculty and central levels, while a dedicated European office handles all financial, contractual and informational aspects of institutional partnerships. The university uses an extensive set of software instruments: MS Access for student mobility; ZUL/SOS for the comprehensive student record system; HIS/POS for student assessments and degree awards; and SAP for wider spans of management information. These are not fully integrated and much of the reconciliation is manual and labour intensive. Certain categories of mobility, notably incoming teacher mobility, but also short programmes and self-managed mobility, fall outside the monitoring systems.

Moreover, PUM currently faces a particular strategic challenge. It has responded to *Land* (state) policy initiatives by requiring all Bachelor and Master programmes to incorporate a mobility window to be used, at least in theory, by all registered students. This has meant a significant increase in the potential volume of mobility and a correspondingly greater dependence on accurate data collection. Using in-house and externally contracted expertise, it has therefore begun the construction of an over-arching campus management software architecture designed to accommodate the various instruments listed above. This will generate more comprehensive and up-to-date data, and allow the university vice-presidents for international relations and quality management to intervene more effectively in the strategic planning process.

Swansea University, United Kingdom

Swansea University monitors credit mobility to the level of detail required by ERASMUS and other exchange programmes. Data on incoming diploma mobility is reported in the format set by the national statistics agency⁶². Swansea also issues the Diploma Supplement to all graduating students. It nevertheless notes that a number of mobility events fall outside the scope of its monitoring. Staff mobility is recorded centrally only if it involves funding disbursed through institutional processes. Central records of outgoing credit mobility, short field trips and researcher mobility are not logged in detail. The university is responding in a number of ways. It has set up international and European strategic management groups, working for a pro-vice-chancellor and tasked with, *inter alia*, elaborating a mobility strategy. This will propose definitions and put in place appropriate monitoring and data-collection mechanisms, as well as raising awareness and exploring the possibility of mobility windows.

Swansea is also considering the development of a dedicated Diploma Supplement for doctoral candidates – to include mobility, as well as publications, conference papers, etc. It has discussed with the EUA Council for Doctoral Education the possibility of piloting this, with a view to roll-out to a wider body of users. Finally, Swansea is working with Gradintel⁶³ to develop ways of mapping the content of the Higher Education Achievement Record (HEAR), the nationally engineered UK version of the Diploma Supplement, onto individual employability profiles accessible by employers. It intends to make mobility a relevant data field, thereby consolidating the link between cross-border mobility and employability.

University of Oslo, Norway

The University of Oslo (UiO) uses the Bologna definition of mobility and enters student mobility data on the national *Felles Studentssystem* (FS) database. FS includes all the fields required by both government and the university. At national level its data is integrated into the DBH, the comprehensive HE database. The system

⁶² UK HESA is the only national agency never to have used nationality as a proxy for mobility in its UOE returns.

⁶³ https://gradintel.com/index.php?option=com_content&task=view&id=201&Itemid=215

is said to work well, largely because both outgoing and incoming student mobility attract state funding. However, the FS database does not handle qualitative data. For the purpose of the quality assurance of foreign study placements, for example, it is supplemented by individual and departmental reports. Doctoral candidates have a dual status in UiO. They are registered students as well as employees. This means that they appear in FS, in the human resource database (SAP), and in the CRIStin programme used to monitor staff mobility. As in the case of students, the monitoring of all staff mobility periods is mandatory. However, CRIStin holds data on outgoing staff mobility only: its duration, destination and purpose.

The FS system used by the university has two particular shortcomings. First, it does not capture mobility periods of less than three months, either outgoing (e.g. short-term free movers who fail to register their temporary absence) or incoming (e.g. holders of two-month government scholarships). Secondly, the admission of international students could not until recently be processed through the integrated electronic application system, meaning that all data on international students had to be entered manually by staff. A newly developed application procedure for international applicants is currently being tested. CRIStin is not used to monitor incoming staff mobility. Its coverage of outgoing academic mobility captures periods of one week or more. Although formally mandatory, the monitoring of staff mobility is not supported by any financial incentive at national level and there are few other incentives to encourage academic staff to undertake the necessary self-reporting required. As a result, data quality is poor. Academic staff members often travel where their research priorities take them, without necessarily making arrangements in advance. Short trips may be funded by faculties out of their devolved budgets, but this does not guarantee that any clear reporting reaches the central administration, since the reimbursements do not feature on the main payroll. Administrative staff mobility is more tightly monitored.

University of Trento, Italy

The University of Trento (UNITN) monitors funded student mobility organised on a bilateral basis and within a consortium framework, specific research programmes and incoming whole-degree students. Short-term free-movers fall outside the scope of monitoring. Like PUM, the University of Trento uses a hierarchy of discrete software programmes: MS Access and Excel in the international office; esse3 for the student record system; and SAP for wider management and financial information. This arrangement means that data collection is dispersed; for example, incoming staff mobility is handled by the human resources department, rather than by the international office. It also means that gaps between central and departmental data have to be filled manually. The immediate priority is to integrate the systems used by the international and admissions offices, and to integrate further thereafter. Better data collection is seen as the key to improved strategic planning. This is true both of Europe (mobility flows in EU-funded programmes) and internationally (e.g. full-time student recruitment from non-EU or EU countries). Higher quality data, once available, will be used by the governance structures already in place. Via the vice-rector, the international office enjoys ready access to the senate and the administrative council.

Warsaw School of Economics, Poland

The Warsaw School of Economics (SGH) recruits to full-time courses delivered in English and in Polish. In this context international students are defined as those of non-Polish nationality. It also has a flourishing exchange programme (administered separately), which sends over 450 and receives over 350 students each year. It is a member of the CEMS and PIM consortia, as well as being active in ERASMUS, ERASMUS MUNDUS, EU-Canada, etc. Students wishing to be mobile register in an online database from which they are nominated by the host partner institution; this facility is partially integrated into the SGH student record system. PhD candidates in SGH are routinely classified as students. They may also have teaching contracts, in which case they have a dual status.

Access to staff mobility funding (ERASMUS, Norwegian STF) is competitive. Researcher mobility – less intense because of fewer funding opportunities – is nevertheless buoyant. Like PUM, UiO and UNITN, SGH Warsaw lacks full system integration (at the moment it is in the process of implementing the MS SharePoint platform). The student exchange office uses various databases which do not communicate seamlessly; consequently, its links with academic and IT administrations are also partial. It is therefore working on two fronts to remedy the situation. It is purchasing SOP software, which will be used to manage all types of mobility and institutional agreements (size, expiry dates, evaluation of cooperation, balance). It is also seeking to

improve the evaluation of its performance by incoming students, which has recently been conducted via Internet questionnaire. SGH's priorities are: simplification of procedure; integration of databases; improved information and services for students, academic and administrative staff.

1.5 Mobility – its drivers, obstacles and outcomes

Why are institutions interested in mobility? How does this interest align with the expectations of mobile students, staff and researchers? What are the obstacles to achieving mobility? How is data collected to inform decisions taken on mobility? Why is data collected at all? These questions were critical in contextualising the MAUNIMO project. They brought to light a range of motivating factors (drivers), obstacles and outcomes that the MMT is designed to explore further.

The background report contained the following tabulation, which derived from the literature review undertaken at the time, as well as from the observations of the partner universities reported above. It then informed the subsequent phases of project activity.

Table 1 lists the three sets of factors for each of the three mobile groups (students, early stage researchers and staff), as well as for higher education institutions.

Table 1 is instructive in terms of its relevance to strategic planning. However, it is problematic insofar as it presents each item as discrete, and therefore masks the item's interactions and ambiguities vis-à-vis the others. In a competitive environment, it is clear that one country's obstacle can be another country's driver and that one institution's threat can be another's opportunity, and so on. This formulation is hardly adequate, however. Institutional and national contexts are complex; their defining characteristics are not necessarily easy to identify. The less visible features of the EHEA and ERA also play a powerful role, as the following quotation illustrates:

Considering all the evidence available on drivers and barriers to the inward and outward mobility of researchers, it is clear that a number of strong and obvious factors that help determine mobility flows, e.g. salary levels and the comparative quality of research communities and infrastructures, are complemented (or exacerbated) by a range of more subtle factors, often difficult to discern clearly because of the varying levels of transparency or opacity surrounding recruitment procedures. It appears, however, that many of the subtler factors hindering mobility are stronger or more prevalent in systems with weaker research capacities. Why this is so is not immediately obvious, but one possibility is that the greater degree of openness and transparency associated with recruitment procedures in countries with strong research capacities (reflected in part by their greater propensity to advertise research positions internationally) makes it more difficult for subtle deterrents to mobility (e.g. conscious or unconscious xenophobia) to continue to exist. Policy efforts to increase transparency could thus have a positive influence on overall levels of mobility.⁶⁴

Although different aspects of mobility show evidence of convergence at European level, most Bologna signatory countries have not fully developed mobility strategies at national level. This is the conclusion of the ENPMOB project (the comparative study of European and national-level policies and practices on academic mobility)⁶⁵. It is thus worth stressing that higher education institutions have real opportunities for innovative strategic thinking, as well as scope for influencing what positions their national systems eventually take up.

The MAUNIMO MMT represents a consensual bottom-up attempt to identify and minimise constraints and to facilitate the elaboration of institutional mobility strategies. It sits alongside other mapping tools, which it is designed to complement. The 2010 report of the IMPI project (Indicators for the Mapping and Profiling of Internationalisation) provided an overview of 30 mapping instruments in use in various countries and global regions. It attributed their proliferation to the mainstreaming of internationalisation, the demand for

⁶⁴ Fernández-Zubieta & Guy, op.cit., p. 26.

⁶⁵ See Ferencz, I. & Wächter, B., 2012, *European and National Policies for Academic Mobility*, (Lemmens).

Table 1: Drivers, obstacles and outcomes of mobility

	<i>Drivers</i>	<i>Obstacles</i>	<i>Outcomes</i>
<i>Students</i>	Personal fulfilment <ul style="list-style-type: none"> • European citizenship • Intercultural competence 	Lack of motivation Perceived pressure of time Lack of information and counselling Perceptions of quality Xenophobia Disability	Personal fulfilment <ul style="list-style-type: none"> • European citizenship • Intercultural competence
	Academic achievement <ul style="list-style-type: none"> • inability to cross binary boundaries • domestic quota • lack of specialist provision • consortium network • mobile service provider • reinforcing virtual mobility 	Recognition problems <ul style="list-style-type: none"> • prior learning • transferred credit • qualification • joint degrees • academic calendars • prolongation of degree 	Academic achievement <ul style="list-style-type: none"> • progression • employment • international alumni • dual qualification
	Value for money	Financial constraints <ul style="list-style-type: none"> • socioeconomic status • cost • lack of portability • adverse exchange rates • domestic commitments • work placement insurance • interfacing of EU and national funding and reporting systems 	
	Career advancement <ul style="list-style-type: none"> • employer sponsorship • job opportunities • alumni benefits 	Adverse labour market <ul style="list-style-type: none"> • protectionism • work permit 	Enhanced employability
	Language competence	Language competence	Language competence
	Family connections	Migration policies <ul style="list-style-type: none"> • visa/residence permit restrictions 	
<i>Early stage researchers</i>	Career advancement Lack of specialist opportunity at home Better salary, funding and status abroad	Contractual insecurity <ul style="list-style-type: none"> • pension rights • social security • adverse pay and taxation 	Career advancement
	Better infrastructure and support abroad	Family mobility	
	Better PhD and post-doctoral programmes abroad	Better conditions at home	
	Language competence	Language competence	Language competence
		Migration policies <ul style="list-style-type: none"> • visa regulations • work permits 	
		Posts abroad not advertised	
<i>Staff</i>	Career advancement	Lack of information Lack of incentive	Career advancement
	Collaborative research	Contractual insecurity <ul style="list-style-type: none"> • pension rights • social security • adverse pay and taxation 	Collaborative research
	Curriculum development	Family mobility	Curriculum development
	Language competence	Language competence	Language competence
	Family connections	Migration policies <ul style="list-style-type: none"> • visa regulations • work permits 	
<i>Higher education institutions</i>	Strategic vision Competition/collaboration Inward: <ul style="list-style-type: none"> • demographic decline • revenue generation • consortium membership • research collaboration • qualified labour Outward: <ul style="list-style-type: none"> • consortium commitment • curriculum development • research collaboration Funding programmes Performance indicators	Administrative burden Inadequate infrastructure: <ul style="list-style-type: none"> • strategic plan • investment • recognition expertise • counselling and support • project management • language provision Replacement labour costs Fear of losing good students and staff Collective agreements	Alumni network International profile Quality enhancement Human capital Student experience Benchmarking Development activities

accountability, and the burden of institutional profiling imposed by the rankings. Of these, the most relevant to MAUNIMO is the NUFFIC tool for mapping internationalisation (MINT). Essentially, MINT is a web-based set of 257 performance indicators to be used by institutions seeking to benchmark themselves against acknowledged good practice. Mobility scores highly if extensively underpinned by institutional strategy and infrastructure. Research and researcher mobility, however, are excluded⁶⁶.

Since the publication of its report, however, IMPI has gone on to develop its own tool-box, “designed to allow for tailor-made profiling and self-assessment, and possibly interinstitutional comparison through mutually agreed upon benchmarking exercises”⁶⁷, rather than to deliver prescriptions on a one-size-fits-all basis. Like MINT, the toolbox addresses broader issues of internationalisation than MAUNIMO. It has recently emerged from its testing phase and was launched at a symposium in May 2012. A summary publication will no doubt follow.

Also worthy of mention is the set of ERASMUS Mobility Quality Tools (EMQT), which include guidelines on good practice in such issues as collaborative agreements, logistics, language preparation, orientation, reception of incoming students and recognition⁶⁸. It complements MAUNIMO in the sense that, while EMQT focuses on the implementation of mobility strategy, MAUNIMO is concerned with its formulation.

1.6 Conclusion

This then constitutes the context of the MAUNIMO project. The HEIs involved in it are aware of the opportunities presented by transnational and international mobility. Equally, they feel the pressure put on them not only to promote it, but to deliver it in measurable quantitative balance. They know full well that, depending on their national operating environment, the strategic imperative might generate performance indicators, while at the same time the internationally agreed instruments for measuring mobility might not be fully up and running. MAUNIMO has attempted to address their anxieties in these two respects: first, by clarifying the context and locating the uncertainties; and secondly, by creating the framework in which an MMT can be collectively designed.

The MMT can help institutions take due note of the emphasis to be placed on mobility strategy in the upcoming EU higher education programme framework, notably, the Commission’s observation that “there will be stronger EU added value under the Programme, which will strengthen the outcomes and conditionality attached to mobility, and require that mobility be set within a coherent institutional development strategy”⁶⁹. It can also help build the capacity to enable institutions to keep in step with, if not to anticipate, the resolution endorsed by Bologna ministers in Bucharest:

We agree that all member countries develop and implement their own internationalisation and mobility strategies or policies with concrete aims and measurable mobility targets.

They will include mobility aims for exchanges with partners inside and outside the EHEA, concrete measures for the expansion of mobility and the removal of obstacles to mobility, building on the action taken in this field in accordance with the London Communiqué. Measures will be defined with regard to improving the recognition of studies and training periods spent abroad, foreign language proficiency of mobile students and staff as well as regarding financial support. The strategies of the EHEA countries should include measurable and realistic mobility targets, improved monitoring tools and strategies for information and promotion of mobility opportunities.⁷⁰

⁶⁶ See Beerkens *et al.*, 2010, pp. 47-52 and 93-110. The 2010 IMPI report can be found at: http://www.impi-project.eu/pdf/full_indicator_projects_on_internationalisation-IMPI%20100511.pdf

⁶⁷ http://www.impi-project.eu/index.php?option=com_content&view=article&id=28&Itemid=34

⁶⁸ <http://www.emqt.org/what-is-emqt.html>

⁶⁹ Commission Communication on ‘ERASMUS for All: the EU Programme for Education, Training, Youth and Sport’, COM/2011/0787.

⁷⁰ ‘Mobility for Better Learning’, mobility strategy 2020 for the European Higher Education Area (EHEA), April 2012, p. 1.

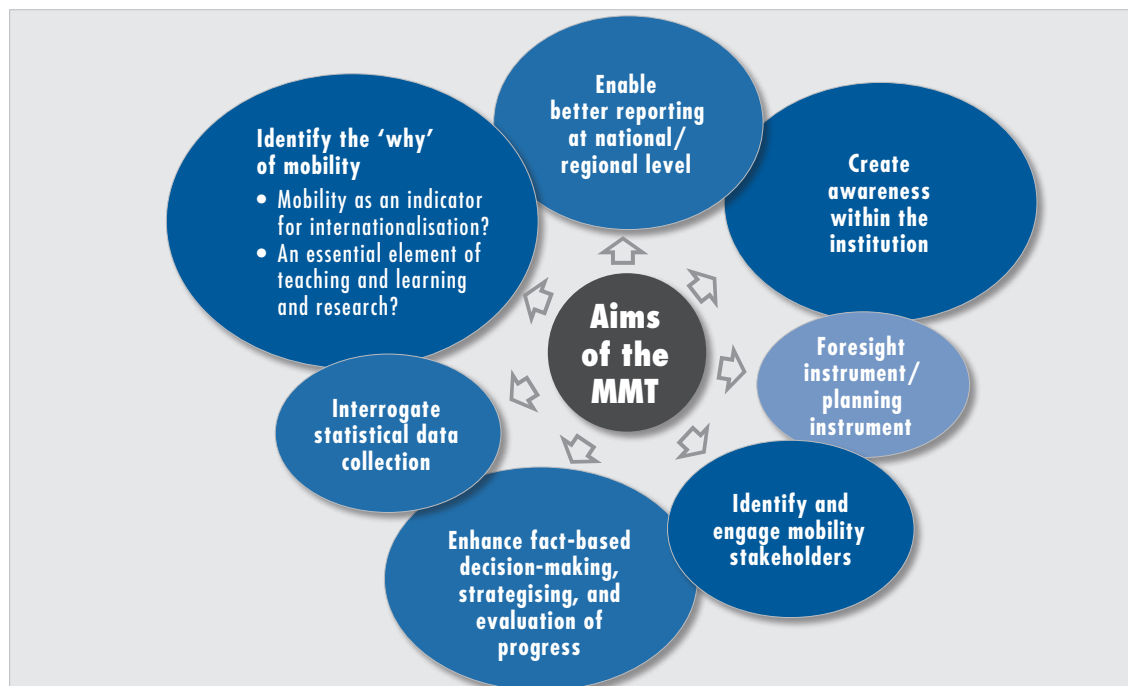
MOBILITY MAPPING TOOL – CONTENT AND APPROACH

The opportunities, uncertainties and pressures described in Chapter 1 prompt consideration of the type of ‘tool’ or service that could help close the gap between policy and institutional practice with regards to mobility. How might such a resource be designed and what would its precise purpose be? How would it be used by universities and who within them would contribute to its implementation? These questions guided initial discussions between EUA, the four project partners and the project Sounding Board (see the Introduction and Annexes 1 and 2), and led to the development and subsequent testing of the Mobility Mapping Tool (MMT). This chapter will outline how these questions were first examined, the design and content of the resultant MMT, as well as the collaboration with the universities that tested it.

2.1 Needs analysis

The background report discussed in Chapter 1 captured current practices in data collection, as well as the factors that drove mobility (its ‘drivers’) at a sample of institutions. From this and in a later meeting with the Sounding Board, a needs analysis was prepared to sharpen the purpose of the MMT and define the possible functions it could have. Figure 1 summarises these multiple aims and expectations, many of which complement each other. They ranged from relatively narrow and practical functions, such as enabling better reporting on mobility data, to more strategic ones such as internal awareness-raising.

Figure 1: The aims of an MMT identified by the project partners and the Sounding Board



While the project partners initially expressed interest in developing a mobility data tool that could serve as a means of integrating dispersed and incompatible data sources, they also realised that the MMT might be used more broadly for forward planning and strategy development. In this respect, it might point to challenging questions regarding the ‘why’ and the ‘how’ of data collection, and the relations between the faculties, departments and offices concerned with mobility.

The discussion of institutional needs provided the impetus for developing an instrument to guide a mobility self-evaluation, or an institutional mobility 'audit'. This was considered both highly appropriate with regard to the broad range of clear mobility-related needs at universities and feasible in terms of the time and resources that the pilot universities could invest in the context of the project.

The project partners agreed that, because of its institutional evaluation function, the MMT should rely on not just a single respondent but on a pool of respondents at any university. In that sense, it should be 'community-oriented'. It was also envisaged that it would be applied differently across a wide range of institutions and thus be customised where necessary to cater for different needs and resources. There was much debate on whether it would take the form of a checklist, a set of guidelines, or a questionnaire. Further discussion focused on how far universities would be externally guided and supported in the process of self-evaluation and its follow-up. With these considerations in mind, as well as the time and resource constraints of the project, it was decided to produce a comprehensive multi-phase online survey that could be disseminated to all members of the institutional community who were involved in or affected by mobility. This exercise would provide a means of surveying and comparing opinions, perceptions and motivations regarding the value and benefit of different kinds of mobility. It would also assess awareness of institutional strategies and the adequacy of structures and resources, and take stock of already established approaches to data collection.

2.2 Developing the MMT

Using this framework, EUA and the four project partners devised the questions and debated the structure of the survey between April and November 2011. The MMT was then designed with a survey software⁷¹ that allowed different paths or skip patterns for different respondent profiles (including 'student', 'doctoral candidate', 'early stage researcher', 'academic staff', 'administrative staff', 'senior administrator' and 'institutional leadership'). One challenge in developing the survey was achieving clarity and precision as regards specific types of mobility. For example, student mobility had to be broken down into 'incoming/outgoing' mobility, 'diploma (degree)/short-term (credit)' mobility, or 'Bachelor/Master/Doctoral' mobility to avoid generalisations and elicit strategically different approaches. As a result, the number of questions and length of the survey grew far greater than was first anticipated.

The MMT consisted of an introduction, two subsequent stages, and 13 subsections, all ordered thematically (Table 2).

Table 2: Structure of the MMT

Introductory Section

1. Using the Mobility Mapping Tool (MMT)
2. Technical considerations
3. Information about yourself and your institution
4. Definitions and understandings of mobility

STAGE 1: State of play – current institutional approaches, strategies and motivation

5. The benefits and importance of mobility
6. Attitudes towards mobility
7. Support for mobility
8. Institutional strategies
9. External pressures and influences

STAGE 2: Mobility: institutional impact assessment

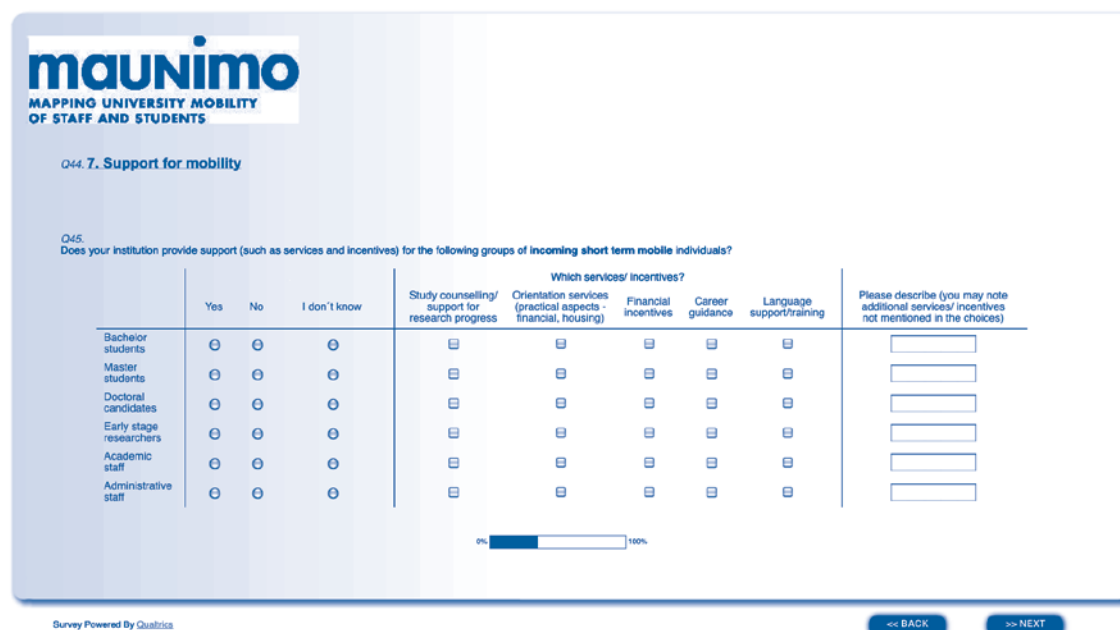
10. Programmes and mobility data
11. Measuring and assessing the quality of mobility
12. Using and interrogating data (MAUNIMO coordinators only)

Typing it together (MAUNIMO coordinators only) – *analysing results and strategy development*

The introductory section outlined the purpose of the MMT, provided technical instructions and collected information on respondents. It also provided background information to contextualise academic mobility and other related concepts. A mobility ‘typology’ for the MAUNIMO project and suggested definitions of different types of mobility helped to frame the thinking of respondents (see Annexes 4 and 5).

STAGE 1: State of play – current institutional approaches, strategies and motivation then sought to collect information that reflected the perspective of respondents regarding the proposed topics. It included questions to determine both the perceived importance of different types of mobility and the awareness of strategies and existing structures to support it.

Figure 2: A screenshot of the MMT



STAGE 2: Mobility: institutional impact assessment focused on measurement and information gathering for both quantitative and qualitative aspects of mobility. It asked respondents about current practices in their faculty, departments and administrative units and sought to collect ideas on how data gathering could be enhanced. With the exception of MAUNIMO coordinators, respondents were not expected to provide mobility data, but to consider the *process* of data gathering at their institution. MAUNIMO coordinators were asked to gather more comprehensive information on current data sources, and particularly mobility data on funding programmes. Stage 2 also included a follow-up section (‘Tying it together’) for analysing results, which could only be accessed by the institutional coordinator of MMT testing and was separate from the content of the main survey.

Given its length of anything between 70 and 90 questions depending on the profile of respondents, the MMT was designed to allow respondents to exit and return to it whenever they wished.

2.3 Pilot testing of the MMT

In June 2011, EUA issued a call to its member universities to take part in piloting the MMT. It asked for their applications to be signed and approved by the university leadership, and made it clear that participation in the project was voluntary and that institutions would have to invest their own human resources. The call also included a precise description of the aims and purpose of the MMT, which was intended to:

- assess and further develop institutional strategies concerned with all kinds of academic mobility;
- assess how information on mobility is collected, and how the process of strategic institutional decision-making can be improved;

- evaluate the ultimate beneficiaries or users of this data (including students, employers, careers counsellors, national statistical agencies and the EU institutions);
- enhance strategic approaches to mobility at different levels of the institution (including its relation to internationalisation, research, teaching and learning);
- encourage universities to be proactive in defining their individual institutional approaches to mobility.

In order to encourage institutions to reflect on the reasons for their possible participation, EUA's call further stated that the MMT was *not* intended:

- to rank, classify or benchmark universities;
- *solely* to collect and aggregate institutional mobility data;
- to provide an IT tool for administering mobility and related data collection.

A MAUNIMO website was created (www.maunimo.eu) with an internal workspace for reference by the pilot institutions and to promote the foregoing aims of the MMT.

Over 50 applications were received. Universities were asked to describe their own situation as regards mobility and to state their motivations and expectations towards the testing exercise. The application process for the pilot proved highly instructive for the project partners, as applicant universities itemised a variety of needs and challenges regarding internationalisation, strategy development and mobility. Much of what they said upheld the conclusions already drawn from the needs analysis and the background study.

After the processing of applications, 32 institutions⁷² were formally selected to take part in the project. The others were told that they could be kept informed of developments, and were invited to use the MMT at a later stage when the pilot phase was over and the MMT had in principle been enhanced.

After selection, the pilot universities were invited to appoint a MAUNIMO coordinator, who would be responsible for coordinating all aspects of the project, such as designing an action plan for the implementation of the MMT. This would involve determining 1) the number and profile of respondents asked to complete the survey, 2) ways of promoting and encouraging participation, 3) how the results would be communicated, and 4) how leadership would be involved. The coordinator was also to be the all-important contact person for the MAUNIMO project team, and was invited to take part in an induction seminar prior to testing and an evaluation seminar after testing.

At the induction seminar from 26 to 27 October 2011, a draft version of the MMT, a set of guidelines and suggestions for their implementation were presented and discussed. The conclusions of this meeting, which MAUNIMO coordinators were asked to consider further, comprised the following issues:

- The commitment of their institution and its ability to define what it wanted to achieve from the process was a critical success factor.
- In this respect, it was vital for leadership at the institution to be aware and supportive. Institutional leaders were advised not simply to promote testing of the MMT as an action initiated by their international office, but as a cross-institutional initiative designed to support change and development.
- It was crucial to develop an action plan for testing which would clearly specify the aims of the university concerned, as well as the time and resources available. It was also basically for each university to decide how to use the results.
- Respondents were thus to be carefully selected and familiarised with the aims, structure and technical considerations prior to opening the survey link.

⁷² After selection, two institutions opted to withdraw from the pilot due to resource constraints. Two institutions from Russia and Montenegro, which are not eligible under the EU Lifelong Learning Programme, took part at their own expense.

- The MMT involved a long survey requiring careful thought and attention. Respondents were encouraged to consider logging in and out of the questionnaire a few times, rather than completing it in one sitting.
- There would potentially be language difficulties, as the MMT was only in English. However, several possible solutions were proposed to minimise them, such as group meetings and interviews with respondents to introduce and clarify the survey questions.
- Except in the case of the present publication, which highlights some basic trends from the pilot universities, the results of the MMT testing would not be shared, compared or ranked in any way.

Prior to its release for use, the MMT was refined further to incorporate the suggestions made at the induction seminar.

After the induction seminar, universities developed and submitted their action plans for testing MMT. Many institutions took this opportunity to hold planning meetings with their leadership and committees concerned specifically with internationalisation. It should be noted that the majority of MAUNIMO coordinators came from the international offices of universities, and had to prime different departments, services and other offices. In some cases, this meant contacting departmental heads, the quality assurance office, the students union, the personnel or human resources department, vice-rectors with different responsibilities, administrative staff from the international programmes office, language centres and so on. Some institutions provided quite detailed mapping of the bodies, entities and individuals to be involved.

The four-month pilot phase was officially launched in January 2012, continuing until the end of April. Throughout the testing process, the EUA Secretariat provided technical support and posted an online forum (known as the MAUNIMO Mobility Community) for coordinators to share practice.

Once an institution had completed its testing, the coordinator could request a summary report, which presented the responses in the form of statistics and graphs and summarised the open fields and comments. With this information, coordinators could complete the final 'Tying it together' section, to ponder the outcomes and consider how to use them for strategic development. In addition, coordinators were invited to share their results and discuss possible implications with peers and the project partners at the evaluation seminar (3-4 May 2012 at the University of Trento, Italy). The meeting also served as a forum for constructive criticism of the design and content of the MMT, practical suggestions for its improvement, and the sharing of experience and approaches in testing it.

2.4 The MMT in action – distinct approaches

The way in which the MMT was implemented in the pilot institutions varied considerably, reflecting differences in strategic aims, internal processes and resources.

One of the challenges during testing was to ensure that respondents knew why the survey was being conducted and understood the concepts underlying the questions. To inform and encourage them, many pilot institutions organised introductory meetings to present the MMT and provided support throughout testing in emails or phone calls. Some coordinators even assisted respondents in understanding and answering questions, particularly when there were language difficulties. Though these approaches were time-consuming, they were decisive in the success of the endeavour.

Approaches to selecting respondents differed widely. Some universities handpicked them or appointed people who could distribute the survey in their faculties, departments or other units. Others decided to email it to all staff and students to get a highly diversified level of response. Yet others arranged for their coordinators or support staff to interview individuals and organise focus groups on the basis of MMT questions, and then feed their replies into the online survey. The number of respondents in each institution ranged from one to 153, but usually between 10 and 40. It became clear that quality of the exercise was not a function of the total number of responses received but was linked instead to the selection of the institutional sample and the rigour of the surveys completed.

The different approaches utilised yielded a wide variety of results. Some universities were extremely positive about the outcomes, while others were less satisfied. Many applauded the quality and complexity of the questions, while others were concerned about the length of the survey or feared that their approach to testing was misdirected. Both in a short evaluation survey to the coordinators and subsequently in the evaluation seminar that took place after testing, very practical proposals were made for improving the effectiveness of the MMT at each institution and generating better outcomes. They included the following, which are illustrated by comments from individual coordinators:

- **Organising an induction meeting** for staff invited to take part in the survey, to explain its purpose and generate a discussion on why the exercise is being done.

“I should have called for a meeting of the International Affairs Committee of the Senate and asked for their support. However, they meet twice a year, with the next meeting scheduled for next May. I could have arranged more meetings for small groups and talked with individuals at a personal level.”

“We selected the representatives of key categories and arranged meetings to instruct them on the involvement of the university in the MAUNIMO project and on the use of the MMT ... During the meetings we presented the MMT and asked for the participants’ collaboration in filling in the survey themselves and in extending this invitation to all the relevant people in their structures (Faculties, Departments, Associations). The ‘multiplier effect’ worked perfectly: the participants in the meeting did their best to have as many people as possible to fill in the survey, as if to demonstrate that they were fulfilling the given task perfectly or even better than other departments.”

- **Insisting on leadership buy-in:** During the induction seminar, one of the key messages was that the MMT should not just be communicated as an activity of the international office, but as a strategic review, supported by the rector and the leadership. Many of the MAUNIMO coordinators found that, indeed, a commitment of the institutional leadership to the process was crucial for the efficient implementation of the MMT. Without strong support and proper communication from the institutional leaders, the exercise was perceived as bureaucratic and tedious by staff and students:

“The institutional support was strongly felt in all steps: the institutional leaders took part in the meetings to discuss the MMT and expressed their strong interest in the participation in this project, to be seen as a strong impulse to face the issue of mobility and internationalisation and to further develop it.”

“We could have been supported by other departments such as the department of planning and programming, because we think that mobility is not only the principal goal of the international relations vice-rectorate but a common policy of the entire university.”

These messages, intended to make the MMT work better, were duly noted by the project team. It was agreed to stress them in a future user manual that would be developed to help guide the application of the MMT and to share good practice identified during the pilot, especially as regards the organisation and resourcing of its implementation.

2.5 Adapting and improving the MMT

As indicated, the pilot was clearly meant to test and improve the MMT. The MAUNIMO project was structured so as to encourage reflection, discussion and the sharing of experience on the testing process, with the aim of adapting and improving the MMT for future use. Another purpose of the evaluation seminar in particular was to share feedback regarding the design, content and practicality of the MMT. The following matters were the subject of broad agreement:

- **Length:** The MMT was designed as a ‘dynamic’ survey, raising complex analytical questions on all types of mobility. Users were not meant to complete the entire survey in one sitting, and breaks were suggested after each stage. However, most respondents interpreted it as ‘yet another’ survey, and attempted to complete it in a single session. This generated considerable survey fatigue, and the quality of the answers towards the end often suffered as a result. The pilot universities suggested to shorten the MMT and to further differentiate the ‘tracks’ of different users, presenting it more effectively to prospective respondents.
- **Greater scope for customisation:** One suggestion was to ‘modularise’ the MMT so that universities themselves could decide which modules best matched their needs. Examples might be a module on strategy building primarily for decision-makers, a module on data collection for faculties and administrative units, and a student perception module. While this approach might enable universities to customise their own tool, it was agreed that the overall purpose of the MMT should not be sacrificed as a result, and that its basic value lay in providing a comprehensive vision of mobility for institutions as a whole in order to inform and improve strategic development.
- **Better ‘track differentiation’:** The MMT was designed to generate comparable answers from a broad range of actors in a given institution. However, pilot universities said that certain questions on strategy development and data collection were too sophisticated and perhaps inappropriate for certain user groups, particularly students. For example, some people did not respond to the questions concerned with perceptions of mobility flows and data collection, because they felt they could not answer them accurately, or did not view data collection as part of their professional remit (commenting to this effect in the open-text boxes included in the survey). It was thus suggested that the various survey ‘tracks’ should be differentiated more effectively, and that certain user groups should not have to answer questions that they would find too abstruse or abstract.
- **Flexible timing** was crucial in implementing the MMT. Because the pilot project could only be funded over a fixed period, pilot universities were obliged to test the MMT within four to five months, at a given point in time. If the MMT was to become a ‘service on demand’, institutions would have to be able to choose when to implement it and for how long. This would have the advantage of enabling them to coordinate its implementation with the academic calendar, and perhaps incorporate it into reviews of quality and strategy.
- **Development of a user manual:** As indicated at the end of Section 2.4, many pilot institutions suggested that an extensive user manual on the MMT would help universities to prepare better for implementing it, and to share practice on the interpretation and use of its results. This was especially important given that future users would not necessarily have the benefit of an induction seminar, as in the pilot. A manual might also include suggestions for the development of a ‘mobility profile’, showcasing current good practice and outlining aims with respect to all kinds of mobility.
- **Language limitations:** The MMT was developed in English. It was recognised early on that it would be hard for some universities to elicit responses to the survey because of language difficulties, and that some of its findings might thus be biased. The induction seminar considered approaches that might minimise this problem. One institution translated the survey, and provided a version in Word for professors to use as they went through the online version. Other universities offered to conduct interviews in their local language, which would be based on the MMT questions. Yet others proposed computer laboratories staffed with English speakers able to support respondents as they completed the survey. While these approaches did prove effective, it was also clear that any such evaluation conducted solely in English would be limited, and that future users should be alerted to this. Here again, a user manual could address the problem, listing possible solutions on the basis of previous experience.

- **Better explanation of the purpose:** While the MAUNIMO project was concerned above all with developing and enhancing institutional strategies, some participants had expected more guidance on the development of an internal data collection system. Furthermore, some universities only became aware of the strategy development potential of the MMT *after* the testing phase, during the discussion of results and experience at the evaluation seminar. This appeared to be less attributable to any communication problem than to the fact that strategy development and the processes governing it may differ widely from one university and country to the next. How best to prevent any such misunderstanding in the future thus remained debatable, despite firm agreement on the desirability of a clear promotion strategy, a user manual, and the requirement that institutions develop action plans well in advance.

Feedback from the pilot universities has been thoroughly documented. A work plan has been drawn up to finalise a revised version of their reports by the autumn of 2012 when the MAUNIMO project ends.

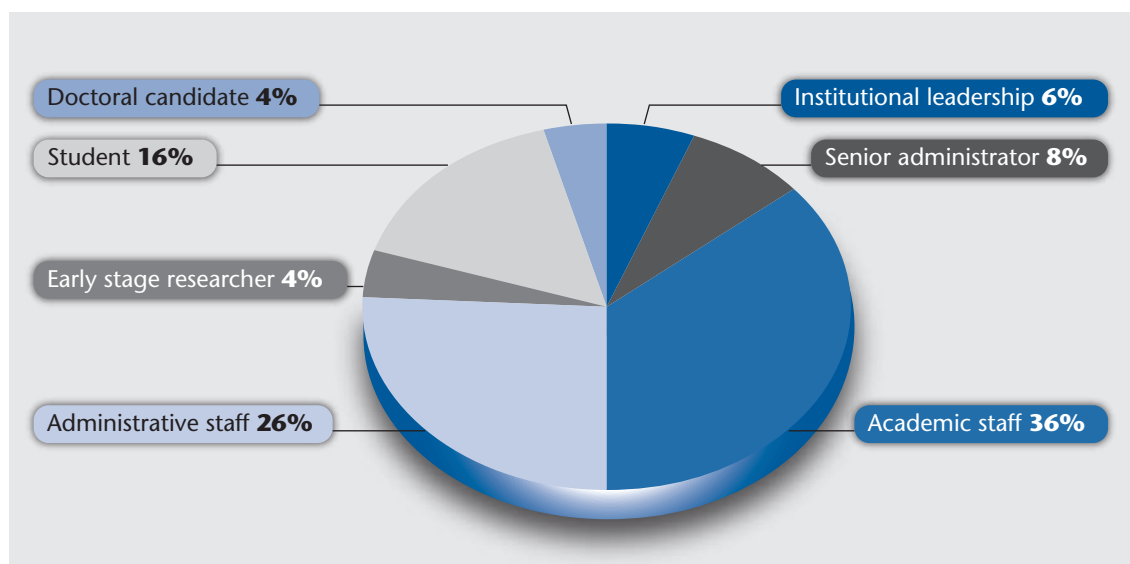
LESSONS FROM THE MMT – MOBILITY TRENDS AND MESSAGES

This chapter now considers the results of testing the MMT, with special emphasis on what was learnt and achieved by the 34 institutions involved, and on any broad trends apparent from their participation. Though the results need to be considered for each individual university in its own context, the project carefully examined the aggregated data to identify common trends and tendencies. As each university approached implementation of the MMT differently, it should be added that the overall sample of individual respondents provides only a notional picture of certain perceptions and practices regarding university mobility in Europe⁷³. Only questions that could be reasonably compared are cited below. The sample nonetheless offers valuable insights into the perceptions, attitudes, knowledge and awareness of mobility at the institutions involved. Though relatively few universities had high response rates, it was ensured that the findings presented from the aggregated sample would not be weighted in favour of a few countries and types of institution. The sections that follow provide a set of Figures (diagrams) along with a wide variety of comments and anecdotal material, all of which seem especially instructive.

3.1 Types of respondents

A total of 763 individual respondents took part in testing the MMT at 34 institutions (the four project partners and the 30 pilot institutions) in 21 different countries: Austria, Bulgaria, Croatia, Estonia, Finland, France, Germany, Hungary, Italy, Lithuania, Montenegro, Norway, Poland, Romania, Russia, Slovakia, Slovenia, Spain, Sweden, Turkey and the United Kingdom (England, Wales and Scotland) (see Annexes 1 and 3). The number of responses received from the pilot institutions ranged from one to 153, which was a reflection of their different approaches. In the majority of cases, the respondents in the institutional sample consisted of academic and administrative staff, often supplemented by senior administrators or institutional leaders (Figure 3). Many universities also tried to survey their students, either via a student union representative or through blanket distribution of the questionnaire to all students. Some institutions that lacked the necessary time or resources deliberately excluded students. Most institutions only obtained one or two student responses (in some cases intentionally). Three institutions obtained significantly more. Doctoral students and early stage researchers seemed to be less targeted, with only three universities supplying responses from more than two people in either category.

Figure 3: Types of respondent in the aggregated pilot sample



⁷³ The results presented in this chapter are not intended to represent a scientific sample, nor was the purpose of the MMT to conduct such a comparative exercise.

MAUNIMO coordinators were also asked to complete the survey, and to answer some further questions on data and motivations for their participation in the pilot. In this respect, their main motivation was a desire to improve student mobility, both quantitatively and in terms of the quality of the experience offered, and to raise awareness of the importance of mobility and internationalisation. However, it is unclear whether these responses reflected the personal opinions of coordinators, or the opinions of their institution as a whole.

3.2 Understandings of mobility

*Sample question: What does mobility mean to you?
What are the principal ideas, concepts and goals?*

As noted in Chapter 2, the introductory section of the MMT contained some basic questions intended to explore how respondents viewed and understood mobility. Surprisingly perhaps, many of them gave highly elaborate responses in the open comment boxes. Respondents were fairly consistent in their understanding of mobility as *physical* movement contributing to personal fulfilment and skills development. It was also viewed as a way of enabling students and staff to exchange knowledge and ideas that could contribute to better quality education and research, greater employability and more attractive institutions. Here are some representative comments:

“Mobility means: 1) sharing different perspectives about issues concerning higher education; 2) implementation of joint learning paths for the dynamic improvement of the paths themselves; 3) sharing of didactic and scientific contents among institutions with the aim of quality improvement; 4) the internationalisation of academic staff to achieve quality and excellence of the training paths.”
– response from institutional leadership

“For us, mobility is mainly an opportunity to be given to students/professors/staff to be exposed to different systems and environments in order to enrich their perspective. It may also be aimed at giving graduates a better chance to be able to work in different countries. For professors and researchers it is aimed at providing opportunities to start or to carry out collaborative research. In the case of degree-mobile students, the main scope is instrumental at increasing the overall ranking of the university.” – response from institutional leadership

“Mobility is an essential part of internationalisation of the faculty. Numerical goals have been set and mainly achieved. Now we focus much on the qualitative issues.” – response from senior leadership

“Studying, living or working abroad breaks down barriers between people and enables interaction with different cultures. It allows us to find the common ground that binds us all together and the distinctions that make each of our cultures and us unique. It is a great opportunity to explore new countries and cultures, make new friends and learn another language. Mobility also broadens our horizons in many other ways; it triggers independent thought, improves our ability to deal with difference and makes us question the established ways of seeing and doing things. Mobility is a great experience that enhances your personal development, your job opportunities, your confidence and your enjoyment of life.” – response from academic staff

“[Mobility] represents added value in the education of students who experience it, since acquired skills relate to entrepreneurship, and open the possibility to improve and refine the language. It allows the development of communication skills and competencies to function in today’s globalised world ...[it] produces better prepared students able to adapt to a global labour market and, in short, reach levels more competitive in training and research.” – response from administrative staff

3.3 Attitudes to mobility: benefits and obstacles

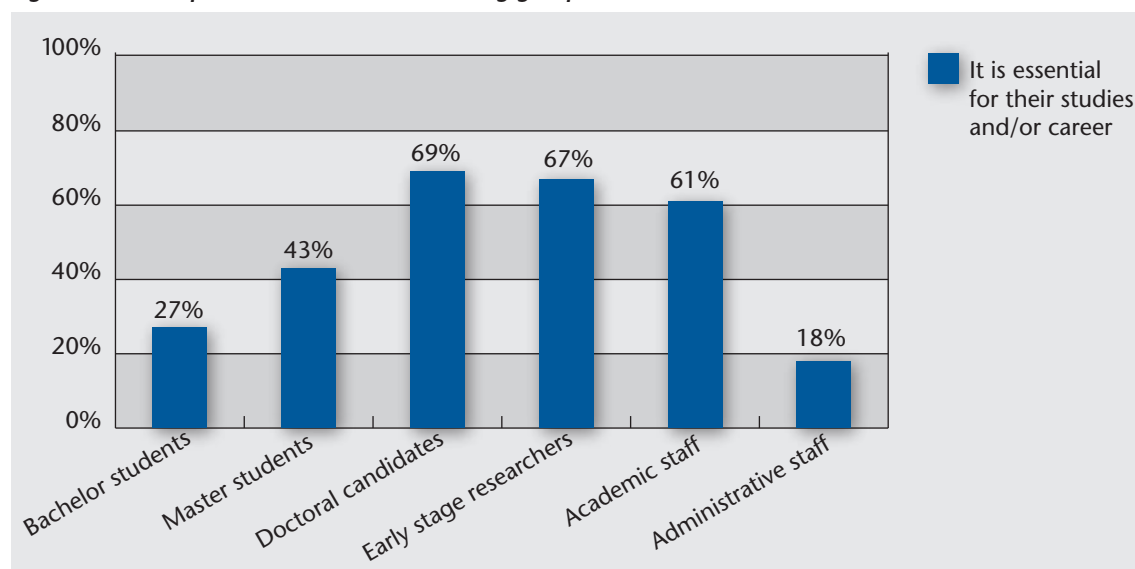
*Sample question: Is there sufficient awareness of the importance of **student mobility** (all cycles)? And what is the general attitude towards it?*

Sample question: How important are the following purposes of mobility in your opinion? (multiple choice)

Many initial responses to the introductory section were generally positive as regards mobility. However, the views expressed became more intricate in Stage 1 of the MMT, in which multiple choice questions about different types of mobility were put to respondents. In general, when asked about the benefits of mobility, the respondents' reactions ranged from enthusiastic and positive (particularly regarding doctoral candidate and young researcher mobility) to ambivalent and firmly sceptical (in the case of Bachelor students and administrative staff). A possible explanation for this may be that most respondents associate mobility with cooperation and partnerships in international research, as well as learning and skills development, with a clear emphasis on academic as opposed to personal development. Thus, even though many respondents acknowledged that the international mobility of Bachelor students or administrative staff tended to enhance their independence and intercultural awareness, it was also often viewed as optional or even superfluous (Figure 4). This may be linked to the fact that these two groups are thought to benefit less tangibly from time spent abroad.

Only about one-third of respondents thought that mobility would enhance the employability of Bachelor students or the career prospects of administrative staff, while in the case of doctoral candidates the corresponding figures were 58% (employability) and 73% (career prospects). The mobility of doctoral candidates and early stage researchers was seen as vital in offering key benefits in terms of academic achievement and career development (by improving knowledge flows, stimulating new ideas, creating networks, developing cooperation for joint research and fostering innovation). Viewed more broadly, the results do not really reflect the important link between undergraduate mobility and graduate student or researcher mobility. According to the MORE report⁷⁴ on researcher mobility, enhanced mobility at doctoral level is often stimulated by mobility experiences in the first and second Bologna cycles: in short, those who are mobile as students are more likely to be mobile researchers.

Figure 4: How important is it that the following groups become mobile?

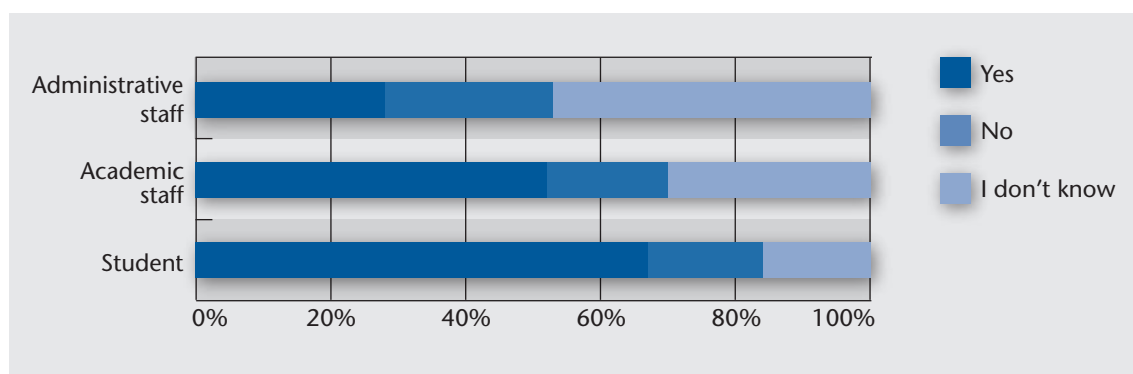


Besides perceptions of the benefits of mobility, the MMT also tried to gauge awareness of the importance of different types of mobility, as well as attitudes towards them. The proportion of respondents who believed

⁷⁴ MORE report: Study on mobility patterns and career paths of EU researchers. TECHNICAL REPORT 2 – Part I: Mobility Survey of the Higher Education Sector, p. 12. http://ec.europa.eu/euraxess/pdf/research_policies/MORE_HEI_report_final_version.pdf

that people at their institution were sufficiently aware of the importance of student mobility was 67%, while the corresponding proportions in the case of academic and administrative staff mobility were much lower, at 52% and 28% respectively (Figure 5). Respondents who thought that the level of awareness was sufficient were also most likely to regard attitudes towards mobility among staff as positive and consider that support services (including information and administration) were well organised. However, almost half of them did not know whether awareness of the importance of administrative staff mobility was sufficient in comparison to the corresponding awareness levels for student and academic staff mobility. Many respondents observed that the general attitude towards administrative staff mobility in their institution was ambivalent or even negative. In general, poor grasp of the benefits of administrative staff mobility, lack of promotion of opportunities, and lack of resources were seen as reasons for the rather low awareness.

Figure 5: Is there sufficient awareness of the importance of administrative staff, academic staff and student mobility in the institution?



Comments on the foregoing issues included the following:

"There is no real policy. Staff mobility is based on personal initiatives and not evaluated."

"Many think it irrelevant and that administrative staff does not have the need for further education."

"Everything that breaks the current work organisation is seen more as a problem than as an opportunity for growth."

Although staff mobility received more scepticism, some respondents also expressed reservations about different types of student mobility. There is definitely a need to reduce the gap between what is known about mobility and the attitudes and reactions it sometimes generates. While both student and staff mobility were priorities of the Bologna Process at the outset in 1999, many obstacles still remain. Because countries fail to trust fully the quality of educational provision in each other's institutions, students still face unnecessary problems of academic recognition (Figure 6). As one respondent wrote in reference to mobility periods, *"you never know what can happen"*. According to the latest Bologna Implementation Report⁷⁵ "there is a tendency for countries to see their own systems and students more positively than those elsewhere. Thus these perceptions of mobility obstacles might not reflect reality objectively ... but rather provide a picture of how attitudes to 'nationals' and 'foreigners' are also critical in addressing mobility obstacles." Yet while recognition concerns are often stated and discussed, attitudes towards student and staff mobility – as well as the reasons why they persist – have so far received less attention.

Besides the problems posed by resources and recognition, individual respondents in the sample were also very worried about losing good doctoral candidates to other institutions (Figure 7). In line with this concern, many respondents supported degree mobility in the form of double or joint degrees, and did more to encourage the development of services and incentives for incoming degree students (69-73%) than for outgoing degree students (47%).

Most participating institutions were keen to discover new ways of promoting and increasing staff mobility. As shown in Figures 8 and 9, the replacement of staff, family constraints and lack of motivation and support remain challenges compounding apparently indifferent attitudes towards administrative mobility in general.

Figure 6: The five main obstacles to student mobility

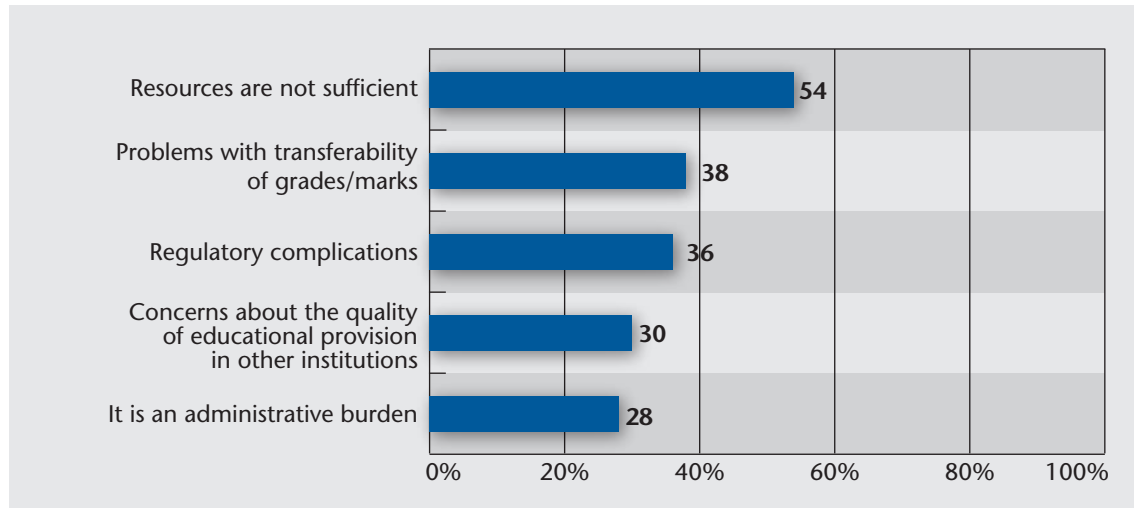


Figure 7: The five main obstacles to doctoral candidate mobility

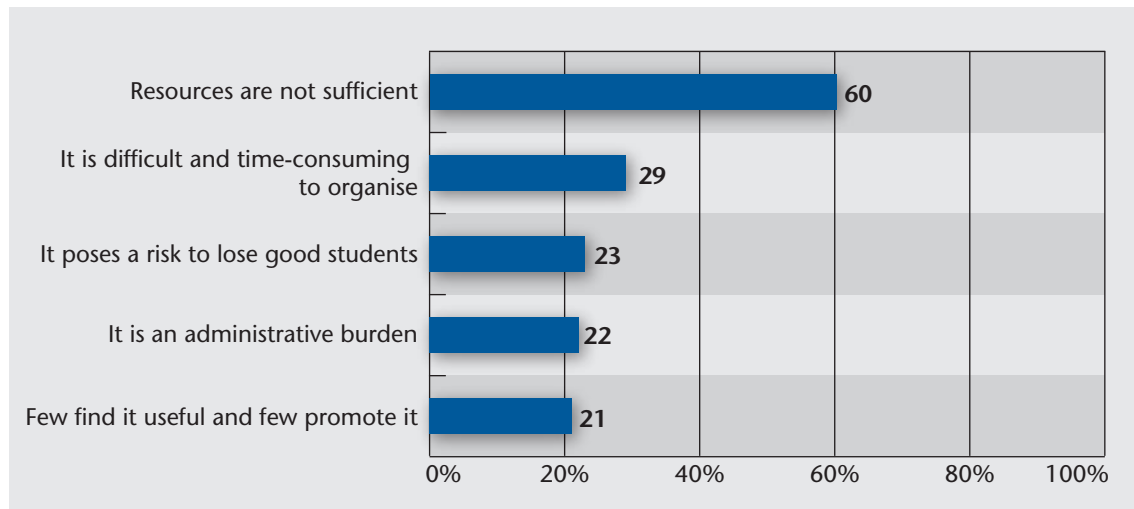


Figure 8: The five main obstacles to academic staff mobility

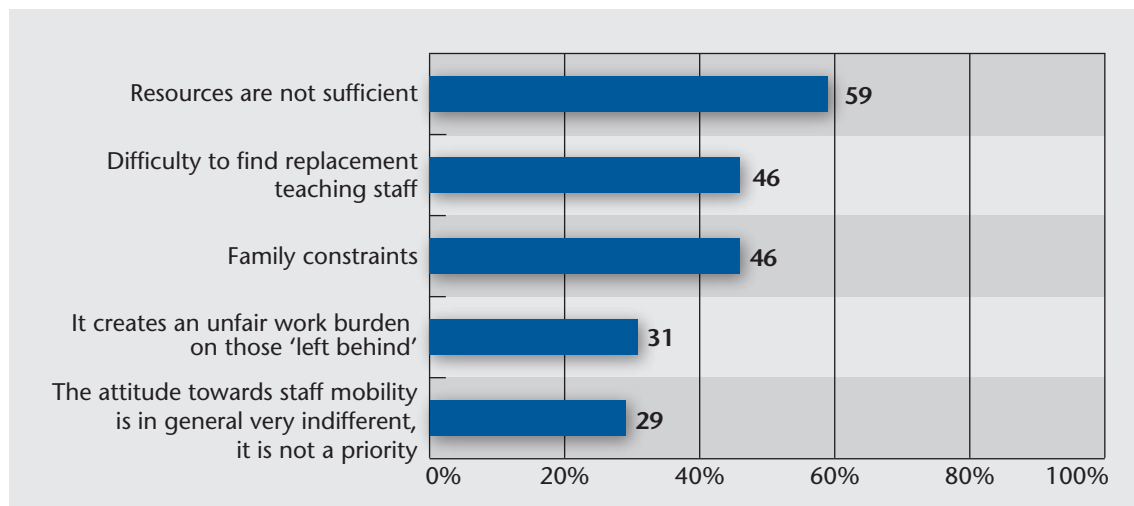
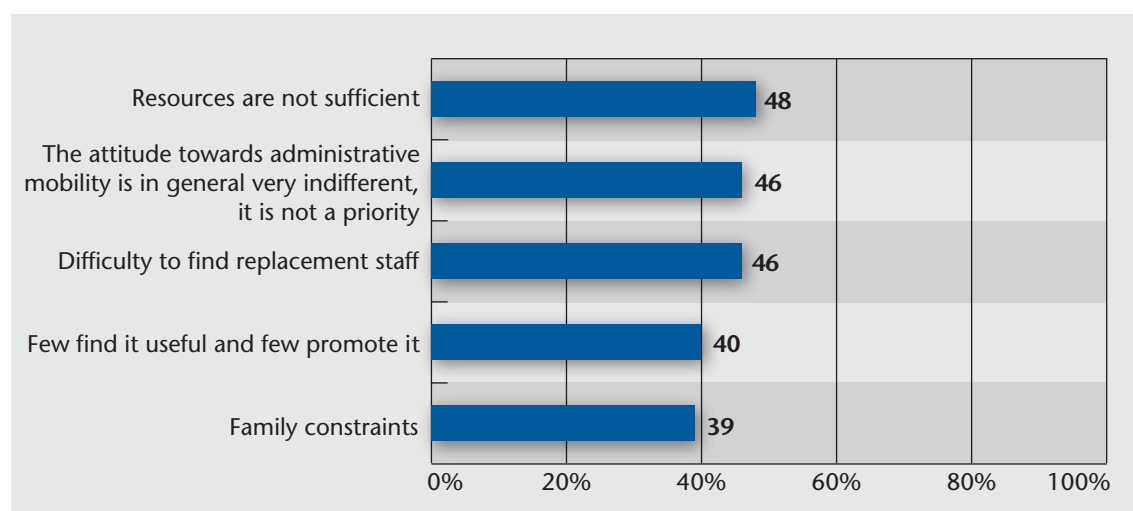


Figure 9: The five main obstacles to administrative staff mobility

3.4 Resources and services to support mobility

Sample question: Do you provide particular services or incentives for outgoing degree students?

The organisation of mobility requires financial and human resources, the lack of which has critically undermined student, doctoral candidate or staff mobility in most pilot institutions (Figures 6-9 above). This situation could be improved in future by linking strategic planning to other decision-making processes, including operational planning, evaluation and resource allocation. Respondents were asked whether mobility support services were sufficient, and whether or not they should be improved. Their responses suggest that the provision of support services varies widely, with fewest services available for administrative staff. Almost half of the respondents did not even know whether any services of this kind existed. The general indication was that mobility support services seem to be familiar and well established at Bachelor and Master level, but need to be further developed for researcher mobility.

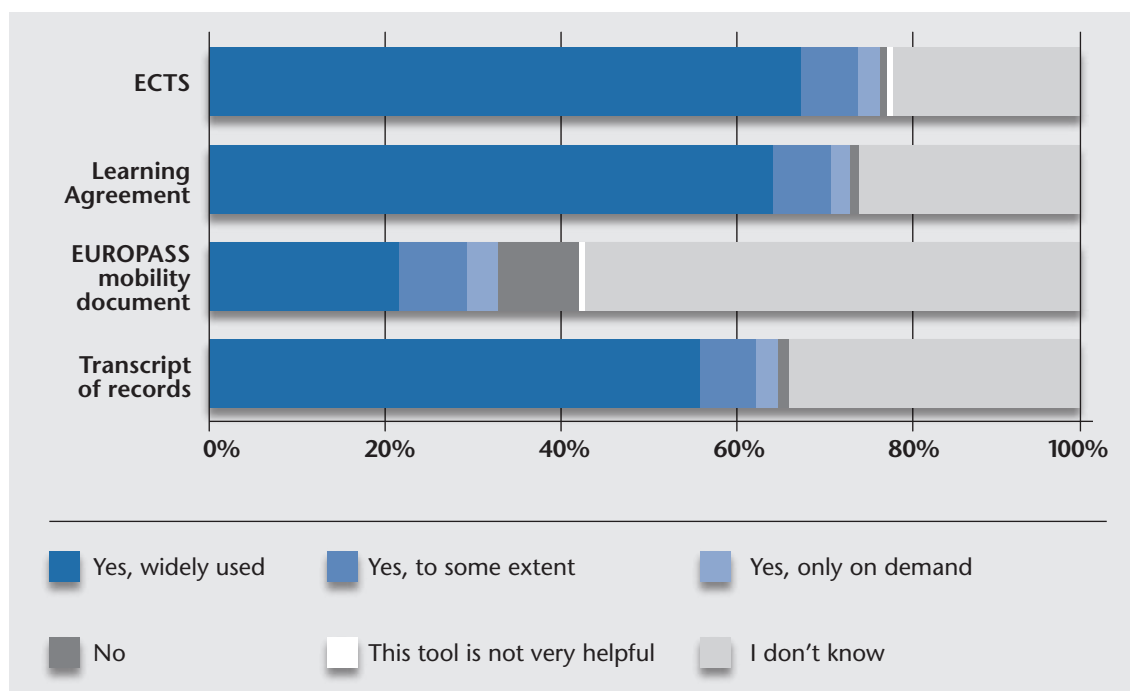
The organisation of mobility may also be reflected in how courses are structured. Another apparent trend was a general lack of knowledge about existing joint degree cooperation or mobility windows. While joint degree cooperation was the most common approach in course delivery to creating incentives for mobility, most respondents did not know whether their institution had such approaches in place (and 70% of them were unaware of mobility windows). This may partly be because terminology or concepts are misunderstood. However, many of the comments point to a growing interest in structured mobility in programmes and the need to put this on institutional agendas.

Despite many years of promoting the implementation of ECTS, learning agreements and the Diploma Supplement at higher education institutions in Europe, mobility and transparency tools are still not universally familiar. The *EUA Trends 2010* report⁷⁶ and the 2012 Bologna Implementation Report⁷⁷ both suggest that, though progress has been made, the wide take-up and use of these tools throughout the EHEA still presents challenges. The same conclusion emerges from the MMT testing. MAUNIMO coordinators who thought that resources such as the ECTS or Diploma Supplement were widely known and fully accepted were surprised by the results, which often demonstrated that some members of the academic community were not aware of them and perhaps not consistently applying them.

⁷⁶ Sursock, A. & Smidt, H., *Trends 2010*, (EUA).

⁷⁷ *The European Higher Education Area in 2012: Bologna Process Implementation Report, 2012*, (Eurostat, Eurostudent and Eurydice).

Figure 10: Does your institution support and validate outgoing student mobility by means of the following tools



3.5 Institutional strategies

Sample question: Have there been any major discussions on mobility in your strategic decision-making bodies in the last two years?

For the pilot universities, the MMT represented both an opportunity to review current mobility practices or approaches to internationalisation, and the strategic frameworks within which resources and actions were committed. Many of these universities stated in their applications that they had strategies for internationalisation or mobility (or both) in place, but felt they needed to be better implemented and promoted within the institution. All concurred that, while there are potentially many benefits to strategic planning, aligning the understanding of priorities and aims among the different leaders and levels of their institution could be problematic:

“Being a simple officer, my vision of the institutional international strategy is not so wide, therefore I am aware/afraid some of the information I have provided is not perfectly correct. The international strategy is not that shared with all levels ...”

The MMT asked whether and how existing strategies would relate to mobility. The majority of respondents agreed that mobility should feature in different strategies (such as teaching, research and internationalisation), but also seemed to feel that the strategic level discussions did not really concern them. Strategies were regarded as distant and the questions on strategies were seen as too difficult to answer. Consequently, the number and quality of responses dropped significantly in this section. It was quite common for respondents from the same university to express contradictory views on whether or not the institution had a mobility strategy and in which other strategies mobility might be included. On average most respondents reported the existence of established institutional strategies linked directly or indirectly to mobility, but they were unaware of how mobility was discussed at faculty or central leadership level.

In general, it was reported that discussions on mobility at the institutional leadership and faculty level focused mainly on Bachelor and Master level short-term mobility. At central leadership level, the emphasis was mainly on increasing mobility numbers among short-term and incoming degree students and on joint degree cooperation. At faculty level, discussions were more practical, targeting partnerships, scholarships

and support services, but also seeking ways of controlling mobility by, for example, limiting the time spent abroad and the number of incoming students. Only a few respondents linked their strategic discussions on mobility to developments at European level and to policies such as Europe 2020.

Research strategies tended to have clear and consistent priorities for mobility, such as the prioritisation of certain disciplines for doctoral candidates and early stage researchers. While respondents clearly viewed doctoral mobility in general as a high strategic priority, it was mobility at Bachelor and Master level that generated the most extensive strategic discussion. This contrast in emphasis may be explained by the fact that doctoral candidate mobility is often managed by a separate structure within the institution and that the potential links between the mobility of Bachelor, Master students and doctoral candidates are insufficiently exploited in strategic planning.

Implementation of institutional strategies requires constant follow-up, and monitoring is often based on selected indicators and benchmarks. However, half of the individual respondents in the survey who said their university had an established strategy in place were unaware of how it might be measured and assessed. The indicators at participating universities were mainly statistical and covered, for example, the volume of incoming and outgoing student flows, numbers of partnerships and programmes, amounts of financial support, and quantitative data on joint doctoral supervision, cooperation projects and publications, even though quality-related measurements were occasionally referred to.

3.6 External stakeholders

Sample question: How do the following stakeholders impact mobility at your institution?

The MMT also provided questions on the reasons for developing strategies, in an attempt to identify the forces and factors to which they were meant to respond (Figure 11).

Figure 11: A screenshot of a question on external pressures

maunimo
 MAPPING UNIVERSITY MOBILITY
 OF STAFF AND STUDENTS

Q77.
9. External pressures and influences
 There are a variety of external 'stakeholders' that are of importance for mobility.
 This section is aimed at finding out who these stakeholders are and what relationship your institution has with them.

Q78. How do the following impact mobility at your institution?

	Via regulation	Via policy	Via funding / other incentives	Through partnership	Other
European Union	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National/ Regional government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Municipality/ Local government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statistical agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National Rectors Conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality Assurance Agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Associations/ Bodies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Donors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

0% 100%

As regards external forces and pressures affecting mobility at their university, respondents cited a variety of factors, and included both external factors such as rankings and national and European policies, and internal pressures including the need for self-evaluation and greater coordination and efficiency.

“Mobility is seen as an institutional internationalisation priority therefore is in the focus of strategic attention. Mobility opportunities are seen as a determinant of attractiveness to future students (thus, evaluation of achievements is important), and better mobility results correlate with better positions in the national rankings and positively affect the image of the institution.”

“It (mobility) is included in the institutional strategy based on the total internal necessity to harmonise the pace and level of achievements, to get a tool for internal accountability and competition, improve management of mobility and assure access to mobility schemes regardless of the study programme.”

“If the university wants to be among the top 50 universities, internationalisation is vital.”

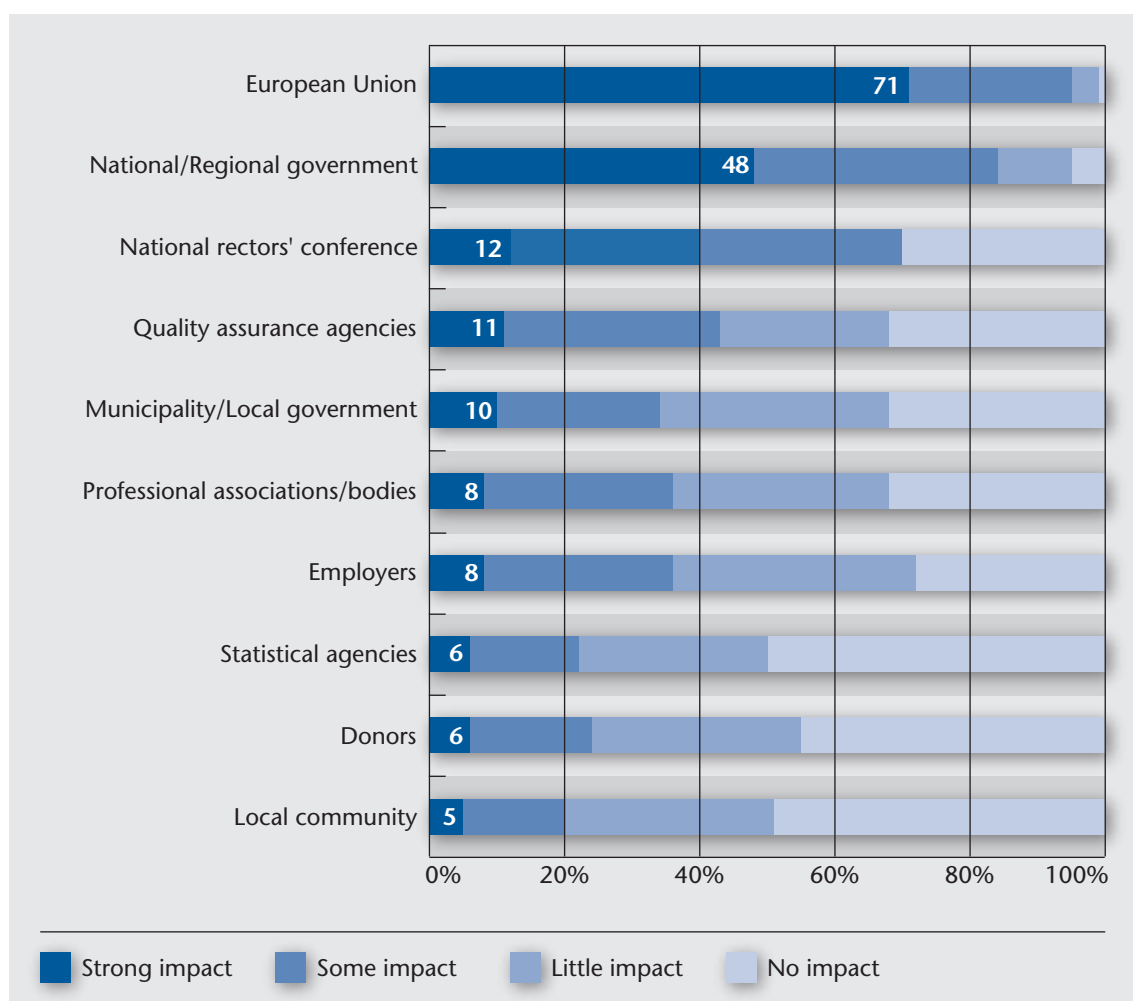
“International activities (mobility included) are included in criteria of staff performance assessment, therefore benchmarks and transparent assessment systems are needed.”

Further questions were asked about the external actors or ‘stakeholders’ who influenced mobility of all types at the university. In this respect, the European Commission was regarded as by far the most influential (Table 3 and Figure 12). EU policies, regulations and funding for higher education and mobility were deemed crucial, even though national and regional policies, regulations and funding were viewed as important too.

Table 3: How do the following stakeholders impact mobility at your institution?

Question	Via Regulation	Via policy	Via funding/ other incentives	Through partnership	Other	Total responses
European Union	346	297	465	253	23	1 384
National/Regional government	305	310	378	136	28	1 157
Municipality/Local government	75	89	136	146	50	496
Statistical agencies	50	47	25	66	87	275
National rectors’ conference	79	159	48	112	65	463
Quality assurance agencies	147	123	30	53	73	426
Professional associations/bodies	61	75	80	166	64	446
Employers	53	50	107	204	77	491
Local community	26	36	47	131	87	327
Donors	23	22	120	73	66	304

Figure 12: How do the following stakeholders impact mobility at your institution?



By way of a follow-up question, respondents were asked how their relationship with various stakeholders who influenced mobility could be improved. With reference to the EU, respondents suggested that they needed more administrative support in applying for EU grants and funding. They would also welcome less rigid rules and regulations, and higher grants for scholarships and projects favouring mobility. In addition, some respondents felt that higher education institutions should participate more actively in the debates and decision-making at European level.

As regards the national and regional governments, respondents hoped for more funding and incentives and better information on different opportunities. There were also comments on the need for explicit national strategies to complement EU policies.

Finally and as far as other mobility stakeholders were concerned, local government and communities, professional associations and employers were considered to be involved in mobility mainly via partnerships, while quality assurance agencies were viewed as regulatory policy-related bodies. National rectors' conferences were thought to influence mobility through policies and partnerships with institutions. Many respondents urged the need for more effective coordination and cooperation between universities and other stakeholders, which could be undertaken by national associations. Statistical agencies and donors were felt to have relatively little influence on institutional mobility, though respondents not concerned with mobility data were perhaps unaware of the demands of agencies and their impact.

Further comments from individual respondents on how cooperation with different stakeholders could be enhanced to improve mobility are listed below.

Cooperation with municipalities or local government

"Work on partnership and local initiatives."

"Educating and encouraging city governments to invest more in mobility at all levels."

"Support in helping incoming students to adjust, and possible placements for incoming students."

"Develop joint projects."

Cooperation with national rectors' conferences

"Conferences should serve to improve information and promotion of programmes, to negotiate with ministries for better promotion, and to define new policy."

"[Conferences should] better coordinate initiatives regarding internationalisation and mobility."

"[Conferences should make] more efforts to 'force' national government to give more funds to universities in order to improve mobility and internationalisation."

"More active lobbying."

Cooperation with employers

"Work with employers to offer flexible opportunities for students to undertake periods of mobility. Use employers to highlight the benefits of mobility for employability."

"[Employers need] further engagement in shaping the debate, further engagement to identify their current and future needs and then further mapping of these needs to skills, mobility benefits, etc."

"[Employers should] encourage greater cooperation and awareness of the importance of international mobility, especially for students, the future employees of employers."

"[Employers should] promote placements for incoming students and benefits for employees that go for mobility."

"Employers should provide internships, work placements, director talks and career advice."

Cooperation with quality assurance agencies

"Guidance on working with partner institutions in other countries and maintenance of standards with more flexible options."

"Further collaboration regarding the quality of mobility (sometimes mobility is evaluated more on quantity rather than quality)."

"A continuous exchange of information and experience between higher education institutions and agencies is necessary to help implement internationally comparable and competitive QA standards in institutional assessment and QA mechanisms applied by the agency, and in QA standards and practices within the institution."

"By using the findings from quality evaluations to increase and improve mobility."

3.7 Data collection

Sample question: Where would you obtain data in your institution on other types of mobility that are not covered by programmes? Please list the type of mobility in the first column (i.e. outgoing staff mobility, early researcher mobility, etc.).

Sample question: Have there been strategic discussions on improving and increasing the 'quality of mobility' in your institution?

Monitoring and systematically analysing current trends in learning mobility have been given fresh impetus at European level. The MMT was partly designed to respond to the present data preoccupation of the EU and the Bologna Process. As efforts are being made by Eurostat to obtain better and more readily comparable data on issues such as short-term student mobility and staff mobility, the effect will have an impact on higher education institutions. These institutions are the primary source of mobility data. Yet little attention has been paid to how they collect and process the information concerned. The MMT surveyed current internal procedures for collecting mobility data, as well as data gaps and the purposes for which data is used. The survey yielded the following observations, which were also confirmed in the applications of the pilot universities and their contributions to the induction seminar.

Collection of accurate and timely data on mobility is fraught with problems. First of all, learning mobility in all its forms is not readily visible within higher education institutions. Organised exchanges in structured programmes such as ERASMUS are well known and highly regarded. In particular, ERASMUS work placements were viewed as vital by 70% of respondents. Over half of the respondents thought that the ERASMUS and Marie Curie actions were very important and that participation in them should increase. However, it is still very hard to track free movers (students or staff not taking part in an organised mobility programme or benefiting from any kind of interinstitutional agreement). Doctoral mobility and academic staff mobility in particular are often based on individual activities and initiatives with no administrative involvement. Secondly, data on mobility is not collected systematically. Often there is no single instrument for this purpose, and data is skimmed from a multitude of sources that are not specially designed for further analytical activity. Mobility data also tends to be scattered among different departments and faculties, as a result of which it is often unavailable on a regular basis and hard to obtain or to access. The following comments tend to bear this out:

"There is no ONE database. We have our own database whereas the agency has a different one, so different data is collected. The option to make statistical analysis with the same criteria/data is not open to us."

"[There is] no central university system on mobility (other than ERASMUS) for obtaining statistical data. The data is scattered at the faculties."

"Not all faculties keep data on all sorts of mobility per different levels of studies. There is a need to establish a central level register to keep record of all sorts of mobility at all university units."

"No set system exists. Printed reports on travels have to be signed by the individuals, which makes the collection of data difficult. [There is] no updated information on international links [and] activities may run separately."

"The main shortcoming is the absence of a comprehensive database that would be periodically updated with new data."

MMT respondents were asked about their general awareness of the data collected, as well as their personal involvement in data collection. Interestingly, some of them reported that they collected data on student and staff mobility other than that reported centrally. This may be due to the generally decentralised way in which even programme-funded mobility is managed. For example, incoming students (like all students) are centrally registered, whereas outgoing students are pre-selected by their home department or faculty. Beyond information on formal exchange and documents recording academic achievement, such as learning

agreements or transcripts of records, respondents reported that information was collected on personal feedback and impressions of the study period and host institution. The following are examples:

“Application forms, learning agreements, transcripts of records (destroyed after some time).”

“Their personal experiences, pieces of advice for the next round of students.”

“The usefulness of their stay, good practices.”

“Degree of satisfaction, integration issues, learning orientation aspects.”

However, students and staff do not necessarily think that they are duty-bound to report mobility managed on a decentralised basis. Information on the mobility of incoming and outgoing students, as well as on researcher and staff mobility, is recorded at departmental level, if at all, in accordance with different parameters and not necessarily shared. As a result, there is no comprehensive view of mobility at institutional level.

Finally, data management systems do not always support a systematic approach to data collection. Institutions seem to be evaluating their approaches with a general view to learning more about the advantages and disadvantages of centralised data management. The main advantage of a centralised system – whether institutional or national – seems to be the development of a common understanding and definitions leading to more readily comparable data. Another advantage is that the overall standardisation of procedures would appear to provide for certain common approaches to data collection at an institution. As one MAUNIMO coordinator said about an overarching data system, “it is also very user friendly, as the same user interface is used everywhere which enables reporting and viewing in the same way. However, the development work takes time and the system is not always flexible to cater for individual needs.”

3.8 Measuring the quality of mobility

Respondents were further questioned about the quality of mobility and, in particular, whether it had been discussed at institutional or departmental level and how it could be assessed and improved. Even though the previous sections in the survey, on strategies and data collection, had fatigued many of the respondents, the majority were very interested in the questions on quality, and the number of replies rose significantly. Half the individual respondents said they had discussions on quality at institutional and departmental level, which often included questions on how to measure and assess quality. However, many did not know whether these discussions had taken place at a strategic level. When respondents were asked how the quality of mobility could be improved, many emphasised the importance of better support services, including improvements in language training, information, and administrative and financial support, as well as in integrating mobility periods within academic curricula, by means of mobility windows for example. The following comments refer to aspects identified for improvement:

“Mobility windows, more flexible recognition of courses related and not to one’s subject, increased exchange of academic staff between partner universities, increased language learning prior to mobility period, better consultation of and information on standardised databases and documents for mobility programmes, and better use of course catalogues.”

“Participation in mobility projects and further development of an international mobility strategy within the university.”

“Work on this kind of project, including all the relevant people in my institution.”

“According to me, the improvement of quality of mobility is directly linked to the choice of the partners and the strength and relevance of the programmes.”

How the quality of mobility should be evaluated was also hard to answer. While respondents understood that it was important to assess its quality, the best criteria for doing so were difficult to identify because of the many forms which mobility can take and the variable timeframe within which its outcomes can be assessed. Often the benefits of mobility were not apparent immediately but only in the longer term when research projects, joint publications or patents emerged. Despite this, respondents often referred to the personal feedback or questionnaires which some of them were already collecting. Academic performance in terms of the grades and marks recorded in transcripts was also regarded as a key indicator of success based on full recognition of studies. It was thus also a foremost indicator of the quality of mobility. Besides feedback from mobile students and staff, many respondents felt that mobility coordinators, the international office and academic staff should systematically exchange views on the quality of partnerships.

“It is very difficult to measure quality, since it is a qualitative rather than quantitative judgement. Satisfaction is normally used as a proxy for quality.”

“Quality should be measured through recording details of students’ work when completing subjects, through measuring academic staff engagement in international collaboration and research excellence, and through recording new approaches in the work of administrative staff.”

“It is very important to show students that the time spent studying abroad will be fully recognised at our institution.”

3.9 What was learned from the MMT?

In addition to the trends reported from the aggregated MMT sample of respondents, further information was generated about what was actually learned from the testing process, and what the pilot institutions would take away from the project. The following anecdotes from pilot universities exemplify this:

“As a coordinator of the project, I find the experience very rewarding because it will help our vice-rectorate to define new ways of transmitting to our community the results of our mobility strategy. Actually, we are planning to implement a new system to register data and programme results, in order to make our programmes more visible, popular, and widely recognised.”

“We will be sending the results to our marketing department to provide a summary with the key findings for the university executive. The MAUNIMO coordinator will then assist in creating a mobility strategy.”

“What we learned from the testing is that, despite the information and promotion campaigns undertaken at the central level, there is still a lack of awareness of the support services offered centrally, and of mobility issues in general, especially in terms of strategic planning processes and mobility agendas at the national and European level.”

“The MMT complements the other initiatives for internationalisation and mobility indicating the direction in which our university should develop this area, the services it should develop, and the issues that should be considered. As opposed to other initiatives that tackle particular issues, it provides a comprehensive overall picture of all relevant segments.”

“When we first met with those wanting to participate, we noticed that their interest was generally very alive, and they asked many questions on what we do at our university in terms of mobility and participation in international programmes. The same happened during the process of filling in the survey. Professors, researchers and students kept on calling to ask for information about our international activities, either because they needed information to answer MMT questions or because they sensed that they were missing some interesting information.”

“The tool definitely showed which are the topics, terms and actions which university staff has been least involved in and pointed out which are the main obstacles in mobility. Overall, the same problems that we were already aware of were highlighted regarding mobility (few financial opportunities, mobility is too time-consuming, not enough scholarships and support from units).”

“There are no ready-made solutions to different questions that arise from mobility and internationalisation. But what is important and what we got out of the report was the qualitative analysis of mobility and what people (different categories) think about it. Our assumptions – assumptions of the university leadership – did not always necessarily overlap with the opinions of other stakeholders within the university and it is important to know this when strategic planning is involved, because we are making our strategy for internationalisation.”

“We learned that the ideas of the university leadership do not necessarily overlap with the opinion of faculties and departments. We confirmed poor monitoring and data collection of mobility (students as well as staff) at the level of faculties, which is somehow better at the central level. We confirmed that the financial situation in the country has an enormous effect on mobility and that insufficient financial means are regarded as the main obstacle to mobility (something we knew from practice – students deciding not to go on mobility periods due to the fact that they do not have enough money, or because their parents lost their jobs, etc.).”

3.10 Considerations in the development of mobility strategies

The Mobility Mapping Tool was designed to prime the development of a strategic approach to mobility, and to generate institutional awareness and consensus in order to implement it. This might result in a fully-fledged internationalisation strategy or a specific strategy for mobility. Either way, it was assumed that the strategy or strategies would be consistent with – and feed into – the overall institutional strategy, which would be prepared, reviewed, revised and updated at regular intervals.

The results from the MMT and the feedback from all 34 universities that participated in the pilot have been instructive, in terms of both general trends and perceptions regarding the present management of mobility within institutions and of the potential for developing more consistent institutional approaches. They provide the basis for a list of actions that institutions may consult when developing and implementing their mobility strategies. This list is not fully comprehensive and the order in which the following points are raised is of no special significance.

Leadership commitment

One resounding message from the MAUNIMO project was the need to provide leadership at all stages. The initiation, development and implementation of mobility strategies depend on the attitudes and commitment of the leaders of a university, and on how they encourage the active participation of its staff and students.

Defining strategic goals for mobility – institutional self-evaluation

It was generally found useful to conduct a self-evaluation which would map ongoing mobility activities in teaching, learning and research, identify their aims, assess whether they achieved them, and examine whether they complied with the real needs of the institution concerned. Universities also agreed that it would be helpful to collect the general perceptions of staff, students and, in some cases, external stakeholders such as employers regarding mobility.

Given the varied and complex ways in which different types of mobility affect an institution, the self-evaluation should also attempt to identify possible tensions and areas of constructive interaction between a wide variety of activities in its different bodies and sectors.

The institution would have to develop a plan for how to conduct this self-evaluation. It would have to identify the goals, means and key questions underlying this exercise, determine who would be responsible for conducting it, and who should be involved or consulted.

The MMT and similar tools developed by European and international organisations could externally support this process, and should be selected with due regard for their purpose, methods, time and resource intensiveness, and overall cost. To help develop this strategy, experience could be exchanged between institutions, which in turn might entail benchmarking or consortium-based projects.

Establishing comprehensive approaches to data collection

The MAUNIMO results also revealed the urgent need to underpin strategy development with cross-institutional data collection that is fit for purpose and fulfils both internal and external demands. It should comprise quantitative and qualitative data on different types of mobility, including short-term student mobility (credit mobility), short-term researcher mobility, degree mobility, and academic and administrative staff mobility. While European data parameters and national reporting requirements might provide the basis for designing the institutional approach to data collection, they should not ultimately determine it, as most institutions have further special data requirements. It is important that data should be able to serve different needs, and in particular those of planning and decision-making. Institutions should also consider how data might be of value to stakeholders such as employers and students, not to mention governments and other bodies.

Implementing the strategy

According to the universities that took part in MAUNIMO, mobility approaches or strategies may have been developed but there is little knowledge of their impact. This may be because they remain unknown at the institution concerned or because not enough resources have been invested in communicating or implementing them. Issues that institutions should consider for purposes of implementation include the following:

- establishing and coordinating a range of dedicated services (including international recruitment, admissions, accommodation, careers and placements, counselling, student records and assessments, finance, quality assurance and human resources);
- ensuring that the whole university makes efficient use of the European mobility instruments (ECTS, the Diploma Supplement, learning agreements and EUROPASS);
- enabling and enhancing communication and collaboration between different institutional bodies and sectors on academic and research mobility;
- engaging qualified staff with experience in various areas of mobility and internationalisation;
- providing incentives and rewards for ‘champions’ and those who develop innovative ways of enhancing and improving mobility;
- promoting the strategy internally and externally, highlighting the opportunities it provides;
- articulating the benefits of mobility and the added value of investing in it to external stakeholders (e.g. employers), the local community, parents and funding agencies;
- assessing the possibilities offered by mobility funding programmes, with due regard for the institution’s goals and needs;

- monitoring and evaluating implementation of the mobility strategy to ensure that it achieves its purpose; the value of mobility to the academic community and its individual members should not be undermined by external pressures and incentives.

Internal quality assurance

Like any other activity of the institution, mobility should be accounted for in internal quality assurance procedures. This means developing clear goals and processes for mobility, which are regularly assessed. Recognising the student mobility experience through the award of credits must be part of those processes. Many universities that took part in MAUNIMO were seeking to supplement their internal quality reviews, and strengthen the way they assessed internationalisation for such reviews. Assessing the quality of mobility can be complex, so institutions should devise creative means of doing so, involving both quantitative and qualitative approaches. Qualitative assessment criteria should be adopted for staff and researcher mobility in particular. This is another area in which institutions should share practice and consider the use of benchmarking approaches.

Conclusion

While these points are merely suggestions drawn from the experience of MAUNIMO project participants, it is hoped that they will stimulate and inspire institutions to establish more strategic, comprehensive and proactive approaches to mobility. MAUNIMO has sought to provide some guidance to this effect, and show how a community of higher education institutions can be established to share experience and inspire change.

4.

FUTURE CONSIDERATIONS IN LINKING POLICY TO PRACTICE

The MAUNIMO project marks a departure from the assumption that information about learning mobility remains somewhat anecdotal, and that European and national statistics are not sufficiently refined to portray it accurately. The project has attempted to identify the institutional perspective on mobility and to anticipate the extent to which European mobility targets and policy ambitions impact institutional actions. In facilitating a self-evaluation in 34 European universities, the project has revealed that while mobility is indeed a strategic priority at institutional level, it is often difficult for universities to identify key questions regarding their wants and needs. This is largely because the collection of data on mobility is fragmented and clear and coherent strategies are few and far between. However, change is on the way. As internationally mobile students have grown both in number and their strategic importance, many institutions have started to think about strategic approaches to mobility management and translate them into action. Several have been similarly active with regard to data collection, communication structures and services.

This is also mirrored by developments in European policy, which has emphasised the need to boost university student, staff and researcher mobility, and for Europe to have a stronger profile in the international academic community. MAUNIMO was largely timed to respond to the EHEA mobility strategy, 'Mobility for Better Learning', officially launched by the Bologna higher education ministers in 2012, as well as the EU higher education Modernisation Agenda 2011⁷⁸ and the Europe 2020⁷⁹ agenda, in which learning and research mobility are viewed as crucial for bolstering growth in Europe's ailing economies.

In all such political agendas, quantitative targets tend to reverberate the most with governments and institutions. Certain countries apparently interpret the 20% benchmark literally, and institutions feel pressure to adopt it as their own target, irrespective of resources, capacity and mission. Many of them seem unaware that the benchmark is intended for the EHEA collectively. However, beyond the matter of numbers, the MAUNIMO project has clearly revealed an interest in sharing practice on the qualitative aspects of mobility, such as the added value of study abroad, the inclusion of mobility in study programmes, academic recognition and quality assurance procedures in general. And this in turn is paralleled by political interest. Both the EHEA mobility strategy and EU priorities attach great importance to qualitative aspects of mobility, including the need to enhance the recognition of studies and qualifications.

The MMT fits into this landscape. It supports institutions in assessing the current state of play regarding mobility, a prerequisite for strategy development. It further encourages institutions to generate strategies 'bottom-up', while considering the 'top-down' forces or, in other words, the extent to which European and national policies influence the daily management of student, staff and researcher mobility. While the MMT is mainly practical and designed to support institutional development, the MAUNIMO project as a whole has also provided fuel for the discussion on how to implement policy objectives, arguing that this requires partnership between European, national and institutional actors.

This final chapter thus contains a series of reflections on the interrelation between the different levels of policy making and target setting and its impact on higher education institutions. It attempts to incorporate the observations of the MAUNIMO university respondents – all of which are concerned with mobility on the ground – into the current policy debate. Theirs is an important voice.

Aside from current policy challenges, MAUNIMO has raised other questions, which will remain crucially important as mobility policy and practice continue to evolve in Europe. These considerations are directly relevant to universities, as well as to national systems and European policy mechanisms such as the Bologna Process and the Europe 2020 framework.

⁷⁸ *Supporting growth and jobs – an agenda for the modernisation of Europe's higher education systems*, 2011.

⁷⁹ *EUROPE2020 – A European strategy for smart, sustainable and inclusive growth*, 2010.

4.1 Implementing the EHEA mobility strategy

At the 2012 Bologna Ministerial Conference, governments agreed to develop national mobility strategies in line with the EHEA strategy. It remains to be seen whether and how such strategies will be developed, resourced and implemented. As the MAUNIMO project revealed, the immediate priority is for institutions to be consulted – either directly or through their representative bodies – on the development of national mobility strategies, as well as on policies and programmes for mobility, since they will be actively involved in implementing them.

Upholding and enhancing diverse institutional mobility goals and approaches

MAUNIMO can only attest to the perspectives of a very small sample of European universities. Yet within this sample is considerable diversity as regards the goals of mobility, and the varied permutations of mobility-related actions, which have to be encouraged and included in national strategic planning. Governments should thus provide incentives for each university to develop an appropriate strategy in line with its particular needs and resources, in order to make the most of this diversity while enabling institutions to fulfil their own potential. 20% mobility is not for all, and institutions should be encouraged to fix targets in accordance with their overall goals and strategy.

Coordination of data collection

Besides the work still required at national level, national agencies and the European Commission are now discussing how to ensure that the necessary research and analysis is undertaken so as to inform evidence-based policy making in support of the 20-20-20 target. This includes defining data collection parameters and reporting procedures for different types of mobility. The efforts must continue. It is vital that EU institutions, national governments and data collection agencies work in close partnership with higher education institutions to identify and agree on such mobility data parameters. As stated in the EHEA mobility strategy and reiterated in the MAUNIMO project, these variables should include staff mobility, short-duration credit mobility (including time spent abroad for less than three months), and mobility flows into and out of the EU or EHEA. Work placements and volunteering should also be monitored, recognised and included in the definition of learning mobility. More institutional practice in defining parameters should be generated and should be accounted for in European decision-making, as in the case of surveys that supplement data collection and place it in context. Representative European organisations have a role to play in this endeavour, and association-led projects (like MAUNIMO) are extremely pertinent. MAUNIMO itself has provided an opportunity to collate a variety of institutional views and concerns regarding European benchmarks and discussions on data, and to consider their potential impact. It has also been instrumental in aggregating institutional practice and priorities, and feeding this material back into policy making.

The broader framework of data collection

Each occurrence of mobility has a level of detail that is critically important for the individual and the institution concerned. The enhancement of mobility-data collection at institutions and its usage will have implications for quality assurance, student and graduate tracking, learning provision, student services, and strategic development in general. The collection of mobility data should thus be considered in the broader framework of general data collection at institutional level, which is onerous, and has to be properly resourced. This also relates to how data is collected at national level, and should be considered when designing reporting practices and assessing the impact of mobility at system level.

The complexity of data collection, transfer and protection

Universities need information on the range of technical solutions at their disposal, as well as on how best to apply them for their needs at hand. Administration and data management may increasingly come to depend

on commercial IT products and media services. As this may lead to outsourcing of data administration and processing, key issues concerning data protection and ownership should be very carefully examined. Such sensitive issues require discussion between higher education institutions, national governments and the EU institutions.

The role of the EU in developing programme synergies and inter-service cooperation

The EU has a vital role to play; the European Commission is clearly perceived to be a pioneer in prioritising investment in mobility, and creating incentives for its inclusion in study programmes and curriculum development. However, the fragmentation experienced by universities in managing mobility is also apparent at EU level, often a function of parallel policy priorities and compartmentalised programme management structures. In revising its education programme framework for 2014-2020, the EU is promising to raise the level of complementarity and interoperability between funding programmes as well as the level of inter-service cooperation. It is hoped that this will enable synergies between learning mobility, curriculum development, research, knowledge transfer, regional development and employability. More specifically, mechanisms are needed to link research and learning mobility more effectively.

The EU should also consider the impact and interrelation of European level resources intended to enhance the quality of mobility. In future EU-supported mobility programmes, the benefits of using the EUROPASS Mobility instruments and the European Skills Passport should be clarified. And in developing the Mobility Scorecard, care should be taken to ensure that it does not become yet another ranking tool.

Finally, the EU can also make a significant contribution to supporting institutional mobility strategy development. Within the next generation of EU higher education funding programmes, institutional strategy development and innovative initiatives for internationalisation and mobility should be a clear priority.

Making the social dimension of mobility a reality

It is essential that as many university students and staff as possible should be able to access opportunities for mobility. While current European and national mobility targets tend to favour quantitative measurement of mobility, special attention should also be paid to the personal, academic and professional background of those who are mobile and those who are *not*. Equally important are the doubtless partially related factors that motivate the first group to become mobile, and the basic reasons why the second are not, or prefer not to be. Identifying these motivations and causes implies sustained promotion of the 'social dimension' of international mobility, which has now been rightly prioritised by the Bologna higher education ministers and is also a feature of the EHEA mobility strategy. Widening access to mobility may be expressed by prescriptions, exhortations and incentives at national level. Regardless, it is likely to leave room for discretion in its implementation at institutional level. Yet it is far from certain that all institutions have the means or skills to self-evaluate in this sensitive area, or that they can translate a social audit into a mobility strategy. Some capacity building might be needed on this issue, in addition to dialogue and practice sharing.

The persistent problem of recognition

Recognition likewise remains problematic. The MAUNIMO project has demonstrated that institutions still fail to comprehensively embrace and employ many of the mobility tools developed in the Bologna Process to improve recognition. While they may be willing to recognise qualifications and credits, they should ensure that their sometimes fragmented internal subdivisions act in a more coordinated fashion for this purpose. Both recognition procedures and mobility activities must be included in internal quality assurance systems in ways that are readily comprehensible, transparent, justifiable and compatible with the identity and basic goals of the universities concerned. National and European commitment to improving recognition can also still be enhanced. Increased awareness for the provisions of the Lisbon Recognition Convention and support for their implementation in institutions is paramount.

Making the case for mobility

As Europe struggles to emerge from the economic crisis, it seems inevitable that mobility will become increasingly essential to the learning process, particularly as young graduates are faced with a new economic landscape and evolving labour force requirements. Mobility might also increasingly be under threat, as national governments are crippled by austerity measures. Societal stakeholders, such as taxpayers, employers and parents will rightly demand to know the intended output of investing in mobility and internationalisation and its return. A natural defence is to link mobility directly to the employability of young graduates, an argumentation that the European Commission is currently using. However, one must not lose sight of the multiple social and economic benefits that mobility can yield. The discourse on mobility, while favouring notions such as employability, must not be subsumed under the perceived labour force demands. The values, skills and international perspectives that mobility generates for institutions, individuals, societies and business must be well evidenced, and underpin the reasons for investment in mobility.

4.2 Unanswered questions

Underlying all these concerns is a mixture of unanswered questions: how much mobility do we actually 'need' and should mobility be voluntary or a compulsory element of academic studies, regulated by institutions and/or national authorities? There are many different opinions on this topic and thus also different policy responses across the continent. Discussion on these issues relates closely to the question of whether it is possible to define the benefits and drawbacks of mobility unambiguously. Similarly, there is also an ongoing debate on whether 'balanced' mobility (into and out of countries) is desirable, achievable or a forlorn hope given the different traditions, contexts and situations of countries. In an environment where the separate logics of the labour market and of academic concentration seem increasingly to prevail, can one realistically hope for equitable academic exchange in Europe and globally? And in this sense, can the concept of brain circulation have a real application in relation to mobility strategies? Last but not least, there are practical questions to be answered in particular those related directly to the financing of mobility, the changing application of tuition fees and also the portability of student finance. Responses to these broader issues will to a large extent be conditioned by the funding policies and incentives put in place to support mobility at national and European level.

These questions seem of a different order to those addressed in this report, but institutions will soon have to consider them and others that are equally challenging. Many national higher education systems are in flux as they endeavour to resolve, simultaneously, the problems of demography, employability, value creation, funding and widening participation. The socioeconomic fabric of Europe is changing far more rapidly than was anticipated when the Bologna Process began. All the more reason, therefore, for higher education institutions to have the autonomy and resources to address its needs. Their ability to think strategically is essential: it can create a sense of corporate identity and foster full multi-stakeholder participation; it can ensure that rich contact is maintained with the constituencies that institutions serve; it can help institutions project towards potential partners locally and internationally. In this context, to ignore mobility is to ignore both the wider policy frame and many of the open scientific, social and ethical questions that universities aspire to answer.

The MAUNIMO Mobility Mapping Tool is an aid to strategic planning. It cannot resolve every problem, but it can help institutions formulate reasoned responses to volatile circumstances and define mobility in terms of what benefits the individual, the institution and society.

MAUNIMO PROJECT PARTNERS

The following are the project coordinator and four project partners that coordinated and implemented MAUNIMO:

European University Association (project coordinator)



The European University Association (EUA) represents and supports higher education institutions in 47 countries, providing them with a unique forum to cooperate and keep abreast of the latest trends in higher education and research policies. Members of the Association are European universities involved in teaching and research (over 850), national associations of rectors (34) and other organisations active in higher education and research. EUA plays an essential role in shaping tomorrow's European higher education and research landscape, thanks to its unique knowledge of the sector and the diversity of its members. The Association's mandate in the Bologna Process, as well as its contribution to EU research policy making and relations with intergovernmental organisations, European institutions and international associations, enable it to debate issues which are crucial for universities in relation to higher education, research and innovation. EUA is the result of a merger between the Association of European Universities (CRE) and the Confederation of European Union Rectors' Conferences, which took place in Salamanca, Spain, on 31 March 2001. www.eua.be

University of Marburg



Founded in 1527, the University of Marburg is a German university steeped in tradition and the oldest university in the world to have been established as a Protestant institution. Short time to degree completion, outstanding research, qualified training for the next generation and intensive international networking are all distinctive features of the university. Today some 22,000 students, 12% of whom are foreign students, are enrolled at the university. It consists of 16 faculties and numerous research centres of international standing. Through innovative teaching and interlinked research, it offers students from around the world the opportunity to acquire internationally recognised qualifications and to work in various disciplines. www.uni-marburg.de



UNIVERSITY OF TRENTO - Italy

University of Trento

Founded in 1962, the University of Trento in Italy offers its 16,000 students and 600 faculty and researchers an ideal environment for study and research, and provides services designed to cater for individual needs. All its facilities, including libraries, university canteens, laboratories, cultural activities and specialised services are conveniently located in Trento and easy to access. In its 50 years of existence, the university has become noteworthy for its strong focus on international relations and mobility, and for the quality of its research and courses.

www.unitn.it



UiO : University of Oslo

University of Oslo

The University of Oslo is Norway's largest and oldest university and one of the largest universities in Scandinavia. Founded in 1811, it is a comprehensive and research-intensive university with around 27,000 students and 7000 staff. It consists of eight faculties, three museums, two university hospitals and two Nordic Centres of Excellence, and accounts for 38% of Norway's National Centres of Excellence. Playing an active part in international academic cooperation, the University of Oslo has produced four Nobel laureates who have conducted award-winning research.

www.uio.no

Swansea University
Prifysgol Abertawe

Swansea University

Founded in 1920, Swansea University in the UK (Wales) is a vibrant research-led institution at the forefront of academic and scientific discovery. Its structure enables a more focused approach to research and enhancing communication on important research issues. The university is constantly adapting its academic portfolio in response to changes in the external environment and taking all opportunities to strengthen its research and teaching. It attracts students (particularly Master's and Doctoral candidates) from over 100 countries, and enjoys strong links with partner institutions in Europe and beyond. It is also implementing an ambitious internationalisation strategy as a framework for intensifying its international activities and promoting the mobility of its students and staff. Swansea University is one of the most proactive UK participants in the Bologna reforms, and is proud to be a Diploma Supplement Label holder and a member of two ERASMUS MUNDUS joint course consortia.

www.swan.ac.uk

MOBILITY SOUNDING BOARD

A Mobility Sounding Board was established in order to serve as an advisory body to the project and strengthen the quality and relevance of its activities. The Sounding Board consisted of representatives from the following 10 bodies:

1. ACA – Academic Cooperation Association
2. ESU – European Students' Union
3. ESN – ERASMUS Student Network
4. EMQT – ERASMUS Mobility Quality Tools
(a project supported by the EU Lifelong Learning Programme)
5. EAIE – European Association for International Education
6. EURYDICE (the EU information network on education in Europe)
7. EURODOC – the European Council of Doctoral Candidates and Junior Researchers
8. Directorate-General for Education and Culture of the European Commission:
Marie Curie Actions
9. Directorate-General for Education and Culture of the European Commission:
Lifelong Learning Programme
10. BFUG – Bologna Follow-Up Group representative of the recognition working group

LIST OF PILOT UNIVERSITIES INVOLVED IN THE PROJECT

30 universities from the following 19 countries took part in the project: Austria, Bulgaria, Croatia, Estonia, Finland, France, Hungary, Italy, Lithuania, Montenegro, Poland, Romania, Russia, Slovakia, Slovenia, Spain, Sweden, Turkey and the United Kingdom (England and Scotland). Project partners also took part in the MMT testing. This involved a German university (University of Marburg), a Norwegian university (University of Oslo), an additional Italian university (University of Trento) and an additional UK (Wales) university (Swansea University).

The 30 universities were:

Institution	Country
University of Natural Resources and Life Sciences, Vienna	Austria
Vienna University of Technology	Austria
Varna Free University 'Chernorizets Hrabar'	Bulgaria
University of Zagreb	Croatia
Tallinn University	Estonia
University of Helsinki	Finland
University of Bordeaux Segalen	France
University of Cergy-Pontoise	France
Université Paris 1 Panthéon-Sorbonne	France
Université Paris Sud	France
University of Debrecen	Hungary
University of Padova	Italy
Università Politecnica delle Marche	Italy
European Humanities University	Lithuania
Siauliai University	Lithuania
Vilnius Gediminas Technical University	Lithuania
University of Montenegro	Montenegro
Cracow University of Economics	Poland
Gdansk University of Technology	Poland
Alexandru Ioan Cuza University of Iasi	Romania
Kazan State Technical University	Russia
Glasgow Caledonian University	Scotland (UK)
Pavol Josef Safarik University in Kosice	Slovakia
University of Maribor	Slovenia
Rey Juan Carlos University	Spain
University of Granada	Spain
University of Gothenburg	Sweden
Bahcesehir University	Turkey
Istanbul Technical University	Turkey
University of Warwick	England (UK)

MOBILITY DEFINITIONS

A variety of terms are used to describe and discuss mobility in higher education. The following non-prescriptive definitions were provided to guide the pilot universities in the MAUNIMO project.

A. Learning mobility

Learning mobility is transnational, physical and has a broad range of learning purposes, whether it occurs in organised programmes or on the learner's own initiative. Learning mobility has the following key characteristics:

- It is transnational: crossing geographical and national borders is essential in strengthening and deepening intercultural awareness.
- It is physical: although virtual mobility can be useful in promoting and complementing physical mobility, it is a different experience than that of learning abroad physically. Virtual mobility may, however, play an important role in the internationalisation strategy of an institution.
- It serves a learning purpose: the mobility period should be geared to learning, whether it involves an exchange programme, a shorter programme such as a summer school, a language course or work placement, or PhD research in a laboratory, library or company. The learning purpose should be recognised and agreed by the parties concerned.
- It occurs either as part of an organised programme (as in ERASMUS interinstitutional exchanges), or on the initiative of the learner.
- The duration of learning mobility varies; whatever the period concerned, it should relate meaningfully to set learning objectives.

Learning mobility is of two main kinds, **short-term mobility** and **degree mobility**:

Short-term mobility: all types of learning mobility beyond that which is solely for degree purposes (see degree mobility). A mobility period that is part of a course (such as a typical ERASMUS study placement) is sometimes called 'horizontal mobility' or 'credit mobility'. The MAUNIMO project uses the expression short-term mobility to cover all kinds of student learning, regardless of whether the award of credits is a result.

Degree mobility is learning mobility for degree purposes, even if only part of the programme is undertaken abroad (e.g. in a jointly delivered or jointly awarded degree programme). Where a mobile student enrolls for a complete course in another country or even another institution, this is often described as **vertical mobility** or **programme mobility**. In the MAUNIMO project, both terms also cover any kind of mobility within a **programme jointly delivered by two or more institutions**. The project uses the term **degree mobility**. For MAUNIMO, the term will not apply to mobility between institutions in the same country.

Mobile students are students who study in a country other than the one in which they gained their qualification for entry to higher education, and/or are permanently resident. European countries have historically relied on different concepts to identify a 'foreign' student, including nationality, and residence. Transnationally collected mobility data has thus been inherently inconsistent. For this reason, the concept of **genuine mobility** is now gaining wide acceptance. It offers two criteria by which to define the mobile student:

- foreign country of prior education – e.g. in cases in which the qualification for entry to higher education has been gained abroad;
- foreign country of permanent residence – i.e. the student studies in a country other than that of permanent residence.

MAUNIMO therefore uses the term ‘genuine mobility’ (with reference to learning and research mobility) in a broad sense, in anticipation of the standardised methodology likely to be adopted by global data collection agencies. This term covers all forms of mobility with the exception of permanent migration.

Mobility of doctoral candidates refers to all learning and research mobility at doctoral (i.e. third-cycle) level. Mobility of doctoral candidates can refer to short-term mobility or degree mobility. Depending on the country, doctoral candidates are regarded as academic staff or students, or both. The term **doctoral candidate** is therefore used in most cases. If ‘doctoral candidate(s)’ are not referred to specifically, they may be covered by **mobile students** and **learning mobility**, or **staff mobility** and **early stage researchers**, depending on the context.

B. Early stage researcher mobility

Early stage researchers are at the beginning of their career, usually working to obtain a doctorate or as post-doctoral researchers (those who have recently been awarded their doctorate and are commonly referred to as ‘post-docs’). They are typically young and in the training phase of their research activity.

The MAUNIMO project uses this term, in line with the European Commission and most statistical offices. Yet the term ‘doctoral candidate(s)’ is also retained, as certain questions in the MMT are concerned specifically with this group.

C. Staff mobility

Staff mobility refers to any mobility for academic or other professional purposes, which is not permanent (i.e. staff intend to return to their home institution).

Academic and administrative/technical staff mobility refers to:

- mobility periods undertaken by staff at higher education institutions;
- the crossing of national borders;
- physical (not virtual) mobility;
- organised short-term mobility with the intention of returning to the point of departure (i.e. no permanent migration);
- a mobility period during which teaching or research (or both) are undertaken;
- a mobility period during which training is undertaken.

Academic staff are engaged mainly in teaching and research, either of which is also the purpose of their mobility. They may thus include (for example) academics in charge of managing a joint programme, provided that they are also engaged in teaching and research.

Administrative/technical staff are engaged mainly in administration, which is also the purpose of their mobility. ‘Administration’ includes all situations, such as governance and institutional leadership, in which the main task of staff is no longer academic.

MOBILITY INVENTORY

The following list captures what the MAUNIMO project regards as an inventory rather than a definition for mobility.

1. Physical, international (e.g. cross-border) mobility of:

- students at different stages of their academic career (including, for example, PhD students)
- academic staff
- administrative staff.

2. For purposes such as:

- academic teaching and learning
- professional practice
- research
- joint projects
- internships
- language learning.

3. Which may be for students:

- programme mobility (vertical mobility or degree mobility)
- credit mobility (horizontal mobility)
- other forms of mobility relevant to the institution.

4. For staff it includes:

- sabbaticals if spent abroad
- research visits
- staff exchanges.

5. All types of mobility referred to can be for a length of time still to be discussed and agreed.

SAMPLE QUESTIONS

Table 1: Sample question on the benefits and importance of mobility

How important are the following purposes of mobility in your opinion?			
	Not important (1)	Somewhat important (2)	Important (3)
Enhance internationalisation (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve employability (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve international competencies for students (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve international competencies for staff (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop research cooperation (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve teaching and learning (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop partnerships with other institutions (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attract highly skilled students (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attract highly skilled researchers and staff (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Build capacity of international partners and contribute to development cooperation (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Table 2: Sample question on attitudes towards mobility

What are the perceived concerns and obstacles for administrative staff mobility in your institution?	
<input type="checkbox"/>	Few find it useful and few promote it (1)
<input type="checkbox"/>	It is an administrative burden (2)
<input type="checkbox"/>	Resources are not sufficient (financial and staff) (3)
<input type="checkbox"/>	It creates an unfair work burden on those 'left behind' (4)
<input type="checkbox"/>	The attitude towards administrative mobility is in general very indifferent, it is not a priority (8)
<input type="checkbox"/>	It is rather a distraction to present workload (9)
<input type="checkbox"/>	It is difficult and time-consuming to organise (11)
<input type="checkbox"/>	Regulatory complications (14)
<input type="checkbox"/>	Difficulty to find replacement staff (19)
<input type="checkbox"/>	Family constraints (20)
<input type="checkbox"/>	Concerns regarding portability of pensions (21)
<input type="checkbox"/>	Other (please specify) (16)
<input type="checkbox"/>	Other (please specify) (17)

Table 3: Sample question on support for mobility

Are there any specific approaches taken to incentivise/prioritise mobility through course delivery? How common are these approaches?				
	Yes (1)	No (2)	I don't know (3)	How common is this approach at your institution? (open responses)
Joint degrees (Master) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Joint degrees (PhD) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Sandwich programmes (PhD) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Mobility windows (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Other (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Other (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Table 4: Sample question on institutional strategies

What are the main goals of the strategy/strategies to which mobility is relevant?						
	Institutional strategy on mobility (1)	Strategy for research (2)	Strategy for learning and teaching (3)	Strategy for internationalisation (4)	Overall strategic plan (5)	Other
Attracting incoming degree-seeking students (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attracting incoming short-term mobility (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraging outgoing short-term mobility (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exchange within structured partnerships (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Researcher exchange in specific disciplines (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhancing staff mobility opportunities (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attracting international staff (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Embedding mobility in the curricula (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Table 5: Sample question on external pressures and influences

How do the following impact mobility at your institution?					
	Via regulation (1)	Via policy (2)	Via funding/ other incentives (3)	Through partnership (4)	Other (5)
European Union (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National/Regional government (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Municipality/Local government (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statistical agencies (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National rectors' conference (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality assurance agencies (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional associations/bodies (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employers (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local community (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Donors (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Table 6: Sample question on programmes and mobility data

Do you know anything about the mobility of students and staff that occurs outside of programmes? Please list any trends you are aware of (numbers, countries of origin or destination, reasons for the mobility, etc.). Please feel free to refer to your specific faculty or department if appropriate. This is a perception question, but if you have specific figures or evidence please indicate this.									
	Trends in mobility outside programmes					Type of Mobility			Out of the total number of mobile individuals in this category, what percentage is mobile outside programmes?
	Subject Area (1)	Countries of origin (where applicable) (2)	Countries of destination (where applicable) (2)	Source of funding (4)	Other (5)	Short term (1)	Degree (2)	Other (3)	Please indicate in % (1)
Bachelor incoming (1)						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Bachelor outgoing (2)						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Master incoming (3)						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Master outgoing (4)						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Doctoral candidates incoming (5)						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Doctoral candidates outgoing (6)						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Young researcher incoming (7)						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Young researcher outgoing (8)						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Academic staff incoming (9)						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Academic staff outgoing (10)						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Administrative staff incoming (11)						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Administrative staff outgoing (12)						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Table 7: Sample question on measuring and assessing the quality of mobility

Have there been strategic discussions on improving and increasing the 'quality of mobility' in your institution?							
	Have there been discussions?			Have these discussions included how to measure and assess quality?			Please describe
	Yes (1)	No (2)	I don't know (3)	Yes (1)	No (2)	I don't know (3)	
In your institution (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
In your department/faculty (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

INSTITUTIONAL TESTIMONIALS

Name of the institution	University of Zagreb			
Country	CROATIA			
Size of institution:	Faculties	Students	Doctoral candidates	Staff
Number of*	33	70,000	700	7 500 (30% administrative)
Mobility figures*	Incoming		Outgoing	
Students: short-term mobility	328		640	
Students: degree mobility	241		No data available	
Doctoral candidates: short-term mobility	32		44	
Doctoral candidates: degree mobility	No data available		No data available	
Staff mobility (short-term)	2821		1 168	
Sources for mobility data (how collected)	Central database coordinated by the international relations office: move on; UNIZG online database for staff mobility.			

*Basic known data on the institution: ideally as of 1.1.2012

Please explain: Why did your university want to participate in the MAUNIMO project? What were the external and/or internal drivers that have influenced your institution regarding mobility?

The university is now developing a fresh long-term internationalisation strategy for 2012 to 2017. By taking part in MAUNIMO, we wanted to assess our present situation, learn how other universities handle internationalisation, and investigate different approaches to the quantitative and qualitative measurement of mobility, as well as models for strategic planning and networking. We need to develop a data collection mechanism that provides reliable information and gives us an overview of all mobility flows, so that we can develop and monitor our internationalisation policy.

What is your main challenge in structuring and managing mobility at your institution?

The university is big and geographically dispersed (as opposed to a single-campus institution), and does not yet have a central office for student administration or records. However, the Croatian Ministry of Science, Education and Sports is now transferring the management of all mobility programmes to the national agency for mobility and EU programmes, which will require more effective data collection procedures for incoming and outgoing students. The same applies to staff mobility. Completing the university online database is not mandatory, and only mobility in receipt of university funding is normally recorded. Much staff mobility thus goes unrecorded, especially in the case of incoming staff.

Please state your institutions' strategic goals for mobility.

1. Using mobility as a means of preparing our graduates for life and work in an international environment.
2. Attracting international students, researchers and teachers to the university.
3. Continuing to develop it as an academic centre of excellence in research and teaching, both in Croatia and South-East Europe more generally.
4. Increasing international collaboration with partner institutions, in order to achieve greater student mobility, the development of joint degree programmes, and implementation of an international dimension in all areas of study and research.
5. The promotion of human rights and basic freedoms, by welcoming people representing a wide range of cultures, traditions and outlooks to the university and its local environment.
6. Strengthening the administrative and financial capacity of the university to implement internationalisation.
7. Establishing the university as a national centre of excellence for teaching Croatian language and culture.

Please describe the approach taken for implementation of the MMT at your institution.

The link for testing was sent to the administrative and academic staff across the UNIZG constituency. The central international relations office emailed ECTS coordinators, administrative staff and vice-deans for international matters who received a cover letter from the vice-rector to explain the purpose of the MMT testing and its likely benefits for our institution and the project itself.

Please list the top three things that surprised you from the results ('take-aways').

1. The views of the university leadership about the goals of internationalisation and mobility differed from those of the faculties and departments. For example, the university leadership thought that increased numbers of international degree students and joint degree programmes were one of the most important aims of the institution, whereas none of the MMT questionnaire respondents did so.
2. Mobility is still regarded as an 'outgoing' process at the university. One reason for this may be that it took part in ERASMUS exchanges involving incoming mobility for the first time in the 2011-12 academic year.
3. The poor monitoring of mobility and the collection of data on it at faculty level, which are only slightly better at central level.
4. The enormous impact of the national financial situation on mobility. Insufficient financial means are regarded as the main barrier to mobility at all levels and of all kinds.
5. The mobility of administrative staff is not regarded as important, although incoming and outgoing mobility would be of great benefit to administrative and other services.

How do you plan to use the results?

The results will be taken into account as the university develops its internationalisation strategy for the next five years. The start of this process has coincided with discussion of a new law on scientific activity and higher education, even though there is still no national strategy for higher education and research, let alone their internationalisation. The university strategy may thus be expected to have national as well as institutional significance.

Name of the institution	Tallinn University			
Country	ESTONIA			
Size of institution:	Faculties	Students	Doctoral candidates	Staff
Number of*	19 institutes 5 colleges	10,252 (8 707 full-time students, 1 545 part-time students)	369	1 140 (lecturers, researchers and administrative staff)
Mobility figures*	Incoming		Outgoing	
Students: short-term mobility	282		210	
Students: degree mobility	175		No data available	
Doctoral candidates: short-term mobility			11	
Doctoral candidates: degree mobility	No data available		No data available	
Staff mobility (short-term)	80			
Sources for mobility data (how collected)				

*Basic known data on the institution: ideally as of 1.1.2012

Please explain: Why did your university want to participate in the MAUNIMO project? What were the external and/or internal drivers that have influenced your institution regarding mobility?

We hoped that the MMT would enable us to review the quality of mobility and see how it is perceived by other units at the university. We also wanted to gain experience and know-how in improving both the collection of data on mobility and resources for improving our internationalisation strategies. If shared with other university units, the results of the project could also boost internationalisation in our administrative offices and draw different university units together for a better understanding of academic mobility. As regards external or internal drivers, the Estonian higher education system is currently undergoing a reform to increase the number of students eligible for free tuition, but also to pressurise students into finishing their courses on time. This will doubtless have implications for student mobility patterns. In addition, the university has approved a 2011-2016 action plan, in which it will review all barriers to its student and staff mobility so that its scale can be increased. We hoped that participation in the MMT would give us appropriate resources for this purpose, and would enable us to learn from best practice among our partners.

What is your main challenge in structuring and managing mobility at your institution?

The lack of courses taught in English in some university units is a barrier to greater incoming student mobility. An increase in such provision would step it up further. Other challenges are of a financial kind, as scholarships do not cover all mobility expenses. As such scholarships are few and the university offers very little support to mobility programmes, many students and staff are deterred from taking part in them. Finally, academic internationalisation at home is still at a very early stage both at the university and in Estonia as a whole. The overall attitude to it – mobility included – needs to be improved.

Please state your institutions' strategic goals for mobility.

One of our main aims is extensive internationalisation and thus increased mobility. We hope that more teachers and researchers will spend at least one year or more in foreign universities in Europe or beyond. The proportion of incoming degree-seeking international students is expected to rise from almost 2% to nearly 4.3% by 2014. The proportion of outgoing students is also forecast to increase significantly, from 2.2% to perhaps 6% by 2014. In order to enhance internationalisation at home, administrative staff will have more opportunities to go abroad and learn from foreign university colleagues (for example in visiting staff training sessions and workshops).

Please describe the approach taken for implementation of the MMT at your institution.

We approached different target groups separately. For example, students received information through their student union, and academic units through heads of academic affairs. Some personal requests were sent to colleagues who work directly with mobility and to those who could benefit from completing the MMT questionnaire. The Tallinn University MAUNIMO coordinator sent personal invitations to each target group, with explanations on how to do this. In the light of the test phase and summary, a different approach might have been more effective. For example, more filled-in forms might have been received by inviting the target groups to attend a meeting or group session to complete the MMT questionnaire together with help from support staff.

Please list the top three things that surprised you from the results ('take-aways').

On the whole, not much surprised us. One reason for this is probably that the MMT did not work as hoped, given that many respondents were not familiar with mobility-related issues and found its questions too complicated. That said, there were recurrent themes in some replies, such as the need above all to develop doctoral candidate mobility in terms of more lecturers, PhD study supervisors and incoming doctoral candidate support schemes. Secondly, the lack of financial resources for Bachelor, Master's, and PhD students, as well as staff, was often cited as the main barrier to mobility. This was partly because the university had very few financial resources of its own for mobility, and relied solely on EU funding. Thirdly, it emerged that administrative staff were perhaps not fully aware of their opportunities for mobility. Yet it was surprising that almost all respondents were familiar with the overall strategic plans of the university, how they were conducted and by whom. Nearly all of them regarded mobility as an important part of the different strategies for research, learning and teaching, and internationalisation, along with faculty and departmental strategies. Constructive ideas and advice were also forthcoming on questions regarding cooperation with EU, government and agency stakeholders and on improving the quality of mobility.

Name of the institution	University of Helsinki			
Country	FINLAND			
Size of institution:	Faculties	Students	Doctoral candidates	Staff
Number of*	11	36,500	4 800	8 100
Mobility figures*	Incoming		Outgoing	
Students: short-term mobility	927		935	
Students: degree mobility	1 970 (all students)		No data available	
Doctoral candidates: short-term mobility	56		33	
Doctoral candidates: degree mobility	740		No data available	
Staff mobility (short-term)	550		250	
Sources for mobility data (how collected)	online databases (mobility online, student register, research database)			

*Basic known data on the institution: ideally as of 1.1.2012

Please explain: Why did your university want to participate in the MAUNIMO project? What were the external and/or internal drivers that have influenced your institution regarding mobility?

The main motivation in participating in the MAUNIMO project was to gauge the role and effectiveness of international mobility as part of the internationalisation agenda of the university, and internationalisation as part of one of its core functions, namely teaching and learning. The project also provided an excellent opportunity to discuss mobility with university colleagues and develop a more strategic approach to the issue.

What is your main challenge in structuring and managing mobility at your institution?

The university does not provide enough services or incentives for outgoing doctoral candidates.

Please state your institutions' strategic goals for mobility.

Our strategic goal is to be among the best 50 universities in the world by 2020. Capable students and skilled staff are the key to success. The university will actively recruit international staff and students, and improve those practices conducive to their integration into the academic community. The international nature of studies and teaching will be supported by promoting a multilingual and multicultural environment. This will involve developing student and teacher mobility, offering all students instruction in languages other than Finnish and Swedish, and helping teachers and other staff to meet the challenges of internationalisation.

Please describe the approach taken for implementation of the MMT at your institution.

In the MAUNIMO project the University of Helsinki decided to concentrate on the mobility of doctoral candidates. The MAUNIMO coordinator arranged a meeting in 10 faculties to discuss the different issues concerning doctoral candidate mobility. Between four and twelve persons attended the meetings, including deans, administrative staff, academic staff and doctoral students. MMT responses represent the common faculty view of doctoral candidate mobility.

Please list the top three things that surprised you from the results ('take-aways').

1. Short-term mobility is in many cases perceived as having a disruptive influence on the dissertation of doctoral candidates (mobility should be encouraged instead at Master's or post-doc level).
 2. Improving and increasing the quality of mobility (at all levels) is also widely discussed in the university departments and faculties.
 3. The short-term mobility of doctoral candidates does not improve their overall employability.
-

How do you plan to use the results?

A report based on the meetings and MMT results will be written and distributed to all the faculties and the university leadership. The quality of mobility will be central in the coming years. For example, the university will ensure that credits earned during an exchange period are fully recognised in the award of its degrees.

Name of the institution	Bordeaux Segalen University			
Country	FRANCE			
Size of institution:	Faculties	Students	Doctoral candidates	Staff
Number of*	10	21,474	450	1 012 (academic) 1 291 (administrative)
Mobility figures*	Incoming		Outgoing	
Students: short-term mobility	355		168 (+186 summer clinical rotations)	
Students: degree mobility	1 698		No data available	
Doctoral candidates: short-term mobility	Unknown		Unknown	
Doctoral candidates: degree mobility	40 co-tutelle students (incoming and outgoing)			
Staff mobility (short-term)	Unknown		15 (ERASMUS teaching mobility only)	
Sources for mobility data (how collected)	Student mobility (B+M) is managed by the international relations office (IRO), while staff mobility (teaching and research) is managed by different services. A work group on data management of staff mobility has been set up.			

*Basic known data on the institution: ideally as of 1.1.2012

Please explain: Why did your university want to participate in the MAUNIMO project? What were the external and/or internal drivers that have influenced your institution regarding mobility?

We were interested in joining the MAUNIMO project mainly for what we perceived as its educational dimension, as a self-evaluation tool for our university in the framework of a wider reflection on benchmarking. We planned to use it:

- to have a true vision of the perceptions of mobility within our institution and identify what messages are conveyed as regards mobility (taking into account the specificity of our local context, with the merger of the Bordeaux universities into a single university and success in the Excellence Initiative project);
- to increase awareness within the university, and especially within its faculties, of the importance of mobility, and to get them to reflect on the importance they have or have not so far have attached to it;
- to identify what works or doesn't work in the way we implement mobility, and what we might do about it.

What is your main challenge in structuring and managing mobility at your institution?

Mobility is a major goal in the internationalisation policy of the Bordeaux Segalen University. However, we are not yet fully satisfied with our results. We need to increase outgoing mobility, enhance our university's international attractiveness with adequate services, and develop administrative management of mobility (and in particular, data management). In order to meet this crucial challenge, we need tools enabling us to refine our strategy for international mobility, and in particular its statistical follow-up. Participation in the MAUNIMO project provided us with an opportunity to exchange best practice on these issues with our European colleagues.

Please state your institutions' strategic goals for mobility.

The internationalisation policy of Bordeaux Segalen University pursues the following main objectives: development of excellence research networks; strengthening of international attractiveness and international study programmes; and development of high-quality services for the hosting of international guests.

This strong strategic impetus is at the heart of the university's Excellence Initiative project, which regards mobility as a crucial part of internationalisation:

- Training: ensuring that Master's and engineering students regularly spend time abroad in order to facilitate their access to the labour market; promoting the skills acquired during mobility periods; ensuring that these periods are of high quality.
- Research: stimulating our policy of hosting guest researchers of international standing, through financial incentives, dedicated services and other facilities.
- Administration: developing administrative staff mobility and including it in the lifelong training pathway of staff.

Please describe the approach taken for implementation of the MMT at your institution.

The approach we took at Bordeaux Segalen was devised by different stakeholders, including the university Vice-President for External Relations, representatives from the international relations office, and from the university steering support team and information systems (the *cellule d'aide au pilotage*). We identified some 30 stakeholders from different groups within the university. This was useful in securing a broadly representative panel of respondents, including institutional leaders, academic and administrative staff, and doctoral candidates (but no other students). All prospective respondents were first contacted via email by the MAUNIMO coordinator to explain the project (the email included a letter of invitation from the President of the university). Then the international relations office met physically with each of them to explain the project further and present the aims and technical details of the questionnaire. We received 18 filled-out questionnaires. The main challenges in collecting answers proved to be: 1) the time-consuming nature of the questionnaire, and 2) the complexity and wide variety of issues addressed in the questionnaire. This was also our initial choice not to disseminate the questionnaire too widely in the university community.

Please list the top three things that surprised you from the results ('take-aways').

1. The essentially very positive perception of the benefits of mobility (and especially credit mobility), at all levels and in all types considered (from Bachelor student to senior researcher mobility).
2. The very strong need for extra financial incentives and dedicated 'all-included' services to attract high-profile researchers (PhDs, post-docs and professors) and students.
3. More negatively, the relative ignorance of some respondents (especially academics) about the services or procedures already in place at the university.

How do you plan to use the results?

In the very short term, we will provide a short report on the approach adopted in implementing the MMT and on the main results of the institutional analysis, for circulation among the respondents and other stakeholders. The results of the MMT testing will prove useful in designing the strategic plan of the future University of Bordeaux:

- promotion of credit mobility and recognition of this mobility period in student career records;
- promotion of degree mobility within joint degrees;
- development of a fully comprehensive hosting policy, in particular to welcome foreign researchers;
- improving the exchange of data within the university, and setting up internal procedures to ensure appropriate statistical follow-up and the availability of relevant data on internationalisation.

Name of the institution	University of Cergy-Pontoise			
Country	FRANCE			
Size of institution:	Faculties	Students	Doctoral candidates	Staff
Number of*	997	13,842	393	650
Mobility figures*	Incoming		Outgoing	
Students: short-term mobility	119		252	
Students: degree mobility	1 262		No data available	
Doctoral candidates: short-term mobility			1	
Doctoral candidates: degree mobility	196			
Staff mobility (short-term)			38	
Sources for mobility data (how collected)	Data collected from the international office, the student registration office and the 'research valorisation' office			

*Basic known data on the institution: ideally as of 1.1.2012

Please explain: Why did your university want to participate in the MAUNIMO project? What were the external and/or internal drivers that have influenced your institution regarding mobility?

Our university has decided to invest more in its international strategy and has nominated a Vice-President in charge, who also oversees doctoral studies and research planning, and a Director of International Exchange Programmes who works on graduate and postgraduate programmes. We were eager to develop indicators, tools, and samples in order to define objectives more clearly, identify difficulties, and create instruments for more visible and efficient mobility strategies. One of our aims is to recruit better students and establish closer links with universities in other countries in a win-win manner. We are aware of the importance of creating networks with other universities to offer more mobility opportunities to our own students and staff.

What is your main challenge in structuring and managing mobility at your institution?

One of the main challenges is to improve the number of exchanges at all levels, including short-term and degree mobility, staff mobility and researcher mobility. We want to offer more services to facilitate mobility.

Please state your institutions' strategic goals for mobility.

We want to attract good students to improve the quality of mobility. We also plan to create an international network with foreign universities. Part of our internationalisation strategy is to create more joint degrees and more links between research laboratories. It is also increasingly important to offer international careers to our students.

Please describe the approach taken for implementation of the MMT at your institution.

With the help of the Office of International Relationships, we selected 100 colleagues interested in international activities or with international experience. We then sent them an email asking if they were interested in taking part in the project. After contacting some of them individually, we identified 58 prospective participants and finally obtained 38 positive replies from respondents representing institutional leadership (3), senior administrators (7), academic staff (13), administrative staff (11), early stage researchers (1), students (1) and doctoral candidates (2).

Please list the top three things that surprised you from the results ('take-aways').

1. Administrative staff mobility is not considered to be important.
 2. The institutional mobility strategy is not well-known, even among colleagues involved in international actions.
 3. The problem of centralising data.
-

How do you plan to use the results?

A summary based on the MAUNIMO team analysis is being sent to the university leadership. The Office of International Relationships, will also make proposals, suggesting that international actions at the university are too scattered and that its organisation needs to be more inclusive. It has to promote more mobility programmes and offer more courses taught in English. Administrative staff mobility is underdeveloped. Better financial support for all kinds of mobility is required, as are improved services (such as housing, help with language and administrative formalities, and the organisation of social and cultural events). Collaboration between the Office of International Relationships and the Office for Research and Development has to be strengthened. In addition, the university needs to collect data on early stage researchers and researcher mobility more efficiently. It is also important to develop joint degrees (at Master's, PhD and other levels). It is planned to transform the Institute of Advanced Studies into an international research centre, with an international advisory board and a network of international partners.

Name of the institution	Philipps-Universität Marburg			
Country	GERMANY			
Size of institution:	Faculties	Students	Doctoral candidates	Staff
Number of*	16	22,661	approx. 1 300	2 935
Mobility figures*	Incoming		Outgoing	
Students: short-term mobility	408		480	
Students: degree mobility	2 763		No data available	
Doctoral candidates: short-term mobility	No data available		No data available	
Doctoral candidates: degree mobility	No data available		No data available	
Staff mobility (short-term)	No data available		40-50 (LLP/ERASMUS 2011/12)	
Sources for mobility data (how collected)	Central databases at the international office and the registrar's office			

*Basic known data on the institution: ideally as of 1.1.2012

Please explain: Why did your university want to participate in the MAUNIMO project? What were the external and/or internal drivers that have influenced your institution regarding mobility?

Philipps-Universität Marburg wanted to take part in the MAUNIMO project in order to define and frame mobility and thus enhance its strategic decision-making. We expected to improve our knowledge about mobility at the university and evaluate both its quantity and quality. We also wanted to improve the consistency of our data in order to avoid needlessly duplicating it. One of the external, as well as internal, influences on mobility at Marburg was the new Bologna Process degree structures implemented in Germany. The new degree programmes are shorter (three + two years, compared to at least five years previously for a regular degree), so it is now harder for students to be mobile. Funding is one of the main factors tending to boost mobility, which is highest where external or internal funding is available, as under the EU Lifelong Learning Programme (ERASMUS), bilateral institutional partnerships and other DAAD-financed programmes.

What is your main challenge in structuring and managing mobility at your institution?

The main challenge regarding incoming mobility is the high rate of foreign degree-seeking students who do not complete their studies at our institution. As regards outgoing mobility, the main challenge is the lack of any clearly identified mobility windows in the new degree programme curricula, thus making it harder for our students to combine a mobility period abroad with their studies at home.

Please state your institutions' strategic goals for mobility.

Our strategic goal regarding incoming mobility is to improve general conditions for foreign students, with the aim of ensuring that their studies are successful and lowering the dropout rate. Furthermore, we are currently working on the establishment of a new mentoring system for German students to mentor incoming students and receive ECTS credits in return for their support. As regards outgoing mobility, our aim is to increase student credit mobility quantitatively and qualitatively, by implementing clearly identified mobility windows in all degree programmes. Besides seeking to expand study abroad, we shall aim further to develop foreign internships, encouraging our students to use the Lifelong Learning Programme (ERASMUS) practical placement programme or other funding schemes to pursue them. An information database will be developed and maintained to this end.

Please describe the approach taken for implementation of the MMT at your institution.

We decided to test the MMT in three faculties (business administration and economics, social sciences and philosophy, and pharmacy) and three departments (romance philology, Anglophone and American studies, and sports sciences), because of their different sizes and mobility flows, and their diversity as regards fields of study and research. Ideally, we should have preferred higher response rates, in order to compare these faculties and departments more reliably, and also to compare different staff categories within them and in the university as a whole. While academic and administrative staff and one doctoral candidate responded, the overall total of just 13 respondents was unfortunately very low mainly because of limited time.

Please list the top three things that surprised you from the results ('take-aways').

The responses we did receive were very elaborate, demonstrating clear interest in mobility within our university community. However, some of the replies and needs expressed pointed to a lack of familiarity with several mobility schemes already implemented at our institution. It thus seems necessary to promote them and similar schemes further.

How do you plan to use the results?

Given the low number of respondents, it is hard to actually use these results as intended, considering that they have little empirical validity. However, a new round of the MMT is planned and will be incorporated in an overall discussion on mobility at the university, in order to publicise it further and initiate extensive thought and debate on the subject. Hopefully, this will increase both the quantity and quality of responses, thereby enabling them to be used in strategic decision-making for internationalisation.

Name of the institution	Università Politecnica delle Marche			
Country	ITALY			
Size of institution:	Faculties	Students	Doctoral candidates	Staff
Number of*	5	16,378	394 Specialisation Courses 348 Post-doc courses 435	1 257
Mobility figures*	Incoming		Outgoing	
Students: short-term mobility	168		480	
Students: degree mobility			No data available	
Doctoral candidates: short-term mobility			22	
Doctoral candidates: degree mobility				
Staff mobility (short-term)	2 (**)		5 (**)	
Sources for mobility data (how collected)	Data on student mobility is from a database managed by the international relations office. Data on the mobility of doctoral candidates is collected by the PhD office and periodically communicated to the international relations office. (**) Please note that data on staff mobility currently available at our institution refers solely to ERASMUS actions.			

*Basic known data on the institution: ideally as of 1.1.2012

Please explain: Why did your university want to participate in the MAUNIMO project? What were the external and/or internal drivers that have influenced your institution regarding mobility?

We became aware of the MAUNIMO project at a particularly strategic point in the development of our university's international relations. When the MAUNIMO pilot phase was launched by EUA in the autumn of 2011, we were developing a strategic plan for internationalisation aimed at promoting the importance of 'being international' among our professors and other staff. We felt the need to strengthen our presence on the international scene. At the time, we were arranging some workshops for professors, administrative staff and students to explain the importance of the international activities we were about to carry out. MAUNIMO represented the right opportunity at the right time to deal with internationalisation and mobility. Thanks to MAUNIMO, we dedicated more time and effort to the issue, and secured greater involvement in internationalisation on the part of the institutional leaders and of the staff in general.

What is your main challenge in structuring and managing mobility at your institution?

Because many still hesitate to exploit various opportunities for mobility, its implementation outside structured programmes like ERASMUS remains difficult. However, we are striving to develop a centralised system to manage mobility so that it can be tracked whenever it occurs at the university (see above). This information is important in developing future strategic plans regarding mobility and internationalisation.

Please state your institutions' strategic goals for mobility.

In the case of structured and long-lasting programmes (ERASMUS), we are paying increasing attention to the quality of mobility. Our university promotes and self-finances a project for internships abroad, thanks to which some 120 students and young graduates annually experience an internship in private companies and/or public bodies worldwide. We aim constantly to increase both the number of mobile students/graduates and the quality of internships, by monitoring the kind of work interns perform abroad and their subsequent employability. We are also closely monitoring incoming mobility with a view to enhancing the attractiveness of our university to boost its foreign student enrolments (especially at doctoral level). Recently, we have organised a campaign among our professors to attract visiting scholars from abroad in far greater numbers, as their presence could be of great benefit to both research and teaching activity. A substantial share of our funds for international activities will thus be spent on encouraging them to visit us.

Please describe the approach taken for implementation of the MMT at your institution.

We selected representatives from the key groups in the university community, and arranged meetings to familiarise them with our involvement in the MAUNIMO project and use of the MMT. Meetings involved the deans of the five faculties, directors of departments, directors of PhD schools, members of the commission for international relations, members of the commission for research, heads of key administrative departments (including research, teaching, the industrial liaison office, the IT office and human resources) and students (representatives of the students' council and student associations). During these meetings, we presented the MMT and asked participants to help by completing the survey themselves and in extending this invitation to all the relevant people in their structures (in the same faculties, departments and associations). The 'multiplier effect' worked perfectly, as participants in the meeting did their best to have as many people as possible fill in the survey, as if to demonstrate that they were fulfilling the given task perfectly or even better than other departments. The institutional support was strongly felt in all steps: the institutional leaders took part in the meetings and expressed their strong interest in participating in this project, which was seen as a strong impulse to face the issue of mobility and internationalisation and to further develop it. Additional meetings on both topics might have been possible, given the apparent level of interest and demand for further information about our international activities. In terms of awareness raising for mobility, we have to admit that MMT worked perfectly at our institution.

Please list the top three things that surprised you from the results ('take-aways').

Many people at our university are not aware of all our current activities. In addition to having more respondents than expected, those who filled in the survey spent much time ensuring that their answers were accurate and their comments detailed, which pointed to considerable interest in mobility and internationalisation. Yet awareness of some basic aspects of both remains very low. The belief is widespread that mobility refers solely to ERASMUS and to student mobility. Many don't know what a joint programme is, for instance, others do not know anything about the existence of good mobility opportunities available to students and staff.

How do you plan to use the results?

The results clearly demonstrate a shortfall in the circulation of information about mobility and internationalisation at our university. We are already working to remedy such weaknesses. Once we have made the results available, further meetings will be arranged with those who responded to the MMT (or who have since become interested in it) to demonstrate our efforts to solve the problems highlighted by them (such as the need to improve our website).

Name of the institution	University of Trento			
Country	ITALY			
Size of institution:	Faculties	Students	Doctoral candidates	Staff
Number of*	7	16,327	661	563 Academic staff 656 Administrative staff
Mobility figures*	Incoming		Outgoing	
Students: short-term mobility	287		368	
Students: degree mobility	184		No data available	
Doctoral candidates: short-term mobility	19		13	
Doctoral candidates: degree mobility	93		20	
Staff mobility (short-term)	18 (2010/11 academic year) + 68 (2010) + 71 (2011) Total: 157		10	
Sources for mobility data (how collected)	International division · PhD office · Human resources division The collection of this data has been conducted by the international division, exporting data from its own database and in consultation also with colleagues at the PhD office and the human resources division, in the case of data collected by these offices.			

*Basic known data on the institution: ideally as of 1.1.2012

Please explain: Why did your university want to participate in the MAUNIMO project? What were the external and/or internal drivers that have influenced your institution regarding mobility?

When the University of Trento was asked to take part in the MAUNIMO project in 2009, it was considering how to improve the collection of data on incoming and outgoing student mobility and academic staff mobility, since the resources used in its different offices were not efficient (i.e. a 'home-made' tool at centralised level did not include mobility at decentralised level). Data collection from the decentralised departments, schools and faculties was also time-consuming, while data on mobility outside the European programmes was elusive. Yet there was internal pressure to improve collection and monitoring of such material, given that ministry of education funding was tied to real mobility levels. The invitation to take part in MAUNIMO was thus a timely one.

During the first phase of project implementation, it became clear that participation in MAUNIMO could help the university think constructively about its internationalisation strategy by analysing relevant data, the perceptions of those involved, and inconsistencies between strategic documents and the opinions of the people responsible in practice for implementing international action. Participation was also linked to the need to reshape the international strategy given that the university acquired a new status when national and local reforms obliged it to replace its faculties with other academic bodies, and transferred its governance from the Italian government to the Autonomous Province of Trento.

What is your main challenge in structuring and managing mobility at your institution?

In terms of outgoing student mobility, the main challenge is to find financial support for increasing the number of scholarships (which are not intended to cover the whole cost of the stay abroad, but to co-fund mobility).

Another problem has been that some agreements with partner institutions have had to be suspended because of imbalance in student flows (with more outgoing than incoming students). The university is trying to overcome this, by offering incoming students short programmes or summer schools. As regards the mobility of outgoing young researchers and academic staff, it would be better to improve the linkage of the administrative arrangements dealing with mobility for teaching purposes and for research, in the interests of coordinated information. The very limited incentives for academic staff to work abroad themselves – or to help colleagues to do so – tend to discourage mobility. As to incoming academic staff, the lengthy national procedural complexities of inviting foreign professors to visit the university constitute a further challenge.

Please state your institutions' strategic goals for mobility.

As far as outgoing students and doctoral candidates are concerned, the university aims to offer them a very broad range of prospective partner institutions with excellent academic courses and research opportunities, which complement provision at Trento. This goal is pursued by developing partnerships and joining networks. The ultimate aim is to increase mobility gradually but steadily each academic year, until it reaches the maximum level consistent with available logistic and support services (an estimated 600 outgoing students and doctoral candidates). Double degree programmes require special attention, as their growth seems to be sluggish. The goal as regards incoming students is twofold:

- to increase the number of exchange students from partner institutions, in order to ensure balanced mobility flows (which will in turn encourage outgoing mobility);
- to increase the number of incoming students working for a Trento degree to at least 250.

In both cases, a maximum level is again envisaged in keeping with current organisational facilities.

As regards academic staff, the emphasis is on the recruitment of foreign professors both for short periods (a semester or one academic year) or longer, rather than on outgoing mobility. Administrative staff mobility is less of a strategic goal. Aside from staff training in the EU Lifelong Learning Programme, virtually no other opportunities are currently on offer.

Please describe the approach taken for implementation of the MMT at your institution.

The approach was to present the MMT to different internal stakeholders, at meetings or via email.

The following process occurred:

1. The vice-rector for international relations presented MAUNIMO and the MMT to the academic senate (consisting of the rector, the deans and the general director).
2. The vice-rector then emailed deans, directors of research departments, PhD school coordinators and others involved in faculty international relations, asking them to complete the MMT questionnaire.
3. The head of international relations met colleagues responsible for such relations both centrally and in the faculties to discuss the entire MMT.
4. The head of international relations then met the president of the student council (representing all students elected to university bodies).
5. Emails were sent to remind everyone to get involved.
6. Professors and colleagues exchanged phone calls to discuss and answer each other's questions.

Only one institutional leader and five professors actually responded, so academic participation (33.4% of total responses) was weak despite the fact that 47 staff (seven deans, 11 research department directors, nine PhD school coordinators, 13 ERASMUS coordinators and seven others) were asked to take part. And despite the meeting with the student council president (who was twice reminded to promote the project), no student completed the questionnaire. The university had decided to involve only students on the academic senate and faculty councils, as they were supposed to be more aware of its international strategies. It would probably have been better for them to meet staff like deans and directors directly, although it would still have been hard to persuade them to find time to complete the questionnaire.

More intensive administrative support from the international division of the university was doubtless needed for greater participation in general, but this proved impossible.

Please list the top three things that surprised you from the results ('take-aways').

Although answers were received from only 18 prospective respondents, the following surprised us most:

1. A keen sense of involvement and enthusiasm among those who did respond, including their wish to be more involved in defining international strategy.
2. The 'distance' between some priorities in the strategy and answers from respondents about the importance of mobility for employability and the desirability of attracting non-EU students for Master's qualifications.
3. The need to invest greater effort in quality assurance issues.

How do you plan to use the results?

The results will definitely be considered and discussed at future meetings with those in charge of international relations in the new departments. They will also be included in the next strategic internationalisation plan. Most important of all, the goal of achieving maximum involvement on the part of internal stakeholders in internationalisation at Trento needs to be kept alive, so that the MMT experiment will not remain just a one-off exercise.

Name of the institution	Vilnius Gediminas Technical University			
Country	LITHUANIA			
Size of institution:	Faculties	Students	Doctoral candidates	Staff
Number of*	10	13,000	253	930
Mobility figures*	Incoming		Outgoing	
Students: short-term mobility	360		500	
Students: degree mobility	113		~50	
Doctoral candidates: short-term mobility	14		10	
Doctoral candidates: degree mobility	No data available		No data available	
Staff mobility (short-term)	For teaching – 128 For training – 25			
Sources for mobility data (how collected)	International Relations Office, Information System			

*Basic known data on the institution: ideally as of 1.1.2012

Please explain: Why did your university want to participate in the MAUNIMO project? What were the external and/or internal drivers that have influenced your institution regarding mobility?

Vilnius Gediminas Technical University (VGTU) is the second largest technical university in Lithuania, and has the highest levels of foreign academic exchange mobility among technical universities in the Baltic States. It now aims to become even more international so that foreign students will account for 10% of its on-campus student population, which means doubling their present numbers. Given also the current imbalance in incoming and outgoing students, it is important to examine the existing situation as regards internationalisation and mobility, and devise resources and strategies to develop them. Several years ago, VGTU conducted the EUA self-evaluation report, which shed light on key aspects of its administration. Similar aims were set for participation in the MAUNIMO project. We expected to find out how far the university was prepared for mobility, and how we might increase the effectiveness of its underlying procedures in order to accommodate growing numbers of foreign students. The administrative departments and International Relations Office sought to improve their services to the academic community, and develop a better understanding of the needs of internationally mobile students and staff. The official mobility reports which form the basis for current research offer little insight into attitudes towards mobility, especially among the 'non-mobile'. MAUNIMO has provided an excellent opportunity to review our mobility achievements and to share experience of them with our colleagues.

What is your main challenge in structuring and managing mobility at your institution?

International activities at the university are coordinated by its International Relations Office, so mobility is managed in line with a centralised model. Statistics have revealed that student and staff participation in mobility programmes vary from one faculty to the next. It is thus vital to review all processes and main issues in order to determine why this is so and improve the situation. Although ERASMUS coordinators support mobility at faculty level, we intend to explore a more decentralised approach in which the faculties become responsible for planning and implementing international activities to a greater extent. This would bring information and support for them closer to the participants in mobility. Another challenge in mobility is the quantity versus quality issue. Both the European Commission target for 2020 and government policy are concerned with numbers, so the university is especially keen to achieve high quality mobility too. The results of the MAUNIMO survey could provide insights in which the opinions of participants in mobility tend to uphold or criticise the foregoing initiative.

Please state your institutions' strategic goals for mobility.

Academic mobility is an important aspect of the internationalisation strategy at VGTU. Its previous strategic aim was to ensure that at least 5% of its graduates should gain international experience, thereby creating an international atmosphere 'at home'. In the new strategy for the five-year period starting in 2012, its goal is to increase this proportion to 10%, and then move closer still towards the 20% target set for Europe. Another important means of achieving the aims of internationalisation is staff mobility and the development of international competence. The university emphasises the importance of an environment in which international experience is valued, and in which mobile members of the academic community share their experience with the non-mobile. The number of outgoing mobile students has reached 500 annually and is still growing, while some 140 teaching staff a year are internationally mobile. With the university offering 12 of its 80 study programmes in English, it is essential to sustain mobility in studies and teaching so as to impart an international dimension to education and the exchange of knowledge. For this reason, the university is actively involved in the EU ERASMUS and ERASMUS MUNDUS Programmes, while also developing its bilateral cooperation and joint programmes.

Please describe the approach taken for implementation of the MMT at your institution.

The action plan was first presented to the rectorate consisting of the senior managers and leaders of the university. The vice-rector for international relations was then informed about the plan and project and supported the activities set out in the action plan. Following a discussion with the vice-rector, the working plan and target groups for testing the MMT were determined. There were also discussions about whether the MMT should be tested solely in selected faculties or the entire academic community. While at the outset just four faculties were identified, everyone was later asked to express their opinion on mobility. This approach also provided for coverage of the university as a whole, rather than just a few select groups. In all, there were 160 responses – the highest number achieved among the pilot universities. This enabled us to draw broader conclusions from the findings and identify trends and opinions regarding mobility that were truly institutional.

Please list the top three things that surprised you from the results ('take-aways').

1. Most of the university community supports mobility at all levels of study, despite some fear that the institution may lose its best students.
2. There is a wish to acknowledge mobility as a privilege with added value, and to pay greater attention to PhD and researcher mobility.
3. There is insufficient familiarity with the Diploma Supplement, the Bologna Process, joint degrees and programmes, sandwich programmes and mobility windows, even if the measures and procedures concerned are implemented and already in use.

How do you plan to use the results?

We hope that the results will enable us to improve our plan for internationalisation, and constructively inform discussion on the strategies entailed, besides providing a clearer picture of the needs of those involved in mobility.

Name of the institution	Pavol Jozef Šafárik University in Košice			
Country	SLOVAKIA			
Size of institution:	Faculties	Students	Doctoral candidates	Staff
Number of*	5	8 636	650	1 180
Mobility figures*	Incoming		Outgoing	
Students: short-term mobility	45		101	
Students: degree mobility	431		No data available	
Doctoral candidates: short-term mobility	0		6	
Doctoral candidates: degree mobility	0		0	
Staff mobility (short-term)	20		50	
Sources for mobility data (how collected)	International office – ERASMUS database, university annual report on international relations 2011			

*Basic known data on the institution: ideally as of 1.1.2012

Please explain: Why did your university want to participate in the MAUNIMO project? What were the external and/or internal drivers that have influenced your institution regarding mobility?

Our motivation for applying to participate in the MAUNIMO project was that we regard academic mobility as an important part of our university strategy. Involved in the LLP/ERASMUS Programme from the outset, we needed a state-of-the-art appraisal of our mobility programmes for a more comprehensive understanding of the different aspects of internationalisation. MAUNIMO provided us with a good opportunity to obtain one. In addition, it provided a platform for exchanging experience with different universities in Europe, sharing our strengths and weaknesses in implementing and developing academic mobility.

We also expected that the MMT would be a means to the following ends: assessing and developing further our institutional mobility strategies to boost the academic mobility of students both quantitatively and qualitatively, thereby improving their employability on the job market; offering a more international working environment at the university and improving intercultural communication; identifying tools to promote and enhance internationalisation within the university; and developing tools to identify the effects of mobility on internationalisation, with a focus on teaching and learning.

What is your main challenge in structuring and managing mobility at your institution?

This main challenge in structuring and managing mobility at our institution can be seen in the following:

- improving the promotion of mobility at the university;
- improving communication within it on internationalisation issues and strategies, thereby raising awareness of mobility among academic and administrative staff;
- finding appropriate tools in order to remove obstacles to mobility and hence improving its quality;
- preparing a university strategy for internationalisation;
- increasing outgoing teacher mobility, through recognition of teaching periods at foreign host institutions;
- avoiding imbalance in the mobility of incoming and outgoing students;
- improving ECTS packages;
- further exploration of new initiatives to increase student and staff mobility.

Please state your institutions' strategic goals for mobility.

The university intends to increase the number of students and staff involved in mobility for the purpose of gaining international experience during a period of study, teaching or training abroad. With regard to student mobility, the focus will be on developing methods and resources to help improve the quality of outward mobility:

- study (credit) recognition – credits must be fully recognised by the home institution in order to make study abroad more attractive;
- avoidance, during mobility periods abroad, of 'studies in parallel' at both host and home institutions, in which (for example) study assignments have to be submitted to home university teachers;
- financial support from internal university sources in order to increase grants to students and teachers;
- language teaching support to remove language barriers;
- increasing student interest in placements.

In order to offer a more attractive study environment for students from our partner universities, it is planned to develop more study programmes in English. New mobility programmes will also contribute to the increased international dimension of our university.

Please describe the approach taken for implementation of the MMT at your institution.

Implementation of the MMT at our institution was officially agreed, initiated and supported by the executive board of our institution which consists of the university leadership (the rector, vice-rectors and chancellor). A general overview of the MMT was introduced and further testing phases explained at a regular meeting of ERASMUS coordinators. The target group of respondents comprised members of the university leadership, academic staff, administrative staff and students at all faculties. Since we tried to use the MMT as a first-ever mapping of mobility, we were primarily concerned that all former and current ERASMUS (student and staff) participants should realise that any responses from teachers and administrators not previously involved in ERASMUS were potentially no less instructive.

The first email request on 4 March 2012 explained in detail the purpose and technical details of the MMT testing. It elicited 10 responses and prompted us to circulate a follow-up reminder on 5 April 2012. Both emails led to questions from respondents on technical matters. The two requests (together comprising 400 emails) elicited 46 responses in all. The MMT report will be examined in great detail, attaching similar importance to every single reply. The MMT and its testing phase represent a first insight into opinions, feelings, attitudes and proposals on the part of all our staff and students, and offer a platform for further improving mobility policy at the university.

Please list the top three things that surprised you from the results ('take-aways').

1. Mobility is a high priority at our university.
2. The positive attitudes of respondents towards mobility.
3. Proposals for action plans to raise awareness of mobility – promotion of mobility, communication within the university, etc.

How do you plan to use the results?

An 'internal audit of internationalisation' based upon the MAUNIMO results will be proposed, since internationalisation starts at home institutions, and the quality of services of all those centrally involved in the internationalisation process at our own university is important. The international office, which reports directly to the vice-rector for international relations, will prepare an action plan to improve mobility, as a platform for further discussion at university and faculty levels. The action plan will include the key issues clearly defining the future university strategy for mobility.

The European University Association (EUA) is the representative organisation of universities and national rectors' conferences in 47 European countries. EUA plays a crucial role in the Bologna Process and in influencing EU policies on higher education, research and innovation. Thanks to its interaction with a range of other European and international organisations EUA ensures that the independent voice of European universities is heard wherever decisions are being taken that will impact on their activities.

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