

Report: Parallel Session on Staff Mobility

Staff Internationalisation Models

PLA: Comprehensive Policy for Comprehensive Internationalisation

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Strategic Message

Internationalisation requires **institution-wide competence building**: administrative staff are not support actors—but **co-creators of global universities**.

Policy Problem

Administrative staff remain **underrepresented in internationalisation**, limiting institutional capacity to deliver a true **whole-institution approach**.

Model 1: Structured Certification (University of Innsbruck)

“Internationalisation Certificate for Administrative Staff”
recognised **national good practice (Austria)**

A **modular certification programme** embedding international competences into HR systems:

- intercultural & international skills
- language development
- Erasmus+ staff mobility
- peer learning & “internationalisation at home”

Aligned with alliances such as [Aurora European University Alliance](#).

Approach

- modular, long-term competence development
- intercultural + language + mobility components
- embedded in HR systems

Strengths

- systemic & scalable
- formal recognition (certificate)
- strong alignment with institutional strategy

Impact

- sustained engagement
- increased participation in international activities
- organisational culture change

Policy Takeaways

Good practice

- Strategic approach
- Embed staff development in **HR systems**
- introduce **certification & incentives**
- link with **Erasmus+ and alliances Aurora**
- **Peer learning**
- Include staff competences in **national metrics**

Model 2: Mobility-Based Language Training (UAS Technikum Wien)

“Fit for the International Campus”

A short-term, mobility-based English training programme :

- targeted at administrative + academic staff
- practice-oriented (real work scenarios)
- embedded in **Erasmus+ staff mobility**
- combined with intercultural learning and peer exchange

Approach

- short-term, intensive training abroad (e.g. Dublin)
- practice-based English + intercultural skills
- embedded in Erasmus+ staff mobility
- linked with international partners

Strengths

- low entry barrier (“first step” model)
- rapid skills acquisition
- high motivational effect

Impact

- increased language confidence
- activation of previously non-mobile staff
- stronger cross-unit collaboration

Key Comparative Insight

- **Certification model** → builds **systemic, long-term capacity**
- **Mobility model** → provides **fast activation and engagement**

➔ Most effective strategy: **combine both instruments** within HR and internationalisation frameworks.

Policy Takeaways

- adopt a **dual-track approach**:
 - structured certification (depth & sustainability)
 - short-term mobility formats (access & activation)
- integrate both into:
 - **HR development systems**
 - **Erasmus+ frameworks**
 - **European alliances**

Key point

HEIs do not need only funding—they need an **enabling ecosystem** linking policy, HR, and internationalisation - To move from isolated initiatives to systemic change

Closing remarks

Internationalisation becomes truly transformative only when it moves beyond academia to include **all staff as active contributors**. This requires coordinated action: **institutions must design inclusive pathways, while national systems must encourage and sustain them.**