Mobile researcher training needs survey

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1.   Introduction

The 'Mobile researcher training needs survey' was conducted as part of the EURAXESS ImpactE[1] project which exists to deliver new training materials to mobile researchers in Europe with the intention to develop their 'soft-skills' and improving their effectiveness and ability to integrate into their new research setting when studying or working away from their country of origin.

The research forms the diagnostic phase of the project, the results of which will feed into the development of the new training materials.

a. Survey aims

The overall aims of the survey were to:

- identify and collect ideas and best practice in the support of internationally mobile researchers, particularly in the 'soft-skills' required for successful social, cultural and professional integration.
- collect views from researchers and institutions on training needs to enhance such integration.

b. Methodology

Responses were solicited by the ImpactE project partner institutions[2] who invited all visiting researchers to complete the questionnaire. Depending on the administrative arrangements of institutions, some sent invitations to all those in their network meaning respondents were self-selecting. As a result responses were received by researchers whose domicile is a project partner country but who were studying or working in other countries. Those who had one or more working or studying experiences in the EU but outside of their home country have been included in the analysis.

ImpactE project partner institutions were also invited to respond to a similar questionnaire which sought to collect opinion on what staff supporting internationally mobile researchers consider successful practice.

Both questionnaires were hosted online and comprised a combination of closed and open-ended questions. This was to capture as much information about each researcher's experience as possible without having an in-depth interview. The questionnaire was open during February 2013 for three weeks. All eligible respondents were offered the chance to win a 100euro Amazon voucher as an incentive for participation.

All anecdotal and qualitative responses were analysed using grounded theory.

c. Research limitations

It is important to note from the outset that while the data collected from responses are extremely interesting and rich in anecdotal evidence, the overall findings are not

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[1] Integrate Mobile People through Innovative actions in the Euraxess
[2] ImpactE project partners: Universite de Liege, Belgium, Institute of Technology and Development Foundation, Bulgaria, University of Durham, United Kingdom, Universitatea de Stiinte Agricole si Medicina Veterinara a Banatului din Timisoara, Romania, Universite de Poitiers, France, Bar Ilan University, Israel

representative of Europe as a whole due to the comparatively low response rate i.e. not all European institutions took part in the project and not all countries or types of research establishment were included. Indeed there is not sufficient data to provide the institutions that did take part with an analysis to represent their institution or country.

However, the data that was collected provided a good spread of positive and negative experiences allowing some understanding of what is working well with provision of support for mobile researchers and what needs further consideration.

d. Questionnaire topics

The questionnaire[3] was built to collect researchers' experiences around the 'soft-skills' required for social, cultural and professional integration in a new environment. The main groupings of questions were as follows:

- Nature of support received by home and host institutions
  - Practical support
  - Professional support
  - Cultural support
- Perceptions of the support provided
  - What worked well
  - What could have been better
- Advice to other researchers and host institutions
- Researcher confidence
- Skills for an effective researcher in a new environment

2. Demographics

There were 188 eligible responses to the survey. All respondents were undertaking, or had undertaken at some stage within their career, at least one placement (i.e. study or research contract) within the EU.

a. Domicile

59 different nationalities were represented in the survey including 38 Belgian, 20 French, 13 Italian, 11 Romanian, 8 American, 6 Indian and 5 Spanish respondents.

b. Current country of residence

21 different countries currently act as host for the researchers responding to the survey. Some respondents to the survey are currently living in their country of origin (i.e. not currently 'mobile') but have had one or more significant research experiences away from their country of domicile.

Figure A below details the countries hosting the most respondents and the amount of different nationalities being hosted.

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[3] See Appendix A for the full questionnaire

*Figure A: Number of researcher being hosted and their nationalities by country*

Belgium (86 researchers being hosted)	hosting 29 different nationalities including: Belgian (31) French (10) Italian (6) Indian (4) Romanian (3) UK (2) American (2) German (2) Nepalese (2) Swiss (2)
UK (47)	hosting 24 different nationalities including: USA (10) Italian (5) Portuguese (3) Canadian (2) Chinese (2) Danish (2) French (3) German (2) Spanish (2) British (1)
France (24)	hosting 16 different nationalities including: French (3) Algerian (2) Lebanese (2)
Romania (9)	hosting 3 different nationalities including: Romanian (7) German (1) Jordanian (1)
Bulgaria (7)	hosting 5 different nationalities including: Bulgarian (2) Indian (1) Iraqi (1) Macedonian (2) Turkish (1)

Where respondents were studying or working in their home countries, they have one or more experiences of studying or working in a new research environment in a country different from their home.

c. Gender

59% of respondents are male and 41% are female. See Figure B.

Figure B: Respondents' gender
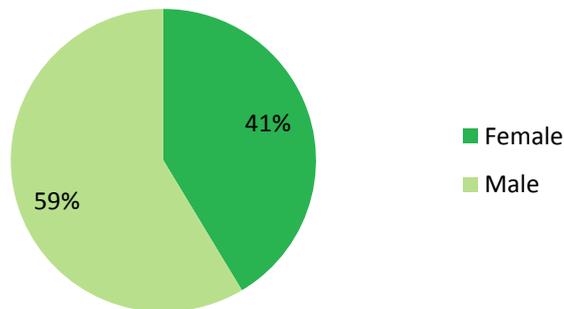
d. Career stage

Respondents were asked to identify themselves as being in one of four career stages defined below:

First stage researcher - up to the point of completing a doctorate
Recognised researcher - holders of doctorates who are not yet fully independent
*Established researcher - researchers who have developed a level of independence*
Leading researcher - researchers leading their research area or field

These categories were used in alignment with the groupings in the European Commission's framework for researcher careers[4].

The majority of respondents reported being in the earlier stages of their career describing themselves as either a first stage researcher (53%) or a recognised researcher (29%). 7% of respondents describe themselves as an established researcher and 11% consider themselves leading researchers. See Figure C.

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[4] European Commission report: Towards a European Framework for Research Careers (July 2011) http://ec.europa.eu/euraxess/pdf/research_policies/Towards_a_European_Framework_for_Research _Careers_final.pdf

Figure C: Respondents' career stage

Legend:
- First Stage Researcher
- Recognised Researcher
- Established Researcher
- Leading Researcher

Pie chart values: 53%, 29%, 7%, 11%
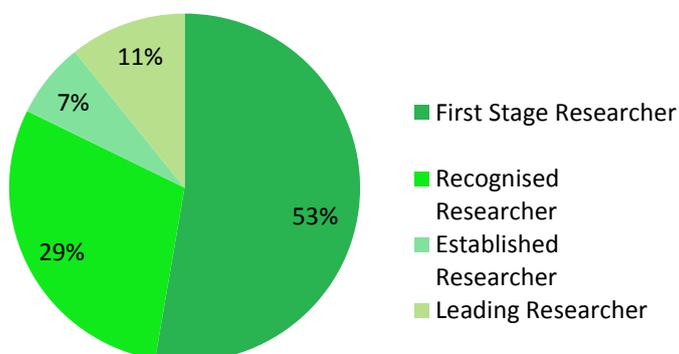
e. Amount of placements in career

Respondents were asked to detail how many 'mobile placements' they have undertaken so far in their career and where they studied or worked.

103 (55%) respondents undertook two mobile placements during their research career. This group comprises mainly first stage and recognised researchers.

18 (9.5%) respondents have undertaken 5 mobile placements during their research career and are predictably established researchers or leading researchers. See Figure D.

A total of 391 different placements were recorded by survey respondents.

N.B. Some of the placements in respondents' careers took place at home as well as abroad but data has been collected for all placements.

Figure D: Amount of mobile placements

Number of mobile placements

391 placements recorded in total
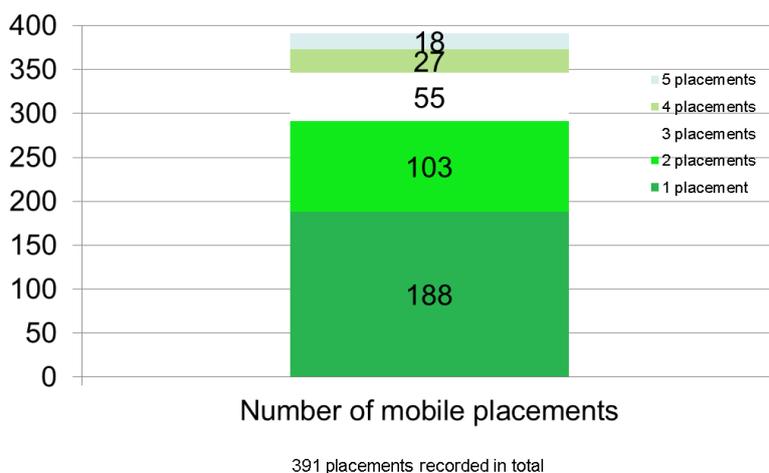
f. Research discipline

Respondents were asked to outline their broad research discipline in free text. For simplicity the respondents' disciplines have been split into two groups being science (including biological sciences, biomedical sciences, physical sciences and engineering) and arts, humanities and social science. 69% of respondents work within the broad spectrum of science and 31% work within the arts, humanities and social sciences. See Figure E.

Figure E: Respondents' research discipline
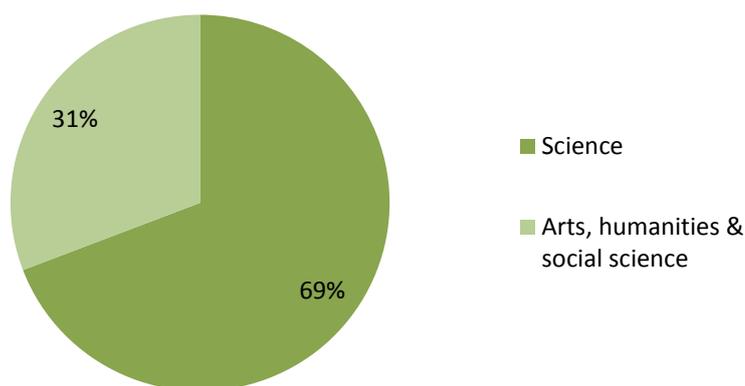
The pie charts below show further details of the careers stages within each broad research area.

First stage researchers account for 46% in each category but is represented by more actual respondents in the science field than in non-science. A greater proportion of scientists would consider themselves recognised researchers (38%) compared with 12% of arts, humanities and social science respondents. A greater percentage of researchers in the arts, humanities and social scientists would consider themselves an established researcher compared with 5% of scientists. A similar proportion of science and arts, humanities and social science respondents would say they were leading researchers.

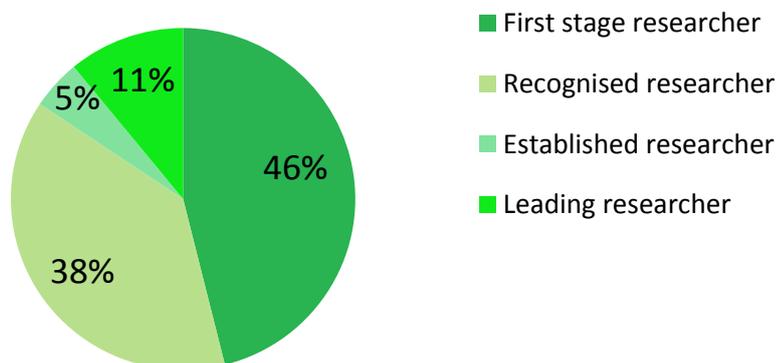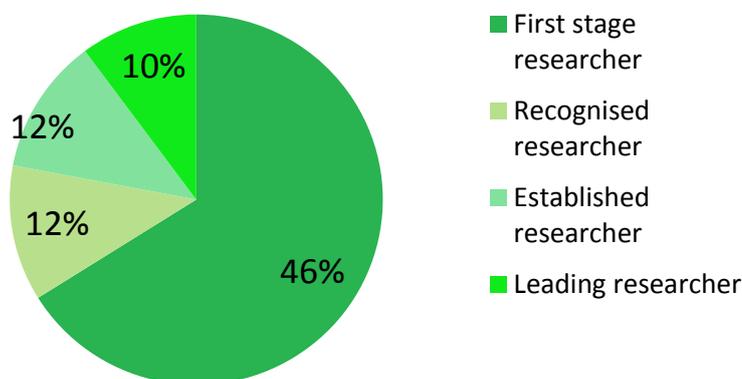*Figure F: Amount of science respondents by careers stage*

Figure G: Amount of arts, humanities and social science respondents by career stage

- First stage researcher
- Recognised researcher
- Established researcher
- Leading researcher

3. Support received from home and host institutions

It was important to collect information about the support respondents had actually received from their home and host institutions, and to give them the opportunity to say which aspects they found particularly helpful and where home and host institutions could perhaps improve their provision to enable smoother integrations and research effectiveness in a new setting.

Respondents were asked to provide information about the support they had received from their home and host institutions (i.e. before and during their placement). They gave details of support they had received per placement if they have undertaken more than one.

The composite data shown in the tables below are displayed as the number of responses given from all respondents and from all their placements.

a. Practical support

While this survey concentrates on the 'soft-skills' required for being an effective mobile researcher it was recognised that the practical elements of moving from one country to another have a large effect on all other aspects of the research experience. Because of this it was felt appropriate to gauge the level of practical support received by home and host institutions.

" My host institution provided assistance with visa, titre de sejour and provided useful information regarding accommodation and bank accounts "

Examples of types of practical support were given within the question such as information about accommodation, help with childcare or finding a school, health/medical care, social security, taxation, visa formalities and work permits etc., but data was collected from free text responses.

Most practical support provided by host institutions was seen as help finding accommodation with 105 respondents saying they had received assistance finding somewhere to live. Other practical support was received in the form of financial help (or help finding funding), general administrative assistance and help with accessing visas for working or studying abroad. It is

interesting that 37 respondents received no practical support from their host institution. This may mean that they were not offered practical support, but it could also mean that the respondents did not know how to access the support that was available to them. It is also interesting that 80 respondents report receiving no practical support from their home institution. This could reflect the lack of formal partnership between home and host institutions. Some respondents suggested later on in the questionnaire that a more formal approach may be beneficial to all those involved.

Figure H: Practical support received from host and home institutions
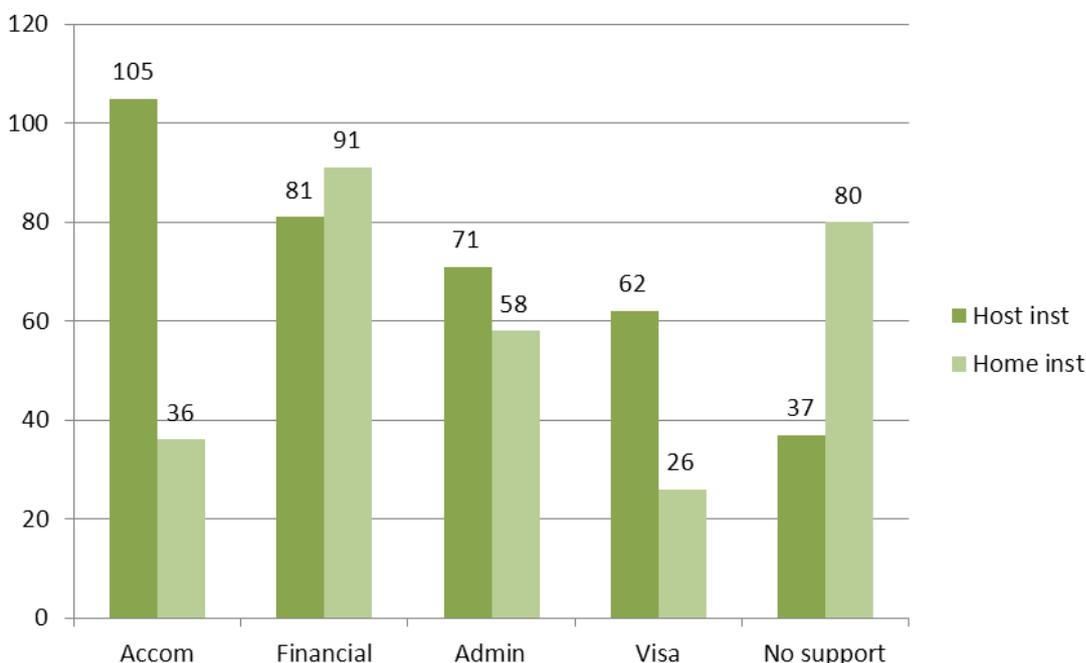
b. Professional support

There are many aspects of day-to-day life in research settings that vary in different countries. The professional support provided to mobile researchers is essential to working in a manner conducive to the host's legal and professional standards and could include for example recognition of qualifications from a different country, intellectual property rights, ethics, principles and integrity and career development

Figure I below outlines the types of professional support that were provided to the survey respondents.

The main forms of professional support were received in the form of scientific training and supervisor support. 71 respondents to this question did not recognise any form of professional support from their host institution and 105 reported receiving nothing from their home institution.

Figure I: Professional support received from host and home institutions
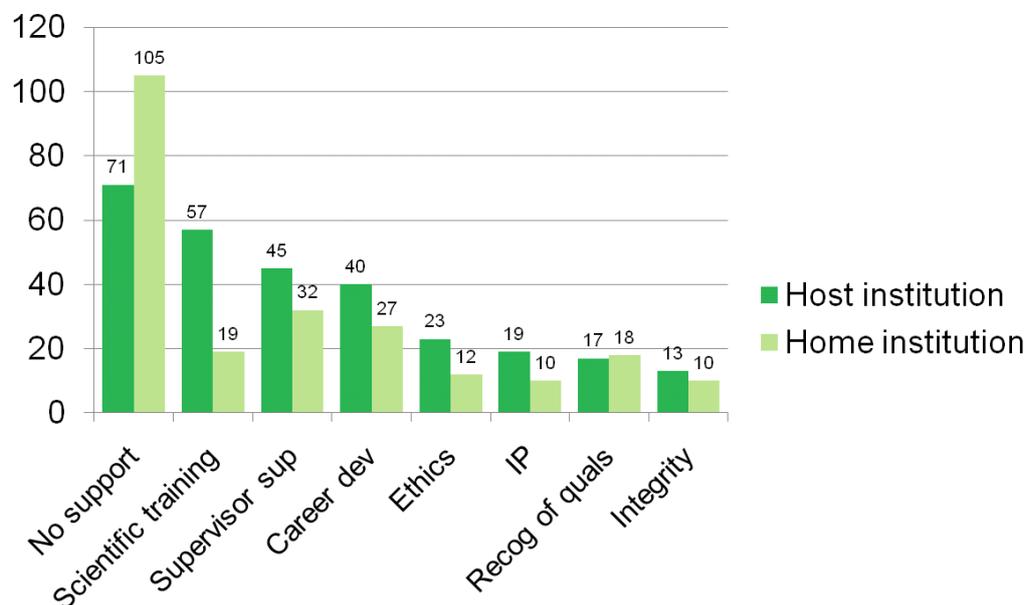
ImpactE project partner responses show that the support currently provided focuses on around career development and recognition of qualifications. Where specific professional development is required, partners would refer researchers to appropriate colleagues within that institution.

c. Cultural support

"There was a party for incoming foreign researchers hosted by the university that was very nice. The professors in my group have all been very helpful with information about the city and culture. I appreciate that language courses for my wife and I will be free."

Researchers will feel more able to settle quickly into their new environment if they have information about the area in which they are about to live. Respondents were asked to outline their experiences of cultural support from their home and host institutions. Such support might include information relating to daily life in the new setting, the culture of research in the new institution/department/group, general country or city details and language courses. Figure J outlines the responses.

Respondents seemed to have received less cultural support than other forms of support, with 126 saying they received none from their home institution and 73 from their host institution.

Figure J: Cultural support received from host and home institutions
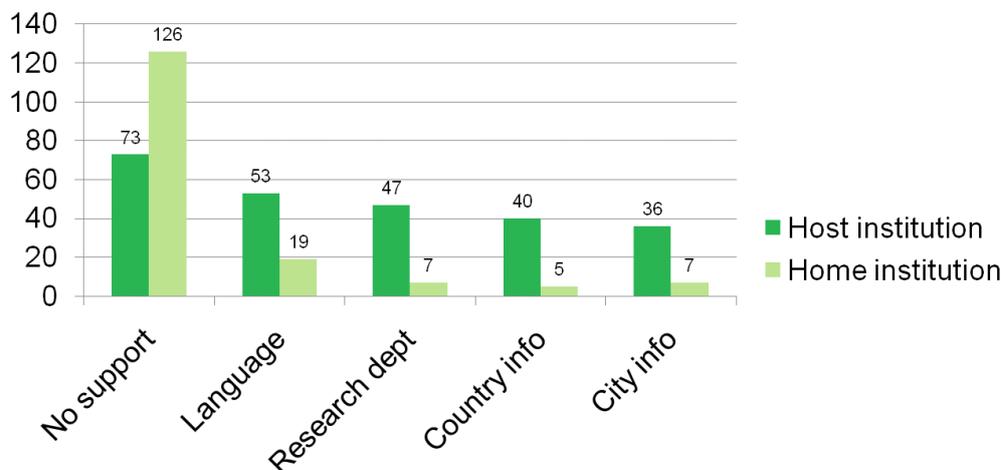
ImpactE project partners provide language courses and information about the country and city as well as daily life. Information is presented on institutional websites and one respondent gave details of a video outlining culture in the host city and institution.

4. Perceptions of the support provided

a. What worked well

Respondents were asked to outline what support worked well in terms of their social, cultural and professional integration. The responses were free text and the broad topics were grouped together. The chart below (Figure K) shows the most common factors that mobile researchers thought worked well for them in their integration into a new environment.

The most commonly appreciated elements were the provision of social activities (31) and an environment where research was conducted in a team environment (20).

When ImpactE project partners were asked what they felt worked well in terms of researcher integration, positive researcher attitude, buddy system, language practice and social activities were deemed the most effective.

Figure K: Elements of institutions' support that worked well in respondents' experience
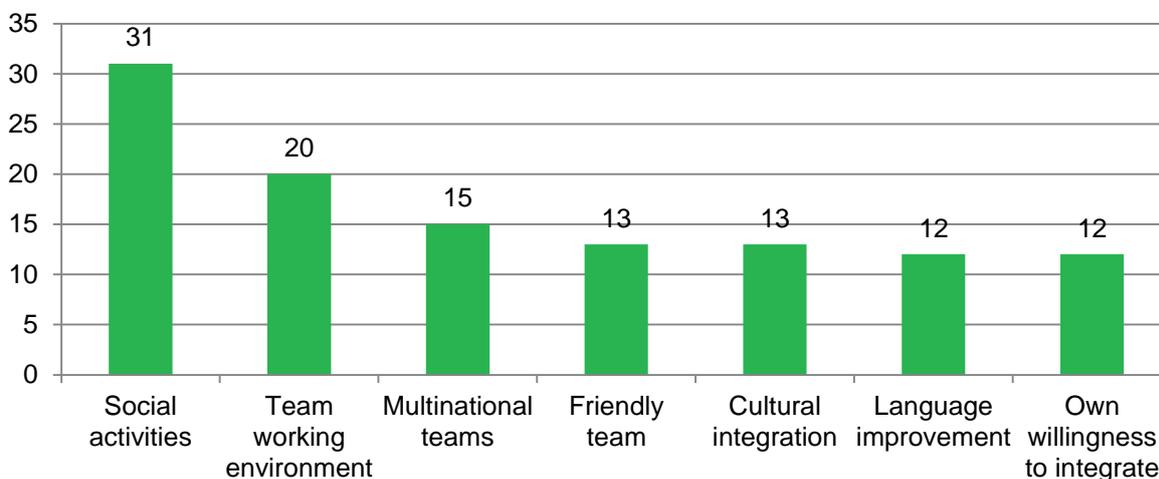
b. What support could have been better

Figure L shows the most common factors that mobile researchers thought were areas for improvement when integrating into a new environment i.e. the things they would like to see or what they would consider useful.

The responses were fairly even for this question but the most commonly cited areas for improvement were: more efficient administrative support (particularly by host institutions), more language courses and more social activities to be provided. The ImpactE project partners agree these responses and suggest that the process for integrating 'new' researchers should be formalised.

Figure L: *Elements of institutions' support that could have been better in respondents' experience*
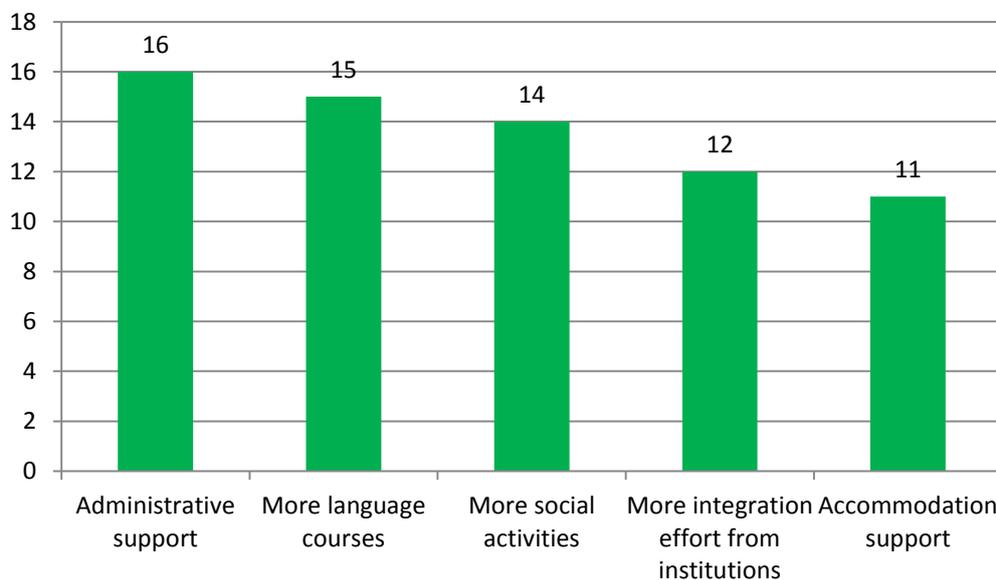
5.   Researcher confidence

Respondents were asked to rate their own level of confidence (i.e. not confident at all, confident, not very confident, slightly confident, very confident, not sure, not applicable) in a number of areas. These are detailed below in Figure M.

The question was included to understand what researchers felt were their areas of confidence within a new research environment. This data enables a more targeted design strategy for developing the new training resources. The responses to these questions were mapped against the Researcher Development Framework (RDF)[5] therefore enabling a more informed design process for the RDF Mobile Researcher Lens[6].

It is interesting that the most confidence is drawn from respondents' personal attributes and skills but diminishes slightly when considering the new environment and building relationships. It is also noteworthy that those in the Leading Researcher group appear less confident than the first stage researcher group when considering the effectiveness of their communication skills.

Figure M: Confidence of respondents by career stage

Understanding the new environment and context	ALL (%)	First stage researcher %	Recog researcher %	Established researcher %	Leading researcher %
Confident	68	75	58	62	57
Not confident	28	21	35	31	36
Not sure	2	1	0	0	0
Not applicable	3	2	7	8	7
Understanding the culture of the host institution	**ALL (%)**	**F%**	**R%**	**E%**	**L%**
Confident	60	66	55	54	71
Not confident	33	30	36	46	29
Not sure	5	3	4	0	0
Not applicable	1	0	4	0	0

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[5] The Vitae Researcher Development Framework www.vitae.ac.uk/rdf
[6] RDF Lenses www.vitae.ac.uk/rdflenses

Building professional relationships in a new context	ALL (%)	F%	R%	E%	L%
Confident	60	58	55	62	64
Not confident	35	36	36	31	29
Not sure	5	3	4	0	0
Not applicable	2	2	4	8	7
Communicating effectively	**ALL (%)**	**F%**	**R%**	**E%**	**L%**
Confident	63	67	84	46	43
Not confident	36	29	4	46	57
Not sure	4	2	7	0	0
Not applicable	1	1	4	8	0
Being flexible	**ALL (%)**	**F%**	**R%**	**E%**	**L%**
Confident	85	83	84	85	71
Not confident	8	10	4	8	14
Not sure	2	1	7	0	7
Not applicable	6	6	4	8	7
Being open-minded about different approaches	**ALL (%)**	**F%**	**R%**	**E%**	**L%**
Confident	85	83	80	92	64
Not confident	9	11	9	0	7
Not sure	3	2	2	0	14
Not applicable	3	3	9	8	14
Being innovative in a new context	**ALL (%)**	**F%**	**R%**	**E%**	**L%**
Confident	72	71	64	85	71
Not confident	22	21	27	8	21
Not sure	7	7	0	0	7
Not applicable	4	1	9	8	0

6. Respondents' suggestions for researchers and host institutions

Respondents were asked to offer advice or recommendations for researchers considering a more mobile career and to consider what skills and attributes helped them integrate quickly and to be an effective researcher. They were also invited to give feedback to host institutions and identify the support or provision receive that helped them integrate quickly and to be an effective researcher.

a. Advice for researchers

Below are the skills and attributes most commonly quoted by respondents and these have been split out by career stage. Most commonly cited is the need for researchers to know the local language for where they will work (54). This was considered an important factor across all careers stages. Sociability (30) and open-mindedness (24) was thought to be an important factor in getting on well in a new research environment (24) as was early preparation i.e. be sure about the details of projects before arrival and make sure arrangements are in place regarding accommodation etc (16).

Figure N: Advice to researchers considering mobile career by career stage

All	First stage researcher	Recognised researchers	Established Researchers	Leading researchers
Language skills (54)	Language skills (35)	Language skills (12)	Open mindedness (5)	Language skills (3)
Sociability (30	Sociability (23)	Open-mindedness (9)	Language skills (4)	Early preparation (2)
Open-mindedness (24)	Open-mindedness (9)	Early preparation (7)	Flexibility (3)	
Early preparation (16)	Early preparation (6)	Sociability (7)	Proactive (2)	
Be proactive (12)	Be proactive (5)	Communication skills (6)		

ImpactE project partners' advice to researchers was to develop communication skills, make clear goals and to be professional in approach. It was recommended to learn the language of the host country before arrival if possible and to research the funding streams available.

b. Advice for host institutions

Below are the skills and attributes most commonly quoted by respondents for each career stage.

There was a general consensus that the provision of a more formal starter or welcome pack should be provided for new researchers to institutions. These would contain all the necessary documents and forms for obtaining visas, health insurance, school places etc. It was felt that to collect this information together would be extremely useful to those coming to an unfamiliar country. Also cited as helpful was more support with general administration. This echoes the previous point where administrative help could be more coordinated. Opportunities to socialise were raised once again and seen as very important across the career stages.

Figure O: *Advice to host institutions by career stage*

All	First stage researcher	Recognised researchers	Established Researchers	Leading researchers
Starter packs (35)	Starter packs (20)	Starter packs (11)	General admin support (5)	General admin support (4)
General admin support (30)	Networking/socialising opportunities (13)	General admin support (10)	Networking/socialising opportunities (3)	
Networking/socialising opportunities (26)	Dedicated person for international visitors (13)	Networking/socialising opportunities (8)	Starter packs (2) Accom help (2) Family help (2)	
Dedicated person for international visitors (19)	General admin support (11)	Dedicated person for international visitors (6)		
Accom help (14)	Early information and contact with host (7)	Accom help (4)		
Early information and contact with host (12)	Accommodation help (6) Language courses (6)	Language courses (3)		

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Knowledge of the local language is thought to be a very important factor, for all career stages, when considering research abroad, although it does not appear to be a high in the list of recommendations for host institutions. This may be because language courses are a successful part of institutional provision, or it may be because the need for more structured/dedicated support for foreign visitors is considered more important.

ImpactE project partners concurred with the advice of the researcher respondents and added that early preparation is key and that more support for researchers is required than just having information on a website. They suggest a much more personal approach to the recruitment and integration process.

7.   Skills for an effective researcher

Respondents were asked to consider which skills, knowledge, attributes or elements they considered to be most critical to making transitions to be an effective researcher in another country. The respondents were asked to pick their top five selections from the following list:

- Knowledge base
- Cognitive abilities
- Creativity
- Personal qualities

- Self-management
- Professional & career development
- Professional conduct
- Research management & funding

- Working with others
- Communication & dissemination
- Engagement and impact

The constituents of the list reflect the sub-domains of the Vitae Researcher development Framework[7]. This enables a mapping exercise to link survey responses to the RDF and therefore construct the RDF Mobile Researcher Lens.

Personal qualities, the ability to work with others, self-management and a sound knowledge of research subject were the top four responses across all career stages.

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[7] The Vitae Researcher Development Framework www.vitae.ac.uk/rdf

Figure P: Skills regarded as important to be an effective researcher in a new environment

All	First stage researcher	Recognised researchers	Established Researchers	Leading researchers
Personal qualities (126)	Working with others (65)	Working with others (41)	Personal qualities (11)	Personal qualities (15)
Working with others (125)	Personal qualities (62)	Personal qualities (38)	Working with others (5)	Working with others (14)
Self-management (103)	Self-management (58)	Knowledge base (31)	Knowledge base (8)	Self-management (9) Knowledge base (9)
Knowledge of subject (100)	Communication skills (56)	Self-management (29)	Engagement & Impact (4) Professional conduct (4) Creativity (4) Cognitive abilities (4) Communication (4)	
Communication skills (97)	Knowledge of subject (52)	Communication skills (28)		Creativity (8) Communication (8)
Creativity (83)	Creativity (56)	Research management (23)		

8. Training recommendations

In the context of being an effective researcher in a new environment the following elements are encouraged for consideration when designing the new training materials:

- Raising awareness of researchers' own personal qualities in the context of what is needed to be an effective researcher in a new setting
- Self-management
- Team working framed within the context of a new setting
- Building professional relationships and communication
- Openmindedness in social/cultural issues and scientific approach
- Basic [timely] information is important e.g. starter packs
- Networking/socialising opportunities

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Appendix A: Researchers' training needs questionnaire

Question set	Answer options
A. About you	
A1 Are you male or female?	[radio buttons]
A2 What is your nationality?	[drop down box]
A3 What is your native language or mother tongue?	[free text]
B. What type of researcher are you?	
B1 What is your research discipline?	[free text]
B2. What is your career stage?	First Stage Researcher (up to the point of completing your doctorate) Recognised Researcher (Holders of doctorates or equivalent who are not yet fully independent) Established Researcher (researchers who have developed a level of independence (e.g. leader of a research group/project) Leading Researcher (researchers leading their research area or field (e.g. professor) Other [free text box]
B3. What is your current country of residence/study?	Country [drop down list]
C. Your research education	
C1 What was the institution and country of your first degree?	Institution [free text box] Country [drop down box]
C1.1 If you studied abroad for any period of time during your first degree please state in which country.	Country [drop down box]
C2 What was the institution and country of your Masters degree (or other pre-doctoral education)	Institution [free text box] Country [drop down box]
C2.1 If you studied abroad for any period of time during your Masters degree (or other pre-doctoral education) please state in which country.	Country [drop down box]
C3 What was the institution and country of your doctoral study?	Institution [free text box] Country [drop down box]
D. Your international research career	We would like to form a picture of how mobile researchers are in their careers e.g. how many times researchers visit other countries, for how long and in what capacity.

D1 How many times in your career to date have you worked or studied in a research department in a country different to your home country?	[radio boxes] For placements 1 - 5More (Please state) [free text box]
D1.1 Please state these countries and institutions and the duration of your placement(s)?	For placements 1 – 5: Country Institution Dates
D1.2 Please provide the details and duration of placements if more than five placements [free text box]	[free text]
D2 How were you funded for your international placements or in what capacity were you working in an international institution? (e.g. European Research Council, government, lecturer, doctoral study)	[free text] For placements 1 - 5
D3 What are your career plans once you have finished your current international post?	Please briefly give details [free text box]
E. International research mobility support	We would like to gather your views on the support and advice given to you by your institution of origin and your host institution.
E1 What practical help did you receive from your home and host institutions prior to and during your international placement? Please include as many examples that apply to you directly. [Notes: Practical support and guidance includes information about accommodation, childcare/school, family, health/medical care, social security, taxation, visa formalities, work permits etc.]	[free text answer table] For placements 1 - 5: Rows: Home institution Host institution (from any that have been detailed above)
E2 What professional support and advice did you receive prior to and during your international placement? [Notes: Examples of professional support and guidance might include help with recognition of qualifications, help understanding intellectual property rights, ethics, principles and integrity, career development]	[free text answer table] For placements 1 - 5: Rows: Home institution Host institution (from any that have been detailed above)

E3 What cultural and social guidance did you receive prior to and during your international placement? [Notes: Examples of cultural and social support and guidance include information provided about daily life, the culture of research department/group, information about country/city, language courses etc	[free text answer table] For placements 1 - 5: Rows: Home institution Host institution (from any that have been detailed above)
F. Your international research mobility experiences	We would like to hear more about your experiences when moving between and working in different countries.
F1. Thinking back to your previous international placements what, in your experience, worked well in terms of your social, cultural and professional integration?	Please give details [free text box]
F2. …and what do you think could have been better?	Please give details [free text box]
F3. What advice or recommendations would you pass on to researchers considering a more mobile career? What skills and attributes helped you to integrate quickly and to be an effective researcher?	Please give details [free text ox]
F4. What advice or recommendations would you suggest to host institutions? What support or provision helped you to integrate quickly and to be an effective researcher?	Please give details [free text box]
F5. Was anyone inspirational to you as a professional role model? If so, what was it about them that stood out to you?	Please give details [free text box]
G. How confident are/were you in the following areas during your work in your first and most recent international placement:	Columns: First Most recent [drop down box] not confident at all not very confident slightly confident very confident Not sure not applicable Rows:

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	Understanding the new environment and context Understanding the culture of the host institution Understanding the culture of the host city Building professional relationships in a new context Communicating effectively Being flexible Being open-minded about different approaches Being innovative in a new context Understanding ethical and integrity issues
H. Which of the following skills, knowledge, attributes or elements do you consider to be most critical to making transitions to be an effective researcher in another country? Please select your top 5 from the following categories category	[multiple answer boxes] – **Knowledge base** (including Subject knowledge, Research methods: theoretical and practical, Information seeking, literacy and management, Languages, Academic literacy and numeracy) – **Cognitive abilities** (Including Analysing, Synthesising, Critical thinking, Evaluating, Problem solving) – **Creativity** (Including Inquiring mind, Intellectual insight, Innovation, Argument construction, Intellectual risk) – **Personal qualities** (Including Enthusiasm, Perseverance Integrity, Self-confidence, Self-reflection Responsibility) – **Self-management** (Including Preparation and prioritisation, Commitment to research, Time management, Responsiveness to change, Work-life balance) – **Professional and career development** (Including Career management, Continuing professional development, Responsiveness to opportunities, Networking, Reputation and esteem) – **Professional conduct** (Including Health and safety, Ethics, principles and sustainability, Legal requirements, IPR and copyright, Respect and confidentiality, Attribution and co-authorship, Appropriate practice) – **Research management and funding** (Including Research strategy, Project planning and delivery, Risk management, Income and funding generation, Financial management, Infrastructure and resources)

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	− **Working with others** (Including Collegiality, Team working, People management, Supervision Mentoring, Influence and leadership, Collaborations, Equality and diversity) − **Communication and dissemination** (Including Communication methods, Communication media, Publication) − **Engagement and impact** (Including Teaching, Public engagement, Enterprise, Policy, Society and culture, Global citizenship)
I. Any other comments	[free text box]
Thank you for taking part in our survey. Your responses are really valued. If you wish to take part in the prize draw to win an Amazon voucher for 100 euros please enter your Name and email address in the box below.	Name Email
We are keen to collect some case studies relating to the topic of researcher mobility skills. Would you be happy for us to contact you for a more in depth discussion?	Yes – you may contact me No – please do not contact me further Name Email address Phone number (optional)