



TIETEENTEKIJÖIDEN LIITTO
FORSKARFÖRBUNDET
The Finnish Union of University Researchers and Teachers



Staff (im-)mobility - challenges of and driving forces behind mobility

Wg on Fostering Implementation of agreed key Commitments 2015-2018 (Meeting 4)

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Structure of the presentation

- Mobility: focus, actors who are mobile
- and (who) benefit / what are the benefits
- Value of mobility
- Trade union perspective
- ETUCE and mobility
- Eurodoc and mobility
- Some snapshots from Finland

Focus on mobility

- Student mobility
- Staff mobility
- Academic mobility
- Geographical mobility or cross-border mobility
- Cross-sectoral mobility
- Interdisciplinary mobility
- Virtual mobility
- Learning mobility
- Talent mobility

Mobility – lack of information?

- Part of the reason for the lack of information is conceptual. What exactly is meant by 'staff' in higher education, and what forms of mobility are to be considered? At first sight, these may seem like straightforward issues, but they are not so simple. The phrase 'academic staff mobility' could, for example, be categorised by length of time spent outside a country – thus considering 'short term' or 'longer term' periods spent abroad. However, it would arguably be far more useful to categorise mobility by the purposes of periods spent abroad. Thus academic staff may be mobile to participate in international conferences, for study visits, for periods of teaching or research.

What is Academic Mobility? (Unesco)

- Academic Mobility implies a period of study, teaching and/or research in a country other than a student's or academic staff member's country of residence ('the home country').
- This period is of limited duration, and it is envisaged that the student or staff member return to his or her home country upon completion of the designated period. (The term 'academic mobility' is not intended to cover migration from one country to another.)
- Academic mobility may be achieved within exchange programmes set up for this purpose, or individually ('free movers'). Academic mobility also implies virtual mobility.

Mobility - Who is mobile

- Student mobility
- Early stage researchers / doctoral candidates (ERA)
- Staff mobility
 - Researchers
 - Teachers
 - Teacher-researchers, researcher - teachers (basic idea: everybody does both)
 - Administrative staff

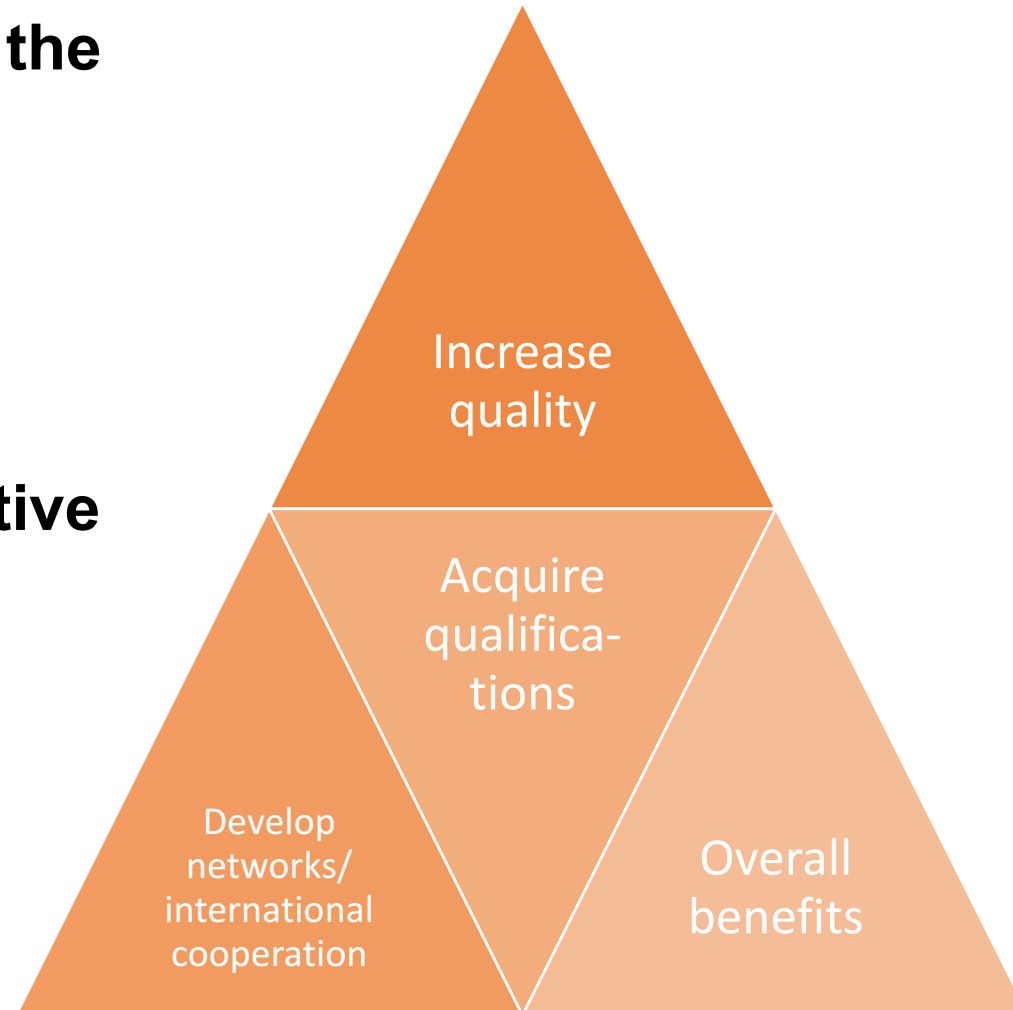
Who benefits from staff mobility and how?

- Staff: mobile staff, staff in the sending (after return, but not only) institution, staff in the receiving institution.
- Students in both receiving and sending institution.
- Sending and receiving institutions.
- HE systems and countries.
- Europe.

Benefits of staff mobility (Peter Greisler, 2013-14)

Depending on the perspective, the benefits of staff mobility are different:

- **Individual perspective**
- **Institutional perspective**
- **Academic staff perspective**
- **Administrative staff perspective**



Value of mobility (Charter for Researchers)

- Employers and/or funders must recognise the value of geographical, intersectoral, inter- and trans-disciplinary and virtual mobility as well as mobility between the public and private sector as an important means of enhancing scientific knowledge and professional development at any stage of a researcher's career.
- Consequently, they should build such options into the specific career development strategy and fully value and acknowledge any mobility experience within their career progression/appraisal system.

Value of mobility (Charter for Researchers)

-mobility experience within their career progression/appraisal system.....
- This also requires that the necessary administrative instruments be put in place to allow the portability of both grants and social security provisions, in accordance with national legislation.

Mobility and the social dimension

- Their priorities about social dimension are better living conditions for staff, a secure career is an essential aspect, and also better access to student housing in particular. ...
- ->
- **To improve staff mobility, more comparable and easily accessible information about staff conditions and salaries, and the portability of social rights and career opportunities are needed.**

Basic European trade union aims (ETUCE)

- **Academic freedom** for both academic teachers and researchers; trust and collegiality; reduction of excessive bureaucracy; eradication of excessive workload; recognition of the role of early stage researchers; availability of **professional development programmes for all staff; career perspectives**; recognition of teaching and research as key pillars of academic activity; recognition of the role of quality of teaching and research as the main factor of professional attractiveness; improved physical and emotional working environment; inclusive and anti-discriminatory policies in the workplace; work-life balance, access to sabbatical leave, recognition of collective bargaining and public funding.

MOBILITY IN ETUCE POLICY DOCUMENTS

- **ETUCE POLICY PAPER (2014) Early Stage Researchers /Doctoral Candidates**
-**We also support the concept and practice of mobility but on a voluntary basis.** Furthermore, with these reservations, we accept that institutions should apply the "Human Resources Strategy for Researchers" (HRS4R) as a tool to put the principles of the Charter and Code into practice.
- ...There should be sufficient funding for all research prerequisites and financing for joint degrees, Erasmus programmes, **mobility grants**, as well as the financing of publications.

ETUCE views on staff mobility

- Staff mobility should be promoted as a mean for professional development. Especially when it comes to a successful implementation of student centred learning (SCL) or when working with students with special needs with different backgrounds .
- -> Argument: “ The high quality of teaching is (or should be) created in the classrooms by the interaction between students and teachers. High quality and student centred learning is neither created by quality assurance agencies nor by the management. They can help and develop the basis for high quality but that is it. “ (JVJ speech)

ETUCE views on staff mobility

- Staff mobility is an underdeveloped issue in Bologna process / EAHE that needs to be addressed. (Compared with ERA: Charter, HRS4R and euraxcess)
- Staff mobility should include all categories of staff at universities: Teachers, Researchers and other expert staff working in HEI
- Staff mobility should be considered a right and / or a possibility rather than something that would be mandatory obligation.
- Staff mobility should be seen as merit that is rewarded accordingly and have a positive impact on the career progress.
- Discussion (Resaver / Brain-drain)

Research vs Teaching

- "The nexus between teaching and research should not be eliminated, as it constitutes the most efficient guarantee of high relevance and quality where students are taught the most updated findings within their subject of study."
- "The growing focus on teaching in combination with a more and more diverse student population requires continuous professional development for academic staff in order to be able to meet the more and more diverse expectations of the students." (Jens Vra-Jensen, 2015; Supporting Academic Staff – a matter of Quality)
- ...-> student centered learning

EURODOC AND MOBILITY

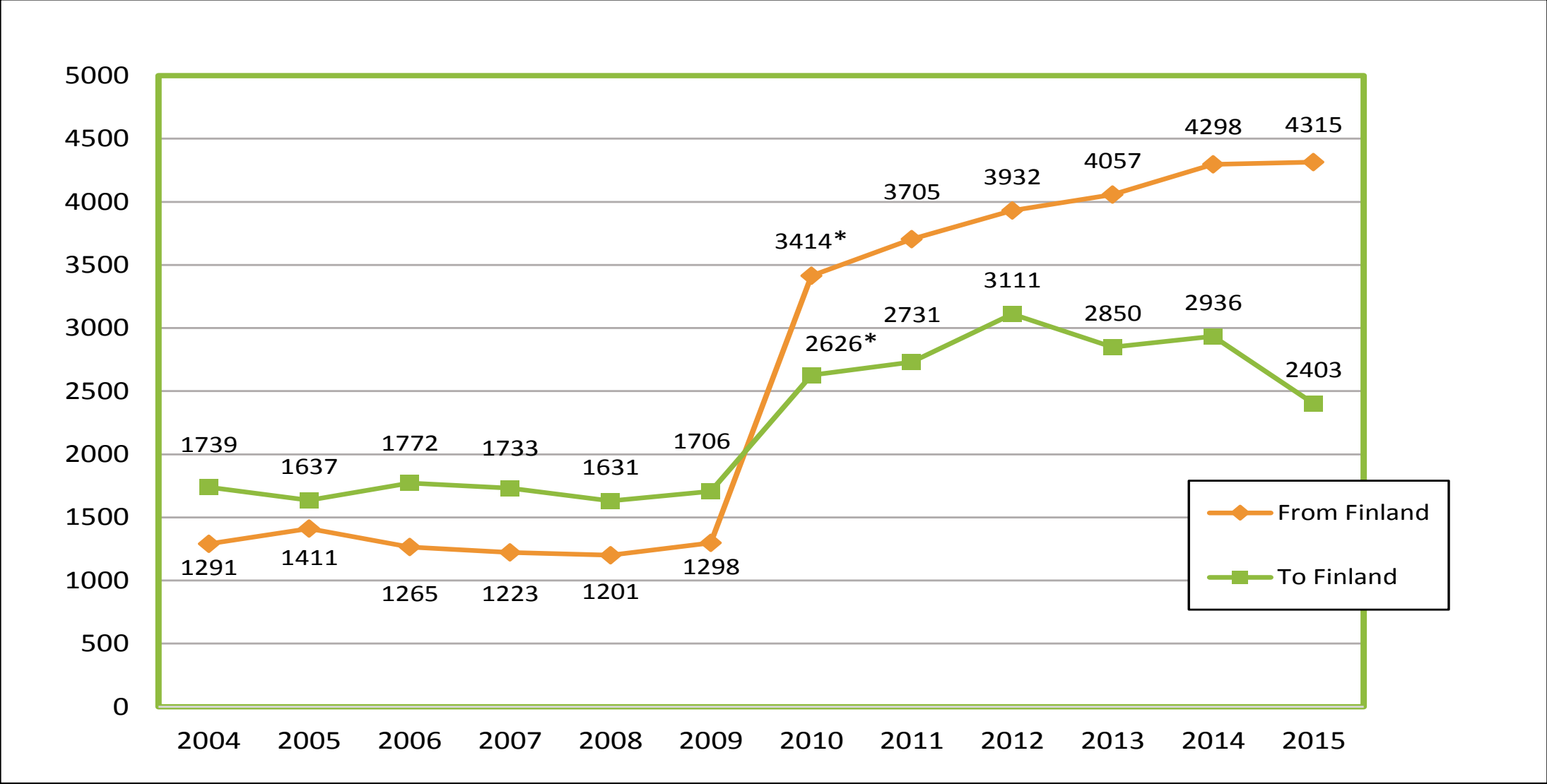
- **Interdisciplinary mobility** is one of the simplest and best ways of sharing, learning and creating experiences of interdisciplinary research. It is often juxtaposed with other types of mobility, like cross-sectorial and geographical.
- However, interdisciplinary mobility receives much less attention than other types of mobility. Further, there is a clear lack of monitoring practices that seek to understand how researchers face challenges and opportunities of interdisciplinary mobility.
- EURODOC has a wg on Mobility: Increase awareness on mobility issues through regularly informing about e.g. policy actions, papers, articles and conferences addressing mobility in Europe.

The case of Finland

- Some stats in coming / outgoing researchers and teachers
- Erasmus : staff mobility from Finland
- Some stats from FUURTs membership study
 - Reasons to come to Finland (%)
 - Problems that mobile international staff has encountered
 - Obstacles for mobility of Finns (Academic staff)
 - Support that Finns received going abroad
 - To switch (Inter- /Intrasectoral mobility)

Mobility of teachers and researchers in universities 2004–2015

(Source: Vipunen)



Erasmus staff mobility from Finland in 2007–2014

Number of outbound staff from Finnish higher education institutions on Erasmus staff mobility for teaching and training



Academic year 2013–2014



61% women



39% men

57%
(1 150)

teaching

43%
(864)

training

Reasons to come to Finland (%)

	AL	Eu/Eta	Outside EU/ESS
Interesting research co-operation	88	85	90
Invitation	60	49	70
Job opportunities	60	61	59
Necessary for career	54	46	62
Personal reasons	53	57	49
Lack of career opportunities	33	39	27
Spouse job	30	26	33

Problems that international staff has encountered

	AI	EU/EES	Outside...
Uncertainty of livelihood	75	67	81
Language and culture	68	57	77
Lack of information on work conditions	54	49	58
Unemployment	46	31	59
Lack of support services	46	46	47
Lack of appreciation of international recruit	43	35	50
Residence permit	32	5	55
Daycare, school etc	7	3	10

Obstacles for mobility of Finns (Academic staff)

Lack of career prospects	56
Uncertainty of livelihood	53
Spouses work- or workprospects	47
Moving- and travel costs	45
Child care	39
Lack of international connections	28
Lack of support services	25
Social security	19
Age	14
Recruitment and lack of international experience	13
Language and culture	11
Taxation	9
New family	6
Sees no reason	5

Support that Finns recieved going abroad

(22 % have been working abroad and 24 % have been grant holders)

	FUNDING	LEGAL ADVICE	MENTORING	SUPPORT
I recieved no support	19	33	29	14
Very unsatisfied	2	5	6	4
Unsatisfied	7	7	12	7
Neither unsatisfied nor satisfied	16	31	28	24
Satisfied	31	14	17	29
Very Satisfied	25	9	8	22

To switch (Inter- / Cross- sectoral mobility)

- During the last two years persons with a doctoral degree have considered to leave the university sector
 - 61 % of the Finns, 59 % the EU/EES-citizens and 48 % of non-EU/EEScitizens.
- To change jobs within the university sector been on the mind of
 - 61 % of the Finns, 68 % of the EU/EES-citizens and 64 % of non-EU/EEScitizens.
- To change to totally different tasks during the last two have been considered by
 - 62 % of the Finns 54 % of the EU/EES-citizens and 44 % of non-EU/EEScitizens.

The end –thank you for your attention!

