

INTERNAL REVIEW

Name of organisation under review:

Delft University of Technology

Organisation's contact details:

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Web-link to published version of organisation's HR Strategy and Action Plan:

<https://www.tudelft.nl/en/about-tu-delft/working-at-tu-delft/coming-to-the-netherlands-tu-delft/good-reasons-to-work-at-tu-delft/hr-excellence-in-research/>

Web-link to organisational recruitment policy (OTM-R principles):

<https://www.tudelft.nl/en/about-tu-delft/working-at-tu-delft/coming-to-the-netherlands-tu-delft/good-reasons-to-work-at-tu-delft/hr-excellence-in-research/>

SUBMISSION DATE TO THE EUROPEAN COMMISSION:

1. ORGANISATIONAL INFORMATION

Please provide an update of the key figures for your organisation. Figures marked * are compulsory.

STAFF & STUDENTS	FTE
<i>Total researchers = staff, fellowship holders, bursary holders, PhD students either full-time or part-time involved in research</i>	3106
<i>Of whom are international (i.e. foreign nationality)</i>	1659
<i>Of whom are externally funded (i.e. for whom the organisation is a host organisation)</i>	1911
<i>Of whom are women</i>	784
<i>Of whom are stage R3 or R4¹ = Researchers with a large degree of autonomy, typically holding the status of Principal Investigator or Professor.</i>	504
<i>Of whom are stage R2 = in most organisations corresponding with postdoctoral level</i>	1347
<i>Of whom are stage R1 = in most organisations corresponding with doctoral level</i>	1202
<i>Total number of students (if relevant)</i>	25000
<i>Total number of staff (including management, administrative, teaching and research staff)</i>	2082
RESEARCH FUNDING (figures for most recent fiscal year)	€
<i>Total annual organisational budget</i>	606000000
<i>Annual organisational direct government funding (block funding, used for teaching, research, infrastructure,...)</i>	214900000

¹ http://ec.europa.eu/euraxess/pdf/research_policies/Towards_a_European_Framework_for_Research_Careers_final.pdf

<i>Annual competitive government-sourced funding (designated for research, obtained in competition with other organisations – including EU funding)</i>	113200000
<i>Annual funding from private, non-government sources, designated for research</i>	82600000
ORGANISATIONAL PROFILE (a very brief description of your organisation, max. 100 words)	
<p><i>Delft University of Technology (TU Delft) is a multifaceted institution offering education and carrying out research in the technical sciences at an internationally recognised level. Founded over 170 years ago, it is located in the west of the Netherlands. Education, research and design are strongly oriented towards applicability. TU Delft develops technologies for future generations, focusing on sustainability, safety and economic vitality. With over 5000 employees and 22000 students, TU Delft is the largest university of technology in the Netherlands and comprises eight faculties, unique laboratories, research institutes and schools.</i></p>	

2. STRENGTHS AND WEAKNESSES OF THE CURRENT PRACTICE (NARRATIVE)

Please review the strengths and weaknesses under the 4 thematic areas of the Charter and Code, as provided by your organisation in the initial assessment phase. When doing so, you should do not only look back, but also consider new priorities, strategic decisions, etc. which may further influence the action plan. Please also provide a brief commentary in the "Remarks" column if major changes have occurred versus the initial plan.

Ethical and professional aspects

(the first paragraph below may be added to the application as an accompanying text in the e-tool).

TU Delft is one of the fourteen universities that make up the VSNU (Association of Universities in the Netherlands). Discussions have taken place at VSNU level among the participants in the HR Excellence in Research Logo about jointly determining and making an inventory of similarities in policy resulting from Dutch legislation, the Collective Labour Agreement, and policies created by the VSNU employers' association. Against that background, SoFoKleS, the knowledge sector social fund, is investigating the similarities between the ten participating Dutch universities. The intention here is mutual collaboration and to provide clarity to Euraxess on their joints efforts on implementing the Charter and Code. The investigation had not been completed at the time of this application. We assume that the results will be included in the current re-accreditation.

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TU Delft attaches great importance to preventing any conflicts of interest and encouraging academic integrity. They also understand that both aspects are interrelated and require not just commitment on the part of employees, but that they should be supported by TU Delft itself. Examples of how this could be done include

publication on the internet or by organising meetings at which academic integrity is discussed with employees. In relation to the promotion of transparency, every course of action in the action plan has been carried out to completion since the self-assessment (point 1 of the action plan).

In addition, TU Delft has itself tightened up the regulations on secondary employment activities in recent years. It has also been agreed at VSNU level that a centralised set of regulations will replace all decentralised ones. The 'Dutch Universities Sector Regulations on Secondary Employment Activities' have been in force since 1 January 2018, under which employees are obliged: "... to give written notice of all secondary employment activities to their employer when starting their employment or when accepting new secondary employment activities or when changes to their secondary employment activities (or aspects thereof) occur." This does not apply to employment activities that have no apparent connection with their position. Permission to carry out secondary employment activities must be obtained beforehand. Any secondary employment activities by professors must be published on internet. The aspect of academic integrity in research was added to the transparency created through the aforementioned actions in 2016 (action plan 1D). This means that the TU Delft community takes part in research only after strict conditions have been assessed by the Human Research Ethics Committee to see whether they may be deployed for academic or scientific research. This prevents the TU Delft community from becoming a testing ground.

The Netherlands Code of Conduct for Academic Integrity, a more detailed version of the European Code of Conduct for Research Integrity (ALLEA code) and supported by TU Delft, also entered into force in 2018. It applies to universities, universities of applied sciences, the Netherlands Organisation for Scientific Research, and the TO2 federation. The TU Delft Executive Board adopted the TU

Delft Vision on Integrity 2018-2024 in September 2018. The vision contains principles that apply to everyone at TU Delft. The next step is to incorporate this vision into our organisation and culture. Among the ways of achieving this is by the EB organising open-door meetings on the matter.

The action points 2A and 2B in the action plan - improving the means for marking academic research in the Master's thesis - have also been completed. As a result, the valuation of the joint programme with RWTH Aachen and ETH Zurich (IDEA League members) is carried out according to consistent and similar rules. In order that other universities may benefit from these agreements, they have been shared in the Caesar network of which TU Delft forms part.

Remarks

Valuation of teaching

The trend currently observed is that within TU Delft, broader career paths are seen as more desirable than the traditional paths which are primarily based on outstanding academic research. This is also in keeping with the development whereby employees are able to specialise in more directions other than research. Because teaching is also an important pillar of the academic profile, an investigation has been carried out into whether, say, a 30:70 research-teaching ratio could lead to an academic career (to full professor), whereas previously the approach was more or less the reverse. Because a career path based more on the valuation of teaching within the job profile of academics is more desirable, two additional initiatives are being developed (action point 2E).

1. TU Delft is taking part in a five-year long study with 14 international universities into teaching excellence. The programme is investigating the valuation of teaching. The aim is to find a uniform method of evaluating teaching that can also be used as a basis for an academic career within the sciences. More than 3,500 academic employees at the university were invited to take part in the survey, more than 1,100 of whom completed it. The results from the survey are not yet known.

2. A TU Delft project, 'Education in the spotlight & Teaching Excellence', with the same goal, is also being carried out. This has resulted in a guide with a set of indicators describing the career paths towards associate professor and full professor and the direction towards a career path and appointment, with an emphasis on teaching. The guide was adopted by the EB in March 2019, having received widespread support following sounding-board sessions with employees and with the consent of the employee participation bodies.

Improving the R&D cycle (action point 5).

The R&D cycle was digitised in 2018. The purpose of the system is to support constructive discussion and reduce administrative burden. At the same time, using the digital instrument has simplified the process of keeping records. Also, every effort is being made to achieve as high a percentage of R&D interviews as possible. The introduction of the system means data on this are available and it can be used as a basis on which interviews are conducted. As a result of the findings in 2018, the R&D cycle used in 2018 is being further optimised for use in 2019. This will have particularly positive effects for employees, because the entry of data into the system will be simplified, thereby reducing the amount of time spent on this matter.

Recruitment and selection

In recent months, efforts have been made to set up and implement an OTM Recruitment Guide (action point 10A), as required for the HR Excellence in Research Logo. To allow current recruitment methods and the specific characteristics of faculties and departments to be taken into consideration, a status as a guide with suggestions and recommendations for selection has been decided upon. In the future, the recruitment guide will be continually refined and updated on the basis of experiences and evolving insights from the work floor. The aim is to further integrate the principles in the guide in the digital W&S tool, Lumesse Recruit (action point 10B).

OTM-R will be used by TU to make the recruitment procedure more objective. In other words, to ensure that job applicants have a level playing field by excluding unconscious selection (assumptions and prejudices) when their applications are assessed. Efforts will also be made at raising awareness on the appointments advisory committee regarding unconscious prejudices and assumptions. This means that besides objectivity, the Recruitment Guide will be promoting diversity at TU Delft. Once the OTM Recruitment Guide has been established at TU Delft, the gender-neutral *Wervingswaaier* recruitment instrument (action point 10C) will be based on it.

Delft Technology Fellowship (action point 6B)

TU Delft would like to attract more female academic employees. The Delft Technology Fellowship (DTF), which is targeted at outstanding female academics and has been held on a biennial basis on four occasions, has led to the appointment of 40 talented female academics at different phases of their careers. DTF candidates are appointed for a period of five years. An analysis from the intake in the DTF programme shows that two DTF candidates have gone on to be full professors. This shows that the programme is also helping TU Delft to meet its goal of having 15% female professors

by the end of 2020 (excluding the Westerdijk positions) as well as having 20% of female scientists by the end of 2020.

In January 2019, the Executive Board decided that the DTF should take place annually for a period of five years in order to encourage and support the continued intake of talented female scientists. At the time of their appointment as assistant professor, associate professor, or full professor, Delft Technology Fellows receive a budget that depends on the phase of the female scientist's career. They receive a sum of €100K, €200K, or €300K respectively, which they may spend as they see fit. More candidates will be taken on in the recruitment round resulting from the additional resources made available by the government from 2019 (the 'sector plans'). TU Delft will set targets for this recruitment process with the aim of increasing the proportion of female academic staff.

Remarks

The HR 2018-2024 Long-Term Plan, 'Impact for and with people' (parallel to the TU Delft Strategic Framework) describes another twelve measures for recruiting talented individuals (action point 10D). The Long-Term Plan should be seen as a series of broad HR objectives, which will be fine-tuned each year through administrative work agreements, programmes and projects. This is a continuation from the results from the previous HR strategy, 'freedom to excel 2010-2014'.

The extension of the HR Excellence in Research Logo has of course been included in the Long-Term Plan as a point of action. The other eleven are positioning TU Delft as a leading employer; intensifying support during recruitment (including the implementation of a recruitment software system (Talent Management Suite); custom-made Starter package for new employees; establishing and weighing up intake

variants when filling vacancies; evaluating talent intake programmes, and adapting them as necessary; using strategic personnel planning for identifying future employment needs; strengthening collaboration with Academic Transfer in order to position the Netherlands as an attractive location for talented academic individuals, as well as such aspects as expanding hospitality and partner career services, onboarding, and a mentor programme. This is all aimed at making TU Delft more accessible for talented scientists to join the university.

Digital support is being sought for each of the aforementioned action points in order to focus on quality (process and outcome). Influencing the above is the Integrated Services programme, which is aimed at providing transparent one-stop-shop services from different departments in the university, as is the Operational Excellence programme, underway since 2018.

Working conditions

TU Delft is actively seeking to continue to raise the percentage of female scientists.

Increasing the percentage of female scientists to 20% by 2020

Year	2013	2015	2017
% female scientists	23.96	24.83	25.16

To attract even more female scientists to the university, the flexible working hours and working time regulations have been evaluated and modified (point 3 of action plan), as a result of which employees are able to work when and where best suits them to an

even greater degree. True Colors Delft is also based on the campus, providing flexible and multilingual childcare facilities, even during school holidays (action point 6A).

Dual Career Programme (action point 6C)

The university also offers a Coming to Delft Service & Partner Career Advice (CTDS). Since 2016, they have been providing tailored advice and information to newly appointed employees, their partners and families at the start of their time at TU Delft. Various workshops and information meetings are organised to help international employees adapt to life in the Netherlands. Examples include Dutch culture, tax meetings, etc.

The Dual Career Network (DCN) was launched within an LDE context in late 2018.

Further improving the valorisation profile

Increasing funding for TU Delft through valorisation of research results is becoming increasingly important for the university because of reductions in government funding, greater burdens on indirect and contract funding, and a heavy workload. This is contained in the valorisation agenda drawn up by the valorisation centre (action point 4B). Within the valorisation agenda, the faculties have drawn up their own valorisation strategies, which are currently being implemented (action point 4E).

Agreements were made in 2012 between the university and the Ministry of Education, Culture and Science about valorisation goals. Together with the other universities of technology in the Netherlands, TU Delft has devised criteria that have been included in its annual reports since 2016 (action points 4A and 4C).

Together with Legal Services, the valorisation centre has drawn up general terms and conditions for assignments carried out by TU Delft. It has also been made clear to employees that inventions 'belong' to TU Delft, the revenues from which are distributed

equally between the inventor, the faculty, and the university patent fund (action point 7A).

In 2016, a second building for YES!Delft - YES!Delft Labs - was opened, with help from the Delft City Council, the province of Zuid-Holland, and the EU. YES!Delft Labs offers, among other things, space to innovative start-ups seeking to grow (action plan point 4F). The DelftEnterprises one-stop-shop for enterprise has also been established, while spin-out companies are emerging from scientific research carried out at TU Delft. Public-private partnerships in the local region are playing a significant role in this. Examples include collaborative partnerships with Exact, Shell, DOW, and Philips, as well as in HollandPTC, with Erasmus University Medical Center and Leiden UMC. The first patients are currently being treated at HollandPTC (action point 4D).

Employee survey

In 2017, a survey among TU Delft employees was held, in which they were asked about how they experienced their work, workload, vitality, and internal support (action point 9). This led, in the following year, to a university-wide plan of action, which incorporated the faculty action plans and those of the departments, with their own measures. Employee surveys are held every three years.

Remarks

Diversity

TU Delft wants to be an employer that enables people from various backgrounds to develop to their fullest potential. The physical working and learning environment and the campus at TU Delft help to communicate and achieve this aim, with safe and healthy working conditions forming the basis. Our HR policy is focused on encouraging diversity in all its aspects, (age, culture/nationality, gender and the less visible aspects

such as social background, LGBTI+ or disability). By striving for diversity in the broadest possible sense, we serve not only the interests of society and the individual but also those of the organisation.

A Diversity & Inclusion Office (action point 11A) and focus points are being developed for the next two years, in order to support this process. They have been included in the Diversity & Inclusion Terms of Reference, the final adoption of which is expected in the first half of 2019.

Additions to Tenure Track policy

Tenure Trackers are offered appointments for a period of six years. The decision on whether to convert them from a temporary appointment is taken before the end of the 5th year. Tenure Trackers whose appointments are not converted into a permanent position then have a year to look for employment elsewhere, during which time they are assisted by TU Delft.

Tenure Trackers may take maternity leave, adoption leave, or parental leave. Since 2017, it has been possible to extend appointments for these reasons to a maximum of eight years. This enables Tenure Trackers to meet the conditions of their appointment without suffering any disadvantages.

Employee ombudsman pilot scheme

TU Delft has appointed an employee ombudsman as part of a pilot scheme for two years, starting from March 2019. The employee ombudsman assists individual employees or groups of employees in resolving work-related issues, dilemmas, or disputes. These include such matters as undesirable behaviour, administrative integrity, conflicts of interest, or dereliction of duty. The employee ombudsman is able to give impartial and independent advice, act as a mediator, and investigate. This course of action has been included in the action plan under 11B.

Support with establishment of PostDocDelft Network

In 2018, HR assisted with the founding of a PostDocDelft Network (action point 11D). Terms of Reference were drawn up with the help of a number of post-doctoral researchers, which were endorsed by the Executive Board in late 2018 alongside a budget allocation to allow them to raise the profile of the network. The PostDocDelft Network states in its ToR that it acts as a voice for post-doctoral researchers and as an explicit discussion partner to the EB, and that it seeks the same role vis-à-vis other relevant parties at TU Delft, such as HR, in relation to topics that affect it. This could include such matters as the duration of appointments, as well as what action could be taken that enables them to prepare for the labour market and for getting a new job once the period of their appointment has passed. The EB has stated that the PostDocDelft Network will be consulted if a relevant subject is to be discussed.

The Gender Equality Plans (GEPs), action point 6D, have been abandoned because of a lack of support within the university.

Training and development

Today all our professionals, academic and other, operate in a challenging, competitive and often unpredictable environment. Performing well against this dynamic background requires a pioneering spirit and problem-solving ability. Our ambition to rank among the world's leading universities therefore places high demands on how we organise the combined action of science, education, innovation and support.

Employees are offered training courses, learning paths, and workshops from various quarters: Communications, HR, Graduate School, Strategic Development, Valorisation Centre, Library, Teaching and Learning Services, Institute for Languages

and Academic Skills, and the LDE Alliance (Leiden – Delft – Erasmus). Tailored training is also possible. HR has included the following actions in the HR 2018-2024 Long-Term Plan, 'Impact for & with people' .

Management Development

Managers have knowledge of management and know the processes at TU Delft and ensure that the right things are done. A learning path has been established for this, which is still being developed. It involves both basic training courses and more in-depth modules.

During the next few years, the vision for management development will continue to be developed.

Development of leadership skills

TU Delft is working to expand the range of available training courses for developing leadership skills. For academic staff, this recently resulted in a leadership skills development matrix, containing the aspects of leadership that are important at TU Delft. Examples of successful programmes include the Academic Leadership Course for professors, and the Personal Development Programme for Tenure Trackers. Against the background of the TU Delft Service Quality project, leadership skill development is being strengthened with a vision and plan of action.

Range of career development options for support staff (action point 8A)

The range of career development options for support staff and the sustainable employability of support staff are being expanded. A learning path for secretaries is one of the things that has been set up, while two training courses have been purchased that are aimed at the sustainable employability of support staff. The leadership skills of support staff are also to be developed through the Leadership for support staff training course (action plan 8B).

Work-life balance and sustainable employability

Part of the HR Excellence action plan is the development of and participation in supervision workshops for Tenure Trackers. These workshops have been held since 2013. They are one of four training courses aimed specifically at Tenure Trackers to enable them to make good progress through their tracks, and to not lose sight of the importance of a healthy work-life balance, despite the demanding environment in which they operate.

Recently, the Social Safety programme has been rolled out for all employees, and the 'Control over your career' programme (for those aged 55+ and those at the mid-point of their careers) set up. The training in this area has been a success, and will be continued.

Studytube

Since early 2019, every employee with a NetID has had free access to 150 e-learning courses via Studytube (action point 8C). The courses are aimed at the development of skills relating to sustainable employability: communication, work-life balance, management skills, and ICT skills. Because of the freely available access, the number of applications for training programmes increased from 70 in the first two months of 2018 to 400 in 2019. It is expected that around 400 programmes will be successfully completed in 2019.

Remarks

Apart from the aforementioned training and development-related actions, TU Delft is committed to three areas that can also be strengthened through training.

Diversity & Inclusion

An inventory has been made of the range of Diversity & Inclusion programmes available for TU Delft employees. In the near future, an overview will be posted online and offered to employees or groups of employees (such as lecturers) according to category. The purpose is to be able to communicate clearly the range of training programmes available, given that inclusion is currently a live topic among the community of more than 30,000 people. Our polarising society, the controversy surrounding the Nashville Statement, activities on the campus such as the Coming Out Day, and a series of lectures on the theme of diversity and inclusion are helping keep the topic in the spotlight.

Micro-aggression

Micro-aggression is defined as everyday behaviour or comments that are not intended to be insulting or discriminatory, but which may be construed as such. There are plans to devise and hold an online training course on micro-aggression. The course will seek to raise awareness of behaviour and the possible effects it could have, and to reduce micro-aggression, with the aim of promoting inclusion. The course will be aimed at the entire TU Delft community.

Training course on giving feedback

This training course was instigated by the Works Council. The responses to it have been so positive that it has been decided to include it as part of the regular range of HR programmes. This is currently being done. The importance of the training course has also been enhanced as a result of the findings from the employee survey, in which the pressure of work, undesirable behaviour, and micro-aggression featured prominently. Learning to give feedback (or to do so more effectively) can help reduce these three aspects.

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

The priorities for the short and medium term have not changed. They are set down in the 2018-2024 Strategic Framework. However, some organisational realignment has occurred because of the addition of new projects and new priorities to the 2018-2024 HR Long-Term Plan. Only the project involving the Gender Equality Plans (GEPs, action point 6D) has been halted.

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

There are some financial restrictions as a result of spending cuts and unavoidable investments that are needed because of the increase in student numbers, among other things. This allows very little scope for new initiatives.

With a worldwide thriving economy, there is fierce competition for international talent. Attractiveness as an employer is important in that regard, as are indeed the informal networks. These networks and personal contacts play a major role in the willingness of talented individuals to join TU Delft.

The growth of the university to more than 25,000 students is a challenge on many fronts. On the one hand, the facilities are limited in terms of lecture rooms, study facilities, and the like. On the other, meanwhile, there are limited in terms of the pressures on academic staff and the decreases in government funding. All of which has led to the already substantial workloads on academic staff becoming even heavier. This relates not just to their subject field, but also to securing indirect and contract research funding. The large, and not always anticipated, intake of students is leading to huge challenges in some parts of the organisation, which is a cause for concern.

The numbers involved are also creating problems for the city of Delft itself, as it is no longer able to provide accommodation for them all. In consequence, the information given to students in recent years has left them in no doubt as to the challenges facing the university; the aim of this is to apply the brakes to intake levels but without actively pursuing a policy of discouragement.

Thanks to the 'sector plans', additional funds will be made available in the near future for the recruitment of academics in the science sectors. It is therefore expected that faculties will expend greater efforts at recruiting more scientists. This will make professional recruitment more important.

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

There are currently no strategic decisions anticipated that could affect the action plan.

3. Actions

Number	Improvement point	Description of actions	Deliverables	Responsible	Completed	Status
HR Excellence in Research: self-assessment report TU Delft CURRENT ACTION PLAN 2015-2018						
1	Promoting transparency	A. Online publication of ancillary activities	-implementing rules for ancillary activities -publication of ancillary activities by employees according to rules	EB/HR	Q3 2015	Completed
		B. Establish a confidential advisor for academic integrity and a contact for whistle-blowers.	-decision by the Executive Board (EB) on establishing a confidential advisor -recruit confidential advisor	EB (Supported by Legal Services and Strategic Development)	Q2 2013	Completed
		C. Revise the TU Delft Regulations on Academic Integrity. The regulations should be brought into line with the national model regulations for complaints about academic integrity.	-decision by EB on revised regulations	EB (Supported by Legal Services and Strategic Development)	Q2 2013	Completed
		D. Establish a Human Research Ethics Committee	-decision by EB to establish HREC -installing HREC	Legal Services	Q3 2016	New Completed
2	Improve ability to assess scientific research	A. Establish guidelines (assessment indicators) to allow international comparisons of Master's thesis research. This is happening in collaboration with ETH Zurich and RWTH Aachen	-develop common rules for TUD, ETH and RWTH -decision of EB to apply rules within TUD	Legal Services	Q2 2013	Completed

	according to indicators	(three partners in the IDEA league).				
		B. Share guidelines in the CESAER network.	-share guidelines within the CESAER network	Legal Services	Q2 2014	Completed
		C. Develop workshops for tenure-track staff to help them provide good supervision to their PhD students throughout their doctoral programmes.	-Develop workshop with a trainer and offer it to TT staff	Graduate School: Change of responsible actor. This will be led by the HR department D&M starting in 2016	Q2 2016	Completed
		D. First tenure-track staff members attend workshops on supervising doctoral programmes	-TT staff attends workshops	Graduate School: Change of responsible actor. This will be led by the HR department D&M starting in 2016	Q3 2013	Completed
		E. Develop policies and criteria by which a career within the university can also be based on teaching merits.	-Develop vision on teaching merits by starting projects and pilots (Education in the Spotlight and Teaching Excellence) -develop policy based on outcome -Enrolling policy	HR and Education and Student Affairs (ESA)	Q 3 2024	New, in progress
3	Evaluate current working time regulations according to		-evaluate working time regulations and adjusting them according to needs and national legislation	HR	Q2 2013	Completed

	the needs of staff member					
4	Develop the valorisation profile further	A. Develop a form of annual reporting in the area of knowledge valorisation.	-develop annual report -report annually	Valorisation Centre	Q4 2013	Completed
		B. Develop a 2013-2020 valorisation agenda for the supervision of supporting activities in the area of valorisation.	-develop a valorisation agenda 2013-2020 -publish valorisation agenda	Valorisation Centre	Q4 2013	Completed
		C. Select indicators in order to improve the visibility of performance in terms of valorisation and to use them for national and international comparisons.	-coordinate common indicators within Dutch Universities -select and use indicators	Valorisation Centre	Q3 2013	Completed
		D. Further strengthen regional networks in the area of public-private partnerships. In concrete terms, the objective is to establish a regional development in the Zuid-Holland region.	-develop plans within de region of Zuid-Holland -find and develop partnerships -develop and concretise projects	Valorisation Centre (in collaboration with the cities of Delft, The Hague, Leiden and Rotterdam, as well as with the universities in Delft, Rotterdam and Leiden)	Q1 2014	Completed
		E. Formulate an innovation strategy for all faculties, as an integral part of the strategic planning of the faculty.	-formulation of faculty innovation strategy -decision by faculty board on strategy -implementation of strategy within faculty	Deans	Q2 2014	Completed

		F. Investigate the possibility of establishing a multi-talent transitional building on campus for start-ups.	-investigate possibility -establish a building for start-ups	Facility Management & Real Estate with Valorisation Centre	Q1 2017	Completed
5	Improve R&D cycle	Include a 360-degree feedback instrument in the Result and Development (R&D) interview.	-evaluate R&D cycle -discuss and develop 360-degree instrument -implement instrument	HR	Q4 2014	Completed
6	Increase the percentage of women scientists to 20% by 2020	A. Investigate the options for childcare on or in the direct vicinity of the campus.	-investigate options of childcare in the vicinity of the campus -if possible establish childcare in the vicinity of the campus	HR	Q4 2013	Completed
		B. Start 2nd round of the TU Delft Fellowship: Create and fill ten new vacancies especially for women scientists.	-execute second round for DTF and fill ten new vacancies for women scientists	HR Guido/Caro/DEWIS	Q4 2014	Completed
		C. Establish a dual-career programme: This programme helps the partners of new employees to find suitable employment in the Netherlands	-develop vision on dual career program -establish dual career program	HR and Central International Office Sara Veldhorst	Q2 2016	Completed
		D. Create Gender Equality Plans (GEPs) at TU Delft and support to research organisations to implement Gender Equality Plans (ENGINE Project).	Terminated	HR Development & Mobility Sarah Benschop	Q2 2017	Terminated

7	Improve the quality of intellectual property	A. Establish regulations for intellectual property.	-develop regulations on IP -implement and publish the regulations	Legal Services	Q3 2016	Completed
		B. Develop a training programme on intellectual property for academic staff.	-Develop a training programme on IP for academic staff -publish availability of programme -execute programme with academic staff participants	Valorisation Centre and Legal Services	Q3 2014	Completed
8	Ongoing personal and professional development	A. Develop and evaluate several professional development courses for our support staff.	-develop, execute and evaluate several professional development courses for support staff	HR	Q1 2024	In progress
		B. Broaden the offer of leadership development courses for professional staff	-Develop a vision on broadening the offer of leadership development courses for professional staff -incorporate vision in the Service Quality project -develop courses and offer them to professional staff	HR	Q4 2019	In progress
		C. Access to e-learning courses for all personnel	-decision on funding and desirability by EB. -give access to e-learning courses for all personnel	HR	Q1 2019	Completed
9	Tackling working pressure	A. Develop standardised tools to measure working pressure and stimulating an integral working pressure policy..	- develop / use a standardised tool -develop integral working pressure policy	HR Development & Mobility	Q3 2016	Completed

		B. Develop a programme of requirements and setting up a policy framework to tackle the working pressure in an efficient and adequate manner.	-develop a programme of requirements -develop a policy framework -roll out the policy framework and keep repeating the employee monitor	HR Development & Mobility Sarah Benschop	Q1 2018	In progress / completed
10	Open Transparent Merit Based Recruitment	A. Develop a recruitment policy framework for scientific and professional staff: Wervingsgids.	-develop a recruitment policy framework -evaluate and improve the framework on a regular basis	HR Development & Mobility Sarah Benschop, Meike Blokland, Gytha Rijnbeek	Q1 2019	Completed
		B. Develop a programme of requirements for a standardised recruitment system and implement these in a Talent Management Suite	-develop a programme of requirements for a standardised recruitment system -implementing these in a Talent Management Suite.	HR Services, Guido Schipper	Q2 2019	New, in progress
		C. Develop a gender-neutral recruitment tool: Wervingswaaier.	-develop a gender-neutral recruitment tool -spread the tool throughout the university	HR projectteam Martine van der Vorst, Eline Lakerveld, Guido Schipper	Q3 2019	In progress
		D. Recruit talented academic and support staff.	-execution of the HR Meerjarenagenda 2018-2024, for recruiting talented academic and support staff.	HR, several people and teams within HR linked to a specific part of the HR multi-year agenda	Q4 2024	New, in progress
11	Enhance Working Conditions	A. Set up a Diversity & Inclusion office to create an all-embracing culture towards diversity.	-set up the Terms of Reference Diversity & Inclusion -decision of EB on ToR D&I -recruit a quartermaster	HR and Strategic Development	Q4 2019	New, in Progress

			-set up D&I office			
		B. Install an Ombudsman for personnel.	-decision by EB on installing an Ombudsman -Recruit an Ombudsman	HR	Q4 2018	In progress
		C. Triennial Employee-satisfaction monitor.	-decision by EB on which employee-satisfaction monitor to use -execute employee-satisfaction monitor -analyse outcome and set up a policy to tackle issues within faculties -repeat triennially.	HR	Q4 2016	In progress
		D. Supporting PostDocs in developing a PostDocDelft Network.	-start dialogue with PostDocs at TU Delft -set up Terms of Reference by PostDocDelft Network -enhance Terms of Reference in dialogue between HR and PostDocs at TU Delft -decision by EB on ToR PostDocDelft Network, with an annual budget	HR	Q4 2018	Completed
	OLD (previous Action plan period)					
1	Promoting transparency	A. Online publication of ancillary activities	-online publication of ancillary activities	EB/HR	Q3 2016	Completed

		B. Establish a confidential advisor for academic integrity and a contact for whistle-blowers.	-confidential advisor for academic integrity and a contact for whistle blowers established.	EB (Supported by Legal Services and Strategic Development)	Q2 2016	Completed
		C. Revise the TU Delft Regulations on Academic Integrity. The regulations should be brought into line with the national model regulations for complaints about academic integrity.	-regulations on academic integrity revised.	EB (Supported by Legal Services and Strategic Development)	Q2 2016	Completed
2	Improve ability to assess scientific research according to indicators	A. Establish guidelines (assessment indicators) to allow international comparisons of Master's thesis research. This is happening in collaboration with ETH Zurich and RWTH Aachen (three partners in the IDEA league).	-established guidelines to allow international comparison of master thesis research.	Legal Services	Q2 2013	Completed
		B. Share guidelines in the CESAER network.	-guidelines in the CESAER network shared	Legal Services	Q2 2014	Completed
		C. Develop workshops for tenure-track staff to help them provide good supervision to their PhD students throughout their doctoral programmes.	-workshops developed for tenure track staff to help them provide good supervision for PhD students.	Graduate School	Q2 2013	Completed
		D. First tenure-track staff members attend workshops on supervising doctoral programmes.	-Tenure Track staff members attended workshops on supervising doctoral programmes.	Graduate School	Q1 2014	Completed

3	Evaluate current working time regulations according to the needs of staff member	In consultation with broad representation from TU Delft, develop a new vision in the area of working time, adjusting the working time regulations as necessary.	- a new vision on working time developed, adjusting the working time regulation as necessary	HR	Q2 2013	Completed
4	Develop the valorisation profile further	A. Develop a form of annual reporting in the area of knowledge valorisation.	-a form of annual reporting in the area of knowledge valorisation developed	Valorisation Centre	Q4 2013	Completed
		B. Develop a 2013-2020 valorisation agenda for the supervision of supporting activities in the area of valorisation.	-a 2013-2020 valorisation agenda developed for the supervision of supporting activities in the area of valorisation	Valorisation Centre	Q4 2013	Completed
		C. Select indicators in order to improve the visibility of performance in terms of valorisation and to use them for national and international comparisons.	- indicators selected	Valorisation Centre	Q3 2013	Completed
		D. Further strengthen regional networks in the area of public-private partnerships. In concrete terms, the objective is to establish a regional development in the Zuid-Holland region.	-new activities in regional networks to strengthen public-private partnerships and establish regional development in the Zuid-Holland region.	Valorisation Centre (in collaboration with the cities of Delft, The Hague, Leiden and Rotterdam, as well as with the universities in Delft, Rotterdam and Leiden).	Q1 2014	Completed

		E. The formulation of an innovation strategy by all faculties, as an integral part of the strategic planning of the faculty.	-an innovation strategy formulated by all faculties as an integral part of the strategic planning of the university.	Deans	Q2 2014	Completed
		F. Investigate the possibility of establishing a multi-talent transitional building on campus for start-ups.	- the possibility of establishing a multi-talent transitional building on campus for start-ups investigated.	Facility Management & Real Estate with Valorisation Centre	Q4 2014	Completed
5	Improve R&D cycle	Include a 360-degree feedback instrument in the Result and Development (R&D) interview.	-a 360-degree feedback instrument integrated in the R&D interview.	HR	Q4 2014	Completed
6	Increase the percentage of women scientists to 20% by 2020	A. Investigate the options for childcare on or in the direct vicinity of the campus.	- the options for childcare on or in the vicinity of the campus investigated. -childcare on or in the vicinity of the campus established.	HR	Q4 2013	Completed
		B. Start 2nd round of the TU Delft Fellowship: Create and fill ten new vacancies especially for women scientists.	-second round of the Delft Technology Fellowship started -ten new vacancies especially for women scientists filled	HR	Q4 2014	Due
		C. Establish a dual-career programme: This programme helps the partners of new employees to find suitable employment in the Netherlands.	- dual career programme at TU Delft established	HR and Education & Student Affairs	Q4 2013	Completed
7	Improve the quality of	A. Establish regulations for intellectual property.	- regulation for intellectual property established	Legal Services	Q3 2013	Completed

	intellectual property	B. Develop a training programme on intellectual property for academic staff.	- a training programme on intellectual property for academic staff developed and executed	Legal Services	Q3 2013	Completed
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<https://www.tudelft.nl/en/about-tu-delft/working-at-tu-delft/coming-to-the-netherlands-tu-delft/good-reasons-to-work-at-tu-delft/hr-excellence-in-research/>

Comments on the implementation of the OTM-R principles

Because all the necessary recruitment procedures have already been implemented, which actually include a transparent recruitment process, it has been decided that the existing policy will not be replaced, but that the OTM-R principles will be included in a Recruitment Guide. For example, there is a specific recruitment policy for professors, Tenure Track positions, and those with PhDs. The policy also has a decentralised dimension, given that the faculties themselves are able to pursue their own policies. These aspects cannot simply be placed in a centrally imposed recruitment method. However, they do lend themselves to a framework, guides, or suggestions.

The recruitment guide contains recommendations and suggestions for recruiting OTM, and therefore a means of admitting quality and diversity to TU Delft in an objective manner during the recruitment process. What makes this difficult to manage is the sometimes very restricted labour market (including at international level) with its fierce competition for academic talent. In addition, there are some research fields in which the range of candidates is so limited that several candidates in an application procedure are often known to the recruiting party, sometimes very well. Also, the 'fit' of a candidate in a faculty, department or research group is considered to be of great importance. As a result, recruitment procedures often have an informal component, during which the recruiting party gets to know the candidates better before any formal component, and when they write a research and teaching proposal and give a presentation. This way, the degree to which a potential candidate is likely to 'fit' is explored at an early stage.

Despite the fact that these methods are not entirely in keeping with the OTM-R principles, they have proved to have some value. They often lead to the appointment of a broadly supported and outstanding academic who brings clear added value. And it is precisely these academics that recruiters are looking for. Such a tried and tested recruitment method should not be relinquished in a competitive academic labour market.

The objectivity of these procedures could be improved, however, by making sure the OTM principles are known to the AAC during the recruitment process, so that awareness of prejudices arising among the selection committee and the criteria of the process can be included. This may make the incorporation of the OTM recruitment principles more gradual, but ultimately more sustainable and profound.

Please provide the web link to the OTM-R dedicated webpage(s) if this is different to the one where the reviewed HR Strategy is located.

... https://www.tudelft.nl/en/about-tu-delft/working-at-tu-delft/coming-to-the-netherlands-tu-delft/good-reasons-to-work-at-tu-delft/hr-excellence-in-research/

4. IMPLEMENTATION (MAX. 1 PAGE)

General overview of the implementation process:

In general

The current status and the quality of HR policy at TU Delft is good. It is secured by Dutch legislation and the Collective Labour Agreement on the one hand, and by TU Delft HR policy on the other. It is formed by the current overall policy for every employee, and the developments within that policy, such as the present efforts in setting up a diversity and inclusion office, and by the policy regarding certain groups, like professors, Tenure Trackers, PhD holders, the support in the setting up of a PostDocDelft network etc. There has also been a clear increase in the focus on support staff in recent years. A leadership course has been launched, for example, and a learning path for secretaries has been set up. The range of courses available to support staff has been markedly expanded too.

Developments that could be of interest to TU Delft are also being monitored and set down in the HR 2018-2024 Long-Term Plan, 'Impact for & with people'. Every effort is being made to implement this.

With regard to OTM-R and the Checklist

As part of a working group consisting of an international recruitment advisor (involved with the Delft Technology Fellowship and elsewhere), two HR advisors, and a policy advisor (responsible for Diversity & Inclusion, among other things), we launched a discussion on the OTM-R principles. This was followed by the first activity - the drawing up of the draft OTM-R Recruitment Guide. This was discussed in the HR Management Team meeting, as a result of which it has been thoroughly revised to make it strengthen faculty policy. Subsequent to this, it was distributed via a number of HR advisors in the various faculties and departments to be used in appointment procedures for academic and support staff alike. The feedback from the Appointments Advisory Committees, which are composed of academic and non-academic staff, has been incorporated in a second version. This version was discussed with the Executive Board, who have adopted it.

Following its adoption, the Recruitment Guide was brought to the attention of TU Delft employees via the deans, the departmental directors, the research group leaders and directors, and team leaders. It was also posted onto the intranet where it can be viewed by anyone.

As a result of the creation of the Recruitment Guide, the Checklist and current policy have been examined and set out in greater detail. It is treated as a double-check on the internal review and HR policy in order to see whether certain aspects of the development of TU Delft HR policy are underexposed.

With regard to the Actions

The implementation of new policies at TU Delft takes place according to a fixed but dynamic procedure. The starting point (and therefore the fixed aspect) of any new

policy is the level of support for it from within the organisation. Policies are not created without the consideration of employee interest groups who can also provide their own input. The composition of working groups is often based on the impact that new policies could have on the organisation. This applies at faculty and departmental level, and at the level of the university as a whole. It is almost impossible to create and implement policies at the university if there is no support for them.

The dynamic aspect of the procedure relates to the fact that policies are tailored to a specific situation or subject. New policies affecting professors, for example, are made in consultation with and after meetings with them (or groups of them) and the Council of Professors. Similarly, the establishment of a PostDocDelft network is initiated by post-doctoral researchers themselves, although this follows consultations with HR. The Executive Board ultimately endorses the starting points and decides to expressly involve them in issues that affect them, while also awarding them an annual budget.

This same method is used for implementing the various Actions. Whatever is being implemented, it is tailored to the purpose and the group affected. This means, for example, that although the Dual Career Programme is embedded with HR, it is actually carried out in one-to-one discussions with the participants. This is obviously done on the basis of a range of pre-formulated options, but from a personal and tailor-made perspective.

How have you prepared the internal review?

The internal review has been prepared by an HR working group, with an interim assessment overlap. A detailed inventory has been drawn up of the actions that have already been taken, and of the developments that have taken place at TU Delft. HR has constantly monitored developments during the period between the self-assessment and the internal review, which meant that the action list was as good as up to date. Information about specific subjects was collected sporadically from other departments (such as Legal Services and the Valorisation Centre). Our analysis shows that the multiplicity of subjects tackled (actions) and the various developments that take place make things rather opaque and almost impossible to organise in the format of the re-accreditation of HRS4R Logo. Nonetheless, many subjects ended up in the internal review. The structure of the internal review has been passed to relevant HR parties for further broad-based input, before being discussed with HR MT members and the EB. The comments from these bodies have been taken on board.

The input from the HR 2018–2024 Long-Term Plan that was incorporated in the actions was extensively discussed in the TU Delft community before it was included in the document, both in the faculties and the university as a whole. This helped

embed the input even more firmly. It was of course discussed and dealt with via the above channels in the context of the internal review.

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

As described under Implementation, each of the actions (depending on the subject) involves collecting 'tailor-made' information and feedback from the employees who stand to be affected by policies we are developing. Academics, stakeholders and other relevant parties are also sought out, according to the specific features of projects, in order to gain support and acceptance. Obviously, this is something we do meticulously, but decision-making bodies like the EB also join us in keeping a close eye to ensure that actions or projects follow the correct route before any definitive decisions are taken.

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

There is no steering group that oversees all HRS4R actions/projects. With the odd exception, actions and projects are based on a project structure with a working group who are responsible for their implementation; in the case of large-scale projects, a steering group monitors progress and completion.

An example of this is the implementation of the Talent Management Suite. A steering group was created for this, the members of which function as the commissioning party, as user representatives, and as internal ICT suppliers. In addition, a sounding board group was set up, with members representing a cross-section of the organisation. A programme manager and an external project manager form the links with four different working groups - process and transition, configuration, technology, and testing. The process and transition group in particular has a truly representative cross-section of the organisation: HR, communication, secretaries, a manager from the faculty, and a user.

Through its long-term plan, HR itself also stays actively involved with carrying out projects for which it is responsible, and which make up the vast majority of the HRS4R projects.

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

The TU Delft vision, mission and values extensively feature the values of HRS4R. Transparency is one part of the mission, for example, as are the DIRECT values - Diversity, Integrity, Respect, Engagement, Courage, and Trust.

The TU Delft Strategic Framework for 2018-2024 states explicitly: “We regard diversity as a cornerstone of innovation. We seek to integrate internationalisation in all our core activities.”

The HR long-term plan refers explicitly to the re-accreditation and a number of HR themes and actions that form part of the actions that have been formulated for previous years and for the next few years.

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

The actions that have been included can also be found in the 2018-2024 HR long-term plan, which is in line with, and being carried out parallel to, the TU Delft Strategic Framework for 2018-2024.

- How are you monitoring progress?

The action points described for the HR Excellence Logo are following the strategic course of TU Delft (organisational level) and HR. Agreements are being monitored during the regular meetings that are held. This means the monitoring process is embedded in the normal operations.

As a result, the monitoring of progress is guaranteed by the HR long-term plan and the annual plans, the annual report, and the administrative meetings on the subject that are held with the EB. The progress being made in projects and plans is discussed there.

The advantage of this is that there is no need to set up an extra consultation structure. So although given subjects may not feature specifically in HR Excellence in TU Delft, they are regarded as part of the university’s regular operations. This does not diminish their importance to the goal.

- How do you expect to prepare for the external review?

There are no specific preparations for the external review, except that Sarah Benschop has given us advice based on her knowledge as a reviewer.

Also, the working group is inviting relevant parties to prepare for the external review on the basis of documents submitted and their own experiences. If necessary, we will communicate throughout TU Delft about the re-accreditation for HR Excellence Logo.

Additional remarks/comments about the proposed implementation process:

Implementation is sometimes a long process. This is particularly so at an organisation like TU Delft, with its 5600 employees, which is not characterised by the imposition of centrally-based policies. It means implementation is a long-haul matter, even when the policy is endorsed by different tiers of the university.