Maastricht University

HR EXCELLENCE IN RESEARCH – INTERNAL REVIEW FOR AWARD RENEWAL ASSESSMENT

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ACTION PLAN 2022-2025

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Web-link to published version of organisation's HR Strategy and Action Plan:
https://www.maastrichtuniversity.nl/about-um/working-um
https://www.maastrichtuniversity.nl/research

Web-link to organisational recruitment policy (OTM-R principles):
https://www.maastrichtuniversity.nl/about-um/working-um
https://www.maastrichtuniversity.nl/research

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Introduction

Following the HRS4R interim assessment submitted by Maastricht University (UM) to the European Commission in 2017, this document outlines the information for the renewal phase of the endorsement of the HRS4R logo. In this self-assessment report, Maastricht University provides evidence generated through an internal review that it has worked towards the implementation of the action points arising from the previous HRS4R Action Plan. These action points are generally embedded in other ambitions the university has formulated on varying themes such as (but not limited to) sustainable employability, being a family-friendly university and revising the Recognition & Rewards of its staff. The document thereby intends to show the European Commission the direction of UM's HR policy over the last years and the processes that we used to formulate our HR policy and actions for the years ahead. In this process, we constantly look for opportunities to involve our community and add value and quality to our (primary) processes. The thorough internal review has resulted in a detailed description of the results, progress and evaluation of the actions taken.

In UM's renewed Strategic Programme ''Maastricht University – the European University of the Netherlands'' it is once again stated that our strong, resilient and professional international community is at the core of our achievements. Moreover, it is recognized that our community is the most important factor in overcoming societal challenges. Thus, the renewed HRS4R action plan 2021 - 2024 is based on UM's new strategy and renewed HR policies and plans. As a *caring university* there is widespread attention for the wellbeing and sustainable employability of members of our community. Maastricht University offers many opportunities for students and staff to develop themselves academically, professionally and personally as talent development takes a prominent position in our vision.

This self-assessment report consists of five chapters, starting with a short description of our organisation profile followed by a chapter on the (recent) developments in our university strategy. Chapter three provides a narrative on strengths and weaknesses the UM identifies in the areas which are part of the Charter, grouped in this report as ethical and professional aspects, recruitment and selection, working conditions and training and development. Additionally, this section elaborates on the way in which Maastricht University continues to work on the integration of the HRS4R requirements into its policies. Moreover, the chapter describes the recent developments both within our university (strategy) as well as nationwide developments that influence those strengths and identified points of improvement. All the above results are used to develop a new Action Plan, including a progress analysis, for the period 2022-2026 which is described in chapter 4. To conclude this evaluation document, chapter 5 provides an overview of the expected implementation process.

This entire document has been discussed and agreed upon by:
- the Executive Board
- the Management Team (Executive Board and the Deans of all faculties)
- the Board of Directors (all Directors of the faculties and service centres)
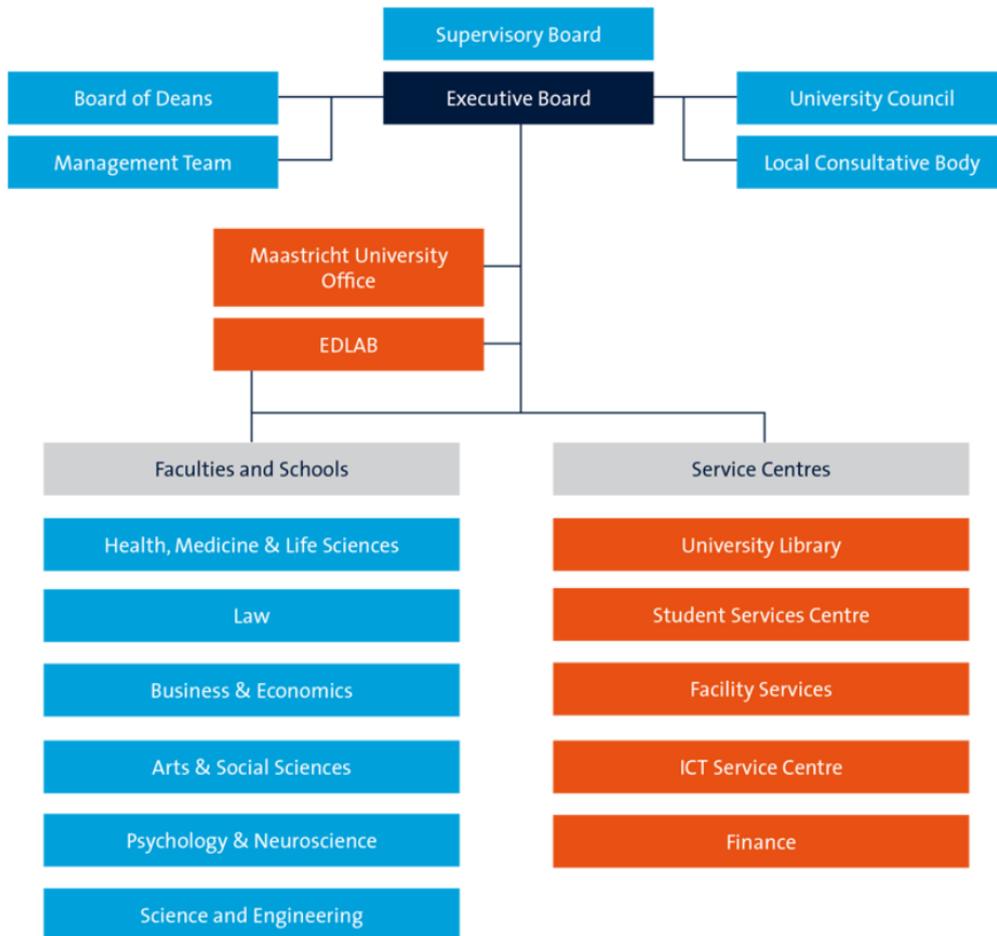- the HR directorate (HRS4R Steering Committee)

Chapter 1: Organisational information

Maastricht University profile

Located in the heart of Europe while at the same time strongly anchored in the region, Maastricht University (UM) is the most international university in the Netherlands. With more than 20,000 students and over 4,800 employees, it is still growing. Over half of our students and one third of our academic staff come from abroad, together representing over 130 different nationalities. The UM is characterised by an open and inclusive academic culture. Being the European university of the Netherlands, our core values include diversity and inclusivity, sustainability and transparency. The university stands out for its innovative education model, international character and multidisciplinary approach to research and education. Most of UM's study programmes are taught in English and the content of both education and research is deeply rooted in European and broader international themes. Research and education at UM have a thematic, multidisciplinary nature, inspired by topical issues such as sustainability, European integration, healthy ageing and the influence of technological developments on society. Maastricht University research is organised around and focused on three themes that reflect Maastricht and the Limburg region: Quality of Life, Learning and Innovation and Europe and a Globalising World. Researchers work in multidisciplinary teams, in close collaboration with national and international institutions, companies and industry. The international and European perspective and outlook also pertains to the connection with and the care for the development of the province of Limburg and Euregion. The university nurtures partnerships with many regional companies, knowledge institutes and government agencies. Together, we aim to play a leading role in the sustainable economic development of the region. Thanks to its high-quality research and study programmes as well as a strong focus on social engagement, UM has quickly built up a solid reputation. Today it is considered one of the best young universities in the world.

Organisational structure

UM has six faculties and five service centres, managed as a whole by the Executive Board. The service centres provide support services for the other units. The Maastricht University Office (MUO) advises and supports the Executive Board, the faculties and the service centres. EDLAB is the Maastricht University interfaculty institute for education innovation that advances the field of teaching and learning for both students and staff. The Supervisory Board monitors the administration and management of the university. The Management Team (MT) consists of the members of the Executive Board and the faculty deans. The University Council is the central representative body for staff and students. The Local Consultative Body is the central council in which employer (Executive Board) and employees (represented by three national labour unions) discuss topics such as the legal status of employees and their working conditions, insofar as they are not laid down in the Collective Labour Agreement for Dutch Universities (CAO-NU).

Supervisory Board

Board of Deans

Executive Board

University Council

Management Team

Local Consultative Body

Maastricht University Office

EDLAB

Faculties and Schools

Health, Medicine & Life Sciences

Law

Business & Economics

Arts & Social Sciences

Psychology & Neuroscience

Science and Engineering

Service Centres

University Library

Student Services Centre

Facility Services

ICT Service Centre

Finance

UM key figures – October 2021

STAFF & STUDENTS	FTE
Total researchers = staff, fellowship holders, bursary holders, PhD. students either full-time or part-time involved in research	2021
Of whom are international (i.e. foreign nationality)	997
Of whom are externally funded (i.e. for whom the organisation is host organisation)	Not registered
Of whom are women	1033
Of whom are stage R3 or R4 = Researchers with a large degree of autonomy, typically holding the status of Principal Investigator or Professor.	486
Of whom are stage R2 = in most organisations corresponding with postdoctoral level	547
Of whom are stage R1 = in most organisations corresponding with doctoral level	988
Total number of students (if relevant)	22219[1]
Total number of staff (including management, administrative, teaching and research staff)	4165
RESEARCH FUNDING (figures for most recent fiscal year)	**€**
Total annual organisational budget	477.286.000
Annual organisational direct government funding (block funding, used for teaching, research, infrastructure,…)	281.063.000
Annual competitive government-sourced funding (designated for research, obtained in competition with other organisations – including EU funding)	43.482.000
Annual funding from private, non-government sources, designated for research	50.893.000

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[1] Reference date 1 December 2021. As of this year, the total number of students includes bachelor, master, pre-master and post-initial master students. In 2021, there are 203 pre-master students and 485 post-initial students.

Chapter 2: Strategy and priorities

The following section entails a summary of relevant documents and agreements that together set the priorities that determine UM'S (HR) strategy and its accompanying actions.

UM's New Strategic Programme 2022-2026

At the Opening of the Academic Year of 2021-2022, UM's new strategic program titled ''Maastricht University – the European University of the Netherlands'' was released. This strategic programme outlines UM's ambitions and overarching vision for the next five years. The implementation of the programme will be supported by annual plans and concrete objectives. UM's ambitions and vision can be summarized as follows:

- We are the pre-eminent European university of the Netherlands; through regional partnerships and solutions we contribute to societal challenges, such as the sustainable development goals (SDGs).
- Our inclusive and inspiring academic community is open and accessible to everyone.
- As a campus-based university and innovator in education, we enrich Problem-Based Learning (PBL) with technology to educate professionals with a broad global basis and orientation.
- Based on our strong tradition in and focus on inter- and transdisciplinary research, we link academic disciplines to challenges faced by Europe and the world.
- As a socially responsible university, we work with public and private partners to create value for society and improve the wellbeing of citizens in our region and beyond.

Recognition & Rewards

In 2019, Dutch public academic institutions and funders of research (VSNU, NFU, KNAW, NWO and ZonMw) launched the nationwide Recognition & Rewards initiative to redefine the recognition and reward of academics. In the position paper *Room for Everyone's Talent* (VSNU et al., 2019), the institutions agreed to recognize and reward more aspects of an academic's work through:

- **Diversification and vitalisation of career paths**: enabling more diversity in career paths and profiles for academics;

- **Balance between individuals and the collective**: assessing academics based on both their individual performance and their team performance;

- **Focus on quality**: providing a better balance between quantitative and qualitative assessment tools;

- **Stimulate Open Science**: disclosing research designs, making data publicly available and encouraging academics to put additional effort into making their research outcomes more accessible to society;

- **Encourage academic leadership**: investing in good leadership at all levels, from young academics to established professors.

In line with this programme, the UM has dedicated itself to creating an environment that does justice – in a balanced way – to academics' achievements in the domains of education, research, impact, leadership, and for those working in our academic hospital, patient care. In 2020, the UM installed four committees to conceptualize new ways and tools for assessment in the domains of education, research, impact, and leadership. An overarching institutional committee consisting of

the Rector, Board of Deans and the chairs of the four committees oversee the progress and implementation in the faculties. The academic hospital MUMC+ in turn conceptualized the fifth domain of patient-care. In 2021, these committees published a discussion narrative for each domain and UM's overarching vision on the program *Room for everyone's talent at Maastricht University* (2021). These documents served as the basis of a dialogue in all levels of the university, the input from which serves as the basis of the implementation phase that started in mid-2021.

In line with Recognition & Rewards, the UM recognizes that the career of an academic entails more aspects than just research. Hence, this report and other communications from the UM substitute the term *researchers* with *academics* to more accurately encompass the scope of their profession.

The university has set itself the goal to allow its academics to develop diverse professional profiles and set personal goals in one or more of the domains (education, research, impact, leadership and where relevant patient care), and that these can change over the course of their career. We can enable greater diversity in career paths and profiles by recognizing and rewarding more diversity in competences and talents. Academics can excel in different domains (diversification) and their profiles (i.e., their unique combination of key areas) must be able to change throughout the course of their career (vitalization). The interrelatedness of education and research, typical of the Dutch university system, requires academics to have enough competences in these two domains. These remain the foundation of an academic career, but academics do not have to excel in all areas.

Within a team, department or faculty, the different profiles and backgrounds should be coherently integrated through strategic personnel planning and development oriented evaluation. Faculties and departments must think about the mix of competences and profiles needed in their team to achieve their objectives and develop their HR strategies and plans accordingly. The assessment procedure should be adapted to help set career goals, evaluate them and provide constructive feedback on the opportunities and potential to grow within the organization. In this new approach, personal growth is not necessarily defined as reaching a higher academic position. Depending on a person's current life or career phase, both vertical and horizontal career moves can give someone a well-needed opportunity for personal and/or professional development. To avoid a checklist approach to evaluation, a broad array of qualitative and quantitative performance indicators will be developed which should provide sufficient flexibility. Moreover, personal portfolios will be used and development and assessment talks about a portfolio will take place in an open dialogue with a diverse committee.

Family friendly university

In 2019, UM was the first Dutch university to receive the 'family friendly certificate' offered by the German consultancy berufundfamilieGmBH to organizations that commit to becoming an environment that acknowledges and facilitates (students and) staff with caring responsibilities. UM understands 'family' in the broadest sense, because caring responsibilities may encompass many different people: children, parents, grandparents, spouses, siblings, close friends, etc. In the line with the certificate, the Diversity & Inclusivity Office started the UMCares project.

Actions that fall under UMCares are for example the establishment of a network for Parents and Carers, 100% paid partner leave, more flexible working times and spaces, a UM summercamp for children from students and staff members, investigating the possibility of a UMDaycare and more possibilities to facilitate students and staff with caring responsibilities. Some of these actions have already been effectuated whilst others are still in a preliminary phase.

UM's Career Development Policy for Academic Staff

In the past two years, Maastricht University has adopted and implemented a new career development policy for academic staff. This policy is in line with the prevailing HR vision in which sustainable employability is based on maximising the development opportunities for all employees. The current Career Development Policy for Academic Staff moved away from a policy of appointment to a policy based on Tenure Tracks and Career Tracks. An inherent component of this development is that the UM no longer considers positions within the academic domain to be final posts, but rather in principle regards them as positions from which to develop and grow. The new career policy for academic staff as part of the Recognition & Rewards programme builds on this existing policy by further facilitating and broadening development opportunities for academic staff.

Whereas previous standard practice saw the application of a preliminary salary scale for appointments, the use of a preliminary salary scale will be an exception in the new Career Development Policy for Academic Staff, which will only apply if the position is not being exercised across the full breadth of potential.

Young Universities for the Future of Europe (YUFE)

UM is the coordinator of YUFE, one of the alliances under the European Universities Initiatives (EUI). The YUFE Alliance is based on the joint vision of ten young universities and four non-academic partners located all across Europe. The YUFE partners came together based on their shared dedication to the European spirit, their common aim to contribute to a more competitive, innovative and united Europe and their ambition to help address today's challenges. YUFE promotes active European citizenship within a shared European environment.

The cooperation within YUFE started from the YERUN network (Young European Research Universities Network) of which seven of YUFE's academic institutions, including UM, are part. This allowed them to already work together on several joint activities. The wish to establish a European University was driven by the wish to establish a true European university in which students can be educated within a broader European context. This asks to increase employability and embedded mobility schemes for students and staff, foster inclusive higher education and invest in the active learning of European languages.

UM-Sustainable Employability Monitor (UM-SEM) and the Taskforce Sustainable Employability

In 2016, the Dutch Collective Labour Agreement requested all Dutch universities to develop an action plan to address the growing issue of work pressure. At UM, the Taskforce Educational Workload was tasked with this challenge. At first, this Taskforce requested all faculties to develop action plans to combat and reduce work pressure. However, scientific insights made it ever clearer that work pressure could not be seen and treated as an isolated topic that can or should solely be related to individual employees. It is a complex matter that is influenced by many factors. Hence, the UM has chosen a more systematic approach in which work pressure is defined in a multifactorial way by different aspects of work and has an effect on the overall sustainable employability of employees as well as the individual. Throughout the course of action, the UM has therefore broadened its focus from work pressure to sustainable employability as a whole. Themes such as inclusivity, social security, discrimination and job satisfaction all play an important role in the sustainable employability of a workforce. Consequently, the Taskforce Educational Workload was renamed to the Taskforce Sustainable Employability.

A solid and effective approach in improving the sustainable employability of employees calls for reliable data from our own community. The increasing interest for sustainable employability was

reason for the UM to replace the standard Employee Satisfaction Survey by our very own UM Sustainable Employability Monitor (UM-SEM). In 2018, the HR Director together with the Diversity Officer and a number of UM scientists with expertise on the before mentioned themes have developed our unique monitor in which the experience concerning sustainable employability, work pressure, inclusivity and job satisfaction are the key focus. The UM-SEM is based on the most recent developments in the area of sustainable employability research (Fleuren, de Grip, Jansen, Kant, & Zijlstra, 2020) and has been linked to insights related to the Job-Demands Resources Model from Demerouti, Bakker, Nachreiner & Schaufeli (2001). Not only were respondents asked about their experiences on those themes, where possible, they were also encouraged to undertake action to improve their own sustainable employability. Our monitor thus became an action-research instrument. The UM-SEM was first conducted in the autumn of 2018. With the help of a large-scale communication campaign, a high response rate of 63% (2839 of the 4482 employees in total) was realised resulting in ample data that provides us with a clear picture of our employees experiences' on the respective themes.

Subsequently, action was taken by the Taskforce Sustainable Employability. Firstly, a more qualitative in-depth approach was adopted by installing 18 action-oriented reflection groups. The UM-SEM results and the outcome of those reflection groups resulted in the development of a Sustainable Employability Action Plan that contains fifteen recommendations for the university wide level and a set of recommendations to be implemented at faculty, team or department level.

The Taskforce has since then reorganized itself into two groups. The expert group busies itself with the day-to-day monitoring of the Action Plan and the (further) development of the biennial UM Sustainable Employability Monitor. Due to the pandemic, a new UM-SEM has not been conducted since 2018. It is currently in preparation to be conducted at the end of spring 2022. The Taskforce in its full capacity discusses the progress made regarding the implementation of the Sustainable Employability Action Plan and shall, where necessary, adjust it, include further recommendations, or steer towards more progress.

Nationwide Collective Labour Agreement: CAO NU 2021 – 2022

The employment conditions for academics working at a Dutch university are defined in the [CAO Nederlandse Universiteiten](#) (Collective Labour Agreement Dutch Universities – CAO-NU). The Association of Universities in the Netherlands (VSNU) negotiates with the labour unions, on behalf of all staff members within the Dutch universities (with the exception of the members of the Executive Board), about those employment conditions. Employment conditions include matters such as salary, leave, pension, social security as well as clear rules and explicit guidelines on recruitment including the duration of temporary appointments. The Collective Labour Agreement includes a number of sector-wide HR themes that need to be elaborated on at university level. The latest CAO includes new sector-wide agreements on hybrid working and aims to improve job security through increasing the number of permanent positions within universities.

Nationwide Ministry of Education, Culture and Science quality agreements for Higher Education

In 2018, the Minister of Education, Culture and Science reached an agreement with the sector in relation to the development of the quality agreements for higher education aimed at improving the quality of education and the professionalization of lecturers. The sector agreements comprehensively describe the six themes for which the quality funding can be used. Maastricht University (UM) has reached a consensus on the agreements to further improve the quality of its education. Following an intensive collaboration process with the University Council and the faculties,

a well-founded, detailed plan has been drawn up for the period 2019–2024. Examples of agreed upon quality agreements include small-scale and intensive education, more and better student guidance and professional development of teaching staff. The quality agreements were presented to the Minister of Education, Culture and Science and were very positively assessed by the NVAO in October 2018.

Nationwide Standard Evaluation Protocol 2021-2027

Every six years, all research at Dutch universities is assessed using the [Strategy Evaluation Protocol (SEP)](). This protocol sets out in detail how assessments take place. An external independent assessment committee composed of peers carries out the assessment. The assessment committee reaches a judgment regarding the research based on a self-assessment of the research unit, additional documents and interviews that take place during the site visit.

The new protocol, effective from 2021, builds further upon the existing protocol to incorporate recent developments relating to the recognition and rewarding of academics (including DORA) as well as the concept of Open Science.

Declaration on Research Assessment (DORA)

The Declaration on Research Assessment (DORA) recognizes the need to improve the ways in which researchers and the outputs of scholarly research are evaluated by funding agencies, academic institutions, and other parties. There are three central themes that run through the recommendations listed in DORA:

1. The need to eliminate the use of journal-based metrics, such as Journal Impact Factors, in funding, appointment, and promotion considerations;
2. The need to assess research on its own merits rather than on the basis of the journal in which the research is published; and
3. The need to capitalize on the opportunities provided by online publication (such as relaxing unnecessary limits on the number of words, figures, and references in articles, and exploring new indicators of significance and impact).

In October 2019, the UM signed the San Francisco Declaration on Research Assessment, marking Maastricht University's official endorsement of a new approach to assessing academics. UM's signing of DORA is in line with UM's Open Science policy as well as the new evaluation and recruitment systems resulting from the Recognition & Rewards programme.

UM's Open Science Policy

Maastricht University (UM) is one of the universities and research institutes worldwide that is working on the realisation of Open Science. UM endorses the principles of Open Science, offering its academics support to put these principles into practice and make science "as open as possible, as closed as necessary". In this way, we strengthen ties with our communities and improve our relationships on many levels, from regional to international and from citizens to professionals. Open Science makes research more transparent, controllable, faster, more efficient, reproducible and more sustainable. The idea is that civil society organisations, patient organisations, companies and other organisations can all benefit from easy access to scientific research. Open Science can contribute to making science more visible, in the broadest sense of the word.

The abovementioned general frameworks and documents shape a large part of Maastricht University's strategy thereby also addressing many themes from the four thematic areas of the

Charter and Code. The next section will provide a more specified and in-depth analyses of those four thematic areas.

Chapter 3: Strengths & Weaknesses

In the paragraphs that follow, Maastricht University reflects on its strengths and weaknesses under the four thematic areas of the Charter and Code: ethical and professional aspects, recruitment and selection, working conditions and training and development. Within those four thematic areas, the Charter and Code topics have been clustered.

The overall compliance with the principles of the Charter & Code (C&C) is provided through the Collective Labour Agreement for Dutch Universities (CAO-NU), the Netherlands Code of Conduct for Academic Practice, the University Job Classification (UFO) system, the Standard Evaluation Protocol (protocol for research assessment in the Netherlands), UM's guidelines for filling vacancies, UM's Career Development Policy for Academic Staff and the Recruitment code of the Dutch Association for Personnel Management and Organisation Development (NVP). These existing policies, rules and regulations, which are updated regularly, continue to be leading in how UM employees are treated.

The plan-do-check-act cycle of the university as a whole, and the interconnected faculty cycles, ensure review and development take place on policy topics, including the ones of this Charter & Code. UM has several different institutional audits, and education and research audits and accreditations at faculty level. For each of these audits, including this one, UM does not set up separate committees and cycles. UM uses one interconnected cycle and puts in place task forces and committees per theme or topic to ensure the right expertise is at the table for each subject. Through these cycles, also weaknesses related to the various principles of the Charter and the Code of Conduct have been identified. This has led to action points or a follow-up description of how UM strives to mitigate the weakness in the upcoming time. An overview of these can be found in the updated previous action plan and the new action plan looking towards the future.

Ethical and professional aspects

Research Freedom and Ethical Practices

Academics at UM enjoy freedom of thought and expression and adhere to the recognised ethical practices and fundamental ethical principles appropriate to their discipline(s) as well as to ethical standards as documented in the different national, sectoral or institutional Codes of Ethics and Codes of Conduct. An overview of all the codes on which the UM Code of Conduct is based can be found on UM's [website](). Besides adhering to the varying applicable codes, academics are at all times requested to adopt safe working practices, in line with national legislation.

To stimulate discussion within UM on research ethics and integrity, foster a culture of best practices, and organize events on relevant topics, UM has installed the UM Platform for Research Ethics and Integrity. In addition, Maastricht University has Ethical Review Committees for medical, human non-medical and animal research activities. Researchers submit their study protocols or personally identifiable data for ethical review before the start of research activities.

Research Data Management

Research data is important for Maastricht University. It plays an increasingly important role in the scientific process. Research data should therefore be carefully managed, and stored in an ethically responsible manner that allows re-use and verification of research results. FAIR Data Management is a recognized part of Open Science and diverse actions to facilitate this are put in place. As an example of such an action, our University Library offers extensive research data management support via Data Stewards at each faculty to support researchers in handling research data according to centrally coordinated faculty FAIR Action Plans Research. Moreover, the [UM-RDM portal website](),

offers a broad scope of services, trainings and tools to support researchers with the management of their research data.

To ensure academics are familiar with the national legal requirements regarding data protection and confidentiality protection requirements, UM has issued a Data Management Code of Conduct. This Code of Conduct includes guidelines on topics such as the organisation, documentation, storage, sharing and archiving of research data. As a point of improvement, UM signals that the supporting services related to research data management are currently organized in separate entities. It is important to put the researcher in the center and to work towards integration of these research data management services. UM has initiated a process of reshaping the support organization towards a Local Digital Competence Center with four service domains (Data Stewardship, IT infra, Data Brokership and Data Science support).

Public Engagement

In the 2017-2021 strategic programme '' Community at the CORE'' of Maastricht University it was already stated that the university aims to take its social responsibility seriously by linking the university to society, from the local to the global level; have an impact by deploying high-level research and innovation to resolve societal challenges; and address the most pressing issues in society today, through close collaboration between different disciplines. This key point resonates in UM's new strategic programme. Following these ambitions, research conducted at UM is translated into economic, financial, or societal value thereby ensuring the relevance of the research to society whenever possible.

A top priority within our community is sustainablity. To this end, we aim to make significant contributions to the SDGs, first and foremost here in Maastricht, but also in a broader, global context. By 2030, UM seeks to be a fully sustainable university and a driver of sustainable development through its contributions to the world's most pressing problems, such as the climate crisis. In terms of our operations, we are committed to reducing our ecological footprint: we are striving for a CO_2-neutral future and working to enhance circularity, health and wellbeing. Our buildings should be sustainable, versatile and efficient – 'smart buildings' that make use of technology to facilitate the work of the future.

With its education and research, UM makes a major contribution to the development of a sustainable, healthy and economically stable region. Particularly through the Brightlands campuses, we translate our research into economic or social value through a broad range of initiatives. As a socially engaged European university, we are committed to spreading prosperity – not only locally, in the city of Maastricht and the province of Limburg, but also in the Euregion, Europe and worldwide. Societal engagement is an explicit aspect of research and education at UM, pursued by our entire international community.

With their unique concept, the four Brightlands campuses form the basis for our valorisation activities. UM focuses on co-creation with existing business parks. The valorisation activities also have a strong focus on sustainability. For example, we contribute to the Circular Hub, aimed at transforming Limburg into a circular society revolving around the Chemelot industrial site and the accompanying Brightlands research and development campus. Another key development is the AI Hub Brightlands, in which we are bundling our expertise in AI and data science with that of other parties in the Dutch AI Coalition to foster prosperity and wellbeing in our region and beyond.

We are especially proud of the [ET Pathfinder](#), a prototype and scale model of the Einstein Telescope. This globally unique facility is a milestone in the development of the FSE in particular and the exact sciences at UM in general.

The Maastricht Platform for Community-Engaged Research in turn aims to create a multidisciplinary platform for employees at Maastricht University who do/support, or are interesting in doing or supporting, community-engaged research. At UM, "community-engaged research" is defined as research that has all of the following three characteristics:

1. Intends to have an impact by deploying research to resolve societal challenges;
2. Actively involves the relevant community in the research process; and
3. Shares the research results with the relevant community in an understandable manner.

Special attention to the impact (in all of its possible forms) an academic creates is given in the Recognition & Rewards trajectory. At UM, a narrative on the impact domain within an academics' career has been written.

Academic Leadership

In its new Strategic Programme (2022–2026), Maastricht University sets itself the objective to become a caring and sustainable university. To achieve the set objectives, several activities such as the Recognition & Rewards movement, Sustainable Employability, new career policies for both scientific and support staff and hybrid working post Corona (the future of working @ UM) are initiated. A successful implementation of these broader programmes requires high quality leadership within our university. UM aspires to leadership that is inspirational and at the forefront of positive change. Within our organisation and beyond, we strive to create an environment in which people can excel and grow into leaders with a clear vision. Leaders are empowered, and in turn they empower, inspire and facilitate those around them. This is the embarkation point for UM's new vision on leadership as outlined in the leadership narrative constructed in the Recognition & Rewards trajectory. Within our community, leadership is relevant at all career levels and in all phases of one's career. UM identifies that at the most fundamental level, everyone engages in *personal* leadership. This means everyone needs to be willing and able to explore their own aspirations and limitations, is aware of their own ability to deal with different situations, understands when to take responsibility and recognises the impact of their actions. Moreover, personal leadership involves discovering and developing values and ethical standards on a personal, institutional and societal level, and acting in line with these. Personal leadership is at the core of everyone's effective functioning. Supervision and managerial duties in turn vary hugely in scope and intensity: from a PhD student who supervises a master's student's thesis to a head of department who manages a large research group.

As developing a strong leadership culture is one of the spearheads of UM's HR policy and fits within the objectives of the strategic programme, the UM has renewed its leadership programmes in order to facilitate our staff in developing the skills and competences needed as an academic leader. The Fostering Future Leaders program is developed for employees with the potential to grow into a managerial position within (or outside) UM. Secondly, the Fundamentals of Leadership programme is a practical programme with various basic modules for employees who have recently started or will soon start a management position. Lastly, there is a programme for experienced executives in which a platform is created for sharing knowledge with room for reflection through recurring seminars, round table discussions and vision meetings led by prominent colleagues and speakers on topics related to strategic leadership. This last program will be developed further in the upcoming year.

The aforementioned leadership programmes are doing well, but also still reach a small group of employees. To widen the scope and the number of employees reached, UM's Taskforce Professional Leadership Development has been tasked to develop a Leadership Academy for all UM leaders. This Academy aims to ensure that UM leaders are properly equipped to deal with and support the organizational changes that UM is facing in the upcoming years. This programme, which will eventually capture all leadership-related activities, will take on board amongst other things the principles from the Recognition & Rewards programme, inclusive leadership competencies, creating socially safe work environments, self-management during sick leave and new ways of working due to hybride working and the further integration of business operations procedures. All the different components of the leadership programme, targeted at professionals with varying needs in varying stages of their careers, will together compose UM's Leadership Academy.

An area in which Maastricht University aspires to improve is the university-wide use of a mentoring system. In several faculties, a mentoring system in which more senior or experienced staff build a constructive relationship with more early-stage academics to transfer knowledge and discuss possibilities and/or provide advice for development in the academics' career in an informal manner is in place, and this is highly valued. In other entities of the organisation, staff has expressed a wish for such a system as well. This point was also included in the Sustainable Employability Action Plan. Mentoring systems will be set up for all our academics to guide them in their horizontal and vertical career development at every step of their academic career and to discuss more sensitive issues if desired. Furthermore, mentoring systems will be included in the new career policy for support staff.

Recruitment and selection

Recruitment procedures

Maastricht University strives to apply recruitment procedures which are open, transparent and merit-based. Open because all academic positions are opened to a broad academic audience via AcademicTransfer, the Dutch career platform for science. Additionally, all PhD and postdoc vacancies are published on the YUFE Job Portal. Both the YUFE Job Portal and the posting of vacancies on the EURAXESS website is done in order to facilitate international job seekers and to enhance the recruitment area in the European region. Transparent because vacancies are clear and transparent and so is the process. Vacancies always include a description of the working conditions and entitlements and the deadline for reply is fair and realistic. The minimum amount of time between the advertisement of the vacancy and the deadline for reply is two weeks but UM prefers (and makes default use of) a deadline of four weeks. In the call for application, the requirements for application are clearly communicated. Often, it entails providing the organisation with a CV, motivation letter and an academic portfolio portraying experiences in teaching and research. In line with the body of thought of being a family friendly university, career breaks in CVs are talked about with the candidate instead of being penalised. The recruitment process as well as the composition of the selection committee is discussed and decided upon prior to the start of the actual recruiting. During the first interview, the steps in the recruitment process are communicated to the candidate. Rejected candidates are often offered the opportunity to request feedback on their rejection by actively reaching out to the involved committee (chair). The recruitment process at UM is merit-based and the diversity of the composition of the selection committee serves to guarantee the merit-based approach in terms of content since each committee member assesses one of the components of an academic function (e.g. education) whilst taking into account the diversified academic career paths. During the recruitment process, candidates will often be asked to make a preparatory assignment, which is approved by both the ''teaching'' as well as the ''research'' members of the committee, in order to assess a candidate's merit. Moreover, candidates are judged

both quantitatively and qualitatively. UM deems the responsible use of quantitative indicators highly important. Already, the number of publications or any other quantitative index is not the leading criteria in most departments but with the (implementation of the) Recognition & Rewards trajectory progressing, refraining from solely using metrics will become a widespread practice. If quantitative metrics are used, UM strives for using responsible metrics.

In the recruitment process, a wide range of selection practices can be used. In the recruitment process at UM, it is very common to have face-to-face interviews, presentations by the candidate(s) and having the candidate(s) complete one or multiple cases. External expert assessments can be used for specific positions in order to learn more about the presence of certain desired competencies (e.g. the presence and style of leadership skills).

Although UM has clear aspirations and guidelines regarding the recruitment process, opportunities for improvement have been identified. Over the course of 2022, Maastricht University will install a working group that will dedicate itself to integrally reviewing the recruitment and selection cycle from the perspective of ''the employee experience''. Employee experience refers to the way in which (potential) new employees experience all contacts they have with the organisation and to what extent they meet the expectations they had regarding these contacts. In this endeavour, UM will ensure to adjust its recruitment and selection processes in a more centrally coordinated manner. In this process, attention will be given to developing attractive vacancy texts for a large pool of applicants and an inclusive procedure to ensure that we can enrich our community with different perspectives. For a full outline on UM's OTM-R policies we refer to the outline of UM's recruitment practices.

Lastly, related to improving our attractiveness as an employer in recruiting international staff, UM has started to explore the possibility of developing a dual-career policy for partners of new UM staff members.

Selection committees

Selection committees at UM bring together diverse expertise and competences and are composed in the most diverse way possible while also having an adequate gender balance. All faculties adhere to established guidelines that elaborate on the (minimum requirements regarding the) composition of selection committees and the recruitment and selection procedures to be followed. In general, selection committees consist of the head of the department involved in the vacancy to be filled, the programme director of the programme most connected with the teaching profile of the vacancy, the chair of the research programme most connected with the research profile of the vacancy, a professor or associate professor from another department of the faculty and optionally, the HR-advisor on request of the (chair of) selection committee or the dean. The head of the department generally acts as the chair of the committee.

In order to ensure that members of the selection committees are properly equipped for the recruitment process, members at least have a preparatory meeting prior to meeting the candidate(s) to plan and discuss the selection procedure. Additionally, members receive a manual with do's and dont's for a selection process from the HR department. This brief manual prescribes, among other things, to ask open questions, have at least two rounds of interviews, ask for examples, and not raise false expectations or promises. Moreover, the leadership programmes to be developed by the Taskforce Professional Leadership Development will explicitly address the topic of recruitment and selection to even better equip the people involved in the recruitment process.

Working conditions

Non-discrimination, gender balance and equality in working conditions

UM takes a strong stance against discrimination (e.g. bullying, emotional and physical pressure and harassment) due to any time of identity or characteristic. UM has invested in safeguarding the right to non-discrimination by hiring an ombudsperson and reviewing the (in)formal complaint procedures. In 2022, the UM is expanding its capacity for safeguarding a socially safe environment by creating a Concern & Complaints Point, appointing a coordinator for social safety and hiring an extra confidential advisor. Furthermore, inclusive leadership is a core organizational value and is incorporated in leadership descriptions and training programmes.

UM acknowledges the need to pay attention to gender equity in the institution. We observe the classic 'leaky pipeline' model in our academic staff population and are implementing different measures to mitigate the situation. These include for example the establishment of the Female Empowerment (FEM) network who offer networking, mentoring, training and information for female identifying community members. We furthermore review crucial elements in recruitment such as the inclusivity of vacancy texts and the composition of selection committees. As mentioned above, the UM Cares project gives more attention to those with caring responsibilities within our organization and aims at facilitating the combination of work and care more sustainably. This is not a gender question per se, but research (into our community and beyond) has shown that women perform a disproportionate amount of caring tasks. Even long before UM received the certificate for being a family friendly university, UM adopted a Tenure Track approach in which the periodical evaluation can be deferred on the candidate's request in case of special personal circumstances, such as pregnancy leave, parental leave or (chronic) illness.

Equitable working conditions are crucial for the sustainable employability of all of our employees. With equitable working conditions we refer to a basic starting point from which all of our employees can develop their full potential. Some members of our community experience hindrance is coming to this basic starting point due to a variety of discriminatory elements. UM therefore is developing e.g. a comprehensive disability policy aiming at facilitating and welcoming staff members with a disability. We also pay attention to structural elements that benefit the majority group to give more space and opportunities to those that are currently underrepresented in our institution. As for interpersonal discrimination which leads to disadvantageous working conditions, we are working on an updated formal and informal complaint procedures, include active allyship and inclusive leadership in our staff development programmes and facilitate staff networks for people belonging to different groups as a means for peer support and information.

Work pressure

Employees working at Dutch knowledge institutions, including employees of Maastricht University, experience a considerable degree of work pressure. This phenomenon cannot be seen in isolation from the student numbers that have grown steadily over the past decade and the practically unchanged funding. The previous Dutch minister for Education, Culture and Science, Minister van Engelshoven, has already argued for a reform of the Dutch funding system for the academic sector (''Dutch aim to stop academics working at weekends'', 2020).

Already in 2016, the UM placed the phenomenon of work pressure prominently on the administrative agenda and took action on it. A Taskforce dedicated to this topic was established at

UM in 2016. This Taskforce, with the consent of the Local Consultative Body[2], later also implemented article E.13 in the Collective Labor Agreement of 2016-2017. This article stipulates that universities need to develop a work plan in relation to work pressure. The Taskforce also has an important role in monitoring the progress on the Plan within the different organisational units and reports about this to the Executive Board which has committed itself to improving the sustainable employability of our employees and lowering the experienced work pressure.

Employment contracts

The current Career Development Policy for Academic Staff aims to facilitate more stability of employment contracts. The policy is based on long-term Tenure Tracks and Career Tracks that offer ample opportunity for development. In line with the latest Collective Labour Agreement and UM's ambitions in Recognition & Rewards, Tenure Tracks will be abolished whilst maintaining the Tenure Track and Career Track policy strengths. These developments imply that the stability of employment conditions for academics improve by offering them a permanent position sooner whilst maintaining the development-oriented aspects from the previous Tenure Track policy. For those positions with a temporary character (e.g. lecturers and researchers), clarity on contract continuation (whereby the contract is changed into a permanent contract) or termination will be provided well before the contract ends. By shortening the period of temporary contracts, the UM may be able to proceed to offering employees a permanent employment contract sooner. The way in which research is currently often financed – in a temporary way – makes it hard for UM to offer permanent contracts to those in a position as a researcher. With Recognition and Rewards, UM hopes to increase career development opportunities for people in those temporary research positions by providing them with the opportunity to transition into the mainstream academic track in which education and research duties are combined (in the positions of Assistant, Associate and Full Professor). Improving the stability of employment conditions for academics might contribute to the flourishing performance of our academics and reducing their experienced work pressure.

Training and development

Career development

Employees are assisted during various phases of their careers, e.g. to learn new skills when starting a new position, to develop their competencies further when being more experienced, but also to support them to find another job within or outside the UM (also when someone is on unemployment fare). The Staff Career Centre (SCC) supports employees during these various phases. The SCC consists of five teams that each focus on a specific group of employees: 1) young researchers (PhD candidates & postdocs), 2) administrative & supportive staff (professionals), 3) management development (leadership), 4) unemployment-relocation-reintegration & WGA candidates and 5) jobs quota act/participation act[3].

In terms of policy and practice, the policy named 'Career Development Regulations for Academic Staff' captures a career development policy for all academic staff that has been formulated in the context of the UM's strategy and the corresponding HR vision, in which sustainable employability is based on maximising the development opportunities for all employees. Within these Career

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[2] The Local Consultative Body concerns the organized consultation between the employer and employee organizations (trade unions).

[3] In addition to having a legal obligation, Maastricht University has taken on its social responsibility to create positions within the university for people with an occupational disability who have not been able to work for a considerable amount of time.

Development Regulations for Academic Staff, the first principle is that a PhD will be the minimum level for permanent appointment within the mainstream Assistant Professor-Associate Professor-Professor career ladder. The second principle is that any academic career must be underpinned by a combination of research and teaching. The career policy resulting from the Recognition & Rewards programme will build on these principles while further strengthening and facilitating (the focus on) development. With R&R, we move away from career profiles which are set up with a restrictive number of criteria which have to be met. This manner has proven to give structure, but also restrictions. In many cases, the assessor and academic handled this in a way of 'checking boxes' instead of having a dialogue focused on development. Recognition & Rewards envisions exactly this: colleagues working together on development whilst engaging in dialogue. The employee takes ownership of their own development and takes on an active role in reflection on their performance, gathering feedback and discussing this with their leadership. The leadership takes on a motivating role and gives honest and open feedback in order for the other to be able to develop. Also, honesty and transparency about future career development opportunities – both in a vertical and horizontal way – is part of this. This new method asks for dedicated commitment to talent development and providing true feedback (however difficult this may be sometimes).

A career development policy for professional support staff is currently under construction.

In order to further increase career development opportunities, UM hopes to diminish the often existing barrier between academic positions and positions for professional support staff.

Mobility

At UM we believe that mobility experiences, whether incoming or outgoing, whether to a similar or different research setting and whether national or international, are a valuable contribution to the professional development of our academics and professionals. The new Strategic Program elaborates on the belief that (international) mobility benefits the quality of our (primary) processes. Mobility experiences are therefore facilitated by allowing students and staff to invest in their personal and professional development by accessing complementary expertise at UM's many partner universities (abroad), in the form of internships, job-shadowing and joint research and education activities. Collaborations with and mobility between the UM and regional organisations as well as national industry are fostered.

Via its active participation in (European) funding programmes and networks, UM seeks to continuously expand the available mobility opportunities for its community. Via the Erasmus+ programme dozens of (academic and support) staff members have visited partner universities abroad, bringing with them valuable lessons learnt to Maastricht. Also via UM's institutional networks, mobility opportunities are stimulated. For example, within the Young European Research Universities Network (YERUN) and the Worldwide Universities Network (WUN), UM (early) career researchers have benefited from the YERUN research mobility awards (RMA's) and the WUN Research Development Fund. These grants have enabled UM researchers to conduct a part of their research abroad, therewith also strengthening the research links between UM and their host institution. Facilitating mobility, both for students and staff is one of the reasons why Maastricht University became the coordinator of the YUFE alliance. YUFE consists of ten dynamic, young, student-centred research-based universities and four non-academic partners from the non-governmental and private sector located all across Europe. YUFE aims to stimulate staff mobility in a very accessible way by offering staff the opportunity learn, travel and work at the different YUFE members, thereby enhancing their careers. Based on the YUFE Recruitment Policy and the YUFE Staff Development Policy, the alliance is fully committed to enhance individual career paths with

unique opportunities, be it mobility, training or a step on to the next career level. Both short and long-term (virtual) training, visit or secondment at any of the YUFE institutions and partners can be realized in order to expand employees' horizons, further develop their expertise and learn new skills.

In line with UM's strategic programme and the UM Internationalisation Plan 2022-2024, it is the ambition to continue expanding mobility opportunities via these programmes and to, in particular, further incentivize the mobility of support staff and those less exposed to internationalisation. This as, in comparison with student mobility, support staff mobility has remained relatively low. In the coming months a proposal will be prepared in which the process of applying for a (support) staff mobility will be streamlined across the UM and a communication campaign will be launched to raise awareness of the added value such mobility experience brings.

As a result of UM being located in the heart of Europe and at the intersection of three countries, UM also plays a great role in the international mobility within the region as a fair share of our employees are cross-border workers.

On a faculty level, staff members with expertise valuable to other faculties or even other institutions, are facilitated in teaching courses elsewhere. At FHML, for example, staff from the department of Biomedical Technology carry out most of their teaching responsibilities at the Technical University of Eindhoven. On a central level, UM's SCC supports employees to stay competent and mobile (in the broadest sense of the word) inside as well as outside the UM. Various workshops are offered to stimulate employees to stay mobile, such as 'Direct your own Career'. Furthermore, a career day is organised yearly, during which UM employees can visit other organisations (and employees from participating organisations can visit the UM).

Professional development

Maastricht University values learning and development for every employee. UM facilitates the professional development of its employees in multiple ways, varying from informal to formal learning. In its most basic but most common form, employees develop themselves through on the job learning. Although literature already tells us most learning happens via this informal, on the job learning, academics at UM are also offered formal development opportunities. Given the nature of academic work, learning and professional development often takes place in a discipline-specific context. Workshops and conferences relating to the research discipline of an academic are organized and/or facilitated by the faculties themselves and these discipline-specific training, conference and development activities may take place within and outside the organisation. Development opportunities more closely related to education may also be provided by the faculty. The UM School of Business and Economics (SBE) for example, has launched the Learning Academy. The ambition of the Learning Academy is to equip faculty with competencies in the field of teaching, learning and development, and bringing them together in an academic community to exchange experiences and acquire knowledge about academic education; all this in order to provide students with high-quality education and provide them with the optimal environment to learn and develop.

On a central level, Maastricht University also offers ample opportunities for development. Organizational units such as the Language Centre, the University Library, the Contract research Centre and EDLAB offer trainings on or support in, amongst other things, language proficiency, (research) data management, the acquisition and management of external research funding and education innovation. Improving the quality of education and professionalizing the teaching staff is part of the disbursement of the quality agreements for higher education funding. The professionalization of lecturers is realised through the University Teaching Qualfication (UTQ) which is a qualification of pedagogical competences of university teachers. All teaching staff of the

University of Maastricht have to acquire this certificate. UTQ qualified teaching staff holding a >10% teaching appointment receive yearly hours to work on their Continuing Professional Development (CPD) in education. These hours can be used to focus on individual teaching needs, but also on a group level to initiate and support the development of professional learning communities.

Additionally, UM has its very own Staff Career Centre (SCC) which is part of the HR department, and supports UM employees in the areas of learning, development, mobility and participation. The SCC offers help in different ways with a focus on workshops and trainings (online as well as offline), 1-on-1 coaching and a combination of both. Workshops and trainings may be offered on an individual level but the SCC also arranges in-company workshops for teams, departments and faculties on request. The Staff Career Centre may also facilitate external development opportunities. Furthermore, the UM collaborates with an online learning platform – Good Habitz – which offers a wide range of (online) workshops.

Next to these learning opportunities for different target groups, the SCC also organizes several leadership development programmes. In 2021, the task force Professional Leadership Development started and is currently developing training programmes for all leaders at UM (low-, middle- and high management). Several co-creation sessions took place in December 2021. The official Leadership Academy was launched at the end of January 2022. The co-creation sessions are the basis for the further content of the portfolio of the Academy. The first offer is expected to start in the second quarter of 2022. The portfolio will be further filled during the course of this year. UM strives to offer training for all three (low, midde- and high management) groups at the end of this year and expanding the offer in the years to come to all employees (personal leadership).

Have any of the priorities for the short- and medium term changed?

In 2017, UM's mission and strategy built on four core values: 1) to be an innovator in education and research by introducing the CORE philosophy at our university, 2) to adopt an inclusive approach and to open our doors to all students and staff who fit with our profile and subscribe to our values, 3) to take our social responsibility seriously by linking the university to society, from the local to the global level and 4) to be a sustainable institution in the broadest sense. The accompanying HR strategy and previous Action Plan focusing on diversity, research and education, and staff development facilitated the UM mission. The action points on the themes research-teaching balance, diversity, and personal development and training remaining after the 2017 interim assessment, and the new action points resulting from UM's new (HR) strategy, are rehoused in the two main HR strategic themes for the years to come: Recognition & Rewards and Sustainable Employability. The development of the Leadership Academy is indicated as an important condition needed to make progress on all strategic themes.

The 2017 HRS4R Action Plan also laid the groundwork for the university's Sustainable Employability focus. This strategy provides that employees work happily and productively (lifelong healthy employment) within an environment that facilitates this concept (designed in collaboration with the employer) until the day on which they decide to retire. This means that UM wants to create a safe environment in which continual learning, development and mobility are mandatory, not only for the employees, but also for the employer, whose responsibility it is to facilitate these processes. The goal of the university in this respect is to be a caring university. Therewith, this strategy also includes the advancement of diversity and inclusivity and personal development and growth as mentioned in the action plan.

These major strategic lines will guide UM in accomplishing the set goals (see Action Plan). Additionally, new insights and happenings (such as the COVID-19 pandemic) require new actions. All

of these new actions will be brought in line with UM's overarching (HR) strategy and vision, thereby further strengthening our core values.

Have any of the circumstances in which your organisation operates, changed and as such have had an impact on your HR strategy?

As outlined in chapter three multiple (policy) initiatives influence the HR strategy of our university. These include both national as well as institutional programmes. Important initiatives that effect the circumstances in which the organisation operates include the national (and local) Recognition & Rewards trajectory, the national financing of Dutch public universities, the nationwide Collective Labour Agreement and the COVID-19 pandemic.

Recognition & Rewards requires organisational and leadership changes. Fulfilling the R&R ambitions and goals means – amongst other things – renewing career policies, adapting processes related to recruitment, development, assessment and promotion and developing new tools to support these organisational changes. The success of UM's endeavour to shape and implement major policy lines like Recognition & Rewards requires professionalization of our leadership. Only if our leaders are capable of contributing to the culture envisioned and equipped to create the environment needed for policy initiatives – including R&R – to flourish, true change will happen. The launch and further development of the Leadership Academy is therefore a major milestone for Maastricht University.

The national funding of Dutch public universities has been a topic of debate for many years now. Student numbers are growing and financing has steadily declined. This leads to – with regard to academic staff – an uneven work balance and a heightened experienced work pressure at all universities. The financial system needs to be revised, first nationally then also locally. This debate has mostly been put on pause during the pandemic but is now re-opened again. Work pressure is addressed in various ways (see chapter 2) and it has an effect on (HR) policy development in that the organisation cannot handle changes with as much speed as one would sometimes hope for. The further development of (HR) policies must therefore be in line with the capacity for change. Maastricht University hopes that the new coalition agreement – in which additional finances have been promised – brings change in this for the better.

The new Collective Labour Agreement acknowledges the need to eliminate uncertainties and reduce the perceived workload by structurally working towards the creation of permanent positions where possible and converting existing temporary contracts into permanent positions. The basic premise in the new Collective Labour Agreement is that universities will offer a permanent position to any academic who combines education and research (as an Assistant Professor, Associate Professor or Professor) after successfully completing a trial period to assess their suitability. Enacting this need is fully in line with UM's ambitions regarding the sustainable employability of our employees and our efforts in reducing the experienced work pressure but nevertheless requires a major shift in the way Dutch universities have dealt with contractual agreements of academics in the past. In the step towards creating more permanent positions and as such achieving improved, more attractive employment practices, the universities' leadership will be asked to take more risks – for example, with regard to reduced funding.

Unmistakably, the COVID-19 pandemic also plays a crucial role in determining the way in which the future of work looks. The new Collective Labour Agreement addresses hybrid working after the COVID-19 crisis as well. The parties to the collective labour agreement want Dutch universities, as modern employers, to enable employees to work from home part of the time in the future too. Naturally, this will require a different approach per team. Therefore, agreements about working from home will be made in consultation with the individual employees, the teams and the managers.

The emphasis will be on the interests of the team. Contact between the individual members of the academic community will continue to be important. Based on the lessons learned and befits the vision and community spirit of our university, our vision on the future of working at UM reads as follows: we stay, within each of the UM-entities we are part of, a close-knit and connected community and make this possible wherever and whenever. Future new ways of (hybrid) working will nevertheless impact the HR strategy, policies and regulations.

Are any strategic decisions under way that may influence the action plan?

The Recognition & Rewards program will lead to a long-term culture change within our academic system and a change of the system itself. The strategic decision being taken regarding the programme will largely determine the academic career policies for the years to come. As the policies being trialed are relatively new and the culture change might still require future actions which are as of yet unknown and may only become visible after evaluation, this programme might still affect the action plan in the long term. However, several initiatives are already in the works and we have anticipated on these developments as far as we could in the action plan. These include the framework of career paths, the overhaul of recruitment and selection policies, more attention and resources for creating socially safe work environments, new methods of assessment and the promotion of Open Science. UM deems leadership development as a crucial factor in all the aspired and anticipated (policy) changes. Related to the responsibilities of our leadership, UM is renewing its vision on management related task. In 2022-2023, a new way of handling those responsibilities will be implemented through Integrated Operational Management and the implementation of SAP success factors. With Integrated Operational Management, UM will effectively and efficiently redesign the support processes in the domains of HR, Finance and Procurement with the support of a new and user-friendly system: SAP Cloud. Integrated Operational Management will have a considerable impact on HR. Currently, many units (faculties, service centres and departments) still perform most administrative activities manually and/or in their own way. This will soon be done digitally and consistently across units using SuccessFactors, a user-friendly SAP application. Both the employee and the manager will be able to – very easily – use the system to handle certain tasks themselves. This includes requesting and approving leave, changing their address or viewing their own personal data.

Chapter 4: Actions

Action plan 2017

Actions	Principle (s)	Timing	Responsible Unit	Current status	Details and results	Indicators
Research-teaching balance						
Optimise integration of research and education	28, 33, 39	Q1 2022	Academic Affairs HR	Completed	CORE is the acronym for Collaborative Open Research Education and describes a holistic vision and mission of Maastricht University as an integrative institution on all levels, fostering interdisciplinary and bringing community building, research and education closer together. *Discussion with students, academic staff and management led to the assessment that the spirit of CORE is present at UM in many different formats and concepts.* *Examples in the area of education focussing on crossovers are the honors programmes and the development of new interdisciplinary programmes such as Global Studies, Business Engineering and Digital Society.* *The CORE philosophy was also leading in developing the concept of global citizenship education (GCEd), providing a general framework for fostering an inclusive community and stimulate cultural understanding within current programmes and existing structures. This framework, supported with a model for the acknowledgement of extra-curricular activities, is now part of UM's quality agreements and was awarded with a Comenius Leadership Grant in 2019 (Ministry OC&W).* *The CORE spirit and the connection between research and education also lies at the foundation of the Recognition & Rewards programme, as the UM holds that this is the foundation of every academic career from the level of assistant professor onwards. AT UM, we aspire to offer students research-centred small scale education. These aspirations will also be reflected in the academic career policy resulting from the Recognition & Rewards programme (see Action Plan 2022-2026).*	*Comenius Leadership Grant in 2019* *Development of an academic career policy in which research and education (and research-centred education) are embedded.*
Investigate the development of tenure tracks for every conceivable development/promotion	28, 33, 38	Q4 2019	HR	Completed	*In 2017 the UM adopted a Tenure Track policy for assistant professors. The policy provided for a path from assistant professor 2 (UD 2) advancing to UFO profile assistant professor 1 (UD 1).*	*New Tenure Track policy implemented*

pathway, with the ultimate goal of leading to a permanent appointment to the positions of university teacher, professor or associate professor					*The path to permanent contracts was further solidified under the new collective labour agreement of 2021. The new CLA makes it possible to offer every academic from assistant professor onwards a permanent appointment after an 18-month temporary contract. The contract aspect of the Tenure Track therefore is now longer necessary. The aspects of the TT which see to the career development are sustained and continued and will find a home in the new R&R programme. The customizability of career paths will be covered under the Recognition & Rewards programme, specifically the action point "Investigate the redevelopment of current 'one size fits all' model and the possibility to establish tailor-made solutions for teaching and research."*	
Professionalization of staff engaged in teaching	*33, 38*	*Q4 2017*	*EDLAB*	*Completed*	For staff engaged in teaching, the following (standard) training programmes are available at university and/or faculty level: • **Problem-Based-Learning (PBL) training** – *mandatory for everybody involved in teaching, including junior teaching staff* • **University Teaching Qualification (UTQ) training** – *mandatory for anybody with teaching tasks* • **Continuing Professional Development (CPD)** – *mandatory for all BKO-qualified UM teaching staff with more than a 10% teaching appointment.* **University Teaching Qualification (UTQ)** *In 2017, we aimed to harmonize the UTQ programme UM wide. This goal was achieved by the end of 2017 through the implementation of one UM wide UTQ programme. The harmonized programme achieved the following objectives for teaching staff across all faculties:* • *Same intended learning outcomes* • *Same number of hours (40) that are compensated to staff who participate in the UTQ programme* • *Same workshops (number and themes) (with room for faculty-specific implementation)* • *Similar procedures for assessment of the portfolio* • *Similar procedures for exemptions* **Continuing Professional Development (CPD)** *CPD was introduced in 2019/2020 to offer more experienced UM teaching staff with greater opportunities for continuous learning, development and knowledge sharing. The aim of CPD is to further promote the quality of UM education, stimulate education innovation and increase support for the UM teaching community, by providing an inspiring environment where staff can learn from experts as well as each other, from and during their work in order to apply new knowledge and skills to the*	*UTQ Harmonized* *Continued Professional Development programme implemented*

					teaching tasks at hand. Numerous central- and faculty-based activities are offered to support teaching staff in their CPD.	
Development of tailor-made action plans in the field of educational workload within each faculty.	*24, 33*	Q1 2021	*HR - Taskforce Sustainable Employability*	*Completed*	*In 2016, the Dutch Collective Labour Agreement requested all Dutch universities to develop an action plan to address the growing issue of work pressure. At UM, the Taskforce Educational Workload was tasked with this challenge. At first, this Task Force requested all faculties to develop action plans to combat and reduce work pressure resulting from tasks related to education. The faculties developed the requested plans and started to implement them.* *Meanwhile, UM management decided to not solely focus on workload resulting from education related tasks but instead focus more on workload in general. Additionally, scientific insights made it ever more clear that work pressure could not be seen and treated as an isolated topic that can or should solely be related to individual employees. It is a complex matter that is influenced by many factors. Hence, the UM has chosen a more systematic approach in which work pressure is defined in a multifactorial way by different aspects of work and has an effect on the overall sustainable employability of employees. Throughout the course of action, the UM has therefore broadened its focus from work pressure to sustainability as a whole. Themes such as inclusivity, social safety, discrimination and job satisfaction all play an important role in the sustainable employability of a workforce. Consequently, the Taskforce Educational Workload was renamed to the Taskforce Sustainable Employability.* ***Sustainable Employability Action Plan*** *The Sustainable Employability Action Plan is a 15 point action plan aimed at improvising sustainable employability at the UM. The actions in this action plan are scheduled for implementation in 2021 and 2022. In line with the original action point of reducing educational workload, the action points include the review of the education norm hours system to a uniform and fair system for the whole university. This process has started in Q3 2021 and is tied to a new action point 'Fairer system of education norm hours for academic staff involved in teaching.*	*A uniform UM wide norm hours policy is implemented* *Sustainable Employability Action Plan developed*

Investigate the redevelopment of current 'one size fits all' model and the possibility to establish tailor-made solutions for teaching and research.	*11, 16, 22, 28, 33*	*Q3 2022*	*HR - Recognition & Rewards*	*Extended*	**Recognition & Rewards** *As previously mentioned, the UM spearheads the national Recognition & Rewards programme, which is aimed at creating a more diverse set of career paths and development perspectives for academics tailored to their personal talents, development goals, and the needs of the organisational unit. In 2021, the university started developing a new career framework aimed at the allowing specialization in four key areas or "domains" of an academic career: education, research, (societal) impact and leadership. A basis of education and research form the starting point of the career tracks while elective assessment components allow for further specialization into one or more (other) domains. The framework will balance horizontal and vertical career development by also emphasizing the ability to switch between domains during your career. The aim is to allow more time and resources for development in your domains of interest without having to excel in every domain. An academic in this respect will be supported in personal development talks with colleagues. In these talks an academic will discuss their personal development opportunities and challenges on a yearly basis to help them develop their own path. Furthermore, by switching to a more qualitative approach of career assessment rather than focussing solely on quantitative metrics such as impact factors, academics can provide personalized evidence for their career performance befitting their own career choices and narrative.*	*Framework for diverse and flexible career paths implemented*
Diversity (gender balance)						
By 2025, at least 25% of UM professorial staff should be female	*14, 27*	*Q4 2020*	*D&I office*	*Completed*	*End of 2021, UM has 31% female professors (excluding endowed professors, in fte). Acknowledging the leaky pipeline phenomenon (UM has considerably more female than male PhDs in all faculties, but this ratio changes the higher up one looks in academic careers), faculties are also consider individual target numbers in their Strategic Personnel Plan. These include Assistant and Associate Professor positions as well as support staff leadership positions within the organization unit. The D&I Office also discusses target numbers with the faculties. This topic also evaluated during the biannual meetings between the Executive Board and the Faculty Boards. When working on the Strategic Personnel Plan, HR and the D&I Office can offer personalized advice to faculties for implementation.*	*25 % of the professorial staff are female*

Stabilise the number of females at managerial level, as well as on boards and committees	*14, 27*	*Q3 2019*	*D&I office*	*Completed*	*Visibility and Careers* • *The FEM (female empowerment) network was established in 2018 which offers trainings, mentoring and information for female identifying academics **and** administrative staff members* • *Selection committees have to be diverse and balanced* • *UM is paying more attention to gender representation in panels, applications and grants for research proposals, etc.* • *Gender inclusive language in official policy documents*	*Male/female ratios in management positions are stable between 2017 and 2021*
The development and implementation of a diversity policy, integrated into the HR policy	*14, 27*	*Q1 2018*	*D&I office*	*Completed*	***D&I Office*** *In January 2018, UM hired her first Diversity Officer under HR. Since then, the central Diversity & Inclusivity Office (D&I) position has grown into an independent unit under the rectorate with four employees and three student assistants. The work and strategy of the D&I office is built on four pillars:* 1. *Attracting & Retaining talent* 2. *Fostering cultural change* 3. *Strengthening diversity competencies* 4. *Making family- and life-phase friendly HR and Education policies – UM Cares* *The UM Cares initiative is also a cornerstone of the new UM Strategic Programme.* *The D&I office coordinates closely with the HR department. The D&I managing director joins the HR management team meetings on a monthly basis. The D&I policy, because of its priority, has become a standalone strategy programme in its own right. However, the ideas of this programme can also still have a prominent part in several parts in the HR policies:* • *The D&I office offers and discusses tips with the HR advisors for **inclusive recruitment processes*** • ***Appraisal talks**: appraisal talks should include aspects such as work-life balance, leadership, personal development (courses, training, etc.), visibility (conferences to visit), and career prospects (academic, industrial, policy, etc.)* • ***Conduct 'exit interviews'**: why do talented academics leave? In case of (but not limited to) female academics, look at why they were rejected for an appointment? Why s/he was (not) promoted? etc.*	*D&I office created* *D&I policy developed and implemented*

					• The D&I office is closely involved with the development of **Sustainable Employability** and the creation of the UM-Sustainable Employability Monitor • The D&I office is closely involved with the development of the **Recognition & Rewards** programme as a sounding board for the committees • The **Dual Career Policy** which is being developed together with the D&I office **Other D&I organizations** Beyond the D&I Office, there are other relevant governance structures to be mentioned here. UM has a D&I Advisory Council chaired by our Rector Magnificus, with representatives (staff members) from all faculties and 2 students (2-year positions rotating over faculties) The FEM network, a network focussing on the empowerment of female identifying staff members, has steady representatives in all faculties, which regularly meet with the faculty leadership to discuss this topic and progress made within the individual faculties.	
Develop a policy concerning the diversity of invitees for lectures, workshops, committees and all open activities organised by UM	*14, 27*	*Q4 2019*	*D&I office*	*Completed*	UM encourages employees and students to strive for diverse composition of speakers at events, workshops and committees. There is not restrictive guidelines for external invitees. The D&I Office has also given workshops to the Marketing & Communication employees of the university in order to be more aware of diveristy and inclusion aspects of internal and external activities. These are e.g linked to include langauge use, accessiblity of online environment and physical locations, etc.	*Policy on diversity of invitees for lectures, workshops, committees and all open activities organised by UM developed*
Research and project management						

Investigate the option of launching a mandatory introduction day on research and project management at faculty level.	23	Q2 2017	*Contract Research Centre*	Completed	**Contract Research Centre** *In 2017, the CRC investigated the introduction day format after running a UM wide pilot session. The format was considered too broad and not fit for the needs and particularities of individual projects. Instead, the CRC opted for a tailor-made approach. The CRC pro-actively coaches researchers in finding projects and funding opportunities, alerts researchers of relevant deadlines and provides program or project specific training. For example, the CRC provides a series of workshops for the ERC Starting and Horizon Europe funding calls. Researchers can request further assistance or workshops for their specific projects. These training modules do not only include funding specialists, but may also include legal experts, IT experts, or other as required. In this regard, both expertise from within the university and where required external expertise are employed.* **UM Library at introduction days** *At the UM wide onboarding introduction days, the library also presents all of its research support tools. These tools include research data management and research intelligence. The library offers workshops, manuals, dashboards, research intelligence officers, and further support with the use of metrics.*	*Option to launch a mandatory introduction day on research and project management at faculty level investigated*
Development of an (online) platform for UM faculties that links to all available information on related topics	23	Q1 2019	*University Library* *Contract Research Centre*	Completed	**Online library research support website** *The online Library+ Research support portal is a central point of information and support for researchers at Maastricht University regarding diverse aspects of the research process.* *The Research support portal provides relevant information and support to researchers how to get started with their research, about writing a research proposal, and/ or are searching for scholarly information or research data. Furthermore, it offers support on collecting & analysing when searching for scientific information or research data; collaborating with other researchers e.g. via VRE's, sharing and/or securely storing information. Besides, it provides writing and publishing support to improve researchers' impact and visibility. Additionally, the portal shows research-related news and events and links to other relevant research related information websites such as the Research Data Management Portal.* **Research Data Management (RDM) portal** *The Research Data Management (RDM) portal provides researchers with specific information, best practices, and tips for managing research data throughout the research life cycle. Moreover, the diverse RDM services, tools, and trainings that*	*Online research support platforms developed* *Online data management platform developed* *Online research project support platform acquired*

					researchers can use to find, store, manage, analyse and store data FAIR (Findable, Accessible, Interoperable, Reusable) are presented on the RDM Portal. So, it offers researchers an overview of the Research Data Management services, tools and support they can turn to in each phase of the research life cycle. **Research connect** *Since February 2019 the university has a subscription to Research Connect. This tool enables academics to easily identify funding opportunities, big and small, nationally and internationally. The tool enables search through focused text criteria of all kinds of funding calls and opportunities and updates academics on the latest developments in this regard. Where necessary, the CRC supports this service through overviews per school, department or faculty.*	
Personal development and training						
As staff development is one of the main focuses of HR, a new policy regarding sustainable employability of academics and professionals will be developed in 2017. In 2018, several pilots will start.	*28, 33, 39*	*Q4 2020*	*HR* *Taskforce Sustainable Employability*	*Completed*	*Sustainable Employability became the guiding principle of the new HRM policy at Maastricht University in 2017. At UM's, sustainable employability means that employees work happily and productively (lifelong healthy employment) within an environment that facilitates this concept (designed in collaboration with the employer) until the day on which they decide to retire. The sustainable employability policy is underpinned by a process of continual learning, development and maintenance of mobility. It is vital that a safe environment is created within the organisation in order to facilitate this process. It is also important to understand that sustainable employability is an individual and tailor-made process that allows employees –in collaboration with and facilitated by their line manager –to select their own individual path to lifelong productivity and job satisfaction, wherever and however they spend their career. Sustainably employable professionals are able to keep up with the changing landscape of qualifications and skills necessary for their profession and they are less vulnerable during turbulent times, as it is easier for them to find a new job if necessary, either within or outside the organisation (Graaf, Peeters & Van der Heijden, 2011). In light of the sustainable employability policy, UM has undertaken several actions. These include (but are not limited to) a new career policy in which attention is paid to career paths instead of treating a position as an end-station, the development of the UM Sustainable Employability Monitor, the organisation of the Diversity and Inclusivity Office to, amongst other things, foster and improve the safe environment needed to optimize sustainable employability and the introduction of a completely new format for annual appraisals with a strong focus on development and sustainable employability. For the upcoming years, sustainable employability remains a prominent theme on UM's agenda.*	*Sustainable employability policy developed* *Sustainable Employability Action Plan developed*

Stimulate the use of the electronic learning platform 'Learning & Well-being' (new platform was selected later)	*28, 30, 39*	*Q1 2017*	*HR - SCC*	*Completed*	**Learning platform 'Learning and well-being'** *As mentioned before in our previous assessment, the learning platform was not used in a way that the university imagined when launching the platform.* *The aim of the platform was to offer learning content with which the employees of UM could invest in their professional development, share insights, ask for feedback et cetera.* *This all based upon the idea that nowadays employees (and teams) want to learn anytime, anywhere, any place. Next to traditional learning the opportunity to learn virtually was a new and sought after possibility.* *The various analyses in 2015 and 2016 showed however that the content was too much about generic competences and offered limited learning content. The content was also not really blended and wasn't experienced as interactive by the users. The portal was launched top-down and remained a stand alone platform, not enough attached to actions such as the HR assessment cycle.* *Some action points were drawn up (see also self assessment 2017) and the idea was to look for a new digital platform.* *During the years that followed the result of this 'search' was that the university started having doubts about a new platform that might –again- be standing on it's own.* *Next to that, the university installed at the HR department a centre of expertise for learning & development and for mobility: the UM staff Career Centre (SCC).* *Continuous learning and development was the core of the new HR policy and the SCC offered support through its L&D advisors and coaches, and also by offering a broad array of trainings, workshops, lunch meetings and career days, mentoring and coaching etc.* *The website of the SCC was developed and the employees of Maastricht University started participating in the various activities.* *Rather than creating a new platform, the idea was eventually to conclude a contract with a company that offered (short) online trainings. This company keeps their offer always up to date and adds more trainings and Masterclasses etcetera each month. All content is available in various languages and several different learning methods (video's, storytelling, exercises etc) are used. Finally: Single Sign On is possible from any device that the employee has and the online trainings are accessible through the SCC's website.* *More and more the online trainings were coupled with trainings IRL, or the online trainings were used as a start for one or another campaign. Therefore, the learning becomes blended.* *At the end of this year the online training subscription will be evaluated and a decision about continuation will be taken.*	*Develop a staff career center with an online learning environment*

Action plan 2022-2026

Actions	Principle (s)	Timing	Responsible Unit	Current status	Remarks	Indicators
Recognition & Rewards						
Investigate the redevelopment of current 'one size fits all' model and the possibility to establish tailor-made solutions for teaching and research.	*11, 16, 22, 28, 30, 39*	*Solution in Q4 2022, implementation from 2023*	*HR - Recognition & Rewards*	*Extended*	**Recognition & Rewards** *As previously mentioned, the UM spearheads the national Recognition & Rewards programme, which is aimed at creating a more diverse set of career paths and development perspectives for academics tailored to their personal talents, development goals, and the needs of the organisational unit. In 2021 the university started to develop a new career path framework aimed at the allowing specialization in four key areas or "domains" of an academic career: education, research, (societal) impact and leadership. A basis of education and research form the starting point of the career tracks while elective assessment components allow for further specialization into one or more (other) domains. The framework will balance horizontal and vertical career development by also emphasizing the ability to switch between domains during your career. The aim is to allow more time and resources for development in your domains of interest without having to excel in every domain. An academic in this respect will be supported in personal development talks. In these talks an academic will discuss their personal development opportunities and challenges on a yearly basis to help them develop their own path. Furthermore, by switching to a more qualitative approach of career assessment rather than focussing solely on quantitative metrics such as impact factors, academics can provide personalized evidence for their career performance befitting their own career choices and narrative.*	*Framework for diverse and flexible career paths implemented*
Development of leadership among all staff members	*28, 30, 36, 37, 39, 40*	*Q2 2022 start of building, Q4 first programme run, 2023 full*	*Taskforce Professional Leadership Development* *Staff Career Centre*	*New*	*Both a new culture of recognizing and rewarding and of sustainable employability require strong leadership. To provide our leadership with the tools, skills and knowhow required for this culture change the recognition and rewards committee leadership developed a new leadership vision for the university.*	*Creation of a UM Leadership Academy* *Mandatory Leadership training for staff members in management positions*

		impleme tation	UMIO		*This vision will be adapted into a new framework for leadership development by the Taskforce Professional Leadership Development. This Taskforce, led by one of the members of the Executive Board is laying out the plans, resources and requirements for a new Leadership Academy to be developed by the Staff Career Centre. This Leadership Academy will include modules for everyone, as everyone working at the UM at least exhibits personal leadership in their work. Furthermore, the Academy will also include mandatory leadership modules for every staff member leading other staff members and those leading other leaders.*	
Integration of DORA principles in the evaluation of academics	*11, 12, 16*	*Q4 2022*	HR-Recognition & Rewards	*New*	*The DORA declaration recommends that journal based metrics should not be used as a quality indicator for the evaluation of individual scientists. It therefore recommends the increased use of qualitative indicators to assess performance. The UM as DORA signatory aims to incorporate this into the evaluation culture developed under the Recognition & Rewards program.*	*New evaluation methodology with a greater focus on qualitative assessment indicators implemented*
Fostering Open Science practices	*8, 11, 16*	*Ongoing*	Open Science Community HR-Recognition & Rewards	*New*	*The national position paper 'Room for Everyone's Talent' emphasizes the connection between Open Science and Recognition & Rewards, stressing that to stimulate Open Science practices these must be recognized and rewarded. Hence, the UM will emphasize Open Science practices within its new evaluation methodology as part of a new culture of recognizing and rewarding scientists.*	*New evaluation methodology with performance indicators emphasising Open Science practices implemented*
Sustainable Employability						
Institutionalization of Sustainable Employability	*24*	*Q3 2022*	HR Taskforce Sustainable Employability	*New*	*The Taskforce Sustainable Employability safeguards the implementation and institutionalization cycle. With the Sustainable Employability Action Plan developed in 2021, the Taskforce will monitor the implementation of the action plan by the university as a whole and by the faculties individually. A smaller expert group consisting of several of the taskforce members will initiate the process of reinstating the UM – Sustainable Employability Monitor cycle after the COVID crisis. New policy decisions maintaining sustainable employability at the UM resulting from the biennial monitor cycle will then be advised upon and monitored by the Taskforce.*	*Sustainable Employability Action Plan implemented UM-SEM cycle reinstated*
New system of education norm hours for academic staff involved in teaching	*24, 33*	*Q4 2022*	Taskforce Norm Hours	*New*	*In Q1 2022 a new taskforce will start to review the current norm hour system and investigate the options for a better manner in which to divide hours for certain tasks.*	*UM wide standard teaching norm hour system investigated and the improvement implemented (as of yet unknown what this is)*

Development of mentoring systems for UM staff members	*28, 39, 40*	*Q4 2022*	*HR* *Faculty Boards* *Staff Career Centre*	*New*	*The UM strives to make mentoring services available to all its employees. The principles of Recognition & Rewards will include that academic staff members shall receive personal development talks and evaluations with a diverse group of colleagues. Faculties will be asked to implement such policies within their own faculty structures to facilitate such a development approach. For support staff, this is achieved through the support staff career policy which will entail that all faculties set up a mentor program for their support staff.* *To facilitate this process, the Staff Career Centre will start offering a short training for mentors as of 2022.*	*Faculty mentor programs are implemented* *Development talks for academic staff implemented in faculties* *Mentoring training provided by the Staff Career Centre*
Further institutionalization of strategic personnel planning	*25, 26, 27, 28*	*Q4 2022*	*Faculty Boards*	*New*	*Several faculties have already adopted a system of Strategic Personnel Planning. By the end of 2022, this should be universally applied throughout the UM to facilitate academic career planning. To this end, the SPP should not only include a financial overview but also a departmental development strategy.*	*UM wide implementation of Strategic Personnel Planning*
Family friendly university	*24, 27*	*Q4 2022*	*D&I office*	*New*	*In 2019, UM was the first Dutch university to receive the 'family friendly certificate' offered by the German consultancy berufundfamilieGmBH to organizations that commit to becoming an environment that acknowledges and facilitates (students and) staff with caring responsibilities. UM understands 'family' in the broadest sense, because caring responsibilities may encompass many different people: children, parents, grandparents, spouses, siblings, close friends, etc. In the line with the certificate, the Diversity & Inclusivity Office started the UMCares project.* *Actions that fall under UMCares are for example the establishment of a network for Parents and Carers, 100% paid partner leave, more flexible working times and spaces, a UM summercamp for children from students and staff members, investigating the possibility of a UMDaycare and more possibilities to facilitate students and staff with caring responsibilities.*	*Include caring responsibilities under list of circumstances to facilitate students in the EER* *Set-up UM Summercamp* *Set-up Parents and Carers Network* *Inclusive management award* *UM Daycare feasibility assessment*
Career development policy for professional support staff	*28, 29, 39*	*Q3 2022*	*HR*	*New*	*Currently HR is working on a career development policy for professional support staff in order to further improve sustainable employability among all UM employees.*	*Implementation of a Career Development policy for professional support staff*

Dual Career policy	*29*	*2023*	*HR* *D&I Office*	*New*	*Currently HR and D&I Office are doing a needs assessment to understand how a dual career policy could best serve the needs of the staff we attract to move into the region. Based on this research, HR and D&I Office will develop a UM specific policy proposal regarding Dual Career Policy.*	*Implementation of a Dual Career Policy*
Update of the formal and informal complaint procedures	*34*	*Q3 2022*	*HR* *LA* *D&I Office*	*New*	*HR, LA and D&I Office have developed a proposal to improve the social safety landscape for all staff members within the university. This consists of four overall steps:* *1. Set up a Concern & Complaints Point which is a one-stop place where a staff member can speak to a professional about questions they have, concerns or complaints.* *2. Expansion of the professionals who can help: an Ombudsperson, two confidential advisors, and a coordinator for social safety.* *3. Improvement of information provision (website and the above-mentioned Concern & Complaints Point)* *4. Integration of this topic in the leadership development (UM Learning Academy) in order to ensure leadership is prepared and well-equipped to create and maintain a socially safe work environment.*	*Implementation of the 4 points*
Update to include active allyship and inclusive leadership in our staff development programmes	*10, 14, 27*	*Q4 2022*	*Taskforce Professional Leadership Development* *D&I Office*	*New*	*The Taskforce Professional Leadership Development is currently working on translating UM's leadership vision in an updated form of leadership training for employees. Inclusive leadership competencies are integrated in this approach.* *D&I Office won a SoFoKles Grant in order to develop, in cooperation with external stakeholders, active allyship training modules for UM staff (and students).*	*Formation of the Leadership Academy with clearly defined inclusive leadership competencies* *Development and implementation of active allyship training modules*
Facilitate staff networks for people belonging to different groups as a means for peer support and information	*10, 14, 27*	*Ongoing*	*D&I Office*	*New*	*D&I Office is supporting the launching and sustaining of multiple staff networks as FEM (Female Empowerment Network), PAC (parents and carers network), UnliMIted (for staff with a disability and/or chronic illness), UMPride (LGBTQIA+ network).*	*Setting up clearer guidelines, governance structures and support for staff networks.*
Tackle the leaky pipeline problem	*14, 27*	*Q4 2025*	*D&I Office*	*New*	*Acknowledging the leaky pipeline phenomenon (UM has considerably more female than male PhDs in all faculties, but this ratio changes the higher up one looks in academic careers), faculties are also consider individual target numbers in their Strategic Personnel Plan. These include Assistant and Associate Professor positions as well as support staff leadership positions within the organization unit. The D&I Office also discusses target numbers with the faculties. This topic also evaluated during the biannual meetings between the Executive Board and the Faculty Boards. When working on the Strategic Personnel Plan, HR and the D&I Office can offer personalized advice to faculties for implementation.*	*33 % of the professorial staff are female by 2025*

					End of 2020, UM has 28% female professors (excluding endowed professors, in fte). UM has set a new target number of 33% until 2025, meaning an increase of one percent per year.	
Disability policy	*10, 14, 24, 27*	*Q4 2022*	*D&I Office*	*New*	*D&I Office is currently supporting the setting up of UnliMited. UnliMited is a network dedicated to, for and by students and staff with visible and/or invisible disabilities, under the umbrella of the taskforce "Obstacle-free studying and working at UM". By signing the declaration of intent of Dutch institution for higher education concerning the UN convention on Rights of Persons with Disabilities, the university shows the importance of this topic. Working in close collaboration with a.o. Disability Support and the SSC, the D&I Office is developing policy and organising activities to improve accessibility, visibility and inclusivity for disabled members of the UM community.* *The working group 'Obstacle-free studying and working at UM' is further integrating digital accessibility standards in the organization and investigate basic standards for physical accessibility.*	*Further assist UnliMited* *Digital and Physical Accessibility Plan*
Integral revision of recruitment and selection policies	*12, 13, 14, 15, 16, 17, 18, 19, 20*	*Q4 2023*	*HR*	*New*	*The recruitment and selection policies and processes will be reviewed integrally.*	*UM-wide vision on ''Employee Experience''* *UM-wide recruitment and selection guidelines adapted*

OTM-R policies

In accordance with the HRS4R guidelines an OTM- Recruitment guide was developed and published on our website. The document compiles all existing recruitment guidelines and policies into a single overview to enhance accessibility. This document will be continuously updated as the policies develop, most notably with the planned recruitment update as can be observed in the action plan. This concerns the planned update for 2022, which will take into account among other things a required update linked to the Recognition & Rewards program and the D&I policy. OTM-R principles underlie our current selection and recruitment policies as compiled in this guide.

UM adheres to the NVP Application Code in its recruitment and selection process. The NVP Application Code (Sollicitatiecode in Dutch) is a code of conduct for the transparent and fair recruitment of future employees, set up by the Dutch Association for Personnel Management and Organisation Development, and contains the basic rules on recruitment and selection that labour organisations (companies and institutions that enter into employment relationships) and applicants, in the opinion of the Dutch Association for Personnel Management and Organisation Development, are required to comply with when filling vacancies. The purpose of the code is to provide a standard for transparent and fair recruitment and selection procedures. The Steering Group for Human Resources Management (SGHRM) refers to the NVP Application Code as a good practice in terms of OTM-R.

Chapter 5: Implementation

How have you prepared the internal review?

Quality culture is never a given, but something that requires constant attention and changes over time. The organization uses an interlinked quality assurance system which is structured according to the Deming cycle: plan-do-check-act (pdca). Within these general levels, more cycles are embedded, linked to specific themes. Each cycle connects to the next cycle which in practice translate to different formal and informal organizational bodies and meeting structures. In the Appendix, an overview is given of the various bodies involved in the quality assurance structure, and their main responsibilities at institutional, faculty and programme level. At an institutional level, the 'plan' phase of the pdca cycle is the strategy process. The Executive Board holds annual spring (check-enhance) and autumn (plan-do) meetings with each faculty and service centre. The Dean (faculty) or Director (service centre) are asked to discuss the development of the faculty or service centre and address additional questions by the Executive Board regarding specific areas of development in the strategic programme or questions based on results of the various quality instruments. It is within our regular quality cycles that the progress on the various HRS4R action points and possibilities for improvement is discussed.

For the preparation of this internal review, an explicit and additional internal analysis of UM's strategic ambitions and (HR) policies was conducted in which all responsible staff members reflected on the current state of affairs for their respective (policy) theme and the related action points.

How have you involved the research community, your main stakeholders, in the implementation process?

UM is an organisation with respect for the professional, striving to enable room for creativity and innovation within the overarching vision and uniform frameworks. Policy development, evaluation and enhancement are a collaborative effort. At a UM central level, the Executive Board and the Management Team make overall policy choices after consulting with the various stakeholders in the organisation. At UM, all major strategic themes/policy lines and therefore all action points have an action holder from the higher management level (e.g. Executive Board, Board of Deans, Board of Directors). These action holders never operate in isolation but are supported by others. Depending on the theme, UM works with (steering) committees, taskforces, expert groups, working groups and so on. UM can be characterised as a tight-knit academic community with an environment striving to create a level playing field for staff and students alike. UM typically involves the (academic) community in a variety of ways when developing new policies. The responsibilities and rights prescribed by law of the participatory bodies, both at central and faculty level, also require processes to involve staff at an early stage in the policy development process. For the theme of Sustainable Employability, the (academic) community was directly engaged via the Sustainable Employability Monitor (UM-SEM) and the follow-up focus group research in our action-oriented reflection groups.

For the nationwide Recognition & Rewards programme, which aims to reform and broaden the scope of recognition of academic careers and the development of diversified and vitalized academic career paths, UM shapes the programme via a mixed bottom-up and top-down approach by means of elaborate consultations with the academic community. Top-down, a steering committee with deans and vice-deans from all faculties is installed to oversee the strategic direction the programme is heading towards and monitor the progress on the programme. Bottom-up, multiple groups have been formed. Four domain-committees were initiated. These consist of diverse members (in terms of discipline, academic function, age, gender and (ethnic) background) from our academic

community with their composition intended to mirror the diversity of academics and opinions within our community. Besides developing a narrative on how to recognize and reward academic careers in the key domains of education, research, impact and leadership the members of these committees are tasked with being ambassadors within the university, entering into a perpetual Recognition & Rewards dialogue with their colleagues in their daily work and therewith strengthening their role as bridge between the committees and the community. These narratives and the subsequent UM vision on R&R formed the basis of a UM-wide dialog within the faculties and online on how to implement this policy- and culture change. The input from the faculty staff was therewith used to formulate new action points relating directly to our Recognition & Rewards ambitions. Additionally, the R&R project team consults a random focus group with members from the academic community if additional input from less involved members of the community is desired. Moreover, the University Council – representing our UM community – is consulted regularly during all policy trajectories.

Similar approaches apply to other major strategic developments.

Do you have an implementation committee and/or steering group regularly overseeing progress?

The HR Director has the final responsibility for all HR policies and monitors the progress of all HR policies (and thereby the HRS4R Action Plan). Given the broad scope of many of these themes and action points, the way in which the quality control cycle is shaped at UM and the fact that UM values community-broad involvement, the HR Director is not the sole person responsible for the follow-up of all action points. Accountability for the different strategic themes is distributed in the organisation (and its structure) in which UM has dedicated administrative leads, project leads, policy officers, etc. The HR Director has regular meetings with all before mentioned staff members responsible for the development and execution of the different policy and action lines.

Is there any alignment of organisational policies with the HRS4R? For example, is the HRS4R recognized in the organisation's research strategy, overarching HR policy?

The goals of HRS4R and the principles of the Charter & Code were firmly entrenched within our strategic plan CORE for the period 2017-2021. In the new strategic programme for the period 2022-2026 and the vision on Recognition & Rewards we have renewed this commitment to our previous action points while adding new action points to further strengthen our policies. These new action points are aimed at a closer alignment of the way we recognize and reward academics with their actual role within the university and society, to enshrine the principle of academic citizenship, to enhance our role as caring university and to enhance sustainable employability. The latter point is further entrenched within the Sustainable Employability Action Plan. These three documents, the Strategic Programme, the Recognition & Rewards vision, and the Taskforce Sustainable Employability Action Plan as well as general Sustainable Employability principles form the basis of our HR and research strategy for the years to come. As listed in the action plan, the new action points are all derived from these strategic documents. Though HRS4R is not specifically named as such in these documents, the principles and actions are firmly included. We do this in the same manner for the other institutional level audits that we engage in, such as the Institutional Audit for Education (NVAO) and the Certificate of Quality in Internationalisation (ECA). And also the various faculty level education and research accreditations and audits.

How is your organisation ensuring that the proposed actions are also being implemented?

Faculties discuss the implementation and monitoring of the centrally established HR policies twice a year in meetings with the Executive Board during the spring and autumn consultation and review cycles. To further ensure alignment between the faculties and service centres, the university has a centralized Diversity & Inclusivity office, a central HR management team as well as an HR policy team (together the steering committee) who meet with the responsible HR staff from each faculty. Further implementation of actions related to the theme of Sustainable Employability is ensured through the monitoring and advice of the central Taskforce Sustainable Employability. The implementation of Recognition & Rewards action lines is closely monitored by the R&R steering committee. The Executive Board and HR Director have regular meetings to discuss the progress made on the various strategic themes. Regular meetings with the deans and directors may be dedicated to make additional inquiries about the progress made on strategic themes on a decentral level.

Lastly, there are the two institutional councils that act as a check on the whole UM policy process, the University Council which is elected by the UM population and the Local Consultative Body consisting of representatives of the labour unions. These bodies also ensure progress on intended HR policies and actions by requesting regular updates from the policy makers involved.

How are you monitoring progress (timeline)?

As mentioned, the HRS4R actions as are part of the overall HR strategy and related programmes. Progress is thus ensured through regular reporting to the Executive Board, the University Council and the Local Consultative Body. Furthermore, progress in actions implemented on faculty level are part of the bi-annual review with faculties. Lastly, progress is monitored in the general annual reporting cycle (yearly budgeting, yearly reports, etc.).

How will you measure progress (indicators) in view of the next assessment?

See answer to the question ''Do you have an implementation committee and/or steering group regularly overseeing progress?''.

How do you expect to prepare for the external review?

The project leader for the HRS4R programme will take up planning for the site visit prior to the report submission to secure a series of available dates for the key stakeholders involved in the report and/or relevant stakeholder beneficiaries of the HR-strategy and policies.

A series of indicative dates will be communicated to the European Commission. The project lead will be designated as contact person for the Commission and expert panel, and will send all the relevant documentation to the expert panel (strategic plans, organizational chart, stakeholder overview, logistical information, facility information on the university, contact information). The project lead will prepare the draft agenda in coordination with the HR directorate, the stakeholders , the expert panel and the commission guidelines and instruct them to block agenda's accordingly once the final date is set. The agenda will be communicated a month before the review and refined with the expert panel.

The project leader, in liaison with the stakeholders and the HR directorate, will compile a presentation introducing the university and summarizing the self-assessment report.

Appendix

This Appendix provides an overview of the meetings at UM in which HR matters are a regular topic of discussion. The function of each meeting is briefly described, along with the participants and the meeting frequency.

Meeting of the Executive Board (EB)

The EB carries the final responsibility for Human Resources Management at the university. To fulfil this responsibility, the EB relies on the quality assurance cycle and a wide range of (qualitative and quantitative) instruments which identify positive and negative developments. The EB consists of the President, Vice-President and the Rector and meets weekly.

Meeting of the Management Team (MT)

The MT consists of the Executive Board and the Faculty Deans. They meet once a month to discuss education, research and governance. The MT also holds strategy days several times a year to discuss the development of the university and the realisation of the strategic programme.

Meeting of the Coordinating Directors' Board (CBB)

The Vice-President meets with the Directors of the faculties, the Maastricht University Office and the service centres on a monthly basis to discuss the financial and business aspects of the university. The Vice-President further meets separately with the Directors of the faculties once a month. The CBB organises theme days with all Directors of the university four times a year.

Meeting of the University Council (UC)

The UC is the central participatory body at UM consisting of 9 students and 9 staff members of which 6 academic staff and 3 support staff. The UC has an active voice in the UM community and meets 10 times a year. Its tasks and duties are laid out in the UM administrative and management regulations. The UC has three committees (Strategy Committee, Research & Education Committee and Operartions Committee) that also meet 10 times a year. Most HR related themes are discussed in the Operations Committee. Lastly, the UC has a Confidential Committee that provides advice mainly about the awarding of honorary doctorates. The committee meetings take place one week prior to the plenary meetings of the UC and advice of the committee is taken into account in the plenary discussions. The UC organises a General Assembly Meeting once a year with all Faculty Councils.

Meeting of the Local Consultative Body

The Local Consultative Body is the central council in which topics such as the legal status of employees and their working conditions, insofar as they are not laid down in the Collective Labour Agreement for Dutch Universities (CAO-NU) are discussed. The employer is represented by the Vice-President of the Executive Board, the HR director and a HR policy advisor and the employees are represented by three national labour unions. The LCB meets every six weeks.

Meeting of the Recognition & Rewards Steering Committee

The Recognition & Rewards Steering Committee gives direction to the overall development of the R&R program at UM and monitors and evaluates its progress. Members of the Steering Committee include several deans, vice-deans and prior deans and a faculty director. The Steering Committee meets once a month. Subcommittees are created for further in depth discussion of R&R related themes (e.g. Horizontal Development opportunities). A R&R HR Working Group is established to

prepare the implementation of R&R policies. Subcommittees and the HR Working Group meet every two to three weeks.

Meeting of the Taskforce Sustainable Employability and the Expert Group

The Taskforce Sustainable Employability follows the overall development of sustainable employability at UM and monitors and evaluates its progress on the basis of a 15-point action list. Members of the Taskforce Sustainable Employability include several deans, directors, department chairs, researchers and policy advisors in the field of sustainable employability. The Task Force meets four times a year. An expert group is created for developing and administering the Sustainable Employability Monitor. The expert group meets six times a year.

Meeting of the Advisory Board Professional Leadership Development

Before, this sounding board was a task force that has developed the program Professional Leadership Development. In 2022, this board is transforming into a group of ambassadors. They have a quarterly meeting to evaluate, advise and adjust the progress of the Leadership Academy. Members of the advisory board include several deans, directors, department chairs, researchers and career advisors in the field of professional leadership development.

Meeting of the Task Force Future of Working, the sounding board and the project team

The Taskforce Future of Working, which is chaired by one of the deans, has quarterly meetings with directors of the various Service Centers and MUO. The Task Force is tasked with the development of policy on hybrid working and ensures university-wide implementation of this policy. The Task Force works closely with a sounding board which is consulted upon request of the Task Force. The sounding board assesses the Taskforce's proposed plans and ideas and provides advice on them. Members of the sounding board include (managing) directors, vice-deans, members of the University Council and Maastricht Young Academy, HR and M&C officers as well as a representative group of employees from the various faculties.

In addition, there is a project team that is responsible for the implementation of the project. The goal of the project team is to achieve the project results. The project group reports on the progress of the project results, informs the project leader about difficulties and advises on choices that need to be made.

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