

## HR logo ‘Excellence in Research’

*An inventory of the legislation, regulations, national codes and Dutch university policies regarding the HR logo ‘Excellence in Research’*

## *Universities demonstrate ‘Excellence in Research’*

European universities may be awarded the HR logo ‘Excellence in Research’. This HR logo serves as a quality mark which indicates that the university has earned plaudits as an employer of academic staff. The quality mark consists of 40 principles. Universities must demonstrate how they have met or will meet the requirements for these 40 principles. In order to continue bearing the logo, universities must demonstrate compliance every five years.

SoFoKleS has compiled an inventory at the sector level of what Dutch universities are doing to meet the requirements for the 40 principles.

With this inventory, SoFoKleS aims to make the process of applying for and retaining the HR logo easier for the staff responsible for the process at Dutch universities. In this way, SoFoKleS hopes to make a contribution to all Dutch universities attaining and retaining the HR logo, which is a step towards a strong pan-European quality mark for employers of academic staff.

In this document, you will find:

1. an overview of the relevant documents;
2. an overview of the 40 HR logo principles.

Column 1: The principle.

Column 2: The laws and sections of the Collective Labour Agreement for Dutch Universities (CAO-NU) that apply to the principle.

Column 3: National codes and university policies regarding the principle concerned.

Column 4: This is where the staff responsible for the process at the university describe how the university meets the requirements for the principle, using the questions and comments in this column as a guide.

Please note that the actual audit is carried out online at <https://euraxess.ec.europa.eu/jobs/hrs4r>. This document offers tips for completing the online forms.

## 1. Information documents

Legislation, codes and other relevant sources*	Abbreviation/acronym	Explanation and website
ABP pension rules	ABP	Employees at Dutch universities accrue pension with the ABP pension fund. The ABP is the pension fund for government and education sector employees. It ensures an income after retirement, incapacity for work or death. <a href="https://www.abp.nl/english/">https://www.abp.nl/english/</a>
AcademicTransfer	AT	All Dutch universities are members of the AcademicTransfer job bank for academics. AcademicTransfer is a cooperative whose members (Dutch universities, university medical centres and research institutions) have committed to publishing all their academic vacancies on the AcademicTransfer website. In recent years, their offer has been supplemented with vacancies posted by the business community, where academic talent is equally in demand. <a href="https://www.academictransfer.com/en/">https://www.academictransfer.com/en/</a>
Science and Society Action Plan (European Commission)	SASAP	The Action Plan was drawn up to strengthen the ties between the public, academics and policymakers. Among other things, the Plan contains initiatives to involve the public more closely in academic research. <a href="https://ec.europa.eu/research/swafs/pdf/pub_gender_equality/ss_ap_en.pdf">https://ec.europa.eu/research/swafs/pdf/pub_gender_equality/ss_ap_en.pdf</a>
General Old Age Pensions Act	AOW	The AOW is the Dutch government's basic pension scheme. After they have reached the state pension age, employees receive AOW payments from the Social Insurance Bank until the moment of their death. <a href="https://wetten.overheid.nl/BWBR0002221/2019-01-01">https://wetten.overheid.nl/BWBR0002221/2019-01-01</a>
Equal Treatment Act	AWGB	The Equal Treatment Act stipulates a number of basic rules to protect against discrimination on the grounds of religion, personal beliefs, political leanings, race, gender, nationality, sexual preference or civil status. <a href="https://wetten.overheid.nl/BWBR0006502/2015-07-01">https://wetten.overheid.nl/BWBR0006502/2015-07-01</a> Following the adoption of the Equal Treatment Act, the Equal Treatment Commission was set up. This was an independent, national body that supervised compliance with its verdicts and gave advice and information about equal treatment. The Commission has since evolved into the Netherlands Institute for Human Rights. <a href="https://www.mensenrechten.nl/nl/netherlands-institute-human-rights">https://www.mensenrechten.nl/nl/netherlands-institute-human-rights</a>
Working Conditions Act	Arbowet	This Act outlines the rules that employers and employees must comply with to safeguard and promote occupational health, safety and well-being. <a href="https://wetten.overheid.nl/BWBR0010346/2019-01-01">https://wetten.overheid.nl/BWBR0010346/2019-01-01</a>
Working Hours Act	ATW	The Act stipulates the maximum number of working hours and minimum rest period for employees. The Working Hours Act enumerates the number of hours that employees may work and the rest period that must be observed within a specific period of time. It applies to everyone over the age of 18 who is in salaried employment, including temporary workers, those on secondment and interns. Additional rules apply to employees aged 16 and 17. <a href="https://wetten.overheid.nl/BWBR0007671/2018-01-01">https://wetten.overheid.nl/BWBR0007671/2018-01-01</a> <a href="http://www.arbeidstijdenwet.nl/">http://www.arbeidstijdenwet.nl/</a>
Health and Safety Catalogue for Dutch Universities		The Health and Safety Catalogue for Dutch Universities specifies how universities will meet government targets for a healthy and safe working environment. Within this context, a target is defined as a standard that businesses must comply with by law. <a href="https://www.vsnu.nl/files/documenten/CAO/2010-5065(c)_English_translation_ACNU.pdf">https://www.vsnu.nl/files/documenten/CAO/2010-5065(c)_English_translation_ACNU.pdf</a>
Copyright Act	AW	The Copyright Act regulates Dutch copyright law. <a href="https://wetten.overheid.nl/BWBR0001886/2018-10-11">https://wetten.overheid.nl/BWBR0001886/2018-10-11</a>
University Teaching Qualification	UTQ	Within the framework of the Association of Universities in the Netherlands (VSNU), the Dutch universities have agreed a quality mark for teaching staff. This University Teaching Qualification is proof of the expertise of teaching staff in university education. <a href="https://www.vsnu.nl/en_GB/utq">https://www.vsnu.nl/en_GB/utq</a>
Netherlands Universities Enhanced Unemployment Scheme	BWNU	As of December 1999, the Dutch universities have been bound by their own regulations as regards unemployment, sick leave, incapacity for work and medical expenses. Such social security agreements are not specified in the CAO-NU, but in separate documents. In the event of termination of their employment, university employees are entitled to unemployment benefit. In some cases, they are also entitled to a supplementary benefit. The Enhanced Unemployment Scheme provides an overview of all relevant regulations. <a href="https://www.vsnu.nl/bwnu.html">https://www.vsnu.nl/bwnu.html</a>
Collective Labour Agreement for Dutch Universities	CAO-NU	The VSNU and employees' organisations periodically renegotiate the terms and conditions of employment for university employees. The terms and conditions of employment cover such topics as salary, leave, pension and social security. The terms and conditions of employment agreed with the employees' organisations are listed in the Collective Labour Agreement for Dutch Universities. This document refers to the condensed version at <a href="https://www.labouragreementuniversities.nl/">https://www.labouragreementuniversities.nl/</a>
Talent to the Top Charter	CTNTT	The Talent to the Top Charter consists of a guideline and a number of clear agreements for a focused approach to achieving sustainable and effective results. The progress of organisations is assessed annually with the aid of six criteria. The monitoring report provides an overview (in figures) of the latest developments as well as a set of benchmarks. The CTNTT also supports organisations in improving diversity and inclusivity by holding consultations. <a href="https://talentnaardetop.nl/en/charter-talent-top">https://talentnaardetop.nl/en/charter-talent-top</a>
Competence profiles for Dutch universities (2016)	CINU	The job profiles in the University Job Classification System (UFO) are linked to generic competence profiles. The competences for a particular job give an idea of the elements required in terms of knowledge, skills and conduct to be able to perform the related duties adequately. Competences do not affect the classification in the UFO of the actual duties themselves. The competence profiles have been elaborated to facilitate the recruitment, selection and development of employees. Conduct criteria, i.e. visible behaviour that allows one to assess whether the person being observed has the competence required, are listed for each competence. <a href="https://www.vsnu.nl/files/documenten/Vernieuwd%20Competentie%20Instrument%20Nederlandse%20Universiteiten%202016%20-%20%20versie%202019.pdf">https://www.vsnu.nl/files/documenten/Vernieuwd%20Competentie%20Instrument%20Nederlandse%20Universiteiten%202016%20-%20%20versie%202019.pdf</a>
Healthy Practices in the Dutch PhD System		The quality of PhD research in the Netherlands is consistently high. Universities monitor the quality of their PhD research continuously. At the same time, the system as a whole faces a number of challenges, such as the growing number of Dutch and international doctoral candidates and the increasing relevance of data management, open science and social impact. This document provides a guideline for the future.

		<a href="https://www.vsnu.nl/en_GB/news-items/nieuwsbericht/507-universities-working-continuously-on-improving-doctoral-research-practices.html">https://www.vsnu.nl/en_GB/news-items/nieuwsbericht/507-universities-working-continuously-on-improving-doctoral-research-practices.html</a> <a href="https://www.vsnu.nl/files/documenten/Nieuwsberichten/Een_gezonde_praktijk_in_het_Nederlandse_promotiestelsel.pdf">https://www.vsnu.nl/files/documenten/Nieuwsberichten/Een_gezonde_praktijk_in_het_Nederlandse_promotiestelsel.pdf</a>
Recognition and reward of academics	R&R	<p>Changes to the recognition and reward of academics: this should not only recognise their research efforts, but also their contributions to the education sector and the transfer of knowledge.</p> <p><a href="https://www.vsnu.nl/en_GB/news-items.html/nieuwsbericht/489-vsnu-nwo-nfu-en-zonmw-geven-impuls-aan-verandering-in-het-waarderen-en-belonen-van-wetenschappers">https://www.vsnu.nl/en_GB/news-items.html/nieuwsbericht/489-vsnu-nwo-nfu-en-zonmw-geven-impuls-aan-verandering-in-het-waarderen-en-belonen-van-wetenschappers</a></p>
Code of Conduct for Using Personal Data in Research	GGPWO	<p>This code of conduct governs the processing of data regarding natural persons for the benefit of research carried out by academic staff at Dutch universities. <a href="https://www.vsnu.nl/en_GB/code-personal-data">https://www.vsnu.nl/en_GB/code-personal-data</a></p>
Code of Conduct for the Recruitment of Researchers (European Charter for Researchers)	GRvO	<p>This is a set of general principles and requirements specifying the duties, responsibilities and rights of researchers as well as their employers and/or financial backers.</p> <p><a href="https://euraxess.ec.europa.eu/jobs/charter/code">https://euraxess.ec.europa.eu/jobs/charter/code</a></p>
University Job Classification System	UFO	<p>The UFO specifies the job profile (compact job description) and job level of all Dutch university employees.</p> <p><a href="https://www.vsnu.nl/en_GB/job_classification_ufo.html">https://www.vsnu.nl/en_GB/job_classification_ufo.html</a></p>
KNAW recommendation: Science to Order. On the relationship between academic researchers and commissioning parties (2005)	KNAW (2005)	<p>In this report, the Royal Netherlands Academy of Arts and Sciences (KNAW) recommended that academic researchers working in both the public and the private sector commit to a declaration of scientific independence in consultation with commissioning parties for all future publications.</p> <p><a href="https://www.knaw.nl/nl/actueel/publicaties/wetenschap-op-bestelling">https://www.knaw.nl/nl/actueel/publicaties/wetenschap-op-bestelling</a></p>
KNAW recommendation: Responsible Research Data Management and the Prevention of Scientific Misconduct (2012)	KNAW (2012)	<p>This report examined research data management practices in various academic fields and assessed whether these practices were sound.</p> <p><a href="https://www.knaw.nl/nl/actueel/publicaties/responsible-research-data-management-and-the-prevention-of-scientific-misconduct">https://www.knaw.nl/nl/actueel/publicaties/responsible-research-data-management-and-the-prevention-of-scientific-misconduct</a></p>
KNAW letter and recommendation: Correct Citation Practice (2014)	KNAW (2014)	<p>This recommendation was published to clarify the correct reuse of previously published texts, ideas and research outcomes. It also specified an assessment framework to assist in the evaluation of real-life cases and for use as a teaching aid in the training of young academics.</p> <p><a href="https://www.knaw.nl/en/news/publications/correct-citation-practice">https://www.knaw.nl/en/news/publications/correct-citation-practice</a></p>
Women Professors Monitor	LNVH Monitor	<p>The introduction of this monitor has led to universities setting targets for the number of women professors they employ. To this end, they have entered into several agreements with the Minister of Education, Culture and Science. The monitor provides an insight into the actual ratio of male to female professors in academia. <a href="https://www.lnvh.nl/monitor">https://www.lnvh.nl/monitor</a></p>
Netherlands Board on Research Integrity	LOWI	<p>The Netherlands Board on Research Integrity handles complaints about research integrity violations on appeal from the institutions where the violations are alleged to have occurred. It only handles cases appealed by an interested party, i.e. the complainant, the accused or the board of the institution or research organisation. The board of an institution or research organisation may also ask the LOWI for advice on a case before the board before the board itself gives its verdict.</p> <p><a href="https://lowi.nl/en/">https://lowi.nl/en/</a></p>
Netherlands Code of Conduct for Academic Practice (2014)	NGW	<p>The Netherlands Code of Conduct for Academic Practice was adopted by the Dutch universities on 1 January 2005. The code outlines the conduct expected of individual research practitioners at Dutch universities.</p> <p><a href="https://www.vsnu.nl/files/documenten/Domeinen/Onderzoek/The_Netherlands_Code%20of_Conduct_for_Academic_Practice_2004_(version2014).pdf">https://www.vsnu.nl/files/documenten/Domeinen/Onderzoek/The_Netherlands_Code%20of_Conduct_for_Academic_Practice_2004_(version2014).pdf</a></p>
Netherlands Code of Conduct for Research Integrity (2018)	NGWI	<p>Universities set great store by the integrity and ethical aspects of academic research. This is because monitoring and promoting research integrity is essential to the future of our universities. The Dutch universities are working together to ensure that researchers can and will abide by the standards for sound research practices. Moreover, the universities take research integrity violations very seriously. They are doing their utmost to prevent and detect fraud in order to ensure that everyone can rely on the integrity of academic research.</p> <p><a href="http://www.vsnu.nl/files/documents/Netherlands%20Code%20of%20Conduct%20for%20Research%20Integrity%202018.pdf">http://www.vsnu.nl/files/documents/Netherlands%20Code%20of%20Conduct%20for%20Research%20Integrity%202018.pdf</a></p>
Constitution of the Kingdom of the Netherlands	GW	<p>The Constitution is the cornerstone of the Dutch rule of law. It stipulates a number of basic rules that apply throughout the Netherlands and that all persons in the country must comply with. The Constitution also outlines the duties and organisation of the judiciary and the organisation of provincial and municipal government. <a href="https://www.government.nl/documents/regulations/2012/10/18/the-constitution-of-the-kingdom-of-the-netherlands-2008">https://www.government.nl/documents/regulations/2012/10/18/the-constitution-of-the-kingdom-of-the-netherlands-2008</a>  <a href="https://wetten.overheid.nl/BWBR0001840/2018-12-21">https://wetten.overheid.nl/BWBR0001840/2018-12-21</a></p>
Dutch Network for HR Professionals (NVP)	NVP Recruitment Code	<p>The NVP Recruitment Code outlines the basic rules that industrial organisations and job applicants should observe during the recruitment and selection process. The aim of the Code is to offer a standard for a transparent and fair recruitment and selection procedure. The Code follows the entire process from the writing of the job specification to the employment of the new hire. It is in line with European legislation and regulations. The NVP Recruitment Code meets the requirements of the recruitment, selection and transparency principles of the Code of Conduct for the Recruitment of Researchers in full. <a href="https://www.nvp-hrnetwerk.nl/sollicitatiecode">https://www.nvp-hrnetwerk.nl/sollicitatiecode</a></p>
Open Access	OA	<p>The purpose of Open Access is to make publicly funded research available to all online. Open Access publications are easier to find, are cited more often and have a greater reach. Open Access benefits not only academia, but also society and the economy.</p> <p><a href="https://www.openaccess.nl/en">https://www.openaccess.nl/en</a>  <a href="https://www.vsnu.nl/en_GB/openaccess-eng.html">https://www.vsnu.nl/en_GB/openaccess-eng.html</a></p>
Patents Act	ROW	<p>This Act regulates all matters involving patents.</p> <p><a href="https://wetten.overheid.nl/BWBR0007118/2019-02-01">https://wetten.overheid.nl/BWBR0007118/2019-02-01</a></p>
Advanced University Teaching Qualification	Advanced UTQ	<p>Universities have taken steps towards the gradual introduction of an Advanced University Teaching Qualification as of the 2012–2013 academic year in order to stimulate the professionalisation and educational leadership skills of teaching staff. This differs per university.</p>
Sector Regulation on Ancillary Activities	SRN	<p>This report contains an overview of the state of affairs regarding professors' ancillary activities.</p> <p><a href="https://vsnu.nl/en_GB/professorsancillaryactivities.html">https://vsnu.nl/en_GB/professorsancillaryactivities.html</a></p>

Standard Evaluation Protocol	SEP	The KNAW, VSNU and Netherlands Organisation for Scientific Research (NWO) have jointly adopted the Standard Evaluation Protocol 2015–2021 for the assessment of academic research. The Protocol is suitable for the assessment of a wide range of research aspects, including researcher training. The SEP offers guidelines for the evaluation and improvement of both research and research policy. <a href="https://www.vsnu.nl/en_GB/sep-eng.html">https://www.vsnu.nl/en_GB/sep-eng.html</a>
General Data Protection Regulation (Implementation) Act	UAVG	This Act implements the General Data Protection Regulation. <a href="https://wetten.overheid.nl/BWBR0040940/2019-02-19">https://wetten.overheid.nl/BWBR0040940/2019-02-19</a>
EU Directive 1999/70/EC Implementation Act	UEUR	This Act bans the making of a distinction in the terms and conditions of employment on the grounds of the permanent or temporary nature of the employment contract, unless such a distinction is objectively justifiable. As a result, a university's terms and conditions of employment apply to fixed-term and permanent employees equally. <a href="https://wetten.overheid.nl/BWBR0014195/2012-10-01">https://wetten.overheid.nl/BWBR0014195/2012-10-01</a>
Knowledge transfer	Val.	Knowledge transfer is the third core task of universities, in addition to research and teaching. Universities put this into practice daily in a variety of different ways. Knowledge transfer means that knowledge from all fields of academia is applied in both society and the economy. <a href="https://www.vsnu.nl/en_GB/knowledge-transfer.html">https://www.vsnu.nl/en_GB/knowledge-transfer.html</a>
Unemployment Insurance Act	WW	This Act ensures that employees are insured against the financial consequences of becoming unemployed. <a href="https://wetten.overheid.nl/BWBR0004045/2019-01-01">https://wetten.overheid.nl/BWBR0004045/2019-01-01</a>
Work and Care Act	WAZO	The WAZO regulates the right to various types of leave, such as parental leave and care leave. The purpose of the Act is to make it easier for employees to maintain a healthy work-life balance. <a href="https://wetten.overheid.nl/BWBR0013008/2019-01-01">https://wetten.overheid.nl/BWBR0013008/2019-01-01</a>
Flexible Working Act	WFW	This Act regulates changes to working hours. <a href="https://wetten.overheid.nl/BWBR0011173/2016-01-01">https://wetten.overheid.nl/BWBR0011173/2016-01-01</a>
Equal Treatment (Men and Women) Act	WGB	This Act stipulates the equal treatment of men and women. <a href="https://wetten.overheid.nl/BWBR0003299/2015-07-01">https://wetten.overheid.nl/BWBR0003299/2015-07-01</a>
Equal Treatment of Disabled and Chronically Ill People Act	WGBHZ	This Act stipulates equal treatment irrespective of disability or chronic illness. <a href="https://wetten.overheid.nl/BWBR0014915/2017-01-01">https://wetten.overheid.nl/BWBR0014915/2017-01-01</a>
Equal Treatment in Employment (Age Discrimination) Act	WGBLA	This Act stipulates equal treatment irrespective of an employee's age. <a href="https://wetten.overheid.nl/BWBR0016185/2015-07-01">https://wetten.overheid.nl/BWBR0016185/2015-07-01</a>
Medical Research (Human Subjects) Act	WMO	This Act was introduced to protect human subjects in medical research. <a href="https://wetten.overheid.nl/BWBR0009408/2018-08-01">https://wetten.overheid.nl/BWBR0009408/2018-08-01</a>
Equal Treatment (Working Hours) Act	WOA	This Act stipulates equal treatment irrespective of an employee's working hours. <a href="https://wetten.overheid.nl/BWBR0008161/2012-10-01">https://wetten.overheid.nl/BWBR0008161/2012-10-01</a>
Experiments on Animals Act	WOD	This Act stipulates measures to protect animal welfare. <a href="https://wetten.overheid.nl/BWBR0003081/2019-01-01">https://wetten.overheid.nl/BWBR0003081/2019-01-01</a>
Higher Education and Research Act	WHW	This Act regulates certain matters pertaining to higher education and research. Article 1.6 stipulates academic freedom for higher education institutions and university medical centres. <a href="https://wetten.overheid.nl/BWBR0005682/2019-02-01">https://wetten.overheid.nl/BWBR0005682/2019-02-01</a>
Works Councils Act	WOR	This Act regulates works councils. <a href="https://wetten.overheid.nl/BWBR0002747/2019-01-01">https://wetten.overheid.nl/BWBR0002747/2019-01-01</a>
Work and Income (Capacity for Work) Act	WIA	This Act is based on the principle that employees should be able to participate in the labour market to the best of their abilities, subject to an assessment of their capacity for work on a case-by-case basis. <a href="https://wetten.overheid.nl/BWBR0019057/2019-01-01">https://wetten.overheid.nl/BWBR0019057/2019-01-01</a>
Sickness and Disability Scheme for Dutch Universities	ZANU	This establishes the consequences of sickness absence or incapacity for work for an employee's salary and accrual of holiday and leave hours. The ZANU sets out the conditions for receiving full or partial leave. It also describes the rehabilitation procedure after a full or partial recovery. <a href="https://www.vsnu.nl/en_GB/zanu.html">https://www.vsnu.nl/en_GB/zanu.html</a>

\*Please click on the links for a further explanation of the legislation, CAO-NU and national codes.

## 2. Overview of principles

Number	Principle	Legislation and CAO-NU	National codes and university policies	What the universities are doing or can do themselves (description of own university)
<b>General Principles and Requirements applicable to Researchers (principles 1–11)</b>				
1	<u>Research Freedom</u> <i>Researchers should focus their research for the good of mankind and for expanding the frontiers of scientific knowledge, while enjoying the freedom of thought and expression, and the freedom to identify methods by which problems are solved, according to</i>	<u>Constitution of the Kingdom of the Netherlands</u> <i>Article 7: Freedom of speech</i>  <u>Higher Education and Research Act</u> <i>Article 1.6: Academic freedom</i>	<u>NGW (2014)</u> <i>Principle 5: Independence (page 10).</i> <i>Academic practitioners operate in a context of academic freedom and independence. Where restriction of that freedom cannot be avoided, this is clearly stated...</i>  <u>NGWI (2018)</u>	At ( <i>university name</i> ), the following policy initiatives could be launched:  <i>Consider the following topics:</i> - Safeguarding freedom of speech and academic freedom.

	<p>recognised ethical principles and practices. Researchers should, however, recognise the limitations to this freedom that could arise as a result of particular research circumstances (including supervision/guidance/management) or operational constraints, e.g. for budgetary or infrastructural reasons or, especially in the industrial sector, for reasons of intellectual property protection. Such limitations should not, however, contravene recognised ethical principles and practices, to which researchers have to adhere.</p>		<p>Principle 4: Independence (page 13). Independence means, among other things, not allowing the choice of method, the assessment of data, the weight attributed to alternative statements or the assessment of others' research or research proposals to be guided by non-scientific or non-scholarly considerations (e.g. those of a commercial or political nature)...</p>	<ul style="list-style-type: none"> <li>- What is being done to integrate the Code?</li> <li>- How are academics informed about the Code?</li> <li>- How is the Code of Conduct taught to starting academics?</li> <li>- On which occasions is the Code of Conduct discussed in the academic community?</li> </ul>
2	<p><b>Ethical principles</b> Researchers should 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.</p>	<p><b>Higher Education and Research Act</b> Article 1.7: Ethics guidelines</p>	<p><b>NGW (2014)</b> Principle 2: Reliability (page 7). Every academic practitioner supports and strengthens the fundamental reliability of science and scholarship through their own conduct. Academic practitioners conduct and report on their research and transfer their knowledge through teaching and publishing in a reliable manner...</p> <p><b>NGWI (2018)</b> Principle 1: Honesty (page 13). Honesty means, among other things, reporting the research process accurately, taking alternative opinions and counterarguments seriously, being open about margins of uncertainty, refraining from making unfounded claims, refraining from fabricating or falsifying data or sources and refraining from presenting results more favourably or unfavourably than they actually are.</p> <p>Principle 2: Scrupulousness (page 13). Scrupulousness means, among other things, using methods that are scientific or scholarly and exercising the best possible care in designing, undertaking, reporting and disseminating research.</p> <p>Principle 3: Transparency (page 13). Transparency means, among other things, ensuring that it is clear to others what data the research was based on, how the data were obtained, what and how results were achieved and what role was played by external stakeholders. If parts of the research or data are not to be made public, the researcher must provide a good account of why this is not possible...</p> <p>Principle 5: Responsibility (page 13). Responsibility means, among other things, acknowledging the fact that a researcher does not operate in isolation and hence taking into consideration – within reasonable limits – the legitimate interests of human and animal test subjects, as well as those of commissioning parties, funding bodies and the environment. Responsibility also means conducting research that is scientifically and/or societally relevant.</p> <p><b>Code of Conduct for Using Personal Data in Research</b></p> <p><b>KNAW recommendation: Responsible Research Data Management and the Prevention of Scientific Misconduct (2012)</b></p> <p><b>KNAW letter and recommendation: Correct Citation Practice (2014)</b></p>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p>Consider the following topics:</p> <ul style="list-style-type: none"> <li>- Safeguarding the ethics guidelines laid down in the WHW.</li> <li>- Including a commitment to the NGWI (2018) in the employment contract.</li> <li>- What is being done to integrate the Code?</li> <li>- How are academics informed about the Code?</li> <li>- How is the Code of Conduct taught to starting academics?</li> <li>- On which occasions is the Code of Conduct discussed in the academic community?</li> <li>- How can help and advice be given about such matters as data management, correct citation practice and literature research?</li> <li>- Appointing a confidential adviser for research integrity.</li> <li>- Setting up a complaints/disputes handling scheme to safeguard research integrity.</li> </ul>
3	<p><b>Professional responsibility</b> Researchers should make every effort to ensure that their research is relevant to society and does not duplicate research previously carried out elsewhere. They must avoid plagiarism of any kind and abide by the principle of intellectual property and joint data ownership in the case of research carried out in collaboration with a supervisor(s) and/or other researchers. The need to validate new observations by showing that experiments are reproducible should</p>	<p><b>GDPR (Implementation) Act (incl. data breach notification obligation)</b></p>	<p><b>NGW (2014)</b> Principle 4: Impartiality (page 9). In their scientific or scholarly activities, academic practitioners are led by no other interest than academic interest, and they are always prepared to account for their actions...</p> <p><b>NGWI (2018)</b> Principle 2: Scrupulousness (page 13). Scrupulousness means, among other things, using methods that are scientific or scholarly and exercising the best possible care in designing, undertaking, reporting and disseminating research.</p>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p>Consider the following topics:</p> <ul style="list-style-type: none"> <li>- What is being done to integrate the Code?</li> <li>- How are academics informed about the Code?</li> <li>- How is the Code of Conduct taught to starting academics?</li> <li>- On which occasions is the Code of</li> </ul>

	<p><i>not be interpreted as plagiarism, provided that the data to be confirmed are explicitly quoted.</i></p> <p><i>Researchers should ensure, if any aspect of their work is delegated, that the person to whom it is delegated has the competence to carry it out.</i></p>		<p><i>Principle 5: Responsibility (page 13).</i></p> <p><i>Responsibility means, among other things, acknowledging the fact that a researcher does not operate in isolation and hence taking into consideration – within reasonable limits – the legitimate interests of human and animal test subjects, as well as those of commissioning parties, funding bodies and the environment. Responsibility also means conducting research that is scientifically and/or societally relevant.</i></p> <p><u>Code of Conduct for Using Personal Data in Research</u></p> <p><u>KNAW recommendation: Responsible Research Data Management and the Prevention of Scientific Misconduct (2012)</u></p>	<p><i>Conduct discussed in the academic community?</i></p> <ul style="list-style-type: none"> <li>- How are university employees made more aware of types of plagiarism and its consequences?</li> <li>- Implementing the Code of Conduct for Using Personal Data in Research, if needed.</li> <li>- Implementing the KNAW recommendation (2012), if needed.</li> </ul>
4	<p><u>Professional attitude</u></p> <p><i>Researchers should be familiar with the strategic goals governing their research environment and funding mechanisms, and should seek all necessary approvals before starting their research or accessing the resources provided.</i></p> <p><i>They should inform their employers, funders or supervisor when their research project is delayed, redefined or completed, or give notice if it is to be terminated earlier or suspended for whatever reason.</i></p>		<p><u>NGW (2014)</u></p> <p><i>Principle 1: Honesty and scrupulousness (page 5).</i></p> <p><i>Academic practitioners are honest and forthright about their research and its applications. Scientific and scholarly activities are performed scrupulously and should remain unaffected by the pressure to achieve...</i></p> <p><u>NGWI (2018)</u></p> <p><i>Principle 3: Transparency (page 13).</i></p> <p><i>Transparency means, among other things, ensuring that it is clear to others what data the research was based on, how the data were obtained, what and how results were achieved and what role was played by external stakeholders. If parts of the research or data are not to be made public, the researcher must provide a good account of why this is not possible...</i></p> <p><u>KNAW recommendation: Science to Order. On the relationship between academic researchers and commissioning parties (2005)</u></p>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p><i>Consider the following topics:</i></p> <ul style="list-style-type: none"> <li>- How are researchers informed about the strategic objectives of the research environment?</li> <li>- How do they gain permission for initiating research or using resources?</li> <li>- What are the guidelines for informing employers, financial backers or supervisors about delays to the research project or the need to redefine/complete/terminate it for whatever reason?</li> <li>- Does the university recommend a declaration of scientific independence as mentioned in the KNAW recommendation (2005)?</li> </ul>
5	<p><u>Contractual and legal obligations</u></p> <p><i>Researchers at all levels must be familiar with the national, sectoral or institutional regulations governing training and/or working conditions. This includes Intellectual Property Rights regulations, and the requirements and conditions of any sponsor or funders, independently of the nature of their contract. Researchers should adhere to such regulations by delivering the required results (e.g. thesis, publications, patents, reports, new products development, etc) as set out in the terms and conditions of the contract or equivalent document.</i></p>	<p><u>Collective Labour Agreement for Dutch Universities</u></p> <p><i>Chapter 1, Section 2: Obligations of the employer and the employee (Articles 1.15, 1.16, 1.19) (pages 17, 18).</i></p> <p><i>Chapter 1, Section 3: Intellectual property rights (Articles 1.20, 1.21, 1.22, 1.23) (pages 18, 19).</i></p> <p><u>Copyright Act</u></p> <p><u>Patents Act</u></p> <p><u>Higher Education and Research Act</u></p>		<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p><i>Consider the following topics:</i></p> <ul style="list-style-type: none"> <li>- How does the university ensure that researchers at all levels are aware of national, sector or institutional schemes regarding terms and conditions of training/employment and intellectual property rights?</li> <li>- How are researchers informed about intellectual property rights and the terms and conditions of sponsors or financial backers?</li> <li>- How does the university ensure that researchers meet the requirements of such schemes and that they deliver results as stipulated, e.g. in their contract?</li> </ul>
6	<p><u>Accountability</u></p> <p><i>Researchers need to be aware that they are accountable towards their employers, funders or other related public or private bodies as well as, on more ethical grounds, towards society as a whole. In particular, researchers funded by public funds are also accountable for the efficient use of taxpayers'</i></p>		<p><u>NGW (2014)</u></p> <p><i>Principle 3: Verifiability (page 8).</i></p> <p><i>Presented information is verifiable. Whenever research results are published, it is made clear what the data and conclusions are based on, from where they originate and how they can be verified...</i></p> <p><u>NGWI (2018)</u></p> <p><i>Principle 1: Honesty (page 13).</i></p>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p><i>Consider the following topics:</i></p> <ul style="list-style-type: none"> <li>- How is responsibility for research organised at the university?</li> <li>- How is this included in teaching curricula</li> </ul>

	<p>money. Consequently, they should adhere to the principles of sound, transparent and efficient financial management and cooperate with any authorised audits of their research, whether undertaken by their employers/funders or by ethics committees.</p> <p>Methods of collection and analysis, the outputs and, where applicable, details of the data should be open to internal and external scrutiny, whenever necessary and as requested by the appropriate authorities.</p>		<p>Honesty means, among other things, reporting the research process accurately, taking alternative opinions and counterarguments seriously, being open about margins of uncertainty, refraining from making unfounded claims, refraining from fabricating or falsifying data or sources and refraining from presenting results more favourably or unfavourably than they actually are.</p> <p>Principle 3: Transparency (page 13). Transparency means, among other things, ensuring that it is clear to others what data the research was based on, how the data were obtained, what and how results were achieved and what role was played by external stakeholders. If parts of the research or data are not to be made public, the researcher must provide a good account of why this is not possible...</p> <p>Principle 5: Responsibility (page 13). Responsibility means, among other things, acknowledging the fact that a researcher does not operate in isolation and hence taking into consideration – within reasonable limits – the legitimate interests of human and animal test subjects, as well as those of commissioning parties, funding bodies and the environment. Responsibility also means conducting research that is scientifically and/or societally relevant.</p>	<p>for starting academics and students?</p> <p>- To what extent are the NGW and NGWI principles embedded in the training and information provision for researchers as part of the duty of responsibility?</p>
7	<p><u>Good practice in research</u> Researchers should at all times adopt safe working practices, in line with national legislation, including taking the necessary precautions for health and safety and for recovery from information technology disasters, e.g. by preparing proper back-up strategies. They should also be familiar with the current national legal requirements regarding data protection and confidentiality protection requirements, and undertake the necessary steps to fulfil them at all times.</p>	<p><u>Working Conditions Act</u></p> <p><u>Medical Research (Human Subjects) Act</u></p> <p><u>Experiments on Animals Act</u></p> <p><u>General Data Protection Regulation (Implementation) Act</u></p>	<p><u>Code of Conduct for Using Personal Data in Research</u></p> <p><u>Health and Safety Catalogue for Dutch Universities</u></p>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p>Consider the following topics:</p> <ul style="list-style-type: none"> <li>- How are researchers and other employees informed about the Health and Safety Catalogue for Dutch Universities?</li> <li>- How are researchers advised of current legislation and regulations with regard to animal testing and medical research involving human subjects?</li> <li>- How do the university and its researchers ensure that they process personal data in databases in compliance with the GDPR?</li> <li>- Which precautions have been taken/are prescribed with a view to occupational health and safety and damage repair following emergencies?</li> </ul>
8	<p><u>Dissemination, exploitation of results</u> All researchers should ensure, in compliance with their contractual arrangements, that the results of their research are disseminated and exploited, e.g. communicated, transferred into other research settings or, if appropriate, commercialised. Senior researchers, in particular, are expected to take a lead in ensuring that research is fruitful and that results are either exploited commercially or made accessible to the public (or both) whenever the opportunity arises.</p>	<p><u>Collective Labour Agreement for Dutch Universities</u> Article 6.6 Annual consultation: ... with regard to the way in which the employee is expected to perform or pursue his or her career during a future set period to be agreed upon, as well as the conditions under which this shall take place (page 51).</p>	<p><u>UFO</u> 4.6 Concrete work and result agreements (page 14) The result areas (and activities contained within them) have not been translated into concrete and measurable work agreements, as these can differ depending on the job holder. Consequently, the employee's superior needs to make agreements, expressed in concrete terms, with the employee on what is expected from him or her in the coming period...</p> <p><u>Open Access</u></p> <p><u>Knowledge transfer</u></p> <p><u>Sector Regulation on Ancillary Activities</u></p> <p><u>KNAW recommendation: Science to Order. On the relationship between academic researchers and commissioning parties (2005)</u></p>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p>Consider the following topics:</p> <ul style="list-style-type: none"> <li>- How are studies and research data made public?</li> <li>- How are researchers alerted to the requirement to make studies and research data available to the public?</li> <li>- Do researchers receive training about the potential security risks of making sensitive research data public?</li> <li>- What are the agreements in terms of the commercial exploitation of research data or the publication of studies/research data in the commercial interest of third parties?</li> </ul>
9	<p><u>Public engagement</u> Researchers should ensure that their research activities are made known to society at large in such a way that they can be understood by non-specialists, thereby improving the public's</p>		<p><u>Science and Society Action Plan (European Commission)</u></p>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p>Consider the following topics:</p> <ul style="list-style-type: none"> <li>- What support or training do researchers</li> </ul>

	<i>understanding of science. Direct engagement with the public will help researchers to better understand public interest in priorities for science and technology and also the public's concerns.</i>			<i>receive to make research outcomes transparent for society, so that non-academics can understand the outcomes as well (e.g. a module on communicating academic results)?</i>
10	<p><b>Non-discrimination</b> <i>Employers and/or funders of researchers will not discriminate against researchers in any way on the basis of gender, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social or economic condition.</i></p>	<p><u>Constitution of the Kingdom of the Netherlands</u> <i>Article 1 Equal treatment</i> <i>Article 1 of the Constitution forms an important basis for the fight against discrimination. It spells out the principle of equality and the prohibition of discrimination. The article specifies that everyone shall be treated equally in equal circumstances (principle of equality) and that discrimination on the grounds of religion, personal beliefs, political leanings, race, gender or any other grounds whatsoever is not permitted (prohibition of discrimination).</i></p> <p><u>Collective Labour Agreement for Dutch Universities</u> <i>Article 6.1 Application procedure: When recruiting and selecting, the employer acts in accordance with the code of the Dutch Association for Staff Policies (page 50).</i></p> <p><u>Equal Treatment Act</u></p> <p><u>Equal Treatment (Men and Women) Act</u></p> <p><u>Equal Treatment (Working Hours) Act</u></p> <p><u>Equal Treatment of Disabled and Chronically Ill People Act</u></p> <p><u>Equal Treatment in Employment (Age Discrimination) Act</u></p>	<p><u>NVP Recruitment Code</u> <i>1. Principles (page 4)</i> <i>The applicant has a fair chance at appointment; this means equal opportunity for equal ability and the organisation will choose on the basis of suitability with respect to the position...</i></p>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p><i>Consider the following topics:</i></p> <ul style="list-style-type: none"> <li>- <i>What is the university's policy to combat discrimination?</i></li> <li>- <i>Has the university appointed a confidential adviser and set up an undesirable conduct committee that employees/researchers/students can contact in case of discrimination or other feelings of social unsafety?</i></li> <li>- <i>What is the university doing to ensure that gender, age, origins, personal beliefs, sexual preference, occupational disabilities or political leanings do not play a role when approving research applications?</i></li> <li>- <i>What is the university doing to ensure that gender, age, origins, personal beliefs, sexual preference, occupational disabilities or political leanings do not play a role in selection procedures?</i></li> </ul>
11	<p><b>Evaluation/ appraisal systems</b> <i>Employers and/or funders should introduce for all researchers, including senior researchers, evaluation/appraisal systems for assessing their professional performance on a regular basis and in a transparent manner by an independent (and, in the case of senior researchers, preferably international) committee.</i> <i>Such evaluation and appraisal procedures should take due account of their overall research creativity and research results, e.g. publications, patents, management of research, teaching/lecturing, supervision, mentoring, national or international collaboration, administrative duties, public awareness activities and mobility, and should be taken into consideration in the context of career progression.</i></p>	<p><u>Collective Labour Agreement for Dutch Universities</u> <i>Article 6.7 Assessment: A periodic assessment shall be carried out with regard to the way in which the employee has performed his duties and his behaviour during the performance of his duties (page 52).</i></p> <p><i>Article 6.5a Tenure track: The following shall be stipulated in all procedures for a tenure track... (page 51).</i></p> <p><i>Article 6.6 Annual consultation: With due observance of any further rules to be laid down by the employer [...], the employee will meet with his or her line manager at least once a year... (page 51).</i></p>	<p><u>Recognition and reward of academics</u></p> <p><u>SEP</u></p>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p><i>Consider the following topics:</i></p> <ul style="list-style-type: none"> <li>- <i>Is the professional performance of researchers assessed by an independent committee and if so, how often and on which basis?</i></li> <li>- <i>How do the university's evaluation and assessment procedures address the researcher's career development and any future opportunities?</i></li> <li>- <i>Topics to be discussed during the annual consultation.</i></li> </ul>
12	<p><b>Recruitment</b> <i>Employers and/or funders should ensure that the entry and admission standards for researchers,</i></p>	<p><u>Collective Labour Agreement for Dutch Universities</u> <i>Article 6.1 Application procedure: When recruiting and selecting, the employer acts in accordance with</i></p>	<p><u>NVP Recruitment Code</u> <i>2. Recruitment (pages 4, 5).</i> <i>Should the organisation decide that a vacancy exists or will exist, it will prepare a recruitment</i></p>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p>

	<p>particularly at the beginning at their careers, are clearly specified and should also facilitate access for disadvantaged groups or for researchers returning to a research career, including teachers (of any level) returning to a research career.</p> <p>Employers and/or funders of researchers should adhere to the principles set out in the Code of Conduct for the Recruitment of Researchers when appointing or recruiting researchers.</p>	<p>the code of the Dutch Association for Staff Policies (page 50).</p>	<p>profile in which the relevant details of the vacant position are set out...</p> <p><u>AcademicTransfer</u></p> <p><u>Code of Conduct for the Recruitment of Researchers</u></p>	<p>Consider the following topics:</p> <ul style="list-style-type: none"> <li>- How is the NVP Recruitment Code applied in the recruitment and selection of researchers?</li> <li>- How and where are the entry and admission requirements for researchers and teaching staff specified?</li> <li>- The role played by AcademicTransfer.</li> <li>- The role played by the Code of Conduct for the Recruitment of Researchers.</li> </ul>
13	<p><u>Recruitment (code)</u></p> <p>Employers and/or funders should establish recruitment procedures which are open, efficient, transparent, supportive and internationally comparable, as well as tailored to the type of positions advertised.</p> <p>Advertisements should give a broad description of knowledge and competencies required, and should not be so specialised as to discourage suitable applicants. Employers should include a description of the working conditions and entitlements, including career development prospects. Moreover, the time allowed between the advertisement of the vacancy or the call for applications and the deadline for reply should be realistic.</p>	<p><u>Equal Treatment Act</u></p>	<p><u>NVP Recruitment Code</u></p> <p>2. Recruitment (pages 4, 5).</p> <p>Should the organisation decide that a vacancy exists or will exist, it will prepare a recruitment profile in which the relevant details of the vacant position are set out...</p> <p><u>AcademicTransfer</u></p> <p><u>Code of Conduct for the Recruitment of Researchers</u></p>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p>Consider the following topics:</p> <ul style="list-style-type: none"> <li>- How does the university ensure that a balance is struck between describing the required knowledge and skills in vacancies on the one hand and on the other hand taking care to avoid being too specific, which may discourage suitable applicants?</li> <li>- Do vacancies clearly specify the terms and conditions of employment and the rights of employees, including career prospects?</li> <li>- How is the recruitment and selection process organised?</li> <li>- The role played by AcademicTransfer.</li> <li>- The role played by the Code of Conduct for the Recruitment of Researchers.</li> </ul>
14	<p><u>Selection (code)</u></p> <p>Selection committees should bring together diverse expertise and competences and should have an adequate gender balance and, where appropriate and feasible, include members from different sectors (public and private) and disciplines, including from other countries and with relevant experience to assess the candidate. Whenever possible, a wide range of selection practices should be used, such as external expert assessment and face-to-face interviews. Members of selection panels should be adequately trained.</p>	<p><u>Equal Treatment Act</u></p>		<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p>Consider the following topics:</p> <ul style="list-style-type: none"> <li>- What is the university's policy for ensuring that the members of selection committees are drawn from a diverse group of employees from a variety of backgrounds?</li> <li>- How are the members of selection committees trained in selection procedures, such as administering interviews (e.g. bias training)?</li> <li>- Recognising gender bias.</li> <li>- OTMR policy.</li> <li>- Making the link with gender balance (principle 27).</li> </ul>
15	<p><u>Transparency (code)</u></p> <p>Candidates should be informed, prior to the selection, about the recruitment process and the selection criteria, the number of available positions and the career development prospects. They should also be informed after the selection process about the strengths and weaknesses of their applications.</p>		<p><u>NVP Recruitment Code</u></p> <p>2. Recruitment (pages 4, 5).</p> <p>The organisation will give the applicant clarity of the application procedure...</p>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p>Consider the following topics:</p> <ul style="list-style-type: none"> <li>- How are applicants informed about the recruitment process, the selection criteria, the number of available positions and the career prospects prior to selection?</li> <li>- To what extent are applicants informed</li> </ul>

				<p>about the pros and cons of their application at the end of the process?</p> <ul style="list-style-type: none"> <li>- How are the transparency principles in the NVP Recruitment Code applied during the selection process?</li> </ul>
16	<p><u>Judging merit (code)</u> The selection process should take into consideration the whole range of experience of the candidates. While focusing on their overall potential as researchers, their creativity and level of independence should also be considered. This means that merit should be judged qualitatively as well as quantitatively, focusing on outstanding results within a diversified career path and not only on the number of publications. Consequently, the importance of bibliometric indices should be properly balanced within a wider range of evaluation criteria, such as teaching, supervision, teamwork, knowledge transfer, management of research and innovation and public awareness activities. For candidates from an industrial background, particular attention should be paid to any contributions to patents, development or inventions.</p>		<p><u>Competence profiles for Dutch universities</u> From page 3</p>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p>Consider the following topics:</p> <ul style="list-style-type: none"> <li>- To what extent does experience (including experience gained elsewhere) contribute to the development of a researcher's competences at the university?</li> <li>- Embedding the competence profiles in the recruitment and selection procedures.</li> <li>- Embedding the competence profiles in annual consultations/appraisals/personal development plans.</li> <li>- Using the competence profiles to search for suitable next steps in the researcher's career or organise career development and coaching programmes.</li> </ul>
17	<p><u>Variations in the chronological of CVs (code)</u> Career breaks or variations in the chronological order of CVs should not be penalised, but regarded as an evolution of a career, and consequently, as a potentially valuable contribution to the professional development of researchers towards a multidimensional career track. Candidates should therefore be allowed to submit evidence-based CVs, reflecting a representative array of achievements and qualifications appropriate to the post for which application is being made.</p>	None	None	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p>Consider the following topics:</p> <ul style="list-style-type: none"> <li>- How does the career trajectory (even if it deviates from the norm) contribute to the development of a researcher's competences?</li> <li>- Vision on career breaks or gaps in CV chronologies.</li> <li>- Opportunities for applicants to supply evidence of their performance and qualifications.</li> </ul>
18	<p><u>Recognition of mobility experience (code)</u> Any mobility experience, e.g. a stay in another country/region or in another research setting (public or private) or a change from one discipline or sector to another, whether as part of the initial research training or at a later stage of the research career, or virtual mobility experience, should be considered as a valuable contribution to the professional development of a researcher.</p>	None	None	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p>Consider the following topics:</p> <ul style="list-style-type: none"> <li>- To what extent does a specific experience of mobility contribute to a researcher's professional development?</li> <li>- Vision on experiences of mobility and the recognition thereof.</li> <li>- The importance of experiences of mobility as a valuable contribution to professional development.</li> </ul>
19	<p><u>Recognition of qualifications (code)</u> Employers and/or funders should provide for appropriate assessment and evaluation of the academic and professional qualifications, including nonformal qualifications, of all researchers, in particular within the context of international and</p>	<p><u>Collective Labour Agreement for Dutch Universities</u> Article 3.5, paragraph 1: The employer determines the employee's job profile, job level and the salary grade with due observance of the rules of the University Job Classification System (UFO), as stated in Appendix J, and the rules pertaining to</p>	<p><u>UFO</u> 3.3 Classification criteria and classification rules The classification of a job is based on the actual responsibilities associated with the job in question. It must be possible to determine which job profile is applicable on the basis of the actual responsibilities... (page 14).</p>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p>Consider the following topics:</p> <ul style="list-style-type: none"> <li>- The recognition of qualifications (whether they are required or not) is based on the</li> </ul>

	<p>professional mobility. They should inform themselves and gain a full understanding of rules, procedures and standards governing the recognition of such qualifications and, consequently, explore existing national law, conventions and specific rules on the recognition of these qualifications through all available channels.</p>	<p>career development as referred to in Article 6.5... (page 28).</p> <p>Article 6.5: The social policy of the institutions shall be aimed at promoting development opportunities and career prospects (page 50).</p> <p>Article 6.4: The employer can establish appointment criteria for the different job profiles of academic staff. The person involved must meet these criteria in order to be eligible for an employment contract (page 50).</p> <p>Article 6.8: The employer shall see to it, following consultation with the doctoral candidate and in accordance with a customised plan for training and guidance set up for the doctoral assistant by the appointed mentor or supervisor... (page 52).</p> <p>Article 6.9: ... to ensure the employee's knowledge and skills meet the requirements of the employer (page 52).</p> <p>Recognition of certificates awarded abroad</p>		<p>classification criteria in the UFO. These criteria specify the qualification level for the position.</p> <p>- How does the university's social policy improve the development opportunities and career prospects of employees?</p> <p>- What is the procedure for recognising certificates awarded abroad?</p>
20	<p><u>Seniority (code)</u> The levels of qualifications required should be in line with the needs of the position and not be set as a barrier to entry. Recognition and evaluation of qualifications should focus on judging the achievements of the person rather than his/her circumstances or the reputation of the institution where the qualifications were gained. As professional qualifications may be gained at an early stage of a long career, the pattern of lifelong professional development should also be recognised.</p>		<p><u>UFO</u> 3.3 Classification criteria and classification rules The classification of a job is based on the actual responsibilities associated with the job in question. It must be possible to determine which job profile is applicable on the basis of the actual responsibilities... (page 14).</p>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p>Consider the following topics:</p> <p>- The recognition of seniority (whether required or not) is also based on the classification criteria in the UFO. These criteria specify the seniority level for the position.</p>
21	<p><u>Postdoctoral appointments (code)</u> Clear rules and explicit guidelines for the recruitment and appointment of postdoctoral researchers, including the maximum duration and the objectives of such appointments, should be established by the institutions appointing postdoctoral researchers. Such guidelines should take into account time spent in prior postdoctoral appointments at other institutions and take into consideration that the postdoctoral status should be transitional, with the primary purpose of providing additional professional development opportunities for a research career in the context of longterm career prospects.</p>	<p><u>Collective Labour Agreement for Dutch Universities</u> Article 3.5, paragraph 1: The employer determines the employee's job profile, job level and the salary grade with due observance of the rules of the University Job Classification System (UFO), as stated in Appendix J, and the rules pertaining to career development as referred to in Article 6.5... (page 28).</p>	<p><u>UFO</u> 3.3 Classification criteria and classification rules The classification of a job is based on the actual responsibilities associated with the job in question. It must be possible to determine which job profile is applicable on the basis of the actual responsibilities... (page 14).</p>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p>Consider the following topics:</p> <p>- The classification criteria in the UFO also play a role when it comes to appointing postdoctoral researchers. Postdoctoral researchers are PhD holders on a fixed-term contract who are employed as researchers at UFO job level 3 or 4.</p>
<b>Terms and conditions of employment and social security (principles 22 – 35)</b>				
22	<p><u>Recognition of the profession</u> All researchers engaged in a research career should be recognised as professionals and be treated accordingly. This should commence at the beginning of their careers, namely at postgraduate level, and should include all levels, regardless of their classification at national level (e.g. employee, postgraduate student, doctoral candidate,</p>		<p><u>UFO</u> 3.1. Job family. The UFO distinguishes between academic staff ('Education and Research' job family) and support staff (all other job families) (page 8).</p> <p><u>Recognition and reward of academics</u></p>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p>Consider the following topics:</p> <p>- All researchers, including those not in salaried employment, must be recognised as professionals and treated as such. University-specific regulations are</p>

	<i>postdoctoral fellow, civil servants).</i>			<i>generally based on provisions in the collective labour agreement, which in principle only applies to employees with an employment contract. For each university-specific regulation, the university must check whether it applies to those not in salaried employment (e.g. researchers with a scholarship and visiting professors). - Changes to the recognition and reward of academics: this should not only recognise their research efforts, but also their contributions to the education sector and the transfer of knowledge.</i>
23	<b>Research environment</b> <i>Employers and/or funders of researchers should ensure that the most stimulating research or research training environment is created which offers appropriate equipment, facilities and opportunities, including for remote collaboration over research networks, and that the national or sectoral regulations concerning health and safety in research are observed. Funders should ensure that adequate resources are provided in support of the agreed work programme.</i>	<b>Working Conditions Act</b> <i>Chapter 2: Working conditions policy</i>  <b>Collective Labour Agreement for Dutch Universities</b> <i>E.13 Approach to work pressure and long-term employability: All Dutch universities have now drawn up a work pressure reduction action plan. These plans take the local circumstances at the university into account and leave room for an implementation that is appropriate to the requirements and circumstances within departments and faculties... (page 101).</i>	<b>Health and Safety Catalogue for Dutch Universities</b>	At ( <i>university name</i> ), the following policy initiatives could be launched:  <i>Consider the following topics:</i> - The work pressure reduction action plan. - How does the university promote sustainable employability? - Describing how the university will meet government targets for a healthy and safe working environment, as specified in the Health and Safety Catalogue.
24	<b>Working conditions</b> <i>Employers and/or funders should ensure that the working conditions for researchers, including for disabled researchers, provide where appropriate the flexibility deemed essential for successful research performance in accordance with existing national legislation and with national or sectoral collective-bargaining agreements. They should aim to provide working conditions which allow both women and men researchers to combine family and work, children and career 9. Particular attention should be paid, inter alia, to flexible working hours, part-time working, tele-working and sabbatical leave, as well as to the necessary financial and administrative provisions governing such arrangements.</i>	<b>Collective Labour Agreement for Dutch Universities</b> <i>Chapters 3–7: The terms and conditions of employment are laid down in the Collective Labour Agreement for Dutch Universities. The salient chapters are the following: Working hours, holidays and leave (page 36), Individual choices model (page 45), Staff policy (page 49) and Pensions, social security and social services (page 59).</i>  <b>Working Hours Act</b>  <b>Work and Care Act</b>  <b>Flexible Working Act</b>	<b>ABP pension rules</b>	At ( <i>university name</i> ), the following policy initiatives could be launched:  <i>Consider the following topics:</i> - How are the terms and conditions of employment laid down in the collective labour agreement embedded in university policy? - How does the university comply with the Working Hours Act? - How are the various types of leave regulated and recorded? - How do the terms and conditions of employment allow both male and female employees to maintain a healthy work-life balance (e.g. flexible working hours, part-time work etc.)?
25	<b>Stability and permanence of employment</b> <i>Employers and/or funders should ensure that the performance of researchers is not undermined by instability of employment contracts, and should therefore commit themselves as far as possible to improving the stability of employment conditions for researchers, thus implementing and abiding by the principles and terms laid down in the EU Directive on Fixed-Term Work.</i>	<b>Collective Labour Agreement for Dutch Universities</b> <i>Article 2.3:</i> - Paragraph 1: The collective labour agreement specifies that the maximum term of a temporary employment contract for academic staff is six years (page 22). - Paragraph 7: The temporary employment contract may be followed by another temporary employment contract no more than twice (page 24). - Paragraph 9: Multiple contracts separated by an interruption of no more than six months count as uninterrupted employment (page 24).  <i>Appendix M: More career prospects and job security</i>		At ( <i>university name</i> ), the following policy initiatives could be launched:  <i>Consider the following topics:</i> - Banning distinctions in the terms and conditions of employment on the grounds of the permanent or temporary nature of the employment contract.

		for junior lecturers and postdoctoral researchers (page 119).		
		EU Directive 1999/70/EC Implementation Act		
26	<p><u>Funding and salaries</u> Employers and/or funders of researchers should ensure that researchers enjoy fair and attractive conditions of funding and/or salaries with adequate and equitable social security provisions (including sickness and parental benefits, pension rights and unemployment benefits) in accordance with existing national legislation and with national or sectoral collective bargaining agreements. This must include researchers at all career stages including early-stage researchers, commensurate with their legal status, performance and level of qualifications and/or responsibilities.</p>	<p><u>Collective Labour Agreement for Dutch Universities</u> Article 3.5 (page 28), Article 3.8 (page 28), Article 3.10 (page 29), Article 7.1 (page 59), Article 7.2 (page 59), Article 7.3 (page 59), Article 7.6 (page 60).</p> <p><u>National social security legislation</u> - <u>Unemployment Insurance Act</u> - <u>Work and Income (Capacity for Work) Act</u> - <u>Exceptional Medical Expenses Act</u> - <u>General Old Age Pensions Act</u></p> <p><u>Sector-specific social security legislation</u> - <u>Sickness and Disability Scheme for Dutch Universities</u> - <u>Netherlands Universities Enhanced Unemployment Scheme</u></p>	<u>ABP pension rules</u>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p>Consider the following topics:</p> <ul style="list-style-type: none"> <li>- How does the university ensure that researchers enjoy fair and attractive funding and/or salary terms?</li> <li>- How are the sector social security schemes set up at the university?</li> <li>- How are the national social security schemes set up at the university?</li> </ul>
27	<p><u>Gender balance</u> Employers and/or funders should aim for a representative gender balance at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of an equal opportunity policy at recruitment and at the subsequent career stages without, however, taking precedence over quality and competence criteria. To ensure equal treatment, selection and evaluation committees should have an adequate gender balance.</p>	<p><u>Equal Treatment Act</u></p> <p><u>Equal Treatment (Men and Women) Act</u></p>	<p><u>Talent to the Top Charter</u></p> <p><u>LNVH Monitor</u></p>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p>Consider the following topics:</p> <ul style="list-style-type: none"> <li>- Adoption of the Talent to the Top Charter and its guidelines (not applicable to Tilburg University, Wageningen University &amp; Research and Maastricht University).</li> <li>- The targets set on the basis of the LNVH Monitor.</li> <li>- Trends and developments from the LNVH Monitor.</li> <li>- Measures based on figures from the LNVH Monitor.</li> <li>- Making the link with principle 14.</li> </ul>
28	<p><u>Career development</u> Employers and/or funders of researchers should draw up, preferably within the framework of their human resources management, a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, including for researchers on fixed-term contracts. It should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers, thus motivating them and contributing to reducing any insecurity in their professional future. All researchers should be made familiar with such provisions and arrangements.</p>	<p><u>Collective Labour Agreement for Dutch Universities</u> Article 6.5, paragraph 2: The employer shall establish a career policy... (p.50).</p> <p><u>Preamble: More career prospects and job security for junior lecturers and postdoctoral researchers</u> (page 8).</p> <p><u>Appendix M: More career prospects and job security for junior lecturers and postdoctoral researchers</u> (page 119).</p>		<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p>Consider the following topics:</p> <ul style="list-style-type: none"> <li>- Describing the career policy.</li> <li>- The availability of mentors to support and supervise the personal and professional development of researchers.</li> <li>- Optional training courses in generic academic (and non-academic) skills and career training for doctoral candidates and temporary academic staff.</li> <li>- To what extent are the researchers familiar with the career development resources and programmes?</li> <li>- How does the university ensure more career prospects and job security for junior</li> </ul>

				<i>lecturers and postdoctoral researchers?</i>
29	<p><b>Value of mobility</b> <i>Employers and/or funders must recognise the value of geographical, intersectoral, inter- and trans-disciplinary and virtual mobility as well as mobility between the public and private sector as an important means of enhancing scientific knowledge and professional development at any stage of a researcher's career. Consequently, they should build such options into the specific career development strategy and fully value and acknowledge any mobility experience within their career progression/appraisal system. This also requires that the necessary administrative instruments be put in place to allow the portability of both grants and social security provisions, in accordance with national legislation.</i></p>	<p><b>Collective Labour Agreement for Dutch Universities</b> <i>Article 6.5, paragraph 1: ... Mobility, both within and outside one's own institution, is a vital aspect here (page 50).</i></p>		<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p><i>Consider the following topics:</i></p> <ul style="list-style-type: none"> <li>- Describing how the social policy improves the development opportunities and career prospects of employees.</li> <li>- Focusing on the sustainable employability of employees.</li> <li>- Mobility is essential, both within and outside the university.</li> </ul>
30	<p><b>Access to career advice</b> <i>Employers and/or funders should ensure that career advice and job placement assistance, either in the institutions concerned, or through collaboration with other structures, is offered to researchers at all stages of their careers, regardless of their contractual situation.</i></p>	<p><b>Collective Labour Agreement for Dutch Universities</b> <i>Article 6.5, paragraph 3: Every employee with a temporary employment contract for a period of two years or longer, shall be given the opportunity to obtain career advice from a professional organisation... (page 50).</i> <i>Article 6.5, paragraph 4: Every employee with a permanent employment contract is entitled to career advice at least once every five years, to be completed with, if possible, consultation with an expert in the field of career development (page 50).</i></p>		<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p><i>Consider the following topics:</i></p> <ul style="list-style-type: none"> <li>- How are career advice and job placement services offered to researchers at all stages of their career?</li> <li>- Independent of the researcher's type of contract.</li> </ul>
31	<p><b>Intellectual Property Rights</b> <i>Employers and/or funders should ensure that researchers at all career stages reap the benefits of the exploitation (if any) of their R&amp;D results through legal protection and, in particular, through appropriate protection of Intellectual Property Rights, including copyrights. Policies and practices should specify what rights belong to researchers and/or, where applicable, to their employers or other parties, including external commercial or industrial organisations, as possibly provided for under specific collaboration agreements or other types of agreement.</i></p>	<p><b>Copyright Act</b> <b>Patents Act</b> <b>Collective Labour Agreement for Dutch Universities</b> <i>Chapter 1, Section 3: Intellectual property rights (page 18): Article 1.20 General (page 18), Article 1.21 Obligation to report: paragraphs 1 and 2 (page 18), Article 1.22 Transfer and retention of rights (page 19), Article 1.23 Reimbursements (page 19).</i></p>	<b>Open Access</b>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p><i>Consider the following topics:</i></p> <ul style="list-style-type: none"> <li>- What has the university done to safeguard legal protection for researchers, so that they are able to benefit fully from their own research and development outcomes?</li> <li>- Policy on which rights belong to the researchers themselves and which to their employers or other parties.</li> <li>- Specific partnership contracts or other types of arrangements.</li> </ul>
32	<p><b>Co-authorship</b> <i>Co-authorship should be viewed positively by institutions when evaluating staff, as evidence of a constructive approach to the conduct of research. Employers and/or funders should therefore develop strategies, practices and procedures to provide researchers, including those at the beginning of their research careers, with the necessary framework conditions so that they can enjoy the right to be recognised and listed and/or quoted, in the context of their actual contributions, as co-authors of papers, patents, etc, or to publish their own research results independently from their supervisor(s).</i></p>	<p><b>Copyright Act</b> <i>Chapter 2 Author of the work, Section 4. Chapter 2 Author of the work, Section 7.</i></p>	<b>Recognition and reward of academics</b>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p><i>Consider the following topics:</i></p> <ul style="list-style-type: none"> <li>- Safeguarding the principle that the author of the original work has copyright.</li> <li>- Agreements on the co-authorship of research carried out in cooperation with another party.</li> <li>- How the above items are communicated to researchers.</li> <li>- Changes to the valuation and remuneration of academic staff.</li> </ul>

33	<p><u>Teaching</u>  <i>Teaching is an essential means for the structuring and dissemination of knowledge and should therefore be considered a valuable option within the researchers' career paths. However, teaching responsibilities should not be excessive and should not prevent researchers, particularly at the beginning of their careers, from carrying out their research activities.</i>  <i>Employers and/or funders should ensure that teaching duties are adequately remunerated and taken into account in the evaluation/appraisal systems, and that time devoted by senior members of staff to the training of early stage researchers should be counted as part of their teaching commitment. Suitable training should be provided for teaching and coaching activities as part of the professional development of researchers.</i></p>	<p><u>Collective Labour Agreement for Dutch Universities</u>  <i>Article 6.5a Tenure track: The following shall be stipulated in all procedures for a tenure track... (page 51).</i></p>	<p><u>UFO</u>  <i>Jobs.</i></p> <p><u>University Teaching Qualification</u></p>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p><i>Consider the following topics:</i></p> <ul style="list-style-type: none"> <li>- <i>The duties of academic staff at universities often involve a combination of teaching and research. Teaching duties are part of all academic job profiles in the UFO (except for researcher jobs).</i></li> <li>- <i>Teaching duties are a regular component of tenure track agreements.</i></li> <li>- <i>Policy on the University Teaching Qualification and any relevant figures.</i></li> </ul>
34	<p><u>Complaints/appeals</u>  <i>Employers and/or funders of researchers should establish, in compliance with national rules and regulations, appropriate procedures, possibly in the form of an impartial (ombudsman-type) person to deal with complaints/appeals of researchers, including those concerning conflicts between supervisor(s) and early-stage researchers. Such procedures should provide all research staff with confidential and informal assistance in resolving work-related conflicts, disputes and grievances, with the aim of promoting fair and equitable treatment within the institution and improving the overall quality of the working environment.</i></p>	<p><u>Collective Labour Agreement for Dutch Universities</u>  <i>Article 1.12 Undesirable behaviour (page 16), Article 1.13 Conscientious objections (page 17).</i>  Please note that since the adoption of the Public Servants (Standardisation of Legal Status) Act, complaints and appeal procedures no longer form part of the collective labour agreement.</p> <p><i>Article E.1f Study into the possibility of having an ombudsman. ... The parties to the collective agreement will decide whether it would be desirable to include an ombudsman for the staff at the universities in the CAO based on this evaluation (page 98).</i></p>	<p><u>LOWI</u></p>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p><i>Consider the following topics:</i></p> <ul style="list-style-type: none"> <li>- <i>Appointing confidential advisers.</i></li> <li>- <i>Describing the general internal complaints and grievance procedures.</i></li> <li>- <i>A code of conduct to prevent and combat undesirable behaviour, including sexual and other types of intimidation, aggression, violence and discrimination.</i></li> <li>- <i>Policy to enshrine the right to refuse certain duties on the grounds of deeply held conscientious objections.</i></li> <li>- <i>The duty of the university to handle complaints about research integrity violations itself.</i></li> <li>- <i>What arrangements have been made with a national body to promote research integrity and the equal treatment of complaints?</i></li> </ul>
35	<p><u>Participation in decision-making bodies</u>  <i>Employers and/or funders of researchers should recognise it as wholly legitimate, and indeed desirable, that researchers be represented in the relevant information, consultation and decision-making bodies of the institutions for which they work, so as to protect and promote their individual and collective interests as professionals and to actively contribute to the workings of the institution.</i></p>	<p><u>Higher Education and Research Act</u>  <i>Chapter 9, Chapter 11, Chapter 13.</i></p> <p><u>Works Councils Act</u></p>	<p><u>Regulations for local consultations with employees' organisations</u></p>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p><i>Consider the following topics:</i></p> <ul style="list-style-type: none"> <li>- <i>How are the various councils (e.g. student council, works council) organised? Please note that if a university has both a student council and a works council (dual council), the student council shall have the right to be consulted pursuant to the WHW, with the works council deriving its right to be consulted from the WOR.</i></li> <li>- <i>The university's regulations for local consultations.</i></li> </ul>
<b>Training (principles 36–40)</b>				
36	Relation with supervisors	Collective Labour Agreement for Dutch Universities		At ( <i>university name</i> ), the following policy

	<p>Researchers in their training phase should establish a structured and regular relationship with their supervisor(s) and faculty/departmental representative(s) so as to take full advantage of their relationship with them.</p> <p>This includes keeping records of all work progress and research findings, obtaining feedback by means of reports and seminars, applying such feedback and working in accordance with agreed schedules, milestones, deliverables and/or research outputs.</p>	<p>Article 6.8: The employer shall see to it, following consultation with the doctoral candidate and in accordance with a customised plan for training and guidance set up for the doctoral assistant by the appointed mentor or supervisor, that this plan is forwarded to the doctoral assistant within 3 months of inception of the employment contract (page 52).</p>		<p>initiatives could be launched:</p> <p>Consider the following topics:</p> <ul style="list-style-type: none"> <li>- Safeguarding that each doctoral candidate receives a customised plan for training and guidance, agreed in consultation with the mentor or supervisor, within three months of the start of his/her employment contract. This plan is amended at the end of the first year and each year thereafter if the need arises.</li> </ul>
37	<p><u>Supervision and managerial duties</u></p> <p>Senior researchers should devote particular attention to their multi-faceted role as supervisors, mentors, career advisors, leaders, project coordinators, managers or science communicators. They should perform these tasks to the highest professional standards. With regard to their role as supervisors or mentors of researchers, senior researchers should build up a constructive and positive relationship with the early-stage researchers, in order to set the conditions for efficient transfer of knowledge and for the further successful development of the researchers' careers.</p>	<p><u>Collective Labour Agreement for Dutch Universities</u></p> <p>Article 6.8: ... the extent, in minimum hours per month, of personal guidance from the appointed mentor to which the doctoral candidate is entitled (page 52).</p>	<p><u>Healthy Practices in the Dutch PhD System</u></p>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p>Consider the following topics:</p> <ul style="list-style-type: none"> <li>- The training and guidance plan specifies the extent, in minimum hours per month, of personal guidance to which the doctoral candidate is entitled. If the mentor is not the supervisor, the doctoral candidate must discuss the doctoral research with the supervisor at the start and at all other decisive moments regarding the progress of the research (but at least once a year in any case).</li> </ul>
38	<p><u>Continuing Professional Development</u></p> <p>Researchers at all career stages should seek to continually improve themselves by regularly updating and expanding their skills and competencies. This may be achieved by a variety of means including, but not restricted to, formal training, workshops, conferences and e-learning.</p>	<p><u>Collective Labour Agreement for Dutch Universities</u></p> <p>Article 6.5 Career development (page 50), Article 6.5a Tenure track (page 51), Article 6.6 Annual consultation (page 51), Article 6.9 Training and development (page 52).</p>		<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p>Consider the following topics:</p> <ul style="list-style-type: none"> <li>- Agreements on career development (career tracks).</li> <li>- Tenure track.</li> <li>- Provisions for an annual consultation with their immediate superior.</li> <li>- Topics to be discussed during the annual consultation should include the envisioned career and personal development and any training required to those ends, as well as the time frame within which this is to take place. Long-term career development targets and agreements should be recorded in a personal development plan.</li> <li>- Training and guidance plans for doctoral candidates.</li> </ul>
39	<p><u>Access to research training and continuous development</u></p> <p>Employers and/or funders should ensure that all researchers at any stage of their career, regardless of their contractual situation, are given the opportunity for professional development and for improving their employability through access to measures for the continuing development of skills and competencies. Such measures should be regularly assessed for their accessibility, takeup and effectiveness in improving competencies, skills and employability.</p>	<p><u>Collective Labour Agreement for Dutch Universities</u></p> <p>Article 6.5 Career development (page 50), Article 6.8 Doctoral candidate training and guidance plan (page 52), Article 6.9 Training and development, paragraph 4 (page 53), Article 6.9 Training and development, paragraph 5 (page 53).</p> <p>Preamble: More career prospects and job security for junior lecturers and postdoctoral researchers (page 9).</p>	<p><u>Advanced University Teaching Qualification</u></p>	<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p>Consider the following topics:</p> <ul style="list-style-type: none"> <li>- Researchers should be given opportunities for professional development at all times.</li> <li>- Researchers should be given opportunities to improve their employability at all times through access to ongoing skills and expertise development programmes.</li> </ul>

		<p><i>Appendix M: More career prospects and job security for junior lecturers and postdoctoral researchers (page 119).</i></p>		<ul style="list-style-type: none"> <li>- Evaluating the accessibility, use and effectiveness of such programmes.</li> <li>- The training and guidance plans for doctoral candidates (Article 6.8 CAO-NU) should specify which knowledge and skills must be developed and how this should be done.</li> <li>- Advanced UTQ action plan.</li> </ul>
40	<p><u>Supervision</u> Employers and/or funders should ensure that a person is clearly identified to whom early-stage researchers can refer for the performance of their professional duties, and should inform the researchers accordingly. Such arrangements should clearly define that the proposed supervisors are sufficiently expert in supervising research, have the time, knowledge, experience, expertise and commitment to be able to offer the research trainee appropriate support and provide for the necessary progress and review procedures, as well as the necessary feedback mechanisms.</p>	<p><u>Collective Labour Agreement for Dutch Universities</u> Article 6.8: ... who shall act as mentor for the doctoral candidate, i.e. under whose supervision the doctoral candidate shall work and who shall be the promoter (page 52).</p>		<p>At (<i>university name</i>), the following policy initiatives could be launched:</p> <p>Consider the following topics:</p> <ul style="list-style-type: none"> <li>- The training and guidance plans for doctoral candidates should specify who the mentor is, i.e. who guides the doctoral candidate in the performance of duties, and who the supervisor is.</li> </ul>