



# Selection of good practices for addressing the principles of the Charter & Code

The document presents the collection of good practices for addressing the key principles of the Charter & Code, classified in four groups: Ethics and professional responsibility, recruitment, working conditions and training. The document aims to serve as a guideline for the preparation of the action plans, related to the HR strategies of the universities – partners of the Re@WBC project from the region of so-called Western Balkans.

The collection of good practices is not exhaustive. It is made to serve as an exemplary reference in the process of the action plans developments, as indicated above.

Many of the examples are related to government-level measures. Although it is not realistic to consider such kind of actions in individual organizations' HR strategies, different initiatives targeting legislation and high-level policies are possible, such as lobbying, dissemination, public discussion, round tables, etc.

The selection was made by a desk research – insight into some reference documents/reports developed by or on behalf of the European Commission; and during the visits to the EU partners of the Re@WBC projects, namely University of Liege, University of Torino and University of Coventry.

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<b>Ethics and professional responsibility</b>	
Training of young researchers in ethics	Seminary on the ethics and quality in research (Liege, 2016). Interactive training is targeted at young researchers.
Public dissemination on the importance of ethics in research	Annual Ethics Day at University of Liege (Liege, 2016)
Policy on researcher responsibilities	The University of Crete has created a rule book for researcher responsibilities which includes a web page for information and guides documenting rights and responsibilities of researchers. (Vitae, 2013)
Monitoring equality and diversity	The University of Salzburg monitors equality and diversity through its own policies and has put in place procedures to monitor and evaluate schemes to improve diversity; it has a Council on Discrimination which meets to discuss these issues (Vitae, 2013)
Improve (junior) female researchers' access to research funding	Measures to improve (junior) female researchers' access to research funding. The types of measure vary from training activities to improve women's (research) proposal writing capabilities, career development programmes, talent programmes, awards, coaching activities and special funding schemes dedicated to women to

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	bonus points for gender-balanced project teams. (DGRI, 2014)
	The Industrial PhD Programme (Austria) of the National Foundation for Research, Technology and Development supports highly qualified women in working in applied research. (DGRI, 2014)
	The TALENTA programme (Germany), a support and development programme, aims to provide support for two years to female scientists and female graduates at Fraunhofer launching their own career development. (DGRI, 2014)
Facilitate women's access to top level positions	Measures encompasses activities and instruments to facilitate women's (at advance career levels) access to top-level positions (on boards, in the higher education sector and public research institutes). The measures include concrete gender targets and quotas in order to reach gender parity on boards, work-life balance provisions enabling women to pursue a position of responsibility, advanced training and support (mentoring/empowerment) as well as measures to enhance transparency in the appointment procedures designed to produce the effect that women will not be discriminated against. (DGRI, 2014)
	Irish Research Council launched its Gender Strategy and Action Plan 2013-2020 in 2013 (DGRI, 2014)
	In France, the Act of 22 July 2013 on higher education and research, makes it compulsory for HEIs to have a structural equal opportunities programme. Gender balance is a prerequisite of nominations to the governance entities and of election lists in HEI's, and a number of government bodies in the fields of education and research. (DGRI, 2014)
	In the Czech Republic, on 31 January 2013, the Senate of the Parliament of the Czech Republic adopted an amendment to the Higher Education Act No. 111/1998 Coll., which strives to improve the conditions of women who decide to have a child during their studies. (DGRI, 2014)
	In Denmark, in December 2012, the equality legislation was amended in order to address the issue of gender imbalance on corporate boards. This bill requires all state institutions (which include universities) and companies to set targets for the number of the underrepresented gender on their boards and other collective management bodies. (DGRI, 2014)
Stimulate a discussion around the topic of gender balance	Measures to stimulate a discussion around the topic of gender balance and to provide leadership support for the principle of gender balance in research. This group encompasses national laws, action plans, the setting up of committees and working groups with the aim of reducing the gender imbalance in the research profession. (DGRI, 2014)
	Slovenian Ministry of Higher Education, Science and Technology in 2001 established a National Committee on Women in Science. (DGRI, 2014)
	All Flemish universities have action plans on gender equality in the research profession. (DGRI, 2014)
	In early 2014, the Wallonia-Brussels Federation allocated a EUR 150 000 budget to finance a "Gender contact person" ( <i>personne de contact genre</i> ) in each university of the Wallonia-Brussels Federation. (DGRI, 2014)
	In Hungary, the Ministry of National Economy and the National Innovation Office, held a roundtable discussion on the topic of women in science at the beginning of 2014. (DGRI, 2014)
	Several countries confer awards of excellence on female scientists to raise awareness of women in science and to reward outstanding female researchers for their contribution to research. (DGRI, 2014)

## Recruitment

Transparency	Austrian Universities must advertise research job vacancies (for scientific and research staff) internationally, i.e. at least EU wide. (DGRI, 2014)
	In Poland, the 2005 Law on Higher Education, as amended in 2011, states that public higher education institutions must publish their research vacancies on the European EURAXESS portal. (DGRI, 2014)
	In Spain, any organization receiving public subsidies of more than EUR 100 000, or for whom public subsidies represent more than 40% of their annual income, are required to make their procedures public (active dissemination of information) and ensure free access to the related information. (DGRI, 2014)
	In Italy, Law no. 240/2010 requires all (fixed-term) positions to be made publicly available on the national and EU websites. (DGRI, 2014)
Evaluation of the scientific work	University of Liege Open Repository & Bibliography <a href="http://orbi.ulg.ac.be">http://orbi.ulg.ac.be</a> . It is mandatory for every member of the ULg to add in ORBi the bibliographic references of scientific publications and communications soon as it is accepted by the publisher. Full text must be joined to the reference for every scientific article published since 2002. Every doctoral thesis must be added to ORBi PRIOR its defense at the ULg, and joined by all or part of the full text, with at least the abstract and the table of contents. The level of access is determined by the authors in respect of the publisher's policy and with the co-authors agreement. Only the publications on ORBi will be considered for the evaluations or internal procedures by the ULg or FNRS. (Liege, 2016)
	All research projects are managed online, by the dedicated application – Database of research grants, including financial, HR and legal aspects. (Liege, 2016)
Selection process	<p>The Wallonia-Brussels Federation's <i>Fonds de la Recherche scientifique</i>-FRS-FNRS (Fund for Scientific Research) has reformed its recruitment system right across the selection process. In detail, the reform:</p> <ul style="list-style-type: none"> <li>- eliminates the age criterion formerly applied to applicants for FRS-FNRS mandates;</li> <li>- provides pre-defined evaluation criteria that are communicated to the candidates in advance;</li> <li>- provides candidates with feedback;</li> <li>- develops an evaluation procedure for the selection of projects that involves more external experts from outside the Wallonia-Brussels Federation);</li> <li>- advertises the calls for candidates and the mechanisms for obtaining a mandate in FRSFNRS/Associated Funds more widely on different internet portals (FRS-FNRS, EURAXESS, etc.); and</li> <li>- provides a renewed internet portal containing information of better quality on the FRS-FNRS procedures (mechanisms, calls, results, etc.). (DGRI, 2014)</li> </ul>
Reviewed recruitment processes	Bath Spa University which publishes a full suite of grade profiles or role descriptors for all types of staff on its website. It has also created recruitment guidelines to help managers to recruit effectively and promote equality of opportunity throughout the recruitment process (Vitae, 2013)
	Medical University Graz: their internal analysis revealed a weakness in their recruitment practices. Subsequently they developed new recruitment guidelines through the examination of job applications, structured interviews with applicants, decision matrices according to weighted criteria, specialisation area and personality tests as well as case studies to examine leadership competences and the handling of equal opportunity. Following the review all relevant job adverts were published in English and placed on the EURAXESS website. (Vitae, 2013)

Training staff on recruitment panels	The University of Surrey provides training for all staff involved in recruitment and monitor the training of participants. Staff are referred to the Code of Practice on recruitment and HR provide support throughout the process. (Vitae, 2013)
Monitor and report on recruitment	<p>The Research Foundation Flanders (FWO) has recently completed a thorough reform of its selection procedure, by restructuring the existing selection panels and creating a specific panel for interdisciplinary research. (Vitae, 2013)</p> <p>The University of Manchester: recruitment procedure is discussed on an annual basis as part of the Faculties and Professional Support Services performance review. Recruitment procedure is also discussed at the Equality and Diversity Forum, of which the trade unions are members. Measure of success: changes in the make-up of the University population, including increases in the numbers of women and Black and Minority Ethnic Groups (BMEs). (Vitae, 2013)</p>
Induction of new staff	The University of Liverpool has developed an online induction for new research staff. This provides new starters with an institutional overview, including information about the university, its history and its plans for the future. There is information on health and safety as well as the key areas of the university that support researchers. Built into the programme is guidance on the importance and process of induction locally. (Vitae, 2013)

## Working conditions

Issued of fixed term contracts	The University of Exeter jointly agreed a strategy with the trade unions in 2009 which aims to achieve a significant reduction in its reliance on fixed term contracts; open-ended contracts should be the normal employment arrangement at the University; and fixedterm contracts should only be used in specifically defined circumstances as defined in the agreement. (Vitae, 2013)
Providing support for career and professional development	The University of Natural Resources and Life Sciences (BOKU) have a centrally-organised continuing education programme, which is offered each semester, comprising various courses and workshops to improve key skills in academic work and teaching, research methods and interpersonal and management skills. All BOKU employees have equal access to the training programme. The HEI also offers a range of internal curricula to develop and professionalise teaching, project management and leadership within the institution. An e-learning centre provides support to all teachers. In line with the 'blended learning' concept, the virtual learning environment complements the traditional teaching and learning methods. (Vitae, 2013)
Offering access to careers advice and guidance	At the University of Aston the remit of the University's Careers Service has been widened to include the provision of careers advice tailored to research staff. (Vitae, 2013)
Offering support in innovation management	Interface centre for knowledge transfer is focused at innovation boosting (more than 80 conferences, with more the 3500 participants, including 900 industries) and management (> 40 invention disclosures, 15 new patent filing, > 330000€ of investment in IP in 2014, 20 new licences, 5 spin-off companies, >130 creations, 80% still in activity) (Liege, 2016)
Research staff associations	Plymouth University has created a number of staff associations to foster engagement between researchers and the wider university. Researchers have forums for discussion – Research Staff Forum (instigated in 2008), Early Career Academics Forum (instigated in 2010), the two staff forums merged in 2011 into the current Researcher Forum, which is open to all research staff, early career academics and staff supporting researchers. The Postgraduate Research Students Forum (instigated in 2005) operates via the Postgraduate Society. Each Forum reports to the Research and Innovation Committee and Graduate Committee through their representatives. (Vitae, 2013)

Funding inbound and outbound mobility	Call for joint projects for the internationalization of research at Politecnico di Torino. The Call aims to establish, through the funding of mobility of research groups, long term cooperation with European and extra European Universities selected among the best international universities ranked in the 50 top position of International rankings, or alternatively, with universities located in strategic geographical areas. (Torino, 2016)
Funding inbound mobility	<p>Project Visiting Professors at Politecnico di Torino. (Torino, 2016). According to the goal of International reinforcement of the scientific community, Politecnico di Torino promotes incoming Visiting Professors and researchers (permanently abroad) with high qualification to spend a period of teaching or research at our Politecnico. Those positions are reserved to internationally recognized scholars invited by POLITO Departments. For the current call the Board of Governors approved the amount of 800.000 Euros for Visiting Professors' positions. The Visiting Professor period of visit may range from 3 months to 12 months</p> <p>The Momentum (<i>Lendület</i>) Programme of the Hungarian Academy of Sciences (Hungary) supports the re-integration of outstanding Hungarian researchers working abroad by providing personal allowances for two to three years for projects carried out in Hungary in the field of their speciality. (DGRI, 2014)</p> <p>DFE-MOBILEX mobility grants (Denmark) facilitate more career paths and increase the internationalisation of Danish research by enabling researchers who are at the beginning of their research careers to carry out research projects based on their own scientific interests at research institutions in Denmark as well as abroad. (DGRI, 2014)</p> <p>The SFI Research Professorship Programme (Ireland) is intended to support national strategic priorities by assisting research bodies in their recruitment of world-leading researchers for Professorial Chairs or similar leadership positions in targeted scientific areas. The Programme may also act as a mechanism to support the recruitment of individuals who possess a strong industry background, as well as directorship roles in established research centres within Ireland. The recruitment of iconic scientists and engineers will build the national research and enterprise base, and enhance Ireland's reputation as a centre of excellence for research. (DGRI, 2014)</p> <p>In France, a residence permit entitled "research scholar visa" allows the holder to perform research and teaching activities in France under the terms of a hosting agreement. Foreign researchers may obtain residence permits for more than one year but no longer than four years. (DGRI, 2014)</p>
Funding outbound mobility	<p>KOLUMB Programme (Poland) awarding fellowships to the best young scholars to enable them to stay (from 6-12 months) at the world's leading research centres. (DGRI, 2014)</p> <p>The 'Mobility of Spanish university lecturers and researchers in foreign centres' Programme (Spain) offers senior researchers with permanent positions in a public research institution the opportunity to apply and spend three to twelve months at a foreign institution. (DGRI, 2014)</p> <p>The objective of the 'Brains (Back) to Brussels' Programme (BB2B) (Belgium), is to attract foreign researchers and Belgian researchers currently settled abroad. (DGRI, 2014)</p>
Non financial incentives	Promoting 'dual careers', such as the Dual Career Network (France, Germany and Switzerland). The French Universities of Strasbourg and Haute-Alsace are part of the 'Dual Career Network' with the Universities of Freiburg (Germany) and Basel (Switzerland), and the <i>Karlsruher Institut für Technologie</i> (Germany). The network welcomes couples, helps them search for jobs in nearby universities or within the same geographical area, and assists them with accommodation and childcare. (DGRI,

	2014)
	The universities and higher education organisations in Vienna, Lower Austria and Upper Austria are joining forces in a network: “Dual Career Service Wien - <i>Niederösterreich – Oberösterreich</i> ”. (DGRI, 2014)
	The Swiss Federal Equal Opportunity at Universities Programme initiated a DCC project in 2012 in order to build up dual career structures and measures at every Swiss university. It also established a fund for the support of incoming couples at professorial and postdoc level taking into consideration a gender equality aspect in the respective funding. (DGRI, 2014)
	Under the ‘Researcher Taxation Scheme’ (Denmark), researchers and highly paid employees recruited abroad who are able to meet a number of conditions, and have not been a Danish tax resident in the previous 10 years can be employed at a special 26% tax rate for 60 months. In addition, in line with the circular on exemption from payment of pension contributions for certain temporary employees in the State (Denmark), foreign academic staff recruited abroad and employed on a temporary contract can request that their total pension (both employer contribution and their own contribution) be paid as part of their salary during their employment. (DGRI, 2014)
	France, offer special visas to attract researchers to engage in research or teach at university level. Since 2011, France’s consulates have granted a “VLS-TS visa” (Extended-stay research scholar visa) to holders of a master’s degree or higher wishing to enter France to take up scholarships, engage in research or teach at university level. Public and private institutions of higher education and research organisations may use this visa category to bring doctoral candidates, research scholars and research faculty to France to perform research or teach at university level. (DGRI, 2014)

<b>Education and training</b>	
Promotion of transversal skills as part of PhD programme	The doctoral training in University of Liege consists of training for thematic (specialized) skills (min 15 credits), transversal (generic) skills (min. 10 credits) and scientific production (research dissemination) (min. 25 credits). Activities not only trainings. Tools for an efficient development of the research skills and for the improvement of the future employability (Liege, 2016)
Reporting and evaluation	PhD candidates have to input all doctoral training activities in their file (website). The doctoral college approves and credits the activities. (Liege, 2016)
	Doctoral education system at University of Liege is continuously evaluated. Performance measures (as in many other universities) are success rate and duration of the PhD. (Liege, 2016)
Attract people to take science to an advanced (doctoral) level and thus potentially to become researchers	The measures target primary, secondary and higher education students, especially women and students in STEM subjects. Measures for the improvement of European education systems and university curricula are also covered by this category. (DGRI, 2014)
	Talents Programme of the Ministry of Transport, Innovation and Technology, administered by the Austrian Research Promotion Agency (FFG) (Austria) supports RTD talents (especially women), by offering traineeships and providing financial support for (regional) education projects in schools in the field of mathematics, informatics, science and technology. In particular, it finances traineeships for female students and traineeships for pupils (boys and girls), encourages networking, enhances the visibility of women experts, promotes the achievements of successful women in research, offers career support, supports research projects and seeks to

	<p>improve women’s career opportunities in science and technology in particular. It also supports cooperation between academic institutions, research institutes and private companies with schools and kindergartens (DGRI, 2014)</p> <p>The ‘Young Researchers’ Programme’ (Slovenia) aims to increase the number of students following PhD studies, incorporating specific measures to promote research in science, technology, engineering and mathematics (STEM) subjects (DGRI, 2014)</p> <p>In Spain, the JAE-doc Programme provides grants lasting for a period of three years for the recruitment of post-doc juniors to work for the Spanish National Research Council. (DGRI, 2014)</p> <p>In Spain, the Ministry of Education has also organized national Olympics in mathematics, physics and chemistry. (DGRI, 2014)</p> <p>Together with the Spanish Foundation for Science and Technology (FEYCT), the Spanish Ministry of Education also organises summer campuses at university centres. (DGRI, 2014)</p> <p>In Malta, the Master It! (2013-2015) programme provides scholarships in STEM subjects to support graduates to follow post-graduate studies at Master level both in Malta and abroad. (DGRI, 2014)</p> <p>In Ireland, the Science Foundation Ireland (SFI) aims to fund PhD Fellowships in Science, Technology, Engineering and Maths Education (STEM) that are designed to support the requirement for fourth level professionals in STEM education to educate and prepare teachers at all levels, but especially in primary and post-primary schools. (DGRI, 2014)</p> <p>The Higher Education Authority and the Irish Independent (Newspaper) host an annual competition inviting postgraduate research students in any discipline at an Irish higher-education institution to make a short submission on the difference that their research work will make to a particular aspect of Irish life, to the country as a whole or internationally. (DGRI, 2014)</p> <p>In Denmark, the <i>Kangerlussuaq</i> Scientific Summer school aims to inspire and teach natural science to upper secondary school students from Greenland, Denmark and the US and, in addition, to enhance the interest in Arctic science. (DGRI, 2014)</p> <p>University of Liege published the attractive, exhaustive and updated book on getting the PhD at the university at: <a href="http://www.ulg.ac.be/books/en/pars-en-these/">http://www.ulg.ac.be/books/en/pars-en-these/</a> (Liege, 2016)</p>
Enhance the quality and efficiency of doctoral training and provide life-long learning to researchers in accordance with national priorities and industry requirements	<p>This category includes measures such as the development of National Skills Agendas<sup>118</sup> to improve researchers’ employment skills and competencies at all career stages (from early career to star researchers). It also covers national qualifications frameworks, skill grids, doctoral studies curricula and other career development programmes (e.g. entrepreneurship and economic courses, communication and interpersonal skills, intellectual property rights awareness, career management and research management). (DGRI, 2014)</p> <p>VITAE programme (UK) supports knowledge exchange and the development of a strategic agenda to train and support high-level researchers to further improve their skills competencies. (DGRI, 2014)</p> <p>The Flemish Community ‘Support programme for Young Researchers’ in Belgium aims to train young researchers, develop careers and open up career prospects, reinforce the international orientation of researchers’ careers and cooperate within Flanders. (DGRI, 2014)</p> <p>The Helmholtz Association (Germany) provides structured doctoral training in the form of research schools and graduate schools, and grants universities access to the Helmholtz Association's laboratories and research infrastructures. (DGRI, 2014)</p> <p>The 2010 Law on Education (Romania) brought changes designed to enhance the</p>

	<p>quality of doctoral training, such as:</p> <ul style="list-style-type: none"> <li>- increases in performance-based funding for doctoral studies;</li> <li>- dual statute of students as both doctoral students and research assistants or university assistant for a pre-determined period;</li> <li>- the mobility of research grants;</li> <li>- more flexibility in the internal organisation of the doctorate schools and enhanced autonomy for the university;</li> <li>- a requirement that doctoral programmes be organised only on a full time basis; and</li> <li>- a national code of doctoral studies of which the objective is to promote and implement procedures for enhancing the quality of the organisation and content of doctoral programmes, rights and obligations of doctoral students, doctorate coordinators and others. (DGRI, 2014)</li> </ul> <p>In Croatia, in 2013, the University of Rijeka Technology Transfer Office organised several workshops and seminars for students and researchers on the importance of intellectual property rights, and technology and knowledge transfer. (DGRI, 2014)</p> <p>In Ireland, the Irish Universities Deans of Graduate Studies Group has developed a statement to communicate to students, supervisors and employers the skills and attributes of a PhD graduate. (DGRI, 2014)</p>
<p>Develop doctoral training in cooperation with industry and to better link academia and the industry sector</p>	<p>Measures leading to projects of joint interest and exploitation of research results by the enterprises. Such measures are industry financing of PhDs, companies' involvement in curriculum development, inter-sectoral mobility, state funding to enterprises for the recruitment of new researchers and young PhD holders, tax reductions for companies' R&amp;D personnel, setting up of technology transfer networks, etc. (DGRI, 2014)</p> <p>the <i>Fraunhofer-Gesellschaft</i> (Germany) supports application-based research in cooperation with the private sector. Students are offered the possibility of pursuing a PhD in applied research in close collaboration with industry. (DGRI, 2014)</p> <p>The Danish Industrial PhD Programme aims to offer doctoral training in cooperation with the industry sector. It is a three-year research project and research training programme with an industrial focus conducted jointly by a private company, an industrial PhD student and a university. It inspired the European Parliament to fund the kick-start of the Marie Skłodowska-Curie European Industrial doctorates. (DGRI, 2014)</p> <p>The Centres for Research-based Innovation (SFI) scheme (Norway) seeks to promote innovation by providing funding for long-term research conducted in close cooperation between R&amp;D-performing companies and prominent research groups. The scheme is designed to enhance technology transfer, internationalisation and researcher training. (DGRI, 2014)</p> <p>In UK, promotion of a new framework for business and universities to work together and support the Council for Industry and Higher Education (CIHE) to create a National Centre for Universities and Business. (DGRI, 2014)</p> <p>The Swedish Higher Education Ordinance provides for a position of 'adjunct professor' of up to six years part-time (20-50%). The adjunct professor should be an expert from industry given the opportunity to work within a university for a certain period of time. (DGRI, 2014)</p> <p>In Croatia, the TEST programme provides funding for research projects that develop new technologies and that upon completion of the research phase strive to further commercialise and create new products or services. (DGRI, 2014)</p> <p>In Denmark, the Strategic Platforms for Innovation and Research (SPIR) and societal partnerships fund large strategic partnership initiatives between industry, research and technology institutions and the public sector which seek to strengthen the link</p>

	<p>between strategic research, technology development and innovation, and thereby promote efficient knowledge dissemination, develop solutions for society and possibilities for fast application of new technologies and knowledge in connection with innovation in the private and public sector and in connection with developing solutions to societal challenges. (DGRI, 2014)</p> <p>In Belgium, The <i>Industry programme</i> will enable SMEs or accredited research centres to benefit from the expertise of highly qualified foreign researchers to encourage the innovation process within the Walloon host. The <i>Academia programme</i> focuses on technology transfer. Researchers spend time at a French-speaking University, in partnership with a Walloon company. (DGRI, 2014)</p> <p>The Industrial Chairs programme (France) aims to provide accompanying support to research projects led jointly by public research institutions and businesses. It encourages the integration of eminent French (whether expatriate or not) or foreign professors into higher education and research institutions or research organisations, and reinforces the best initiatives developed in French higher education and research. The programme involves establishing a strong and lasting partnership between the research institution and businesses in a high priority and strategic area for the parties concerned. The aim is to provide more effective support to industrial research in all areas. The industrial chairs' objective is firstly to carry out fundamental and applied research, and secondly to ensure training through high-level research. (DGRI, 2014)</p>
Supervisor training	<p>Since 2010, ULg has been offering supervisors training based on the concept of "sharing experience". Typically: Half a day, 20 participants and 3 "witnesses" (better word than "expert"), First Round of the table (who are you? already some experience or not? Problems?), 3 testimonies, Questions and discussion. The trainings are not compulsory. At the last CDE-workshop of the EUA, surveys showed different types of benefits: for the supervisors (better time management, better at detecting warning signs, clarity of the expectations,...), Benefits for the PhD candidates, Institutional benefits. (Liege, 2016)</p>
Mentoring activities	<p>The University of St Andrews and Dundee University are running a joint Early Career Academic Mentoring Scheme, which ensures that researchers are supported in developing their careers through a variety of possible career paths. The two universities run a successful cross-institutional mentoring scheme. (Vitae, 2013)</p>
Supporting PIs/managers to increase their understanding of career development	<p>Kings College, University of London: King's already requires that all academics responsible for supervising postgraduate researchers undergo regular training to ensure that they are familiar with current developments in policy, procedure and best practice with regard to research degree supervision. A similar workshop will be offered to academics responsible for line managing research staff (Principal Investigators). The Researcher Development Unit in conjunction with Human Resources and the Academic Schools will develop a programme of training to include information on: recruitment and selection procedures, policies pertaining to the use of fixed-term contracts, pay, grading and promotion, appraisal and support for researchers, including information on personal, professional and career development. (Vitae, 2013)</p>
Measuring the take-up of career and professional development	<p>At the Institut National de la Recherche Agronomique (INRA) each doctoral candidate or postdoctoral fellow benefits from personalised support to develop his or her professional objectives. Each INRA research centre has a local HR office that can assist doctoral candidates and postdoctoral fellows with this approach and, if necessary identify the most appropriate interlocutors (Division Head, INRA careers office); all training is monitored by committees. In addition a system exists to monitor junior researchers during their first year of employment. (Vitae, 2013)</p> <p>Heriot-Watt University has introduced a new electronic booking database system,</p>

	which has improved the flexibility offered to researchers in managing and recording their career development activities. This data is being analysed and provides a clearer picture of researcher development across the University. The new reporting system is expected to lead to a better understanding of the development needs of researchers and to an improved service to researchers. (Vitae, 2013)
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