Wissenschaftliches Zentrum
für Berufs- und Hochschulforschung
Universität Gesamthochschule Kassel

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ERASMUS
Teaching Staff Mobility

The 1990/91 Teachers' View

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The present report has been prepared in the context of the monitoring and evaluation of the European Community Action Scheme for the Mobility of University Students (ERASMUS). It is designed primarily for use within the services of the European Commission, and although the report is being placed at the disposal of the general public, it is emphasized that the views which it contains are those of the authors and do not necessarily represent the offical position of the Commission.

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Introduction

The promotion of teaching staff mobility has been one of the key areas of the ERASMUS programme since its inauguration. In recent guidelines for application (for the academic year 1993/94), the aim is phrased as follows "With a view to enhancing the quality of higher education in the Community, through the pooling of intellectual resources and through the provision of a European dimension for students not directly involved in study abroad, the Commission supports the exchange of teaching staff between higher education institutions in different eligible States."

The support of teaching staff mobility is provided in the framework of Inter-University Co-operation Programmes (ICPs). This reinforces the concept that exchange of teaching staff is not just a support for occasional interaction, but rather a part of regular co-operation whereby individual teaching visits should promote co-operation in general rather than in solely individual cases. In most instances, the Inter-University Co-operation Programmes which were awarded grants for teaching staff mobility received support for student mobility as well.

As regards the academic year 1990/91, almost 1,000 ICPs had applied for support of teaching staff mobility. According to the summer 1990 statistics on applications and awards for 1990/91, 277 programmes (29 % of those applying) were awarded grants for teaching staff mobility. According to the reports provided by the ICP co-ordinators in autumn 1991, 298 ICPs were awarded support for almost 2,000 teachers and, in practice, 1,432 teachers actually went abroad (i.e. slightly more than 70 % of those envisaged in the successful applications). This shows that ERASMUS-supported teaching staff mobility, in fact, is a sizeable activity.

Available information - notably through the ICP co-ordinators' reports - suggest that teaching staff exchange is a valuable component of the ERASMUS pro-

gramme. It enriches the course provisions at the respective host institutions and makes all persons involved more aware of the diversity of higher education in Europe and of the potentials and difficulties implied in such a diversity. It contributes, in many ways, to an improvement of student mobility while also providing a broadened experience to those students who do not study for some period in another European country. However, available information also indicates some problems:

- as already stated, the actual participation is about 70 percent of the estimates. It seems worth examining whether this is a "normal" phenomenon due to "overbooking" in the applications or non-participation due to circumstances beyond the control of the ERASMUS scheme and the ICP participants or whether there are some barriers which could be removed.
- most teachers supported by the ERASMUS programme do not seem to stay abroad for at least one month, i.e. considerably less than the length of the regular lecture periods in the EC-Member States. This discrepancy raises several questions: Why do teaching staff tend to stay abroad for relatively short periods? Are the courses offered by the visiting staff more than a short break in the routine of regular lectures? What periods in the academic year are taken as appropriate for the teaching periods abroad?
- both the ICP co-ordinators' reports and a workshop arranged by the Commission of the European Communities showed that the mobile teachers identified various problems relating both to the teaching activity as well as to the ERASMUS support scheme. It seemed worthwhile to explore whether the problems named were exceptional or whether they applied to a substantial proportion of the mobile teachers.

Subsequently, the Task Force Human Resources, Education, Training and Youth (i.e. the predecessor of the DG XXII) concluded that an evaluation of the teaching mobility should focus on the following questions:

(a) What are currently the functions of teaching staff exchange?

(b) What is the profile of the mobile teaching staff?

(c) What are the barriers to teaching staff mobility?

(d) How are the courses offered by the mobile teaching staff integrated in the host institutions' regular course programme?

(e) To what extent do functions and problems of short-term teaching at institutions in other EC Member States vary by field of study?

(f) What are the impacts of teaching staff mobility on participating institutions and departments?

Table 1
Rate of Questionnaires Returned by ERASMUS Teaching Staff Mobile in the Academic Year 1990/91

Category	Number	Percent (Total)	Percent of valid addresses
1. Total amount addresses available	930	100.0	
2. Invalid questionnaires/addresses:			
a) No stay abroad	37	4.0	
b) Invalid addresses	9	1.0	
c) Other	7	0.8	
3. Total amount of valid addresses	877	94.3	100.0
4. Valid questionnaires	485	52.2	55.3
5. Non-response	388	41.7	44.2
6. Questionnaires returned too late	4	0.4	0.5

A decision was made to survey, by questionnaire, all teachers who had received ERASMUS support for teaching for some period at an institution of higher education of another EC Member State in the academic years 1990/91. An 8-page questionnaire (translated into eight of the nine official EC languages) was sent, in spring 1992, to all persons of this target group whose addresses were made available. This study is based on the responses by 485 persons, i.e. 55.3 percent of the target group whose addresses were valid and available at that time (see Table 1)[1].The findings of this survey are presented in this report. The reader should bear in mind, however, that not all the questions relevant for an evaluation

[1] Both the rates of provisions of addresses and the return rates of questionnaires mailed varied according to the country of home institution. As the financial statements of the ERASMUS programme co-ordinators provide some basic information about the number of mobile teaching staff it is possible to examine the extent to which the sample and the returned questionnaires represent the actual composition of mobile lecturers in 1990/91. Actually, the lecturers whose addresses were provided by and large did not differ from all mobile teaching staff according to the home and host country. French teachers were somewhat under-represented (by 4 %) and Germans somewhat over-represented (by 2 %). The actual return led to somewhat higher rates of over-representation or under-representation. German and British teachers were over-represented by about 4 percent, while Italian and Spanish teachers were under-represented by about 5 percent. The return rate varied less by host country. Those teaching in France were over-represented in our study by about 3 percent and those teaching in Spain were under-represented by about the same margin.

of the teaching staff mobility can be addressed most successfully by directly asking the teachers involved.

The study was undertaken by members of the Centre for Research on Higher Education and Work of the Comprehensive University of Kassel (Germany). The team in charge of this study also undertook surveys on ERASMUS ICP students and ECTS students in the same academic year, the responses to which may have influenced the interpretation of the findings reported here. Formal checks of the responses, the coding of open questions, help in the analysis and the data processing were done by Skarlatos Antoniadis, Angela Antona, Erik Bjurström, Isabelle Le Mouillour and Sabine Stange. Kristin Gagelmann took over many responsibilities in administering the survey and Paul Greim in the processing of this text. The final proof-reading was done by Irene Magill.

2

The Participating Teaching Staff

This chapter provides an overview of the composition of the staff surveyed in terms of their country of home institution, the host country, the subjects taught, in addition to the duration and number of visits undertaken within the ERASMUS teaching staff mobility programme. Information is also presented on the professional background of the participants as well as on their previous experiences abroad.

2.1 Country of Home and Host Institution

The largest proportion of participants came from the United Kingdom - 127 out of 485 - corresponding to 26 percent of the total. Some 85 teachers (18 %) came from Germany and 68 teachers (14 %) from France (Table 21). Altogether 58 percent of the participants came from these three countries while others came from the Dutch (9 %), Spanish (8 %), Belgian (7 %), Danish (6 %), Italian (5 %) and Portuguese (4 %) institutions. The 9 teachers who came from Ireland and the 8 from Greece each represented 2 percent of the total while the 2 Luxembourgian teachers represented less than one percent. The proportion of UK lecturers (i.e. those coming from institutions in the United Kingdom; we do not refer in this study to the teachers' nationality) is relatively high in comparison with the proportion of students going abroad within the ERASMUS programme. In contrast, the proportion of Italian and Spanish lecturers is relatively low, either due to a reluctance to take part in the survey or due to a higher number of visits planned, which were subsequently not realised.

The participating staff were more proportionally distributed by host country than by home country. The largest group (18 %) went to France, followed by the

United Kingdom (17 %) and Germany (13 %). Spain was the host country for 8 percent of the surveyed staff, Belgian institutions received 6 percent of the surveyed staff while Portuguese, Greek and Dutch institutions received 5 percent each. A further 19 teachers (4 %) stayed at Danish institutions and 3 teachers were hosted in Luxembourg (1 %).

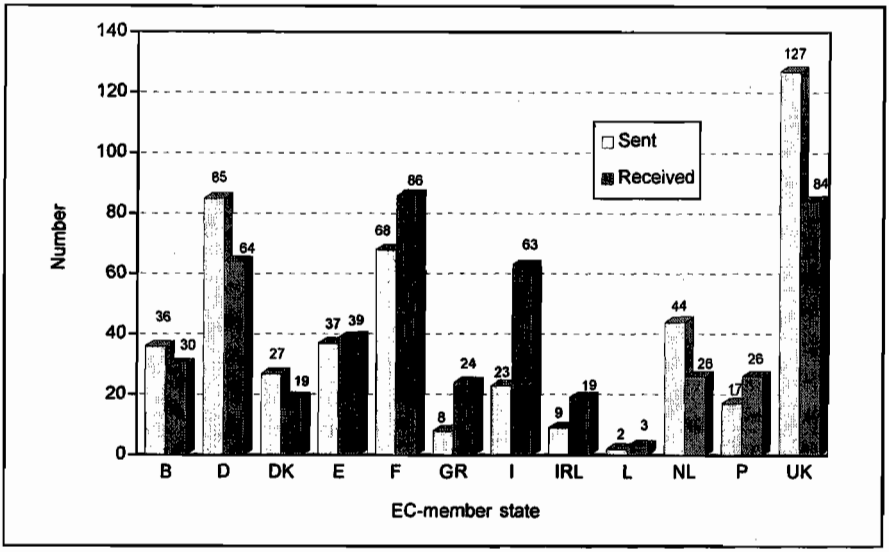
Table 2
Country of Home Institution and Major Host Country of the ERASMUS Teaching Staff Mobile in the Academic Year 1990/91 (absolute numbers)

Home country	Major host country												Total
	B	D	DK	E	F	GR	I	IRL	L	NL	P	UK	
B	0	3	4	3	6	1	4	3	2	1	5	4	36
D	1	0	2	5	27	3	12	5	0	6	3	21	85
DK	5	0	0	4	2	2	2	0	0	5	0	7	27
E	2	4	2	0	7	0	8	2	0	1	1	10	37
F	6	13	0	3	0	5	17	3	0	2	4	15	68
GR	0	4	1	0	0	0	1	1	0	1	0	0	8
I	4	0	0	4	7	1	0	0	0	0	0	7	23
IRL	1	0	0	2	0	1	2	0	0	0	0	3	9
L	0	0	0	0	1	0	0	0	0	0	0	1	2
NL	4	10	3	1	4	4	2	2	0	0	1	13	44
P	1	4	0	2	3	1	1	1	0	1	0	3	17
UK	6	26	7	15	29	6	14	2	1	9	12	0	127
Total	30	64	19	39	86	24	63	19	3	26	26	84	483

While most teachers visited one institution only, 10 percent stayed also at one other institution, and 2 percent visited as many as 3 or 4 different institutions. Our analysis was based on the institution and host country where the teachers had stayed for the longest period.

The ratio of teachers sent to those received is highest in case of the Netherlands (1.7 to 1) followed by the United Kingdom (1.5 to 1), Denmark (1.4 to 1), Germany (1.3 to 1) and Belgium (1.2 to 1). The other countries received more lecturers than they sent abroad: this is particularly noticeable in Italy and Greece who each received less than half of lecturers than they sent abroad (Chart 1).

Chart 1
ERASMUS Teaching Staff Sent and Received, by EC-Member State in the Academic Year 1990/91 (absolute numbers)



Around 27 percent of all the lecturers surveyed were exchanged between Germany, France and the United Kingdom. Teachers from Germany and the United Kingdom were most likely to visit the countries in the France, UK, Germany triangle. In the case of France, the largest proportion of mobile teachers went to Italy followed by the United Kingdom and Germany. The proportion of teaching staff exchanged between these three countries (F, D, UK) is considerably smaller than the proportion noted for student mobility. However, in general, student exchange between the three countries is characterised by the large numbers of students involved; as teacher exchange groups are usually much smaller, it is perhaps not sensible to make extensive comparisons between the two types of exchanges and the countries visited.

2.2 The Academic Fields of the Participants

The teachers were asked to name both the field of study of their home department as well as their area of specialisation. As various respondents ticked more than one field in describing the latter, we only refer to the former in the subsequent analysis.

As Table 3 shows, most of the mobile teaching staff surveyed are assigned to language departments (20 %), followed by engineering (13 %), humanities (12 %) and business studies departments (11 %). A further 10 percent were from natural sciences, 8 percent from social sciences, 6 percent each from law and mathematics, and finally at most 3 percent from the remaining fields. This distribution of mobile teaching staff by fields is similar to that of ICPs.

The distribution by field varies according to the country of the home institution. For example, 49 percent of the participants from Spain and 31 percent of those from Belgium taught at language departments, in contrast to only 9 percent of those from British institutions. Some countries are over-represented in some of the larger fields; for example, 31 percent of the teaching staff at business departments came from the United Kingdom and 29 percent came from Germany while 49 percent of Spanish teachers were in language departments. As regards host country, we note that 29 percent of teachers from business studies departments went to British institutions, 35 percent of teachers from natural science departments went to France, and 16 percent of teachers from engineering departments went to Spain. There is also some over-representation regarding small countries which are not reported here because random effects play a stronger role in the case of small numbers.

Table 3
Subject Area of the Faculty/Department of the Country of the ERASMUS Teaching Staff Mobile in the Academic Year 1990/91, by Country of Home Institution (percent)

	Country of home institution												Total
Subject area	B	D	DK	E	F	GR	I	IRL	L	NL	P	UK	
Agricultural sciences	0	0	0	0	0	0	0	0	0	2	0	1	0
Architecture, urban and regional planning	0	1	15	3	1	0	4	0	0	0	6	2	2
Art and design	0	2	0	0	0	0	4	0	0	9	0	2	2
Business studies, manag. sc.	3	18	7	3	9	0	13	22	0	7	12	13	11
Education, teacher training	3	7	0	0	0	13	4	0	0	0	0	2	2
Engineering, technology	11	14	11	8	9	13	17	11	0	11	12	17	13
Geography, geology	0	2	0	0	6	13	0	11	0	4	0	2	3
Humanities	9	7	15	11	14	0	13	0	50	4	24	16	12
Languages, philological sc.	31	25	11	49	19	0	9	22	0	20	29	9	20
Law	9	5	4	0	9	38	4	0	0	7	0	6	6
Mathematics, information sc.	14	6	11	3	9	0	4	0	0	2	12	4	6
Medical sciences	3	0	4	0	4	0	4	0	0	2	0	5	3
Natural sciences	14	7	22	14	10	13	13	33	50	4	0	6	10
Social sciences	3	2	0	11	10	13	9	0	0	18	6	11	8
Communication/information	0	1	0	0	0	0	0	0	0	0	0	2	1
Other subject areas	0	2	0	0	0	0	0	0	0	9	0	3	2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(35)	(85)	(27)	(37)	(69)	(8)	(23)	(9)	(2)	(45)	(17)	(127)	(484)

Question 2.6: Please state your discipline and tick the respective group of disciplines.

2.3 Biographical and Professional Background

The average age of the lecturers surveyed was 46 years; 14 percent were older than 56 years, 39 percent between 46 and 55 years, 34 percent were 36 to 45 years old and, finally, 13 percent were 35 years old and younger. The Spanish teachers were, in general, about 6 years younger and the Portuguese about 3 years younger than the average while the lecturers from German institutions were almost three years older (Table 4).

As Table 4 shows, 18 percent of all teachers surveyed are female. Female participation was considerably higher among Spanish (30 %), Portuguese (29 %) and Italian teachers (26 %). This corresponds - in the Spanish and Portuguese case - with a higher proportion of language teachers.

Actually, 39 percent of language teachers were female, while women were clearly under-represented in engineering (3 %) and were not represented at all in mathematics and computer science. The proportion of female teachers was higher among the younger staff: 29 percent of academic staff younger than 36 were female, while only 13 percent of the female staff were beyond the mid-forties.

The majority of the mobile teachers lived in a fairly stable professional situation - most of them had more than 10 years of teaching experience. On average, the participants had been teaching for 15 years prior to 1990/91. The mean of the 8 Irish teachers was almost 18 years while the British, French and Italian teachers had about 16 years of teaching experience; the shortest time of prior teaching experience (less than 10 years), as Table 4 shows, was stated by the Spanish participants. As one might expect, the age of the participants corresponded closely to their teaching experience. Female teachers were on average 3 years younger than their male counterparts and also had about 3 years less prior teaching experience.

The teachers were asked to state how many years they had been employed at the home or other institutions. Most were employed at their home institution for more than 10 years. 22 percent even stated more than 20 years while a further 34 percent stated 10 years and more. On the other hand, 24 percent were employed less than 5 years at their current home institution and 19 percent were employed between 5 to 10 years. Some 56 percent of all persons surveyed stated they have been employed for a period at other institutions of higher education, but only half of them mentioned periods longer than 5 years. Employment outside higher education, after being awarded a degree, was reported by 49 percent, though only one-quarter for more than five years. Looking at the breakdown of their employment profile around 69 percent of the period of employment since

Table 4
Age, Teaching Experience and Gender of the ERASMUS Teaching Staff Mobile in the Academic Year 1990/91, by Country of Home Institution (mean, percent)

	Country of home institution												Total
	B	D	DK	E	F	GR	I	IRL	L	NL	P	UK	
Age at the begining of the academic career	31.3	35.5	32.3	29.9	29.3	34.9	29.1	28.4	29.0	33.2	28.6	29.9	31.3
Years of teaching experience	15.2	13.3	14.1	9.5	16.4	11.4	16.5	17.6	10.5	13.3	14.1	16.5	14.8
Age at the time of the survey	46.1	48.4	46.4	39.8	46.1	46.3	45.7	46.6	39.5	46.5	42.8	46.3	46.0
Female participation	14%	19%	15%	30%	20%	13%	26%	11%	0%	11%	29%	14%	18%

Question 2.8: Please state the overall period of your academic teaching experience prior to your 1990/91 ERASMUS teaching period abroad

Question 2.1: Year of birth

Question 2.2: Sex

graduation was spent at the current home institution, 20 percent at other institutions of higher education and 11 percent outside higher education (see Table 5).

Looking at the average time spent teaching in different institutions, the highest proportion of teachers spending time at their home institution was recorded by the Italian teachers (80 %), whose proportion of employment outside higher education was only 2 percent. The corresponding figures for Dutch teachers were similar, i.e. 78 and 5 percent respectively. On the other hand, the proportion of employment at other institutions of higher education was highest in the case of the French teachers (26 %), and employment outside higher education was most significant for the professional careers of British teachers surveyed. Career breaks outside higher education were obviously more frequent among teachers in fields in which practical experience is considered essential, notably among those from architecture departments (27 %), business studies, art and design departments (19 % each), and, finally, engineering departments (15 %).

At the time the survey was conducted, 82 percent of the teachers stated that they have exclusively been employed at their current home institution; additional academic or non-academic assignments were each stated by 8 percent, and 1 percent stated both academic and non-academic additional assignments. Other academic assignments were most frequent among Italian (33 %) and Portuguese teachers (24 %) while non-academic assignments were stated by 20 percent of the German teachers. The proportion of additional academic assignments did not differ strongly according to subject area and was most frequently mentioned by language teachers (13 %). Non-academic assignments were reported by one-third of art and design teachers and one quarter of teachers in business studies.

The overwhelming majority of the teaching staff surveyed (91 %) had a full-time position at their home institution. Only 6 percent were part-timers and a few percent stated other kinds of employment. Two-thirds of the part-timers had another assignment in addition to that at their home institution as compared to one in eight of the full-time teachers. Additional assignments were not equally common throughout the course of the teachers' academic careers: concurrent non-academic assignments were more common among relatively young teaching staff, while concurrent academic assignments at other institutions turned out to be more frequent among the more experienced staff.

Table 5
Prior Academic and Non-Academic Career of the ERASMUS Teaching Staff Mobile in the Academic Year 1990/91, by Country of Home Institution (mean of percentages of years)

	Country of home institution												Total
	B	D	DK	E	F	GR.	I	IRL	L	NL	P	UK	
Employment at home institution	73.5	67.1	67.3	76.3	62.4	71.5	79.8	66.5	70.0	77.9	70.1	65.3	68.9
Employment at other institutions of higher education	21.6	21.6	17.9	13.2	26.3	18.8	17.8	23.2	.0	17.0	25.1	17.8	19.8
Employment outside of higher education	4.9	11.3	14.7	10.5	11.3	9.7	2.4	10.3	30.0	5.2	4.8	16.9	11.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(n)	(36)	(85)	(27)	(37)	(68)	(8)	(22)	(9)	(2)	(44)	(17)	(127)	(482)

Question 2.7: How many years have you been employed since completing your higher education qualification?

2.4 Previous Experience Abroad

Around 66 percent of the teachers surveyed had spent some period abroad for academic purposes (excluding short travel for conferences, individual lectures etc.) prior to the ERASMUS supported teaching period 1990/91. As Table 6 shows, 17 percent had already spent some period at their ERASMUS host institution addressed in this survey: 22 percent had gone to other institutions in the same country while other EC-member states had been the location of previous academic experience abroad for 26 percent of the respondents. Some 13 percent of teachers had taught in other European countries, and 30 percent had spent some period for academic purposes outside Europe. Among the non-EC countries, the USA, Austria and Switzerland were most frequently named.

While only about half of the French and Danish respondents had extended academic experience abroad, all Irish and almost all Greek and Belgian teachers surveyed indicated this type of academic experience abroad prior to 1990/91. The total duration of these periods abroad ranged from one week to more than 10 years: 24 percent of the respondents staying abroad for some period for academic purposes actually had spent less than 3 months altogether, 17 percent had spent 3-6 months and a further 17 percent 7-12 months. The previous stays abroad totalled 1-2 years in 22 percent of the cases and a further 19 percent stated a total period longer than 2 years. A total period or more than one year was most common for Irish and Greek teachers and least common for Spanish and Portuguese teachers.

Two-thirds of those who were acquainted with their particular host institution during previous visits had spent at most 3 months there. Other stays in Europe tended to be of a similar length, while more than three quarters of those teaching in other continents had spent more extended periods there.

As one might expect, the extent of international experience was directly related to the age of the persons surveyed. More than four out of five lecturers older than 55 years stayed for some period abroad - the majority of them for more than one year in total. On the other hand, less than half of the teachers 35 years or younger had spent some period abroad for academic purposes, with 30 percent staying more than one year in total.

Most of the academics in the fields of education, languages, geography and geology and finally mathematicians had been abroad in order to carry out some studies, teaching or research. On the other hand, only about half of the teachers in business studies and engineering had been abroad for these purposes prior to the ERASMUS-supported teaching period abroad.

Table 6
Locations of ERASMUS Teaching Staff's Prior Academic Activities Abroad, by Country of Home Institution
(percent, multiple reply possible)

	Country of home institution												Total
	B	D	DK	E	F	GR	I	IRL	L	NL	P	UK	
Same institution	19	18	19	14	14	13	17	11	0	29	18	13	17
Same host country	31	21	11	14	17	25	30	44	100	18	24	23	22
Another EC-country	42	26	19	30	17	25	26	33	0	38	35	21	26
Non-EC country in Europe	11	15	11	5	17	13	4	11	0	16	12	13	13
Non-European country	50	27	30	30	20	13	43	78	0	24	24	29	30
Location not specified	6	4	4	3	0	25	0	0	0	0	0	2	2
No prior periods abroad	14	33	48	32	51	13	30	0	0	27	24	38	34
Not ticked	0	1	0	0	1	0	0	0	0	2	0	0	1
(n)	(36)	(85)	(27)	(37)	(69)	(8)	(23)	(9)	(2)	(45)	(17)	(127)	(485)

Question 2.11: Had you studied, taught or conducted research in other countries prior to your ERASMUS teaching period abroad 1990/91 (excluding individual lectures, brief information visits, conferences etc.)?

2.5 Overview on the Teaching Visits in 1990/91

As already stated above, 12 percent of the respondents spent the ERASMUS-supported teaching period abroad at two or even more institutions. Altogether, the respondents spent 24 days on average abroad for teaching purposes, among them 22 days at the major host institution, i.e. the only host institution or the host institution where the longest period was spent. About half of the respondents did not stay longer than two weeks at the major host institution.

The total number of visits was on average 1.3 at the major host institution and 1.6 visits altogether although 12 percent of the surveyed staff visited the major host institution twice and 5 percent even more frequently. The proportion of teachers splitting their ERASMUS-supporting teaching period abroad was highest among Dutch lecturers (39 %) followed by German (25 %) and Belgian (22 %) lecturers.

The average duration of the stay at the major host institution was the longest in the case of the Greek, Portuguese (both 31 days) and Spanish (29 days) lecturers. Irish teachers reported the shortest stays on average (14 days) while French and Italian teachers (17 days each) also stayed relatively short periods at the host institution, as shown in Table 7. Regarding the length of stay by host country, we note considerable differences: in duration for teachers going to Denmark (35 days) and Portugal (31 days) and those going to Belgium (15 days) and the Netherlands (16 days).

Relatively long stays were most common in educational sciences and languages with an average of 30 days each. On the other hand, academic staff of architecture, medical fields, arts and design as well as business studies stayed only 12-16 days on average at the major host institution. Finally, it is worth noting that some young teachers spent an extended period at the host institution. This is reflected in an average duration of 27 days at the major host institution on the part of the teachers who were aged 35 or younger in contrast to an average of 20 days among those older than 55 years.

Table 7
Total Duration of the ERASMUS-Supported Teaching Period Abroad 1990/91, by Country of Home Institution (percent)

	Country of home institution												Total
	B	D	DK	E	F	GR	I	IRL	L	NL	P	UK	
Up to 1 week	17	26	22	11	25	0	24	44	50	25	7	29	24
1 - 2 weeks	25	25	30	14	22	17	5	11	0	32	21	33	25
2 - 3 weeks	19	8	7	16	19	17	19	11	0	9	14	10	13
3 weeks to 1 month	25	19	30	49	25	33	48	33	0	16	21	12	23
More than one month	14	21	11	11	7	33	5	0	50	18	36	16	15
Total	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(36)	(84)	(27)	(37)	(67)	(6)	(21)	(9)	(2)	(44)	(14)	(126)	(473)

Question 1: Description of your ERASMUS supported teaching visits abroad in the academic year 1990/91

3

The Arrangement of the Teaching Visits

The decision to visit and lecture at another institution of higher education and offering some lectures - sponsored by the ERASMUS programme - is, as a rule, not an issue to be decided suddenly or by any individual. Conversely, links between the co-operating departments may have emerged prior to the ERASMUS programme, student exchanges within an ICP may have indicated some need for teaching staff exchange or mobile teachers might have been involved in the support of student mobility for some period before they decided to offer courses at the host institution. In addition, the visit could require various kinds of preparation, ranging from a temporary redistribution of work tasks at the home institution - in order to make an absence for some period possible - to immediate preparation for travel and living abroad.

This survey cannot identify all the problems involved in arranging a teaching period abroad, since it does not survey those persons who eventually considered those problems as insurmountable barriers and therefore did not teach abroad. Despite that, the responses by those who did go abroad, may at least indicate the variety of problems which typically occurred.

3.1 Prior Links between Home and Host Institutions

Almost half (48 %) of the mobile teachers stated that "close ties" had already been established between the home and the host institution prior to their stay abroad. 40 percent noted "some" previous contacts, while only 13 percent responded negatively in this respect. Prior student exchange was established in 61 percent of cases, followed by exchange of teaching staff (47 %) and research contacts (36 %). These figures suggest that the 1990/91 teaching staff visit, as a rule, was

not the starting point of considerable inter-university co-operation, but rather was embedded in a more extended framework of co-operation. Two-thirds of those stating close links reported that previous teaching visits had been arranged between the co-operating institutions of higher education.

Student and teaching staff mobility are often linked together: 23 percent of the respondents ticked both types of co-operation activities at the same time. Another 13 percent stated that both teaching staff and student exchange are also joined with research contacts, 16 percent ticked student exchanges and 5 percent ticked teaching staff exchange only. These figures show that the inter-university co-operation often comprises several complementary activities, and that students are involved as well as teaching staff.

Asked whether the home institution, the host institution or the teachers themselves had initiated their stay abroad, 52 percent of the teachers surveyed referred to the host institution and 44 percent to the home institution. Some 22 percent of teachers mentioned that they themselves took the initiative (the percentages sum up to more than 100 percent because some of respondents stated joint initiatives, notably of the home and the host institution).

The home institution took the initiative in the majority of cases (59 %) where the exchanges involved lecturers aged 35 or younger. In contrast, the host institution was more likely to initiate the exchange when teachers were 55 years or older (59 %). This is certainly due to the fact that, on average, the more experienced members of academic staff are, the more likely they are to be known by colleagues of the partner institution.

In the case of the Portuguese (59 %) and Spanish teachers (57 %) the home institution most frequently took the initiative. The host institution most frequently took the initiative in the case of the Belgian (67 %) and French teachers (62 %). These differences might in part be explained by differences in the age composition of the teachers of the different countries.

3.2 Involvement of the Participants in ERASMUS

Altogether, 43 percent of the teachers surveyed had one or more particular functions within the ERASMUS programme: 21 percent were local or general co-ordinators of ERASMUS ICPs, 15 percent were departmental co-ordinators of ERASMUS, 6 percent administrated all ERASMUS-activities at their institutions, and 9 percent stated other functions. The tasks involved were widespread: providing guidance, assistance or advice to the incoming students was stated most frequently (73 % of those in charge of specific tasks), followed by preparation of

their own students going abroad (58 %) and the administration of the ICP in general (52 %). The organisation of teaching staff mobility (51 %) as well as curriculum development (43 %) were also frequently stated tasks of the ERASMUS co-ordinators and administrators among the persons surveyed.

Among those who were in charge of specific functions in the ERASMUS programme, about two-thirds stated that they spent up to 4 hours per week on ERASMUS related activities. Another 18 percent spent 4 to 8 hours and 15 percent even more than 8 hours per week.

Specific functions related to the ERASMUS programme are less likely to be assigned to, and taken over by, young teaching staff. Only 28 percent of the respondents younger than 36 years and 44 percent of those from 36 to 45 years old had such a function, in contrast to about half of those older than 45 years (Table 8). Only 6 percent of the youngest group of teachers had a function as local or general co-ordinator of an ICP, compared with more than one-quarter of those older than 45 years.

Table 8
Functions of the ERASMUS Teaching Staff in the ERASMUS Programme Prior to the Teaching Period Abroad in 1990/91 (percent, by age of participants, multiple reply possible)

	Age of participants				Total
	Under 36	36-45	46-55	56 and older	
Administration of all ERASMUS-activities at institution	5	5	7	9	6
Faculty/departmental co-ordinator	11	13	15	19	15
Local or general co-ordinator	6	17	27	26	21
Other functions	6	9	12	7	9
No particular function	73	61	49	49	56
Not ticked	2	1	1	3	1
Total	103	106	110	113	108
(n)	(63)	(163)	(188)	(68)	(482)

Question 4.1: Did you have a particular function in the ERASMUS programme prior to your 1990/91 ERASMUS teaching period abroad?

The female teachers surveyed more often had specific functions in the ERASMUS programme than their male colleagues (48 % as compared to 42 %). This is an unexpected finding in view of the fact that the female teachers surveyed were, on average, younger than the male teachers surveyed. As regards specific activities linked to these functions, female teachers surveyed were more often in charge of providing guidance and advice to incoming students than male teachers (41 % as compared to 29 %).

3.3 Problems Faced Before Going Abroad

In 1990/91, ERASMUS support for teaching staff mobility was foreseen for a minimum period of one month. In reality, however, half of the teachers surveyed went abroad for at most two weeks. The reports provided by ICP co-ordinators in the preceding years already showed that academic staff could not easily take up the opportunity of a teaching period abroad. Difficulties in interrupting teaching assignments at the home institutions, family commitments, incompatibility of academic themes to be taught abroad to those usually taught at home and conflicting schedules were among the problems mentioned. In addition, administrative matters and the insufficient grant were stressed as underlying problems which often caused the envisaged exchange to be shortened or not to be realised at all. This survey provides respective views from those who were directly concerned.

Three problems, frequently linked to each other, were stated most often by the respondents (responses 1 and 2 on a scale from 1= "serious problem" to 5 = "no problem at all"), as Table 9 shows:

- interruption of teaching or research commitments at home (28 %);
- problems in finding replacement staff (24 %); and
- interruption of administrative commitments (21 %).

In addition, social and family matters were stated by 12 percent. All other possible problems addressed in the questionnaire were stated by less than 10 percent each of the respondents.

Irish teachers were among those who stated all three major problems most often. Also Greek and French teachers identified problems of interruption of teaching and research as well as problems in finding replacement more frequently than teachers from the other countries. In contrast, Portuguese teachers stated the least problems of that kind.

Table 9
Problems Faced by ERASMUS Teaching Staff in Arranging the Teaching Period Abroad, by Country of Home Institution (percent*)

	Country of home institution											Total
	B	D	DK	E	F	GR	I	IRL	NL	P	UK	
Interruption of teaching or research commitments	22	27	19	20	37	50	23	67	20	7	32	28
Interruption of administrative commitments	18	21	13	7	23	25	14	44	21	0	27	21
Presumably interruption of career advancement	0	6	0	0	2	0	5	0	2	0	3	3
Finding replacement staff	18	20	17	27	40	38	15	38	17	8	26	24
Matters regarding leave of absence	3	7	5	6	2	13	10	22	5	0	8	6
Academic arrangements with the host institution	3	12	4	0	3	0	0	0	5	0	10	6
Administrative arrangements with the host institution	3	8	8	0	3	0	0	0	5	0	8	5
Linguistic matters	3	4	4	0	11	0	0	0	0	0	4	4
Social/family matters	9	8	24	13	10	25	10	22	7	0	16	12
Other problems	10	20	0	0	38	100	33	0	50	0	18	27

Question 5.3: What problems did you face as regards arranging your teaching period abroad?

* Percent stating 1 or 2 on a scale from 1 = "serious problem" to 5 = "no problem at all".

The proportion of the teachers stating such problems varied according to subject areas, as Table 10 shows. Problems regarding the interruption of teaching or research commitments were stated by two-thirds of geography or geology teachers and by almost half of those active in medical sciences. Among the "larger" subject areas, this problem was faced most frequently in business studies (35 %). The interruption of administrative commitments has been a problematic issue, especially for the majority of lecturers in geography and geology and for a relatively high proportion of lecturers in medical sciences and business studies. Problems in finding replacement staff were frequently stated by teachers in education and in natural sciences. One should bear in mind, however, that the small number of respondents in some disciplines might have led to random findings in a few cases.

Reference to problems did not vary substantially according to the age of the teachers but did vary according to the sex of the respondents. Women less often considered interruption of teaching or research commitments (21 % compared to 30 %) as problematic, but more frequently encountered difficulties in finding replacement staff than their male counterparts (39 % as compared to 22 % of the male respondents).

Those in charge of specific functions in the ERASMUS programmes faced all three problems referred to above more often than those not in charge of specific ERASMUS-related tasks. It seems to be difficult to leave ERASMUS tasks behind.

A further open question served to explore the reasons or circumstances which hindered lecturers from going abroad for a whole term or a whole semester. Out of the about 80 percent responding to the open question, one third stated that they had not intended a long stay, but rather aimed to arrange a short intensive seminar. Almost all other respondents referred, in response to this question, to their various commitments during the other academic lecture periods. Only less than 5 percent of all respondents stressed problems in getting official agreement to be absent for such a period. About 10 percent in each case considered the low sum of ERASMUS support for teaching staff exchange, the conflicting calendars of the home and the host institutions (which forced several lectures to use their holidays for teaching abroad) and family matters as barriers to mobility.

The replies of the mobile staff provide us not only with detailed information about the difficulties faced by those going to teach abroad, but also about the ways of realising a teaching visit away from pressing tasks at home. Many responses were very similar. A German teacher stated:

"Being absent for a semester would imply that quite a number of classes could not take place, and this would not be feasible. As the lecture periods abroad differs

from those at home, the common practice is to give compact seminars of a two-week duration at the host institution in a vacation period at the home institution. The number of teaching hours in the short course corresponds to that of a course usually offered over a period of one semester."

Or a British respondent:

"My home university cannot afford to release teachers except in the vacation or during 'Reading Week'. Courses run for the full academic year and there is heavy pressure on staff. I teach at least five courses and no-one person could replace me on all of them."

And a French lecturer replied:

"The constraints based on the time-schedule of the students or the location etc. do not allow for classes to be dropped in order to teach abroad. The only possible solution: to opt for a period abroad that is not part of the French lecture periods. In my case, I only could choose between: (1) the end of May, or (2) July, and I opted for one of the solutions."

Most of the teachers, who indicated how they dealt with their commitments at home, mentioned similar solutions. Obviously, academic staff were so much integrated in the teaching schedule of the home institution that they could only opt for a temporary teaching period at a partner institution abroad. We did not hear of any substantial reciprocity of exchange, i.e. teachers of the home institution who were set free to go abroad because teachers of the partner institution would taken over their teaching duties in the meantime. Thus, teaching at a partner institution is bound to be for a short period, to take place in a period which is not a lecture period at the home institution and to represent an extra work load in most cases.

Table 10
Problems Faced by Arranging the Teaching Periods, by Subject (percent)

	Subject area																Total
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth	
Interruption of teaching or research commitments	100	45	38	35	40	22	67	19	21	31	21	46	33	32	67	0	28
Interruption of administrative commitments	50	22	38	31	11	10	64	10	24	14	12	38	23	19	50	10	21
Presumably interruption of career advancement	0	0	0	4	0	4	0	2	2	4	0	8	2	3	0	0	3
Finding replacement staff	50	30	25	23	44	14	0	22	29	12	20	25	37	32	100	10	24
Matters regarding leave of absence	0	0	13	4	13	2	0	8	7	4	0	0	7	18	0	10	6
Academic arrangements with the host institution	50	10	25	2	22	3	0	6	8	4	0	8	5	9	50	0	6
Administrative arrangements with the host institution	50	10	13	2	11	4	0	8	2	11	0	8	5	6	0	10	5
Linguistic matters	0	11	0	6	0	5	17	0	1	4	0	8	2	11	0	0	4
Social/family matters	50	22	0	12	60	9	0	8	14	4	12	23	10	15	50	0	12
Total	0	100	100	100	100	100	100	100	100	100	100	100	100	100	0	100	100

Agr = Agricultural sciences
Arc = Architecture, urb. and reg. planning
Art = Art and design sciences
Bus = Business studies, management sciences
Edu = Education, teacher training
Eng = Engineering, technology
Geo = Geography, geology
Hum = Humanities
Lan = Languages, philological sciences
Law = Law
Mat = Mathematics, informatics
Med = Medical sciences
Nat = Natural sciences
Soc = Social sciences
Com = Communic. and information
Oth = Other areas of study
Fra = Framework agreements in various areas of study

Question 5.3: What problems did you face as regards arranging your teaching period abroad?

4

Activities Abroad

The teachers spending an ERASMUS-supported period at a partner institution were asked to describe the courses provided abroad in terms of the number of hours, the number of participants and the stage of their study, the type of course and the language taught. Also, they were asked to provide information regarding the integration of their courses into the course programme of the host institution.

4.1 Courses Taught Abroad and Students Addressed

Around 64 percent of the respondents offered one course during the ERASMUS-supported period at the host institution, 23 percent offered two courses, 9 percent offered three courses and, finally, 4 percent offered four or five courses. On average, 22 hours were taught abroad with a total average number of 57 students attending all the courses.

A mean of 9.5 hours per week were taught abroad. Teachers spending only one week abroad taught 12.6 hours on average while those staying abroad for about one month taught 6.3 hours per week on average. The total number of hours taught abroad, thus, did not increase proportionally to the length of the stay abroad. While only one-third of those staying abroad for less than one month taught more than one course, the respective ratio was almost two-thirds among those spending more than one month abroad.

The number of weekly hours taught was highest in the case of Dutch (10.5) and lowest in the case of Greek (6.2), Spanish (6.4) and Irish teachers (6.5). The average number of hours per week varies somewhat stronger according to the host country. The lecturers who stayed in Greece taught on average 12.4 hours and those in the Netherlands 12.3 hours, while the lowest number of weekly teaching

hours were stated by the lecturers going to Danish (6.6) and Irish institutions (6.3), as Table 11 shows. With regard to the field of study, we note the highest number of weekly teaching hours in medical sciences (17.1), art and design (13.8) and business studies (12.9), and the lowest number in humanities (6.3). These variations are only in part influenced by the duration of the period spent abroad.

Table 11
Weekly Teaching Hours Abroad by ERASMUS Teaching Staff Mobile in the Academic Year 1990/91, by Major Host Country (mean and median)

	Major host country												Total
	B	D	DK	E	F	GR	I	IRL	L	NL	P	UK	
Mean	8.7	11.1	6.6	9.6	9.7	12.4	8.4	6.3	17.6	12.3	11.3	8.2	9.5
Median	7.8	10.0	5.0	7.0	6.0	9.0	6.5	6.7	24.0	11.2	9.0	6.8	7.5
(n)	(26)	(61)	(17)	(35)	(80)	(21)	(61)	(17)	(3)	(18)	(25)	(69)	(433)

Question 5.4: What courses did you teach at the host institution?

A class size of 10 to 20 students was most often reported (29 % of the respondents) while classes of 20-30 and 30-50 students were reported equally often (21 % and 22 % respectively). On the other hand, classes of more than 50 students (15 %) and of less than 10 students (13 %) were reported less frequently (see Table 12). In terms of host country, classes of less than 20 students were most frequent in classes taught by lecturers going to Irish (59 %), German (53 %) and British institutions (52 %), while classes with more than 30 students were most often reported by the lecturers at Spanish (50 %) and French institutions (47 %). As regards the subject areas, classes with more than 30 participants were most often taught abroad in the subject areas of business studies (62 %) and in law and architecture (50 % each). In terms of year of study, 43 percent of the mobile teachers taught third-year or fourth-year students in the courses provided at the host institutions, 23 percent addressed students in their first and second year, while 34 percent provided courses for students in more advanced stages. This pattern does not differ much from the composition of students during the ERASMUS-supported study period abroad.

As Table 13 shows, courses for students in the first two years of study notably were provided by respondents teaching for some period in the United Kingdom (38 %) and France (34 %). On the other hand, courses for students in their fifth

Table 12
Number of Participating Students per Course Thought Abroad by the ERASMUS Teaching Staff Mobile in the Academic Year 1990/91, by Major Host Country (percent of respondents)

	Major host country												Total
	B	D	DK	E	F	GR	I	IRL	L	NL	P	UK	
Up to 10	28	18	0	16	12	9	7	24	0	5	4	20	13
10 - 20	16	35	29	24	22	36	26	35	33	30	40	32	29
20 - 30	20	16	29	11	19	36	23	18	0	30	16	24	21
30 - 50	8	18	18	29	33	14	23	12	67	20	36	11	22
50 and more	28	13	24	21	14	5	21	12	0	15	4	13	15
Total	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(25)	(62)	(17)	(38)	(78)	(22)	(61)	(17)	(3)	(20)	(25)	(71)	(439)

Question 5.4: What courses did you teach at the host institution?

Table 13
Years of Study of Students Participating in Courses Taught Abroad by the ERASMUS Teaching Staff Mobile in the Academic Year 1990/91, by Major Host Country (mean of percent of respondents)

	Major host country												Total
	B	D	DK	E	F	GR	I	IRL	L	NL	P	UK	
First or second year of study	12.8	19.1	10.0	8.9	34.2	5.2	19.0	11.5	100	18.1	13.6	37.8	22.7
Third or fourth year of study	39.3	47.5	60.6	34.6	38.0	50.8	52.8	51.8	.0	44.0	49.2	34.5	43.1
Later years of study	48.0	33.4	29.4	56.5	27.8	44.0	28.2	36.7	.0	37.9	37.2	27.7	34.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(n)	(27)	(60)	(16)	(36)	(80)	(23)	(59)	(17)	(3)	(21)	(25)	(77)	(444)

Question 5.6: In which year of study were the host institution students who attended the courses which you taught? Please estimate the proportions.

or later year were most often provided by those going to Spain (57 %), Belgium (48 %) or Greece (44 %). As regards the subject area, we note a substantial proportion of first-year and second-year courses taught by ERASMUS guest teachers in art and design (56 %) followed by business sciences (36 %) and natural sciences (32 %). Courses for the fifth year or more advanced stages were most often provided by teachers in mathematics (59 %), engineering (49 %) and medical sciences (46 %).

A more detailed analysis shows that on average, the number of students participating in courses provided for first-year and second-year students is higher than the number of students in more advanced courses. As regards curricular integration, however, we do not note any significant difference according to the years of study addressed.

4.2 Language of Instruction

In contrast to students involved in student exchange, mobile teachers are not expected to learn the language of the respective host country during their stay abroad nor are students of the host institutions expected to learn a foreign language for the purpose of understanding guest teachers. Furthermore, interpretation services tend to be considered too expensive to be employed for those courses. These factors mean that academic staff who have already mastered the host country language are more likely to teach abroad, and that frequently courses are taught neither in the teachers' nor in the students' native language, but rather in a third language mastered by both sides. Finally, more than one language can be used throughout any given course.

As regards the use of the host country language by incoming ERASMUS teachers, we observed the following patterns (see Table 14):

- in Anglophone and Francophone countries, most ERASMUS-supported teachers chose the host country language as language of instruction;
- the German, Spanish and Italian languages were used by about half each of the guest teachers; and
- most teachers providing courses for a short period in Denmark, the Netherlands, Portugal or Greece taught in English.

Altogether, English was used in 61 percent of the courses and French in 27 percent of the courses. After English and French, guest teachers were most likely to teach in German (13 %), Spanish (10 %) or Italian (9 %), and other languages in at most 2 percent of the courses.

Table 14
Language of Instruction in Courses Taught Abroad, by Major Host Country (percent of respondents, multiple reply possible)

	Major host country												Total
	B	D	DK	E	F	GR	I	IRL	L	NL	P	UK	
Danish	10	0	16	3	0	0	0	0	0	8	0	1	2
Dutch	10	2	0	0	0	0	0	0	0	15	0	2	2
English	53	56	79	54	42	88	49	68	33	85	62	81	61
French	50	19	5	8	58	21	22	26	67	4	38	15	27
German	7	45	5	3	13	8	5	11	0	19	4	8	13
Greek	0	0	0	0	0	8	2	0	0	0	0	0	1
Italian	3	0	11	10	5	0	46	5	0	0	4	2	9
Portuguese	0	5	0	5	0	0	0	0	0	4	15	0	2
Spanish	3	3	5	59	6	0	8	5	0	0	0	10	10
Other language	3	0	0	0	2	0	0	0	0	0	0	1	1
No language specified	3	0	5	3	2	0	0	5	0	4	4	4	2
Total	143	130	126	144	128	125	132	121	100	138	127	125	130
(n)	(30)	(64)	(19)	(39)	(86)	(24)	(63)	(19)	(3)	(26)	(26)	(84)	(483)

Question 5.10: What was the language of instruction in your lectures?

Anglophone teachers were most likely to use their home language while teaching abroad; 87 percent of the British lecturers (most of them stayed in France or Germany followed by Spain and Italy) used exclusively - or partly - English in the classroom, while only 16 percent used French. All Irish lecturers taught in English. Around 67 percent of the French teachers used French as language of instruction and 36 percent used English. The teachers from all other countries used primarily the host country language or a third country language (usually English or French) as the medium of instruction.

4.3 Integration in the Regular Course Programme

Some 64 percent of the teachers surveyed stated that all courses which they had taught at the host institution were part of the regular course programme. As Table 15 shows, only 15 percent reported that none of their courses were part of the regular programme, a further 54 percent of the respondents stated that all of their courses had been compulsory, and half of the teachers reported that all students participating received credits for the courses. Complete integration in terms of these three dimensions was reported by 15 percent of the respondents, while only 7 percent stated that none of the dimensions could be applied to any of their courses or students. I.e. 93 percent of the respondents stated some kind of integration. These figures point to a relatively high level of integration if one bears in mind that most of the courses were provided within a short period. The conclusion that short stays did not limit the integration of courses in the host institutions' course programme is backed by the finding that the integration of course into the host country curricula was hardly linked at all to the duration of the guest teachers' stay.

Most teachers going to France (79 %) reported that the courses they offered were mandatory. On the other hand, the teachers for a short period at Belgian (65 %) and German institutions (64 %) most often stated that the students were granted credits. Altogether, the highest degree of integration of the courses taught abroad by the respondents could be observed in natural sciences.

The courses taught abroad by experienced teachers were more likely to be integrated into the host institution's programme. For example, only 36 percent of the academic staff aged 35 years and less stated that all students at the host institutions were awarded credits for the courses they offered, compared with 57 percent among respondents older than 55 years.

Table 15
Integration of Courses Taught Abroad into Host Country Curricula, by Major Host Country (percent of respondents)

	Major host country												Total
	B	D	DK	E	F	GR	I	IRL	L	NL	P	UK	
Courses were part of the regular course programme													
All courses	73	61	63	64	73	64	61	53	33	55	60	65	64
Some courses	23	22	25	21	9	14	20	33	0	27	32	26	21
None of the courses	4	16	13	15	18	23	19	13	67	18	8	9	15
Total	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(26)	(49)	(16)	(33)	(74)	(22)	(54)	(15)	(3)	(22)	(25)	(74)	(413)
Courses were compulsory													
All courses	55	47	36	48	79	20	44	45	100	56	63	49	54
Some Courses	20	14	18	26	5	20	24	36	0	6	25	28	19
None of the courses	25	39	45	26	16	60	31	18	0	38	13	23	27
Total	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(20)	(36)	(11)	(27)	(61)	(15)	(45)	(11)	(2)	(16)	(24)	(65)	(333)
Host institution students received credits													
All courses	65	64	60	41	55	36	44	44	33	56	44	45	50
Some courses	18	16	7	24	2	14	13	22	0	17	17	14	14
None of the courses	18	20	33	34	43	50	44	33	67	28	39	41	36
Total	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(17)	(44)	(15)	(29)	(44)	(14)	(39)	(9)	(3)	(18)	(18)	(56)	(306)

Question 5.5: How and to what extent were the courses which you taught at the host institution integrated into the regular course programme?

4.4 Range of Activities Abroad

Asked about the type of courses provided while teaching abroad, respondents most frequently named lectures: they comprised 57 percent of the courses while 33 percent of the courses were seminars and 7 percent laboratory work.

The teachers also had been asked about their usual teaching practices. At home, respondents typically provided more seminars (38 %) and laboratory work (10 %), while the proportion of lectures was smaller (47 %).

A detailed analysis allows us to note that different types of courses were preferred in certain countries, for example we find a strong emphasis on seminars in Germany. Also, there were specific modes of instruction in certain disciplines, for example a high proportion of laboratory work in medical sciences, in natural sciences and in art and design. A detailed analysis neither confirms the hypothesis that teachers insist on their teaching modes at home to be used abroad nor the competing hypothesis that teachers going abroad are expected to take over the dominant teaching and learning styles abroad. Rather, a small shift in favour of lectures can be observed in the majority of cases. It would seem that when the methods of teaching at the host institution were not known in advance, it was easier to deliver lectures than to give seminars or undertake laboratory work.

Academic staff in higher education are concerned with multiple tasks. They are often not only teachers, but also researchers and they have to perform some administrative tasks. In this survey the mobile teachers were asked to state the time-allocated to these different tasks when abroad and at their home institution. During the teaching period abroad, respondents devoted 74 percent of their working time on teaching and teaching-related activities. Only 19 percent of the working time was reserved for research and 4 percent was absorbed by administrative tasks. As Table 16 shows, only Spanish and Italian respondents spent more than 30 percent of their work time abroad on research.

As one might expect, teaching staff staying abroad for only one or two weeks focused almost all their efforts on teaching while teachers staying a few weeks longer were more likely to succeed in spending part of their work time on research. Table 17 shows the extent to which the proportion spent on the different types of work-related tasks during the teaching period abroad differed from the usual tasks at home. During the lecture period at home, the teaching staff surveyed spent on average half of their work-time on teaching and on teaching-related activities, while almost 30 percent of the time was used on research activities and 20 percent on administrative tasks. Outside lecture periods, administrative tasks remained on about the same level (22 %), whilemost of the time was spent on research (64 %) and only a small proportion (11 %) was used for teaching.

Table 16
Time-Proportions of Academic Activities at Host Institution, by Country of Home Institution (mean of percent)

	Country of home institution												Total
Academic activities	B	D	DK	E	F	GR	I	IRL	L	NL	P	UK	
Teaching and examinations	76.3	77.9	74.5	62.0	74.5	87.5	64.3	79.4	90.0	75.2	64.6	76.3	74.3
Research	18.0	17.0	24.8	31.4	16.8	7.5	31.7	20.6	5.0	16.3	22.1	15.3	18.9
Administration	2.8	4.3	.8	1.3	4.5	5.0	4.0	.0	5.0	4.7	2.5	4.7	3.8
Other activities	2.9	.8	.0	5.3	4.1	.0	.0	.0	.0	3.8	10.7	3.6	3.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(n)	(35)	(72)	(20)	(32)	(52)	(6)	(20)	(9)	(1)	(37)	(14)	(108)	(406)

Question 5.8: Please estimate the time-proportions of academic activities during your ERASMUS-supported stay at the host institution as compared with your usual activities at your home institution:

Table 17
Proportions of Academic Activities at Home Institution During Lecture Period and During Vacation Period, by Country of Home Institution (mean of percent)

	Country of home institution												Total
Academic activities	B	D	DK	E	F	GR	I	IRL	L	NL	P	UK	
During lecture period													
Teaching and examinations	44.5	54.9	56.0	53.0	45.5	45.8	49.5	51.9	80.0	43.2	49.0	48.5	49.4
Research	34.5	23.1	30.6	30.8	34.5	35.8	40.2	27.2	5.0	36.5	28.5	23.6	29.1
Administration	21.0	21.1	12.3	13.2	17.5	18.3	9.3	20.9	15.0	17.2	17.8	27.4	20.1
Other activities	.0	.9	1.1	3.0	2.5	.0	1.0	.0	.0	3.1	4.7	.5	1.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(n)	(34)	(70)	(18)	(30)	(52)	(6)	(21)	(9)	(1)	(32)	(15)	(103)	(391)
Outside lecture periods													
Teaching and examinations	1.4	21.0	28.0	2.7	10.2	25.0	15.8	7.8	.0	5.2	10.0	6.6	10.6
Research	72.2	52.8	58.5	83.3	67.3	55.8	68.0	51.1	90.0	75.7	62.0	60.7	63.9
Administration	24.0	22.9	11.5	10.2	16.0	19.2	14.8	41.1	10.0	19.1	18.0	28.7	21.9
Other activities	2.4	3.3	2.0	3.8	6.6	.0	1.5	.0	.0	.0	10.0	4.1	3.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(n)	(29)	(67)	(10)	(24)	(44)	(6)	(20)	(9)	(1)	(27)	(14)	(96)	(347)

Question 5.8: Please estimate the time-proportions of academic activities during your ERASMUS-supported stay at the host institution as compared with your usual activities at your home institution:

In general, as many ICPs comprise teaching staff mobility and the mobility of students, mobile teachers were frequently expected to use the teaching period abroad for purposes related to student mobility. In practice, 56 percent of the respondents mentioned that they were in involved in activities linked to student mobility. As Table 18 shows:

- 41 percent performed advisory activities for students of their own institution;
- 30 percent spent some time on issues of curricula, recognition and related matters to be settled between the partner institutions;
- 26 percent used the teaching period abroad in preparing host students for their study period abroad;
- 26 percent as well mentioned involvement in administrative matters regarding student exchange; and
- 11 percent participated in the selection of host institution students for a study period at the respondents' home institution.

Obviously, teaching staff exchange is closely embedded in various activities necessary for the co-ordination and a good co-operation within Inter-University Co-operation Programmes. As one might expect, the teaching period abroad was used for these purposes notably by persons in charge of particular ERASMUS-related functions at home (70 %). However almost half of the teachers (46 %) not regularly in charge of ERASMUS-related functions at home took over additional assignments abroad aiming to improve the conditions of students' mobility.

Table 18
Activities at Host Institution in Conjunction with ERASMUS Student Mobility Programme, by Major Host Country (percent, multiple reply possible)

	Major host country												Total
	B	D	DK	E	F	GR	I	IRL	L	NL	P	UK	
Assessment/examinations of foreign students	20	16	16	23	20	50	21	26	0	31	27	18	22
Preparation of foreign students	17	22	32	28	20	42	22	16	0	15	38	37	26
Selection and admission of foreign students	7	9	11	13	9	17	19	0	0	12	15	8	11
Curriculum, recognition issues	23	27	47	33	22	42	33	21	0	19	38	37	30
Assistance/guidance/advice of students from home institution	13	45	58	41	34	46	38	42	0	46	35	54	41
Administrative matters	7	23	42	36	17	38	33	32	0	31	42	21	26
Other issues	0	3	0	5	3	4	3	11	0	8	4	4	4
Not ticked	70	44	37	44	51	29	43	37	100	50	38	32	44
Total	157	189	242	223	177	267	213	184	100	212	238	211	204
(n)	(30)	(64)	(19)	(39)	(86)	(24)	(63)	(19)	(3)	(26)	(26)	(84)	(483)

Question 5.11: If your teaching visit abroad was carried out in conjunction with an ERASMUS Student Mobility programme, which of the following aspects of issues were you concerned with?

5

Financial Matters

The ERASMUS support for teaching staff mobility is mainly directed to cover the individual mobility costs of the teachers, i.e. the return travel and additional costs of living abroad. Some funds may also be used for the replacement of staff and the costs of planning and administering teaching staff exchange. The mobile teachers surveyed were only asked about the extent the additional costs were covered by the ERASMUS grant, about the use of other sources and their assessment of the provision of financial support. The role other ERASMUS financial support might play in funding teaching staff exchange was not addressed here, because the mobile teachers themselves might not be the best source of such information.

Only 28 percent of the ERASMUS-supported academic staff responding stated that all their mobility costs were covered by the ERASMUS grant with a further 33 reporting that three-quarters or more of the mobility costs were covered that way. About one quarter of respondents had less than three quarters of the mobility expenses covered by the ERASMUS grant, and finally 13 percent of those responding did not receive any ERASMUS grant for the additional costs incurred through travelling to the host country and living there for a short period.

On average, 70 percent of the mobility costs were covered by the ERASMUS grant. Around 19 percent of the remaining costs were covered by the teachers' own money, while the home institutions (4 %) and the host institutions (7 %) did not act as a good source of extra funding (see Table 19).

The cross-country comparison shows that Irish teachers could cover up to 90 percent of their costs by the ERASMUS grant, while their counterparts from Italy (48 %), Greece (53 %) and France (54 %) had to tap other sources, especially their own purse. Support from the home institution was of some importance in the case of the Danish staff who could cover up to 15 percent of their costs from this source while funds of the host institutions proved relatively important in the case of Greek mobile staff (13 %). Regarding the host countries, the difference in

Table 19
Coverage of The Mobility Costs of the Teaching Period Abroad, by Country of Home Institution
(mean of percent of respondents)

	Country of home institution												Total
	B	D	DK	E	F	GR	I	IRL	L	NL	P	UK	
ERASMUS grant	71.8	72.9	67.3	73.6	54.1	52.5	47.5	90.1	.0	76.5	74.7	76.1	69.8
Support from home institution	4.3	1.3	14.6	1.1	3.6	.0	6.5	8.4	.0	3.7	.0	3.5	3.6
Support from host institution	6.7	7.1	7.7	4.1	6.7	12.5	4.0	.0	.0	5.9	7.9	8.3	6.9
Own money	17.2	17.6	10.4	19.6	34.4	35.0	42.0	1.4	100	13.9	17.4	11.8	19.1
Other sources	.0	1.1	.0	1.6	1.2	.0	.0	.0	.0	.0	.0	.3	.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
(n)	(36)	(80)	(26)	(37)	(63)	(8)	(20)	(7)	(1)	(38)	(17)	(125)	(458)

Question 5.12: How did you cover the additional costs for your ERASMUS-supported teaching period abroad (compared with what it would have cost if you had not gone abroad)?

proportions is smaller but it is perhaps worth mentioning that the staff hosted at Portuguese institutions could cover up to 80 percent of their mobility costs from the ERASMUS grant, while those hosted in Italy had to pay 29 percent of their additional costs out of their own purse.

The degree to which the ERASMUS grant covered the mobility costs proved to be directly related to the length of stay abroad. Those staying abroad for at most one week reported that 66 percent of their mobility costs were covered with the help of the ERASMUS grant compared with 76 percent for those staying abroad one month longer. Lecturers who stayed abroad for short periods reported that the smaller cost-coverage was only partly levelled out by a relatively larger home or the host institution's support. The information available does not allow us to analyse the causes of differences in the cost-coverage according to the duration of stays abroad. There could be a variety of factors at play: on one hand, it could be that short stays have intrinsically higher daily expenses or it could be that, in order to promote longer stays, additional financing is made available in such cases through the ERASMUS grant or from higher education institutions directly.

The teachers were also asked whether they received an additional honorarium or fee for their teaching at the host institution. Six percent responded affirmatively with additional income most frequently made available for staff from Greek (25 %), Dutch (12 %) and Danish institutions (11 %) and was most often reported by staff going to Denmark (16 %), the Netherlands (12 %) and Germany (13 %).

The rating of the financial support provided by ERASMUS on the five-point-scale (1 = "very generous" to 5 = "very inadequate") was, in most cases, fairly cautious: 17 percent rated it as generous, and 50 percent of the respondents viewed the support neither as generous nor as inadequate; 33 percent, however, considered the ERASMUS support as inadequate.

We note some differences of the rating of ERASMUS support according to the home country and to the host country as well as by discipline. A notably high proportion of teachers in medical sciences considered the support inadequate. As one might expect, those having to bear part of the costs of the stay abroad themselves criticised the level of support most often.

6

Problems and Outcomes of the Teaching Visits

6.1 Problems Abroad and Problems with the Administrative Procedures

The teachers were asked to state the extent to which they faced problems regarding various aspects of their teaching, living and contacts abroad. They were asked to rate these 13 aspects respectively on a five-point-scale (from 1 = "very serious problem" to 5 = "no problem at all"). As Table 20 shows, serious problems (i.e. ratings of 1 or 2) were only stated by about 5 percent of the respondents on an average of the 13 aspects addressed. It is worth mentioning in this context that ERASMUS students were posed a similar list of possible problems during their study period abroad and that they stated serious problems more than twice as often as teachers did in this survey.

At most, lack of contact with host institution staff was stated by 11 percent and difficulties with accommodation by 10 percent of the mobile staff. If we look, however, at the respective home and host countries as well as at the age of the respondents, we identify higher proportions of serious problems in some subgroups:

- Teaching in a foreign language was a problem for 17 percent of French mobile staff and for 10 percent of those going to Italy compared to 6 percent on average. Also social science teachers stated this problem relatively frequently (14 %).
- 12 percent of those going to Italy faced problems due to differences in teaching methods as compared to 6 percent of all respondents.
- Differences between the expected and the actual academic level of students were viewed as a problem by 14 % of the Dutch teachers (as compared to 6 % of all respondents). This problem was also stated by 14 percent of the teachers in business studies.

Table 20
Problems Faced by ERASMUS Teaching Staff Mobile in the Academic Year 1990/91 During the Teaching Period Abroad, by Major Host Country (percent*)

	Major host country												Total
	B	D	DK	E	F	GR	I	IRL	L	NL	P	UK	
Teaching in a foreign language	4	7	0	9	1	5	10	6	0	0	10	7	6
Communication with colleagues in foreign language	3	10	0	3	5	4	10	6	33	9	8	5	6
Differences in teaching methods	0	7	6	3	4	4	12	6	0	9	4	6	6
Heavy teaching load	7	4	6	0	5	0	3	0	0	5	0	4	3
Mismatch with students' expectations	0	2	0	6	1	0	0	0	0	0	0	3	1
Different academic level of students	0	8	6	0	1	17	7	6	0	0	12	9	6
Different size of classes	4	2	0	3	7	0	3	0	0	5	4	1	3
Accommodation difficulties	7	7	6	14	9	4	23	13	0	5	16	6	10
Administrative matters with the host institution	3	15	6	5	5	13	5	0	0	5	16	3	7
Other administrative matters	4	9	6	0	1	8	3	0	0	0	0	0	3
Contacts with host institution staff	7	10	6	5	11	8	25	6	0	10	12	8	11
Lack of communication outside the institution	7	5	11	5	8	0	12	0	0	10	12	12	8
Climate, food, health etc.	0	0	0	0	0	0	2	0	0	0	4	5	1
Other problems	0	0	0	0	17	0	25	0	0	0	0	17	8

Question 6.1: To what extent did the following problems occur during your period abroad?

* Percent stating 1 or 2 on a five-point-scale from 1 = "very serious problem" to 5 = "no problem at all"

Table 21
Problems Faced by ERASMUS Teaching Staff Mobile in the Academic Year 1990/91 With the Administrative Procedures of the ERASMUS Programmes, by Country of Home Institution (percent*)

	Country of home institution												Total
	B	D	DK	E	F	GR	I	IRL	L	NL	P	UK	
Application procedure	9	7	26	3	7	14	0	0	0	27	0	11	10
Late timing of award decision	12	7	17	3	15	0	11	0	0	41	7	12	13
Late arrival of financial support	3	17	23	6	11	14	19	22	0	22	13	18	15
Reporting procedure	9	7	15	3	5	0	6	0	0	19	0	4	7
Other problems	0	17	20	0	14	0	0	0	0	25	0	15	14

Question 6.2: To what extent did you have problems with the administrative procedures of the ERASMUS programme?

* Percent stating 1 or 2 on a five-point-scale from 1 = "very serious problem" to 5 = "no problem at all"

- Accommodation problems were more frequently faced by staff hosted in Italy (23 %). Altogether, this problem was stated notably by staff staying abroad for longer than one month.
- Administrative problems with the host institution were often reported by British teachers (14 % as compared to 7 % on average). Regarding the host countries, 16 percent of teachers going to Portugal and 15 percent going to Germany complained about administrative problems.
- 20 percent of Danish and 18 percent of German teachers complained about the lack or superficiality of contacts with host institution staff, a problem also perceived relatively often by staff going to Italy (24 %). This problem was more frequently stated by those staying abroad for more than one month (18 %) as well as by academic staff who were 35 years and younger (18 %).
- The younger staff (17 %), as well as those staying abroad longer than one month (18 % as compared to 8 % on average), most often criticised the lack of communication outside the institutions. Similarly, teachers in languages and philological fields (15 %) indicated this problem.

The assessment of the procedures of the ERASMUS support scheme turned out to be more critical. Fifteen percent stated that the late arrival of financial support was a serious problem, 13 percent pointed at problems due to late timing of award decision and 10 percent stated that the application procedures had caused problems. (In many cases, it was the same individuals who were identifying two or three of these problems.) The least frequently recorded problem was regarding the reporting procedures, identified by only 7 percent of respondents. Altogether, Danish and Dutch teaching staff named those problems most often, as Table 21 shows.

6.2 Perceived Outcomes of the Teaching Visits

In order to identify the impacts of the teaching period abroad, mobile teaching staff were first asked to state the extent to which they considered the teaching period abroad as worthwhile for themselves personally. Secondly, they were asked to assess the impact on teaching-related and student mobility-related conditions at the home and the host institution. Ratings were made on a five-point-scale regarding nine and five aspects respectively.

As regards the personal value of teaching abroad, more than three quarters underscored the improved understanding of the higher education system of the host country (79 % stated 1 or 2 on a scale from 1 = "extremely worthwhile" to 5

= "not at all worthwhile") and the value of the international experience. The majority of the mobile staff also appreciated the improved teaching and research contacts (69 % and 55 % respectively) as well as the improvement of their foreign language proficiency (54 %). Less than half of the respondents identified a positive impact on the content of their lectures (48 %) and the opportunity to become acquainted with other teaching methods (43 %). Only a few respondents expected that teaching abroad would lead to an enhanced academic reputation (28 %) or an improvement in their career prospects in general (16 %).

The figures provided in Table 22 indicate some characteristic patterns according to the country of home institution. In observing only major differences we note that

- a relatively small proportion of Belgian staff considered the acquaintance with other teaching methods (24 %) and the improvement of career prospects (9 %) as worthwhile aspects of their stay abroad.
- A relatively high number of German teachers expected a higher foreign language proficiency (71 %), while very few anticipated a positive effect on their academic reputation (15 %) or on their career prospects (8 %).
- Danish staff rated most aspects less favourable than the average of all participants. Positive assessments were especially less frequent regarding the teaching contacts (37 %), the foreign language proficiency (19 %) and a better understanding of the higher education system (52 %) of their respective host country.
- Spanish teachers assessed all aspect of their stay abroad relatively positively. The enhancement of teaching contacts (83 %), of foreign language proficiency (76 %) and of research contacts (71 %) were most often quoted as the most positive aspects of their stays abroad.
- A high proportion of French teachers noted an improvement of their teaching contacts (88 %).
- The majority of Greek respondents assessed their stay abroad as worthwhile as far as their academic reputation was concerned.
- Italian teachers rated the experiences abroad as valuable in many aspects. Notably, they emphasised the value of getting acquainted with other teaching methods, the enhancement of content of lectures (both 71 %) and the improvement of research contacts.
- Few Irish and Portuguese teachers noted a positive influence on their foreign language proficiency.
- Dutch teachers stood out in perceiving a positive effect on academic reputation (52 %) as well as on their career prospects (32 %).
- The replies of British teachers were closest to the average of respondents.

Table 22
Personal Outcomes of Teaching Abroad as Perceived by ERASMUS Teaching Staff Mobile in the Academic Year 1990/91, by Country of Home Institution (percent*)

	Country of home institution												Total
	B	D	DK	E	F	GR	I	IRL	L	NL	P	UK	
Understanding of higher education system	80	87	52	89	78	38	82	78	100	65	65	88	79
Acquaintance with other teaching methods	24	32	22	34	57	25	71	33	100	31	35	55	43
Improvement of teaching contacts	61	71	37	83	88	25	67	44	100	50	81	70	69
Improvement of research contacts	51	51	52	71	59	63	67	56	50	63	47	49	55
Enhancement of the content of lectures	49	53	28	57	53	25	71	44	100	45	40	42	48
Foreign language proficiency	44	71	19	76	50	13	75	25	100	60	25	50	54
Enhancement of academic reputation	28	15	16	34	21	63	20	44	50	52	33	29	28
Improvement of career prospects	9	8	15	17	11	25	5	22	50	32	20	18	16
More international awareness and experience	74	83	50	91	77	50	82	78	100	68	76	84	78
Other outcomes	50	100	100	0	50	0	100	0	0	100	100	88	83

Question 6.4: To what extent do you consider it was worthwhile for you personally to teach abroad with regard to the following aspects?

* Percent stating 1 or 2 on a five-point-scale from 1 = "extremely worthwhile" to 5 = "not at all worthwhile".

The ratings varied to a lesser extent according to host country. Some differences, however, are worth reporting. Those going to Denmark assessed the stay regarding several aspects over proportionally positive, notably regarding enhancement of the content of lectures (71 %) and regarding their academic reputation (53 %). Also the stays in Ireland and in the Netherlands were very favourably assessed in various respects. Two-thirds each of those teaching in Ireland as well as in the United Kingdom stated a positive impact on their foreign language proficiency. Those staying in Belgium were less satisfied: only 23 percent stated that they became well acquainted with other teaching methods, and only 30 percent noted a positive effect on their foreign language proficiency. Teachers staying in Portugal assessed their experiences less favourably with regard to almost all aspects, notably as regards the understanding of the Portuguese higher education system (58 %) and the academic reputation expected due to teaching in that country (16 %).

As regards the age of the respondents, only two consistent links could be noted. The older the teachers were, the more fruitful they rated the teaching period abroad for improvement of research contacts. Positive assessments in this respect were made by 49 percent of those who were 35 years and younger and by 71 percent among those who were older than 55 years. In contrast, positive career prospects due to teaching abroad were more often stated by young respondents: 24 percent of the youngest as compared to 8 percent of the oldest within the age range.

One might have expected that a longer period abroad would be viewed to be more influential. The responses, however, confirm this hypothesis only in one respect. Improvement in the foreign language proficiency was more often stated, the greater the length of the teaching period abroad, with 68 percent of those staying abroad for more than one month stating a considerable improvement in this respect. Those staying at most one week abroad improved less in this respect; however, it is remarkable to note that almost half of the teaching staff (46 %) identified an improvement of foreign language proficiency linked to one-week teaching abroad.

The impacts on the host and the home institutions of higher education were rated somewhat more cautiously: 60 percent of the respondents noted that their stay abroad enhanced strongly the international contacts of the institutions involved, 57 percent stated that additional co-operative activities between the host and the home institution were initiated, and 54 percent reported that their stay abroad helped to improve the administration and further development of the existing co-operation regarding student mobility. Few respondents perceived im-

provements of curricula and of teaching methods due to this teaching staff exchange (26 % and 11 % respectively).

Belgian teachers relatively frequently perceived their stay abroad as useful in enhancing international contacts among the institutions involved (74 %). Italian (76 %) and Spanish teachers (71 %) emphasised the impact of their visit on additional co-operative activities between the home and host institutions and, finally, German and Italian teachers (each 74 %) noticed most often a positive impact on the administration and further development of an existing ERASMUS ICP.

In the case of some host countries, a consistent pattern of replies could be observed (see Table 23): The staff who visited German institutions noticed less frequently positive impact regarding all four aspects provided in the questionnaire, while the reverse is true for the staff hosted at Dutch and Spanish institutions. Three quarters of the staff who returned from Irish institutions identified an impact on the administration of existing ERASMUS ICPs and on more international contacts among the institutions, but they scarcely noted a positive effect on curricula and teaching methods.

As one might have expected, the older staff reported stronger impacts in this respect. For example, only 33 percent of the staff who were 35 years and younger stated that their stay abroad was helpful in the administration and the further development of an existing ERASMUS ICP, while 64 percent of those older than 55 years perceived such an impact. Notably, staff in charge of ERASMUS activities at their home institutions stressed impacts of teaching abroad on the home and host institutions more strongly than the others without ERASMUS functions.

In response to a supplementary question, only 10 percent of the respondents stated that their teaching abroad had a lesser impact on the involved institutions than expected. An unexpectedly low impact of teaching abroad was overproportionally stated by Italian teachers (25 %), by teachers who returned from Belgian (18 %) and Spanish institutions (17 %). The same experience was reported more frequently by teachers abroad for more than a month (16 %) and by the group older than 55 years (13 %). As the lecturers who stated an unexpectedly low impact did not state significantly lesser impacts in response to the preceding questions, it is justified to conclude that who stated lower impacts than expected had themselves a high expectation or noted a higher expectation than did their colleagues.

Table 23
Institutional Impacts of the Teaching Period Abroad as Perceived by ERASMUS Teaching Staff Mobile in the Academic Year 1990/91, by Major Host Country (percent of respondents*)

	Major host country												Total
	B	D	DK	E	F	GR	I	IRL	L	NL	P	UK	
Additional cooperative activities	64	44	58	70	53	71	55	69	100	61	50	60	58
Administration/further development of existing ERASMUS ICP	48	40	72	68	52	58	49	76	100	64	28	61	54
Changes in curriculum	31	21	33	36	27	23	14	20	67	38	27	29	26
Impact on teaching methods	11	7	11	17	8	13	5	7	0	21	8	17	11
Enhancement of international contacts	61	49	47	65	57	67	58	75	100	68	62	63	60
Other impacts	0	67	100	25	100	0	100	0	100	0	0	67	72

Question 6.5: Over and above the personal impact on yourself and your academic work referred to in question 6.4, what impact(s) has your ERASMUS-supported teaching period abroad had on your home and/or host institution?

* Percent stating 1 or 2 on a five-point-scale from 1 = "very important impact" to 5 = "no impact at all".

6.3 Comprehensive Assessment by the Participants

The mobile teachers were eventually asked whether they were satisfied with their teaching period abroad. The ratings were made on a five-point-scale (from 1 = "very satisfied" to 5 = "very dissatisfied"). Furthermore, they were asked whether they would apply again for another teaching mobility grant in the future. Altogether, 85 percent of the respondents were satisfied with their stay abroad (ratings of 1 or 2), and 65 percent stated that they would certainly apply for another teaching staff exchange grant. Only 4 percent expressed dissatisfaction with their stay abroad and the same proportion of teachers declared they would not apply for any future teaching exchange grant. As regards home country, Danish staff were more often dissatisfied than their counterparts (18 %).

The overall rating of the stay abroad was correlated with the problems which occurred abroad. The percentage of lecturers expressing satisfaction with the teaching period abroad dropped to:

- 55 percent of those complaining about the lack or superficiality of the contacts with the host institution staff;
- 60 percent of those stating problems due to the different academic level of students;
- 61 percent of those missing communication outside the institutions of higher education; and
- 77 percent among those rating the ERASMUS grant as inadequate.

The general valuation of the stay abroad obviously also reflects the perceived outcomes of the activities abroad. Notably, 94 percent of the lecturers reporting an improvement of their teaching contacts were satisfied with their stay abroad. The respective figures were 96 percent for those both stating an improvement of research contacts and for those noting some enhancement of the content of lectures due to the contacts with host institution staff. For those respondents who were dissatisfied with their teaching period abroad, problems related to contacts with the host institution staff seemed to have been the major cause.

7

Recommendations on Teaching Staff Mobility

In the final section of the questionnaire the teachers were asked to state why - if applicable - the impact of the stays had been less than expected, what they consider to be the appropriate duration of a stay abroad for teaching purposes, whether they have some suggestions for the improvement of the administrative procedures of the ERASMUS programme, and what other recommendations and comments they would like to communicate. About 42 percent of the participants responded to this section of open questions. Most of these comments and recommendations dealt with administrative (21 %) and financial matters (17 %). The duration of the teaching period abroad (9 %) and issues of communication and support abroad (8 %) were addressed less frequently.

Remarks regarding financial aspects seem to be based on the agreement that ERASMUS support should suffice to cover all costs for travel and additional costs of staying abroad. Problems in this respect were notably addressed by persons staying abroad for a longer period. One British respondent pointed out that a initial support of 400 ECU and weekly supplements of 200 ECU encourage very brief visits: "It is impossible to find accommodation for 200 ECU. Therefore each subsequent week is a cost to the individual."

Living costs may also be higher than support is provided for. Another British respondent found himself underfunded although he stayed in Portugal. A teacher suggested that money should be available in order to take the family along, if the visit is scheduled for a longer period (he referred to six weeks). One Greek lecturer proposed that the funding should be more generous as far as academic staff from the less advanced countries of the European Community were concerned. Several participants stated that they had reduced the duration of the stay after they noted - while being abroad - the discrepancy between financial support and actual costs.

Various British teachers pointed out that it would be easier to get the leave of absence if additional funds for replacement staff were available. In contrast, some German respondents suggested that the scheme should not include funds for staff replacement.

In addition, the following suggestions were made regarding funding:

- grants should be provided for language training of teachers;
- teachers should get reimbursed for actual additional costs; and
- student mobility funds not being used should be transferable to teaching staff support.

Some respondents criticised the late payments. Notably, the comparatively young teachers, as well as those who stayed abroad for a relatively long period, deplored delayed payment. A young participant who had received the grant only upon return from a three-month stay abroad suggested the grant should be paid directly to the teachers rather than via the institutions.

A substantial number of comments addressed the administrative procedures of the ERASMUS programme. Teachers asked for more flexibility, less bureaucracy, earlier notification of the decision, a shorter time-span between application and notification of award, and award of funds for more than one year. Several teachers considered the efforts required related to the application and award of the grant as too time-consuming and suggested to reduce the respective work-load.

In contrast, a substantial proportion of teachers expected increased administrative efforts on the part of the host institutions. For example, a German teacher summarised his critique of the host institution as follows:

"Lack of organisation. No interest on the part of the local co-ordinator and others who should provide some assistance. Only limited contacts with colleagues."

Some respondents suggested that the European Commission should monitor more closely the extent to which grant recipients provided support to mobile teaching staff with some respondents suggesting that each institution of higher education involved in ERASMUS should establish the position of an ERASMUS programme officer who, among others, would be in charge of supporting incoming teachers.

Some respondents concluded that ERASMUS grants for teaching exchange should only be provided if the partner institutions had agreed a strict reciprocity of staff exchange and established clear regulations regarding the curricular integration of the courses taught by foreign teachers. In some cases, this seemed to require a growing flexibility of the curricular regulations at the host institution. Others complained that the colleagues at home were silently opposed to growing

European mobility. Others finally criticised the lack of attention to foreign teachers.

Some respondents suggested that all institutions of higher education participating in the ERASMUS programme should reserve a few weeks of the academic year for short courses. During this period, courses could be scheduled which are provided by foreign teachers.

Almost all respondents addressing the issue of an appropriate duration of the teaching period abroad suggested a longer period abroad than the one they actually had spent abroad. On average, five to six weeks were suggested. Southern European teachers on average recommended longer periods of teaching abroad than their counterparts from the Northern Member Sates of the European Community. Those addressing the appropriate number of visits most often suggested splitting the visit to the host country into two periods.

Most respondents agreed that a period of teaching abroad lasting one month or more is beneficial, among other things, in allowing a closer contact between students and teaching staff abroad. These final comments, however, do not refer to the problems visible in responses to prior questions, i.e. difficulties in leaving the home institution and interrupting assignments at home for an extended period.

There were very few comments suggesting that teaching staff exchange could not play an important role in the internationalisation of academic contacts. Some teachers explicitly expressed their view regarding the importance of the support of teaching staff exchange. To quote an example:

"It was a very worthwhile visit and I benefited greatly from exchanging views...".

Another teacher concluded his responses in the final section of the questionnaire with:

"Keep up the good work!"

8

Summary

Teaching staff mobility is supported in the framework of the ERASMUS programme to improve the quality of student mobility, provide an element of a European dimension to the non-mobile students and to promote a stronger emphasis on the European dimension in curricula development and teaching. Teaching staff mobility has had its place in the ERASMUS programme since the year of its inauguration.

According to reports provided by co-ordinators of Inter-University Co-operation Programmes, 298 ICPs were awarded support in 1990/91 for almost 2,000 teachers. Actually, 1,432 teachers (slightly more than 70 % of those envisaged in the successful applications) participated. In order to analyse the achievements and problems of ERASMUS-supported teaching staff exchange, this survey intends to gather information from all academic staff teaching for some period abroad with the help of an ERASMUS grant. Thus, a questionnaire was sent in spring 1992 to all persons of this target group whose addresses were made available. This study is based on the responses by 485 persons, i.e. 55.3 percent of the target group whose valid addresses were available.

The eight-page questionnaire addressed the description of the teaching visits abroad, the experiences of teachers and their involvement in the ERASMUS programme, problems faced in the preparation of the period abroad, the academic activities abroad, the language of instruction, financial matters involved, problems faced abroad, the administrative procedures, expected impacts on the institutions and departments involved and suggestions for improvements of the programme. The study was undertaken by members of the Centre for Research on Higher Education and Work of the Comprehensive University of Kassel (Germany).

The quantity of teaching staff exchange differs from that of student exchange to some extent when analysed by home country. The proportion of British mobile

teachers supported by the ERASMUS programme is much higher than that of British ERASMUS students of the same year, while the proportions of Italian and Spanish teachers are smaller than the proportions of the Italian and Spanish ERASMUS students. As regards host country, the distribution of mobile academic staff is close to that of ERASMUS students. Most of the mobile teaching staff surveyed were assigned to language departments (20 %), followed by engineering (13 %), humanities (12 %) and business studies (11 %). A further 10 percent were from natural sciences, 8 percent from social sciences, 6 percent each from law and mathematics, and, finally, at most three percent from the remaining fields of study.

Fourteen percent were older than 55 years, 39 percent between 46 and 55 years old, 34 percent were 36 to 45 years old. and 13 percent were 35 years old or younger; 18 percent of the respondents were female. On average, the participating teaching staff had been teaching for 15 years. Altogether, 69 percent of the period of their employment since graduation was spent at the current home institution, 20 percent at other institutions of higher education and 11 percent outside higher education institutions. Those teaching in business studies and in engineering had least international academic experience.

Respondents spent on average 24 days abroad for teaching purposes, among them 22 days at the major host institution. More than two-thirds of respondents spent less than one month abroad, the minimum period envisaged by regulations for ERASMUS support at that time. Relatively long stays were most common in educational sciences and languages with an average of 30 days each, while academic staff in architecture, medical sciences, art and design as well as business studies stayed only 12-16 days on average at the major host institution.

Almost half of the mobile teachers stated that close ties had already been established between the home and the host institution prior to their stay abroad, compared with 13 percent who reported no prior links at all. Prior student exchange was established in 61 percent, exchange of teaching staff in 47 percent and research contacts in 36 percent of the cases.

Some 43 percent of the respondents - older staff more often than younger, female staff more often than male staff - had particular functions within the ERASMUS programme, such as ICPs co-ordinators, departmental co-ordinators, or were in charge of various ERASMUS (and possibly other) student exchange activities. The majority were in charge of guidance for incoming students, preparation of their own students going abroad, the administration of the ICP in general and the organisation of teaching staff mobility. On average, they spent about six hours per week on ERASMUS-related activities.

A substantial proportion of the ERASMUS-supported mobile academic staff pointed out that they had faced problems in arranging a temporary stay abroad for

teaching purposes. Most problems were reported regarding interruption of teaching or research commitments at their home institution (stated by 28 %), in finding replacement staff (24 %), interruption of administrative commitments (21 %) and finally regarding social and family matters (12 %). The first problem was most often stated by respondents from geography or geology, medical sciences and business studies departments. A short compact seminar outside the lecture period of the home institution obviously was the easiest way of coping with the problems mentioned.

It should also be added, that ICP co-ordinators had been asked in their report form whether (and, if so, why) envisaged teaching staff mobility had not taken place. In 43 percent of the cases, in which teaching staff exchange had not taken place or took place on a smaller scale than applied for, other commitments and limited time were named as reasons; 30 percent pointed at the low grant and 17 percent at personal problems (health, family, etc.).

ERASMUS-supported staff mostly taught one or two courses abroad comprising altogether 22 hours of teaching with 37 students attending per course and 57 students attending altogether on average. On average, 9.5 hours were taught per week abroad - the highest number of weekly teaching hours were reported in medical sciences (17.1), art and design (13.8) and business studies (12.9), and the lowest number in humanities (6.3). By and large, the students' years of study addressed to by the course corresponded to the composition of ERASMUS students.

In Anglophone and Francophone countries, most ERASMUS-supported guest teachers taught in the host country language. The German, Spanish and Italian languages were used by about half of each of the guest teachers, while most teachers providing courses for a short period in Denmark, the Netherlands, Portugal and Greece taught in English. Altogether, English was used in 61 percent of cases as the language of instruction, French in 27 percent and other languages in about 40 percent of the courses; more than one language was employed in some courses. Anglophone teachers were most likely to speak their own language while teaching abroad while, in contrast, the majority of teachers from other countries used the host country language or a third country language as the medium of instruction.

Sixty-four percent of respondents stated that all the courses they taught at the host institution were part of the regular course programme. The courses taught by 54 percent of the mobile teaching staff were compulsory and half of the teachers reported that students participating received credits for the courses. Only 7 percent reported that their courses had none of these dimensions. Altogether, the highest degree of integration of the courses taught abroad by the respondents could be

observed in natural sciences. In contrast to what might have been expected, the integration of the courses into the host country curricula was hardly linked to the duration of the teaching period abroad.

Some 57 percent of the courses provided abroad were in the form of lectures, 33 percent seminars and 7 percent laboratory work. At home, respondents used to provide more seminars (38 %) and laboratories (10 %), while the proportion of lectures was smaller (47 %).

During the teaching period abroad, respondents devoted 74 percent of their working time, on average, on teaching and on teaching-related activities; only 19 percent of the working time was reserved for research and 4 percent was absorbed by administrative tasks. Teachers staying longer than one month were more likely to succeed in spending part of their work time on research. At home, respondents spent half of their time on teaching and teaching-related activities during the lecture period.

Around 56 percent of the respondents used the teaching period abroad for various other activities linked to student mobility. They notably performed advisory activities for students of their own institutions (41 %), spent some time to settle issues of curricula, recognition and related matters to be settled between the partner institutions (30 %), helped to prepare host students for their study period abroad (26 %), and were involved in administrative matters regarding student exchange (26 %); 11 percent even participated in the selection of host institution students for a study period at the respondents' home institutions.

Only 28 percent of respondents stated that all their mobility costs were covered by the ERASMUS grant. A further 33 percent had three quarters or more covered that way, 26 percent had less than three quarters of the mobility expenses covered by the ERASMUS grant and, finally, 13 percent did not receive any ERASMUS grant for the additional costs incurred through travelling to the host country and living there for a short period. On average, 70 percent of the mobility costs were covered by the ERASMUS grant, 19 percent of the costs were covered by the teachers' own money, while the home institutions (4 %) as well as the host institutions (7 %) provided a lesser source of finance. The coverage of the mobility costs by the ERASMUS grant was higher, the longer the stay abroad lasted. Only six percent of the respondents received an additional honorarium or fee for their teaching at the host institution while 33 percent considered the ERASMUS support as inadequate. Notably, a high proportion of teachers in medical sciences considered the support inadequate compared with their counterparts in other fields of study.

Asked about serious problems they faced abroad, 11 percent stated lack of contacts with host institution staff and 10 percent stated difficulties with accommo-

dation. The assessment of the procedures of the ERASMUS support scheme turned out to be more critical. Fifteen percent stated that the late arrival of financial support was a serious problem, 13 percent pointed at problems due to late timing of award decision, and 10 percent stated that the application procedures had caused problems.

Asked to state the extent to which they considered the teaching period abroad as worthwhile for themselves personally, 79 percent underlined the improved understanding of the higher education system of the host country and 78 percent mentioned the value of the international experience acquired. The majority of the mobile staff also appreciated the teaching and research contacts made as well as the improvement of foreign language proficiency.

The impacts on the host and the home institutions of higher education were rated somewhat more cautiously: 60 percent of the respondents felt that their stay abroad strongly enhanced the international contacts of the institutions involved, 57 percent stated that additional co-operative activities between the host and the home institution were initiated, and 54 percent reported that their stay abroad helped to improve the administration and further development of the existing co-operation regarding student mobility. Few respondents perceived improvements of curricula and of teaching methods due to this teaching staff exchange (26 % and 11 % respectively). In response to a supplementary question, only 10 percent of the respondents stated that their teaching abroad had a lesser impact on the involved institutions than expected.

Altogether, 85 percent of the respondents were satisfied with their stay abroad, and 65 percent stated that they would certainly apply for another teaching staff exchange grant. Only 4 percent expressed dissatisfaction with the stay abroad or declared that they would not apply again for a teaching exchange grant in the future.

Although most respondents spent a shorter period abroad than envisaged - because they had faced problems in leaving assignments at home for extended period - many of them recommended that a teaching period abroad should last longer. In addition, many respondents suggested that the ERASMUS programme should cover the total costs incurred through travel and additional living costs abroad. Some mobile teachers suggested that ERASMUS support for teaching staff mobility should only be provided, if the exchange is strictly reciprocal and if teaching abroad is clearly integrated into the host country's curricula. Others pointed out that provision of support should be more flexible. Improvement on the part of the Commission was not limited to an increase in the funds provided: some respondents demanded an earlier notification of the decision, an earlier payment and reduction of work-load required for the application.

Some respondents suggested that all institutions of higher education participating in the ERASMUS programme should reserve a few weeks of the academic year for short courses. During this period, courses could be scheduled and provided by foreign teachers.

There were very few comments suggesting that teaching staff exchange could not play an important role in providing a European dimension. Many teachers considered teaching staff exchange as beneficial for the students as well as an important process of learning for the academic staff themselves.

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The promotion of teaching staff mobility has been — in addition to student exchange — one of the key areas of the ERASMUS programme of the European Union. Teaching staff exchange has the potential of providing a European dimension for students not directly involved in study abroad and it supports the co-operation between departments of different European countries for the sake of student guidance, curriculum development, recognition, etc. Teaching staff exchange, however, is a less well based practice in higher education than exchange for research purposes, and those willing to participate face problems in terms of time available, financial resources, etc. This study summarizes the findings of a survey conducted in the early 1990s among teaching staff mobile in the framework of the ERASMUS programme.

Förderung der innereuropäischen Mobilität von Lehrenden an Hochschulen nahm — neben dem Austausch von Studierenden — eine Schlüsselstellung im ERASMUS-Programm der Europäischen Union ein. Der Austausch von Lehrenden verspricht eine europäische Dimension für den Lehrstoff derjenigen Studierenden, die nicht an Austauschprogrammen beteiligt sind, eine bessere Kooperation zwischen Fachbereichen europäischer Hochschulen im Hinblick auf Betreuung der Studierenden, Curriculumentwicklung, gegenseitige Anerkennung von Studienleistungen u.a.m. Diesen positiven Aspekten zum Trotz scheint der Austausch von Lehrenden zwischen europäischen Hochschulen weniger selbstverständlich zu sein als z.B. die Mobilität von Forscherinnen und Forschern. Knappe zeitliche und finanzielle Ressourcen gehören z. B. zu den Problemen, mit denen sich diejenigen, die an dem Austausch teilnehmen, konfrontiert sehen. Die vorliegende Studie basiert auf einer Anfang der neunziger Jahre durchgeführten Befragung mobiler Lehrender im Rahmen des ERASMUS-Programms.

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