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SECURE

Sustainable Careers for Researcher Empowerment



WP2 D2.1 *List of selected Actions/interventions*

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Responsibility

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TABLE OF ABBREVIATIONS AND ACRONYMS

Abbreviation	Full Name
AB	Advisory Board
ADOC	Dissemination, Communication and Exploitation
BZN	Bay Zoltan Alkalmazott Kutatasi Kozhasznu Nonprofit Kft.
CPN	Center for the Promotion of Science
D	Deliverable
DCE	Dissemination, Communication and Exploitation
EuroDoc	European Council of Doctoral Candidates and Junior Researchers
HÉTFA	Hétfa Kutatointezet Ket
ICoRSA	International Consortium of Research Staff Associations
IST	Instituto Superior Técnico
LPNU	Lviv Polytechnic National University
LU	Loughborough University
M	Month
MCAA	Marie Curie Alumni Association
MS	Milestone
NOVA	Universidade Nova De Lisboa
PC	Project Coordinator
PM	Project Manager
PLOCAN	Oceanic Platform of the Canary Islands
SMPHU	Universitatea de Stat de Medicină și Farmacie Nicolae Testemițanu din Republica Moldova
SC	Steering Committee
SECURE RCF	SECURE Research Career Framework
UCY	University of Cyprus
UEFISCDI	Executive Agency for Higher Education, Research, Development and Innovation Funding
VDI	VDI/VDE Innovation + Technik GmbH
ZUT	Zachodniopomorski Uniwersytet Technologiczny

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Summary

Deliverable D2.1 – List of selected Actions/interventions is produced within Work Package 2 (WP2, “Interventions selection and APs co-development”) of SECURE2 and reports the outputs of Task 2.1 (Needs Analysis) and Task 2.2 (Intervention Selection and Prioritisation). Building on WP1 D1.1 – Benchmark and Gap Analysis, the eight pilot institutions used the RCF maturity self-assessment together with their institutional context to identify an initial portfolio of actions for further development. The portfolio comprises 105 pilot-action selections covering 51 distinct RCF actions across the eight Action Areas. These are initial selections rather than final implementation commitments. Under Task 2.3, pilots will co-create institution-specific Action Plans by refining the selected actions, identifying overlaps and dependencies, grouping actions that can be delivered through common activities, and agreeing feasible timelines, responsibilities and monitoring indicators. The resulting co-created Action Plans will be reported in D2.2 and subsequently implemented and monitored in WP3.

About SECURE2

SECURE2 (Grant Agreement No. 101216965, HORIZON-WIDERA-2024-ERA-02) aims to pilot and implement the recommendations of the European Framework for Research Careers (ERCF) across eight (8) pilot institutions in Europe, strengthening research career progression and mobility within research-performing organisations (RPOs) , research-funding organisations (RFOs), and Research Infrastructure (RI). Building on the achievements of the recently completed SECURE project, which developed a practical toolkit of more than 80 actions for reforming recruitment, training, progression, and mobility, SECURE2 expands this work over a four-year period, enabling a more extensive and impactful implementation of the RCF recommendations. The project includes a three-year trial phase within its four-year duration to allow for the effective implementation of the more complex and time-intensive actions and recommendations.

In addition, SECURE2 will use and adapt best-practice tools from the SECURE project, in particular the RCF Actions Selection Tool, which will guide the pilot institutions in choosing the most appropriate interventions. The project also aims to foster the development of ecosystems for research by promoting collaboration between researchers, research managers, and administrators, ensuring active participation from all stakeholders. This collaborative approach will guarantee that the co-design, implementation, and evaluation of the RCF are rooted in the practical needs of both the academic and non-academic sectors.

Methodology

SECURE2 builds on the Research Career Framework (RCF) and tools developed in the preceding SECURE project. The RCF organises institutional reform into eight Action Areas: Strategy, Stability, Working Conditions, Skills Development, Mobility, Assessment, Career Pathways and Interoperability. In the first phase of WP2, each pilot used the RCF maturity mapping as a structured self-assessment and then identified actions considered relevant and feasible for its institutional context. Maturity information supports reflection and prioritisation; it is not used to rank pilots and does not mechanically determine which actions should be selected. The action list in D2.1 therefore represents a baseline intervention portfolio. Task 2.3 co-creation will convert this baseline into institution-specific Action Plans by clarifying activities, sequencing, responsibilities, indicators, dependencies and potential overlaps between selected actions.

Results of the RCF Maturity Mapping tool

The maturity information accompanying the initial selections is used here as contextual baseline information. Table 1 summarises the numeric maturity values available for the actions selected by each pilot, grouped by Action Area. Because maturity values were not reported in a numeric 0–4 format for all pilots/actions in the source records, cells without sufficient numeric information are shown as n/a. The values should be interpreted only as descriptive context for the initial selections: they do not represent an overall institutional score, do not provide a consortium ranking, and should not be used to infer that lower maturity automatically implies higher implementation priority. Pilot selection also reflects institutional mandate, feasibility, timing, available levers for change and expected sustainability.

Table 1. Initial maturity information associated with selected actions, grouped by pilot and RCF Action Area

Pilot	AA1	AA2	AA3	AA4	AA5	AA6	AA7	AA8
PLOCAN	n/a	n/a	2.0 (n=2)	1.7 (n=7)	n/a	2.0 (n=3)	1.0 (n=2)	2.0 (n=1)
SMPHU	2.0 (n=1)	0.0 (n=1)	0.0 (n=2)	1.0 (n=2)	2.0 (n=1)	0.0 (n=2)	0.0 (n=1)	n/a
LPNU	n/a	n/a	n/a	0.0 (n=4)	n/a	0.8 (n=5)	0.0 (n=2)	0.0 (n=4)
UEFISCDI	1.7 (n=3)	n/a	4.0 (n=1)	1.6 (n=5)	1.0 (n=2)	n/a	n/a	n/a
UCY	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NOVA	2.0 (n=2)	1.0 (n=1)	1.7 (n=3)	1.5 (n=6)	1.5 (n=2)	1.0 (n=2)	1.2 (n=4)	1.0 (n=2)
IST	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ZUT	n/a	0.0 (n=1)	0.0 (n=2)	0.0 (n=2)	0.0 (n=1)	0.0 (n=2)	0.0 (n=4)	n/a

Note: Each value is the mean maturity score for the selected actions in that Action Area; n is the number of selected actions with a numeric 0–4 score. n/a means either that the pilot selected no action in that area or that numeric scores were unavailable for its selected actions. These values describe selected actions, not overall institutional or Action Area maturity. SMPHU scores are taken from the baseline assessment in SUMPH_RCF_Maturity_GAP 30.09.26.xlsx and matched by action ID to the revised selection; the other pilots use the consolidated selection sheets.

Overview of list of selected Actions/interventions

Following the maturity mapping, the eight pilots identified an initial set of RCF actions to take forward into Task 2.3 co-creation. The baseline portfolio contains 105 pilot-action selections covering 51 distinct RCF actions. Figure 1 shows the distribution of these initial selections across pilots and Action Areas, while Figure 2 highlights consortium-level patterns and actions selected by at least three pilots. Selection frequency is descriptive of the starting portfolio and is not a measure of institutional need or performance. During co-creation, pilots will review the scope of each selected action, identify actions that can be addressed through the same or closely related activities, and record these

overlaps explicitly. Where appropriate, related RCF actions will be grouped into coherent intervention packages while maintaining traceability to the original selections.

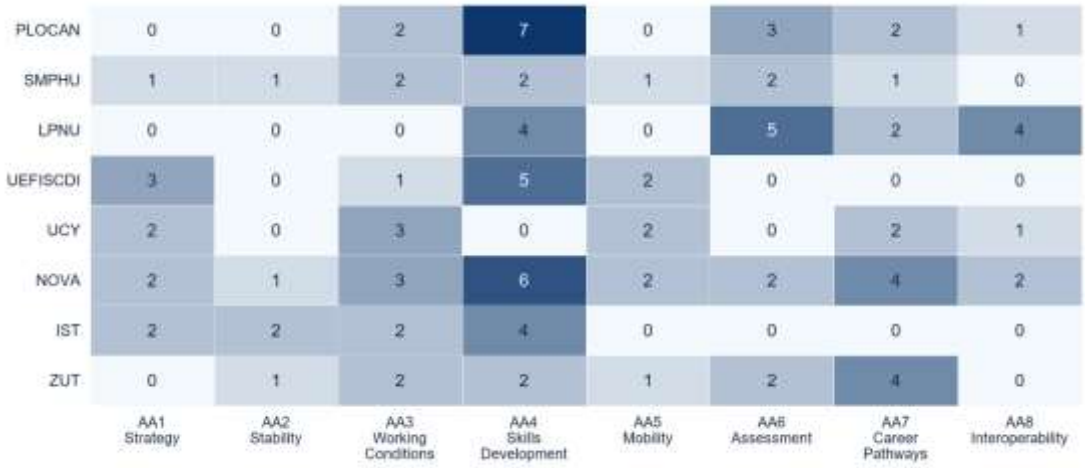


Figure 1. Initial RCF action portfolio by pilot and Action Area. Values show the number of actions initially selected by each pilot. The portfolio will be refined through Task 2.3 co-creation and should not be interpreted as a final Action Plan or as a ranking of pilot institutions.

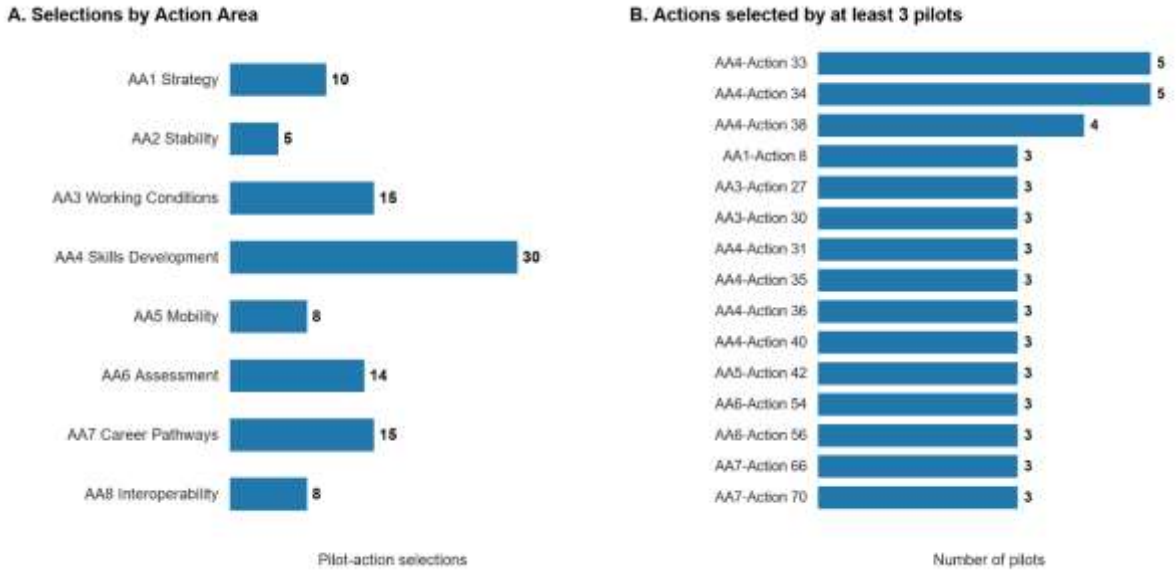


Figure 2. Consortium-level pattern of initial action selection. (A) Number of initial pilot-action selections within each RCF Action Area; (B) actions initially selected by at least three pilots. Shared selections indicate potential areas for peer learning and for identifying common implementation activities during co-creation.

Table 2. Summary of the initial RCF action portfolio by pilot

Pilot	Initial actions	Action Areas represented	Co-creation status
PLOCAN	15	AA3, AA4, AA6, AA7, AA8	Initial selection – to be refined in T2.3 co-creation
SMPHU	10	AA1, AA2, AA3, AA4, AA5, AA6, AA7	Initial selection – to be refined in T2.3 co-creation
LPNU	15	AA4, AA6, AA7, AA8	Initial selection – to be refined in T2.3 co-creation

Pilot	Initial actions	Action Areas represented	Co-creation status
UEFISCDI	11	AA1, AA3, AA4, AA5	Initial selection – to be refined in T2.3 co-creation
UCY	10	AA1, AA3, AA5, AA7, AA8	Initial selection – to be refined in T2.3 co-creation
NOVA	22	AA1, AA2, AA3, AA4, AA5, AA6, AA7, AA8	Initial selection – to be refined in T2.3 co-creation
IST	10	AA1, AA2, AA3, AA4	Initial selection – to be refined in T2.3 co-creation
ZUT	12	AA2, AA3, AA4, AA5, AA6, AA7	Initial selection – to be refined in T2.3 co-creation

About the pilots

SECURE2 gathers eight pilot institutions: six research-performing organisations (SMPHU, LPNU, UCY, NOVA, IST and ZUT), one research-funding organisation (UEFISCDI), and one research infrastructure (PLOCAN).

Table 3. SECURE2 pilot institutions

Pilot No.	Institution name	Acronym	Country
1	Oceanic Platform of the Canary Islands	PLOCAN	Spain
2	Universitatea de Stat de Medicină și Farmacie "Nicolae Testemițanu"	SMPHU	Moldova
3	Lviv Polytechnic National University	LPNU	Ukraine
4	Executive Agency for Higher Education, Research, Development & Innovation Funding	UEFISCDI	Romania
5	University of Cyprus	UCY	Cyprus
6	Universidade Nova de Lisboa	NOVA	Portugal
7	Instituto Superior Técnico	IST	Portugal
8	Zachodniopomorski Uniwersytet Technologiczny w Szczecinie	ZUT	Poland

Oceanic Platform of the Canary Islands (PLOCAN)

Spain

PLOCAN is a Spanish research infrastructure focused on ocean science, technology and innovation. Within SECURE2, its initial action portfolio spans Working Conditions, Skills Development, Assessment, Career Pathways and Interoperability, providing a research-infrastructure perspective for the co-creation process.

"Nicolae Testemițanu" State University of Medicine and Pharmacy (SMPHU)

Moldova

SMPHU is a public medical university in the Republic of Moldova with responsibilities across education, research and health-related professional development. Its revised SECURE2 portfolio includes ten actions in Strategy, Stability, Working Conditions, Skills Development, Mobility, Assessment and Career Pathways.

Lviv Polytechnic National University (LPNU)

Ukraine

LPNU is a multidisciplinary university in Ukraine. Its initial SECURE2 portfolio concentrates on Skills Development, Assessment, Career Pathways and Interoperability, creating a focused basis for co-creation within these areas.

Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI)

Romania

UEFISCDI is the main funder for competitive research in Romania and a policy adviser for science, innovation and higher education, and contributes an RFO perspective to SECURE2. Its initial portfolio spans Strategy, Working Conditions, Skills Development and Mobility.

University of Cyprus (UCY)

Cyprus

UCY is a public research university in Cyprus. Its initial SECURE2 portfolio includes Strategy, Working Conditions, Mobility, Career Pathways and Interoperability, to be further specified through institutional co-creation.

Universidade Nova de Lisboa (NOVA)

Portugal

NOVA is a public university in Portugal. Its initial SECURE2 portfolio includes actions across all eight RCF Action Areas, which will be consolidated and sequenced during Task 2.3 co-creation.

Instituto Superior Técnico (IST)

Portugal

IST is a Portuguese higher-education and research institution with a strong engineering and technology profile. Its initial SECURE2 portfolio focuses on Strategy, Stability, Working Conditions and Skills Development.

Zachodniopomorski Uniwersytet Technologiczny (ZUT)

Poland

ZUT is a technical university in Poland. Its initial SECURE2 portfolio spans Stability, Working Conditions, Skills Development, Mobility, Assessment and Career Pathways, providing the starting point for institution-specific co-creation.

Intervention Roadmap: from initial selection to co-created Action Plans

The initial actions provide the bridge between the diagnostic phase and the co-creation of institution-specific Action Plans. Table 4 defines how the intervention roadmap should be read at D2.1 stage. The detailed pilot roadmaps in Annex 2 preserve the initial action, available maturity information, the issue addressed and the initial intervention direction. Fields that require institutional agreement, implementation activity, sequencing, timeline, responsible role, monitoring indicators, and links to overlapping or complementary actions, remain explicitly open for Task 2.3. This is intentional: co-creation is the stage at which the initial portfolio will be consolidated into feasible intervention packages and translated into D2.2 Action Plans.

During co-creation, overlaps will be documented rather than removed silently. If several selected RCF actions can be delivered through the same institutional activity, they may be clustered under one implementation package and cross-

referenced to each contributing RCF action. This preserves the traceability of the initial selection while reducing duplication in implementation and monitoring.

Table 4. Intervention roadmap from initial action selection to co-created Action Plans

Roadmap element	Status in D2.1	Refinement in Task 2.3	Output for D2.2 / WP3
Selected RCF action	Initial selection recorded	Confirm relevance and scope; retain, refine, cluster or, where justified, revise	Traceable action/intervention package
Issue and intervention direction	Initial framing recorded	Validate with institutional stakeholders and specify the concrete activity	Agreed intervention description
Overlap / dependency	Potential overlap acknowledged	Map actions affected by the same activity and identify sequencing/dependencies	Cross-referenced intervention packages
Timeline and responsibility	Not fixed at D2.1 stage	Agree feasible timing, milestones and responsible role(s)	Implementation schedule and ownership
Monitoring indicators	Not fixed at D2.1 stage	Select proportionate indicators aligned with the agreed activity	Monitoring framework for WP3

Conclusions and future steps

D2.1 establishes the traceable baseline of RCF actions initially identified by the eight SECURE2 pilots. The portfolio covers all eight RCF Action Areas but reflects different institutional mandates, starting points and priorities. It should therefore be understood as an input to co-creation rather than as a set of final Action Plans. Task 2.3 will validate and refine the initial selections with relevant institutional actors, translate them into concrete activities, identify overlaps and dependencies, group related actions where one activity can address several RCF actions, and agree responsibilities, timelines and monitoring indicators. D2.2 will record the resulting co-created Action Plans. WP3 will then implement and monitor the agreed interventions, retaining the D2.1 baseline so that later reporting can distinguish initial selection, co-created refinement and implementation-stage adaptation without ranking pilot institutions.

Annexes

Annex 1. Descriptive list of Action Areas and actions

Action Area 1 Strategy

Action	Descriptor	Pilot institution(s) / initial maturity
AA1-Action 1 **Collect and share best practices on reform of research careers at organisations**	Best practices highlight the experiences and lessons learned from various organisations and can help organisations to develop more efficient and effective regulations and policies. Organisations aiming to reform research careers could first orient themselves by collecting and openly sharing best practices on research careers from their and other organisations.	SMPHU (2), NOVA (2)
AA1-Action 3 **Include researchers and research support staff in activities to reform research careers**	Any reform of research careers aims to improve the lives of researchers and is supported by research support staff. All discussions and actions to reform research careers could directly involve researchers and research support staff (including human resources officers and research managers) to gather their input and align with their specific interests and needs.	UCY (n/a)
AA1-Action 4 **Engage with key stakeholders to align national regulations and policies on research careers**	National regulations and policies can form a barrier to reform research careers, can change on a short-term basis, and may need to be aligned with other regulations and policies as well as across other organisations and stakeholders. Organisations could advocate for and support alignment on a national level to ensure clear and stable regulations and policies.	UCY (n/a)
AA1-Action 7 **Engage with key stakeholders on national implementation of Council Recommendation**	The Council Recommendation is aimed mainly at countries which need to implement the recommendation at national level and coordinate implementation across key stakeholders in their countries. Organisations could advocate for the adoption of the recommendation and support alignment of the implementation of the recommendation in their countries.	UEFISCDI (2)
AA1-Action 8 **Raise awareness of Charter for Researchers and HR Excellence in Research Award**	Researchers are often not aware of best practices on research careers, best practices on the rights and obligations of researchers and their employers or funders, or organisations recognised for best practices. Organisations could promote the Charter for Researchers and HR Excellence in Research Award and make their researchers aware of these initiatives.	UEFISCDI (2), NOVA (2), IST (n/a)
AA1-Action 9 **Endorse Charter for Researchers and apply for/renew HR Excellence in Research Award**	The Charter for Researchers offers principles for attractive research careers and the rights and obligations of researchers and their employers or funders. Organisations could endorse the Charter for Researchers and apply for or renew the HR Excellence in Research Award as well as engage in communities of practice on the charter at national and European level.	UEFISCDI (1), IST (n/a)

Action Area 2 Stability

Action	Descriptor	Pilot institution(s) / initial maturity
AA2-Action 11 **Collect and share best practices on employment contracts for researchers and TTLMs**	There are many different types of employment contracts and TTLMs for researchers across organisations and countries. Organisations aiming to improve the stability of research careers could first orient themselves by collecting and openly sharing best practices on employment contracts and TTLMs for researchers from their and other organisations.	ZUT (0)
AA2-Action 13 **Review and improve duration of fixed-term contracts dependent on needs of researchers**	The duration of fixed-term employment contracts may be too short to provide researchers with adequate short-term employment stability or fully cover the tasks assigned to them. Organisations could review the duration of fixed-term contracts for their researchers and increase the duration dependent on the types of contracts and needs of their researchers.	SMPHU (0)
AA2-Action 18 **Develop an action plan to structure implementation of new/refined TTLMs**	The implementation of new/refined TTLMs at organisations needs to be planned and rolled out in successive recruitment and assessment cycles with the participating researchers. Organisations could develop an action plan with clear actions and timelines to structure and monitor implementation of TTLMs with feedback/revision loops built into the planning.	IST (n/a)
AA2-Action 19 **Coordinate implementation of new/refined TTLMs and monitor implementation**	The roll-out of new/refined TTLMs at organisations requires multi-annual coordination and monitoring in successive recruitment and assessment cycles with participating researchers. Organisations could implement new/refined TTLMs and monitor progress whereby the implementation could be adjusted where necessary based on feedback from researchers.	NOVA (1), IST (n/a)

Action Area 3 Conditions

Action	Descriptor	Pilot institution(s) / initial maturity
AA3-Action 21 **Collect and share best practices on improving working conditions of researchers**	There are many aspects of the working conditions of researchers which could be reformed at organisations to improve the daily lives of researchers. Organisations could first orient themselves by collecting and openly sharing best practices which showcase how to improve the working conditions of researchers and provide organisations with options to select.	SMPHU (0), IST (n/a)
AA3-Action 22 **Ensure recruitment and progression are open, transparent, and merit-based**	Researchers who are being evaluated for new grants and jobs or career progression are entitled to understand a priori the evaluation criteria and ad hoc the evaluation outcome. Organisations could ensure that the recruitment and progression of researchers at their organisations is based on open, transparent, and merit-based principles of evaluation.	IST (n/a)

Action	Descriptor	Pilot institution(s) / initial maturity
AA3-Action 23 **Communicate clearly on rights and obligations of researchers and organisations**	Researchers are often not fully aware of their rights and obligations as researchers or the respective rights and obligations of their own employers and funders. Organisations could communicate more clearly on the rights and obligations of their researchers and their own rights and obligations towards researchers (especially during recruitment and progression).	UCY (n/a), NOVA (1)
AA3-Action 24 **Review and improve remuneration for researchers to be competitive and commensurate**	Remuneration for researchers needs to be (inter)sectorally competitive and commensurate with their position and experience in order to attract and retain talented researchers. Organisations could review and improve the remuneration for their researchers (especially early-career researchers) where remuneration levels are not strictly nationally defined.	PLOCAN (2)
AA3-Action 25 **Review and improve support for researchers to access social protection benefits**	Researchers may not be aware of or have access to relevant social protection benefits including benefits for unemployment, healthcare/sickness, parental leave, invalidity, and old age/survivorship. Organisations could review and improve their support for researchers (especially early-career researchers) to be aware of and access social protection benefits.	UCY (n/a)
AA3-Action 26 **Review and improve support for flexible working conditions and work-life balance**	There is an increasing need for researchers to have more flexibility in their working hours and working environment as well as an increasing awareness of mental health issues and overwork among researchers. Organisations could review and improve their support for flexible working conditions and ensure an adequate work-life balance for their researchers.	NOVA (2)
AA3-Action 27 **Review and reduce bureaucratic and administrative obligations of researchers**	Researchers are increasingly being required to fulfil bureaucratic and administrative duties which are often seen as unnecessarily burdening and taking valuable time from performing their core activities of research and education. Organisations could review and reduce such bureaucratic and administrative obligations and support researchers with these obligations.	PLOCAN (2), SMPHU (0), ZUT (0)
AA3-Action 29 **Review and improve support for equality, diversity, and inclusion of researchers**	Research careers need to be safeguarded to ensure the fair treatment and full participation of all researchers and especially groups which have historically been underrepresented or discriminated against due to identity and disability. Organisations could review and improve their support and raise awareness for the equality, diversity, and inclusion of researchers.	UEFISCDI (4)
AA3-Action 30 **Identify scope of precarity and tailor support to reduce precarity of researchers**	The issues responsible for the precarity of research careers can differ across different profiles of researchers, organisations, sectors, and countries. Organisations could first identify the scope of precarity for and in discussion with their own researchers (especially early-career researchers) and then tailor support measures to reduce the identified issues.	UCY (n/a), NOVA (2), ZUT (0)

Action Area 4 Skills

Action	Descriptor	Pilot institution(s) / initial maturity
AA4-Action 31 **Collect and share best practices on professional development of researchers**	The professional development of researchers is typically a priority for organisations and there are many existing examples of the skills and career development of researchers. Organisations could first orient themselves by collecting and openly sharing best practices which showcase the diversity of support for the professional development of researchers.	PLOCAN (2), SMPHU (1), UEFISCDI (1)
AA4-Action 32 **Review and improve support for professional development of researchers**	Researchers require continuous professional development with the different profiles of researchers often needing specific skills/competences and career development support. Organisations could review and improve their support for the professional development of their researchers and tailor support measures to the specific needs of their researchers.	PLOCAN (1), NOVA (1)
AA4-Action 33 **Raise awareness on skills/competence frameworks and skills/competences for researchers**	Researchers are often not aware of the skills/competences which they have acquired or need whereby skills/competence frameworks (such as ResearchComp and RM Comp) can help them to identify relevant skills/competences. Organisations could raise more awareness on skills/competence frameworks and skills/competences for their researchers.	PLOCAN (2), LPNU (0), UEFISCDI (2), IST (n/a), ZUT (0)
AA4-Action 34 **Raise awareness on existing talent development programmes and platforms for researchers**	There are many existing online talent development programmes and platforms which can readily help researchers with their skills and career development (including EURAXESS and the ERA Talent Platform). Organisations could utilise and raise awareness on existing internal and external talent development programmes and platforms for their researchers.	PLOCAN (2), LPNU (0), UEFISCDI (2), NOVA (2), IST (n/a)
AA4-Action 35 **Integrate skills/competence frameworks and skills/competences into researcher profiles**	Researcher profiles (such as the R1-R4 researcher profiles) typically identify the relevant skills/competences which researchers need at different career stages. Organisations could more systematically integrate skills/competence frameworks (such as ResearchComp and RM Comp) and skills/competences for researchers into their own researcher profiles.	LPNU (0), IST (n/a), ZUT (0)
AA4-Action 36 **Integrate skills/competence frameworks into professional development of researchers**	Existing skills/competence frameworks for researchers (such as ResearchComp and RM Comp) are useful for identifying relevant research and transferable skills/competences for researchers. Organisations could more systematically integrate relevant skills/competence frameworks for researchers into their professional development programmes.	PLOCAN (1), LPNU (0), NOVA (1)
AA4-Action 37 **Raise awareness on and add research integrity to professional development of researchers**	Research integrity is fundamental for realising responsible research and education whereby researchers (especially early-career researchers) need to be educated in research integrity. Organisations could raise awareness on and add research integrity and codes of conduct on research integrity (such as by ALLEA) in their professional development programmes.	UEFISCDI (1), NOVA (2)

Action	Descriptor	Pilot institution(s) / initial maturity
AA4-Action 38 **Raise awareness on and add Open Science to professional development of researchers**	Open Science is vital for the open collaboration of researchers and the open sharing of research results whereby researchers (especially early-career researchers) need to be educated in Open Science. Organisations could raise awareness on and add principles and practices related to Open Science in their professional development programmes.	PLOCAN (2), SMPHU (1), UEFISCDI (2), NOVA (2)
AA4-Action 40 **Provide professional career development counselling with experts/mentors for researchers**	Researchers can benefit greatly from individual and professional counselling sessions with internal and external experts/mentors on their future career development. Organisations could provide professional career development counselling with experts/mentors for researchers (especially early-career researchers who are near the end of their contracts).	PLOCAN (2), NOVA (1), IST (n/a)

Action Area 5 Mobility

Action	Descriptor	Pilot institution(s) / initial maturity
AA5-Action 42 **Identify (inter)national and local barriers to triple-I mobility of researchers**	There are many barriers which may restrict the mobility of researchers including legal (such as regulations), financial (such as lack of funding), contractual (such as strict conditions), practical (such as lack of time), and social (such as pressure from a supervisor) barriers. Organisations could identify barriers to triple-I mobility to improve their support measures.	UEFISCDI (1), NOVA (2), ZUT (0)
AA5-Action 46 **Raise awareness on and support transfer of social protection entitlements**	Researchers may not be aware of social protection entitlements (such as pensions) which they have acquired (via mandatory or voluntary schemes) and how to transfer them across employers, schemes, and countries (using tools such as RESAVER). Organisations could raise awareness on and support their researchers in transferring social protection entitlements.	UCY (n/a)
AA5-Action 47 **Promote value of PhD and related skills/competences to non-academic sectors**	Non-academic sectors are typically not aware of the value of a PhD degree and the related skills/competences acquired by doctoral graduates which can lead to missed employment opportunities and a lack of recognition of doctoral employees. Organisations could promote the value of the PhD degree and related skills/competences to the non-academic sectors.	UCY (n/a), NOVA (1)
AA5-Action 48 **Review and improve support to attract and reintegrate returning researchers**	Organisations can benefit from the return of talented researchers from abroad by offering attractive positions and conditions and financially, legally, and administratively supporting their return and reintegration. Organisations could target the research diaspora abroad and review and improve support measures to attract and reintegrate returning researchers.	SMPHU (2), UEFISCDI (1)

Action Area 6 Assessment

Action	Descriptor	Pilot institution(s) / initial maturity
AA6-Action 53 **Integrate a qualitative and responsible quantitative approach into researcher assessment**	Researchers are assessed mainly on peer-reviewed publications in journals with a high impact factor whereby quantitative bibliometric indicators (such as publications, citations, Journal Impact Factor (JIF), and H-index) are typically used and abused. Organisations could take a more qualitative and responsible quantitative approach when assessing researchers.	PLOCAN (2), LPNU (1)
AA6-Action 54 **Recognise diversity of roles, activities, and outputs of researchers in researcher assessment**	Researchers are predominantly assessed on the basis of their publications yet they need to perform many other research, education, and related activities in their work. Organisations could support the shift away from the hyperfocus on publications to a greater recognition of the wide diversity of the roles, activities, outputs, and impacts of their researchers.	PLOCAN (2), LPNU (1), ZUT (0)
AA6-Action 55 **Recognise research integrity principles and practices in researcher assessment**	Researchers need to be incentivised and rewarded to encourage them to apply research integrity and align with relevant codes of conduct in their research and education activities. Organisations could integrate research integrity into researcher assessment by recognising research integrity principles and practices by researchers when they are being evaluated.	NOVA (1), ZUT (0)
AA6-Action 56 **Recognise Open Science principles and practices in researcher assessment**	Researchers need to be incentivised and rewarded to encourage them to apply Open Science and engage in knowledge valorisation in their research and education activities. Organisations could integrate Open Science into researcher assessment by recognising Open Science principles and practices by researchers when they are being evaluated.	PLOCAN (2), SMPHU (0), LPNU (1)
AA6-Action 58 **Educate researcher evaluators about reformed criteria for researcher assessment**	Researcher evaluators play a leading and decisive role in researcher assessment and need to be made fully aware of (the value and reasons for) any reformed criteria for assessment so that researchers are assessed fairly according to new criteria. Organisations could inform and educate their researcher evaluators about reformed criteria for researcher assessment.	LPNU (0), NOVA (1)
AA6-Action 60 **Sign Agreement on Reforming Research Assessment and join CoARA as a member**	The Agreement on Reforming Research Assessment from the Coalition for Advancing Research Assessment (CoARA) proposes a common strategy and action plan to reform research assessment. Organisations could sign the agreement and join CoARA to learn from and align strategies with other organisations as well as engage their researchers in CoARA.	SMPHU (0), LPNU (1)

Action Area 7 Pathways

Action	Descriptor	Pilot institution(s) / initial maturity
AA7-Action 62 **Raise awareness on diversity of research careers including non-linear and hybrid careers**	Researchers are typically not aware of the diversity of research careers and the career options available to them inside and outside of their organisations as well as the possibility of non-linear and hybrid career paths. Organisations could raise awareness on the diversity of research careers and career paths inside and outside of academia among researchers.	NOVA (2), ZUT (0)
AA7-Action 63 **Review and improve recognition and support of diverse research careers**	Researchers are usually not recognised and may even be penalised in evaluations for having followed diverse and non-traditional career paths or lack adequate support at their organisations to engage in and transition to more diverse career paths. Organisations could review and improve their recognition of and support measures for diverse research careers.	NOVA (1), ZUT (0)
AA7-Action 64 **Review and improve diversity of internal career path options for researchers**	There may be limited internal career path options for researchers at their organisations or researchers may not be aware of other internal career path options beyond the position of a researcher. Organisations could review and improve their internal career path options for researchers and support researchers who may want to transition to other internal careers.	UCY (n/a), ZUT (0)
AA7-Action 65 **Define clear and distinct profiles for research managers and research technicians**	The professions of research manager and research technician may not be clearly defined or recognised at organisations and offer researchers alternative career path options beyond the position of a researcher. Organisations could define clear and distinct profiles for research managers and research technicians including their roles and responsibilities.	ZUT (0)
AA7-Action 66 **Review and improve professionalisation of research managers and research technicians**	The professions of research manager and research technician may not be fully developed at organisations whereby research managers and research technicians may not be adequately recognised, supported, and rewarded in their careers. Organisations could review and improve the professionalisation of their research managers and research technicians.	PLOCAN (1), LPNU (0), NOVA (1)
AA7-Action 68 **Create support offices and hubs for entrepreneurship and knowledge valorisation**	Support offices and hubs can offer tailored support to researchers for entrepreneurship and knowledge valorisation activities and bring researchers in contact with relevant external stakeholders for future collaboration and employment opportunities. Organisations could create such support offices and hubs for entrepreneurship and knowledge valorisation.	PLOCAN (1), SMPHU (0)
AA7-Action 70 **Track career paths of alumni researchers and create a network of alumni researchers**	Long-term career tracking of researchers is needed to understand the career paths of researchers and the diversity of research careers whereby bringing alumni researchers in contact with each other can create new networking and career opportunities. Organisations could track the long-term career paths and create a network of their alumni researchers.	LPNU (0), UCY (n/a), NOVA (1)

Action Area 8 Interoperability

Action	Descriptor	Pilot institution(s) / initial maturity
AA8-Action 71 **Adopt European definition of 'researcher' in organisational regulations and policies**	The definition of what a researcher is and does as well as their roles and responsibilities can differ across organisations, sectors, and countries. Organisations could adopt a common European definition of 'researcher' (such as proposed in the Council Recommendation) in their regulations and policies to support common understanding and interoperability.	UCY (n/a)
AA8-Action 73 **Adopt R1-R4 profiles or map existing researcher profiles onto R1-R4 profiles**	The R1-R4 researcher profiles need to be incorporated into existing policies and practices on researcher profiles at organisations and either be adopted as they are or mapped onto existing profiles. Organisations could adopt the R1-R4 profiles or map existing researcher profiles onto the R1-R4 profiles to support common understanding and interoperability.	LPNU (0)
AA8-Action 74 **Raise awareness of and develop clear guidelines on R1-R4 profiles for researchers**	Researchers are largely not aware of the R1-R4 researcher profiles or the descriptions used in the profiles or the reasons for using the profiles. Organisations could raise awareness on the R1-R4 profiles and develop clear guidelines and communications on the profiles and their use inside and outside their organisation so that this is clear for their researchers.	LPNU (0), NOVA (1)
AA8-Action 77 **Integrate ESCO classification into research grant/job advertisements and portals**	The ESCO classification offers standardised terms and descriptors (and a specific label for research) for skills/competences and occupations across languages and sectors which can be used to categorise grants/jobs for researchers. Organisations could integrate the ESCO classification into their research grant/job advertisements and relevant grant/job portals.	PLOCAN (2), LPNU (0)
AA8-Action 78 **Engage with key stakeholders on national adoption or mapping of ESCO classification**	European Parliament and Council Regulation 2016/589 requires that European countries either adopt or map their national classifications of skills/competences and occupations to and from the ESCO classification. Organisations could engage with key stakeholders to support the national adoption or mapping of the ESCO classification.	LPNU (0)
AA8-Action 80 **Engage with key stakeholders on interoperability and comparability of research careers**	Creating interoperability and comparability of research careers across organisations, sectors, and countries requires the engagement and alignment of relevant stakeholders on diverse regulations, policies, and practices for research careers. Organisations could engage with key stakeholders to ensure the interoperability and comparability of research careers.	NOVA (1)

Annex 2. Initial pilot intervention roadmaps for co-creation

The tables below record the initial intervention roadmap for each pilot. They preserve the selected RCF action, available initial maturity information, the issue addressed and the initial intervention direction. The final implementation activity, timing, responsibility, indicators and overlap/dependency mapping will be agreed during Task 2.3 co-creation. A single co-created activity may contribute to several RCF actions; such relationships will be explicitly cross-referenced rather than treated as duplication.

PLOCAN

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA3-Action 24 AA3 – Working Conditions	Review and improve remuneration for researchers to be competitive and commensurate	2	Remuneration for researchers needs to be (inter)sectorally competitive and commensurate with their position and experience in order to attract and retain talented researchers.	Organisations could review and improve the remuneration for their researchers (especially early-career researchers) where remuneration levels are not strictly nationally defined.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA3-Action 27 AA3 – Working Conditions	Review and reduce bureaucratic and administrative obligations of researchers	2	Researchers are increasingly being required to fulfil bureaucratic and administrative duties which are often seen as unnecessarily burdening and taking valuable time from performing their core activities of research and education.	Organisations could review and reduce such bureaucratic and administrative obligations and support researchers with these obligations.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA4-Action 31 AA4 – Skills Development	Collect and share best practices on professional development of researchers	2	The professional development of researchers is typically a priority for organisations and there are many existing examples of the skills and career development of researchers.	Organisations could first orient themselves by collecting and openly sharing best practices which showcase the diversity of support for the professional development of researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA4-Action 32 AA4 – Skills Development	Review and improve support for professional development of researchers	1	Researchers require continuous professional development with the different profiles of researchers often needing specific skills/competences and career development support.	Organisations could review and improve their support for the professional development of their researchers and tailor support measures to the specific needs of their researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA4-Action 33 AA4 – Skills Development	Raise awareness on skills/competence frameworks and skills/competences for researchers	2	Researchers are often not aware of the skills/competences which they have acquired or need whereby skills/competence frameworks (such as ResearchComp and RM Comp) can help them to identify relevant skills/competences.	Organisations could raise more awareness on skills/competence frameworks and skills/competences for their researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA4-Action 34 AA4 – Skills Development	Raise awareness on existing talent development programmes and platforms for researchers	2	There are many existing online talent development programmes and platforms which can readily help researchers with their skills and career development (including EURAXESS and the ERA Talent Platform).	Organisations could utilise and raise awareness on existing internal and external talent development programmes and platforms for their researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA4-Action 36 AA4 – Skills Development	Integrate skills/competence frameworks into professional development of researchers	1	Existing skills/competence frameworks for researchers (such as ResearchComp and RM Comp) are useful for identifying relevant research and transferable skills/competences for researchers.	Organisations could more systematically integrate relevant skills/competence frameworks for researchers into their professional development programmes.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA4-Action 38 AA4 – Skills Development	Raise awareness on and add Open Science to professional development of researchers	2	Open Science is vital for the open collaboration of researchers and the open sharing of research results whereby researchers (especially early-career researchers) need to be educated in Open Science.	Organisations could raise awareness on and add principles and practices related to Open Science in their professional development programmes.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA4-Action 40 AA4 – Skills Development	Provide professional career development counselling with experts/mentors for researchers	2	Researchers can benefit greatly from individual and professional counselling sessions with internal and external experts/mentors on their future career development.	Organisations could provide professional career development counselling with experts/mentors for researchers (especially early-career researchers who are near the end of their contracts).	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA6-Action 53 AA6 – Assessment	Integrate a qualitative and responsible quantitative approach into researcher assessment	2	Researchers are assessed mainly on peer-reviewed publications in journals with a high impact factor whereby quantitative bibliometric indicators (such as publications, citations, Journal Impact Factor (JIF), and H-index) are typically used and abused.	Organisations could take a more qualitative and responsible quantitative approach when assessing researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA6-Action 54 AA6 – Assessment	Recognise diversity of roles, activities, and outputs of researchers in researcher assessment	2	Researchers are predominantly assessed on the basis of their publications yet they need to perform many other research, education, and related activities in their work.	Organisations could support the shift away from the hyperfocus on publications to a greater recognition of the wide diversity of the roles, activities, outputs, and impacts of their researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA6-Action 56 AA6 – Assessment	Recognise Open Science principles and practices in researcher assessment	2	Researchers need to be incentivised and rewarded to encourage them to apply Open Science and engage in knowledge valorisation in their research and education activities.	Organisations could integrate Open Science into researcher assessment by recognising Open Science principles and practices by researchers when they are being evaluated.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA7-Action 66 AA7 – Career Pathways	Review and improve professionalisation of research managers and research technicians	1	The professions of research manager and research technician may not be fully developed at organisations whereby research managers and research technicians may not be adequately recognised, supported, and rewarded in their careers.	Organisations could review and improve the professionalisation of their research managers and research technicians.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA7-Action 68 AA7 – Career Pathways	Create support offices and hubs for entrepreneurship and knowledge valorisation	1	Support offices and hubs can offer tailored support to researchers for entrepreneurship and knowledge valorisation activities and bring researchers in contact with relevant external stakeholders for future collaboration and employment opportunities.	Organisations could create such support offices and hubs for entrepreneurship and knowledge valorisation.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA8-Action 77 AA8 – Interoperability	Integrate ESCO classification into research grant/job advertisements and portals	2	The ESCO classification offers standardised terms and descriptors (and a specific label for research) for skills/competences and occupations across languages and sectors which can be used to categorise grants/jobs for researchers.	Organisations could integrate the ESCO classification into their research grant/job advertisements and relevant grant/job portals.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

SMPHU

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA1-Action 1 AA1 – Strategy	Collect and share best practices on reform of research careers at organisations	2	Best practices highlight the experiences and lessons learned from various organisations and can help organisations to develop more efficient and effective regulations and policies.	Organisations aiming to reform research careers could first orient themselves by collecting and openly sharing best practices on research careers from their and other organisations.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA2-Action 13 AA2 – Stability	Review and improve duration of fixed-term contracts dependent on needs of researchers	0	The duration of fixed-term employment contracts may be too short to provide researchers with adequate short-term employment stability or fully cover the tasks assigned to them.	Organisations could review the duration of fixed-term contracts for their researchers and increase the duration dependent on the types of contracts and needs of their researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA3-Action 21 AA3 – Working Conditions	Collect and share best practices on improving working conditions of researchers	0	There are many aspects of the working conditions of researchers which could be reformed at organisations to improve the daily lives of researchers.	Organisations could first orient themselves by collecting and openly sharing best practices which showcase how to improve the working conditions of researchers and provide organisations with options to select.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA3-Action 27 AA3 – Working Conditions	Review and reduce bureaucratic and administrative obligations of researchers	0	Researchers are increasingly being required to fulfil bureaucratic and administrative duties which are often seen as unnecessarily burdening and taking valuable time from performing their core activities of research and education.	Organisations could review and reduce such bureaucratic and administrative obligations and support researchers with these obligations.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA4-Action 31 AA4 – Skills Development	Collect and share best practices on professional development of researchers	1	The professional development of researchers is typically a priority for organisations and there are many existing examples of the skills and career development of researchers.	Organisations could first orient themselves by collecting and openly sharing best practices which showcase the diversity of support for the professional development of researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA4-Action 38 AA4 – Skills Development	Raise awareness on and add Open Science to professional development of researchers	1	Open Science is vital for the open collaboration of researchers and the open sharing of research results whereby researchers (especially early-career researchers) need to be educated in Open Science.	Organisations could raise awareness on and add principles and practices related to Open Science in their professional development programmes.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA5-Action 48 AA5 – Mobility	Review and improve support to attract and reintegrate returning researchers	2	Organisations can benefit from the return of talented researchers from abroad by offering attractive positions and conditions and financially, legally, and administratively supporting their return and reintegration.	Organisations could target the research diaspora abroad and review and improve support measures to attract and reintegrate returning researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA6-Action 56 AA6 – Assessment	Recognise Open Science principles and practices in researcher assessment	0	Researchers need to be incentivised and rewarded to encourage them to apply Open Science and engage in knowledge valorisation in their research and education activities.	Organisations could integrate Open Science into researcher assessment by recognising Open Science principles and practices by researchers when they are being evaluated.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA6-Action 60 AA6 – Assessment	Sign Agreement on Reforming Research Assessment and join CoARA as a member	0	The Agreement on Reforming Research Assessment from the Coalition for Advancing Research Assessment (CoARA) proposes a common strategy and action plan to reform research assessment.	Organisations could sign the agreement and join CoARA to learn from and align strategies with other organisations as well as engage their researchers in CoARA.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA7-Action 68 AA7 – Career Pathways	Create support offices and hubs for entrepreneurship and knowledge valorisation	0	Support offices and hubs can offer tailored support to researchers for entrepreneurship and knowledge valorisation activities and bring researchers in contact with relevant external stakeholders for future collaboration and employment opportunities.	Organisations could create such support offices and hubs for entrepreneurship and knowledge valorisation.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

LPNU

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA4-Action 33 AA4 – Skills Development	Raise awareness on skills/competence frameworks and skills/competences for researchers	0	Researchers are often not aware of the skills/competences which they have acquired or need whereby skills/competence frameworks (such as ResearchComp and RM Comp) can help them to identify relevant skills/competences.	Organisations could raise more awareness on skills/competence frameworks and skills/competences for their researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA4-Action 34 AA4 – Skills Development	Raise awareness on existing talent development programmes and platforms for researchers	0	There are many existing online talent development programmes and platforms which can readily help researchers with their skills and career development (including EURAXESS and the ERA Talent Platform).	Organisations could utilise and raise awareness on existing internal and external talent development programmes and platforms for their researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA4-Action 35 AA4 – Skills Development	Integrate skills/competence frameworks and skills/competences into researcher profiles	0	Researcher profiles (such as the R1-R4 researcher profiles) typically identify the relevant skills/competences which researchers need at different career stages.	Organisations could more systematically integrate skills/competence frameworks (such as ResearchComp and RM Comp) and skills/competences for researchers into their own researcher profiles.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA4-Action 36 AA4 – Skills Development	Integrate skills/competence frameworks into professional development of researchers	0	Existing skills/competence frameworks for researchers (such as ResearchComp and RM Comp) are useful for identifying relevant research and transferable skills/competences for researchers.	Organisations could more systematically integrate relevant skills/competence frameworks for researchers into their professional development programmes.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA6-Action 53 AA6 – Assessment	Integrate a qualitative and responsible quantitative approach into researcher assessment	1	Researchers are assessed mainly on peer-reviewed publications in journals with a high impact factor whereby quantitative bibliometric indicators (such as publications, citations, Journal Impact Factor (JIF), and H-index) are typically used and abused.	Organisations could take a more qualitative and responsible quantitative approach when assessing researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA6-Action 54 AA6 – Assessment	Recognise diversity of roles, activities, and outputs of researchers in researcher assessment	1	Researchers are predominantly assessed on the basis of their publications yet they need to perform many other research, education, and related activities in their work.	Organisations could support the shift away from the hyperfocus on publications to a greater recognition of the wide diversity of the roles, activities, outputs, and impacts of their researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA6-Action 56 AA6 – Assessment	Recognise Open Science principles and practices in researcher assessment	1	Researchers need to be incentivised and rewarded to encourage them to apply Open Science and engage in knowledge valorisation in their research and education activities.	Organisations could integrate Open Science into researcher assessment by recognising Open Science principles and practices by researchers when they are being evaluated.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA6-Action 58 AA6 – Assessment	Educate researcher evaluators about reformed criteria for researcher assessment	0	Researcher evaluators play a leading and decisive role in researcher assessment and need to be made fully aware of (the value and reasons for) any reformed criteria for assessment so that researchers are assessed fairly according to new criteria.	Organisations could inform and educate their researcher evaluators about reformed criteria for researcher assessment.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA6-Action 60 AA6 – Assessment	Sign Agreement on Reforming Research Assessment and join CoARA as a member	1	The Agreement on Reforming Research Assessment from the Coalition for Advancing Research Assessment (CoARA) proposes a common strategy and action plan to reform research assessment.	Organisations could sign the agreement and join CoARA to learn from and align strategies with other organisations as well as engage their researchers in CoARA.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA7-Action 66 AA7 – Career Pathways	Review and improve professionalisation of research managers and research technicians	0	The professions of research manager and research technician may not be fully developed at organisations whereby research managers and research technicians may not be adequately recognised, supported, and rewarded in their careers.	Organisations could review and improve the professionalisation of their research managers and research technicians.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA7-Action 70 AA7 – Career Pathways	Track career paths of alumni researchers and create a network of alumni researchers	0	Long-term career tracking of researchers is needed to understand the career paths of researchers and the diversity of research careers whereby bringing alumni researchers in contact with each other can create new networking and career opportunities.	Organisations could track the long-term career paths and create a network of their alumni researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA8-Action 73 AA8 – Interoperability	Adopt R1-R4 profiles or map existing researcher profiles onto R1-R4 profiles	0	The R1-R4 researcher profiles need to be incorporated into existing policies and practices on researcher profiles at organisations and either be adopted as they are or mapped onto existing profiles.	Organisations could adopt the R1-R4 profiles or map existing researcher profiles onto the R1-R4 profiles to support common understanding and interoperability.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA8-Action 74 AA8 – Interoperability	Raise awareness of and develop clear guidelines on R1-R4 profiles for researchers	0	Researchers are largely not aware of the R1-R4 researcher profiles or the descriptions used in the profiles or the reasons for using the profiles.	Organisations could raise awareness on the R1-R4 profiles and develop clear guidelines and communications on the profiles and their use inside and outside their organisation so that this is clear for their researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA8-Action 77 AA8 – Interoperability	Integrate ESCO classification into research grant/job advertisements and portals	0	The ESCO classification offers standardised terms and descriptors (and a specific label for research) for skills/competences and occupations across languages and sectors which can be used to categorise grants/jobs for researchers.	Organisations could integrate the ESCO classification into their research grant/job advertisements and relevant grant/job portals.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA8-Action 78 AA8 – Interoperability	Engage with key stakeholders on national adoption or mapping of ESCO classification	0	European Parliament and Council Regulation 2016/589 requires that European countries either adopt or map their national classifications of skills/competences and occupations to and from the ESCO classification.	Organisations could engage with key stakeholders to support the national adoption or mapping of the ESCO classification.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

UEFISCDI

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA1-Action 7 AA1 – Strategy	Engage with key stakeholders on national implementation of Council Recommendation	2	The Council Recommendation is aimed mainly at countries which need to implement the recommendation at national level and coordinate implementation across key stakeholders in their countries.	Organisations could advocate for the adoption of the recommendation and support alignment of the implementation of the recommendation in their countries.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA1-Action 8 AA1 – Strategy	Raise awareness of Charter for Researchers and HR Excellence in Research Award	2	Researchers are often not aware of best practices on research careers, best practices on the rights and obligations of researchers and their employers or funders, or organisations recognised for best practices.	Organisations could promote the Charter for Researchers and HR Excellence in Research Award and make their researchers aware of these initiatives.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA1-Action 9 AA1 – Strategy	Endorse Charter for Researchers and apply for/renew HR Excellence in Research Award	1	The Charter for Researchers offers principles for attractive research careers and the rights and obligations of researchers and their employers or funders.	Organisations could endorse the Charter for Researchers and apply for or renew the HR Excellence in Research Award as well as engage in communities of practice on the charter at national and European level.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA3-Action 29 AA3 – Working Conditions	Review and improve support for equality, diversity, and inclusion of researchers	4	Research careers need to be safeguarded to ensure the fair treatment and full participation of all researchers and especially groups which have historically been underrepresented or discriminated against due to identity and disability.	Organisations could review and improve their support and raise awareness for the equality, diversity, and inclusion of researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA4-Action 31 AA4 – Skills Development	Collect and share best practices on professional development of researchers	1	The professional development of researchers is typically a priority for organisations and there are many existing examples of the skills and career development of researchers.	Organisations could first orient themselves by collecting and openly sharing best practices which showcase the diversity of support for the professional development of researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA4-Action 33 AA4 – Skills Development	Raise awareness on skills/competence frameworks and skills/competences for researchers	2	Researchers are often not aware of the skills/competences which they have acquired or need whereby skills/competence frameworks (such as ResearchComp and RM Comp) can help them to identify relevant skills/competences.	Organisations could raise more awareness on skills/competence frameworks and skills/competences for their researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA4-Action 34 AA4 – Skills Development	Raise awareness on existing talent development programmes and platforms for researchers	2	There are many existing online talent development programmes and platforms which can readily help researchers with their skills and career development (including EURAXESS and the ERA Talent Platform).	Organisations could utilise and raise awareness on existing internal and external talent development programmes and platforms for their researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA4-Action 37 AA4 – Skills Development	Raise awareness on and add research integrity to professional development of researchers	1	Research integrity is fundamental for realising responsible research and education whereby researchers (especially early-career researchers) need to be educated in research integrity.	Organisations could raise awareness on and add research integrity and codes of conduct on research integrity (such as by ALLEA) in their professional development programmes.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA4-Action 38 AA4 – Skills Development	Raise awareness on and add Open Science to professional development of researchers	2	Open Science is vital for the open collaboration of researchers and the open sharing of research results whereby researchers (especially early-career researchers) need to be educated in Open Science.	Organisations could raise awareness on and add principles and practices related to Open Science in their professional development programmes.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA5-Action 42 AA5 – Mobility	Identify (inter)national and local barriers to triple-I mobility of researchers	1	There are many barriers which may restrict the mobility of researchers including legal (such as regulations), financial (such as lack of funding), contractual (such as strict conditions), practical (such as lack of time), and social (such as pressure from a supervisor) barriers.	Organisations could identify barriers to triple-I mobility to improve their support measures.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA5-Action 48 AA5 – Mobility	Review and improve support to attract and reintegrate returning researchers	1	Organisations can benefit from the return of talented researchers from abroad by offering attractive positions and conditions and financially, legally, and administratively supporting their return and reintegration.	Organisations could target the research diaspora abroad and review and improve support measures to attract and reintegrate returning researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

UCY

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA1-Action 3 AA1 – Strategy	Include researchers and research support staff in activities to reform research careers	n/a	Any reform of research careers aims to improve the lives of researchers and is supported by research support staff. All discussions and actions to reform research careers could directly involve researchers and research support staff (including human resources officers and research managers) to gather their input and align with their specific interests and needs.	To be specified during co-creation.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA1-Action 4 AA1 – Strategy	Engage with key stakeholders to align national regulations and policies on research careers	n/a	National regulations and policies can form a barrier to reform research careers, can change on a short-term basis, and may need to be aligned with other regulations and policies as well as across other organisations and stakeholders.	Organisations could advocate for and support alignment on a national level to ensure clear and stable regulations and policies.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA3-Action 23 AA3 – Working Conditions	Communicate clearly on rights and obligations of researchers and organisations	n/a	Researchers are often not fully aware of their rights and obligations as researchers or the respective rights and obligations of their own employers and funders.	Organisations could communicate more clearly on the rights and obligations of their researchers and their own rights and obligations towards researchers (especially during recruitment and progression).	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA3-Action 25 AA3 – Working Conditions	Review and improve support for researchers to access social protection benefits	n/a	Researchers may not be aware of or have access to relevant social protection benefits including benefits for unemployment, healthcare/sickness, parental leave, invalidity, and old age/survivorship.	Organisations could review and improve their support for researchers (especially early-career researchers) to be aware of and access social protection benefits.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA3-Action 30 AA3 – Working Conditions	Identify scope of precarity and tailor support to reduce precarity of researchers	n/a	The issues responsible for the precarity of research careers can differ across different profiles of researchers, organisations, sectors, and countries.	Organisations could first identify the scope of precarity for and in discussion with their own researchers (especially early-career researchers) and then tailor support measures to reduce the identified issues.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA5-Action 46 AA5 – Mobility	Raise awareness on and support transfer of social protection entitlements	n/a	Researchers may not be aware of social protection entitlements (such as pensions) which they have acquired (via mandatory or voluntary schemes) and how to transfer them across employers, schemes, and countries (using tools such as RESAVER).	Organisations could raise awareness on and support their researchers in transferring social protection entitlements.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA5-Action 47 AA5 – Mobility	Promote value of PhD and related skills/competences to non-academic sectors	n/a	Non-academic sectors are typically not aware of the value of a PhD degree and the related skills/competences acquired by doctoral graduates which can lead to missed employment opportunities and a lack of recognition of doctoral employees.	Organisations could promote the value of the PhD degree and related skills/competences to the non-academic sectors.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA7-Action 64 AA7 – Career Pathways	Review and improve diversity of internal career path options for researchers	n/a	There may be limited internal career path options for researchers at their organisations or researchers may not be aware of other internal career path options beyond the position of a researcher.	Organisations could review and improve their internal career path options for researchers and support researchers who may want to transition to other internal careers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA7-Action 70 AA7 – Career Pathways	Track career paths of alumni researchers and create a network of alumni researchers	n/a	Long-term career tracking of researchers is needed to understand the career paths of researchers and the diversity of research careers whereby bringing alumni researchers in contact with each other can create new networking and career opportunities.	Organisations could track the long-term career paths and create a network of their alumni researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA8-Action 71 AA8 – Interoperability	Adopt European definition of 'researcher' in organisational regulations and policies	n/a	The definition of what a researcher is and does as well as their roles and responsibilities can differ across organisations, sectors, and countries.	Organisations could adopt a common European definition of 'researcher' (such as proposed in the Council Recommendation) in their regulations and policies to support common understanding and interoperability.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

NOVA

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA1-Action 1 AA1 – Strategy	Collect and share best practices on reform of research careers at organisations	2	Best practices highlight the experiences and lessons learned from various organisations and can help organisations to develop more efficient and effective regulations and policies.	Organisations aiming to reform research careers could first orient themselves by collecting and openly sharing best practices on research careers from their and other organisations.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA1-Action 8 AA1 – Strategy	Raise awareness of Charter for Researchers and HR Excellence in Research Award	2	Researchers are often not aware of best practices on research careers, best practices on the rights and obligations of researchers and their employers or funders, or organisations recognised for best practices.	Organisations could promote the Charter for Researchers and HR Excellence in Research Award and make their researchers aware of these initiatives.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA2-Action 19 AA2 – Stability	Coordinate implementation of new/refined TTLMs and monitor implementation	1	The roll-out of new/refined TTLMs at organisations requires multi-annual coordination and monitoring in successive recruitment and assessment cycles with participating researchers.	Organisations could implement new/refined TTLMs and monitor progress whereby the implementation could be adjusted where necessary based on feedback from researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA3-Action 23 AA3 – Working Conditions	Communicate clearly on rights and obligations of researchers and organisations	1	Researchers are often not fully aware of their rights and obligations as researchers or the respective rights and obligations of their own employers and funders.	Organisations could communicate more clearly on the rights and obligations of their researchers and their own rights and obligations towards researchers (especially during recruitment and progression).	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA3-Action 26 AA3 – Working Conditions	Review and improve support for flexible working conditions and work-life balance	2	There is an increasing need for researchers to have more flexibility in their working hours and working environment as well as an increasing awareness of mental health issues and overwork among researchers.	Organisations could review and improve their support for flexible working conditions and ensure an adequate work-life balance for their researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA3-Action 30 AA3 – Working Conditions	Identify scope of precarity and tailor support to reduce precarity of researchers	2	The issues responsible for the precarity of research careers can differ across different profiles of researchers, organisations, sectors, and countries.	Organisations could first identify the scope of precarity for and in discussion with their own researchers (especially early-career researchers) and then tailor support measures to reduce the identified issues.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA4-Action 32 AA4 – Skills Development	Review and improve support for professional development of researchers	1	Researchers require continuous professional development with the different profiles of researchers often needing specific skills/competences and career development support.	Organisations could review and improve their support for the professional development of their researchers and tailor support measures to the specific needs of their researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA4-Action 34 AA4 – Skills Development	Raise awareness on existing talent development programmes and platforms for researchers	2	There are many existing online talent development programmes and platforms which can readily help researchers with their skills and career development (including EURAXESS and the ERA Talent Platform).	Organisations could utilise and raise awareness on existing internal and external talent development programmes and platforms for their researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA4-Action 36 AA4 – Skills Development	Integrate skills/competence frameworks into professional development of researchers	1	Existing skills/competence frameworks for researchers (such as ResearchComp and RM Comp) are useful for identifying relevant research and transferable skills/competences for researchers.	Organisations could more systematically integrate relevant skills/competence frameworks for researchers into their professional development programmes.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA4-Action 37 AA4 – Skills Development	Raise awareness on and add research integrity to professional development of researchers	2	Research integrity is fundamental for realising responsible research and education whereby researchers (especially early-career researchers) need to be educated in research integrity.	Organisations could raise awareness on and add research integrity and codes of conduct on research integrity (such as by ALLEA) in their professional development programmes.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA4-Action 38 AA4 – Skills Development	Raise awareness on and add Open Science to professional development of researchers	2	Open Science is vital for the open collaboration of researchers and the open sharing of research results whereby researchers (especially early-career researchers) need to be educated in Open Science.	Organisations could raise awareness on and add principles and practices related to Open Science in their professional development programmes.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA4-Action 40 AA4 – Skills Development	Provide professional career development counselling with experts/mentors for researchers	1	Researchers can benefit greatly from individual and professional counselling sessions with internal and external experts/mentors on their future career development.	Organisations could provide professional career development counselling with experts/mentors for researchers (especially early-career researchers who are near the end of their contracts).	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA5-Action 42 AA5 – Mobility	Identify (inter)national and local barriers to triple-I mobility of researchers	2	There are many barriers which may restrict the mobility of researchers including legal (such as regulations), financial (such as lack of funding), contractual (such as strict conditions), practical (such as lack of time), and social (such as pressure from a supervisor) barriers.	Organisations could identify barriers to triple-I mobility to improve their support measures.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA5-Action 47 AA5 – Mobility	Promote value of PhD and related skills/competences to non-academic sectors	1	Non-academic sectors are typically not aware of the value of a PhD degree and the related skills/competences acquired by doctoral graduates which can lead to missed employment opportunities and a lack of recognition of doctoral employees.	Organisations could promote the value of the PhD degree and related skills/competences to the non-academic sectors.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA6-Action 55 AA6 – Assessment	Recognise research integrity principles and practices in researcher assessment	1	Researchers need to be incentivised and rewarded to encourage them to apply research integrity and align with relevant codes of conduct in their research and education activities.	Organisations could integrate research integrity into researcher assessment by recognising research integrity principles and practices by researchers when they are being evaluated.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA6-Action 58 AA6 – Assessment	Educate researcher evaluators about reformed criteria for researcher assessment	1	Researcher evaluators play a leading and decisive role in researcher assessment and need to be made fully aware of (the value and reasons for) any reformed criteria for assessment so that researchers are assessed fairly according to new criteria.	Organisations could inform and educate their researcher evaluators about reformed criteria for researcher assessment.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA7-Action 62 AA7 – Career Pathways	Raise awareness on diversity of research careers including non-linear and hybrid careers	2	Researchers are typically not aware of the diversity of research careers and the career options available to them inside and outside of their organisations as well as the possibility of non-linear and hybrid career paths.	Organisations could raise awareness on the diversity of research careers and career paths inside and outside of academia among researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA7-Action 63 AA7 – Career Pathways	Review and improve recognition and support of diverse research careers	1	Researchers are usually not recognised and may even be penalised in evaluations for having followed diverse and non-traditional career paths or lack adequate support at their organisations to engage in and transition to more diverse career paths.	Organisations could review and improve their recognition of and support measures for diverse research careers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA7-Action 66 AA7 – Career Pathways	Review and improve professionalisation of research managers and research technicians	1	The professions of research manager and research technician may not be fully developed at organisations whereby research managers and research technicians may not be adequately recognised, supported, and rewarded in their careers.	Organisations could review and improve the professionalisation of their research managers and research technicians.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA7-Action 70 AA7 – Career Pathways	Track career paths of alumni researchers and create a network of alumni researchers	1	Long-term career tracking of researchers is needed to understand the career paths of researchers and the diversity of research careers whereby bringing alumni researchers in contact with each other can create new networking and career opportunities.	Organisations could track the long-term career paths and create a network of their alumni researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA8-Action 74 AA8 – Interoperability	Raise awareness of and develop clear guidelines on R1-R4 profiles for researchers	1	Researchers are largely not aware of the R1-R4 researcher profiles or the descriptions used in the profiles or the reasons for using the profiles.	Organisations could raise awareness on the R1-R4 profiles and develop clear guidelines and communications on the profiles and their use inside and outside their organisation so that this is clear for their researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA8-Action 80 AA8 – Interoperability	Engage with key stakeholders on interoperability and comparability of research careers	1	Creating interoperability and comparability of research careers across organisations, sectors, and countries requires the engagement and alignment of relevant stakeholders on diverse regulations, policies, and practices for research careers.	Organisations could engage with key stakeholders to ensure the interoperability and comparability of research careers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

IST

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA1-Action 8 AA1 – Strategy	Raise awareness of Charter for Researchers and HR Excellence in Research Award	n/a	Researchers are often not aware of best practices on research careers, best practices on the rights and obligations of researchers and their employers or funders, or organisations recognised for best practices.	Organisations could promote the Charter for Researchers and HR Excellence in Research Award and make their researchers aware of these initiatives.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA1-Action 9 AA1 – Strategy	Endorse Charter for Researchers and apply for/renew HR Excellence in Research Award	n/a	The Charter for Researchers offers principles for attractive research careers and the rights and obligations of researchers and their employers or funders.	Organisations could endorse the Charter for Researchers and apply for or renew the HR Excellence in Research Award as well as engage in communities of practice on the charter at national and European level.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA2-Action 18 AA2 – Stability	Develop an action plan to structure implementation of new/refined TTLMs	n/a	The implementation of new/refined TTLMs at organisations needs to be planned and rolled out in successive recruitment and assessment cycles with the participating researchers.	Organisations could develop an action plan with clear actions and timelines to structure and monitor implementation of TTLMs with feedback/revision loops built into the planning.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA2-Action 19 AA2 – Stability	Coordinate implementation of new/refined TTLMs and monitor implementation	n/a	The roll-out of new/refined TTLMs at organisations requires multi-annual coordination and monitoring in successive recruitment and assessment cycles with participating researchers.	Organisations could implement new/refined TTLMs and monitor progress whereby the implementation could be adjusted where necessary based on feedback from researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA3-Action 21 AA3 – Working Conditions	Collect and share best practices on improving working conditions of researchers	n/a	There are many aspects of the working conditions of researchers which could be reformed at organisations to improve the daily lives of researchers.	Organisations could first orient themselves by collecting and openly sharing best practices which showcase how to improve the working conditions of researchers and provide organisations with options to select.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA3-Action 22 AA3 – Working Conditions	Ensure recruitment and progression are open, transparent, and merit-based	n/a	Researchers who are being evaluated for new grants and jobs or career progression are entitled to understand a priori the evaluation criteria and ad hoc the evaluation outcome.	Organisations could ensure that the recruitment and progression of researchers at their organisations is based on open, transparent, and merit-based principles of evaluation.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA4-Action 33 AA4 – Skills Development	Raise awareness on skills/competence frameworks and skills/competences for researchers	n/a	Researchers are often not aware of the skills/competences which they have acquired or need whereby skills/competence frameworks (such as ResearchComp and RM Comp) can help them to identify relevant skills/competences.	Organisations could raise more awareness on skills/competence frameworks and skills/competences for their researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA4-Action 34 AA4 – Skills Development	Raise awareness on existing talent development programmes and platforms for researchers	n/a	There are many existing online talent development programmes and platforms which can readily help researchers with their skills and career development (including EURAXESS and the ERA Talent Platform).	Organisations could utilise and raise awareness on existing internal and external talent development programmes and platforms for their researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA4-Action 35 AA4 – Skills Development	Integrate skills/competence frameworks and skills/competences into researcher profiles	n/a	Researcher profiles (such as the R1-R4 researcher profiles) typically identify the relevant skills/competences which researchers need at different career stages.	Organisations could more systematically integrate skills/competence frameworks (such as ResearchComp and RM Comp) and skills/competences for researchers into their own researcher profiles.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA4-Action 40 AA4 – Skills Development	Provide professional career development counselling with experts/mentors for researchers	n/a	Researchers can benefit greatly from individual and professional counselling sessions with internal and external experts/mentors on their future career development.	Organisations could provide professional career development counselling with experts/mentors for researchers (especially early-career researchers who are near the end of their contracts).	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

ZUT

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA2-Action 11 AA2 – Stability	Collect and share best practices on employment contracts for researchers and TTLMs	0	There are many different types of employment contracts and TTLMs for researchers across organisations and countries.	Organisations aiming to improve the stability of research careers could first orient themselves by collecting and openly sharing best practices on employment contracts and TTLMs for researchers from their and other organisations.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA3-Action 27 AA3 – Working Conditions	Review and reduce bureaucratic and administrative obligations of researchers	0	Researchers are increasingly being required to fulfil bureaucratic and administrative duties which are often seen as unnecessarily burdening and taking valuable time from performing their core activities of research and education.	Organisations could review and reduce such bureaucratic and administrative obligations and support researchers with these obligations.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA3-Action 30 AA3 – Working Conditions	Identify scope of precarity and tailor support to reduce precarity of researchers	0	The issues responsible for the precarity of research careers can differ across different profiles of researchers, organisations, sectors, and countries.	Organisations could first identify the scope of precarity for and in discussion with their own researchers (especially early-career researchers) and then tailor support measures to reduce the identified issues.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA4-Action 33 AA4 – Skills Development	Raise awareness on skills/competence frameworks and skills/competences for researchers	0	Researchers are often not aware of the skills/competences which they have acquired or need whereby skills/competence frameworks (such as ResearchComp and RM Comp) can help them to identify relevant skills/competences.	Organisations could raise more awareness on skills/competence frameworks and skills/competences for their researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA4-Action 35 AA4 – Skills Development	Integrate skills/competence frameworks and skills/competences into researcher profiles	0	Researcher profiles (such as the R1-R4 researcher profiles) typically identify the relevant skills/competences which researchers need at different career stages.	Organisations could more systematically integrate skills/competence frameworks (such as ResearchComp and RM Comp) and skills/competences for researchers into their own researcher profiles.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA5-Action 42 AA5 – Mobility	Identify (inter)national and local barriers to triple-I mobility of researchers	0	There are many barriers which may restrict the mobility of researchers including legal (such as regulations), financial (such as lack of funding), contractual (such as strict conditions), practical (such as lack of time), and social (such as pressure from a supervisor) barriers.	Organisations could identify barriers to triple-I mobility to improve their support measures.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA6-Action 54 AA6 – Assessment	Recognise diversity of roles, activities, and outputs of researchers in researcher assessment	0	Researchers are predominantly assessed on the basis of their publications yet they need to perform many other research, education, and related activities in their work.	Organisations could support the shift away from the hyperfocus on publications to a greater recognition of the wide diversity of the roles, activities, outputs, and impacts of their researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA6-Action 55 AA6 – Assessment	Recognise research integrity principles and practices in researcher assessment	0	Researchers need to be incentivised and rewarded to encourage them to apply research integrity and align with relevant codes of conduct in their research and education activities.	Organisations could integrate research integrity into researcher assessment by recognising research integrity principles and practices by researchers when they are being evaluated.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA7-Action 62 AA7 – Career Pathways	Raise awareness on diversity of research careers including non-linear and hybrid careers	0	Researchers are typically not aware of the diversity of research careers and the career options available to them inside and outside of their organisations as well as the possibility of non-linear and hybrid career paths.	Organisations could raise awareness on the diversity of research careers and career paths inside and outside of academia among researchers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

Action ID / Area	Initial selected action	Initial maturity	Issue addressed	Initial intervention direction	To be completed/refined in T2.3 co-creation
AA7-Action 63 AA7 – Career Pathways	Review and improve recognition and support of diverse research careers	0	Researchers are usually not recognised and may even be penalised in evaluations for having followed diverse and non-traditional career paths or lack adequate support at their organisations to engage in and transition to more diverse career paths.	Organisations could review and improve their recognition of and support measures for diverse research careers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA7-Action 64 AA7 – Career Pathways	Review and improve diversity of internal career path options for researchers	0	There may be limited internal career path options for researchers at their organisations or researchers may not be aware of other internal career path options beyond the position of a researcher.	Organisations could review and improve their internal career path options for researchers and support researchers who may want to transition to other internal careers.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).
AA7-Action 65 AA7 – Career Pathways	Define clear and distinct profiles for research managers and research technicians	0	The professions of research manager and research technician may not be clearly defined or recognised at organisations and offer researchers alternative career path options beyond the position of a researcher.	Organisations could define clear and distinct profiles for research managers and research technicians including their roles and responsibilities.	Concrete activity; overlap/dependency mapping; timeline; responsible role(s); monitoring indicator(s).

WP2 D2.1 – List of selected Actions/interventions

For more information on the project, contact us:

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