RISE

Modernising Human Resources Management in
South Mediterranean Higher Education

Human Resources Management in Higher Education Institutions

Good Practices Handbook

HUMAN RESOURCES MANAGEMENT IN HIGHER EDUCATION INSTITUTIONS

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EXECUTIVE SUMMARY

Over the last years, quality Human Resource Management (HRM) is increasingly gaining momentum as for the streamlining of Higher Education Institutions' (HEIs) performance. The current nature of HEIs presents a complex challenge which requires effective HRM models able to respond to this reality as regards the selection, development and motivation of their staff. Traditionally adopted HR approaches — focused mainly on staff recruitment, organisation of employment contracts and salary payment — are confronted with the need to take account of new strategies which include training, promotion and encouragement, development support and strategic planning for present and future needs.

In reviewing the present state of play of the European HEIs in this respect, some relevant factors are of particular importance. Among the most pressing challenges, the need to adopt a culture of change in terms of organisational structure appears increasingly evident in order to respond, i.a., to the requirement to move towards greater autonomy. This particular course of action encompasses a number of aspects to which special attention must be paid, such as leadership and management roles, sound channels and methods of communication, well-founded assessment tools and awareness-raising measures as for diversity and inclusion policies.

However, other HR-related features must also be addressed and reconsidered in order to ensure the implementation of a successful HRM system. This is the case of the need for an adoption of a global approach, streamlined and effective talent management initiatives, and the optimisation of the use of technology.

As far as South Mediterranean (SM) HEIs are concerned, the current situation shows that HRM in HEIs is faced with even more diverse and polarised challenges. One of the main issues in this regard is the considerable degree of centralisation of the Higher Education (HE) system, particularly in the case of the Maghreb region. On the other hand, in the Middle East institutions, although relatively decentralised, there is significant lack of national strategies and initiatives in this field.

Still, there seems to be a pressing need in both regions for the recruitment of more high-qualified academic staff due to the rapidly increasing student population. Although job positions are considered relatively more attractive in the Maghreb countries than in other regions in the area (all staff members have civil servant status, which implies permanent employment, relatively high salaries and, in some cases, comprehensive benefits packages), HRM and staff development programmes are becoming key issues for HEIs, which are often met with some reluctance of staff (this is chiefly the case of the academic staff) to change. Gender imbalance is yet another question posed in HEIs across the SM countries, particularly in academic positions — and definitely as regards leadership roles.

However, before attempting any policy line that leads to significant organisational changes, a number of determining approaches and prerequisites is to be considered so that a successful implementation of an effective HRM practice is ensured. To begin with, without the commitment of all the university community members and the appropriate communication mechanisms and strategies, all the efforts made would not produce the desired results. Thus, it would be necessary for HEIs to define a whole new institutional framework and set revisited overall strategies and goals. This initial move certainly involves weighing up the own constituent elements of HEIs in order to map out the new organisational culture and outline new agendas which meet both their specific and general targets aligned with those of employees.

Thus, with the aim of providing the RISE project partners with a practical tool to contribute to HE reform agenda in the SM countries as regards HRM and in order to achieve the envisaged objectives of the project, Agora Institute for Knowledge Management has drawn up the present guide on good practices on HRM with both a theoretical and practical foundation which aims at illustrating its application in the context of HEIs. Among the most relevant aspects to note in this area, consideration must be given, i.a., to new HR strategic staffing policies, job planning and design, recruitment and selection processes, performance management approaches, training and development programmes, career development prospects, pay schemes, HR analyses and feedback, information management and information systems, and other additional HR-related features (such as professional underperformance or poor performance, different forms of staff misconduct and

wrongdoing, health, safety and well-being of employees, redundancies, staff retention strategies, etc.).

Additionally, a number of case studies have been included to illustrate a number of HRM current practices which take place in HEIs across Europe.

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INTRODUCTION

There is a worldwide consensus today on the relevance of quality HRM for the optimisation of HEIs' performance. HEIs are facing increasingly complex contexts which require HRM models able to respond to new challenges in the selection, development and motivation of their staff. HR approaches focused on staff recruitment, organisation of employment contracts and salary payment are completely superseded by the necessity to take account of new issues, such as training, promotion and encouragement, development support and strategic planning for future needs.

In SM countries, aspects such as the socio-political climate and the level of state expenditure in education influence the capacity of HEIs to address these challenges, calling for supporting actions in this regard.

Against this background, the RISE project's main goal is to contribute to SM HE Reform Agenda through the modernisation of HRM. This global purpose will be targeted by means of three specific objectives:

- ➢ To build up capacities and skills in HRM on target SM HEIs for stronger organisational efficiency;
- ➢ To create a regional network on HRM as a forum for exchange of good practices;
- ➢ To conceive and develop institutional HR strategies in SM HEIs.

These objectives will be pursued by a set of interrelated and focused activities, starting with an in-depth analysis of the target HEIs' HR practices and needs to shape the rest of interventions. A range of skills enhancement actions will follow, including tailor-made training (on-site/online), upgrading of HR technical tools, and drafting and publication of the present Guide on Good Practices on HRM. Targeted dissemination and sustainability actions will optimise exploitation of results, helping the consortium multiply and extend the benefits of the outputs generated to other HEIs in the region.

A EUROPEAN OVERVIEW

The role of Higher Education (HE) as a driving force for development in knowledge-based societies makes HEIs — providers of knowledge, skills and core transferable competences — a key element in putting forward effective strategies for the preservation of that knowledge with a view to educate generations of knowledge-workers who aim to boost and encourage growth at all levels.

However, universities are known to be very specific organisations in themselves, which are usually subject to rather conservative legal frameworks. Over the past decades, European HEIs have been engaged in bringing about an array of substantial positive changes. To begin with, most Member States have started to introduce — adopting a variety of approaches but working towards the same objectives — new regulatory frameworks at institutional level with the aim of achieving greater autonomy from the national authorities. One of the main reasons for this purpose is to achieve greater control over HEIs' decision-making and thus enhance their capacity to manage, i.a., their own staff and thus meet more efficiently the demands placed on them by society.

As already stated in the Glasgow Declaration, whose main aim was securing the future of European universities, 'Europe needs strong and creative universities as key actors in shaping the European knowledge society through their commitment in order to wide participation and lifelong learning, and by their promotion of quality and excellence in teaching, learning, research and innovation activities'. Then, it continues by saying that 'this will be achieved by self-confident institutions able to determine their own development and to contribute to social, cultural and economic well-being at regional, national, European and global level […] Universities are committed to improving their governing structures and leadership competence so as to increase their efficiency and innovative capacity and to achieve their multiple missions.'

In line with this, the new Agenda for the Modernisation of Europe's Higher Education Systems, also consistent with the European Charter for Researchers and Code of Conduct for their Recruitment, includes several recommendations on aspects closely linked to the HRM area. 'Better working conditions including

transparent and fair recruitment procedures, better initial and continuing professional development, and better recognition and reward of teaching and research excellence are essential to ensure that Europe produces, attracts and retains the high-quality academic staff it needs.' This should impel HEIs to 'invest in continuous professional development for their staff, recruit sufficient staff to develop emerging disciplines and reward excellence in teaching.'

Although many universities have indeed started to implement a number of procedures for their staff administration, this does not always go necessarily hand-in-hand with the idea of managing their HR. Thus, now more than ever, HRM plays a key role as far as institutional development is concerned inasmuch as people administration and management tasks must cope with an increasingly complex scenario: HEIs have grown over time and have adopted a wider and more diverse range of functions and roles.

Thus, HR, as a driving indicator of quality in both HE and research, must be prioritised by universities, which should put every effort into enhancing their human potential, both qualitatively and quantitatively. That, however, is quite some task since not only does it entail merely staff administration formalities, but attracting, developing and keeping talent. But above all, people management is a task that requires leaders who are aware of the demands of their position and who are prepared to take full charge. Thus, excellence can be achieved only from a favourable environment based on open, transparent, accountable and competitive procedures led by a 'professionalised' and strengthened HRM policy.

A SOUTH MEDITERRANEAN PERSPECTIVE

The pivotal role of HRM is increasingly being acknowledged in most SM countries and regions. Today, the so-called 'HRM functions' are frequently a matter of joint responsibility of national authorities — responsible for establishing the framework for recruitment, contracts and salaries — and public HEIs — concerned generally with other HR-related issues, such as training programmes, compensation schemes, etc. Still, whereas just a few countries have national strategies to address this particular issue in its full complexity (which is commonly considered rather a task of the institutions), some of them have even started to integrate a number of HR-

related aspects in their overall national HE policies, which will add to HEIs' efforts and provide them with guidelines to address HRM issues.

In the Maghreb region, where the HE system is highly centralised, the responsibility towards HRM and the many challenges posed by its implementation in HEIs are managed at a national level. However, HRM is essentially understood in technical terms and inextricably linked to hiring and contractual procedures regarding staff administration. Thus, certain procedures such as recruitment policies, development plans or personnel management strategies, i.a., have still to be further defined and implemented in this area.

Still, job positions in the public HE sector in this region are deemed more attractive than in other regions in the area since all staff members have civil servant status (which implies permanent employment), relatively high salaries and, in some cases, comprehensive benefits packages. Although promotions are based mainly on formal criteria, such as years of service, most of the academic staff across the Maghreb region hold doctoral degrees.

However, the current rapidly increasing student population threatens to become a major challenge in a near future due to an also increasingly important shortage of teaching staff. Despite the appeal of jobs in the HE sector across the region, numbers are not so much a problem as an increasingly lack of availability of highly-skilled and suitable workforce that meet the requirements of the national HE systems (especially, as regards the procedures involved in recruiting the most suitable candidates to leadership positions). Thus, HRM and staff development programmes are becoming paramount issues for HEIs to address at the institutional level. Still, while the aim of improving academic staff working conditions is gradually gaining ground, administrative and technical staff need to enter the picture on an equal footing in order to ensure their contribution to a comprehensive development of HEIs.

On the other hand, in most Middle East countries, HR systems are relatively decentralised and considered an important area of institutional autonomy. Thus, HEIs operate more autonomously as regards HRM and are free to adopt, i.a., their own compensation schemes, bonuses and additional benefits in accordance with their own salary policies and financial resources available. However, in many

countries, HEIs are undermined by a lack of strategies and national initiatives in this field and, although HRM is gaining momentum across the region, it is HEIs which must bring about the desired policies for structural and functional change.

Some of the most valuable advantages of working in the public HE sector in this region are the employment stability, reasonable working hours and favourable additional benefits. Salaries, on the other hand, are not always considered as attractive, especially since inflation has been growing faster than salaries for more than a decade. This situation has led to the necessity to take up multiple positions. For administrative staff, however, the aforementioned advantages seem to compensate for lower salaries.

Just as in the previous case, student numbers in most Middle East HEIs have been experiencing an increase in recent years, so there is also a pressing need for the recruitment of more high-qualified academic staff.

Even though some countries are already applying more restrictive recruitment criteria with the aim of enhancing the quality of the personnel recruited — in many countries, a doctoral degree is a common formal requirement to gain access to any university position (or at least, to high-level posts) — it is not always possible to find candidates that meet the formal requirements for a position. Moreover, further pressure on HE systems is also placed upon international brain-drain, especially to the richer and more competitive nearby countries.

Nowadays, training strategies are highly diverse among the different countries, ranging from mandatory programmes at the national level to voluntary participation in courses organised at the institutional level — in many cases, international (especially European) programmes are the only training and development opportunities available. Thus, the pressing need for new and best suited skills (such as the use of appropriate information and communication technologies, a good command of English and project management skills) has led many SM countries to seriously reconsider their training requirements and invest in new and effective approaches and incentives.

While the importance of a lifelong staff training is becoming a potentially significant issue in the Maghreb countries, one of its weakest points seems to be the

reluctance of staff (this is chiefly the case of the academic staff) to change, which is why staff training programmes available are actually scarce in this region. In many Middle East countries, however, staff training has given rise to a growing interest over the past years. In this region, training is chiefly organised by the universities themselves, being mandatory in terms of promotion. The main training activities focus on pedagogical skills, IT, languages and curriculum development.

The gender imbalance is yet another problem encountered in the SM HEIs, especially in academic (and certainly leadership) positions. In most of the Maghreb countries, women barely account for a fourth of the academic staff. And yet, this unevenness is most acute in the Middle East countries. Even so, the proportion of women occupying administrative positions, albeit still at a disadvantage, is slightly higher [World Bank Data, 2016].

In conclusion, fostering a more competitive and attractive work environment for attracting, motivating and retaining highly-qualified graduates, irrespective of gender or any other sources of disparity, is of the utmost importance today. Therefore, boosting a sound development and implementation of both a training and a diversity culture is a key benchmark in the further development of the public HE sector across the SM region.

CURRENT CHALLENGES FACING HRM IN THE HE SECTOR

In the light of all foregoing, HEIs, backed up by legislative structures and sufficient resources, are thus confronted with the need to take matters into their own hands. It seems reasonable to think that identifying the nature of the many challenges of change — namely future planning, talent management, transparency and accountability mechanisms, equality and diversity policy, etc. — HRM are faced with in the HE sector must be the first step towards fulfilling HEIs' objectives more efficiently. This simple and initial stage of the entire process of change implies thus a move towards the updating of the managerial style of an institution, which requires significant effort and resources at the institutional level.

For this to be possible, however, HEIs must also ensure that they are committed to the principles of sound governance, competent and accountable management and transparent and coherent quality processes in the first place. So, a self-assessment exercise for educational organisations is what is called here since there is a primary need for HEIs to reassess their policy, devise strategies and review performance management at large.

The root causes that currently give rise to most of these challenges lie in the indisputable impact on universities across Europe and even beyond its borders of a number of relatively recent international developments: The Bologna process, the establishment of the European Higher Education Area (EHEA) and the European Research Area (ERA) and, in general, the increasing internationalisation of HE and resultant competitiveness.

As it is, institutional governance models must be therefore revisited if HEIs aim to keep up with demand both in and outside their walls. Accordingly, a core set of targeted, strategic, HR-related actions at both national and institutional level is rising to the top of the work agenda of university leaders today.

Some of the major challenges faced by HEIs today are presented below in greater detail.

DEVELOPMENT OF HEIS' ORGANISATIONAL STRATEGY

HEIs, as has been pointed out above, must outline their own organisational strategy and support the development of HRM structures in order to enhance and strengthen certain competences of their workforce as well as to improve their prospects for the future in an increasingly competitive environment. But central to this strategy is the fundamental need to define the envisaged direction of the institution globally — strategic goals, objectives and benchmarks — as well as to provide clear, reasonable and sound guidelines for the development of the said HRM structures, which unmistakably must in turn be consistent with the institutional strategy itself. Additionally, through these measures and efforts it is also intended to reverse some of the current negative trends that have long been undermining the proper functioning of many educational organisations, such as, i.a., the so-called 'brain drain', lack of motivation, aging and inadequate skills levels of staff.

People are unquestionably the most important asset of universities, but the establishment of specific goals and structures poses certain challenges for the implementation of HRM. Thus, an essential part of the implementation of a successful HR strategy is, as mentioned above, the prior definition of a well-conceived package of objectives (and actions), which are to be in keeping with the overall strategic plan and the institutional mission.

Further to the proper establishment of these benchmarks, the next step might well require designation of responsibility for achieving these objectives at each relevant function and level. It must not be forgotten, however, that they should be designed, right from the start, to be quantifiable and measurable and in order to monitor their performance and assess their completion.

Moreover, in a parallel effort, the creation of a series of guidelines for the establishment of an effective management model is essential so that the aforementioned objectives are attained. It might be as well necessary to bring about changes in the legal framework of HEIs themselves.

On another level, it is increasingly agreed that the development of an effective HR strategy relies heavily on the institutions' capacity to overcome their inherited

internal fragmentation — into faculties, departments, administrative units, laboratories, etc. — in order to fully optimise their HR. Failure to follow this precept can hinder (or even stop) the alignment of the overall academic goals and HR strategy within an institution and end up in a waste and misuse of those HR, namely duplication of work, administrative vacuum, lack of communication, etc.

Thus, the achievement, maintenance and improvement of overall organisational performance of HEIs must be engaged with HR practices as their influence certainly has a direct impact on the competences, motivation and commitment of existing and yet potential academic, management and administrative staff, which in turn will encourage their capability to contribute to the favourable implementation of the envisaged organisation strategies. A well-established HR strategy of an institution shall encompass therefore the full career cycle of staff. But the benefits of this new line of action do not end there; ultimately, putting in place an adequate organisational structure will help streamline resources, increase overall efficiency and even reduce costs.

Given the scale and scope of such a strategic plan, a sustainable change might take a considerable amount of time (not to mention both institutional and individual efforts) since it necessarily hinges on the culture and core values in which each institution operates. The implications and results of this organisational change will not be felt until they prove to be functioning and favourable and therefore preferable to the old approaches and methods. Thus, cultural change will be gradual, and their effects will materialise at the end of the restructuring process.

In conclusion, HRM in HEIs, today more than ever, needs to be strategically planned at all operational levels in order to achieve both a successfully managed organization and its contribution to the fulfilment of the objectives established in the Europe 2020 Strategy.

In order for HEIs' leaders and managers to create a supportive infrastructure, several crucial elements must be taken into consideration in HR terms:

- ➢ systems of decision making
- ➢ the managerial team
- ➢ systems for communicating

➢ systems for appraising and rewarding staff
➢ degree of institutional autonomy

LEADERSHIP & MANAGEMENT

To substantiate these commitments, leadership and management capacities must be strengthened and rewarded within the institutions as they play a key role in developing strategic HR management. Although both positions are usually complementary to each other and must go unfailingly hand in hand, they must be differentiated regarding their role when fostering and articulating actions to ensure feasibility in the outlining of change of both internal and external demands and needs.

Leadership, on the one hand, cannot be restricted to the mere control of an institution and its members; it also involves the creation of a sound infrastructure by coordinating and balancing the differing interests of all stakeholders. It must, therefore, embrace the ability and the capacity to deal with change, to chart a new way forward when necessary, and to efficiently steer institutions and individuals towards that direction. In other words, an act of inspiring others to perform and engage in achieving a common goal. In short, leadership involves, first of all, mapping a clear strategy, which must be shared by providing the necessary information, knowledge and methods to make possible its fulfilment. But unlike management, leadership cannot be taught nor delegated.

Management, on the other hand, is often regarded as the organisational process involving the coordination of the activities and individuals within an organisation in order to achieve specific objectives. Most of the time, managers are expected to simply assign a number of tasks to their employees, but there is an underlying need to also define a purpose for these tasks. Certainly, managers must deal with organisational and coordination issues, not so much to maximise efficiency but to nurture skills, foster talent development and inspire results.

In the specific case of HEIs, one of the key functions of university leaders entails summoning a cohesive team of managers engaged in driving the change process on its path to success. For this purpose, managers of today's public HEIs are in the

first instance to be supported in raising their awareness and taking responsibility for their HRM functions, a task for which they must be properly equipped to successfully approach this challenge.

Therefore, HEIs need an effective decision-making structure which is capable of promptly and properly respond to both internal and external initiatives and pressures. This invariably means reconsidering the decision-making structures in place so that they are less hierarchal and less complex.

Thus, HR departments have a major role — both administratively and strategically — to the extent that HR managers in the leading universities are often included in the top management teams. But it is also important to take into consideration the culture in which an institution exists, the direction outlined by the institutional leaders to enable and engage all actors in such educational institution to join that journey.

COMMUNICATION & APPRAISAL

Often, the introduced structural changes, despite their sensible aims and planning, do not deliver the expected results. This may be because either or both the vision and the strategy devised by the institutional leaders have not been conveyed effectively to the staff members whose commitment and support are an essential prerequisite to their success.

As a rule, regular channels of communication — official journals, websites, news, newspapers, meetings, e-mails, — are crucial, but more informal channels of dialogue are all the more important here to ensure that the message has reached all its target recipients and, even more importantly, that it has been properly apprehended.

When facing major structural changes and the inherent challenges that come with them, a need for readjustment at all levels is accordingly required. Attitudes and values must be also revisited so that they help underpin the whole process. In order for this task to be feasible and to avoid any deterrent effect, an appropriate performance-appraisal system is required.

This new appraisal approach must also aim at achieving genuine consistency between the individual work and the major institutional objectives. However, prior to the adoption and implementation of definite measures, staff need to be motivated, which can be accomplished by recognising and rewarding individual achievement in both material (preferably) as well as non-material terms (flex-time schedules, training opportunities, autonomy, etc.).

AUTONOMY AND ACCOUNTABILITY

Universities then are calling for a substantially new management model, a new overall approach that meets the needs and demands of today's society. In order for HEIs to be able to act effectively and create their own strategies on HR, it seems only logical to envisage that over-regulation exerted by the national authorities would be but a hurdle to this end, so certain degree of real functional autonomy of the institutions should be ensured. HEIs could hardly undertake any innovative and responsive process of change unless they achieve greater control over their own decision-making mechanisms and bolster their capacity to manage their own staff.

With this aim in mind, national authorities should provide the HE sector with the necessary guidelines through which universities themselves may take ownership of their own future optimally. Still, the two sides' paths (government's as well as educational organisations') will need to cross again on more than one occasion throughout the process of decoupling, which, albeit gradual, may require a relatively lengthy adjustment period. An example of this would be the required contribution of the former to help the latter outline a new legal framework in conformity with their new policy objectives and action agendas. However, as might be expected, this major shift cannot be introduced irrespective of a high level of responsibility, accountability and transparency as for the policies and actions to be put in place.

Nevertheless, there certainly lies some degree of reluctance on the part of the institutions — which, in any case, is concomitant with the fact of becoming somehow detached from the security and support provided by being subject to external regulation — that now must address the most challenging issues arising

from autonomy by themselves. This is another reason why this road towards a greater degree of autonomy must be backed up by strategic managerial and HRM teams, since this is where a directly proportional degree of ownership, and hence of responsibility, falls upon.

Thus, the development and furtherance of leadership and management competencies at all levels — decision-makers' and enablers' roles — are paramount here for ensuring a balanced approach between the achievement of institutional autonomy and the framing of a new architecture for educational organisations. And yet, the call for more autonomous universities must not be understood as a call for the withdrawal of the state, which, as generally agreed, should bear the ultimate responsibility, if not answerability, for the HE public sector.

DIVERSITY AND INCLUSION

A long-standing uneven access to job opportunities for certain demographics — whether they are related to gender, age, ethnicity or other specific conditions — has been another critical issue concerning educational organisations. This imbalance in the diversity of their workforce has led to a conflict, to an untenable situation which needs to be fully addressed by HEIs without further delay.

In order for HEIs and their HR departments to ensure long-term sustainability of such an endeavour, recruitment and selection criteria should be then grounded on the basis of professional competence and genuine occupational requirements. HR strategies are then to enable the appropriate measures to implement recruitment and promotion procedures on an equal basis, with particular attention given to under-represented groups which may be considered to have the potential to gain and develop high level of professional competence but whose background is deemed an impediment or a constraint to the development of some of the skills required.

Moreover, HEIs are further challenged to reflect and translate the university community's demographic profile into a proportionate representation among their workforce. This is not however a merely ethical issue; the willingness of an educational organisation to embrace diversity should start as soon as students first

enter university for they may eventually become PhD students and, ultimately, potential academics and faculty members.

This is therefore a cyclical process: if HEIs focus on training students from a diverse range of backgrounds and enable them to achieve their full potential by, for instance, channelling them into leadership positions, this will result in a more diverse leadership structure, which in turn will foster progress in students from a diverse range of backgrounds.

To achieve this, not only recruitment but also appraisal processes need to be then revisited by institutions in order to encourage and ensure diversity within their ranks. In conclusion, the elimination of unconscious or conscious biases from the recruitment and/or career progression processes is a vital step towards achieving this primary goal.

MANAGING TALENT

As is the case in many other sectors, the attraction and retention of top talent is a hot issue for many HEIs today since competition for the highest performers has been a constant for some time now. Thus, universities need a clear strategy and a comprehensive approach to cultivate talent at all levels.

Therefore, it is absolutely essential today for HRM in HEIs to focus on clear career paths and coherent succession planning, especially in a sector that can be to a large extent subject to professional competence and financial constraints, which might fuel brain drain and talent loss. Nurturing and bolstering future leaders — and the university community at large — within the institutions themselves puts them at an advantage over their competitors and helps ensure their growth both internally and externally.

It follows from the above that motivation and closely monitored mentoring and development training therefore play a core role in every self-respecting institution's talent management strategy. Again, an overall approach is more than desirable here since some university staff members — particularly and traditionally in the case of academic staff — may become more inclined to focus more on their disciplines

and pursue their specific goals rather than the institution's. Hence the need to foster a supportive institutional culture in order to retain talent by aligning these conflicting interests and engaging the entire workforce.

Even so, individual goals remain essential and will always need to be taken into account since individual professional growth and ongoing development is an asset for the institutional culture and needs to be a major part of its fabric. So, clearly-defined career paths and genuine career options — often associated with a balanced reconciliation of work and family life and general better work conditions, e.g. sufficiently attractive salaries and further benefits — are one the principal vehicles for engaging and retaining a high-qualified team of professionals within an institution.

On the other hand, HEIs must contend with a critical challenge with regard to the streamlining of recruitment and promotion procedures of researchers. In order to achieve the determined goal of a pan-European university, a sufficiently large pool of qualified young researchers (which is not the case at the present) is therefore needed. Thus, HR development is gaining momentum as a key success factor in a context of increasingly strong international competition for the best and most highly-qualified candidates and in a wide range of disciplines.

ADOPTING A GLOBAL APPROACH

From all the above, it will be apparent that HEIs must now become universal players as far as HRM is concerned, so adopting a global perspective is increasingly critical to ensure that universities' competitiveness remains at the heart of the HE agenda. Not only will this certainly benefit HEIs' internal approach — a global HR strategy can have a positive impact on the attraction of top global talent worldwide, which in turn would encourage greater diversity among the student body and employees, as well as other sources of financing — it can also help to build an institution's self-identity in the international arena.

In short, adopting a global approach will definitely enrich the values of an educational project as well as the institution which promotes them. Therefore,

universities are increasingly being called on to work on international strategies and internationalising curricula if they are to remain competitive and keep pace with today's experience and good practices in HE of leading countries.

STREAMLINING THE USE OF TECHNOLOGY

As HEIs become more and more complex organisational structures, it is more important than ever for them to be able to organise their data in an efficient manner and refine their control over it. Thus, institutions have an undeniable need for the proper technology to handle reporting and data provision not only in terms of internal organisation but also to streamline HRM functions more accurately (such as recruitment, talent management, payroll, data analysis and other support functions) in order to meet their responsibilities and goals.

And yet, it is not so much about efficiency; when equipped with the right tools, HEIs can experience a significant impact on their budgets, which can thus redirect their priorities in order to concentrate their efforts on projects that offer the greatest potential for growth and employment. In other words, securing adequate technology is a must to free up HR employees and focus on the strategic measures and future planning of an institution that aims for excellence. So, this is certainly a basic issue of quality and effectiveness.

PREREQUISITES FOR A SUCCESSFUL HRM

Against this background, the field of action of an operational HRM with a view to developing and enhancing the internal organisation of HEIs should cover a broad range of strategies and procedures, varying then from compensation and benefits management to training, from delivering approaches on attraction and retention to ensuring organisational effectiveness.

This is indeed a complex role since the institution's needs and goals are to be considered in order to contribute to its growth and strategic direction with all its global implications, thereby helping the institutional culture grow along with changing demands in its sector. Meanwhile, employees' rights and needs are to be also met. HR managers need therefore to look inwards and comprehend the institution at large while looking towards the future.

However, the fact that HEIs are not entirely autonomous bodies which actually operate as employers is only one of the factors why HRM is still poorly established in the field of HE. Universities are usually considered as fragmented, disunited organisations where the idea that performance is understood on an individual basis is deeply rooted, reflecting another underlying structural weakness in the area of their HRM. Due to this highly individualised approach, there may be significant scope for action in some cases when it comes to decision-making processes (e.g. staff promotion), which often translates, i.a., into a lack of joint impact results.

This particular outlook of such an organisational culture helps explain the situation in which HRM often finds itself nowadays at HEIs. On the other hand, this failure to efficiently manage staff-related issues partly follows from the fact that the set of skills, knowledge and competences that a new member of an organisation brings along is usually considered as the ultimate goal as regards the selection process, when certainly that should be less a point of arrival and more a point of departure.

Accordingly, some of the traditional tasks related to HR development in the academic field are usually implemented within a particular discipline by the exchange of knowledge, initiatives and experiences. However, effective HR development practices are to be more orientated towards the overall organisation.

As things stand currently, it is not uncommon for academics to consider mobility either in the academia or even across borders far more appealing than progressing up the career ladder within their own institutions. Thus, the positioning of an educational organisation in the international area must not be overlooked when it comes to deploy suitable concepts for HR development within the university context.

Despite de progress already achieved, the efforts to enhance the capacity of HRM to contribute to an innovative and agile educational organisation must continue since commonly agreed criteria since many key procedures are not yet fully worked out (e.g. staff selection processes, performance evaluations, diversity and inclusion policies, etc.). Thus, most of these procedures are often tailor-made and their nature is left to the HR managers and responsible officers and are then implemented at their discretion.

In order to effectively tackle these deep-seated factors, it is instrumental to take into consideration a number of determining approaches so that a successful implementation of a sound HRM good practice is ensured:

A JOINT VISION, A JOINT EFFORT

There is thus a pressing need for a shared understanding of the importance of the role of HRM among all stakeholders within HEIs. The implementation of a joint action plan to streamline and strengthen the HRM function must be considered as a crucial issue in order to contribute and progress towards a continuous improvement of the educational organisations' quality.

Against this backdrop, an organisational culture which provides the necessary institutional framework and makes suitable mechanisms available must be created to enable this process. However, without the commitment of all the university community members and adequate communication mechanisms and strategies, the efforts involved in striving to improve the quality of work would be futile.

OVERALL STRATEGIC GOALS

As already pointed out, one of the most important factors that influence the implementation of this new approach in developing organisational strategies (e.g. setting overall goals, tasks and specific institutional profiles) is the increasingly need to act with sufficient autonomy over the national policies laid down in each country. Certainly, this purpose entails conducting a substantially complex and large-scale procedure — such as defining a whole new institutional framework and setting then new overall strategies and goals, to begin with.

Further implications are no less noteworthy: HEIs should then take over control and monitor their own development, focusing on key features for achieving the said purposes and implementing change through a focused and coherently devised HR strategy. Again, open and clear channels of communication and transparency are but an essential requirement in order to successfully engage the whole university community.

INFRASTRUCTURE, AN AGENDA AND A COMPREHENSIVE APPROACH

The infrastructure supporting an educational organisation (e.g. the national legal framework on public sector employment, HE system or budget funds, to name a few key determinants) may be indeed a key leverage point as regards HRM. Therefore, an initial step towards change might include a review and streamlining of the room for manoeuvre within the limits allowed by the own constituent elements of HEIs. A transition from traditional personnel administration to HRM is hardly conceivable without the structural changes which are needed.

Once agreed, a project for change must first and foremost define and describe the new organisational culture in relation to its members. HEIs must then outline their agendas taking into consideration the necessary procedural steps to meet both their specific as well as general targets aligned with those of employees, which is also a cause of concern in HRM as it implies changes at various levels (interpersonal and interdepartmental relations, decision-making processes, managerial approach, etc.). Thus, these areas are in turn required to undergo a re-engineering process in order to reflect the new skills and competences necessary in the face of change.

However, for change to actually happen, an open and responsive approach to the adoption of a strategic measure of such a scale and scope is paramount so that people's attitudes start to change along with it as well. Once more, this is only possible through a good communication strategy and a fluent dialogue among all stakeholders. And so, a solid but pliable infrastructure, a well-defined agenda and a coherent attitude are complementary and equally decisive towards a successful outcome.

GUIDELINES FOR HRM GOOD PRACTICE IN HEIS

As has already become apparent from the above analysis, HEIs, long characterised by the fact that they were subordinate entities with little or no decision-making authority to shape their own culture and future, are now required to manage their HR instead of simply administering staff along the path of strategic governance change. This change of course involves in one way or another a culture shift and therefore should not be underestimated in its dimension.

Then again, this new approach must permeate the entire institution in its full complexity, spanning from 'professionalising' HRM in favour of a renewed and wider provision of services to enhancing managerial and leadership skills. Thus, a large investment effort must be made within HEIs regarding HRM procedures as a key factor in shaping developments and raising institutions' profile. So, there is a strong and urgent need to develop policy-orientated and forward-looking agendas which contribute to strengthen HEIs' capacity for forward planning the strategic thinking and responding rapidly and adequately to developments to come.

The overall aim of HRM is to advance HEIs' global significance through their approaches to attracting, retaining, developing and rewarding their key asset: their people. In relation to the aforementioned challenges that HEIs must face in the HRM area, Agora Institute for Knowledge Management has drawn up a guide of good practice of a non-binding nature with both a theoretical and practical foundation, taking into consideration a number of key supporting HR-related measures which aims at illustrating their applications in the context of HEIs.

The following guidelines aim to also fill the gaps left by traditionally managed institutions and help reinforce excellence in their performance over time, thus prompting growth and development at all levels.

HR STRATEGIC STAFFING POLICIES

Based upon the above considerations, HEIs must strive towards a more 'professionalised' administration and management of their workforce and a greater

operational autonomy in order to, i.a., attract and retain highly-qualified staff and keep pace with the new developments in an increasingly competitive environment. Thus, the starting point for an effective implementation of a change of course in HEIs is the mapping of the organisational overall HR strategy, which must place a renewed emphasis on people management and provide strategic direction for HRM.

The object of HRM in this respect is first and foremost to clearly define HR policies, goals, strategies and action plans that institutions must pursue while taking into consideration the national legal framework on their HE systems as well as HEIs' own strategies. However, HRM initial purpose does not stop there since it needs to motivate and summon the entire university community to pull in the same direction and make the organisation's strategy a reality.

Nevertheless, in order for HEIs to allow for this change, they must endeavour to analyse their current situation with adequate diagnostic measures before embarking on the task of designing and implementing a new HR strategy. Thus, such analysis should include complete and accurate information on several aspects regarding, i.a., existing staffing in organisational units; distribution of the different staff categories within the institution; hierarchy of positions; type of contracts (ratio of full-time to part-time positions); criteria like age distribution, gender and nationalities; salary structures; job descriptions; legal frameworks; funding situation; prestige within the HE sector, etc.

JOB PLANNING AND DESIGN

When it comes to translating strategy into practice, a number of key benchmarks (such as clear notions, actions, timelines, expectations and responsibilities) are to be established in order to deliver positive and sustainable outcomes in the medium to long-term. In other words, strategic directions are then to be translated into the specific requirements — a combination of observable and measurable knowledge, abilities and personal features which are generally included in the job description — for each role in the organisational structure of HEIs. Competences and results, which are the foundation of success, are thus closely linked and provide the basis for the particular HR processes which need to be conducted with regard to job

demands, e.g. selecting the key personnel required and matching the existing staff with the changing needs.

In this particular case, HR managers must ensure that HEIs have a well-established system comprised of professionally trained personnel who are strategically placed in the right positions so that both the institution's and the employees' needs are met. Staff should be also compensated according to the tasks and responsibilities of their position, i.e., to the difficulty of such tasks and their own competencies.

RECRUITMENT AND SELECTION

When it comes to the recruitment and selection functions of HRM, the process, although one of the most crucial aspects in ensuring that an institution has good quality staff with appropriate skills, knowledge and attitudes according to the institution specific needs, is relatively straightforward. It basically involves putting the right workforce, with the right competences, in the right places at the right time.

Thus, this may be probably one of the most important HRM procedures and would therefore require a well-funded and coordinated strategic approach. Thus, prior to the effective exercise of putting in place any selection and/or recruitment process, some particular features are to be defined and clearly specified, such as knowledge, skills, abilities and work experience required for a particular position as well as personality traits or behaviour that best suit the goals and needs for the post and the candidate's expectations, motivation and attitude towards it. Nor must be ignored the particular HEIs' selection methods and techniques as regards ethical and professional principles of the institution itself.

However, it is absolutely imperative that the required competences for any particular position as well as the expectations placed in its development or the compensation system adopted therein — even the own HEIs' system for terminating contracts — are carried out following transparent, fair and open procedures, which must nevertheless enable educational organisations to select the candidates that best matches their requirements. In order words, HRM implementation effectiveness requires clearly defined criteria which must be also

unambiguously conveyed to the pool of candidates throughout the recruitment and selection processes to ensure a 'win-win' partnership.

On the other hand, but in line with the above, job vacancies should be preferably advertised publicly and, whenever possible, internationally.

On another level, HEIs', as publicly funded bodies, must ensure to be in keeping with their statutory duty and responsibility to promote and foster equality as regards job assignment, salaries and career prospects. Therefore, a course of action which is focused on fulfilling this requirement must be put in place in order to guarantee such a fundamental value. It is a common practice however among HEIs that additional but non-contentious points are often managed by universities themselves. Such is the case of diversity, which is a further factor that should not be neglected. Educational organisations, perhaps more than any others, must join in the effort to aim for a faithful representation — in terms of gender, race, ethnicity, economic background or any other differentiating background criteria — of the society which sustains them and whom they serve.

In conclusion, up-to-date, well-defined and tailored recruitment strategies are paramount to attracting and retaining top talent and fostering thus HEIs' development and attractiveness in an increasingly globally competitive market. Not only are the best and brightest candidates on paper to be considered, but also the ones who have the potential to be the best. Therefore, an effective and efficient HR service must act as an enabler when it comes to create recruitment and selection processes shaped to the circumstances of each institution and its needs. However, all these endeavours would fail in their duty without an actual aim of ensuring equality and diversity across the institution's workforce.

PERFORMANCE MANAGEMENT AND ASSESSMENT

Rightly, fluent and open communication is a key success factor in implementing an overall organisational strategy in such a complex and comprehensive — and therefore challenging — environment as HEIs are today. Thus, performance management becomes an integral part of HRM policies operating in the context of a duly constituted educational organisation.

Thus, a well-defined performance management system will provide managers and employees with a privileged two-way communication channel and a much-needed common ground where the full cycle of the labour process — planning, acting, monitoring, reviewing and evaluating objectives and results — takes place. This is then an indispensable tool by which progress can be assessed and feedback provided to ensure that both HEIs' and employees' interests are well served. This alignment of the individuals' and the institutions' goals will in turn ensure the achievement of the overall strategic objectives of the institutions and underpin the sustainable and efficient growth of HEIs.

Different methods, specific measures and instruments, whether objective and subjective, must be considered when it comes to review and assess the said work results and competencies. However, prior to this evaluation, the criteria of work output and personal development must be clearly defined and implemented. The whole process then necessarily requires all involved stakeholders to receive the appropriate training for its adequate implementation.

Although material (and particularly financial) rewards are usually closely linked to individual achievement, performance assessment in HEIs — also known as performance appraisal or performance evaluation — should transcend strictly performance-related pay. Evaluations can thus serve as a basis for not only encouraging promotions, pay-increases or bonuses, but also for identifying training needs, relocation, etc. Likewise, underperformance should also be dealt with and disciplinary actions taken without delay when applicable.

Despite that commonly accepted current trend of considering performance evaluation in terms of individual performance, it is indeed mostly related to the strategic positioning of HEIs since this is a process that guides and instils growth and development. Thus, resources must be allocated to both individuals as well as units on a performance-related basis in order to mirror overall HEIs' own vision, address the needs of their employees and even their students'.

An effective performance evaluation system which promotes highly-motivated and engaged staff will require time to plan and implement, but in exchange, once it is up and running, it can save both HEIs' and employees' time and energy. Still,

monitoring performance and providing feedback of such performance must be an ongoing process, so annual reviews should be reduced to a simple summary of the exchanges of information that have taken place between managers and employees throughout the whole cycle. For a performance management system to be considered effective, it must:

- ➤ Lay the basis for defining what excellence means within the context of each institution and translate it into policies and procedures which encourage and promote the delivery of a performance management culture across the institution in order to acknowledge high performance.
- ➤ Ensure that the employees' approach is aligned with the institution's organisational strategy (objectives, standards, cultural dimension, etc.).
- ➤ Promote a collaborative and flexible environment with the assumption of an open, two-way communication channel between employees and managers with a view to define goals and expectations, monitor and review staff performance, prioritise activities, identify (potential) emerging problems early, target the causes of the problem, provide joint solutions and change the course of a project or task if needed in order to succeed.
- ➤ Foster transparency throughout the entire process (regular check-in discussion points, status updates, feedback, etc.) as well as pluralism and accountability.
- ➤ Provide an accurate and individualised approach of employees' performance, i.e., continuous feedback on their performance, whether positive or constructive to help identify and recognize both employees' accomplishments and needs for improvement whenever necessary.
- ➤ Support both decision-making governance processes (promotions, terminations of contracts, compensation and rewards, etc.) and employees' career goals (training needs and development opportunities).

In closing, performance management (and assessment) of staff must imply a great degree of consensus-building and cooperation rather than control or coercion. Thus, an open managerial style is what is needed here in order to ensure two-way communication and dialogue between managers and employees, provide continuous feedback in order to assess whether (or to what extent) the envisaged objectives and results have been fulfilled within a specific period of time and deliver then development results and growth for HEIs.

TRAINING AND DEVELOPMENT

Training and development processes refer to all the systematic activities which organisations such as HEIs implement to enhance the professional qualification of their entire workforce in accordance with their institutional objectives. Training should be based on a personalised approach for each employee — taking into account the current skill levels and development needs of each staff member — in conjunction with the requirements arising from the strategic intent (desired state), the results of performance evaluation (actual state) and the agreement reached at the periodical interview with their immediate supervisor. All these are therefore interdependent processes and comprise what is known as a development plan.

It should not be forgotten that resources devoted to staff training and development have in turn a direct effect on HEIs' own interests and thereby impact on the institutions' competitiveness, stimulating their own development. Professional development may include, i.a., supervisory skills training, conflict resolution approaches, career guidance and progression, training in mobility and orientation, disciplinary procedures (arbitration and termination), etc.

On the other hand, these key HR-related mechanisms of HEIs, in addition to building and developing work-related skills, can also be focused on retaining staff in a variety of transferable skills, (i.e. skills that can be used in more than one undertaking). This added approach will significantly enable university staff to obtain relevant skills with a potential to also perform long-term functions within the institution that may be different from those of the current position.

It is a fact that work environments, and HEIs are no exception, are subject to rapid changes these days. Thus, previously basic skills and qualifications fall far short of what a current successful working career requires and therefore may need to be revisited and gradually replaced. However, many new basic competencies often remain to be identified in such a new milieu. HEIs should then provide their employees with opportunities for lifelong learning and development.

On an additional note, administrative staff in HEIs have also been put under unprecedented pressure for change in recent times. A whole new and substantial set of responsibilities and duties (which require new skills and further training), new managerial styles (which are now more enabling and problem-orientated rather than focused on a business-like stance, still a common practice within the HE public sector) and the continuous introduction of new and innovative tools necessary to fulfil all these requirements are leading to a considerable increase in their workload given the recurrent gap between mismatched skills and current needs. Therefore, training and development plans must take into consideration all relevant circumstances on a case-by case basis.

Although these training and development initiatives could have been recurrently met with certain amount of reluctance in the past, systematic training of staff throughout the institutions is increasingly gaining acceptance, particularly among academic staff members, who may at times consider their own position beyond the benefits of training. In order for university staff to adopt a more proactive stance towards this question, HEIs are to address this key aspect of their role as agent for change and development in a more strategic manner and reveal the actual benefits that a well formulated and comprehensive approach brings. This entails the implementation of a set of encouraging measures such as financial incentives, criteria for promotion and other forms of compensation and reward schemes to bolster a greater willingness to participate in training activities.

The medium to long-term objective is thus to build a training culture within HEIs in which self-development is the key and is inextricably linked to the institutional development itself. However, in order to fulfil this lofty goal, the current skills and motivation of all staff members as well as their particular development needs are to be also taken into account in advance.

Nonetheless, in any self-respecting system of training developed, further implementation of adequate verification mechanisms designed to assess the actual effectiveness of newly acquired knowledge and skills must be a central tenet. If this is not the case, such a system could not be deemed to have been completed.

PAVING CAREER PATHWAYS

If HEIs aim to rise to the occasion and be competitive in a globalising world, full institutional accountability with regard to the management of their staff careers must be also ensured. Thus, the future needs of HEIs should be aligned with both the institution's organisational strategy and the expectations, preferences and real possibilities of individuals involved. For this purpose, HEIs should create an enabling environment in which staff are provided with the opportunity to thrive. However, not only must career progression opportunities be established to encourage and enable staff to achieve their full potential, but also to take the initiative in their own career paths, which in turn will promote a greater level of motivation, commitment and feeling of ownership among the employees who will willingly take more responsibility for their own development.

The basic principles of a well-conceived career progression system must thus explore the best suitable career development models for all university staff. To this end, educational organisations must implement a series of measures — such as a fair merit-based promotion system, an open and clear information policy, an equal opportunity policy and a broad climate of rapprochement with employees' career aspirations — which will help HEIs to enhance staff motivation, mitigate reluctance towards changes in the work environment, nurture talent early on and attract highly-qualified employees.

Additionally, highly-developed career progression systems are also characterised by the creation of an environment of high aspiration and performance as a result of world-class leadership and management development. Therefore, the most promising employees — the potential next generation of academic and key managers and leaders — should be closely monitored and a range of management and leadership development career paths should be then mapped as part of a succession planning policy in order to support institutions in identifying and enhancing its management and leadership roles.

THE PAY SYSTEM

A basic remuneration scheme is designed to compensate or pay employees in return for work, thereby meeting the needs of both sides, organisations and

employees. Traditionally, in addition to a base salary (a fixed component) — which is usually economic-based and determined according to the specific job responsibilities, duties and scope of each position in keeping with the organisation's overall objectives — other forms of compensation or benefits (often, a variable component) are generally included as well, such as bonus, overtime premium pay, pension plans, insurances, etc. This 'base pay system', composed of a set salary plus and a set benefits package, although works well for routine, does not really reflect individual performance or skills differences, which eventually causes a lack of motivation in the workplace and can incubate a stagnant environment.

Therefore, this aspect of HRM requires a broader approach rather than a merely commercial transaction. Today, more effective pay systems are weighted more towards performance-related pay (PRP) which, although it is not a new concept, requires the acceptance of a 'culture of change'. Now, alternative (and often relatively measurable) factors, such as strong commitment and engagement, professional growth and enhancement of skills and competences, are also taken into consideration, which translates subsequently into a reward system.

In order for HEIs to implement a sound and effective PRP scheme which recognises contribution at all levels, a well-defined supporting infrastructure is required. Firstly, a plan of action which identifies improvement and development needs (performance objectives) and also determine how they are going to be satisfied (reward system) must be established in a clear and transparent way and according to the institution's own policies and available funds. In any case, both performance objectives and reward system are to be accepted, whenever possible, by employees. Besides, outcomes are to be measured as well with a realistic and impartial performance evaluation system. Therefore, feedback of results is instrumental as rewards are linked to outcomes as well as to any potential amendments tabled for redefining objectives and activities when needed.

This reward system may involve either an economic or a non-economic compensation and has a dual purpose: on the one hand, it is linked to the meeting and fulfilment of specific needs of the institution, but it is, at the same time, also meant to motivate and reward staff for excellent performance and commitment, which in turn has a knock-on effect on the institution's development and help boost

productivity. PRP becomes then a key strategy for attracting and retaining talented staff. But not only that, whenever an employee benefits from a reward system, this will likely start a chain reaction and serve as motivator itself for other colleagues (equity perception).

Although the setting of the public HEIs' basic salary schemes usually lies with the national authorities in many countries, universities are generally free to define and implement their own reward systems and additional payments or benefits. As noted above, a reward strategy may include either or both a financial component (the most common measure) — such as bonuses, promotions, funding for travel, conference attendance, seed-funding for projects, sabbatical leave, gain sharing and, particularly in academic positions, tenure — and a non-financial component (monetary compensation often has its own limitations), which is usually a key motivator — such as autonomy, flexible working arrangements, different forms of recognitions, awards and honours, etc. Reward and evaluation schemes should be designed for all university staff members and implemented in an equitable manner.

IN-DEPTH INSIGHT AND FEEDBACK

It is no use envisaging, introducing and implementing any development strategies and measures which have not been previously analysed, closely monitored throughout the process and subsequently reported. Thus, in order for HEIs to assess whether their HR strategies have been well targeted — i.e., the degree of efficiency of governance processes such as planning and decision-making — or have had the desired impact on HR aspects (recruitment and selection processes, organisation of staff, salaries, training programmes, etc.) an in-depth insight and a detailed account of their performance are then needed by HR managers and university leaders in order to successfully conduct and complete the university strategies.

Many and diverse aspects are to be considered here not only internally (competency assessment of staff, demographic staff profiles, employees' surveys, organisational climate surveys, statistical analyses of different personnel indicators such as absenteeism, sick leave abuse, early turnover rate, employee retention, etc.) but also external factors which also influence the overall performance of HRM

in HEIs, such as the labour market conditions and comparative analyses of HR processes in relation to other leading institutions.

Thus, this is a relentless task since it requires a thorough diagnosis and ongoing monitoring and evaluation of the measures put in place from their planning and decision-making stages to their fulfilment in order to provide HR managers with the necessary feedback to measure their efficiency, i.e., the essential tools for improving the processes of people management in HEIs.

INFORMATION MANAGEMENT AND INFORMATION SYSTEMS

The ability to access, understand and manage the massive amounts of information which is generated, collected and stored in comprehensive organisations such as HEIs can make the difference between an average and an excellent performance. Thus, universities must ensure that all their statutory documents regarding labour-related procedures (official records and proceedings, reports, council and meetings minutes, regulations, collective and/or individual agreements, etc.) are in keeping with the institutional legal framework, systematically and efficiently inventoried and therefore easily available upon request whenever needed.

On another level, but also linked with HRM functions and processes, HEIs managers must observe and bolster the relations between the employees' representatives or labour unions and the university governance body in pursuit of a clear and successful understanding. There is then a pressing need for the adoption of specific procedures as regards employees' registration, personnel record-keeping, formal communication between managers and employees, etc. within educational organisations as part of the responsibilities in the area of HRM. Consequently, a suitable information system is required to assist HR managers in HEIs, as one of the organisational strategic priorities, in achieving the implementation of the said procedures and efficiently managing data concerning the university workforce.

To this end, the most suitable options available in the areas of information and communication technology are to be considered to support HRM functions and practices in HEIs. This synergy between human and non-human resources must be fully exploited in order to acquire, store, manage, analyse, retrieve, distribute and

maintain information pertaining to the employees of an organisation and is commonly known as Human Resource Information Systems (HRIS) (or also 'knowledge bank'). HRIS is then a key and invaluable tool for HE managers in the efficient planning and decision-making processes because of the up-to-date and meaningful data it provides, thereby making it possible to deliver clear and factual information quickly and facilitating a fluent communication with all staff members.

In the same vein, HRIS improves and widens HR professionals' capacity to manage, i.a., staffing information, statistics on training and development of staff, staff planning (selection, recruitment, promotions, succession planning, salary increases, labour mobility, etc.), statistics on performance evaluations, employee surveys, etc.

ADDITIONAL HR-RELATED FEATURES

Among the not so commonplace practices and purposes covering HRM in HEIs (but almost as recurrent as the regularly addressed), there is number of HR-related 'special topics' which fall outside the scope of any of the aspects already discussed above. Some of these additional issues require the establishment of policies which address, i.a., professional underperformance or poor performance; different forms of staff misconduct and wrongdoing; health, safety and well-being of employees; redundancies; staff retention strategies; etc.

Consequently, additional points of procedure arise concerning the overall HR strategy of HEIs which must be also covered and laid down in their respective internal regulations. However, the nature of these special — although no less critical — issues may vary from one institution to another according to the profile of their staff members and the cultural environment in which each university exists.

In the light of the foregoing considerations, HEIs, as publicly funded educational organisations, are under the legal and moral obligation to promote inclusive and supportive policies which adhere to the principles of social responsibility, sustainability and equality in its fullest meaning. Therefore, university HR managers must seek to develop a culture of diversity — irrespective of gender, race, age, educational background, creed or disability — which permeates the whole organisation. In the same vein, the furtherance of health, safety and well-being

must be enabled and supported to favour, i.a., a fair workload for all university staff members in keeping with the promotion of family friendly policies, so prospects to widen the support to staff and their families must also be explored as part of the HRM functions.

CONCLUSIONS

Europe's HE landscape has become increasingly complex over the last years and therefore HEIs must face a whole series of challenges both internally and in the context of global competitive labour markets. Today, university responsibilities and roles are considerably wide ranging and constantly burgeoning, most of which fall upon the HRM area. Due to this pressing need for a change of direction, specific measures must be adopted in order to ensure the development of a new organisational strategy that is up to speed with the increasingly international competitiveness. In order for HEIs to respond to this call, university leaders and HR managers are to rise to the occasion and address the current situation starting with promoting a real culture of change, which must permeate the entire workforce. HRM in HEIs must then be fully supported and professionalised to be equal to the many challenges ahead.

To begin with, HEIs need a higher degree of autonomy since most of the HRM issues to be dealt with take place at the institutional level, so certain degree of flexibility and readiness is required. But in exchange, HEIs are to accept increased responsibility for their own decision-making and management mechanisms and hold accountable for the outcome of, and developments in, a substantial part of the whole process.

One of the major concerns of today's educational organisations is the adequate qualification of their staff, whether academic, administrative or managerial. Thus, greater emphasis is placed on recruitment and selection processes, which must be part of an inclusive and supportive policy as regards equality and diversity principles. But not only is there a need for attracting higher qualified professionals, staff retention and motivation mechanisms are as necessary, if not more so, in order to avoid the so called 'brain-drain'. So, talent management is another key factor for success.

Against this background, training and development opportunities as well as performance appraisal of staff are to play a full part in the whole process since they have not always been regarded as appealing by many staff members. Therefore, a

training culture must be promoted through institutional measures such as a revisited reward scheme.

But none of this would be possible without a comprehensive and clear communication plan put in place at the institutional level. Organisational strategies and goals are to be embraced and supported by the entire university community, which must in turn be provided with adequate channels of communication to deliver their own goals and expectations for their assessment and consideration accordingly. Thus, a feedback mechanism is critical in this endeavour. The ultimate goal of any self-respective educational organisation is to raise awareness of an institutional culture and a feeling of ownership among the entire university community.

In addition to those aspects already described as for the current situation of HRM in the European public HE sector — institutional autonomy, inadequate staff skills-levels, suitable training programmes, brain drain, etc. — the development of HRM policies in South Mediterranean universities, for their part, presents an even more complex landscape which requires further efforts and attention. Awareness-raising of national authorities about the need of HRM strategies in public HEIs is a major priority since HE systems in SM institutions are highly centralised.

Although minimum mandatory requirements such as basic salaries and certain welfare benefits are covered, national strategies and public funds appear not to be enough to ensure highly-skilled staff recruitment and retention in the face of an increasingly growing demand for HE caused by a climate ever more competitive and globalised. Training programmes and additional financial reward schemes rest then within the institutions themselves, so they need to develop their own HRM strategies which must be based on, i.a., transparency and principles of equality.

Despite the attractiveness of working conditions in some countries — such as stable employment and the social prestige often associated with civil servant status — the lack of incentives (which leads to lack of motivation), inaction or lack of vision by the institutions, low salaries and an acute gender imbalance, to name a few, remain major issues that work to the detriment of the development of the HE sector across the SM region.

UNIVERSITY OF AIX-MARSEILLE, INSTITUT D'ADMINISTRATION DES ENTERPRISES, FRANCE — A CASE OF AUTONOMY IN A CULTURE OF CENTRALISATION

Historical and geographical context:

Aix-en-Provence (the former capital of Provence), with a population of about 143,000, is a city-commune in the south of France, about 30 km (19 mi) north of Marseille (the present capital of the region), which is the second largest city in France with more than 800,000 inhabitants.

The spa town of Aix-en-Provence — originally a Roman military camp formed from the inhabitants of the Celtic stronghold of Entremont 3 km north — was named *Aquae Sextiae* ('the waters of Sextius') in 123 BCE by the Roman consul *Sextius Calvinus* because of the numerous hot springs scattered all over the city. In 477 CE it was occupied by the Visigoths and in 1487 it finally came under the French crown.

Aix-en-Provence became a renown centre of culture under arts patron René d'Anjou (Count of Provence 1434-1480); the painter Paul Cézanne (1839-1906) and the novelist Émile Zola (1840-1902) are its most famous citizens.

Profile of the University:

The University of Aix-Marseille (*Aix-Marseille Université*) was created by Louis II d'Anjou at the beginning of the 15th century. Due to a series of riots among university students in May 1968, the French education was reformed; the Orientation Act (*Loi d'Orientation de l'Enseignement Superieur*) of 1968 divided the old faculties into smaller subject-based departments and created two smaller universities: University of Provence Aix-Marseille I and the University of the Mediterranean Aix-Marseille II. In 1973, a third institution, the University of Paul Cézanne University Aix-Marseille III, was also created.

However, in 2012, the three universities of Aix-Marseille expressed their intention to merge in order to form one university, leading to the University of Aix-Marseille, the largest university in the French-speaking world with about 75,000 students (including more than

10,000 international students), 8,000 teaching and support staff,12 doctoral schools and 130 research laboratories. The University has the largest budget of any academic institution in the Francophone world, standing at 750 million €.

The Aix-Marseille Graduate School of Management (*Institut d'Administration des Enterprises*), commonly known as IAE Aix-en-Provence, was founded in 1955 as an innovative educational enterprise, offering both graduate and continuing education. Over the decades, the IAE managed to reinvent and position itself in a complex and international environment.

The IAE Aix-en-Provence became the first Graduate School of Management in the French public HE system and was the first to be officially validated to deliver a Doctorate in Management Sciences (1974). The IAE has always undertaken innovative actions designed for specific companies or groups, particularly at the international level. In the university context, where resources from the Ministry of National Education, Higher Education and Research (MENESR) are on the decline, these circumstances enable the IAE to find the resources needed for its development. IAE Aix-en-Provence's position in higher professional development and management research does not only pose an academic challenge, the Institute must maintain its image of high quality and relevance also in the services provided to participants through administrative assistance, placement and job search services and documentation services as well as computer and communication resources.

The *Institut d'Administration des Enterprises Aix-en-Provence* in figures (2016):

Students: 800 (32% international students)
Academic staff: 41 permanent staff, 33 of which hold a PhD degree (40% overall international staff)
      External Lecturers: 240
      Visiting professors: 58
Administrative staff: 40
Budget: 11m€

Main policies, support structures and governance models:

The governance of French universities is characterised by a strong role of centralist state intervention with the exception of three crucial issues: the funding approach, mode of allocation and strategic investments. However, the state remains the main source of funding through the budget of the MENESR.

Each university is governed by three councils: two of them — the council of studies and student life and the scientific council — have an advisory role; the third one (the administrative council) is the decision-making body under the direction of the vice-chancellor of the university, who is the official channel through which capital expenditures as well as funds for operations are allocated.

Other financial resources can be obtained from local or regional authorities. A public university can, however, deliver its own degrees after approval by the administrative council of the university. These degrees have to be self-financed through tuition fees or other fund-raising means.

There are two main planning processes in the definition of projects in the French universities which have to be followed in order to be financed or even authorised and accredited by the public (national and local) authorities. The first process takes place every six years and involves the central government, the region and the university itself. It is devoted to major investment projects (for instance, building a new centre, a new campus, a new library, etc.). The second process covers four years and has to be approved by the MENESR. In this process, the university sets its objectives at the pedagogical and research levels (new degrees, research projects, etc.).

Thus, every HEI is free to define its own strategy, which has to be approved by the decision makers. Each process generates an important brainstorming period at all levels within the university in order to identify and build new ideas, new needs and opportunities and prioritise them after an analysis of strengths and weaknesses. Other choices can be made after each process is closed, but other sources of funding and other ways of authorisation must be found.

In France, with very few exceptions, Management was only taught in '*Ecoles de Commerce*' under the authority of the local Chambers of Commerce. The creation of the IAE was the expression of the desire in French universities to break the traditional isolationism of the university and to accompany the evolution of the business world in need of greater managerial skills. One year after its creation, the IAE opened its continuing education programmes and as well as its training programmes for postgraduate students. The latter were adapted to additional training for business people to meet company needs. These programmes made rapid progress and spread to other cities in the region, even to overseas departments and territories whose university authorities are linked to the University of Aix-Marseille.

A key factor that made this development possible was the great deal of freedom which the IAE enjoyed within the university since its establishment. The 1969 university reform enabled the Institute to expand further thanks to the autonomy achieved as a UFR (*Unité de Formation et de Recherche*) with a special status within the University of Aix-Marseille. Thus, the international vocation of the IAE Aix-en-Provence was already clear at the time and opened to other countries in French-speaking Africa. At the beginning of the 70s, the IAE introduced English in its programmes. The late 70s was the period when the IAE's international presence was consolidated: several co-operative actions were carried out in Asia (South Korea, Hong Kong, the Philippines, Singapore, Thailand).

Based on the scientific and pedagogical qualities of the Institute, it gained the support of the FNEGE (*Fondation Nationale pour l'Enseignement de la Gestion des Entreprises*), which started to underpin the public sector in management training. The IAE also received major support from the Ford Foundation, which was to serve as a lever to obtain additional financing from the MENESR and the FNEGE. Thus, the CEROG (*Centre d'Études et de Recherche sur les Organisations et la Gestion*) was created with the purpose encouraging applied research in management, facilitating contacts between French and foreign research centres and putting together material and scientific support for doctorate programmes in management sciences. The CEROG produces the greatest number of doctoral theses per year. In order to further establish its scientific recognition, the CEROG has applied for the status of CNRS (*Centre National de la Recherche Scientifique*) Research Unit. Once this recognition is obtained, it will provide the IAE with even more visibility and resources in the future.

Another important development step was the consolidation of the Institute's facilities. In 1976 the IAE was able to move, together with the prestigious engineering school *Ecole Nationale des Ponts et Chaussée*s, into the Clos Guiot in Puyricard, near Aix. This agreement was also an opportunity to develop an original programme of scientific and technical cooperation between a grande école and a university. Later, at the beginning of the 90s, this programme was expanded with the signature of a reinforced and more formal agreement between the IAE Aix-en-Provence and the ESSEC (*Ecole Supérieure des Sciences Economiques et Commerciales*), one of France's top business schools). This programme has become the largest doctoral management science programme in France.

By that time, several student exchange agreements were also signed with European and American universities. Today, the International Management Degree is an encouragement for IAE students to take part in these exchanges. In 1995, the IAE Aix-en-Provence, as part of a Consortium of six European institutions, created the European MBA programme, which combines distance learning with face-to-face seminars in the six partner countries.

Based on the experience in teaching in English acquired by the IAE, the CAAE programme (*Certificat d'Aptitude a l'Administration des Entreprises*) is now open to non-French-speaking students since 1999.

Think-tanks on business teaching are held within the IAE network in the form of committees. Workshops between teachers and young researchers are organised as part of annual collective tutorials, and every two years there are the 'IAE days', which are an important opportunity to make contacts among teachers and young researchers from the IAEs around France.

The EQUIS accreditation was awarded to the IAE Aix-en-Provence in December 1999, which allowed the IAE to confirm its position as an international institution and, at the same time, continue its development regarding new international programmes, an increasing number of foreign students, the development of strategic partnerships and alliances on an international scale, etc. The IAE new international programmes brought in an increasing international awareness to the whole institution. The presence of foreign students from a more diverse origin (especially from non-French speaking countries) encouraged the staff (teaching and administrative) and the students not only to improve their language skills (almost 75% of the permanent faculty members teach in English) but also to develop their intercultural skills.

The relations with the Vice-Chancellor of the University, along with several administrative changes, have provided the IAE with a much greater autonomy. The Vice-Chancellor has given a considerable amount of authority to the IAE in administrative matters. Within the different structures of the University of Aix-Marseille (UFRs, laboratories within the UFRs, peripheral units not truly connected to the university), the irruption of management education has led to an increase of courses available as well as individual initiatives provided by different entities. A change in the university statutes also allowed the creation of the post of Pro-Vice-Chancellor for Management. It is within this environment that the IAE is actively working towards implementing structures for clear, rational and concerted development in the business field.

Despite being an UFR, which by definition limits its autonomy, the IAE is relatively free within the university structure. Essential decisions are submitted for their approval to the parent institution (the Councils of the University of Aix-Marseille III). In the French university system, the Vice-Chancellor holds very sweeping powers, a share of which can be delegated on the basis of trust. Historically, this has been the case for IAE Aix-en-Provence, which has been provided with its own budget due to its ability to generate its own

resources. The IAE's objectives must include meeting the criteria of the national education system to be eligible for a share of public resources.

Thus, being part of the university also provides advantages which contribute to the quality and reputation of the IAE. The University provides access to resources to which the IAE could never have access on its own, such as the computer centres at Aix Marseille Universities II and III, the university library, the International Relations Department, etc. The IAE may also resort to the pool of teachers from other UFRs in order to meet the needs that cannot be covered in-house. Certain IAE teachers can also be asked to help in other UFRs. They can then share practices and experiences and, in a way, play the role of 'overseers' to improve the Institute's operations.

While enjoying the advantages provided by the university, the IAE has nonetheless kept a 'school spirit', encouraging the involvement of students and the teaching staff and taking a number of initiatives in research, innovation and international awareness. The overall strategic objective for the IAE is to constitute an internationally recognised 'pole of excellence' within the university system for postgraduate studies and research in Management. This objective is pursued along three main axes: research, innovation and international awareness. By reinforcing these three strategic axes, IAE had to change its in-house culture towards new values and new behaviours in areas which go beyond its strict university framework.

Historical and geographical context:

Dublin is the capital of and largest city in Ireland. Dublin is in the province of Leinster on the east coast of the country, at the mouth of the River Liffey and bordered on the south by the Wicklow Mountains. The population of the Dublin Region, as of 2016, was 1,347,359 and the population of the Greater Dublin area was 1,904,806.

Dublin was established by Celtic-speaking people in the 7th century. Later, it expanded as a Viking settlement. The Kingdom of Dublin became Ireland's principal city following the Norman invasion. The city expanded rapidly from the 17th century and was briefly the second largest city in the British Empire before the Acts of Union in 1800. Following the partition of Ireland in 1922, Dublin became the capital of the Irish Free State, later renamed Ireland.

As of 2010, Dublin was listed by the Globalization and World Cities Research Network (GaWC) as a global city, with a ranking of 'Alpha- ', which places it amongst the top thirty cities in the world. It is a historical and contemporary centre for education, arts, administration, economy and industry.

Profile of the University:

University College Dublin (UCD) traces its origins to the establishment of the Catholic University of Ireland in 1854 under first Vice-Chancellor John Henry Newman. The establishment of the university was, in itself, an equality measure enabling members of the Catholic majority in Ireland to secure a university education. Newman emphasised the importance of universal knowledge, the intrinsic value of education, and the importance of scholars living and learning in a community environment. The Catholic University was reformed in 1880 to join the new Royal University of Ireland and was established as the UCD within the new National University of Ireland in 1911, bringing the Catholic University together with a number of other small colleges.

The University College Dublin has a long tradition of promoting equality and has recognised that, as a matter of strategic priority, it needs to do more. As the largest university in Ireland, the UCD faces challenges which are experienced both by large organisations and individual universities in delivering on equality commitments.

National policy has recently focused on the very poor representation of women in the most senior professor grade, with only just over 20% of such posts being held by women. This government attention has been part of a wider set of changes which have encouraged Irish universities to raise their game with respect to equality matters, while acknowledging the risk that gender equality may crowd out wider issues of equality, diversity and inclusion.

The University College Dublin in figures (2016-2017):

Students: +30,000 (25% international students)
Academic staff: 1,588
Researchers: 750
Professional and support staff: 1,784
Budget: 350 m€

Main policies, support structures and governance models:

Like many European states, Ireland embraced strong legislative commitments to formal equality in the 1970s, adopting legislation guaranteeing equal pay for men and women as an aspect of entering into the European Community in 1974 and broader employment equality measures in 1977. The gradual extension of equality grounds and equality protections beyond employment created an environment where, by 2000, there were extensive protections from discrimination on nine grounds: gender, family status, marital status, age, disability, sexual orientation, religion, race, membership of the traveller community (a recognised indigenous ethnic minority).

Today, the UCD is an ambitious and successful research-intensive university with strong global engagement. The most recent articulation of UCD's values is found in the 2015-2020 Strategy, developed through a university-wide consultation and expressed as excellence, integrity, collegiality, engagement, diversity and creativity. The commitment to diversity within UCD's strategy is most strongly articulated in one of the Strategy's objectives: 'Attract and retain an excellent and diverse cohort of students, faculty and staff.' It is from this commitment that the reforms to governance and policy around Equality, Diversity and Inclusion (EDI) derive.

However, it appears that formal commitments to equality have been insufficient to address discrimination on gender and other grounds as there is plenty of evidence, most notably in respect of gender, that equality in the workplace is not yet a reality. The Central Statistical Office reported in 2017 that women were paid on average 14% less than men,

despite women being more highly qualified, and that the gender pay gap had widened by 2% over the two years since the previous survey. Women make up only 13% of company boards (though for state boards the figure is 36%). Following the 2016 election, only 22% of the representatives in the lower house of the parliament (the *Oireachtas*) are women (up from 16% in the previous Parliament, following the adoption of a requirement for political parties to field 30% female candidates).

With regard to employment, data on the other protected grounds is less readily available. With respect to disability, the National Disability Authority reports that people with disabilities are only half as likely to be in employment as the population as a whole. Public sector bodies have a duty to employ a minimum of 3% employees with a disability, and all employers have duties to offer reasonable accommodations to employees with disabilities.

Thus, universities were encouraged to address gender equality issues through signing up for accreditation with the UK Athena Swan programme, accredited by the Equality Challenge Unit (a consortium of UK universities) and started on seeking first institutional and then department level accreditations in 2015.

Growing concerns over gender equality in HE led to a HE Authority report, published in 2016, and the subsequent appointment of a task force to report in March 2018. The 2016 report suggested that HEIs were squandering talent and undermining their objectives through their failures to take appropriate measures to assure gender equality. The report's recommendations to HEIs included the appointment of a Pro-Vice-Chancellor for Equality, Diversity and Inclusion at each institution and also the adoption of the gender quotas in promotions processes using the cascade model, under which percentages of women promoted should be at least equal to the percentages of women at the grade below.

The national research funding bodies are also working with EDI commitments, signalling that they will not fund research in institutions which fail to secure Athena Swan Accreditation. This significant challenge for HEIs is further compounded by the extension of Athena Swan beyond its original concern with gender equality across STEM disciplines (Science, Technology, Engineering and Maths) to address, additionally, racial equality across the whole organisation.

With the adoption of its 2015-2020 Strategy, a process of better aligning the policies and actions under the general rubric of EDI has begun. So, this is a period of quite significant change in policy development for EDI in HE in Ireland. However, for an effective policy change to take place, an identified problem needs to be linked both to viable and

attractive policy options and to effective political leadership, and appeal to interests of those affected.

Whilst EDI commitments have a high-level of expression in strategic documents, it is important also to recognise that barriers to equality can often be found in organisational cultures, which are not readily amenable to a strategic drive for change. Accordingly, it is instrumental for an educational organisation to understand and articulate its values, and also for its leadership to undertake the myriad steps which bolster the implementation of strategic plans with supporting culture and governance. Thus, for the politics to be supportive both a strong commitment of central government and also of Vice-Chancellors of HEIs are required.

As with each of the objectives and initiatives in the UCD Strategy 2015-2020, the commitment to EDI required the adoption of a new governance machinery to develop and implement the actions and deliver on the strategy. Thus, the EDI Group of the University Management Team (UMT) was established in October 2015. The scale of issues identified by the EDI Group required to operate through sub-groups. The university had established an Athena Swan Steering Group, chaired by the Pro-Vice-Chancellor for Research, Impact and Innovation (subsequently restyled as the Gender Equality Action Group (GEAG)) to address gender equality issues in 2015, would have a dotted line into the UMT EDI Group. The longer established University Widening Participation Committee (WPC) would also report to the UMT EDI Group alongside the new sub-groups on Data, Mainstreaming, and Events and Communications LGBTI Issues, Disability, Ethnic Diversity and Inclusion. These structures address most of the protection aspects within equality legislation as well as socioeconomic status.

The existence of the seven sub-groups, each with their own chairs, has rapidly established a form of distributed governance over EDI issues within the university with the active engagement of large numbers of employees and also strong representation from the Students' Union. All members of the UMT have EDI responsibilities in their areas of activity, supported by heads of unit and heads of school. Other units with key roles include the Finance Office and Registry. Thus, all programmes, schools and units have significant responsibilities around implementation.

Since the establishment of the UMT EDI Group at UCD, a number of new and revised policies have been adopted. The EDI Group has had a leading role in some areas, a coordinating role in others, and more of an oversight role elsewhere. The oversight role has been established through the development of an EDI self-assessment tool, whose

purpose is to give effect to the ethos of the EDI Group that, in order to support change, EDI issues must be mainstreamed and regarded as everyone's business.

Members of the Mainstreaming Sub-Group have reviewed major new policies such as new promotions policies and revised Academic Regulations. They have also been involved in the self-assessment by policy makers of draft policies against EDI criteria. Key new policies in respect of gender have transferred the costs of maternity and sick leave from the budgets of schools and support units, funded by a levy on all salaries in the university, so as to encourage better take up of full maternity leave benefits without penalising the affected units. New policies have been adopted by requiring gender balance at a minimum of 40% on all university committees and setting core hours (09.30 to 16.00) without affecting the working day overall for university meetings, seminars, etc. to facilitate those with caring responsibilities.

Other key new policies include the development of a revised Dignity and Respect policy and also a new policy on Gender Identity and Expression as well as a set of guidelines on access to the university for refugees, asylum seekers and other displaced persons. Building on these achievements, the EDI Group is currently consulting on a new EDI Policy for the university accompanied by a Strategy and Action Plan which sets down the broad policy framework and a roadmap of initiatives for development and implementation over the next three years.

Key aspects of implementation plans include a strong focus on communication with those involved, the development and take up of appropriate training and building of commitment amongst managers to implement and report on implementation processes. A key requirement for successful implementation is the development of indicators to measure progress and to identify weaknesses in implementation. Data and indicators are currently best developed nationally and in UCD in respect of gender, with other aspects of equality somewhat lagging.

Historical and geographical context:

Cork (*Corcaigh*) is the largest and southernmost county of Ireland in the province of Munster, with a population of 125,622 (2016). The city is situated on the River Lee which splits into two channels at the western end and divides the city centre into islands. Both channels converge again at the eastern end where the quays and docks along the river banks lead outwards towards Lough Mahon and Cork Harbour, which is one of the largest natural harbours in the world by navigational area.

Expanded by Viking invaders around 915, the city's charter was granted by Prince John, as Lord of Ireland, in 1185. Cork city was once fully walled, and the remnants of the old medieval town centre can be found around South and North Main streets. Corkonians often refer to the city as 'the real capital' in reference to its role as the centre of forces opposing the Anglo-Irish Treaty during the Irish Civil War.

Profile of the University:

The University College Cork (*Coláiste na hOllscoile Corcaigh*) was established in 1845 as one of the three Queen's Colleges (Belfast, Cork and Galway) after a long campaign for a HEI in the province of Munster and opened its gates to just 115 students in 1849. In 1908 it came to be called University College, Cork and in 1997 was renamed the National University of Ireland, Cork. From 1999 to the present, it is commonly known as University College Cork (UCC).

The UCC is the principal university in the province of Munster and the largest outside Dublin is proud to be ranked in the top 2% of universities in the world. The site chosen for the college is particularly appropriate given its connection with the patron saint of Cork, St Finbarr. It is believed his monastery and school stood on the bank of the river Lee, which runs through the lower grounds of the University.

The UCC is an award-winning institution with a history of independent thinking stretching back over 170 years. The UCC was named as Ireland's Sunday Times University of the Year in 2016, and again in 2017, the only Irish university to receive this designation in consecutive years. UCC is also honoured to have been named the world's first Green University Campus.

The University College Cork in figures (2015-2016):

Students: 21,529 (incl. 2,800 from 100 different countries)
Staff: 2,700 (over one third of UCC's academic staff come from overseas)
Research income: 96.3 m€
Budget: 280 m€

Main policies, support structures and governance models:

Occupational health concerns are permanently reflected in the commitment of the UCC to the development and implementation of quality collective security. Thus, the UCC has spared no effort to raise awareness about this issue and strengthen good governance in this respect. As laid down in the renewed university Safety Policy (October 2017):

[…]
Each of the senior executive (Heads of Functional Area – both academic and administrative) and Heads of School/Department and the managers of the same are responsible and accountable for:

- Proactively managing and conducting occupational H&S in the areas and activities under their control (legal duty).
- Achieving compliance with the University safety polity and the extensive SHWW regulations that govern their work and that of the University employees under their control.
- Ensuring, subject to the 'in so far as is reasonably practicable (AFARP) test' defined in the SHWW Act, the safety health and welfare of the University employees at work at their various places of work on and off the University campus.
- Providing adequate financial and other resources for the above – AFARP.

These duties also extend AFARP, to protecting third parties from the impact of work conducted by University employees. Similar obligations arise for ensuring the adequacy of fire safety standard in all of the University's buildings so as to be fit for purpose and the day to day management of the same, in order to protect the various users, at all times, from any potential outbreak of fire.

In order to minimise accidents and ill health to employees, students and visitors and to minimise loss or damage to UCC property and the environment, this responsibility must

be continuously discharged by all managers with the co-operation of every employee and student at UCC.

Staff selected safety representatives and all persons who discharge statutory advisory protective and representative safety roles on behalf of the University must also be afforded the full co-operation of every person at UCC at all times.
[…]

The UCC has adopted a package of measures on Health and Safety (H&S) such as the creation of the Health & Safety Office through which the University advises upon and supports the proactive management of employee occupational H&S at the corporate level. This advice encompasses supports to the executive management of each functional area/college with regard to their management of occupational H&S risks, Irish/EU Safety Health and Welfare at Work (SHWW) law compliance, best practice and the prevention AFARP of employee work related accidents and ill health at source.

The H&S Office established quality as a key operating value in 1994 — many years prior to the enactment of the Irish Universities Act (the latter contains a statutory requirement to conduct Quality Assurance (QA) evaluations). Today, in line with the provisions of best practice and the SHWW law, the UCC conducts and manages employee occupational H&S on a functional area/college/department basis via the senior executive managers and heads of departments, who manage and control operations and deliver services — whether academic or academic support in nature. Thus, the Office supports each functional area through professional advice and management support, focussing on:

- Facilitating the work/research activities of staff and the development of the University, in a manner which minimises risk to all persons and to UCC overall.
- The pro-active prevention of accidents and ill health to employees and third parties/students, who may be injured by the work conducted by employees.
- Instilling a safety culture and ownership of safety in management and employees at all levels. Improving knowledge levels and H&S competency.
- Minimising financial loss, maintaining employee well-being and productivity.
- Compliance with statutory requirements. The effective management of risk.
- Elimination/designing out of risk at source wherever practicable.
- Quality, value for money.
- Best practice standards of safety & risk management.
- Raising performance standards within each functional area.
- Targeted, progressive reduction in occupational H&S risks and risk profile at UCC.

Therefore, the H&S Office, through its advisory remit and support function, endeavours to ensure that the functional Heads of the University and their constituent colleges/schools/departments/centres/units comply, as appropriate, with current and developing H&S legislation. The Office endeavours also, in accordance with the SHWW Act 2005, to promote the proactive prevention of accidents and ill-health of UCC employees and those who may be affected by their work. The Office is led by a University Safety Officer who is assisted by a team of two administrative staff members and supported (subject to funding) by an occasional occupational health psychologist and a number of safety trainers.

The H&S Office advises the Corporate Secretary and the management of functional areas/colleges and their constituent schools/departments/centres/units on:

- Managing and conducting H&S as an integral management function on a functional area, school and departmental basis, per the provisions of the SHWW Act 2005 and University Safety policy.
- Proactive approach to accident and ill health prevention at work and avoidance of recurrence through corrective measures/controls AFARP.
- Implementation/compliance with existing and developing H&S legislation including implementation and generation by each functional area, of school/departmental Safety Statements and all risk assessments required by law.
- H&S Management strategy and H&S issues.
- H&S Authority guidelines, policies, National Standards and Codes of Practice.
- Overall priorities and direction covering risk reduction measures at the corporate level.
- Legislative requirements (minimum standards) and H&S best practice.
- Safety aspects of proposed research work and building modifications, adaptations.

In order to fulfil its mission, the H&S Office:

- Liaises with the Vice-Chancellor Office and the Corporate Secretary concerning the initiation of the Functional Area Annual Safety Reports and Governing Body assurance statements by Heads of Function.
- Collates functional Area Annual Returns and organises the benchmarking of the Functional Area Annual Safety Reports by an independent consultant.
- Collates the compilation of the Annual Safety Report to the Governing Body on behalf of the Corporate Secretary.
- Liaises with other UCC safety preventative advisory roles (fire, radiation, biological, Dept Safety Officers, etc.).

- Liaises with staff elected/selected Safety Representatives and organises their safety rep training as appropriate to H&S Authority guidelines and UCC systems and structures.
- Liaises with OCLA (Office of Civil Legal Affairs) insurance, HR, Buildings and Estates (B&E) Office and Regulatory Bodies as appropriate.
- Liaises with the Student Health Officer and supports the bystander (volunteer) AED (automated external defibrillator) initiative introduced into UCC in 2007 by providing training for staff First Aiders (including AED).
- Administers the H&S aspect of UCCs Accident/Dangerous Occurrence Reporting system and generates comparative statistics for the UCC senior management key performance indicators dash board.
- Administers the staff training records database (for courses executed via the H&S Office).

In support of the academic function and overall student experience, the University Safety Officer supports significantly the executive managers in all areas of University business both academic and service as well as the OCLA and the B&E. High level H&S management and fire engineering expertise and input is given with regard to:

- Regulatory compliance and best practice.
- Risk management, loss control and targeted HE Authority funding submissions.
- Functional area benchmarking (Functional Area Annual Safety Reports).
- Strategic planning and development of the Universities estates and infrastructure.
- The planning and delivery of capital projects, minor works and major events.
- Property assessments and advice to B&E and OCLA on H&S aspects of the UCC risk register.
- Facilities, estates and infrastructure enhancements.
- Corporate compliance with safety regulations, building regulations and related safety legislation, universal access principles.
- Review of arrangements for UCC events with major public safety implications.
- H&S aspects of business operation and continuity planning.

The H&S Office also contributes significantly to the Corporate Secretary and the OCLA in relation to risk management, loss prevention and control, support of insurers/risk managers, accident reporting and prevention, minimization of claims, response to claims and optimization of risk profile conditions to facilitate procurement of competitive rates of insurance. It also underpins and monitors the activities of:

- The HR Department in relation to appropriate staff policies in the H&S area, Occupational Health Psychology (OHP) evaluations of UCC staff occupational health issues and the University's achievement of the Athena SWAN award as well as the Excellence Through People Gold Standard Award.
- The B&E Office regarding project reviews of new buildings and refurbishment projects.

As regards the University H&S training strategy, the SHWW Act 2005 places an obligation on all employees to cooperate with their employer and attend necessary safety training, which their departments may specify and assist the University to comply with its statutory obligations. The H&S Office also facilitates Campus Companies to participate in cost effective access to an ongoing programme of selected Core H&S Training courses for staff — which includes two innovative E-learning programmes: a UCC bespoke fire safety package and a visual display unit workstation ergonomics package three-year refresher cycle. Thus, all colleges \ schools \ departments \ centres \ units at UCC must:

- Provide and/or arrange relevant on the job training. A core programme of centralised H&S training courses for staff is available\accessible via the H&S Office.
- Identify the training requirements that each member of staff must undertake regarding the nature of their work and the various hazards\risks involved.
- Ensure that staff attend such training courses at commencement of employment\duties.

The UCC's staff H&S training record is very strong. In the 22-year period from 1994 to 2016 there has been circa 14,500 attendances at various blended staff H&S training courses at UCC — excluding fire drills and risk specific/local core courses organised by departments from their budgets. The H&S Office trained 12,300 people in this time period (mainly UCC staff plus some staff from campus companies). In 2016 there was a +95% increase in Core Course completions by staff via the H&S Office, which represented a 367% increase in the seven years from 2010 inclusive. Further courses were completed by other departments.

The range of courses within the H&S training programme is extensive. Currently, the classroom-based courses offered are:

- Use of fire extinguishers (0.5 days)
- Far first aid certificate (including CPR and AED) course (4 days)
- Far refresher first aid course (2 days)
- Manual handling initial/refresher course (0.5 days)

- Fire Marshal course (on behalf of UCC fire consultant), which include a two-hour briefing
- Managing health & safety for heads of function & department managers (1 day)

At present, there are also two e-learning H&S courses available to UCC staff, which relate to:

- Workstation Ergonomics VDSE (VDU) course (introduced in 2007)
- A UCC bespoke e-Fire Safety Course (introduced in 2009)

The H&S Office also intends to launch an e-learning hazardous substances/chemical awareness course in 2015 as part of the expansion of e-learning H&S training service for UCC Staff.

In like manner, the Office offers sessional (occasional) occupational H&S Support Services, with the collaboration of experienced consultants in occupational health advice, which includes proactive prevention, occupational health risk assessment advice, occupational health medical services including work specific vaccinations, audiograms, spirometry, allergy tests and blood tests. Work related medical surveillance test services and work-related inoculations costs are borne by the departments availing themselves of these services. Nowadays, the Occupational Hygiene Service (risk assessment advice, evaluation and control of exposure to noise and hazardous substances, work environment) is no longer available due to its high costs, so this service and such costs must be borne by departments.

All staff attendees at H&S training courses organised by the H&S Office are offered the opportunity to complete an evaluation of the course upon completion. The participant evaluations of each course are reviewed promptly upon course completion by both the instructor and the H&S Office and referenced against the group and the norms for this course. Appropriate actions are taken where warranted subject to AFARP and overall course purpose and UCC compliance needs (regulatory requirements or Civil Case defence objectives). QA results for staff training courses have been consistently high, as derived from staff evaluations. Annual average evaluations are in the range 90% range. All external trainers/service providers utilised are required to operate QA systems.

Everyone has a role in the prevention of accidents and ill health at UCC. The prevention of foreseeable illness or injury by all on a 24/7 basis is key in all UCC activities AFARP.

Historical and geographical context:

Cologne is the largest city in the German federal state of North Rhine-Westphalia and the fourth most populated city in Germany (after Berlin, Hamburg, and Munich) with over one million population. It is located within the Rhine-Ruhr metropolitan region, which is Germany's largest and one of Europe's major metropolitan areas, placed on both sides of the Rhine, near Germany's borders with Belgium and the Netherlands.

Cologne was founded and established in Ubii territory in the 1st century as the Roman *Colonia Claudia Ara Agrippinensium*, hence its name (an alternative Latin name of the settlement is *Augusta Ubiorum*, after the Ubii). 'Cologne', the French version of the city's name, has become standard in English as well. The city functioned as the capital of the Roman province of Germania Inferior and as the headquarters of the Roman military in the region until occupied by the Franks in 462.

During the Middle Ages it flourished on one of the most important major trade routes between east and west in Europe. Prior to World War II, the city had undergone several occupations by the French and also by the British (1918–1926). Cologne was one of the most heavily bombed cities in Germany during World War II; the bombing reduced the population by 95%, mainly due to evacuation, and destroyed almost the entire city. With the intention of restoring as many historic buildings as possible, the successful post-war rebuilding has resulted in a very mixed and unique cityscape.

Today, Cologne is a major cultural centre for the Rhineland; it hosts more than 30 museums and hundreds of galleries.

Profile of the University:

The University of Cologne (*Universität zu Köln*) was established in 1388. It was the sixth university to be established in Central Europe and, although it closed in 1798 before being re-established in 1919, it is now one of the oldest and largest universities in Germany with almost 50,000 students.

Today, the University of Cologne (UoC) is a German Excellence University, and as of 2017 it ranks 145th globally according to '*Times Higher Education*'. The UoC has been a centre

of science and scholarship in Europe and a leader in the area of economics for years. It is regularly placed in top positions for law and business, both in national and international rankings. Today, it is one of the Germany's largest universities and a one of the leading research universities in the country.

The University of Cologne in figures (2018):

Students: 49,804 (6,179 graduates and 679 doctorates)
Academic staff: 4,863 (631 professors)
Total budget: 785.1 m€
Third-party funding: 208.1 m€

Main policies, support structures and governance models:

HE, research and innovation are the key drivers to Europe's economic growth and employment and are the foundation of the various policies under the Europe-2020 agenda, which also addresses concerns of Talent Management & Educational Management, encouraging HEIs to develop interdisciplinary research. Thus, Talent Management Practices (TMP) are the topmost agenda and concern in European HEIs since today they are faced with tremendous challenges regarding the management of a high-skilled workforce.

In European universities, especially in Germany, TMP have been established and well supported by the central policies and university strategies over decades. Thus, there is a lot of awareness of its significance and need for its implementation as a main driver for anchoring innovations and establishing the country as a knowledge-based society. To highlight some of the best practices, the Human Resources Strategy for Researchers (HRS4R), the Excellence Initiative of the German Federal Ministry of Education and Research and the German Research Foundation are major benchmarks to attract early stage researchers in the UoC.

Thus, the UoC's key objective in this respect is to foster a favourable climate which enables excellent researchers to, i.a., focus on their research; professionalise open, quick and transparent recruitment procedures (with the support of independent external expert reviewers); have flexible staff appointments; offer career support to academic managers; foster intercultural integration; and assist researchers' families.

One of the UoC's greatest assets is its huge pool of excellent, young and talented researchers. In order to provide attractive work and career conditions for post-docs and

independent early-career researchers and attract the best talent in academia, the University has introduced a wide range of measures. It receives its funding chiefly from the German federal government for top level university research under the German Research Councils Institutional Strategy. It is in this spirit that every year, the UoC grants prizes for early career researchers as well as post-doc and advanced post-doc grants for outstanding research achievements in order to enable scholars to start their own independent research work as early as possible. All post-docs and independent early career researchers have access to these internal funding schemes. In addition, the Research Management Division is on hand to provide advice on and assistance with third-party funding options.

Particularly, the Department of Faculty and Academic Staff Development assists early career researchers in strategic, operational and advisory capacities. In like manner, the Post-doc Career Programme offers a wide range of activities through which researchers can develop additional and differentiated skills.

The Junior Faculty Club, a university-wide communication and information platform, was created for early career researchers who are on the path to a professorship. The club operates as a central lobby which represents early career researchers' interests and is involved in strategic processes at the University.

The International Faculty Programme of the UoC — in collaboration with the Welcome Centre Albert's International Assistance — is a major landmark of the internationalisation strategy for each key profile areas formulated by the University, increasing their visibility and competitiveness at the international level. It aims at attracting outstanding international researchers who have worked with UoC academics and scientists in the past. The programme, which was steered by the Pro-Vice-Chancellor for Academic Career, Diversity and International Affairs, was started in 2013 and is evaluated after two years. Scientists, inventors and start-up researchers are also given full support regarding, i.a., intellectual property rights, EU programmes and advice on legal aspects. Thus, strengthening the international researcher mobility is also a driving force for interdisciplinary research and TMP in UoC.

All these strategies and actions implemented at UoC are in alignment with the Federal Government's initiatives which, under the National Strategy for Science & Research (2016) — in line with the Horizon 2020 programme — formulates a number of guidelines such as:

- Further increase international mobility and further improvement of mobility conditions for science.
- Create attractive, internationally competitive work and career conditions.

- Build and expand participation in Horizon 2020.
- Make use of new funding sources available at national and at European levels, such as Mobility funding by Alexander von Humboldt Foundation and the German Academic Exchange service.
- Improving the prospects and strengthening academic personnel development for young scientists in universities and research institutions (by, for instance, providing career planning for junior researchers between their doctorate and professorship).
- Continuation and further development of innovative approaches for the support of young talent in science organisations.
- Make the European Research Area (ERA) a reality.

Through its broad offer, the UoC is creating then an attractive working environment for young scholars, in which academic excellence and independent research, the reconciliation of family and career as well as international networking are of crucial importance.

Particularly, for the purpose of helping young researchers reconcile family and career, the UoC has established a wide range of Family Support Services. One noteworthy example of this approach is the creation of Paramecium (the University's own children's house), which offers a back-up service to employees so that children are cared for when their parents have commitments outside regular working hours or are away from Cologne. Besides, mobility grants for Young Faculty allow flexible periods abroad and international networking.

Moreover, women researchers are given prime importance underlined by the Equal Opportunities Strategy. Some of the special privileges offered to them are:

- The provision of opportunities for scholarships in the selected area.
- Enabling the families to join during the research stay in Germany.
- The sole criteria of selection are based on academic merit and excellence within their area of competence.
- Encouraging the internationalisation of their research teams by becoming a host and including junior researchers from abroad (Welcome Centre).
- The develop of a family friendly sponsorship portfolio under long period. Martial partners and children under the age of 18 are eligible for allowances.
- Fellowship can be interrupted or extended during child bearing breaks.

Historical and geographical context:

Nitra is a city in western Slovakia, located at the foot of Zobor Mountain in the valley of the river Nitra. With a population of about 80,000, it is the fifth largest city in the Slovak Republic. Nitra is also one of the oldest cities in the country. It was the political centre of the Principality of Nitra.

The locality has been inhabited in all historical periods in the last 5,000-7,000 years. The demographics changed dramatically during the 20th century; in 1910, out of a total population of 16,419: 9,754 were Hungarians, 4,929 were Slovaks and 1,636 were German Jews, which meant one quarter of total population. In 1940, Nitra was home to 4,358 Jews.

After break-up of Czechoslovakia in 1939, Nitra became a part of the First Slovak Republic. This was a tragic period for the numerous Jewish population of Nitra, which was first victimized by the anti-Jewish law and then mostly exterminated in German concentration camps (90% of Jewish citizens). The city was liberated by the Soviet Red Army in 1945, for only three years of restored democracy in Czechoslovakia. After the Velvet Revolution of 1989 and dissolution of Czechoslovakia, Nitra became part of the newly established Slovakia and became a seat of the Nitra Region in 1996.

Profile of the University:

Slovak University of Agriculture (SUA) in Nitra (*Slovenská polnohospodárska univerzita v Nitre*) has been one of Slovakia's leading universities since it was founded in 1952. It is regularly rated among the top HEIs in the Slovak Republic due to the quality of its teaching and research work and intends to continue expanding both its teaching and scientific research projects at the international level. The SUA has very close links with the local and regional community since there is a well-established tradition of collaborating with business and industry in the area, where the University plays an active role in economic regeneration.

From the very beginning, the SUA was intended to be a centre of agricultural education, research and development in Slovakia in the priority area of human activity — safe and wholesome food production in harmony with environmental protection, the conservation

of biological diversity and sustainable development. The number of students studying at 56 departments of the University has stabilised at 10,000 in recent years. Most of the graduates continue their studies for a master's degree and the most brilliant pursue doctoral studies. The University puts special emphasis on the internationalisation of education and research.

The beginnings of agricultural HE in Slovakia were closely linked with the Slovak Technical University in Bratislava, where the Department of Forestry and Agricultural Engineering was established. First lectures started in the academic year 1941-1942. In 1946, the Slovak National Council established a separate University of Agricultural and Forest Engineering (UAFE) in Košice from the Department of Forestry and Agricultural Engineering of the Slovak Technical University in Bratislava.

The year 1952 was an important milestone in the history of the Slovak Agricultural HE, when UAFE in Košice was cancelled and two separate universities were created from its faculties: The University of Agriculture in Nitra and The University of Forestry and Wood Technology in Zvolen. In 2010, the SUA was the first university in Slovakia which was awarded the prestigious ECTS Label by the European Commission for the provision and implementation of the European Credit Transfer and Accumulation System for student mobility. The name Green university has also become a part of the identity of the institution.

The Slovak University of Agriculture in figures (2016):

Students: 10,297 (2% international students); 430 doctoral students incl.
Academic staff: 571
Research and technical staff: 651

Main policies, support structures and governance models:

Public HEIs in the Slovak Republic are funded by the national budget according to the MoE policy for each academic year, including resources from the Structural Funds. Funding is tied to the university performance in education and science based on the following factors:

- The number of students according to the level of study (enrolled graduates)
- The personal and economic requirements of study programmes
- Scientific School (number of students in PhD programmes)
- Publishing activities (number of publications)
- Internationalisation of study (number of foreign students)

- Projects (national and international projects)

The HE Act no. 131/2002 Coll. states that the funds allocated to universities in the form of subsidies must serve their purpose in the following fields:

- Student education in accredited study programs,
- Research, development or artistic activities,
- Further development of universities, and
- Social support for students (social scholarships).

Other funding sources can be mobilised from the university business activities, its own resources and funds obtained from national and foreign grants and projects. These may be in the form of contributions and/or donations from sponsors generally tied to some specific purpose or projects. Intellectual property revenues may also be a financial source. Another legal option to raise funds for research and development and to cover capital expenditure is borrowing from bank institutions.

SUA's business activities can be focused on various practices and are developed individually by faculties, departments or individual working teams engaged with external customers. The SUA in Nitra focuses this activity on research and development in the field of biology and chemistry for external customers in agriculture and food industry. The Faculty of Engineering also participates as technical support of external companies in various projects.

In the field of pedagogy, business activities are aimed at organising various courses and educational events. The University also engages in business in the form of renting space and real estate. Finally, the Faculty of Economics and Management has been implementing several commercial projects related to economic, marketing or managerial advisory service. The University is also strongly supported by the AgroBioTech Research Centre, a Botanical Garden and the University Farm, which contributes to support these activities.

The university can also increase the size of its funds from its own resources, which are tied to tuition fees and study fees, such as:

- External studies
- Parallel study: when a student is simultaneously involved in two different fields of study or simultaneously studying at two universities, in which case the state bears the cost of one of them and the other must be paid by the students themselves.

- Extraordinary study: fees are paid to the student only for the standard duration of the studies. In the event that this period is prolonged, the students has to pay for the extra years.
- Students from abroad: providing assistance for students also includes English language learners.
- Lifelong learning: students themselves have to pay part of the studies.
- Different charges for accommodation, meals, etc.

The academic staff members in the SUA in Nitra are ranked from 12 to 14 according to internal documents in salary categories: an assistant professor (PhD degree required) is included in salary category 12, an associate professor (title of associate professor required) is ranked in salary category 13 and professors (title of professor required) are ranked in salary category 14.

According to the conditions of the SUA in Nitra, the budget for faculties is based on their performance indicators. Faculties have the right to decide on their own system of additional rewards. The salary of the faculty staff consists of two components:

- Fixed component (based on official fees for public HE teachers)
- Variable component (which is an additional motivation)

It is the variable component that represents a motivating tool used by managers at the faculty level according to a number of priorities that must be implemented for the good functioning of the faculty and related to university tasks, the MoHE, the accreditation process and further strategic development of the faculty itself.

In particular, the Faculty of Economics and Management has the following priorities, resulting from the main objective of building a successful and competitive economic faculty:

- Maintaining the high quality of the learning process.
- Offering attractive study programs.
- Building the identity and reputation of a high-quality educational institution.
- Obtaining a high rating in the accreditation process.
- Publishing high-quality science articles and studies in renowned journals (registered in databases WoS, CC and Scopus).
- Securing educational, scientific-research and commercial.

This motivational tool — the variable reward component — varies depending on individual performance. The evaluation system must be approved by the Academic Senate of each faculty, usually for a period of one year. From 2015 onwards, the Faculty of Economics and Management uses precisely defined criteria for obtaining a variable salary component. These criteria have been the subject of several-month bargaining and discussion between faculty leadership, heads of departments, the academic senate and the trade union representatives. Mention also needs to be made that this reward scheme usually accounts for 10% – 30 % of the fixed component, but in case of very high performance, it can be over 30% (to a maximum of 100 % of the fixed component).

A system based on a variable component considers all forms of academic activity, such as teaching, research, publications and others. Based on the relevance of a particular activity within the accreditation processes, the University can determine the share of such activity of total variable component. This percentage has been set up after being discussed at length since there are different views on faculty priorities. On the one hand, there are those who emphasise teaching as the most important criterion and, on the other, the ones who put research and research outcomes before any other academic activities. While it is true that that without research outcomes faculties could hardly reach a high accreditation score, the student satisfaction is paramount and a key factor in high quality performance.

Eventually, it was concluded that the fixed component of the salary is predominantly devoted to teaching outcomes and therefore the variable component would be devoted predominantly to the research, publication and project outcomes (40% + 15%). According to this model, there is also 15% defined as the reserve of the head of department since the SUA in Nitra considers the position of department as very important from a managerial point of view.

As for the assessment of performance in the area of education, a different quota is regarded whether conducting seminars, giving lectures, or teaching in English. At the Faculty of Economics and Management, there are three study programmes (and over 70 courses) offered in English, so teaching in English is a key motivational factor. Special attention is devoted to supervising undergraduate or master's thesis as well as doctoral thesis. A maximum quota of students is assigned per teacher and established by the accreditation agency. In case of any violation of these rules, performance over the set limit is not rated.

Thus, assessment of performance in education is then set up based on quantitative criteria and does not take account the qualitative aspects. The Quality Boards are the ones responsible for qualitatively assessing teaching, teachers' approach to the teaching

process, student's requests and other difficult-to-measure aspects both at the faculty and at the institutional levels.

Rewards are assigned to the project coordinator who, in cooperation with the head of the department, allocates the assigned amount committed for personal evaluation to the members of the project team. This part of the evaluation process is consistent with the official rules, where the budget of the university reflects directly financial amounts provided to the university by various project agencies or the private sector.

On the other hand, performance in research and publications also plays an important role and must be included in long-term objectives at all levels within the institution. There are different coefficients for different publication categories. This also led to much debate on how to differentiate among categories and establish priorities. Finally, faculty methodology is somewhat guided by the ministerial procedure as well as the methodology used in the teacher's qualification development.

Thus, assessment is based on the quality of the publication and its contribution to both institutional accreditation and personal growth. In line with the ministerial methodology, the best regarded research papers are those published in the CC, WoS and Scopus journals. Scientific monographs published in foreign publishing houses are also highly evaluated. This publication activity is, not without some difficulty, also rated. The criteria used to evaluate the different target publications also distinguish between national and international publications and can be modified in relation to central changes in the system.

However, whenever faculties achieve positive evaluations in the national accreditation system, extra efforts must be made to maintain that status. Thus, the faculty management has also introduced a system of one-off special rewards for publications in the CC, WoS and Scopus journals, which proved to be the most important and most popular motivation feature. This system — which has developed since 2015 and stabilized in 2017 — applies to teachers, researchers, doctoral students, and authors.

There are also different options as for occasional extra pays. Employees can decide whether they wish to receive this extra pay in the form of salary rewards or have it transferred to a separate departmental sub-account (including 35,2% tax), which will be directly used for a defined purpose (such as a business trips, ICT, etc.)

Additionally, there are other activities which should be also evaluated although they are not implemented on a regular basis. So, the head of the department (or in some cases also

the dean) evaluates the activities carried out by employees in relevant areas regarding the functioning, performance and reputation of the workplace, for example:

- Committee for admissions interviews
- Committee for State Final Exams, UNICERT – language certified exam
- Committee for dissertation exams and defence of doctoral theses
- Student´s Scientific Action Committee or other committees at the national or international levels
- Participation at graduation ceremony
- Reviews of bachelor and diploma thesis at the faculty
- Project coordinator without financial benefit in the given year

Therefore, a proper motivation system is a key tool for HRM in all sectors of the national economy, HEIs included. A distinction must be made between internal and external factors of motivation. In SUA in Nitra, financial reward is considered the strongest motivation tool, especially when directly interconnected with high-quality work outcomes (research, project, research papers). These high-quality work outcomes can guarantee personal and professional prestige, which is ultimately connected to the job or job position of the employee. In short, all work outcomes bring new skills, new abilities, self-confidence and personal development, which is another key advantage of a such a system. In conclusion, a proper motivation help increase the level of satisfaction regarding the rewarding system of an institution, which in turn stimulates higher research outcomes and overall performance.

Historical and geographical context:

Edinburgh, with a population of around 500,000 (that figure swells to well over 1 million during the Festival in August) is the capital city of Scotland since at least the 15th century and its second most populous city after Glasgow. Historically part of the county of Midlothian (or Edinburghshire), it is located in Lothian on the Firth of Forth's southern shore.

The city has long been a centre of education, particularly in the fields of medicine, Scots law, literature, the sciences and engineering. It is the second largest financial centre in the United Kingdom (after London). The city's historical and cultural attractions have made it the United Kingdom's second most popular tourist destination, attracting over one million overseas visitors each year.

It is one of Europe's most beautiful cities, draped across a series of rocky hills overlooking the sea. It's a town intimately entwined with its landscape, with buildings and monuments perched atop crags and overshadowed by cliffs. From the Old Town's picturesque jumble of medieval tenements piled high along the Royal Mile, its turreted skyline strung between the black, bull-nosed Castle Rock and the russet palisade of Salisbury Crags, to the New Town's neat grid of neoclassical respectability, the city offers a constantly changing perspective.

Although part of the UK, Scotland has its own Parliament, which is situated in Edinburgh. Edinburgh's World Heritage Site covers almost 2 square miles and over 75% of all the buildings are listed, giving it the highest concentration of listed buildings anywhere in the UK. Edinburgh has more than 60 libraries per 100,000 people - that's more libraries per capita than any other city in the world - and, in 2004, it became UNESCO's first City of Literature.

Profile of the University:

The University of Edinburgh (UoE) opened its doors to its students in 1583. It was established by the townspeople which was unusual at a time when most other universities were created primarily as religious foundations. The University is physically embedded in the centre of the city – a crucial part of the history, geography and culture of Edinburgh.

Thus, the past, present and future of city and university are deeply intertwined. The UoE plays a vital role in strengthening and driving the local economy, employing thousands of staff, drawing in businesses to base themselves and invest in the city, generating their own start-up and spin-out companies, buying from local suppliers, spending in shops and theatres, using local and international transport networks and underpinning tourism infrastructure. The University is also an essential part of the educational, social, cultural and international aspects of local life (workshops in schools, pro bono services such as legal advice and counselling, venues for hire, museums and galleries, sporting and cultural programmes, and staff and student volunteering and fundraising, etc.).

International students and staff of UoE help to make Edinburgh a cosmopolitan city, which attracts inward investment. They also act as ambassadors for the city and for Scotland when they return home. As a great international and civic university, rooted in Scotland's capital city and the best of its intellectual traditions, the University seeks not only to challenge the boundaries of knowledge and research to address global challenges, but also to respond to the needs of civil society, promoting health, economic growth, cultural understanding and social wellbeing.

The University of Edinburgh in figures: (2016-2017)

Students: 36,491 (undergraduates: 23,301; postgraduates: 13,190)
Academic staff: 4,152
Administrative staff: 5,188
Budget: £ 905.8 m

Main policies, support structures and governance models:

The UoE is fully aware that HR create and deliver learning and development opportunities for all university staff, so that they are able to contribute to delivering the University's vision and mission. Most staff members will develop in a role over time and have differing development needs at different times. There is a number of ways in which the University supports its workforce to identify the best options available to them, assess requirements for their role and find advice for leadership and management development.

The Learning and Development Team provide good practice documents, templates and resources to support induction, leadership and management, change, annual review conversations and personal effectiveness. They also have information on how to work directly with staff members to support their development needs. In this regard, the UoE

identifies three distinctive levels within a leadership and management career at the University:

- Level 1: Focuses on the short term and routine performance and development of the team aligned to the requirements of the Institution. The sphere of influence at this level is local to individuals in the team; which is primarily the focus of staff starting in team leading, supervisory or management roles.
- Level 2: Encompasses developing and maintaining procedures, systems, projects, processes, programmes and/or services through the leadership and management of people. The sphere of influence at this level includes the wider research institute, group, department, or specialist area; which is primarily the focus of staff working in (mid-level to senior) supervisory or management roles.
- Level 3: Focuses on the creation of or the enabling of long term policies or strategies to guide, lead and manage the institution. At this level, the sphere of influence would include the School, College, department or University level; which is primarily the focus of senior staff.

These levels do not equate directly with specific grade profiles. The distribution of each individual's focus at one level versus another may change while they progress through the grade's spinal points or as they gain experience of the role. Jobs across a grade may also vary between the percentages of time spent focusing at one level versus another. This is due to the nature of the job and not the individual holding this post.

In addition to the leadership and management levels, four themes have been identified using the UoE Strategic Plan, grade profiles and a mix of competency frameworks used across the University. They summarise the work-related activities found across team-leader, supervisor or manager roles:

- Personal Effectiveness: Focusses on the work areas associated with self-development, leadership style and management approach.
- Effective Working relationship: Focuses on the work areas associated with communication, performance management and team development.
- Planning, Processes & Delivery: Focuses on the work areas associated with setting objectives or strategic direction, allocating resources and evaluating success.
- Change management & Innovation: Focuses on the work areas associated with continuous improvement, problem solving, decision making and creative thinking.

The UoE offers a wide range of courses particularly focused on leadership and management best practices. These courses are organised by theme and by the specific

leadership and management level to assist with the most appropriate development option for each staff member:

Management essentials (relevant to all staff with management responsibilities in the University, including induction workshops):

- Allocating Monitoring & Supporting Work
- Developing Your People
- Giving Effective Feedback
- Getting the Most from your Annual Review (Professional Services Staff)
- Setting Effective Objectives
- Understanding Annual Review
- Annual Review Skills
- Developing an Understanding of Equality, Diversity & Internationalisation
- e-Diversity in the Workplace
- Overcoming Unconscious Bias
- Recruitment, Selection & the Law
- Recruiting for Excellence
- Introduction for Professional Services Staff

Leadership & Management Courses (target levels):

- Assertiveness (1)
- Mentoring Connections (1, 2, 3)
- Influencing Skills (2, 3)
- Ease the Load (1)
- Effective Business Communication (1)
- Engaging with Change (1)
- Introduction to Leadership (1)
- Introduction to Leadership Styles (1, 2)
- Managing Quality Service (1)
- Managing Difficult Conversations (2)
- Practical Project Management (2)
- Coaching (2, 3)
- Presentation Skills (2)
- Senior Leadership Programme (3)
- Thinking and Acting Strategically (3)
- Aurora* (1, 2)

*Aurora is a women-only leadership development initiative run by the Leadership Foundation for HE. While most leadership programmes are aimed at leaders and managers already in role, Aurora is designed to enable a wide range of women, in academic and professional roles in HE, to engage with leadership development at an earlier stage in their careers.

For academic/research staff only:

- Research Leader Programme
- Ingenious Women Programme
- Leadership in Research
- A-Z of Institute for Academic Development Courses

Besides, the University offers two **leadership programmes** (Introduction to Leadership and Senior Leadership Programme) and supports attendance on the Aurora programme offered by the Leadership Foundation for Higher Education (LFHE) with the aim to develop a University wide leadership peer group which:

- Has as an increased awareness and understanding of leadership and its importance within the University.
- Becomes an expanding network of contacts across the University which alumni can draw on in the future.
- Supports the development of individual self-awareness of personal style, preferences and an appreciation of different perspectives.
- Develops and embeds new skills and behaviours required for success in the role and providing a firm foundation on which to build for the future.
- Is better able to manage the performance and contribution of others to meet strategic objectives.
- Learns from each other.

The **Introduction to Leadership Programme** is aimed at those new to leadership and those in a leadership role who have not received this type of development previously and is suited to both Professional Services and Academic staff. The programme contents include:

- Understanding and Developing Yourself as a Leader (full day)
- The Coaching Leader (full day)
- Leading and Developing the Team (full day)
- Leading and Managing Change (full day)
- Leadership Discussion Groups (three over the programme, 2 hours each)

Applicants are required to attend all the workshops, participate in a group presentation and submit a leadership project.

The **Senior Leadership Programme** is aimed at staff with significant leadership responsibilities including strategic direction of their work area to develop and enhance existing skills and knowledge required as a strategic leader and network with other UoE leaders, such as Professional Services (Deputy Director or Director of Professional Services, Business Development Executive or Manager, College Research Manager, Deputy Service Manager, Head of Operations, or those aspiring to these roles) and Academic staff (Head of Institute/Subject Area, Director of Teaching/Research, Principle Investigator, newly appointed Head of School, Dean, Assistant Principal or those aspiring to these roles) both in strategic leadership roles within the University. The programme contents cover key topics concerning:

- Introduction to Programme including MBTI (half day)
- Leading and Influencing People (full day)
- Coaching for Performance (full day)
- Leadership for Strategic Change (full day)
- Leadership Review (half day)
- Leadership Discussion Groups (3 x 2-hour sessions throughout programme)
- Executive Coaching (up to 2 x 2-hour sessions following programme)

Likewise, applicants are required to attend all the workshops, participate in a leadership discussion group and will have the option of executive coaching.

Leaders of teams or projects who are key to the future growth of the institution are required to develop and embed new skills and knowledge as well as network with other University of Edinburgh leaders. Individuals are deemed by senior leaders as being key to shaping their department over the next few years.

Historical and geographical context:

Strasbourg is the capital and largest city of the Great East region of France. In 2014, both the Strasbourg *Eurométropole* and the *Arrondissement* of Strasbourg had 484,157 inhabitants, making it the ninth largest metro area in France and home to 13% of the Great East region's inhabitants. The transnational Eurodistrict Strasbourg-Ortenau had a population of 915,000 inhabitants. Located close to the border with Germany in the historic region of Alsace, it is the capital of the Bas-Rhin Department.

Strasbourg is one of the de facto capitals of the European Union (alongside Brussels and Luxembourg) as it is the seat of several European institutions, such as the Council of Europe (with its European Court of Human Rights, its European Directorate for the Quality of Medicines and its European Audiovisual Observatory), the Eurocorps, the European Parliament and the European Ombudsman of the European Union. The city is also the seat of the Central Commission for Navigation on the Rhine and the International Institute of Human Rights.

Profile of the University:

The University of Strasbourg was founded in the 16th century by Johannes Sturm, a protestant scholar. In 1971, the University of Strasbourg was divided into three universities:

- Strasbourg I (*Université Louis Pasteur* in 1970), gathering the scientific disciplines.
- Strasbourg II (*Université Marc Bloch* in 1998), which brought together the faculties and departments of arts, literature and humanities.
- Strasbourg III (*Université Robert Schuman* in 1987), dedicated to fields of law, politics, social sciences and technologies.

The three universities finally merged again in 2009 and became the *Université de Strasbourg*, a unique and pioneering example of merging universities in France, aiming to enhance international exposure and to develop the multidisciplinary aspects of education and research. Today, the University of Strasbourg is the second most international university city in France (after Paris) with 42,000 students and offers initial and further education in a wide range of academic fields. It is also a renown international player in scientific research.

The University Louis Pasteur (ULP), for its part, offered both initial and continuing education within a wide subject field, supported by a research activity which ranks it among the top French universities. The quality of research carried out in its laboratories, mostly linked to national research bodies (CNRS, INSERM and INRA), set ULP at the international forefront. Opened to the world, ULP strengthened its international policy with 81 international cooperation agreements with more than 30 countries, and 185 partners in the context of Socrates-Erasmus programme.

The ULP was a member of the LERU (League of European Research Universities). Nineteen Nobel laureates and two laureates of the Fields Medal have studied, taught or conducted research at the ULP, underlining the excellent reputation of the university.

The University Louis Pasteur in figures (2006):

Students: 18,492 students (20.6% of which are foreign students and about 6,000 graduates in 2006)
Teaching/research staff: 1,300 permanent teaching staff; 300 contract teaching staff
Technical & administrative staff: 1,400, of which 30% are contract employees
Overall budget: 200 m€ (2006)

Main policies, support structures and governance models:

Recent events in HE in France, such as the development of the EHEA, have confirmed the necessity for the French academia to be engaged more and more deeply in internal evaluation procedures. The evaluation culture had a long tradition at the ULP and was enhanced by the first evaluation made by the National Committee of Evaluation (CNE) in 1985 and then by a second evaluation in 1994. The institution then recognised the need of reliable and relevant information to be supplied in the context of such an external evaluation. More recently, various events confirmed the necessity for the French HE sector to be further engaged in internal evaluation procedures:

- Development of contractual policy between the university and the MENESR.
- The development of a contractual policy led the university to review its activities every four years and to be able to analyse its results in connexion with the aims of the contract.
- Building the EHEA.

The European ministers' statements at the Berlin Conference (2003) and at the Bergen Conference (2005) confirmed the need to develop a quality culture and the necessary procedures that support it within HEIs. They agreed that evaluation of programmes or institutions will include internal assessment, external review, participation of students, and publications of results.

The French law LOLF (*Loi Organique Relative aux Lois de Finances* – Organic Law-Financial Law) was voted in 2001 to evaluate the efficiency of the public expense and to assess the contribution of each public HEI to reach the objectives targeted by the national policy. Thus, since 2005, French public universities have to give evidence of their performance in relation to their various missions, to produce performance indicators and to evaluate the cost of each programme.

With a view to increasing autonomy, the number of partners to which relevant information on activities and performance of the ULP were to be supplied was increasing. Thus, transparency of practices and a better communication of the principal results to the users are essential to face the new challenge of competition among HEIs worldwide. All these requirements imply that the university is able:

- to collect and discuss data and indicators concerning all its missions (teaching and training, research, transfer of knowledge and technology, scientific and technical culture programme) as well as its strategies (international policy, student life, management, etc.);
- to measure productivity and quality of its results on:
  - o Teaching and Training: access indicators related to students who enter the university; percentage of entrants according to various parameters (subject, entry qualification, nationality, social level, etc.); average study time that might be expected for successful outcome; percentage of graduates going on to further study; employment indicators, etc.
  - o Research, transfer of knowledge and technology: research output (publications / OST indicators, research grants and contracts, number of doctorates awarded, number of post-doctorates supported) compared to the resources (academic staff cost, allocation for research) for each research department;
- to regularly evaluate the changes from one year to the next and compare actual values with internal or external benchmark values;
- to use those values to take political decisions for change and improvement and consequently to manage financial or HR supports; and

- to share this policy with faculties and research structures in order to enhance a two-way contractual-type dialogue.

The self-evaluation policy at ULP was conducted under the guidance of the Vice-Chancellor together with the Management Team. Prior to the establishment of such policies, the main points to be covered were submitted to the Board of the university and widely discussed within various committees. As for internal coherence, ULP chose:

- to collect all the data useful for the elaboration and the management of performance indicators at the institutional level;
- to run this data collection at the most detailed level in order to be able to aggregate the data and elaborate indicators according to needs and internal or external requests; and
- to organise these indicators both at the scale of the whole institution and for each faculty or research department.

In the context of the contractual policy (as well as in the context of the LOLF), most of the required indicators were defined at the national level. So, it was up to the administration to achieve efficient tools to comply with those requirements and be able to keep up with other related institutions.

As a result of the variety of national practices (especially, concerning the access to HE and the organisation of courses), there were not many measurable indicators. Nevertheless, various data could be produced to permit a reasonable understanding of the productivity and quality of the training and research programmes at the international level. Building the EHEA was an opportunity to set up internal QA procedures to establish mutual trust and recognition.

As for the materials and methods used, the ULP either bought or elaborated specific software for the main fields of its activity — teaching, research, HR and financial management, international programmes, etc. — where the useful data were introduced by the management services of the faculties or by the researchers themselves. The data for indicators could be collected from these data banks by officers especially authorized at the central level of university and by each faculty concerning its own data.

In collaboration with the management services at central level or within the faculties, engineering schools, institutes or research departments, the statistical service was responsible for:

- checking the quality of data banks;
- extracting from data banks the data for management and performance indicators;
- producing and organising indicators for the management team of the University, for the faculties or for the university partners, according to their needs;
- managing internal surveys to check more qualitative aspects of the University activity;

Notwithstanding the increase of successful tools, difficulties were remaining to adapt the software to the needs and management evolutions; to ensure quality and exhaustiveness of the data banks; to convince the departments and various offices at the central level or in faculties to respect the procedures; and to avoid external communication of inconsistent data by uncontrolled sources of information.

However, the improvement of the management methodology, the performance indicators and the data quality did not resolve some more political difficulties. In the first place, there was still a need to convert the conclusions of evaluation into political orientations. Performance indicators allowed the University to establish comparative measurements against the best at the national and international levels as well as at the internal level, and to match then its goals with its own results. However, to be fully efficient, such a policy should be shared with all the university community (research and teaching staff as well as technical and administrative staff) since the university quality depends heavily on faculties and research teams' quality.

So, several other difficulties remained still to be solved, such as convincing all stakeholders involved that evaluation is the best way to promote improvement in a context where change generally occurs slowly (often over periods of several years and usually depending on national decisions) and overcoming the mistrust of some academics towards the use of performance indicators and the development of clearly identified QA procedures to promote transparency of the practices and of the results (what, who, how…)

Historical and geographical context:

Lund is a city in the province of Scania, southern Sweden. It is the second oldest city in the country. Lund had 88,788 inhabitants in 2016, out of a municipal total of 119,054. It is the seat of Lund Municipality, Skåne County.

Lund is believed to have been founded by the Danes around 990 under Danish King Harald Bluetooth's time, when Scania indeed was a natural part of Denmark. It soon became a major Christian centre of the Baltic Sea region, at a time when the area was still a frontier area for Christian mission, and within Scandinavia and especially Denmark through the Middle Ages. From 1103 it was the see of the Catholic Metropolitan Archdiocese of Lund; the towering Lund Cathedral, built circa 1090–1145, still stands at the centre of the town. The city was conquered, according to the Treaty of Roskilde, by the Swedish Crown 1658-1676 and again 1679-1719. In 1720 Lund (and Scania) first became a formal part of Sweden.

Profile of the University:

Lund University is the oldest and most prestigious university in Sweden. It was founded in 1666 and is ranked among the world's top 100 universities. The University is based in Lund (most popular study location in Sweden), Helsingborg and Malmö. Lund University and its buildings dominate much of the centre of the city and have led Lund to become a centre for high-tech industry. The University offers one of the broadest ranges of programmes and courses in Scandinavia, based on cross-disciplinary and cutting-edge research. The University has a distinct international profile, with 600 partner universities in over 70 countries and belongs to the League of European Research Universities as well as the global Universitas 21 Network.

Thus, Lund University is well known as one of Scandinavia's largest institutions for education and research. It ranks among top performers in the European Union in terms of papers accepted for publication in scientific journals. It is one of Sweden's top receiver of research grants, most of which come from government-funded bodies. The EU is the university's second largest external research funder: Lund is the 23rd largest receiver of funding within the Union's Seventh Framework Programme. The university is active in many internationally important research areas such as nanotechnology, climate change and stem

cell biology (over thirty of its research fields are world-leading according to independent evaluations).

Two of the world's foremost research facilities for materials research and life science are established in Lund. MAX IV, which was inaugurated in June 2016, is the leading synchrotron radiation facility in the world. The European research facility ESS (European Spallation Source) will be the world's most powerful neutron source when it opens for research in 2023. MAX IV and ESS will have a major impact on future scientific and industrial development in both materials science and life science. Besides, Ideon Science Park, Medicon Village and Science Village Scandinavia are closely linked to Lund University, integrating research, innovation and entrepreneurship.

One of the most famous innovations based on research from Lund University is diagnostic ultrasound, which is today a routine method of examination in hospitals around the world. Other examples of pioneering innovations are the artificial kidney, which laid the foundations for the multinational company Gambro and which makes life easier for dialysis patients worldwide, and Bluetooth technology, which enables wireless communication over short distances.

Lund University in figures (2017):

Students: 40,000 students (20% of which are international students)
Academic staff: 4,900 (800 professors)
Administrative & technical staff: 2,500
Budget: SEK 8.2 billion (approximately two-thirds of the budget go to research)

Main policies, support structures and governance models:

In addition to the great emphasis placed on research, Lund University, in line with the overarching goal of the national gender equality policy — according to which women and men are to have the same power to shape society and their own lives — has been carrying out focused and systematic work on gender equality, equal opportunities and diversity for a few years now.

More specifically, the Swedish government is working towards the following six sub-goals:

- Gender equal division of power and influence. Women and men are to have the same rights and opportunities to be active citizens and to shape the conditions for decision-making.

- Economic gender equality. Women and men must have the same opportunities and conditions as regards paid work which give economic independence throughout life.
- Gender equal education. Women and men, girls and boys must have the same opportunities and conditions with regard to education, study options and personal development.
- Equal equal distribution of unpaid housework and provision of care. Women and men must have the same responsibility for housework and have the opportunity to give and receive care on equal terms.
- Gender equal health. Women and men, girls and boys must have the same conditions for a good health and be offered care on equal terms.
- Men's violence against women must stop. Women and men, girls and boys, must have the same right and access to physical integrity.

The University's operations, founded on the strategic plan and the Discrimination Act, are built on equality between the sexes, equal opportunities and diversity. This means that zero tolerance is shown to all forms of discrimination and employees, students and those who apply for jobs or study at Lund University are treated and judged irrespective of gender, transgender identity, ethnic origin, religion or other belief, disability, sexual orientation or age. Although the overall responsibility rests with the Vice-Chancellor, every workplace is responsible for continuous work on gender equality, diversity and equal opportunities. Thus, respect and consideration shall govern all relationships, as well as a mutual acceptance of responsibility and a loyalty to the core values, tasks and goals of the University.

Joint efforts on gender equality, diversity, equal opportunities for students and equal terms for the university staff take place within the Management Group for Gender Equality and Equal Opportunities. The Management Group — each faculty has its own corresponding group — addresses university-wide strategic issues; it will propose and initiate various gender equality and equal opportunities measures in efforts to combat all forms of discrimination.

Thus, a policy on gender equality, equal opportunities and diversity has been developed as the basis for the University's work. The policy includes six areas of action which the University has chosen to focus on:

1. Discrimination
2. Equal treatment
3. Recruitment and promotion

4. Leadership

5. Salaries and terms of employment

6. Gender and intersectional perspectives

The responsibility to undertake this work is divided in accordance with the University's decentralised decision-making and accountability model. In addition to the applicable divisions of responsibility, all the University's employees and students are responsible for helping ensure that the intentions of the policy are carried out and that the principles of respect, tolerance and consideration have real meaning.

Lund University strives to ensure that all students and employees are familiar with the contents of either their faculty's or the University's action plan to tackle discrimination, including victimisation and sexual harassment. To support this work, established training methods are provided and disseminated on different levels within the organisation. In order to educate employees and students about gender equality, equal treatment and diversity, Lund University's core values permeate all its activities. Information units in departments, faculties and the central administration provide support and resources for this task.

Acting in consideration of equal treatment and diversity requires sensitivity and reflection. The perspective of diversity creates an awareness and understanding of difference while the perspective of equal treatment means that everyone is treated with respect and consideration and has the opportunity to develop from the starting point of their personal circumstances, so it creates shared principles for equal terms and conditions. In its work on equal treatment, Lund University prioritises the following:

- Increased knowledge and understanding of equal opportunities for students and employees through information.
- Systematic and focused work to increase gender equality and diversity in the recruitment and reception of students.
- Increased accessibility and adaptation so that everyone has the same opportunities to study and work at Lund University.
- Systematic and focused work to prevent and combat harassment.
- Integration of diversity perspectives in education.

Moreover, assessments based on skills and experience shall form the basis for recruitment and promotion and entail strategic HR planning with active gender equality targets. Active recruitment and career planning contribute to an even gender balance and diversity in all forms of education, all categories of academic staff and administrative as well as technical

roles. The systematic work on recruitment, career planning and promotion include continual training initiatives with the aim of professionalising and educating employees who participate in recruitment processes.

On the other hand, with a view to achieve gender equality and diversity in leadership, initiatives will continue to be undertaken, in particular for the under-represented gender. The aim of the policy is that active work will be carried out on all levels to achieve an even gender balance in all decision-making bodies and in leadership roles. In the appointment of faculty management, including executive committees, consideration shall be given to gender equality and diversity. Thus, those who hold leadership roles are trained in the Discrimination Act and its application and have the opportunity to develop their skills in the work on gender equality, diversity and equal opportunities at Lund University.

Besides, Lund University's aim is that equal salaries and equal terms of employment shall apply. In the systematic work for equal salaries, analysis of pay differences continue to be prioritised, subject to proactive measures and lead to action. The work to create equal terms of employment for the under-represented gender also continues, which means that:

-   salaries are set in accordance with the University's pay policy,
-   more women are employed as professors,
-   fixed-term positions among the under-represented gender in particular are monitored,
-   career planning is highlighted in staff appraisals, and
-   the opportunities to combine parenthood and employment at Lund University are taken into consideration when work is planned and structured.

Thus, gender perspectives and gender-aware teaching have a prominent place in the qualifying training in HE teaching and learning. The development work to implement an integrated gender and intersectional perspective in teaching and education needs to be intensified. Systematic and focused work on gender equality, equal opportunities and diversity requires regular evaluation, follow-up and analysis of the present policy. The results are to be presented annually in a gender equality report.

Through a public service agreement concerning HEIs for the 2016 financial year, Lund University has been commissioned by the Government to bolster development of gender mainstreaming during the period 2017-2019. The purpose of the initiative is for the HE sector to contribute towards the nationally declared gender equality objective of women and men having equal power to shape society and their own lives.

Gender mainstreaming aims at working through the organisations' decision-making processes in order to find and remove or minimize obstacles for gender equality. Gender mainstreaming is, in addition to the demands of the Discrimination Act, a work that is ongoing in at Lund university. The Lund university plan concerning gender mainstreaming at Lund University 2017–2019 focuses on removing obstacles for gender equality in the recruitment process and in the processes for widening participation of the entire university community.

Historical and geographical context:

Oxford is a city in the South East region of England and the county town of Oxfordshire. With an estimated 2016 population of 170,350, it is the 52nd largest city in the United Kingdom, and one of the fastest growing and most ethnically diverse. The city is 51 miles (82 km) from London.

Buildings in Oxford demonstrate notable examples of every English architectural period since the late Saxon period. Oxford is known as the 'city of dreaming spires', a term coined by poet Matthew Arnold. Oxford has a broad economic base. Its industries include motor manufacturing, education, publishing and a large number of information technology and science-based businesses, some being academic offshoots. The city is known worldwide as the home of the University of Oxford, the oldest university in the English-speaking world.

Profile of the University:

The University of Oxford (formally, The Chancellor Masters and Scholars of the University of Oxford) is a collegiate research university located in Oxford, UK. It has no known date of foundation, but there is evidence of teaching as far back as 1096, making it the oldest university in the English-speaking world and the world's second-oldest university in continuous operation. It grew rapidly from 1167 when Henry II banned English students from attending the University of Paris. After disputes between students and Oxford townsfolk in 1209, some academics fled north-east to Cambridge where they established what became the University of Cambridge. The two ancient universities are frequently jointly referred to as 'Oxbridge'. The history and influence of the University of Oxford has made it one of the most prestigious universities in the world.

The University is made up of a variety of institutions, including 38 constituent colleges and a full range of academic departments which are organised into four divisions. All the colleges are self-governing institutions within the university, each controlling its own membership and with its own internal structure and activities. Being a city university, it does not have a main campus and instead its buildings and facilities are scattered throughout the city centre. Most undergraduate teaching at Oxford is organised around weekly tutorials at the colleges and halls, supported by classes, lectures, seminars, and laboratory work provided by university faculties and departments.

As of September 2016, The University of Oxford is ranked the world's #1 university by the World University Rankings, and one of the world's best university by three other ranking tables. The University also operates the world's oldest university museum, as well as the largest university press in the world and the largest academic library system in Britain. It has educated many notable alumni, including 29 Nobel laureates, 27 prime ministers of the United Kingdom and many heads of state and government around the world. Sixty-nine Nobel Prize winners, 4 Fields Medallists, and 6 Turing Award winners have studied, worked, or held visiting fellowships at the University of Oxford. It is also the home of the Rhodes Scholarship, one of the world's oldest international scholarships.

The University of Oxford in figures (2017-2018):

Students: about 24,000 (undergraduates: 11,747; postgraduates: 11,687); 43% international students
University's staff: around 13,600 (full-time and part-time staff)
      1,791 academic staff members (41% citizens of foreign countries)
Budget: £1.4 billion

Main policies, support structures and governance models:

The University's arrangements for informing and consulting employees are covered by an agreement with the recognised trade unions. All members of university staff have the right, under the provisions of the 1992 Trade Union and Labour Relations (Consolidation) Act, to join any trade union of their choice for which they satisfy the membership requirements. The 1999 Employment Relations Act confirmed that all trade union members have the right of individual representation by their union if they are required to attend a formal disciplinary or grievance hearing.

The formal procedures allow for a member of staff to be accompanied at their request by a union representative, if a member, or by a colleague of their choice from within the University. It is also the University's normal custom and practice to permit a member of staff to be accompanied in situations outside the formal procedures, if they believe there is a need for this. Requests for such representation should be directed to the departmental administrator.

Membership of a trade union is not a condition of employment in the University. Participation in union activities within working hours is only permitted in accordance with

the terms of any facilities agreement made by the University, the relevant national legislation, and with the consent of the head of department.

The University recognises three trade unions for the purposes of collective representation of separate University staff groups:

- University and College Union (UCU) (previously known as the AUT: Association of University Teachers) in respect of staff employed in academic and academic-related posts. The UCU helps its members in individual cases and its representatives may attend meetings within departments, where specified in the relevant procedures, or at the department's discretion. The UCU is consulted on collective matters, in formal meetings, by the employee relations team in Personnel Services. Departments may also be contacted by representatives of the UCU committee, seeking their assistance to recruit new members. It is at the department's discretion whether to provide assistance by occasionally allowing use of its facilities in this regard.
- Unite (previously known as Amicus) in respect of staff employed in the University Technician grades and in the Estates Directorate Works Yard.
- Unison in respect of staff employed by the University in its clerical and library, ancillary, parks, and gardens grades.

The University has agreed to accord Unite and Unison a number of facilities as recognised trade unions.

Besides, a Joint Consultative Committee with the Oxford UCU has been established, consisting of equal numbers of members appointed by the University and by the UCU. The Consultative Committee meets once in each term (and on such other occasions as either side requests) to consider and discuss matters relating to the terms and conditions of employment of academic and academic-related staff. The terms of reference of this committee are set out in the staff handbook for academic-related staff.

For its part, the Joint Committee for University Support Staff (JCUSS) consists of equal numbers of members appointed by the University and by Unite and Unison together. The joint committee meets termly (and on such other occasions as either side requests) to consider and discuss matters relating to the terms and conditions of employment of university-graded support staff. The terms of reference of this committee are set out in the Recognition Agreement for the JCUSS.

Any member of the university staff is entitled to join any of the recognised trade unions (regardless of whether they belong to the particular staff group for which that union is recognised), or any other trade union which is not formally recognised by the University and will have access to individual representation by that union as a result. However, where the trade union is not recognised by the University in respect of the particular staff group to which the member belongs, then the union can only raise specific matters pertaining to the individual member and not issues of general concern. In such circumstances the University is not obliged to consult with the trade union over any matters which might affect that staff member.

Each of the recognised trade unions participates in regular, formal joint consultative committee meetings with the University on a termly basis to discuss issues of general relevance to the terms and conditions of the relevant staff group.

The University of Oxford wishes to ensure that its employees have appropriate information and opportunities enabling them to influence the development of its policies and practices that affect them, to make their views known, and to have those views taken into account in the University's decision-making. To this end, the University has signed an agreement on informing and consulting employees which sets out the means by which the University complies with the Information and Consultation of Employees Regulations 2004 as follows:

- The University will inform and consult its employees through their elected representatives on the following joint committees with staff representatives or with their successor bodies:

  o The Joint Consultative Committee with the Oxford UCU, representing academic and academic-related staff.
  o The Joint Committee for University Support Staff (JCUSS), representing clerical, library, ancillary, gardens, and parks staff, technicians and the Estates Directorate Works Yard staff.

- The joint committees will make arrangements, which will be subject to the approval of the Personnel Committee, for the provision of information and employee consultation at the university level.

- University departments will make and publish local arrangements for informing and consulting their employees in accordance with the guidance.

- Topics on which information will be provided and on which employees will, as appropriate, be consulted will include:
  o The development of employment policies, practices, codes of practice and regulations.
  o Measures designed to bring about greater equality of opportunity for university employees, including equal opportunities monitoring arrangements and the outcome of such monitoring.
  o The University's arrangements for training and developing employees.
  o The recent and probable development of the University's activities and economic situation.
  o The situation, structure, and probable development of employment within the University, in particular where there is the likelihood that employment will cease or diminish, or where it is proposed that employment transfers into or out of the University.
  o Decisions likely to lead to substantial changes in work organisation or in contractual relations.

There are, in addition, specific legal requirements on the University to consult employees whenever there is a risk either that contracts of employment will be terminated on grounds of either redundancy or employment transferring into or out of the University.

Historical and geographical context:

Mont-Saint-Aignan is a commune in the Seine-Maritime department in the Normandy region in north-western France with a population of 19,209 (2015). The modern commune of Mont-Saint-Aignan was created in the early 19th century (1815–1819) out of the merger of the communes of Monts-aux-Malades, Saint-Aignan and (partly) Saint-Denis-de-Bondeville.

The parishes of Saint-Aignan (*Sanctum Anianum*) and Mont-aux-Malades (*Monte Infirmorum*) are mentioned in documents dating back to the 12th century. Henry II built a church there dedicated to Thomas Becket in 1176 in an attempt to make up for his unwitting role in the murder of the Archbishop of Canterbury.

Due to the presence of HEIs (notably the University of Rouen and the NEOMA Business School) and the city's relatively small population, Mont-Saint-Aignan is considered the French city that has the largest proportion of students relative to its population: students represented 25,61% of the total population in 2014.

Profile of the University:

The establishment of the University was inspired by the University of Caen which is considered the academic metropolis in the Normandy region. The University of Rouen was founded in 1966, although its origins can be traced back over many years (the *Collège de Médecine* was created in 1605). There are three main time periods that are essential when talking of its history, namely before 1966, 1960-1970, and 1980-1990.

After World War II, there was a surge of universities established all over the world. The University of Rouen was a part of the great wave of universities established after the war. These universities were considered new, modern and fresh because they sought to attain and transmit a certain mission and vision. It was a vision of peace, harmony, democratization, innovation and development, which was not common in traditional French universities, but the University of Rouen was one of many that decided to move forward and promote that vision.

The University of Rouen was planned and founded between 1960-1970. This was a key period for spreading the word and mission of the University throughout the region despite geographic barriers like the plateau Mont Riboudet. Between 1980-1990, the University reanalysed the question of expansion and in the 2000s decided to establish other campuses around the Normandy region that permitted more students to study in a wider variety of education options, training programs and certifications.

The University of Rouen in figures (2017):

Students: 28,460
Full-time staff (hosted staff excl.):
- Academic staff: 1,303
- Administrative and technical staff: 919
- Contract staff under funding research: 60
- Doctorate candidates under contract: 208
- Hosted staff: 569

Research budget: 19 m€
Partnership contracts: 1.4 m€

Main policies, support structures and governance models:

Today, social action funds for national education and HE staff enable HEIs to lighten the costs of staff in sensitive areas or in certain difficult situations. In the case of the University of Rouen, social action programmes have their origins at the meeting held by the University Council on November 7 1974, which, on the basis of work performed by the union representatives at the Commission of Social Affairs, unanimously approved the draft constitution of a Committee of Action Social and Cultural of the University of Upper Normandy (CASCUHN - *Comité d'Action Sociale et Culturelle de l'Université de Haute Normandie*) in the form of a non-profit organisation (Association Law of 1901).

In 1980, the Council of the University decided to create a Common Service: the SIAS (*Service Intra-Universitaire des Affaires Sociales* - Intra-University Service of Social Affairs), which was responsible for promoting social welfare of the University, UFRs (*Unité de Formation et de Recherche* – Training and Research Units) and institutes attached to it. The SIAS was in charge of the management of social works (staff canteens, housing and welfare) and participated in the definition of policies for H&S, occupational health, family planning and continuous training programmes of the university staff.

For the accomplishment of its mission, the CASCUHN received a subsidy from the SIAS and was also entitled to receive funds from UFR as well as from public, national, regional or local authorities. CASCUHN was in charge of the management of social works in the following areas:

- Educational and cultural activities
- Sports
- Day nurseries and summer camps
- Leisure, holidays
- Specific socio-cultural activities
- Joint buying organisations

In 1988, the CASCUHN became CASCUR (*Comité d'Action Sociale et Culturelle de l'Université de Rouen* - Committee of Social and Cultural Action of the University of Rouen), although it ceased its activity in 2010 due to lack of volunteers. Meanwhile, in 2009, SIAS became SACSO (*Service d'Action Sociale et Culturelle* - Social Action and Cultural Service Office) and eventually took over all the cultural and leisure activities of CASCUR.

SACSO is a university service that manages social and cultural actions as well as leisure activities for the permanent staff of the University: BIATOSS Staff (librarians, engineers, administrative staff, technicians, workers, social and health staff), trainees, teachers and researchers. It contributes to the implementation of the university strategy as a factor of cohesion of the university community. Whether individually or collectively, SACSO is aimed at improving the living conditions of staff and their families and providing them with special assistance in case of significant and temporary difficulties. Currently, SACSO is one of the few university departments in France that manages a leisure centre for children of staff and students.

SACSO provide two types of services for all staff working at the university:

- Common regulations for inter-ministerial social benefits (PIM - *Prestations Inter-Ministérielles*)
- Social policies and measures for university-based initiatives (ASIU - *Actions Sociales d'Initiative Universitaire*).

The major points of social benefits cover housing assistance, legal aid, help for staff restoration, holiday checks and checks returned, exceptional help, social loan, help with studies, training and registration for children's competitions, holidays, leisure and language holidays for children and assistance for children with disabilities. The resources

and the family quotient are taken into account in determining the allocations, according to a fixed scale by the MENESR for PIMs and the SACSO Council for the ASIU (validated by the technical committee and the university's board of directors). The aid is optional, annual, and does not apply necessarily from one year to the next. Some measures are only granted within the limit of the credits available annually (ASIU).

Social assistance is also available to all staff, whether they are permanent, contractual, active or retired, with the purpose of:

- helping and supporting staff in case of difficulties, seeking jointly with the person concerned solutions to the problems encountered;
- informing staff about social protection, legislation, procedures, bodies, etc.;
- supporting staff throughout the different processes and acting as an intermediary, when necessary; and
- directing staff, where applicable, to the appropriate services or organisations.

A social worker intervenes at the request of the interested parties. Their mission is directly related to the social policy and social action implemented in the institution. A permanent social worker is available in Evreux the first Monday of each month.

The National Health Authority within the French education sector (*Mutuelle Générale de l'Éducation Nationale* - MGEN) is the body which manages the Social Security files of all staff engaged in national education. For first-time employees (those who have never been affiliated) the MENESR is responsible for registering them in the National Social Security system. In the case of trainees or civil servants, it is always the MGEN section of the workplace which serves as the primary health insurance fund. Non-permanent staff members are affiliated to the National Social Security system and may, if they wish, join the MGEN.

The H&S Service of the University is responsible for preventing any deterioration in the health of the staff as a result of the work. An occupational physician performs medical follow-ups to the staff by:

- systematic check-ups with periodicity ranging from 1 to 5 years depending on occupational risks and pathologies. Any additional visit can be done at the request of the employee, the doctor or the administration;
- job check-ups;
- recovery check-ups after a sick leave, an accident at work, an occupational disease, or maternity leave (these visits are mandatory); and

- pre-recovery check-ups, especially if an adjustment of the work post is to be considered.

During the medical check-ups, additional examinations might be prescribed according to the occupational exposures to the current position as well as previous exposures in order to ensure an adjusted medical surveillance (blood tests, radiological or radiotoxicological tests, urinalysis, serologies, etc.).

Skilled health personnel — comprising an occupational physician, a team of nurses, the university social worker and a secretary — ensure a special surveillance of staff who is subject to specific risks (physical, chemical, biological, musculoskeletal disorders, various risks such as isolated work, night work, etc.). They also contribute to the improvement of the working conditions by, i.a., carrying out studies of workstations, giving advice to the administration and staff, making proposals for necessary adjustments, etc.

The University also conducts epidemiological surveys and puts in place practical information actions on public health problems (vaccines, tobacco, addictions, mental charges, etc.) and occupational risks. Vaccines related to occupational risks are also administer by the medical service. The H&S personnel can be consulted on any health problem at work. All findings and conclusions are subject to strict confidentiality by statute.

To promote occupational risk prevention and the promotion of occupational health, the MENESR and the MGEN signed a framework agreement, creating the Prevention and Support (PAS) networks. These networks are piloted and financed equally by the MENESR and the MGEN. They allow, in the framework of joint exchanges, to contribute to the training and support actions of the university staff. The purpose of the PAS networks is to promote the staff retention and the professional reintegration of national education personnel who may face personal or professional difficulties. After signing agreements, two Welcome & Listening Centres (EAE: *espaces d'accueil et d'écoute*) were created — one in Grand-Quevilly and the other in Le Havre — by the MGEN, the rectorate of Rouen and the Universities of Rouen Normandy and Le Havre Normandy.

The EAEs provide staff who wish to interact with a psychologist either a face-to-face interview or a telephone consultation free of charge with the aim of responding to personal or professional difficulties. These interviews are conducted with respect for privacy and professional secrecy. The number of interviews is limited to three per year and, if necessary, the person can be directed to the appropriate contact.

The University of Rouen Normandie has also signed an agreement with a firm of occupational psychologists. In this context, university staff encountering professional difficulties may be offered a free individual consultation.

Still, other assistance and support measures are made available to the staff by the University:

- Exceptional assistance or interest-free loans may be granted to university staff in case of temporary financial difficulties caused by unforeseeable exceptional events. Each request is examined by the Committee (anonymously) after an interview with the social worker.

- Family support. This aid may be paid:

    o to mothers staying in convalescent homes, accompanied by children under the age of 5 years;
    o for the intervention of family workers or home helpers (retired);
    o for the improvement of the habitat, a loan of 1,070€ to 1% can be granted to family benefits' recipients by the Family Allowances Fund;
    o for the care of young children under the age of 3 years and from 3 to 6 years: CESU (*Chèque Emploi Service Universel* – employment and service voucher).

- Aids for schooling of children. This aid concerns the following three areas:

    o Parents, according to the family coefficient.
    o Children pursuing studies or training.
    o School-based trips (school excursions, host transferred classes, language immersion programmes, etc.).

- Aids for leisure and holidays. Grants can be provided concerning the registration of children of the university staff between the ages of 6 and 16 years to sporting or artistic activities or in leisure centres, centres with accommodation, summer camps, family holiday villages, family holiday homes, *Gites de France*, camping and language immersion programmes. There are also holiday vouchers (25% to 15% discount).

- Aids in case of disability or illness in the form of:

- o Allowance to parents of handicapped or disabled children under the age of twenty.
- o Allowance to parents of disabled children pursuing their studies or traineeship between the ages of 20 and 27 years who do not benefit from the allowance for adults with disabilities.
- o Cost-sharing accommodation expenses of disabled children staying at specialised holiday centres.
- o Aid for assistive devices for people with disabilities: national education staff, spouses or children.
- o Home assistance to people with disabilities with the help of a third party.
- o Cost-sharing travel expenses for visits to hospitalised patients (spouse, children).

- Legal Aid. After an interview with the social worker, help might be granted for legal advice from a lawyer. This aid is limited to one consultation per employee per year.

- Assistance to installation of newly recruited staff members. This aid is aimed at employees who start their career in the University. In case of significant installation costs, an ASIU is set up to financially assist new staff upon their arrival taking into account their financial situation.

- Aid to access a rental unit. An ASIU is set up to financially assist university staff who move to a new rental housing (excluding university residences, homes etc.). This aid can only be granted once every 5 years and cannot be combined with the previous ASIU. Still, in the event that two employees occupy the same dwelling, only one can benefit from this aid. To request this assistance, the employee must file an application in the 4 months following their moving date.

The following case, rather than depicting an individual institutional scenario, actually refers to an inter-university administrative and technical staff mobility network which operates at European level and is now enjoyed by thousands of universities across the EHEA.

The IMOTION project on the Integration and Promotion of Staff Training Courses at Universities across Europe was a one-year initiative co-funded within the European Union's Lifelong Learning Programme (Erasmus Accompanying Measures grant agreement number 2013 – 2888 / 001 – 001) which started in October 2013. The project was co-ordinated by the Network of the Universities from the Capitals of Europe (UNICA) and included a consortium of European Universities and networks including the Sapienza University of Rome (Italy), Ghent University (Belgium), SGroup European Universities' Network (SGroup), Compostela Group of Universties (CGU) and the European Association of ERASMUS Coordinators (EAEC). The general objectives of the IMOTION project are:

- to increase the quality Erasmus staff training events;
- to involve administrative and technical staff members of different units, including international relations officers, centres for doctoral education, welcome and support services, press and communication, libraries, ICT, career guidance centres; and
- to internationalise universities through the organisation of raining activities with foreign experts and participants coming from different HEIs (internationalisation at home).

To this end, an online platform which centralises information about staff training events for university administrative and technical staff organised in Europe has been developed. The platform aims to support HEIs in the promotion of staff training events and to help university administrative and technical staff to find the appropriate training or job shadowing they are looking for.

In the year 2007 with the launch of the Life-long Learning Programme (LLP) the European Commission started a new activity under the Erasmus programme: Erasmus staff trainings. Erasmus staff mobility for staff training offers an opportunity to participate in different forms of training abroad, such as job shadowing (staff members from a HEI go to another HEI to work there for a certain period) or attending job-related conferences and workshops.

Despite its success, at the present moment a coordinated source of information on the opportunities available for staff training still does not exist, and too often potential participants are faced with the difficulty of finding information, and HEIs with promoting their activities or finding the appropriate person for job-shadowing.

The idea of the project is to create an online platform (website) where HEIs can promote their staff trainings and where HEIs' staff can easily find the opportunity they are looking for. This platform will help:

- HEIs organising staff trainings to promote their events;
- HEIs organising job shadowing to look for appropriate people;
- HEIs staff to find the appropriate training or job shadowing they are looking for in an easy way;
- HEIs to get feedback from the participants at their events.

The above-mentioned objectives will help to achieve a better promotion of Erasmus training as well as to increase the overall quality of Erasmus training.

Ideally, the newly built platform would be integrated on the website of the European Commission, as this will make it more official, easy reachable and recognisable. Therefore, the Commission was already contacted in order to make this integration possible, and the technical aspects will be taken care during the development of the project.

The consortium is convinced that the project can have a great impact, as there are more than 4,000 HEIs in Europe that have an Erasmus Charter and therefore the possibility of participating in Erasmus staff trainings.

COORDINATOR

Network of Universities from the Capitals of Europe (UNICA) is a network of 46 universities from 35 capital cities of Europe, with a combined strength of over 150,000 staff and 1,800,000 students. Its role is to promote academic excellence, integration and co-operation between member universities throughout Europe.

PARTNERS

Sapienza University of Rome, founded in 1303 by Pope Boniface VIII, is one of the oldest universities in the world and a high performer among the largest universities in international rankings. Since its founding over 700 years ago, Sapienza has played an

important role in Italian history and has been directly involved in key changes and developments in society, economics and politics.

Ghent University is one of the major universities in the Dutch-speaking region of Europe. It distinguishes itself as a socially committed and pluralistic university in a broad international perspective.

SGroup European Universities' Network is a non-for-profit founded in 1992 composed of over 30 HEIs from 17 European countries. The SGroup is a dynamic network with over 20 years of experience in university collaboration within Europe and beyond to foster university excellence in education and research and to promote continuous adaptation to educational and societal needs in a creative and innovative way.

The Compostela Group of Universities is a non-profit international association aimed at fostering cooperation and promoting dialogue in all fields related to higher education. An initiative of the University of Santiago de Compostela, the CGU currently has more than 70 members worldwide, who are working together in the belief that diversity is a keyword in the profile of 21st century universities.

The European Association of Erasmus Coordinators (EAEC) was founded in 2004 in Lodz, Poland, with an official kick off during the ERACON 2005 (Erasmus Coordinators Conference and GO-Exchange Education Fair 2005) in Cyprus.

ACRONYMS

Acronyms used in this document are explained where they first appear in the text. For convenience, these are summarised here in alphabetical order:

AFARP: *so far as is reasonably practicable*

ASIU: *Actions Sociales d'Initiative Universitaire*

AUT: Association of University Teachers

B&E: Buildings & Estates

CASCUHN: *Comité d'Action Sociale et Culturelle de l'Université de Haute Normandie*

CASCUR: *Comité d'Action Sociale et Culturelle de l'Université de Rouen*

CEROG: *Centre d'Études et de Recherche sur les Organisations et la Gestion*

EDI: Equality, Diversity & Inclusiveness

EHEA: European Higher Education Area

ERA: European Research Area

ESSEC: *Ecole Supérieure des Sciences Economiques et Commerciales*

H&S: Health & Safety

HE: Higher Education

HEI: Higher Education Institution

HR: Human Resource

HRIS: Human Resource Information Systems

HRM: Human Resource Management

IAE: *Institut d'Administration des Enterprises*

LOLF: *Loi Organique Relative aux Lois de Finances*

MENESR: Ministry of National Education, Higher Education and Research (France)

MGEN: *Mutuelle Généralle de l'Education Nationale*

MoE: Ministry of Education

MoHE: Ministry of Higher Education

OCLA: Office of Civil Legal Affairs

OHP: Occupational Health Psychology

PAS: Prevention & Support

PIM: *Prestations Inter-Ministérielles*

PRP: Performance-Related Pay

QA: Quality Assurance

SACSO: *Service d'Action Culturelle et Sociale*

SHWW: Safety, Health and Welfare at Work

SIAS: *Service Intra-Universitaire des Affaires Sociales* - Intra-University Service of Social Affairs

SM: South Mediterranean

SUA: Slovak University of Agriculture

TMP: Talent Management Practices

UCC: University College Cork

UCD: University College Dublin

UCU: University and College Union

UFR: *Unité de Formation et de Recherche*

ULP: University Louis Pasteur

UMT: University Management Team

UoC: University of Cologne

UoE: University of Edinburgh

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- IMOTION website: http://staffmobility.eu/