

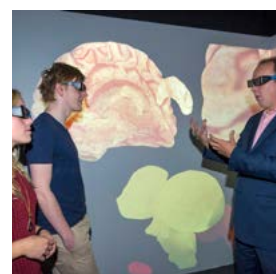
Room for Everyone's Talent:

The Tilburg University Ambition

Research



Education



Impact



Leadership



Team Spirit

Preamble

.....

We are pleased to present the Tilburg University aspiration paper as part of a nationwide initiative for a new way of recognizing and appreciating the talents and strengths of our academic staff, be it in research, education, impact, or leadership. It allows for more differentiation in career tracks in line with your own preferences and competences. The program also emphasizes our appreciation for team science and team spirit and wants to contribute to a more attractive work setting, which takes better into account your own talents without increasing work pressure.

This paper has been written in close collaboration with the Tilburg Steering Committee Recognition & Rewards and is offered to the Tilburg academic community. In the months to come our ambition will be presented and discussed with all relevant stakeholders and followed up by experimenting with the new approach and additional policy initiatives.

Em. Prof. Dr. Jaap Paauwe (Chair of the Steering Committee)
Dr. Elke van Cassel (Project Leader Recognition & Rewards)

Room for Everyone's Talent:

The Tilburg University Ambition

Towards a new balance in the recognition and rewards of academics



Contents

.....

1. Introduction	3
2. Tilburg University's values and strategic intent	5
Connection to and interaction with society	6
Research and education combined	6
Team research and team teaching	7
Connected leading and team spirit	7
3. A new system for recognition and rewards	9
Reasons for modernization of the system	10
Is the new approach in line with the values and strategic positioning of Tilburg University?	11
4. What needs to be done	12
Diversification and vitalization of career paths	12
Finding a balance between the individual and the collective	12
Focus on quality	12
Stimulating open science	12
Encouraging academic leadership	13
5. What's next?	14
6. Culture change and stakeholders involved	15
7. What do we want to achieve?	16
8. Tensions and points for discussion	17
Reference List	18
Appendix 1	20
VSNU, NFWO, KNAW, NWO, ZonMw, Room for Everyone's Talent (2019)	20
Appendix 2	21
Composition and assignment of the Tilburg Steering Committee Recognition & Rewards	21
Appendix 3	22
Overview of ongoing Tilburg University projects related to Recognition & Rewards	22



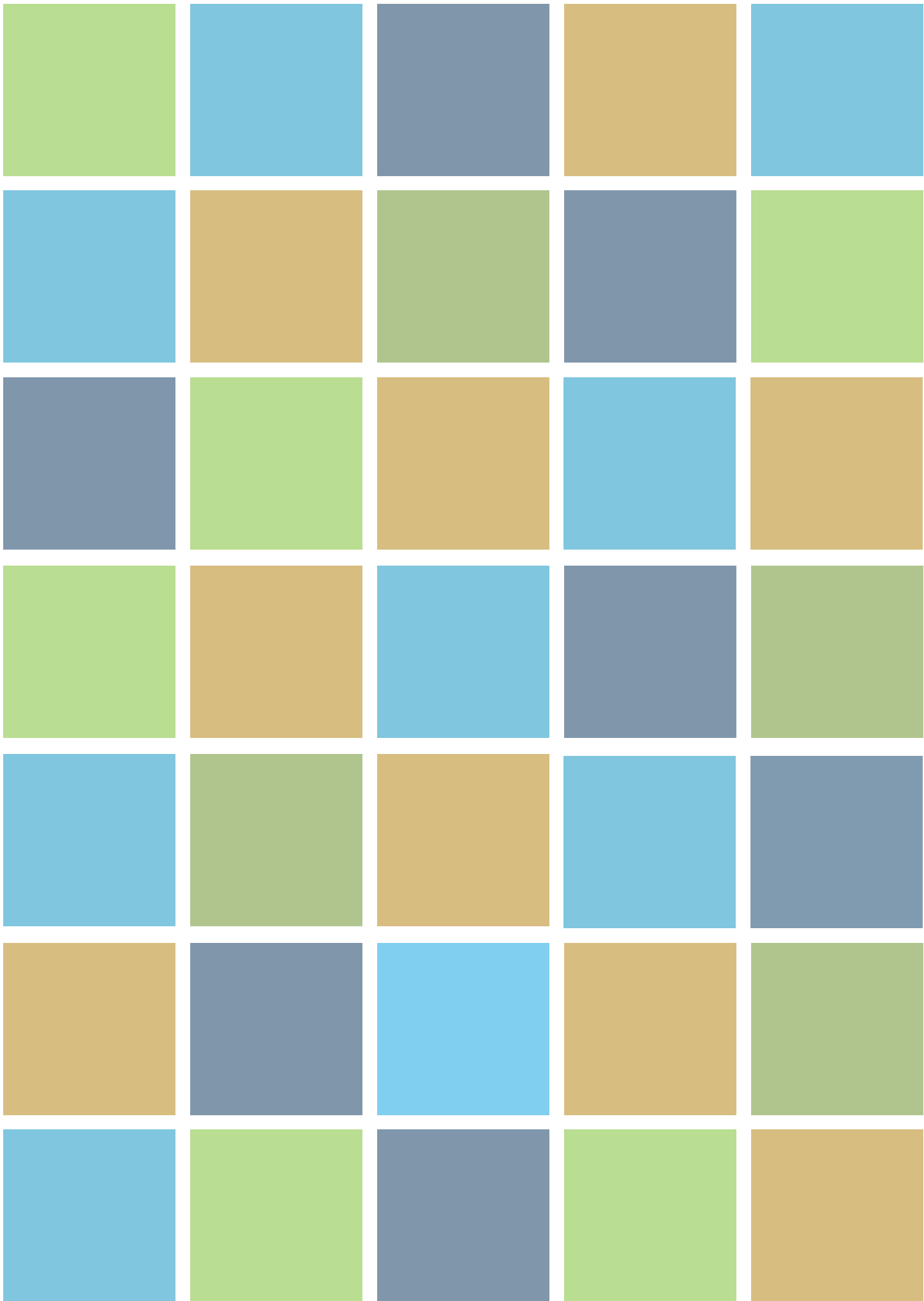
1. Introduction

.....

As part of an international and national scientific community, Tilburg University subscribes to the joint national initiative to redefine the recognition and rewards of academics in such a way that it does justice—in a balanced way—to the related areas of education, research, societal impact, and leadership. Below, we describe Tilburg University’s vision on recognition and rewards and the implications for culture change, career paths, required competencies, and the way in which we envision academic leadership. In order to specify our own position, we link the position paper of the VSNU, NFU, KNAW, NWO, and ZonMW to the values and strategic positioning of Tilburg University.

In this aspiration paper, we describe:

- the values and strategic intent of Tilburg University and how these relate to the envisioned modernization of the system of recognition and rewards;
- the background and reasons for a new system for recognition and rewards;
- the steps that need to be taken and what has already been set in motion;
- the approach and phases of the program at Tilburg University in relation to the national program;
- the envisioned cultural change and the stakeholders we want to involve;
- our ambition for the near future;
- a number of tensions that need to be addressed before we will be able to realize our vision and ambition.



A decorative header consisting of a 2x5 grid of colored squares. The colors are: light green, light blue, dark blue, gold, and light blue.

2. Tilburg University's values and strategic intent

A single dark blue square on the left side of the title.A decorative footer consisting of a 5x5 grid of colored squares. The colors are: light green, gold, light blue, dark blue, and olive green (row 1); light blue, olive green, gold, light blue, and dark blue (row 2); gold, dark blue, light blue, gold, and olive green (row 3); light blue, light green, dark blue, light green, and gold (row 4).

2. Tilburg University's values and strategic intent

.....

The ideas expressed in the nationwide position paper *Room for Everyone's Talent* are in line with Tilburg University's vision, as formulated by our founding father Martinus Cobbenhagen. This is illustrated by the objectives of *Tilburg University's current strategy*, which has resulted in a number of projects that contribute to balanced recognition and rewards of academics and underline the importance of valuing impact, leadership, and team spirit in addition to research and education, which form the foundation of our vocation as academics.

Connection to and interaction with society

The motto of our university is *Understanding Society*. According to Martinus Cobbenhagen's vision, an institution for academic education must be a place to study living society, made up of living people, and young people must be equipped with the tools they need to contribute to the society of the future. Anyone who wants to understand society must play an active and conscious role within that society.

For this reason, the motto of *Understanding Society* is often followed by *Advancing Society* to express the intention that we do not only want to study society for better understanding but are also aiming to help society to progress and thrive. This is also the reason why we value the combination of science for science and science for society. As a fourth-generation university—focused on education, research, and societal impact—Tilburg University aims to increase its impact on society with co-creation as an important principle for collaboration with external stakeholders. Multi-year and multi-collaboration research projects can create opportunities for investigating and solving societal challenges and enabling innovative, multi- or even transdisciplinary research. This is not only embodied in the *Tilburg University Impact Program*, but has also become part of the work of academics and research teams across our university and has been integrated in our appraisal, evaluation, and assessment systems. Academic freedom, strong disciplines and maintaining excellent research standards are key in creating scientific and societal impact (Wilthagen, Denollet & Den Hertog).

From this perspective, a university is part of society and works with society on its further development (Borgman, page 35). It trains people in freedom and responsibility to become inspired professionals who work to achieve “a good life” for themselves and others (Borgman, 36). This is also recognizable in our educational philosophy, in which Tilburg University emphasizes the combination of *knowledge, skills, and character*. All three are needed to educate and train young people who help to build society while they are aware of their responsibility for it: responsibility as one of the core values of a university focused on social and behavioral sciences. This culminates in the so-called TiU shaped professionals: responsible and entrepreneurial thinkers and doers, who are able to impact and give direction in an innovative way to a quickly changing society (Tilburg University, *Strategy 2018-2021*, 9). Being an entrepreneurial thinker implies actively searching for solutions to societal and scientific problems in areas such as digitalization, climate change and sustainability, immigration, income inequality, an inclusive labor market, quality of working life, health, safety, etc.

Research and education combined

Our university emphasizes being both science-driven and student centered (Tilburg University, *Strategy 2018-2021*, 10); we want to combine research and education in an integrated way. Firstly, regarding education, students are educated and trained using the latest findings from research and will sometimes even be actively involved in research by, for instance, collecting and analyzing data. Secondly, regarding our staff members, they are involved both in research and in education, albeit to varying degrees, some with a stronger emphasis on education and some with a more pronounced emphasis on research, for example depending on research funding. However, all are aware of the need to deliver state of the art academic and professional insights in their study programs, in addition to providing the basics of a discipline (Tilburg University, *Strategy 2018-2021*, 17). The connection to society and the goal of understanding and advancing society is central to both research and education.

Team research and team teaching

Based on the increasing complexity of our society and its multi-faceted challenges, we are better able to contribute to solutions by collaborating across disciplines. We need a combination of fundamental and applied research, as well as multi-disciplinary approaches, as present-day challenges such as empowering the resilient society, enhancing health and well-being, and creating value from data (our three core impact themes, see Tilburg University, *Strategy 2018-2021*, 23) require team-based science and collaboration among disciplines and Schools and the availability of both national and international networks. In order to educate and train our future leaders and professionals, Tilburg University also aims for more team-based teaching and innovative Master's programs, which combine a fundamental, mono-disciplinary base with collaboration across disciplines and Schools (Tilburg University, *Strategy 2018-2021*, 9).

Connected leading and team spirit

Not surprisingly, in order to give shape to the previously mentioned challenges and assignments of our University, we value excellent leadership, by means of "*connected leading*". By this, we mean leadership that is not limited to those in a specific managerial position but extends to all our staff. Connected leading implies that, irrespective of hierarchical position, people can both lead and follow, for example, an associate professor is part of her Department but may, at the same time, take the lead in a university committee (Tilburg University, *Strategy 2018-2021*, 35-6).

Based on the complexity of the challenges we face, we are in need of leadership characterized by reciprocity, taking place in a setting of integrity, respect, trust, openness, and transparency (Tilburg University, *Code of Conduct*), where people are capable of listening to each other. This also implies the need to be able to work as a team and to have the right spirit for it, i.e., team spirit encompassing the drive, energy, and capability to collaborate with others, be it in education, in research, or in creating societal impact. Team spirit can be embodied in (in)formal teams working together, but it can also manifest itself in an attitude of helping each other to solve problems, to cope with challenges, to value diversity, and to recognize each person's unique talent. Actually, it is all about being a good citizen: organizational citizenship behavior (OCB), which also relates to Tilburg University's basic values of living the good, responsible life. As we feel that team spirit is an important element in making Recognition & Rewards a success, we have added it as a fifth key area, in addition to research, education, societal impact, and leadership.





A decorative header consisting of a 2x5 grid of colored squares. The colors are: light green, light blue, dark blue, gold, and light blue.

3. A new system for recognition and rewards

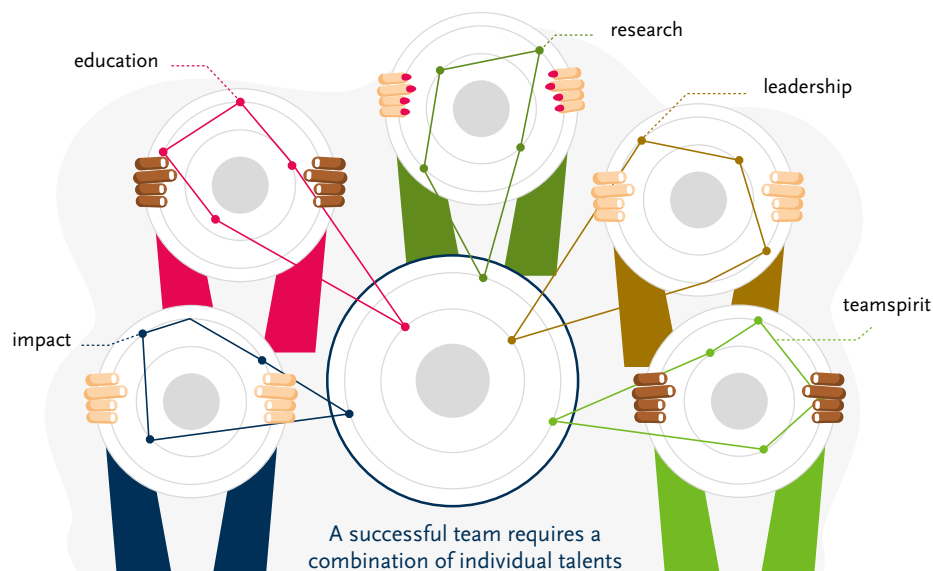
A single dark blue square on the left side of the section header.

3. A new system for recognition and rewards

.....

The nationwide position paper *Room for Everyone's Talent* calls for a new perspective with respect to the appreciation of the key areas of education, research, impact, and leadership to which academic staff members contribute: a perspective that emphasizes the talents and strengths of staff. Core elements in the modernization of the system of recognition and rewards are:

- Diversification and vitalization of career paths, thereby promoting excellence in each of the key areas
- Acknowledgement of the independence and individual qualities and ambitions of academics as well as recognizing team performance
- Emphasizing quality of work over quantitative results (such as number of publications)
- Encouraging all aspects of Open Science, and
- encouraging high-quality academic leadership (VSNU et al., 3)



Reasons for modernization of the system

Many academics currently feel that there is a lack of balance in the appreciation of the different key areas. They perceive a one-sided emphasis on research excellence, leading to an under-appreciation of the other key areas such as education, impact, leadership, and team spirit. At the same time, academics feel that they have been expected to do the impossible; combining research, education, societal impact, and leadership roles while excelling in all of these areas, regardless of their innate, individual talents and capabilities. This system, with its focus on performance and output, is one of the reasons for the heated debate about work pressure, which has gained momentum over the past few years and in which young academics—working towards tenure—have been especially vocal.

Another focal point in the discussion has been the importance of quantifiable output-indicators (e.g. number of publications, h-index, and journal impact factor). Relying too strongly on such quantitative indicators may lead to a focus on quantity over quality and may even result in perverse incentives. A focus on quantitative output indicators can also impede the practice of Open Science: sharing research data, open access publications, citizen science. In disciplines where the h-index is all-important, the practice of Open Science is, in some cases, still perceived as a burden and potentially harmful to an academic's career or opportunities for acquiring funding. This is why it is important that, at the national and the international level, the modernization of the system of recognition and rewards is a joint initiative with research funders. They also recognize the need to develop a more nuanced approach to assessing research quality, as well as a need to diversify career paths, allowing for recognition in the other key areas as well.

Is the new approach in line with the values and strategic positioning of Tilburg University?

The nation-wide position paper *Room for Everyone's Talent* emphasizes an integrated approach towards education and research with a focus on quality; the importance of societal impact and open science; a focus on team science and team spirit; and the need to value (academic) leadership across all levels of the academic community. We see a clear link between the aspirations expressed in *Room for Everyone's Talent* and the values and strategic positioning of Tilburg University.

Quality in research and education is ingrained in the genes of our staff and actively contributing to society is part of our heritage as initiated by our founder Martinus Cobbenhagen. As far as leadership is concerned, Tilburg University has developed a vision and program on leadership called Connected Leading, involving all staff at the Departmental, School and university level, as well as support staff. As a result, a number of leadership development initiatives have been developed.

In line with the new perspective on recognition and rewards, the Tilburg University Executive Board and the Deans have, in 2019, taken an important first step by defining five overarching domains for recruitment, assessment, tenure, and promotion/career decisions: research, education, societal impact, leadership, and team spirit. The fact that Tilburg University has already taken this important step is the reason why we choose to focus on five key areas instead of the four that feature in the nationwide position paper.

The aspirations of the nationwide position paper are embedded in a philosophy of acknowledging diversity in individual talents and competences, implying a need for more variety in career paths and development tracks. It is not necessary—nor realistic—for academics to excel in all five key areas. Within the context of their team and the organization as whole, staff will be challenged to develop their own talents and follow their ambitions to excel in a combination of key areas, a combination that may change over the course of their careers. At the level of the Department and/or the School, the different profiles and backgrounds need to be integrated into a coherent whole (VSNU et al., 5). As an organization we have the strategic and operational management challenge to carry out our research and education in an attractive, effective, and professional way, which requires the involvement of all (see also Tilburg University, *Code of Conduct*). Due to this challenge and the interrelatedness of education and research, academic staff should always have a certain basic level of competencies in these two domains (VSNU et al., 4) as research and education form the very essence of working at a university.



Research and education form the foundation for all academic careers, strengthened by leadership and team spirit. Individuals may excel in different key areas.

4. What needs to be done

.....

Embracing *Room for Everyone's Talent* as a nationwide initiative implies a culture change and a change in mindset and attitude of leadership that goes beyond changing systems in the areas of human resource management, organization, and quality assurance. For this reason, we will make sure to develop a change process and related interventions, which are aimed at involving staff at all levels in order to be informed, to participate, to experience with the new approach, and to apply and reflect on best practices.

The nationwide position paper lists five areas in which specific action is needed in order to achieve the desired culture change. Below, we give a summary of the progress that has already been made in these areas at Tilburg University and further steps that need to be taken.

Diversification and vitalization of career paths

As part of the Tilburg University project on Academic Careers, the Executive Board and the Deans decided to create unity by focusing on five key areas: research, education, societal impact, leadership, and team spirit. The five key areas have been translated into basic criteria, which will be further elaborated within the Schools, thus allowing for diversity at the level of the Schools and the Departments. The result is a system that creates transparent career paths and reflects the shared values of Tilburg University. The five domains will be implemented within the Schools in the existing processes of recruitment, selection, staffing, development, and promotion. In addition, Tilburg University will stimulate and support academic staff in developing their profiles and career paths by adapting and further developing the career training courses. Furthermore, Tilburg University aims to revise and harmonize the attainment criteria for the PhD program in order to incorporate the new perspective on recognition and rewards.

Finding a balance between the individual and the collective

If individuals have more leeway—within certain boundaries—to shape their own careers on the basis of two or more key areas, we need to make sure that, at the collective level, all the required competences and capabilities are available. If not, we will face problems in meeting the demands for our educational programs, research credibility, impact activities, etc. On the one hand, this implies awareness among those in leadership positions of the need for task diversity, i.e., the interplay of talents and skills, and on the other hand, the acknowledgement of having responsibility for the effort and results of the team as a whole for a joint educational, research, or impact program. The modernization of performance management will provide insights into and analytics of the different domains at both the individual and the team level.

Focus on quality

The emphasis on quality has been incorporated in the formulation of criteria for recruitment, staffing, development, and promotion as part of the project Academic Careers. A focus on quality, content, scientific integrity, contribution to science and/or society is also central to the *Strategy Evaluation Protocol 2021-2027*, which embodies the principles of the San Francisco Declaration on Research Assessment (DORA) and will be implemented from 2020 onwards.

Stimulating open science

Stimulating Open Science is one of the objectives in the *Tilburg University Strategy 2018-2021*. This has resulted in an active *Open Science community*, an information portal on Open Science, an Open Access infrastructure, an Open Access fund to stimulate Open Access publications, and a university-wide data management policy.

Encouraging academic leadership

In line with the objectives of the Strategy 2018-2021, Tilburg University has developed a vision on leadership: Connected Leading. This vision has resulted in a program aimed at all levels of the organization and all staff members. Central to *Connected Leading* is the notion that we all lead and follow, regardless of formal leadership positions. Connected Leading contributes to the goals of Recognition & Rewards in a number of ways:

- by raising awareness of individual talents and strengths;
- by stimulating a culture of dialogue and feedback;
- by building awareness of team development and the connection between individuals and the collective.

A complete overview of ongoing projects contributing to realizing our ambition regarding Recognition & Rewards is included in Appendix 3. Points of attention include career development, work pressure, appreciation for and evaluation of education, and inclusion and diversity.



5. What's next?

.....

The nationwide program Recognition & Rewards envisions a timeline that includes six phases and runs until 2022:

1. Research and formulate vision
2. Increase imagination and experiment
3. Give meaning
4. Concretize and develop
5. Implement
6. Retention

The Tilburg University Committee envisions the following approach:

2020												2021												2022											
j	f	m	a	m	j	j	a	s	o	n	d	j	f	m	a	m	j	j	a	s	o	n	d	j	f	m	a	m	j	j	a	s	o	n	d

Phase 1: January–September 2020

- Install committee
- Formulate an ambition and a vision: aspiration paper
- Give an overview of ongoing projects that contribute to Recognition & Rewards
- Make a plan for inspiration sessions with stakeholders
- Develop a project plan for Recognition & Rewards
- Exchange ideas and best practices with other organizations (as part of nationwide program)

Phase 3: October 2020–October 2021

- Develop additional policy or adjustments in policy (partly as input for Tilburg University Strategy 2022–2025)

Phase 4: July 2021–December 2022

- Implementation
- Evaluation
- Sustainment of the change

Phase 2: September–December 2020

- Organize inspiration sessions with stakeholders
- Evaluate first experiences with new evaluation criteria
- Analyze current policy in relation to Recognition & Rewards and determine whether additional policy or adjustments in policy are needed

6. Culture change and stakeholders involved

.....

The new approach towards recognition and rewards is a major shift in the approach to recruitment, appreciation, and promotion of academic staff; a shift in focus from quantitative criteria to qualitative assessment. This will require means to assess and substantiate quality. It will also require a different mindset for those in leadership positions as they will be asked to coach and manage their staff members in a different way, allowing for diversity in career tracks. They should take into account individual differences, preferences, and strengths. At the same time, they must make sure that, for the research group, Department, or School as a whole, the requirements in the areas of research, education, impact and leadership are being met in an excellent way.

A process of culture change can only take place through the involvement of our major stakeholders, including the:

- Executive Board,
- Deans and management teams of the Schools,
- Heads of Departments,
- Participatory councils at the University and the School level,
- Tilburg University Young Academy,
- Tilburg PhD Platform (TiPP),
- Connected Leading steering group and the participants in the 'leading leaders' and 'leading others' programs.

The Steering Committee Recognition & Rewards of Tilburg University, which is accountable to the Executive Board, will initiate and coordinate the different activities regarding the development and implementation of the new approach to Recognition & Rewards. This will take place in line with and with the support of the nationwide initiative. The Committee will also make sure to involve stakeholders in a timely manner while taking into account the limitations and possibilities of the COVID-19 guidelines from the Dutch government and the Executive Board.

7. What do we want to achieve?

.....

Amidst our recently started change process for a new approach to recognition and rewards, it is helpful to outline the direction in which we are heading. What is our ambition and what do we want to achieve in the next 3-5 years? Below we give our vision for the near future.

- Staff members are treated in a fair, open, and transparent way; leadership style, organizational climate, and systems for career development and recognition and rewards will do justice to their contributions and will recognize and stimulate the diversity of talents.
- Those in leadership positions will take the lead in this new approach to recognition and rewards by helping their staff members to discover their strengths and stimulating them to pursue career tracks, which fit their talents and aspirations.
- Staff members will develop their careers in line with their talents, while at the same time making sure that by means of a proper combination of key areas (including leadership and team spirit) they contribute to a professional learning organization for the sake of our students.
- Safeguarding a proper balance between the formation principle and the talent/performance principle will ensure that we sustain a healthy organization, both financially and with respect to well-being. Staff should be aware that pursuing a career will have its limitations within our own organization. We cannot all become full or associate professor. Sometimes our career will benefit from switching to another university or organization.
- The quality of academic education, academic research, and societal impact will improve without an increase in work pressure.
- Team members, be it in education, research, or societal impact will be appreciated for their team spirit and the results of teamwork as well as for their individual contributions.
- Academics feel free—while also getting recognition—to publish their research results via both existing and new channels.
- Open Science is common practice on a significant scale and stimulates interaction between the academic community and society at large. Adherence to the principles of DORA—signed by many universities and funding bodies across the globe, including the VSNU (in 2014)—will be encouraged and promoted.

8. Tensions and points for discussion

.....

Before we are able to realize our vision for a new approach to recognition and rewards, a number of questions and tensions need to be addressed. The questions below will form input for a dialogue with the different stakeholders during the second phase of the program. The outcomes of these discussions help us achieve a true culture change.

1. How are the different domains interrelated?

How does societal impact relate to education and research? Is it a “third pillar” or is it an intrinsic part of education and research? Are leadership and team spirit independent domains, or rather “enabling factors” for education, research, and societal impact?

2. How do we deal with the tension between internal and external forces?

How do we align the steps Tilburg University has already taken with national and international developments? Will the new approach affect Tilburg University's international reputation, rankings, and international career prospects? In addition, if so, how should we deal with these consequences?

3. How do we prevent bias and subjectivity from having an impact on the new system of Recognition & Rewards?

How do we make it clear what we expect from employees in the new system of Recognition & Rewards? How do we develop concrete selection and tenure track criteria, especially with respect to leadership capabilities and skills and working in teams? How do we substantiate qualitative assessments in an objective manner?

4. Do our academics perceive enough recognition for their work right now?

What kind of recognition do they want?
What is the right mixture of reward elements?

5. How do we deal with the tension between the formation and the talent or performance principle?

What are the consequences of this new approach for staff structure and size? How do we find the right balance between the individual and the collective? How do we keep this new system affordable?

6. How much leeway do we give for differentiation/a customized approach per School or Department?

To what extent is unification in the sense of a common policy across the Schools a condition for the success of this culture change?

In a preliminary consultation round, the Committee also raised a number of issues that are important points of attention for the implementation phase:

1. At what point in a career path does an academic choose a certain profile? Is it also possible to return to a previous profile? What is the degree of leeway in specialization/differentiation in relation to one's strengths and the organizational requirements?
2. How do we substantiate and measure the effectiveness of the new approach to recognition and rewards?
3. How do we create rules and procedures that embody the new approach, do not create an additional administrative burden, and contribute to an “institutionalization of trust”?
4. How do we explicate the core values of Tilburg University and develop concrete behavioral indicators that reflect these values?

Reference List

.....

Borgman, E. (2013). *Met het oog op goed leven*. Cobbenhagen Centre.

San Francisco Declaration on Research Assessment (DORA), 2012, retrieved from: sfdora.org/read.

Tilburg University (2018). *Strategy 2018-2021. Connecting to Advance Society*.

Tilburg University (2019). *Code of Conduct*.

VSNU, NFU, KNAW, NWO and ZonMw (2019). *Room for everyone's talent: towards a new balance in the recognition and rewards of academics*.

Wilthagen, T., Denollet, J. and Den Hertog, D. (2017). *Advancing Society in a Digital Era. Science with a Soul. Essay On connecting people and impacting society*.

Appendices

.....

1. VSNU, NFO, KNAW, NWO, ZonMw, *Room for Everyone's Talent* (2019)
2. Composition and assignment of the Tilburg Steering Committee Recognition & Rewards
3. Overview of Tilburg University projects related to Recognition & Rewards

Appendix 1

.....

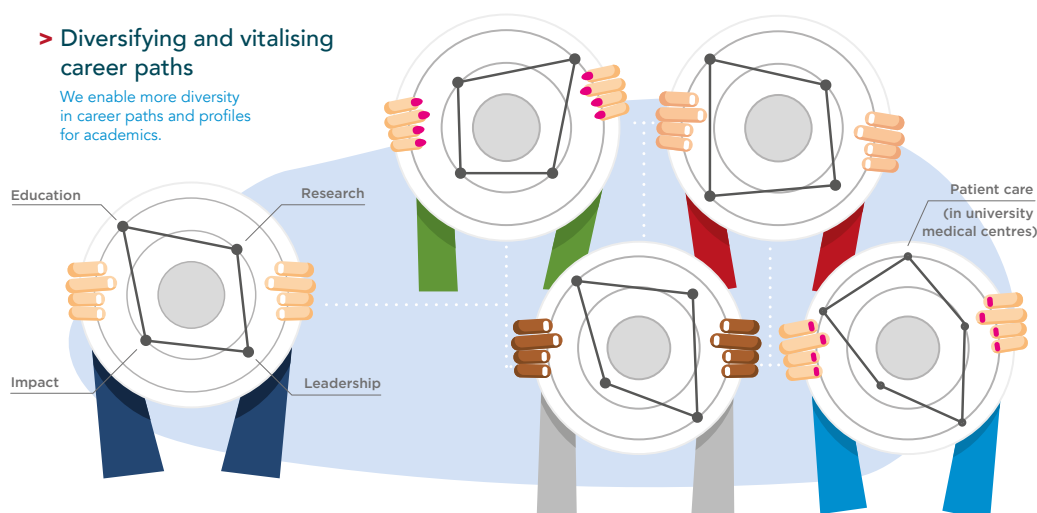
VSNU, NFU, KNAW, NWO, ZonMw, *Room for Everyone's Talent* (2019)

Room for everyone's talent

towards a new balance in the recognition and rewards of academics

> Diversifying and vitalising career paths

We enable more diversity in career paths and profiles for academics.



> Achieving balance between individuals and the collective

We assess academics based on both their individual and their team performance.



> Focusing on quality

In our assessments of academic performance, we increasingly focus on quality, content and creativity.

> Stimulating open science

We encourage academics to share their research outcomes with society.



> Stimulating academic leadership

We stimulate good academic leadership at all levels.

Appendix 2

.....

Composition and assignment of the Tilburg Steering Committee Recognition & Rewards

Composition

Em. Prof. Dr. Jaap Paauwe, chair
Dr. Elke van Cassel, project leader
Prof. Dr. Joost Driessen, TiSEM
Prof. Dr. Saskia Lavrijsen, TLS
Dr. Loes Keijzers, TSB
Prof. Dr. Marjolijn Antheunis, TSHD
Prof. Dr. Kees de Groot, TST
Prof. Dr. Geert Vervaeke, Dean TLS
Prof. Dr. Ir. Boudewijn Haverkort, Dean TSHD
Ellen van Dodewaard, Director Human Resources Division
Piet van Ierland, Director Marketing & Communication Division
Head of Academic Services Policy Staff (vacancy)

Assignment

The Tilburg University Steering Committee Recognition & Rewards, which is accountable to the Executive Board, will initiate and coordinate the different activities regarding the development and implementation of the new approach to Recognition & Rewards. This will take place in line with and with the support of the nationwide initiative.

Appendix 3

.....

Overview of ongoing Tilburg University projects related to Recognition & Rewards

PROJECT 1. MODERNIZATION PERFORMANCE MANAGEMENT						
Link to Strategy 2018-2021	Coordination	What has been accomplished?	Ongoing actions	Further actions that need to be taken	Actions at Tilburg University level	Actions at School level
-	HR	Decision-making on standard inclusion/ discussion 5 evaluation domains (research, education, impact leadership, team spirit) in R&D formats for all scientific staff. Also for support staff inclusion of 3 domains (primary tasks, leadership, team).	Procurement/ purchase Performance. Management module to digitally support the R&D cycle and team insights/ analytics in the various domains.	Design of the module (Q3/Q4 2020). Implementation of the module and relationship Recognition & Rewards per School and Division (Q4 2020 / Q1 2021).	Yes, make it part of this development in communication plan Recognition & Rewards.	Yes, making it part of the annual HR cycle.

PROJECT 2. MODERNIZATION PERFORMANCE MANAGEMENT						
Link to Strategy 2018-2021	Coordination	What has been accomplished?	Ongoing actions	Further actions that need to be taken	Actions at Tilburg University level	Actions at School level
-	HR	Development of new domains (research, education, leadership, impact, and team spirit) and basic criteria for an academic career from assistant professor up to and including full professor at Tilburg University. Harmonizing the procedure and duration of Tenure Tracks. Text for vacancies. Text for profiles. Points of reference for composition of committees and procedure for promotion. Design R&D and fleet review format. Design criteria for researcher and lecturer.	Q1 and Q2 2020: Implementation domains and basic criteria for academic careers in the Schools. Implementation R&D form. Implementation fleet review. Translation Performance Management.	Implementation of domains and basic criteria for academic careers in all Schools. Creating a challenging academic career for lecturers, researchers, PhD candidates, and post-doctoral researchers.	Culture change in relation to Recognition & Rewards of employees with regard to the domains of the academic career paths project.	The basic criteria per domain can be supplemented per School or Department with specific criteria. Implementation domains and basic criteria for academic careers in the Schools. Implementation R&D form and fleet review by means of Performance Management.

PROJECT 3. CONNECTED LEADING						
Link to Strategy 2018-2021	Coordination	What has been accomplished?	Ongoing actions	Further actions that need to be taken	Actions at Tilburg University level	Actions at School level
Action Line 14	HR	Leadership program for employees who manage a team directly: Leading Others program (mix scientific and support staff, duration: 9 months). In addition, training is also offered for assistant professors/starting associate professors (3 days). And a program for program directors (3 days).	These programs are running. The POW/EB is proposed to continue the program for program directors (if adopted, a call for tender will put out out for the training).	Programs are running. Program for program directors will be put out to tender (after adoption) and will hopefully be offered again in the fall.	Continuous communication and (even further) integration (of the vision/philosophy) in projects and processes (new and existing) to ultimately realize the desired vision together.	Draw attention and encourage employees to participate. Example behavior supports this.
		Workshop Increase your self-awareness: use your talents linked to a personal coaching session.	These workshops are organized approximately every month.			
		Workshop Connected Leading: Experience it for yourself!	This workshop is offered several times a year.	Due to the coronavirus measures, this workshop is currently at a standstill. Hopefully, we can offer a (modified) form of this workshop in the fall.		
		Team sessions for leadership teams	These can be organized on the initiative of the Divisions or Schools.			
		Mentor program	We are now recruiting mentors and mentees and want to start the program in the fall with a kick-off/workshop.	Process of matching and kick-off has yet to take place.		
		Peer review	We are now recruiting participants with the aim of training them to become peer review coaches.	Recruit participants and then train them (fall 2020)		
		Personal coaching	Employees have the opportunity to start a personal coaching trajectory.			
		LinkedIn Learning and getAbstract. Can offer support for self-study	Possibility to log in via the intranet			
		Team Toolbox, work forms to be deployed in team or in one-on-one conversations. With the aim of supporting cooperation and initiating dialogue	Available via intranet (and also on paper - cannot be issued yet due to coronavirus measures)			

PROJECT 4. IMPLEMENTATION GENDER & DIVERSITY ROADMAP 2018-2021						
Link to Strategy 2018-2021	Coordination	What has been accomplished?	Ongoing actions	Further actions that need to be taken	Actions at Tilburg University level	Actions at School level
Action Line 13	HR	The Career Strategy Program Tilburg University offers female scientists a yearlong coaching program focused on career strategy.	This yearlong program will run for the fifth time in 2020.	After 2020, funding from Aspasia will not be continued and an alternative budget is required.	More visibility for this highly appreciated training.	Recruitment runs via the HR policy advisors.
		The Recruitment & Promotion training is designed in collaboration with the agency Direction and aims at i) reducing bias and ii) based on Equality by Design, a neutral and transparent process (including domains Recognition & Rewards) for inflow, advancement and retention of talent.	The Recruitment & Promotion training is in the pilot phase.	Agree how this training can be used for selection committees at the right time, taking into account the workload.	Link with Academic career paths; Recognition & Rewards (R&R); Onboarding; Connected Leading and team dynamics, Reward system. Communicate that this training is part of the proposed solution regarding institutional inequality. It contributes to the desired cultural change.	Ownership Schools required for success.
		TIDE, Tilburg University Network for Inclusion, Diversity & Equality	We organize meetings where staff, experts and directors discuss themes that contribute to an inclusive organizational culture in an open and constructive manner.	On the agenda for November 12 from 11:00-13:00: Recognition & Rewards, team work and team effort. In collaboration with Geert Vervaeke, Linda Martens, Daphne van Castricum, Elke van Cassel, Ilja Hijink. The target group of TIDE is scientific and support staff.	Prior to: recruitment in collaboration with M&C. During: open dialogue.	Encourage employees to attend TIDE meetings so you can discuss Tilburg University themes.

PROJECT 5. CAREER DEVELOPMENT						
Link to Strategy 2018-2021	Coordination	What has been accomplished?	Ongoing actions	Further actions that need to be taken	Actions at Tilburg University level	Actions at School level
-	HR	Every year we offer several career training courses. We have training courses for support and scientific staff and PhD researchers. All training courses contain the questions; who am I? What am I capable of doing? What do I want?	These trainings are offered about twice a year.	The training courses are currently being updated. We will increase the link with Connected Leading and the strong points.	More discussion about career and career development	Encourage employees to think about their careers/ employability

PROJECT 6. WORK PRESSURE						
Link to Strategy 2018-2021	Coordination	What has been accomplished?	Ongoing actions	Further actions that need to be taken	Actions at Tilburg University level	Actions at School level
-	HR	<p>Discuss work pressure at team level and draw up action plans to deal with work pressure.</p> <p>4 pilots were carried out in which teams under external supervision started working on work pressure. An interim evaluation and a final evaluation of this intervention were drawn up. Experiences are predominantly positive and the recommendation is to continue offering the intervention and to implement a number of points for improvement.</p>	Currently on hold (because of COVID-19 and teams that need to get together physically).	The aim is to “recruit” new teams in the fall of 2020 and to start 5 to 6 new groups in 2021. HR is the driving force to make use of this intervention. In new programs, the link with Recognition & Rewards can be made.	Communication about/visibility of the intervention.	Schools (and Divisions) are responsible for bringing in new teams. They will have to determine—with the support of HR—which teams will benefit from guidance in the area of work pressure.
		<p>A consultation round including all Schools and Divisions has been completed. The results have been incorporated in a memo. This gives:</p> <p>i) An overview of all initiatives that Schools and Divisions undertake themselves in the area of work pressure and which of these can be regarded as best practices (or promising initiatives).</p> <p>ii) Insight into the work pressure problems of Schools and Divisions—what lies within and outside their own sphere of influence—and which initiatives are considered desirable.</p>	<p>The aim was to organize meetings to share best practices.</p> <p>Considerations are made as to another form of sharing the information. For example, films/other visual material/ recording in material yet to be developed for managers as a target group.</p>	<p>Elaborate proposal for sharing information/best practices.</p> <p>Link with Recognition & Rewards can be made by considering this when selecting best practices.</p> <p>Currently no clear planning.</p>	Communication about/visibility of the results.	<p>The purpose of sharing information is to share knowledge and learn from each other. Schools should be willing to contribute to this and apply good ideas in their own Schools.</p>
		<p>Research into workload/production on the one hand and capacity (people/resources) on the other hand completed.</p> <p>Exploration of this investigation has been completed. It is about mapping out the workload in a quantitative sense. The focus is on scientific staff and in particular on education.</p>	Discussion on conducting research in steering committee workload, June 29	<p>Conduct research, HR together with information managers based on data from systems.</p> <p>Possible link with R&R if R&R will also have consequences for the distribution of work.</p>	Communication about/visibility of the results.	Willingness and openness to discuss the results + to share information about own standards models.

PROJECT 7. IMPLEMENTATION STRATEGY EVALUATION PROTOCOL 2021-2027						
Link to Strategy 2018-2021	Coordination	What has been accomplished?	Ongoing actions	Further actions that need to be taken	Actions at Tilburg University level	Actions at School level
-	AS	Tilburg University provided frequent input during consultation sessions in preparation for the drafting of the new SEP.	Administrative handling will be written, ready mid-September 2020.	Consultation within Schools. Include SEP requirements in Recognition & Rewards.	Administrative decision-making.	Implement new SEP within the Schools.

PROJECT 8. ATTAINMENT CRITERIA FOR THE PHD PROGRAM						
Link to Strategy 2018-2021	Coordination	What has been accomplished?	Ongoing actions	Further actions that need to be taken	Actions at Tilburg University level	Actions at School level
-	AS/ES	Not started yet.		Matching appointment criteria with Recognition & Rewards.		

PROJECT 9. REVISED PROFESSORSHIP POLICY						
Link to Strategy 2018-2021	Coordination	What has been accomplished?	Ongoing actions	Further actions that need to be taken	Actions at Tilburg University level	Actions at School level
Action Line 5	AS/ES	Attainment criteria have been harmonized.	Appreciation for education and other domains should be included in the criteria.			

PROJECT 10. PRIZES AND NOMINATIONS						
Link to Strategy 2018-2021	Coordination	What has been accomplished?	Ongoing actions	Further actions that need to be taken	Actions at Tilburg University level	Actions at School level
-	AS	Is coordinated centrally.		Criteria prizes need to be in line with Recognition & Rewards criteria.		

PROJECT 11. RECOGNITION OF EDUCATION						
Link to Strategy 2018-2021	Coordination	What has been accomplished?	Ongoing actions	Further actions that need to be taken	Actions at Tilburg University level	Actions at School level
Action Line 3	AS/HR	Program starting lecturers to start in August 2020. As part of Connected Leading: educational leadership training courses.		STQ still needs to be scaled up. The “real” appreciation for education needs to be developed as part of Recognition & Rewards.		

PROJECT 12. INTERNAL ALLOCATION MODELS						
Link to Strategy 2018-2021	Coordination	What has been accomplished?	Ongoing actions	Further actions that need to be taken	Actions at Tilburg University level	Actions at School level
-	F&C			If resources are allocated on the basis of performance indicators, adjustments to these models are necessary in the context of Recognition & Rewards.		

PROJECT 13. FURTHER DEVELOPMENT OF THE IMPACT PROGRAM						
Link to Strategy 2018-2021	Coordination	What has been accomplished?	Ongoing actions	Further actions that need to be taken	Actions at Tilburg University level	Actions at School level
Action Line 7	AS	Impact Program (impact leaders, impact themes, impact communities).	Mid-term evaluation has taken place; Impact Program continues until the end of 2021.	Discussions are held with the Deans about the further development of the Impact Program. The focus here is on the concrete implementation of the broad impact themes. The starting point for the further development is that impact should not be separated from fundamental research. Research and impact themes must be linked to each other.		

PROJECT 14. OPEN SCIENCE PROGRAM						
Link to Strategy 2018-2021	Coordination	What has been accomplished?	Ongoing actions	Further actions that need to be taken	Actions at Tilburg University level	Actions at School level
Action Line 6	LIS	An active Open Science (OS) Community was founded, in which OS ideas are shared, practiced, and disseminated.	Several Open Science meetings and collaborations in the framework of the Open Science Action Plan 2018-2021.	Consolidating the Community after 2021.	Structural out-of-pocket resources to realize community initiatives.	Annual recruiting and enthusing members/communication.
		Internal OA Infrastructure (Open Press Tilburg University) for open science publishing; books, journals, digital productions (MOOCs).	Is active.	Sustainable funding for publishing and awareness raising among Tilburg University scientists.	Financing Communication	Communication
		Open Access Fund	Runs until 2021	Continue to publish OA stimulate When online, this should be communicated to researchers.	Financing Communication	Communication
		Open Science Skills	Information portal (Libguide) will be realized in which skills and practices relating to Open Science are described.		Communication	Communication

PROJECT 15. OPEN ACCESS						
Link to Strategy 2018-2021	Coordination	What has been accomplished?	Ongoing actions	Further actions that need to be taken	Actions at Tilburg University level	Actions at School level
Action Line 6	LIS	Assistance with Open Access Publishing.	Open Access specialist employed by LIS.			

PROJECT 16. RESEARCH DATA MANAGEMENT						
Link to Strategy 2018-2021	Coordination	What has been accomplished?	Ongoing actions	Further actions that need to be taken	Actions at Tilburg University level	Actions at School level
-	LIS	There is a university data management policy. Setting up an infrastructure for archiving research data.	Develop policy into concrete actions and facilities. Continuous improvement of the infrastructure.	Support and compliance of researchers must increase.	Clearer management regarding the obligation to store.	Establish communication on School-specific procedures.

