

Radboud Universiteit



Governance model

Radboud University

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1. Introduction

Radboud University makes an impact and has done since its establishment in 1923. We contribute to a healthy, free world with equal opportunities for everyone. We choose our path based on current scientific questions and societal challenges. We have an eye for ethical challenges and the societal implications of our research. We are active across many academic fields. At our university, research and education go hand in hand. We encourage an open intellectual climate, in which staff members and students inspire and challenge each other. A climate in which they change perspectives, push boundaries, take responsibility, and get the best from themselves together. Together with Radboud university medical center, we form a close-knit academic community. Staff members and students feel connected to each other, to society, and to the world around them. This enables our students to develop into conscientious, committed, critical, and self-aware academics who take up positions of responsibility in society.

In order to execute our core tasks of education, research and impact, it is important that the structure of our organisation, the division of tasks, and the working method is clear for all parties involved. Our organisational structure is set out in the Higher Education and Scientific Research Act (WHW) and in several internal regulations, such as the Structure Regulations and the Administration and Management Regulations. This description of the Radboud University governance model aims to summarise the information in all of these documents and offer clarification where necessary.

2. Organisation

2.1. Administrative structure

Radboud University is a special university, as defined in Article 1.1 of the Higher Education and Research Act (WHW). Special universities differ from public universities in several ways; for example, special universities were founded by private parties, while public universities were founded by the government. The management and organisation of special universities, including the participational bodies, also differs from that of public universities. This is because the relevant provision in the Higher Education and Research Act does not apply to special universities. The WHW articles are applied insofar as the special nature of the university does not dictate otherwise.

Radboud University is part of Stichting Radboud Universiteit, hereinafter referred to as ‘the foundation’. The purpose of this foundation is to promote the preservation of the university and to acquire, maintain, distribute and encumber assets made available to the foundation on behalf of the university. Radboud University performs various statutory tasks, including scientific education and research, the transfer of knowledge to society, and the personal and social development of students. Radboud University has laid out its administrative structure in the Structure Regulations of Radboud University Nijmegen, drawn up in accordance with the Code of Good Governance of the Association of Universities in the Netherlands (VSNU).

The foundation and the university are managed by an executive board. The Executive Board is a collegiate team with joint final responsibility, consisting of three members: a chair, a vice-chair and the rector magnificus.

The Executive Board is responsible for:

- ensuring the governance and management of the institute as a whole
- drafting the institutional plan
- appointing board members
- overseeing education and research, which includes requesting the accreditation and assessment of new programmes, developing new programmes, terminating programmes, and determining the programme capacity
- issuing guidelines for deans with respect to organising and coordinating education and scientific practice and executing the tasks and responsibilities of the deans
- setting tuition fees and drafting student policies
- determining the budget, the annual accounts, the personnel policy and the employment conditions at institutional level
- establishing a system of internal checks and risk management
- ensuring the legal protection of students and staff, and appointing participational bodies

The Supervisory Board is the supervisory body of Radboud University as required by law. It consists of five members who are appointed by co-option for a period of four years. One of these members is also a member of the Radboud university medical center foundation. The Executive Board informs the Supervisory Board of the main developments and affairs at Radboud University.

The Supervisory Board is responsible for:

- appointing and, where appropriate, suspending and dismissing members of the Executive Board
- overseeing the administration and management of the university and advising the Executive Board
- approving the annual report, the budget, the annual accounts, amendments to the Structure Regulations and the Administration and Management Regulations, important policy proposals, the bankruptcy or dissolution of the foundation, amendments to the articles of association and mergers and demergers
- ensuring that the university fulfils its tasks for the benefit of Dutch society as a whole
- appointing the external auditor

2.2. Internal structure

Faculties

Education, scientific practice and impact take place in faculties led by a dean appointed by the Executive Board. Radboud University has seven faculties:

- Philosophy, Theology and Religious Studies, of which the Faculty of Theology is a part
- Arts
- Law
- Medical Sciences
- Science
- Social Sciences
- Nijmegen School of Management

The deans are charged with the administration and organisation of the faculty in terms of its education, the practice of science, and its impact. They are also in charge of establishing the Education and Examination Regulations and the annual research programme, monitoring their implementation and reporting this to the Executive Board. Deans may also establish general guidelines for academic practice within the framework of the institutional policy.

To summarise, deans have the following responsibilities:

- contributing to the institutional strategy and policy, in consultation with the Executive Board and other deans
- drawing up faculty regulations and plans and coordinating the internal decision-making processes
- shaping the faculty structure
- overseeing research and education and achieving impact
- ensuring the management and control of organisational processes
- shaping and implementing policies governing the operational management of the faculty
- establishing the teaching and research programme and monitoring the quality of its implementation
- representing the faculty, disseminating the faculty's knowledge and achieving impact

The dean shall be assisted by at least one and at most three vice-deans who are appointed by the Executive Board and accountable to the dean. The vice-dean supports the dean in the execution of his or her tasks and also serves as a replacement in his or her absence. The dean shall appoint an administrative director with the prior approval of the Executive Board.

The administrative director:

- contributes to the faculty's strategy and policy
- develops policy frameworks in the field of operational management and ensures their implementation
- prepares the faculty budget and annual accounts, and monitors income and expenditure
- advises the dean on operational management
- manages the support staff in his or her organisational unit
- contributes to the acquisition, design and management of indirect government funding and contract funding for research and education

The dean, together with the vice-deans and the administrative director, shall constitute the Faculty Board. The Faculty Board acts as a collegiate board in practice, but not formally, as the dean holds final responsibility. Each year, the dean appoints a student assessor nominated by the Faculty Student Council who attends board meetings and plays an advisory role. To support the Faculty Board, each faculty has a secretary who is responsible for preparing the decision-making process on behalf of the faculty. This role may also be performed by the administrative director.

The faculty programmes are housed in one or more educational institutes (see HK 4) and the research is housed in one or more research institutes (see HK 5). The academic staff is split into separate departments (see HK 6). The institutes make annual agreements with the departments about the deployment of academic staff.

Consultative bodies

The deans assist in the management of the university as a whole and attend regular meetings with the Executive Board to discuss university policy. Important strategic and policy issues are first discussed in this meeting before the Executive Board makes its decision. The rector and the deans, under the chairmanship of the rector, together form the Doctorate Board, as outlined in the WHW. This board also has decision-making powers, including the power to appoint ius PhD candidates, to award honorary doctorates, and to adopt the Doctorate Regulations.

The Executive Board and the deans have a number of permanent consultative bodies, some of which are required by law. The first are the participational bodies, which consist of the Works Council, the Student Council (with their central Joint Assembly and Representative Council) and the Faculty Student Council (with their Central Joint Assembly and faculty Joint Assembly). The structure and functioning of the participational bodies is explained in more detail in section 3.3.

Other permanent consultative bodies include:

- *The Education Directors' Platform*: a meeting to discuss the university's educational policy, attended by two to three representatives per faculty. The Education Director Platform is chaired by the rector.

- *The Research Directors' Platform*: a meeting to discuss the university's research policy, attended by two to three representatives per faculty. This meeting is attended by the scientific director (on behalf of the Radboud Teachers Academy) and the director (on behalf of the DCCN). The platform is chaired by the rector.
- The Radboud University Director's Meeting (RUDO): a meeting to discuss the university's business operations. This meeting is attended by the administrative directors of the faculties, the RDA and DCCN, the managing director and the divisional directors of Radboud Services, and the Executive Board secretary. The RUDO is chaired by the vice-president of the Executive Board.

Interfaculty collaboration

There are many opportunities for interfaculty collaboration. Radboud University's Structure Regulations allow for research and education to operate outside the faculty structure. In order to promote cooperation between faculties, the Structure Regulations permit one or more deans to establish units to which certain tasks and powers in the field of education or the practice of science are assigned, by joint regulation and with the approval of the Executive Board.

F.C. Donders Centre for Cognitive Neuroimaging (DCCN)

The DCCN research institute operates outside the faculty structure. At DCCN, the RU faculties, Radboud university medical center and several external partners jointly research key aspects of cognition in relation to the structure of the central nervous system. The DCCN board consists of a maximum of seven members who are appointed by the Executive Board. The board appoints a chair from its ranks and is responsible for establishing the policy, the budget and the annual account, in addition to overseeing daily operations. The director is responsible for day-to-day management.

Radboud Teachers Academy (RDA)

The RDA is a joint arrangement in which five faculties collaborate in the field of teacher training. The RDA board consists of the deans of the participating faculties and appoints a chair from within its ranks who is appointed by the Executive Board. The managing director and the scientific director are jointly in charge of the day-to-day management of the RDA.

Professional Services

The primary processes are supported by Radboud Services, which consists of professionals with different fields of expertise. Radboud Services consists of the following six divisions:

- Academic Affairs
- Information Services
- Human Resources
- Finance & Control
- Campus & Facilities
- Marketing & Communications

Radboud Services is headed by a managing director, who is assisted by a management team consisting of the six divisional directors.

The Administrative Office, which operates under the hierarchical leadership of the Executive Board secretary, consists of the General Legal Affairs Department, the Internal Audit Department and

corporate controller, the Executive Board's support services, and several independent positions. The Administrative Office is administratively managed by the Executive Board. This is to ensure that support for the Executive Board remains as close to the board as possible and to give several functions a direct reporting line to the Executive Board, independent of the board's secretary and the managing director of Radboud Services. The secretary of the Executive Board serves as the link between the Executive Board, the faculties, the Administration Office and Radboud Services. The secretary of the Executive Board is responsible for the policy cycle, for ensuring the quality and integrity of policy preparation, for preparing the decision-making process on behalf of the Executive Board, and for entrusting the implementation of this policy to the faculties, Radboud Services and the Administration Office. The managing director of Radboud Services is responsible for preparing and implementing the policy in the divisions. Both the secretary of the Executive Board and the managing director of Radboud Services report to the Executive Board.

Radboud University Holding BV

Radboud University has grouped several non-statutory tasks and spin-offs in private limited liability companies managed by Radboud University Holding, a 100% subsidiary of Radboud University. The board of Radboud University Holding BV is appointed by the Executive Board.

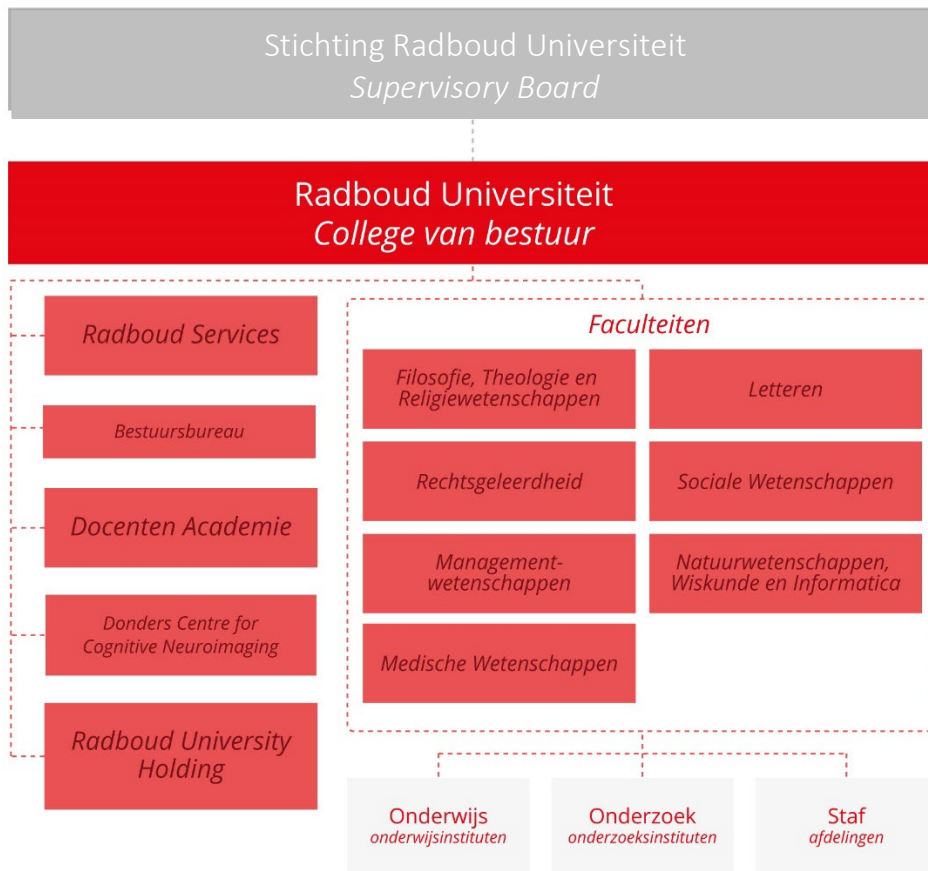
2.3. Radboud university medical center

The activities and organisations of the Faculty of Medical Sciences of Radboud University and the academic hospital are housed in the Radboud university medical center, which is under the leadership of the Board of Directors.

The general management of the Faculty of Medical Sciences has been entrusted by the Executive Board to Radboud university medical center's Board of Directors. The responsibilities include drafting and implementing a multi-year policy plan for the faculty, drawing up an annual budget and annual accounts, and overseeing staff policy and staff management. The dean of the Faculty of Medical Sciences is in charge of education, research and examinations. The dean is vice-president of the Radboud university medical center Board of Directors and a member the Radboud University Executive Board. After approving the proposed annual budget, the Executive Board makes the resources available to the Radboud university medical center so it can carry out its assigned tasks. The Administrative Cooperation Board (CBS) consists of members of the Radboud University Executive Board and the Radboud university medical center Board of Directors. The CBS is entrusted with overseeing the strategic policy with regard to identity and profiling, financial transparency, and the policies governing research, education and impact. Radboud University's Education and Research Regulations apply to the Faculty of Medical Sciences and the students at this faculty have voting rights in the university's Student Council elections. Radboud university medical center also has its own regulations and consultative bodies, in which patient care plays a significant role.

2.4. Organisational structure

The following diagram shows the organisational structure of Radboud University.



3. General management of Radboud University

3.1. Principles of governance

Radboud University is governed by several principles that help shape the structure and collaboration.

Trust in collaborating professionals.

Radboud University is a close-knit community in which staff members and students collaborate and inspire each other. The core values for staff members are courage, connection, and openness, which provides them with the freedom and sense of responsibility to develop their talents and realise their ambitions. This starts with personal leadership and trust.

Low-level responsibilities

Responsibilities are distributed at a low level in the organisation, within the applicable frameworks. Collaborating professionals have full autonomy within these frameworks. Integral management is the guiding principle in the organisational units, which include the faculties, the DCCN, the RDA, Radboud Services, the Administration Office and Radboud University Holding. Central frameworks are agreed upon in mutual consultation with the organisational units and the Executive Board to comply with the institutional strategy and laws and regulations, to ensure that students and staff are treated equally, and to achieve efficiency and quality. Key frameworks include the external laws and regulations, the institutional strategy, and the institutional policy.

Academic leadership

Faculties, institutes and departments are run by researchers with limited office terms and supported by business managers.

Argument-based governance

Transparency is the key to good governance. All parties involved must be given insight into the results in order to facilitate productive discussions. The university pursues an argument-based governance model with the aim of reaching consensus and generating support.

Involvement

Students and lecturers are involved with each other and with society. Employees work in groups in which they feel comfortable and connected to each other, to students, and to education and research. Employees are also involved with the institute and take responsibility for the levels above their own organisational unit.

Education and research are connected

Institutes are organisations that house related research and education programmes and projects. They involve employees from within and outside their departments. In educational institutes, employees (from the same or different departments) work together on academic programmes, while in research institutes, employees (from the same or different departments collaborate) collaborate on research programmes. Within the departments, employees work together on personal and discipline development. Their success depends on the degree of cooperation between the research institute, the educational institute and the department. Staying up to date on each other's portfolios and the interconnectedness between research and education is an important prerequisite.

One supervisor

All employees at Radboud University report to a single supervisor. Supervisors also serve as the employer, which means they are responsible for deploying, assessing and developing their employees.

Leadership

Radboud University's vision on leadership focuses on courage, connection and candour. The following principles apply:

- A supervisor ensures that the work is done well.
- A supervisor facilitates connection, meaning he or she ensures that all members feel safe, motivated and connected to the team, and are given the opportunity to develop their personal and professional skills.
- A supervisor makes decisions, communicates them openly and clearly, and acts accordingly.
- A supervisor helps to create strong interpersonal connections among employees.
- A supervisor ensures that informal ties are not at odds with formal decision-making structures.
- A supervisor recognises and values the differences between employees.
- A supervisor looks beyond the boundaries of the team to the organisation as a whole and acts accordingly.

3.2. Policy cycle

The policy cycle is the cyclical process of preparing, drafting, decision-making, implementing and evaluating the university policy. Each policy cycle lasts several years and includes an annual cycle for the budget and the annual report. The policy cycle consists of the following components:

1 Strategy

The strategy describes the strategic objectives of the university and provides a general overview for how these will be achieved. The strategy is drafted with the input of the university and is evaluated and amended periodically. It requires the approval of the University Joint Assembly and the Supervisory Board.

2 Strategy of organisational units

Each organisational unit defines its own objectives and associated action plans in a strategy for a multi-year planning period. The strategy of an organisational unit elaborates on strategic topics at the decentralised level and includes a multi-year financial framework. The heads of each organisational unit are responsible for drafting the strategy. Faculty consent is required as part of the Faculty Joint Assembly. The Executive Board is responsible for assessing the faculty plans based on the university strategy.

3 Policy letter

The annual policy letter contains the basic principles, the financial frameworks, the budget questions with respect to research and education (faculties and institutes), the budget questions with respect to staffing policy, and the timeline for drafting and submitting the budget for each organisational unit. The policy letter is drafted in collaboration with several Radboud Services divisions, after which

it is discussed with RUDO And the deans. The University Joint Assembly has the right of consent to the main points of this letter, which is usually adopted by the Executive Board in July.

4 Annual plans and budgets of organisational units and budget meetings

In the annual plan and the associated budget, the organisational units address all components of the policy letter and include a financial translation of the policy. Following advice from the participational bodies, a budget meeting is held in the autumn between the Executive Board and the organisational units. The annual plans and the budgets of the organisational units are submitted to the Executive Board for approval.

5 University budget

The budgets of the organisational units are used to draft the university budget. The University Joint Assembly has the right of consent to the main points contained within the budget. The Executive Board is tasked with approving the final budget and submitting it to the Supervisory Board for approval.

6 Periodic reports

Internally, the organisational units prepare a concise financial report for the dean's office or management, in which the actual results are compared with the budget. After four and eight months, respectively, each unit draws up a more extensive report for the Executive Board. These reports are submitted to the Supervisory Board for review.

7 Annual report letter

The annual report letter includes an overview of what the organisational units are expected to include in the annual report. It is drafted in the autumn and then discussed in the directors' meeting (RUDO) and adopted by the Executive Board.

8 Annual reports by organisational units and annual interviews

The deans and directors of the organisational submit a written report about the policy and management pursued. In this report, they indicate whether the budgeted goals have been achieved in an efficient way, comparing the implementation with the objectives and the actual figures with the budgeted figures and the previous year's achievements. In the spring, the annual report is discussed with the Executive Board and the policy is ratified.

9 University annual report

The Executive Board submits a written report on the implementation of the policy laid down in the university budget for the year in question, comparing the implementation with the objectives and the actual figures with the budget, the prognosis and the achievements of the previous year. The Audit Committee advises the Supervisor Board, which is responsible for approving the annual report.

10 Strategy evaluation

The strategy is evaluated in the last year of the multi-year cycle. A new strategy is adopted that same year.

3.3. Employee participation

Radboud University attaches great importance to a strong participational presence of students and staff, who together form the academic community. At Radboud University, employee participation is exercised at the institutional level through a Works Council, as referred to in the Works Councils Act, a Student Council and a University Joint Assembly, which is composed of the Works Council and the Student Council, four representatives of the Faculty of Medical Sciences, and the UGV.

Given the special status of Radboud University, the laws governing the management and organisation of public universities do not apply. Instead, Radboud University has drafted its own rules, in accordance with the WHW stipulations and in line with the restrictions imposed by its special status. These apply to the organisation of employee participation. Radboud University has adopted a number of points from the WHW, but has also deviated from several of them. As a result, the participational bodies at Radboud University have more powers than public universities in some areas and less power in others. The Executive Board determines the regulations of the USC and UGV. Both regulations require the consent of two-thirds of the members of the relevant participational bodies. The regulations for the Works Council are adopted by the Works Council with the approval of the Executive Board.

The Works Council consists of 21 members and is tasked with looking after the interests of the university staff. The university also has a Representative Council for each department (faculties, Radboud Services, DCCN and RDA). Elections are held every two years, whereby employees can elect members of the Works Council and the Representative Council. The Works Council has right of consent and advice in accordance with the Dutch Works Councils Act, except where these rights have been assigned to the Local Council as per the CLA and the LO-OR covenant.

The USC consists of 14 members and is tasked with looking after the interests of the students. It consists of eight elected members and six appointed members. Elections are held for the eight elected members in May or June of each year. The six other members are appointed by the six umbrella organisations, each of which include associations from similar disciplines/fields who represent the interests of students in the Student Council and of their own supporters. In addition to the USC, there are also specific Faculty Student Councils.

The Executive Board needs the prior consent of the USC to adopt or amend decisions relating to:

- the general student policy
- the policy governing student facilities
- the student charter
- the regulations governing financial support for students
- the regulations governing the University Student Council and the Faculty Student Council

In the University Joint Assembly (UGV), students and staff discuss university-wide topics, such as the general and the strategic policy, with the Executive Board. The UGV consists of members of the Works Council and the University Student Council. The Works Council also includes four representatives of the Faculty of Medical Sciences (appointed from the Radboud university medical center council), as Radboud university medical center staff do not have the right to vote in Works Council elections.

The UGV meets with the Executive Board every six weeks. These meetings are chaired alternately by the president of the Works Council, the president of the University Student Council or the president of the Executive Board. The Executive Board needs the prior consent of the UGV to adopt or amend decisions relating to:

- the strategy (institutional plan)
- the way the quality of research and education is safeguarded
- the administration and management regulations
- the regulations governing the university and faculty joint assemblies
- the regulations governing safety, health and welfare
- the key points in the annual budget
- changes to the distribution model
- the multi-year investment forecast
- the guidelines for the Executive Board, insofar as these concern issues that must be legally recorded in the EER

The Executive Board must seek the advice of the UGC on general policy issues relating to the continued existence and smooth running of university affairs and important organisational changes. This also applies to budget decisions, major investments and institutional tuition fees. The Supervisory Board must seek the advice of the UGV on issues relating to hiring and firing members of the Executive Board and the profiles used in the appointment of Executive Board members.

Each faculty has a Faculty Joint Assembly (FGV) in which the Faculty Student Council and the Representative Council consult with the Faculty Board. The agenda includes matters such as:

- the faculty regulations (for which the FGV has the right of consent)
- the faculty strategy
- the education and research policy
- the EER (for which the FGV has the right of consent)
- new appointments
- the budget
- occupational health and safety issues
- faculty provisions

The UGV and the FGV have a majority vote, except on decisions relating to the UGV and FGV regulations, which require a two-thirds majority. In the UGV, staff representatives and student representatives have equal voting rights. In the FGV, the voting ratio is 6/10 for staff representatives and 4/10 for student representatives. This ratio was agreed in exchange for the FGV's right of consent to the entire Education and Examination Regulations and the right to be heard in the appointment of deans, vice-deans, directors and professors in the educational institutes.

4. Governance in education

4.1. Educational institute

Faculty programmes are housed in one or more educational institutes¹. These institutes are led by a director, in most cases a professor appointed by the dean. A director of an educational institute may not simultaneously be a dean or vice-dean. The director of an educational institute reports to the dean, which is why it is not desirable for a dean to serve as a director. The same applies to vice-deans who serve as the assistant and deputy of the dean. A director of an educational institute cannot be the director of another institute nor the chair of a department or a member of a programme committee. An educational institute may have support staff.

A director of education is responsible for:

- overseeing the educational institute and the programme directors
- formulating the demand for educational support
- shaping the faculty's teaching vision and organising bottom-up contribution to policy development and advising the dean on teaching policy
- ensuring the implementation of the faculty's teaching policy across the institute
- safeguarding the quality of the programmes at the institute and overseeing the programme accreditation process
- determining the quantitative and qualitative demand for teaching staff with the programme directors, research directors and department chairs
- coordinating the teaching content with the programme directors, research directors and department chairs
- preparing the EERs
- reporting to the vice-dean or dean

4.2. Study programme

The programme is the primary focus of Article 7.3 of the WHW, which is defined as a coherent set of educational units with well-defined learning outcomes. Programmes are set up by the Executive Board and housed in the faculties or units within a faculty, with interfaculty collaboration.

Each programme or group of programmes is managed by a programme director, appointed by the dean of the faculty to which the programme belongs. The role of programme director is fulfilled by a professor or, by way of exception, an associate professor. The same person may serve as programme director for more than one programme.

The programme director ensures that the education provided meets the quality standards and draws up an annual education plan for this purpose.

The programme director:

- is the face of the programme
- ensures the substantive coherence of the programme
- organises and executes the programme

¹ This does not apply to education offered in collaboration with non-faculty units, such as the RDA.

- sets quality assurance standards for the programme
- ensures the evaluation of the teaching and its follow-up
- maintains contact with the professional field
- drafts the annual programme report

The objectives and content of the programme are set out in the EER, which is determined by the dean. The authority to determine whether a student has achieved the objectives in the EER lies with the Examining Board. The Examining Board can establish additional rules within the framework of the EER with respect to its tasks and powers and may also grant exemptions and designate authorised examiners to administer examinations. The Examining Board is appointed by and reports to the dean. Programmes can also share a joint examining board

Each study programme has a programme committee. Programmes may also share a programme committee. The faculty regulations stipulate the rules governing the appointment of committee members. Half of the members are students and half are staff. At Radboud University, the program committee does not have the status of a participational body, as is the case at public universities.

The programme committee:

- issues advice about the EER
- assesses the implementation of the EER
- issues solicited and unsolicited advice on education to the dean and the director of education

Each study programme has its own Professional Advisory Council. Programmes can also share a Professional Advisory Council.

4.3. Education policy cycle

The educational quality system at Radboud University includes an institutional policy cycle with multiple levels, many of which are linked.

The programme cycle

Education is offered in degree programmes, which is where results are achieved and assessed. Education is evaluated and the academic results are tracked using management information. The satisfaction of current and former students is measured in the National Student Survey (NSS) and the National Alumni Survey (NAS). A programme is accredited once every six years. All of these tools shed light on the quality of the education provided and can lead to improvements.

Three reports are drawn up in February. First, the programme director drafts an annual report on the current academic year. This report, drafted using a prepared template, describes the main events in the past year and the progress of improvements based on the most recent audit, qualitative and quantitative academic evaluations, and surveys like the NSS and NAS. The programme committee also drafts a report on the current academic year. This report, drafted using a prepared template, contains solicited and unsolicited advice, the legally required assessment of the EER, a reflection on the educational audits, and the subsequent plans for improvement. Finally, the Examining Board drafts an annual report in February on the current academic year. This report, drafted using a

prepared template, describes the composition of the committee and the steps taken to ensure the quality of the examinations and the appointment of examiners.

A draft EER is drawn up in December at the institutional level. The programmes can use this to establish their own EER, to be adopted by June, and incorporate any changes.

The faculty cycle

Faculties establish a long-term strategy that includes the education policy. The educational institutes draw up annual education plans to add substance to the faculty's annual education policy. The results of the annual programme reports is summarised in the annual faculty report, which is also released in February. The dean discusses the programme reports at the institutional level with the programme director and adjusts the faculty's education policy as needed.

The institutional cycle

At the institutional level, the vision on education is determined and adjusted as necessary, and fleshed out in the strategy in which education plays an important role. The central education policy is also developed and determined at this level. The Executive Board holds monthly policy consultations with the deans and the education platforms. In March, the Executive Board meets with the faculties to discuss the annual programme reports. In June, the annual report is adopted at the institutional level. In November, budget meetings are held during which the Executive Board and the faculties discuss educational plans.

An institutional quality assurance audit is held once every six years, in which the entire educational policy cycle is assessed by external auditors of the Accreditation Organisation of the Netherlands and Flanders (NVAO). Halfway through this six-year period, an internal midterm review is held to assess the design and operation of the internal quality system.

Contribution of stakeholders in the education policy cycle

The table below summarises the contributions of various stakeholders in the education policy cycle.

Stakeholder	Contribution
Supervisory Board	<ul style="list-style-type: none"> – Supervises the academic quality assurance system – Supervises the policy priorities of the Executive Board
Executive Board	<ul style="list-style-type: none"> – Sets up the quality assurance system – Adopts and enforces the vision on educational quality and quality assurance – Adopts and enforces the institution-wide education policy – Supervises the implementation of faculty policy priorities
Education Platform	<ul style="list-style-type: none"> – Consults with the Executive Board on educational quality and quality assurance
Joint Assembly	<ul style="list-style-type: none"> – Approves the design of the quality care system and the proposed policy based on the quality assessment results
Dean	<ul style="list-style-type: none"> – Sets up the faculty quality assurance system – Adopts the Education and Examination Regulations (EER)

	<ul style="list-style-type: none"> – Adopts and enforces the faculty vision on educational quality and quality assurance – Adopts and enforces the faculty education policy – Supervises the implementation of policy priorities determined by the directors of education
Faculty Joint Assembly	<ul style="list-style-type: none"> – Adopts the faculty quality assurance system – Adopts the Education and Examination Regulation (EER)
Director of education	<ul style="list-style-type: none"> – Advises on faculty education policy – Implements education policy at educational institute – Develops and implements faculty education policy – Oversees programme accreditations – Supervises the choice and implementation of policy priorities determined by the programme directors
Examining Board	<ul style="list-style-type: none"> – Monitors the quality of exams – Drafts guidelines and instructions for examiners with regard to assessing and grading exams
Programme committee	<ul style="list-style-type: none"> – Advises on the Education and Examination Regulations (EER), academic quality and the educational quality assurance system
Programme director	<ul style="list-style-type: none"> – Implements faculty education policy in the programme – Develops and implements Education and Examination Regulations (EER) in the programme – Monitors the quality of the programme

5. Governance in research

5.1. Research Institute

Faculty research is housed in one or more research institutes, which are led by a research director (usually a professor) appointed by the dean². The director of a research institute cannot also be a dean or vice-dean. The director of a research institute reports to the dean, which is why it is not desirable for a dean to serve as a director. The same applies to vice-deans who serve as the assistant and deputy of the dean. A director of a research institute cannot also be the director of another institute or the chair of a department. A research institute may have support staff.

A research director:

- leads a research institute
- organises research support
- helps shape the faculty's research vision, organises bottom-up contributions to policy development and advises the dean on the research policy
- implements the institutional and faculty research policy across the organisation
- safeguards research quality at the institute and oversees the programme accreditation process
- determines the quantitative and qualitative demand for research staff with the directors of education and department heads
- coordinates research with the directors of education and the department heads
- reports to the vice-dean and the dean

5.2. Research policy cycle

The most important policy cycle with regard to research is that of the external evaluation, carried out according to the SEP protocol. The external evaluation is conducted every six years at all Radboud University research institutes. A specific focus on the thematic or programme group level is also possible. Audits can take place the individual or group level.

In addition to the SEP cycles, Radboud University has an annual policy cycle in which education, research, finance and staffing plans are discussed.

The annual policy cycle consists of the following steps:

- Focus on the future: the policy framework, policy letter, annual plan and the budget;
- Focus on the past: the annual reports.

The annual policy framework contains the priorities and points of emphasis for the coming year and the financial frameworks within which the organisational units must draft their budgets. This process starts with a policy letter from the Executive Board to the organisational units. Based on the framework and the policy letter, the faculty draws up a budget/annual plan in which the objectives for the coming year are set out. The research plans are included in the budget/annual plan. This is described at the faculty level, but can also focus more on issues of specific relevance to the individual research institutes.

² This is not the case for research conducted in collaboration with non-faculty units, such as the RDA.

The deans and directors use the annual report to submit a written statement on the policy and management pursued. The annual reports are preceded by an annual report letter drafted by the Executive Board and sent to all organisational units. This letter contains the frameworks for the annual faculty report. The annual faculty report describes research and the main developments in the past year, as well as the results of the implemented policy and management in relation to the agreements made with the Executive Board. Research-related management reports are appended to the annual report.

In addition to the annual faculty report, separate reports are drawn up by the individual research institutes (and by the educational institutes for education). The annual research reports are submitted at the same time as the annual report. This report contains a concise summary (max. 4-5 pages) of the key developments in the past year and the policy results. The report also contains an appendix with management about input and output. Representatives from the faculty and the Executive Board meet in March to discuss these reports.

6. Governance of academic staff

6.1. Departments

Academic staff members work in departments led by a chair, usually a professor. In these departments, education, research and impact converge. The departments are organised by discipline and form the home base for academic staff. The department chair supervises the academic staff and is responsible for the core aspects of personnel policy, such as recruitment, selection, assessment and development. Academic staff are deployed by the departments in the institutes for education, research and impact purposes. If necessary, departments can be divided into subsections as well, whereby the department chair delegates the supervisory role to the professor in charge of the section. A department may also have support staff.

The department chair:

- determines the desired quality and quantity of academic staff, in consultation with the directors of research and education
- recruits academic staff, holds annual appraisal interviews, assesses staff and facilitates their professional development, in consultation with the directors of research and education
- determines the deployment of academic staff in teaching and research, in consultation with the directors of research and education
- oversees the development of the discipline

7. Operational governance

7.1. Introduction

The director of Radboud Services is responsible for operational management at the university level. Final responsibility for staff and operational management rests with the dean, who is supported by a director of operational management appointed with the approval of the Executive Board. The institute's mandate regulation determines which powers the dean has with respect to operational management. The dean can grant a mandate to the director of operations and a staff mandate to the department chairs to help them fulfil their tasks as academic staff supervisors. The dean can also grant a mandate to institute directors and department chairs to give them full responsibility over their budgets. When granting a mandate, the dean may impose additional conditions and restrictions.

7.2. Operational management consultations

Consultations on operational management at the university level take place in the RUDO, where faculty administrative directors consult with the managing director and the divisional directors of Radboud Services, the administrative directors of RDA and DCCN, and the secretary and vice-president of the Executive Board. For contact between the faculties and Radboud Services, each division of Radboud Services has fixed contacts within the faculty organisations to ensure clear communication and coordination between Radboud Services and the faculties.

The divisional directors organise regular consultations with these dedicated contacts, which are generally the heads of the associated staff departments. These consultative bodies (such as the Education and Student Affairs Management Team (MESA), Marcom, P and F consultations³) receive the policy frameworks from the RUDO and can request further elaboration as needed. Conversely, the RUDO can delegate the implementation of a Radboud-wide policy on operational management to these consultative bodies and ask them for advice.

7.3. Distribution model

For the distribution of resources, Radboud University uses an internal distribution model that largely follows the OCW funding model. The faculties can spend the allocated amount as they see fit, provided that it is spent on the legal (WHW) tasks of the university. It may not be spent on private activities.

For education, each faculty receives a fixed and historically determined component consisting of fixed basic funds and scope for education. The rest of the budget is variable and based on the number of students enrolled and the number of degrees conferred. Part of the research budget is also fixed and historically determined. The rest of the budget is variable and based on teaching performance and the number of degrees conferred.

Specific allocations are included in the contractual part (largely for teaching and/or research). Most amounts are structurally allocated.

³ MESA: coordination of educational support; Marcom: coordination of marketing & communication; P-consultation: coordination of personnel matters; F-consultation: coordination of finance & control.

7.4. Internal Audit Service

Radboud University has an Internal Audit Service (IAD) which, due to the desired independence, falls directly under the Executive Board as part of the Administration Office. The purpose of the IAD is described in the Audit Charter.

The IAD provides the Executive Board and management with additional assurance about the effectiveness and management of the university's business operations, based on expert and objective research (audits). The IAD focuses on the execution of operational audits. The financial audit and related activities are fully outsourced to the external auditor. The IAD does not focus on subjects related to the quality of education and research (including scientific integrity) because these subjects are already being investigated in other ways through external assessments. The emphasis is on supporting the primary processes of education and research.

Potential audit topics are identified, among other things, based on discussions with the Executive Board and administrative managers. Subsequently, risk analysis is used to select the topics that could have the greatest impact on the achieving the university's strategy. The final list of audit subjects is elaborated in a multi-year and annual plan that is determined by the Executive Board. The Executive Board discusses these plans with the university's Audit Committee.