

Radboud University



Think Through

Policy Plan of the Faculty of Philosophy,
Theology and Religious Studies
2023-2027



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Introduction



The wide range of education that was previously offered under the headings of Theology and Philosophy is still at the core of the academic education, not only for the students of our Faculty, but for all students who study at Radboud University. The Faculty continues to embody this tradition and embraces its specific connecting role within the university in a contemporary way.

This policy plan shows how we want to shape this in the coming years against the background of the current academic and social debate. The interaction between posing and reflecting on fundamental questions regarding

identity and community is central to our teaching, research and our impact. The results of the reflection have significance for urgent and complex social issues. Lecturers from our Faculty provide students from all faculties with insight into the coherence of questions from their specific discipline within a larger context and how these questions arise from the continuous dialogue between fundamental theoretical and social issues.

The Faculty of Philosophy, Theology and Religious Studies is the heir to a rich tradition of education, research and impact that has played a central and connecting role since 1923 in what is now the Radboud University. The relationship between science, normativity and meaning is a central theme in education and research at Radboud University and in this Faculty in particular. Solidarity, sustainability and meaning making play an important role in our distinctive contribution to society.

The Faculty is
organised into **eight
academic
departments**



6 Research
programmes

Impact -
Radboud Reflects &
cooperation with
Radboud Academy

The **support departments** of
our Faculty are organised into: Education
Office, Reception, Secretary of the Faculty
Board, Research Institute,
Communication and Business Operations
office (with e.g. HR, Finance and Projects)



The Faculty offers **Bachelor's and Master's
and Research Master's programmes**
in the field of Philosophy, Theology and Religious
Studies, with additional teaching for PhD students, in
partnership with the Faculty of Arts and in the context
of the Graduate School of Humanities

This plan

In the past years, the Dutch academic climate has been dominated by a narrow focus on student numbers and research funding. This has created a highly competitive workplace, especially in combination with our ambition to engage in cutting-edge research and offer high-quality teaching. At the same time, today's academic world is characterised by well-grounded demands for transparency and accountability, new ways of viewing team science and recognition, and the desire to create a diverse and inclusive workplace. Over the past few years, our Faculty has faced two main challenges: the effects of the COVID-19 pandemic, and issues relating to social safety, diversity and inclusion. These themes have impacted our work in many ways, affecting how we work, how we think about our work, and how we envisage the future of our Faculty, and of academia at large. Notably, these themes affect both students and staff – academic as well as support staff – and therefore truly impact all the work we do.

This policy plan presents the outlines of how we, as a Faculty, intend to move forward in the coming years, how these two larger themes play out in the daily work of our Faculty, and how the themes that we address in our teaching and research can build on our Faculty's and disciplines' contributions to society. Our starting point in this context is Radboud University's policy plan, [A Significant Impact](#) (2019). From there, we discuss how we aim to address the 'wicked problems' of our times and the above-mentioned challenges facing academia. What do these challenges mean for research and impact, for teaching, for the community we want to become, and for the resources we need to make this happen – from finances to ICT infrastructure and buildings? Throughout all of this, one core element is sustainability – when it comes to buildings, food and travel, but just as or even

more importantly when it comes to people – because our support staff, academic staff and students are at the heart of who we are and who we want to be. We conclude this policy plan with a number of concrete projects for the first few years that will allow us to implement key elements of our approach in the day-to-day life of our Faculty.

Main themes

Radboud University's policy plan, *A Significant Impact*, identifies five starting points, based on the University's main ambition, which is 'to contribute to a healthy and free world, that provides equal opportunities for everyone':

- 1 Top-quality research is only possible in an open international context.**
- 2 We focus on people and community.** Our students grow into critical, committed, and self-confident graduates.
- 3 Our range of disciplines allows us to help find answers to a broad range of issues facing society.**
- 4 We invest in the ongoing development of our staff, our students, and the way we work.**
- 5 We are an inviting place to study, meet, and collaborate.**

Over the past three years, the COVID-19 pandemic has conspired with mounting evidence of accelerating climate change and the accompanying socio-political upheavals to underline the strong need for academic contributions from Philosophy, Theology and Religious Studies, in collaboration with scholars and scientists from many other fields, if we want to create a healthy and free world.



This is because our Faculty's research and teaching are grounded in a long history of linking fundamental scholarly debates in philosophy, theology and religious studies to current societal issues, which gives our research programmes a solid basis. However, the 'wicked problems' we face today are all interdisciplinary, complex, multi-scalar and transnational in nature, if we want to break new ground, we will need a wide and varied range of contributions and perspectives, as well as sustained collaboration between researchers from various disciplines. We will also need new types of teaching programmes to enable new generations of students to tackle these issues.

Our research and teaching therefore has to **engage with larger societal themes while remaining grounded in sound disciplinary teaching and research**. In this context, we distinguish three complementary approaches that build on each other. The first is based on our *disciplinary research and teaching*, which continues to form the heart of all our activities. Rooted in our six research centers, this approach stimulates and facilitates us in developing basic disciplinary projects that translate into research projects, courses, and study programmes.

Building on this first approach, our second approach involves stimulating and facilitating teachers and researchers from different disciplines to *engage in collaborative projects* with a variety of partners within our Faculty, at other Radboud University faculties, and beyond, with external partners from other universities in the Netherlands and abroad, or governmental and profit and non-profit organisations.

Our third approach captures **our Faculty's greatest strength** and focuses on *analysing the often implicit conceptual frameworks* surrounding 'wicked problems':

both the assumptions, beliefs and imaginaries that underly these problems, and alternatives that can help us overcome them. The main goal of this approach – and our Faculty's strength – is to contribute to understanding and resolving some of the major societal problems of our time through the systematic and historical study of the underlying theoretical assumptions, concepts, belief systems, and religious and non-religious world views past and present.

We will further strengthen the interaction between fundamental research and contemporary debates by identifying six themes which have been the focus of our teaching and research in past years, and which we hope to expand and enhance in the period to come. While this list is by no means exhaustive, these **are the topics that we plan to prioritise in the coming years**:

- (i) The challenges of creating and maintaining a just and inclusive society
- (ii) Mental and physical health, wellbeing, and spiritual care
- (iii) The influence of conventions, biases and beliefs on how people think and communicate
- (iv) The role of religious and non-religious material & immaterial heritage in contemporary identity debates
- (v) The growing role of AI in our daily lives, from healthcare to social media
- (vi) Sustainability and climate justice

As a **Faculty of Philosophy, Theology and Religious Studies, we have a clear contribution to make** to all these topics, from a fundamental study of past and future problems, via an analysis of current debates and ethical, philosophical and religious considerations, all the way to

reflecting with others on how and where to initiate meaningful debates on these topics. This is particularly true since we share a sustained interest not only in what people do and how they do it, but also in what they think and write about, today and in the past, how they justify their actions, and how their beliefs, individually and as part of shared imaginaries, both contribute to these wicked problems and hold the key to their solutions.



Research & impact

Fundamental, original and innovative research is the starting point of all our teaching and impact activities. Most members of our academic staff have a fixed amount of research time that they can use to contribute to these goals in various ways: through research and publications in their own field, or by developing new projects, working on interdisciplinary projects, or sharing their work results with professionals or the wider public.

While research at our Faculty is still grounded in individual work and projects, we recognize the growing importance of 'team science'. This is particularly true when it comes to interdisciplinary projects, which require strong teams to reach new levels of cooperation and research innovation. Notably, some of these teams are primarily centred – as least institutionally – at Radboud University, and more specifically at our Faculty, while others are part of national and international consortia. This fluid and changing research landscape needs to be strengthened not only by

allowing for sufficient research time, but also by supporting researchers and research groups in administrative tasks and making the actual research more visible and prominent. This is particularly true for large-scale interdisciplinary projects, that require a considerable amount of institutional and practical support to make them feasible and effective in the current landscape. In this respect, the pandemic has shown us how to sustain cooperation at various levels with the help of sound technological infrastructure.



This kind of institutional support is also crucial for two other important topics that are expected to change the research landscape in the coming years. The Recognition and Rewards (Erkennen en Waarderen) programme has ushered in a new way of registering, evaluating and monitoring research activities. This ties in with the developments of Open Science. Full transition to Open Access publications and Open Science more generally, regarding data sets, research designs and the like, raises its own questions and issues for our kind of humanities research,

and this is an aspect that will require sustained attention in the coming years.

The above-mentioned themes reveal that societal impact was and remains a crucial part of our remit. This includes individual engagement from many of our staff in activities related directly to their research, e.g. science communication, the work of Radboud Reflects, and soon also a more varied type of professional training, which we plan to develop further in partnership with Radboud Academy.



Research centers PTRS

Center for Contemporary European Philosophy (CCEP)

Rooted in the post-Kantian European philosophical tradition of Radboud University, the Center for Contemporary European Philosophy (CCEP) is currently the most important center for research in contemporary continental philosophy in the Netherlands. Researchers involved in this center aim to contribute to the development of post-Kantian European philosophy in the fields of metaphysics and philosophical anthropology. A specific emphasis is placed on (but not limited to) a methodical approach based on phenomenology, hermeneutics, psychoanalysis and post-structuralism, which also includes the handling of systematic topical issues in a critical dialogue with the history of philosophy.

Center for the History of Philosophy and Science (CHPS)

The Center for the History of Philosophy and Science (CHPS) brings historians of philosophy and historians of science together in a single research group. This constellation is unique to the extent that CHPS studies philosophy and science as historically intertwined fields. The original goal of CHPS, which was founded in 1998, was to study the evolution of natural philosophy from the medieval to the early-modern period. In recent years, CHPS successfully broadened both its chronological and its thematic scope. The main lines of research for the present and the near future are:

1. The intersection of philosophy and science in the Greek, Latin, and Arabic traditions and their contemporary reception as well as the development of the natural sciences.
2. Ancient, medieval, and early modern theories of soul, imagination, and perception.
3. The epistemological, methodological, and ontological foundations of the natural sciences alongside their religious and societal implications.
4. The conceptions of life at the intersection of nature and culture.

Center for Textual, Historical, and Systematic Studies of Judaism and Christianity (CTHS)

The Center for Textual, Historical, and Systematic Studies of Judaism and Christianity (CTHS) brings biblical scholars, historians of Christianity, and systematic theologians together in a single research group. This constellation is unique. While other research centers treat textual and historical studies as distinct from fundamental and dogmatic theology, ethics, and spirituality, CTHS treats them as complementary disciplines related to historically intertwined phenomena. A remarkable strength of CTHS research must be seen in the fact that it builds on the scholarly expertise of three theological disciplines, traditionally known as biblical exegesis, church history, and systematic theology. The rich conceptual and methodological arsenal that these disciplines provide enables us to investigate identity processes in a variety of historical, cultural, and contemporary settings. Main themes of research, organised temporally, include:

1. The formation of early Jewish and early Christian identities in antiquity.
2. Christian identity and dissident traditions from late antiquity until the present.
3. Main themes concerning Christian identity in a contemporary and global society.





Center for Religion and Contemporary Society (CRCS)

The Center for Religion and Contemporary Society (CRCS) aims to clarify the position and role of religion and spirituality within the modern context of ambivalent and contested meaning. More specifically, CRCS studies religion and spirituality with regard to three themes:

1. resilient societies and the good life,
2. contingency and meaning,
3. and death and remembrance.

These relevant vantage points of religion in modern society are explored within Christianity, Islam, Asian and Indigenous religions and among the religiously non-affiliated, as well as through cross-religious comparative studies. CRCS aims for empirically informed theory development on contemporary religion and spirituality, while taking into account the historical and scriptural origins of present-day religion. The center therefore aspires to contribute to robust and empirically based theory on the roles and functions of religion in contemporary society.

Center for Cognition and Language (CCL)

The Center for Cognition and Language (CCL) brings together analytic philosophy of language, philosophy of mind and cognition, epistemology and philosophy of the human sciences—that is, to the research done in the section philosophy of mind and language. Specifically the current CCL identifies three research themes at the intersection of these disciplines:

1. Cognition and sociality: What is the nature of folk-psychology? And can we view culture as a precondition for—rather than merely a product of—human cognition?
2. Convention, commitment and perspective: Can linguistic utterances be understood in terms of convention and commitment? And how is perspective represented in language?
3. Philosophy of the human sciences: What is the nature of explanation in social and political science, psychiatry and cognitive neuroscience?

Radboud Center for Philosophy and Society (RCPS)

The Radboud Center for Philosophy and Society (RCPS) positions itself directly at the intersection of philosophy and society. Research areas at RCPS include critical philosophy of race, democracy and contestation, the ethics and politics of digitalization, (mental) health and health care, political violence as well as sustainability and the environment.

The explicit goal of the RCPS, shared by its members, is to bring the conceptual clarity, critical inquiry and analytic rigor of academic philosophy to bear on the moral, political, social, economic and cultural transformations raised by contemporary societal developments, whilst contributing to the further development of philosophical theory. Importantly, such philosophical engagement with societal issues is regarded as a two-way street: the aim is not only to communicate or translate one's research “top-down” but rather also to inform, shape and adapt one's philosophical work “bottom-up”, namely on the basis of input gained through engaging with societal stakeholders. It thereby deepens both empirical analysis and enriches philosophical thought.



Teaching

The problems of our time demand that we rethink how we teach our students, so that our graduates are well-equipped to tackle new and unforeseen problems, adopt different perspectives, and communicate with very diverse audiences, of experts and lay people alike, using vocabularies that are often incomplete and still in progress. To teach our students these skills, we need **to rethink and revise what we teach and how we teach it**. In terms of *what* we teach, our challenge in the coming years is to broaden and enhance our curriculum and provide course content that reflects intellectual, ethnic, and cultural diversity, so that our students can learn from the broadest perspectives. We also need to engage in advancing knowledge based on the most inclusive understanding possible of the issues we touch on in our activities. This understanding also needs to be interdisciplinary, given the complex and multifaceted nature of the problems that we face.

In terms of *how* we teach, we need to invest in **strengthening both our teaching skills** and our **teaching ethics**. By teaching skills we mean basic pedagogical skills. In this context, we want to encourage our teaching staff, in collaboration with the Radboud Teaching and Learning Center, to deploy a wider range of teaching methods to help new generations of students engage with the topics we teach. Teaching skills also include further reflection on how to create and maintain a safe academic climate, in which students feel free to learn and speak their mind, and where they feel comfortable engaging with other perspectives and critically reflecting on their own views. The relationship between teacher and student requires further **ethical reflection** and explicit articulation. This relationship should meet professional standards, and be based on mutual respect, trust, transparency

and, where necessary, confidentiality. Finally, we want our teaching programmes, in tandem with wider programmes for student well-being at our Faculty and at Radboud University, to help students to develop healthy and sustainable ways of coping with the pressures of learning, academic life, and student life in general, especially in these post-pandemic days. Our new Faculty building should therefore support our commitment to a healthy student life by providing enough places where students are welcome, where they can study alone or in groups, and where they can meet with teaching and support staff.

Registrations PTRS (2022-2023)

Main registrations	2020	2021	2022
Philosophy	519	624	625
Theology/Religious Studies	349	405	408
Total	868	1029	1033

Main registrations - exam type	2022
Bachelor	442
Pre-master	136
Master	455
Total	1033



Education programmes PTRS (2022-2023)

Bachelors	Programmes/specializations	Main language	Website
Philosophy	Philosophy	Dutch	www.ru.nl/opleidingen/bachelors/filosofie
	Philosophy, Politics and Society	English	www.ru.nl/en/education/bachelors/philosophy-politics-and-society
Religious Studies	Islam, Politics and Society	Dutch	www.ru.nl/opleidingen/bachelors/islam-politiek-en-samenleving
	Religion, Politics and Society	Dutch	www.ru.nl/opleidingen/bachelors/religie-politiek-en-samenleving
Theology	Theology	Dutch	www.ru.nl/opleidingen/bachelors/theologie
Pre-masters	Programmes/specializations	Main language	Website
Philosophy	Pre-master Philosophy	Dutch	www.ru.nl/opleidingen/pre-masters/pre-master-filosofie
Religious Studies	Pre-master Religious Studies	Dutch	www.ru.nl/opleidingen/pre-masters/pre-master-religiewetenschappen
Islam Studies	Pre-master Islam, Politics and Society	Dutch	www.ru.nl/opleidingen/pre-masters/pre-master-islam-politiek-en-samenleving
Theology	Pre-master Theology	Dutch	www.ru.nl/opleidingen/pre-masters/pre-master-theologie
Orthodox Christianity	Pre-master Orthodox Christianity	English	www.ru.nl/opleidingen/pre-masters/pre-master-orthodox-christianity
Masters	Programmes/specializations	Main language	Website
Philosophy (60 EC) www.ru.nl/opleidingen/masters/master-filosofie	Philosophy of Language and Cognition	Dutch	www.ru.nl/opleidingen/masters/filosofie-van-taal-en-cognitie
	Continental Philosophy	Dutch	www.ru.nl/opleidingen/masters/continentale-filosofie-fenomenologie-hermeneutiek-en-psychoanalyse
Philosophy of a Particular Field of Science (120EC) www.ru.nl/opleidingen/masters/filosofie-van-een-bepaald-wetenschapsgebied	Practical Philosophy	Dutch	www.ru.nl/opleidingen/masters/praktische-filosofie-kritiek-van-de-moderniteit
	Big ideas and their History	Dutch	www.ru.nl/opleidingen/masters/grote-ideeen-en-hun-geschiedenis
	Philosophy, Politics and Society	English	www.ru.nl/en/education/masters/philosophy-politics-and-society
	Philosophy of Business Sciences	Dutch	www.ru.nl/opleidingen/masters/filosofie-van-de-bedrijfswetenschappen
	Philosophy of Cognitive Sciences	Dutch	www.ru.nl/opleidingen/masters/filosofie-van-de-cognitiewetenschappen
	Philosophy of Cultural Sciences	Dutch	www.ru.nl/opleidingen/masters/filosofie-van-de-cultuurwetenschappen
	Philosophy of Behavioral Sciences	Dutch	www.ru.nl/opleidingen/masters/filosofie-van-de-gedragwetenschappen





Masters	Programmes/specializations	Main language	Website
	Philosophy of History	Dutch	www.ru.nl/opleidingen/masters/filosofie-van-de-geschiedenis
	Philosophy of Religious Sciences	Dutch	www.ru.nl/opleidingen/masters/filosofie-van-de-godsdienstwetenschappen
	Philosophy of Natural and Life Sciences	Dutch	www.ru.nl/opleidingen/masters/filosofie-van-de-natuur-en-levenswetenschappen
	Philosophy of Political Sciences	Dutch	www.ru.nl/opleidingen/masters/filosofie-van-de-politicologie
	Philosophy of Law	Dutch	www.ru.nl/opleidingen/masters/filosofie-van-de-rechtswetenschap
Research Master Philosophy	Metaphysics and Philosophical Anthropology	English	www.ru.nl/en/education/masters/metaphysics-and-philosophical-anthropology
www.ru.nl/en/education/masters/research-masters-in-philosophy	Ethics and Political Philosophy	English	www.ru.nl/en/education/masters/ethics-and-political-philosophy
	Philosophy of Mind and Language	English	www.ru.nl/en/education/masters/philosophy-of-mind-and-language
	History of Philosophy and Science	English	www.ru.nl/en/education/masters/history-of-philosophy-and-science
	Philosophy of Religion	English	www.ru.nl/en/education/masters/philosophy-of-religion
Religious Studies (60EC)	Spiritual Care	Dutch	www.ru.nl/opleidingen/masters/geestelijke-verzorging
www.ru.nl/opleidingen/masters/religiewetenschappen	Islam, Politics and Society	Dutch	www.ru.nl/opleidingen/masters/islam-politiek-en-samenleving
	Religion and Policy	Dutch	www.ru.nl/opleidingen/masters/religie-en-beleid
	Religious Studies	Dutch	www.ru.nl/opleidingen/masters/religiestudies
	Theology (60EC)	English	www.ru.nl/opleidingen/masters/theology-1-jr
Theology (180 EC)	History of Church and Theology	English	www.ru.nl/en/education/masters/history-of-church-and-theology
www.ru.nl/en/education/masters/theology-3-year	Biblical Exegesis	English	www.ru.nl/en/education/masters/biblical-exegesis
	Practical Theology	English	www.ru.nl/en/education/masters/practical-theology
	Systematic Theology	English	www.ru.nl/en/education/masters/systematic-theology
Educational Masters	Social Sciences and Humanities Education: Philosophy	Dutch	www.ru.nl/opleidingen/masters/tweejarige-educatieve-master-filosofie
www.ru.nl/opleidingen/lerarenopleidingen/alle-lerarenopleidingen#Tweejarige%20educatieve%20master	Social Sciences and Humanities Education: Religion	Dutch	www.ru.nl/opleidingen/masters/tweejarige-educatieve-master-godsdienst-en-levensbeschouwing

People

When devising plans for PTRS for the coming years, our starting point is sustainability. **Sustainability** not only for the planet (housing, traveling, food), but also for our people and the other resources that are an integral part of what we are and what we do, and of course also sustainability for the financial basis for our work. How can we anticipate growth in student numbers and research while at the same time creating a robust organisation that can cope with unexpected upheavals – not budget cuts and other financial adversities, but also upheavals like the COVID-19 pandemic and its impact, which require ongoing rethinking of our teaching and research?

Our ambition to ensure more sustainability implies that growth (in students, staff, or funding) can never be an goal in itself – rather, we want to grow in ways that are aligned

with our ambition concerning the kind of research we want to do, the kind of education we want to offer, the kind of community we want to become, and the kind of impact we envisage for the future. This also requires us to take a fresh look at the **teaching programmes** we currently offer, to see to what extent they are viable in the long term, and what is needed to make them more so.

Guaranteeing the long-term health and wellbeing of our academic and support staff is another important aspect of our mission – and it ties in with the goals of the 'Recognition and Rewards' programme, which has been included in Radboud University's HR ambitions for their academic staff and will be integrated in their recognition and rewards programme for support staff. How do we make sure that the people who work at our Faculty do so

in sustainable ways? How do we address where possible the sometimes unreasonable pressures of academic grant competition? How do we offer people work that stimulates and inspires their intellectual and professional growth – for their pleasure and fulfilment, but also for their future careers, here or elsewhere? What kind of community do we want to become? How can we encourage our community members to contribute to the flourishing of our Faculty and University, and of society as a whole? These questions push us to work to create a more diverse community in all kinds of ways, by including gender as well as cultural, ethnic and religious diversity, and by enriching our teaching and research with different role models and opening up to new and diverse perspectives for our students and staff.

Employees PTRS as per 31-12-2022

	male				female			
	fte	%	quantity	%	fte	%	quantity	%
Support staff	36,9	27,2%	54	29,4%	10,55	29,0%	14	25,9%
Scientific Staff	98,86	72,8%	130	70,7%	58,49	59,1%	75	57,7%
Total	135,76	100,0%	184	100,0%	69,04	89	66,72	49,2%

Subdivision Scientific Staff

	male				female			
	fte	%	quantity	%	fte	%	quantity	%
Professor	22,6	22,9%	24	18,2%	14,8	65,5%	16	66,7%
UHD	14,3	14,5%	15	11,4%	10,3	72,0%	11	73,3%
UD	17,05	17,2%	22	16,7%	10,55	61,9%	14	63,6%
Researcher/postdoc	13,65	13,8%	17	12,9%	5,8	42,5%	7	41,2%
promovendus	17,5	17,7%	19	14,4%	9,5	54,3%	11	57,9%
teacher/promovendus	4	4,0%	4	3,0%	3	75,0%	3	75,0%
teacher	9,76	9,9%	31	23,5%	4,54	46,5%	14	45,2%
Total	98,86	100,0%	132	100,0%	58,49	76	40,37	56

This requires that we address **work pressure**: both work pressure in the strict sense, arising from working hours, stressful roles, and competitive projects, and work pressure in a wider sense, not only arising from the work as such, but also from the way in which the Faculty (and academia in general) deals with topics such as implicit bias, social safety, shifting ideas about the workplace, career trajectories, and anything else that affects how safe and secure people feel in their work. These conversations should help us to make difficult decisions as to what we do, and how we do it: we may have to take on less in order to be able to do what we do better, for ourselves, but also for those who we hope will benefit from it. It also means that we need to strive to create permanent jobs where possible, especially in teaching positions. Finally, it emphasises the need to provide our staff with suitable workspaces, so they can do their work well, taking into account their need for privacy in certain aspects of their work. This means that our new building should allow for permanent workspaces for those who need it.

To grow professionally and personally, we need to be agile and flexible. In this way we keep an open mind so that we can take a different perspective where necessary and there is room in which other views can be expressed and heard. The Faculty is committed to a safe working environment where employees are exposed to as little uncertainty as possible and where they can raise unsafe situations. To this end, it is important that we critically reflect on existing balances of power and on the demands we place on good leadership. Awareness of the different roles that employees take on and the associated responsibilities is also required. In this way we create a **socially safe place to work and study**.

We want to encourage our students and teachers to switch between assuming a position of knowledge and expertise (with the associated responsibilities) and exploring a learning attitude of scientific curiosity. Such a culture leaves plenty of room for flexibility, spontaneity and freedom to welcome new possibilities and perspectives.

What has been said above about work pressure and social safety of academic and support staff also applies to the training of **our students**. The education we offer must empower all students. This requires our teachers to be aware of the complex dynamics in the classroom, and to be properly and continuously trained in teaching new generations of students. We want to offer a safe environment to our students, where there is no room for discrimination. To this end, we are thinking about a proper implementation and awareness of teacher ethics and the structures for raising unsafe situations. We also want to actively involve the students in the discussions about education and the plans of the Faculty.

We can only take new steps in the coming period by investing in our students and staff. That is why we must balance our ambitions with achievable goals, own responsibility in planning, and room for change, mistakes and failures. This also includes strategic personnel planning and talent development aimed at all employees.

Finally, attention must be paid to the inclusion of international staff and students, they must feel part of the Faculty community at all times.





Organisation

Financially, our Faculty has a strong foundation that enables us to strengthen our teaching and research, prioritising according to the lines set out in this policy plan, investing in the people that make up our community, our support and academic staff, and investing in the kinds of programmes described above. While the future is uncertain in many ways, in the coming years, our challenge will lie as much in finding the right people, as in attracting the funds for the things we want to do.

It is also crucially important that we invest in our Faculty's organisational structure. This pertains to our support staff, which is relatively small in relation to our Faculty's recent growth. It also pertains to the way our the support staff is organised and actively involved in all aspects of Faculty work –from plans for strengthening the Faculty's work environment, to plans for new teaching and research projects. We also intend to further strengthen our various lines of communication – between the Faculty Board and Faculty members, among Faculty members, between Faculty and students, and among students. This requires further investments in technical support and

communication staff, and in sound procedures to guide these types of communication. While privacy concerns do not allow for full transparency in all contexts, we strive to be as transparent as possible, especially regarding Faculty plans, policies, regulations, and procedures.

Through all of this, it is crucial that we make sustainability a central part of who we are. To date, we have already integrated the study of the ramifications of climate change in our teaching & research programmes. We plan to strengthen this with respect to teaching, research and impact, by further including theology & religious studies. We are supported in this by Radboud University's objective to not only actively support disciplinary and interdisciplinary plans for teaching & research in this field, but to also realise a new building for our Faculty, as part of a renewed state-of-the-art campus with zero emissions and circular use of building materials. As a Faculty, we will contribute by significantly decreasing travel (in the Netherlands, Europe, and beyond), as well as by making vegetarian/vegan options the default at lunches, receptions and dinners.



Projects

- 1 Healthy academic climate:** Overarching plan combining projects on diversity and inclusion, social safety, curriculum, and professional teaching and research ethics.
- 2 Student well-being:** Radboud-wide and Faculty-specific project to help students find their way back to the campus after, and perhaps partly during new stages of the pandemic, combined with new ways of helping students to actively form their own learning process.
- 3 Curriculum development:** New themes and societal problems ask for programmes that prepare students to contribute to analysing, understanding and resolving these problems. This requires changes in our current programmes and the development of new programmes. It also requires us to think through our next step when it comes to online education, learn from our best practices, and use them to enhance the quality of our teaching programmes more generally. One particular important sub-project concerns the development of a more diverse curriculum.
- 4 New building:** Creating a workspace that suits the work we do from 2025 onwards, in consultation with our staff, and based on their input.
- 5 Support staff:** The growth and increasing complexity of our teaching and research programmes, combined with our impact activities, requires further strengthening of our support staff, in numbers and quality, by investing in training and organisation. This applies to our teaching support staff, but also to HR, finance, communication, and secretarial support.
- 6 Interdisciplinary research structures:** New types of research also require new administrative and financial structures to support these collaboration forms, within the Faculty, at Radboud University, and further afield.
- 7 Recognition and Rewards:** We plan to take active part in University-wide and national programmes, and bring our current hiring, supervision and promotion systems in line with these developments.
- 8 Open Science & Open Access:** Formally, we have taken most steps in this respect, but in practice, we need to do more to make as much of our research output as possible publicly available.



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