

Nijmegen School of Management
Radboud University

STRATEGIC PLAN 2018-2021



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1 Nijmegen School of Management's identity and mission

1.1 Introduction

The Nijmegen School of Management encompasses seven disciplines: Business Administration, Public Administration, Economics and Business Economics, Environment, Spatial Planning, Political Science and Human Geography. The entirety of this special combination is characterised by the 'intervention-interested social sciences' label. These joint disciplines link two types of scientific insights: (a) insights into the options for and desirability of intervening in social situations linked to (b) insights into the characteristics and causes of major social issues that give cause to the need for intervention.

The NSM derives its name from the first type of these insights: the management of organisations, ranging from commercial companies to government organisations, is an important form of intervention. Today's society can be characterised as an organisation society in which both public and private organisations contribute to social issues and need to make a contribution to solving them. For this reason, specific attention needs to be given to management – the steering of organisations – in gaining an understanding of and tackling social challenges. However, NSM's interest in intervention issues is broader than management in the sense of the control of organisations, as it extends to other regulatory mechanisms in the social context that emphatically include issues such as governance and government interventions. Gaining a thorough insight into interventions is possibly only when consideration is given to the characteristics of social transitions.

The NSM also distinguishes itself by its special interest in social objectives that are, could be, or should be addressed by interventions. The NSM focuses its studies of social objectives on the creation of social values such as justice, security, health, freedom and inclusiveness. When we explore these values, we need to look beyond today's issues and the particular interests of specific individuals and groups. We need to look at these values from a perspective that gives consideration to the future-proofness of society. The realisation of these values in modern societies is increasingly jeopardised by global issues such as social and ecological sustainability, territorial conflicts, refugee crises and financial and economic instability. The NSM's seven social sciences disciplines focus on gaining deeper insights into how societies form and develop in the light of social value creation. They do so by studying the coordination mechanisms – power, market and social relationships – and the changing balances between these mechanisms that play a role in the development of social ties. They also study individual behaviour and social practices that result both in mutual adjustment and problems with such adjustment. Gaining an insight into social value creation is possible only with an insight into the structural characteristics of modern societies at individual, local, national and supranational levels. Globalisation processes and technological developments, which are usually perceived as sources of opportunities but also as threats, play a large role in the structuring of modern societies. Local and global levels are becoming strongly interwoven: as many social issues include a spatial component, a spatial insight is indispensable to gaining a good understanding of the complex relationships between intervention and social value creation. Political Science, Economics, Business Administration, Public Administration, Spatial Planning, Social Geography and Environmental Science are all essential building blocks for the foundations for a shared understanding of these relationships.

The NSM, in its role as an academic institution, primarily focuses on the questions whether, how and why social values are created. This pivots on gaining a deeper insight into the favourable or unfavourable role that interventions by governments and other social players play in their creation. Academics are characterised by their critical reflection on and discussions of what is taken for granted, which is equally applicable to academics in the domains of NSM's disciplines. Intervention-interested social sciences strive to increase the understanding of the occasionally difficult relationships between interventions and social issues rather than endeavouring to solving problems. However, this increased understanding will often also be of great practical relevance. We actively seek to visualise and create this

relevance. The NSM, in connection to its research and teaching activities, also strives to achieve societal impact in its domain: the importance that the NSM attaches to this theme is expressed in its motto, *Creating Knowledge for Society*.

1.2 Mission

The Nijmegen School of Management develops insights into the options for and desirability of management, governance and other intervention arrangements in complex issues relating to the future-proof creation of social values that are based on insights into the causes of those issues. The NSM's mission is to fulfil the role of a nationally and internationally recognised academic centre of expertise in this field.

The NSM's *Institute for Management Research* carries out *research* to provide high-grade academic knowledge of complex issues relating to the future-proofness of societies with the objective of indicating the causes of problems and providing insights into sustainable solutions for those problems.

The NSM provides *teaching* that enables students to develop into graduates who can act responsibly and independently in acquiring, generating and disseminating knowledge and insights in the aforementioned domain and in assessing the practical implications of this knowledge and these insights.

The NSM, on the basis of its research and teaching, generates *societal impact*. Insights into the NSM's research and teaching domain are obtained from society. For this reason, broad discussions with the various social stakeholders on the practical implications of these insights are an intrinsic requirement. The emphasis on the societal impact specifies the relationship of both teaching and research with the broader social environment: the importance that the NSM attaches to this theme is expressed in its motto, *Creating Knowledge for Society*.

1.3 Identity

The Nijmegen School of Management is part of Radboud University and, consequently, derives its identity from the identity and positioning of Radboud University:

- Quality is central – which also constitutes the foundations on which Radboud University bases its teaching and research reputation;
- Adoption of the pivotal values of Radboud University in its tradition as an emancipation university;
- We regard students, alumni, PhD graduates, staff, guests from other universities and collaborative partners as members of our academic community.

When viewed against the background of Radboud University's culture and values, the following principles are guiding for the content of our mission and for the activities carried out to achieve our mission:

- Scientific research and teaching are closely interrelated, which has implications including the availability of both Bachelor's and Master's programmes from all departments;
- Quality is more important than quantity, although quantity is also a condition to be met for quality and its recognition;
- Responsibility for society and its challenges form the substrate for academic interest: social involvement defines the true academic;
- Science develops in a close community of academics in which renowned scientists and students meet each other in a community that offers an openness to other standpoints, freedom of speech and open culture;
- Good teaching links theory and practice by reflecting on how academic knowledge can contribute to finding effective solutions for social issues and by understanding how social practice can contribute to the development of theory.

These principles serve as the background for more specific terms of reference applicable to the students and staff who jointly form the NSM.

- Students learn how to form their own opinions to become critical, engaged academics: teaching students entails challenging and energizing them, whereby they are regarded as active participants in research and teaching and are called to account for their personal responsibility for their learning process – all of which makes personal and intensive contacts between lecturers and students essential;
- The willingness and ability of individual students to take on additional challenges needs to be recognised, encouraged and rewarded. Students who are willing and able to take additional steps in their studies need to be challenged and assisted outside the regular programmes followed by other students (Radboud University and the various facilities have implemented an extensive Honours programme to offer these challenges);
- Students also need good counselling before they begin their studies to help them choose the right study and get the best out of themselves both during and after their studies;
- Responsible students are, in view of the nature of today's society, global citizens who recognise the nature and demarcations of their personal worldview and are open to the worldviews of others; this implies that the NSM appreciates the presence of international staff and students on the campus and encourages staff and students to travel abroad in connection with their work and their studies; the quality and diversity of staff, in particular in terms of gender, nationality and age go hand in hand and furthers the inclusivity of all groups of staff;
- Leading research requires researchers who are also able to hold discussions with students in their role as beginning researchers, share their insights with others and open their insights to discussion; high-grade teaching imposes stringent requirements on the quality of lecturers who also need to be good researchers;
- Staff are offered scope to develop their talents in relation to their study, appointment and career.

2 How is the NSM doing?

2.1 Introduction

The previous strategic plan, *Eenheid in verscheidenheid* (unity in diversity) placed the emphasis on the positioning of the NSM and the *Institute for Management Research* (IMR) as one multidisciplinary centre of expertise, with recognition of the diversity of the disciplines within the NSM. The *Creating knowledge for society* motto emphasises this positioning both in the field of academic knowledge development (*Creating knowledge*) and of orientation towards societal impact (*for society*). This target positioning has been interpreted in terms of three central objectives:

- Further improvement of the academic quality and the national and international recognition of the research and teaching;
- Achievement of a greater societal impact of acquired knowledge;
- Stabilisation of the size of the NSM with robust organisational structures and routines.

The NSM's research and teaching is, in general, better than six years ago. Both internal and external opinions on the NSM's development are favourable. However, the volume of the NSM's research relative to the volume of its teaching is still inadequate.

The research key indicators exhibit an evident increasing trend. The quality of the research output has improved, as is evident from developments such as the shift towards leading international academic journals. The numbers of PhD graduates and doctoral completion rates are steadily increasing. The societal impact of the IMR researchers' activities, which could already be qualified as good, has also proven itself during the past period. The target specified in the Standard Evaluation Protocol 2015-2021 – a score of 2 (very good) for quality, relevance and vitality – has been approached, but has not been achieved in full. Consequently, although the improving situation with respect to research is encouraging, this also embodies an express task for the future, in particular in the field of recognisable excellence that has already been attained in some areas of the NSM's teaching.

The NSM's teaching is in good qualitative shape. There is a great deal of appreciation of the quality and accessibility of the lecturers and the small scale of the teaching. However, there are points for improvement in some areas, such as the preparations for entering the labour market, developing practical skills and opportunities for internships.

2.2 Research

Current situation of and developments in research

- Both the review in 2013, and the midterm evaluation in 2016, were favourable of the improving situation at the IMR
- Bottom-up development of multidisciplinary collaboration, in particular Hot Spots
- Improving quality of publications, in particular in terms of articles referred to in other articles
- The IMR organisation is becoming more professional, as is evident from developments such as the improved support provided to researchers and PhD candidates
- Numbers of PhD candidates and graduates are increasing, but are still low in comparison with the size of the NSM
- Societal impact of the IMR research continues to be good
- Visibility and reputation of the disciplinary research are still inadequate and vary between departments
- More attention needs to be given to income from indirect funding and from funds obtained from contract research

The NSM's research institute, the Institute for Management Research (IMR), strives to fulfil the role of a leading international research institute in which disciplinary and multidisciplinary research enhance

each other. Researchers are, on the basis of the strong foundations of their disciplines, encouraged to collaborate with others outside their discipline. Multidisciplinarity is not then an end as such, but a means to acquiring better knowledge and to developing better solutions for the social intervention issues studied by IMR researchers. Collaboration yields new insights that enrich our research institute's disciplines. Collaboration also enables the NSM's relatively small disciplines to create the mass needed for successful operations in the highly competitive research funding field. Multidisciplinary collaboration is also indispensable for the creation of 'knowledge for society'.

The IMR was evaluated during the research review that took place at the end of 2013. In 2013, the overall score of 3.8 for the assessment criteria prevailing at the time (academic quality, productivity, social relevance and viability) was significantly higher than the average score of 3.3 from the previous assessment in 2008. In awarding these scores, the review committee made clear that the IMR's ambition to become a recognised international research institute in the specific field of the structure and performance of public, semi-public and private organisations has not yet been completely fulfilled. Although the IMR has potential, the committee is of the opinion that the institute needs to adopt a more vigorous approach to the further development of its disciplinary and multidisciplinary research initiatives, improvement of its quality, acquisition of grants in competition with others and enhancement and simplification of its organisational structure. The midterm evaluation, held at the end of 2016, assessed the policy adopted following the review held in 2013. The committee praised the new publication system that supports multidisciplinarity, the contours of the Doctoral School and the NSM's open research culture that has in part been facilitated by the IMR Academy. The committee also identified a number of points requiring attention, namely seeking an appropriate balance between excellent multidisciplinary and disciplinary research and, once again, improving the organisational structure that, in the committee's opinion, is performing poorly and is too complex, and the further development of the IMR Doctoral School and the integrity policy. The assessments of both evaluation committees provide support to the approach adopted by the NSM in its endeavours to develop into a multidisciplinary centre of expertise but also expressly call on guarantees for the firm integration of multidisciplinary research in a robust disciplinary basis.

The quality of the research has steadily improved over the years, as is evident from the increased percentage of articles published in leading journals (from 61% in 2013, to 72% in 2016), the higher average impact of articles published in journals (increase in the average AIP of 0.58 in 2013, to 0.66 in 2017) and the substantial increase in the number of dissertations (from 10 in 2013, to 21 in 2017). Other visible indications of an improvement of the quality of the research include the number of large datasets produced and maintained by IMR researchers (such as the Global Data Lab, a dataset relating to the Europeanisation of the Dutch authorities and datasets produced during the European MAGEEQ, QUING, STAGES, EGERA and GARCIA projects).

The 'Hot Spots' make an important contribution to academic excellence. These are groups of researchers from various disciplines within or – in some instances – from outside the NSM who work on a specific theme under the management of top IMR researchers. These groups are expected to take up the complex challenge of multidisciplinary research and give specific attention to the societal impact of their research. The IMR currently has six Hot Spots:

- EUROPAL: focused on the formation and use of EU policy and legislation ranging from its formulation right through to evaluation; the societal impact of the research is manifested in the form of practical recommendations for public organisations involved in Europeanisation (researchers from all IMR disciplines and the Faculty of Law are involved).
- GAINS: studies governance of innovations in public services (such as care, youth care and social housing) and innovations in the governance of social services; the societal impact comprises practical insights into the facilitating and limiting conditions for successful innovation in and of the social services and innovation management (researchers from Public Administration, Business Administration and Economics are involved).

- GENDER: develops multidisciplinary theory on the dynamics of power, gender and diversity in various contexts; the societal impact comprises the reduction of gender inequality in the academic environment, business community and society in general (researchers from all IMR disciplines are involved).
- GLOCAL: studies global-local interactions such as geopolitical conflicts over resources, political violence, global migration and differences in growth and development; the societal impact of the research comprises the exposure of fundamental imbalances that can subsequently be addressed (researchers from all IMR disciplines are involved).
- ID (Integrated Decision Making): develops and tests theories on and methods to support decision-making at individual, intra-group and intergroup levels; the societal impact comprises the provision of methods to improve decision-making (researchers from Business Administration, Economics, Social Geography and Spatial Planning are involved).
- INNOVATION (Innovation and Entrepreneurship in Business Ecosystems): carries out research into the origins, development and consequences of business ecosystems; the societal impact comprises practical guidelines for the design and support of successful ecosystems (researchers from Business Administration, Economics, Social Geography and Spatial Planning are involved).

The IMR's FTEs increased from 80 to 103 during the period from 2010 to 2017. The majority of this growth was due to the increase in the number of PhD candidates from 30 FTEs to 46 FTEs. The number of temporary researchers (such as researchers in post-doctoral positions and researchers carrying out contract research) also increased substantially from 4 FTEs in 2010 to 10 FTEs in 2016. These are favourable developments that are in part due to targeted policy, but which also require further reinforcement during the coming period. During the past period a great deal of work was carried out on the creation of the organisational conditions attached to the enhancement of the viability of the IMR's research. The Hot Spots, an important instrument for the facilitation of multidisciplinary collaboration in research, have been referred to above. Two further IMR structures of importance in this respect are the IMR Academy and IMR Research Services. The IMR Academy, founded to enhance the IMR's research culture and research community, serves as a platform for contacts between academics and society. It creates a climate for dialogue, debates and exchanges between researchers from various disciplines and backgrounds. The Academy raises important themes, such as sustainability, conflicts, governance and demarcations, for discussion by its participants. The Academy's activities include the organisation and funding of what are referred to as 'horizontal seminars' (for researchers from various disciplines and departments), coordination of specialised seminars for a specific department and discipline, organisation of the annual IMR Academy Research Day and communication of IMR Events.

IMR Research Services was founded to carry out a number of support tasks, namely the provision of advice for the preparation and submission of individual and group research proposals, organisation and maintenance of contacts with social partners (such as the Municipality of Nijmegen and Province of Gelderland), processing and administration of research management information and the coordination of valorisation activities in consultation with Radboud Innovation. Radboud Services and the ICR bear the joint responsibility for research communications. IMR Research Services, in conclusion, performs the secretariat duties for the IMR, the Ethics Assessment Committee Faculty of Law and Nijmegen School of Management (EACLM) and the Scientific Advisory Committee.

The research funding continues to require attention. Income from government funding has increased over the years: in 2016, the funding amounted to 129% of the funds received in 2005. During this same period, income from other funding (indirect funding and funding obtained from contract research) increased in 2016 to 414% of the funds received in 2005. The proportion of income from indirect funding and funding obtained from contract research relative to income from government funding trebled in the period from 2005 to 2010. However, the total percentage of indirect funding and funding obtained from contract research) stabilised at around 17% from 2010, whilst a further increase in this

percentage is necessary for viable research, in part due to the powerful downward national pressure on government funding of Bachelor's and Master's programmes and for doctorate premiums.

In 2015, the IMR Doctoral School was founded to streamline and expand the support provided to PhD candidates and their supervisors. The objective is to provide for a more systematic evaluation of the progress made by PhD candidates (in consultation with the Scientific Advisory Committee), the organisation of more meetings of PhD candidates for discussions of research plans and results, the preparation of a PhD Guide with information about subjects of relevance to PhD candidates, the specification of more stringent regulations for external PhD candidates, the introduction of a pre-PhD programme and the more stringent monitoring of supervision of PhD candidates by at least two provisional supervisors or co-supervisors. During this same period the NSM made substantial investments in the expansion of the number of PhD candidates financed with government funding (from about 34 FTEs in 2010 to about 46 FTEs in 2016). The research assessment committee praised these initiatives. The midterm assessment committee also praised these developments, but also stated that there are still challenges in some areas: these relate, in particular, to the distinction between various categories of PhD candidates, the formulation of policy with respect to these categories and the preparation of guidelines for PhD theses based on articles. Policy is now being developed for these and other issues.

Measures implemented to assure academic integrity include the formation, in cooperation with the Faculty of Law, of the Ethics Assessment Committee Faculty of Law and Nijmegen School of Management (EACLM). The objective of the EACLM is to ensure that research financed with external funds is carried out in conformance with the ethical guidelines of grant providers and with the prevailing local (Radboud University) and national ethical regulations. It is expected that this increased attention to ethical aspects of research data management will be reflected in the amount of work to be carried out by the Committee. Alongside the organisation of the EACLM, the IMR, in part in cooperation with central instruments provided by the University, will implement a number of other instruments relating to the integrity policy. These include integrity training courses for researchers, protocols and forms for the approach to integrity issues and the appointment of committees and confidential counsellors for the reporting and processing of suspected violations of integrity.

2.3 Teaching

Current situation of and developments in teaching

- Programmes are on average scored as good to very good by assessment committees and are appreciated by students
- Great increase in student intakes for a number of programmes
- Intensive first semester of all Bachelor's programmes works well
- BSA and student counselling support progress in studies
- Increasing numbers of incoming and outgoing exchange students
- Clear increase in number of pre-Master's programme students
- Quality system is working well
- Teaching innovation entailing increased options for English-language Bachelor's and Master's specialisations, new Master's specialisations and Double Degree programmes
- NSM's international accreditation procedure is now in its final phase

NSM's teaching is going well. All NSM programmes have been awarded NVAO accreditation. The structure of the NSM's programmes and its quality assurance and teaching support systems always receive compliments during evaluations. The NSM's Bachelor's programmes hold relatively high positions in the rankings. The various Master's programmes usually hold positions in the top half of the rankings: two are ranked as the best national programme in their field and one (the MSc Political Science programme) has been designated a 'top rated programme'.

The great efforts made by the staff, supported by the NSM's quality policy and the more refined communication and recruitment policy, have resulted in a gradual increase in interest for the programmes and the intake of Bachelor's and Master's programme students during the past years. However, although the target student numbers have been achieved for most Master's programmes, the intakes for a number of Bachelor's programmes still fall short of the targets. The number of BSc graduates leaving the NSM to continue their studies elsewhere gave cause for increasing concern during the period of the previous strategic plan. This has resulted in a number of efforts designed to recruit more students for Master's programmes from both outside and inside the NSM. The results are favourable, but extra attention is still necessary. Considerable numbers of BSc graduates continue to leave the NSM, although these are now more than compensated by the increased intake from elsewhere (from other university programmes, from Universities of Applied Sciences via pre-Master's programmes and from intakes of students from outside the Netherlands).

The NSM has made great teaching internationalisation efforts during the past period. More and more Bachelor's and Master's specialisations are now offered in English. A procedure has been initiated for the award of international AACSB accreditation to the NSM with the objective of enhancing the international recognition of the Business Administration and Economics programmes. It is expected that this procedure will be completed in 2019. The NSM has invested in the extra capacity needed to support international exchanges of students and the recruitment and selection of international students. Work is being carried out, in cooperation with the departments, on a more intensive and more focused network of partner relationships with universities outside the Netherlands. The numbers of outgoing and incoming exchange students are gradually increasing and the number of graduate students from outside the Netherlands has also increased substantially. It is striking to note that English-language pre-Master's programmes have opened doors for many foreign students. The large investments in the internationalisation of the NSM's education have come to fruition in the past years, although attention needs to be given, for example, to improvements to the admissions procedures and the expansion of the partner network in Europe and other parts of the world.

The NSM's quality assurance cycle is in order. This has been reviewed and refined within the context of AACSB accreditation. The programme committees and examining boards are performing well. The NSM facilitates discussions on the quality of its teaching. The programmes maintain the vitality of the assessment programme. A critical external view is also organised.

A study of the well-being of Radboud University students, carried out in 2017, revealed that NSM students, in common with other Radboud University students, feel secure on the campus. However, many students suffer from loneliness, study pressure and stress. It then needs to be borne in mind that the causes of the above are often outside the NSM's control and that these problems are in part due to the phase of the students' lives, general feelings of uncertainty about labour market prospects and use of the social media that is accompanied by social stress and serves as an imperfect social safety net, etc. Although the NSM achieves a favourable (or less unfavourable) score than the other faculties in this respect, the NSM also perceives its responsibilities to include the maximum possible furthering of the well-being of students during and related to their studies.

The NSM's post-Master's programmes are now more emphatically integrated in its organisation. The former UOBN foundation has been dissolved and post-Master's and executive education products, including the MSc Business Administration executive programme (ABK), have been brought under the NSM's new *Radboud Management Academy* (RMA). In 2013, the ABK was accredited as a commercial MSc Business Administration programme. A part-time academic director was appointed in 2012, who together with the managing director bears the responsibility for the further expansion and organisation of the NSM's post-Master's and executive programmes. They will search for links to and the involvement of all NSM departments in the provision of these programmes. The first results have now become visible. The RMA's programmes have been gradually expanded with a number of smaller and larger courses and post-Master's programmes that include Psychology of Organisational Change, Stra-

tegic Innovation in Cure and Care, Diversity & Inclusion and Innovative Management in the public sector. The RMA is also seeking external cooperation with post-Master's institutes of other faculties in its expansion of its programmes, such as the Radboud Health Academy and Radboud Centre for Social Sciences. In 2016, in conclusion, the post-Master's MSc Managing Information and Sustainable Change (MISC) programme accredited by the NVAO was organised in cooperation with the VUCA Academy (formerly with the Academy for Information & Management).

The societal impact of the education is good. The NSM devotes a great deal of attention to the next step in students' careers by bringing professional practice into the spotlight. Guest speakers regularly take part in the programmes, the course based teaching is often organised in the form of projects based on assignments that are carried out in collaboration with social stakeholders (such as via the 'Company Connections' formula and via living labs), student internships and graduation research bring science and practice into contact with each other and students combine practice with research in specific elements of their programmes, such as the European HRM programme that was set up together with European multinationals more than 20 years ago. The NSM's study associations regularly organise student career guidance activities. The labour market monitor reveals that graduates from all our programmes have good to excellent prospects on the labour market: moreover, these prospects also remained good during the economic and financial crisis, when the average time to find a job increased slightly for all programmes. NSM alumni take part in national and international debates in various fields and hold high-profile positions in society, the business community, social organisations and in national and international public administration. The volume of the RMA teaching and the students' average high appreciation of its teaching are also indicative of the great societal impact of the NSM's teaching. However, although the overall situation is favourable, the students' moderate assessment of government-funded programmes on the 'Preparing for the labour market' theme remains surprisingly consistent.

2.4 Personnel, Organisation, Finances and Amenities

Current situation and developments

- The number of the NSM's FTEs grew until in 2017. The size of the externally funded headcount and the proportions of women associate professors and international staff continue to require attention
- The human resources policy is becoming more robust and clearer. Clarity is the best approach to the recruitment and retention of talents
- Changing legal position requirements result in the need for more permanent staff
- The increasing workload that teaching imposes on the academic staff must be brought under control
- Elements of the internal support organisation need to be strengthened

2.4.1 Personnel

The number of FTEs gradually increased from 210 in 2010 to 267 in 2017. The ratio of the numbers of academic staff to support staff remained virtually unchanged and fluctuates around 75%/25%. This gradual increase came to a standstill in 2017, but due to the growth in the number of students is expected to continue after 2018. The NSM experiences little difficulty in recruiting well-qualified staff, although the recruitment of economists and business economists remains difficult due to the fierce competition in the labour market.

The FTE funding situation is nuanced. Government funding finances most FTEs: 86% in 2007, 79% in 2012 and 84% in 2016. Indirect funding financed 3.5% in 2007, 5.3% in 2012 and 4.3% in 2016. Funding obtained from contract research financed 11% in 2007, 15.9% in 2012 and 11.4% in 2016. Government

funding fluctuated most, largely due to the variations in numbers of students. Indirect funding remained generally constant in the extremely competitive environment. Funding obtained from contract research has been disappointing in recent years and, in spite of the extra efforts made by the NSM, has fallen both in terms of share and absolute amounts. Indirect funding and funding obtained from contract research are required to maintain the NSM's research capacity at the required level. This, as indicated in the research section, is a major challenge.

The proportion of all academic positions held by women was higher in 2017 as compared to 2012. However, the shifts in the various job categories were more nuanced: the proportion of women professors increased from 22% to 33% (to a total of 33 FTEs in this category in 2017), the proportion of women associate professors remained at around 25% (total of 25 FTEs), the proportion of women assistant professors decreased from 38% to 34% (total of 62 FTEs), the proportion of women researchers increased from 27% to 42% (total of 12 FTEs), the proportion of women lecturers increased from 27% to 35% (total of 22 FTEs) and the proportion of women PhD candidates increased from 56% to 62% (total of 46 FTEs). These NSM figures are relatively high in comparison with those of the University as a whole. However, the NSM is confronted with a challenge in increasing the number of its women associate professors.

The proportion of Dutch academic staff decreased from 79.3% in 2012 to 76.4% in 2016. The proportion from other Member States increased from 12.9% to 15.8%, and the proportion from states outside the EU remained constant at 7.8%. The proportion of Dutch support and management staff remained at around 97% and the variations were small. The movements in the numbers of international staff fell short of the internationalisation targets.

The proportion of permanent to temporary staff exhibited a marked change in 2016: 59% were permanent staff in 2015, as compared to more than 64% in 2016, and 66.4% in 2017. The changing legal provisions governing temporary staff will result in a continuing increase in the number of permanent staff in the coming years, which will in turn have a great influence on the staff establishment management and the human resources policy.

The NSM's expectations and requirements of the staff have been made much more explicit in recent years: the staff, especially the younger and new staff, wish to know precisely what the NSM requires from them. Clarity is essential. The staff selection and appraisal processes relating, for example, to the tenure tracks for assistant professors and the associate professor policy, include explicit criteria for the quality of performance in teaching, research, the assumption of responsibility in the group and the development of an international network. The individual annual appraisal interviews and staffing discussions at department and chair level are essential elements in the monitoring of the human resources policy and the performance criteria.

The staff satisfaction surveys reveal that staff generally have a favourable perception of the organisation and the employer. However, the increasing workload on staff, in particular on the teaching academic staff, is a serious issue that demands attention. The high workload on academic staff is, in analogy with student well-being, due to many causes. The increasing numbers of students and great reduction in the available financial resources per student give cause to the need for constant productivity increases. The high workload is also caused by the requirements imposed on research, in particular the external expectations and the research time available to meet these expectations. Uncertainty about the future and the current job (due to temporary contracts) also plays a role, especially among young staff. High-quality research needs to be financed with indirect funding and funding obtained from contract research, both of which need to be acquired in a highly competitive field that reduces the chance of success, and requires investments in the development and expansion of international networks and consortia. The risks accompanying academic work arise from the tension between autonomy and the almost unlimited pressure to achieve due to the expectations of and requirements on teaching and research. The external accountability requirement (for example, in the form of accreditation and assessments) and the associated bureaucratic rules also contribute to increases in workloads. Sickness

absenteeism rates have increased in recent years and require extra attention. Extra investments are required to achieve improvements in the provision of teaching, increase the use of ICT in teaching, implement further student-activation measures and reduce the provision of individual teaching. These developments increase the workload on the academic staff, an increase on which the NSM is not always able to exert a direct influence. Nevertheless, a cohesive package of measures addressing this theme is urgently required in view of the excessive workload that is now imposed on some individuals and groups.

2.4.2 Organisation

The objective of the previous strategic plan was to realise a robust internal organisation.

- The design of a governing organisation with a Faculty Board comprised of the Dean assisted by the Vice Deans of Research and Education, the student assessor and administrative director and a Governing Board comprised of the chairs of the four departments and the members of the Faculty Board has now resulted in a stable structure. The Governing Board fulfils an increasingly important role and increasingly reaches joint agreements on the implementation of policy and measures.
- The organisation of the teaching and quality control remain strong points of the NSM. The NSM distinguishes itself by virtue of the periodic monitoring comprised of systematic teaching interviews, feedback of the results from evaluations and surveys, a strong Education Centre (*Onderwijscentrum*, OWC), a thorough Education and Examination Regulations (EER) process and the appropriate provision of information.
- Consultations with the participational bodies usually proceed smoothly at both NSM level (Faculty General Council (FGC)/Faculty Student Council (FSC)/Representative Council (RC)) and Programme Committee level. The NSM shall continue to strive to seize any opportunities offered for further improvements in these consultations.
- All members of the academic staff are placed under one of the chairs under the management of key domain chairholders. Chairs jointly form a department that is managed by the department's chair, who is always a professor. This structure, chosen by the NSM, generally performs well and makes the management responsibilities clear. However, the time required to complete some decision-making processes is in need of attention. For this reason, a further strengthening of the departments' governing powers, in line with and for the enhancement of the existing model, continues to be desirable.
- The support organisation chart is transparent and recognisable. The responsibilities have been assigned clearly, which promotes coordination with Radboud Services and other faculties. The number of NSM support staff, expressed in terms of FTEs, remains under the fairly traditional maximum of 25% of the total number of staff. Ageing has now become a greater problem among support staff than academic staff. The rehousing is resulting in the necessary changes for the secretarial offices, STIP (Student Information Point) and the human resources & finance support staff. ICT user support (for both the teaching and University systems) also needs to be improved. NSM's support departments are taking active part in the University vertical organisation screening project that may have consequences for procedures and the organisation.

2.4.3 Finance

The favourable results achieved in the 2010-2015 period have brought the reserves position to the acceptable level required by the customary university rules. In 2014/2015, a less conservative budgetary policy was implemented that focused on making maximum use of the available funds for research and teaching: lower buffers were held to absorb setbacks. However, setbacks did materialise that resulted in deficits in 2016 (minus €287,000), 2017 (minus €351,000) and 2018 (forecast minus €958,000). It should be noted that the deficits in 2017 and 2018 were largely due to the extra capacity

required to absorb the increase in student numbers in 2017-2018, which will be compensated by changes in the allocation of the associated funds pursuant to the university allocation model only from 2019 onwards: in other words, most of the deficit is temporary. However, a structural deficit remains that cannot be covered without additional measures. Additional income is required to maintain the regular teaching – and, above all, the research – capacity at the required level in terms of both the research time available to the permanent staff and the number of PhD places. The NSM also needs to hold larger buffers to absorb setbacks and create scope for investments.

2.4.4 Amenities

On its relocation to the Elinor Ostrom building, the NSM is now housed in a modern and transparent building. The decision to construct the NSM's new building was based on the necessary image and visibility and the needs for teaching amenities, research amenities and, in particular, student amenities. The NSM moved to the new building with its up-to-date amenities in January 2018.

3 Where does the NSM want to be in 2021?

Mission for 2021

- The NSM is recognised as a leading European centre of expertise in the 'Interventions for a future-proof society' field, which is nurtured by and based on its powerful disciplinary profiles
- The NSM's quality is close to the top of its peer group¹
- The recognition of the research is evident from scores of at least 2 for the SEP quality, relevance and viability criteria
- The national recognition of the education is evident from the position of all programmes in the top 25% of the Netherlands
- Alumni quickly find a job in line with their studies at organisations in which they are satisfied with their work (unemployment in the lowest 25% for the discipline; job satisfaction in the highest 25%)
- All departments have a healthy balance of income from government funding and from indirect funding/funding obtained from contract research
- Workloads are at acceptable levels

3.1 Introduction: a strategy targeting quality, focus and adequate size

During the coming period, the NSM will focus on the retention and enhancement of the high quality of its research and teaching that builds on the reassessed and strengthened profiling of its individual disciplines and of the NSM in its entirety. Express attention will then be given to the realisation of a size adequate for the controlled implementation of the required improvements, in part in light of the challenges in the workload and finance fields. At the same time there are good opportunities – and an urgent need – for a reorientation and repositioning on the linked quality-focus-volume triptych. This option relates to the NSM's unique profile. Today's society has an urgent need of the NSM's knowledge: a deep insight into the complexity of social issues linked to an equally deep insight into promising intervention arrangements. The need to give research and teaching volume considerations a more emphatic position in the NSM policy is due to changes in the circumstances in which scientific research and teaching are to be carried out and provided. The shift in government funding of academic and teaching is imposing pressure on social sciences: numbers and market shares are both playing an increasing role in allocation models. Amendments to the student financial aid system have resulted in changes in students' study behaviour, the emergence of disruptive technologies is changing the teaching and research landscape and competition for research funds is increasing. These developments have resulted in a rapid transition in the NSM's finances: after many years of budget surpluses, the situation has changed and retrenchment measures have become necessary. During this same period the numbers of students have increased sharply, the numbers of projects financed with indirect funding and funding obtained from contract research have increased and the quality of research and teaching has increased steadily.

The external circumstances result in the need for a review of the design and management of the research and teaching. The identity of the NSM, the themes it addresses and the values it champions have become more relevant than ever. The NSM faces a major and challenging assignment in the coming period. The NSM can retain its viability as an academic institution only when it positions itself as a leading research faculty that offers high-quality education. Achieving this change involves three assign-

¹ The NSM's peer group is comprised of faculties or universities that are characterised by their broad social scientific orientation towards economic, organisational and administrative activity as revealed by the profile and the disciplines of the relevant institution. The peer group includes institutions such as the School of Business and Social Sciences at Aarhus University and the Faculty of Management, Economics and Social Sciences at University of Cologne.

ments: (a) further improvement of the quality of research and teaching, together with (b) more attention to the volume of research financed with indirect funding and funding obtained from contract research, volume – number of government-funded students and, as a result, an increased societal impact – and (c) a more pronounced direction – more clearly profiled teaching and research programmes that can lay the foundations for the realisation of quality and an adequate volume. This is all necessary in view of the umbrella assignment to arrive at manageable and controllable workloads and to restore the NSM's financial health.

3.2 Research

Research objectives

- Excellent research, both within the disciplines and in multidisciplinary collaboration
- Improved balance between the income from the three forms of funding
- Demonstrable societal impact of our research
- Growth in the numbers of PhD candidates and PhD graduates

The IMR will more emphatically position itself as a centre for combined disciplinary and multidisciplinary research. This entails the further enhancement of the combination of disciplinary and multidisciplinary research in the light of the IMR's research profile. The departments/chairs then serve as the home base for disciplinary research reinforced by the interconnections with multidisciplinary collaboration that are furthered by the Hot Spots. The departments serve as the logical home base as they have been assigned the substantive, staffing and financial responsibilities for all core tasks. For this reason, the research profile of the departments and chairs will need to be enhanced in the coming period. Clear profiling of the IMR's disciplinary research together with evident links between the disciplinary profiles and multidisciplinary profiles will increase the visibility of the total volume of research carried out by the IMR and will lay the foundations for the necessary growth in indirect funding and funding obtained from contract research. The structure of the IMR, that encompasses all the NSM's research, needs to be enhanced to improve cross-pollination between the research carried out by the departments and in the Hot Spots. The management of the substance by the department management and Hot Spot coordinators must be given more body.

The quality of the research is determinative, although quality is inextricably linked to volume. For this reason, the IMR's research is confronted with a dual challenge. On the one hand, the improved quality evident in the research output must be upheld. On the other hand, the balance between government-funded research and indirectly funded research/contract research must be improved. This last can be realised – in view of the increased and continually increasing pressure on the research component in government funding budgets – solely with a substantial increase in the volumes of indirect funding and funding obtained from contract research. A substantial increase in the percentage of the NSM's income from indirect funding and funding obtained from contract research, currently of about 15%, is essential from a quality and viability perspective. Larger grants (in particular, from the Netherlands Organisation for Scientific Research, Horizon 2020, Horizon Europe) are indispensable if the NSM is to put its research much more emphatically on the national and international map. As is the case with teaching, standing still or even gradual growth means going backwards. The NSM is, in common with its teaching, focused on growth in research achieved by the more emphatic and compelling specification of the disciplinary profiles in conjunction with the collective profile.

Enhancing the societal impact of the IMR's research and, and above all, increasing the visibility of this impact in and outside the NSM is possible only with an accessible narrative for external parties and for the IMR's researchers. Societal impact cannot be adequately visualised solely with quantitative indicators: a qualitative narrative is necessary for and valuable in increasing recognition of the contribution that the NSM's research and its associated activities make to society. This can also serve as a source of inspiration and an incentive for new research activities focused on achieving societal impact. During

the coming period, a narrative will be drawn up to make the relevance of the IMR's research clearer. The system of qualitative indicators associated with the narrative will also be further detailed and sharpened. Separate attention will also be given to enhancing the external stakeholder network, in particular with the stakeholders of importance to the disciplinary profiles and the multidisciplinary profile.

Achieving the IMR's viability objectives requires a simultaneous specification and consolidation of the IMR structure. Specifying the structure relates to the role of the four departments responsible for segments of the NSM's disciplinary research and, consequently, of the department chairs who bear the administrative responsibility for the disciplinary research that serves as the basis for and feedback from the multidisciplinary research carried out by the Hot Spots. The department chairs are, under the management of and in cooperation with the Vice Dean of Research, responsible for the content and implementation of the NSM's research policy. The departments (in particular, the department chairs and the key domain chairholders) perform duties with respect to the profiling of the disciplinary research in relation to the NSM's profile, project portfolios, funding strategies, valorisation of the disciplinary research and HR policy on the research duties of the department's researchers (with respect to both the disciplinary research as the Hot Spots). The Governing Board, the consultative body at NSM level, gives content to these responsibilities. Consolidation relates to the main structure of the Hot Spots, IMR Academy, Doctoral School and IMR Research Services. The Hot Spots are, in principle, temporary auxiliary structures that receive the assignment to conduct policy on their project portfolios, funding strategies, valorisation activities and their fruitful collaboration with the disciplinary research. Pursuant to this assignment, they must be able to explain their *raison d'être* when so requested by the IMR organisation at set times. A clear set of criteria will be formulated in the coming period that the Hot Spots can use in their associated assessments/self-assessments.

During the coming period, the current open research culture that characterises the IMR and has been praised by a succession of assessment committees may not be compromised.

The IMR can only achieve its viability objectives when it continues its professionalisation as a research institute and increases its collaboration with other institutes in Nijmegen, in the Netherlands and abroad. For this reason, the IMR also intends to enhance its active, productive presence in international research networks (for example, via the Guild of European Research-Intensive Universities).

One of the important conditions to be met for viable research of an adequate volume, as referred to above, is an improvement in the balance of income from government funding, indirect funding and funding obtained from contract research: the earning potential of researchers and research groups in the indirect funding/funding obtained from contract research segments must be increased. The tough competition for the various research grants makes clear that a combination of sufficient quality, volume and reputation is needed if the probability of success in acquiring research funds is to be increased. The relatively small volume of the IMR's individual disciplines is a reality that plays an important role in this respect. This volume may be an impediment for the very growth needed to achieve the viability of the NSM's research and the IMR's success. At the same time, each of the disciplines is offered a unique opportunity for collaboration with other disciplines in and outside the NSM. The NSM and IMR are already taking top-down and some bottom-up initiatives in seeking collaboration beyond the demarcations of the disciplines. This means that progress in the Hot Spots approach is of great importance to the NSM. However, this multidisciplinaryity can only improve the quality and increase the volume of the research when it is based on firm disciplinary research foundations and provides clear added value for the disciplinary research. We need to reduce our dependency on government funding to assure the financing of our research activities. For this reason, we will need to give careful consideration to a balanced increase in the income from indirect funding and funding obtained from contract research. This, and certainly in view of the need for spending reductions in the coming years, requires both a greater insight into and use of the talents of our researchers and a reform of the NSM's financial support mechanisms and regulations. The Board, departments and Hot Spots will need to

reach the new agreements on the organisation of research activities, deployment of researchers, mutual powers and joint interests required to improve the focus of the disciplinary research and establish the more emphatic links to multidisciplinary research that are needed to increase the income from indirect funding and funding obtained from contract research. Within this context, the system for the internal allocation of research funds and research time will be refined and expanded. A new multi-year budgeting system that assigns the budget responsibility and insight to the research groups will also be introduced.

The general PhD graduate objectives relate to increasing the number of graduates and to improving the doctoral completion rate. The Doctoral School is expected to contribute to the achievement of the second objective. During the coming period the Doctoral School and PhD programme will be developed further on the foundations laid during the past years. A number of domains need to be expanded. Firstly, the quality of the supervision of PhD candidates needs further improvement. Secondly, the registration of progress in PhD projects will be improved during the coming period, in part on the basis of the improved monitoring options offered by the Hora Finita system. Both these elements, the quality of supervision and the quality of registration of the progress, are components of the doctoral process quality assurance system. The award of a PhD degree will – in part in view of the requirements resulting from national and local discussions on the doctoral regulations and arising from AACSB accreditation – be more emphatically approached as the conclusion of the research process, even though the research carried out by the PhD candidate during the doctoral process is and remains the core of the candidate's work. Further development of the PhD curriculum will also focus on the enhancement of the teaching component in doctoral processes and stringent supervision of compliance with the requirements on the preparation and implementation of a teaching and supervision plan. Community-forming of PhD candidates, for example supported by the formation of cohorts, is closely monitored in consultation with the PhD Council and is furthered with any additional instruments that may be necessary. The teaching component in doctoral processes will also be given more attention, as PhD graduates who wish to continue their academic career at a university are expected to possess demonstrable teaching experience and competence. The current content and volume of the teaching component will be assessed and adjusted as required for the achievement of this objective.

Academic integrity is well on track, both within the NSM and in relation to the central University departments that address integrity issues. The consolidation of these activities and the associated organisation will be an important objective for the coming period. Achieving the objective of appropriate academic integrity that encompasses the research data from all IMR research will be an important point for attention during the coming period and a data steward will need to be appointed for the associated duties.

3.3 Teaching

Teaching objectives

- Stronger focus on profiled, high-quality Bachelor's and Master's programmes of sufficient volume and market share
- Healthy balance of Bachelor's and Master's programmes in all disciplines
- Exploration of the feasibility and added value of the development of a Bachelor's programme in Management Sciences
- Expansion of English-language Bachelor's programmes
- Increase in the intake of students with foreign diplomas in Bachelor's and Master's programmes
- Phase-out of non-viable education (specialisations and courses)
- Improve the utilisation of ICT opportunities in teaching
- Monitor and improve student well-being

Radboud University's teaching model is based on quality, ties and clarity. The NSM endorses these principles and has adopted them for the design of its future teaching. Quality refers to the interconnectedness with the NSM's high-quality research, which is visible in the clear and coherent entirety of learning outcomes, design of the curricula, content of the courses and the assessments. Quality also implies requirements on teaching staff. Moreover, quality implies that opting for English-language teaching and internationalisation is logical, as virtually all issues addressed in the education we provide possess an international and global dimension. However, these options are not self-explanatory: the NSM offers English-language teaching only when this option is of value and gives content to the programme's profile. Quality also requires express attention to the labour market perspective in the programmes and other activities offered to students. Quality and quality assurance go hand-in-hand in a manner that improves the learning experience of students and lecturers and avoids bureaucracy that increases workloads. Ties between students and lecturers can only develop when students are offered the maximum possible teaching in small groups, accessible support (mentoring, academic study advice) and the experience of study at a personal university. Ties also relate to the activities that we organise for our alumni and graduates, as well as for other stakeholders who contribute to giving shape to the profile of the programmes. We give clarity by providing honest and transparent information to students – before, during and after their studies – about the expectations that students may have of the NSM and the University, as well as about the expectations that we may have of students.

The changing conditions in Dutch higher education make clear that controlling programmes on the basis of quality without also emphatically taking account of the volume and market share of the programmes is no longer sufficient. Although the numbers of students have increased and the quality of the education continues to receive high scores, the foundations of the underlying model have nevertheless come under pressure. Continuing on the current track gives rise to the risk of the viability of the NSM's teaching, irrespective of its quality, becoming compromised. This means that it is necessary to make choices that impose obligations on all programmes. The NSM makes three choices:

- (a) Choosing to consolidate and expand the quality of the programmes, linked to:
- (b) Choosing to focus on the most profiling, distinguishing disciplinary and multidisciplinary education compatible with and contributing to the NSM's profile
- (c) Choosing to devote express attention to achieving an adequate volume of the programmes in terms of the numbers of government-funded students and market share.

The choice of quality is self-explanatory, as quality is the basis of all the education offered by the NSM. The need to distinguish the NSM's education from programmes offered elsewhere in and outside the Netherlands is becoming more and more urgent and is also increasingly linked to quantitative requirements. At the same time, the unique profile of the NSM's programmes and the combination of its programmes offers excellent opportunities to develop its distinctive education even further and to increase its visibility in a manner that assists in meeting the urgent need to achieve an adequate volume. However, it should then be borne in mind that the manner in which the education is designed will also need to adjust to the new reality. The NSM strives to increase its focus on the programmes in its range that have a content that distinguishes them from programmes offered elsewhere inside and outside the Netherlands, tie in with the mission and core values, meet a social need and have a quality that ranks among the top in the Netherlands. It will then be necessary, in view of the University's nature as a combined education and research institution, to maintain a good balance between relatively broad Bachelor's programmes and specialised Master's programmes that tie in with the NSM's research. The volume and market share of the Master's programmes will need to be given particular attention, as these largely determine the relationship with the NSM's research. All programmes will, in view of their quality, also need a volume and market share sufficient to provide for their viability. Programmes and specialisations/courses that do not meet the viability requirements will be phased out. Within this context, viability is determined by a combination of quality (programme, follow-on and graduate numbers), volume (relative and absolute) and workload on the teaching and support staff. The NSM has set itself the following objectives:

- Enhance the unique profile of the NSM's programmes in combination with the expansion of multidisciplinary within the existing programmes (by dovetailing when feasible, otherwise by introducing new specialisations) and the phasing out of specialisations of an inadequate volume and/or market share;
- Explore opportunities, when possible in cooperation with the other faculties, for the design of elective and minor constructions based on themes in the NSM's domain that are ideally suited to a multidisciplinary approach (such as sustainability education) and take advantage of promising opportunities;
- Achieve student intakes and market shares that guarantee the viability of Bachelor's and Master's programmes and also exhibit an adequate balance between the volumes of Bachelor's and Master's programmes;
- Regulate high-grade intakes of University of Applied Sciences (HBO) graduates via pre-Master's programmes, whenever feasible in explicit cooperation with HBO institutions (for example, by means of pre-Master's programmes given in part by the institutes as laid down in covenants), whereby express consideration is given to the funding of pre-Master's programmes when deciding whether to offer, expand or shut down pre-Master's programmes;
- Give express consideration to the role that each pre-Master's programme plays in furthering the intake of students with foreign diplomas and to the funding options that are available when deciding which pre-Master's programmes will be offered;
- Strive to continue and enhance the adopted approach whereby the numbers of Bachelor's programme graduates is smaller than the intake of students from outside the NSM in Master's programmes (students from other Dutch academic higher education institutions, from abroad and University of Applied Sciences (HBO) graduates via pre-Master's programmes), whereby extra efforts will also be made to retain NSM Bachelor's graduates by informing them about and interesting them in the Master's programmes on offer. This implies a consolidation of the information and recruitment duties;
- Strive to ensure that the NSM's amenities meet the present and future needs and perceptions of students as closely as possible. We aim to ensure that lecturers use ICT in designing their teaching in a manner that encourages students to get the best out of themselves.
- Maintain contacts with our Dutch and foreign alumni and PhD graduates, who are ambassadors for our programmes and are important conveyors of the societal impact of our education and its relationship with society. The NSM strengthens its ties with its alumni and PhD graduates via the alumni networks and the supplementary activities of the ICR. We shall explore options for offering lifelong learning to alumni and other interested persons by means including the RMA's programmes.

The NSM perceives opportunities for supplementing the current English-language Bachelor's programmes with an English-language Bachelor's programme in Management Sciences. The NSM's various scientific disciplines will be involved in the Bachelor's programme. Students following this Bachelor's programme will be able to choose their personal route or emphasis, which will reduce the need for a change of programme. The Bachelor's programme will enable students to make the right choice during their studies.

The internationalisation efforts need to support the achievement of the qualitative and quantitative objectives. The NSM has set itself the following objectives:

- Encourage departments to offer English-language specialisations for funded programmes on the basis of criteria tailored to the relevant discipline; in principle, each Bachelor's programme should offer at least one Dutch-language specialisation and all Master's programmes should be taught in English unless there are good reasons to depart from this requirement;
- Teach English-language programmes on a larger scale when feasible, whereby the programmes no longer have solely the exclusivity character of the IBA and IE&B specialisations;
- Seek (by the NSM) separate CROHO registration of International Economics & Business;

- Develop, in cooperation with leading foreign partners, double degree and dual degree constructions in Bachelor's and Master's programmes on the basis of complementarity, not in parallel but in series with existing successful programmes and without a heavy administrative burden;
- Gradually increase the intake of foreign students in diploma programmes for both the Bachelor's and Master's programmes;
- Strive, in line with the University's endeavours, to offer every student an opportunity to acquire some or considerable experience abroad during and in relation to their studies, preferably at a leading foreign university, but also by offering international classroom experience when this furthers the programme's objectives;
- Strive, in the light of quality and funding considerations, to achieve a qualitative and quantitative balance in the incoming and outgoing exchanges, for which purposes the quality of the partner work is continually being improved;
- Complete the NSM international accreditation (AACSB) process as quickly as possible and integrate this accreditation with the NVAO accreditation for the economy and business administration programmes.

The NSM has set itself the following objectives for the programmes that do not relate directly to the funded Bachelor's and Master's programmes offered by the disciplines:

- Offer a modified Honours Programme that deepens the studies of students who are willing and able to tackle additional challenges. Students following this programme can henceforth opt for a one or two-year programme. During the first year, the NSM's various programmes present urgent issues in their respective fields to the students, who are then challenged, in an interactive manner, to study them in greater depth. It is expected that this will increase the programmes' appeal to students. During the second year, students are offered the opportunity to work on individual projects in greater depth.
- Improve the options for following a teaching programme (such as in the form of a two-year Master's programme in teaching organised in collaboration with the Radboud Teachers Academy), as well as the associated information and recruitment activities.
- Strive to gradually further expand the post-Master's and executive programmes offered via the RMa.

The NSM is striving to further enhance the societal impact of its teaching by improving the visibility of those links to the labour market that are already strong, designing learning paths pivoting around practical skills in the Bachelor's programmes that are recognisable to students and refining a cohesive package of career-exploration activities carried out by the NSM, University and study associations both during and after the programmes. Particular attention will then be devoted to the students' perception of the extent to which their studies prepare them for a meaningful role in society after their graduation. As internships play an important role, the NSM will strengthen the implementation of the internship policy during the coming years. Information provision, flexibility and collaboration are of greatest importance to improving increasing internship accessibility. Information provision relates to clear information about internships that is harmonised with other information about issues such as study periods abroad and the selection of electives. Giving students a better insight into how various curricular courses contribute to career exploration can assist them in preparing for their career. Flexibility relates to providing sufficient scope for internships in all Bachelor's programmes. The relationships with a specified group of external shareholders will need to be enhanced to support these activities. The departments will be invited to specify the external stakeholders who are of direct importance to their profiling. The NSM will also endeavour to enhance the societal impact of its teaching by further strengthening the relationships with the alumni of the NSM's programmes by assisting them in their career exploration at the beginning of their career and by involving them in activities focused on students and recent alumni in later phases of their career.

Student well-being is and remains an important issue for the NSM. The NSM, in line with the University policy, strives to ensure that its students feel that they are fully-fledged members of the NSM's academic community and to adequately prepare them for and support them in making self-development choices during and after their studies. This includes safeguarding the small scale of the teaching when feasible within the limits imposed by the greatly reduced government funding, maintaining or further improving academic counselling (mentoring, student advisors) when possible, providing students adequate support in their career exploration with a particular focus on further increasing the visibility and accessibility of these support services and continuing the internship policy focused on integrating internships in programmes when feasible.

The NSM will strive to increase the use of ICT to improve the quality and appeal of its teaching and to achieve its efficiency targets. ICT shall be used to increase flexibility, for example by promoting opportunities for students to learn at their own pace. ICT shall also be used to further interactions both between students and between students and lecturers during and outside of teaching activities (both face-to-face and online). The use of digital assessments will be promoted. In addition, ICT will be used to increase the student-friendliness of the programmes by, for example, reducing student dependency on the availability of materials, study spaces and similar.

3.4 Personnel, Organisation, Finances and Amenities

Objectives

- Enhance the NSM's governing model by assigning the integral responsibility for the management of research, education and societal impact to the departments
- Reduce and gain control of workloads, in particular of the academic staff
- Improve the diversity balance of the academic staff, in particular with respect to gender, nationality and age
- Increase the number of professors by special appointment while upholding the prevailing quality criteria
- Provide for the consistent application of performance criteria
- Arrange for the provision of high-quality services by the support and management staff, adjusted to contemporary requirements and options
- Optimise the use of ICT in teaching, research and administration
- Make maximum use of the amenities the Elinor Ostrom building offers to new and current students, staff and external parties
- Optimise the use of research facilities and expand the support provided to experimental lines of research
- Conduct a sound financial policy with adequate buffers, gradually increasing income and more stringent internal budget discipline. Increase control with multi-year budgets

The NSM wishes to offer academic and other staff a pleasant place to work. This requires a quality of work and working relationships that are up to standard. The positions encompass a rich combination of duties that are compatible with the job category and offer good opportunities for career development. Commitment, motivation and a healthy workload are conditions attached to appropriate professional performance and well-being. The staff possess the competences required for the performance of the duties of their job in both the current and changing situations. The staff are also able to identify and rectify any competence deficiencies. The characteristics of the academic métier give cause to the need for diversity in the academic, support and administrative staff, in particular in terms of gender, age and nationality. Building a strong academic team takes time and requires a long-term approach in which the staff are offered prospects for personal development. Staff can adequately perform their duties only when they are offered an appropriate work environment with well-equipped

work places and up-to-date research and teaching facilities and amenities. These facilities must kept up to standard, which requires continual alterations and investments. Building the academic team and ensuring that the staff are offered a pleasant place to work is best served by a gradual growth of the available financial resources, as is demonstrated by the important role that this gradual growth played in the quality improvements achieved in the 2009-2016 period.

Within the University, the NSM has achieved good growth in the proportion of women academic staff. Specific measures will need to be implemented to retain this growth, in particular in the assistant professor and the associate professor categories. Although the number of international staff, in particular international academic staff, has also exhibited a marked growth, the proportion is still lower than desirable. This requires additional attention. The recruitment and selection policy and the methods used to implement the policy will be focused even more on the achievement of these two strategic objectives. This will require more targeted searches for staff and careful selection during the coming years. There is a particular need for more targeted and nuanced search and selection methods for the international labour market. Extra attention will be given to attracting more professors by special appointment to join the NSM during the coming years: the objective is to increase the current 12.5% of professors by special appointment (percentage who occupy chairs) to 20%. This will further opportunities for external collaboration in both the teaching and research areas.

Specific attention will be given to workloads during the period covered by the strategic plan. The NSM and the participational bodies carried out a workload analysis in 2017. The identified causes of excessive workloads served as input for an improvement plan. The contents of this plan were taken into account in the formulation of a University workload policy in the spring of 2018. The NSM fully endorses this policy. The NSM has since introduced a number of instruments to address this issue. These relate, for example, to placing workloads as a standing item on the agenda of the annual appraisal interviews, as these also address the coordination of all the duties to be performed by the staff (teaching, research, activities for local/international academic communities and the provision of information, etc.). Problems with the coordination and combination of different duties can play an important role in excessive workloads. The current policy of scheduling teaching staff on the basis of teaching continuity and, when feasible and desirable, concentrating their timetables in specific blocks or semesters will be continued. The objective is to free staff for research during specific periods. Staffing discussions with supervisors at department or chair level include discussions of all forms of workload and sickness absenteeism rates by group and by individual member of staff. The NSM strives to reduce the temporary contracts with a view to further increasing job security. Additional duties, for example relating to the provision of information, recruitment and teaching at secondary schools, increase workloads as they are often performed outside of normal working hours and, moreover, usually by the same persons. This is a fortiori applicable to disciplines with smaller groups. The NSM has reduced this extra workload during the past period by scrapping some of these activities. Making continual improvements to the organisation of these extra duties, including the provision of information and the number of information activities, remains one of the NSM's important policy objectives. During the coming period this policy will be further expanded and enhanced on the basis of the five lines of action identified in the Radboud University *Werkplan Vermindering Werkdruk 2018-2020* (workload reduction plan 2018-2020). These lines of action relate the reduction of bureaucracy in teaching, simplification of the teaching organisation, creation of increased stability in teaching, increasing the appreciation of teaching and giving special attention to young researchers.

The development of the NSM's support staff takes account of factors including the size of the NSM. The NSM cannot organise all the quality support it needs in-house and collaboration with other facilities and Radboud Services is necessary in organising an increasing number of support duties. Although the NSM has favourable experience with this collaboration in various areas, a more systematic approach could be adopted. The NSM is taking part in the University's vertical organisation screening project focused on the improvement and optimisation of the various work processes and support areas. This also offers the support staff more and better scope for personal development. A plan to be

drawn up for the entirety of the NSM's support needs will be expressly harmonised with the options for collaboration and partnership with other faculties and Radboud Services departments.

The recent investments in the Elinor Ostrom building have provided the NSM good teaching facilities and extra research facilities for experimental research. Although maintaining and keeping these facilities is an important challenge, it will be even more important to optimise their use by staff and students. ICT offers opportunities that are not generally utilised in full which is also the case with the NSM's research and teaching. However, as the NSM is also confronted with continually increasing ICT operating and maintenance costs, failure to make insufficient use of all the opportunities and facilities will not be justifiable in the longer term. To some extent, this is also applicable to the use and leasing of office and research space. This space needs to be used more efficiently, not just from a cost perspective, which is actually furthered by the transparency of the new accommodation: the actual use of the space is more visible and, consequently, compels the NSM to give more justification for its use. During the coming years the emphasis will shift from the selection and purchase of space and ICT facilities and placed much more on their optimum use. This will require more targeted supervision and extra schooling of staff.

The financial resources will be one of the major challenges confronting the NSM. It will be necessary to find a healthy and effective balance between income and expenditure. Achieving this balance is furthered by gradual growth. The NSM, self-evidently, continues to urge the allocation of additional resources to areas that it considers to be justifiable, such as intakes of pre-Master's and other categories of students with a non-standard educational background, as well as for internationalisation. However, reality demonstrates that substantial increases in government funding for teaching or for research are not to be expected in the coming 4 to 5 years. The Executive Board has made clear to the NSM that its strategy and longer-term plans will need to be adjusted to this reality. The Executive Board has also informed the NSM that it will be supported in the preparation of long-term plans that can absorb excessive fluctuations in income due to variations in student numbers.