Background, Objective and Work Method

Background
In its strategy “A significant impact”, the Radboud University Executive Board describes their 2020-2025 strategic principles and ambitions in five domains: education, research, impact, people, and facilities. The Faculty of Social Sciences (FSW) endorses this university strategy. In this document, the faculty translates this into a faculty strategy with ten strategic principles for the next five years.

Objective and Work Method
The objective was to develop a short and clear faculty strategy with strategic principles and ambitions that are considered important by our students and staff members. Students, support staff, and academic staff have been actively involved in creating this. A “steering committee” was put together with a mix of board members and representatives of all the abovementioned groups from various organisational divisions. First, a joint SWOT analysis was carried out (Appendix 1). With this as a basis, we focused on one domain during each steering committee meeting. A list of strategic principles was drawn up taking this SWOT analysis into account (such as seizing opportunities, tackling threats). The basic principle in setting priorities was that the list should not be too long. In that case, there is a risk that everything is done to a limited extent and nothing is done well. The “pros and cons” of potential ambitions and strategic principles were discussed throughout this process. All faculty staff and students were then given the opportunity to contribute in two ways. We asked for the opinion of staff and students on strategic principles and ambitions in three online surveys (two among staff, one among students). All staff and students were also invited to two plenary sessions where they gave their views on potential strategic principles and ambitions.

This input was used to prioritise a number of strategic principles, and a “writing group” wrote down the faculty strategy. The strategic principles and ambitions of different domains are connected to each other making a strict distinction between domains impossible. We combine the strategic principles and ambitions for the education, research, and impact domains in our strategy. We then discuss the People domain and finally the Facilities domain.

The faculty strategy was established as follows. On behalf of the writing group, a draft was successively presented to the steering committee, the faculty board, and the supervisors of our programmes, the research institutes, and the faculty. Next, the faculty board adopted a final draft version of the document and submitted it for approval to the Faculty Joint Assembly (FGV) and the Executive Board. The recommendations made by these bodies were incorporated and resulted in this final version.

What should be done next?
The FSW Board will draw up an action plan for the strategic principles that require action at the faculty level. In consultation with staff and students, the programmes, research institutes, and support departments are invited to clearly define the strategic principles and ambitions and embed them in education, research, and the organisation. The FSW Board has a coordinating role in the progress of initiatives at the institute level.

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1 The steering committee consisted of members on behalf of the FSW Board (Michiel Kompier, Arjen Peters, Debby Beckers) and representatives of students, support staff, and academic staff from the various FSW units: Anna Bosman (WP), Cristel Claas-Hofman (OBP), Nienke Flederus (student assessor), Madelon Gerrits (OBP, OC), Gerbert Kraaykamp (WP), Pieter Medendorp (WP), Bo Polman (student, FSR), Monic Schijvenaars (RCSW), William van der Veld (WP, OC), and Harm Veling (WP).
2 www.ru.nl/fsw/strategy/2126
3 The writing group consisted of Debby Beckers, Michiel Kompier, and Arjen Peters
The ten strategic principles are not necessarily "new", which is understandable. We would otherwise suddenly be faced with different priorities in the coming period than we have set now. Accordingly, we are drawing on our current vision and policy, and placing new or stronger emphasis with a view to achieving the best possible education and research, as well as good employment practices. The ten strategic principles are listed below and are then described in more detail.

1. Our education and research are interconnected and of equal importance
2. Our education forms a strong chain: Bachelor's ↔ Master's ↔ Post-Master's
3. Quality, commitment, and flexibility are at the heart of our education
4. Our education and research has a scientific and social impact
5. We value quality over quantity in our research
6. Our education and research is committed to "team science"
7. Our research is transparent, honest, and reproducible
8. We provide a pleasant study and work environment
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10. We focus on sustainability in each of the five domains
STRATEGIC PRINCIPLE 1

Our education and research are interconnected and of equal importance

Interconnectedness is beneficial for both domains

In order to guarantee the quality of our education, the content is based on scientific (empirical and theoretical) insights. This enables research results from our academic staff and the wider academic community to find their way into our teaching. Our students learn to work in an “evidence-based” way, which is important when they join the labour market. The connection between education and research also benefits our research: educational activities can lead to fine-tuning or broadening the research focus. Through teaching, scientists are also challenged to showcase the social value of their research. Research-related education can make students enthusiastic about an academic career, which can benefit the research field in the long run. New research ideas can also be efficiently explored through research projects that are part of the Bachelor’s and Master’s programmes. Through these research projects and under the guidance of scientists, students are introduced to doing good research.

KNAW: Spagaat of duet? Verwevenheid van onderwijs en onderzoek aan Nederlandse universiteiten, Amsterdam, december 2018
Interconnectedness is reflected in appointment of academic staff

It is our ambition to realise combined appointments among academic staff (Assistant Professors/Associate Professors/Full Professors) with, ideally, teaching duties and research tasks of equal size (in principle, a 50/50 distribution; for staff with administrative duties this includes teaching and research related administrative duties). In a number of situations, it is possible to deviate from the 50/50 distribution, these include:

- Academic staff can temporarily (e.g. on the basis of acquired funding) opt for a different distribution in teaching/research, but we do have a minimum limit for the teaching duties and research activities (at least 20% of the appointment must be spent on either teaching duties or research).
- Tenured staff who are primarily occupied with teaching duties (lecturer job profile) are allocated at least 20% of their time for research activities (such as studying scientific literature, joining research projects of colleagues) so that their teaching remains scientifically based.

- We aim to complement the research appointment of academic staff who are primarily occupied with research duties (such as postdocs, PhD candidates) with teaching duties. In principle, postdocs spend 20% of their appointment on teaching duties. This is important in order to be able to qualify for a possible Assistant Professor (UD) position. PhD candidates will spend at least 10% of their appointment on teaching duties. As a result, research results find their way into education, and the teaching experience helps to successfully pursue a career in or beyond science.

We strive for equal recognition and appreciation of education and research

The faculty considers education and research equally important and both domains are given equal status in our career policy. This opens the door to more diversity in career paths in which academic staff can place their own emphasis on education or research (see strategic principle 8).
The faculty aims to provide relevant, challenging, and highly regarded education at all stages of education that attracts national and international students.

FSW Bachelor’s programmes are primarily discipline based with a focus on knowledge acquisition, the acquisition of academic skills, and the development of critical thinking and analytical skills. Our goal is to increase both the internal flow of students from Bachelor’s to Master’s programmes as well as an increase in external incoming Master’s students. To this end, our Master’s programmes must be thematically well aligned with our Bachelor’s programmes and we must provide clear and up-to-date information on the content and professional opportunities of our programmes (e.g. through Master’s information and improving the websites). The internal/external enrolment in Master’s programmes can be further increased by broadening our range of Pre-Master’s programmes and by redesigning existing and developing new Master’s variants. All faculty Master’s programmes should prepare students well for working as academic professionals.

STRATEGIC PRINCIPLE 2

Our education forms a strong chain: Bachelor’s ↔ Master’s ↔ Post-Master’s

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A distinction is made in this respect:

- Disciplinary Master's specialisations that lead to specific professional profiles and consequently are a clear reflection of the labour market.
- Interdisciplinary Master's programmes that train academic professionals with interdisciplinary expertise in important social themes, such as “healthy and active lifestyle” (example of an ongoing faculty initiative).
- Research Master's programmes that prepare students for a career in science and also offer them a good orientation towards professions with a research focus outside academia.

We value lifelong learning and postgraduate education – organised within the Radboud Centre for Social Sciences – which therefore has an important place in our educational offering. A wide range of postgraduate education that reflects socially relevant themes and developments in society and science also helps us to stay connected with our alumni.

We strive to further embed education in order to foster interaction and exchange in our Post-Master's education: We want Post-Master's education to be scientifically anchored and to give practitioners the opportunity for academic exploration and broadening of socially relevant knowledge and skills. In this context, our Post-Master's education should draw on our Bachelor's and Master's programmes and should be based on the research from our research institutes and the broader academic community. We would also like to see this “chain connection” reflected in the contribution of our academic staff (from the faculty's Bachelor's/Master's programmes and research institutes) to Post-Master's education, and vice versa. We will facilitate this more strongly by offering academic staff the option of contributing to Post-Master's education within their existing teaching duties.

We focus on sustainability in each of the five domains.
The faculty endorses the educational vision of the Executive Board and focuses on quality, commitment, and flexibility. We ask our programmes to provide challenging and flexible education that focuses on the academic, professional, and personal development of our students.

High-quality education is achieved through (i) the interconnection of education and research (see strategic principle 1), (ii) an interaction between science and practice (see strategic principle 4), (iii) a curriculum that pays attention to both knowledge acquisition and skill development as well as utilisation, (iv) timely educational innovations, and (v) further professionalisation of lecturers. The faculty encourages lecturers to make use of the support offered by the Teaching & Learning Centre for their professional development and teaching innovations. Lecturers can also request faculty innovation funds to free up time for innovation. We also encourage academic staff “with a job focus on education” to make an effort to obtain the Advanced Teaching Qualification (UKO).
The Basic Teaching Qualification (BKO) remains compulsory for all our tenured academic staff and we also support PhD candidates and postdocs in obtaining this.

In addition to academic and professional development, the faculty values autonomy, well-being, and bonding among students. In accordance with the faculty’s educational quality agreements, individual attention and mentoring will play an important role in our Bachelor's, Master’s, and Post-Master’s education. Part of the quality resources are used to facilitate this. Mentoring focuses on professional personal development and labour market orientation, among other things. Mentoring can be provided through contact between the lecturer and the student, but also among the students themselves. Faculty and programmes inform students of how the increased individual attention and mentoring will affect them.

Flexibility of education according to content, time, and place. Our Bachelor’s programmes offer flexibility in terms of content through elective space, which students can also fill outside their own programme and according to their own interests. Students wishing to expand their knowledge into disciplines other than their own can also opt for our “honours education”. Our honours education is by no means an elite programme that is only accessible to students with the highest grades. All motivated students who want an additional challenge, to gain in-depth knowledge, or to broaden their education are welcome to apply.

Flexibility in time and place is achieved by continuing to focus on modern applications of ICT in education in the coming years. Blended education fits into this, with a nice balance between "on-campus" and "off-campus" education in courses. It is important that we continue to meet each other: this contributes to bonding, an optimal learning experience, study satisfaction, and job satisfaction. This means that online education ("off-campus") at the course level should always be combined with on-campus education. When we design our courses, we think carefully about the components of education that can be taught successfully online and the educational activities and objectives that require on-campus meetings. For example, some of the "traditional" lectures could be provided online, complemented by accompanying questions and discussion points from lecturers. Faculty and students will continue to meet on campus for interactive lectures with in-depth discussions, skills development, and individual and group coaching for personal, professional, and academic development. When we design our blended education, we do not do it individually, but learn from each other's experience and didactic strategies (see strategic principle 6). The Teaching & Learning Centre can also provide support in this.

The broad application of ICT in education will also contribute to inclusiveness and to the study-life balance: students will be able to attend a significant part of the education both on-campus and at home (online) (e.g. through recordings of on-campus educational sessions that can be shared via Brightspace if privacy requirements allow). So, ideally, our education should be available to any student, anytime, anywhere. We hope to offer accessible and challenging education, including for students who for physical or mental reasons find it difficult to come to campus regularly.
We must prevent our ambition for educational innovation and individual attention for students unintentionally from leading to additional work pressure among our lecturers. To make our educational ambitions possible in a sustainable way, we support lecturers through the use of: (i) educational quality resources (including the appointment of extra UDs), (ii) additional educational innovation resources, and (iii) additional educational assistance. Additional resources are made available for additional tasks to prevent an increase in workload at the individual level.
Our education is based on the latest scientific insights and relates to social and fundamental issues. Students learn to analyse complex issues with a critical approach and commit to making an active contribution to their own development. Our education is about more than just knowledge and skills; attention is paid to each individual person. We want to contribute to the development of students into conscientious, critical, and socially involved academics/professionals who want to take up responsible positions in society. This is why our education and research has a scientific and social impact.

We focus on both fundamental research and applied research as well as their application (“from problem to solution”) in key research themes in our research institutes. We want to answer fundamental questions with our research, as this is a pillar of the scientific community. But we also have a strong focus on applied research, application of knowledge, and social impact (valorisation through policy advice and intervention research) within the faculty. We pursue this ambition at all levels: research group, institute, faculty, and so on. Team science (see strategic principle 6) follows on from this ambition.

FSW explicitly aims for a “two-way street” between science and practice regarding impact. Academic education and research have social value (path 1), but social themes and developments also guide our education and research (path 2). This interaction
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We value quality over quantity in our research.

Our education and research is committed to “team science”.

Our research is transparent, honest, and reproducible.

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is in line with the concept of the “scientist practitioner”, the pursuit of good alignment of scientific education with the labour market (see also strategic principle 2 and strategic principle 3), and the recent attention to “citizen science” from grant providers such as NWO/ZonMw. For more information on the importance of the interaction between science and practice, please consult the sector plan for social and behavioural sciences⁶ which is based on this very approach.

We challenge our scientists to develop research questions and educational programmes together with social partners on a national and international level. Ideally, this will lead to an interaction that benefits both science and society. Collaboration with social partners is also becoming increasingly important in funding rounds, including the Nationale Wetenschapsagenda (Dutch Research Agenda). Internationalisation within the framework of education and research can also contribute to our strategic principle regarding diversity in perspectives (see strategic principle 8).
In the past, social sciences were very focused on individual performance indicators ("productivity"). Examples of this are the number of scientific articles, number of citations, impact indicators, number of acquired funds, and the amount of acquired funding. This has led to a practice in which the assessment of the quality of researchers and research is primarily measured by this kind of "individual, quantitative production data". This practice has certainly contributed to the current high quality of research, but has also discouraged collaboration. This left less opportunity for openness and transparency (see also strategic principle 7), and for collaboration within and between disciplines (strategic principle 6). We share the view of the national Disciplineorgaan Sociale Wetenschappen (social sciences discipline board) that it is time to turn the tide. In keeping with the principles of DORA, we focus more than before on the distinctive contribution someone makes to science and to society during assessments and appreciation, and not only on "journal-based metrics" and the amount of acquired research funding. This ambition is also in line with the document "Ruimte voor ieders talent: naar een nieuwe balans in het erkennen en waarderen van wetenschappers" published in 2019, which contains a powerful plea for a new concept of quality.

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7 Van inzicht naar impact, Sectorplan Maatschappij- en Gedragswetenschappen 2020-2025, citaat p.7
8 VSNU, NFU, KNAW, NWO en ZonMw (2019): Ruimte voor ieders talent: naar een nieuwe balans in het erkennen en waarderen van wetenschappers
in science. The faculty wants to enthusiastically contribute to this, but at the same time wants to be careful not to throw out the baby (journal-based metrics) with the bath water. While we should not depend too much on citation numbers, acquired funding, and authorships in our appreciation and assessment of science and scientists, we should also not place too little value on them. When designing our new appreciation and promotion policy, we follow the university’s policy that is currently being developed by the RU-wide committee on “recognition and appreciation” and based on existing vision documents such as “Ruimte voor ieders talent” (room for everyone’s talent).
Science is teamwork, and the contributions of and to the team deserve more appreciation. Team science (see the report “Room for everyone’s talent”) is important in education and research, both disciplinary and interdisciplinary. Team science combines the different qualities of different employees and enables each team member to make a unique and valuable contribution to the whole. Team science can be pursued within the department, the training and/or research institute, the faculty, and the university, but also on the national and international levels.

Solving complex fundamental and social issues often requires an interdisciplinary focus in addition to team science. That is why we encourage collaboration between disciplines and encourage our academic staff to engage in cross-disciplinary research and education. Such interdisciplinary collaboration produces innovative ideas. Promoting internationalisation (international collaboration and international fundraising) follows on from this ambition.
The Executive Board has made funds available for “interfaculty funding rounds” in which Radboud University researchers can obtain a start-up grant for their interdisciplinary research or educational ambitions. The faculty encourages its academic staff to participate in these internal funding rounds, and successful initiatives can expect structural support.

In line with the above, we are looking for ways to value “team science” more than before in the appreciation (promotion policy) of academic staff (see also strategic principle 8).
STRATEGIC PRINCIPLE 7

Our research is transparent, honest, and reproducible

High-quality research meets the standards of scientific integrity and we follow the Netherlands Code of Conduct for Research Integrity. We strive for “Open Science”: In keeping with the Social and Behavioural Sciences Sector Plan 2020-2025 (see note 6), we encourage pre-registration and reserve financial space for “open access” publications. Our research data management is “FAIR”: “findable, accessible, interoperable, and reusable”. To this end, we provide a harmonised infrastructure and support at the faculty level.

9  KNAW; NFU; NWO; TO2-federatie; Vereniging Hogescholen; VSNU (2018): Nederlandse gedragscode wetenschappelijke integriteit
10  www.openscience.nl/en
11  FAIR principles
We promote student welfare: we prevent study pressure and ensure study satisfaction. We offer programmes that are challenging but do not overburden students. We ensure a good distribution of study load throughout the academic year for this purpose. We also create a study load table for each course, which provides information on the relation between the study load of the course and the course ECs.

Just as with research (strategic principle 5), the following applies to the education domain: quality is more important than quantity, certainly where assessment is concerned. Multiple assessments and assessment methods within one course are not always necessary. It is important that the content and form of the assessment fit well with the course objectives and that diversity in assessment methods is achieved "beyond the course" within a Bachelor's or Master's curriculum. Fewer assessments reduce the study load for students and the workload for staff members. A good balance between summative and formative assessments and a good consideration of the number of exam parts required for valid and reliable assessment can guarantee quality and keep study/workload manageable.

We strive for flexible programmes that give students the opportunity to develop themselves in a comprehensive way: we offer freedom of choice in content and pay attention to

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STRATEGIC PRINCIPLE 8

We provide a pleasant study and work environment

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We value academic, professional, and personal development in our education. We teach and motivate students through individual and group mentoring and coaching (see strategic principle 3) to prioritise and make choices during their study career. We also use ICT in education to promote educational flexibility in time and place in order to foster a good study-life balance and inclusiveness (see also strategic principle 3). We look at the balance between “offline” and “online” education, so that meeting and bonding with fellow students remains guaranteed.

With an attractive, flexible, and challenging yet achievable curriculum, we hope to prevent study stress as much as possible and promote study satisfaction. Through student welfare programmes and surveys, we keep our finger on the pulse and make adjustments where necessary. This is especially important in the context of the COVID-19 pandemic which may have implications for student welfare, study satisfaction, and study progress. Lecturers and student advisors do their best to keep an eye on this. We also urge students to contact student advisors or student mentors promptly if they feel the pandemic has a long-term impact on their study progress and/or well-being.

We value the well-being of our employees

We focus on challenging and doable work. It not only concerns good physical working conditions (providing a good workplace on campus and at home), but also limiting their workload and providing sufficient autonomy. The basic principle is the Werkplan vermindering werkdruk Radboud Universiteit (work plan for reducing workload at Radboud University) which contains five lines of action: less bureaucracy in education, a simpler educational organisation, more stability in education, more appreciation for education, research: more attention to quality and young scientists. With this plan as a basis, the faculty, together with the programmes, is taking concrete measures in five areas: educational tasks, ICT systems, testing and assessment, educational support, and accountability and quality assurance. An explanation of the above ambitions, lines of action, and action plan can be found in the faculty policy document actieplan werkdruk (action plan on workload).

At the same time, the faculty board would like to emphasise – especially during the COVID-19 pandemic, which further increases the workload – the importance of making decisions and setting priorities for everyone within the faculty (academic staff, support staff, and students). Ambition is great and work should be challenging, but work should also be doable in the hours available: you should be able to enjoy it and have time to recover from it from day to day and week to week. In the context of workload prevention and reduction, we should all ask ourselves the following question more often: “Is all this necessary? And: does it need to be done right now?” For that reason, we should discuss what we are doing and not doing in the upcoming period with colleagues, in the departments, the programmes, and the research institutes, but also in administrative consultations. This touches on personal leadership: we must protect ourselves and each other. The faculty board, institute directors, and supervisors should explicitly encourage prioritising and set an example in this regard.

We value good personal and team leadership

In accordance with the university’s vision of leadership, we consider courage, connection, and openness important in interactions between supervisors and employees, and among colleagues. Faculty employees are encouraged to participate in the Maria Montessori building offers excellent facilities for students and staff.

12 www.radboudnet.nl/english/employees/more-information/work-pressure/
13 Courage, connection and openness: Towards a challenging vision of leadership for Radboud University
in appropriate personal and team leadership programmes in consultation with the Human Resources division. Good academic leadership is important for education, research, impact, and job satisfaction: employees with a formal leadership role are required to follow a special leadership training programme. Personal leadership is a topic of discussion in all annual appraisal interviews.

Good performance of administrative tasks (engaged and connecting, strategic and goal-oriented) is of great value to the faculty. It contributes to the performance, job satisfaction, health, and social safety of employees. We believe it is important that talented employees who are interested in a career with administrative aspects are supported and coached, in order to foster a new generation of management. We encourage our current supervisors and directors to facilitate this talent through training, participation in administrative activities, and committee work, etc.

We offer room for everyone’s talent

The faculty aims to be inclusive: current and prospective employees and students should feel welcome and at home in the faculty, regardless of their background. Universities in particular should be places where origin, religion, orientation, and skin colour do not play a role. We also underline the importance of having diverse perspectives: this generates richer discussions and innovative ideas. That is why we stimulate diversity in a broad sense within the faculty.

Our first ambition in this context is to achieve an equal gender ratio up to the “highest” levels: Our faculty employs more women than men, both in academic positions and in support positions. More men than women work in the highest academic rank (professor) (67% men and 33% women). For the more recent, new appointments or promotions to associate professor or professor, there is more or less an equal gender distribution. In the “highest” administrative positions (faculty board, research directors, education/training heads) there are six women and eight men. The faculty also wants to achieve an equal male/female ratio in these positions. We are well aware that an equal male/female ratio is only one aspect of our commitment to diversity and that diversity entails more than that. The faculty wishes to actively participate in the debate on interconnected themes such as inclusiveness, diversity, and discrimination and to actively consider how and where discussion can be transformed into policy that contributes to diversity in a broad sense.

On the basis of the ambitions described above, we want to achieve a good balance for our academic staff in appreciating:
- education, research, leadership, and impact
- individual science and team science
- quality and quantity (in research and education)

These developments are still at an early stage. When designing our new appreciation and promotion policy, we follow the university’s policy that is currently being developed based on existing vision documents such as “Room for everyone’s talent”.

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14 www.radboudnet.nl/english/employees/development/leadership
15 VSNU, NFU, KNAW, NWO en ZonMw (2019): Ruimte voor ieders talent: naar een nieuwe balans in het erkennen en waarderen van wetenschappers
For the benefit of our support staff, we strive for:

- development opportunities for “lifelong learning”:
  
  We offer colleagues in support positions opportunities for development in their work and careers and provide them with guidance. Lifelong learning is about talent development, career development, and creating challenging work. RadboudNet provides gROW16 (Radboud Development Web; Expertise Centre Development) with a digital platform for achieving this ambition. Supervisors annually discuss the development opportunities and needs of the support staff.

- professional quality and autonomy:
  
  Together with the support staff, we are looking for a package of duties with a good balance between “operational registration” and “directing” (giving advice, proactive input and support, monitoring the process). This kind of balance is valuable for the units and motivates employees.

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16 www.radboudnet.nl/english/employees/development
STRATEGIC PRINCIPLE 9

The Maria Montessori building offers excellent facilities for students and staff

Our new building will house all the faculty's employees. This fosters greater unity and more connectedness. This will make our new building a pleasant and lively meeting place for formal and informal contact among staff and students as well as between them. For the benefit of our research, the new building contains state-of-the-art laboratories and other excellent facilities. Employees can find each other more easily due to the physical proximity within the building. At the same time, we use digital tools and innovations to promote flexible and digital education and future-proof employee options for partially working from home.

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STRATEGIC PRINCIPLE 10

We focus on sustainability in each of the five domains

The faculty has made sustainability a high priority in all domains. To this end, we also have a sustainability committee and are developing a faculty sustainability work plan. With the current Radboud Sustainability Policy Plan, we distinguish three areas of action: (1) climate neutrality and circularity, (2) healthy working environment, and (3) equal opportunities for all. Faculty strategic principles and ambitions for areas of action 2 and 3 can be found in the section on the People domain. Our sustainability ambitions for area of action 1 are as follows:

• We contribute to a sustainable campus: The Maria Montessori building includes sustainable facilities and products, recycling, and video conferencing tools to reduce commuting. We also have a climate-neutral policy regarding general travel/air travel.

• We promote sustainability as an important theme in education and research: It is our ambition, together with other faculties, to explore and develop initiatives for interdisciplinary collaboration on sustainability in both education and research. The 17 Sustainable Development Goals set by the United Nations offer opportunities for the behavioural science domain of the faculty in particular. In this context, the faculty wishes to investigate the possibility of setting up one or more teaching and research remits.

1. Our education and research are interconnected and of equal importance
2. Our education forms a strong chain: Bachelor’s ↔ Master’s ↔ Post-Master’s
3. Quality, commitment, and flexibility are at the heart of our education
4. Our education and research has a scientific and social impact
5. We value quality over quantity in our research
6. Our education and research is committed to “team science”
7. Our research is transparent, honest, and reproducible
8. We provide a pleasant study and work environment
9. The Maria Montessori building offers excellent facilities for students and staff
10. We focus on sustainability in each of the five domains
## SWOT analysis for FSW

### Strengths
- Good quality of education and research
- Healthy financial position of the faculty
- Increased attention for sustainable science and integrity (open science, team and interdisciplinary, research data management, ethical assessment)
- Attention to sustainable employability at work (HRM files on workload, talent policy, leadership)
- Motivated staff (WP, OBP)
- Attention to the whole chain in research (fundamental, applied, application)

### Weaknesses
- Some units (teaching, research) are small and vulnerable
- Teaching organisational structure is less than optimal
- Internal communication should be improved
- Job insecurity for young researchers
- The connection between education and research could be improved (some units have a high number of teaching appointments; excellent researchers are moving away from teaching)
- “Gender imbalance” in highest administrative positions
- Too little diversity (not enough people with a migration background)
- One-sided career policy (emphasis on research; no team appreciation)

### Opportunities
- Sector plan for social and behavioural sciences can lead to better profiling
- Major role in social issues
- Stronger emphasis on interdisciplinary and interfaculty collaboration
- Maria Montessori Building facilitates this collaboration
- More postgraduate education (lifelong learning alumni)
- Use HRM for more diverse career paths (excellence in teaching, valorisation and governance can be given more emphasis in addition to research)

### Threats
- High workload and performance pressure among WP (teaching, research) and OBP
- Emphasis on social interest may be at the expense of fundamental research
- External grant applications are time-consuming with low success rates
- The focus on excellent research comes at the expense of appreciation of education
- Lagging government funding
- Individual competition for external grants and individual assessment stands in the way of excellent team science
- The COVID-19 pandemic may have implications for job satisfaction and study satisfaction/progress (now and in the longer term)

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