

HR EXCELLENCE IN RESEARCH

SELF-ASSESSMENT REPORT

MAASTRICHT UNIVERSITY



Authors: Ms A. Califano & Ms N. Herwig
October 2017



Maastricht University

Date of submission to the European Commission: 15 November 2017

Organisation contact details:

Maastricht University
Minderbroedersberg 4-6
PO Box 616
6200 MD Maastricht
The Netherlands

HRS4R correspondence:

Ms Audry Califano
Audry.califano@maastrichtuniversity.nl

Ms Nadine Herwig
n.herwig@maastrichtuniversity.nl

[Weblink to HR strategy & action plan](#)

[Weblink to recruitment policy](#)

TABLE OF CONTENTS

1. INTRODUCTION	4
2. ORGANISATIONAL INFORMATION	5
MAASTRICHT UNIVERSITY PROFILE.....	5
ORGANISATIONAL STRUCTURE.....	5
KEY FIGURES.....	6
3. NARRATIVE	8
INCORPORATION OF HRS4R INTO THE HR STRATEGY.....	8
STRATEGIC PROGRAMME 2017-2021 'COMMUNITY AT THE CORE'	9
HR STRATEGY 2017-2021.....	10
PREPARING FOR THE INTERNAL REVIEW.....	11
4. ACTIONS	12
5. OPEN, TRANSPARENT AND MERIT-BASED RECRUITMENT AT UM	26
OTM-R CHECKLIST.....	27
6. IMPLEMENTATION	30
APPENDICES	31

1. INTRODUCTION

Following the HRS4R application submitted by Maastricht University (UM) to the European Commission in August 2015, which resulted in the award of the HR Excellence in Research Logo, this self-assessment report outlines how UM has worked towards the implementation of the action points arising from the HRS4R Action Plan.

We have monitored and implemented the actions in the HRS4R Action Plan carefully. This has resulted in a detailed description of the results, progress and evaluation of the actions taken.

This self-assessment report consists of **six sections**, starting with a short description of our organisation profile. This is followed by a narrative on how UM works on the integration of HRS4R into its HR policy. Section 4 provides a detailed overview of the formulated actions, including a progress analysis. Section 5 provides a description of how UM has incorporated the OTM-R (Open, Transparent and Merit-Based Recruitment) principles into its recruitment & selection process. To conclude, we have provided an overview of the expected implementation process.

2. ORGANISATIONAL INFORMATION

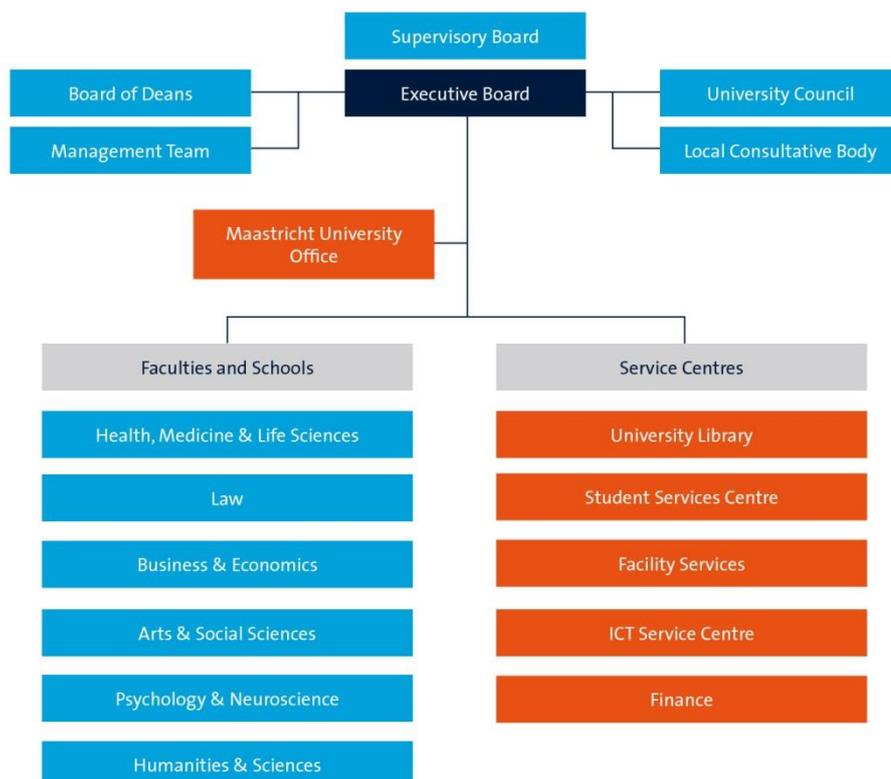
Maastricht University profile

Located in the heart of Europe, Maastricht University (UM) is [the most international university in the Netherlands](#). With more than 16,000 students and 4,000 employees, it is still growing. Almost half of our students and one third of our academic staff come from abroad, together representing over 100 different nationalities. 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, specified in programmes such as sustainability, European integration, healthy ageing, eating well and the influence of technological developments on society. Our focus areas are organised into three university-wide themes: Europe and a Globalising World, Learning and Innovation, and Quality of Life. Researchers work in multidisciplinary teams, in close collaboration with national and international institutions, companies and industry.

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. The [Supervisory Board](#) monitors the administration and management of the university. The [Management Team](#) (MT) consists of the members of the Executive Board, the Vice-Rector for Education 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 four employee organisations) discuss topics such as the legal status of employees and working conditions, insofar as they are not laid down in the Collective Labour Agreement for Dutch Universities (CAO-NU).



UM key figures – July 2017

	2017 Reference date 31 August 2017	2015 Reference date 31 August 2015
	FTE	FTE
<i>Total researchers = staff, fellowship holders, bursary holders, PhD students either full-time or part-time involved in research</i>	1,809 937 male/872 female	1,659 876 male/783 female
<i>Of whom are international (i.e. foreign nationality)</i>	748	657
<i>Of whom are externally funded (i.e. for whom Maastricht University is host organisation)</i>	934	895
<i>Of whom are women</i>	872	783
<i>Of whom are stage R3 or R4¹; Researchers with a large degree of autonomy, typically holding the status of Principal Investigator or Professor.</i>	413	379
<i>Of whom are stage R2, corresponding with postdoctoral level</i>	520	477
<i>Of whom are stage R1 = in most organisations corresponding with doctoral level</i>	875	802
<i>Total number of students in October</i>	16,861	16,870
<i>Total number of staff (including management, administrative, teaching and research staff)</i>	3,591	3,353

RESEARCH FUNDING (figures for most recent fiscal year)	2017	
<i>Total annual organisational budget</i>	€404,532,000	
<i>Annual organisational direct government funding (block funding, used for teaching, research, infrastructure, ...)</i>	€222,668,000	
<i>Annual competitive government-sourced funding (designated for research, obtained in competition with other organisations – including EU funding)</i>	€31,197,000	
<i>Annual funding from private, non-government sources, designated for research</i>	€47,038,000	

3. NARRATIVE

Incorporation of HRS4R into the HR strategy

UM was awarded the HR Excellence in Research Logo on 25 August 2015. A number of activities were carried out in order to develop the HRS4R Action Plan. These were the following:

- An HRS4R steering committee was established, composed of a project leader, the HR director, our Contract Research Centre and Staff Development Centre.
- Existing rules and regulations* that were already in line with HRS4R were identified. It was concluded that UM already partly demonstrated its compliance with the principles of the Charter & Code (C&C) through the:
 - Collective Labour Agreement for Dutch Universities (CAO-NU);
 - Netherlands Code of Conduct for Academic Practice;
 - University Job Classification (UFO) system;
 - UFO Competence Instrument;
 - Standard Evaluation Protocol 2015-2021 (protocol for research assessment in the Netherlands);
 - Guidelines for the appointment, salary grading, and promotion of academic staff;
 - Recruitment code of the Dutch Association for Personnel Management and Organisation Development (NVP).

**These existing rules and regulations continue to be leading in how UM employees are treated.*

- An internal analysis of UM's HR policy was conducted, consisting of desk research and a university-wide survey among all researchers.
- The outcomes of the survey, follow-up interviews and desk research enabled the HRS4R steering committee to identify UM's main strengths and weaknesses in terms of its HR strategy. The gap analysis led to a set of action points, which UM committed itself to improving in the following years.

Once UM had obtained the HR Excellence in Research Logo, the HRS4R steering committee continued to monitor the action points related to their field of expertise. Several stakeholders were assigned responsibility for each category:

1. **Research-teaching balance:** HR department
2. **Diversity (gender balance):** HR department
3. **Valorisation:** Contract Research Centre
4. **Research and project management:** Contract Research Centre
5. **Personal development and training:** Staff Development Centre

At the time of UM's application for the HR Excellence in Research Logo, the HR policy 'Mobilising minds' (dating back to 2009) was leading. Shortly after that, UM's HR strategy was updated with the policy paper 'Create (y)our future', which established the foundation for the development of a forward-looking HR policy for the coming years. The policy rested on three pillars: health, work-life balance, and career and personal development.

Recently, UM launched a new Strategic Programme 2017-2021 'Community at the CORE'. The development and implementation of the Strategic Programme will proceed gradually over the next few years, during which time the implications for our HR policies will be addressed. Beside a clear mission and vision, the main topics in our Strategic Programme are the way we work, education, research, internationalisation, connections with our communities, alumni, employability, staff development and operations. UM's HR policy is being adapted to implement the ambitions described in the Strategic Programme.

Strategic Programme 2017-2021 'Community at the CORE'²

Mission

UM is a young university at the heart of Europe, with a distinct global perspective and a strong focus on innovative education and research strategies. We see ourselves first and foremost as an open and inclusive academic community, striving for a good mix between Dutch, European and other international students and addressing European and global issues in our education and research programmes.

Education and research go hand in hand and must be integrated within the university context. To this end, UM is introducing CORE: Collaborative Open Research Education, which we believe will enable us to better meet the needs of society and build on the values of our university. CORE is a logical extension of the interdisciplinary approach that has been at the heart of UM's research and educational strategy ever since our institution was founded.

C stands for Collaborative: This refers to the fact that education and research are best organised in teams rather than individually. Further, collaborative extends to the notion of diversity and multidisciplinary approaches. We need embedded researchers who come together from different faculties, institutes or companies to cooperate within the framework of broader research programmes. Finally, collaborative refers to forging links with different stakeholders in the city, the Euregion, the broader European continent and the rest of the world. The emphasis on societal engagement as an inherent part of UM's character additionally serves to enhance the profile and distinctiveness of our institution.

O stands for Open: Open means being open-minded and innovative. Open also means being international and inclusive. Furthermore, open means transparency towards the outside world and the broad dissemination of research. UM embraces the concepts of open access and open science to strengthen the connections with our regional, national and international environment further. Therefore, open access also contributes to our international societal engagement. Open-access publications can be used in education without any restrictions. Lastly, UM should strive to be not only interdisciplinary but also transdisciplinary in its combination of education, research and societal engagement.

RE stands for Research Education: We explicitly use one and not two separate terms to stress the importance of integrating research and education. It is vital that students are exposed to and involved in research from the very start of their study programmes. Participating in international research projects in particular is an ideal means of engaging in integrated learning, synthesising acquired knowledge and skills, and laying the groundwork for future learning in international contexts. Research projects are also excellent tools by which to address values such as innovativeness, sustainability, and personal and social responsibility. In staff development, too, they play an important role. In short, integrating research and education is the best way to

² UM Strategic Programme 2017-2021 'Community at the CORE'

exploit the passion that is already present: the passion of researchers and educators for what they are good at, and the passion of students to have new experiences and address important issues as part of the learning process.

The purpose of this new Strategic Programme, 40 years after the foundation of UM, is to take stock of our achievements, adapt them where needed, and add new perspectives and challenges in order to enhance our academic mission. The Strategic Programme will be leading in the further development and implementation of our HR strategy.

HR Strategy 2017-2021

UM's mission and strategy for the future are built on four core values:

- To be an innovator in education and research by introducing the CORE philosophy at our university;
- 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;
- To take our social responsibility seriously by linking the university to society, from the local to the global level;
- To be a sustainable institution in the broadest sense.

These four core values will be reflected in all our activities.

The development and implementation will proceed gradually over the period of this Strategic Programme. Throughout the process, the exchange of best practices across faculties will be encouraged and facilitated as well. This will also have an effect on UM's HR strategy, which focuses on diversity, research and education, and staff development. UM strives to remain an attractive employer. We are convinced that we can achieve this by challenging and encouraging staff and students to get the best out of themselves, by deploying staff in those areas in which they perform best and feel most at home, and by hiring and retaining staff who fit with UM's profile and ambitions.

Diversity

For a thriving working environment, diversity of staff in terms of nationality, age and gender is essential. Increasing diversity is therefore one of UM's primary goals for the coming period. One particular point of attention consists of stimulating the career development of young academics by rolling out special provisions such as career advice classes, a mentoring programme and clear tenure track procedures. In this context, special emphasis will be placed on the appointment of women to leadership positions, for example by increasing the proportion of female professors. By 2025, at least 25% of UM academic staff should be female. UM is already a highly international institution, with 40% of the university's academic staff coming from abroad. Nevertheless, we will continue our efforts to attract outstanding international staff, both on a permanent and on a temporary basis (e.g. guest researchers). To drive home the importance of diversity for our future HR policy, a member of the Executive Board will take on the role of chairman of the Advisory Board for Diversity and Inclusivity. In addition, UM will recruit a dedicated Program manager Diversity by the end of 2017.

Research and Education

Academic staff are expected to engage in both research (40% of their time) and teaching (60% of their time). In the coming years, they will be challenged and encouraged to participate in the 'academic playgrounds' or open learning spaces that we intend to develop as part of our CORE initiative. To facilitate career development and nurture top talent, a university-wide tenure track system will be developed, based on existing best practices. Attention will be paid to support staff, too, with mobility stimulated both internally (e.g. through job-shadowing activities in other departments) and externally (e.g. by spending time at a partner institution abroad). Furthermore, uniform principles to harmonise the Basic and Senior University Teaching Qualifications

(BKO and SKO) will be developed, including the option for a small amount of academic staff to pursue careers which combine academic research in education with a teaching career.

Staff development

The introduction of the CORE initiative also introduced a number of new action points regarding staff development. The main goal is to develop a modern HR policy, including the following goals:

- Increase staff diversity (gender, age, international composition);
- Develop strategies for improved recruitment and retention of staff;
- Stimulate the participation of academic staff in interdisciplinary, UM-wide projects such as CORE;
- Implement strategies to reach the goal of 25% female professors by 2025;
- Enhance the internal and external mobility of support staff;
- Establish diversity as a key portfolio of the Executive Board.

We expect the redesigned tenure track system and increased attention to the personal development of staff to have a positive influence on the recruitment and retention of talent from all over the world. This not only provides a boon to Maastricht, but also increases our visibility in the international academic landscape.

Surveys have shown that UM staff experienced a higher workload in recent years. Taking this into account, we aim to work on reducing this to an acceptable standard. Offering a clear career perspective, including sufficient opportunities for personal development based on the personal and professional needs of the employee, are important topics on the HR agenda. Employees are expected to take responsibility for their own development, while UM plays a facilitating role in this regard.

Preparing for the internal review

Over the past two years, the HRS4R project leader has held regular meetings with all stakeholders, as well as with faculty representatives (to ensure academic involvement). Further involvement of UM researchers was ensured by the Contract Research Centre, who has a very close connection with the academic community at UM. The information that arose from these stakeholder meetings was used to compile the self-assessment report. Thereafter, the report was discussed in more detail with the:

- HR management team
- Dr Nick Bos, Vice-President of the Executive Board & member responsible for HR

4. ACTIONS

During the implementation process of the HRS4R Action Plan, a couple of actions were slightly amended. A detailed overview of the initially established actions and the adopted changes can be found in the matrix below. Changes have mainly been made in the categories 'Research-teaching balance' and 'Diversity'.

There are also a number of actions in the field of Open, Transparent and Merit-Based Recruitment (OTM-R) that will be added to the initial four-year action plan. These are outlined in section 5.

Action category	Timing	Responsible unit	Action point	Current status
Research-teaching balance	December 2017	HR	<i>Allow more researchers to grow into a teaching career.</i>	<p>UM's focus on the career development opportunities of academic (teaching) staff on the one hand, and the integration of research and education on the other hand, are seen as parallel and complementary processes. Our new Strategic Programme 'Community at the CORE' also emphasises an integrated approach towards research and education. CORE states that UM will invest in the development of more in-house talent by guiding promising young researchers towards tenure tracks and facilitating their academic careers.</p> <p>The 'RE' in 'CORE' stands for Research Education; we explicitly use one and not two separate terms to stress the importance of integrating research and education. Research projects are excellent tools to address values such as innovativeness, sustainability, and personal and social responsibility. In staff development, too, they play an important role: experienced researchers serve as inspiring mentors, not only for students but also for young academics just starting out in their research careers. In short, we see the integration of research and education as an excellent way to exploit the passion that is already present: the passion of researchers and educators for what they are good at.</p> <p>Academic staff members are expected to engage in both research (40% of their time) and teaching (60% of their time) or contrariwise. UM realizes, however, that there must be room for exclusive teachings careers as well. This leads us to a situation in which only a select minority of academic staff members engage in only teaching. Consequently they have to meet certain conditions.</p>

In the coming years, academics will be challenged and encouraged to participate in the 'academic playgrounds' or open learning spaces that we intend to develop as part of our CORE initiative. To facilitate career development and nurture top talent, a tenure track system is being developed. Furthermore, uniform principles to harmonise the Basic and Senior University Teaching Qualifications (BKO and SKO) will be developed, including the further elaborated option for a small amount of academic staff to pursue careers which combine academic research in education with a teaching career.

Specific examples of UM's focus on the development of academic (teaching) staff are:

1. Career development opportunities for teaching staff

All UM faculties pay attention to **career development opportunities** for teaching staff. Some faculties have already formalised their career development policy for this group, while others are in the process of doing so.

- **Our Faculty of Health, Medicine and Life Sciences (FHML)** has developed a career development policy that acknowledges the performance of academics who make a major contribution to UM education (*Onderwijs Hoogleraar*). This is described extensively in the memo 'Educational Career Policy'. All FHML staff who pursue a teaching career are members of the '**Educational Career Community (ECCo)**'. This group offers them the chance to share best practices and learn from each other. Moreover, this group also serves as a 'sounding board' on education innovation for the leadership of the Institute for Education (*Onderwijs Instituut, OI*).
- **Our Faculty of Psychology and Neuroscience (FPN)** has formulated explicit criteria for the tenure track from Assistant Professor 2 to Full Professor 1. The conditions that have to be met concerning the 'teaching' task are an integrated part of those criteria. There is a separate set of criteria concerning the position of "teacher" (teacher level 4 to teacher level 1) in case of a specific career choice to become a teacher.

			<p>2. Professionalisation of staff engaged in teaching</p> <p>The training/coaching of staff who wish to develop a teaching career is another positive aspect of faculty policy within UM faculties.</p> <p>For staff engaged in teaching, the following (standard) training programmes are available at university and/or faculty level:</p> <ul style="list-style-type: none"> • Problem-Based-Learning (PBL) training – mandatory for everybody involved in teaching, including junior teaching staff • University Teaching Qualification (BKO) training – mandatory for anybody with teaching tasks <p>3. University Teaching Qualification programme (UTQ=BKO)</p> <p>A University Teaching Qualification programme (UTQ=BKO) was developed in 2016-2017 and will soon be implemented to achieve further UM-wide harmonisation for the following indicators:</p> <ul style="list-style-type: none"> • 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 <p>4. Tenure Track Policy</p> <p>A new, UM-wide, Tenure Track Policy for the position of University Lecturer 2 to University Lecturer 1 was adopted in 2016. A tenure track is a formally defined course, aimed at obtaining a permanent appointment, linked to an explicit individual development and promotion track.</p> <p>UM aims to investigate the development of tenure tracks for every conceivable development/promotion pathway, with the ultimate goal of leading to a permanent appointment to the positions of university teacher, professor or associate professor. Academic staff is assigned a mentor to support them during the period of the track. This is something UM will work on in the coming years.</p>
--	--	--	--

				<p>Action point amended:</p> <ol style="list-style-type: none"> 1. Optimise integration of research and education 2. Investigate the development of tenure tracks for every conceivable development/promotion pathway, with the ultimate goal of leading to a permanent appointment to the positions of university teacher, professor or associate professor 3. Professionalisation of staff engaged in teaching <p>Action point amended – in progress</p>
Research-teaching balance	June 2017	HR and faculty boards	<i>Investigate if it is possible to allow teaching staff to solely focus on research from time to time.</i>	<p>Because all UM faculties have significantly different structures, it has been a challenge to harmonise rules and regulations in this regard completely. For now, emphasis has been placed on encouraging faculties to ensure a healthy research-teaching balance for its academic staff. To ensure this, an Educational Workload Taskforce was established. The taskforce will give substantiated advice on measures that could be taken to alleviate the educational workload. These measures are not necessarily financial in nature and concern organisational and managerial aspects as well.</p> <p>The results arising from the Educational Workload Taskforce’s July 2017 report were communicated to UM faculties, with the assignment to draw up the necessary action plans in relation to their specific workload issues.</p> <p>Three out of six faculties have introduced regulations to decrease the teaching workload of researchers and allow them to focus exclusively on research project(s) at regular intervals:</p> <p>FHS: researchers are now exempt from the obligation to teach for at least one period per year.</p> <p>FL: the Faculty of Law is establishing new guidelines to provide academic staff with the option of taking a teaching break at least once every six years.</p> <p>FPN: in consultation with their supervisor, academic staff are allowed to take a teaching break at times when research tasks are excessive.</p> <p>Even though CORE states that education and research should be more closely intertwined in order to keep the quality of our teaching high, we want to enable researchers to focus exclusively on research from time to time.</p> <p>Action point amended:</p> <ol style="list-style-type: none"> 1. Development of tailor-made action plans in the field of educational workload within

				<p>each faculty.</p> <p>Action point in progress</p>
Research-teaching balance	December 2017	HR	<p><i>Investigate the redevelopment of the current 'one size fits all' model and the possibility to introduce tailor-made solutions for teaching and research.</i></p>	<p>As previously mentioned under action point 1, UM focuses on the further integration of education and research. This will enable faculties to develop custom-made development tracks for its academic staff, ensuring the optimal facilitation and professionalisation of the employee's talents. The adoption of our tenure track policy is a good example of this.</p> <p>For more information, see action point 1 and 2.</p> <p>Action point in progress – ongoing</p>
Diversity (gender balance)	4 th Quarter of 2020	HR, recruitment and faculty boards	<p><i>Increase the number of female (associate) professors. The percentage of female professors should be 30% in 2020*.</i></p> <p><i>*Women in academia, MUO HR/HM, 7 April 2015.</i></p>	<p>On 31 December 2016, UM had 24% female professors (including associate professors). However, when our Strategic Programme 2017-2021 was launched, this action point was amended to: 'By 2025, at least 25% of UM academic staff (excluding associate/assistant professors) should be female.'</p> <p>Increasing staff diversity is one of UM's primary goals for the coming period. As a result, it is addressed in the Balanced Score Card. Special emphasis will be placed on the appointment of women to leadership positions, for example by increasing the proportion of female professors. Diversity is now established as a key portfolio of the Executive Board. The current percentage of female professors at UM is 19% (dated 31 December 2016).</p> <p>A relatively high outflow of employees based on age is expected in the following 10 years, precisely in a group where women are underrepresented. This gives UM the opportunity to increase the number of female professors even more. A table demonstrating this can be found in Appendix 1.</p> <p>A specially appointed diversity working group sent its first advice to the Executive Board in May 2016. This advice was dedicated to gender and focused on increasing the number of female scientists in academia, especially in elevated positions, as well as on creating a gender-neutral/gender-equal academic environment.</p> <p>Action point amended:</p>

				<p>1. By 2025, at least 25% of UM professorial staff (excluding associate/assistant professors) should be female. (Strategic Programme 2017-2021 'Community at the CORE').</p> <p>Implemented new goal in 2017 – ongoing</p>
Diversity (gender balance)	2 nd quarter of 2016	HR and faculty boards	Stabilise the number of females at managerial level, as well as on boards and committees.	<p>A diversity working group has been working on this topic over the past two years. The recommendations in the field of gender equality given by the diversity working group and adopted by the Executive Board in June 2017 were as follows:</p> <p>HR strategy</p> <ul style="list-style-type: none"> ○ Recruitment: actively recruit female academics, involve female academics in appointment committees ○ Annual assessment interviews: annual evaluation forms 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. <p>Career</p> <ul style="list-style-type: none"> ○ Offer fellowships for talented female academics ○ Invite female guest professors ○ Offer mentoring to support young and talented (female) academics ○ Create a gender-neutral policy for promotion <p>The implementation of the measures listed above will start with the appointment of a Diversity Coordinator (before the end of 2017).</p> <p>The current number of women in elevated positions can be found in Appendix 2.</p> <p>Action point amended:</p> <ol style="list-style-type: none"> 1. Stabilise the number of females at managerial level, as well as on boards and committees 2. The development and implementation of a diversity policy, integrated into the HR

				policy Action point in progress
Diversity (gender balance)	2 nd quarter of 2016	HR	<i>Develop a policy concerning the diversity of invitees for lectures, workshops, committees and all open activities organised by UM.</i>	<p>Part of the advice of the diversity working group was to create more awareness for this topic at university level. The following recommendations on how this should be communicated and implemented were adopted by the Executive Board in June 2017:</p> <ul style="list-style-type: none"> ○ Organise workshops and incorporate gender equality in training ○ Establish a Diversity Committee (in September 2017), appoint a Vice-Rector for Diversity and Inclusivity and set aside a budget for a diversity policy ○ Develop and implement a diversity policy ○ Recruit a Program manager Diversity and Inclusivity <p>Ongoing</p>
Diversity (gender balance)	2 nd quarter of 2016	HR	<i>Create guidelines and a fixed format for the composition of selection committees, ensuring at least one female to take place in the committee.</i>	<p>Gender equality recommendations regarding awareness, HR and careers are to be implemented immediately. For example, the involvement of female academics in appointment committees is a topic addressed in the Policy regarding the Recruitment, Selection and Appointment of Professors at UM, determined in June 2017.³</p> <p>An appointments advisory committee selects the candidates and invites them to an interview. A balanced male/female composition for the appointments advisory committee has been agreed.</p> <p>The appointments advisory committee will formulate an appointments advisory report. This report must state whether female candidates were involved in the procedure and how these candidates were treated. The appointments advisory committee will send the nomination, accompanied by the appointments advisory report, to the faculty board.</p> <p>The content of the appointments advisory committee's report will be formulated as follows:</p> <ul style="list-style-type: none"> ● Substantiation of the decision to nominate the candidate based on the profile ● Manner in which the appointment criteria were applied, including the weighting ● Actions taken to personally contact female candidates and interest them in the

³ Policy regarding the Recruitment, Selection and Appointment of Professors at UM, 1 September 2017

				<p>vacancy</p> <ul style="list-style-type: none"> The number of female candidates, as well as the number of female candidates suggested by others (e.g. by the Dutch Network of Women Professors) <p>Starting in 2017</p>
Valorisation	<i>2nd quarter of 2017</i>	<i>Contract Research Centre</i>	<i>Develop an unambiguous valorisation policy, offering clear guidelines for the university as a whole.</i>	<p>Research at UM contributes to solving major societal issues within the framework of our primary research themes. While fundamental research remains essential, we also seek to translate UM research findings into economic, financial or social value. The university therefore participates in centres of excellence, both technological and social, to allow scientific discoveries to be swiftly converted into practical applications.</p> <p>UM stimulates different forms of research, from curiosity-driven fundamental research to interdisciplinary projects and research carried out on 'triple-helix' Brightlands campuses where academia interacts with business and society. UM sees value creation as the process that generates benefits from knowledge and innovation by making research findings available for use in and by society. This involves the transfer of technology and other knowledge leading to new economic activities, products and services for the public and stakeholders beyond the confines of academia. It means cooperating with triple-helix partners – for instance, in the open, innovative ecosystems of the Brightlands campuses – as well as sharing research results under open-access arrangements and facilitating young entrepreneurs in their start-ups. Ultimately, it is all about creating value for society at large. The concept of value creation starts at the student level: legal advice services provided by law students, tax advice from economics students or health advice from students of the Faculty of Health, Medicine and Life Sciences. This philosophy carries right through to PhD level, with our policy requiring all PhD theses to have a paragraph dedicated to valorisation.</p> <p>Brightlands is the continuation of the Knowledge Axis investment programme initiated in 2012, a 'triple-helix' collaboration between the Province of Limburg, knowledge institutions (UM, AZM/MUMC+, Zuyd and Fontys universities of applied sciences) and industrial partners. This programme is intended to serve as a backbone for the further development of the Limburg knowledge economy by focusing on core themes that link the region's economic strengths with university research teams and education programmes. The initiative forms the basis for a Euregion with a vital, healthy, mobile and well-educated population with sufficient highly skilled workers. We will continue to work to this end, together with our partners from the public and private sector in and across the Euregion, on the development</p>

of the **Brightlands ecosystem**. In this way, our research institutes will contribute to societal developments and solutions to future challenges, such as the growing demand for safe and healthy food, affordable care, materials with new properties, cybersecurity and so on. At the regional level, our research will help to address societal needs and welfare issues.

The Ministry of Economic Affairs has marked the **Brightlands Chemelot Campus** as an open innovation campus of national importance. Open innovation is defined as students, researchers and entrepreneurs together forming a 'community' in an optimal climate for exchange and valorisation of knowledge. Interdisciplinary and triple-helix research initiatives are explicitly stimulated.

Brightlands currently consists of the following four campuses in Limburg:

- [Brightlands Chemelot Campus](#)
- [Brightlands Maastricht Health Campus](#)
- [Brightlands Smart Services Campus](#)
- [Brightlands Campus Greenport Venlo](#)

Brightlands Innovation Factory (BIF) is the entrepreneurial backbone of the Brightlands ecosystem. BIF researchers are inspired by daring ideas for a better and more sustainable world and empower today's pioneers in advanced materials, health, nutrition, and smart services on their journey from a bold idea to a legendary company. At Brightlands Innovation Factory, all the bases are covered. World-class industry knowledge and expertise are coupled with expert supported programmes, value-added services and facilities, and access to funding.

In addition to the Brightlands campuses, the following activities were conducted to stimulate and formalise the valorisation process:

- A valorisation guide was established that should help researchers to learn more about this topic and make them aware of their rights and obligations with regard to the dissemination of research findings.
- UM created a [website](#) that is completely dedicated to valorisation and contains information on all dedicated activities and organisational units that are linked to this topic within the university.
- UM participated in the establishment of an [online magazine 'Valorisatie in beeld'](#), in which the 14 Dutch universities reveal how scientific knowledge benefits society. From social cooperation, media appearances and university museums to start-ups,

				<p>patents and research relationships with the business community: all kinds of knowledge utilisation are featured.</p> <ul style="list-style-type: none"> UM and the Maastricht academic hospital (azM) developed a joint Knowledge Rights Regulation. This regulation sets out exactly what the rights and duties of employers and employees are with respect to knowledge and research results. It was developed to promote knowledge valorisation, to which UM's Executive Board and the azM Board of Directors attach great importance, and to ensure that both institutions follow the same rules. <p>Completed in 2016 – ongoing</p>
Valorisation	<i>1st quarter of 2017</i>	<i>Contract Research Centre</i>	<i>Establish a new organisational unit: the Knowledge Transfer Office Maastricht (KTO-M).</i>	<p>The Knowledge Transfer Office Maastricht, a fully integrated UM institute UM, has been operational since September 2015 and serves as the focal point for all knowledge transfer activities at the university and its medical centre (UM/MUMC+). The KTO-M brings together a number of UM initiatives and departments and integrates them under a single leadership. Its mission is to promote, foster and facilitate the transfer of academic knowledge from UM and MUMC+ to society, aimed at maximising both social as well as economic value. UM will focus on increasing societal engagement on a global level in the next years; knowledge dissemination activities are therefore still on the agenda for 2017-2021.</p> <p>Completed in 2016</p>
Valorisation	<i>1st quarter of 2017</i>	<i>Contract Research Centre</i>	<i>Improve awareness of researchers' obligation to disseminate their research findings.</i>	<p>UM aims to contribute to a healthy and economically strong region, focusing on our immediate surroundings in the city of Maastricht and Limburg, but also in the Euregion and beyond. Our goal is to link societal engagement directly with research and education. Therefore, societal engagement is to be embedded and facilitated at all levels of UM.</p> <p>Social engagement</p> <p>Our students and staff play a crucial part when it comes to fulfilling our societal aspirations. Under the umbrella of the Student Services Centre, an integrated student-run platform will be established that brings together the many individual initiatives in the area of societal engagement. Students will be able to connect with and integrate into neighbourhoods to help address problems, provide financial, legal and health advice, and support budding entrepreneurs.</p> <p>More students will be given the opportunity to participate in multidisciplinary projects on societal issues (governance, democracy, healthcare) in collaboration with researchers, citizens, companies and government agencies. Social engagement will also be stimulated by</p>

			<p>offering students short research-based internships in which they can use their knowledge in practical settings. Wherever possible, societal engagement will become part of the curriculum or be promoted in the context of extracurricular activities or even start-ups. Over the past two years, UM has invested in creating more awareness for the dissemination of research findings among researchers through the following initiatives:</p> <p>Valorisation lunch series</p> <p>These meetings aim to create more awareness for the topic of valorisation among researchers. In cooperation with the Knowledge Transfer Office, UM has created an easily accessible platform for researchers to learn more about this. (Senior) researchers look back on their careers and valorisation activities so far and explain relevant experiences in the field of valorisation and research activities. The topic of the lunches varies, focusing on relevant research findings in scientific, social and economic contexts.</p> <p>FAIR Open Access</p> <p>Open access is a broad international academic movement that seeks free and open online access to academic information, such as publications and data. Over the past few years, Dutch universities have made agreements with publishers including Elsevier, Springer, Wiley, Sage and Lippincott. Academics at Dutch universities can now use open access to publish in over 8,000 journals at no additional cost. This means that research results can be made available more quickly and without cost to the entire world. Because it appears that the possibilities are not yet being fully utilised by all academics, the Dutch universities have launched a national campaign, in which UM is participating. Researchers are informed in various ways about the importance of open-access publishing and the available opportunities to do so without cost. UM's University Library has all the information about the possibilities and is able to provide researchers with personal advice.</p> <p>Small and Medium Enterprises (SME) Portal</p> <p>The SME portal facilitates the exchange of knowledge between UM and SMEs. The portal offers solutions for small enterprises that do not have the right capacity or expertise at their disposal by submitting the SME's question to the appropriate researcher, research group or one of the other affiliated knowledge institutions of UM.</p> <p>Maastricht University Holding B.V.</p> <p>Maastricht University Holding (UMH) was founded with the primary goal to support the development and execution of UM's market-related activities.</p>
--	--	--	---

				<p>These are activities that are not part of UM's core tasks, but are directly related to its tasks and objectives. UMH participations bring new UM knowledge closer to the market and contribute to commercially applicable inventions and discoveries. UMH is a separate legal entity, whose shares are fully owned by UM.</p> <p>South Limburg Valorisation Programme One of the components of the South Limburg Valorisation Programme is the financial support of young entrepreneurs and companies in 'marketing' the knowledge of the Limburg knowledge institutions, especially UM, Maastricht UMC + and Zuyd University of Applied Sciences.</p> <p>Completed in 2016 – ongoing</p>
Research and project management	2 nd quarter of 2017	Contract Research Centre	<i>Investigate the option of launching a mandatory introduction day on research and project management at faculty level.</i>	<p>A new protocol for the introduction of new employees joining UM has been established. A to-the-point checklist has been introduced, including all topics that must be covered during the introduction day. Extra attention is paid to international employees in this protocol.</p> <p>Following multiple meetings with the faculty boards, it was concluded that launching an introduction day at the central level for researchers only is not feasible. This is mainly because new (international) researchers join UM at all times of the year. The faculties have therefore established their own protocol for providing researchers with a proper introduction.</p> <p>Info sessions for researchers The Contract Research Centre plays a significant role in providing researchers with information regarding project management, grant applications, etc. and will start organising info sessions for academics involved in research twice a year. These sessions will be held in an informal setting and should also function as a platform for new (international) researchers to get to know each other.</p> <p>Partly completed in 2017 – ongoing</p>
Research and project management	2 nd quarter of 2017	Contract Research Centre	<i>Investigate the option of creating a single protocol for</i>	<p>Until recently, only statistic information on research and project management was available for UM researchers. Each faculty designed its own 'handbooks' to provide academics with information in the field of grant applications, project management, etc.</p>

			<i>the provision of information on research/project management for all faculties.</i>	UM faculties are now looking into possibilities to develop an online platform that links to all available information on related topics. Not completed – ongoing
Personal development and training	4 th quarter of 2017	Staff Development Centre (SDC) - HR	<i>Increase the visibility of the Staff Development Centre and the career services it has to offer.</i>	<p>A number of initiatives were taken to raise awareness of the Staff Development Centre's services. These were:</p> <ul style="list-style-type: none"> • Product renewal Renewal of text in the SDC section of the UM website, mailings, newsletters, etc. • Staff Development Centre brochure The brochure in which the SDC's training offer is listed was renewed and more effort was put into distributing these brochures. • Observant The Observant is the independent university newspaper. It is published every Thursday and offers news, background stories, columns and ads, targeted at UM students and employees. • More contact with HR advisers HR advisers now have a closer connection with the SDC. • Presentations for researchers within UM faculties The SDC now regularly presents and introduces its services for researchers within all faculties. Registrations for training/courses have significantly increased (approximately 14,000 per year). <p>Action point amended: 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. Partly completed – ongoing</p>
Personal development and training	2 nd quarter of 2017	Staff Development Centre (SDC) - HR	<i>Stimulate the use of the electronic learning platform 'Learning & Well-being'.</i>	Shortly after UM's initial application for the HR Excellence in Research Logo, a project was started to find out what the reasons behind the low usage of 'Learning and Well-being' were. A working group discussed its content with users as well as developers of the portal. Based on the results of this research, it was concluded that, rather than stimulating the use of Learning and Well-being, an alternative learning platform was required.

			<p>As most interviewed employees and managers are aware of the major added value of a digital learning portal and would like to continue to use it, especially to improve their performance appraisal outcome, the steering group came up with several recommendations that should make the portal more suitable to these needs:</p> <ul style="list-style-type: none">• Establish a one-stop shop for employees. The portal and the HR intranet website are too different from each other. Integration should be the top priority.• Blended learning is key. Most modules have no interactive component. Expand the courses with true blended learning approaches. There are already many suitable courses available within the Staff Development Centre and the faculties that can be integrated into the portal.• Total integration into the performance appraisal cycle is mentioned by all colleagues. This works both ways: providing tools and forms for the performance appraisal cycle on the portal and mentioning the possibilities of the portal during the appraisal cycle. <p>UM's Staff Development Centre is currently in the process of carefully selecting a new digital platform provider. It is expected that a new portal will be designed as of 2018.</p> <p>Not completed – ongoing</p>
--	--	--	---

5. OPEN, TRANSPARENT AND MERIT-BASED RECRUITMENT AT UM

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. On page 21 of the [OTM-R report](#) delivered by the Steering Group for Human Resources Management (SGHRM), the NVP Application Code is referred to as a good practice in terms of OTM-R.

As the establishment of an open recruitment policy is a key element in the HRS4R strategy, we will indicate in this section how our organisation is working towards the further development of an open, transparent and merit-based Recruitment policy, focusing on three topics: Digitalisation, Diversity and Internationalisation.

Although there may be some overlap with the actions evolving from our new Strategic Programme 2017-2021 'Community at the CORE', we will provide a short commentary demonstrating this implementation below. The OTM-R checklist can be found on page 27, 28 and 29 of this report.

UM has specified the following actions in the field of OTM-R

1. Digitalisation

Another aspect that will be looked at in the upcoming two years is the digitalisation of the HR recruitment and selection process. Even though recruitment and selection is considered fair and transparent at UM, making this process more effective through digitalisation is necessary.

2. Diversity

Recruitment is also a key focus area in the 'diversity chapter' of our Strategic Programme 2017-2021 'Community at the CORE'. For a thriving working environment, diversity of staff (in terms of nationality, age and gender) is essential. Increasing diversity is therefore one of UM's primary goals for the coming period. One particular point of attention lies in stimulating the career development of young academics by rolling out special provisions, such as career advice classes and a mentoring programme. In this context, special emphasis will be placed on the appointment of women to leadership positions, for example by increasing the proportion of female professors. By 2025, at least 25% of UM academic staff should be female. To drive home the importance of diversity for our future HR policy, a Program manager Diversity will be recruited (before the end of 2017), who will be responsible for the development, implementation and monitoring of the diversity policy^{4, 5}. The Executive Board has also decided to establish an Advisory Board for Diversity and Inclusivity with expertise and a budget for funding the diversity and inclusion policy.⁶

3. Internationalisation

UM is already a highly international institution, with 40% of the university's academic staff coming from abroad. Nevertheless, we will continue our efforts to attract outstanding international (scientific) staff, both on a permanent and on a temporary basis (e.g. guest researchers). We expect the redesigned tenure track system and increased attention to the personal development of scientific staff to have a positive influence on the recruitment and retention of young, scientific talent from all over the world. This not only provides a boon to Maastricht, but also increases our visibility in the international academic landscape.⁷

⁴ MUO/AA, MUO/HR, Finance, Executive Board decision no. 17.0354

⁵ Diversity at the CORE, MUO-HR, 9 May 2017

⁶ Rector/MUO/HR, Executive Board decision no. 17.0408

⁷ UM Strategic Programme 2017-2021 'Community at the CORE'

	Open	Transparent	Merit-based	Answer: Yes, completely/Yes, substantially/Yes, partially/No	Suggested indicators (or form of measurement)
OTM-R system					
1. Have we published a version of our OTM-R policy online (in Dutch and in English)?	x	x	x	Yes, partially	https://www.maastrichtuniversity.nl/about-um/working-um/vacancies
2. Do we have an internal guide setting out clear OTM-R procedures and practices for all types of positions?	x	x	x	Yes, the complete guideline regarding the filling of vacancies and appointing staff is used for this purpose	Complete guideline regarding the filling of vacancies and appointing staff
3. Is everyone involved in the process sufficiently trained in the area of OTM-R?	x	x	x	No	
4. Do we make (sufficient) use of e-recruitment tools?	x	x	x	Yes, completely	Academic Transfer EURAXESS Monsterboard LinkedIn
5. Do we have a quality control system for OTM-R in place?	x	x		No	
6. Does our current OTM-R policy encourage external candidates to apply?	x	x	x	Yes, completely	External and internal recruitment may occur simultaneously for academic positions.
7. Is our current OTM-R policy in line with policies to attract researchers from abroad?	x	x	x	Yes, completely	One of the pillars included in our new Strategic Programme 2017-2021 'Community at the CORE' is internationalisation. Attracting talented international researchers is therefore high on the agenda.
8. Is our current OTM-R policy in line with policies to attract underrepresented groups?	x	x	x	Yes, completely	A working group called 'Diversity at the CORE' is active at UM. In accordance with the Strategic Programme 2017-2021 'Community at the CORE', the working group fleshed out why a diversity policy

					<p>should be implemented at UM and what the focus should be. The idea is to bring more balance in the male-female ratio and recruit people with different ethnic or religious backgrounds or social status, diverse nationalities, sexual orientations and ages, as well as people with a disability or chronic illness.</p> <p>Read a summary of our diversity policy under the sub-heading Diversity and Inclusivity Policy at UM on this web page.</p>
9. Is our current OTM-R policy in line with policies to provide attractive working conditions for researchers?	x	x	x	Yes, substantially	UM adheres to the Collective Labour Agreement for Dutch Universities (CAO-NU) .
10. Do we have means to monitor whether the most suitable researchers apply?				No	
Advertising and application phase					
11. Do we have clear guidelines or templates (e.g. EURAXESS) for advertising positions?	x	x		Yes, completely	Standard templates and guidelines are in place to advertise positions within all UM faculties.
12. Do we include in the job advertisement references/links to all the elements foreseen in the relevant section of the tool kit?	x	x		No	
13. Do we make full use of EURAXESS to ensure our research vacancies reach a wider audience?	x	x		Yes, substantially	
14. Do we make use of other job advertising tools?	x	x		Yes, substantially	Academic Transfer EURAXESS Monsterboard

					LinkedIn The Observant
15. Do we keep the administrative burden to a minimum for the candidate?	x	x		Yes, partially	UM will focus on the further digitalisation of the recruitment process in the upcoming years.
Selection and evaluation phase					
16. Do we have clear rules governing the appointment of selection committees?		x	x	Yes, partially	Set out in: -Tenure Track Policy, adopted in 2017 -Policy regarding the Recruitment, Selection and Appointment of Professors at UM, adopted in 2017
17. Do we have clear rules concerning the composition of selection committees?		x	x	Yes, partially	Set out in: -Policy regarding the Recruitment, Selection and Appointment of Professors at UM, adopted in 2017
18. Are the committees sufficiently gender-balanced?		x	x	Yes, partially	Included in the diversity policy
19. Do we have clear guidelines for selection committees which help to judge 'merit' in a way that leads to the best candidate to be selected?			x	No	
Appointment phase					
20. Do we inform all applicants at the end of the selection process?		x		Yes, completely	All applicants receive an email with the outcome of their application
21. Do we provide adequate feedback to interviewees?		x		Yes, completely	
22. Do we have an appropriate complaints mechanism in place?		x		Yes, completely	UM has a detailed complaints procedure in place. UM has decided to have complaints handled at the level in the organisation at which the complaint arose. For this reason, complaints committees have been established within each faculty as well as at the central university level.
Overall assessment					
23. Do we have a system in place to assess whether OTM-R delivers on its objectives?				No	

6. IMPLEMENTATION

Even though the actions points proposed in 2015 were fully in line with UM's HR strategy applicable at the time, the introduction of the new Strategic Programme 2017-2021 'Community at the CORE' and the revisions this will bring to our HR strategy has brought about a shift in our main goal to align organisational policies further and integrate HRS4R into our HR strategy in the upcoming years. As listed in section 4 of this report, the new actions points are all evolved from CORE, ensuring full implementation of the proposed objectives.

At the time when UM started with the HRS4R project, a project leader was appointed to be responsible for the coordination of the HRS4R process. Pending the external review, the HRS4R project leader will continue to be responsible for overseeing the integration of HRS4R and monitoring developments that might have an influence on the proposed action points. However, it was concluded that a more structured consultation mechanism is needed to oversee progress, to coordinate HRS4R actions and to inform all stakeholders involved. After the internal assessment has been finalised, a proposal for the establishment of a new consultation structure will be written. The strategy for the implementation of the action points must be in line with UM's management philosophy. At UM, policies are developed through interaction between education and research directors, deans and the Executive Board. The responsibility for implementing the policy has been decentralised. The key focus areas that have been formulated are translated into specific goals and results by each faculty itself, with sufficient space allowed for different interpretations. The agreements made are subsequently monitored (Balanced Score Card) and evaluated.

A steering committee will be established, composed of the HR Director and management teams of the Staff Development Centre, the Contact Research Centre and the Knowledge Transfer Office Maastricht, as well as the HRS4R project leader. The HRS4R steering committee will monitor progress made towards the proposed actions and spread the importance of HRS4R in the relevant departments further. Each member of the steering committee will be appointed to the position of 'action point manager', responsible for a particular action point; this will allow the person to monitor the implementation process effectively. The steering committee meets three times a year to discuss the progress of the action points and then reports to the HR management team. Once a year, the status of the implementation of all action points is reported to the vice-president of UM's Executive Board.

To ensure that the HRS4R Charter and Code is fully in line with the ambitions of an open and inclusive academic community striving for a good mix, the Executive Board has acknowledged the importance of the HRS4R logo. Further implementation of the ongoing actions requires the dedication of the Executive Board and management team. The impact and progress of the HR policies will be discussed with the faculty deans and directors twice a year during the spring and autumn consultation cycles.

As described above, all HRS4R action points are linked to existing and ongoing projects that evolved from our current strategy. The level and way in which the academic community is involved differ per action point. We will continue to so involve the academic community through the Executive Board and management team. Our Contract Research Centre, which is one of the main stakeholders in this project, also has a very close connection with the academic community because of the nature of its tasks.

APPENDIX 1

Differentiation based on age and gender among academic staff members

UFO profile	Gender/age category	FTE	FTE							
		25 - 29	30 - 34	35 - 39	40 - 44	45 - 49	50 - 54	55 - 59	60 - 64	>= 65
Professor	Female			3.00	1.30	4.30	5.00	11.40	3.00	0.70
	Male			3.00	10.50	21.80	19.04	27.75	36.35	4.20
Associate professor	Female			10.10	12.30	19.50	14.56	8.83	5.20	
	Male		3.20	16.65	23.00	21.10	22.90	26.15	29.10	6.70
Assistant professor	Female	5.50	37.67	61.60	36.65	10.95	6.20	10.36	2.40	0.70
	Male	3.00	34.80	49.20	46.90	14.90	13.15	16.85	13.10	2.65

APPENDIX 2

Number of women in UM's academic and professional top management – 31 August 2017

	Male	Female
Supervisory Board	3	2
Executive Board	2	1
Management Team (EB not included)	3	4
Coordinating Directors' Board	10	5
University Council (students not included)	8	2
Local Consultative Body	4	2

APPENDIX 3

Action category	Timing	Responsible unit	Action point 2015	Action point 2017-2019
Research-teaching balance	December 2019	HR	Allow more researchers to grow into a teaching career.	Amended: <ol style="list-style-type: none"> 1. Optimise integration of research and education 2. Establish policies that enhance the career development of staff in research and education at the university or faculty level 3. Professionalisation of teaching staff Action point amended – in progress
Research-teaching balance	June 2018	HR and faculty boards	Investigate if it is possible to allow teaching staff to solely focus on research from time to time	Amended: <ol style="list-style-type: none"> 1. Development of a tailor-made action plan regarding the educational workload for each faculty Action point amended – in progress
Research-teaching balance	June 2018	HR	Investigate the redevelopment of current ‘one size fits all’ model and the possibility to establish tailor-made solutions for teaching and research.	As previously mentioned under action point 1, UM focuses on the further integration of education and research. This will enable faculties to develop custom-made development tracks for its academic staff, ensuring the optimal facilitation and professionalisation of the employee’s talents. The adoption of our tenure track policy is a good example of this. See action points 1 and 2 Action point in progress – ongoing
Diversity (gender balance)	January 2025	HR, recruitment and faculty boards	Increase the number of female (associate) Professors. The percentage of female professors should be 30% in 2020*. *Women in academia, MUO HR/HM, 7 April 2015	Amended: <ol style="list-style-type: none"> 1. By 2025, at least 25% of UM professorial staff should be female (Strategic Programme 2017-2021 ‘Community at the CORE’). Implemented new goal in 2017 – ongoing

Diversity (gender balance)	December 2019	HR and faculty boards	Stabilise the number of females at managerial level, as well as on boards and committees.	Amended: 1. Stabilise the number of females at managerial level, as well as on boards and committees 2. The development and implementation of a diversity policy, integrated into the HR policy Action point in progress
Diversity (gender balance)	December 2019	HR	Develop a policy concerning the diversity of invitees for lectures, workshops, committees and all open activities organised by UM.	3. Develop a policy concerning the diversity of invitees for lectures, workshops, committees and all open activities organised by UM Ongoing
Diversity (gender balance)	2 nd quarter of 2016	HR	Create guidelines and a fixed format for the composition of selection committees, ensuring at least one female to take place in the committee.	Completed by the Policy regarding the Recruitment, Selection and Appointment of Professors at UM, introduced in June 2017 Completed in 2017
Valorisation		Contract Research Centre	Develop an unambiguous valorisation policy, offering clear guidelines for the university as a whole.	1. Create unambiguous valorisation policy, offering clear guidelines for the university as a whole Completed in 2016 – ongoing
Valorisation		Contract Research Centre	Establish a new organisational unit: the Knowledge Transfer Office Maastricht (KTO-M).	Completed in 2016
Valorisation		Contract Research Centre	Improve awareness of researchers' obligation to disseminate their research findings.	1. Improve awareness of researchers' obligation to disseminate their research findings Completed in 2016 – ongoing
Research and project management		Contract Research Centre	Investigate the option of launching a mandatory introduction day on research and project management at faculty level.	1. Investigate the option of launching a mandatory introduction day on research and project management at the faculty level Partly completed in 2017 – ongoing
Research and project management	January 2019	Contract Research Centre	Investigate the option of creating a single protocol for the provision of information on research/project management for all faculties.	Development of an (online) platform for UM faculties that links to all available information on related topics Not completed – ongoing

Personal development and training	December 2018	Staff Development Centre (SDC) - HR	Increase the visibility of the Staff Development Centre and the career services it has to offer.	Amended: 10. 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. Partly completed – ongoing
Personal development and training	December 2018	Staff Development Centre (SDC) - HR	Stimulate the use of the electronic learning platform 'Learning & Well-being'.	UM's Staff Development Centre is currently in the process of carefully selecting a new digital platform provider. It is expected that a new portal will be designed as of 2018. Not completed – ongoing