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1. Introduction

This document contains the basic information for the renewal phase of the endorsement of the HRS4R logo and process of Radboud University. In this document, Radboud University provides evidence generated through an internal review carried out by the university and endorses the principles of the code of conduct as stated in the letter to the European Commission (19U.002081) by the Executive Board. Radboud University invests in people and in an open and inspiring work climate. This was stated once again in the renewed Radboud University Strategy 2020 – 2025 “A significant impact”. Based on this strategy, we have developed our renewed HR policy with which the university invests in the working conditions and working climate of our employees, particularly our scientists. Both the Executive Board and the Council of Deans have recently confirmed that HR is a crucial factor in achieving our goals and that without a solid and integral HR policy the university will not be able to overcome its biggest challenges.

Thus, the renewed HRS4R action plan 2018 - 2022 is mainly based on the Radboud University Strategy and the renewed HR policy and HR plan. In addition, input has also been received through the evaluation of the completed HRS4R action plan 2013 – 2017. This document is intended to show the European Commission the direction of Radboud University’s HR policy over the last 6 years and the processes which we used to formulate our HR policy and actions for the following years. In this process, we constantly look for opportunities to involve our research community and add value and quality to our primary processes. This is mainly done through the specific HR topic groups and advice groups. However, our important research (line) groups are also involved in evaluating and formulating possibilities to improve our working conditions.

First, we offer a short summary of the HRS4R process within Radboud University during the last 6 years (chapter 2). Next, we provide a summary of the effects of our completed action plan (chapter 3) that ended in 2017. A more detailed description of our actions is provided in chapter 4. These two elements form an important basis for our updated gap analysis and the modifications to our strengths and weaknesses (chapter 5). In this chapter, the recent developments in our university strategy are also described, namely in the Radboud University Strategy 2020-2025 and HR Strategy 2020-2025. Finally, all the above results are used to develop a new action plan for the period 2018-2020. A summary of this action plan is described in chapter 6. 2018 acts as a bridge year. The renewal phase will take place in 2019. Normally, this would be the starting point for the new action plan. However, in 2018, several important HR developments and actions were implemented. In addition, our HR policy and development continued in 2018 and, therefore, the action plan also contains actions in 2018. The more detailed action plan is described in chapter 7 with background information on all the actions. To conclude this evaluation document, chapter 8 is devoted to all of the important implementation elements. In this chapter, we answer the implementation questions formulated in chapter 4 of the online HRS4R tool.

This entire document has been discussed and confirmed by:
- the Executive Board (27 August 2019)
- the managing directors of the faculties (steering group HRS4R, 12 September 2019)
- the Council of Deans (1 October 2019)
- heads of HR of all departments (11 September 2019)

Executive Board,

12 September 2019
2. Summary of the HRS4R process 2013 – 2022

In this chapter, the five phases and steps of the HRS4R process are described and summarised.

**Phase 1: Internal document analysis (2013)**

The research institute collaborates with those directly involved in an internal analysis in which the policies and practices of the institution are compared with the principles of the Charter and Code of Conduct.

*The HR Department carried out the document analysis (inventory of rules and regulations). The assessment of the rules and regulations demonstrates that the principles in the Charter and Code have in large part been firmly established in the rules and regulations of Radboud. Nearly every principle of the Charter and Code of Conduct can be referenced in the relevant rules and regulations. A significant portion of the rules and regulations also relate to rules and regulations that apply to all Dutch universities. Therefore, it is apparent that, given these commonalities, a single gap analysis should be carried out for all Dutch universities.*

**Phase 2: Gap analysis and action plan (2013-2017)**

Based on this internal analysis, the institution establishes an HR strategy for researchers and defines this in an action plan. This document is then made public.

*Radboud University opted for a qualitative approach for the gap analysis rather than a quantitative one (survey) as it provides greater opportunity for verifying (what exactly is meant) and expounding (can you tell us more). The analysis of practice was carried out in three steps:*

1. **Identifying potential areas for improvement with respect to the various principles of the Charter and the Code of Conduct through interviews with key people: research directors**
2. **Taking stock of suggestions for improvement about the various principles through (individual) focus discussions with researchers, managing directors and HR professionals**
3. **Assessing the improvement agenda through an expert meeting with targeted initiators: business executives**

*The action plan brings planned legal and practical actions into line with the principles of the Charter and Code of Conduct. The input for the action plan came from both the document analysis (inventory of rules and regulations) and the analysis of practice (Expert Meeting outcomes). The action plan contains actions to improve Radboud both institutionally and methodologically and involves many participants within and outside HR, but always aimed at improving the working conditions and working climate of our researchers. The action plan was established by the Executive Board, the steering group (managing directors) and the Council of Deans. The action plan was published on the website and in newsletters and was communicated to all line management of the university.*

**Phase 3: Acknowledgment (2013)**

The analysis and action plan were reviewed by the European Commission. Completion entitles the institution to receive an “HR Excellence in Research” acknowledgement.

*In March 2013, the European Commission positively evaluated the application and granted the award HRS4R to Radboud University. Together with Wageningen University, Radboud University was the first Dutch university to be granted the HR logo.*

**Phase 4: Self-assessment action plan (2015)**

Every two years, the research institution performs a self-assessment to gauge its progress regarding the implementation of the Charter and action plan.

*The progress of the implementation of the action plan was evaluated by the HRS4R steering group (managing directors of all units), which oversees the implementation of the Radboud University Charter for Researchers and the Code of Conduct for the Recruitment of Researchers. The self-assessment has been*
approved by the Executive Board and the Council of Deans. Furthermore, the new actions for 2016 have been confirmed and incorporated by the HRS4R steering group. Based on this self-assessment, Radboud University concluded that it was on schedule for all of the topics and actions covered in the action plan and added several new actions for 2017. The European Commission confirmed that the progress was sufficient on 27 July 2015.

Phase 5: External assessment and renewal of action plan (2018-2022)

Every five years, an external assessment is conducted through a brief report from the research institution and an assessment by an external commission through a site visit and evaluation of the action plan.

Radboud University has announced the assessment of the action plan and the start of the renewal process via a letter from the Executive Board in 2019. Radboud University has been granted an extension of the deadline in order to properly prepare the assessment and implementation of the online HRS4R tool. The assessment has followed these steps:

1. Evaluation of the action plan 2013 – 2017
The action plan 2013 – 2017 has been thoroughly evaluated. All of the actions have been completed and described and additional actions to remedy the gaps have been included. In order to assess the effects of our actions, information has been received through:
- interviews with research target groups: interviews with PhD candidates, postdocs, female scientists, research directors, HR heads of departments
- management information from the staff information system
- internal inquiries: the staff survey 2018, the PhD survey of 2018, postdoc inquiry 2019, evaluation documents of specific topics and programmes (such as the mentoring programme or University Teaching Qualification)
- focus group with steering committee (July 4 with managing directors of faculties)
- interview with Radboud Innovation (our impact and funding department)

In chapter 3 and 4, the results of the evaluation are described. The evaluation contains the description of the planned actions, the additional actions and their implementation, the specific effects of the actions, and a summary of the effects of the actions on the gaps that have been described in the initial gap analysis.

2. Executing updated gap analysis and updated analysis of strengths and weaknesses and future actions for 2018 – 2022
Part of this assessment is carrying out the gap analysis and formulating new strengths and weaknesses and an action plan for the next three years. This gap analysis follows the important developments for Radboud University and tackles the strengths and weaknesses in the described HRS4R themes. The gap analysis has been carried out through the following steps:
- evaluation of action plan 2013 – 2017
- input from the research community
- input from the HR community
- input from the RU Strategy 2020-2025
- input from the RU HR policy 2019-2022
- other important internal and external developments

The steps mentioned above resulted in a draft gap analysis which was discussed with the HRS4R steering group, the research directors and the Executive Board. The gap analysis was then translated into an action plan for the 2018 – 2022 period. Actions were primarily defined based on the stated HR policy and action plan and based on input from the research community. Actions were translated into a timeline with a description of the coordinators and outcomes. The entire action plan can be found in chapter 7.

Below you can find a summary of the evaluation of the HRS4R themes in the action plan 2013 – 2017. This summary describes how the actions have contributed to the themes from the original gap analysis. This evaluation is used in the newly executed gap analysis for the action plan 2018 – 2022 (chapter 5). A more detailed description of the executed actions can be found in chapter 4.

1. Ethical and professional aspects

In the action plan, the following ethical and professional themes were addressed:

**Recognition of the profession**

*Gap:* All researchers engaged in a research career must be recognised as professionals and must be treated accordingly. Some researchers are also non-salaried employees. Arrangements are often based on provisions from the Collective Labour Agreement for Dutch Universities (CAO). In principle, the CAO only applies to employees with an employment contract (see the definition of an employee). The relevant regulations must also explicitly be extended to non-salaried employees, such as PhD candidates and visiting professors.

*Results:* Radboud University has conducted an internal analysis of all the rules and regulations applicable to researchers. The analysis shows that almost all regulations are already applicable both to salaried and non-salaried researchers. Only one regulation (the national NVP code for recruitment) is solely applicable to salaried researchers as this is only used for salaried researchers because they are appointed through recruitment and selection procedures. The recruitment and selection procedures are not used for non-salaried researchers as they are appointed through other processes. Therefore, no additional actions were required or have been taken to provide alternative regulations.

In addition, Radboud University has invested in the recognition of professionals by registering all the types of researchers in our HR system. The HR administrative system now contains the registration of all the types of researchers, such as non-salaried PhD candidates and non-salaried professors. With this registration system, these researchers can now access all the facilities as well as the support and training programmes for salaried researchers.

**Dissemination and valorisation of results**

*Gap:* Knowledge valorisation was added as a target in the job description of researchers. Knowledge valorisation must also become a part of the mind sets of employees.

*Results:* Valorisation (impact) has been an important topic over the last five years. Several actions have been implemented to stimulate and facilitate valorisation by researchers. A very important step was the integration of the topic in the basic research tasks of every researcher and the annual talks between superiors and researchers. Valorisation tasks are also part the faculty promotion criteria. In addition, the foundation of Radboud Innovation (the support department for valorisation) has played an important role in developing this topic. Valorisation and impact has thus become a part of the day to day activities of researchers and will not be a priority in the action plan 2018 – 2022.

**Open access**

*Gap:* By signing the Berlin Declaration, Radboud University has agreed to support the major open access initiative to promote the dissemination of scientific knowledge and information and to make that knowledge and information available on the internet.

*Results:* Radboud University has intensively invested in the theme of open access, both internally and externally. Many actions have been taken internally to stimulate and facilitate open access, such as Radboud Repository, open access support/communication, and specific open access projects within the faculties. In addition, the theme of Research Data Management has been addressed and implemented. An
entire policy on research data management has been developed and implemented and a steering committee and data management steward have been appointed. In addition, data management training has been provided for young researchers (both at the university and institute level). Open access will be continued as a theme in future actions in order to further improve our research data management.

Radboud University has played an important role externally in concluding big deals with publishers to facilitate open access. The work done by Radboud University has enabled the Dutch academic sector to become a leader in arranging bulk deals with publishers with upfront payment for article rights. The Executive Board of Radboud University has played an important part in this process, thus enabling our university to make a big leap forward in open access in the last five years.

Scientific communication

Gap: Scientific communication concerns the communicative aspects of science. Scientific communication is more than the transfer and availability of scientific knowledge. It also involves supervising the communication process or the stimulation of public debate about scientific issues. Scientific communication has various objectives, comes in various forms and messages, and is driven by various social motives.

Results: Scientific/academic communication is integrated into the training and workshop programmes provided to young researchers. This training programme is free for PhD candidates and postdocs and is part of their individual training programmes (TSP). In practice, many PhD candidates and postdocs participate in one or more programmes which include the topic of academic communication. Additionally, Radboud University addresses this theme with university-wide actions (such as the university awards for scientific communication) and events. Therefore, in the evaluation of this action plan, this theme has made substantial progress (although such topics will always require attention) and has not been included as a new theme and priority in the future HRS4R action plan.

Freedom of research

Gap: The Netherlands has a Code of Conduct for Scientific Practice, the principles of which govern good practice for scientific research and education. Dutch universities are required to incorporate this code in the training provided to future scientists (Research Master's and PhD programmes). The code has yet to be made a part of the regular education and training provided to PhD candidates at Radboud. This education is important to raise awareness regarding ethical issues in scientific research.

Results: Radboud University has implemented several actions to raise awareness regarding the ethical and integrity issues facing (young) researchers. Both university-wide courses and (mandatory) courses within institutes are offered to PhD candidates. The number of PhD candidates that have attended these workshops is gradually rising. Additionally, a university-wide advisory board on scientific integrity has been established. This board has proposed several improvement actions to the Executive Board with which the university can build a solid foundation for implementing scientific integrity. The Executive Board has decided to implement all the proposed actions. In the new action plan, additional attention will be given to scientific integrity in order to further improve the system in regard to these aspects. In addition, the Dutch academic sector has recently formulated a new Code of Conduct. Because of the solid foundation and improvements made, Radboud University can further invest and implement this national code through local actions in the coming years.

Improving the social integration of PhD candidates

Gap: In addition to formal supervision (such as that established in the Education and Supervision Plan), a social infrastructure is in place to help "integrate" PhD candidates. A doctoral cohort connects PhD candidates who are working on related projects around the same time. It provides mutual support and encouragement to PhD candidates to finish their PhD programmes, thus supporting the social involvement of these candidates.
Results: Due to the university-wide policies, institutes have increased the focus on the social integration of PhD candidates and postdocs within the departments and institutes. Every research institute has implemented actions aimed at improving the integration of young researchers within the university and institutes. At the university level, several actions have been implemented that are aimed at integrating young researchers, such as the university-wide introduction days and a university-wide buddy system. Additionally, the university-wide networks for PhD candidates and postdocs organise many social activities aimed at integration. The implementation of the recently developed VSNU document “improvement of PHD trajectories” will also cover the topic of social integration in the graduate schools and will be part of the new HRS4R action plan.

2. Recruitment and selection

More open recruitment

Gap: According to the Code of Conduct, recruitment procedures should be open, efficient and transparent. Radboud University regulations on reassignments/transfers and vacancy appointments have to be tightened to safeguard the principle of open and transparent recruitment. The concept of open recruitment is not defined, rather a simple notice on the bulletin board often suffices. Research vacancies and lectureships should be advertised and placed on the intranet for 10 days before being released for external recruitment. In practice, after the mandatory waiting period, both internal and external candidates are considered under the same criteria and procedures.

Results: Radboud University has adjusted the basic regulations for recruitment procedures, based on which all formal scientific vacancies should be recruited through open recruitment (internal and external candidates can apply). In addition, the definition of the term “open recruitment” has been further defined and adjusted so that scientific vacancies are always recruited using Academic Transfer (an international, open recruitment portal with links to Euraxess). With these actions, Radboud University has built a foundation to further improve and professionalise open recruitment procedures.

3. Working conditions

In the action plan, improvement actions have been implemented on the following themes:

Gender policy and work life balance

Gap: Activities which the university has implemented in order to increase the ratio of female professors have proven successful. Radboud University has the highest number of female professors of any university in the Netherlands (a fifth of its professors are female). However, at the international level, Dutch universities lag far behind.

Results: In the action plan, the main focus has been placed on the mentoring programme to improve the gender balance at Radboud University. This programme has been very successful and has quite quickly been supplemented with additional actions to promote gender diversity. All these actions were part of the university-wide Christine Mohrmann programme. This very successful gender programme has been developed based on the internal scientific expertise of our research departments and has resulted in our university having a leading role in gender improvement in the Netherlands. For many years, this university has been the example of successful gender interventions and, as a result, has the highest percentage of female professors. At the end of 2017, 28% of the professors were female and this percentage is still improving.

In addition, Radboud University has implemented a dual career programme for attracting female scientists and for improving the work life balance. This programme has been successful from the start and is currently being evaluated with the aim of being continued in the future and being made accessible to all kinds of new staff. Because of these improvements, Radboud University is currently reformulating its ambitions and the content of the diversity policy and will soon formulate a new policy and action plan for the future.
4. Training and development

Postdoctoral appointments, stability and permanence of employment, and career development

**Gap:** Radboud University implements a variety of instruments for career development. With young scientists in mind, PhD candidates and postdocs have a career interview (following their annual appraisal interview) with a duly qualified supervisor within one year from the beginning of their employment and no later than one year before the expiry of their employment term. Eighty percent of the (FTE) influx of scientific staff at Radboud University are PhD candidates and postdocs. The majority flow out again. Annually, only 5% of temporary academic staff positions (excluding PhD candidates) are transferred to permanent academic positions. An increase in research project funding also results in an increase in the proportion of academic staff in temporary employment positions. The vast majority of PhD candidates and postdocs find employment in industry. Therefore, the research programmes of the university should train students for careers in science and industry.

**Results:** Radboud University has invested in career prospects of young researchers with a broad variety of actions. First, attention is given to annual talks with PhD candidates and postdocs. The Executive Board has decided and communicated that all young researchers should have an annual talk about their future plans at least once per year. This is implemented by the research institutes. The quantity and quality of these talks is high as shown in the staff survey 2018. Additionally, Radboud University has organised many career-oriented information events such as “Get Inspired” and “Get in Touch”. Over 1,000 PhD candidates and postdocs have attended these events, through which they were informed on their career prospects within and outside academia. However, one action has not been implemented due to technical and practical issues. A university-wide alert system for annual talks appeared to be unachievable and undesirable. At the institute level, separate PhD tracking systems with alerts were already in place and, thus, a university-wide system was not necessary.

Postdoctoral appointments, stability and permanence of employment, and career development

**Gap:** Education and research are interrelated at the university. An excessive teaching load may compromise the ability of PhD candidates and postdocs from properly carrying out research. This is clearly at odds with the principle that education activities should not hinder researchers from carrying out their research activities, particularly when researchers are at the beginning of their careers. Radboud University’s current system recognises that a PhD candidate requires three full years to complete his or her research. With the introduction of the education and supervision plan, it was determined that up to 25% of a PhD candidate's working hours could be spent on teaching and/or course attendance. This provision does not reflect special circumstances. The same guidelines can be applied to postdocs.

**Results:** The Executive Board has implemented actions to control the amount of time which PhD candidates spend on teaching and research. First, the Executive Board has specifically decided that the educational tasks may not exceed 25% of the working hours and has communicated this via a letter to the faculties. In addition, the Executive Board has developed a basic document that describes the formal PhD track. This document must be used and implemented by the institutes. The staff survey has been used to investigate the working hours of PhD candidates and postdocs. The average teaching time of both target groups does not exceed 25% and, thus, the policy has had positive effects.

Teaching and career development

**Gap:** This principle, introduced in the document analysis section, was raised because an excessive teaching load can hinder a young researcher from carrying out his or her research activities. Emphasis is now being placed on teaching as a valuable career option for researchers. In the coalition agreement, it was agreed that at least 75% of permanent scientific teaching staff (at least 0.2% FTE) possess Teaching Qualification.

**Results:** Through several university-wide actions, the target of at least 75% of the permanent staff possessing a University Teaching Qualification has been achieved. Future actions can be focused on further improving the UTQ system.
<table>
<thead>
<tr>
<th>Action completed</th>
<th>Goal, target</th>
<th>Principle</th>
<th>Action</th>
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<th>Details and results</th>
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<tr>
<td>2013 1</td>
<td>More open recruitment</td>
<td>No. 13</td>
<td>1. The Executive Board has decided that all academic vacancies will be made available to internal and external applicants simultaneously.</td>
<td>Completed</td>
<td>The Executive Board has changed the regulation: &quot;vacaturevervulling en herplaatsing&quot; in which the procedure for vacancies is described. This regulation now stipulates that all scientific vacancies are directly published and accessible for both internal and external candidates. With this change, all formal scientific vacancies have been set out externally from 2014. A result of this RU regulation is that all of the faculties have established recruitment protocols. These protocols stipulate that the recruitment for all the important scientific staff vacancies occurs via open competition.</td>
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<td>2. Furthermore, the concept of open recruitment will be further specified: placement of the vacancy on the Academic Transfer website.</td>
<td>Completed</td>
<td>As of 2014, all scientific vacancies have been published on the RU vacancy website in Dutch and English. This RU website automatically places the vacancies on Academic Transfer and Euraxxes (for international vacancies).</td>
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<tr>
<td>2</td>
<td>Clear prospects for young researchers</td>
<td>No. 21 No. 28</td>
<td>The Executive Board has decided that PhD candidates and postdocs will, in principle, devote at least 75% of their work hours to research and a maximum of 25% to teaching.</td>
<td>Completed</td>
<td>Together with the PhD representatives, the Executive Board has drafted a document which contains the basic agreements and elements for PhD trajectories. This document has been confirmed and implemented by all faculties and institutes and has been translated into local policies. This document states that PhD candidates can have teaching tasks, but these must be limited within the range of the contract. If a PhD contract includes teaching tasks, the contract will be extended or the teaching tasks will be limited. The Executive Board has decided that the research tasks must be at least 75% and the teaching tasks must be a maximum of 25% of a PhD contract. Faculties have translated this into separate guidelines,</td>
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Deviations are possible in individual cases, so long as this is not detrimental to the research results.

Additionally, many institutes support the development of the teaching tasks by offering support to PhD candidates and postdocs in acquiring their UTQ qualification or at least in building up a portfolio for the UTQ.

In the Staff Survey 2018, the average time which PhD candidates spend on teaching and research has been measured, showing that 14% of their time is spent on teaching. This is within the range of the guidelines. The same survey shows that the average teaching time for postdocs is 10%, which is also within the range of the guidelines.

### Recognition of the academic profession

| No. | 1. The Executive Board has decided that, in principle, the regulations applicable to salaried researchers are also applicable to non-salaried researchers. | Completed | Radboud University has carried out two actions:
1. An analysis of which regulations are not yet applicable to non-salaried researchers: This analysis showed that almost all regulations are already applicable both to salaried and non-salaried researchers. Only one regulation (the national NVP code for recruitment) is solely applicable to salaried researchers as this is only used for salaried researchers because they are appointed through recruitment and selection procedures. The recruitment and selection procedures are not used for non-salaried researchers as they are appointed through other processes (such as bringing your own funds). Therefore, no additional actions have been taken to provide alternative regulations.
2. Registration of all non-salaried researchers: An extensive project has been conducted to register all non-salaried researchers. The HR administrative system now contains the registration of these researchers, such as non-salaried PhD candidates and non-salaried professors. This registration enables these researchers to access all the facilities and support and training programmes offered to salaried researchers. For example, non-salaried PhD candidates can now make use of the university-wide free training programmes and career programmes. | HR |
| No. 22 | 2. The faculties will register all non-salaried researchers in the Staff Information System. | Completed | | HR |
| No.  | Guaranteeing freedom of research | The university is investigating how the Netherlands Code of Conduct for Scientific Practice can be incorporated into the training programmes of PhD candidates and researchers by: 1. Offering a course on academic integrity as part of the training programme for new researchers 2. Establishing the University Council on Scientific Integrity and incorporating their recommendations into the various training programmes. | Completed | The Scientific Integrity course was launched in 2014 by the HR department of Radboud. However, this course has stopped due to a lack of registrations. ➢ The Scientific Integrity course has also been provided at institutes, namely:  o BSI has a mandatory course on scientific integrity for PhD candidates and organises workshops for staff.  o RIMLS & RIHS (Radboud UMC) institutes have a mandatory course on scientific integrity for PhD candidates, during which PhD candidates reflect on science.  o PhD candidates of the Graduate School for the Humanities follow a mandatory integrity course.  o Donders Graduate School offers a mandatory scientific integrity course.  o IMM offers a course on scientific integrity that is mandatory for all PhD candidates during their first year: [https://www.ru.nl/imm/graduate-school/training-program-courses-phd-candidates/courses-phd-candidates-0/scientific-integrity/](https://www.ru.nl/imm/graduate-school/training-program-courses-phd-candidates/courses-phd-candidates-0/scientific-integrity/).  o Scientific integrity has been integrated into the introduction programme of the PhD track of institutes such as the Graduate School of the Faculty of Law. | Completed | In 2013, the University Council on Scientific Integrity was set up and reported its findings to the Executive Board at the end of 2016. The Executive Board decided the following: ➢ Scientific integrity is part of portfolio of the rector. ➢ The Council of Deans will act as an advisory board for integrity. ➢ Explicit attention will be given to integrity during the education day of 2013 and 2014. ➢ Integrity is a standard subject in annual reviews of institutes and Radboud University in general, as well as in SEP evaluations. In addition, as of 2016, scientific integrity is a recurring theme in the conversations between the Executive Board and the deans. | SOO, HR, graduate schools, University Council on Scientific Integrity, Executive Board |
The Institutes BSI, RIMLS, RIHS, CLS and IMM will all dedicate a sub-chapter to scientific integrity within their SEP evaluations for 2018.

In 2015, the Executive Board established rules for confidential advisors within institutes regarding their tasks and roles in relation to scientific integrity.

Current policy regarding scientific integrity: [https://www.radboudnet.nl/onderzoek/regelingen-werkwijzen/wetenschappelijke-integriteit/]

- Confidential advisors are the point of contact for scientific integrity issues.
- A scientific integrity committee has been established which reports to the Executive Board.

| Year | No. | Dissemination and valorisation of results | No. 8 | Completed | Radboud University offers a university-wide, free programme for PhD candidates in order to teach generic and scientific skills. This programme is frequently evaluated with by PhD representatives (PON). This programme includes the following courses on academic communication:

- Analytic Storytelling
- Presentation skills
- The Art of Presenting Science
- Advanced Conversation
- Science Journalism and Communication
- Grant Writing and Presenting for Funding Committees
- Language Development for Academic Writing
- Writing a Review
- Writing a Conference Abstract
- Effective Writing Strategies
- Poster Pitching

- For more information see: [https://www.ru.nl/promovendi/cursussen/cursusaanbod/](https://www.ru.nl/promovendi/cursussen/cursusaanbod/).
- See the following document for the number of employees that have annually participated in the courses (2017 is used as an

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| HR, Radboud In’to Languages, DMC, PON |
- Marketing and Communications Department (DMC):
  - A yearly pitch contest named Radboud Talks is organised, see: www.ru.nl/radboudtalks
    - About 150 young academics have participated over the past five years. Alongside the Radboud Talks contest, young academics are offered a short programme called science communication. This includes two training courses: a story telling course of 3 hours and a course that supports young academics in refining their pitch and offers feedback after the contest. The training courses and the contest are assessed with an average of 8 by the participants.
  - DMC is present every year at the PhD market/day where they present their offering regarding scientific communication.
    - DMC is available to PhD candidates who have questions about media attention regarding their research.
  - PhD candidates are guided in handling media attention regarding their research.
    - PhD candidates are asked to write a short text for the website. DMC edits the text. The media picks up on about 5 to 7 PhD candidates through press releases or tips.
  - When requested, training and or presentations are given ad hoc to groups of PhD candidates. This happens a few times a year.
  - Annual university prize for the scientist who has been the most active in the media (Hermesdorf prize)

| 2 | Clear prospects for young researchers | No. 21 No. 25 No. 28 | 1. The faculties encourage supervisors to discuss career prospects with their PhD candidates and | Completed | Various actions have been taken in this regard.
- Implementation of PhD document about supervision and guidance of PhD candidates which contains the following elements [https://www.ru.nl/publish/pages/618228/promotietraject_ru-_nl.pdf]:
  1. Supervisor / confidential advisor for support within and outside science |
2. Training and supervision plan for each PhD candidate
3. Annual interviews
4. General courses and career coaches from HR
   [https://www.ru.nl/promovendi/cursussen/cursusaanbod/]

These elements are generally established at the Radboud University level. Therefore, these elements should be present within the institutes. An inventory has been carried out within several institutes, such as IMM, ICIS and Donders, to see if these elements are present and implemented correctly:
- PhD candidates and postdocs within institutes receive career advice from supervisors.
- The training and supervision plan provides insight into the future career of PhD candidates.
- The training and supervision plan is used for PhD candidates within the institutes, such as Donders, ICIS, IMM, RIMLS, RIHS, BSI, CLS.
- PhD candidates and postdocs have an annual interview with their supervisor(s).
- To improve the annual interviews, supervisors are offered training in carrying out these interviews [https://www.radboudnet.nl/personeel/loopbaan/trainingen-en-cursussen/leiderschapsontwikkeling-ud-uhd/oppleidingstraject-academisch-leiderschap/jaargesprekken-leidinggevenden/].
- Annual interviews are carried out in the institutes, such as Donders, ICIS and IMM, CLS, RIMLS and RIHS, for Postdocs and PhD candidates, during which more specific attention is paid to career development in the third year. Example: [https://www.ru.nl/imm/graduate-school/forms-supervision-imm-phd-candidates/].
- General courses on personal effectiveness and career development are offered to PhD candidates, postdocs and lecturers. For the number of PhD candidates that have participated in 2017, see the following file: 180108 Overzicht UPO 2017.xlsx.
2. The supervisor and employee in question each receive an “alert” through the PhD candidate tracking system when a career interview is required.

| 2. The supervisor and employee in question each receive an “alert” through the PhD candidate tracking system when a career interview is required. | Postponed | - The general courses are positively evaluated by participants (an average of 8 out of 10) according to the UPO evaluations.
- General courses are sometimes seen as being too general when discipline-specific courses are preferred.
  - Discipline-specific courses can be followed within the graduate schools of different institutes/faculties.
- PhD candidates within ICIS are offered educational possibilities through an exchange with other research schools and/or through internships with organisations.
- Postdocs within Donders are offered educational opportunities through the graduate school, postdoc development fund and master classes.
- Career coaches at the HR department help academics in their career and personal development.

Scores from the Staff Survey 2018:
- Postdocs: a total score of 3.9 with a score of 3.8 on career subjects
- PhDs: a total score of 3.9 with a score of 3.7 on career subjects

In 2016, the Executive Board decided to introduce a university-wide PhD tracking system. This programme aims to formalise the PhD track and offers supervisors and PhD students insight into the progress of the PhD track. This system was initially linked to the current general research system Metis and the activities were aimed at implementing the PhD tracking system in Metis. This turned out to be too complex and, therefore, the Executive Board postponed the introduction of this system.

Although the university-wide PhD tracking and alert system has not been introduced, several institutes have their own separate system for tracking and alerting PhD candidates and superiors.
3. HR will provide information on alternative career prospects. Various actions have been taken in this regard.

<table>
<thead>
<tr>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career events</td>
</tr>
<tr>
<td>- Get Inspired (2014 and 2016)</td>
</tr>
<tr>
<td>- Career Week Radboud University (annually)</td>
</tr>
<tr>
<td>- Local career events at the institute level (annually)</td>
</tr>
<tr>
<td>- Faculty career services</td>
</tr>
</tbody>
</table>

Evaluation of events:
During the Get Inspired 2014 and 2016 event, young researchers had the opportunity to participate in career-oriented workshops, readings and an information market (about 200 participants).

During 2018 and 2019, PON organised a career day during which multiple workshops were given. This is comparable to the Get in Touch Event of 2014 and 2016. This event has been generally positively evaluated and had around 150 participants.

During the Get in Touch event of 2016, employers presented themselves and came in contact with young researchers. This event was positively evaluated due to the insight provided into future career opportunities (about 150 participants).

The University of Applied Science Career Café in October 2017 provided PhD candidates and postdocs with the opportunity to gain insight into career opportunities at universities of applied science. About 80 PhD candidates, postdocs and junior lecturers were present and the evaluation was positive since it gave them insight into future career options.

Radboud University organises a Career Week every year, during which workshops and activities that provide information on future career prospects are offered to young academics.

Donders:
- The Connecting Donders with Business event is frequently organised which is comparable to the Get in Touch event, but is more discipline-specific.
| No. | Guarantees freedom of research | Faculties and/or institutes pay attention to the social integration of PhD candidates by stimulating contacts and networks within their peer group. Resources have been made available by the university and an action plan will be developed in March-April 2015. | The PhD document [https://www.ru.nl/publish/pages/618228/promotietraject_ru_- _nl.pdf] states that research institutes are the party responsible to introduce new employees within the institute. At the appointment of a PhD candidate, the person responsible for this introduction is appointed and this is communicated.

Best practices regarding social integration of PhD candidates within the institutes have been identified. See the vision document for the best practices (p. 5) [https://www.ru.nl/publish/pages/766238/141124_vision_document.pdf]. The best practices include introduction days, guides, lunches, and drinks.

Examples of social activities at the institutes:
- IMM organises a welcome dinner for PhD candidates with the research director and director of operations in order for them to feel welcome and to provide them with information regarding where HR, SOO, PON, faculties, and institutes... |
they can go within the organisation. Furthermore, new employees are sent a welcome letter and an information brochure (see link). In addition, there is a New Year’s reception, symposiums, barbeques, and monthly colloquia [https://issuu.com/radbouduniversiteit/docs/welcome_to_imm_].

- The Donders PhD council has access to a faculty budget with which it regularly organises informative monthly meetings followed by a social get-together and other social events throughout the year. PhD candidates from different institutes and faculties also join.

- New employees also have the opportunity to participate in a general introduction to the university [https://www.radboudnet.nl/personeel/diversen/nieuwe-medewerkers/introductie-nieuwe-medewerkers/].

The PhD network, PON, organises a wide variety of social activities for PhD candidates. The social activities include bowling, brewery tours, pub quizzes, BBQs, and galas. Each activity attracts 30 to 150 PhD candidates.

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Description</th>
<th>Status</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Conducting the self-assessment</td>
<td>Conducting the self-assessment</td>
<td>Completed</td>
<td>The information for the self-assessment has been gathered through working groups and policy officers. The self-assessment was conducted by the HR department. The assessment has been established by the Executive Board and the managing directors.</td>
</tr>
<tr>
<td>2015</td>
<td>More diversity and gender balance</td>
<td>No. 27 The mentoring and coaching programme designed to increase the percentage of women in high-level positions will</td>
<td>Completed</td>
<td>The mentoring programme (female career development programme) has been very successful since its start in 2015. An average of 30 young female scientists participate in this annual programme. These talents work on strengthening their position and advancing their careers. Many of these talents eventually end up as an associate or full professor. Each programme is evaluated by the participants and the mentors. In these evaluations, structural barriers in the academic career path are identified and translated into actions.</td>
</tr>
</tbody>
</table>
be continued until at least 22% of professors (including Radboud university medical center) are female. into policies. In addition, mentors are offered training and are made aware of their role as manager in improving the gender issue in their department. The programme thus serves as a base for greater structural improvement  
[https://www.radboudnet.nl/personeel/loopbaan/trainingen-en-cursussen/leiderschapsontwikkeling-algemeen/career-development-program-for-female-academics/].

Results:
- 6 programmes have been completed and the programme is still running
- 120 participants have joined the programme
- 50 mentors have participated in the programme
- Mainly positive evaluations from participants due to improvements in their position
- An increase in the percentage of female scientists, including female professors, to almost 30%. Therefore, the stated targets of the gender diversity action plan have been exceeded

| No. | Dissemination and valorisation of results | Completed | The faculties will put knowledge valorisation on the agenda of the annual appraisal interview if this is part of their responsibilities. In addition, agreements must be made between supervisors and researchers about the goals to be reached in the area of knowledge valorisation in the
| 2   |                                             |          | Completed | The faculties themselves maintain indicators to measure and stimulate valorisation within the faculty. Some faculties also organise training and meetings on valorisation.

Valorisation is a permanent part of the annual appraisal interviews that are held with the academic employees [https://www.radboudnet.nl/publish/library/296/iaargesprekhernieuwdocx].

To stimulate valorisation, Radboud University has special departments and activities focused on valorisation:

Radboud Reflects [https://www.ru.nl/radboudreflects/] organises lectures and programmes for the general public which include debates and reflections on current scientific and social developments.

Executive Board, research directors

SOO, faculties, HR, Radboud Reflects, Radboud Innovation, valorisation departments, faculties
| **coming year.** | Radboud Talks [https://www.ru.nl/english/research/vm/radboud-talks/] is a scientific pitch competition for early career researchers, during which they explain their research to an audience and jury.  
Radboud Innovation [https://www.radboudnet.nl/wiewatwaar/diensten-faciliteiten/diensten/radboud-innovation/radboud-innovation/] is a department that was set up in 2015 and which focuses on valorisation through project development and collaborations with societal partners, facilitates entrepreneurship, and offers support.  
Radboud research facilities [https://www.ru.nl/radboudresearchfacilities/] helps provide research equipment, facilities, and scientific expertise to companies and research organisations in the region.  
In addition, members of society have the opportunity to access the resources within the University Library by going to the library where temporary access will be given. This is the so called walk-in use.  
**Radboud Zichtbaar Erfgoed programme**: this programme enables rich and versatile heritage collections of manuscripts, incunabula, old prints and special books to be made publicly available. For the brochure with more information about the background, assumptions, and ambitions of this programme, click the following link: [https://www.ru.nl/publish/pages/913001/zichtbaar_erfgoed_ru_brochure_nov_-dec_2018.pdf].  
**Radboud Recharge**  
This is a website which provides the general public with information on a wide variety of research results and the research conducted by Radboud University researchers: [https://www.radboudrecharge.nl/en/dashboard].  
The valorisation indicators of Radboud University can also be found |
at VSNU [https://www.vsnu.nl/valorisatie-inbeeld/radboud-universiteit.html].
- Some examples of valorisation within Radboud University, for specifics see the website.
- Multiple valorisation indicators for Radboud University from 2015, for specifics see the website.
  - Courses and training for the public sector (1200 courses)
  - Collaborations with partners at different national levels
  - Memberships advisory committees
  - Research into collaboration with public partners
  - Projects carried out with social actors. 34% of researchers are employed on behalf of public, private and or public-private companies
  - Consultations with the public sector (3613 entries)
  - Patents (15 new patent applications)
  - Spin-offs (6 companies founded based on our research)

<table>
<thead>
<tr>
<th>3</th>
<th>Dissemination and valorisation of results</th>
<th>No. 8</th>
<th>The university and the faculties will encourage the provision of academic information through open access.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Completed</td>
<td>Radboud Repository [<a href="https://www.ru.nl/library/services/research/open-access/radboud-repository/">https://www.ru.nl/library/services/research/open-access/radboud-repository/</a>] enables research to be made available worldwide through a national network of repositories hosted by each of the Dutch universities.</td>
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<td></td>
<td></td>
<td>- Green road: The publisher or author’s version of the publication is deposited in Radboud Repository, with or without an embargo period.</td>
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<td></td>
<td></td>
<td>- End of 2017: 29% open access without embargo and 45% open access with embargo</td>
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<tr>
<td></td>
<td></td>
<td>- End of 2018: 28% open access without embargo</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Golden road: Authors publish their work in journals, edited volumes or monographs and, to make it openly accessible, a collaboration is arranged which involves possible payment of article processing charges (APCs).</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Diamond road: Same as golden road expect possible costs for editing, peer review, publication, and hosting are covered by the institution, fund or consortium.</td>
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</table>

University Library, SOO, open access team, faculties
In 2018, Radboud University participated in an agreement extension and has also signed a few open access agreements with big publishers. The internal workflow for handling applications has been set up along with the provision of information to scientists.

In 2018, the provision of information and services regarding open access substantially improved. An open access support team was set up. Scientists can receive information about the possibilities of open access through lunch meetings and presentations on request. Furthermore, an Open Science Roadshow visits every faculty.

Scientists have access to advice and support for open access. For example, the University Library offers a course on information skills, of which open access is a part. This course is mandatory at some faculties. In addition, a copyright information point has been set up (see link)

[https://www.ru.nl/ubn/diensten/onderzoek/auteursrechten-informatiepunt-aip/].

Various open access projects have been launched and Radboud University participates or sponsors multiple projects:

- Linguistics in open access – Fair Open Access. The aim is to provide a platform for linguistic journals to make the transition from the traditional subscription model to an open access model. Authors retain the copyright to their articles, editorial boards own the titles of their journals and the publication platform charges considerably less for its services than commercial for-profit publishers currently do. Publication costs are transparent and are linked to actual services rendered.
- Open Library of Humanities. This is a charitable organisation dedicated to publishing open access articles without charging authors article processing fees.
- Peer reviewed open access journals in the fields of biology, computer science and medical sciences
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</table>
| - Scope3 > flipping model of open access worldwide. 90% is open access.  
- Taverne abonnement is operational. As an author of an article, you have the right to publish it via open access after a reasonable period (+- 6 months).  
- Large national open access deals. Radboud University has arranged a bulk contract between universities and a publisher which charges upfront payment for publishing articles, so individuals do not need to pay when choosing to publish in an open access journal from that publisher.  
- Plan S > the work of researchers that is publicly funded should also be accessible to the public through open access.  

Research data management (RDM)  
[https://www.radboudnet.nl/onderzoek/onderzoek-visie-beleid-kwaliteit/onderzoeksbeleid/research-data-management/]: Radboud University has established a policy regarding data management. A steering committee for RDM is also in place which reports to the Executive Board and every institute has a data steward.  
- All the RDM policies of institutes are accessible on the website [https://www.ru.nl/rdm/vm/policy-documents/].  
- Radboud University also offers a course on data management in order to improve the way data is handled (Action 2016. 3). The course on data management offered by the HR department was not successful. This is because a course on data management is also provided within the faculties or institutes. For example:  
- BSI institute has a new course on data management which is mandatory for PhD candidates as of January 2018.  
- The Graduate School for the Humanities offers a mandatory course on RDM to PhD candidates.  
- The Institute for Management Research offers a research data management course.  
- IMM does not offer a course on data management. However, PhD candidates do talk with a data officer who informs them how data management is organised. |
4 **Lecturer development**  
No. 33  
Faculties ensure participation in the University Teaching Qualification (UTQ) programme, with the aim of at least 75% of the permanent teaching staff possessing this qualification.  
**Completed**  
Radboud University has a broad range of activities in place to improve lecturer development through the University Teaching Qualification (UTQ). The number of lecturers with the qualification is measured by the HR department. The required norm is that 75% of lecturers have acquired one form of the UTQ.  
Staff percentage with a UTQ:  
2015: 81.4%  
2016: 82.7%  
2017: 81.4%  
2018: 81.0%  
The following measures have been taken:  
- The UTQ has become a structural topic in the annual appraisal interviews with teaching staff and is a part of the criteria for career enhancement and promotion.  
- The university has set up a policy with university-wide procedures and support for lecturers in obtaining the UTQ.  
  - It existed (stopped in January 2019) as part of a broad and free offer of courses on teaching performance, lecturer development and the organisation of teaching.  
  - The evaluation of these courses was positive in regard to the content and relevance for future career development.  
  - However, the workload is experienced as high among more experienced lecturers which makes the didactic courses unattractive. There is need for shorter and more flexible courses.  
  - Lecturers are offered support in the form of individual coaching and feedback on their UTQ portfolio.  
- It is mandatory for everyone with an FTE of at least 0.20 to obtain the UTQ. It is mandatory for professors to obtain the Extended Teaching Qualification (ETQ), which is a more extensive qualification.  
- Through various initiatives, investments are made in educational innovations with ICT (e.g. Comenius scholarships, ICT in Education).
programme, SURF acceleration agenda). These innovations result in new knowledge and methodologies that can lead to the further development of teaching.

<table>
<thead>
<tr>
<th>Year</th>
<th>No.</th>
<th>Initiative</th>
<th>Description</th>
<th>Status</th>
<th>Contributors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>1</td>
<td>More diversity and gender balance</td>
<td>Radboud University strives to include at least 25% women at every position and at every level within the organisation. To achieve this, the mentoring programme is being implemented and expanded.</td>
<td>Completed</td>
<td>HR departments, faculties, female scientists, scientist networks, professors (mentors)</td>
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<td></td>
<td></td>
<td></td>
<td>The mentoring programme has been continued and has become a structural programme. In addition to the programme, other measures have been implemented to improve the gender balance of the university. A very important measure has been the Christine Mohrmann programme [<a href="https://www.radboudnet.nl/english/employees/more-information/diversity-policy/">https://www.radboudnet.nl/english/employees/more-information/diversity-policy/</a>] and funds. The Executive Board uses these funds to encourage departments to advance the careers of talented female scientists with an accelerated appointment as associate or full professor. During 2016 and 2018, the careers of at least 16 female scientists were accelerated with this fund. Also part of the Christine Mohrmann programme is the supporting and facilitating of female scientist networks. This support has resulted in the founding of two very active female networks at Radboud University, namely the Halkes Network [<a href="https://www.ru.nl/halkes/">https://www.ru.nl/halkes/</a>] and the Network of Female Professors [<a href="https://www.ru.nl/nvh/">https://www.ru.nl/nvh/</a>]. These networks organise such things as theme sessions, symposia, group interivions, and prizes for talented female academics.</td>
<td></td>
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<tr>
<td>2</td>
<td></td>
<td>Additional clear perspectives for young academics</td>
<td>Radboud University will start group sessions and meetings geared towards the careers of PhD candidates and postdocs.</td>
<td>Completed</td>
<td>HR, PON, network for temporary academics, faculties</td>
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<td></td>
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<td>See 2014-2. These activities were continued and expanded in 2016 and also included:</td>
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<td></td>
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<td></td>
<td>o Get in Touch (2016)</td>
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<td></td>
<td></td>
<td></td>
<td>o PhD Career Day (2017, 2018 and 2019)</td>
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<td></td>
<td>o University of Applied Science Career Café (2017)</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
<td>Improve the dissemination and</td>
<td>Radboud University will develop a course about data management for</td>
<td>Completed</td>
<td>University Library, SOO</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>This is also covered in 2015 &gt; 3. The data management course was offered several times through the HR department, but was not successful. The reason for this is that courses about data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>More diversity and gender balance</td>
<td>No. 27</td>
<td>Radbou University will start a dual career programme through which partners of talents will be supported in their work and care requirements in relation to the appointment.</td>
<td>Completed</td>
<td>Iss, dual career officer, HR departments, International Office RU</td>
</tr>
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</tr>
<tr>
<td>2017</td>
<td>1</td>
<td>More diversity and better working conditions</td>
<td>No. 27 No. 24</td>
<td>Radbou University will start a buddy programme for new international staff members.</td>
<td>Completed</td>
</tr>
</tbody>
</table>

PhD candidates and postdocs.

management are also offered within faculties or institutes with greater focus on the relevant discipline. For example:

- BSI has a new course on data management which is obligatory for PhD candidates as of January 2018.
- The Graduate School for the Humanities offers a mandatory course on RDM to PhD candidates.
- IMR also offers a research data management course.

Radboud University will start a dual career programme through which partners of talents will be supported in their work and care requirements in relation to the appointment. Talented prospective staff often have accompanying spouses or partners who may also wish to further their careers. Therefore, Radboud University offers the guidance they need when moving to a new country and city. Our goal is to ensure that your transition to life as part of Radboud University is as comfortable as possible. The Dual Career service assists in building up a new social and professional network, seeking employment, and adjusting to daily life in a new environment. The programme started in October 2016.

In 2017, 29 partners in total were supported in regard to Dual Career. In 2017, 11 employees were supported in regard to Family Care. These numbers have risen in 2018, during which support was provided to 34 employees with Dual Career questions. Support was provided to 11 employees with Family Care questions.

The programme will be evaluated in summer 2019 [https://www.ru.nl/english/working-at/why-work-at-radboud-university-0/our-way-working-personal-approach/dual-career-service/].
Radboud University will conduct research into fair and equal remuneration of academic staff. Completed

Radboud University has conducted multiple analyses of the differences in salary between male and female scientists within the university. This research is conducted by scientists within the university and has been discussed and formally accepted by the internal representative bodies. This report can be found here: [https://www.radboudnet.nl/personeel/informatie-0/leidinggevenden/begeleiden-tijdens-werk/beloning/](https://www.radboudnet.nl/personeel/informatie-0/leidinggevenden/begeleiden-tijdens-werk/beloning/).

With this report all faculties have subsequently analysed the salaries of their employees. Based on these additional analyses, the Executive Board together with the Council of Deans have drafted an action plan. The Executive Board has stated that it will not accept unexplainable differences in salaries between staff members. Several measures will be taken to decrease the differences between male and female staff in a formal letter, such as the following:

- formalising the rules for appointment and salary scales (Autumn 2019) and career promotion (several actions throughout 2019 and 2020)
- giving employees the possibility to object to the way they have been appointed and scaled in their position (completed)
- frequently repeating the analysis to determine whether the differences change

Researchers at Nijmegen School of Management, HR departments, Network of Female Professors, Executive Board, Council of Deans

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Radboud University will open the broad spectrum of generic skills courses to all. Completed

The university-wide training programme for PhD candidates has been made accessible to all scientific temporary staff, such as junior lecturers and researchers.

HR, PON
<table>
<thead>
<tr>
<th></th>
<th>academics</th>
<th>temporary academic staff.</th>
<th>The training programme is mentioned on specific websites for the target groups (PhD website, postdoc website).</th>
</tr>
</thead>
</table>
| 4 | Evaluation of action plan 2013-2017 | Radboud University will evaluate its action plan and will chart the actions and their effects. | Completed  
Radboud University has evaluated action plan 2013-2017 by gathering information and experiences within the organisation using the format of the online HRS4R tool. To gather information and to see whether the actions have had the desired effect on the gaps and principles, the following methods have been used:  
- focus groups and interviews with researchers (e.g. the actions for young researchers)  
- discussions with representative/steering groups (e.g. gender policy and scientific integrity)  
- internal surveys (e.g. the staff survey, the PhD survey, gender policy)  
- evaluation of programmes (e.g. dual career, female career programme, career meetings/events)  
- management information (staff information and numbers, training information)  
The entire evaluation of the action plan is discussed with the original steering group, which consists of the managing directors of the faculties and the Executive Board. In addition, the HR agenda steering group has discussed and confirmed the evaluation of the action plan.  
Conclusions of the evaluation of the actions and gaps are described below. | HR, SOO |
5. Strengths and weaknesses: Gap analysis and themes 2018-2022

The priority frameworks required to determine the HR strategy and its accompanying actions for the period 2018-2022 have been laid down in the following documents:

1. **Radboud University Strategy “A significant impact” 2020 – 2025**

Radboud University set up an intensive track, for which input was gathered from the whole organisation, to determine the strategic goals and ambitions for the period 2020-2025. The result is a widely supported strategic plan in which the outlines of the HR strategy have been established. Important themes in regard to staff members are:
- career perspective and job security for academic staff and specifically for young academics
- attracting new talent and talent policy
- quality of leadership
- personal leadership and development of staff members (specifically lecturer development)
- sustainable and appealing work and workload
- diversity and inclusion

2. **Vision on leadership and personal leadership**

In order to do the work well, leadership is needed, from supervisors as well as from individual staff members. At the request of the Executive Board, the leadership steering committee and many of our staff members formulated a collective vision of leadership in 2018. Focus groups representing the organisation were mobilised and input was gathered from academics. This was further translated into a collective vision, with an accompanying elaboration of the core themes and behavioural competences. In the coming period, both documents will form the basis for concrete tools to improve the quality of (personal) leadership.

3. **HR improvement agenda 2019 - 2022**

To realise the university’s ambitions as formulated in the Radboud University Strategy, modern HR policy and implementation are indispensable. The Executive Board and the Faculty Boards state that “HR fulfils a key role in the realisation of the university’s ambitions”. This reference was added to the HR Improvement Agenda as a task to define the long-term HR vision (what are the main challenges for the coming years in relation to people and organisation) and how do the HR professionals contribute to this.
- For this purpose, a track was set up to determine, through workshops with stakeholders from the organisation, which internal and external developments have an impact on HR strategy. The Radboud University Strategy objectives were translated into HR themes. The outline of the HR agenda 2019-2022 was drafted in a workshop with academics and experts, headed up by HR researchers.

The HR agenda contains the following themes:
- **Effective leadership in a sustainable and modern organisation**
- **Sustainable and appealing work and working conditions**
- **Finding and retaining talent**
- **Personal leadership and sustainable employability (development)**

- Additionally, an improvement plan was set up to improve the quality and effectiveness of HR support. Among other things, it includes a focus on streamlining processes, professionalisation of the advisory role, and investing in the strategic role of HR in the development of the organisation. To that end, a change plan was introduced recently.
4. Improvement plan Staff Survey 2018

To measure the effectiveness of HR policy, Radboud University periodically sends a survey to all its staff members to take stock of what staff members think about their work, the organisation, their work environment, and their work-life balance. The survey includes themes such as job satisfaction, challenges, work pressure, quality of leadership, career and training opportunities, and sustainable employability. The outcomes of the surveys are the basis for gaining insight into the effectiveness of HR policy and the HRS4R action plan. It will also be used to continually monitor progress and effectiveness in the future. Academics and the participational bodies are intensively involved in the creation of the survey. A university improvement plan was set up as a result of the Staff Survey 2018. The most important themes mentioned there are included in the HRS4R action plan 2018-2022.

5. Specific action plans or nationwide documents

CAO NU 2016 – 2017 and CAO NU 2018 – 2020

The Association of Universities in the Netherlands (VSNU) negotiates with the trade unions on behalf of the staff members of the universities (with the exception of the members of the Executive Board). Employment conditions include matters such as salary, leave, pension, and social security. The employment conditions agreed with the trade unions are defined in the CAO Nederlandse Universiteiten (Collective Labour Agreement Dutch Universities – CAO-NU). On 30 June 2018, VSNU and the four trade unions finalised a definitive Collective Labour Agreement (CAO). It includes a number of sector-wide HR themes that need to be elaborated on at university level.

VSNU initiative for recognition and appreciation

Within the academic community, many new approaches to recognising and appreciating academics are being developed. Dutch universities are driven by the conviction that such recognition and appreciation are of great importance. For instance, there should be sufficient appreciation for all three of the university’s core tasks: education, research, and knowledge valorisation. It is also of great importance that the transition to open science is stimulated and that good academic leadership is acknowledged. VSNU will organise a number of activities in 2019 to stimulate development in the sector.

VSNU initiative for PhD track improvement

The quality of PhD tracks is high in the Netherlands. However, PhD tracks have changed a great deal over the past few years, which brings a number of different challenges. This has led Dutch universities to collectively create the document Een gezonde praktijk in het Nederlandse promotiestelsel (healthy practices in the PhD system of the Netherlands). The document, which was presented on Tuesday 9 April, includes a series of principles endorsed by all 14 universities that are affiliated with VSNU. Every university needs to implement these principles individually.

OC&W quality agreements for higher education

In 2018, the Minister of Education, Culture and Science (OCW) reached an agreement with the sector in relation to the development of the quality agreements for higher education (Kwaliteitsafspraken hoger onderwijs 2019-2024) aimed at improving the quality of education and the professionalisation of lecturers. The sector agreements comprehensively describe the six themes for which the quality funding can be used. Radboud University recently interpreted the themes and created its own action plan, based on which it received a positive evaluation from the ministry.

Netherlands Code of Conduct for Research Integrity

The universities highly value integrity and the ethical aspects of scientific research. Safeguarding and strengthening scientific integrity is essential for the future of our universities. Dutch universities encourage researchers to comply with and maintain the standards for good research practice. Additionally, universities take breaches of scientific integrity very seriously. They do everything possible to prevent and track down fraud. Everyone has to be able to trust that scientific research is done with integrity. At the initiative of the Royal Netherlands Academy of Arts and Sciences (KNAW), the
Netherlands Federation of University Medical Centres (NFU), the Netherlands Organisation for Scientific Research (NWO), the TO2 federation, the Netherlands Association of Universities of Applied Sciences, and the VSNU, a committee recently established a new Netherlands Code of Conduct for Research Integrity. This code of conduct was adopted by all universities and took effect on 1 October 2018.

Sofokles national assessment of HRS4R principles
Discussions have taken place at the VSNU level among the participants in the HR Excellence in Research Logo about jointly determining and taking inventory of similarities in policy resulting from Dutch legislation, the Collective Labour Agreement, and policies created by the VSNU employers’ association. Against that background, SoFoKleS, the knowledge sector social fund, has investigated the similarities between the ten participating Dutch universities. The outcome is mutual collaboration and an overview of national initiatives to provide clarity to Euraxess on their joint efforts in implementing the Charter and Code.

The most prominent HR themes and improvement options for the next three years were based on the above documents and their interpretations in the HR agenda 2019-2022.

Priorities and gaps 2018-2022

1. Ethical and professional aspects

National developments
Dutch universities encourage researchers to comply with and maintain the standards for good research practices. Additionally, the universities take breaches of scientific integrity very seriously. They do everything possible to prevent and track down fraud. Everyone has to be able to trust that scientific research is done with integrity. The new Netherlands Code of Conduct for Research Integrity took effect on 1 October 2018. The code contains five principles that form the basis of research integrity:

- Honesty
- Scrupulousness
- Transparency
- Independence
- Responsibility

In the code, these five principles are further developed into 61 standards for good research practices. Additionally, the code contains guidelines on how to deal with suspected breaches of scientific integrity. The code also specifies that institutions have an important role in safeguarding and promoting scientific integrity and an open research climate.

Strategic Plan
Research at Radboud University is of a high academic quality, is principled, and is conducted in academic freedom and with an open culture. It goes without saying that researchers can freely exchange ideas with each other. It includes giving and receiving criticism and realising that scientific research is an ongoing process in which we openly share and discuss our findings with one another. Our research complies with the standards of academic integrity. We create clear agreements about the use of knowledge and the involvement of staff members with, for instance, start-up businesses. We view academic integrity as the shared responsibility of individual researchers, the research group, and the university as a whole. Academic integrity is also part of our study programmes. We apply the Netherlands Code of Conduct for Research Integrity in our research and education.

In the period 2013-2017, several actions in relation to academic integrity were completed within the HRS4R action plan. An advisory committee submitted several recommendations about integrating the academic integrity theme, which were adopted by the Executive Board. In view of this, this theme was assigned to the Rector’s portfolio, the Council of Deans created an advisory body for the theme, and
academic integrity is now a standard topic of conversation in the annual appraisal interviews with academics and the evaluation of the research institutes.

The PhD track received particular attention. A framework document Verbetering promotietraject (improving the PhD track) was established at the national level. It defines several elements that can further improve the quality of the PhD track at the academic level. Radboud University has invested a lot in the PhD track over the past few years, which has resulted in our own foundation document Het promotietraject aan de Radboud Universiteit (the PhD track at Radboud University). The HRS4R action plan also includes actions in relation to the career perspectives for PhD candidates. Radboud University will continue to implement its improvement measures over the next few years by integrating the national VSNU document in its own policy regarding PhD candidates.

<table>
<thead>
<tr>
<th>Gap 1: In the coming years, Radboud University will invest in the further elaboration and implementation of the duty of care in relation to academic integrity. It includes anchoring academic integrity in training and supervision and in the university’s research culture, and providing a good research infrastructure in which good data management is arranged and facilitated.</th>
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<tr>
<th>Gap 2: In the coming years, Radboud University will invest in the further improvement of the quality of the PhD track by integrating VSNU’s national framework document Verbetering promotietraject in its own Radboud University PhD policy.</th>
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</thead>
</table>

2. Recruitment and selection

In the strategic agendas that are relevant to HR, the following ambitions were formulated in relation to professional, transparent, and fair recruitment:

**Strategic plan**
To remain an attractive employer, we want to appeal to new generations entering the international labour market. They have high demands in relation to their work and their work environment. As an employer, we are aware of this. This requires an investment in our appeal and our talent management, as well as modern, fair, and transparent recruitment and selection procedures.

**HR agenda**
To realise the objectives of the strategic plan, there is a constant challenge to find and retain good, new staff members in a changing and tightening labour market:
- It requires an investment in the appeal of Radboud University by building a strong employer brand and implementing modern and proactive recruitment and selection procedures with equal opportunities for everyone.
- The strategic internationalisation agenda requires the strengthening of recruitment, reception, and retention of international staff members.

**OTM-R policy**
Recently efforts have been made to set up and implement an OTM Recruitment Guide as required for the HR Excellence in Research Logo. To enable current recruitment methods to be taken into consideration, the decision was made to create an online recruitment guide with suggestions and recommendations for selection. In the future, this recruitment guide will be continually refined and updated. OTM-R will be used to make the recruitment procedure more objective. In other words, ensure that job applicants have a level playing field by excluding unconscious selection (assumptions and prejudices) when their applications are assessed. Efforts will also be made to raise awareness within the appointments advisory committee regarding unconscious prejudices and assumptions.
Gap 3: This is why RU will invest in the recruitment and selection process in the coming period. An important foundation was established in the previous action plan by developing and implementing open recruitment. This is further expounded on in the next action plan through the creation of the OTMR Checklist, an online recruitment guide with the recruitment and selection policy accessible for supervisors and HR support. Additionally, ongoing investments are being made in a new recruitment system and several improvement actions. Through these follow-up actions, Radboud University aims to achieve further professionalisation of the recruitment and selection process, with specific attention for diversity and fair recruitment.

3. Working conditions

In the strategic agendas relevant to HR, the following ambitions were formulated in relation to improving working conditions:

Strategic plan
As a university, we operate in a dynamic academic and social environment. This requires an organisation with a strong adaptive ability, and sets high standards for the flexibility of our lecturers, researchers, support staff, and students. In that respect, Radboud University is aware of the wellbeing and work pressure of all its staff members and students, and is actively involved in cases in which healthy performance is compromised. The university characterises itself as an academic community that fosters mutual appreciation and respect for one another and for our differences. Inclusiveness in the broad sense, social safety, and safety of the study and work environment are important starting points.

Core values for our staff members are courage, connection, and openness, within which they are given the space and responsibility to develop their talents and realise their ambitions. This starts with personal and academic leadership. We invest in the continuous development of our students and staff members as well as our work methods, both for academic and support staff.

National developments/CAO NU
Work pressure among academics has received a lot of attention at the national level. This is why the theme was recently incorporated into the CAO NU. It stipulates that universities need to develop a work plan in relation to work pressure by the end of 2017. Stakeholders have emphasised the importance of including faculties and services when drafting this plan, to ensure that the different circumstances at the different departments are taken into consideration as much as possible. Stakeholders have emphasised that reducing work pressure should be implemented at the lowest level, as the causes of work pressure are diverse and so are the solutions.

Social safety and inclusiveness at universities has gained a lot of attention at the national level. This has led to a VSNU statement calling on universities to work on this theme. Radboud University adopts this statement and has placed the theme high on the agenda. This has led Radboud University to examine the state of a social safety within our organisation. The situation was mapped out on the basis of different studies (including the Staff Survey, see below) and points for improvement were identified and were included in an RU-wide social safety improvement plan.

HR agenda
The pressure on staff is high. This is why focus is needed on sustainability and job appeal. Radboud University and its supervisors invest in a professional work environment and increased social safety, (academic) integrity, and an inclusive organisation in the broad sense. This means that work:

- has a realistic volume and difficulty level and, thus, is doable;
- strikes a healthy balance between the different tasks;
- offers sufficient autonomy and challenge;
- is sufficiently varied;
• offers learning and development opportunities;
• provides good digital support.

Supervisors play a crucial role in the sustainable development of staff members and our work methods. Courage, connection, and openness, the core values of our leadership vision, are reflected as follows:
• Supervisors know what is going on inside and outside their unit, which qualities are required, now and in the future, and which choices need to be taken in that regard;
• Supervisors take the lead and strengthen a culture in which we can openly and respectfully talk to each other about results and agreements;
• Supervisors invest in a better balance of the recognition, appreciation, and remuneration of education, research and impact, and leadership. Interconnectedness of education and research remains a core value in our policy for academic staff;
• Additionally, supervisors and staff members work on a better balance between appreciation of individual achievements and team achievements, both for academic and support staff;
• Radboud University and its supervisors invest in a professional work environment and increased a social safety, (academic) integrity, and an inclusive organisation in the broad sense (including gender, background, beliefs, and occupational disability).

Improvement plan Staff Survey 2018
The Staff Survey 2018 included questions in relation to the different employment terms and conditions for academics. In response to the results, two themes with a high priority in relation to working conditions were further elaborated on in a specified action plan.

1. Reducing work pressure for academic staff
The experience of high work pressure among academic staff was the impetus for the plan. The recent staff survey indicated that it was often too high. The university wants to limit the work pressure for academic staff by reducing bureaucracy and, where possible, by organising education more efficiently. The faculties will work on this. This is what is stated in the plan “Reducing work pressure for academic staff” which was established in consultation with the unions.

2. Improving social safety of academic staff
Radboud University offers its students and staff an inspiring, pleasant, and safe work and study environment. Staff members and students approach each other and the outside world with integrity and respect. Everyone in our academic community is accountable in that respect and can hold others accountable. No form of undesirable behaviour is permitted. Every expression of undesirable behaviour, in whatever form, is one too many. However, should an incident involving undesirable behaviour take place, this requires good infrastructure to ensure it is straightforward and simple to report and to ensure that complaints are handled with care and are resolved satisfactorily. On the basis of the staff survey and additional internal investigations, an integrated action plan focused on improving a social safety was established.

(Gender) diversity and inclusion
Improving gender diversity has been an important theme in the HRS4R action plan 2013-2018 and all of the targets from that period have been realised and exceeded. Currently, the Executive Board is developing a new diversity strategy with new elements and targets. Therefore, this theme has also been addressed in the strategic plan and HR agenda. However, the new ambitions and actions were still being developed when this HRS4R action plan was drafted. Therefore, diversity is not part of the HRS4R action plan 2018-2022 for now, but will be incorporated once the diversity plan is established. Until the new diversity action plan is developed, all current activities (such as the activities within the Christine Mohrmann programme) will be continued. In addition, the OTMR policy, recruitment guide and improvement actions contain elements of diversity.
Supervisors play a crucial role in the sustainable development of staff members and our work methods. Therefore, Radboud University will invest substantially in the quality of supervisors in the coming years. Staff members are independent and make their own decisions in their work and their career. Radboud University requests personal leadership of their staff members: courage to optimise and achieve personal efforts. This is why Radboud University also invests in the personal leadership of all its staff members.

The HRS4R action plan 2018-2022 contains two themes focused on improving working conditions for academic staff: reducing work pressure and improving social safety.

4. Training and development

Radboud University pays a lot of attention to the careers and development of academics. There is a wide variety of courses and workshops, this topic is structurally discussed in the annual appraisal interviews, and Radboud University provides several career and talent programmes for academics. However, a collective vision and framework that specifies the principles for career and advancement steps is lacking. There are also specific groups of academics that require additional attention. This is why career and development policy for academics is one of the main priorities in the Radboud University HR policy for the coming years.

National documents and developments
This theme has received a lot of attention at the national level, also due to the VSNU steering committee for recognition and appreciation. It identifies that the manner in which the quality of research and academics is recognised and appreciated does not sufficiently correspond to the objectives of knowledge institutions. Universities, research centres, and academic funding bodies are working on more balanced assessments, which should offer space to modern academic practices:
• More space for career path differentiation
• A better balance between the assessment of individual achievements and contributions to the team
• Focus on good leadership at all levels
• New criteria and methods are developed for the assessment of education, research, social impact, and leadership

Radboud University Strategy and the HR agenda
The way education, research, and impact are recognised and appreciated is changing. For academic staff, these tasks will, in the future, be recognised in the greater context. Quality, not quantity will be at the core. We continuously invest in the development of our students and staff members, as well as in our work methods. We feel responsible for the future of staff members with a temporary employment contract - PhD candidates and postdocs, for instance. We provide them with a decision about their career prospects at an early stage and offer them the opportunity to develop and boost skills. Healthy, motivated staff members who are able to mobilise their talents are essential to the accomplishments of Radboud University. Radboud University provides facilities and support focused on continuous development and sustainable, broad employability.

Implementation of quality agreements at Radboud University
Radboud University places a strong focus on the professionalisation and quality of the teaching staff for the disbursement of the quality agreement funding. The following initiatives are relevant to the HRS4R action plan:
- Radboud Teaching and Learning Centre (RTLC)
We incorporate the latest research insights regarding education in the design of our educational programmes. Through research and innovation, the Radboud Teaching and Learning Centre strengthens the quality of education at Radboud University. At the centre, lecturers and students meet, exchange
experiences and inspire each other. Lecturer development will also be one of the three core activities of the future RTLC.

- **Further professionalisation of lecturers through the UTQ**
Continuous development of lecturers is an important method to continue strengthening the quality of education, and to promote educational development. This applies to starting lecturers who are working towards their UTQ as well as experienced lecturers and (future) educational leaders. Recently, the UTQ system was evaluated nationally and within RU, and improvement measures were formulated. The basis of the UTQ system is solid, but the evaluation shows that the system can be finetuned.

**CAO developments**
Career development is also an important theme in the CAO NU. CAO stakeholders have collectively and emphatically put the theme of “improvement of career prospects for junior lecturers and postdocs” on the agenda. This mainly concerns the junior lecturer and postdoctoral positions. In an academic career, the connection between education and research is evident and is safeguarded at a personal level. The academic career progresses up the line from Assistant Professor (UD) to Associate Professor (UHD) to Professor. A permanent employment contract is then a possibility. This progression and its associated prospect of a permanent employment contract is not completely or not at all applicable to junior lecturers and postdocs. An important question within the Collective Labour Agreement discussions is, thus, what arrangements employers and employees can make to ensure these temporary positions are also a valuable step in the career of our staff members. Radboud University takes these agreements very seriously and translates them into local actions.

**Gap 6**: In the coming years, Radboud University will focus on the career and promotion policy for academic staff. It will work on a Radboud University-wide and faculty framework and policy with a balanced coherence and recognition of the most important core tasks of the university, research, education, social impact, and management/leadership in the academic career. To this end, the Executive Board and the Council of Deans will establish a collective vision and framework for advancement and career policy for academic staff, which includes tenure and career tracks.

**Gap 7**: In the coming years, Radboud University will invest in more prospects/security for (junior) lecturers and postdocs, thus fulfilling and implementing the CAO agreements on career prospects and job security.

**Gap 8**: Radboud University invests in the quality and professionalism of the teaching staff by establishing the Radboud Teaching and Learning Centre, and by further improving the UTQ system.

<table>
<thead>
<tr>
<th>Themes and actions</th>
<th>Principles</th>
<th>Intended result of the action</th>
<th>Intended effects/indicators</th>
<th>Action ready</th>
<th>Ownership</th>
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<tbody>
<tr>
<td><strong>Investing in leadership</strong></td>
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<tr>
<td>Action 1. Development of a vision and competences for (personal) leadership at RU</td>
<td>36, 37, 39, 40</td>
<td>- RU-wide established leadership profile/ vision communicated within the organisation</td>
<td>vision implemented in HR tools</td>
<td>2018/1</td>
<td>HR</td>
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<td>Action 2. Improving the quality of supervisors by</td>
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<td>2a. Implementing a leadership programme for group leaders and administrators which will include 360-degree feedback, among other things</td>
<td>36, 37, 39, 40</td>
<td>- further developed integrated leadership program</td>
<td>quality leadership number of participants in the program toolkit used</td>
<td>2019/4</td>
<td>HR</td>
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<td></td>
<td></td>
<td>Phase 1: complete a pilot with administrators and department heads</td>
<td></td>
<td>2020/4</td>
<td>HR</td>
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<tr>
<td>2b. Implementing an online toolkit for supervisors</td>
<td></td>
<td>Phase 2: complete the programme with other group leaders</td>
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<td>2018/2</td>
<td>HR</td>
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<tr>
<td></td>
<td></td>
<td>- toolkit for supervisors completed and communicated</td>
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<tr>
<td>Action 3. Improving personal leadership by</td>
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<tr>
<td>3a. Organising a start conference and faculty meetings about personal leadership</td>
<td>38, 39</td>
<td>- successful meetings around the theme by participation in sessions</td>
<td>number of participants, familiarity with the theme, awareness, courses followed</td>
<td>2020/1</td>
<td>HR</td>
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<tr>
<td>3b. Developing and implementing an online environment for development provisions for staff members</td>
<td>28, 30</td>
<td>- accessible online environment for development provisions for staff members</td>
<td></td>
<td>2019/3</td>
<td>HR</td>
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<tr>
<td><strong>Improvement of working conditions for academics</strong></td>
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<td>Action 4. Reducing work pressure for academics by</td>
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<tr>
<td>4a. Establishing a university workplan for reducing work pressure, with lines of action and an implementation mandate for faculties</td>
<td>23, 24, 33</td>
<td>- established university workplan with faculty mandates</td>
<td>job satisfaction experienced, work pressure experienced by academics, effective measures</td>
<td>2018/4</td>
<td>HR/Fac</td>
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<tr>
<td>4b. Establishing faculty and Radboud University-wide drives to reduce bureaucracy and unburden academics</td>
<td></td>
<td>- established measures aimed at reducing administrative pressure and bureaucracy for academics</td>
<td></td>
<td>2020/1</td>
<td>HR/Fac</td>
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<tr>
<td>4c. Establishing faculty actions in relation to simplifying the educational organisation and a distribution of educational resources</td>
<td></td>
<td>- established measures aimed at reducing the experience of work pressure in education for teaching staff</td>
<td></td>
<td>2020/2</td>
<td>HR/Fac</td>
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<tr>
<td>Action 5. Improving a social safety by</td>
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<tr>
<td>5a. Improving the confidential advisors system</td>
<td>23, 24, 34</td>
<td>- executed actions to improve confidential advisors system</td>
<td>number of participants, professionalisation, satisfaction about the execution</td>
<td>2020/3</td>
<td>HR/BJZ</td>
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<tr>
<td>5b. Organising a vision conference</td>
<td></td>
<td>- successfully organised vision conference</td>
<td></td>
<td>2019/3</td>
<td>HR</td>
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<td>5c. Implementing a training module for supervisors</td>
<td></td>
<td>- training module completed by supervisors</td>
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<td>2020/4</td>
<td>HR</td>
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<tr>
<td><strong>Investing in careers, development, and job security of academics</strong></td>
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<tr>
<td>Action 6. Implementing and optimising of tenure and career tracks through a Radboud University-wide framework and faculty policy</td>
<td>11, 23, 25, 28</td>
<td>- RU-wide established framework</td>
<td>Quality and quantity of tracks</td>
<td>2018/2</td>
<td>HR/Fac</td>
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<td></td>
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<td>- framework translated into faculty policy</td>
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<td>2019/1</td>
<td>HR/Fac</td>
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<tr>
<td>Action 7. Investing in talents by strengthening the career policy for VIDI candidates</td>
<td>23, 25, 28</td>
<td>- Established and implemented VIDI policy</td>
<td>prospects and security for VIDIs</td>
<td>2018/3</td>
<td>HR/Fac</td>
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<tr>
<td>Action 8. Investing in promotion policy for academics with attention for the balance of education, research, impact, and leadership through a RU-wide framework translated into faculty advancement policy</td>
<td>11, 22, 23, 25, 28, 33</td>
<td>- developed RU framework and the basis for faculty promotion policy</td>
<td>clear career prospects better balance of education/research impact/leadership</td>
<td>2021/4</td>
<td>HR</td>
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<td></td>
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<td>- faculties start to interpret the RU-wide framework to create a transparent promotion policy at faculty level</td>
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<td>2022/1</td>
<td>Fac</td>
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<tr>
<td>Action 9. Professionalisation and development of education through</td>
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<tr>
<td>9a. Informational meetings that focus on career and development</td>
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<td>opportunities for junior lecturers</td>
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<td>9b. Working with (long-term) development tracks for lecturers</td>
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<td>9c. Establishing the Radboud Teaching and Learning Centre (RTLC)</td>
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<tr>
<td>9d. Further optimisation of the UTQ system by (re)development of a complete support provision for starting and experienced lecturers.</td>
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<td>33, 25, 28, 29</td>
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<td>- meetings and communication about development and career opportunities through information meetings</td>
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<td>- implementation of development tracks on the basis of an overview of such tracks</td>
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<td>- realised and integrated RTLC</td>
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<td>- inspiring educational offering for lecturers with opportunities for faculty-transcending peer consultation and sharing of knowledge</td>
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<td>Familiarity by participation in meetings more long-term appointments and use of tracks quality of education improvement of UTQ and use of offering and peer consultation</td>
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<td>2021/4 HR</td>
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<td>2020/3 SOO</td>
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<tr>
<td>2022/4 SOO</td>
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<table>
<thead>
<tr>
<th>Action 10. More focus on appointment and professional development of postdocs by</th>
</tr>
</thead>
<tbody>
<tr>
<td>10a. Implementation of the Work and Security Act guidelines which includes working with special stipulations in contracts</td>
</tr>
<tr>
<td>10b. Establishing a Radboud University-wide postdoc network</td>
</tr>
<tr>
<td>21, 25, 28, 29</td>
</tr>
<tr>
<td>- use of long-term appointments or special stipulations in contracts with young researchers through an established policy</td>
</tr>
<tr>
<td>- postdoc network realised, and initial meetings organised by the network</td>
</tr>
<tr>
<td>use of options in the Work and Security Act guidelines number of members &amp; activities</td>
</tr>
<tr>
<td>2018/1 HR/Fac</td>
</tr>
<tr>
<td>2020/2 HR</td>
</tr>
</tbody>
</table>

Investing in professionalising the recruitment of academics

<table>
<thead>
<tr>
<th>Action 11. Implementation of a new recruitment / selection system</th>
</tr>
</thead>
<tbody>
<tr>
<td>10, 12, 13, 14, 15, 16, 17, 18, 19, 20</td>
</tr>
<tr>
<td>- system implemented</td>
</tr>
<tr>
<td>professionalisation recruitment/selection</td>
</tr>
<tr>
<td>2019/4 HR</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 12. Drafting OTMR policy and recruitment guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>12a. Establishing OTMR checklist, recruitment guide, and improvement measures</td>
</tr>
<tr>
<td>Improvement measures OTMR:</td>
</tr>
<tr>
<td>12b. Vacancy text writing course for HR advisors</td>
</tr>
<tr>
<td>12c. Diversity and bias awareness training for vacancy committees</td>
</tr>
<tr>
<td>2, 3, 4, 7</td>
</tr>
<tr>
<td>- established recruitment guide and policy for supervisors with improvement measures</td>
</tr>
<tr>
<td>- training for HR advisors organised</td>
</tr>
<tr>
<td>- training for vacancy owners organised</td>
</tr>
<tr>
<td>professionalisation recruitment guide used number of participants</td>
</tr>
<tr>
<td>2019/2 HR</td>
</tr>
<tr>
<td>2022/2 HR</td>
</tr>
<tr>
<td>2022/3 HR/Fac</td>
</tr>
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</table>

Ethical research principles: Investing in academic integrity by implementation of the Netherlands Code of Conduct for Research Integrity (NGWI)

<table>
<thead>
<tr>
<th>Action 13. Implementation and integration of the NGWI by</th>
</tr>
</thead>
<tbody>
<tr>
<td>13a. Training and supervision: after assessment of programmes, integrate the NGWI in the offerings for junior and senior academics.</td>
</tr>
<tr>
<td>13b. Culture and communication: updating website and organising annual debates about the NGWI</td>
</tr>
<tr>
<td>13c. Providing good research infrastructure in which correct data management is organised and facilitated</td>
</tr>
<tr>
<td>2, 3, 4, 7</td>
</tr>
<tr>
<td>- training for academics developed and modified to include NGWI</td>
</tr>
<tr>
<td>- promoting an open research culture: updated website and organised debates/meetings</td>
</tr>
<tr>
<td>- actions focused on data management realised in the research infrastructure</td>
</tr>
<tr>
<td>number of participants website used and number of participants improved data storage, transparency</td>
</tr>
<tr>
<td>2021/1 SOO</td>
</tr>
<tr>
<td>2021/2 SOO</td>
</tr>
<tr>
<td>2021-3 SOO</td>
</tr>
</tbody>
</table>

Investing in PhD track improvement

<table>
<thead>
<tr>
<th>Action 14. Including the VSNU guidelines document in the RU PhD policy; improve PhD tracks for regular as well as other PhD candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>22, 23, 28, 34, 36, 39, 40</td>
</tr>
<tr>
<td>- RU PhD policy amended based on VSNU guidelines document, which include: registration of all PhD candidates, integration of Graduate School, improved support due to obligatory OBP, and compulsory go/no go</td>
</tr>
<tr>
<td>PhD track improved using several indicators</td>
</tr>
<tr>
<td>2021/3 SOO/Fac</td>
</tr>
</tbody>
</table>

HR = HR department; Fac = Faculties; SOO = Strategy of research and education department
### 7. Details new HRS4R action plan 2018-2022

<table>
<thead>
<tr>
<th>Jr-Kw</th>
<th>Topic</th>
<th>Principles</th>
<th>Action</th>
<th>Results</th>
<th>Status</th>
<th>Details</th>
<th>Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-1</td>
<td>Investing in leadership</td>
<td>36,37,39, 40</td>
<td><strong>Action 1. Development of vision and competences of leadership and personal leadership at RU</strong></td>
<td>Broadly supported leadership profile/vision communicated and known within the organisation and applied in HR tools</td>
<td>Completed</td>
<td>The university (steering group leadership) has conducted an extensive programme to formulate a university-wide vision of academic leadership. Part one of this project was: - organising focus groups with scientific staff (professors, directors, PhDs and postdocs) - organising a road show around the university: the board together with faculty boards organised several open meetings for employees to give feedback on the university-wide vision - formal meetings with boards such as the board of deans, board of managing directors to conclude the university-wide vision and profile. This profile can be found in this <a href="#">brochure</a>. Part two included translation of this vision into competences and behaviour. To this end, the steering group leadership went into discussion with key figures and experts and translated the vision into concrete behaviour and competences. The outcomes are already and will further be used in various instruments for leadership development and can be found <a href="#">here</a>.</td>
<td>Executive Board, Council of Deans, HR, leadership steering group, focus groups, managing directors, OR</td>
</tr>
<tr>
<td>2018-1</td>
<td>Investing in career prospects and job security for academics</td>
<td>10,19,20, 21,25,</td>
<td><strong>Action 10a. Implementation of the Work and Security Act guidelines which includes working with special stipulations in contracts</strong></td>
<td>Supervisors and HR advisors established and implemented guidelines</td>
<td>Ongoing</td>
<td>The Executive Board has defined five principles in response to the question how RU wants to deal with temporary employment contracts under the Work and Security Act (WWZ). These principles and options are set out in a memorandum which aims to provide more security for academics within the WWZ especially postdocs and teachers. This memorandum has been extensively discussed with deans, directors, and the participational bodies. All stakeholders have adopted the specified principles, and have agreed to adhere to them as much as possible.</td>
<td>HR, faculties, superiors, OR/TRAP</td>
</tr>
</tbody>
</table>
The first evaluation of the activities organised in response to the WWZ frameworks took place in 2019.
- The number of temporary employment contracts with a period of over four years has increased substantially.
- The average contract duration for lecturers has increased.
- The first initiatives were taken to implement the memorandum on “options to sign (temporary) employment contracts under the WWZ”.
- In the Social Plan, the length of the redeployment investigation has been set at three months for postdocs who received an indefinite-term employment contract in aid of a temporary (externally) funded research project.
- The potential end date of the postdoc’s employment is set at three months after completion of the project, to allow the staff member to fully focus on redeployment after completion of the project.
- In the RU framework for tenure tracks, space was created to extend the duration of contracts if an objectively verifiable situation occurs. It refers to long-term leave, such as maternity leave.
- The use of special stipulations in contracts has increased from 4 (2017) to 12 (2018).

| 2018-2 | Investing in careers, development, and job security of academics | 10,11, 12,13,14,15,16,17,19,20,25,28,36 | **Action 6. Implementing and optimising tenure and career tracks through a Radboud University-wide framework and faculty policy** | RU-wide tenure and career track framework established and communicated | Completed | Radboud University has developed a framework for tenure and career tracks in consultation with faculties and a broad sounding board. The framework was established in June 2018 by the participational bodies and provides the basis for faculty tenure and career track policy. The framework was communicated widely and can be found here. The framework describes the regulations and principles for tenure and career tracks, and provides the basis for faculty tenure and career track policy. The framework and its implementation are periodically assessed on quantitative and qualitative aspects. | HR, SOO, advisory group, deans, research directors, education directors, OR/LO |

<p>| 2018-2 | Investing in leadership | 36,37,39,40 | <strong>Action 2b. Implementing the online toolkit for supervisors</strong> | Online toolkit for supervisors completed and communicated | Completed | On the basis of input from faculties and supervisors, HR developed a website where supervisors can find information about leadership and development of staff members. The website is now complete, and can be found at: | HR, faculties, communication |</p>
<table>
<thead>
<tr>
<th>Year</th>
<th>Action</th>
<th>Vidi policy developed and implemented, and effects of the policy are noticeable (in more prospects and security for talents)</th>
<th>Status</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-21</td>
<td>Investing in careers, development, and job security of academics</td>
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<tr>
<td></td>
<td><strong>Action 7. Investing in talents by strengthening the career policy for Vidi candidates</strong></td>
<td></td>
<td>Completed</td>
<td>In relation to the Vidi guarantee required by the Netherlands Organisation for Scientific Research (NWO), the Executive Board takes an additional step to improve the position of our (future) top talents with a temporary employment contract. The Executive Board has the following policy: - When a faculty honours a request to submit a Vidi application from an academic who is employed by Radboud University, the faculty recognises that it relates to a (future) top talent, the faculty deems the research project to be of great value and also agrees that it fits within the academic direction of the university/faculty; - If the academic involved has a temporary employment contract, they will be promised a permanent contract or tenure track when the application is submitted to the NWO. - The Executive Board also adds for consideration, that insofar this is not the case, a career track be designed for Vidi applicants with a permanent contract (with or without special stipulations) or for those who are eligible for such a contract. The result of the above policy is that faculties must, even more than before, set up a process which determines which internal academics can be regarded as talents and are given permission to submit a Vidi application. The Executive Board views the application rounds 2018 and 2019 as a pilot, and will evaluate them in 2019 and 2020. An important result of the policy is that faculties recognise and select talent sooner by managing based on Vidi applications. This can also reduce the application pressure around Vidi grants. Faculties are asked to set up a process that selects talent and Vidi applicants. First evaluation July 2019 The Executive Board observes that the results of the evaluation are encouraging, both in relative and absolute...</td>
</tr>
</tbody>
</table>
terms: graduation percentage 32% (19% nationally), 7 Vidi’s (85 nationwide in total), 4 staff members received a permanent contract even though their Vidi application was not honoured by NWO. The objective of the Vidi policy pilot, to offer staff members with temporary contracts more clarity, prospects, and/or job security, seems to work out positively, although it remains important to keep track of the effects for staff members with a temporary contract and tenure track.

| 2018-4 | Improvement of the employment conditions of academics: reducing work pressure | 23,24,25, 33 | **Action 4a.** Reducing work pressure for academics through a university workplan with action lines and faculty mandates | A university workplan was established for reducing work pressure, with action lines and an implementation mandate for faculties | Completed | In response to the CAO NU and the results of the staff survey, Radboud University has established a university workplan to reduce work pressure. The content and scheduling of this plan can be found on [Radboudnet](https://www.radboudnet.nl). On the basis of the university workplan, all faculties have started their own analyses and are working on faculty action plans. | HR, work pressure project group, deans, education directors, OR, LO |
| 2019-1. | Investing in careers, development, and job security of academics | 10,12,13,14, 15,16,17,18,19,20 | **Action 6. Implementing and optimising of tenure and career tracks through a Radboud University-wide framework and faculty policy** | Faculty tenure and career track policy | Ongoing | On the basis of the RU-wide framework, faculties establish their own policy in relation to the use of tenure and career tracks. Some faculties have already translated the framework into their own policy. In 2018 this has led to an increase of tenure tracks of almost 50 and this amount is increasing. | Deans, research directors, education directors |
| 2019-2 | Investing in professional recruitment and selection: OTMR policy | 10,12,13,14, 15,16,17,18,19,20, 27 | **Action 12a. Establishing OTMR checklist, recruitment guide, and improvement measures** | Recruitment guide for supervisors with accompanying improvement measures | Completed | On the basis of the OTMR checklist, Radboud University has drafted an information guide for recruitment and selection of academics. This was completed in coordination with the units and vacancy owners, and is linked to existing recruitment protocols and checklists. The objective of the guide is to achieve coherent, accessible, clear, and easy to locate information about recruitment and selection, and to include the element of diversity and equal opportunities. Supervisors and HR advisors can use it to further professionalise the recruitment and selection process. The recruitment guide can be found here: | HR, faculties, communication |

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faculties and vacancy owners, a number of improvement measures were identified.

<table>
<thead>
<tr>
<th>Year</th>
<th>Action</th>
<th>Description</th>
<th>Status</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-3</td>
<td>Improvement of working conditions for academics: social safety</td>
<td>Action 5b. Organising a vision conference</td>
<td>Ongoing</td>
<td>Executive Board with deans and administrative directors (15 October 2019). Within this vision conference, the role of the management in the creation of a safe work environment and procedures in the event of the occurrence of undesirable situations/behaviour will be discussed. Additionally, the integrated approach is presented, which means that the vision conference is also the kick-off for the further roll-out of other activities. An important objective of the conference is to create awareness and visible commitment from the top (based on the VSNU statement on social safety).</td>
</tr>
<tr>
<td>2019-3</td>
<td>Investing in personal leadership</td>
<td>Action 3b. Developing and implementing an online tool for development provisions for staff members</td>
<td>Ongoing</td>
<td>Radboud University is a learning organisation, constantly developing and changing. To keep performance at a maximum, staff member development must keep pace with the developments in the organisation. Development requires staff members to: • keep meeting the changing requirements of their position and organisation, now and in the future • continue to grow and develop their knowledge, skills, and personal talents to contribute to the primary process Growth and use of the talents of staff members also aid the growth of the organisation. This continuous mutual influence provides for a sustainable organisation in which staff members are sustainably employable. To allow staff members to direct their own learning and development, a contract was signed with Good Habitz, a provider of online training courses. Their broad range of training courses are made accessible to all staff members through a new RU online learning environment. This means that everyone can choose what, how, and when they want to learn. The offering will be launched at the end of October 2019. Promoting its use is a continual focus area. The development provisions will focus on professional skills, vitality, and career development, and will be expanded further.</td>
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</table>

10,23,24,34
There is a demand for improvement of the current recruitment process, not only from HR, but also from the vacancy owners and DMC. It became clear that, among other things, the coherence of the processes, the transfer of information between the systems, and the control and management information need improvement. Both the management of the different systems as well as the execution of the process is complex and fragile.

**Objectives**

- To support those involved with recruitment and selection by improving the efficiency and quality of the administrative process through the implementation of a single e-recruitment system.
- The secondary objective of this project matches current and future objectives for the professionalisation of recruitment, allowing us to choose the best candidates for Radboud University.
- The administrative burden for all those involved will decrease by making the processes simpler, uniform, and automatic; fewer systems and fewer (manual) operations;
- HR/vacancy owners will have real-time insight into vacancies and applications during the whole process, also from home.
- It is easier for candidates to submit their application, who immediately receive a confirmation of their application.
- Vacancy management can focus more on management and pro-actively advise the vacancy owner/PA;
- In the long term, there will be more time for editing vacancies and providing advice on publishing vacancies on job boards, employer branding, and the use of social media, and making it as easy as possible for a candidate to apply (mobile first).

**Actions taken**

- analysis of the best third party: completed
<table>
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<tr>
<th>Year</th>
<th>Action</th>
<th>Details</th>
<th>Status</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-4</td>
<td>Investing in leadership: quality of supervisors</td>
<td>36,37,39,40</td>
<td>Action 2a. Implementing a leadership programme for administrators and an initial group of supervisors (pilot)</td>
<td>Leadership programme was developed and attended by administrators and an initial group of supervisors</td>
</tr>
<tr>
<td>2020-1</td>
<td>Investing in personal leadership</td>
<td>28,30,38,39</td>
<td>Action 3a. Organising a conference and Executive Board faculty tour about personal leadership</td>
<td>Raising awareness of the theme among staff members by participation in sessions</td>
</tr>
<tr>
<td>2020-1</td>
<td>Improvement of the employment condition of</td>
<td>23,24,33</td>
<td>Action 4b. Establishing faculty and Radboud</td>
<td>Established effective measures and reduction of</td>
</tr>
<tr>
<td>academics: reducing work pressure</td>
<td>University-wide drives to reduce bureaucracy and unburden academics</td>
<td>administrative pressure and bureaucracy for academics</td>
<td>imposed at the faculty/department level] accountability and bureaucracy. Faculties and the university will take action based on the university’s work pressure workplan to simplify accountability and administration, and thus reduce bureaucracy. The following methods were used: - themed lunches with academics - surveys among academics - interviews with academics - focus groups Contacts within the faculties have gathered the action points and will incorporate them in administrative measures at the faculty level, which are also discussed with the internal participational bodies. On that basis, it is assessed which RU-wide actions can be taken. Frequent reporting about this takes place in the managing directors meeting.</td>
<td>bodies, work pressure project group, managing directors</td>
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<tr>
<td>2020-2 Improvement of the employment condition of academics: reducing work pressure</td>
<td>Action 4c. Establishing faculty actions in relation to simplifying the educational organisation and a better distribution of educational resources</td>
<td>Established effective measures and reduction of work pressure and experienced work pressure for teaching staff</td>
<td>On the basis of the university workplan, project groups were assembled at the faculty and university level to determine how education can be organised more efficiently, and how education can be organised and provided better and more efficiently within the current frameworks. The resulting action plans are established and consolidated. Frequent reporting about this takes place in the managing directors meeting.</td>
<td>HR, faculties, lecturers, participational bodies, work pressure project group, managing directors</td>
</tr>
<tr>
<td>2020-2 Investing in careers, development, and security of academics</td>
<td>Action 10b. Establishing a Radboud University-wide postdoc network</td>
<td>Postdoc network realised, and initial meetings focused on development/careers were organised by the network</td>
<td>Partly at their own request, a network specifically for postdocs will be set up. This network focuses on professional development and provision of information on careers and generic skills. It also contributes to the integration of postdocs by organising social activities. The experiences of the RUMC postdoc network will be used, and joint activities will be organised where possible.</td>
<td>HR, research institutes, postdocs</td>
</tr>
<tr>
<td>2020-3 Professionalisation and development of education: educational innovation and quality</td>
<td>Action 9c. Establishing Radboud Teaching and Learning Centre</td>
<td>Centre established and integrated</td>
<td>The Radboud Teaching and Learning Centre (RTLC) propagates a vision on education, learning, and development that matches the role of the university and the role of academics, now and in the future. Its foundation is research into (academic) education.</td>
<td>SOO, education directors, faculties</td>
</tr>
</tbody>
</table>
The RTLC promotes and facilitates development and innovation of education causing the development of new forms of education and learning that match social and technological developments. A strong connection between education research and educational innovation ensures the RTLC develops knowledge about the way education, learning, and development can best take shape in practice.

In doing so, the RTLC provides an inspiring and knowledge-intensive environment that reinforces the innovative power of lecturers. It offers a (physical and digital) meeting place, and stimulates and facilitates all lecturers in their continuous development as a lecturer. The TLC provides lecturers with the opportunities to give substance to their educational career, thus strengthening the quality of education at Radboud University.

| 2020-3 | Improvement of working conditions for academics: social safety | 23,24,34 | Action Sa. Improving the system of confidential advisors | Completed actions focused on professionalising the effort and organisation of confidential advisors, complaints structure, and findability | To do | The social safety action plan includes:

Clarifying the role and responsibility of confidential advisors:

• Persons appointed as confidential advisors by Radboud University have the necessary qualifications or are willing to obtain them;

• Duties and authorisations of the different types of confidential advisors (for different areas and at different levels) and the way they are held accountable are clearly defined. Confidential advisors can be held accountable in this regard;

• The confidential advisors have a visible (online) presence in the organisation; they are easy to find by students and staff members, and it is clear what they can and cannot do;

• Reporting by the (local) confidential advisors is defined, as well as the communication about it with the participational bodies;

• This results in an amendment of the confidential advisors’ regulations. |

| 2020-4 | Improvement of working conditions for academics: | 23,24,34 | Action Sc. Developing and implementing a | Integrated module followed by the first groups of supervisors | To do | Supervisors play a crucial role in the improvement of social safety and creation of a safe and open climate. This is why all 1st-line staff (supervisors, HR advisors, student advisors) |

HR, BJZ, confidential advisors | 2020-4 | Improvement of working conditions for academics: | 23,24,34 | Action Sc. Developing and implementing a | Integrated module followed by the first groups of supervisors | To do | Supervisors play a crucial role in the improvement of social safety and creation of a safe and open climate. This is why all 1st-line staff (supervisors, HR advisors, student advisors) |

HR, faculties |
<table>
<thead>
<tr>
<th>Year</th>
<th>Action</th>
<th>Description</th>
<th>To do</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-4</td>
<td><strong>Social Safety</strong></td>
<td>Training module for supervisors. will attend a training focused on awareness and professionalism over the coming period. Rollout will be in the 3rd quarter of 2020. This can be further interpreted as staff training or activities at a faculty (if desired/necessary). Subsequently, the module will be structurally integrated in the leadership programme.</td>
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<tr>
<td>2020-4</td>
<td><strong>Investing in Leadership: Quality of Supervisors</strong></td>
<td>Action 2a. Implementing a leadership programme for other supervisors</td>
<td>Further developed leadership programme completed by all other supervisors</td>
<td>After the further development of the programme in response to the pilot, all other supervisors will complete the programme. Target audience includes all professors and associate professors with large research groups.</td>
</tr>
<tr>
<td>2021-1</td>
<td><strong>Professionalisation and Development of Education: Investing in Careers and Prospects of Junior Lecturers</strong></td>
<td>Action 9b. Working with (long-term) development tracks for junior lecturers on the basis of an overview of possibilities</td>
<td>Increased use of such tracks to provide more prospects for junior lecturers.</td>
<td>The CAO NU 2018-2020 includes agreements to extend the length of temporary contracts for junior lecturers, and to add a subject matter development component. The stakeholders aim to further reduce the number of short-term employment contracts, and to increase the opportunities for junior lecturers on the employment market. This CAO agreement is further developed by Radboud University in consultation with the faculties, based on the possibilities and requirements. To this end, meetings were organised with key people in education, the Executive Board, and the platform of deans of education. Faculties see opportunities to increase the use of development tracks for junior lecturers. To facilitate this, an overview will be drafted with possible tracks.</td>
</tr>
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</table>
| 2021-1 | **Ethical Research Principles: Investing in Academic Integrity** | Action 13a. Training and supervision: assessment of offerings and adapting the offerings to the Netherlands Code of Conduct for Research Integrity (NGWI) | Offerings developed for academics and adapted to the NGWI | In the area of academic integrity, we build on the existing process and ongoing actions. However, a number of new actions are proposed for the 2019-2020 period, also in response to the new Netherlands Code of Conduct for Research Integrity (NGWI):  
  - Examine the extent and manner in which integrity is integrated in the degree programmes for students and PhD candidates, and make improvements where necessary. This includes adjustments in this regard of educational programmes, or in the regulations of Graduate Schools.  
  - Reinforcing the attention for integrity in training programmes for senior staff and supervisors, also to | SOO, graduate schools, institutes |
f irmly incorporate integrity in the supervision of students and PhD candidates. Examine the current offerings and availability, and promote the use of training where necessary.

| 2021-2 | Ethical research principles: investing in academic integrity | Action 13b. Culture and communication: updating academic integrity website and organising annual debates | Updated academic integrity website and organised meetings/debates about academic integrity; promoting an open research culture | To do | Promoting an open research culture:
• Updating the integrity website based on the new NGWI.
• Consider academic integrity in the area of recognition and appreciation, also in response to DORA.
• Further promotion of an open research culture, by encouraging debate and discussion about integrity and good research practices. Continuing the annual university-wide discussion meetings about integrity (annually April/May). Developing a toolkit about initiating discussions about integrity and good research practices in the workplace.

Setting ethical standards and procedures
• Strengthening the mutual contact and exchange of information between the confidential advisors and the Scientific Integrity Committee by organising annual meetings with stakeholders. This meeting will focus on improving findability, and where necessary improve procedures for processing and referring issues. Plan the first meeting autumn 2019.

| 2021-3 | Ethical research principles: investing in academic integrity | Action 13c. Providing good research infrastructure in which correct data management is organised and facilitated | Researchers are informed about the RDM requirements and apply these. RDM-systems: Radboud Data Repository (RDR) is operational. | To do | Further implementation of the RDM policy and associated systems and support:
• Specifying the objective of the RDM policy, with a focus on safeguarding findability and accessibility of research data associated with publications. Informing researchers about the RDM requirements, and the possible routes that can be taken to ensure they comply. Good (central) registration and archiving or research data are important focus areas.
• RDM for theses: implementation of changes in the available systems and procedures, to allow data associated with theses to be centrally registered and stored (for internal use). | SOO, University Library, institutes, research directors |
<table>
<thead>
<tr>
<th>Year</th>
<th>Domain</th>
<th>Pages</th>
<th>Action</th>
<th>Goal/Description</th>
<th>To do</th>
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| 2021-3 | Investing in PhD track improvement        | 22,23,28,34,36,39,40 | Action 14. Improving the PhD track by integrating the VSNU guidelines document in the Radboud University PhD policy | Modified PhD policy based on the VSNU guidelines, and improving the quality of the PhD track | The quality of PhD tracks is high in the Netherlands. However, PhD tracks have changed a great deal over the past few years. This has brought a number of different challenges, and has led the Dutch universities to collectively create the document Een gezonde praktijk in het Nederlandse promotiestelsel (healthy practices in the Dutch PhD system). The document, which was presented on Tuesday 9 April, includes a series of principles endorsed by all universities affiliated with VSNU. Radboud University will take the next 18 months to integrate the below guidelines in the PhD policy. These are:  
- All PhD candidates are registered and assigned a VSNU qualifier;  
- A start date is determined for all PhD candidates;  
- All different types of PhD candidates are supervised and assessed using the same principles;  
- All PhD candidates are included in a Graduate School (or similar);  
- The supervision of a PhD candidates uses the four-eyes principle;  
- At the start of the PhD track, all PhD candidates draft a Training and Supervision Plan (OBP) which is updated yearly;  
- All PhD candidates have a go/no go discussion with their (co)-PhD supervisors, preferably in the first year;  
- A project group will be set up including both policy makers as well as PhD candidates. |
| 2021-4 | Investing in career policy and development academics | 11,22,23,25,28,33,39,40 | Action 8. Developing a Radboud University-wide framework for | Radboud University framework developed | In November (2018), NWO, NFU, ZonMw, and VSNU announced in a joint statement they were moving towards a more balanced assessment of the achievements of academics. In the international playing field in which HR, SOO, education and research directors, deans, |
promotion policy with a focus on the balance between education, research, impact, and leadership

a promotion policy (with a focus on the balance between education, research, impact, and leadership) and basis for faculty policy

publications and research results determine the academic status of the academic, the statement encourages the creation of additional space for awarding education, social impact, leadership, qualitative research (instead of a quantitative focus), and team achievements. The Strategic Plan 2020-2025 includes a similar course of action and focuses on this theme. Additionally, there is a plea for more career differentiation, in which the importance of interconnectedness of the different aspects is immediately recognised, especially within one person.

Therefore, the Executive Board and Council of Deans want to reach a collective vision and framework for advancement and career policy for academic staff, which connects to the established framework for tenure and career tracks, and looks at a balanced appreciation for research, education, social impact, and leadership in an academic career.

In different phases and based on interviews and discussions within the organisation, the University will work towards an integrated framework for promotion policy. Attention will be paid to education, research, impact, and leadership successively.

2021-4 Professionalisation and development of education: investing in careers and prospects of junior lecturers 33,25,28,29
Action 9a. Information for junior lecturers about career opportunities and development provisions Increase awareness among lecturers about development and career opportunities To do The Radboud University implements the CAO agreements of junior teachers and implements policies aimed at reducing temporary contracts in duration and adding development components in these contracts. By this junior teachers are offered more development possibilities and improving their career chances. Part of this policy is informing junior teachers about career possibilities outside academia. Also the Radboud University already offers a university wide free training programme aimed at career development. This programme is yet not known amongst junior teachers and actions will be taken to improve this.

HR, faculties

2022-1 Investing in career policy and development of academics: 11,22,23,25,28,33,
Action 8. Interpreting the Radboud University-wide framework for promotion policy to Interpret the developed RU framework to create a faculty promotion policy To do Faculties will work on interpreting the RU-wide framework to create a faculty promotion policy.

HR, SOO, deans, scientific directors, institutes, managers
<table>
<thead>
<tr>
<th>Year</th>
<th>Policy Area</th>
<th>Related Action(s)</th>
<th>Description</th>
<th>To do</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022</td>
<td>Investing in professional recruitment and selection: OTMR policy</td>
<td>Action 12b. Implementing vacancy text writing training for HR advisors with a focus on diversity</td>
<td>Organised training for HR advisors and adjusted vacancy texts</td>
<td>The OTMR checklist concluded that RU can invest in the quality of vacancy texts and profile descriptions. In particular, more knowledge can be shared and trained for applicability and appeal of the vacancy texts for different target audiences, such as women. HR advisors can be trained in writing such texts. To this end, a training will be developed using the knowledge available in the organisation (such as its expertise in the area of diversity).</td>
<td>HR</td>
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<tr>
<td>2022</td>
<td>Investing in professional recruitment and selection: OTMR policy</td>
<td>Action 12c. Implementing diversity and bias training for committees</td>
<td>Organised training for recruitment committees</td>
<td>Radboud University has had good experiences with the training of recruitment committees and vacancy owners. In this training, recruitment committees are provided with information about elements of diversity and bias during recruitment and selection. On the basis of an evaluation of a pilot at FNWI, improvement measures are formulated, and the training can be implemented in the whole organisation.</td>
<td>HR, faculties, Gender &amp; Diversity Studies (NSM)</td>
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<tr>
<td>2022</td>
<td>Professionalisation and development of education: educational innovation and quality</td>
<td>Action 9d. Further optimisation of the UTQ system by (re)development of a complete support provision for starting and experienced lecturers</td>
<td>Increasing the quality and effectiveness of the UTQ system with an inspiring educational offering for lecturers with opportunities for cross-faculty peer consultation and knowledge sharing</td>
<td>The continuous development of lecturers is an important means of continuing to strengthen the quality of education and to promote educational development. This applies to starting lecturers who are working towards their UTQ as well as experienced lecturers and (future) educational leaders. Development of lecturers will be one of the three core activities of the future RTLC. <strong>Educational offering for starting lecturers</strong> A national peer review revealed that the UTQ is valuable, especially for starting lecturers. However, it also became clear that the existing Radboud University UTQ track needs to be modified and updated in a number of areas. For instance, within the UTQ profile and UTQ track there is currently very little attention for educational innovation and educational research. This is why a renewed educational offering will be developed and implemented in the coming period.</td>
<td>SOO, RTLC, faculties</td>
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<td>Educational offering for experienced lecturers</td>
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<td>The educational requirements of experienced lecturers are less homogenous and more subject to change. Lecturers indicate that they want to be inspired by good role models, and also wish to stay up to date with the latest developments and/or insights gained from educational research. The offering for this target audience will initially be shaped by responding to the call for a physical meeting place and a digital platform.</td>
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<tr>
<th>Educational offering for educational leaders</th>
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<tr>
<td>This is being developed through partnerships with other universities that already have such offerings. The exchange with educational leaders of other universities will also have additional value for our own lecturers/educational leaders who follow this training.</td>
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</table>
6. Implementation of the HRS4R action plan

General overview of the implementation process and preparation of the internal review

The internal review was drafted on the basis of information from and a consultation with internal stakeholders.

Information was gathered through:
- interviews with research target groups: interviews with PhD candidates, postdocs, female scientists, research directors, HR heads of departments
- management information from the staff information system
- internal inquiries: the staff survey 2018, the PhD survey 2018, postdoc inquiry 2019, evaluation documents for specific topics and programmes (such as the mentoring programme or the University Teaching Qualification).
- focus group with steering committee (4 July with managing directors of faculties)
- interview with Radboud Innovation (our impact and funding department)

Outcomes of this consultation form the basis of the new action plan 2018-2022.

Additionally, the input for the HRS4R action plan 2018 -2022 has come from the RU Strategy and HR strategy 2020 – 2025. These strategies have been formulated together with working groups within the organisation. These policies are thus created with the consideration of employee interest groups who are also able to provide their own input. It is almost impossible to create and implement policies at the university if there is no support for them. The HRS4R action plan 2018 – 2022 has next been discussed by the Council of Deans and is eventually established by the Executive Board.

The implementation of the action plan is mostly assigned to the existing university organisation and existing monitoring processes, such as the planning and control cycle between the Executive Board and the units. It requires the units to report annually on the implementation of HR policy and the different strategic HR themes as formulated in the HR agenda.

The implementation of the HRS4R action plan is organised as follows:

1. Operational project group HRS4R

The operational project group for the action plan consists of the different policy coordinators at the central level. These are:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Coordinator</th>
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<tbody>
<tr>
<td>Investing in leadership</td>
<td>HR Policy Officer*</td>
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<tr>
<td>Improvement of working conditions for academics</td>
<td>HR Policy Officer*</td>
</tr>
<tr>
<td>Investing in careers, development, and job security</td>
<td>HR Policy Officer*</td>
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<tr>
<td>Investing in professionalization of recruitment</td>
<td>HR Policy Officer*</td>
</tr>
<tr>
<td>Investing in ethical principles: academic integrity</td>
<td>SER Policy Officer*</td>
</tr>
<tr>
<td>Investing in PhD track improvement</td>
<td>SER Policy Officer*</td>
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</tbody>
</table>

Within their own theme, the policy coordinators are responsible for the implementation and progress reports. They are in close contact with the academic target audiences, for instance by way of the specific project groups and sounding boards (such as those for reducing work pressure and investing in leadership). HR is the overall coordinating unit for the implementation of the action plan.

2. Steering committee HRS4R

The steering committee of the HRS4R process consists of the managing directors of the units. Within the units, they are responsible for the staff policy for academics, and this is why they are the ideal group for monitoring and steering HR policy and the HRS4R process.

3. Sounding board HRS4R
A steering committee was created in relation to the strategic vision and frameworks for the HR policy within Radboud University. This steering committee consists of a member of the Executive Board, a managing director, a facilities director, and an HR director. This steering committee oversees the whole HR policy, and sets the frameworks for future themes. This steering committee is therefore the ideal sounding board for HR policy and the HRS4R process.

How will the implementation committee and/or steering group regularly oversee progress?
The policy coordinators periodically report on the progress of their actions. The implementation of the action plan will be reported on periodically in the steering committee of the HR agenda and the Executive Board. The reports will indicate per theme and point of action which steps were taken in the preparation or execution of the particular item. Periodically, the progress is also discussed with the sounding board to determine if the adjustment of HR policy and its priorities is necessary.

How do you intend to involve the research community, who are the main stakeholders, in the implementation process?
The involvement of the research community in the implementation can be diverse, depending on the theme and point of action. In general, the (further) elaboration of the points of action is discussed with (groups of) staff members through the line of the research institutes or faculties. Partly based on the information that is gathered from these interviews, concrete implementation will be assigned to the action point. In those cases where the implementation of an action is accompanied by a change in university or faculty regulations, it will be discussed by the participatory bodies (UGV and FGV), which include representatives from the research community.

Communication: All information and documents will be published on the RU website on pages such as “Working at” and internal communication will follow after the results of the audit. In addition, HR policy is always communicated and discussed with the line management of the organisation such as the deans and scientific directors/managers. In this case, many of the instrument implemented and used by the line management (such as the recruitment guide and the tenure and career track policy) will be specifically discussed and communicated.

How will you proceed with the alignment of organisational policies with the HRS4R?
The RU Strategy forms the basis of the themes of our HR policy. Therefore, the HR policy is directly linked to the strategy and primary process of Radboud University. The HR policy is the most important input for the HRS4R themes and actions. Discussions with the HR advisory group are used to frequently check whether the HR policies are still in line with the overall strategy and themes of the university.

How will you ensure that the proposed actions are implemented?
The chosen themes and actions are explicitly part of the established HR agenda for the period 2019-2023, and of the recently renewed Radboud University strategy. This means that the HRS4R actions form an integral part of the implementation processes of the HR agenda and the university strategy for the coming years. Additionally, a specific project group was created for the implementation of the different action points. This project group consists of policy coordinators responsible for the different HR policy themes. They periodically report on the progress to the HR director, the HRS4R steering committee, and the Executive Board.

In addition, HR policy is structurally organised and implemented by line management. Support is provided by local HR advisors that work with a central HR department and together they are responsible for the quality of HR. This means that HR operates very close with the scientific departments and can, thus, make sure that the instruments are used in the proper way. The HR department recently developed an improvement plan by which the HR function aims to improve the strategic support for scientific managers and to improve the quality and monitoring of implemented HR instruments.
How will you monitor progress (timeline)?
As mentioned before, HRS4R actions form an integral part of the implementation processes of the HR agenda and strategy memorandum. This also means that these actions are part of the university’s regular planning and control cycle (through budgets and annual reports from the faculties and the university as a whole). Additionally, the project group also creates a separate periodical report on the implementation of the HRS4R action plan.

How will you measure progress (indicators) in view of the next assessment?
Intended effects and/or indicators (of the results) have been listed at the action points wherever possible. They can be used in the next evaluation to assess whether the listed actions were actually implemented and whether the intended effects or results were achieved. Information about effects and impact is mainly generated by:
- feedback from the sounding boards with academics;
- internal studies and surveys such as the staff survey;
- specific measurements of effects within the themes (such as the effect measurement for work pressure);
- management information, including from the human resources information system.