

HR EXCELLENCE IN RESEARCH HRS4R – INTERNAL REVIEW

# Evaluation 2020 - 2023 and Action Plan 2023 - 2026



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# 1 Introduction

This document contains the required information for the renewal phase of the European HRS4R logo. The document describes the results of an internal assessment that considers the university's compliance with the principles of the European Commission's code of conduct regarding the recruitment and treatment of researchers. Radboud University has formally endorsed this European code of conduct since 2013 and, after going through an accreditation and audit process, has since been allowed to use the so-called HR logo HRS4R as a demonstration of being a good employer for researchers. A new accreditation and audit process is carried out every three years. The last time, in 2020, the assessment took place through a 'site visit', in which the European external assessment committee issued a positive assessment after viewing documents and conducting interviews with various internal stakeholders.

Adhering to the European Code of Conduct fits in well with the university's vision. For example, investing in people and developing an open and inspiring working climate is one of the ambitions in the Strategy 2020 – 2025 'A significant impact'. Based on this strategy, we implement and develop a policy for our researchers that aims to create an attractive and inspiring environment in which everyone's talents come into their own and one can get the best out of themselves.

This document is not so much about new policy, but is a collective overview for the European Commission of the progress of Radboud University in the past three years and the plans for the next three years in the field of personnel policy for researchers. The document was therefore drawn up on the basis of existing policy documents and after discussions with various policy directors.

In terms of structure, the document closely follows the framework of the online HRS4R tool, a tool with fixed fields in which the request for new accreditation must be submitted. We start in chapter 2 with an evaluation: what has become and changed as a result of the improvement actions formulated at the end of 2019/beginning of 2020 and what new/sharpened ambitions remain. Chapter 3 describes the action plan, resulting from existing policy intentions, which reflects the plans in the next three years aimed at improving these ambitions. Chapter 4 contains a factual overview of our organization: our profile and important key figures. To conclude this evaluation document, Chapter 5 is devoted to some questions concerning the implementation of the Action Plan in Chapter 3.

## 2 Evaluation

From the next page follows the evaluation of the actions formulated during the previous HRS4R evaluation. These actions are divided into the four strands of the European Code of Conduct: Ethical and professional aspects (2.1), Recruitment (2.2), Working conditions, social security and working conditions (2.3) and Training (2.4).<sup>1</sup> Each of these components also describes the extent to which progress has been made on the gaps identified in the previous cycle. We are also looking ahead: what are the gaps/ambitions for the upcoming cycle (until the beginning of 2026). Finally, section 2.5 identifies a number of important external developments that affect our personnel policy. The annex to this document (page 49) contains an overview of the principles contained in the European Code.

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<sup>1</sup> The annex to this document (page 51) contains an overview of the principles included in the European code per component.

## 2.1 Ethical and professional aspects

### Update previously formulated actions

Described in 2019					Status update 2023		
Action	Responsible	Objective	Status	Comments	Status 2023	Comments in 2023	
1	Radboud University will develop a course about data management for PhD candidates and postdocs.	University Library, HR department, Research Strategy	Improve the dissemination and valorisation of results	Extended	<p>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 management are also offered within faculties or institutes with greater focus on the relevant discipline. For example:</p> <ul style="list-style-type: none"> <li>• BSI has a new course on data management which is obligatory for PhD candidates as of January 2018.</li> <li>• The Graduate School for the Humanities offers a mandatory course on RDM to PhD candidates.</li> <li>• IMR also offers a research data management course.</li> <li>• Due to the disappointing results Research Data Management thus has been addressed as a new important theme in the action plan 2018-2022.</li> </ul>	Completed	<p>In the past cycle, the Open Science course was organized, in which attention was paid to Research Data Management (RDM) in two half-days. The course is organized twice a year for twenty PhDs each. At various faculties, such as the Faculty of Arts, data management courses are also organized that are mandatory for all PhDs.</p> <p>The upcoming cycle is foreseen within the university-wide Open Science program (in formation) to strengthen the knowledge building about open Science, among other things by offering courses and advice to researchers. Responsible data and software management is one of the four pillars of the program and educational offer.</p>

Described in 2019					Status update 2023		
Action	Responsible	Objective	Status	Comments	Status 2023	Comments in 2023	
2	Training and supervision: assessment of offerings and adapting the offerings to the Netherlands Code of Conduct for Research Integrity (NGWI)	Research Strategy (SOO), graduate schools, institutes	Ethical research principles: investing in academic integrity via: Offerings developed for academics and adapted to the NGWI	New	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 firmly incorporate integrity in the supervision of students and PhD candidates. Examine the current offerings and availability and promote the use of training where necessary.	In development. Target date: 2024 Q1	In 2022, an inventory was made of the extent and manner in which graduate schools pay attention to the subject. On this basis, a proposal with possible necessary adjustments is currently being worked on.

Described in 2019					Status update 2023		
Action	Responsible	Objective	Status	Comments	Status 2023	Comments in 2023	
3	Culture and communication: updating academic integrity website and organizing annual debates	Research Strategy (SOO), graduate schools, institutes	Ethical research principles: investing in academic integrity via:  updated academic integrity website and organized meetings/debates about academic integrity: promoting an open research culture	New	<p>Promoting an open research culture:• Updating the integrity website based on the new NGWI. • Consider academic integrity in the area of Recognition and Rewards, 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.</p> <p>Setting ethical standards and procedures• Strengthening the mutual contact and exchange of information between the confidential advisors and the Scientific Integrity Committee by organizing 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.</p>	Ready	The web page on scientific integrity has been re-described in collaboration with the Marketing & Communication department and is currently being set up, it is expected to be ready in the short term. In recent years, the discussion meetings have been organized, in which approximately 60 to 80 employees participated.

Described in 2019					Status update 2023		
Action	Responsible	Objective	Status	Comments	Status 2023	Comments in 2023	
4	Providing good research infrastructure in which correct data management is organized and facilitated	Research Strategy (SOO), University Library, institutes, research directors	Ethical research principles: investing in academic integrity via: researchers informed about the RDM requirements and apply these. RDM-systems: Radboud Data Repository (RDR) is operational.	New	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 these: implementation of changes in the available systems and procedures, to allow data associated with theses to be centrally registered and stored (for internal use). • RDM in PhD research: taking stock of RDM requirements in graduate school programmes, and implementing improvements where necessary. Increase testing of manuscripts for RDM in new PhD graduation regulations. • RDM systems: giving access to and implementing Radboud Data Repository (RDR) for a number of research institutes.	Ready	<p>The implementation of policies and processes is ready in accordance with the set objectives:</p> <ul style="list-style-type: none"> <li>As of 2021, the findability and accessibility guideline has been added to the general RDM policy, which stipulates that research data associated with publications must be findable and archived under adequate access management (the 'F' and 'A' of the FAIR principles). Radboud University is thus in line with many other Dutch universities, the European Commission, and the policy of major research funders such as NWO/ZonMw and Horizon.</li> <li>A system for centrally registering and storing data associated with theses has been developed (RIS for students) and set out as a pilot in 2021 and 2022 and put into use at a number of educational institutes. Support for this service will be expanded from Q1 2023, so that this facility can be offered university-wide from September 2023.</li> <li>In 2021, a new central promotion regulation was adopted in which provisions on RDM were included.</li> <li>The Radboud Data Repository has been implemented and is offered to research institutes that want to make use of it. The system is currently used by 8 research institutes for archiving and publishing research data.</li> </ul> <p>Policies, support and infrastructure in the field of RDM are available. In the coming years, the emphasis will be on further implementation and further development, and on further strengthening knowledge, skills and awareness among researchers in the field of responsible management of research data. This will take place within the framework of the Open Science program.</p>



## Strength/weakness analysis

The strength/weakness analysis of this theme was carried out by analysing the progress on the 'gaps' from 2020. See below:

*Gap: 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.*

*Gap: In the coming years, Radboud University will invest in 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.*

*Gap: 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.*

In the past cycle, the following steps have been taken to address the gaps:

### 1. Scientific integrity

In the field of scientific integrity, it appears that we are well on our way in terms of structure. The organisation of confidential advisers for scientific integrity has recently been re-organised, in which they have been formed together in a central team. The scientific integrity regulation has been revised and extensively communicated internally. All faculties have ethics committees that review research. The national reporting point WetenschapVeilig has been set up for scientists who feel threatened and communicated within the organization.

### 2. Quality PhD programmes

The quality of the PhD programmes is better managed, monitored and, if necessary, regulated. After an extensive process of consultation of many stakeholders, the organization adopted a new promotion regulation on 1-9-2021, incorporating the aforementioned rules. An important result of these regulations is that rules now apply to the entire PhD trajectory (from registration) in contrast to before, where regulation only took place at the end of the trajectory (after dissertation was finished). Since 1-9-21, the registration and tracking system Hora finita has also been used. This tool provides the data subjects with relevant information at any time during the PhD programme. By using the regulations on the one hand and the tracking system on the other, we as an organization have the necessary rules and information to do quality checks on the PhD trajectories and to take measures if necessary. Improvements on the system side are reinforced by measures on the development side, such as training and intervision for supervisors of PhDs to professionalize their role and training of PhDs themselves to further develop the various necessary skills as a PhD, such as maintaining relationships and managing projects.

### 3. Vision on Recognition and Rewards

All employees of Radboud University want Recognition and Rewards for their work. As a university, we also want to offer this to all our employees. That is why the RU, in collaboration with all other Dutch universities (UNL), has been committed to a new balance within working and making a career within science since 2019. This is in line with the agreements in the current collective labour agreement (preamble). From various discussion tables, a clear picture has emerged of the need for

and possibilities for change. The dialogue started with the academic staff, but the changes apply to all layers and to all employees who contribute to the core tasks of education, research, social impact, leadership and patient care (for employees who perform work within RadboudUMC, the hospital). At the start of the academic year 2022-2023, the Committee on Recognition and Rewards presented Radboud University's vision on Recognition and Rewards. This is aimed at creating a new balance within working and making a career in science. Radboud University aims to achieve the broadest possible support in the themes of quality, cooperation, diversity and the human dimension, as can be read in the new [vision document](#). In the coming years, we will work together to initiate the necessary changes within the system and culture of Recognition and Rewards. Our goal is to maximize the impact on the well-being of our employees.

### **Gaps/future ambitions:**

In this internal evaluation, we identify the following new ambitions:

#### **1. Scientific integrity**

The structure is in place (see previous page), but follow-up is important. Important steps to be taken are to promote attention within all scientific staff for the subject and the findability and accessibility of the confidential advisers for scientific integrity. We are now working on (better) investing the subject with local contacts. These contact persons are an easily accessible entry point for employees in case of concerns about (possibly) undesirable scientific behaviour and can refer to central specialists, such as the scientific integrity committee. The further improvement of the course offer will also be a point of attention in the coming years.

#### **2. Open Science**

Open Science has been an important theme for Radboud University for a long time. The Radboud strategy A Significant Impact (2019) states the following about Open Science: *Research funded by public funds should contribute to society and be accessible to the public as much as possible. We facilitate and support our researchers in this. Open access and making research data accessible fit in with an open culture of science. Open access publishing is part of our social responsibility. Our ambition with regard to Research Data Management is that the data associated with all publications are stored findable, accessible, processable and reusable.*

In recent years, a lot has been done on parts of Open Science within Radboud University, in particular with regard to supporting and stimulating open access publishing and data management. At the same time, it has become clear that the transition to open Science is a long-term change process and that further steps are needed to ensure that open Science is standard practice within all Radboud university research.

The different parts have so far been taken up separately to some extent. In order to take further steps in the transition to Open Science and to improve the efficiency of existing support, collaboration, bundling and coordination between initiatives and stakeholders are important. That is why an Open Science programme will be launched (for more information, see page 37).

#### **3. Recognition and Rewards: from vision to activities**

The vision document Recognition and Rewards is a stepping stone to a program that initiates the necessary changes in the system of Recognition and Rewards. The actions resulting from the vision have yet to be rolled out together with the administrative agreements that give Recognition and Rewards a face: "Room for everyone's talent." The adopted programme plan makes a clear link to the adjacent projects and programmes already in progress and looks at how the actions can also be taken up in these current themes. However, not all intended actions can be accommodated in one of the current themes and new initiatives will therefore have to be rolled out. The programme plan runs from 2023 to 2026. The faculties endorse the programme and will start working on implementation, the Executive Board and deans will supervise the faculty translation.

## 2.2 Recruitment

### Update previously formulated actions

Described in 2020					Status update 2023		
Action	Responsible	Objective	Status	Comments	Status 2023	Comments in 2023	
1	Implementation of a new recruitment system	HR departments, vacancy owners, faculties	Investing in professional recruitment and selection via: The implemented recruitment system is used by HR and vacancy owners	In progress	<p>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.</p> <p>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 professionalization 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).</p> <p>Actions taken- analysis of the best third party: completed- selection of third party: People XS- implementation and use of the system: ongoing</p>	Ready	<p>The PeopleXS recruitment system has been successfully implemented. The new system has led to:</p> <ul style="list-style-type: none"> <li>- Improving the efficiency and quality of administrative processes.</li> <li>- Real-time insight for vacancy holders and HR in the applications for open vacancies, so that timely adjustments can be made.</li> <li>- A better experience for the candidate, who receives information about the status of the application process faster.</li> </ul>

Described in 2020					Status update 2023		
Action	Responsible	Objective	Status	Comments	Status 2023	Comments in 2023	
2	Implementing vacancy text writing training for HR advisors with a focus on diversity	HR departments	Investing in professional recruitment and selection: OTMR policy via: organized training for HR advisors and adjusted vacancy texts	New	The OTMR checklist concluded that RU could 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).	Ready	<p>In 2021, training courses took place for writing recruiting vacancies, in which almost all HR advisors participated. Drafting these vacancies in such a way that they appeal to the diversity of candidates was part of the training.</p> <p>In addition, a guide for writing gender-sensitive vacancy texts has been developed for several years. This is actively made available to the entire organization.</p>
3	Implementing diversity and bias training for committees	HR, faculties	Investing in professional recruitment and selection: OTMR policy via: organized training for recruitment committees	New	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.	In development Target date: 2024 Q2	<p>There have been a number of recruitment campaigns that have explicitly looked at more inclusive recruitment. The results were positive. In addition, the FNWI faculty regularly organises training for selection committee members on recruitment and selection, with attention to diversity and prejudice. Participation in the training is a requirement for BAC members of FNWI.</p> <p>An organization-wide project proposal is developed aimed at more objective and diverse recruitment and selection. Plan is to develop the following:</p> <ul style="list-style-type: none"> <li>- A concise format per phase of the recruitment and selection process with concrete advice, tips and/or interview starters for BACs</li> <li>- Varied and target group-oriented training offer for vacancy holders, committee members and HR that matches the extent to which they are involved in the W&amp;S process.</li> </ul>

## Strength/weakness analysis

The strength/weakness analysis of this theme was carried out by analyzing the progress on the 2020 gap. See below:

*Gap: 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 professionalization of the recruitment and selection process, with specific attention for diversity and fair recruitment.*

In the past cycle, the following steps have been taken to address the gap:

### 1. Recruitment and selection guide

We have developed and expanded the online recruitment and selection guide. This guide describes process steps with the aim of increasing the transparency of the recruitment and selection process, reducing unconscious and conscious bias and increasing the diversity of the workforce. In addition, this guide provides tools to give all candidates a positive experience with Radboud University, regardless of the outcome of the application. The guide can be used for the selection of new employees. The guide is intended for everyone involved in the recruitment and selection of new staff: managers, appointment advisory committee members and HR. In this guide, we follow the national application code NVP and carry out the derived application procedure on our website for candidates and vacancy holders. The guide is regularly updated to incorporate improvements or developments in our way of working.

### 2. Digital recruitment system

We have successfully implemented the recruitment system PeopleXS. The new system has led to:

- Improving the efficiency and quality of administrative processes.
- Real-time insight for vacancy holders and HR staff in the applications for open vacancies, so that timely adjustments can be made.
- A better experience for the candidate, who receives information about the status of the application process faster.

In the meantime, the situation has arisen in which the supplier will stop the system in the near future. A new system with additional wishes will therefore be implemented in 2023 (for more information, see the action in chapter 3, page 41)

### 3. HR expertise

The organisation/vacancy holders are facilitated, advised and trained in carrying out recruitment and selection processes by internal specialists, namely our central recruitment department and decentralised HR advisors. For example, they advise vacancy holders (managers) to describe advertisements as broadly as possible in order to appeal to a diverse range of suitable candidates.

### 4. Monitoring and improving the quality of the recruitment and selection process

The quality of the W&S processes is monitored by conducting a survey of every employee who has just joined the company. The information is then used to improve the recruitment process, for example to improve the onboarding (for which a project is running).

## **5. Employer branding**

Labour market communication has received more attention in the form of marketing campaigns for different (and broader) national and international target groups. Vacancies have been posted on more international channels and target group/theme campaigns have been done to become more top of mind with the target group.

## **6. Innovation**

We are increasingly working with innovative recruitment methods for vacancies that are difficult to fill. This involves a differentiated recruitment approach based on recruitment complexity, which makes recruitment more proactive and more specific to both the active and latent target group.

### **Gaps/future ambitions:**

In recent years, the labour market has changed substantially, namely from a predominantly national, broad labour market to an internationally tight 'candidate' market. As an employer, it is more difficult to interest and bind suitable candidates to the organization. The topic of Recruitment is therefore higher on the strategic agenda: it is one of the four main programs of the strategic HR policy and in 2023 even one of HR priorities. This is reflected in the following renewed ambitions and initiatives:

#### **1. Selection**

Although we as an organization provide various tools to optimize the quality of selection processes, in practice we see that the way in which the selection processes are carried out seems to vary greatly. The members of selection committees usually perform this role without any training. More attention to the use of organization-wide standards, such as training of committee members (in inclusive and objective selection), is desirable. In addition, more information will be collected on how the selection processes are carried out in practice and a varied training programme including recruitment and selection will be developed, building on the training already developed at the FNWI faculty.

#### **2. Preservation**

More attention to employee retention by investigating (via staff survey, analyzing outflow and exit interviews) what binds employees to the organization and further stimulates these elements. Improving the onboarding of new employees is also on the agenda.

#### **3. Recruitment**

Further innovating recruitment methods, including building and using a 'pool' of talent to interest us as an employer and match it to suitable vacancies.

## 2.3 Working conditions, social security and working conditions

### Update of previously formulated actions:

Described in 2020						Status update 2023	
Action	Responsible	Objective	Status	Comments	Status 2023	Comments in 2023	
1	Implementation of the Work and Security Act guidelines which includes working with special stipulations in contracts.	HR departments, faculties, superiors, Employee Council/ Postdoc network	Investing in career prospects and job security for academics/ postdocs: Supervisors and HR advisors established and implemented guidelines	In progress	<p>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.</p> <p>The first evaluation of the activities organized in response to the WWZ frameworks took place in 2019. This evaluation showed some effects, for instance the number of temporary employment contracts with a period of over four years has increased substantially, but was also still work in progress.</p>	Ready	<p>The development regarding the implementation of the WWZ and the five Radboud University principles has continued. In addition, the new COLLECTIVE LABOUR AGREEMENT has entered into force, whereby since 1 January 2022 the positions OBP/UD/UHD/HGL will be subject to employment for an indefinite period after twelve (or on first employment after eighteen) months if proven suitable and continue in the same position. As of 1 July, the Tenure Track policy at Radboud University has been brought into line with the COLLECTIVE LABOUR AGREEMENT, meaning that Tenure Track is understood to mean a trajectory leading to an employment contract for an indefinite period in a higher scientific position and no longer to a higher scientific function level. This means that temporary UD2 employees, with whom Tenure Track agreements have been made about growth to a UD1 position, will be appointed to permanent employment from 1 July 2022 after twelve months of temporary service if proven suitable and that agreements will be made with them about their development path/career track. Furthermore, the policy applies that only if the work is of a temporary nature, such as peak load and sickness replacement, a temporary contract is an appropriate form of contract. If the work is structural, but the funding is temporary, then temporary employment is not seen as appropriate. The Executive Board continues to encourage faculties to conclude more permanent contracts in combination with clauses instead of temporary contracts. In the unlikely event that the (external) funding is lost, the RU has the authority to decide to abolish certain tasks and/or functions.</p> <p>As a result of the new regulations and policy, the number of contracts for an indefinite period has increased by approximately 178 FTEs, i.e. 3.5%. The number of permanent employment contracts has risen from 12 to 28. The number of fixed-term contracts decreased by approximately 109 FTEs, i.e. 3.5%.</p>

Described in 2020					Status update 2023		
	Action	Responsible	Objective	Status	Comments	Status 2023	Comments in 2023
2	Implementing and optimizing of tenure and career tracks through a Radboud University-wide framework and faculty policy	Faculties, deans, research directors, superiors, local HR departments	Investing in careers, development, and job security of academics with established faculty tenure and career track policies	In progress	On the basis of the RU-wide framework, faculties establish their own policy in relation to the use of tenure and career tracks. Almost all faculties have already translated the framework into their own policies. In 2018 this has led to an increase of tenure tracks of almost 50 and this number is increasing.	Ready	<p>The Tenure Track and Career Track framework has now been adjusted and agreed with the trade unions in the Local Consultation. From December 2022, a Tenure Track can only be agreed with lecturers and/or researchers. In addition, in the case of a Career Track, a scientist who enters temporary employment from the position of UD will receive permanent employment with career track criteria after 18 months at the latest.</p> <p>At the beginning of 2022, Tenure Track agreements had been made with approximately 98 employees. In 86 cases there was an agreement on the growth from UD2 to UD1. The Executive Board has agreed with the local trade unions to bring Radboud University's Tenure-Track policy into line with the COLLECTIVE LABOUR AGREEMENT. Tenure Track is a trajectory to permanent employment in a higher scientific position and not to a higher scientific function level. This means that from 1 July 2022, those temporary UD2 employees will have become permanent employees after 12 months of proven suitability. About 10 pure Tenure Tracks remain about growth agreements from lecturer or researcher to assistant professor.</p>



Described in 2020					Status update 2023		
	Action	Responsible	Objective	Status	Comments	Status 2023	Comments in 2023
3	Establishing faculty and Radboud University-wide drives to reduce bureaucracy and unburden academics	HR, faculties (managing directors), lecturers, participational bodies, work pressure project group	Improvement of the employment condition of academics: reducing work pressure via: Established effective measures and reduction of administrative pressure and bureaucracy for academics	In progress	A significant part of the high work pressure in education is caused by administrative accountability activities and bureaucracy. It relates to both external and internal (self-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 groupsContacts 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.	Ready	<p>Since 2019, the necessary measures have been taken with regard to this action. At organisation-wide level, this concerns the following measures:</p> <ul style="list-style-type: none"> <li>- simplification of the accountability cycle of the Executive Board and faculties</li> <li>- Digital testing of implementation</li> <li>- improvement of user-friendliness systems (e.g. Osiris, under development)</li> <li>- setting up participation teams and more jobs within educational support</li> <li>- harmonization and digitization of HR processes (including employment)</li> </ul> <p>The necessary actions have also been developed at faculty level. Here are a few examples:</p> <ul style="list-style-type: none"> <li>- Simplification of testing policy and reduction of the number of tests</li> <li>- Simpler evaluation forms</li> <li>- Reduce unnecessary burden of proof when assessing papers and theses</li> </ul>
4	Establishing faculty actions in relation to simplifying the educational organisation and a better distribution of educational resources	HR, faculties (managing directors and educational directors), lecturers, participational bodies, work pressure project group	Improvement of the employment condition of academics: reducing work pressure via: Established effective measures and reduction of work pressure and experienced work pressure for teaching staff	In progress	On the basis of the university workplan, project groups were assembled at the faculty and university level to determine how education can be organized more efficiently, and how education can be organized and provided better and more efficiently within the current frameworks/ budgets. The resulting action plans are established and consolidated. Frequent reporting about this takes place in the managing directors meeting.	Ready	<p>Since 2019, the necessary measures have been taken with regard to this action. At organisation-wide level, this concerns the following measures:</p> <ul style="list-style-type: none"> <li>- Professionalization of teachers and deployment of additional teachers</li> <li>- educational support model</li> <li>- active participation in discussions on funding higher education</li> </ul> <p>The necessary actions have also been developed at faculty level. Here are a few examples:</p> <ul style="list-style-type: none"> <li>- More time for certain teaching tasks, more time for innovation or for unforeseen jobs that are not included in the formal tasks but that need to be done.</li> <li>- Reducing the number of examination boards and programme committees</li> <li>- Appoint additional teachers and support staff</li> <li>- Fewer unnecessary large-scale innovations in courses</li> </ul>

Described in 2020						Status update 2023	
	Action	Responsible	Objective	Status	Comments	Status 2023	Comments in 2023
5	Establishing a Radboud University-wide postdoc network	HR, postdocs representatives, research institutes,	Investing in careers, development, and security of academics via: Postdoc network realized, and initial meetings focused on development/careers were organized by the network	New	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 organizing social activities. The experiences of the RUMC postdoc network will be used, and joint activities will be organized where possible.	Suspended	For postdocs, the TRAP network was created to support the temporary researchers in their development and strengthen their position within the organization. This network is no longer active. It is no longer a goal to organize a new network for this group of employees, they are supported by the regular personnel policy and other groups, such as the works council, personnel association and young academy.

Described in 2020					Status update 2023		
	Action	Responsible	Objective	Status	Comments	Status 2023	Comments in 2023
6	Improving the system of confidential advisors	Legal affairs, HR, confidential advisors	Improvement of working conditions for academics: social safety via: completed actions focused on professionalizing the effort and organisation of confidential advisors, complaints structure, and findability	New	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 authorizations 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.	In development Target date: 2023 Q4	<p>The organization of confidential advisors, including VP of academic integrity, was revised in 2021, with all confidential advisers formed together in a central team. There is now a team of 11 confidential advisers, which is led by a confidential adviser coordinator. There are confidential counsellors for students, staff, PhDs, for labour disputes; scientific integrity; And there is a confidential advisor under the whistleblower scheme. In the faculties, easily accessible Support Officers are available, especially for PhDs.</p> <p>The confidential advisers are well trained and certified. In addition, there is 6-year intervision, so that they learn from each other. Furthermore, the coordinator of confidential advisers regularly coordinates with the ombuds officer, the chief diversity officer and with the social security coordinator. Trends can thus be noticed and addressed in a timely manner.</p> <p>The annual report of the confidential advisers contains the number and nature of reports, actions taken, a reflection, recommendations for preventing and combating undesirable behaviour. The annual report is discussed with the Executive Board and with the participation council: the University Joint Assembly.</p> <p>We are still working on a proposal for the (better) investment of topics such as academic integrity and social safety at faculty level, such as with the support officers. These contact persons are an accessible entry point for employees in case of concerns about (possibly) undesirable scientific behaviour and can refer to central specialists, such as the team of confidential advisers and the scientific integrity committee. With this we aim to increase the findability and accessibility of support and advice in the field of, among other things, scientific integrity.</p>

Described in 2020					Status update 2023		
	Action	Responsible	Objective	Status	Comments	Status 2023	Comments in 2023
7	Working with (long-term) development tracks for junior lecturers on the basis of an overview of possibilities	HR, faculties, supervisors, education directors/ institutes	Professionalization and development of education: investing in careers and prospects of junior lecturersIncreased use of such tracks to provide more prospects for junior lecturers.	New	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 organized 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.	Ready	The Executive Board is of the opinion that academic education should be nourished by research. In the meantime, junior lecturers (up to approx. 20% of their work size) are charged with (teaching-related) research tasks or development time, with the aim of offering this group more perspective. In 2018, there were 85 long-term (longer than 4 years) temporary contracts with lecturers and/or researchers. By 2022, that number of long-term contracts will have risen to 131, an increase of more than 50%. In addition, the combination position of junior lecturer with researcher or PhD has been introduced with a one-off temporary employment contract of in principle six years. During this period, the employee is expected to pass the BKO and successfully complete a PhD trajectory. There are now approximately 145 contracts with employees who are both lecturers and researchers or PhD. This creates more perspective for this group on possible growth to the permanent scientific staff or a better position on the labor market.

Described in 2020					Status update 2023		
Action	Responsible	Objective	Status	Comments	Status 2023	Comments in 2023	
8	Improving the PhD track by integrating the VSNU guidelines document in the Radboud University PhD policy	Research Strategy (SOO), HR, PhD representatives, faculties, graduate schools	Investing in PhD track improvement via: Modified PhD policy based on the VSNU guidelines, and improving the quality of the PhD track	New	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 candidate 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.	Ready	<p>After an extensive process of consultation with many stakeholders, the organization adopted a new promotion regulation on 1-9-2021, incorporating the aforementioned rules. An important result of these regulations is that rules now apply to the entire PhD trajectory (from registration) in contrast to before, where regulation only took place at the end of the trajectory (after dissertation was finished). Since 1-9-21, the registration and tracking system Hora finita has also been used. This tool provides the data subjects with relevant information at any time during the PhD programme.</p> <p>By using the regulations on the one hand and the tracking system on the other, we as an organization have the necessary rules and information to do quality checks on the PhD trajectories and to take measures if necessary.</p> <p>Improvements on the system side are reinforced by measures on the development side, such as training and intervention for supervisors of PhDs to professionalize their role and training of PhDs themselves to further develop the various necessary skills as a PhD, such as maintaining relationships and managing projects.</p>

Described in 2020					Status update 2023		
	Action	Responsible	Objective	Status	Comments	Status 2023	Comments in 2023
9	Developing a Radboud University-wide framework for a promotion policy (with a focus on the balance between education, research, impact, and leadership) and basis for faculty policy	HR & Research Strategy (SOO), education and research directors, deans, administrative directors, several project groups	Investing in career policy and development academics via: promotion policy with a focus on the balance between education, research, impact, and leadershipRadboud University framework developed	New	<p>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 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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	In development. Target date: Q4 2024	Radboud University's Recognition and Rewards programme provides dynamisation and diversification of academic career paths (teaching, research, impact, leadership) and, if necessary, revision of recruitment and promotion guidelines. These development layers will be carried out in close coordination with the faculties. A Working Group and Sounding Board Group on Career Paths has already been set up, where representation from different faculties and disciplines takes place. New career paths are being developed for all WP positions, including early career academics. Delivery in the form of a concept will take place in Q4 2023.

Described in 2020					Status update 2023		
	Action	Responsible	Objective	Status	Comments	Status 2023	Comments in 2023
10	Interpreting and implementing the Radboud University-wide framework for promotion policy to create a faculty promotion policy	deans, scientific directors, institutes, managers, HR, SOO	Investing in career policy and development of academics: advancement policy via: Interpreting and implementing the developed RU framework to create a faculty promotion policy	New	Faculties will work on interpreting and implementing the RU-wide framework to create a faculty promotion policy.	In development Target date: 2024 Q4	Radboud University's Recognition and Rewards programme provides dynamisation and diversification of academic career paths (teaching, research, impact, leadership) and, if necessary, revision of recruitment and promotion guidelines. The faculties participate in the Recognition & Valuing and Reviewing programme in this context, where necessary, their guidelines in the field of appointment and promotion.  Specifically on the topic of SPP - in addition to the development of Career Paths as mentioned above - the faculties and units will get to work and deliver a final product at the end of 2024 (Q4) containing proposals for improvement and optimization in the field of SPP.

Described in 2020					Status update 2023		
Action	Responsible	Objective	Status	Comments	Status 2023	Comments in 2023	
11	Further optimisation of the UTQ system by (re)development of a complete support provision for starting and experienced lecturers	Educational Support, RTL, faculties	Professionalisation and development of education: educational innovation and quality via: 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	New	<p>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 RTL.</p> <p><b>1 Educational offering for starting lecturers</b> 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.</p> <p><b>2 Educational offering for experienced lecturers</b> 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.</p> <p><b>3 Educational offering for educational leaders</b> <b>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.</b></p>	In development. Deadline: 2024 Q2	<p>1 The Basic Qualification in Education (BKO) is a proof of didactic competence for teachers in academic education. In the previous academic year, plans were developed for a renewed interpretation of the BKO trajectory. In 2023, a first start will be made with this new working method in the form of a pilot that starts at five faculties. In the new working method, the guidance process for lecturers will largely be implemented at their own faculty. Teachers are also given the opportunity to work more step-by-step towards obtaining the BKO by completing competence domains in the meantime. In addition, teachers can participate in courses that are in line with the learning objectives of the BKO. Based on the experiences gained in the pilot phase, decision-making on the final form of the BKO trajectory will take place in 2023.</p> <p>2 In 2022, we started a pilot for the guidance of teachers towards Senior Qualification Education (SKO). This pilot runs until July 2023. In academic year 2023-2024, a project will be started in which the implementation of training for teachers after the BKO is central. This process should lead to policy regarding the way in which teacher development takes shape after the BKO. Based on this, in addition to the SKO and the Educational Leadership course, training courses will be developed for more experienced teachers.</p> <p>3 In April 2023, the educational leadership course will start for the first time at Radboud University. This first time, the course will be offered in collaboration with Utrecht University, where this course has existed for some time. Based on initial experiences with this course, Radboud University will design and offer this course itself in the coming years.</p>



## Strength/weakness analysis

The strength/weakness analysis of this theme was carried out by analyzing the progress on the 2020 gap. See below:

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

In the past cycle, the following steps have been taken to address the gap:

### 1. Workload

Workload was high on the agenda at Radboud University in the past cycle. For example, a university-wide working group of administrators, scientists and policy staff has formulated a multi-year action plan on this subject after an internal analysis. This action plan has since been used as a framework for action by faculties. In recent years, work pressure has increased, especially in light of the Covid-19 crisis and the associated pressure on our employees. To monitor this, additional staff surveys were used a number of times a year. Based on the results, targeted measures have been taken. For example, at the end of 2021, two campus psychologists were appointed, a new offer aimed at help and support with personal problems that can lead to work-related health problems. Support from campus psychologists complements existing services, such as internal coaches and corporate social work. In the expertise centre, extra efforts have been made on 'personal leadership' courses, intended to give employees a better grip on their vitality and career. From this year, the course (Self-management, more control over your work) will also be offered in English. In the past cycle, attention has also been paid to improving the work-life balance. Some examples are:

- More room for flexible working hours and hybrid working
- Employment contracts are extended if unforeseen circumstances occur during pregnancy during the working period (within collective labour agreement frameworks)
- Implemented from the collective labour agreement: free disposable working time

Workload remains a point of attention in the upcoming cycle. By focusing on the most important factors, such as leadership, we try to achieve improvements. Because work pressure can be experienced differently per individual and depends on several factors, it is shown on which factors an intervention is needed and what the difference is between the experienced and desired workload. The results of the employee satisfaction survey are used for this purpose.

### 2. DEI and social safety

The Chief Diversity Officer established the 'DEI Office' in 2020. DEI stands for Diversity, Equity & Inclusion. In addition to the Chief Diversity Officer, the DEI Office also includes the DEI Student Coordinator, Senior Policy Officer Social Safety & Diversity, Policy Officer and advisor participation law/job coach, Senior Research and Policy Officer Gender, and a student assistant. In addition, there are DEI committees affiliated with the DEI Office such as the Disability Committee and the Gender and Diversity Committee of FNWI. The DEI Office initiates policy, training, workshops, symposia and lectures in close cooperation with many partners. Interventions include inclusive language, combating bias, mentoring programs, awareness of intersectionality and discrimination. Interventions from the Gender Equality Plan include the remuneration research, support of various women's networks such as Halkes Women Faculty Network, the Mohrmann stipends, and the quarterly monitoring of the male-female ratio within the various scientific positions.

For international employees, the so-called Lifeport Welcome Center was opened in September 2022, organized in collaboration with Hogeschool Arnhem Nijmegen, the municipality of Nijmegen, the province of Gelderland and private parties. It forms one central point where international knowledge workers, students and their family members can go for government services, private services (such as a welcome program and 'family support' program) and social activities. They

receive information about health insurance, bank accounts and a welcome package. In the long term, services can also be offered such as support in finding housing, tax advice, insurance and various training courses.

To improve social safety, a structure has been developed for identification, advice and monitoring in case studies. A new code of conduct has been drawn up with additional regulations (relationships in the workplace, alcohol and drugs, social media) that were missing on the basis of inventoried needs. Approximately 100 employees are involved in drawing up the code and revising the texts and an extensive dialogue has been conducted with the Works Council. In addition, there is a network of HR advisors, confidential advisors, an Ombuds officer for employees (the Ombuds officer for students will follow in 2023), campus psychologists and more for support to all those involved in situations of undesirable behavior. They provide preventive advice on improving social safety within teams. More information about the aid structure can be found on the Radboud University website. Especially for the threat to scientists after appearances in the media, the national Science Safe Hotline has been established. Within Radboud University itself, a ScienceSafe network has been set up with, among other things, Marketing & Communication, Security and the coordinator confidential advisers.

#### **Gaps/future ambitions:**

In the internal evaluation, we found the following new gaps:

##### **1. Social safety**

With a Code of Conduct, the team of confidential advisers, HR advisors, and ombuds officers, we are not there yet. The next step is: From paper to practice. Social safety in the workplace only really improves by making our own behaviour and that of others a structural topic of conversation.

Together we work on a safe culture of contact in which we learn from each other. We not only ask all managers, employees and students to contribute to this, but also look at ourselves. We will continue to work for social safety within our university. Examples of future initiatives include:

- integrate the theme of social safety more explicitly into our leadership programmes
- the further implementation of the pilot 'Fearless organisation' for teams
- implementing an e-learning for managers (what to do in case of signals)
- setting up communication campaigns for different target groups.

In addition to these initiatives, where the emphasis is still on curation, the focus will shift to prevention in the coming years by investing in resilience. These interventions are an important starting point and enable us to take the next steps that help to prevent social insecurity or inequality.

##### **2. Gender equality**

Achieving the target of female professors (36% by the end of 2025, is now 30%) requires a lot of extra effort. In addition, there is also a commitment to gender balance in all other positions. Interventions are set out in the Gender Equality Plan and include a training programme inclusive recruitment and a training programme including leadership. In addition, faculties are invited to work on faculty action plans regarding gender equality and to establish a faculty committee on diversity and inclusion. At the request of the Ministry of Education, Culture and Science, work is being done to draw up targets for the share of women in governance and management (top and sub-top) and to monitor this.

## 2.4 Education

### Update previously formulated actions

Described in 2020					Status update 2023		
Action	Responsible	Objective	Status	Comments	Status 2023	Comments in 2023	
1	Developing and implementing an online tool for development provisions for staff members	HR Departments	Investing in personal leadership via: Use of development provisions by staff members using the online tool	New	<p>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:</p> <ul style="list-style-type: none"> <li>• keep meeting the changing requirements of their position and organisation, now and in the future</li> <li>• continue to grow and develop their knowledge, skills, and personal talents to contribute to the primary process</li> </ul> <p>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.</p>	Ready	<p>Since 2019, the digital learning environment gROW has been actively used by employees, management and staff. Through this tool, all university-wide learning and development activities are communicated. The learning platform is used by various learning providers within the university, such as the HR Strategy, Policy and Development department, Radboud into languages and Radboud Academy. Employees can enroll themselves in these activities, including activities focused on career development and personal leadership. The development activities vary from workshops and E-learning to extensive programs and can be online, offline and blended. Part of the activities are offered by external supplier Good Habitz. To stimulate the use of gROW, workshops are periodically organized and explicit attention is paid to the platform during the introduction meeting for new employees.</p> <p>The platform is constantly being expanded. This is reflected in the usage figures: 1748 users in 2020, 2755 in 2021 and 3076 in 2022.</p>

Described in 2020					Status update 2023		
Action	Responsible	Objective	Status	Comments	Status 2023	Comments in 2023	
2	Implementing a leadership programme for administrators and an initial group of supervisors (pilot)	HR, leadership steering committee, deans, administrative directors	Investing in leadership: quality of supervisors via: Leadership programme developed and attended by administrators and an initial group of supervisors	In progress	On the basis of the leadership vision and associated competences, HR has developed a leadership track for professors, directors, and department heads. Additional panel discussions were held with a selection of the target audience. The program focuses on behavior and closely aligns with practice and the requirements of the participants. The program takes 2 days and 2 follow-up days, and is focused on leadership and your role, leadership and your team, and leadership and your environment. It uses a questionnaire to gain insight into personal leadership behaviors as well as intermediate practical assignments (gathering feedback from the work environment, preparing case studies, strategy assignment). Will start with four pilot groups from August to October. Evaluation will take place in November/December. The program will be finetuned based on the results.	Ready	<p>The pilot took place as planned. There were 4 groups with a total of 49 participants, in a mix of WP and OBP from different faculties and Radboud Services. After the mostly positive evaluation (on average, the program received an 8.1), the pilot was converted to regular offerings for managers from 2020.</p> <p>A new evaluation took place in the summer of 2021, after which the program was expanded with a kick-off meeting. It was also decided to launch three new pilots for additional leadership programmes aimed at specific target groups (1: directors, 2: team leaders and coordinators, 3: assistant professors and associate professors with managerial tasks). These pilots will follow from 2022 (for more information, see future actions in section 2).</p>

Described in 2020					Status update 2023		
Action	Responsible	Objective	Status	Comments	Status 2023	Comments in 2023	
3	Organizing a conference and Executive Board faculty tour about personal leadership	HR, deans, administrative directors, Executive Board	Investing in personal leadership via: Raising awareness of the theme among staff members by participation in sessions	In progress	<p>In order to do our work well, we need good leadership, both from supervisors and through personal leadership from every staff member. Leadership is a reciprocal process and takes place in dialogue. As a staff member, you show personal leadership by directing your own work and career; how do I do my job? How is my energy? How do I shape my career? To put personal leadership on the agenda for all staff members, a university tour (in the form of lunch meetings) of all faculties and Radboud Services will take place from August to December. The new flyer outlining the leadership vision will also be presented at those meetings (see action 1).</p> <p>A conference about personal leadership will take place on 21 October 2019, with inspiring lectures, workshops, and other activities. The target audience potentially consist of all staff members. The kick-off of the open development provisions will also take place during this conference (see action 3b).</p>	Ready	<p>A university tour of all faculties and Radboud Services has been organized. In these discussion meetings, the concept was explored together: what do we mean by personal leadership? How do we give substance to it? A Personal Leadership Congress has also been organized. In 53 sessions (workshops, lectures and discussion meetings), 455 employees worked on the theme in concrete terms. The conference was rated by the participants on average with a 7.9. Successful conference workshops were repeated in 2020. Subsequently, a diverse and accessible learning and development offer was realized in the learning platform gROW.</p> <p>To stimulate the control of personal development and career, especially after the Covid-19 period, a campaign 'Grip on your work' was launched in 2022. In this campaign, existing learning and development offerings were brought to the attention thematically, supplemented by a number of extra lectures and workshops. In 2022, the themes of career and personal development were central. The 2022 campaign is now being evaluated.</p> <p>The existing leadership vision 'Courage, connection and openness' has been concretised into four core themes with associated behavioural indicators. These are used in instruments for, for example, annual discussions or environmental feedback, in coaching processes and in leadership programs.</p>
4	Implementing a leadership programme for other supervisors	HR, leadership steering group, faculties	Investing in leadership: quality of supervisors via: Further developed leadership programme completed by all other supervisors	New	After the further development of the programme in response to the pilot, all other supervisors will complete the leadership programme. Target audience includes all professors and associate professors with large research groups.	Ready	The pilot took place as planned in 2019. After the mostly positive evaluation, the pilot was converted to regular offerings for managers from 2020. From the pilot in 2019 to autumn 2022, approximately 400 managers participated.

Described in 2020					Status update 2023		
Action	Responsible	Objective	Status	Comments	Status 2023	Comments in 2023	
5	Establishing Radboud Teaching and Learning Centre	Educational support, education directors, faculties	Professionalisation and development of education: educational innovation and quality via: Centre established and integrated	New	<p>The Radboud Teaching and Learning Centre (RTLTC) 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.</p> <p>The RTLTC 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 RTLTC develops knowledge about the way education, learning, and development can best take shape in practice.</p> <p>In doing so, the RTLTC 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.</p>	Ready	The Radboud Teaching and Learning Centre, opened in 2020, is the centre where meeting, inspiration and collaboration between teachers is facilitated and stimulated in order to strengthen the quality of education together. Within the TLC, activities are organized in the field of educational innovation and development, teacher development and welfare and educational research.
6	The supervisor and employee in question each receive an "alert" through the PhD candidate tracking system when a career interview is required.	Research Strategy Department	Clear prospects for young researchers	Extended	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.	Suspended	Currently, there is no 'alert' built into Hora Finita. Given the large differences between the design of the PhD programme and the associated checkpoints, it is unlikely that there will be a university-wide organisation. However, we will continue to encourage faculties and institutes to discuss career opportunities with PhDs in a timely manner. Courses are also offered and the PON (PhD Organisation Nijmegen) organizes the PhD Day every year where PhDs can get acquainted with potential employers.

## Strength/weakness analysis

The strength/weakness analysis of this theme was carried out by analysing the progress on the 'gaps' from 2020. See below:

*Gap: 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.*

*Gap: 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: 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.*

In the past cycle, the following steps have been taken to address the gap:

### **1. Promotion of the development of teaching staff by the Radboud Teaching and Learning Centre.**

The Radboud Teaching and Learning Centre, opened in 2020, is the centre where meeting, inspiration and collaboration between teachers is facilitated and stimulated in order to strengthen the quality of education together. Within the TLC, activities are organized in the field of educational innovation and development, teacher development and welfare and educational research. Corona got in the way of many direct contacts in 2021, not an easy task for the Teaching and Learning Centre (TLC) of Radboud University. The goal of sharing knowledge and innovating education together was worked on in various ways in 2021, mainly online. This applies to the monthly 'inspiration sessions' and 'education cafés', with a few dozen visitors each time. The Education Days in March – four days with 22 workshops – attracted more than four hundred visitors, sixty percent of whom were online. Furthermore, the TLC was active in supporting teachers in applying for a grant and in issuing vouchers for educational innovation and research. The system – which allows applicants to buy time for plan development – will be expanded with vouchers in the field of ICT in education and teacher welfare. TLC was able to respond well to the many questions about distance education, which contributed to brand awareness. In the coming years, the centre hopes to put its other tasks on campus in the spotlight, including educational research and teacher development. In this last area, the centre broadened its remit in 2021, with explicit attention now also to teacher welfare. This year, the team of 'ambassadors' on campus has been expanded to fifteen, an important pillar in the TLC's network. There is room for improvement in the embedding of the centre on campus, according to the interim report: for example, a number of (boards of) faculties have not yet been properly connected, and there is room for improvement in the organisational embedding.

In the spring of 2022, the Education Days took place online again, organized with the UMC, the HAN and the ROC. With a doubling of the number of participants, this can be called a success. From March when being physically present on campus was possible again, we have fully committed to an activity calendar: from debates with Radboud Reflects, World Teachers Day to a Test conference. These sessions have brought several hundred people to their feet. The start-up of various Special

Interest Groups, a Comenius Network Nijmegen, the hosting of dialogue sessions and online communication has contributed to the visibility and network of the TLC. Welcome meetings for new teachers have been started where the focus is on offering a 'soft landing' and emphasizing the inquisitive attitude of a teacher, among other things through reflection. The TLC has to deal with a high ambition and low capacity: where the TLC wants to be for all educational stakeholders, the group of (innovative) forerunners is still often reached. In 2023, a plan for the future of the TLC will be presented.

**2. Support PhDs through development offer**

A development offer has been organized from the central HR organization, specifically aimed at supporting PhDs in the development of their essential skills. The program focused on personal leadership, supervisor management, project management and communication skills. In 2022, two programmes took place for 12 students each, in 2023 the programme will be expanded to six programmes.

**Gaps/future ambitions:**

In the internal evaluation, we found the following new gap/ambition:

**1. Improving PhD's guidance and overall leadership**

The quality of supervision of PhDs by supervisors can be even better regulated and stimulated. For example, the aim is to make the developed course for supervisors of PhDs a standard requirement of supervisors and the mentoring program is set out more widely (disconnected from the specific training). Leadership is also high on the agenda within the university HR agenda, as a crucial factor in the development of scientists. Several initiatives are being developed for this purpose (see chapter new actions).



## 2.5 External factors

### Recognition and Rewards

Dutch universities have committed themselves to a series of joint administrative agreements. These agreements concern the diversification of career paths in science, the further setting up and roll-out of strategic personnel planning, quality issues (agreement on reforming research assessment - AoRA), Open Science and process agreements in the context of project organization that must shape the change program, the sharing and exchange of policy in RRView and an intervision process on the progress of the Recognition and Rewards program. Finally, a recalibration of the national frameworks is aimed at bringing these frameworks more in line with the principles of Recognition and Rewards. In this recalibration process, intensive cooperation with the local consultation is sought.

### Open Science

Open Science has become an important concept in science in recent years. The aim of Open Science is to make the processes and products of science as accessible as possible to scientists, civil society organizations and the public. This contributes to the quality, social significance and relevance of science. Important points of attention in the field of open Science include open access publishing, FAIR management and making research data and software publicly available, and involving citizens and civil society organizations in conducting scientific research.

### Changing labour market

In recent years, the labour market has changed substantially, namely from a predominantly national, broad labour market to an internationally tight 'candidate' market. As an employer, it is more difficult to interest and bind suitable candidates to the organization. The topic of Recruitment is therefore higher on the strategic agenda: it is one of the four main programs of the strategic HR policy and in 2023 even one of HR priorities. This is reflected in the following renewed ambitions and initiatives:

- Labour market communication (employer branding) has received more attention in the form of marketing campaigns for various target groups, both nationally and internationally.
- Building and using a 'pool' of talent to interest us as an employer and to match suitable vacancies.
- The further development of policy and S&S processes regarding diversity and inclusion in order to create the largest and most diverse candidate pool possible speak.
- The broader and more diverse Recognition and Rewards of qualities and achievements, which should be reflected in the selection and promotion profiles.
- More attention to employee retention, by investigating (via staff survey and exit interviews) what people are interested in the organization and further stimulating these elements. This includes paying further attention to the internal candidate pool and facilitating internal mobility.

### Covid-19 pandemic

The pandemic and its effects on education and society (such as distance learning, mandatory working from home, absenteeism) has triggered or accelerated some developments. For example, since the crisis, our employees have been working more at their own chosen locations and at their own working hours. The crisis has also put a lot of pressure on the physical and mental health of our employees. This requires something from the way in which managers fulfill their role in order to stay connected, but also extra support from the HR departments in the organization. For more information and reflection on the pandemic, see our [2020](#) and [2021](#) annual reports.

## 3 New actions 2022-2024

Pillars and actions	Objectives (SMART)	Responsible	Deadline	Further description
<b>Meaningful and attractive work</b>				
1 Program Recognition and Rewards	Modernizing the Recognition and Rewards of science and scientists. <ul style="list-style-type: none"> <li>New policy and framework for (diversification and dynamisation of) career paths</li> <li>Adapted criteria and procedures for the valuation of all core academic tasks (teaching, research, impact, leadership)</li> <li>More attention for team science and open science in career and HR policy.</li> </ul>	Executive Board, Deans, HR and AA divisions	2026 Q1	Radboud University's Recognition and Rewards programme aims to put the Radboud Vision's vision on Recognition and Rewards into practice. In addition, the programme will implement national agreements in the field of E&W within Radboud University. Important actions within this framework are: <ul style="list-style-type: none"> <li>Developing policy framework E&amp;W</li> <li>Organize activities within the faculties and Radboud Services</li> <li>Communication within the organization to raise awareness of the topic</li> <li>Establish synergy and cooperation with adjacent programmes.</li> <li>Participate in the national E&amp;W programme</li> <li>Setting up a Career Paths Working Group to provide a new career path for all WP positions (including early career academics). A concept will be delivered in Q4 2023.</li> </ul>
2 Programme Open Science	Open Science is the standard in scientific research. <ul style="list-style-type: none"> <li>Scientific publications of Radboud University are available open access as much as possible (95-100%).</li> <li>All research data is findable and stored with good access management.</li> </ul>	Academic Affairs en Information & Library Services, Stuurgroep Open Science	2026 Q4	The Open Science programme aims to ensure that open Science becomes the standard within radboud university's research. Achieving this goal requires a combination of communication, support, infrastructure, policy and cooperation. Main pillars of the programme are: Open access publishing, Responsible data & software management, Open education and Citizen Science. In

Pillars and actions	Objectives (SMART)	Responsible	Deadline	Further description
	<ul style="list-style-type: none"> <li>Scientists are aware of the possibilities of citizen involvement in research.</li> </ul>			<p>In addition to these four pillars, the programme focuses on a number of programme-wide and conditional developments that are important for the further transition to Open Science. The programme provides a governance structure that includes an Open Science steering committee, coordination team, scientific sounding board group, and some thematic working groups.</p>
3	Action plan to reduce workload	Directors Operations and HR	2024 Q4	<p>In 2018, the action plan to reduce workload was described by a working group on workload. This action plan describes some lines of action to achieve improvements. Together with the directors of operations, it was analysed 1) which lines of action have the highest priority and 2) which lines of action are already included in existing policy programmes. On this basis, an overview has been made of the lines of action that are not taken up in the projects/programmes already under way. This concerns:</p> <ol style="list-style-type: none"> <li>1) Load balancing systems/real task assignment</li> <li>2) Simplification of annual accountability</li> <li>3) Appointment of additional staff</li> </ol>
4	Pilot Services Campus Psychologist	HR	2023 Q3	<p>On 1 December 2021, Radboud University started a pilot for the campus psychologist services. A study in the field of psychosocial work load (HR policy) has shown that the largest cause of absenteeism has a psychological (work-related) cause. Based on this research, HR policy has submitted a proposal to the Executive Board for running a pilot with two work and organizational psychologists, where all employees of Radboud University can go for a process of up to 10 consultations. The pilot runs until 1-1-</p>

Pillars and actions	Objectives (SMART)	Responsible	Deadline	Further description
5 Implementing the DEI Plan 2021-2025	<p>Radboud University's ambition for diversity, equality and inclusion is a safe, inclusive and equitable academic community with equal opportunities for all.</p> <p>The Radboud Diversity, Equity and Inclusion (DEI) Plan 2021-2025 contains 5 goals:</p> <ol style="list-style-type: none"> <li>1) Embedding DEI</li> <li>2) Monitoring DEI</li> <li>3) Shaping DEI policies and procedures</li> <li>4) Become a DEI Hub</li> <li>5) Creating an accessible, inclusive and safe campus</li> </ol> <p>With a template, the realization of the goals is explained on the basis of ambitions, strategies, interventions and outcomes</p>	DEI Office, HR, boards	2025 Q4	<p>2023 and will be definitively evaluated in the summer of 2023.</p> <p>Actions for the following period include:</p> <ul style="list-style-type: none"> <li>▪ Guideline for inclusive language.</li> <li>▪ An inclusive, transparent and objective recruitment &amp; selection process so that all candidates have an equal chance.</li> <li>▪ DEI Student Ambassadors Program.</li> <li>▪ Diversity Committees in the faculties to advise on policy.</li> <li>▪ Synergy with DEI networks, the Social Security and Leadership programmes and with the Sustainable Development Goals (SDGs).</li> <li>▪ Cooperation with professionals from the auxiliary structure such as the confidential advisers and the Ombuds officer.</li> <li>▪ Accessibility for All working group</li> </ul>
6 Gender Equality	<p>The final goal on the target date is to achieve the target percentage of female professors (36%) and to increase the percentage of female staff in other job groups as much as possible.</p> <p>The main interventions that are already underway or will be launched in the foreseeable future from the Gender Equality Plan are the development and implementation of a training program for committees to select inclusively (with attention to gender bias) and the development and implementation of a training program / module including leadership. In addition, faculties are invited to work on faculty action plans on gender equality and to establish a faculty committee on diversity and inclusion.</p> <p>The effectiveness of the initiatives is monitored and discussed in periodic (every</p>	DEI-office, HR, boards	2025 Q4	<p>The Gender Equality Plan focuses on existing activities and future interventions in the areas of: 1) Organizational culture and work-life balance; 2) Social security; 3) Leadership and management; 4) recruitment, selection and career development; 5) Gender dimension in research and education.</p>

Pillars and actions	Objectives (SMART)	Responsible	Deadline	Further description
	four months) reports for the central board and the faculty boards in order to be able to make adjustments.			
7	Job agreement/participation law: increasing the number of employees	DEI Office, HR, boards	2023 Q4	In recent years, we have created more than 60 jobs for people with an occupational disability. Faculties have the task of expanding the number of participatory jobs. For support, they can ask for advice and help from the job coach of Radboud University. The goal for the coming period is to develop a renewed plan (including the recalibration of the objectives).
8	Develop and implement integrated social safety policies	HR, Boards, DEI Office	2025 Q4	<p>The Academy report 'Social safety in Dutch science', research and practical experience teach us that we are most likely to have a socially safe environment if we use three dials at the same time:</p> <ul style="list-style-type: none"> <li>▪ Organizational structure &gt; structure promotes social safety.</li> <li>▪ Organizational culture &gt; the conversation about behavior and integrity is self-evident.</li> <li>▪ Aid structure &gt; who, what, where and when is clear to everyone.</li> </ul> <p>We focus on four target groups: board and directors, management &amp; executives, employees, and students. Interventions range from awareness promotion, training courses such as the Active Bystander Training, and workshops such as the theatre workshop Social Safety, Bias and Diversity. In addition, we focus on further developing the social safety skills of a range of professionals, such as HR, the confidants, teachers, etc.</p>
<b>Effective leadership</b>				
9	Leadership programs (differentiated).	HR, managers	2023 Q4	Leadership programs (differentiated) for different target groups that match specific responsibilities. The groups are:

Pillars and actions	Objectives (SMART)	Responsible	Deadline	Further description
				<ul style="list-style-type: none"> <li>- Core program leadership for team leaders and coordinators:</li> <li>- Core academic leadership program for assistant professors/associate professors.</li> <li>- Core programme for HL's, directors and department heads (courage, connection, openness</li> <li>- Core program administrative leadership.</li> </ul> <p>The programmes are evaluated and reassessed internally on an annual basis, taking stock of the needs of participants and the organisation. Each semester, approximately 100 executives participate in one of the programs. This means that on average two groups of 12 – 16 participants participate in one of the program components every week.</p>
10	Development and implementation of knowledge modules Radboud 'way of working'	HR, managers	2023 Q4	<p>Currently, HR is developing various additional modules for managers in collaboration with the subject matter experts to promote knowledge of processes within the university. These are :</p> <ul style="list-style-type: none"> <li>- HR processes (including sick leave management, employment conditions and annual/development interviews)</li> <li>- Finance (basis for non-financials)</li> <li>- Governance</li> <li>- Strategy</li> </ul>
11	Development and implementation of modules for social safety and DEI for managers	HR, executives, DEI Office	2023 2024	<p>All managers follow the in-house developed e-learning Social Safety. Part of the e-learning is the '10-phase plan: acting on a signal of transgressive behaviour'.</p> <p>At the end of the e-module:</p> <ul style="list-style-type: none"> <li>▪ the participant knows the definition of social safety as used by Radboud University;</li> </ul>

Pillars and actions	Objectives (SMART)	Responsible	Deadline	Further description	
	<ul style="list-style-type: none"> <li>▪ he/she/they understands why a socially safe working environment is important;</li> <li>▪ (h)recognise his/her own contribution to creating a socially safe environment;</li> <li>▪ He/she/they recognizes common signs of undesirable and transgressive behavior;</li> <li>▪ Is he/she/they able to respond adequately to signals of transgressive behaviour?</li> </ul> <p>On a quarterly basis there is quantitative and qualitative monitoring of participation. The ambition is that all managers and HR staff have followed the module.</p>				
12	Development of intervention, team learning	Based on a theoretical model about high performance teams, a team scan has been developed with corresponding interventions on the various success factors of a team. There is a plan to roll out the intervention in phases in 2024.	HR, managers, teams	2023 Q4	Team learning is one of the five pillars of the learning organization. Radboud University opts for interventions at team level based on an integrated approach. Teams learn from and with each other by talking to each other about various HR themes such as social safety, Recognition and Rewards, vitality, career and talent development and (personal) leadership. Development of a "do it your own" module for teams to work on their development, containing practical tools for the different phases in team development should give an important incentive to this.
13	Developing a vision and approach for strengthening the 'quality' of leadership in the university	Vision and approach that puts quality of leadership in a broader perspective than just the development of the manager.	HR, boards, all executives	2024 Q2	<p>HR will start various projects in the period 2023 Q3 – 2024 Q4 that contribute to the quality of leadership in the university. These are:</p> <ul style="list-style-type: none"> <li>- Develop leadership profiles for various managerial positions: director, director, department head, team leader. This also indicates which key capabilities are important for good leadership.</li> <li>- 360 degree feedback tool for executives.</li> </ul>

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Reference

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Pillars and actions	Objectives (SMART)	Responsible	Deadline	Further description
				<ul style="list-style-type: none"><li>- Conversation skills module for managers.</li><li>- Initiatives that contribute to recruitment and selection, assessment and preconditions for good leadership. For example: structural attention to leadership in the process of <u>recruiting and selecting</u> people with managerial responsibility,</li></ul>



## Finding, developing and retaining talent

14	Tendering and implementation of new recruitment system	A new recruitment system has been implemented in accordance with the criteria in column 6 that can support all recruitment and selection procedures online. Implementation ready on December 1, 2023.	HR, Marketing & Communicatie, Information & Library services	2023 Q4	Because the supplier of the current system is going to stop it, a new system is being sought for implementation. The goal is to have the entire process of recruitment and selection supported as much as possible from one system, where this still applies to part of the process. That means that part of the process has to be redesigned, other parts are about optimization. New to set up: - Application vacancy after approval in BASS - Work ToWork in the recruitment system - Talent pool recruitment Optimize: - Editing and tuning approval publication - Contact applicants, schedule interviews - Directing vacancies and AR projects
15	Development plan improve recruitment and selection	<ol style="list-style-type: none"> <li>Transparent and objective processes and procedures for recruitment &amp; selection that contribute to providing equal opportunities.</li> <li>The diversification of employees with the aim of a culture in which diversity and inclusion are self-evident and visible in the demographics of employees, in academic discourse and organizational culture.</li> <li>Preventing unconscious labour market discrimination.</li> </ol>	HR, managers, selection committee members	2024 Q4	A project proposal is developed aimed at improving recruitment and selection aimed at: <ol style="list-style-type: none"> <li>A concise format per phase of the recruitment and selection process with concrete advice, tips and/or interview starters for BACs.</li> <li>A varied and target group-oriented training offer for vacancy holders, committee members and HR that matches the extent to which they are involved in the W&amp;S process.</li> <li>Fair image to the labour market: what we propagate externally, we make true internally and vice versa.</li> <li>Active use of innovative recruitment and selection methods.</li> <li>Radboud University is a serious career option for underrepresented target groups.</li> </ol>
16	Development training program including selection	<ol style="list-style-type: none"> <li>Selection committee members are able to assess more objectively by conducting more structured interviews based on pre-conceived criteria</li> <li>An accessible and diverse training offer available for those involved, also for those involved</li> </ol>	HR, managers	2023 Q4	A training program is set up to recruit and select inclusively for members of selection committees, managers, HR advisors, vacancy management and other stakeholders. Program content will likely consist of online videos or e-learning combined with physical training.
17	Onboarding optimization	- Improving the employee experience: the new employee feels welcome and part of the organization and can make an active contribution faster	HR, communication, IT	2023 Q2	An organization-wide onboarding program will be developed in 2023. Every new employee receives all the information within the first 100 days or knows how to find it to make a good start within the organization.

		<ul style="list-style-type: none"> <li>- Better employee retention/prevention of premature outflow and ultimately realize that (new) employees can manifest themselves as ambassadors for RU</li> </ul>			<ul style="list-style-type: none"> <li>• Based on the entire customer journey, the information provision has been set up digitally as much as possible and associated resources have been developed.</li> <li>• Detailed, written proposal for an onboarding process (first 100 days) in which all phases and the 4Cs are included and concrete improvement proposals have been worked out.</li> <li>• Business case online onboardingstool</li> </ul>
18	Innovative recruitment methods	<ul style="list-style-type: none"> <li>- Reach specific target group and recruit more proactively, both active and latent target group to attract quality candidates</li> <li>- Continuous recruitment for frequently occurring vacancies by binding candidates to the organization at an early stage, so that vacancies are filled faster</li> </ul>	HR	2023 Q4	<ul style="list-style-type: none"> <li>- Pilots talent sourcing (talent pool recruitment): In line with an increasingly challenging labour market, we as a university are busy deploying an appropriate recruitment approach. An approach in which we shift from an occasional vacancy-oriented / 'post &amp; pray' approach to a more proactive and network-oriented sourcing approach for difficult to fill and organizationally critical multiple vacancies.</li> <li>- Online recruitment marketing: deep targeting: implementation from Q2, pilot continues throughout the year. Reach potential candidates in a very targeted way with online marketing campaigns.</li> <li>- Implement direct search (preparation pilot): runs for the rest of the year. Actively search for and approach candidates.</li> </ul>

## Control over health, employability and career

19	Radboud Vision Sustainable working	<p>Realizing a vision of a different way of working that contributes to a working environment where employees can work together healthily and with pleasure. In doing so, we create a healthy campus by using the occupancy of spaces as efficiently as possible. In addition to the vision, there is a transition plan that provides insight into which steps are needed for implementation.</p> <p>The vision and the transition plan have now been discussed with the Executive Board, to which a positive response has been received. Further coordination with faculties will take place in Q2 and Q3 of 2023.</p>	Campus & facilities (programme coordination), HR, directors of operations, executive board.	2023 Q2	<p>As a result of the Hybrid Working scheme, the university's sustainability ambitions and the Campus Plan, the Hybrid Working/Activity-Related Working (ABW) programme was designed in 2022. In practice, the implementation of the programme proved difficult to implement.</p> <p>We have established that the objectives underlying ABW have not yet been formulated and communicated sufficiently clearly. We can define the corresponding behavioral goals after the reason, the 'why' has been determined, among other things. Why does the university opt for hybrid working, for which ABW is the norm? What do we want to achieve as an organization? What does it contribute to the goals of the organization?</p> <p>In order to achieve a cultural change, a transition plan is needed. This plan will describe why Radboud University chooses AGW, now Radboud Sustainable Working (RDW), what it delivers and what steps are needed for implementation in the medium and longer term.</p>
20	Evaluation Grip on your work	The results of the evaluation of the campaign "Grip on your work" have been optimally incorporated into the Team Learning intervention (see point 12).	HR	2023 Q2	In 2022, Radboud University paid extra attention to the topic of personal leadership, with the help of the campaign 'Grip on your work'. The focus was on existing and additional offerings aimed at career and personal development of the individual employee. This campaign is evaluated (participation in the offer, impact). In 2023, the focus in the offer will probably shift from individual to team development.
21	Further development of vitality program	60 to 80 employees participated in the renewed program Fit@work" in which the program has been further developed on the basis of evaluations. Before, during and after measurements show significant health improvements in work-life balance, exercise, nutrition and sleep.	HR	2023 Q4	The vitality program offered internally is a long-term program (6 months) for which employees can register. You will then receive a number of workshops and interim coaching, including aftercare. 2023 will be dominated by a new tender (already completed) and implementation of a renewed programme with different emphasis, such as a strong emphasis on well-being and amplification and evidence-based activities.
22	Essential skills to manage your PhD Project	In 2023, this two-day course will be offered 4 times. 48 PhD students participated. This course contributes to tackling challenges efficiently and taking and keeping control of the PhD project. The effect on the grip on the promotion process is evaluated.	HR, Academic Affairs	2023 Q4	After the 2022 pilot, a development programme will be offered for a large group of starting scientists. Skills such as clarifying the research question, presenting, storytelling, career development and environmental sensitivity are taught.

23	Training PhD supervisors.	The course is included in the curriculum of PhD supervisors as a compulsory component and is part of the career paths.	HR, Academic Affairs	2024 Q1	A training course has already been developed to improve the supervision of PhDs. In the coming cycle, the aim is to integrate this training as a 'standard requirement' for supervisors in the policy on PhD supervision.
24	Implementation absenteeism management system	The purchase in 2024 of a digital system to support absenteeism guidance so that the process can be carried out easier, more efficiently and of better quality.	HR, Information & Library Services	2025 Q4	The primary business objective is to implement an absenteeism management system in order to support and, where possible, accelerate the recovery of the absentee. In addition, we want absenteeism files to always comply with the applicable laws and regulations, so that there is no unnecessary obligation for the university to continue to pay wages. Finally, we want to reduce workload for managers and at the same time improve efficiency through adequate support for the execution of the process.
25	Drawing up an overarching health and safety policy plan	In 2024, a coherent and campus-wide working conditions policy, in which both vision and the PDCA cycle have been elaborated.	HR, Campus & facilities	2024 Q1	Many components in the field of working conditions are already present, but still need to be bundled into an overarching guiding document. Radboud University sees drawing up such a policy plan as an opportunity to organize things even better and also to set up a regular PDCA cycle to consider the policy plan as a continuous process.

## 4 Organization information

### 4.1 Organisatieprofiel

Radboud University is a student-oriented research university where research and education are closely linked. The university strives to be among Europe's top universities. It fosters an intellectual climate that inspires students and staff and challenges them to push the boundaries of their own potential. The university is active in almost all areas of academia: the humanities, natural sciences, behavioral and social sciences, and the medical sciences. The university offers high-quality education. Students and teachers work together on the academic development of the students. Quality, commitment and clarity are the keywords that characterize and give direction to education at Radboud University. During the Bachelor's phase, the university uses a disciplinary approach. All Bachelor's programmes offer access to at least one Master's programme at Radboud University. The university focuses on a significant number of contact hours and small-scale project groups, with attention for the individual student. Although student numbers have grown recently, the university wants to maintain this small scale. Our education is strongly linked to our research. Each student must participate in research at least once and contribute to the exploration of the unknown. The starting point is that every lecturer conducts scientific research. Radboud University fosters a vibrant, successful research community that generates new insights and ideas and in turn contributes nationally and internationally to cultural, social and economic development, from across the spectrum of academic fields. Education thrives on research: the connection between the two is the most important pillar in our pursuit of excellence. The mission/ vision and renewed University Strategy (A Significant Impact) can be found here: <https://www.ru.nl/english/about-us/our-university/mission-vision>.

### 4.2 Key figures

Staff & students	FTE
Total researchers = staff, fellowship holders, bursary holders, PhD. students either full-time or part-time involved in research *	2279,8
Of whom are international (i.e., foreign nationality) *	830,2
Of whom are externally funded (i.e., for whom the organisation is host organisation) *	695,4
Of whom are women *	1053,2
Of whom are stage R3 or R4 = Researchers with a large degree of autonomy, typically holding the status of Principal Investigator or Professor. *	254,5
Of whom are stage R2 = in most organisations corresponding with postdoctoral level *	386,9
Of whom are stage R1 = in most organisations corresponding with doctoral level *	754,7
Total number of students (if relevant) *	24633
Total number of staff (including management, administrative, teaching and research staff) *	4134,2

<b>Research funding</b>	<b>€ 1.000</b>
Total annual organisational budget	678.884
Annual organisational direct government funding (designated for research)	189.584
Annual competitive government-sourced funding (designated for research, obtained in competition with other organisations - including EU funding)	102.056
Annual funding from private, non-government sources, designated for research	70.478



# 5 Implementation

	Question/topic	Comments in 2023
1	General overview of the internal evaluation process	<p>This internal evaluation was based on consultation of internal stakeholders and information. Information was received through:</p> <ul style="list-style-type: none"> <li>- Interviews with policy advisors in the field of education and research</li> <li>- Interviews with recruitment coordinator</li> <li>- Interviews with policy advisors learning &amp; development, policy officer sustainable employability/sustainability and policy advisor leadership (MD advisor)</li> <li>- Interview with policy advisor social security and employment conditions</li> <li>- Analysis of national agreements, such as: <ul style="list-style-type: none"> <li>o COLLECTIVE LABOUR AGREEMENT NOW 2021-2022 and COLLECTIVE LABOUR AGREEMENT NOW 2022-2023</li> <li>o National agreements Recognition and Rewards</li> <li>o National Code of Conduct for Research Integrity</li> </ul> </li> <li>- Analysis of existing policies, such as: <ul style="list-style-type: none"> <li>o Strategic HR agenda 2020-2025</li> <li>o Vision on leadership and personal leadership</li> <li>o DEI plan</li> <li>o Recognize and value vision and program plan</li> <li>o Code of conduct</li> <li>o Programme plan Open Science</li> <li>o Policy tenure and career tracks</li> <li>o Code of scientific integrity</li> <li>o Recruitment and selection guide</li> <li>o Radboud University Strategy 'a significant impact'</li> </ul> </li> <li>- Internal investigations among researchers, such as: <ul style="list-style-type: none"> <li>o Staff survey 2022</li> <li>o PhD survey 2021</li> <li>o Evaluation documents of specific topics and programmes</li> </ul> </li> <li>- The 2022 staff survey, the 2018 PhD research, postdoc research 2019, evaluation documents of specific topics and programmes (such as mentoring programme or evaluation of the teaching qualification).</li> <li>- Submit document to HR managers, directors of operations and executive board</li> </ul>
2	How is progress monitored?	The coordinators of the various policy themes report periodically (at least every four months) on the progress of their actions. The reports indicate for each theme and action point which steps have been taken in the preparation or implementation of the relevant topic. Periodically, progress is discussed at team level and it is examined whether adjustments in the HR policy and priorities are necessary. Various measuring instruments, such as the biennial staff survey, are used to measure the extent to which the activities produce sufficient positive effects.
3	How is the research community involved?	The involvement of the research community in the implementation can be diverse, depending on the theme and action point. In general, the (further) elaboration of the action points is discussed with (groups of) employees via the line of the research institutes or faculties. Partly on the basis of the information that emerges from these discussions, concrete implementation of the action is then given. Where the implementation of an action involves the adaptation of university or faculty regulations, this is discussed with the participation bodies (UGV and FGV), which include representatives from the research community.
4	How is the organization's policy aligned with HRS4R?	The RU strategy forms the basis of the themes of our HR policy. The HR policy is therefore 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, whereby HRS4R serves as an assessment framework for possible gaps. Interviews with internal groups, for example groups of directors, HR managers and HR advisors in the faculties are used to regularly check whether the HR policy is still in line with the overall strategy and themes of the university.



	Question/topic	Comments in 2023
5	How is it ensured that the proposed actions are implemented?	<p>The chosen themes and actions are explicitly part of the strategic HR policy and implementation plans, as well as the research and education policy and the overarching strategy of Radboud University. This means that the HRS4R actions are an integral part of the implementation processes and university strategy for the coming years. The policy coordinators and faculties are responsible for the realization of the various actions. The</p> <p>Implementation of the HR policy goes through the line of the organization, in which close cooperation is between the faculties and specialist staff divisions (such as HR, research, education, IT). The HR organization specifically is seen as a column consisting of a staff division and faculty teams where policy is jointly developed and applied. This means that HR has support and advice that operates close to the scientific line and thus applies the central initiatives and policies within the scientific departments. HR officers regularly exchange information and experiences about applied policies and coordinate accordingly.</p> <p>With regard to the communication and application HRS4R: all information and documents are placed on the university website and internal communication follows the results of the committee. Furthermore, the HR policy and instruments (and therefore also the interventions from the action plan) within the university are always communicated and discussed with the line such as deans / directors / managers.</p>
6	How is progress monitored over time?	As mentioned, the HRS4R actions are an integral part of the implementation processes of the HR agenda, research and education policy and the overall strategy. This also means that these actions become part of the regular planning and control cycle of the university (through budgets and annual reports of faculties, divisions and the university as a whole).
7	How is progress measured (indicators)?	<p>For as many action points as possible, the intended effects and/or indicators (of results) have been mentioned. This will enable the next evaluation to check whether the actions mentioned have actually been implemented and whether or not the intended effects or results have been achieved. Information on effects and impact is mainly generated through:</p> <ul style="list-style-type: none"> <li>- feedback from sounding board moments with scientists</li> <li>- internal surveys and surveys such as the staff survey (every 2 years)</li> <li>- specific impact measurements / evaluations within the themes</li> <li>- management information via the personnel information system</li> </ul>

# Annex: Principles of the European Code of Conduct

No.	Principle
<b>Ethical and professional aspects (principles 1 to 11)</b>	
1	<p><u>Freedom of investigation</u></p> <p><i>Researchers should focus their research on the well-being of humanity and on pushing the boundaries of scientific knowledge, enjoying freedom of thought and expression and the freedom to identify methods of problem-solving, in accordance with recognised ethical principles and practices. However, researchers should recognise the limitations to this freedom that may arise from special circumstances related to research (including supervision/supervision/management) or operational constraints, for example for budgetary or infrastructural reasons or, in particular in the industrial sector, for reasons of intellectual property protection. However, such restrictions should not run counter to recognised ethical principles and practices to which researchers should adhere.</i></p>
2	<p><u>Ethical principles</u></p> <p><i>Researchers must adhere to the recognised ethical practices and fundamental ethical principles specific to their discipline(s) and to the ethical standards laid down in the various national, sectoral or institutional codes of ethics.</i></p>
3	<p><u>Professional responsibility</u></p> <p><i>Researchers should do their utmost to ensure that their research is relevant to society and does not duplicate research that has previously been conducted elsewhere. They should avoid all forms of plagiarism and adhere to the principle of intellectual property and joint data ownership in research carried out in cooperation with supervisor(s) and/or other researchers. The need to validate new observations by demonstrating that experiments are reproducible should not be interpreted as plagiarism, provided that the data to be confirmed are explicitly mentioned. Researchers should ensure that, if any aspect of their work is delegated, the person to whom it is delegated has the competence to carry it out.</i></p>
4	<p><u>Professional attitude</u></p> <p><i>Researchers should be aware of the strategic objectives of their research environment and funding mechanisms and should have all necessary approvals before starting their research or using resources made available. They must notify their employers, funders or supervisors when their research project is delayed, redefined or completed, or notify if for any reason it needs to be terminated earlier or suspended.</i></p>
5	<p><u>Contractual and legal obligations</u></p> <p><i>Researchers at all levels should be familiar with national, sectoral or institutional arrangements regarding training and/or working conditions. These include intellectual property rights regimes and the requirements and conditions of any sponsor or funder, regardless of the nature of their contract. Researchers must comply with such arrangements by providing the required results (e.g. dissertation, publications, patents, reports, new product development, etc.) as regulated in the terms of the contract or equivalent document.</i></p>

6	<p><u>Accountability</u></p> <p>Researchers should be aware that they are accountable to their employers, funders or other related public or private bodies as well as, on more ethical grounds, to society as a whole. In particular, researchers funded by public funds are also accountable for the efficient use of taxpayers' money. Consequently, they should adhere to the principles of sound, transparent and efficient financial management and cooperate in authorised audits of their research, whether carried out by their employers/funders or by ethics committees. The methods of collection and analysis, the outputs and, where applicable, details of the data should be open to internal and external investigation, whenever necessary and as requested by the competent authorities.</p>
7	<p><u>Good practice in research</u></p> <p>Researchers should follow safe working practices at all times, in line with national legislation, including taking the necessary health and safety precautions and repairing damage in the event of major information technology emergencies, for example by developing appropriate backup strategies. They should also be aware of the applicable national legal requirements on data protection and confidentiality, and take the necessary steps to comply with them at all times.</p>
8	<p><u>Dissemination and exploitation of results</u></p> <p>All researchers should ensure, in accordance with their contractual arrangements, that the results of their research are disseminated and exploited, e.g. published, transferred to other research environments or, where appropriate, placed on the market. In particular, experienced researchers are expected to lead by example by ensuring that research is fruitful and that results are commercially exploited or made accessible to the public (or both) whenever the opportunity arises.</p>
9	<p><u>Public involvement</u></p> <p>Researchers should ensure that society as a whole is made aware of their research activities in such a way that they can be understood by non-specialists, thereby improving public understanding of science. Direct engagement with the public will help researchers better understand the public interest in science and technology priorities and also what concerns the public.</p>
10	<p><u>Non-discrimination</u></p> <p>Employers and/or funders of researchers will not discriminate against researchers in any way on the basis of gender, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social or economic situation.</p>
11	<p><u>Evaluation/rating systems</u></p> <p>Employers and/or funders should put in place evaluation/assessment systems for all researchers, including senior researchers, to assess their professional performance on a regular basis and in a transparent manner by an independent (and, in the case of senior researchers, preferably international) committee. Such evaluation and evaluation procedures should adequately take into account their overall research creativity and research results, e.g. publications, patents, research management, teaching/lecturing, supervision, mentoring, national or international cooperation, administrative tasks, public information and mobility activities, which would be appropriate in the context of career development should be taken.</p>
<b>Recruitment (principles 12 to 21)</b>	
12	<p><u>Recruitment</u></p> <p>Employers and/or funders should ensure that the entry and admission standards for researchers, in particular at the beginning of their careers, are clearly specified, and should also facilitate access for disadvantaged groups or for researchers resuming a research career, including teachers (of all levels) resuming a research career. Employers and/or funders of researchers should adhere to the principles set out in the Code of Conduct for the Recruitment of Researchers when appointing or recruiting researchers.</p>
13	<p><u>Recruitment (code)</u></p> <p>Employers and/or funders should put in place recruitment procedures that are open, efficient, transparent, supportive and internationally comparable, as well as tailored to the type of positions advertised. Advertisements should include a broad description of the knowledge and skills required and should not be specialised in such a way as to discourage suitable candidates. Employers should include a description of terms and conditions of employment, including career development prospects. Moreover, the period between the advertising of the vacancy or the call for applications and the period to reflect should be realistic.</p>

14	<p><u>Selection (code)</u></p> <p><i>Selection committees should bring together diverse expertise and competences, should have an adequate gender balance and, where appropriate and to the extent feasible, include members from different sectors (public and private) and disciplines, including from other countries and with relevant experience to assess the candidate. Whenever possible, a wide range of selection practices should be used, such as assessment by external experts and face-to-face interviews. The members of the selection panels should be adequately trained.</i></p>
15	<p><u>Transparency (code)</u></p> <p><i>Candidates should be informed of the recruitment process and selection criteria, the number of positions available and career development prospects prior to selection. They should also be informed of the strengths and weaknesses of their application after the selection process.</i></p>
16	<p><u>Assessment of merits (code)</u></p> <p><i>The full range of experience of the candidates should be taken into account during the selection process. While the emphasis is on the overall potential as researchers, their creativity and level of independence should also be taken into account. This means that merit should be assessed qualitatively and quantitatively, focusing on excellent results within a diversified career path and not just the number of publications. Consequently, the importance of bibliometric indexes should be properly weighted within a wider range of evaluation criteria, related to activities such as teaching, supervision, teamwork, knowledge transfer, research and innovation management, and public information. For candidates with an industrial background, particular attention should be paid to contributions to patents, development or inventions.</i></p>
17	<p><u>Variations in the chronology of CVs (code)</u></p> <p><i>Career breaks or variations in the chronology of CVs should not be penalised, but should be seen as career evolution and therefore as a potentially valuable contribution to the professional development of researchers in the sense of a multidimensional career path. Candidates should therefore be given the opportunity to submit a CV based on supporting documents that is representative of the achievements and qualifications relevant to the post being applied for.</i></p>
18	<p><u>Recognition of mobility experience (code)</u></p> <p><i>Any mobility experience, for example a stay in another country/region or research environment (public or private) or a change of discipline or sector, either as part of the initial research training or at a later stage of the research career, or a virtual mobility experience should be considered as a valuable contribution to the professional development of a researcher.</i></p>
19	<p><u>Recognition of qualifications (code)</u></p> <p><i>Employers and/or funders should provide for an adequate assessment and evaluation of the academic and professional qualifications, including non-formal qualifications, of all researchers, in particular in the context of international and professional mobility. They should be informed and fully familiar with the rules, procedures and standards governing the recognition of such qualifications and should therefore explore existing national legislation, conventions and specific rules on the recognition of such qualifications through available channels.</i></p>
20	<p><u>Seniority (code)</u></p> <p><i>The required qualification levels should be in line with the requirements of the position and should not be used as a barrier to entry. The recognition and evaluation of qualifications should focus on assessing the person's performance, rather than his/her circumstances or the reputation of the institution where the qualifications were obtained. As professional qualifications can be obtained at an early stage of a long career, the pattern of lifelong professional development should also be recognised.</i></p>
21	<p><u>Postgraduate appointments (code)</u></p> <p><i>Institutions appointing postdoctoral researchers should establish clear rules and explicit guidelines for the recruitment and appointment of postdoctoral researchers, including the maximum duration and objectives of such appointments. Such guidelines should take into account the time spent in previous postgraduate appointments at other institutions, and take into account that postgraduate status should be a transitional status, with the main aim of providing additional professional development opportunities for a research career in the context of long-term career prospects.</i></p>
<b>Working conditions and social security (principles 22 to 35)</b>	

22	<p><u>Recognition of the profession</u></p> <p><i>All researchers in a research career should be recognised as professionals and treated accordingly. This should start at the beginning of their career, i.e. at postgraduate level, and should cover all levels, regardless of their classification at national level (e.g. employee, postgraduate student, doctoral candidate, postgraduate scholarship, civil servant).</i></p>
23	<p><u>Research environment</u></p> <p><i>Employers and/or funders of researchers should ensure that the most stimulating environment for research or research training is created with adequate equipment, facilities and capabilities, including for distance collaboration through research networks, and that national or sectoral rules on health and safety in research are respected. Funders should ensure that adequate resources are made available to support the agreed work programme.</i></p>
24	<p><u>Working conditions</u></p> <p><i>Employers and/or funders should ensure that working conditions for researchers, including disabled researchers, provide, where appropriate, the flexibility deemed essential for successful research performance, in line with existing national legislation and with national or sectoral collective agreements. They should strive to provide working conditions that enable both male and female researchers to reconcile family and work, children and careers. Special attention should be paid, inter alia, to flexible working hours, part-time work, teleworking and sabbatical leave, as well as to the necessary financial and administrative provisions for such arrangements.</i></p>
25	<p><u>Stability and firmness of employment</u></p> <p><i>Employers and/or funders should ensure that the performance of researchers is not undermined by instability of employment contracts, and should therefore commit themselves as far as possible to improving the stability of working conditions for researchers, thereby implementing and complying with the principles and conditions laid down in Directive 1999/70/EC on fixed-term work.</i></p>
26	<p><u>Financing and remuneration</u></p> <p><i>Employers and/or funders of researchers should ensure that researchers enjoy fair and attractive funding and/or remuneration conditions with adequate and equitable social security benefits (including sickness and parental benefits, pension rights and unemployment benefits) in accordance with existing national legislation and with national or sectoral collective agreements. This should apply to researchers at all stages of their careers, including early-stage researchers, in accordance with their legal status, performance and level of qualifications and/or responsibilities.</i></p>
27	<p><u>Gender balance</u></p> <p><i>Employers and/or funders should aim for a representative gender balance at all staff levels, including at supervisory and management levels. This should be achieved on the basis of a policy of equal opportunities in recruitment and subsequent career stages, without, however, giving priority to quality and competence criteria. In order to ensure equal treatment, selection and evaluation committees should have an adequate gender balance.</i></p>
28	<p><u>Career development</u></p> <p><i>Employers and/or funders of researchers should, preferably within the framework of their human resources management, develop a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, including for researchers on fixed-term contracts. This should include the availability of mentors to support and guide the personal and professional development of researchers, thereby motivating them and helping to reduce any uncertainty in their professional future. All researchers should be informed of such facilities and arrangements.</i></p>
29	<p><u>Value of mobility</u></p> <p><i>Employers and/or funders should recognise the value of geographical, intersectoral, inter- and transdisciplinary and virtual mobility as well as mobility between the public and private sectors as an important means of promoting scientific knowledge and professional development at every stage of a researcher's career. Consequently, they should build such options into the specific career development strategy and fully value and recognise each mobility experience as part of their career development/assessment system. This also requires the introduction of the necessary administrative tools to enable the portability of both allowances and social security benefits, in accordance with national law.</i></p>
30	<p><u>Access to career advice</u></p> <p><i>Employers and/or funders should ensure that career advice and placement assistance is offered either in the institutions concerned or through cooperation with other structures to researchers at all stages of their careers, regardless of their contractual situation.</i></p>

31	<p><u>Intellectual property rights</u></p> <p><i>Employers and/or funders should ensure that researchers at all stages of their careers reap the benefits of the (possible) exploitation of their R&amp;D results through legal protection and in particular through adequate protection of intellectual property rights, including copyright. Policies and practices should specify which rights belong to researchers and/or, where appropriate, to their employers or other parties, including external commercial or industrial organisations, as may provide for specific cooperation agreements or other types of agreements.</i></p>
32	<p><u>Co-authorship</u></p> <p><i>Co-authorship should be regarded by the institutions as a positive element in the assessment of staff, as a demonstration of a constructive approach to conducting research. Employers and/or funders should therefore develop strategies, practices and procedures to provide researchers, including researchers at the beginning of their research careers, with the necessary framework conditions for them to enjoy the right to be recognised and mentioned and/or cited in the context of their actual contributions, as co-authors of papers, patents, etc., or to publish their own research results independently of their supervisor(s).</i></p>
33	<p><u>Teach</u></p> <p><i>Teaching is an essential means of structuring and disseminating knowledge and should therefore be considered a valuable option within the career paths of researchers. However, teaching responsibilities should not be excessive and, in particular, should not prevent researchers at the beginning of their careers from carrying out their research activities. Employers and/or funders should ensure that tasks related to teaching are adequately rewarded and taken into account in the context of the evaluation/assessment systems and that the time spent by senior staff on the training of early-stage researchers is counted as teaching assignments. As part of the professional development of researchers, appropriate training in teaching and coaching should be provided.</i></p>
34	<p><u>Complaints/appeals</u></p> <p><i>Employers and/or funders of investigators should, in compliance with national rules, put in place adequate procedures, possibly in the form of an impartial person (ombudsman type) for dealing with complaints/appeals from investigators, including those relating to conflicts between supervisor(s) and early-stage investigators. Under such procedures, confidential and informal assistance should be provided to all research staff in resolving employment-related conflicts, disputes and grievances, with the aim of promoting fair and equitable treatment within the institution and improving the overall quality of the working environment.</i></p>
35	<p><u>Participation in decision-making bodies</u></p> <p><i>Employers and/or funders of researchers should consider it fully legitimate and genuinely desirable for researchers to be represented in the relevant information, consultation and decision-making bodies of the institutions for which they work, in order to protect and promote their individual and collective interests as professionals and to actively contribute to the functioning of the institution.</i></p>
<b>Training (principles 36 to 40)</b>	
36	<p><u>Relationship with supervisors</u></p> <p><i>Researchers should establish a structured and regular relationship with their supervisor(s) and faculty/department representative(s) during their training phase in order to fully benefit from their relationship with them. This involves keeping records of all work progress and research findings, obtaining feedback through reports and seminars, applying such feedback, and working in accordance with agreed schedules, milestones, performance, and/or research outputs.</i></p>
37	<p><u>Supervision and management obligations</u></p> <p><i>Experienced researchers should pay special attention to their multifaceted roles as supervisor, mentor, career advisor, leader, project coordinator, administrator, or science communicator. They should carry out these tasks according to the highest professional standards. With regard to their role as supervisors or mentors of researchers, experienced researchers should build a constructive and positive relationship with early-stage researchers, in order to set the conditions for efficient knowledge transfer and for the further successful development of researchers' careers.</i></p>
38	<p><u>Continuing and professional development</u></p> <p><i>Researchers at all stages of careers should strive to continuously improve by regularly updating and expanding their skills and abilities. This can be achieved in a variety of ways including, but not limited to, formal training, workshops, conferences and e-learning.</i></p>

39	<p><u>Access to research, training and continuous development</u></p> <p><i>Employers and/or funders should ensure that all researchers at every stage of their career, regardless of their contractual situation, have the opportunity to develop professionally and improve their employability through access to measures on continued development of skills and competences. Such measures should be regularly reviewed for accessibility, application and effectiveness in improving competences, skills and employability.</i></p>
40	<p><u>Supervision</u></p> <p><i>Employers and/or funders should ensure that a clear designation is made of a person on whom early-stage researchers can rely in the performance of their professional activities, and they should inform researchers accordingly. Such arrangements should clearly establish that the proposed supervisors are sufficiently competent in supervising research and should have the time, knowledge, experience, expertise and commitment to provide the necessary support to the trainee investigator, and should provide the necessary progress and evaluation procedures as well as the necessary feedback mechanisms.</i></p>