

Milestone report [V3 - final]

Milestone 4.2 – Review of staff development programme (WP 4 Staff Journey)

[University of Bremen]

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1. Abstract and Background

The academic and professional service staff in the universities of the YUFE Alliance are drivers and key enablers of the YUFE European University. YUFE therefore fosters a culture of ongoing engagement in staff development, committed to enhancing the knowledge and skills of all staff members. To this end, YUFE develops a range of programmes tailored to different staff groups, designed to build professional and personal networks within the Alliance, facilitate the exchange of experiences and best practices among partners, foster transferable and practical skills, and enhance confidence in working within an international context.

In the current project phase, YUFE focuses on upscaling, deepening and further developing its activities and services for the different target groups. Accordingly, the successfully piloted concept for an alliance-wide staff development programme from the first project phase was taken as a basis for the development of three new, thematically coherent staff training modules: the YUFE Research Leadership Programme, the YUFE Open Science Programme and the YUFE Staff Development Programme. The programmes were made available by April 2024 and took place during the academic year 2024-2025. In total, 60 participants from all partner universities were enrolled into the programmes and 54 completed the programme. Anonymous feedback was collected via an online questionnaire.

2. Introduction and Approach of the YUFE Staff Development Programmes

The Young Universities for the Future of Europe (YUFE) is a consortium of ten universities and two non-academic partners that is pioneering a fundamental transformation of European higher education. YUFE's ambition is to create a more equitable, flexible, diverse and socially impactful European higher education and research system by developing a student-centred, equitable, open and inclusive European University model.

The academic and professional service staff in the YUFE Alliance are drivers and key enablers of the YUFE European University. The YUFE partner institutions share the belief that all staff groups are talented and diverse, deserving comprehensive support in their careers. Consequently, the Alliance fosters a culture of ongoing engagement in staff development, committed to enhancing the knowledge and skills of all staff members. To this end, YUFE develops a range of programmes tailored to different staff groups, designed to build professional and personal networks within the Alliance, facilitate the exchange of experiences and best practices among partners, foster transferable and practical skills, and enhance confidence in working within an international context.

Between October 2024 and April 2025, the YUFE Research Leadership Programme, the YUFE Open Science Programme and the YUFE Staff Development Programme took place. This report analyses the supply and demand of the three programmes as well as the participants' feedback. The report provides conclusions on how to integrate the learnings from this phase into the future development of the programme.

In the first project phase, YUFE successfully piloted an alliance-wide programme for staff members that was jointly developed and implemented by the YUFE partners, namely the 'YUFE Career Track for Professional Service Staff'. It ran over a period of several months, combining online and on-site training elements for a dedicated group of 15 HR Recruitment and Selection experts from across the Alliance.

In the current project phase, YUFE focuses on upscaling, deepening and further developing its activities and services for the different target groups. Accordingly, the successfully piloted concept for an alliance-wide staff development programme that combines online and on-site elements was taken as a basis for the development of three new thematically coherent staff training modules. A dedicated working group of highly experienced Human Resources professionals from seven YUFE partners was tasked with developing these modules. Initially, the group established a set of principles that the modules must adhere to, ensuring they provide value beyond the existing local staff development offers of the YUFE partners. The result were the following three topics:

- Research Leadership
- Staff Development

- Open Science

Once the topics and the principles were set, the working group split up into three organising mini groups, each tasked with conceptualising and planning the concrete programmes. The flow of information between the organising mini groups was assured by the task 4.3 owner.

At the time of planning, leadership trainings were already available at most YUFE universities, but not all. To address this disparity, the YUFE initiative aimed to offer a leadership training that would be accessible to all member universities, regardless of their individual capacity to provide such a program. By hosting the training at an international level, participants would also have the opportunity to engage with diverse leadership styles and cultural perspectives, enriching their understanding of effective leadership. This aligns with the YUFE Staff Development Policy, which emphasizes the importance of supporting and nurturing leadership skills throughout an individual's career. By offering this program, YUFE is committed to fostering good leadership across its member universities.

The YUFE Staff Development Policy notes that “staff development and life-long learning are crucial to every institution’s human resource policy as they encourage personal development of our staff but also empower our universities to adapt to new challenges and make YUFE an innovative, socially responsible Alliance”. The Staff Development Programme was specifically designed for staff members responsible for staff development activities at the partner universities, including those in Human Resources, Learning and Development, and faculty leadership roles. This targeted approach provided a unique opportunity for participants to stay up-to-date with the latest methodologies, tools, and strategies for nurturing the professional growth of their staff. A key feature of the programme was the exchange of best practices in staff development across YUFE universities, allowing participants to learn from one another and share innovative approaches to staff development.

The YUFE partners share the view that Open Science is the key to the optimal exploitation of modern research’s potentials and can result in a significant increase in scientific knowledge and the societal benefits of science. The YUFE Open Science Programme aligns with several other initiatives of the Alliance in this area, such as the DIOSI project and relevant activities within the YUFERING project. Many activities are targeted at researchers themselves who practice Open Science. This programme was specifically designed for professional service staff members who support researchers, providing them with the knowledge, skills, and best practices to effectively promote Open Science. This unique focus enabled inter-institutional exchange and collaboration among these staff members, facilitating the development of effective strategies for promoting Open Science across the Alliance.

For the detailed agendas of the three programmes, please see the annex. The Research Leadership Programme and the Staff Development Programme included physical meetings. To cover the travel costs, the applicants applied for Erasmus Staff Mobility funding at their university.

The selection of participants was organised decentrally. Each university selected two participants for each of the three programmes. To foster a rich and immersive learning experience, the organizing mini groups decided to cap the number of participants per programme at twenty. This deliberate decision allowed for an intense and personal interaction among participants, as well as between participants and trainers. The small group size enabled more in-depth discussions, facilitated the exchange of experiences and ideas, and created a collaborative environment that was essential to the success of all three programmes. If one university did not receive applications or if a selected participant had to cancel, the seats were given to applicants on the waiting lists of other universities.

Applicants had to complete two application steps:

1. Apply via the Virtual Campus (to collect their contact information centrally)
2. Send an e-mail with a short motivation statement to their local contact person, including:
 - Name, department/ faculty, position
 - What is your experience with staff development/ leading a research team/ giving Open Science support?
 - What challenges do you face concerning staff development/ leading a research team/ Open Science support and how could you benefit from this programme

Each university sent the information of the selected participants to the University of Bremen. The University of Bremen managed the communication with all selected participants and applicants on the waiting list. This was the timeline for the communication and the selection process:

End of April 2024	Dissemination on YUFE level (social media, YUFE website) is started
2 May 2024	The invitation texts (incl. detailed programme information) are sent to all partners for local dissemination (the application period lasted ca. 6 weeks)
16 June 2024	Application deadline for participants
25 June 2024	Local selection of participants completed; infos are sent to U Bremen
27 + 28 June 2024	U Bremen informs selected participants and applicants on the waiting list

Table no. 1: Timeline of the selection process

For the Research Leadership Programme, there were forty-two applications from ten universities. Twenty participants were selected and nineteen completed the programme. The completion was defined by regular participation. For the Staff Development Programme, there were twenty one applications. Twenty participants were selected and eighteen completed the programme. For the Open Science Programme, there were twenty-six application. Twenty participants were selected and seventeen completed the programme. For the detailed participant numbers per university, please see the Annex.

3. Evaluation and Discussion of Results

The evaluation is based on the anonymous feedback of the participants and the discussions within the WP4. All participants were asked to provide feedback after each part of the programme. Additionally, after the completion of each programme, anonymous feedback for the overall programme was gathered (see Annex 5.7 – 5.9).

After the end of the three programmes, each organising mini group reflected and gathered the learnings. This reflection was also part of the WP4 General Meeting in Brussels in May 2025. This way, the feedback of those WP4 members who were not part of the organising mini groups was also included. Since all activities are always a joint endeavour of all work package members, it is crucial to gather reflective feedback from various involved parties.

This chapter first evaluates each of the three programmes individually, then concludes with an overall assessment.

3.1. Research Leadership Programme

The mini group's reflections revealed several key insights. Initially, an experienced in-house trainer from the University of Essex was scheduled to deliver the training, and a first concept was developed in collaboration with the lead of WP9 Equity, Diversity and Inclusivity. The YUFE Equity, Diversity, and Inclusivity MOOC was incorporated into the self-learning phase. However, due to staff turnover at the University of Essex, the original trainer became unavailable. As a result, the mini group opted to engage an experienced external trainer who had previously delivered leadership trainings for the University of Antwerp; he conducted the first part of the programme. The final online session was led by a different in-house trainer from the University of Essex. Working with experienced trainers was highly beneficial to the participants as well as the organizing team and should be continued in future programmes. Nonetheless, involving two different trainers – one external and one in-house – posed challenges to continuity. The in-house trainer, having only facilitated the last session, found it difficult to effectively close the programme, as she had not participated in earlier sessions. This is an important consideration for future planning.

The organizing mini group came to the conclusion that participants particularly benefited from the in-person meeting, which fostered group cohesion and an open environment for sharing experiences and best practices. This was evident during the training sessions in Antwerp, where two members of the organising group were present and that featured a lot of interactive group work that would have been difficult to replicate in a virtual setting. Coming from various research disciplines, the participants were able to gain insights into diverse research cultures. Furthermore, the fact that no more than three participants came from any one YUFE university may have encouraged openness, as most attendees were from different institutions, making it easier to speak candidly about challenges and experiences.

Reflecting on the participants' feedback, the results clearly show that the programme was very well received. Seven respondents were satisfied with the overall programme and the other seven were very satisfied (see chart no. 1). The positive feedback was also reflected in the section for additional comments and suggestions, with one participants writing: *"A truly engaging programme that prompted deep reflection on leadership and my personal approach to team management. I believe it will be highly beneficial for my future work."* Another respondent wrote, *"Thank you for a wonderful course! I think there is a huge potential in organizing semi-formal peer groups where this group could continue to explore leadership together and support each other."*

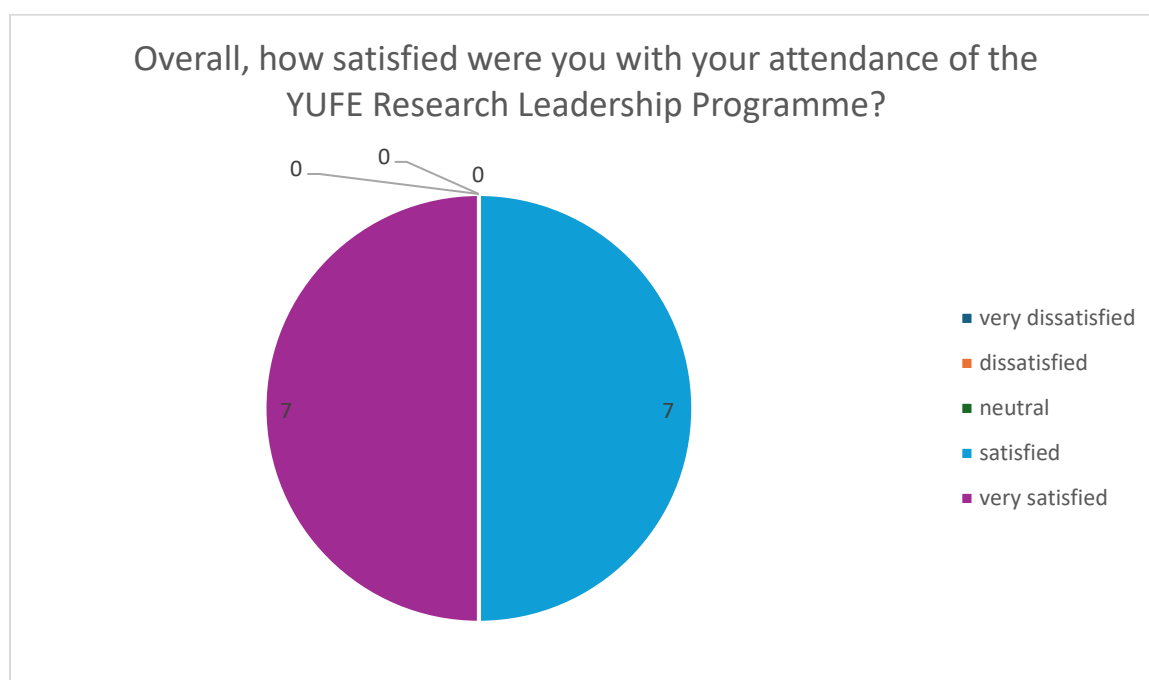


Chart no. 1: Satisfaction rate of participants of the Research Leadership Programme

Underlining the feedback from the organizing team, one participant stated that the lack of continuity between the two trainers was not optimal: *"I enjoyed the course a lot and learnt a lot. Especially the 2 in-person days were very nice and it was a good way to connect with*

other people and to share experiences. However, the final online meeting could be aligned better with the previous parts.” The feedback about the multi-layered content of the programme was positive as well. When being asked about the details as well as the communication of the programme prior to the start of the sessions, six respondents were satisfied and eight very satisfied. Regarding the content of the sessions, seven respondents were satisfied, six were very satisfied and one was neutral. The feedback for the speakers draws a similar picture. Eight respondents were satisfied, five very satisfied and one was neutral. Regarding the trainings material, seven respondents were satisfied, five very satisfied and two were neutral. The networking opportunities were regarded as either satisfying (two respondents) or very satisfying (ten respondents). Two respondents were neutral about this aspect. This stresses the advantage of including a physical component into a training programme. In the comment section, one participant wrote: *“I found the two face-to-face meetings in particular very informative and inspiring because we were really forced to immerse ourselves in all the information and tools.”* Lastly, five respondents were satisfied with the duration of the whole programme, six were very satisfied and two were neutral.

In conclusion, the Research Leadership Programme has demonstrated clear value and potential for repetition. The number of applications indicates both significant interest and a real need for this type of training amongst the target group that is sufficiently large enough to support future iterations. The University of Eastern Finland received the highest number of applications, indicating a strong demand for research leadership development. As a result, UEF decided to establish a local Research Leadership Programme starting in autumn 2025 to meet this need. This demonstrates a tangible spillover effect to the local level. Taking another turn with the programme, with only minor adjustments, seems highly feasible and beneficial. From an organisational perspective, it would be more effective to engage a single trainer throughout the entire programme to ensure continuity and coherence. Additionally, maintaining a physical meeting component is strongly recommended, as it proved to be a key factor in fostering group interaction and openness.

3.2. Staff Development Programme

The programme structure included a combination of online sessions and two physical meetings – a three-day event in Maastricht and a two-day meeting in Rijeka. The physical components were especially valuable, providing participants with rich opportunities for networking and in-depth exchange of experiences, which in turn fostered a strong group dynamic that positively influenced the subsequent online sessions. However, the need for travel funding posed a barrier for some, as not all universities facilitate access to Erasmus Staff Mobility funding equally, with some allowing only one funded trip per academic year. As a result, three participants could only attend one of the two physical meetings. For future programmes, a single physical meeting – ideally at the beginning – might be more

practical and inclusive. To further strengthen participant engagement, more opportunities for exchange between online sessions could be encouraged, potentially through an online platform. Currently, there is no centralised platform for participant interaction or training material storage, but if one becomes available at the YUFE level, it could greatly benefit WP4 initiatives. The diversity among participants, shaped by the differing staff development structures at their respective universities, led to varying degrees of relevance of the programme content to their professional roles. While this posed challenges in tailoring the programme to everyone's needs, it also allowed for valuable multi-perspective learning. Given the relatively small target group – staff members engaged in staff development work at their institutions – direct outreach and personal encouragement proved effective in securing applications. The use of both external trainers and YUFE colleagues to lead sessions helped cover a broad range of topics, though it made streamlining more difficult. Going forward, narrowing the scope so that one trainer can lead most or all sessions may improve coherence and continuity.

The feedback about the overall programme was very positive with five respondents stating that they were satisfied with the overall programme and ten very satisfied. One participant indicated that they were very dissatisfied (see chart no. 2). However, in the section for additional suggestions and comments, this person wrote: *"It was really an amazing opportunity to learn best practices of other universities and enhance our knowledge on staff development topics."* Considering this very positive comment, we assume that the answer "very dissatisfied" was given by accident.

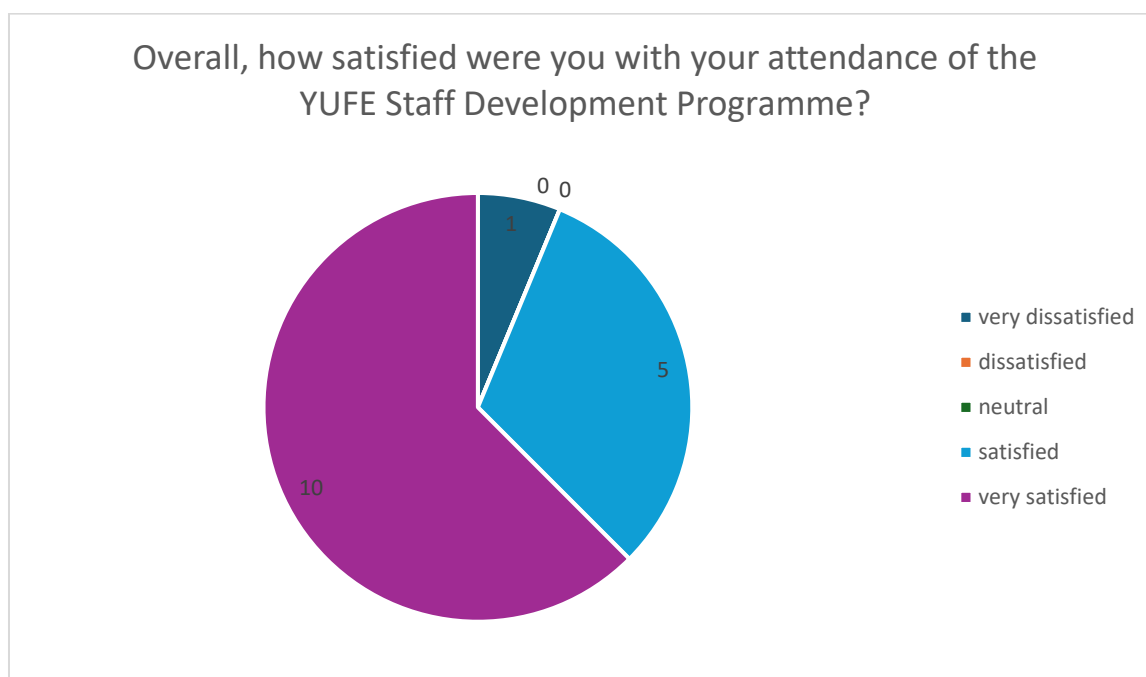


Chart no. 2: Satisfaction rate of participants of the Staff Development Programme

Regarding the different aspects of the programme, twelve respondents were very satisfied with the communication and information prior to the start of the sessions and four were satisfied. Six participants were very satisfied with the content of the sessions and ten were satisfied. Asked about the speakers of the sessions, eight respondents were very satisfied and eight were satisfied. Reflecting on the training materials, seven respondents were very satisfied and nine were satisfied. Especially the networking opportunities were perceived as very good and useful. Fourteen respondents were very satisfied with it, one was satisfied and one was neutral. Lastly, twelve respondents were very satisfied with the duration of the whole programme, three were satisfied and one neutral.

Feedback from the programme survey highlighted a high level of participant satisfaction, particularly with the two physical meetings, regarding which all respondents reported being either satisfied or very satisfied. Participants appreciated the opportunity to connect with colleagues and learn from both peers and speakers: *“Thank you for the wonderful organization! It was so nice to meet all the other participants and to learn from each other.”* Another participant noted the value of sharing experiences with individual staff development topics across universities: *“It was really an amazing opportunity to learn the best practices of other universities and enhance our knowledge on staff development topics.”* A third participant was generally happy with the programme and added: *“It would have been great to go more into depth on many of the topics. I took home valuable knowledge on onboarding, recruitment, discussion communication, ED&I and more. The networking opportunity with many colleagues of various departments in the partner universities helped me to broaden my horizon. The mix of online session and onsite meetings was very fruitful.”* Altogether, while the specific target group, staff development professionals, is relatively small and a repetition of the same programme may not be feasible, offering initiatives for professional services staff remains highly beneficial. It enables peer learning and fosters an international professional network and ultimately enriches the European Higher Education landscape. Future programmes might consider focusing on different professional groups, such as HR managers, and limiting physical meetings to one, to increase accessibility and funding feasibility.

3.3. Open Science Programme

The organisation of the programme involved inviting a diverse range of speakers from different partner universities and disciplinary backgrounds, which enriched the content by incorporating multiple perspectives. However, this diversity also made the coordination more time-consuming and presented challenges in creating a coherent narrative across sessions. In some instances, the presentations were not optimally aligned and more thorough preparation with the speakers could have improved consistency. The programme consisted of four online workshop days, which enhanced accessibility for both participants and presenters by eliminating the need for travel funding and time-consuming logistics. However, the absence of a physical meeting limited the opportunity

for participants to build strong group cohesion and reduced the informal networking typically facilitated by in-person interaction. One initial challenge was defining the exact target group, as Open Science support staff represent a highly heterogeneous community, with varying foci such as Open Access or Data Management Plans. To avoid a purely lecture-based format, speaker time slots were intentionally kept short (20–30 minutes) to allow for discussion. Yet, given the complexity of the topics, presentations occasionally overran, disrupting the schedule. Participants appreciated the networking opportunities, particularly in breakout rooms, and even more time for peer interaction would have been beneficial. Unforeseen speaker absences due to illness were managed by reallocating time, though having a prepared backup activity – such as a flexible networking session – might be useful in the future. Additionally, the use of Padlet before the programme allowed participants to introduce themselves and express expectations. Most participants engaged with it, and it provided valuable insights into their diverse backgrounds, though its integration into the actual sessions could have been further developed.

Reflecting on the participants' feedback, it can be seen that the satisfaction is not as high as for the two other programmes. Five respondents indicated that they were satisfied with the overall programme and two were neutral (see chart no. 3).

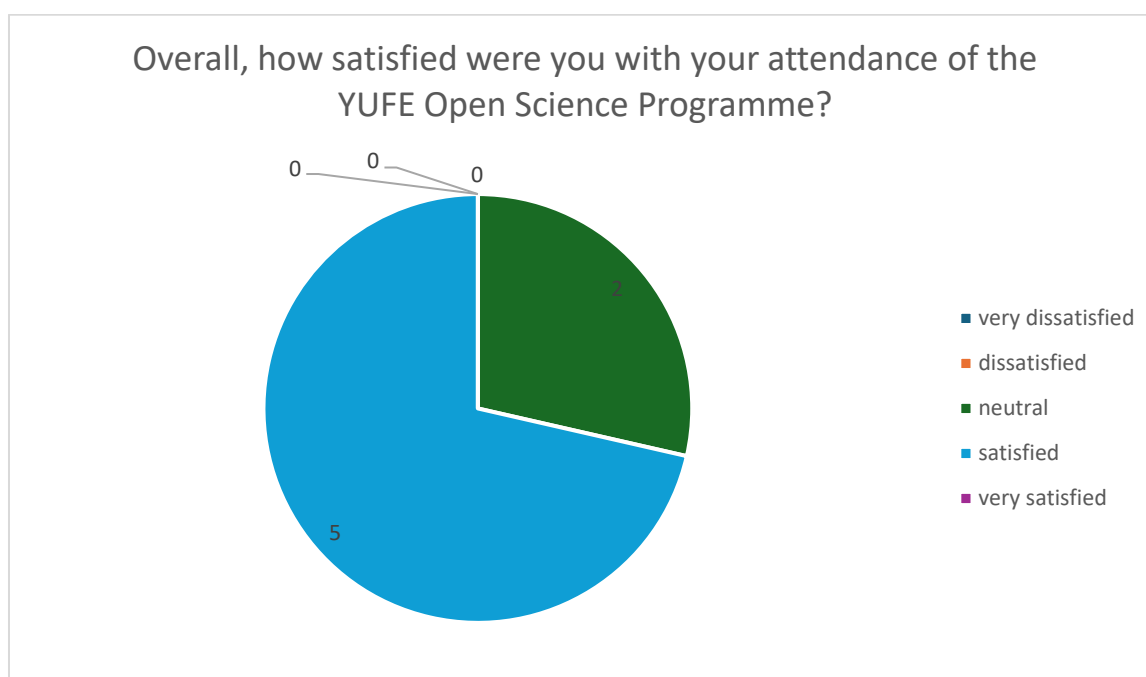


Chart no. 3: Satisfaction rate of participants of the Open Science Programme

The feedback for the different aspects of the programme was more diverse. Four respondents were satisfied with the communication and information given prior to the start of the sessions and three were very satisfied. Regarding the content of the sessions, six respondents were satisfied and one was neutral. When asked about satisfaction with the speakers, four respondents were satisfied, one was very satisfied and one was neutral.

The participants' comments and suggestions show that the diversity of topics and participants led to an unequal level of interest for the participants. The programme also could have been tailored more to the needs of professional service staff, with one respondent commenting: *"It would be good to separate Open Science training according to whether it is aimed at administrative staff or researchers, because the approach is very different."* Another participant mentioned: *"I felt most of the time it was too much aimed at the level of an actual researcher. I wanted to exchange ideas in how to stimulate Open Science as supportive staff and not learn about the best way to publish open access/ register data. Only during the last workshop we actually got to the point where we could talk and exchange thoughts/ideas."* Regarding the training materials, five respondents were satisfied, one was very satisfied and one was neutral. Four respondents were satisfied with the networking opportunities, two were very satisfied and one was dissatisfied. Regarding the duration of the programme, five respondents were satisfied and two were neutral.

In sum, participants showed strong interest in learning about Open Science practices and successful approaches at other universities, highlighting a clear demand for knowledge exchange and examples of good practice. However, the breadth of topics covered may have been too wide, limiting the opportunity to explore certain areas in greater depth. Narrowing the focus and involving fewer speakers in future editions could allow for more in-depth discussions and would also simplify the organisational process. Also, a more specific approach to the needs of professional service staff may have been better. Given the relatively small size of the target group, repeating the programme in its current form is unlikely to be feasible. Nevertheless, the programme successfully fostered cross-institutional connections, as illustrated by one participant from Maastricht who arranged a three-day Erasmus Staff Mobility for job-shadowing at the University of Bremen. This outcome exemplifies how a YUFE programme can serve as a valuable starting point for bilateral exchanges between staff members, potentially paving the way for deeper collaboration among partner institutions.

3.4. Overall Conclusion of the three YUFE Staff Development Programmes

Across all three programmes, the drop-out rate was very low, and participant satisfaction was consistently high. In-person meetings played a key role in fostering commitment and strengthening group cohesion, though they also posed logistical challenges – particularly related to working hours, limited travel funding, and responsibilities such as caregiving. Still, the physical setting proved most effective for networking and the exchange of experiences and practices. Participants particularly appreciated the social aspects of these meetings, with official dinners at each event providing valuable informal networking opportunities. As one participant noted: *"The dinner was a very nice opportunity and overall the networking was really a nice benefit."*

While professional service staff responsible for Open Science support and staff development are a vital component of each university, their numbers are relatively small.

This group typically experiences low staff turnover, with new colleagues joining the team infrequently. In contrast, the pool of academics leading research groups is significantly larger, and turnover is more common. As the groups of potential participants for the Open Science Programme and the Staff Development Programme were small, direct outreach has proven effective to directly reach them and encourage them to apply.

In all cases, the selected participants were highly motivated to engage and learn within an international peer setting. This became clear in the motivation statements that all applicants had to submit as part of the selection process. From an organisational point of view, limiting the number of trainers and speakers supports continuity and makes planning more manageable. Working with experienced external trainers has been a clear asset, especially those who received strong evaluations from participants. At the same time, it has been a valuable learning experience to identify which trainers best met expectations – including contributions from YUFE colleagues which have also proven highly beneficial, highlighting the value of combining external expertise with internal institutional knowledge.

4. Conclusion and Outlook

Summarizing the organization and execution of the three YUFE Staff Development programmes, it has proven to be helpful to build on initiatives that have taken place during the first project phase. With high rates of participant satisfaction and minor challenges in the organization, we have decided to organize two more staff development trainings in the remaining project phase. Given that professional service staff in higher education institutions often have limited opportunities to participate in cross-institutional staff development programmes, YUFE plays a meaningful role in filling this gap by offering valuable content, fostering productive collaboration, and ultimately empowering participants to act as multipliers within their institutions. Similarly, providing a leadership training for academics on the YUFE level has proven to be equally valuable. One key takeaway from our experience is the importance of selecting trainers and speakers who can effectively engage and inspire participants. To ensure better continuity and efficiency, it may be beneficial to limit the number of trainers and speakers in a programme. We plan to continue working with those external training providers who have already demonstrated their ability to deliver high-quality training that aligns with the YUFE aims. This approach allows us to build on existing relationships and focus on delivering programmes that meet the needs of our participants. Another key take away is the importance of a physical meeting – ideally in the beginning of the programme to ensure maximal networking opportunities and group cohesion.

In May 2025 the members of WP4 and the Alliance Policy Board – a group of Senior HR experts tasked with implementing the YUFE policies for staff – met for a General Meeting

and discussed the evaluation and decided that two more programmes will take place until the end of the project phase. This decision will enable us to meet KPI of eighty participants and provide more valuable development opportunities for staff members across the Alliance.

The Research Leadership Programme, designed for academics who lead a research group and are relatively new to the role, will be repeated with minor adaptations. This decision was made based on the high participant satisfaction, the strong demand reflected in the high application numbers, and the commitment of all partners to nurture leadership skills, as expressed in the YUFE Staff Development Policy. We will continue to collaborate with the external training provider, as this partnership allows for an optimal use of resources. The training will take place at a similar time of the year, most likely starting in December 2025 and lasting until February 2026. The detailed timeline also depends on the trainer's availability.

To enable more professional service staff to participate in a development offer on the YUFE level, it was decided to introduce a new programme focused on Mental Health for this group. This topic was previously identified as a valuable area of focus by the Alliance Policy Board, and it aligns with the YUFE Staff Development Policy's goal of promoting staff resilience. Mental Health is also a pressing concern at our partner universities, making it an essential topic for our staff development efforts. By offering this programme, we aim to support the well-being and resilience of our staff members and contribute to a healthier and more supportive work environment. A brainstorming session with the Work Package members was conducted to further refine the target group, programme angle, and potential trainers for the new staff development initiative. It was agreed that a physical meeting would be an essential component of the programme to allow for good networking opportunities and an intensive learning experience. A physical meeting presents a higher level of commitment from participants, as it requires them to adjust their work schedules and balance with other responsibilities, such as caregiving duties. Despite these challenges, the WP4 members agreed that the benefits of a face-to-face meeting outweigh the logistical hurdles. Furthermore, we are aware of the constraints imposed by some universities, which only permit one Erasmus staff mobility per academic year. As a result, we will include one single physical meeting, maximizing the value of this limited opportunity. Initial ideas for the target group centered around staff members working in counselling services (e.g., student or doctoral candidate support) or those responsible for health management. To inform our approach, a critical first step will be to conduct a thorough mapping of existing mental health support structures at the partner universities. This exercise will help us identify gaps in current provision, which can then be addressed. Over the next months, the Task 4.3 group members will conceptualise and organise the programme, including the development of an action plan and a clear definition of the potential target group, building on the ideas generated during the brainstorming session.

To evaluate the two programs, the WP4 team will review and refine the anonymous participant surveys to enhance their ability to assess the programs' impact on participants. The surveys will be designed in collaboration with the WP10 Quality Assurance.

Additionally, we aim to remain in touch with the former programme participants to ascertain the programmes long-lasting impact on the participants and their respective institutions.

5. Annex

5.1. Agenda and information text of the Research Leadership Programme

Research Leadership Programme

The YUFE Research Leadership Programme is targeted at individuals who are newly appointed as research group leaders. The YUFE universities are driven by research, but managing a research group can be challenging. Good leadership is central for the success and wellbeing of a team. Good leadership qualities are rooted in self-reflection and agency. They include the ability to communicate effectively as a team leader, to provide guidance and mentorship, to create an inclusive working environment, and to lead by example in an academic setting. The Programme's interdisciplinary and international environment offers participants the chance to be acquainted with a variety of leadership styles and cultures.

Pre-Learning: Leadership Fundamentals

Virtual introduction and programme overview

Date & time	8 November 2024; 11:00 – 12:30 CET
Format	Online
Trainer	Herwig Deconinck (True Colours)
Content	<ul style="list-style-type: none"> - Welcome to the Research Leadership Programme - Overview of the self-study period

Self-study period

Date & time	November & December 2024
Duration	4 hours
Format	Self-study material will be provided. Participants are encouraged to communicate and exchange via a group chat.
Trainer	Herwig Deconinck (True Colours)
Content	<ul style="list-style-type: none"> - Equality, Diversity and Inclusion within a research team - The role of values led leadership in a higher education environment - Leadership styles - Understanding your management style - Reflections on current experiences and expectations of the management role within a research team

On-site training at U Antwerp: Leading others

Wednesday, 29 January 2025 (9:00 – 17:00)

Time (CET)	Agenda	Location
9:00 – 10:30	<u>Session 1</u> : Me, myself and others: how to deal with differences	Hof van Liere, Prinsstraat 13B
10:30 – 10:50	Break	

10:50 – 12:45	<u>Session 2</u> : Respond versus react. How to play with interaction dynamics to get things done, make situations safe and chose for win-win.	Trainer: Herwig Deconinck (True Colours)
12:45 – 13:30	Lunch	
13:30 – 15:00	<u>Session 3</u> : Getting things done: from mandate to expectations to influencing styles	
15:00 – 15:20	Break	
15:20 – 17:00	<u>Session 4</u> : Dealing with difficult situations – let's try	University Club, Hof van Liere, Prinsstraat 13B
19:00	Dinner	

Thursday, 30 January 2025

Time (CET)	Agenda	Location
9:00 – 9:45	<u>Session 5</u> : People can only motivate themselves – how to facilitate this?	Hof van Liere, Prinsstraat 13B Trainer: Herwig Deconinck (True Colours)
10:45 – 11:05	Break	
11:05 – 12:45	<u>Session 6</u> : A team as a living organism – building blocks for extraordinary teamwork and how to create and feed them. On decision making and using the full capacity of your team.	
12:45 – 13:30	Lunch	
13:30 – 15:00	<u>Session 7</u> : Time for leadership – how to organise your time to get things done	
15:00 – 15:20	Break	
15:20 – 16:00	<u>Session 8</u> : Let's go – finalizing action plan <i>End of the official programme</i>	

Final reflection session

Date & time	19 March 2025; 11:00 – 13:00 CET
Format	Online
Trainer	Joyner-Grace Acayo Ocaya (University of Essex)
Content	- self-reflection on your leadership and communication

5.2. Agenda and information text of the Staff Development Programme

YUFE Staff Development Programme

With staff development being an area which the Alliance is strongly committed to working together in the long-term, the YUFE Staff Development Programme is targeted at Human Resources professionals, leaders with staff development responsibilities, and learning and development advisors, empowering them with the latest methodologies, tools, and strategies essential for nurturing the professional growth of professional service staff.

Introduction session

Date	Monday, 21 October 2024
Time	12:00 – 14:00 CET
Format	Online
Facilitator	Petra Suurmond (Maastricht University) & Dr. Julia Sievers (University of Bremen)
Content	<ul style="list-style-type: none"> - Welcome to the programme - Introduction to YUFE and the YUFE Staff Development Policy - Introduction to the Employee Experience & Journey

Trends in digital learning and how to incorporate them in your organisation

Date	Thursday, 14 November 2024
Time	10:00 – 12:00 CET
Format	Online
Facilitator	Petra Suurmond (Maastricht University) & Michael Hespe (Good Habitz)
Content	<ul style="list-style-type: none"> - Different forms of digital learning - Integration of online and offline learning - Practical tips & tricks to integrate digital learning in the organisation

On-site sessions at Maastricht University

Tuesday, 26 November 2024: Peer-to-peer exchange

Time (CET)	Agenda	Facilitator
09:00	Welcome and warm-up exercise	Petra Suurmond (Maastricht University)
09:30	Getting to know the other participants	Charlotte Simmat (University of Bremen)
10:30	<i>Coffee break</i>	
11:00	Getting to know the other universities	Charlotte Simmat

	Presentations of each university: How is Staff Development organised at your university?	
13:00	<i>Lunch break</i>	
14:00	Sharing good practices Which staff development process works very well at your university? <i>Coffee break included</i>	Charlotte Simmat
15:45	Round up	Charlotte Simmat
16:00	End of workshop	
17:30	City Game	
19:00	Optional dinner at <i>Dadawan</i> (self-pay)	

Wednesday, 27 November 2024: The Onboarding process

Time (CET)	Agenda	Facilitator
09:00	Welcome and warm-up exercise	Petra Suurmond (<i>Maastricht University</i>)
09:45	Introduction to onboarding	Petra Suurmond
10:30	<i>Coffee break</i>	
11:00	Persona's	Petra Suurmond
12:30	<i>Lunch break</i>	
13:30	Design of the onboarding & design principles	Petra Suurmond
14:30	<i>Coffee break</i>	
14:45	The employee storyline	Petra Suurmond
15:45	Round-up	Petra Suurmond
16:00	End of workshop	
19:00	Official Dinner at <i>Bold Rooftop Bar</i> (Sphincour 9A)	

Thursday, 28 November 2024: Staff development & personal learning

Time (CET)	Agenda	Facilitator
09:00	Welcome – Piotr and Klaudia – GLOW introduction Identification of participants' expectations - main points of the workshop (Mentemer electronic voting)	Piotr Głowicki and Klaudia Głowicka (<i>GLOW Training Company</i>)
09:30	Mechanisms and methods of learning Perception – perception – individual conditions Collaborative learning Practical problems in organisations The essence of heuristics <i>Coffee break included</i>	Piotr Głowicki and Klaudia Głowicka
13:00	<i>Lunch break</i>	

14:00	Group problem solving Learning methods – How do we learn? University staff needs – Belbin Model (qualifications and potential) Diagnosing tools <i>Coffee break included</i>	Piotr Głowicki and Klaudia Głowicka
17:00	End of workshop	

HR technology and Artificial Intelligence (AI)

Date	Friday, 24 January 2025
Time	9:30 – 11:30 CET
Format	Online
Facilitator	Katja Vincetić
Content	<p>How to involve HR technology and Artificial Intelligence (AI) in staff development (practical aspects & ethics)</p> <p>In this session, we will focus on how HR technology can support and streamline people development processes. We will cover topics like:</p> <ul style="list-style-type: none"> - Do we need HR technology at all, and how to start? - Benefits of digitizing HR processes and insights we can get - Impact of technology and AI on the employee experience

Staff Development & Open, transparent and merit-based recruitment

Date	Friday, 28 February 2025
Time	9:30 – 11:30 CET
Format	Online
Facilitator	Marjolijn De Clercq (University of Antwerp)
Content	<p>Open, transparent and merit-based recruitment (OTM-R) processes: Breaking the one-size-fits-all approach for recruitment and selection training</p> <p>We take a close look at different approaches to learning and development about OTM-R. The University of Antwerp has developed a webinar, toolbox and face-to-face training about recruitment and selection, because a one-size-fits-all approach does not work for employee development. How can we nudge and train employees to invest in better recruitment and selection practices?</p>

On-site sessions at the University of Rijeka

Wednesday, 2 April 2025: Feedback & Performance Review

Time	Agenda	Facilitator
09:00 – 9:30	Official welcome & warm-up exercise	
09:30 – 9:45 09:45 – 10:45 10:45 – 11:15 11:15 – 12:00 12:00 – 12:15 12:15 – 13:15 13:15 – 13:30	<u>Development Discussions and Feedback</u> <ul style="list-style-type: none"> • Opening • The tenets of Coaching Leadership – how to apply in development discussions • Theme for Development Discussions? • Competence Management and fostering Growth Mindset in development discussions <i>Coffee break</i> <ul style="list-style-type: none"> • Practice in pairs • Reflecting the practice • Strength-based approach for development discussions • Feedback, comments, reflection on the training 	Arttu Puhakka (<i>University of Eastern Finland, Center for Continuous Learning</i>)
13:30 – 14:30	<i>Lunch break</i>	
14:30 – 16:00	<u>Evaluation systems</u> <ul style="list-style-type: none"> • Practice example of the NCU evaluation system • Exchange about evaluation systems at the partner universities <i>incl. a coffee break</i>	Urszula Walenczak (<i>Nicolaus Copernicus University</i>)
19:00	Official dinner at <i>Bistro Mornar</i> (Ul. Riva Boduli 5A)	

Thursday, 03 April 2025: ED&I in Staff Development

Time	Agenda	Facilitator
09:00 – 9:10	Welcome	
09:10 – 13:00	<u>Equity, Diversity & Inclusivity in Staff Development</u> <ul style="list-style-type: none"> • Introduction • Recap of the ED&I online course and reflection on it <i>Coffee break</i> <ul style="list-style-type: none"> • Group work: reflecting on ED&I in staff trainings, onboarding, recruitment, and general university environment 	Anne Kauppinen (<i>University of Eastern Finland</i>), Daria Glavan (<i>University of Rijeka</i>), Charlotte Simmat (<i>University of Bremen</i>)

	<ul style="list-style-type: none"> Practice example the “Virtual Support Space” from UNIRI Reflection on personal commitment, knowledge, and confidence 	
13:00 – 14:00	<i>Lunch break</i>	
14:00 – 15:00	Round-up of the programme	Nikoleta Zubić (<i>University of Rijeka</i>), Urszula Walenczak, Anne Kauppinen, Charlotte Simmat
16:00	Queer City Walk <i>Meeting point: in front of the City Clock Tower, Trg Ivana Koblara 1, Rijeka</i>	
17:30	End of the official programme	

5.3. Agenda and information text of the Open Science Programme

YUFE Open Science Programme

The YUFE Open Science Programme is designed for research support staff and professional service staff who work in the field of Open Science and provide support for researchers and other staff members on the topics Open Access Publishing, Open Research Data and Open Science Policies. The YUFE partners share the view that Open Science is the key to the optimal exploitation of modern research’s potentials and can result in a significant increase in scientific knowledge and the societal benefits of science.

Day 1: The current Open Science Situation

Thursday, 21 November 2024; 9:00 – 12:00 CET

Time (CET)	Agenda
09:00 – 09:50	<p>Welcome to the programme</p> <ul style="list-style-type: none"> Welcome on behalf of the organising group by <i>Charlotte Simmat (University of Bremen)</i> <p>Icebreaker activity</p> <p>Introduction to OS Policies</p> <ul style="list-style-type: none"> UNESCO Recommendations on Open Science, global Outlook report and UNESCO Open Science Toolkit (<i>Tiffany Rachelle Alicia Straza, UNESCO</i>)
09:50 – 10:00	<i>BREAK</i>

10:00 – 10:50	How is Open Science implemented at different YUFE universities – what can we learn from each other? <ul style="list-style-type: none"> Practice example: Updating the UEF publishing and data policy into a UEF Open Science and Research Policy (<i>Tomi Rosti & Kaisa Hartikainen, University of Eastern Finland</i>) Practice example: The Open Access Ambassadors at Nicolaus Copernicus University (<i>Prof. Boudewijn Roukema, Nicolaus Copernicus University</i>)
10:50 – 11:00	<i>BREAK</i>
11:00 – 11:55	Group work: What can we learn from this for our universities? (<i>Charlotte Simmat, University of Bremen</i>)
11:55 – 12:00	Wrap-up (<i>Charlotte Simmat, University of Bremen</i>)

Day 2: Open Access in Practice

Thursday, 12 December 2024; 9:00 – 13:00 CET

Time (CET)	Agenda
09:00 – 09:05	Welcome of the participants (<i>Charlotte Simmat, University of Bremen</i>)
09:05 – 09:50	Non-profit/ non-commercial publishing: Open Journal System (<i>Prof. Łukasz Dominiak, Nicolaus Copernicus University</i>)
09:50 – 10:00	<i>BREAK</i>
10:00 – 11:05	Open Access Toolbox: Practical Tools for Finding, Publishing, and Navigating OA (<i>Lydia Pryce-Jones, State and University Library Bremen</i>) Interactive session to try out: <ul style="list-style-type: none"> OA-Journal finder (example B!SON) OpenAIRE OpenALEX
11:05 – 12:05	Open Science Practices in the Context of Reforming Research Assessment (<i>Nataša Jakominić Marot & Prof. Saša Zelenika, University of Rijeka</i>)
12:05 – 12:15	<i>BREAK</i>
12:15 – 12:55	Good academic practices and quality assurance for OA publishing & how to avoid predatory publishing (<i>Dr. Adrian Wójcik, Nicolaus Copernicus University</i>)
12:55 – 13:00	Wrap-up (<i>Charlotte Simmat, University of Bremen</i>)

Day 3: Open Data

Wednesday, 15 January 2025; 9:00 – 12:00 CET

Time (CET)	Agenda
09:00	Welcome of the participants (<i>Charlotte Simmat, University of Bremen</i>)
09:05 – 09:35	Open Science in EU research funding applications (<i>Helena Jäntti & Ulla Karhunen, University of Eastern Finland</i>)
09:35 – 09:55	Practice example: DataNord – An Interdisciplinary Data Competence Centre to foster Data Literacy in Bremen’s Research Community (<i>Susanne de Vogel, Data Science Center Bremen</i>) <ul style="list-style-type: none"> DataNord offers researchers from all disciplines and career stages a wide range of services to enhance their data handling skills throughout the entire data lifecycle. These include training sessions, hackathons, consulting services, as well as opportunities for networking and professional exchange.
09:55 – 10:05	<i>BREAK</i>
10:05 – 10:25	<u>FAIR principles – how to apply them in practice</u> Practice example: The FAIR Principles Handbook of UNIRI (<i>Ivana Dorotić Malič, Centre for Open Science at University of Rijeka</i>)
10:25 – 11:55	Interactive session on FAIR Data (<i>Susanne de Vogel, Data Science Center Bremen</i>) <ul style="list-style-type: none"> COLLAB Game: a game that was developed to promote interdisciplinary dialogue on the topic of data
10:55 – 12:00	Wrap-up (<i>Charlotte Simmat, University of Bremen</i>)

Day 4: Insights into Open Science Practices of different disciplines

Monday, 3 February 2025 (9:00 – 12:00 CET)

Time (CET)	Agenda
09:00 – 09:05	Welcome of the participants (<i>Charlotte Simmat, University of Bremen</i>)

09:05 – 10:05	Insights into Open Science Practices of different disciplines <ul style="list-style-type: none"> • Open Science in linguistics (<i>Marta Sibierska, PhD, Nicolaus Copernicus University</i>) • Open Science in medicine (<i>Assistant Professor Ksenija Baždarić, University of Rijeka</i>) • Open Science in the humanities (<i>Dr. Martin Mehlberg, State and University Library Bremen</i>)
10:05 – 10:15	<i>BREAK</i>
10:15 – 10:35	<i>The University of Rijeka Science Outreach Center (Prof. Vedrana Mikulić Crnković, University of Rijeka)</i>
10:35 – 11:45	<i>Wrap-up of the four workshop days (Dejana Golenko, University of Rijeka)</i>
11:45 – 12:00	<i>What's next? (Charlotte Simmat, University of Bremen)</i>

5.4. Application and participation numbers of the Research Leadership Programme

Research Leadership Programme

	Applications	Registered Participants	Completed the Programme
U Maastricht	7	3	3
NCU	4	2	2
UC3M	2	1*	1
U Antwerp	3	2	2
U Bremen	3	2	2
UCY	3	2	2
SNU	2	2	2
UEF	10	2	2
U Essex	3	2	1
UNIRI	5	2	2
	42	20	19

*one UC3M participant had to cancel. An additional UM participant was drawn by lot.

5.5. Application and participation numbers of the Staff Development Programme

Staff Development Programme

	Applications	Registered Participants	Completed the Programme
U Maastricht	2	2	1
NCU	4	2	2
UC3M	1	1	1
U Antwerp	3	3	3
U Bremen	2	2	2
UCY	2	2	2
SNU	1	1	-
UEF	3	3	3
U Essex	1	1	1
UNIRI	2	3	3
	21	20	18

5.6. Application and participation numbers of the Open Science Programme

Open Science Programme

	Applications	Registered Participants	Completed the Programme
U Maastricht	3	3	2
NCU	1	-	-
UC3M	2	2	2
U Antwerp	3	3	2

U Bremen	2	2	2
UCY	7	3	2
SNU	3	3	3
UEF	2	2	2
U Essex	-	-	-
UNIRI	3	2	2
	26	20	17

5.7. Anonymous feedback questionnaires: Research Leadership Programme

Overall feedback

Q1.1 Dear participant,

You recently participated in the YUFE Research Leadership Programme. We would like your feedback on the **overall programme**. We kindly ask you to complete this 1-minute survey, so we can improve our offerings. The information you share with us will be anonymous, and only used for quality improvement activities.

By clicking below, you confirm that you have read and understood the information about the survey and that you voluntarily agree to take part in it.

- I agree to participate in this survey

Q2.1 How did you hear about the YUFE Research Leadership Programme?

- Website
- Social media
- Newsletter
- Direct promotional mail
- Fellow staff member
- Other, please elaborate _____

Display This Question:

If How did you hear about the YUFE programme? = Website

Q2.3 Via which website did you hear about the YUFE Research Leadership Programme?

- YUFE website
- University website
- Can't remember

Display This Question:







If How did you hear about the YUFE programme? = Social media

Q25 Via what social media did you hear about the YUFE Research Leadership Programme?

- YUFE social media
- University social media
- Can't remember

Q3.1 How satisfied are you with the following aspects of the YUFE Research Leadership Programme?

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
	1	2	3	4	5

Communication and information prior to the start of the sessions					
Content of the sessions					
Speaker(s) of the sessions					
Training materials					
Networking opportunities					
Duration of the whole programme					

Q3.2 Overall, how satisfied are you with your attendance at the YUFE Research Leadership Programme?

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
	1	2	3	4	5

Overall satisfaction					
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Q4.1 Would you like to share any additional suggestions or comments?

Feedback after each programme part

Q1.1 Dear participant,

You recently participated in the YUFE Research Leadership Programme. We kindly ask you to complete this 1-minute survey, so we can improve our offerings. The information you share with us will be anonymous, and only used for quality improvement activities.

By clicking below, you confirm that you have read and understood the information about the survey and that you voluntarily agree to take part in it.







- I agree to participate in this survey

Q2.1 What is the latest session of the Research Leadership Programme that you attended and that you would like to give feedback on?

- Online introduction session (08.11.2024)
- Antwerp meeting: Leading others (29. – 30.01.2025)
- Final reflection session (19.03.2025)

Q2.2 How satisfied are you with the following aspects of the session?

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
	1	2	3	4	5

Communication and information prior to the start of the session					
Content of the session					
Speaker(s) of the session					
Training materials					
Networking opportunities					
Duration of the session					

Q2.3 Overall, how satisfied are you with your attendance of the session?

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
	1	2	3	4	5

Overall satisfaction



Q3.1 Would you like to share any additional suggestions or comments?

5.8. Anonymous feedback questionnaires: Staff Development Programme

Overall feedback

Q1.1 Dear participant,

You recently participated in the YUFE Staff Development Programme. We would like your feedback on the **overall programme**. We kindly ask you to complete this 1-minute survey, so we can improve our offerings. The information you share with us will be anonymous, and only used for quality improvement activities.

By clicking below, you confirm that you have read and understood the information about the survey and that you voluntarily agree to take part in it.

- I agree to participate in this survey

Q2.1 How did you hear about the YUFE Staff Development Programme?

- Website
- Social media
- Newsletter
- Direct promotional mail
- Fellow staff member
- Other, please elaborate _____

Display This Question:

If How did you hear about the YUFE programme? = Website

Q2.3 Via which website did you hear about the YUFE Staff Development Programme?

- YUFE website
- University website
- Can't remember

Display This Question:

If How did you hear about the YUFE programme? = Social media







Q25 Via what social media did you hear about the YUFE Staff Development Programme?

- YUFE social media

- University social media
- Can't remember

Q3.1 How satisfied are you with the following aspects of the YUFE Staff Development Programme?

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
	1	2	3	4	5

Communication and information prior to the start of the sessions					
Content of the sessions					
Speaker(s) of the sessions					
Training materials					
Networking opportunities					
Duration of the whole programme					

Q3.2 Overall, how satisfied are you with your attendance at the YUFE Staff Development Programme?

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
	1	2	3	4	5

Overall satisfaction					
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Q4.1 Would you like to share any additional suggestions or comments?

Feedback after each programme part

Q1.1 Dear participant,

You recently participated in the YUFE Staff Development Programme. We kindly ask you to complete this 1-minute survey, so we can improve our offerings. The information you share with us will be anonymous, and only used for quality improvement activities.

By clicking below, you confirm that you have read and understood the information about the survey and that you voluntarily agree to take part in it.

- I agree to participate in this survey

Q2.1 What is the latest session of the Staff Development Programme that you attended and that you would like to give feedback on?

- Online introduction session (21.10.2024)
- Trends in digital learning and how to incorporate them in your organization (14.11.2024)
- Maastricht meeting: Peer-to-peer exchange; the onboarding process; staff development & personal learning (26. – 28.11.2024)
- HR technology and Artificial Intelligence (24.01.2025)
- Staff Development & OTM-R (28.02.2025)
- Rijeka meeting: Performance review & feedback; Equity, Diversity & Inclusivity in staff development (02. + 03.04.2025)

Q2.2 How satisfied are you with the following aspects of the session?

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
	1	2	3	4	5

5.9. Anonymous feedback questionnaires: Open Science Programme

Overall feedback

Q1.1 Dear participant,

You recently participated in the YUFE Open Science Programme. We would like your feedback on the **overall programme**. We kindly ask you to complete this 1-minute survey, so we can improve our offerings. The information you share with us will be anonymous, and only used for quality improvement activities.

By clicking below, you confirm that you have read and understood the information about the survey and that you voluntarily agree to take part in it.

- I agree to participate in this survey

Q2.1 How did you hear about the YUFE Open Science Programme?

- Website
- Social media
- Newsletter
- Direct promotional mail
- Fellow staff member
- Other, please elaborate _____

Display This Question:

If How did you hear about the YUFE programme? = Website

Q2.3 Via which website did you hear about the YUFE Open Science Programme?

- YUFE website
- University website
- Can't remember

Display This Question:







If How did you hear about the YUFE programme? = Social media

Q25 Via what social media did you hear about the YUFE Open Science Programme?

- YUFE social media
- University social media
- Can't remember

Q3.1 How satisfied are you with the following aspects of the YUFE Open Science Programme?

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
	1	2	3	4	5

Communication and information prior to the start of the sessions	
Content of the sessions	
Speaker(s) of the sessions	
Training materials	
Networking opportunities	
Duration of the whole programme	

Q3.2 Overall, how satisfied are you with your attendance at the YUFE Open Science Programme?

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
	1	2	3	4	5

Overall satisfaction	
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Q4.1 Would you like to share any additional suggestions or comments?

Feedback after each programme part

Q1.1 Dear participant,

You recently participated in the YUFE Open Science Programme. We kindly ask you to complete this 1-minute survey, so we can improve our offerings. The information you share with us will be anonymous, and only used for quality improvement activities.

By clicking below, you confirm that you have read and understood the information about the survey and that you voluntarily agree to take part in it.







- I agree to participate in this survey

Q2.1 What is the latest session of the Open Science Programme that you attended and that you would like to give feedback on?

- The current Open Science Situation (21.11.2024)
- Open Access in Practice (12.12.2024)
- Open Data (15.01.2025)
- Insights into Open Science Practices of different disciplines (15.01.2025)

Q2.2 How satisfied are you with the following aspects of the session?

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
	1	2	3	4	5

Communication and information prior to the start of the session					
Content of the session					
Speaker(s) of the session					
Training materials					
Networking opportunities					
Duration of the session					

Q2.3 Overall, how satisfied are you with your attendance of the session?

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
	1	2	3	4	5

Overall satisfaction					
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Q3.1 Would you like to share any additional suggestions or comments?