

# HR Excellence in Research:

Self-assessment report 2016

Erasmus University Rotterdam

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Web-link to published version of organisation's HR Strategy and Action Plan:	<a href="https://www.eur.nl/english/workingat/hr_excellence_in_research/">https://www.eur.nl/english/workingat/hr_excellence_in_research/</a>



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## **1. Introduction**

This self-assessment report is a follow-up to the HRS4R application, consisting of a gap analysis and action plan, which was submitted to the European Commission in the autumn of 2014 and which resulted in the HR logo being awarded. On the one hand, this self-evaluation describes the approach that the project group adhered to in respect of the actions arising from the Action Plan and, on the other, it describes the results, progress and evaluation of the actions taken.

The report consists of a number of sections; section 2 provides a short description of Erasmus University Rotterdam (EUR), after which the integration and approach of HRS4R within EUR is described in section 3. Section 4 provides a progress analysis of the formulated actions; while the appendix contains the amended 2014 Action Plan and application.

## 2. Organisational information

### Vision and mission

Erasmus University Rotterdam (EUR) is a relatively specialised research university with a distinct social orientation in its education and research. Since its inception as the Netherlands School of Commerce in 1913, this social orientation has been one of EUR's fundamental features. EUR's vision is that its scientists and students should work on global societal challenges in the areas of prosperity, health, governance and culture. 'Social commitment', 'responsibility' and 'curiosity' are the university's classic core values.

En route to 2018, the end of the current strategic planning period, EUR has added the values of 'solidarity' and 'relevance', in the knowledge that only together can new standards actually be set. The student population is very diverse and the programmes attract a high international intake. EUR distinguishes itself through excellent graduation rates, the relevance of its programmes to the job market, a 'full career' range, sharply focused research and wide cooperation among scientists. Erasmus University Rotterdam has an excellent, global reputation in the fields of economics, management, health sciences, law, social science, history, culture and communication, and philosophy. It has created an exceptional profile by combining a select number of disciplines with a melting pot of talented people of all ages and cultural backgrounds. EUR's mission is to cultivate international, national and regional talent and to produce academic knowledge for mankind, business and society<sup>1</sup>.

### Erasmus University Rotterdam (EUR) has seven faculties and two institutions

ESE	Erasmus School of Economics
ESHCC	Erasmus School of History, Culture and Communication
ESL	Erasmus School of Law
FGG / Erasmus MC	Faculty of Medicine and Health Sciences <sup>2</sup>
FSW	Faculty of Social Sciences
FW	Faculty of Philosophy
RSM	Rotterdam School of Management, Erasmus University
iBMG	Institute of Health Policy and Management
ISS	International Institute of Social Studies (The Hague)

### Key figures, Erasmus University Rotterdam (reference date 31 of December 2015)

	Number	FTE
Students	26.212	-
Employees	2734	2,066.93
Researchers	1398 (614 Female; 784 male)	1170,32 (516,42 Female; 659,90 Male)
Staff	929	794.85
International researchers (including PhDs)	820 (intern and extern)	430
Externally funded researchers	343	-
Professors (stage R3 or R4)	170	126.34
Postdoctoral level; stage R2 (Associate professors; assistant professors; other academic staff)	903	732,87
Doctoral level; stage R1 (PhDs)	324	311.11

<sup>1</sup> Annual report 2015: [https://www.eur.nl/english/eur/publications/annual\\_reports/](https://www.eur.nl/english/eur/publications/annual_reports/)

<sup>2</sup> Staff members of FGG/Erasmus MC have their appointment with the Erasmus Medical Center (not with Erasmus University). Therefore, this report is not applicable to the staff members of Erasmus MC.

Annual turnover 2015

554 m

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### 3. Narrative & implementation HRS4R within EUR

#### 3.1 Incorporating the Charter and Code into the HR strategy

In December 2014, EUR was awarded the HR logo by the European Commission. This was preceded by an extensive self-assessment consisting of a paper analysis and a practical study. The following activities were carried out in order to reach the current Action Plan:



The Executive Board applied for the HR logo on the basis of the Action Plan. After obtaining the HR logo, the Executive Board appointed HR the leader of the implementation process. Consequently, as a representative of the HR Policy department, the coordinator responsible for developing the Action Plan continued to be responsible for the implementation process.

Once the HR logo had been obtained, the project group responsible for obtaining the HR logo also continued working as a steering committee. One person was assigned responsibility for each action point; this ‘action point manager’ was to be ultimately responsible for the implementation and monitoring of that specific action point. The action points are linked to the current strategic projects, consequently, there is a direct link with the strategic plans for 2014 – 2018.

The schedule below shows how the specific points for improvement are linked to the various strategic themes and ongoing (or future) projects, including the proposed timetable.

	Education	Career policy	Mobility	Prof. development	Diversity	project links	Who?	Planning	QW
1a Career services young res.		x				Career services students	HR+GS+OOS	Q1 + Q2 2015	
1b general skills young res.		x	x	x		TOP/LDE supply	TOP+GS	Q4 2014 + Q1 2015	quick win
						progr. Mobility	HR	Q2 + Q3 2015	
2 stimulation resources		x					AZ	Q1 + Q2 2015	
3 academic staff career policy		x				ITN programme	HR + EPB	Q3 + Q4 2015	
4 Basic teaching qualification	x						Academic affairs (educa	Q1 + Q2 2015	
5 P&D education, study, man. and val	x			x		P&D evaluation	HR	Q1 + Q2 2014	quick win
6 best practice supervision				x			AA + HR + history	Q1 + Q2 2016	
7 academic leadership course				x		tendering	HR/TOP	2015	
8a subsidy application			x			Research Support Office	SSC/UL	2015	
8b practical support			x				HR + SSC	Q2 2015 + Q3 2015	
8c best practices staff mobility			x			progr. Mobility	HR	Q3 2015 + Q4 2015	
8d international network			x			progr. Mobility	HR	Q4 2015 + Q1 2016	
8e P&D (international) mobility			x			progr. Mobility	HR	Q2 + Q3 2014	quick win
9 diversity ac. Leadership course				x	x	diversity	HR/TOP	2015	
10 diversity and talent management				x	x	talent management	EPB/HR	Q2 + Q3 2015	

#### 3.2 Cooperation and implementation within the organisation

The strategy for the implementation of the action points is in line with Erasmus University’s management philosophy. At Erasmus University, policy is developed through interaction between education and research directors, deans and the Executive Board; it is primarily based on dialogue and substantive conviction. Subsequently, the policy experts play an important part by introducing innovations (“interactive management”). In other words, the responsibility for implementing the policy is borne at a decentralised level. The key focus areas formulated are translated into specific goals and results for each faculty, with sufficient space allowed for different interpretations. The agreements made are subsequently monitored and evaluated.

This is evident in the implementation strategy of the action plan compiled. As described above, all the action points are linked to existing projects, all of which ensue from the current strategy. In line with the management philosophy referred to, the responsibility for implementing each action point is born at a decentralised level in the projects. This level also requires the involvement of the academic staff, which is crucial in the HRS4R process. Consequently, the level and type of involvement differs according to the action points.

As previously indicated, one member of the steering committee will be appointed to be an action point manager

responsible for a particular action point; this person will then be able to monitor the implementation process effectively. Each year, the steering committee meets four times to discuss the progress of the action points.

### 3.3 HR Strategy 2014 – 2018<sup>3</sup>

The majority of the action points are integrated into the projects set up within the context of the HR Strategy. At Erasmus University, we believe that it is people who make the greatest difference to the development and nurturing of excellent education and research. Both the academic staff as well as those who support them in the primary process are the cornerstone of the university's performance. Consequently, ensuring modern employment practices is crucially important and a significant part of EUR's strategy.

#### **The Strategy for 2014-2018; Impact & Relevance**

"The renewed HR policy was, to a large extent, to be focused on talent management. In an increasingly competitive labour market, EUR must, by 2018, be in a position to find not only talented scientists but also the talented support and managerial staff that the university needs and, having found the right people, it must be able to retain and develop them. Moreover, in this context, explicit attention must be paid to diversity." To fulfil our strategic ambitions, EUR's 2015 HR policy included the following priorities:

- career mobility and sustainable employability;
- talent management;
- improving quality through the Performance & Development cycle (P&D);
- internationalisation;
- diversity.

In the same way as in 2014, HR provided intensive support and guidance during a number of reorganisations within EUR in 2015, including the transition from the Shared Service Centres to the University Support Centre. Explicit and scrupulous attention was paid to the assistance given to employees and the approach to change in respect of the new structure and new ways of working. HR also continued to work on the continuity and streamlining of the processes, as well as on the design of systems and reporting.

In respect of their implementation/execution, the majority of the action points from the 2014 Action Plan have been entrusted to HR. These action points have been incorporated into HR's annual plans, which provide a practical interpretation of the HR strategy.

### 3.4 Preparations for the internal review

Over the past two years, the information for the internal review was collected through the steering committee meetings. As previously stated in section 3.1, the steering committee meets approximately four times a year to discuss the progress of the action points. An action point manager has been appointed for each action point, which enables constructive information about the progress and status of the action points to be gathered during the meetings. The report is then discussed in the following fora:

- MT HR
- The Executive Board

Directors of faculties have been informed. Ultimately, the self-assessment for submission to the European Commission is approved by the Executive Board.

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<sup>3</sup> Annual Report 2015: [https://www.eur.nl/english/eur/publications/annual\\_reports/](https://www.eur.nl/english/eur/publications/annual_reports/)

## 4. Action plan & Process

### 4.1 Review of the current Action Plan

The initial action plan from 2014 was based on a number of issues arising from a gap analysis. To avoid creating an exhaustive list of issues, prioritisation and clustering was introduced on the basis of:

- the frequency and relevance with which the principle appeared to be an issue in the different methods used;
- the points the highlighted issue have in common with the developments detailed in the new 2014-2018 strategy;
- the alignment with (policy) changes already implemented.

This prioritising and clustering of highlighted issues led to the following key focus areas: Career policy, Education, Professional development, Mobility and Diversity (see 2014 Action Plan for more information on the key focus areas). Action points were then formed based on these key focus areas.

The following pages provide an overview featuring all the action points, together with a brief explanation of the implementation status of each action point. Appendix 1 contains an in-depth explanation of each action point.

### 4.2 New action points

During the course of the implementation process over the last two years, a number of actions have arisen which can be added to the initial 4-year action plan.

#### **Open, transparent and merit-based recruitment (OTM-R)**

In accordance with the addition of the OTM-R to the existing principles and based on the outcomes of the OTM-R checklist (see appendix 2), EUR has specified the following actions for the coming two years:

- Comprehensive policy development and implementation with respect to recruitment and selection and the role of HR in this regard are on the HR agenda for 2019.
- One of the aspects that will, at that time, be given further shape and substance is the digitisation of the recruitment process. A module for this purpose is already available within the HR information system. The structuring and putting into operation of this module is planned for 2019.
- Recruitment is also a key focus area in the strategic programme 'Diversity'. Important steps have already been taken from Diversity and included in the recruitment and selection process. From a list (see appendix 3), each *faculty* selects and prioritises the interventions that are most appropriate in the current situation of the faculty concerned. The faculty action plan created by this selection and the prioritisation process forms part of the agreements concluded between the Executive Board and the faculty in respect of diversity.  
Each faculty is responsible for appointing its own Diversity Officer, who plays a role in implementing the action plan.
- Recruitment is also scheduled within the framework of the strategic focus on internationalisation. Efforts in this regard will be developed in greater detail once an HR policy adviser for Internationalisation has been appointed. This appointment is to be made in the near future.

#### **New action point 12: Distributing the HR logo throughout the entire university**

Bearing in mind the external review due to take place in late 2019, it is important that the aims of the HR logo and the fact that EUR has the logo are made more widely-known within the university. An important action point for the next few years is to set up an internal awareness process, in which the HR logo garners recognition not only among the current stakeholders, but among the organisation as a whole. Recently, it has become evident that raising awareness of the HR logo is a requirement.



## 4.2 Revised Action plan

### Key

(Largely) completed
In progress
Additional attention required

### Explanation:

- All documents specified in the 'evidence' column in which no links have been added are internal documents. If desired, these documents can be supplied on demand.
- The status action point December 2016 column contains a summary of the comprehensive status description in section 4.

C&C Theme	Erasmus University Action	Timing	Project links	Action point status, December 2016	Evidence / Outcome
Career policy	<p>Action 1. <b>Attention to the development of young researchers</b> by:</p> <p>1A: <b>Career services for young researchers:</b> Offering facilities to support labour market orientation: charting what facilities are offered in terms of career services, and the extent to which there can be a link with the facilities (to be developed) in this respect for students.</p> <p>1B: <b>General skills of young researchers:</b> Offering facilities for the development of 'transferable skills' (to supplement the research skills), so that they are better equipped for any career 'outside' academia.</p>	<p>Q1 – Q4  2015</p>	<ul style="list-style-type: none"> <li>• Student career services</li> <li>• TOP/LDE supply</li> <li>• Mobility programme</li> </ul>	<p>Completed:</p> <p>Labour market approach for young researchers has garnered a great deal of attention within EUR over the last few years. This has resulted in the following activities/facilities:</p> <ul style="list-style-type: none"> <li>- Career coach</li> <li>- CV check, help with applications</li> <li>- Four new training sessions in training course</li> <li>- Career event for <b>doctoral</b> and postdoc students</li> <li>- Personal Career budget (500 per year)</li> <li>- Career week</li> <li>- Career in Progress portal</li> <li>- Basic Teaching Qualification – light: <b>doctoral</b> students wishing to focus on education (internally and/or externally) can use a BTQ light to attain a teaching qualification, thus strengthening their position on the labour market.</li> </ul>	<p>Email about career coach to all employees Statistics results maintained by career coaches.</p> <p><b>Career event:</b> <a href="https://www.eur.nl/english/management_bulletin/archive/management_bulletin_2016_february/phd_studentspostdocs_career_event/">https://www.eur.nl/english/management_bulletin/archive/management_bulletin_2016_february/phd_studentspostdocs_career_event/</a></p> <p><b>Career week:</b> <a href="https://www.eur.nl/english/management_bulletin/archive/management_bulletin_2016_may/career_week/">https://www.eur.nl/english/management_bulletin/archive/management_bulletin_2016_may/career_week/</a></p> <p>Range of training sessions: <a href="https://www.eur.nl/english/staff/hr_policy/top_training/">https://www.eur.nl/english/staff/hr_policy/top_training/</a></p> <p>Invitation to career event <a href="https://www.eur.nl/english/management_bulletin/archive/management_bulletin_2016_february/phd_studentspostdocs_career_event/">https://www.eur.nl/english/management_bulletin_archive/management_bulletin_2016_february/phd_studentspostdocs_career_event/</a></p> <p>Career event evaluation Career budget communication: <a href="https://www.eur.nl/english/management_bulletin/archive/management_bulletin_2016_may/career_week/">https://www.eur.nl/english/management_bulletin_archive/management_bulletin_2016_may/career_week/</a> <a href="https://www.eur.nl/english/staff/hr_policy/career_development/career_in_progress/personal_career_budget/">https://www.eur.nl/english/staff/hr_policy/career_development/career_in_progress/personal_career_budget/</a></p>

	<p><b>Action 2:</b>  <b>Stimulation resources:</b>                  Reconsideration of stimulation resources allocation for excellent research groups, with the intention of being able to deploy these resources for young talented researchers;</p>	<p>Q1 2016</p>		<p>Completed:</p> <p>With effect from 1 January 2015, 600,000 of the excellence funds (5 million) reserved for 4 additional fellowships per year are for talented researchers. Moreover, in the new structure of the Excellence Programme, the remaining 4.4 of resources are dedicated to establishing three large, cross-faculty research projects whereby stimulating young talent and offering additional opportunities for growth to assistant/associate professors in order for them to reach professorship forms an explicit aim.</p>	<p>Fellowships:  <a href="https://www.eur.nl/onderzoek/eur_fellowships/">https://www.eur.nl/onderzoek/eur_fellowships/</a></p>
	<p><b>Action 3:</b>  <b>Academic staff career policy:</b>                  Research into updating the career policy for academic staff, including the Tenure Track system and the teaching career, and implementing the improvement possibilities arising from this.</p>	<p>2014 - 2016</p>	<ul style="list-style-type: none"> <li>• ITM (Integral Talent Management) programme</li> <li>• Career &amp; Mobility</li> </ul>	<p>Largely completed:</p> <p>The academic staff career policy is a division of the 'Career and Mobility' programme.</p> <p>With regard to the Tenure Track tool, an inventory was made within a project with the following objective: Making it clear how the Tenure Track tool is used within EUR and providing advice on whether and how framework policy in this subject can be shaped. The conclusion arising from this report was that there were different types of Tenure Track within EUR and that their shape is determined by the specific labour market situation of the faculty/academic department.</p> <p>One focus area in the Tenure Track is creating movement and being in a position to offer perspective to scholars, including younger scholars. Other goal-oriented tools/initiatives may also make a contribution here. In the following stage of this project, an inventory will be made among employees holding a Tenure Track position to determine what they will need in order to successfully complete the Tenure Track.</p> <p>A policy framework was set up in 2013 in order to promote an education-oriented career for academic staff. Based on the initial experiences with the policy, a wide range of evaluations took place. For instance via a conference in spring 2016, where most of the participants were academic staff. This gave rise to a number of points for improvement aiming to increase the effectiveness of the policy in terms of the education career path. The policy framework is currently being reviewed.</p>	<p>ITM memorandum</p>

Teaching	<p><b>Action 4:</b>  <b>BTQ (BASIC TEACHING QUALIFICATION):</b>                  Research into the effectiveness of the University Teaching Qualification (BTQ) and the degree to which this is appropriate to the new teaching systems;</p> <p><b>Reformulating action point:</b>                  Organising a BTQ light version for <b>doctoral</b> students.</p>	Q2 2017		<p>In progress:</p> <p>The research into the effectiveness of the BTQ concluded the following:</p> <ul style="list-style-type: none"> <li>• The BTQ has been amended so that exemptions can no longer be provided.</li> <li>• An EUR-wide and BTQ light version is currently being organised for <b>doctoral</b> students.</li> </ul> <p>EUR has multiple Graduate Schools, distributed over a number of faculties. Each graduate school deals with the teaching duties of a doctoral student and the way in which he/she is prepared for giving lessons. The result of this is that there are different types of educational training sessions within EUR, often focused (sometimes entirely) on the type of education prevailing within the faculty.</p> <p>Work is being carried out on a proposal for a modular construction of the Basic Teaching Qualification, meaning that the doctoral students will be able to customise their training to the learning needs and the time in which the training takes place so as to maximise effectiveness.</p>	
	<p><b>Action 5:</b>  <b>P&amp;D:</b>                  In the evaluation of the P&amp;D and the improvement points arising from it, ensuring a better balance in assessing the following facets: teaching, research and valorisation.</p>	Q1 - Q3 2016	P&D evaluation	<p>Completed:</p> <p>A number of categories have been incorporated into the current (updated) P&amp;D form for academic staff. The most important five of these are: Education, Research, Management &amp; Organisation, Social Impact &amp; Valorisation and Competencies. A five-point scale is connected with these five components. Both supervisors and staff are required to provide an assessment or self-assessment on this basis. The sum of the assessments results in a final assessment.</p>	<p>P&amp;D communication:  <a href="https://www.eur.nl/english/management_bulletin/archive/managementbulletinno24/performancedevelopmentevaluation/">https://www.eur.nl/english/management_bulletin/archive/managementbulletinno24/performancedevelopmentevaluation/</a>  <a href="https://www.eur.nl/ese/english/information_for/ese_staff/personnel_and_organisation/career_and_development/performance_and_development_interviews/">https://www.eur.nl/ese/english/information_for/ese_staff/personnel_and_organisation/career_and_development/performance_and_development_interviews/</a></p>
Professional development	<p><b>Action 6:</b>  <b>Best practices supervisor:</b>                  Researching options for the continued implementation of best practice (ESL) in terms of supervision/monitoring doctoral students; where alongside the supervisor, a mentor is also assigned to the doctoral student;</p>	Q4 2015		<p>Completed:</p> <p>The new doctorate regulations stipulate that doctoral students each have two supervisors.</p>	<p>Doctorate regulations:  <a href="https://www.eur.nl/english/ab/beadles_office/phd_defence_ceremonies/doctoralregulations/">https://www.eur.nl/english/ab/beadles_office/phd_defence_ceremonies/doctoralregulations/</a></p>

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	<p><b>Action 7:</b>  <b>Academic leadership course:</b>                  In assigning the academic leadership course, pay explicit attention to securing quality in the practical application of what has been learned.</p>	Q1 2017	<ul style="list-style-type: none"> <li>• TOP</li> <li>• Academic leadership focus group</li> </ul>	<p>In progress:</p> <p>A plan of approach was drawn up for the Academic Staff (WP) learning track in collaboration with the academic leadership focus group. The approach behind this has been filed with a client. The new academic leadership learning track will run as a pilot in 2017. The academic leadership focus group will be involved here. This consists of representatives from the academic staff, HR, academic issues, faculty directors.</p>	<p>Call for offers Memorandum Academic Leadership                  Call for offers learning track                  Call for offers concept programme                  Overview of supplement to academic leadership course:  <a href="https://www.eur.nl/fileadmin/ASSETS/mewerkers/TOP/Academic_Leadership_course_2017.pdf">https://www.eur.nl/fileadmin/ASSETS/mewerkers/TOP/Academic_Leadership_course_2017.pdf</a>  <a href="https://www.eur.nl/euc/academics/leadership_programme/">https://www.eur.nl/euc/academics/leadership_programme/</a></p>
Mobility	<p><b>Action 8a:</b>                  Stimulating and facilitating national and international staff mobility by:  <b>Internal subsidy request.</b>  <b>Mobility:</b> Supporting the subsidy application;</p>	Q1 - Q3 2017	Mobility programme	<p>In progress:</p> <ul style="list-style-type: none"> <li>• Work is being carried out on checklists for researchers, standard protocols for subsidy requests, the implementation of serve-drive (data exchange) and the development of a research support portal to become part of the employee portal.</li> <li>• Work is also being carried out to produce a process schedule for the subsidy process in order to find out which expertise is required at which point.</li> <li>• In the spring of 2016, the RSO (Research Support Office) provided an insight into Marie Curie grants.</li> <li>• In addition, a workflow was set up for subsidy requests. The Education and Student Affairs unit is paving the way for getting out calls within the framework of Horizon 2020/Erasmus+. HR will take over the provision of information.</li> </ul>	
	<p><b>Action 8b/c:</b>                  Stimulating and facilitating national and international staff mobility by:</p> <ul style="list-style-type: none"> <li>• Practical support/best practices in international staff mobility</li> <li>• Facilitating the practical implementation of rules concerning visas, employment conditions and social security etc.;</li> <li>• Exploring best practices in terms of staff mobility at other universities;</li> </ul>	Q2 - Q3 2017	Mobility programme	<p>In progress:</p> <p>Research has been carried out by a group of employees into various different aspects of international outgoing staff mobility:</p> <ul style="list-style-type: none"> <li>• policy with regard to international mobility, incl. stimulating measures;</li> <li>• making international mobility measurable;</li> <li>• designing the HR service so that international mobility can also be facilitated (such as immigration procedures, insurance, applying 30% facility, emergency schedule etc.);</li> <li>• stimulating/supporting the use of the Horizon 2020 EU programme (in conjunction with Research Support Office).</li> </ul> <p>The first result has proven to be:</p>	

				<ul style="list-style-type: none"> <li>• concept (still to be established) policy relating to safety procedures when travelling and staying abroad</li> <li>• Provision of information;             <ul style="list-style-type: none"> <li>- Safety procedure;</li> <li>- Horizon 2020 subsidy options;</li> <li>- What do you have to arrange before making a trip?;</li> </ul> </li> </ul> <p>In the following period, the additional aspects will be supplemented with the aim of increasing the international outgoing staff mobility and providing proper support.</p>	
	<p><b>Action 8d:</b> Stimulating and facilitating national and international staff mobility by: <b>International network:</b> Investigating the options for setting up and using an international network of EUR employees or ex employees (similar to the Alumni network of students) to encourage international staff mobility;</p>	Q3 2017	Mobility programme	<p>On hold:</p> <p>EUR was set to participate in this action point within a national project. However, this has been put on hold. The issue of to what extent this can be picked up by a new HR employee with a focus on internationalisation will be explored.</p>	
	<p><b>Action 8e:</b> Stimulating and facilitating national and international staff mobility by: <b>P&amp;D (international) mobility.</b> In evaluating the P&amp;D interview and the improvement points arising from it, ensuring that (international) mobility is accorded greater value.</p>	2015	Mobility programme	<p>Largely completed:</p> <p>A new framework policy has been formulated based on the evaluation of our P&amp;D policy in 2014. In this policy, attention has been paid explicitly to 'Career perspective and sustainable employability', both for academic and support staff. This has resulted in a P&amp;D form in which this item is expressly included. International staff mobility has not been included as a separate discussion point in the P&amp;D form in terms of interviews.</p>	
Diversity	<p><b>Action 9:</b> <b>Diversity/academic leadership course:</b> Integrate awareness of male/female diversity in the 'Academic Leadership' methodology;</p>	Q1 2017	Diversity programme	<p>In progress:</p> <p>A new Academic Leadership course is currently being developed. The procurement process is set for completion in January 2017. The quotation request for the Academic Leadership course 2017 has already indicated that diversity, inclusivity and implicit bias must form important components of this course.</p>	<p>Call for offers Memorandum Academic Leadership Call for offers learning track Call for offers concept programme Overview of supplement to academic leadership course: <a href="https://www.eur.nl/fileadmin/ASSETS/mewerkers/TOP/Academic_Leadership_course_2017.pdf">https://www.eur.nl/fileadmin/ASSETS/mewerkers/TOP/Academic_Leadership_course_2017.pdf</a></p>

					<a href="https://www.eur.nl/euc/academics/leadership_programme/">https://www.eur.nl/euc/academics/leadership_programme/</a>
	<b>Action 10: Diversity and talent management:</b> Linking the diversity policy to Talent Management.	2016	<ul style="list-style-type: none"> <li>• Diversity programme</li> <li>• Talent management</li> </ul>	<p>In progress:</p> <p>A Chief Diversity Officer within the university was appointed in 2015. She will lead efforts to increase diversity within the organisation and ensure that attention is paid to diversity in education and research.</p> <p>The current diversity policy is connected with talent management relating to strategic personnel planning. Insight into the current staff, keeping in mind the future, is both on a qualitative level (in the form of a personnel review) and a quantitative level (currently only the SSP tool, but new options are currently being developed).</p>	<p>Nomination of Chief Diversity Officer:</p> <p><a href="https://www.eur.nl/management_bulletin/archief/2015/managementbulletinno38/hanneke_takkenberg_benoemd_tot_chief_diversity_officer/">https://www.eur.nl/management_bulletin/archief/2015/managementbulletinno38/hanneke_takkenberg_benoemd_tot_chief_diversity_officer/</a></p>
OTM-R	<b>Action 11 – OTM-R:</b> a. Comprehensive policy development and implementation with respect to recruitment and selection; b. Digitisation of the recruitment process c. Focus on Recruitment in the 'Diversity' strategic programmes; d. Focus on Recruitment from 'Internationalisation' point of view	2019	<ul style="list-style-type: none"> <li>• HR Policy/Advice</li> <li>• Diversity programme</li> </ul>		
Broader implementation of the HR logo	<b>Action 12:</b> Distributing the HR logo throughout the entire university	2017 Q1 – Q4	HR steering committee logo		

## Appendix 1 – Comprehensive action point status

### 1.1 – Action point status

This appendix provides an insight into the current status of the action points. If required, further detail will be provided regarding the challenges we are faced with when implementing the action point.

#### Action point 1: Attention to the development of young researchers by:

1. *Career services for young researchers; Offering facilities in support of the labour market orientation: charting what facilities are offered in terms of career services, and the extent to which there can be a link with the facilities (to be developed) in this respect for students.*
2. *General skills of young researchers: Offering facilities for the development of ‘transferable skills’ (to supplement the research skills), so that they are better equipped for any career ‘outside’ academia.*

#### **Status and results:**

Labour market approach for young researchers has garnered a great deal of attention within EUR over the last few years. This has resulted in the following activities/facilities:

- EUR has had a career coach since October 2015. This career coach is visited by doctoral students and researchers on a regular basis. Young researchers in particular find the career coach very helpful in supporting their decision-making as regards the next step in their career. 21 doctoral students/postdocs have since used the career coach.
- In addition to career support, the career coach also offers ‘CV checking’ and ‘Practise your application’ services.
- The training course for our educational institution has been extended by five new training sessions:
  - a) Reflect on your career
  - b) Personal Branding and Networking
  - c) LinkedIn
  - d) Fit for the future (focused on sustainable employability)
  - e) CV Clip

Accessible to everyone.

- Career event for doctoral and postdoc students: First organised on 21 April 2016 and was a great success. The participants gave the day an 8.1 rating. The evening involved an informative section in which the Rathenau institute research findings were presented to inform young researchers about their opportunities within and outside academia. The rest of the day involved a range of workshops, such as:
  - a) Your presentation and you
  - b) Find the value of your research
  - c) Post PhD career perspectives (including transferable skills)
  - d) In contact with media
  - e) How to find a job
  - f) Cross Cultural Competence and Communication
  - g) Personal Leadership

In addition, a number of activities were put on, such as a CV check, ‘take a professional photo for your LinkedIn profile’, ‘Talk to an ex-PhD’ and their search for a job outside academia. Given the success of this day, this will be repeated in the spring of 2017. Career Week: A whole week of activities for all employees, including a workshop specifically designed for doctoral students: Define your course. Will also be repeated in 2017.

- Since 1 July, every staff member has had a ‘Personal Career Budget’. €500 per annum, free to spend as long as it contributes to the growth of a future task and/or role. In the first week of the launch, we notice that the response among academic staff is primarily doctoral students. They determine the budget primarily with respect to Dutch language training, conference visits and job markets. In total, approximately 40 doctoral students used the Career budget within six months of the launch.

- A Career in Progress portal has been made; the access door to all services, information and handy tips relating to career mobility.
- We are currently running a test with a Basic Teaching Qualification especially designed for doctoral students. Doctoral students wishing to focus on education (internally and/or externally) can use a BTQ light to attain a teaching qualification, thus strengthening their position on the labour market. 17 doctoral students have since taken the BTQ programme (light) and multiple doctoral students are set to take part for 2017 (see also action point 4)

**Action point 2: Stimulation resources:**

*Reconsideration of the allocation of stimulation resources for excellent research groups, with the intention of being able to deploy these for young talented researchers;*

**Status and results:**

With effect from 1 January 2015, 600,000 of the excellence funding (5 million) reserved for 4 additional fellowships per year are for talented researchers. Moreover, in the new structure of the Excellence Programme, the remaining 4.4 of resources are dedicated to establishing three large, cross-faculty research projects whereby stimulating young talent and offering additional opportunities for growth to assistant /associate professors in order for them to reach professorship forms an explicit aim.

**Action point 3: Academic staff career policy:**

*Research into updating the career policy for academic staff, including the Tenure Track system and the teaching career, and implementing the improvement possibilities arising from this.*

**Status and results:**

The academic staff career policy is a division of the 'Career and Mobility' programme.

With regard to the Tenure Track tool, an inventory was made within a project with the following objective: Making it clear how the Tenure Track tool is used within EUR and providing advice on whether and how framework policy in this subject can be shaped.

In order to draw up the inventory, data from the staff information system is partly used to determine how many staff members are taking part in a Tenure Track or have taken part over the last five years, and also to determine how many successfully progress to an associate professorship position following the tenure track. Content-based discussions were then held with deans, faculty directors and HR advisors to determine the effectiveness of the Tenure Track tool and what the terms and conditions for success involve, based on the 10 golden rules.

The conclusion arising from this report was that there were different types of Tenure Track within EUR and that their shape is determined by the specific labour market situation of the faculty/academic department.

Tenure Track is a tool that is based on the tenure track based on a career principle. However, it has transpired that Tenure Track works primarily in a specific context and with an integral approach, and first and foremost if the labour market, international or otherwise, presents a challenge.<sup>4</sup> It is important to create movement and be in a position to offer perspective to scholars, including younger scholars. Other goal-oriented tools/initiatives may also make a contribution here. In the following stage of this project, an inventory will be made among employees holding a Tenure Track position to determine what they will need in order to successfully complete the Tenure Track.

A policy framework was set up in 2013 in order to promote an education-oriented career for academic staff. Two additional profiles have been set up on a senior level in the academic staff career: the Associate Professor Education profile and the Professor of Education profile. These roles have a special academic focus on education/innovation and offer the opportunity of valuing talent and performance on an educational level. This creates broader career perspectives for scholars. The first teaching professors have since been appointed. Based

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<sup>4</sup> The forefront of the Tenure Track movement can be found at the technical universities and in the Sciences faculties, conference report "tracing talent" on tenure track (VSNU, Nov. 2007).



on the initial experiences with the policy, a wide range of evaluations took place. For instance via a conference in spring 2016, where most of the participants were academic staff. This gave rise to a number of points for improvement aiming to increase the effectiveness of the policy in terms of the education career path. The policy framework is currently being reviewed, meaning that the connection is being made with the remaining initiatives relating to education innovation and professionalising lecturers.

**Action point 4: Basic Teaching Qualification (BTQ):**

*Research into the effectiveness of the BTQ and the degree to which this is appropriate to the new teaching systems.*

**Status and results:**

The specific research into BTQ in which discussions are held on the action point has yielded the following:

- The BTQ has been amended so that exemptions can no longer be provided.
- An EUR-wide and BTQ light version is currently being organised for doctoral students.

EUR has multiple Graduate Schools, distributed over a number of faculties. Each graduate school deals with the teaching duties of a doctoral student and the way in which he/she is prepared for giving lessons. The result of this is that there are different types of educational training sessions within EUR, often focused (sometimes entirely) on the type of education prevailing within the faculty.

Work is being carried out on a proposal for a modular construction of the BTQ, meaning that the doctoral students will be able to customise their training to the learning needs and the time in which the training takes place so as to maximise effectiveness. Modules include: basic didactics, group dynamics, tests, problem-oriented education and evaluating your teaching activities. A portion of the costs from the central resources could be financed from this programme if this modular approach is to be applied on an EUR-wide scale.

After completing the training, doctoral students will be in a better position to teach, and will also be better prepared for the next step in their careers.

**Focus area:** In order to successfully complete this action point, it is important that an additional incentive is created to get across a sense of urgency regarding the necessity of the BTQ. It is, after all, important to view the implementation of a BTQ in a broader context (not solely for doctoral students) so that it can better meet the needs of the target group. This will increase the support base for taking a BTQ, and in addition, the academic staff management will be better able to get across the importance of the BTQ and promote the culture of lecturer professionalisation. The following initiatives are currently underway:

In a wider context, there are currently a number of initiatives underway within EUR, with the expectation that they will gradually provide a contribution to creating and reinforcing a professional teaching culture. This also helps the principle of ensuring that lecturer professionalisation thrives. A number of these initiatives have been further promoted, while other initiatives are currently being prepared. One advanced initiative is Erasmus Education Research (EER). EER provides evidence-based research focused on researching the effectiveness of educational institutions. In addition, work has been carried out over the last year on two additional initiatives: the i-lab and the teaching fellow network. The aim of the i-lab is to offer space to lecturers who wish to experiment with new technology in education. The i-lab provides the space, the technological support and the expertise. Work is also being carried out on a network of Teaching Fellows. Teaching fellows are representatives from the faculties who invest in research into strategic educational issues, and then incorporate them into their teaching in a focused way. They also act as educational ambassadors within the faculties. The aim is that these fellows are distributed across the staff, from senior to junior, and that student assistants are actively involved in education.

Exploratory talks are currently underway to look into a close collaboration between EER, the i-lab, the Teaching Fellow network and the Risbo, all under the denominator of Erasmus Community for Learning and Innovation (ECLI). One of the aims of this collaboration is to bring about insights to be acquired and processed in the programmes offered by Risbo, both in the BTQ and in a wider setting.

EUR is also set to take part in a peer review between universities at BTQ in 2017. We will use this research to further improve our BTQ policy and implementation. The research outcomes could contribute to raising awareness of the importance and added value of the BTQ.

**Action point 5: P&D (Performance and development):**

*In the evaluation of the P&D and the improvement points arising from it, ensuring a better balance in assessing the following facets: teaching, research and valorisation.*

**Status and results:**

A number of categories have been incorporated into the current (updated) P&D form for academic staff. The most important five of these are: Education, Research, Management & Organisation, Social Impact & Valorisation and Competencies. A five-point scale is connected with these five components. Both supervisors and staff are required to provide an assessment or self-assessment on this basis. The sum of the assessments results in a final assessment.

Alongside the assessment of the agreements/tasks over last year (review), staff members and supervisors must also make appointments among themselves regarding which actions have to be taken for next year (outlook).

Our renewed digital P&D system includes a report function. This makes it easy to run reports on a faculty and/or university level both for the assessments carried out and the activities held with regard to a range of different items.

Analysing and evaluating the supplementary activities is a valuable addition to the discussion on 'how do we evaluate, what do we understand under the terms proper/poorly functioning?'. Sharing and discussing this information will lead to a normative framework for supervisors and employees alike. This, in turn, results in increased clarity as regards mutual expectations and then to an improvement in the substantive quality of our P&D cycle.

**Focus area:**

It is important that a constant level of attention remains for actual application in practice. It is tempting to set out a 'methodology or tool' for discussion, and ultimately it is the quality of the discussion that matters.

The innovative digital working methods have not yet been used. All faculties will transfer on a step-by-step basis over the next few years.

**Action point 6: Best practices supervisor:**

*Researching options for the continued implementation of best practice (ESL)<sup>5</sup> in terms of supervision/monitoring doctoral students; where alongside the supervisor, a mentor is also assigned to the doctoral student.*

**Status and results:**

The new doctorate regulations stipulate that doctoral students each have two supervisors. This was implemented in late 2015.

**Action point 7: Academic leadership course:**

*In assigning the academic leadership course, pay explicit attention to securing quality in the practical application of what has been learned.*

**Status and results:**

In collaboration with the academic leadership focus group, a vision and implementation plan was drawn up for the Academic Staff (WP) learning track. This specifies the different stages of leadership, on which a range of developments is formed fitting into the specific level of academic leadership.

Academic leadership is stage 1, explicitly taking into account our basic principles for leadership achieved within the academy and is expressed in detail reflected in the teaching methods and structure of the programme in terms of putting it into practice and reflecting on it. The new academic leadership learning track will run as a pilot in the spring of 2017. The other stages of the Academic Leadership learning track will be arranged in 2017 (phases 2 + 3).

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<sup>5</sup> These best practices came to the fore during a meeting of experts, one of the tools by which the gap analysis is drawn up.

The academic leadership focus group will be involved here. This consists of representatives from the academic staff, HR, academic issues, faculty directors.

**Action point 8a: Stimulating and facilitating national and international staff mobility by:**

*Internal subsidy request. Mobility: Support for the subsidy request.*

**Status and results:**

- Work is being carried out on checklists for researchers (to make data safe), standard protocols for subsidy requests, the implementation of serve-drive (data exchange) and the development of a research support portal that will become part of the employee portal;
- It is also important to evaluate to what extent the tools offered are being used. Work is also being carried out to produce a process schedule for the subsidy process in order to find out which expertise is required at which point;
- In the spring of 2016, the RSO (Research Support Office) provided an insight into Marie Curie grants;
- In addition, a workflow was set up for subsidy requests. The Education and Student Affairs unit is paving the way for getting out calls within the framework of Horizon 2020/Erasmus+. HR will take over the provision of information.

**Action point 8b/c: Stimulating and facilitating national and international staff mobility by:**

- *Practical support/best practices international staff mobility;*
- *Facilitating the practical implementation of rules concerning visas, employment conditions and social security etc.;*
- *Exploring best practices in terms of staff mobility at other universities.*

**Status and results:**

In the 2014-2018 strategic memorandum, EUR places considerable emphasis on further internationalising education and research, as well as harmonising support processes regarding intake, transfer and outflow of international staff and students.

Stimulating international mobility of existing employees does not only lead to knowledge exchange in an international context, but also results in valuable international networks, knowledge of other cultures and stimulates English language skills (in the framework of bilingualism); knowledge and skills that enrich staff job performance within EUR.

International mobility is an important pillar within the USC HR unit's Career & Mobility programme and within the Internationalising Education programme.

**Background:**

The most recent institutional accreditation showed that EUR does not have or hardly has active policy regarding its own staff's international mobility. In this context international mobility means: gaining work experience abroad for short or longer periods. The accreditation showed that EUR is good at attracting international staff to the Netherlands, but hardly "posts" any staff abroad. This is less of a problem in research exchange but is possibly more apparent in educational exchange and exchange of support and management staff.

Based on this observation, research has been carried out by a group of employees into various aspects of international outgoing staff mobility:

- policy with regard to international mobility, incl. stimulating measures;
- making international mobility measurable;
- designing the HR service so that international mobility can also be facilitated (such as immigration procedures, insurance, applying 30% facility, emergency schedule etc.);
- stimulating/supporting the use of the Horizon 2020 EU programme (in conjunction with Research Support Office).

The first result has proven to be:

- concept (still to be established) policy relating to safety procedures when travelling and staying abroad
- Provision of information:
  - safety procedure;
  - Horizon 2020 subsidy options;
  - what do you have to arrange before making a trip?

In the following period, the additional aspects will be supplemented with the aim of increasing the international outgoing staff mobility and providing proper support.

**Action point 8d: Stimulating and facilitating national and international staff mobility by:**

*International network: Investigating the options for setting up and using an international network of EUR employees and ex-employees (similar to the Alumni network of students) to encourage international staff mobility.*

**Status and results:**

EUR was set to participate in this action point within a national project. However, this has been put on hold. The issue of to what extent this can be picked up by a new HR employee with a focus on internationalisation will be explored.

**Action point 8e: Stimulating and facilitating staff mobility by:**

*P&D (international) mobility. In evaluating the P&D interview and the improvement points arising from it, ensuring that (international) mobility is accorded greater value.*

**Status and results:**

A new framework policy has been formulated based on the evaluation of our P&D policy in 2014. In this policy, attention has been paid explicitly to 'Career perspective and sustainable employability', both for academic and support staff. This has resulted in a P&D form in which this item is expressly included. During the preparation stage, each staff member is asked to come up with an answer to this issue.

International staff mobility has not been included as a separate discussion point in the P&D form in terms of interviews.

**Focus area:** Actual (international) mobility is no longer the result of a P&D interview alone. It is beneficial to discuss this point at least once per annum. However, real change has to come from (intrinsic) motivation and stimulation both from the staff member and (just as importantly) from the supervisor.

**Action point 9: Diversity/academic leadership course:**

*Integrate awareness of male/female diversity in the 'Academic Leadership' methodology;*

**Status and results:**

A new Academic Leadership course is currently being developed. The procurement process is set for completion in January 2017. The quotation request for Academic Leadership in 2017 has already indicated that diversity must form an important aspect of this course. Inclusivity will form a part of the Supervisor module in the new course. The HR module will also have a focus on Implicit bias. Reference is made here to the Implicit bias training to be offered from 2017.

**Action point 10: Diversity and talent management:**

*Linking the diversity policy to Talent Management.*

**Status and results:**

The current diversity policy is connected with talent management relating to strategic personnel planning. In order to prevent structural issues within the workforce, it is important to gain an insight into the current staff with a view to the future. This is both on a qualitative level (in the form of a personnel review) and a quantitative level (currently only the SSP tool, but new options are currently being developed). In order to carry out discussions on this matter, a decision was made to add a set of KPIs to the discussions between the deans and the Executive

Board. By discussing the statistics and the associate perspectives on the future, we can gain clarity on which points still require improvement. This may include, for example, the quota set for female professors.

In addition, the two themes are linked in maintaining the structure of exit interviews. The information arising from these discussions can be used to find out more between the different reasons men and women may have for leaving, creating more visibility in the outflow.

## Appendix 2: Open, Transparent and Merit-based Recruitment Checklist

### OTM-R checklist for organisations

	Open	Trans- parent	Merit- based	Answer: ++ Yes, completely +/- Yes, substantially -/+ Yes, partially -- No	Suggested indicators (or form of measurement)
<b>OTM-R system</b>					
1. Have we published a version of our OTM-R policy online (in the national language and in English)?	x	x	x	--	Dutch: <a href="https://www.eur.nl/medewerkers/hr_beleid/werving_selectie_aanstelling/">https://www.eur.nl/medewerkers/hr_beleid/werving_selectie_aanstelling/</a> English: <a href="https://www.eur.nl/english/staff/hr_policy/recruitment_selection_appointment/">https://www.eur.nl/english/staff/hr_policy/recruitment_selection_appointment/</a>
2. Do we have an internal guide setting out clear OTM-R procedures and practices for all types of positions?	x	x	x	--	
3. Is everyone involved in the process sufficiently trained in the area of OTM-R?	x	x	x	--	
4. Do we make (sufficient) use of e-recruitment tools?	x	x		--	
5. Do we have a quality control system for OTM-R in place?	x	x	x	--	
6. Does our current OTM-R policy encourage external candidates to apply?	x	x	x	+/-	<a href="https://www.eur.nl/english/workingat/">https://www.eur.nl/english/workingat/</a>
7. Is our current OTM-R policy in line with policies to attract researchers from abroad?	x	x	x	-/+	All vacancies are published on Academic Transfer: <a href="https://www.academictransfer.com/employer/EUR/">https://www.academictransfer.com/employer/EUR/</a>
8. Is our current OTM-R policy in line with policies to attract underrepresented groups?	x	x	x	+/-	As you can see in our Diversity Policy, EUR strives to have more women and more employees from non-Dutch background in our academic staff. We therefore pay extra attention to these target groups during the selection process.

9. Is our current OTM-R policy in line with policies to provide attractive working conditions for researchers?	x	x	x		<a href="https://www.eur.nl/english/staff/hr_policy/recruitment_selection_appointment/">(https://www.eur.nl/english/staff/hr_policy/recruitment_selection_appointment/)</a>
10. Do we have means to monitor whether the most suitable researchers apply?				--	
<b>Advertising and application phase</b>					
11. Do we have clear guidelines or templates (e.g., EURAXESS) for advertising positions?	x	x		+/-	
12. Do we include in the job advertisement references/links to all the elements foreseen in the relevant section of the toolkit? [see Chapter 4.4.1 a) of the OTM-R expert report <sup>6</sup> ]	x	x		++	
13. Do we make full use of EURAXESS to ensure our research vacancies reach a wider audience?	x	x		++	Via Academic Transfer
14. Do we make use of other job advertising tools?	x	x		+/-	
15. Do we keep the administrative burden to a minimum for the candidate? [see Chapter 4.4.1 b) <sup>45</sup> ]	x			+/-	
<b>Selection and evaluation phase</b>					
16. Do we have clear rules governing the appointment of selection committees? [see Chapter 4.4.2 a) <sup>45</sup> ]		x	x	-/+	For appointing professors: <a href="https://www.eur.nl/english/staff/hr_policy/recruitment_selection_appointment/special_staff_categories/chairs_professors/">https://www.eur.nl/english/staff/hr_policy/recruitment_selection_appointment/special_staff_categories/chairs_professors/</a>
17. Do we have clear rules concerning the composition of selection committees?		x	x	-/+	<a href="https://www.eur.nl/english/staff/hr_policy/recruitment_selection_appointment/special_staff_categories/chairs_professors/">https://www.eur.nl/english/staff/hr_policy/recruitment_selection_appointment/special_staff_categories/chairs_professors/</a> : page 8
18. Are the committees sufficiently gender-balanced?		x	x	-/+	<a href="https://www.eur.nl/english/staff/hr_policy/recruitment_selection_appointment/special_staff_categories/chairs_professors/">https://www.eur.nl/english/staff/hr_policy/recruitment_selection_appointment/special_staff_categories/chairs_professors/</a> : page 8
19. Do we have clear guidelines for selection committees which help to judge 'merit' in a way that leads to the best candidate being selected?			x	-/+	Guidelines differ per faculty
<b>Appointment phase</b>					

<sup>6</sup> <http://ec.europa.eu/euraxess/index.cfm/services/researchPolicies>

20. Do we inform all applicants at the end of the selection process?		x		++	
21. Do we provide adequate feedback to interviewees?		x		+/-	
22. Do we have an appropriate complaints mechanism in place?		x		--	
<b>Overall assessment</b>					
23. Do we have a system in place to assess whether OTM-R delivers on its objectives?				--	



## Appendix 3 Recruitment and attracting (female) talent from diversity perspective

From the strategic programme Diversity, the following interventions, with a link to recruitment and attracting talents, were proposed.

The package of interventions is a combination of intended arrangements between the faculties and the Executive Board, interventions that are relevant to all the faculties and a free interpretation of the action plan per faculty.

The interventions that are relevant to all the faculties focus mostly on strategic staff planning and the faculty policy on talent. In addition, each faculty has the scope to set its own priorities, with due observance of this memorandum as a framework. Each faculty is to set out an action plan based on the faculty's own context and challenges.

#	Interventions	Parties responsible
<a href="#">Strategic staff planning</a>		
4	We will organise a large "fleet review" at each faculty so that we can obtain an overview of the composition of the staff and their quality based on principles and criteria we have set out in advance. Possible principles and criteria that will help build a diverse workforce are:	Dean
	4.a. More differentiation in the selection criteria and how they are weighed: they should not only be focused on the research output but also on teaching careers, knowledge valorisation, connecting skills, etc.	Dean
	4.b. Addition of selection criterion: the employee must complement the team or the department in terms of expertise and qualities.	Dean
	4.c. The M/F ratio in all the academic job levels should be representative of the ratio in the student body.	Dean
	4.d. At least 30% of the faculty boards/faculty MTs is female.	Dean
	4.e. A new appointment policy for deans, including a target figure of at least 30% female deans.	The Executive Board
	4.f. 50% of the professorial positions that become vacant due to retirement should be filled by female talent.	Dean
	4.g. Accelerated internal advancement of talented associate professors and endowed professors who are promoted to full professors; the aim is a good representation of the student body as regards the M/F ratio per faculty (4c).	Dean

5	The data required for each faculty can be charted in order to structurally carry out the personnel review and the strategic personnel planning.	HR in collaboration with Dean
6	The Dean and the rector annually discuss the outcome of the personnel review at all levels, their diversity, and what is needed to retain and develop their talent.	Dean and Rector Magnificus
7	Conducting a structural exit interview.	HR Advice (within the existing talent management project)
<u>Review the process for appointing professors</u>		
8	A new chair or any chairs soon to be empty will be discussed immediately with the rector before the recruitment and appointment process commences.	Dean and Rector Magnificus
9	Rector discusses with the Dean: shortlist/longlist composed of at least 50% women, Appointment Committee composition, attention paid to recruitment wording and diversity, and added efforts relating to attracting female talent.	Rector Magnificus and Dean
10	The job vacancy texts are appealing to women and other minority groups.	HR partners
11	Clear agreements between the rector and the Dean with regard to the M/F ratio in professorial appointments.	Rector Magnificus working with the Dean
12	Extensive communication of the diversity checklist in appointing professors.	The Dean and HR partner
13	Place responsibility for implementing the diversity checklist for appointing professors with the chair of the Appointment Committee (BAC)	BAC Chair
<u>Adjustments in recruitment and selection</u>		
14	Make the selection criteria for assistant professors/associate professors/professors transparent and/or improve communication.	The Dean working with HR partner
15	Faculty provides shortlist/longlist composed of at least 50% female candidates for associate professors and professor appointments in open procedures.	Dean
16	When assessing research output, take into consideration how much time was available for this assessment.	Dean, supervisors and HR partner

17	Make applying for the job appealing to women and other minorities (by using gender-neutral language)	HR partners
18	Send a vacancy for an academic positions such as professor, associate professor or assistant professor to 10 women from the personal network.	Supervisor/head of the department advertising the vacancy
19	Translate the diversity checklist for professorial appointments and apply to appointments of assistant professors and associate professors in the set career policy committee (VCL).	HR policy/HR partner and supervisors