

AURORA

HR Best Practices Toolkit

Exchanging Human Resources
Management Ideas for Researchers

Deliverable 5.1



Horizon 2020
European Union funding
for Research & Innovation



List of Contents

List of Contents	2
Executive summary.....	3
1. Project Abstract.....	3
2. Introduction	4
3. Methodology	5
4. How to use the Toolkit.....	6
5. Best practices	7
5.1 Recruitment	9
5.2 Career Development	15
5.3 Training.....	19
5.4 Equity and Diversity Gender	24
5.5 Health and Well-Being	36
5.6 Community Building	39
6. Conclusions/ Recommendations.....	44
Annex 1. Best Practice description template	46

Executive summary

Work Package (WP) 5 of the AURORA RI project aims to create measures for strengthening human capital across the member institutions. Four sub-objectives (OBJ) were laid out at the start of the project to achieve this aim.

OBJ 5.1 To share best practices amongst the partners with a special emphasis on the principles of good and transparent recruitment, HR management, assessment, and development. We will collect and analyse the best practices and existing policies at each institution, with a particular focus on the partners that have already obtained the HR excellence in research award of the EC.

OBJ 5.2 To share human resource policies to provide excellence and ensure Aurora values for societal impacts are embedded in the Aurora recruitment strategies at each participating institution.

OBJ 5.3 To Develop the capacity and resilience of Aurora staff and researchers through an Aurora Skills Training framework, rooted in the principles of Lifelong Learning, and complemented by the use of digital technologies for more efficient skill development.

OBJ 5.4 To develop new strategies and policies to reward scientific merits and promote talent at every level of career development.

This deliverable contributes to the first of those objectives and to the overall mission of empowering staff and students through collaboration.

1. Project Abstract

Aurora is a consortium of research-intensive universities deeply committed to the social impact of our activities, and with a history of engagement with our communities. Aurora's overall objective is to use the academic excellence of our universities in both education and research to influence societal change.

AURORA RI is a project funded by the Science with and for Society (SwafS) Horizon 2020 programme with which Aurora aims to complement the existing higher education strategy undertaken by the original Erasmus+ project with a targeted research and innovation strategy.

The AURORA RI project aims to gain insight into the best practices and policies in the sharing of research infrastructures and resources, cooperation on entrepreneurial activity, empowering human capital, mainstreaming open science and citizen engagement. One of the long-term goals is to develop a support plan and actions for research and innovation to foster the realization of the SDGs and other societal challenges in our four priority domains: Sustainability and Climate Change, Digital Society and Global Citizenship, Health and Wellbeing, and Culture Diversity. It also aims to advance such EC priorities as the Horizon Europe Missions, the European digital transformation, and the EU Green Deal. Another long-term goal is to link and strengthen the R&I ecosystems of the Aurora members within the context of SDGs as a mutually impacting system of challenges. A key factor in defining and implementing the shared plan on supporting and fostering excellent research and innovation within the four priority domains will be the creation of a network for research support so that we can collaborate, share successful case studies, jointly solve problems, brainstorm opportunities for joint projects, put forward ideas and put researchers from similar fields into contact with one another.

Main milestones:

- An Aurora support plan for research and innovation
- Best practices for pooling research infrastructures, expertise, data and resources
- Strengthened cooperation on entrepreneurial activity and an Aurora innovation ecosystem
- A plan to improve the capacities and capabilities of Aurora researchers and support staff
- A toolkit sharing best practices on Open Science
- Citizens and societal engagement embedded into our research activities
- Maximised impact by collaboration with other European universities

2. Introduction

The main goal of AURORA RI Work Package 5 (WP5) is to define a set of measures for strengthening our human capital, in all its diversity and individual resilience, through career progress and reward, for both researchers and support staff.

This deliverable is the result of task 5.1 of WP5, the main goal of which is to lay the foundation of good practices in Human Resources (HR) at each partner institution. By so doing, we hope to have a positive influence at two different levels:

- ▲ Internally: As a result of this work, Aurora universities can identify projects of their own that are examples of best practices for human resource management, become aware of them, analyse their impact and reinforce them. Sharing these good practices within Aurora will allow member universities to learn from each other, improve their human resource management policies and practices in the field of research and empower their human capital
- ▲ Externally: By disseminating the results of this work beyond Aurora, we aim to spread the values of our alliance among our stakeholders so that they can develop and implement a culture and practice of recruitment, development and reward for academic staff that facilitates academic excellence and improves the social impact of education, research and innovation.

To achieve this goal, the first step was to create an advisory committee of Aurora Alliance members, made up of technical staff from the universities working on the WP5, and explore how these universities manage the diversity, inclusiveness, assessment and development of research human resources in terms of the requirements of internationally recognised standards (e.g. the [Human Resources Strategy for Researchers](#) (HRS4R)). This European Commission initiative supports research institutions and funding organisations in the implementation of the [European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers](#) in their policies and practices.

In the second step, the advisory committee developed a toolkit of actions and services to encourage institutions to adopt the best practices detected.

3. Methodology

The methodology followed to prepare this toolkit uses an iterative approach:

Phase 1. Identifying best practices

Each university made an internal analysis of its own policies and practices for managing human resources in the field of research to identify those that may be useful for other institutions.

Each institution proposed 2-3 practices by completing a table that summarizes each action. The table format (see Annex 1) was prepared by studying the bibliography on the subject and discussing the results in a working session with the members of the advisory committee. The table contained explanation on what was necessary to include in each section and limitations on text extension.

Phase 2. 1st round of feed-back. To draw up the first draft of the Toolkit, the WP5 leader compiled and reviewed the proposals of best practices. All the universities were sent a draft and a template for providing comments and feed-back on each of the following aspects of the best practice proposals and on the Toolkit document in general:

- Quality of the content
- Consistency throughout the document

They were also asked to respond to the following questions about each of the good practices proposed:

- Is the best practice (BP) researcher focused? If not, how can we make it researcher focused?
- Is the BP exportable to other AURORA RI universities / would your university consider implementing one of these BP?

The collection of the feedback was organised using a form (Excel format) with all the best practices and Universities, to be able to control and classify all the contributions received.

Phase 3. Revisions made as a result of the comments received

Based on the comments, contributions and answers to the questions, a review document was prepared for each university. The document contains comments on each best practice and recommendations for the final review. A matrix of interests was also developed, which graphically shows the mutual interests among AURORA universities.

Phase 4. Final version of the Best Practices

Each participating university reviewed their good practices on the basis of the feedback received and submitted a revised final version of the proposals in the agreed format. The final version of the Toolkit was developed using the format and contents recommended in the AURORA R&I Communication Plan

4. How to use the Toolkit

This document has been conceived as a collection of good practices to inspire and guide other institutions wishing to improve how they manage their human resources for research.

It is designed to be read from start to finish and also to be dipped into (for example, recruitment, training, etc.).

We have developed the toolkit to provide ideas to strengthen institutions, but also to facilitate institutions working in areas of mutual interest can get in touch with each other.

Each practice is briefly described in a table, with initial information about its goals and results. The contact details of the authors are provided and they will give details about the implementation and impact of the practice on request.

Various types of action are described in this document. Some of them have been under way for a long time and their institutional impact has already been assessed. Others are more recent, but have high potential for improvement.

In some cases, they impact the institution as a whole, which is why we identify them as "macro" practices. Others are more limited in their scope – a faculty, a field, a specific group – and we refer to them as "micro" practices.

5. Best practices

The BPs have been grouped into thematic clusters, under the name of the university or institution of origin. They have also been colour-coded: macro (blue) or micro (green).

TITLE:	
INSTITUTION:	
AUTHOR(s):	Name, position, email of the author(s) of the Best Practice document
DATE/TIMEFRAME:	Period during which the practice has been carried out.
LOCATION:	Geographical/institutional situation in which the practice has been used
OBJECTIVE:	What is the aim of the practice? (100 words)
TARGET GROUP:	Who are the beneficiaries of the practice?
ACTORS/STAKEHOLDERS:	Who are the institutions, partners and agents involved in the good practice? What are their roles?
DESCRIPTION (what did you do):	Short description of the good practice. What is the context and the challenge being addressed? (200 words)
IMPACT (what did you achieve):	What impact has this good practice had on the beneficiaries, the institutions and the HRS4 implementation process? In what way has the good practice contributed to the HR Strategy? (100 words)
INDICATORS:	How can the impact be measured?
KEY SUCCESS FACTORS:	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated? (100 words)
CONSTRAINTS AND SOLUTIONS:	What are the challenges that the institution encountered in applying the good practice? How have they been addressed? (100 words)
LESSONS LEARNED:	What are the key messages and lessons learned from the good practice experience? (100 words)
CONTACT:	Contact details of the project or people involved for more information about the practice
RELATED WEB SITES:	Web site of the practice/project and/or websites under which the practice was identified, reproduced or mentioned, if any.
RELATED RESOURCES:	Training manuals, guidelines, posters, and other documents that have been created as a result of the practice, if any.

Figure 1 – Institutional impact practice: “macro”

TITLE:	
INSTITUTION:	
AUTHOR(s):	Name, position, email of the author(s) of the Best Practice document
DATE/TIMEFRAME:	Period during which the practice has been carried out.
LOCATION:	Geographical/institutional situation in which the practice has been used
OBJECTIVE:	What is the aim of the practice? (100 words)
TARGET GROUP:	Who are the beneficiaries of the practice?
ACTORS/STAKEHOLDERS:	Who are the institutions, partners and agents involved in the good practice? What are their roles?
DESCRIPTION (what did you do):	Short description of the good practice. What is the context and the challenge being addressed? (200 words)
IMPACT (what did you achieve):	What impact has this good practice had on the beneficiaries, the institutions and the HRS4 implementation process? In what way has the good practice contributed to the HR Strategy? (100 words)
INDICATORS:	How can the impact be measured?
KEY SUCCESS FACTORS:	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated? (100 words)
CONSTRAINTS AND SOLUTIONS:	What are the challenges that the institution encountered in applying the good practice? How have they been addressed? (100 words)
LESSONS LEARNED:	What are the key messages and lessons learned from the good practice experience? (100 words)
CONTACT:	Contact details of the project or people involved for more information about the practice
RELATED WEB SITES:	Web site of the practice/project and/or websites under which the practice was identified, reproduced or mentioned, if any.
RELATED RESOURCES:	Training manuals, guidelines, posters, and other documents that have been created as a result of the practice, if any.

Figure 2 – Local impact practice: “micro”

The Toolkit includes best practices clustered in the following 6 topics:

Cluster	Title	University
Recruitment	1. Mapping the career of academic staff	Vrije Universiteit Amsterdam
	2. Code of conduct for the recruitment of researchers – implementation and dissemination	Palacký University in Olomouc
	3. Integrating international staff	Copenhagen Business School
Career Development	4. Tenure Track Academy-joint support for junior professors	Universität Duisburg Essen
	5. 'Return to work' funds to assist those returning from long absences or with caring responsibilities	University of East Anglia
Training	6. How to effectively train supervisors, PhD candidates and technical staff in doctoral education	Universitat Rovira i Virgili
	7. FEDERICO Programme	University of Naples Federico II
Equality and diversity	8. Working on bridging the gender gap / the equal pay system	University of Iceland
	9. Harassment and bullying button	University of Iceland
	10. PhD career development program for disabled beneficiaries and/or chronically ill young researchers	Universität Innsbruck
	11. Mentoring programme for young female scientists	Universität Innsbruck
	12. Erika-Cremer-Habilitations programme for female post-docs	Universität Innsbruck
	13. How to involve researchers to set up a multi-perspective HRS4R Steering Committee	Universitat Rovira i Virgili
	14. The gender audit procedure at Palacký University in Olomouc and its introduction as a common analysis tool	Palacký University in Olomouc
Health and Wellbeing	15. Creation of dedicated 'Employee Wellbeing Partner' role within university structure	University of East Anglia
	16. Reorganizing in-person and smart working after the pandemic: a survey of university staff	University of Naples Federico II
Community building	17. Federico II Campus – Welcome tour for international researchers	University of Naples Federico II
	18. Launching a community platform	Vrije Universiteit Amsterdam

Figure 3 – List of best practices by cluster

5.1 Recruitment

1. Mapping the career of academic staff	Vrije Universiteit Amsterdam
2. Code of conduct for the recruitment of researchers – implementation and dissemination	Palacký University in Olomouc
3. Integrating international staff	Copenhagen Business School

TITLE: 1. Mapping the career of academic staff		
INSTITUTION:	Vrije Universiteit Amsterdam (VU)	
DATE/TIMEFRAME:	June 2021 – December 2021	
LOCATION:	University/Institutional	
OBJECTIVE:	Gaining insights into the needs and wishes of academics from the moment they start looking for work, to finding the vacancy, signing the contract, undergoing processes of onboarding and being supported throughout their career at VU. The main purpose is to map the career of academic staff: - To attract international academic staff to Vrije Universiteit Amsterdam and retain them. - To support researchers during their career at VU and create good ambassadors. - To generate support throughout the university to improve the support in different phases of a researcher's career. The target group itself provided us with all the information about what we should improve. This makes our message very strong and effective internally. - To gain insight into how academic staff position themselves in the academic labour market. - To provide (potential) academic staff with relevant and attractive content through relevant and attractive communication channels. - To gain insight into how to support researchers in different phases of their career: - o Outside-in perspective: ▪ Needs and expectations of staff in different phases of their career. ▪ How the information and services provided by VU Amsterdam are experienced in the different phases. - o Inside-out perspective: ▪ Strengths and weaknesses of the information and services provided by VU Amsterdam to academic talent in the different phases of their career.	
TARGET GROUP:	Main target group: international/Dutch academic staff: postdocs, assistant, associate, and full professors. Sub-target group: international / Dutch PhD candidates	
ACTORS/STAKEHOLDERS:	- VU researchers - VU strategy core and working group 'Scientific Reputation': consisting of the president of the Executive Board of the University, the dean of the Academic Center for Dentistry Amsterdam (ACTA), the managing director of Communication & Marketing, the policy advisor on research at the Administration Office, the Head of the University Library. - Board of the International Talent Programme: director of the International Office, managing director of the Faculty of Social Sciences, head of Career & Development Department. - IT consultants - Communication & marketing: specialist on digital marketing	

DESCRIPTION (what did you do):	- Generate insights and acquire information by organizing panel discussions with 12 researchers and 10 VU stakeholders. We also interviewed two recently appointed full professors and three internal experts/stakeholders. - Analyse usage of current websites - Evaluate insights and describe the career by analysing the outcomes of the panel discussions and interviews. - Translate the interpretations into relevant insights and improvement actions. - Develop recommendations for subsequent steps: - o Define barriers to candidates choosing, arriving and staying at VU. - o Define barriers to VU Amsterdam informing, supporting, advising and hiring. - Formulate possible action lines based on the main outcomes of the career of academic staff: - o Develop content strategy for international staff (preparation phase) - o Develop recruitment strategy / talent management (definition phase) - o Develop funnel strategy / onboarding programme (definition phase)
IMPACT (what did you achieve):	The outcomes of the academic staff career gave crucial insights and arguments to: - Improve <i>branding</i> activities and reinforce the (scientific) reputation of VU University. - Attract more scientific talent from abroad. - Develop support services and activities to help scientists do their research/work at VU and live in Amsterdam, thus fostering the retention of academic talent
INDICATORS:	- Number of international academic staff (year on year trend) - Satisfaction of scientists with VU University as employer (2-yearly online survey)
KEY SUCCESS FACTORS:	The key factors were: - The bottom-up approach to obtain insights into the needs and wishes of academic staff in the different phases of their career. - Involving key VU stakeholders 1) at an early stage, 2) to gain insights from various perspectives and 3) to get support for the action lines from career outcomes. - Efficiently taking the next step into developing a <i>brand story</i> (as part of the action line to create a content strategy) for the target group of international scientists.
CONSTRAINTS AND SOLUTIONS:	The big challenges were: - The format of the presentation was not attractive or comprehensible enough for the different audiences. The journey was mapped thoroughly and all relevant insights were gathered. Even so, it was still quite a challenge to compile the content and present it in an attractive way to bring the main messages across to the audience. We spent extra time and money to improve the presentation.
LESSONS LEARNED:	Do not hesitate to assign extra time and budget to the project to create a comprehensible presentation of the results. It would be unfortunate if all the hard work and valuable insights do not come across, making it more complicated to complete the action lines.
CONTACT:	Wytse Siegersma (w.siegersma@vu.nl), Programme Manager for Internationalization of Human Resources Management Gijsbert Siertsema, Director of Communication & Marketing
RELATED WEB SITES:	No
RELATED RESOURCES:	No

TITLE:	2. Code of conduct for the recruitment of researchers – implementation and dissemination	 Palacký University Olomouc
INSTITUTION:	Palacký University in Olomouc (UP)	
DATE/TIMEFRAME:	Since 2021	
LOCATION:	University/Institutional	
OBJECTIVE:	To create an internal document setting out the process for recruiting and selecting staff, especially scientists, in line with the open, transparent, and merit-based principles (the so-called OTM-R policy) and subsequent implementation and dissemination of this policy among researchers.	
TARGET GROUP:	HR staff, senior staff (heads of departments and teams), and scientists applying for a job at UP.	
ACTORS/STAKEHOLDERS:	Vice-rectors and vice-deans for organization in faculties, Human Resources Management Office, Rector's Office; personnel officers/HR specialists.	
DESCRIPTION (what did you do):	One of the priorities of the university's personnel strategy was to develop a code of conduct for the recruitment of researchers, which would respect all the principles of the so-called OTM-R policy. In the first step, UP mapped the processes across the university's workplaces in the area of job announcements and the collection of applications for the open tender; evaluation and selection; and announcement of results. On this basis, we defined several processes. We revised the competency models for researchers (of all the career stages from R1 to R4) and created a methodology setting out clear recruitment procedures for all types of researcher positions. Our main weakness is conducting selection interviews in a fair, non-discriminatory, and merit-based manner. So, we are gradually training senior staff, who mostly participate in selection interviews or even lead them. This is also one way of spreading OTM-R principles. We found that the clear guidelines, and especially the ready-made assessment templates, for example, need to be available so that academics are willing to accept the process and not find it burdensome. The long pandemic also showed us the need for online recruitment so the goal is to create an e-recruitment methodology (rules for online communication with candidates before, during, and after recruitment; online evaluation using MS forms; General Data Protection Regulation; cyber security).	
IMPACT (what did you achieve):	The benefit of this Code for our university is that it sets the entire process of recruitment and selection in such a way that it is clear, uniform, and binding for all its units (faculties and research centres), where the quality of the processes is very different. Transparent and open recruitment and selection are considered key to increasing the university's competitiveness in an international environment in which the best scientists are sought after. It is an opportunity for smaller universities to realize that they need to open up to the outside world, and it is the Code based on the OTM-R principles that guides them on how to do this.	
INDICATORS:	Number of staff members recruited under the Code. To ensure consistency across the university, data needs to be collected from all units and information requested on past recruitments for a specific period. The following indicators can be monitored: the use of non-discriminatory language in the texts of job advertisements, the gender-balanced composition of commissions, the use of evaluation forms and the number of senior researchers and HR specialists trained in OTM-R principles and the Code.	
KEY SUCCESS FACTORS:	Sufficiently experienced HR team at the central level to set up the process and prepare methodologies for individual recruitment and selection processes. IT support during the development of systems (e.g. electronic system for entering and publishing vacancies, application processing systems, security during e-selections, data protection). Willingness of senior researchers to learn. Collaboration of Human Resources staff across the university in providing selection information.	

CONSTRAINTS AND SOLUTIONS:	Lack of knowledge and skill of potential participants in the recruitment process. Participants are often scientists who have no experience in professional recruitment. Solution: regular training of all key players, familiarization not only with the formalities and principles of the OTM-R policy but also increasing managerial competencies in conducting selection interviews, candidate assessment, etc. For this purpose, it is a good idea to have as many supporting materials as possible, such as methodology for conducting selection interviews, evaluation form templates.
LESSONS LEARNED:	A certain rigidity in the mindset of scientists, their limited time capacity to complete this type of education. Difficult to control compliance with the rules.
CONTACT:	Dana Sztwiertnia Hellová, HR specialist, Human Resources Management Office Rector's Office; dana.hellova@upol.cz
RELATED WEB SITES:	https://pracuj.upol.cz/en/hr-award/
RELATED RESOURCES:	Code of Conduct for the Recruitment of (Academic and Scientific) Researchers at Palacký University Olomouc

TITLE:	3. Integrating international staff	 COPENHAGEN BUSINESS SCHOOL HANDELSHØJSKOLEN
INSTITUTION:	Copenhagen Business School (CBS)	
DATE/TIMEFRAME:	Since December 2008	
LOCATION:	University/Institutional	
OBJECTIVE:	To create an internal document setting out the process for recruiting and selecting staff, especially scientists, in line with the open, transparent, and merit-based principles (the so-called OTM-R policy) and subsequent implementation and dissemination of this policy among researchers.	
TARGET GROUP:	HR staff, senior staff (heads of departments and teams), and international employees	
ACTORS/STAKEHOLDERS:	Vice-rectors and vice-deans for organization in faculties, Human Resources Management Office, Rector's Office; personnel officers/HR specialists.	
DESCRIPTION (what did you do):	HR International Support is a part of HR at CBS. They work exclusively with recruitment, retention, immigration, relocation and integration of international faculty members and their families. They primarily work as consultants for our research environment and their management, but also offer personal consultancy for international faculty members on the following matters: • contractual conditions • work and residence permits • Danish ID, taxation and social security • relocation and staff mobility • assistance related to foreign account for salary transfer to comply with the Danish requirements • spouse/partner support via in-house spouse consultant (in process) • language courses (basic and high level of Danish – and English) • cultural/societal challenges All new international faculty members are offered a meeting with an International HR Consultant to discuss critical aspects of employment. HR international Support organizes introduction to CBS programme, which runs twice a year (spring and autumn) consisting of several presentations on various aspects of being a faculty member and/or international employee at CBS. HR International Support also organizes a seminar (normally twice per year) on issues within Teaching / Exam / Teaching administration system. Furthermore, HR International Support take initiative to social events with focus on e.g. Danish history, Danish films/literature or social lunches sometimes with a specific theme. Our good communication with both Danish authorities and other Danish universities gives us quick solutions and a great network.	
IMPACT (what did you achieve):	This service facilitates the integration of international staff. Trust between international staff and the university/HR. Quick job-start without (too many) practical challenges	
INDICATORS:	No indicators at moment, but low number of international researchers resigning, satisfaction of the international employees, etc.	
KEY SUCCESS FACTORS:	Focus on research and relevant tasks related to the employment	
CONSTRAINTS AND SOLUTIONS:	Some challenges with authorities: We try to find solutions when possible within our legal frames. E.g., Non-EU citizens need Danish bank account in time, which can be challenging due to the administrative procedure.	
LESSONS LEARNED:	The meet&greet structure is a great investment for a comfortable feeling in connection with the employment Social events are important for integration Language courses are important for integration	
CONTACT:	Nina Stoller Frank nsf.hr@cbs.dk	
RELATED WEB SITES:	https://www.cbs.dk/en/about-cbs/jobs-cbs/coming-to-denmark/services	
RELATED RESOURCES:	www.lifeindenmark.dk www.skat.dk www.siri.dk	

5.2 Career Development

4. Tenure Track Academy-joint support for junior professors

Universität Duisburg Essen

5. 'Return to work' funds to assist those returning from long absences or with caring responsibilities

University of East Anglia

TITLE: 4. Tenure Track Academy – joint support for junior academics		
INSTITUTION:	University of Duisburg-Essen	
DATE/TIMEFRAME:	Since 2019	
LOCATION:	University/Institutional	
OBJECTIVE:	The main purpose of the Tenure Track Academy is to support the tenured junior academics on their way to becoming full professors	
TARGET GROUP:	Tenured junior academics (usually 6-year positions with two evaluations and a fixed contract full professorship after positive evaluations)	
ACTORS/STAKEHOLDERS:	HR Department (appointment management, human resources development) and Graduate Center Plus (central early-career support) as main actors and organisers, external coaches, and the rectorate	
DESCRIPTION (what did you do):	Within the Tenure Track Academy, the organizing team developed a mixture of support structures for the junior academics on three different levels: guidance, reflection and training. Appointment management within the HR Department involves taking care of newly appointed junior academics by guiding them through the various administrative processes at the beginning (Onboarding), including advice on housing, child care, etc. A regular exchange is organized (twice a year) among the junior academics at different stages of their junior professorships and with the TTA Team, accompanied by an experienced coach (without any other university representatives). Once a year, a representative of the rector is invited to this meeting, too. The junior academics are given the chance to ask questions about university procedures and plans and point out those things that are not going well. They can also mention what support they currently need. Open discussion of the experiences of junior academics can help others, for example, to prepare for evaluation. The target group is also provided with specific training on the tasks new to junior academics such as leadership, PhD supervision, third party funding, etc. In 2018, the UDE decided to allow only tenured junior academics and not those on the more common short-term contracts to become professors (e.g., in contrast to habilitation) with clear requirements to be met during the two 3-year phases before becoming a full professor. As part of a third-party funded project, 23 tenured junior academics have been appointed, and new ones are now coming every year (currently around 40).	
IMPACT (what did you achieved):	The regular exchanges within the group of junior academics have been very helpful for the target group. They can easily get in touch with others, discuss their similar situations or benefit from their experience. If junior academics express their needs, the training programme can be adapted to respond to them. As the requirements to be met before evaluation are known from the outset, the tenured junior academics have much more career security in what is usually a rather insecure career phase. The university can also actively guide their research priorities so that their career paths are more attractive and secure.	
INDICATORS:	Successful completion of junior professorships on time and the retention of highly promising candidates by the institution itself.	
KEY SUCCESS FACTORS:	To be successfully implemented, the policy needs the full commitment of the university and all the parties involved.	

CONSTRAINTS AND SOLUTIONS:	A major constraint was that the departments involved had overlapping responsibilities. This could only be solved by numerous meetings and mutual trust, bringing in and accepting a variety of perspectives and approaches.
LESSONS LEARNED:	Tenured junior professorships seem to be a good alternative career path to full professorships, but they also present challenges and need support structures which should be the result of cooperation by different departments if they are to be successfully implemented.
CONTACT:	Simon Kresmann, simon.kresmann@uni-due.de
RELATED WEB SITES:	https://www.uni-due.de/pe/tenure_track_academy.php (only in German)
RELATED RESOURCES:	No

TITLE:	5. 'Return to work' funds to assist those returning from long absences or with caring responsibilities	 University of East Anglia
INSTITUTION:	University of East Anglia	
DATE/TIMEFRAME:	Since 2013	
LOCATION:	Within each of the four faculties of UEA	
OBJECTIVE:	To provide financial support for academic and research staff with caring responsibilities or returning from long absences, as well as funds to support (child)care costs associated with conferences or fieldwork	
TARGET GROUP:	Faculty-based academic and research staff	
ACTORS/STAKEHOLDERS:	School/Faculty, Athena Swan/Equality, Diversity & Inclusion (EDI) Committees	
DESCRIPTION (what did you do):	Launched in 2013 by the Faculty of Medicine & Health, all four UEA Faculties (the others are Science, Social Sciences, and Arts & Humanities) now have Return to Work Funds to provide financial support for those with caring responsibilities or returning from long absences, as well as funds to support additional (child)care costs associated with conferences or fieldwork	
IMPACT (what did you achieve):	Individual UEA Schools have been asking those who were awarded funds to provide quotes or act as case studies within Athena Swan submissions to demonstrate progress/impact. Typically, we now see individual faculty spending of between 3,000 and 9,000 euros per academic year. Some examples include: "Fridge/freezer [at work] to store expressed milk for baby"; "Laptop for working remotely to maximise efficiency whilst working part-time and to enable applicant to still lead a £2m consortium bid around her childcare commitments"; "Applicants going on fieldwork abroad, supervising their PhD student and collecting data and contacts for further research opportunities – request to fund an accompanying person to look after baby (flights for accompanying person and infant)"; "Applicant going abroad to attend final project meeting and conference, attendance is vital – request to fund an accompanying person to look after 8-month-old baby: two nights' accommodation, travel and 3 days subsistence for accompanying person"; "Training on new equipment now being used due to changed job role following a reduction in hours after return to work"; "Accompanying person to look after three young children (one still breast feeding) whilst at a conference abroad"; "Funding for babysitters that were necessary to combine full-time work with settling-in sessions and lack of nursery space"; "Accompanying person to look after baby whilst applicant undertakes experiments at a laboratory in another UK city". The Covid-19 pandemic has temporarily reduced demand, but we expect this to return to pre-pandemic levels, not least the requirement to still undertake important missed fieldwork and an increased appetite for in-person conferences.	
INDICATORS:	Schools constantly assess impact as part of Athena Swan Framework	
KEY SUCCESS FACTORS:	Those who have benefited from funds have been able to transition back into the workplace after a period of absence to support their career development	
CONSTRAINTS AND SOLUTIONS:	Whilst this has been a positive benefit for schools and faculties, it does not cover professional and support staff or staff from the central services. Each faculty holds its own funds, so there is no central report of the amounts spent and how many have benefitted. This remains a strand of activity which still needs to be addressed.	
LESSONS LEARNED:	For fairness and transparency, this scheme should be centrally-run and cover all staff.	
CONTACT:	Matthew Gooch, Head of Equality, Diversity, and Inclusion (matthew.gooch@uea.ac.uk)	
RELATED WEB SITES:	No	
RELATED RESOURCES:	No	



5.3 Training

6. How to effectively train supervisors, PhD candidates and technical staff in doctoral education

Universitat Rovira i Virgili

7. FEDERICO Programme

University of Naples Federico II

TITLE:	6. How to effectively train supervisors, PhD candidates and technical staff in doctoral education	 UNIVERSITAT ROVIRA I VIRGILI
INSTITUTION:	Universitat Rovira i Virgili	
DATE/TIMEFRAME:	Since 2022	
LOCATION:	University/Institutional	
OBJECTIVE:	The main purpose of the training is: • For supervisors from various fields to share experiences in PhD supervision: providing new tools for better PhD supervision. • To provide PhD candidates with tools to cope with the different phases of their thesis and to become independent researchers more effectively. • To manage doctoral training and thesis development more effectively. • To export this knowledge to other universities	
TARGET GROUP:	There are two main groups: • All URV staff involved in both technical (laboratory, support services, project managers, etc.) and academic aspects of doctoral education. URV external PhD supervisors also have access to this training. • All URV PhD candidates	
ACTORS/ STAKEHOLDERS:	Vice-rector for Doctoral Training: leading the strategy of doctoral training Doctoral School Manager: Technical support to the vice-rector and the PhD supervisors' training group PhD supervisors' training group: group of instructors expert in PhD education PhD supervisors, PhD candidates and technical staff	
DESCRIPTION (what did you do):	The URV set up a group of trainers for PhD supervisors (five experts on different knowledge areas, specialized in doctoral education), who prepare and teach courses on PhD education and conduct their research into both classic fields and doctoral training. This group of trainers teaches PhD courses every academic year at the URV, as well as courses at other universities and institutions. At present, a new course is being developed to integrate technical staff into the PhD training community, since they are just as much a part of PhD training as academic work. The group of trainers also participates in international research projects on doctoral education and regularly publish their results. They also supervise PhD candidates who are researching into doctoral training. Example of courses "Good practices in doctoral supervision", "Advanced workshop in doctoral supervision" for doctoral supervisors. "Get the most out of your PhD to become an independent researcher: tricks of the trade" for PhD candidates.	
IMPACT (what did you achieve):	The group of trainers has improved PhD training and its results: the number of PhD candidates and their productivity are increasing. PhD supervisors and candidates who participate in the training are highly satisfied with results.	
INDICATORS:	Indicators and evidence: number of PhD supervisors and technical staff who take the training course every academic year, number of PhD candidates who take the training course every academic year, surveys on the courses.	
KEY SUCCESS FACTORS:	The key factors are: - The way the courses are conducted; they are based on a practical, not a theoretical, framework - The participation in the courses of all types of supervisor (junior, senior, external staff, etc.) - The continuous improvement of the trainers of PhD supervisors: combination of training, getting new ideas from the courses and research on the topic	

CONSTRAINTS AND SOLUTIONS:	The big challenges are: - Not all PhD supervisors or PhD candidates acknowledge the need to be trained. New generations seem to be more open to this type of training. - The high number of supervisors and candidates that need to be trained every academic year. - Funding of the courses
LESSONS LEARNED:	Even the most experienced supervisor may have problems at some point: new tools and training methods help us offer this course worldwide: training advantages are bidirectional, from supervisor to candidates but also from candidates to supervisors. Technical staff has been undervalued in the PhD training process: a new perspective must be accounted.
CONTACT:	Carmen Gómez Buendia (vr.doctoraticrai@urv.cat), vice-rector for Doctoral Studies María Angel Lanuza Escolano (dir.doctorat@urv.cat), director of The Doctoral School Benjamí Martorell Masip (benjami.martorell@urv.cat), Doctoral School manager
RELATED WEB SITES:	https://www.doctor.urv.cat/en/supervisor-training//
RELATED RESOURCES:	PRINCIPLES AND PRACTICES FOR INTERNATIONAL DOCTORAL EDUCATION: http://www.doctor.urv.cat/media/upload/domain_455/arxiu/Escola%20Doctorat/supervisors/eua_frindoc_leaflet_08_15_web.pdf

TITLE: 7. FEDERICO Programme		
INSTITUTION:	University of Naples Federico II	
DATE/TIMEFRAME:	April 2019- May 2021 (next session planned: 2023)	
LOCATION:	University/Institutional	
OBJECTIVE:	FEDERICO is an Italian acronym that stands for <i>Formazione, Esperienze, Didattica, Valutazione, Riflessività, innovazione, competenze nell'organizzazione</i> . The aim of the programme is to equip type-B fixed-term researchers (RTDB) with the competences required by professors, including understanding of university organization and governance, communication, group work, multidisciplinary approaches to problem solution, design strategies and specific training on innovative teaching approaches (service learning, flipped classroom, teaching for inclusion). The programme lasts for three years and gives participants the skills they need to teach university students.	
TARGET GROUP:	The programme was designed for 200 RTDBs who started work between 2016 and 2019 and was divided into two editions	
ACTORS/STAKEHOLDERS:	Innovation committee, appointed by the rector. Experienced professors and other institutions	
DESCRIPTION (what did you do):	The course is based on the logic of participatory research intervention and the PDCA (Plan-Do-Check-Act) model. The idea is that universities should prepare for a comprehensive reconfiguration of the programmes they offer. The course is organised in several sessions. Plenary lessons gave an overview of the general scenario (e.g., structure, organization and governance of the University, duties and rights of professors). A series of seminars introduced teaching methods, and were followed by practical workshops designed to promote interdisciplinary collaboration and prompt the adoption of innovative solutions. This commitment to innovation must not simply be handed down from above. It must emerge from the interaction of all the components of the system through constant monitoring and review based on the feedback received.	
IMPACT (what did you achieve):	The project offered training opportunities to researchers at the beginning of their careers so that they could focus on the new teaching challenges in the university context. It has made RTD-Bs aware of the new scenario in which they work as teachers, and of the strategies for promoting student-centred teaching. They have been trained to use the skills they need for their particular professional area, to be inclusive and to exploit the new technologies to adapt to the different cognitive styles of students, thus individualising and personalising the learning-teaching process. The project is part of the University's investment in innovation and teaching quality. The special feature of the FEDERICO programme is that it introduces groundbreaking training, quite new in Italy, for researchers who are about to become professors. Using an innovative training strategy based on action research and the new technologies, it provides them with new and innovative research methodologies. The project also gives researchers many practical tools and a variety of learning contexts.	

INDICATORS:	Level of satisfaction of the researchers involved in the project. Quality and impact of the on-line course taken by participants. Capacity of participants to create an innovative idea for teaching purposes.
KEY SUCCESS FACTORS:	The key factors were: - A government team determined to drive the initiative. - Technical support for the committee to undertake the project
CONSTRAINTS AND SOLUTIONS:	The big challenges were: - Participation in the project was mandatory for RTDBs. However, at times it was very tiring because they had to balance these activities with other academic commitments. Solutions: a better organization of timing (short sessions spread throughout the year), a reversal of the ratio of classroom hours to hours of workshop/hands-on activities.
LESSONS LEARNED:	Programmes aimed at specific targets, with clear objectives and appropriate levels of involvement, can be very satisfying, both for the well-being and for the performance of those involved.
CONTACT:	Roberto Serpieri, full professor of Sociology of Cultural and Communicative Processes roberto.serpieri@unina.it Maura Striano, full professor of General and Social Pedagogy, maura.striano@unina.it
RELATED WEB SITES:	http://www.progettofederico-rtdb.unina.it/
RELATED RESOURCES:	http://www.progettofederico-rtdb.unina.it/materiali/

5.4 Equity and Diversity Gender

8. Working on bridging the gender gap / the equal pay system	University of Iceland
9. Harassment and bullying button	University of Iceland
10. PhD career development program for disabled beneficiaries and/or chronically ill young researchers	Universität Innsbruck
11. Mentoring programme for young female scientists	Universität Innsbruck
12. Erika-Cremer-Habilitations programme for female post-docs	Universität Innsbruck
13. How to involve researchers to get a balanced a multi-perspective HRS4R Steering Committee	Universitat Rovira i Virgili
14. The gender audit procedure at Palacký University in Olomouc and its introduction as a common analysis tool	Palacký University in Olomouc

TITLE:	8. Working on bridging the gender gap / the equal pay system	 UNIVERSITY OF ICELAND
INSTITUTION:	University of Iceland (Uice)	
DATE/TIMEFRAME:	Since 2017	
LOCATION:	University/Institutional	
OBJECTIVE:	The main purpose of the equal pay system is: • To ensure compliance with the Equal Pay Act and achieve equal pay certification • To prevent direct or indirect discrimination. • To make managers aware of issues regarding staffing and pay • To make better decisions and increase professionalism regarding pay structure and wages	
TARGET GROUP:	The Uice as a whole benefits from improving and coordinating working methods. It also increases staff confidence in equality and fairness regarding wages.	
ACTORS/STAKEHOLDERS:	The director of the Division of Human Resources is responsible for the equal pay system. The rector of the Uice and the University Council are responsible for the equal pay policy.	
DESCRIPTION (what did you do):	In 2018 it became obligatory for companies and institutions with 25 or more staff members to acquire equal pay certification. The Uice has defined its equal pay system in a handbook that addresses all the issues that the equal pay standard requires in terms of policies, salary comparisons, information, documentation, etc. The Uice staff belong to many unions and hold very different positions. We created equal pay criteria that apply to all the jobs at the University. Each job is given a certain number of points by applying the criteria, which makes it possible to compare jobs of equal value and measure the gender pay gap better. Every year: • Senior executives are informed about the work and the main goals for the coming year are reviewed. • The equal pay system is introduced to new employees and managers. • A salary survey is conducted and presented by the Rector at an information meeting.	
IMPACT (what did you achieve):	The gender pay gap within the university is getting smaller every year. There is not much difference between the salaries of men and women in the same jobs within the University of Iceland. In 2018, women had 1.6% lower wages than men, but in the period July 2020 to June 2021, they had 0.2% higher wages. Staff members are more informed and trust processes better. Managers and senior managers are better informed about their responsibility.	
INDICATORS:	The impact can be measured in annual wage analyses and employee opinion polls.	

KEY SUCCESS FACTORS:	The government's focus on finding new ways to reduce the gender pay gap was fundamental to success. The key factors within the university were the support of the rector and senior managers within the university. The vice-rector who chaired the steering group that started the project was a chairwoman. Another key factor was the good collaboration with university researchers who specialize in the gender pay gap and HR staff with extensive knowledge about gender and diversity issues.
CONSTRAINTS AND SOLUTIONS:	The main challenges we face are the numerous unions with different methods for setting wages. It will take some time to harmonize methods. Also the equal pay standard is inherently bureaucratic and calls for increased manpower.
LESSONS LEARNED:	One of the main lessons learned is that changes take time and one change often leads to another. All quality systems involve constant changes, because you can always do better and change standard operating procedures. To learn that receiving the equal pay certificate does- not mean that we are 100% was the biggest lesson. It means that we are on the right path and that we are aware of what needs to improve.
CONTACT:	Auður Lilja Erlingsdóttir (ale@hi.is), project manager in HRM Ragnhildur Ísaksdóttir (ragnhildurisaks@hi.is), director of HR division.
RELATED WEB SITES:	No
RELATED RESOURCES:	About equal pay certification - https://www.government.is/topics/human-rights-and-equality/equality/equal-pay-certification/

TITLE: 9. Harassment and bullying button 	
INSTITUTION:	University of Iceland (Uice)
DATE/TIMEFRAME:	Since 2019
LOCATION:	University/Institutional
OBJECTIVE:	The main purpose of the harassment and bullying button is to make it easier for people to report gender-based and sexual harassment or violence as well as bullying within the university community.
TARGET GROUP:	The Uice as a whole, students and staff members.
ACTORS/STAKEHOLDERS:	Pro-rector of science, equal rights committee and equality officers.
DESCRIPTION (what did you do):	The rector appointed a working group at the beginning of 2018 in response to the #metoo call for women in science. One of the priorities associated with the actions was to ensure that staff and students were aware of the resources available within the school to deal with violence and harassment, as well as the approach to adopt. Harassment and violence can be reported using the button on Ugly (the university's intra web) and also via a link on the home page of the University of Iceland's website, hi.is
IMPACT (what did you achieve):	The emphasis within Uice on ensuring a healthy working environment for staff and students without harassment of any kind has become more visible and it is easier to report violations.
INDICATORS:	The impact can be measured in employee opinion polls and teaching surveys.
KEY SUCCESS FACTORS:	Equality was one of three core values in the University's policy for the period 2016-2021 (Hí21). Procedures were already in place for responding to gender-based and sexual harassment and other sexual violence within the University of Iceland, which has made it quite clear that such violence is completely prohibited. The #metoo movement, as part of which women in science shared their stories of harassment and violence in the university community, led to more discussions and a working group was set up.
CONSTRAINTS AND SOLUTIONS:	One of the biggest constraints in the fight against gender-based harassment or violence is the generation gap between students and older teachers. This gap must be bridged with greater emphasis on educating our staff. Today we are drafting an action plan that involves all academic and support staff being familiar with our policies. Our experience is that those who need instruction the most do not attend meetings or seminars if they are not mandatory.
LESSONS LEARNED:	We have learned that we need increased and regular co-operation between equality officers, the equal rights committee and human resources people within the University of Iceland.
CONTACT:	Arnar Gíslason (arnar@hi.is), Equality officer Sveinn Guðmundsson (sveinn@hi.is), Equality officer. Auður Lilja Erlingsdóttir (ale@hi.is), project manager in HRM
RELATED WEB SITES:	equality.hi.is
RELATED RESOURCES:	No

TITLE:	10. PhD career development program for disabled beneficiaries and/or chronically ill young researchers	
INSTITUTION:	Leopold-Franzens-Universität Innsbruck	
DATE/TIMEFRAME:	Since 2014	
LOCATION:	University/Institutional	
OBJECTIVE:	To encourage registered disabled beneficiaries (>50% degree of disability determined by the Social Ministry Service) and/or chronically ill graduates from the Universität Innsbruck to become a part of the scientific system and to strengthen their scientific presence. Within the framework of the career support programme, the disabled and/or chronically ill researchers have the opportunity to focus on preparing their dissertation and to bring it to a successful conclusion. The measure also aims to increase the proportion of disabled people on the academic staff	
TARGET GROUP:	Registered disabled beneficiaries and/or chronically ill graduates from the Universität Innsbruck.	
ACTORS/STAKEHOLDERS:	Office of the Vice-rectorate for Research / project.service.office: responsible for the project, tendering and selection procedures. Office of the Vice-rector for Personnel: responsible for the project and funding. Office for the Disabled / Office of the Vice-Rector for Educational Affairs and Students: collaboration on the project. Austrian Students' Association: promotion of the project. Governmental organizations: promotion of the project. Non-governmental Organisations (NGOs): promotion of the project.	
DESCRIPTION (what did you do):	The PhD career development programme for disabled beneficiaries and/or chronically ill young researchers was implemented in 2014 and is still in effect today. Every year, one person joins the career development programme. Those researchers on the dissertation programme receive a fixed-term employment contract as a research associate with an employment level of 50% for 4 years and the possibility of an increase to 75% (as soon as the dissertation agreement has been reached) in accordance with the provisions of the collective agreement. These are the usual contract details for pre-docs at Universität Innsbruck. These circumstances are evaluated periodically. The teaching obligation is 1 to 2 hours per semester, depending on the extent of employment. The proposals submitted (about 4-5 per year) are reviewed and ranked by international reviewers for their scientific quality. The award is made by a committee consisting of the vice-rector for research, the respective dean, a member of the AKG (Working Group for Equal Treatment Issues), the disability representative and the disability representative for the academic staff.	

IMPACT (what did you achieve):	The beneficiaries were able to become part of the scientific system and work on their dissertation. The Universität Innsbruck increased the total number of beneficiary disabled and/or chronically ill young researchers. There were nationwide efforts to install similar dissertation programmes at other Austrian universities, which led to the PromoLi dissertation programme (https://uniko.ac.at/themen/personal/promoli/). The Universität Innsbruck was awarded the Diversitas prize of the Federal Ministry for Education, Science and Research for this dissertation programme.
INDICATORS:	The total number of disabled researchers receiving benefit increased from 9 in 2012 to 18 in 2018. This number decreased to 12 in 2021. The number of chronically ill researchers cannot be tracked at the university but some of them are also included in the number of disabled researchers receiving benefit.
KEY SUCCESS FACTORS:	All the agencies involved need to be fully committed for this grant programme to be a success. The position needs to be financially covered and the necessary human resources provided to be able to handle the programme from the call for proposals to the selection and awarding. It is of the utmost importance that disability advocates are involved from the beginning to the end of the programme so that it is accepted. A prerequisite for this is that there are structures for the promotion of the disabled or a disability representative. In principle, the degree of all disabilities also needs to be objectively measured.
CONSTRAINTS AND SOLUTIONS:	One problem was the question of how to objectively measure disabilities, and here we were guided by the specialist government agencies. Another problem was that few applications were made and those that were often did not respect the deadline. Here, we needed to be flexible and adapt to the group of people and, if necessary, to extend the tender deadlines.
LESSONS LEARNED:	The introduction of such an internationally peer-reviewed programme creates not only great joy among the researchers awarded, but also broad scientific acceptance due to the quality of the projects. The programme also promotes a greater diversity of researchers than other application procedures.
CONTACT:	Dr. Adolf Sandbichler (adolf.sandbichler@uibk.ac.at), Department of Zoology / trusted representative for disabled researchers Mag. ^a Dr. ⁱⁿ Elisabeth Rieder (no longer employed mailto:elisabeth.rieder@uibk.ac.at), Office for the Disabled / Disabled Persons Representative HR Mag. ^a Alexandra Brunner-Schwaiger (Alexandra.Brunner-Schwaiger@uibk.ac.at), Staff Development
RELATED WEB SITES:	Latest tendering (only in German): https://www.uibk.ac.at/ffq/forschungsfoerderung/2021/karrierefoerderprogramm/ausschreibung.html
RELATED RESOURCES:	No

TITLE:	11. Mentoring programme for young female scientists	
INSTITUTION:	Leopold-Franzens-Universität Innsbruck	
DATE/TIMEFRAME:	Since 2016	
LOCATION:	University/Institutional	
OBJECTIVE:	To support the development of talented female scientists at the beginning of their scientific careers.	
TARGET GROUP:	Female researchers from the beginning of their scientific career. Pre-docs and early post-docs.	
ACTORS/STAKEHOLDERS:	Office of the Vice-Rector for Research / project.service.office: responsible for organization, tendering and selection procedures. Staff Development: Co-organization of the programme. Introduction to programme and support for mentors and mentees.	
DESCRIPTION (what did you do):	This programme develops personality and actively deals with career development in science. Among other things, career paths can be pointed out and discussed, additional training needs can be identified, experiences are exchanged or publication and third-party funding strategies can be developed. In general, mentees can exchange views on various topics with the mentors and the other mentees. This program lasts for a year and includes an initial workshop and briefing, a mid-term meeting and a final meeting. The mentees are organized in pre-doc and post-doc groups and generally assigned to the humanities, social and cultural sciences, or the natural and technical sciences. Each group gets a tandem of mentors selected by the vice-rector for research. The mentees meet monthly; the meetings with the mentors are planned every third month. The specific topics discussed in the groups depend on the interests and needs of the mentees. Last year, for example, one group went through a best-practice example of a third-party funding application. From time to time, we also offer presentations on current, special topics, e.g. legal changes in fixed-term contracts of researchers or "How to write a proposal".	
IMPACT (what did you achieve):	For more than six years now, every year more than 10 young female researchers have been given the opportunity to network with each other, exchange ideas on any problems they might encounter, and receive peer-mentoring and mentoring through ready-made experiences, talks and discussions, etc. there are plans to stay in touch with graduates of the programme in order to be able to measure the impact qualitatively.	
INDICATORS:	10-15 young female researchers take part in the mentoring programme per year.	
KEY SUCCESS FACTORS:	All the institutions involved need to be fully committed and the necessary human resources provided to be able to oversee the programme. It also needs the commitment of the university to actively promote women.	
CONSTRAINTS AND SOLUTIONS:	Sometimes groups of mentees find it difficult to get together and share ideas, where it then takes more supervision. Unfortunately, the organizational solutions for staying in contact with the graduates of the programme have not yet been set up.	
LESSONS LEARNED:	Over the years, the individual cohorts have repeatedly reported and exchanged information about similar problems. On this basis, suitable measures can be implemented. The exchange among the mentees is also perceived as very positive and enriching.	
CONTACT:	Dr. ⁱⁿ Katharina Steinmüller, project.service.office Katharina.Steinmueller@uibk.ac.at , Mag. ^a Mag. ^a Dr. ⁱⁿ Gundula Maria Schwinghammer Gundula.Schwinghammer@uibk.ac.at , project.service.office Mag. ^a Ingrid Augenstein, Staff Development (ingrid.augenstein@uibk.ac.at)	
RELATED WEB SITES:	https://www.uibk.ac.at/rektorenteam/forschung/mentoring.html.de (only in German)	
RELATED RESOURCES:	No	

TITLE:	12. Erika-Cremer-Habilitations programme for female post-docs	
INSTITUTION:	Leopold-Franzens-Universität Innsbruck	
DATE/TIMEFRAME:	Since 2009	
LOCATION:	University/Institutional	
OBJECTIVE:	To target the advancement of women's careers in science. Highly qualified female researchers from all disciplines are given the chance to complete their habilitation project which is required in Austria to be eligible for a full professorship.	
TARGET GROUP:	Female post-doc researchers who want to qualify for professorships.	
ACTORS/ STAKEHOLDERS:	Office of the Vice-Rector for Research / project.service.office: Responsible for the project, tendering and selection procedures, and funding. Office of the Vice-Rector for Personnel: responsible for the project and funding.	
DESCRIPTION (what did you do):	The University aims to provide one Erika-Cremer-Habilitations programme per year. Those on the habilitation programme receive a fixed-term employment contract as a research associate with an employment level of 100% for up to 4 years in accordance with the provisions of the collective agreement. The teaching obligation is up to 4 hours per semester. The funding covers personnel costs for the project leader and project-specific costs such as material and travel expenses required for the implementation of the project. These can be applied for up to a maximum of EUR 15,000.00 per year. The proposals submitted are reviewed by international reviewers for their scientific quality.	
IMPACT (what did you achieve):	Female post-doc researchers were able to work on their habilitation.	
INDICATORS:	2009: 1 position awarded; 2011: 2 positions awarded; 2012: 2 positions awarded; 2014: 1 position awarded; 2015: 1 position awarded; 2017: 3 positions awarded; 2018/2019: 1 position awarded; 2021: 1 position awarded	
KEY SUCCESS FACTORS:	All the institutions involved need to be fully committed, and funding and human resources need to be sufficient to run the program. It also needs the commitment of the university to actively promote women.	
CONSTRAINTS AND SOLUTIONS:	The programme has the conflicting desires to promote the advancement of women internally and to support existing female employees, and at the same time to go beyond the confines of the Universität Innsbruck. So far, most of the applications have been from within the Universität Innsbruck, although some external applications have also been received. Human resources are also needed for successful processing.	
LESSONS LEARNED:	There is a shortage of young female researchers in many disciplines due to structural problems and this programme, in conjunction with previous programmes, can enable these structures to change. However, the programme also shows that there are excellent female researchers in many different disciplines, who would have fewer opportunities in the existing structures if they were not specifically supported.	
CONTACT:	Dr. ⁱⁿ Katharina Steinmüller (Katharina.Steinmueller@uibk.ac.at), project.service.office Mag. ^a Mag. ^a Dr. ⁱⁿ Gundula Maria Schwinghammer (Gundula.Schwinghammer@uibk.ac.at), project.service.office	
RELATED WEB SITES:	Latest tendering: https://www.uibk.ac.at/ffq/forschungsfoerderung/2021/erika-cremer/ausschreibung.html.de (only in German)	
RELATED RESOURCES:	No	

TITLE:	13. How to involve researchers to set up a multi-perspective HRS4R Steering Committee 
INSTITUTION:	Universitat Rovira i Virgili (URV)
DATE/TIMEFRAME:	Since 2020
LOCATION:	University/Institutional
OBJECTIVE:	The main purpose of the committee is: - to provide advice on how to implant the principles of the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers (Charter & Code). - to prevent the Human Resources Strategy for Researchers (HRS4R) from becoming merely a bureaucratic requirement with no real impact on human resources research policies.
TARGET GROUP:	URV researchers and research support staff
ACTORS/STAKEHOLDERS:	Vice-rector for Science Policy and Interdisciplinary Projects: Chair of the Committee Vice-rectors for Research and for Teaching and Research Staff: Vice-Chairs of the Committee Researchers of all the career stages (from R1 to R4): members of the Committee Director of Research and Innovation and the Technical Bureau of the Office of the General Manager: Technical support to the Committee and those implementing the initiative
DESCRIPTION (what did you do):	The URV set up a 10-member HRS4R Steering Committee, which represents researchers of all the career stages (R1 to R4), is gender balanced and covers all areas of knowledge of the institution and all types of working contract conditions, to guarantee a broader and more equal vision on all aspects of research. This committee oversees the progress made in implementing the HRS4R principles and has the following functions: - To support the development and implementation of the URV human resources policies and strategy for research. - To monitor the development, review and updating of the URV's action plans in this area by using the set of key indicators and recommendations established by the European Commission and the URV's own guidelines. - To advise all the agents involved in the execution of the action plans so that the results are the best possible. - To advise the governing team and the management units of the URV so that all the principles of HRS4R and OTM-R (Open, Transparent and Merit-based Recruitment) are gradually incorporated into the policies and institutional culture of the URV.
IMPACT (what did you achieve):	The constitution of the committee was key to the implementation of the HRS4R principles. It has served to ensure the participation of all levels of research staff. It has made it possible to monitor the Action Plan efficiently.
INDICATORS:	Indicators and evidence: degree of compliance with the Action Plan, level of response of the research community to the committee's proposals and communications, extent to which the HRS4R process is understood by the university community, evolution in the implementation of HRS4R principles.

KEY SUCCESS FACTORS:	The key factors were: - A governing team determined to drive the initiative; three vice-rectors are involved in the committee. - Researchers from all categories were involved and willing to collaborate with the institution. - The technical support provided so that the committee could carry out its functions.
CONSTRAINTS AND SOLUTIONS:	The big challenges were: - Difficulties in accessing all professional categories of researchers (R1-R4) and getting them involved in the process - The need to continuously update the committee composition, because of the high degree of rotation among younger researchers (R1-R2). - Lack of knowledge and interest, in general, in the institution's research human resources policies The challenges have been addressed with a communication campaign through various channels: web, e-mail, representative and governing bodies, etc.
LESSONS LEARNED:	Be patient, researchers are always busy, but they are also fully involved when a project works. Keep an open mind, junior researchers have a lot to say and are very critical in a positive way. The best way to engage a group is to listen to a message from a peer.
CONTACT:	Ignasi Salvadó Estivill (ignasi.salvado@urv.cat), director of Research and Innovation. Sara Gimeno Vila (sara.gimeno@urv.cat), support staff at the Office of the General Manager
RELATED WEB SITES:	https://www.urv.cat/ca/recerca/estrategia/hr-excellence/
RELATED RESOURCES:	Video in Catalan and English about C&C and the HRS4R program: https://youtu.be/8uyeW-u7mpc 2nd Strategic Plan for Research: https://www.urv.cat/en/research/strategy/research-urv/

TITLE: 14. The gender audit procedure at Palacký University in Olomouc and its introduction as a common analysis tool	
INSTITUTION:	Palacký University in Olomouc (UP)
DATE/TIMEFRAME:	06/2021 – 12/2021
LOCATION:	University/Institutional
OBJECTIVE:	The main objectives were: - To find out the current situation in the field of equal opportunities at UP. It should be added here that Palacký University is just starting out in this field, and we are creating our first Gender Equality Plan (GEP). - To find and establish an analytical tool (a form of gender audit) that we will be able to use in the future, without having to resort to an external provider. - To provide data and information that reflects the real situation and responds to current needs. - To identify acceptable and realistic solutions.
TARGET GROUP:	UP as a whole (i.e., all employees and students). In particular, all managers and researchers, who are responsible for promoting the policy of equal opportunities, and those researchers who apply for Horizon projects, of which GEP is a mandatory component.
ACTORS/STAKEHOLDERS:	Rector, vice-rectors for Legislation and Organisation and for Strategy, deans, Working Group for HR Award, senior staff, HR office, Communications Department (that's to say, those who decided on the form of the gender audit and helped to communicate it). UP employees: as respondents, the target group of the gender audit. The non-profit agency Gender Studies: as a partner in the process and as a know-how provider of the gender audit.
DESCRIPTION (what did you do):	To find a suitable procedure for a gender audit, we asked for the cooperation of Gender Studies, a non-profit agency with experience in this type of institutional analysis. Our requirement was clear: to find and implement a procedure and tools that could be replicated independently in the future. After consultation, we set up a gender audit of three basic phases: 1) A quantitative questionnaire survey for all male and female employees (Equal Opportunities at UP). The areas monitored are working conditions, recruitment and selection, career development, training, remuneration, employee evaluation, work-life balance and returns after maternity and parental leave, discrimination, and gender-based violence or gender dimensions in teaching and research. 2) Qualitative content analysis of internal resources, such as internal standards and documents, especially in the field of HR, but also the form of internal communication (website, newsletter, etc.). 3) Focus groups with selected categories of male and female employees. On the basis of the results of the questionnaire survey, we identified themes and groups that can provide us with further information on certain topics (parents of children under 15, early career researchers, researchers over 50, senior staff, non-academic staff). We have been actively involved in preparing and implementing these phases so that we can use them in the new gender audit, and also modify and update the steps as needed. On the basis of the outputs, we formulated an action plan (GEP 2022-23) pursuing the following recommended categories: gender equality in recruitment and career development; gender equality in management and decision-making positions; work-life balance, organizational culture; integration of the gender dimension into research and education content; preventive measures against gender-based violence.

IMPACT (what did you achieve):	We have set up our own standardized procedure for implementing a gender audit, which can be replicated in the future. The results of the gender audit led to an action plan being developed that clearly formulates goals, responsibilities and indicators. The whole process opened up the topic of equal opportunities, especially in university management, and the GEP prepared was accepted as one of UP's strategic personnel documents.
INDICATORS:	One indicator of impact will be whether the set process is used in future gender audits without major complications. Another indicator will be how well the process reflects the real situation in the field of equal opportunities and provides relevant data for evaluating the GEP Action Plan.
KEY SUCCESS FACTORS:	- Management's commitment and support to pushing for change and new equal opportunities practices. - The ability to communicate equal opportunities across the university so that employees are motivated to participate in the gender audit. - Competent experts who take care of the set gender audit process, can work with it, innovate with it and communicate it.
CONSTRAINTS AND SOLUTIONS:	Lack of cooperation by some members of the University or faculty management, lack of communication, ignoring the need to address equal opportunities, downplaying the importance of a gender audit. Solution: Find a strong leader to help communicate the gender audit. Poor participation in employee surveys (employees are overwhelmed with numerous surveys). Solution: find an appropriate form of PR for the gender audit and continuously motivate employees to participate (repeated outreach, newsletter articles, graphically interesting web teasers). The gender audit team do not have a good understanding of more sophisticated analytical tools, especially in the case of content analysis. Solution: training and consultation with experts, exchange of experience between universities in the Czech Republic.
LESSONS LEARNED:	Look for the right colleagues and managers who will support the cause and help promote it. Communicate the steps publicly, clearly, and transparently, explaining where you are coming from, where you are going and what the gender audit will do. Pamper the gender audit team, allow the team to learn and grow so that the topic of equal opportunities develops and grows. Equal opportunities and gender are still topics that can be perceived negatively. Look for ways to bring the topic closer to people so that they understand and support it.
CONTACT:	Markéta Šupplerová, HR specialist, Human Resources Management Office, Rector's Office; marketa.supplerova@upol.cz
RELATED WEB SITES:	https://www.upol.cz/en/employees/equal-opportunities-at-up/
RELATED RESOURCES:	https://www.upol.cz/fileadmin/userdata/UP/zamestnanci/19_1_GEP_final_en_komplet.pdf

5.5 Health and Well-Being

15. Creation of dedicated 'Employee Wellbeing Partner' role within university structure

University of East Anglia

16. Reorganizing in-person and smart working after the pandemic: a survey of university staff

University of Naples Federico II

TITLE:	15. Creation of dedicated 'Employee Wellbeing Partner' role within university structure	
INSTITUTION:	University of East Anglia	
DATE/TIMEFRAME:	Since 2021	
LOCATION:	University/Institutional	
OBJECTIVE:	To further embed wellbeing into our culture by creating a new Employee Wellbeing Partner role.	
TARGET GROUP:	All University of East Anglia staff, including researchers and research students	
ACTORS/STAKEHOLDERS:	Ways of Working Wellbeing Group	
DESCRIPTION (what did you do):	UEA created a Staff Mental Health and Wellbeing Strategy in October 2019 along with an accompanying Action Plan. The intention was to roll this strategy out as part of a wider restructure of the then Human Resources (HR) Division – to form the renamed People and Culture Division (PCD) – with the creation of a new Employee Wellbeing Partner role.	
IMPACT (what did you achieve):	Activities included relaunching our Employee Assistance Programme, which offers 24/7 support to our community on a range of personal and professional issues which include virtual counselling; producing additional staff resources such as a practical wellbeing LinkedIn Learning pathway and a Supporting Wellbeing toolkit; promoting our in-house staff counselling service; creating two on-campus relaxation rooms.	
INDICATORS:	We have recently rolled out a quarterly staff survey (a Pulse Survey) with a set of recurring wellbeing questions to benchmark and track impact of interventions in the area of mental health and wellbeing. Comparison of Q1 and Q2 data shows increased positive scores for the following questions and we will be using the survey to track ongoing progress and impact: • I feel positive about talking about mental health and wellbeing at UEA: +3% • UEA cares about staff mental health and wellbeing and considers it a priority: +4% • UEA provides me with access to support and resources to help me manage my mental health and wellbeing: +5%	
KEY SUCCESS FACTORS:	See Indicators above. We now have some solid baseline data from December 2021 onwards and we can already see that wellbeing has become better embedded into our culture. Forthcoming pulse surveys will run quarterly. We will also use these surveys to identify additional positive actions we need to take.	
CONSTRAINTS AND SOLUTIONS:	The COVID-19 pandemic in March 2020 delayed the restructure of the HR Division, so the new Employee Wellbeing Partner role was not appointed until March 2021. The Mental Health and Wellbeing Strategy, whilst new, is being reviewed to take account of any issues which have arisen from the pandemic.	
LESSONS LEARNED:	We need to continually adapt as we come out of the pandemic and into a new way of working as part of our drive towards hybrid working. This means we need to be agile to respond to emerging issues.	
CONTACT:	Matthew Gooch, Head of Equality, Diversity, and Inclusion (matthew.gooch@uea.ac.uk)	
RELATED WEB SITES:	Employee wellbeing webpages located on My UEA portal and only accessible to members of the University community.	
RELATED RESOURCES:	As above.	

TITLE:	16. Reorganizing in-person and smart working after the pandemic: a survey of university staff	
INSTITUTION:	University of Naples Federico II	
DATE/TIMEFRAME	2020	
LOCATION:	University/Institutional	
OBJECTIVE:	To analyse employees' beliefs and preferences regarding returning to work after the pandemic lockdown. A further objective was to understand how emergency smart-working has impacted the quality of work and the work-family balance. This project aims to go beyond the organisational well-being surveys already provided by the University. The aim is to create a listening tool that encourages participation in decision-making in a large university like the Federico II, where given the number of employees, it is not easy to share practices. For this objective, an ad hoc questionnaire was constructed, one version for technical-administrative staff and another for teaching staff.	
TARGET GROUP:	All university personnel (technical-administrative staff/teaching staff)	
ACTORS/STAKEHOLDERS:	The rector and general manager approved the initiative. The "University's guarantee committee" and department directors helped publicize it with staff.	
DESCRIPTION (what did you do):	The working environment during pandemic was planned and assessed and the preventive measures were implemented in cooperation with the employees, safety representatives and employee representatives In this experience, the university used validated tools to monitor the beliefs and wishes of university staff with respect to work organisation.	
IMPACT (what did you achieve):	The project has contributed to understanding the work environment during pandemic with a focus on both demands and resources and to redesigning ordinary smart-working. Thanks to the co-participation of the university's top management in the design of the survey, the results were used specifically to redesign in-person and remote work. Although universities often carry out this type of survey, this one allowed us to involve the participants and utilise results to make changes to work organisation, based on what was agreed with the employees.	
INDICATORS:	Level of response of the university community to the committee's proposals.	
KEY SUCCESS FACTORS:	The key factors were: to have a robust theoretical model that enables the results to be interpreted and a governing team determined to drive the initiative; to provide the committee with technical support to undertake the project. Furthermore, more organisational commitment was expected since decisions on the return to work and the design of ordinary smart-working were made taking into account the results of the survey.	
CONSTRAINTS AND SOLUTIONS:	The significant challenges were the difficulties in accessing all professional categories and involving them in the process. The channels to disseminate the tool were primarily email and the institutional website, but little interest was aroused among potential participants. Furthermore, the large number of questionnaires staff are asked to answer discourages participation. The project's purpose should be well explained in group meetings; greater awareness by office managers is needed to get more answers.	
LESSONS LEARNED:	Listening tools, such as the one proposed, are especially welcomed by administrative, technical staff. However, the awareness of the target audience needs to be raised and the University's human resources management office also needs to be more involved. Given the large number of questionnaires staff are asked to answer, the project's purpose should be thoroughly explained.	
CONTACT:	Vincenza Capone, senior researcher in work and organizational psychology, vincenza.capone@unina.it , Guido Capaldo full professor of economic and management engineering, guido.capaldo@unina.it Ivo Iavicoli, Full professor of occupational medicine, ivo.iavicoli@unina.it	
RELATED WEB SITES:	No	
RELATED RESOURCES:	No	

5.6 Community Building

17. Federico II Campus – Welcome tour for international researchers

University of Naples Federico II

18. Launching a community platform

Vrije Universiteit Amsterdam

TITLE	17. Federico II Campus – Welcome tour for international researchers	 FEDERICO II
INSTITUTION:	Università degli Studi di Napoli Federico II	
DATE/TIMEFRAME:	Since 2021	
LOCATION:	University Campus	
OBJECTIVE:	Recently, Federico II University improved the recruitment of researchers from other Italian and foreign universities. Being in a new city and country, with different customs and traditions and where another language is spoken, can indeed make a stay abroad unpleasant. This can negatively influence the study or work activities for which researchers have come. Our mission is hospitality. Federico II University has organized a series of welcome tours aimed at contributing to the adaptation, community building and well-being of international researchers. In collaboration with the Welcoming Board, the Aurora UNINA Board periodically organises guided tours of the campus, especially of the cultural heritage (botanical garden and University museum). By organising a series of welcoming activities, we want to invite our international guests to join our community and make them feel part of it, getting to know each other, building contacts, making them feel at home. Therefore, the Federico II Campus - Welcome Tour is a simple way to introduce international researchers to the context of the host university with excellent results in terms of sense of belonging and building a sense of community.	
TARGET GROUP:	International PhD students and post-doc researchers (spending a period abroad or enrolled at Federico II), visiting professors/researchers	
ACTORS/STAKEHOLDERS:	Main organisers of the guided tours: Aurora Unina Board, Welcoming Unina Board; Special guides of the tours: Unina PhD students Stakeholders: Foreign students and researchers at any level of career.	
DESCRIPTION (what did you do):	The activity consists of walking tours through the courtyards, buildings, and museums that are part of the cultural heritage of Federico II University. UNINA PhD students are the special guides for these tours, providing historical background and introducing participants to the urban life around the campus.	
IMPACT (what did you achieve):	The welcome tours not only foster integration into the F2 community, but also the formation of a community within the community: people meet "their peers", who are experiencing the same difficulties, and can support each other. The international community of Federico II is indeed a solid reality. Foreigners meet in person, by going out and sharing hobbies, and also online, in social groups where they exchange opinions and advice. This helps incoming people to feel at ease since they know that although they will encounter difficulties, there will always be someone ready to lend them a hand. This initiative introduces foreign researchers to the context of the host university with excellent results in terms of sense of belonging and building a sense of community.	

INDICATORS:	Number of PHD students/researcher participants in the activities
KEY SUCCESS FACTORS:	Effective communication.
CONSTRAINTS AND SOLUTIONS:	Although Erasmus+ mobility is well managed by the international relations office, there is a dense network of international agreements and exchanges that are managed at the departmental level. There is no real-time database with the names and contacts of all foreigners (Erasmus+ and non-Erasmus+) who are in Naples at any given time. The main challenge is therefore to publicise these activities as much as possible in order to involve as many foreigners as possible.
LESSONS LEARNED:	Internationalisation has become an essential element in all university activities, from education to research. The first step in building good international relations is to take care of your hosts.
CONTACT:	Alessia Caso (alessia.caso@unina.it)
RELATED WEB SITES:	http://www.international.unina.it/welcoming-board/
RELATED RESOURCES:	No

TITLE: 18. Launching a community platform		
INSTITUTION:	Vrije Universiteit Amsterdam	
DATE/TIMEFRAME:	Since 2021	
LOCATION:	University/Institutional	
OBJECTIVE:	To engage with colleagues, and build and maintain a network to foster community building on the university campus. The main purpose is to launch a community platform, via an app, in order to: - Engage with colleagues create a social/professional network and foster a sense of belonging. - Exchange experiences. People can support one another and help them to find their way at VU Amsterdam and in the Netherlands. - Become a part of the VU Buddy Programme. - Register for various career workshops, information sessions, wellbeing events and/or social gatherings. - Simplify access to the VU Services landing page (with contact information). Only links to relevant VU information will be published, not the information itself. - Integrate a tool for linking to websites, social media and other platforms so that scientists can profile themselves, their research and their research group.	
TARGET GROUP:	PhD candidates, postdocs, and assistant, associate and full professors, who: - Have just started working at VU Amsterdam and would like to learn more about their new employer and new environment. - Have just arrived in the Netherlands, would like to find their way around in new surroundings and want to feel at home. - Are working at VU Amsterdam and would like to build up a (new) social and/or professional network - Would like to be kept informed about activities and events.	
ACTORS/STAKEHOLDERS:	- The VU core strategic working group 'Social Campus': consisting of a member of the Executive Board of the University, the dean of the Faculty of Humanities and the head of Communication & Marketing Department. - Programme Secretary of Campus Development. - International Talent Program Board: director of the International Office, managing director of the Faculty of Social Sciences, head of the Career & Development Department. - Senior policy advisor on research at the Administration Office - External party who will develop and maintain the community platform (via an app)	
DESCRIPTION (what did you do):	In 2018 we mapped the career of international staff for the first time, asking international scientists about their experiences with VU before, during and after their arrival. In 2020 we launched the 2-yearly online survey for the same target group to monitor, evaluate and keep improving our services and support. The outcomes taught us that there is a need for social interaction/integration and for greater connection with colleagues and their new employer. International staff would like to be better informed about working at VU, doing their research and living in Amsterdam/The Netherlands. More in-depth panel discussions with the target group indicate that a digital platform could help to meet these wishes. - The core team of this project applied for a starters budget, which was granted (internally). - A sounding board was set up to take the next steps. - A (temporary) project leader was appointed to launch the Community Platform. - Additional panel discussions were organized with both the target group and VU stakeholders. The aim was to learn more about the value of such a platform, and to create support amongst leading VU Stakeholders.	

IMPACT (what did you achieve):	The project is in the definition and preparation phase. In Q 3 we expect to enter the next stage and launch the community platform. The impact cannot be generally assessed yet. The 2-yearly online survey amongst international scientists will be launched in December 2022.
INDICATORS:	- Members of the community building app. - Response by the research community to the events announced on the app. - Activity within the app, and <i>live</i> meetings after digital contact on the app.
KEY SUCCESS FACTORS:	The key factors were: - Getting (financial) support from the VU's Social Campus strategy team (executive board member, dean and head of department at Communication & Marketing). - Being aware of the needs and wishes of the group of (international) scientists and involving them in the various phases of the project. - A working group and steering group team determined to drive the initiative. - Getting technical and monitoring support from the external party that develops and maintains the app.
CONSTRAINTS AND SOLUTIONS:	The big challenges currently are: - Finding structural funding because of recurring costs on a yearly base. In this, it is important to involve the colleagues who have the power of decision, who support the project and who are able to discuss the added value of such a platform with the various bodies of the VU University. - Preparing how to: - o Maintain the app and keep it up to date. Arrange technical support from the external developer and the VU. Have preparatory consultations with colleagues responsible for the different VU events and colleagues from the Social Campus. - o Involve a significant number of staff members to provide a lively community building app. Have preparatory meetings with researchers, PhD council, Amsterdam Young Academy and other bodies that represent VU scientists.
LESSONS LEARNED:	So far everything has been running quite smoothly. During and after the implementation phase, we imagine we will encounter constraints in the number of members, the functionality of the community platform app, maintaining the platform & keeping it lively.
CONTACT:	Stefan Titus (s.titus@vu.nl) Programme Secretary of Campus Development and Lead of the VU Strategy Team 'Social Campus' Wyske Siegersma (w.siegersma@vu.nl), Programme Manager of Internationalization at HRM
RELATED WEB SITES:	No
RELATED RESOURCES:	No

6. Conclusions/ Recommendations

This deliverable is the result of the different consultations and team work among our AURORA universities and we manage to reach the objective and results set for our Task 5.1, which are:

- To define a set of measures for strengthening our human capital, in all its diversity and individual resilience. We managed to gather a set of **17 best practices** for managing human resources dedicated to research. These good practices have a different scope and come from 8 universities with different dimensions, academic orientation and geographical, cultural and economic contexts.
- To lay the foundation of good practices in Human Resources (HR) at each partner institution. We have shared and debated both the concept and the content of good practices among member universities in a participatory process that has facilitated enhancement and mutual enrichment. As a proof of that, the figure 4 shows the interest shown by each participating university towards the best practices of the other Aurora members. This declaration of interest also implies a compromise to continue mutual learning and, in some cases, implementing these best practices at their own university, depending on the context, funding and legislation.

Now, we are ready to share our work and conclusions beyond Aurora members with the aim to contribute to spread the values of our alliance among our stakeholders so that they can develop and implement a culture and practice of recruitment, development and reward for academic staff that facilitates academic excellence and improves the social impact of education, research and innovation.

Fig.4. Map of Universities interests in the best practices

Best Practice	University	UNIVERSITIES INTEREST							
		Uice	VU	UDE	UIBK	URV	UNIN A	UP	UEA
1. Mapping the career of academic staff	Vrije Universiteit Amsterdam (VU)								
2. Code of Conduct for the recruitment of researchers – implementation and dissemination	Palacký University in Olomouc (UP)								
3. Tenure Track Academy – joint support for junior professors	Universität Duisburg-Essen (UDE)								
4. 'Return to Work Funds' to assist those returning from long absences or with caring responsibilities	University of East Anglia (UEA)								
5. How to effectively train supervisors, PhD candidates and technical staff in doctoral education	Universität Rovira i Virgili (URV)								
6. FEDERICO programme	University of Naples Federico II (UNINA)								
7. Working on bridging the gender gap / the equal pay system	University of Iceland (Uice)								
8. Harassment or bullying button	University of Iceland (Uice)								
9. PhD career development program for disabled beneficiaries and/or chronically ill young researchers	Universität Innsbruck (UIBK)								
10. Mentoring program for young female scientists	Universität Innsbruck (UIBK)								
11. Erika-Cremer-Habitations programme for female post-docs	Universität Innsbruck (UIBK)								
12. How to involve researchers to set up a multi-perspective HRS4R Steering Committee	Universität Rovira i Virgili (URV)								
13. The gender audit procedure at Palacký University in Olomouc and its introduction as a common analysis tool	Palacký University in Olomouc (UP)								
14. Creation of dedicated 'Employee Wellbeing Partner' role within university structure	University of East Anglia (UEA)								
15. Reorganizing in-person and smart working after the pandemic: a survey of university staff	University of Naples Federico II (UNINA)								
16. Federico II Campus – Welcome tour for international researchers	University of Naples Federico II (UNINA)								
17. Launching a Community Platform	Vrije Universiteit Amsterdam (VU)								



Annex 1. Best Practice description template

TITLE:	
INSTITUTION:	
AUTHOR(s):	Name, position, email of the author(s) of the Best Practice document
DATE/TIMEFRAME:	Period during which the practice has been carried out.
LOCATION:	Geographical/institutional situation in which the practice has been used
OBJECTIVE:	What is the aim of the practice? (100 words)
TARGET GROUP:	Who are the beneficiaries of the practice?
ACTORS/STAKEHOLDERS:	Who are the institutions, partners and agents involved in the good practice? What are their roles?
DESCRIPTION (what did you do):	Short description of the good practice. What is the context and the challenge being addressed? (200 words)
IMPACT (what did you achieve):	What impact has this good practice had on the beneficiaries, the institutions and the HRS4 implementation process? In what way has the good practice contributed to the HR Strategy? (100 words)
INDICATORS:	How can the impact be measured?
KEY SUCCESS FACTORS:	What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated? (100 words)
CONSTRAINTS AND SOLUTIONS:	What are the challenges that the institution encountered in applying the good practice? How have they been addressed? (100 words)
LESSONS LEARNED:	What are the key messages and lessons learned from the good practice experience? (100 words)
CONTACT:	Contact details of the project or people involved for more information about the practice
RELATED WEB SITES:	Web site of the practice/project and/or websites under which the practice was identified, reproduced or mentioned, if any.
RELATED RESOURCES:	Training manuals, guidelines, posters, and other documents that have been created as a result of the practice, if any.