

Vitae Occasional Paper, Volume 3

B10: Early career researchers and employment challenges

Learning from Italy and Germany

Paper based on a workshop presented at the
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- **A5: Who Shares Wins: A New Model in Doctoral Training**
- **B10: Employing and supporting early career researchers – learning from Italy and Germany**
- **C5: The mentoring pipeline: institutional perspectives on mentoring as a development tool**
- **D2: BaFL: Business as a Foreign Language: How should we speak to PGRs from the Arts and Humanities in order to encourage engagement with enterprise and entrepreneurship education and training?**

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Foreword

Welcome to the third in the series of Vitae Occasional Papers, in this instance based upon work presented at the 2015 Vitae Researcher Development International Conference. The series has now provided a total of 16 papers on a wide range of subjects relating to the development of researchers. It is well worth taking a look at previous editions of the occasional papers if you haven't done so already. A full listing of the papers published so far is available in the annex of this edition.

As in previous years, presenters of workshops or special interest sessions at the conference had the opportunity to subsequently write a paper for the occasional papers series. The four papers included here again reflect the diversity, depth and vibrancy of the conference. This year, four papers were submitted. They are now published as separate papers, which together comprise Volume 3, which is available at www.vitae.ac.uk/occasional

In this paper 'Employing and supporting early career researchers – learning from Italy and Germany' by Laurence Hopkins, Hayfa Mohdzaini, and Geoffrey White, provides a fascinating account contrasting early career support and employment for researchers in different European contexts. As the authors state in their paper, 'The two country case studies highlighted in this paper offer different perspectives on the employment of early career researchers which merit consideration by UK HEIs.' The paper is well worth reading for anybody involved in supporting early career researchers in any nation.

In 'Who Shares Wins: A New Model in Doctoral Training' Rebekah Smith McGloin provides a very valuable and interesting review of policy context in postgraduate research as a pretext to presenting an innovative new model for Doctoral Training. The Doctoral Training Alliance works across some 15 UK universities and offers a model in collaboration. The paper details how the model works including of course reference to the training and development of the researchers involved.

For those already running mentoring programmes for researchers and particularly those wanting to set a programme up, the third paper in this occasional series should be essential reading. Susan Brooks, Sam Hopkins, and Kay Pearson, present an informative and practical guide relating to their experiences in setting up and running a range of different mentoring schemes in, 'The mentoring pipeline: institutional perspectives on mentoring as a development tool'. The authors cover a wide range of practical topics from launching schemes through to matching mentors and mentees and training and development support.

In the final paper we get baffled! Jane Nolan and Dawn Weatherston present, 'BaFL: Business as a Foreign Language: How should we speak to PGRs from the Arts and Humanities in order to encourage engagement with enterprise and entrepreneurship education and training?' This is a terrific study of the use and impact of language relating to business in the arts and humanities. The very practical listing of words that 'work' and those that don't in the appendix to the paper I think will be of great help going forward in understanding the different perspectives on language with a view to mutual engagement between business and the arts and humanities.

I do hope you enjoy the latest edition of the occasional papers and I also hope they will at least in part inspire you to make your own contribution to future editions.

Dr Tony Bromley

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Introduction

The UK has a long history of supporting early career researchers (ECRs) on a national level and is alone in Europe in having an organisation dedicated to their professional development (Vitae¹). All universities and higher education colleges are signatories to the European Charter and Code for researchers and 93 UK higher education institutions (HEIs) have an HR Excellence in Research Award² – comprising 35 percent of all accredited institutions in Europe. The UK's research-intensive universities rank among the best in the world and outperform all but a handful of HEIs from other European countries. A casual reading of the league tables suggests that the UK has little to learn from its European counterparts in building successful research institutions and developing a new generation of researchers. Yet the UK ranks comparatively low on researcher mobility, the number of researchers in the private sector and international scientific co-publications. According to the EU's composite research excellence indicator, the UK ranks behind Sweden, the Netherlands, Denmark and Finland³. It is therefore important that UK HE employers continue to identify innovative and good practices in the employment of researchers in the rest of Europe.

This paper is based on research conducted by UCEA in collaboration with the European Trade Union Committee for Education (ETUCE) and the European Federation of Education Employers (EFEE) in 2014 which investigated employment relations and the employment of researchers in Cyprus, Finland, Italy, Germany (Hamburg), Romania and the UK⁴. The research was supported by the European Commission. For the purposes of this paper we focus on our findings from Germany and Italy. Given the fact that political responsibility for higher education is delegated to the individual states in Germany, our case study from Germany is taken from Hamburg.

1 See www.vitae.ac.uk

2 The HR Excellence in Research Award is a European award recognising the commitment of an institution to the career development of its researchers. 93 UK higher education institutions (HEIs) had an HR Excellence in Research Award at the time of writing: www.vitae.ac.uk/policy/hr-excellence-in-research

3 <https://rio.jrc.ec.europa.eu/en/stats/research-excellence-composite-indicator>

4 <http://ucea.ac.uk/en/empres/rs/ecr.cfm>

Germany (Hamburg)

Early career employment contracts in Germany

The 'early career' stage in Germany can easily last more than a decade and the academic research career path is more rigid than in the UK. Under the Wissenschaftszeitvertragsgesetz (WissZeitVG), a Federal Act which regulates fixed-term academic employment across Germany, ECRs may be employed for up to 12 years on temporary contracts (or 15 years in medicine). Within that period individuals may be employed at a university while pursuing a PhD for up to six years. Individuals who have completed their PhDs may go on to complete an advanced postdoctoral thesis (Habilitation), which provides eligibility to apply for professorship positions. Employment contracts in the sixth to twelfth years tend to be shorter, typically two years.

However, the practice of issuing a series of shorter contracts lasting less than a year are not unheard of, as this is allowed within the WissZeitVG. Where the practice has been taken to extremes, this has on occasions been successfully challenged by the Education and Science Workers' union Gewerkschaft Erziehung und Wissenschaft (GEW). For example, the Court of Appeal in Cologne deemed it unlawful to employ an individual on 23 fixed-term contracts in the space of 14 years at the same university for similar work.

Compared to the UK, the academic workforce in Germany is dominated by temporary contracts and prospects for career progression are therefore more limited. As Figure 1 shows, nearly three-quarters of academics in Germany are employed on temporary contracts compared to under one-third in England (CNRJS 2013:15). Permanent tenured contracts are rare and a privilege reserved for professors who typically secure this position at age 40 or older.

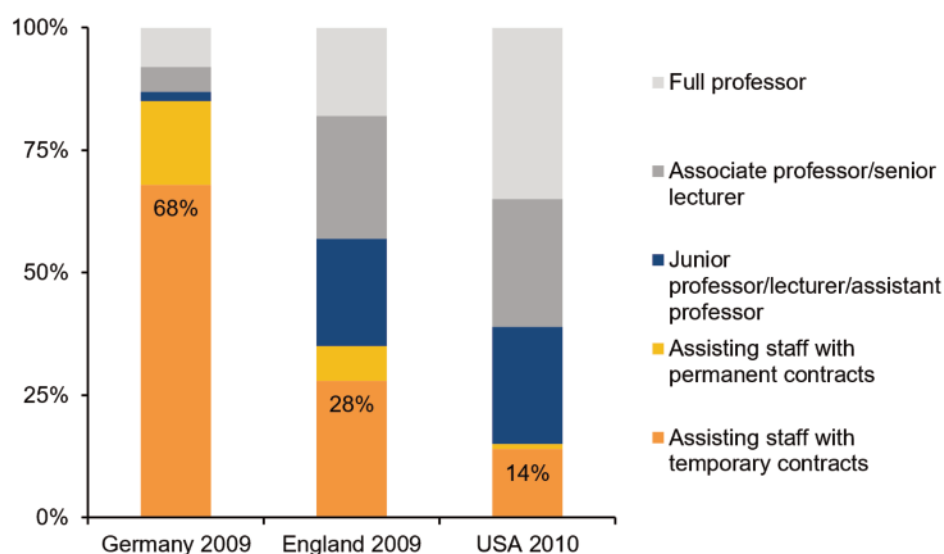


Figure 1. Full-time academic staff at universities in Germany, England and USA.

(Source: Consortium for the National Report on Junior Scholars, 2013).

One reason for the relatively large proportion of temporary contracts is the number of PhD and Habilitation candidates that work in universities while pursuing their qualifications. Therefore the term early career researcher (ECR) in Germany extends to PhD and Habilitation candidates, a practice which differs from the UK where early career researcher definitions, such as that used for the Research Excellence Framework (REF), exclude PhD candidates. The motivation for employment over stipend is financial for German domiciled ECRs, as it enables continued access to social security benefits only available to employed people.

Another reason for the large proportion of temporary contracts could be the unintended consequence of policies to promote cutting-edge research through the use of time-limited funds. For example, the Federal government's Excellence Initiative periodically awards funds to German universities on the basis of merit. Since 2005, the initiative has created nearly 4,200 researcher positions, 90 percent of which are for young researchers (Deloitte, 2013).

Using a code of conduct to shape employment contracts

Given the context of how fixed-term contracts are used to employ ECRs, the social dialogue⁵ in Hamburg, where our Germany case study was conducted, centred on improving working conditions. Hamburg is one of the 16 states (Länder) in Germany, which each maintain some autonomy over cultural and education matters. So while the Federal Act WissZeitVG on temporary academic contracts applies throughout Germany, the Hamburg Higher Education Law (HmbHG) applies only in Hamburg. Similar to several other countries in Europe, including Italy, junior professors and professors have civil servant employment contracts. Other academic staff and researchers are university employees whose contracts are collectively bargained at state level, though these often exclude the pay and conditions of ECRs.

One of the main outputs from the social dialogue process in the past few years is the Hamburg Code of Conduct, a six-page document which outlines the minimum standards of employment for ECRs in Hamburg (see box 1). The draft was originally published by the Hamburg Ministry of Science (BWF) in 2012 and the contents were finally agreed between social partners of the working group in 2013. The Code of Conduct is a good example of how the state used its devolved powers to address issues associated with fixed-term employment contracts for ECRs. The Hamburg state had attempted to address the issue by recommending changes to the WissZeitVG Federal Act but these were rejected, thus requiring action at state level.

Hamburg Code of Conduct for employing ECRs

The Code of Conduct outlines the minimum standards of employment for ECRs, for example:

- **PhD candidates** – Remove the 50 percent limit on the amount of time that individuals can work. The intention is to increase the earnings of PhD candidates and to increase employment opportunities related to their research topics. Before the Code of Conduct, the local Hamburg law restricted employment contracts to half of a full-time equivalent (FTE) employee for PhD candidates.
- **Habilitation candidates** – Employment extension granted for up to three years if their performance review for the first three years is positive. Individuals should be granted at least one-third of working time for their own research.
- **Other research associates not covered by WissZeitVG** – Individuals who are employed to undertake work that cannot be used towards their qualifications should be considered for permanent employment. For example, individuals working in the academic support services could be employed for a trial working period with a view to move them to open-ended contracts.

In addition, the local Hamburg Higher Education Law (HmbHG) has been changed so that ECR on fixed-term contracts which are not related to qualification should be offered open-ended contracts, subject to successful completion of a probationary period. The Code of Conduct also outlines a number of actions for universities to consider.

Box 1. Extract from the Hamburg Code of Conduct for employing ECRs.

⁵ According to Eurofound, social dialogue is defined as 'discussions, consultations, negotiations and joint actions involving organisations representing the two sides of industry (employers and workers)'. Its report on workplace social dialogue in Europe conceptualises social dialogue as existing along a spectrum between 'downward information provision' and 'employee control' with social dialogue referring to any situation that falls between these two points.

A BWF-commissioned report observed that the Code of Conduct could be a useful instrument for controlling employment conditions (Quaißer and Burkhardt, 2013). The report included stakeholder views from higher education agencies, universities, professional associations and trade unions and reviewed how others have tried to improve the working conditions of ECRs. In Hessen, for example, the state's Ministry of Finance said that up to 20 percent of external funds can be used to create open-ended posts if it can be shown that the role would still be required at the university after the end of the funding period. To tackle the issue of financing positions during the gap between one externally-funded position and another, the Council for Social Science and Humanities (WR) proposed introducing a flat-rate surcharge on all external funds, essentially creating a bridging fund.

The trade unions have been instrumental in putting the conditions of ECRs on the political agenda. At national level the union GEW, for example, has submitted several papers to the Federal government since 2008 to stimulate discussion on the topic. At institutional level, the GEW demanded improvements in working conditions through the Templin Manifesto in 2010⁶. The manifesto urged reform of personnel structures and career paths in higher education and research, and was underpinned by ten principles:

1. Enhancing the security and structure of early-stage research
2. Reliable prospects for postdocs
3. Permanent jobs for permanent tasks
4. Regular, not precarious employment
5. Striking a balance between teaching, research and life
6. Gender balance
7. Equality in decision-making
8. Encourage mobility, don't penalise it
9. Building higher education and research to meet needs and demand
10. Collective negotiation to govern all forms of employment

The manifesto was used as another platform to urge social partners into action. In 2012, the GEW released the Herrschinger Code providing recommendations on implementing the Templin Manifesto⁷.

Initiatives to promote gender equality in Germany

UK higher education institutions have many policies and practices to promote gender equality (New JNCHES, 2015). Adoption of the Athena SWAN Charter⁸ is widespread in HEIs and in departments, with 137 higher education institution members holding 537 awards between them. In addition to this other national programmes such as Aurora, a leadership programme for women only, complement action at institutional level, typically informed by equal pay audits which are commonplace.

The Total E-quality award in Germany shares some similarities with the Athena SWAN award, in that it is intended to raise the profile of award holders and promotes sharing of good practice. Like the UK, some research funders attach gender equality as part of the funding criteria, thereby increasing the incentive to apply for an equality award. However, unlike Athena SWAN, the assessment does not need to be led by academics.

⁶ <http://www.gew.de/wissenschaft/templiner-manifest/templiner-manifest-text/>

⁷ www.gew.de/wissenschaft/herrschinger-kodex/

⁸ Athena Swan: 'Recognising advancement of gender equality: representation, progression and success for all.' See <http://www.ecu.ac.uk/equality-characters/athena-swan/>

Awards are given at institution level only and there are no departmental level awards. The scheme has not been formally evaluated so the impact demonstrated is limited. Around 110 academic institutions out of approximately 400 universities and approximately 240 research institutes have applied for a Total E-quality award to date (ECU, 2015).

Gender equality is a broader issue of tackling the perceptions, expectations and mind-set of the society which means helping young women and girls to think about their career options before they even enter the labour market. Recognising this, the Federal Ministry for Education and Research launched Go MINT in 2008, a national initiative which aims to attract more young women into Science, Technology, Engineering and Maths (STEM) degrees and careers. (MINT is the German acronym for STEM).

Go MINT leverages initiatives run by partners across the country and promotes them through a centralised online portal, making it easy for young women to find information and participate in local initiatives. To date, 200 partners have supported the Go MINT national pact. Recent projects run by partners include a taster semester for young women considering a degree in engineering and a one-year mentoring scheme for Year 9 teenage girls interested in a career in IT.

Locally at the University of Hamburg there are a few interesting initiatives for supporting female ECRs which are worth noting as they are slightly different to the ones offered in UK universities. For example, since 2009 each female professor appointed on an open-ended contract will be allocated a female ECR on a one-year fixed-term contract, paid for by the university's central funds. There is opportunity to extend positions for a further two years in the maths, informatics and natural science faculties. Women in their final stages of completing their PhD thesis can apply for scholarship grants to support their cost of living. The University annually awards a Women's Advancement Prize worth £10,000 to recognise outstanding achievement and to raise the visibility of successful female-led research projects.

Italy

While the Hamburg case study highlighted the positive results of social dialogue in addressing concerns about the employment of researchers, our dialogue with employers and trade unions in Italy was dominated by recent legislative reform to the academic career structure. This reform was perceived to have had a negative impact on early career researchers against a backdrop of high youth unemployment, significant funding cuts in higher education and associated workforce reductions. Unlike in Hamburg, and indeed in the UK, there is no collective bargaining for academic staff in Italy and no formal platforms for social dialogue. This means that the Federation of Labour in Knowledge (FLC), which represents school teachers and university lecturers as well as staff within research institutes, is reduced to a lobbying role with no negotiating rights. According to the FLC, the union can be effective in representing workers' interests to the government, but the absence of any formal structure limits the scope and quality of dialogue. It also affects levels of trade union membership with academics tending to join the trade union for ideological rather than practical reasons – although the FLC provides other services and plays an important role in maintaining professional standards.

Academic career reforms

The General Reform of University Education, or Gelmini Reform, passed in 2010 (Law 240/2010) made important changes to the existing Italian academic career structure by introducing a new career ladder system in state-funded universities. It also introduced a triennial assessment of research performance similar to the UK's Research Excellence Framework⁹. The reforms have particularly affected researchers in the early stages of their career or those researchers that had yet to achieve a tenured position and have significantly changed the composition of the Italian academic workforce.

⁹ See <http://www.ref.ac.uk/>

Under the new system, the postdoc stage (assegnisti de ricerca) is fixed at four years at which point the individual can apply for a researcher type A or type B contract (ricercatore tipo A or ricercatore tipo B). A type A contract is for three years with the possibility of a two-year extension. A type B contract is also for three years but with no extension and provides the opportunity to progress to an associate professor position on completion of the 'abilitazione'. Importantly, universities must have money set aside for this advancement on appointment.

The legislation was acknowledged by some interviewees as being positive for introducing the concept of tenure track and limiting the use of fixed-term contracts. But both universities and trade unions raised concerns because the new system resulted in few type B contracts being advertised and the vast majority of early career researchers are put on type A contracts with no scope for progression.

According to one interviewee fewer than 100 calls for type A contracts had been published in Italy since 2010. It is also easier for universities to create post-doc/research fellow posts and there has been a growth in this group of staff. This group of staff is growing rapidly relative to permanent academic positions within HEIs.

Seeking researcher views in the HR Excellence in Research Award process

Although the European Charter and Code for researchers is not as embedded in Italy as in the UK, there were seven HEIs with HR Excellence in Research Awards at the time of our research and nine at the time of writing. Many HEIs had undertaken detailed gap analyses highlighting strengths and weaknesses in approaches to the recruitment and employment of researchers. For the institutions that have achieved the HR Excellence in Research recognition, the motivations are typically about improving the attractiveness of the university as a destination for international and local talent.

Notably, the gap analyses undertaken by Italian HEIs for the HR Excellence in Research Award is usually done through a bottom-up process involving staff from all levels and research-related functions. For example, several universities used focus groups and surveys to capture a wide range of views on the current practice as set against the principles of the Charter. In the case of Camerino University (UNICAM), 'special attention' was given to First Stage Researchers in this process while the University of Palermo produced a specific action plan for young researchers. Palermo's survey also helped identify the priority issues for researchers at the University which were:

- Appropriate and attractive conditions and incentives, in terms of salary, for researchers at all stages of their career
- Proper plans for increasing researchers' skills and competence
- The need for measures and internal regulations guarantying researchers adequate training for teaching activities

The gap analyses highlighted concerns about the recent legislative changes which had restricted the universities' ability to independently manage their workforces. One university's gap analysis suggested that these restrictions 'may significantly affect the placement of young researchers in the coming years'. The situation facing temporary research staff was also a common focus. The Politecnico di Torino found through their focus groups that temporary staff felt undervalued compared to permanent staff and that they did not receive the same level of information on funding and career opportunities.

Gender equality

Our interviewees typically felt that Italy was behind other Member States in terms of gender equality; however there are several notable laws, policies and initiatives which are worth highlighting. Following an initiative of UNICAM which it established following its adoption of the Charter and Code, Article 22 of Law 240/2010 guaranteed a full salary to maternity leaves for ECRs. Since 2011 a hypothecated budget of €3.5 million has been set aside to fund the new law.

For PhD candidates, Ministerial Decree 224/99 allows for the suspension of the doctorate for maternity and sickness and compensation is possible for those on scholarships. At institutional level there are numerous examples of policies and initiatives that promote equal opportunities among male and female researchers. For example, Politecnico di Torino takes parental leave into account in the assessment of applications for temporary researchers while UNICAM reached an agreement with the local municipality to guarantee places for the children of researchers. The Politecnico di Torino has also implemented a range of initiatives to support staff in balancing family and work time including a flexible work scheme, educational and recreation services for the children of permanent and temporary staff (including a nursery and baby-sitting service), and a female Councillor.

Improving inter-sectoral mobility

Although Italy employs fewer researchers in the private sector than most other large European countries, our research found that interaction with industry and the development of rounded doctoral graduates is high on the agenda of HEIs and the government. According to the Euraxess Researchers Report on Italy, the majority of universities and doctoral schools now offer doctoral programmes between academia and industry.

Examples that we identified included the interdepartmental centres for industrial research at the University of Bologna, which employ 1,600 researchers and are integrated into the regional high-technology network of 45 industrial research laboratories and innovation centres. The centres provide an opportunity for researchers to gain industry experience within a research environment and also enables small companies to hire researchers to undertake small scale projects. Similarly, a collaborative doctoral programme launched by Confindustria Marche, the lead regional federation of industries, with the University of Camerino and four regional banks that has involved PhD students in collaborative projects between companies and the university. Another example is the Cittadella Politecnica¹⁰ at the Politecnico di Torino which operates as a hub for innovation and knowledge transfer and runs an Internship and Job Placement Office for PhD candidates and research fellows. The office aims to encourage a more targeted placement of the high profiles leaving the University.

There are also national initiatives to improve the recruitment of researchers into industry but the success of these to date has been modest. Private employers can get subsidies to employ PhD students under a fixed-term contract and SMEs that employ a researcher from a university or public research centre can receive contributions towards their employment for up to four years (Decree 297/1999). The uptake of these schemes is minimal; however, there are good examples of private institutes providing early career opportunities for researchers. For example, Fondazione Emund Mach (FEM), an agricultural and environmental research centre, offers PhD scholarships of €20,000 a year with studies carried out at FEM in collaboration with various partners¹¹. FEM also hosts Italian and international students that are developing their PhD thesis. The Istituto Italiano di Tecnologia is working in collaboration with the University of Genoa and others to finance over 300 doctoral scholarships for researchers which are carried out by the foundation.

Conclusion

The two country case studies highlighted in this paper offer different perspectives on the employment of early career researchers which merit consideration by UK HEIs. These perspectives need to be considered with reference to the different political, social and economic contexts of Germany, Italy and the UK. The Hamburg Code of Conduct demonstrates how meaningful social dialogue can deliver pragmatic changes that acknowledge the challenges faced by employers and employees alike. Although this is an example of 'tripartite' dialogue, involving employers, the government and trade unions, UK HEIs recognise trade unions for negotiation and consultation and there are examples where dialogue on this topic has been effective.

10. <http://www.cittadellapolitecnica.polito.it/>

11. <http://www.fmach.it/eng/CRI/education/FEM-PhD-scholarship2>

On the other hand, the Italian Gelmini reforms show how a top-down approach to the adjustment of career structures is unlikely to meet the needs of either party. However, such an approach is unlikely to emerge in the UK where such matters are devolved to individual institutions. The lesson, however, is the need to consider a range of views in order to identify potential adverse outcomes that may result from given policies. Italian interviewees felt that the negative impact of the legislative changes were identified well in advance of implementation.

With respect to gender equality, there are initiatives at national and local level which have been effective and are worth review though none as widely adopted in the sector as Athena SWAN. The lack of national initiatives, however, should not necessarily be taken as lack of interest or action, particularly in Germany where the Federal system emphasises devolved policy making. We found this was also the case with regard to Germany's relatively low engagement with the HR Excellence in Research Award with currently only four accredited universities whereas in the UK the tendency to take a centralised approach has led to much greater engagement with the Charter and Code through Universities UK and GuildHE, and HR Excellence in Research recognition through Vitae.

Finally, the initiatives to support inter-sectoral mobility in Italy are important, given the level of interest in such activities in the UK. Italy's industrial structure is different to the UK as it is dominated by microenterprises¹² and exhibits a strong divide between the industrialised north and the south of the country which is characterised by agriculture and higher unemployment. This was given as one of the reasons why the interdisciplinary centres at the University of Bologna had been designed as such, because there was a need to interact with the microenterprises recognising that initiatives to incentivise employment within those companies had largely failed.

However, the principles of the examples identified in Italy remain valid for appropriation – industry hosted and funded PhD programmes, specific job placement offices for postgraduates, and incentives for businesses to employ PhD graduates.

We expect that UK HEIs will continue to push forward in all these areas, but they should continue to engage actively with colleagues in Europe to understand the different approaches that are being taken to address common challenges with the shared objective to attract and develop the research talent of tomorrow.

12. Firms below 20 employees represent 58 percent of total employment in Italy compared to 25.2 percent in the UK (OECD, 2013).

Further information and references

The full report and in-depth case studies can be accessed from UCEA's website: www.ucea.ac.uk/en/empres/rs/ecr.cfm

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Annex

Previous volumes in the Vitae occasional papers series

Vitae occasional papers volume I: Vitae Researcher Development International Conference 2013*

Establishing a Baseline as the First Step to Evaluating Impact - Sheffield Hallam University Case Study, Keith Fildes, Sheffield Hallam University, UK.

Making an impact? Realizing the potential of post-doctoral health professional researchers in higher education institutions in the United Kingdom, Tracy McClelland and Melanie Cooper, University of Bradford, UK.

Using 'Research-Based Learning' to Enhance Doctoral Skills Development, Neil Willey and Paul Spencer, University of the West of England, UK

Developing future research leaders: designing early career researcher programs to enhance track record, Lynette Browning, Dr Kirrilly Thompson, and Professor Drew Dawson, Central Queensland University, Australia.

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Cultivating interdisciplinary researcher communities: The Crucible effect, Dr Sandrine Soubes, University of Sheffield, UK

Adoption of e-Infrastructure: frontline experiences of researchers, and a model for researcher development, Shailesh Appukuttan, University of Huddersfield, UK

Why do fewer postgraduates disclose a disability and how can we work to change this?, Dr Emma Rowlett, University of Nottingham, UK

*Available online at: <https://www.vitae.ac.uk/vitae-publications/reports/vitae-conference-occasional-papers-vol-1-2014.pdf/view>

**Available online at: <https://www.vitae.ac.uk/vitae-publications/reports/vitae-occasional-papers-volume-2-2015.pdf>



Vitae, is an international programme led and managed by CRAC, a not-for-profit registered UK charity dedicated to active career learning and development. Working in the UK since 1968, when we ran our first project to support transitions of doctoral researchers to industry, Vitae has great expertise at enhancing the skills and career impact of researchers locally, within a global context.

We work in partnership with UK and international higher education institutions, research organisations, funders, and national bodies to meet society's need for high-level skills and innovation.

Vitae aims:

- Influence effective policy development and implementation relating to researcher development to build human capital
- Enhance higher education provision to train and develop researchers
- Empower researchers to make an impact in their careers
- Evidence the impact of professional and career development for researchers

Vitae and its membership programme is led and managed by CRAC: The Career Development Organisation.

Further information on our activities with HEIs, researchers and employers may be found on this website, www.vitae.ac.uk