

AURORA

AURORA

Research and Innovation

Joint action plan (roadmap) for talent management

Deliverable 5.3



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Executive Summary

Work Package 5 (WP5) of the AURORA RI project aims to define a set of measures for strengthening human capital and individual resilience through career progress and reward, both for researchers and support staff. This document is the third deliverable for WP5 and is based on the work of Task 5.2. that consists of analysing strategies for talent attraction and propose policies to ensure the best opportunities for talented researchers.

The analysis comprehends the identification of existing policies, practices and tools among partners to develop and promote talent; increase intersectoral and interdisciplinary mobility; and the identification of brain drain drivers and barriers to brain circulation between sectors and partners. This will allow the design of policies and practices to boost mobility of knowledge and researchers.

Project Abstract

The AURORA RI project develops closer research and innovation support structures to complement the excellent research and innovation activities within the Aurora Alliance, a European Universities Initiative funded by the European Commission. It will further deepen and expand the cooperation among these universities and strengthen their identity as research-intensive universities dedicated to societal impact and engagement. The aim of Aurora RI is to develop a research and innovation support agenda framed by the Sustainable Development Goals (SDGs) and based on the four priority domains of the Alliance:

1. Sustainability and Climate Change;
2. Digital Society and Global Citizenship;
3. Health and Wellbeing; and
4. Culture: Diversity and Identity.

The project focus is to identify and achieve an understanding of best practices and policies on sharing research infrastructure and resources, cooperation on open science and entrepreneurial activity, empowering human capital, and mainstreaming citizen engagement. Throughout the project we analyse and map best practices already in place, learning from each other. We define barriers to cooperation at national and international level and find ways to overcome them where possible. The findings will create the basis for our Research & Innovation support agenda and will be shared with the other European Universities and beyond. The actions implemented during the project period aim at creating a platform for cooperation that will sustain beyond the lifetime of the project and equip researchers and students at Aurora Alliance Universities with a broad toolkit to conduct excellent research and disruptive innovation.

1. Introduction

What is talent management?

Talent management is a methodical cycle of organized and strategic processes with the goal of attracting, developing and retaining talent in an organization and aligning individual employees' goals with the organization goals to meet its current and future needs.

Talent Management Process

Talent management is a continuous process and it includes different specific subprocesses:

- ▲ Talent strategy and Planning: anticipate labour needs, such as voluntary turnover rate, workforce demographics and succession planning, institutions priorities and budget, identifying the skills needed now and pending changes in the organization's structure, the strengths of the current staff and what it takes to nurture good performers for future roles.
- ▲ Attracting talent: talent requirements should be filled in from within the organization or from external sources. The usual external sources include job portals, social network, and referrals. Here comes to play also the employer brand to assure the quality of applicants
- ▲ Selecting talent: Written tests, interviews, group discussions and psychometric testing. Open, transparent and merit-based Recruitment policies and guides should be on place
- ▲ Developing and training talent: organizations' activities and initiatives that support employee learning and growth
- ▲ Retaining Talent: retain best talent through promotions and increments, offering opportunities for growth, encouraging involvement in special projects and decision-making, training for more evolved roles and rewards and recognition programs.

2. Methodology

As stated before, Task 5.2 aims to analyse the current strategies among Aurora partners through the identification of policies, practices and tools regarding three main key points:

- ▲ Best practices on talent management
- ▲ International, intersectoral and interdisciplinary mobility
- ▲ Brain drain drivers and barriers to brain circulation

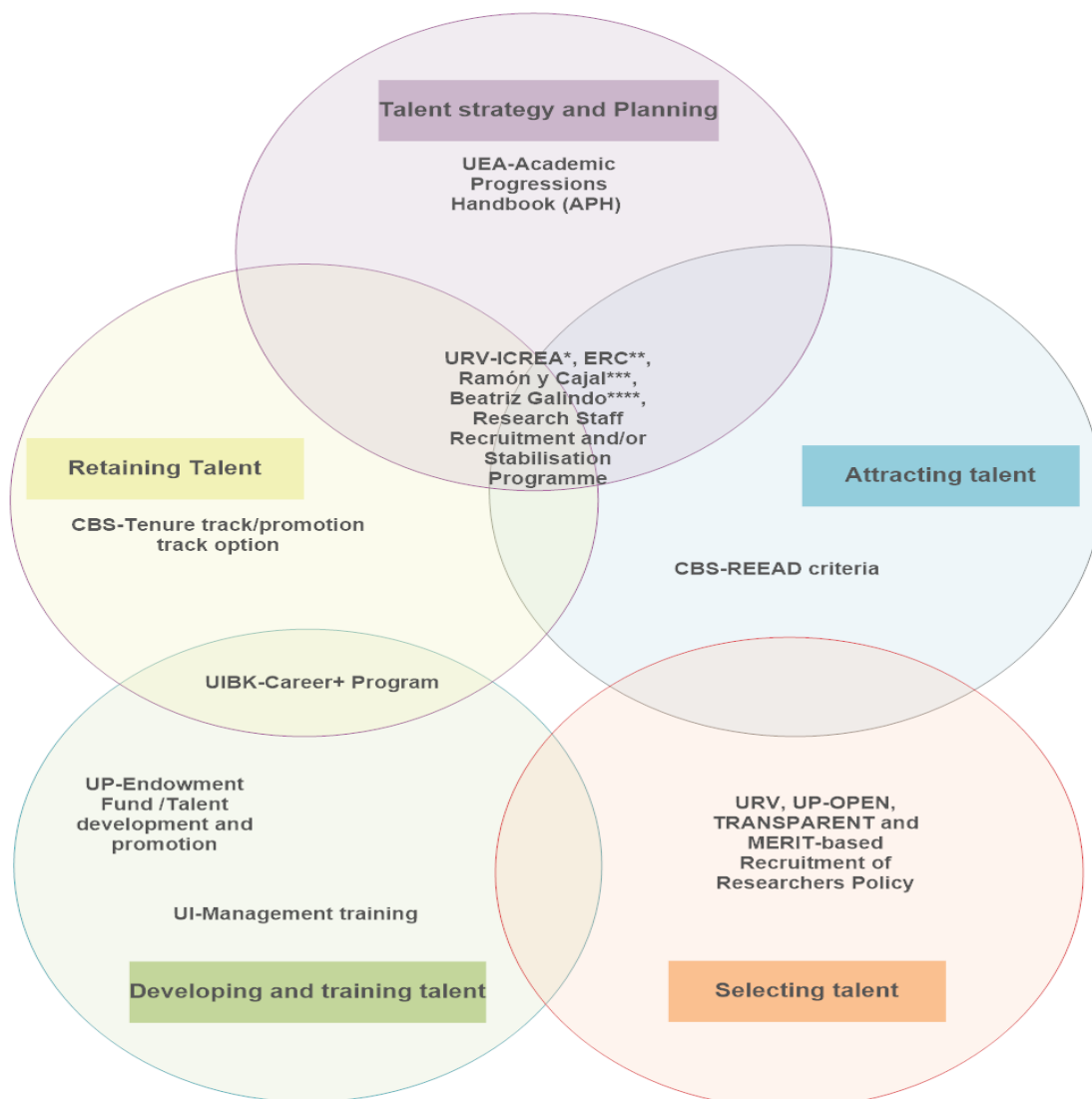
The analysis has been carried out through the internal identification by each partner of practices related to these three points undertaken in each organisation. The information obtained was centralised by the WP leader, analysed and organised according to the different sub-processes that make up the talent management process.

Finally, the identification of brain drain drivers and barriers to brain circulation was made through internal mapping. As they are not a process as such but can affect the different processes indirectly, brain drain drivers and barriers have been clustered around common areas.

3. Best practices on talent management

Within the R&I sector, talent management is integral to an organization's success. Effective talent management, from a macro perspective, encompasses cultivating a conducive environment that nurtures innovation and intellectual growth. It involves strategizing, implementing, and managing practices and policies that seek to attract, develop, and retain the best talent. The outcome of these efforts is a robust talent pool that fuels the organization's R&I capabilities, fostering a culture of continual learning and innovative thinking that advances the organization's mission and enhances its competitive edge.

The 'best practises' identified in each University of the AURORA University Alliance regarding talent management are described below according to the different subprocesses.



3.1 Talent strategy and Planning

Institution:	University of East Anglia (UEA)
TITLE:	Academic Progressions Handbook (APH)
OBJECTIVE:	To enable academic career progression by the creation of a new handbook with an enabling framework
TARGET GROUP:	Academic staff employed at the University of East Anglia
DESCRIPTION	The Academic Progressions Handbook (APH) was designed after extensive consultation across UEA as part of our ongoing commitment to equality, diversity and inclusion. We set out to articulate what it means to be a collegiate academic in our evolving University and to create an enabling career progression framework, aligned to our priorities of research, teaching and academic leadership; which academic colleagues would refer to during appraisal and mentoring discussions to help guide their career. We entirely replaced all of the previous material and produced a new handbook, process, form and guidance, all supported by web resources. We initially ran a pilot phase for two years with an opt-in group and adjusted the Handbook based on feedback. Ahead of the formal launch, the changes were communicated across the University community via the staff newsletter and were cascaded through Faculty Executive teams, through Heads of School and via the trade union.

3.2 Attracting talent

Institution:	Copenhagen Business School (CBS)
TITLE:	REEAD criteria
OBJECTIVE:	The REEAD criteria and the tenure track/promotion track option aim at making the criteria underlying hiring and promotion more transparent to improve talent attraction, and the tenure track/promotion track option is implemented with a view to reducing the precarious nature of an academic career and thus improving talent retention
TARGET GROUP:	Academic staff
DESCRIPTION:	Introduction of more explicit criteria for hiring and promotion, the so-called REEAD criteria, specifying minimum criteria for each position on the academic career ladder in terms of Research, Education, External funding, Academic citizenship and management, and Dissemination, the criteria are described in Annex 1 ¹ .

¹ In the case of entry/promotion criteria for academic staff, i.e., REEAD criteria, each of the eleven academic departments has elaborated its own tailored version, allowing for local strategic emphasis. This example that most readers can relate to are the entry criteria formulated by the Department of Organization (2016).

3.3 Selecting talent

Institution:	Universitat Rovira i Virgili (URV); Palacký University Olomouc (UP)
TITLE:	OPEN, TRANSPARENT and MERIT-based Recruitment of Researchers Policy under the European Research Area
OBJECTIVE:	Human resources policy aligned with the principles set out in the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.
TARGET GROUP:	Researchers
DESCRIPTION:	Create an institutional policy document stating recruitment procedures for advertising job positions and the application, selection and evaluation processes.

3.4 Developing and training talent

Institution:	University of Iceland (UI)
TITLE:	Management training
OBJECTIVE:	In the administration of UI, especially in the work within the academia, there is quite a lot of turnover, and academic staff often take turns in taking on management roles for a limited time. The university therefore considers it extremely important to support that group and those who are taking on new management responsibilities, create a network of new managers and provide managers with tools and space to gain understanding and insight into new responsibilities.
TARGET GROUP:	New managers are the main target group but better management and more coordination in working methods benefit the school as a whole and all work environment.
DESCRIPTION:	Each year, data is collected on new managers at UI and academic staff that have taken on new management responsibilities. The training is threefold; Part 1: Being in charge - Strategic focus in management; vision, attention and fairness *What is the management role about and why does it matter *Strategy implementation and follow-up *Attention as a control tool *Fairness and management Part 2: Team building and communication, performance management and employee support *Building a team *Discussion and understanding *communication *employee interviews and performance management. *Purpose, implementation, documentation Part 3: Enhancing success and addressing difficult issues. *Accessibility, support, conversations, feedback, goal setting, development. *Rights and obligations in public administration. *Taking on difficult issues.
Institution:	Palacký University in Olomouc (UP)
TITLE:	Endowment Fund /Talent development and promotion (policies, practices and tools)

OBJECTIVE:	Creating conditions for supporting scientific and artistic projects of talented UP students, including students with health or social disadvantages, and foreign students studying at UP. Supporting international cooperation, promoting the exchange of best practices, know-how and mutual intercultural understanding. Supporting meaningful scientific and artistic activities of UP students, strengthening personal and professional growth of young scientists and helping to solve societal and environmental problems. Promoting the creativity and independence of young researchers, as well as their responsibility for their work and commitment to themselves, UP and society. To establish and build mutually beneficial partnerships with companies that share UP's vision for the development of society.
TARGET GROUP:	Talented UP Students
DESCRIPTION (what did you do):	The Palacký University Endowment Fund funds research of young researchers and promotes their supported projects. The UP Endowment Fund enables young researchers to carry out their independent research and artistic projects. They thereby receive the opportunity to develop and acquire competences which they need to meet the objectives they have set for themselves. We feel it is important that the students reflect upon their own development with regard to designing and conducting research, teamwork, inter-cultural competences, time management and presentation skills. Sharing visions and synergies is a fundamental prerequisite for building successful partnerships and establishing cooperation between both individuals and organizations. The Fund wants to cooperate with companies and individuals willing to share the objectives of the UP Endowment Fund. Fund has a simple application form, a simple final report and final accounts as to how the contributions its grants to successful students have been used. Projects are selected by the Board of the Fund based on recommendations from leading scientists at Palacký University. In addition to the professional aspect, the Board also evaluates the contribution to society and motivation to pursue scientific or creative work. The Endowment Fund also thinks about students with disabilities or social disadvantages. More on the website https://fond.upol.cz/en/what-do-we-support/.

3.5 Retaining Talent

Institution:	Copenhagen Business School (CBS)
TITLE:	Tenure track/promotion track option
OBJECTIVE:	The REEAD criteria and the tenure track/promotion track option aim at making the criteria underlying hiring and promotion more transparent to improve talent attraction, and the tenure track/promotion track option is implemented with a view to reducing the precarious nature of an academic career and thus improving talent retention
TARGET GROUP:	Academic staff
DESCRIPTION (what did you do):	Introduction of clearer career paths through the possibility of using tenure track, from assistant to associate professor in six years, and promotion track, promotion programme from associate professor to professor, further explained in Annex 1 ² .

3.6 Developing and training talent and Career development

Institution:	Universität Innsbruck (UIBK)
TITLE:	Career+ Program
OBJECTIVE	Reflection competence and better assessment of own strengths, desires as well as professional opportunities in science and business, development of a personal career plan, establishment of an interdisciplinary network
TARGET GROUP	Doctoral students with a temporary employment contract with the University of Innsbruck
DESCRIPTION (what did you do?)	Participants have the chance to gain clarity about their career options through workshops, analysis, peer mentoring, coaching, and discussion sessions. During the four-month training program, strategies are developed for further personal career development. Also, not only university career perspectives are shown, but also outside of academia - in business. To this end, participants develop career-enhancing expertise, for example presentation and application strategies, but also networking opportunities.

² As part of the Ministerial Order on Job Structure for Academic Staff at Universities CBS can offer a promotion track for associate professors, which is an opportunity to develop and retain talent

3.7 Talent strategy and Planning, Attracting talent and Retaining Talent

Institution:	Universitat Rovira I Virgili (URV)
TITLE:	ICREA*, ERC**, Ramón y Cajal***, Beatriz Galindo****, Research Staff Recruitment and/or Stabilisation Programme.
OBJECTIVE:	1. Incorporate high-level research talent into the URV, evaluated through highly competitive national and international programmes such as the ICREA, ERC, Ramón y Cajal, Beatriz Galindo. This incorporation must be accompanied by a retention and stabilisation plan that takes into account the generational changeover and the state of occupation of the department's staff. 2. To define, for each department, a tentative calendar of retirements of its staff and to work on a joint plan for the incorporation of high-level talent sufficiently in advance so that it is effective, transparent, open and merit-based. 3. Support all departments and research groups that are already actively seeking top talent. 4. Incentivise and catalyse the search for and recruitment of new high-level talent in all departments and research groups that are not currently actively pursuing this direction.
TARGET GROUP:	Researchers
DESCRIPTION:	Programme Actions A0. Initiate the round of consultations on the new programme and prepare a text to be approved by the competent committees on research and human resources and the Governing Council of the URV. A1. Make this strategy and programme known internally and externally. A2. Offer technical support to the departments and research groups in order to plan future recruitments correctly. The incorporation of staff through some programmes requires adequate planning and the express authorisation of the Vice-Rectorate for Personnel. A3. Offer technical support to departments and research groups to carry out a correct and effective search for talent that will provide us with good candidates to be more competitive in the aforementioned programmes (research tools, information on calls for applications, exchange of good practices, etc.). A4. Offer institutional financial support to departments and research groups that attract externally evaluated talent so that, if the employment contract has to be co-financed during the period of the grant (from the Ramón y Cajal programme, for example), it is the URV that provides part of this funding, thus helping to host the candidate in its facilities and provide them with a suitable environment for their research. This financial support may also include a grant to increase the candidate's salary, if this is considered appropriate in view of his/her scientific value. In no case, however, should it exceed the equivalent recruitment cost for a seconded professor. A5. Offer economic support to departments and research groups that attract externally evaluated talent (from programmes such as Ramón y Cajal, Beatriz Galindo and ERC), so that, if the employment contract has to be co-financed once the grant has ended and until the post for which the contracted person can apply is advertised, it will be the URV that contributes part of this funding. A maximum period of time will be established for this support.

DESCRIPTION CTD:	A6. Offer financial support to departments and research groups that attract talent in the framework of the European Research Council calls (especially Starting Grants and Consolidator Grants), so that they can obtain a Research Director contract during the period of implementation of the ERC grant. A7. Offer the people incorporated through these programmes (Ramón y Cajal, Beatriz Galindo and ERC) funding to call for a research trainee position in the next edition of the Martí i Franquès Programme, in the pre-doctoral modality, to carry out a doctoral thesis under their supervision. The doctoral thesis of this research staff in training will have to be co-directed by a permanent URV lecturer. A8. Offer economic support to the departments and research groups that attract ICREA talent, so that they can offer a pool of economic resources to the award winners. These amounts will be adaptable, in order to favour as much as possible, the incorporation of research staff.
*	*ICREA Senior programme of the ICREA Foundation, which offers permanent positions to the Catalan research system in all branches of knowledge. The selected research staff become ICREA research professors and work at a research institution. ICREA research staff regularly go through a process of scientific evaluation (promotion) throughout their career. The costs of hiring these research staff are covered by the ICREA Foundation and the host institution has to offer, as far as possible, the resources to enable them to carry out their research under the best possible conditions.
**	**The European Research Council (ERC) programmes have the mission to encourage the highest quality research in Europe through competitive funding and to support frontier research led by a single individual in any field of knowledge and based on scientific excellence. Individual research projects are funded; therefore, funding is awarded to an individual researcher, who decides the institution where he/she wants to carry out this research.
***	***Ramon y Cajal (R&C) programme of the Ministry of Science, Innovation and Universities promotes the incorporation of research personnel with an outstanding track record in R&D centres, by intermediating, on the one hand, the granting of aid for temporary employment contracts (5 years) and, on the other, the granting of aid for the creation of a permanent job.
****	****A new aid programme for the incorporation of research personnel, Beatriz Galindo (BG), has recently been announced, the conditions of which, although different, are similar to those of the Ramon y Cajal programme.

4. Intersectoral and interdisciplinary mobility

We have taken as a reference the Marie Skłodowska-Curie Actions (MSCA) programme where Internationalization plays a vital role. This programme fosters international, intersectoral, and interdisciplinary mobility, collectively known as the I3 dimension, enabling researchers to move across borders, sectors, and disciplines. Moreover, it promotes the sharing of knowledge and collaboration between different sectors and disciplines, thereby advancing research and innovation on a global scale.

Internationalization, intersectoral, and interdisciplinary mobility is a pivotal triad in the field of R&I. The addition of internationalization broadens the scope of collaboration and knowledge exchange, providing a global platform where diverse perspectives, ideas, and solutions can be explored. This global approach not only facilitates the crossing of geographical borders but also transcends the traditional boundaries of respective fields and sectors.

Intersectoral mobility refers to the transition of R&I professionals between various sectors, such as academic, industrial, governmental, and non-profit. This exchange of experiences and knowledge promotes mutual understanding, enriches the skills of researchers, and contributes to the development of innovative solutions that fit the needs of different sectors. Thus, collaboration and knowledge transfer become fundamental to tackling the complex challenges of contemporary society.

On the other hand, interdisciplinary mobility focuses on the integration and collaboration among different scientific disciplines. This fusion of specialized knowledge can lead to innovative discoveries and creative solutions, which could not have been achieved through a single-discipline approach.

By nurturing internationalization, intersectoral and interdisciplinary mobility in R&I, European public universities are not just opening new avenues for collaboration, innovation, and learning, but are also fostering the emergence of an integrated, resilient, and adaptable R&I ecosystem.

Examples of best practices that foster international and intersectoral opportunities for researchers and research support staff within the AURORA University Alliance are highlighted below.

Institution:	AURORA (European Universities Network)
TITLE:	Aurora Internationalisation opportunities
OBJECTIVE:	Provide students, academics and administrative staff of the member universities with international experiences that will contribute to the internationalisation and development of their careers and also the internationalisation of the member institutions of Aurora.
TARGET GROUP:	Students (all cycles), academics and administrative staff
DESCRIPTION:	<i>For students:</i> Aurora offers courses with different lengths and formats to provide the students with relevant international experiences during their studies: • Short-term mobility • Semester Abroad

DESCRIPTION:CTD:	• Internships/traineeships • Joint Education programmes (Micro-credentials) • COIL & Online courses • Hybrid courses • Blended intensive programmes (BIP) • Other opportunities <i>For academics and administrative staff:</i> The participation on international activities of both academics and administrative staff contributes to the internationalisation of their careers and also to systemic change in the Aurora institutions, not only understanding travelling abroad as the unique way to be international, but also implementing internationalisation actions at a home level. For academics: • Staff mobility for teaching • Staff mobility for training • Blended intensive programmes (BIP) for staff For Administrative staff: • Staff mobility for training • Job shadowing • Observation periods • Workshops • Temporarily work • Blended intensive programmes (BIP) for staff
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Institution:	University of Iceland (UI)
TITLE:	Advertising Intersectoral positions
OBJECTIVE:	In UI 26, the policy program of the university for the years 2021-2026 there is a special emphasis on interdisciplinary work, to support it in teaching, research and other work within the university. Therefore, UI started a project of advertising a number of intersectoral positions that are shared by two or more schools of UI. This will be able to give us a better picture of where we need to adjust and improve in supporting people in intersectoral and interdisciplinary environment.
TARGET GROUP:	Academics and staff in administration with intersectoral and interdisciplinary interests.
DESCRIPTION:	In the fall 2022 UI started advertising intersectoral/interdisciplinary jobs within the university. This meant that two or more schools shared a position. The purpose is to eliminate walls between schools and get a better knowledge of where IT- and HR practices needed to change to support intersectoral activity. This gave the schools opportunity to work together in solutions about working time, offices and support to intersectoral staff member.

Institution:	Universita Degli Studi Di Napoli Federico II (UNINA)
TITLE:	SUCTI Train the Trainers
OBJECTIVE:	1) To raise awareness among administrative staff of European universities on the subject of internationalisation. 2) To create a multiplier effect and help institutions improve their management, governance and innovation capacities to become truly international. 3) To share the know-how, teaching materials, handbooks and results of the project with all interested HEIs.
TARGET GROUP:	The course trained 15 Technical-Administrative Staff and 2 external collaborators hired on a project basis to work on the Aurora programme.
DESCRIPTION:	The course: a. raises awareness and shifts the internal culture of the institution towards internationalisation, thus creating much needed systemic change; b. raises awareness that training is part of the process of internationalisation at home and leads to sustainable results.; c. informs about internationalisation. After completing the 'Train the Trainers' programme on internationalisation issues, participants will be able to train other university administrative staff members on the most important aspects of internationalisation:

Institution:	Universita Degli Studi Di Napoli Federico II (UNINA)
TITLE:	Let's internationalise!
OBJECTIVE:	To promote knowledge on the process of Internationalisation and Interculturality among the TAS in order to strengthen the international vocation in the University.
TARGET GROUP:	Technical-Administrative Staff

DESCRIPTION:	The course aims to: - Deepen the knowledge of the University's activities/projects oriented towards Internationalisation - Emphasise the opportunities for the participants' cultural and professional growth that derive from a greater internationalisation of the University - Provide an insight into global trends and regional approaches - Acquire and/or increase "intercultural communication" skills Contents of the modules: 1) Internationalisation in Universities: some historical background 2) Global Trends in Internationalisation 3) International Rankings: What are they? What are they? 4) Communication and Intercultural Competences 5) Internationalisation in the Federico II: balance sheet and perspectives. Teaching methodology: Frontal teaching, interactive group work (e.g. "active role-playing games") , audio-visual material, , "virtual role-playing games"
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5. Brain drain drivers and barriers to brain circulation

5.1 Brain-drain drivers

The term "brain drain" refers to the emigration of highly educated and skilled individuals from one country to another in search of better job opportunities, a better life, or a more favourable environment. This phenomenon can have a significant impact on the field of R&I as the countries of origin lose valuable human resources and the destination countries gain skills and talents that can boost their economy and innovation capacity.

"Brain drain drivers" are the factors that prompt these individuals to leave their home country. These can be of different natures:

- ▲ Economic: such as a lack of job opportunities or low wages
- ▲ Social: such as political instability, lack of freedom, discrimination, or low standards of living
- ▲ R&I related: lack of funding for research, inadequate infrastructure, or lack of opportunities for scientific collaboration and intersectoral and interdisciplinary mobility

Based on the information gathered from all partners in the network, we listed the most common brain drain drivers:

- Working load: working load in R&I, although regulated in employment contracts, is influenced by the high competitiveness of the R&I sector and the pressure of the different academic organisations and research groups.
- Work complexity: difficulties related to knowing and following all the organization internal procedures.
- Lack of permanent positions: as public institutions are bounded by national or regional laws. In some countries research permanent positions are limited by law.
- Labour law regulations: as public institutions are bounded by national or regional laws.
- Better conditions elsewhere: high competitiveness across institutions to attract the best talent.
- Family related issues: family location can play an important part in the decision of moving.
- Cost of life: some cities/countries are highly valued thus resulting in a rising cost of living that cannot be matched to salaries and working conditions
- Gender: likelihood is higher that women establishing a family in the early career stages opt for more precarious and less competitive career paths that are more compatible with the caregiver role
- Language barrier

5.2 Barriers to brain circulation

"Brain circulation" refers to an ideal model in which researchers, and other highly skilled professionals, can move freely between different countries and sectors, contributing to global R&I and benefiting personally and professionally from these experiences. This model can help mitigate the negative effects of the "brain drain" by allowing knowledge and skills to flow in all directions, rather than concentrating in a few countries or sectors. However, achieving this ideal requires overcoming various barriers to brain circulation and addressing brain drain drivers through suitable policies and measures.

"Barriers to brain circulation" refer to obstacles that prevent individuals from returning to their home country or moving freely between different countries and sectors. These barriers can include restrictive migration policies, lack of recognition of qualifications and skills, language and cultural barriers, and lack of opportunities for professional and social reintegration.

Based on the information gathered from all partners in the network, we listed the most common barriers to brain circulation between sectors and partners:

- Migration policies and complex bureaucracy
- Language barriers
- Inbreeding, especially in the academic sector
- Lack of awareness of non-academic career paths
- Lack of skills and skills training for the non-academic sector
- Lack of offers from employers and lack of awareness of those offers
- Lack of experience from employers outside academia with employees that come from academia
- Lack of private sector insights from PhD supervisors
- Feeling that moving from academia to the non-academic sector after being a PhD or postdoctoral researcher is a failure

6. Conclusions and recommendations

6.1 Talent management

There are several tools, practices and policies in place in the different institutions addressing several subprocesses of the talent management process. Generally speaking, most subprocesses from the macro talent process are covered by different partners, including some cases where several subprocesses are being addressed at the same time.

Even though there are measures at each institution, it seems that there is not a robust nor a systematic procedure for the whole process of talent management in place. The different initiatives seem to be fragmented across the institutions instead of being part of a talent management strategy.

Thus, academic institutions should establish structured talent management strategies and design actions and programmes that cover the whole cycle of talent management.

Giving the extent of what Talent management involves, specialized staff dedicated to this end should be hired in academic institutions.

These conclusions are in line with the document "Proposal for a council recommendation on a European framework to attract and retain research, innovation and entrepreneurial talents in Europe"³.

6.2 International, intersectoral and interdisciplinary mobility

AURORA University Alliance has developed specific programmes dedicated to international mobility. European University Alliances are unique research environments that promote mobility and collaboration among different European Universities.

Whereas research international mobilities among Universities and research groups is already a well-established practise, intersectoral and interdisciplinary mobility depends on individual institutions and is a less common, and therefore, less structured practise with fewer programmes and initiatives in place.

6.3 Brain drain drivers and barriers to brain circulation

Most brain drivers are external factors, generally economic, social and legal barriers, where universities have little or no room for autonomy and improvement.

Nonetheless, Universities should work on minimising barriers to brain circulation, such as working closely with governments to ease migration policies for researchers and/or eliminating bureaucracy regarding the recognition of qualifications in different countries.

One of the main measures that Universities should establish to avoid brain drain is, in fact, to develop robust strategies for talent management. These would contribute to the attraction, development and retention of talent.

Finally, national programmes that promote talent attraction, especially regarding research funding opportunities for researchers that want to return to their country of origin to establish their research groups, have proven to be one of the best measures to fight against brain drain in research.

³ <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM:2023:0436:FIN>

Annex 1a: Copenhagen Business School (CBS) REEAD criteria and tenure track/promotion track

IOA - Department of Organization, 2016						
Entry Criteria						
	PhD Fellow	Post Doc	Assistant Professor	Associate Professor	Professor MSO	Full Professor
Research	• Ability to contribute to the research area of the department • Potential for establishing a relevant publication profile	• A PhD Thesis within the research area of IOA • Clear research potential in the Thesis and additional research publications • A clear and interesting plan for postdoctoral research and ability to contribute to the research profile of IOA • Initial establishment of a relevant publication profile	• A PhD Thesis within the research area of IOA • Clear research potential in the Thesis and additional research publications • A clear and interesting plan for and ability to conduct relevant independent research and ability to contribute to the research profile of IOA • Emerging relevant Publication record	• Solid research skills and contours of a distinct research profile related to the position and the research area of IOA • At least 5 published articles in international, peer-reviewed journals (or equivalent), a portion of which should clearly reflect research conducted subsequent to the completion of the PhD Thesis • Links to relevant international academic community, e.g. by presenting papers at international conferences, co-organizing international academic events, and participating in international research projects	• Strong and sustained research record as an international-level scholar related to the position and to a relevant research area of IOA • At least 10 published articles in international, peer-reviewed journals (international research monographs can substitute 3), some of which should be in leading journals in the field of Organization Studies, broadly defined • At least 100-200 citations in Google Scholar • A clear peer-reviewing and editing record (for international academic journals and/or monographs) • Substantial assessment experience (e.g. participation in PhD committees and other academic assessment committees) • Research leadership as principal investigator of collaborative research projects and/or substantial experience with PhD supervision and completion	• Distinct research record as an international-level scholar related to a core research area of IOA • At least 15 published articles in international, peer-reviewed journals (international research monographs can substitute 3), some of which should be in leading journals in the field of Organization Studies, broadly defined • At least 500-700 citations in Google Scholar • A strong peer-reviewing and editing record (for international academic journals and/or monographs) • Strong assessment experience (e.g. participation in PhD committees and other academic assessment committees) • Strong research leadership as principal investigator of collaborative research projects and substantial experience with PhD supervision and completion

Education	• Ability to teach basic topics/classes related to the teaching profile of the department (if part of the position) • Relevant teaching record (if any)	• Ability to teach and contribute to core teaching areas of the department (if part of the position)	• Ability to teach and contribute to core teaching areas of the department • Relevant teaching record	• Track record of accomplishment in areas relevant IOA's core teaching responsibilities, by having completed the Assistant Professor Program, taught at least 1000 work hours, participated in course development and/or administration, and received high student evaluations	• Strong teaching experience both in basic and specialized courses and at different levels (BA,MA, PhD) • Substantial experience with course and program coordination and development	• Strong teaching experience both in basic and specialized courses and at different levels (BA,MA, PhD) • Substantial experience with course and program coordination and development
External Funding	• None	• None	• None	• External funding record (if any)	• Documented ability to attract external funding for collaborative research projects and/or PhD scholarships	• Substantial track record of attracting external funding for collaborative research projects and PhD scholarships within the research area of IOA
Academic Citizenship	• Social competences and ability to relate to colleagues at the department, across CBS, and to external partners	• Social competences and ability to relate to colleagues at the department, across CBS, and to external partners	• Social competences and ability to relate to colleagues at the department, across CBS, and to external partners	• Social competences and ability to relate to colleagues at the department, across CBS, and to external partners • Ability to engage in the life of the department by actively participating in and co-organizing IOA seminars and events	• Social competences and ability to relate to colleagues at the department, across CBS, and to external partners • Track record of engaging in the life and development of the (or a) department and institution by actively participating in and co-organizing seminars and events	• Social competences and ability to relate to colleagues at the department, across CBS, and to external partners • Substantial track record of engaging in the life and development of the (or a) department as well as the institution in general (e.g.by entering task forces, leading projects, arranging key events)
Dis-semination	• Ability to communicate research plans • Dissemination experience	• Ability to communicate research plans • Dissemination experience	• Ability to communicate research plans • Dissemination experience	• Ability to engage in outreach activities such as media appearances, public speeches and direct stakeholder interaction	• Substantial experience in outreach activities such as media appearances, public speeches and direct stakeholder interaction	• Extensive experience in outreach activities such as media appearances, public speeches and direct stakeholder interaction

Annex 1b: Copenhagen Business School (CBS) REEAD criteria and tenure track/promotion track

CBS Associate Professor Promotion Track: a process description

The Ministerial Order no. 1443 of 11 December 2019 on Job Structure for Academic Staff at Universities introduces the possibility for universities of establishing promotion tracks for associate professors. The order thus allows promotion to full professor. CBS welcomes this possibility, and the current document describes the implementation of the promotion track at CBS.

This document is structured into three sections. The first section describes the process regarding the entry into the program; the second section describes the process during the pro-motion-track period; and the third section describes the promotion to professor or exit of the program.

1. Entry into the promotion track

The opportunity to request entry into the promotion track is open to all associate professors (APs) at CBS. Entry into the track depends on the strategic considerations of the department and of CBS as well as the credentials of the individual AP with respect to the promotion criteria. In order to secure transparency and define clear career paths for APs, the selection procedure for transition to the promotion track is described below.

1.1 Informal dialogue between the AP and the HoD

APs have the opportunity to discuss their career development with their head of department (HoD) at annual performance and development reviews (MUS). Typically, the possibility to enter into the promotion track will be discussed at a MUS before an AP formally submits an expression of interest to the HoD to be considered for entry into the track.

The AP has the right to submit an expression of interest irrespective of the outcome of the informal dialogue.

1.2 Yearly call for expressions of interest

Senior Management announces a call for requests for entry into the promotion track once a year. In exceptional cases, the deputy president can approve that an AP submits an expression of interest for entry outside the normal annual cycle.

1.3 Submission of expression of interest

To be considered for the promotion-track program, an AP must submit an expression of interest to the HoD. The required documents in the expression of interest are the same as those for applications for vacant positions; see

https://www.cbs.dk/files/cbs.dk/required_documentation_when_applying_for_a_position.pdf.

1.4 Management decision to ask for scholarly review

The HoD submits the files with the expressions of interest submitted by APs to the Deputy President. The submission must include the following:

1. A recommendation of which candidacies should be reviewed by the Promotion-track Entry Review Committee (see section 1.5 below)
2. Ranking of the recommended candidates

Based on the above submissions from the HoD, as well as a dialog between the HoD and the Deputy President on the strategy of CBS, the strategic development of the department, the need for academic excellence in particular areas, and the talent base, Senior Management decides which candidacies are to be reviewed by the Promotion-track Entry Review Committee. The HoD informs the candidates of the decision.

1.5 The Promotion-track Entry Review Committee

The HoD is responsible for appointing the Promotion-track Entry Review Committee (PERC)

subject to the following conditions:

1. The PERC must consist of at least three full professors of which one is appointed as the chairperson.
2. Members can be employed at the department, at another department or outside CBS.
3. Members cannot be part of the assessment committee that will assess the AP for the transition to a professorship.
4. The candidate's main research area, broadly defined, must be reflected in the composition of the committee.
5. The HoD cannot be a member.
6. Both genders should be represented in the committee. In cases where this is not feasible, a dispensation must be obtained from the Deputy President.

The HoD submits the candidate's portfolio to the PERC. The HoD can include a cover page with any comments in the submission. The committee then prepares a written report containing an evaluation of the candidate based on the promotion criteria (REEAD) of the department and CBS as well as the likelihood that the AP will qualify for a professorship at the end of the promotion-track period. The report must clearly state whether the PERC

recom- mends that the candidate enters the promotion-track program.

The report of the PERC is subject to HoD approval. The HoD may ask that the report be revised if it is not sufficiently clear or coherent.

Following the HoD approval, the report is sent to the candidate who may provide written comments. The PERC can decide to include a reply to these comments in the final report.

1.6 The CWAC review

The CWAC reviews all requests that are recommended by the department PERCs for entry into the promotion track. Promotion-track requests will be treated by the CWAC according to the regular CWAC procedures.

The material submitted to the CWAC consists of

1. The HoD recommendation
2. The PERC evaluation report, including any comments from the AP to the PERC report
3. The expression of interest submitted by the AP

Based on the submitted material and a CWAC interview, the CWAC approves inclusion into the promotion track or rejection thereof. The recommendation of inclusion can be conditional on revision of the promotion-track dossier.

1.7 Entry into the promotion track

An approval for entry into the promotion track does not guarantee promotion to professor after the end of the promotion track.

Any comments made by the PERC or CWAC shall be incorporated into the promotion-track dossier (see section 2.2) by the HoD in consultation with the AP prior to entry into the pro- gram.

If approved for the promotion track, the AP will enter into the promotion track as per a spec- ified date. The deputy president must approve any delay in entering into the program.

If entry into the promotion track is not approved, the AP will continue in her/his current position.

1.8 Resubmission of expression of interest

If the AP is denied entry into the promotion track, she/he can submit an expression of inter- est one more time within the following seven years. The clock is fully reset after the seven years such that any new expression of interest will count as an initial expression of interest in terms of timing.

1.9 Process for positions announced as promotion-track with open competition

Allocations of open promotion-track positions (i.e., allocations with no named internal candidate) follow the regular process for allocation of positions. Such positions are publicly announced and thus also open to candidates from outside CBS as well as associate professors employed at CBS. Candidates are evaluated according to the regular process and criteria for announced positions. This includes the establishment of an assessment committee subject to the rules and guidelines for such committees.¹ After receiving the report by the assessment committee, the HoD can submit the package (application, assessment report and HoD recommendation) to the CWAC.

2. Progression during the promotion track

According to the job structure for academic positions at universities, an AP can be on the promotion track for a maximum of 8 years.

The following elements constitute the mandatory part of the promotion track:

1. Promotion dossier
2. Annual interview with the head of department incl. evaluation of progression

These elements will also be included in the final promotion assessment.

2.1 Promotion dossier

The promotion dossier must reflect the criteria for transition to professor. The candidate must continuously develop and update the dossier with relevant achievements in line with the promotion criteria.

2.2 Annual dialogue with the HoD

Each year the HoD and the AP discuss the AP's progression. The purpose of the dialogue is to give the AP a clear sense of whether she/he is "on track", i.e. performs within the expected framework. The annual dialogue regarding the progression can be held in connection with the performance and development review (MUS). The notes regarding the promotion track progression will be part of the promotion dossier.

Delegation of the interview to another person than the HoD follows the regular CBS rules for delegation of the performance and development review.

¹ <https://cbsshare.cbs.dk/hr/Documents/Appointment%20of%20assessment%20committee%20revised%20MAY%202020.docx> [The rules will be updated to reflect that assessors for promotion-track candidates must be full professors.]

The HoD's feedback to the AP must be concrete and precise in terms of what the AP needs to deliver on the different criteria in order to be recommended for promotion to professor by the end of the promotion track. Discussion of the timing of the final assessment is a part of the annual dialogue.

2.3 Midterm evaluation

The HoD decides whether to conduct a midterm evaluation which usually takes place after two to four years into the promotion track. The purpose of the midterm evaluation is to assess the AP's progress towards promotion to professor.

2.4 Extensions

It is only possible to extend the promotion track period if the AP has been on parental leave or on sick leave for a longer period. Applications for extension are assessed on a case by case basis and the length of extension is decided by the HoD. For information about parental leave please see

https://cbsshare.cbs.dk/hr/international_support/Pages/Parental-leave.aspx.

3. Formal academic assessment for appointment as professor

The timing of the request for assessment for the professorship is agreed between the AP and the HoD. The AP has the right to submit the request six months before expiry of the promotion-track appointment. In order to be considered for promotion, the AP must make the request no later than six months prior to the expiration of the appointment.

If the AP fails to request an assessment six months before the end of the promotion-track appointment, her/his employment as an AP continues outside the promotion program.

The AP prepares her/his promotion track dossier in accordance with the requirements stipulated in the professor REEAD criteria as well as the requirements stipulated in this document.

The Head of Department is responsible for appointing an assessment committee in accordance with CBS' policy for appointment of assessment committees.²

The assessment committee evaluates whether the AP is qualified for appointment as professor based on the REEAD criteria of the department and CBS. The assessment consists of two steps:

1. The field-specific assessors deliver a preliminary report with a recommendation regarding promotion.
2. At least two of the CWAC assessors conduct an interview with the AP followed by a hearing in CWAC. The conclusion of the hearing is added to the assessment and CWAC thus finalizes the assessment report.

² See appendix 1 for the requirements for the composition of the assessment committee. The text will be moved/copied to the document describing the assessment committees (see link in footnote 1)

An AP is only considered qualified for appointment as professor if both the preliminary report and CWAC recommend promotion. CWAC shall not conduct the interview if the preliminary report does not include a positive recommendation.

The CWAC material must include the material listed below in pdf with headings/bookmarks and in the following order:

1. HoD recommendation
2. Promotion track dossier
3. Composition of the assessment committee including position and university affiliation
4. The assessment committee report

If both the preliminary report and the CWAC recommend promotion, then the candidate is promoted as professor. The appointment must start on the first day of the month after the completion of a positive formal assessment.

If the AP is assessed and found not to be academically qualified, her/his employment as an AP will continue outside the promotion program. However, Senior Management may offer the AP an additional attempt at qualifying before the end of her/his eight year promotion track. In that case, the AP remains on the promotion program until receiving the second evaluation. A maximum of two academic assessments may be carried out and both attempts must be finalized within the eight years.

4. Evaluation of the Promotion track Policy

This policy will be evaluated one year after taking effect.

Appendix 1

The assessment committee must have the following composition:

1. One, usually internal, member who acts as chairperson
2. Two external members, at least one of which is from outside the Nordic countries where academically possible
3. The four faculty members of CWAC
4. The committee members must be full professors
5. Both genders must be represented

The Academic Council approves (by consultation) the assessment committee.

Annex 2: Template table

Institution:	
TITLE:	
OBJECTIVE:	
TARGET GROUP:	
DESCRIPTION (what did you do?):	