

TEMPLATE 3: INTERNAL REVIEW

Name Organisation under review: Hasselt University Organisation's contact details: Yves Soen, HR Director, yves.soen@uhasselt.be. Web link to published version of organisation's HR Strategy and Action Plan . Web-link to organisational recruitment policy (OTM-R principles): ⁴⁵ https://www.uhasselt.be/human-resources
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SUBMISSION DATE TO THE EUROPEAN COMMISSION: 26/01/2018

1. ORGANISATIONAL INFORMATION

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

STAFF & STUDENTS	FTE
Total researchers = staff, fellowship holders, bursary holders, PhD. students either full-time or part-time involved in research	*712.72
Of whom are international (i.e. foreign nationality)	*155.75
Of whom are externally funded (i.e. for whom the organisation is host organisation)	*81,40
Of whom are women	*315.47
Of whom are stage R3 or R4 ¹ = Researchers with a large degree of autonomy, typically holding the status of Principal Investigator or Professor.	*180.65
Of whom are stage R2 = in most organisations corresponding with postdoctoral level	*130.37
Of whom are stage R1 = in most organisations corresponding with doctoral level	*401.70
Total number of students (if relevant)	5910
Total number of staff (including management, administrative, teaching and research staff)	*1034.41
RESEARCH FUNDING (figures for most recent fiscal year)	€
Total annual organisational budget	90,416,858.80
Annual organisational direct government funding (block funding, used for teaching, research, infrastructure,...)	31,290,741.95
Annual competitive government-sourced funding (designated for research, obtained in competition with other organisations – including EU funding)	11,605,137.25
Annual funding from private, non-government sources, designated for research	4,206,678.05

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

ORGANISATIONAL PROFILE (a very brief description of your organisation, max. 100 words)

Hasselt University is a young university, a dynamic centre of education, research and service provision, with two campuses (Diepenbeek and Hasselt) and six research institutes. Its baseline, 'Knowledge in action', underscores Hasselt's ambition and its commitment to playing a role in shaping an innovative, sustainable future for the region.

Ground-breaking research

Hasselt University not only offers top-level education but also conducts ground-breaking research and supports companies in innovation. It seeks to function as part of the innovation web. The six research institutes form the backbone of this innovative research.

Professors bring students into contact with 'real' research through project work and by other means. Educational programmes also receive input based on socially relevant developments, which ensures that they remain topical.

2. NARRATIVE (MAX. 2 PAGES)

Please consult the narrative on the strengths and weaknesses under the 4 thematic areas of the Charter and Code as provided in the initial submission of your organisation's HR Strategy. Have any of the priorities for the short- and medium term changed? Have any of the circumstances in which your organisation operates, changed and as such have had an impact on your HR strategy? Are any strategic decisions under way that may influence the action plan?

Please provide a brief commentary – not only looking back, but also looking forward.

HRS4R at Hasselt University: 2011-2017

Hasselt University was the first Flemish university to establish an HR Strategy, which was validated by the European Commission in July 2011. Since then, Hasselt has used the HR Excellence in Research logo and has continued to create HR facilities that help to attract its research talent and support researchers in their careers through training and development, employment conditions and ethical and professional aspects. The strategy plan has been published on the website (<https://www.uhasselt.be/UH/human-resources/HR-HR-HR-Strategy/HR-HR-HR-Strategy-HR-Excellence-in-Research.html>), where the first self-evaluation report has also been published (July 2014). Hasselt University was originally waiting for an external evaluation, but in the absence of this a broad stakeholder consultation was planned in September 2017 to work on a new action plan (2017-2021). Following the communication from the European Commission in August 2017, which stipulated the use of new templates, the self-evaluation has been drawn up in the current document (template 3) and the new action plan in templates 1 and 2; there is naturally a considerable overlap.

Context: the past period

Hasselt University's context at the start of the HR Strategy Plan in 2011 was completely different. The university was much smaller and the support services were far less developed. The focus was mainly on administrative compliance with legal requirements. Over the past few years, we have invested actively in the development of additional support (doctoral schools and, very recently, a recruitment manager and career coach). As well as systematic growth at Hasselt University, there has also been the integration of university colleges, which has resulted in an abrupt 30% increase in the number of staff at the university. The focus in the first period thereafter was on this integration, as a result of which the implementation of a number of actions in HRS4R had to be reconsidered and carried out later.

Key achievements 2011-2017

Ethical and professional aspects

*Various **ethics committees** were established between 2013 and 2014 and are operational (the Medical Ethics Committee, Social Ethics Committee, Ethics Committee for Animal Testing, Information Security Committee and Biosecurity Committee).*

On 11 October 2011, a vision text on security was approved with the aim of developing an Information Security Management system. An information security consultant was appointed. Meanwhile, internal security risk audits were carried out. The Information Security Committee monitors information flows that enter and leave Hasselt University. Internal technical audits take place every year. Among other things, this is of vital importance for research data.

*The Hasselt University **integrity charter** was approved in 2017.*

The website (www.uhasselt.be/en) contains extensive information for researchers about scientific integrity, the ethics committees, research data management and open access & data.

*Researchers receive **training** in ethical aspects of research via the doctoral schools and the Research Coordination Office.*

Recruitment & Selection

The vacancy website has been further expanded with useful information for candidates. This concerns both the selection process and working at Hasselt University (types of status, training, remuneration). HRS4R is of course part of this.

Increasingly, the focus is on **international vacancies** (see also the internationalisation policy plan), which involves working with Euraxess, Academici Positions and University Positions. These elements are a standard element when initiating a vacancy in the electronic application. Other recruitment channels can of course also be arranged.

The **online application tool** was launched in 2012 and has since undergone several improvements. New adaptations are planned in the context of OTM-R (see new action plan).

In 2014-2016, **workshops** were held to give **selection committee members** training in holding selection interviews.

In the pursuit of **more competency-based work** with researchers, the doctoral schools have listed competencies that can be developed in the course of doctoral research. This helps doctoral students in their later careers, including outside academia. Professors can participate on a voluntary basis in a development centre, in which they get a better picture of their own competencies and subsequently link this to an individual training programme.

Working conditions and social security

Various initiatives have been taken to stimulate **international mobility** (website research coordination) and assist with the submission of grant applications (44 researchers went abroad in 2016 on a FWO scholarship), and since 2014 there has been an internal fund to support outbound research (and sabbaticals) and (financial) support has been provided by the doctoral schools to make internships (international and intersectoral) possible.

The operational remuneration committee responsible for determining the remuneration of new researchers has moved towards more flexible **recognition of seniority**, including for non-academic competencies.

The **regulations concerning academic staff** are being revised. The independent academic staff status regulations were approved in 2017, the assistant academic staff status regulations are currently being finalised, and status regulations are also planned for special academic staff.

In 2015, a general welfare survey was conducted. The intention was to receive input in order to adapt the HR policy and identify the corporate culture. One of the findings was the high scores for deadlines and higher requirements for the job as important predictors of stress among researchers. Closer attention to project management and more efficient organisation are important here. Training courses have been organised for this purpose.

Major initiatives have also been taken in support of the **gender policy plan**: differentiated career paths, possibilities for sabbatical leave, the replacement fund (anyone returning from maternity leave will receive support to enable them to focus actively on research), and support for young tenure track professors in their teaching duties. Communication about the various possibilities for reduction of working time, which are currently not well enough known, remains an important point for attention. These possibilities have in fact been extended (with the addition of parental leave for doctoral students (September 2015) and health care credit for academics (September 2016)), and there has been an increase in the number of applications, yet some researchers still have the perception that nothing can be done. Steps are also always taken to ensure that a maximum of 2/3 of the members of evaluation committees and decision-making bodies are of the same sex.

In the context of the **reduction of administrative nuisance**, various processes (finance, HR, my doctoral file) have been automated with the IT department. Further efforts are still needed here.

The approval of the **new evaluation regulations** in May 2014 represented an important milestone. This is an important step towards differentiated careers within the independent academic staff framework. Innovation and valorisation as well as efforts relating to community activities are also valued and rewarded in addition to teaching and research. Beginner lecturers (tenure track) are set specific objectives which are the subject of interim evaluation by the tenure track committee. Doctoral students undergo interim evaluation and monitoring via the electronic application 'My doctoral file'. All other researchers have a five-yearly evaluation cycle.

The **purchase of hazardous products** was analysed in 2017 as part of the internal audit. This is a complex process in a research environment, where very specific products are often required. In the first phase (2018), a general inventory will be drawn up so that priorities can then be set for purchasing.

The establishment of the three **doctoral schools** (2011-2014) gave an enormous boost to the supervision of doctoral students. As well as support with their PhD research, they receive training and guidance in the various aspects of conducting high-quality research and are encouraged to work on transferable skills which are also sought after in the business world. They are also assisted in drawing up their own career plan and finding out more about the employment market.

Training & development

The **range of courses** has been substantially expanded in recent years. The doctoral schools have a wide range on offer for PhD students (and sometimes also for postdocs), ranging from communication skills, coaching, teaching, project management and writing research projects to speaking in public and individual career coaching. A course is also available in which supervisors can learn how to coach their PhD students more effectively.

Various modules are offered by the Education Office to help lecturers in their teaching assignments.

The Staff Office organises training courses in conducting selections and performance meetings, efficient email management, awareness-raising about stress & burn-out, efficient meetings, time management and other areas. In addition, a number of long-term courses are offered each year via the School of Expert Education and the Academic Leadership course for professors.

A general policy plan for training is in the pipeline, including measures to improve monitoring.

Conclusion

The HR Strategy Plan of 2011 has introduced numerous changes. Around the four domains, numerous initiatives have been set up with a direct impact on researchers' careers. The HR policy for researchers is linked to the research policy plan and the policy plan for internationalisation (see new action plan).

Based on this experience, a number of learning points can be cited which are included in the new action plan:

- More attention needs to be paid to communication: progress should be communicated across the entire university community, with a clear link to HRS4R.
- Monitoring systems need to be prioritised in order to set clearer quantitative targets and monitor progress.
- A balance needs to be struck in researchers' participation in new initiatives (which is important), because of the additional workload that is experienced as a result.

There has been enormous progress in terms of ethics, working conditions and training. This work will be continued in the new plan, with the focus in particular on the further achievement of the OTM-R and career guidance provision to researchers throughout their careers.

3. ACTIONS

Please consult the list of all actions you have submitted as part of your HR strategy. Please add to the overview the current status of these actions as well as the status of the indicators. If any actions have been altered, omitted or added, please provide a commentary for each action.

Examples:

<i>Title action</i>	<i>Timing</i>	<i>Responsible Unit</i>	<i>Indicator(s) / Target(s)</i>	<i>Current status</i>
Action 1 basic information about working conditions and career prospects at Hasselt University on the vacancy website	Q1 2012	HR Department	https://www.uhasselt.be/human-resources	Completed, but updating as an ongoing process (see OTM-R principles)
Action 2 The most relevant regulations and documents for foreign researchers are listed and translated into English.	Q2 2012	HR Department Research coordination	Essential information for foreign researchers on the Hasselt University website is also available in English. 	Completed, but updating and extending to more documents is an ongoing process
Action 3 Development of a new welcoming structure, aligned to several target groups.	Q4 2013	HR Department and other departments	New staff are invited to attend an introductory session at the HR Department on their first working day. This focuses on general information and includes an overview of personnel-related internal regulations. After this general introduction, the employee will be further introduced to the faculty or department. To ensure a broader view of the University, faculties, institutions and departments and to make sure that every new employee is informed about important topics (for example safety instructions), a group introduction for new staff is a valuable practice.	Still need to integrate several initiatives in one over-all structure
Action 4 Suggestion tool for international vacancies	Q4 2013	HR Department ICT	See tool "beheer vacatures"	Tool is created but the content is difficult to offer because of the broad range of domains in research.
Action 5	Q4 2012	HR Department	https://uhintro03.uhasselt.be/webregistrati	

Creation of an electronic applicants' file		ICT	e/(S(u5qshhejseh42bcoz530jcuw))/soldefault.aspx?t=04 launched on 01/11/2012	
Action 6 Update of the guide for recruitment of academic staff members and organisation of workshops for the members of selection committees.	Q2 2014	HR Department	In 2014 and in 2016 a workshop on job interviews was organised.	
Action 7 Set up of competency profiles for researchers and creation of suitable tests based on an assessment centre	Q4 2014		https://www.uhasselt.be/51113-competency-framework-for-PhD-holders.html Organisation of development center for tenured academic staff (2017-2018 – 6 candidates)	In progress (more focus on working on competences)
Action 8 Development of a new policy for the recognition of the experience of researchers in order to value their seniority and elaboration of facilities to stimulate mobility and design of facilities to stimulate mobility	Q2 2012	HR Department Research Coordination Office	https://www.uhasselt.be/UH/Research-funding/Funding-types.html	
Action 9 Making the career policy for researchers topical	Q4 2014	HR Department	7.03.2017: career policy tenured academic staff Beginning 2018: career policy assisting academic staff	In progress
Action 10 decrease of administrative overload of tenured academic staff.	Q2 2014		2015: survey work-life balance differentiated career paths, opportunities for sabbatical leave and the so-called 'replacement fund' (2016), which among other things allows female researchers returning from maternity leave to focus entirely on their research tasks for a dedicated period of time Tenure tracks receive support with their demanding teaching workload. (2017)	Lots of actions completed (but it is a continuous challenge)
Action 11 design of differentiated tenured academic staff careers.	Q4 2014	HR Department	In May 2014 the Board of Hasselt University approved the new evaluation policy and career plans for academic staff in which differentiated careers are endorsed. 'innovation and valorisation' as well as 'involvement in the academic or the broader community' are taken into account, in addition to education and research, in evaluation and promotion procedures.	Completed
Action 12 Study of the internal approach to the gender	Q1 2014	HR Department Gender stakeholders	2014: Quantitative study 2015: Qualitative study 9.09.2014: substitution fund for	In progress

<i>issue and to propose new initiatives.</i>		<i>group</i>	<i>researchers with long absence (maternal leave/illness) September 2015: parental leave for Phd scholars September 2016: leave absence (zorgkrediet) also for academic personnel</i>	
Action 13 <i>Elaboration of a standardised purchase procedure for dangerous products</i>	Q2 2014	<i>prevention advisor</i>	<i>There has recently been an external audit review of the purchase of harmful and risky products in 2017.</i>	<i>In progress</i>
Action 14 <i>A security system for research results is designed and backed up with awareness-raising actions.</i>	Q2 2014	<i>ICT department</i>	<i>On 11.10.2011 the Board of Hasselt University approved a vision text on security, aiming at the creation of an Information Security Management System. At the same time, an information security consultant was appointed. Following the vision text, the Information Security Committee (IVC) was established in October 2014 to evaluate the security risks and needs of the university.</i>	<i>completed</i>
Action 15 <i>Establishment of two doctoral schools, with optimised support for PhD students preparing their doctoral project, providing them with useful information about the labour market and adequate training on how to position themselves on that market.</i>	Q1 2014	<i>Research coordination office</i>	<i>The doctoral school for Medicine & Life Sciences was set up in February 2011. The doctoral school of Sciences & Technology was established in February 2013 The doctoral school of Behavioural Sciences & Humanities was launched in April 2014.</i>	<i>completed</i>
Action 16 <i>set up of a career development centre which provides senior researchers with lots of information about the labour market and their career opportunities, and offers them training in skills that empower them in the academic and non-academic world.</i>	Q4 2014	<i>Human Resources Department</i>	<i>September 2017: a new staff member has been hired who will focus on career development and internal mobility. November 2017: Tenured academic staff can participate on a voluntary basis in a development centre. Training initiatives for researchers, for example the training for PhD supervisors by the doctoral schools and the training for senior lecturers by the Education Office. Academic staff also have the opportunity to sign up for a training programme (leadership for academics) every year (since 2016).</i>	<i>In progress</i>
Action 17 <i>redefine the evaluation criteria for academic</i>	Q4 2014	<i>Research coordination office/Human</i>	<i>7.03.2017: career policy tenured academic staff There is a thorough tenure track policy.</i>	<i>Completed</i>

<p>staff and communicate the new policy to the stakeholders.</p>		<p>Resources Department</p>	<p>Tenured academic staff are mainly evaluated on the results of their academic teaching assignment and (fundamental) research. Their 'social services' are also taken into account, but to a limited extent.</p> <p>As a result of the changing role of the university, teaching and research assignments can be complemented with activities in the innovation/valorisation chain and/or involvement in the academic or the broader community (since May 2014)</p>	
<p>Action 18 Development of a system of job performance interviews with the necessary tools.</p>	<p>Q2 2012</p>	<p>Human Resources Department</p>	<p>There is a form that is used in the evaluation of non-academic staff. This form can also be used as guideline for job performance interviews for academic staff. More communication should be foreseen.</p>	<p>Completed</p>
<p>Action 19 the development of training offer, in the framework of a general training and development policy, with attention to the specific needs of researchers.</p>	<p>Q2 2014</p>	<p>Human Resources Department Research Coordination office Teaching coordination office</p>		<p>In progress</p>
<p>Action 20 The ethical code is completed and researchers are urged to respect this code. This also includes the establishment of ethics committees.</p>	<p>Q2 2012</p>	<p>Research coordination office</p>	<p>The ethics and safety committees (the Medical Ethics Committee, Animal Ethics Committee, Social and Societal Ethical Committee, Biosafety Committee and Information Security Committee) of Hasselt University have been founded and are up and running.</p> <p>Furthermore, the Scientific Integrity Committee was founded in the first quarter of 2013. UHasselt also actively participates in the Flemish Integrity Committee.</p> <p>In 2014 the Community Ethics Committee and the Information Security Committee were founded, together with a Steering Committee for Ethics and Integrity. In February 2015 an international workshop on ethics and integrity was organised by Hasselt University. There is a Charter of Integrity for UHasselt staff and a charter for PhD supervisors.</p>	<p>Completed</p>

As the establishment of an Open Recruitment Policy is a key element in the HRS4R strategy, please also indicate how your organisation is working towards / has developed an Open, Transparent and Merit-Based Recruitment Policy. Although there may be some overlap with a range of actions listed above, please provide a short commentary demonstrating this implementation.

In case your organisation has entered the HRS4R process prior to the publication of the OTM-R toolkit and recommendations by the European Commission (2015), please fill out the OTM-R checklist⁴⁵, attach it to this self-evaluation form, and provide a commentary on how you will (continue to) address these principles in the years to come.

Comment on the implementation of Open, Transparent, Merit-Based Recruitment principles:

Most of the principles are already applied at Hasselt University. The expansion of the vacancy database, the e-applicants database and the template for the selection report help with the further development of a system for selections that takes account of the OTM-R principles. The systematic monitoring of all selection reports by the P&O Office is an important step forward in quality assurance.

However, a formal text in which Hasselt University indicates how it applies the OTM-R principles is still lacking and is the subject of the new action plan. It is also important to work out a reporting system based on the existing databases in the next period so that quantitative monitoring becomes possible and clearer targets can be set.

Template 1 – Annex: Open, Transparent and Merit-based Recruitment Check-list²

OTM-R checklist for organisations

	Open	Trans- parent	Merit- based	Answer: ++ Yes, <i>completely</i> +/-Yes, <i>substantially</i> -/+ Yes, <i>partially</i> -- No	Suggested indicators (or form of measurement)
OTM-R system					
1. Have we published a version of our OTM-R policy online (in the national language and in English)?	x	x	x	-/+	Information already posted on the website about application procedure (https://www.uhasselt.be/UH/jobs/Solliciteren/Sollicitatieprocedure.html)
2. Do we have an internal guide setting out clear OTM-R procedures and practices for all types of positions?	x	x	x	+/-	Selection regulations: academic structure, article no. 154 ff. (Intranet) + independent academic staff status regulations A number of principles concerning gender balance are set out here Structure is maintained via the selection report

² <http://ec.europa.eu/euraxess/index.cfm/services/researchPolicies>

					Put on the website = action point Date of latest update; ensure that it is sent to all staff]
3. Is everyone involved in the process sufficiently trained in the area of OTM-R?	x	x	x	-/+	Two workshops on interview techniques & competence-based selection organised in 2014 and 2016 Vacancy management Selection report Quality control by staff office + Recent recruitment of experienced expert in recruitment and selection & assessment centres
4. Do we make (sufficient) use of e-recruitment tools?	x	x		+/-	Vacancy management Online application tool Academic Positions, Euraxess, LinkedIn, own personal and professional network, use of specialised websites depending on content and target group, faculties can make suggestions about this
5. Do we have a quality control system for OTM-R in place?	x	x	x	+/-	Constant monitoring by HR staff office as quality control system Vacancy management, selection report, continuous control by government

					commissioner.
6. Does our current OTM-R policy encourage external candidates to apply?	x	x	x	+/-	Trend in the share of applicants from outside the organisation
7. Is our current OTM-R policy in line with policies to attract researchers from abroad?	x	x	x	+/-	Trend in the share of applicants from abroad
8. Is our current OTM-R policy in line with policies to attract underrepresented groups?	x	x	x	+/-	Trend in the share of applicants among underrepresented groups (frequently women) Diversity statement with publication of every vacancy. We could be even more active in our efforts to reach minority groups.
9. Is our current OTM-R policy in line with policies to provide attractive working conditions for researchers?	x	x	x	+/+	Trend in the share of applicants from outside the organisation
10. Do we have means to monitor whether the most suitable researchers apply?				-/+	Number of dismissals is very low
Advertising and application phase					
11. Do we have clear guidelines or templates (e.g., EURAXESS) for advertising positions?	x	x		++	Yes (see database)
12. Do we include in the job advertisement	x	x		+/-	Most elements are included.

references/links to all the elements foreseen in the relevant section of the toolkit? [see Chapter 4.4.1 a) of the OTM-R expert report ³]					Researcher career profile R1 – R4 has to be implemented within database
13. Do we make full use of EURAXESS to ensure our research vacancies reach a wider audience?	x	x		+/-	- The share of job adverts posted on EURAXESS; - Trend in the share of applicants recruited from outside the organisation/abroad
14. Do we make use of other job advertising tools?	x	x		++	Academic positions, University positions and ad hoc
15. Do we keep the administrative burden to a minimum for the candidate? [see Chapter 4.4.1 b) ⁴⁵]	x			+/-	Still room for improvement
Selection and evaluation phase					
16. Do we have clear rules governing the appointment of selection committees? [see Chapter 4.4.2 a) ⁴⁵]		x	x	++	Described in the regulations “Academic structure”, control by HR Department
17. Do we have clear rules concerning the composition of selection committees?		x	x	++	Described in the regulations “Academic structure”, control by HR Department
18. Are the committees sufficiently gender-balanced?		x	x	++	Maximum 2/3 of same gender
19. Do we have clear guidelines for selection committees which help to judge ‘merit’ in a way that leads to the best candidate being selected?			x	+/-	Selection report is helpful, training members selection committee

³ <http://ec.europa.eu/euraxess/index.cfm/services/researchPolicies>

Appointment phase					
20. Do we inform all applicants at the end of the selection process?		x		++	Yes
21. Do we provide adequate feedback to interviewees?		x		+/-	Contact person is mentioned for every vacancy
22. Do we have an appropriate complaints mechanism in place?		x		-/+	No statistics about complaints, but fixed contact per vacancy and staff office
Overall assessment					
23. Do we have a system in place to assess whether OTM-R delivers on its objectives?		x		+/-	HR checks vacancies and memos Budgets are checked. Selection flow is fixed and controlled throughout the entire process

4. IMPLEMENTATION (MAX. 1 PAGE)

Please provide an overview of the expected implementation process. You can use the following questions as a guideline in your description: **How have you prepared the internal review? How do you involve the research community, your main stakeholders, in the implementation process?**

In the past period, progress that was achieved was recorded internally at the Staff Office. The various actors (mainly the Research Coordination Office and Personnel & Organisation Office) responsible for actions provided the input for filling in the templates. The results were presented at the stakeholder consultation of 20 September 2017 and came up for discussion again during the preparation of the gap analysis. After submission to the Board of Governors, there will be a general communication to all staff.

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

The Research Coordination and Personnel & Organisation Offices are the leaders in this process. They take the main initiatives in carrying out the action plan. They are also behind the convening of the stakeholder consultation. The intention is to embed this in existing consultation structures, such as the director consultation and the Board of Deans.

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

Both the research policy plan and the internationalisation and development cooperation policy plan refer to the HRS4R. The Rector's policy plan also refers to the HRS4R. The HRS4R forms the basis for general HR policy.

How do you involve the research community, your main stakeholders, in the implementation process?

Internal surveys provide the opportunity to collect information from the target group on a large scale. New policy is approved via the various policy bodies in the organisation on which the various groups of researchers are represented.

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

It is the responsibility of the Operational Committee to monitor the implementation of the various actions. As indicated, the director consultation and the Board of Deans will also be involved in this in the future.

How are you monitoring progress?

Monitoring is done by the Operational Committee. In the future, an update of the state of affairs will be provided on the HRS4R website at Hasselt University on a quarterly basis. Reporting to the Board of Governors takes place annually.

How do you expect to prepare for the external review?

A digital folder has been created within the Staff Office in which all documents and initiatives are collected that have been and are being produced or carried out with regard to the action plans. The members of the Operational Committee are responsible for sending updates on a regular basis.

Please note that the revised HR strategy and Action Plan must also be published upon completion of the internal assessment.