Utrecht University

ANNEXES

Self Assessment
Research Programme
Public Matters
2014–2019

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1. USG Research Strategy: Public Matters: "Co-Creating Public Value"

Public Matters: "Co-Creating Public Value"

USG Research Strategy 2016-2020

Utrecht University School of Governance (USG) February 2017 (DEF)

Introduction and inception

The results of the 2014 research assessment in conjunction with our general "Impact through connection" strategy, formalised the same year, laid the foundations for the new USG research strategy 2016-2020. The strategy discussions and meetings which took place in the period 2014-2016 within both Public Governance & Management (PGM) and Organization and Management (O & M) [1] served as a basis for articulating the new research strategy 2016-2020. This will be further elaborated in this document. In the autumn of 2016, an earlier version of the new research strategy was widely discussed during a staff meeting.

This document is primarily intended for *internal* use, namely for USG researchers and other colleagues in general. The memorandum is not strictly directed at USG researchers, but also aims at creating link opportunities between USG research, USG education programmes, USG executive education programmes (including executive master's programmes) and USG consultancy. Based on this internal memo, an abridged version will be made available for external partners and committee members of the upcoming research assessment. The shortened internal document will also serve as external promotion on the USG and UU websites.

Goal of the new research strategy 2016-2020

First of all, the new research strategy aims to specify the objectives of the Utrecht School of Governance (USG) for the coming years. USG research stands for *meaningful* and *valuable* research. We want to create a *social* and *scientific* impact, recognized and acknowledged by others, up to (academic) standards, which infuses international and national practices. The goal of the new research strategy 2016-2020 is also to link with the 'USG project' for future governance, which extends beyond the research and relates to governance as a community, involving education, research, consultancy and organizations. Furthermore, the new research strategy aims to promote USG research nationally and internationally, whereby *internationalisation* and reinforcement of our *'hub function'* are important priorities.

With the new research strategy, we want to achieve the following. First, the strategy will provide *direction* and *focus* to USG researchers and research teams regarding relevant themes and areas of research. It will contribute to the creation of a so-called 'line of sight' and the way to work towards that. There is room for individual choices, but research on the whole shall further concentrate in specific areas with targeted research investments.

Second, the new research strategy firmly emphasizes more *cross-fertilization* between Public Administration and Organisational Science while preserving diversity and authenticity in USG research on governance, especially around the edges when it borders more on *public administration* (including political science) and *organizational science* research.

Third, we want to strengthen the mutual cooperation within USG and with (external) partners out of consideration for limited resources and researchers, increase access to empirical data, data analysis, data interpretation and application of results in practice, and prompt the dissemination of knowledge and, even better, the circulation of knowledge. This joining of forces coming together in the concept of *co-creation* is central to the research strategy 2016-2020.

Our explicit objective is to create links between research, formal education, executive education and consultancy through existing expertise among researchers, and also to establish links with organizations for (or with) which we conduct research, organizations that our USG students could approach as future employers. We aspire to conduct meaningful research that will generate a social impact, through education and contractual (research) assignments. We can realize this by acting as opinion leaders and working with key players in the field.

In short, by 2020 USG will become a leading scientific hub for national and international research in public administration and organizational science, educational and consultancy exchange, with impact in academic and social practices.

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[1] Organization and Management (O & M) is the new name for the current discipline-related pillar Managing Social Issues (MSI), which represents the 'O' side within Public Administration and Organizational Science.

Social Issues

Current and future social issues relate to the public administration and organizational science domain of USG research. Examining these issues is a guiding and stimulating challenge for us, more specifically societal issues concerning:

- The impact of migrants and refugees on society and its implications for education and the labour market, also from a European perspective.
- The implications of the citizens' choice and role of local government and citizens' initiatives.
- The effects of inequality in society and in organizations, particularly pertaining to exclusion.
- The configuration of a sustainable labour market and employability with attention to vulnerable groups of employees, establishing the role of employers in shaping social policies for these specific groups of employees.
- The impact of regulation on (technological) innovations and the innovations of regulation, for example due to far-reaching forms of digitisation in the public domain.
- The safeguarding of public safety, further drawing up the roles of government and other stakeholders (for example linked to terrorism and radicalisation) in ensuring security.
- The strengthening of public service output in public organizations such as sports, healthcare and educational organizations, and the improvement of public service performance to empower professionals, so that clients, quality and cost are all equally important.
- The shaping of effective and honest leadership politically and within organizations, according to the unremitting societal changes and different public values that surround public organizations.

We focus on and interpret our concept of public value against this backdrop. The creation of *public value* should concern and evolve around societal issues, where public value encompasses both the <u>outcome</u> and the <u>process</u> of public value creation. The safeguarded and created values mount to more than economic value, and are linked to the model of private companies focused on profit maximisation. This concept of *public value* matches the Utrecht School of Governance research goals and will therefore guide its research programme.

In general terms, USG research focuses on major societal issues related to equality / inequality, health (for example sports participation policies), security, terrorism and technology, social cohesion, and to related public administration and organisational issues, such as participation and monitoring, accountability, leadership, professionalism, innovation, organisational change, integrity, sustainability in a broad sense (including long-term employability), technological innovation in the public domain and its impact on old and new institutions.

Creating public value related to social issues, and more specifically governance issues can raise doubts, tensions, paradoxes and dualities. We embrace and address such concerns in USG research by explicitly paying attention to diverse contexts and complex arenas, conflicts of interest, multiple outcomes and conflicting identities.

We remain open to discussing what constitutes valuable research yet strive for a respectful view of different philosophical perspectives while ensuring pluralism in research. With regard to different philosophical perspectives, combined and integrated approaches within USG are already occurring in the Bachelor and Executive educational programmes without having the ambition of presenting one overall and dominant perspective. It is the ambition of the USG to produce lasting pluralistic research. What determines 'valuable research' can contribute to the social impact of USG research and ensures that we keep addressing societal issues together.

"Public Matters: Co-Creating Public Value"

The title of the USG research strategy 2016-2020 is "Public Matters: Co-Creating Public Value". The 'public matters' aspect builds on the existing research strategy and indicates **why** USG research is carried out in certain sectors and around certain themes. These are the societal issues which require actions from organizations with a public function, or which are related to issues with a clear public dimension, such as diversity and exclusion in society and in organisations.

The term 'public value' refers to the fundamental overarching goal of our focus, or the 'where to go from here' question. Public value creation is central to USG research. The concept of public value, as defined by Moore, is an important starting point in the collective research programme "Public Matters - Co-Creating Public Value". Public value creation is not restricted to outcome; it also concerns the process of creating value, in which the necessary operational capacity for governance is considered in relation to interested parties (stakeholders) and in broader cultural, institutional and political contexts. This raises not only questions about effectiveness, but also crucial quality and legitimacy issues.

'Co-creating' designates **how** we can address social and specific governance issues and how these can lead to public value creation. Our co-creation approach focuses on the interaction of various interest parties (stakeholders) in creating public value. We also differ from Moore with the notion of combined action across organisations and networks boundaries. We distinguish different forms of 'wickedness', including wicked problems for which no real solutions exist. We view public value as a pluralistic phenomenon – a conglomeration of multiple values. We link the administrative dimensions to frontline organisational, managerial and professional practices. We do not always simply bring solutions or techniques; we supply critical perspectives, thereby generating discussions about instrumental ambitions within governance.

Moreover, our co-creation approach carries a double meaning. Co-creation is not only focused on understanding stakeholder interaction as a research object, it serves as a method for fuelling our *own* interaction in *jointly* designing and conducting (international) research with external parties.

Impact through Connection

We carry out international and high quality research on social issues within public administration and organizational science, in interaction with political and social developments, a combination which we consider to be a unique selling point. The Utrecht School of Governance (USG) takes a distinctive sectoral approach to public administration and organisational science, enabling connections between governance and public sectors such as healthcare, sports[2], education, safety, as well as local and regional authorities, central government and Europe. We intend to use this governance connection not only in addressing major social challenges, but also in our sector-specific approach, elaborated around certain themes. For example, think of the sustainable employability theme in the healthcare and education sectors, with insights and approaches from both the public administration as well as organization studies.

Another example can be seen in studies on management and professionals from a governance approach for specific sectors such as healthcare (medical specialists), the judiciary (judges), safety and security (police and counter-terrorism) and education (teachers). We strive to go beyond connection and interaction by delving into the nature of issues, addressing possible ambiguities, tensions, contradictions, paradoxes and dualities in public administration, public management and from an organizational level.

We thus propose a distinctive USG stance on research. For this, we rely on a powerful 'midfield' of governance with on either side strong public administration and organisational sections, allowing space for multiple perspectives and other voices which reflect various scientific opinions and the inherent diversity of social issues. Connecting fields and themes to sectors according to areas of expertise is reflected in our approach (with explicit links) and is what sets us apart from other institutes on public administration and organization.

We aspire to become one of the leading research schools in Europe dedicated to addressing social issues in public administration and organizational science, particularly in specialised areas of law, economics and governance.

In leading up to the USG strategy 2016-2020, we are currently working (and have been) with the following six core themes representing those specialised areas: (1) Accountable Governance, (2) Managing Professionalism, (3) Collaboration, Innovation & Leadership, (4) Strategic Human Resource Management, (5) Sport & Society, and (6) Culture & Change.

Through these themes, we contribute to the strategic themes of Utrecht University (UU), in particular the *Institutions* theme (also partially the *Dynamics of Youth* and *Sustainability* themes), as well as the UU focus areas, particularly *Professional Performance*, and *Sport & Society*. There is also a link with the investment programme of UU's Faculty of Law,

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[2] In the USG strategy 2016-2020, sport is understood as content domain (expertise) and also as a sector. The term 'sport' in the text sometimes refers to the USG content domain and sometimes to the sports sector. Both are relevant in the USG research strategy.

Economics and Governance (in Dutch, REBO: *Recht, Economie, Bestuur en Organisatie*) regarding *Resilient Societies* and UU's *Young Innovators League* (formerly Young Leaders League). Our strength is our multidisciplinary approach and interdisciplinary collaboration, with an emphasis on pluralism in research. In this way, we wish to contribute to help solve issues and value involvement and impact (valorisation) by colleagues. We stand for a more pluralistic science: a productive, results-oriented science, but also a science of know-how, expertise and craftsmanship, a meaningful science (see Annex 1).

Governance Pillars

Present USG research branches remain anchored in the two discipline-based governance pillars representing 1) Public Administration and Organizational Science and 2) the research programme 'Public Matters'. Multidisciplinary and interdisciplinary research requires strong disciplinary anchors.

1. *Public Governance and Management* (PGM) builds on the essential areas of Public Administration (including political science) and Public Management.

2. *Organization and Management* (O&M) is the successor of the programme Managing Social Issues (MSI) and with regard to content is connected to Organization Studies and Management Studies.

Public administration, management science, organization studies and public management are scientific (sub) disciplines in which our USG researchers gather knowledge, contribute publications (e.g. in discipline-specific journals) and form international networks, such as special interest groups and conference panels.

These discipline-based pillars do not stand by themselves. Explicit governance connections will be made, borrowing their core themes. Thematic links – via core themes – may concern for example leadership, participation, ethics, performance management and professionalism. There is also a methodological relation based on surveys, interviews, focus groups, observations, experiments, systematic literature review, Q methodology (see Annex 2).

Links between pillars also occur by organizing concrete activities, such as jointly-supervised PhD research in Public Administration and Organizational Science, shared consultancy assignments, collective educational commitment, and joint participation in the strategic themes and focus areas of UU. The collaboration with the University Medical Center Utrecht (UMCU) in joint PhD projects in governance is another concrete example of this. Collaboration also involves establishing the Governance Lab Utrecht (GLU).

Core themes as USG specialised areas

The six core themes bring scientists together from within USG and beyond, around specialised areas. The core themes invite academic action. They link colleagues within USG, attract researchers from elsewhere, connect with journals, symposia and conferences, facilitate targeted visiting scholar policy (and action), are used in fundraising and facilitate consultancy assignments.

The specialised areas also form the basis of USG education programmes (particularly educational specialisations in BA, MA and EMP) and consultancy. The themes/specialisation areas are somewhat reframed and read as follows:

1. Accountable Governance
2. Managing Professionalism
3. Collaboration, Innovation & Leadership
4. Public Service Performance & HRM
5. Organizational Culture & Change
6. Sport & Society

These core themes/specialised areas have a generic construction but are adapted according to sectors, in particular: safety, education, healthcare, sports, Europe and regions/municipalities, and cultural organizations. They are also linked to the UU strategic themes and focus areas, for example the Hub of EU Institutions. In addition, we are working on a Region and/or Innovation Hub. Furthermore, there is room for developing new sectors, such as international organisations and financial institutions with regard to social issues and specific governance matters. The core themes are summarised in Figure 1.

Figure 1. USG Core Themes
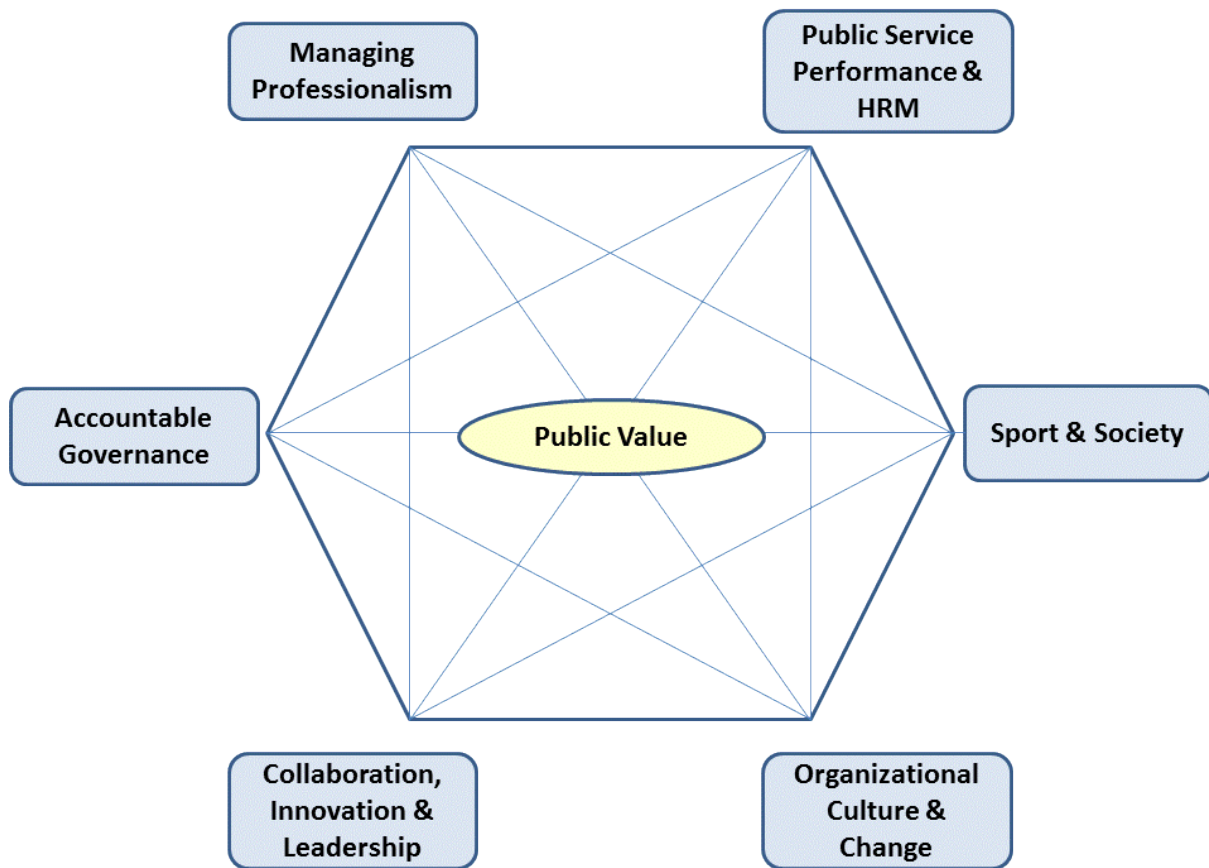
USG Future Project

The 'USG Future Project' refers to the entire USG community, involved in education, research, consultancy and organization, for the next ten to twenty years. In addition, our vision for the Utrecht School of Governance is not separate from content and design, including our philosophy regarding our infrastructure, consulting, our community and culture, our people and resources. Social issues provide plenty of opportunities for USG research in line with the 2016-2020 strategy. The strategy will partly build on current lines of research and further expand existing initiatives within the *Professional Performance* and *Sport and Society* focus areas, as well as the UU strategic theme *Institutions*. It also extends to the LEG (Law, Economics and Governance Faculty) investment programme under the *Resilient Societies* framework, with regard to the three subthemes 'Governance: Resilient Rule of Law', 'Governance: Regulation of Innovation' and 'Future of Work'. These three subthemes relate well to Public Administration and Organizational Science expertise and USG specialisation areas, and are furthermore directly linked to social issues relevant to USG research.

In times of continuous (organizational) change within complex environments (e.g. public contexts), the role of management, the improvement of performance, and the organizational and cultural changes will also further develop. In the 2016-2020 strategy, interaction between science and practice will be central in line with the concept of co-creation within research *labs* – among which the Governance Lab Utrecht (GLU) – joint PhD research projects and onsite collaboration. Knowledge circulation will act as guidance based on mutual cross-fertilisation, the deployment of resources and people. We stand for an open system and free access where possible.

We will be making major advances in connecting USG research, regular and executive educational programmes, and consultancy. This will materialize through the use of experts (e.g. researchers within education), providing inputs into the practice (e.g. through USG alumni), and a joint approach by for example providing executive training in conjunction with consultancy assignments with possible access to empirical research.

Developments surrounding *Sport and Society* are another example in which connection is made between research on the social significance of sport, contract research and consulting in the sports sector, the USG Master in Sports, the

development of a new Sport and Society Minor (within the UU and in collaboration with the Eindhoven University of Technology (TU/e), the development of a global Master called Sport for Development (with Rio, Tokyo, Johannesburg and Sydney) and an executive leadership programme in sport.

USG research 2016-2020 is open to new theoretical and methodological approaches, such as behavioural public administration where co-creation and knowledge circulation may be essential to research design and execution.

Finally, internationalisation will be central, with a clear link between local, national and international (trans) national governance, for example the Master's Programme European Governance linked to the Research Master, and the internationalisation of regular USG Master's programmes. Thereby we aim to achieve a structural collaboration with international universities and institutions. In addition to sending USG colleagues abroad, internationalising also involves inviting visiting scholars, the exchange of researchers as well as the recruitment of international colleagues. We will be working as much as possible with strategic partners in the Netherlands, such as the TU/e and other universities affiliated with the Netherlands Institute of Government (NIG) network.

The establishment of a broad Bachelor's Programme Politics, Philosophy and Economics (PPE) by UU's Faculty of Law, Economics and Governance (LEG) and the Faculty of Humanities offers opportunities to further engage in collaborative research with colleagues of those Faculties. This PPE is thus an undergraduate education programme in English of Utrecht University, which enables international governance scholars and organization experts to teach within USG in combination with conducting research in the Public Matters programme.

Research flexibility

The specialised areas, applied in priority sectors and which include a range of academic activities create research flexibility in which the blend of researchers is experienced as freedom by rootedness. Researchers work on specific topics and projects, but remain linked to other themes and are driven by a shared mission. They exchange knowledge and expertise, even beyond the boundaries of their own research themes by engaging with others in consultancy work, in educational activities and/or in methodological innovation. All this is deliberately complemented by supportive (strategic) actions.

First, we are working towards a visiting scholar policy that emphasises theme-related, but also intersecting governance relevance, including by letting visiting scholars operate across the Public Administration and Organizational area of research.

Second, we continue to further develop the Governance Lab Utrecht (GLU), a novel research area in which governance questions can be addressed from researchers' own (methodological) perspective.

Third, we want to establish a *Research Panel* in which alumni act as instruments of research: they form a panel of candidates who are available for research.

Finally, we strive for *collaboration* in terms of connection and impact, in line with the USG strategy "Impact through Connection". This cooperation also implies direct exchanges and links between USG research, USG formal and executive education programmes, and USG consultancy. Therefore "Impact through Connection" via research area (s) that make not only make connections possible but simultaneously create impact in analysing and addressing social issues.
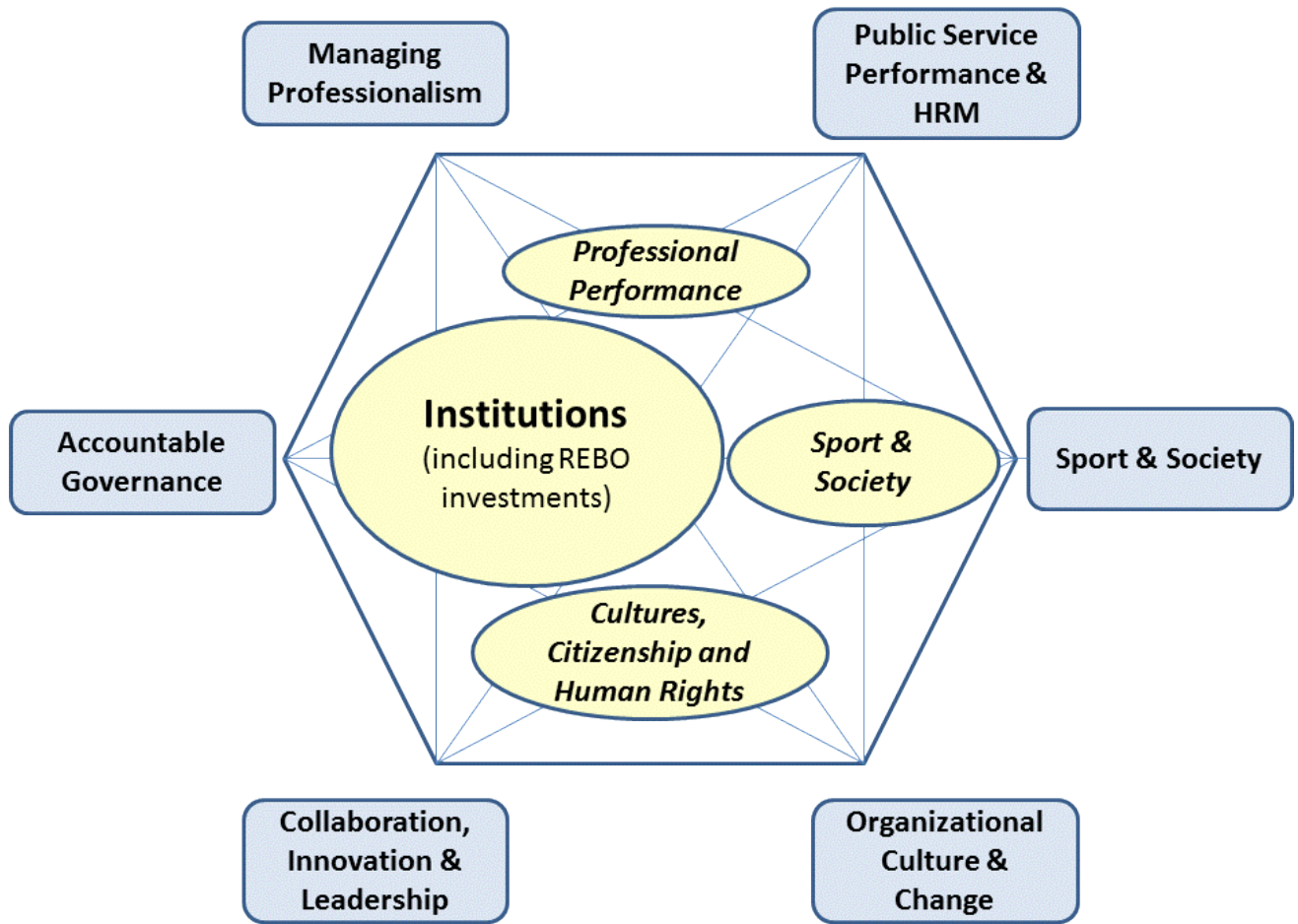
Implementation and targets

General implementation and goals of the collective research programme 'Public Matters – Co-creating Public Value', arising from the recommendations of the 2014 research assessment:

- Further selective growth of indirect (second flow) funding of research from among others, The Netherlands Organisation for Scientific Research (NWO) and the European Union (EU);
- Increase the number of internal research assistants (AIOs), PhD students and / or postdocs, wherever possible linked to continued selective growth of indirect funding of research (including NWO and EU);
- Increase the number of women in senior, management and administrative positions; promoting diversity in all positions where possible, based on USG as a reflection of society;
- Deploying new externally funded (third flow) PhD positions: internal as well as new hybrid PhD positions where candidates partly work externally, gaining practical experience and partly internally as PhD students within USG;
- A healthy and balanced in-and outflow of researchers, with room for new talents and incentives for mobility and flexibility of researchers against career inertia;
- Focus on international collaboration with preferred partners (at the department level, collaboration with a select group of excelling international universities in governance);
- Joint publications on governance, seminars, workshops, conferences, PhD supervision, and requests for seed funding from UU research focus areas and strategic themes;
- Joint support for USG researchers in VENI, VIDI, VICI and ERC grant applications;
- Further strengthening of links between research, formal education (bachelor's and master's programmes), executive education (EMP) and USG Consultancy; these connections are formed by deployment of USG experts in the different fields, by linking students to ongoing and practical research, and by the participation of USG alumni (via e.g. panel research, master's thesis research and access to data collection).

General implementation and objectives per specialisation area:

- Internationalise each USG specialisation area by implementing visiting fellowships, joint research projects (e.g. from 2nd flow funding), joint seminars / workshops / conferences and joint publications (e.g. special issues); the aim is to invite at least 1 to 2 visiting fellows per USG specialisation area;
- Link practice with each specialisation area, for example through the establishment of an Advisory Board via UU strategic themes or focus areas;
- Selectively reinforce senior capacity through targeted recruitment of associate and senior professors in relation to specific USG specialisation areas;
- Facilitate collaboration within the UU and with external parties (co-creation) for data collection, consortia building and setting up multidisciplinary research.

Annex 1   USG research in relation to Institutions and UU focus areas

Annex 2   PGM and O&M Departments in relation to Public Administration & Organizational Science

Managing Professionalism

Public Service Performance & HRM

Public Governance & Management (PGM)

Organization & Management (O&M)

Accountable Governance

Public Administration & Organizational Science

Sport & Society

Collaboration, Innovation & Leadership

Organizational Culture & Change
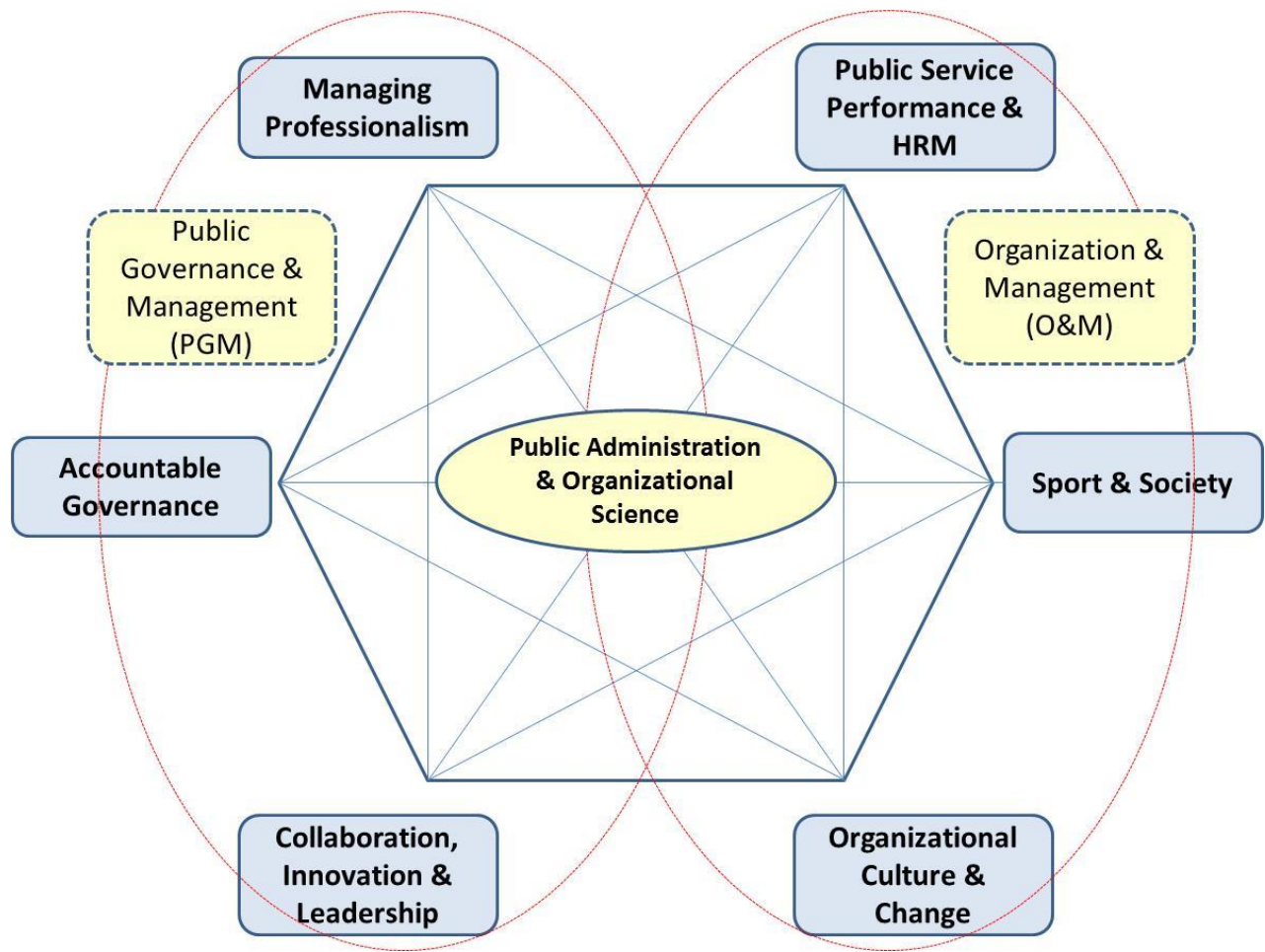
2. Overview Utrecht University strategic themes, hubs and focus areas

Strategic Themes

1. Institutions of Open Societies (IOS)

https://www.uu.nl/en/research/institutions-for-open-societies

At IOS, more than 400 scholars from various fields such as economics, history, public administration, culture, law, sociology, social psychology, language and communication, ethics, innovation studies, and geography join forces to contribute to the development of open and resilient societies around the globe. Scholars at IOS aim at using an interdisciplinary approach to tackle two vital societal questions: Why do societies develop so divergently? And how do institutions contribute to the formation of open and sustainable societies? To find answers to these questions, interdisciplinary research is conducted into the formal and informal rules of human interaction: institutions. These institutions, such as laws, customs, and the associated organisations and networks, enable or constrain the realisation of open, democratic and equitable societies. They also determine societies' ability to absorb shocks and generate sustainable prosperity.

Hubs IOS
- *Future of Work*
  https://www.uu.nl/en/research/institutions-for-open-societies/future-of-work-hub
- *Future of Citizen-based Initiatives (FOCI)*
  https://www.uu.nl/en/research/institutions-for-open-societies/future-of-citizen-based-initiatives-foci
- *Security in Open Societies*
  https://www.uu.nl/en/research/institutions-for-open-societies/security-in-open-societies-sos
- *Social Entrepreneurship Initiative*
  https://www.uu.nl/en/research/institutions-for-open-societies/social-entrepreneurship-initiative
- *Gender and Diversity*
  https://www.uu.nl/en/research/institutions-for-open-societies/gender-and-diversity

Streams IOS
- *Legitimacy and Institutions*
  https://www.uu.nl/en/research/institutions-for-open-societies/academic-foundations/stream-legitimacy-and-institutions
- *Inequality*
  https://www.uu.nl/en/research/institutions-for-open-societies/academic-foundations/stream-inequality
- *Institutions and Behaviour*
  https://www.uu.nl/en/research/institutions-for-open-societies/interdisciplinary-research/academic-foundations/stream-institutions-behaviour
- *Institutions for Resilience and Long-termism*
  https://www.uu.nl/en/research/institutions-for-open-societies/academic-foundations/stream-institutions-for-resilience-and-long-termism
- *Institutions, Innovation & Prosperity*
https://www.uu.nl/en/research/institutions-for-open-societies/academic-foundations/stream-institutions-innovation-prosperity

2. Dynamics of Youth (DoY)

https://www.uu.nl/en/research/dynamics-of-youth

In dealing with social problems, you need to start with the children. Dynamics of Youth is about working together in order to better understand child development. It's about how people become who they are, and why they do what they do. Children growing up today will eventually shape our world in the near future, so we are investing in the future. But children are also a vulnerable group, and we as a society must ensure that they can grow up healthy in mind and body. Dynamics of Youth combines excellent child research from all seven faculties. Researchers from different disciplines integrate their expertise to answer crucial questions for future generations.

Developing large common data sets and research instruments is essential.. A large-scale, long-term cohort study. YOUth follows children from before birth until the age of 18. This large-scale longitudinal cohort study with repeated measurements consists of two independent but related samples from the general population.

Hubs DoY
- *The first 1001 days of a child's life*
  https://www.uu.nl/en/research/dynamics-of-youth/research/interdisciplinary-hubs/the-first-1001-days-of-a-childs-life

- *Where do I belong? Children in multi-resident families*
  https://www.uu.nl/en/research/dynamics-of-youth/research/interdisciplinary-hubs/where-do-i-belong-children-in-multi-resident-families
- *Change your perspective!*
  https://www.uu.nl/en/research/dynamics-of-youth/research/interdisciplinary-hubs/change-your-perspective
- *Healthy play, better coping*
  https://www.uu.nl/en/research/dynamics-of-youth/research/interdisciplinary-hubs/healthy-play-better-coping
- *Youth Got Talent*
  https://www.uu.nl/en/research/dynamics-of-youth/research/interdisciplinary-hubs/youth-got-talent
- *Developmental labels: the good, the bad and the contested*
  https://www.uu.nl/en/research/dynamics-of-youth/research/interdisciplinary-hubs/developmental-labels-the-good-the-bad-and-the-contested

3. Pathways to sustainability (P2S)

https://www.uu.nl/en/research/sustainability

The Sustainability theme brings together the expertise from five Utrecht University faculties: Geosciences, Sciences, Law, Economics and Governance, Social and Behavioural Sciences and Humanities. Working in collaborative teams that cut across disciplines, they research complex, global issues by using transformative approaches to facilitate the envisioned transition to sustainability.

The vision of Pathways to Sustainability is: Joining forces within the university and society to explore pathways to just and sustainable futures for all.

Its mission is to create a vibrant community fostering new research collaborations to explore pathways to sustainability, guided by the principle that scientific rigor meets societal relevance.

Hubs P2S
- Future Food Utrecht
  https://www.uu.nl/en/research/sustainability/research/future-food-utrecht

- Towards Industry with Negative emissions
  https://www.uu.nl/en/research/sustainability/research/towards-industry-with-negative-emissions
- Transforming infrastructure for sustainable cities
  https://www.uu.nl/en/research/sustainability/research/transforming-infrastructures-for-sustainable-cities
- Water, Climate, Future Deltas
  https://www.uu.nl/en/research/sustainability/research/water-climate-future-deltas
- Towards a Circular Economy and Society

https://www.uu.nl/en/research/sustainability/research/towards-a-circular-economy-and-society

4. Life sciences

https://www.uu.nl/en/research/life-sciences
(No participation Faculty of LEG)

Life Sciences research in Utrecht is diverse. The long and rich history of Utrecht University and its strategic partners and collaborators, breathes hope into our journey of understanding life. Curiosity-driven science reveals key components of how we can improve our lives through medicine, technology and prevention. We're striving to create sustainable solutions for our constantly changing world, and to ensure a healthy future for subsequent generations.

We drive innovations in human and veterinary health care, with careful consideration of our environment. Our research is interdisciplinary by nature and combines fundamental, clinical, translational and applied research from Utrecht University's Faculty of Science, Faculty of Veterinary Medicine and Faculty of Medicine (UMC Utrecht). It ranges from molecule to man, from organism to population and from bench to bedside. Our hubs stimulate productive and long lasting interdisciplinary collaborations with public and/or private stakeholders thereby creating shared value and, hence, societal and economic benefit.

Hubs Life Sciences

- Utrecht Advanced In Vitro Models Hub (U-AIM)
https://www.uu.nl/en/research/utrecht-advanced-in-vitro-models-hub-u-aim
- Utrecht Exposome Hub
https://www.uu.nl/en/research/life-sciences/collaborate/hubs/utrecht-exposome-hub
- Utrecht Molecular Immunology Hub
https://www.uu.nl/en/research/life-sciences/collaborate/hubs/utrecht-molecular-immunology-hub

- Utrecht Platform for Organoid Technology

https://www.uu.nl/en/research/life-sciences/collaborate/hubs/utrecht-platform-for-organoid-technology

Focus Areas

1.   Education for Learning Societies
https://www.uu.nl/onderzoek/education-for-learning-societies
2.   Foundations of Complex Systems
https://www.uu.nl/en/research/centre-for-complex-systems-studies-ccss
3.   Game Research
https://www.uu.nl/en/research/game-research
4. Life sciences
https://www.uu.nl/en/research/life-sciences
(No participation Faculty of LEG)
Life Sciences research in Utrecht is diverse. The long and rich history of Utrecht University and its strategic partners and collaborators, breathes hope into our journey of understanding life. Curiosity-driven science reveals key components of how we can improve our lives through medicine, technology and prevention. We're striving to create sustainable solutions for our constantly changing world, and to ensure a healthy future for subsequent generations.
We drive innovations in human and veterinary health care, with careful consideration of our environment. Our research is interdisciplinary by nature and combines fundamental, clinical, translational and applied research from Utrecht University's Faculty of Science, Faculty of Veterinary Medicine and Faculty of Medicine (UMC Utrecht). It ranges from molecule to man, from organism to population and from bench to bedside. Our hubs stimulate productive and long lasting interdisciplinary collaborations with public and/or private stakeholders thereby creating shared value and, hence, societal and economic benefit.

Hubs Life Sciences

- Utrecht Advanced In Vitro Models Hub (U-AIM)
https://www.uu.nl/en/research/utrecht-advanced-in-vitro-models-hub-u-aim
- Utrecht Exposome Hub
https://www.uu.nl/en/research/life-sciences/collaborate/hubs/utrecht-exposome-hub
- Utrecht Molecular Immunology Hub
https://www.uu.nl/en/research/life-sciences/collaborate/hubs/utrecht-molecular-immunology-hub
- Utrecht Platform for Organoid Technology
https://www.uu.nl/en/research/life-sciences/collaborate/hubs/utrecht-platform-for-organoid-technology

Focus Areas

1.   Education for Learning Societies
https://www.uu.nl/onderzoek/education-for-learning-societies
2.   Foundations of Complex Systems
https://www.uu.nl/en/research/centre-for-complex-systems-studies-ccss
3.   Game Research
https://www.uu.nl/en/research/game-research

3. Organization Chart Faculty of Law, Economics and Governance
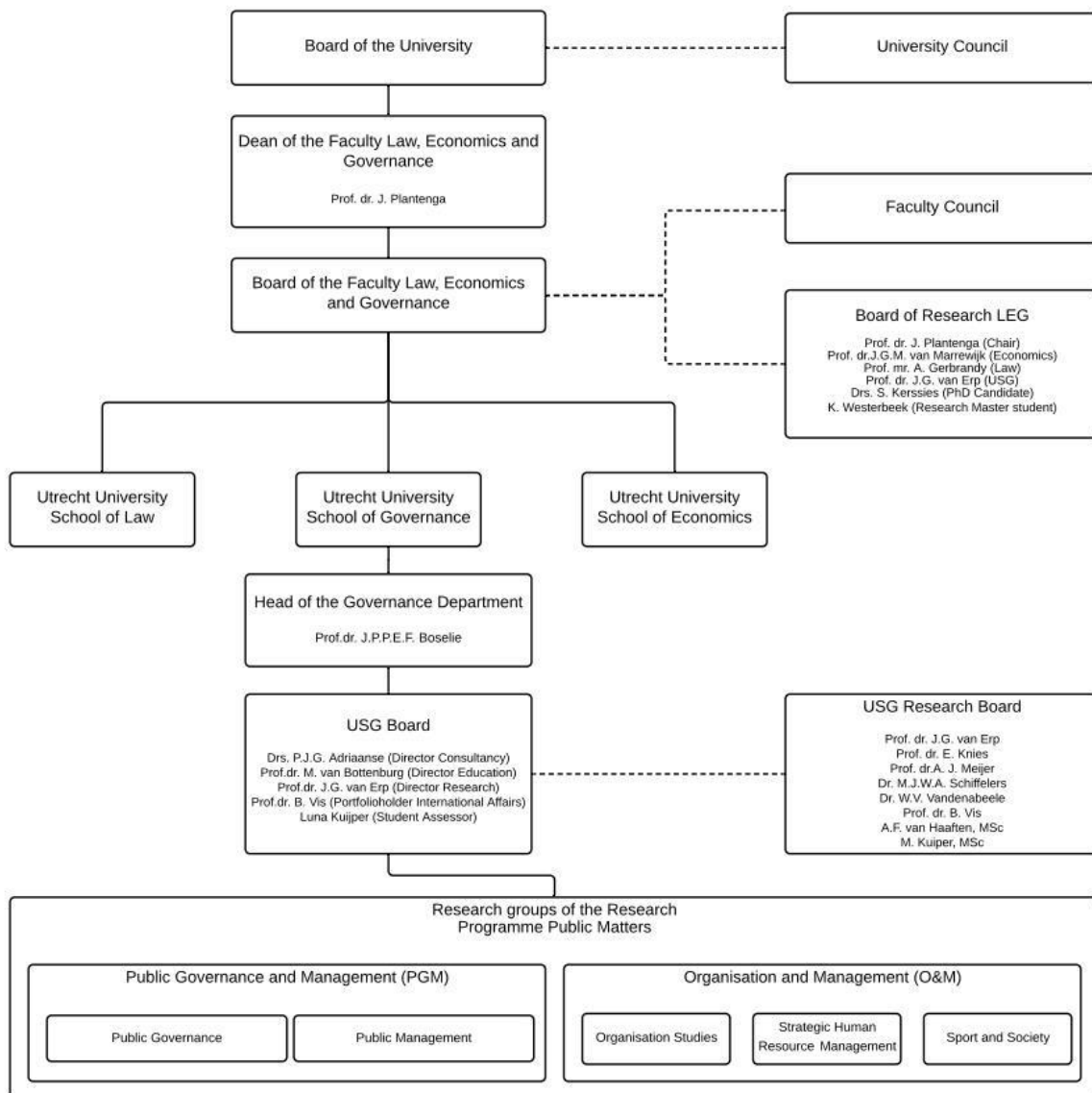
4. LEG Training for Professionals

Training for Professionals at LEG

For many years, the Faculty of Law, Economics and Governance has been providing a wide range of training programmes specifically for professionals, which has helped to form the basis of the vision developed within the UU and the range of courses on offer is therefore closely related to this. The training varies from academic master's programmes to shorter training programmes. In-company tailor-made programmes can also be organised. Our executive education is characterised by a multidisciplinary approach and the best lecturers from the university, the business community and the societal field. We offer an interactive training programme focused on professionals, a small-scale learning environment, interaction with top researchers and the possibility to create relevant networks.

A selection of the training offer provided by LEG

Executive programma's
Inside Dynamics in Organisations
Leadership in Culture (LinC)
Leadership in Culture 'Lage Landen' (LinC Lage Landen)
Leadership in Culture Utrecht (LinC Utrecht)
Leadership for professionals
Leadership programme New Utrecht Leaders
Masterclasses Management of Public Issues
Political-administrative sensitivity
Strategic Human Resource Management for lecturers university of applied science

Executive masters
Governance and Policy for Professionals
Management of Public Issues
Organisation, Culture and Management

For more information see: *https://www.uu.nl/en/organisation/utrecht-university-school-of-governance/training-programmes-for-professionals*

See also: Appendix 18 LEG Societal Impact Strategy

5. Examples of Programmes of Research Meetings and Annual Research Days

Research meetings and Research Days

Research meetings

Date

2-4-2019   **Scientific Integrity**

Invitation

Dear USG-colleagues,

Welcome to the Grey Area… Integrity dilemma's in academic practice

Why do good people do bad things? Performance pressure, perverse incentives, and an individualistic organization culture are among the known factors that make people deviate from professional norms. As academics, we are committed to academic quality standards. But at the same time, we are only humans, and sometimes it is tempting to cut corners. The new Netherlands Code of Conduct for Research Integrity, which governs all academic research conducted in the Netherlands, acknowledges this, by distinguishing between straightforward misconduct; questionable research practices, and minor shortcomings.

Academic integrity is often associated with high-profile fraud cases: the Stapel affair where the most successful Dutch professor in social psychology admitted to have fabricated data; straightforward plagiarism; or creepy experiments with human material. But these cases overpower the vast amount of small, daily dilemma's and ambiguities that create uncertainty about the right thing to do and evoke 'questionable' behavior. These dilemma's relate to, for example, authorship; independence in commissioned research; and honesty in presenting ourselves and reviewing performance of others.

Research integrity is not only a matter of individuals. Research institutions are responsible for providing a working environment that promotes and safeguards good research practices. This entails procedures for confidential reporting, but also creating an open research culture in which dilemmas can be discussed.

It is in this spirit that we invite you to the second USG Research Meeting about Academic Integrity. In this meeting, LEG's new Integrity Counselor **Inge Claringbould** will introduce herself in her new role, and will give a brief presentation of the New Dutch Code of Conduct. **Judith van Erp** will present examples from integrity dilemma's that she has encountered, both in her own work and as member of the Netherlands Board on Research Integrity LOWI. We will then have a discussion about 'questionable' and 'responsible' behavior.

Kind regards,

USG Research Committee

12-6-2019   **Sport and Society:**

Invitation

Dear USG-colleagues,

The third and final Research Meeting of this academic year is coming up! USG's research programme Public Matters is divided into six core themes. **Sport & Society** is one of these core themes. At the next **USG Research Meeting**, on **12 June 2019, starting at 15:00hr in room 2.29 and concluding with drinks at 17:00hr in the restaurant,** the Sport & Society research group will present and discuss its research agenda, focusing on the connections with other core themes within USG (please find a defining text of the research group as attachment).

The USG Research Meeting will start with two short introductions by Maarten van Bottenburg and Arnout Geeraert in which the research group will be presented and the rationale and core elements of the research agenda will be explained. Next, Mark Bovens will be interviewed by Frank van Eekeren to reflect on this from a broader public administration and organization science perspective.

We will then break up into four parallel research tables. You will be invited to join one of these research tables to discuss a signature Sport & Society-project with a group of colleagues representing USG's different approaches and sub-disciplines. The purpose of this is to further explore the wider relevance of the Sport & Society research programme for other core themes within USG and to look for opportunities for joint projects and publications.

Programme

1. Presentation of research themes and research group by Maarten van Bottenburg
2. Introduction of sport as a research theme by Arnout Geeraert
3. Interview with Mark Bovens by Frank van Eekeren
4. Research tables

- Table 1: Good governance introduced by Frank van Eekeren, Inge Claringbould and Donna de Haan
- Table 2: Public actors and the private governance of sport introduced by Arnout Geeraert and Marianne Dortants
- Table 3: Public value creation through PPP introduced by Maikel Waardenburg and Sofie van den Hombergh
- Table 4: Dynamics of heterogeneity introduced by Michel van Slobbe, Arend van Haaften and Rutger de Kwaasteniet

5. Wrap up

We are looking forward to your participation!

Kind regards,

USG Research Committee

Sport & Society research group

6-11-2019   **Organization Studies**

Invitation

Dear USG-colleagues,

The first Research Meeting of this academic year is coming up!*
On **6 November, starting at 15:00 in room 2.04 and closing with drinks at 17:00,** the Organization Studies research group will present its vision and research agenda, and facilitate conversation tables on key themes of our research with colleagues in other research teams:

- What are key topics and research questions?
- Which theoretical lens do we favor and why?
- How do we see our research evolve and grow in the coming months and years?
- Which challenges do we see on our road?
- Where do we see potential for collaborations and synergy with our USBO colleagues?

The USG Research Meeting will be introduced by Patrizia Zanoni, who will present the research group and the rationale and core elements of our research agenda.

We will then break up into three parallel research tables. You will be invited to join one of these research tables to discuss Organization Studies with a group of colleagues representing USG's different approaches and sub-disciplines. The purpose of this is to further explore the wider relevance of the Organization Studies programme for other core themes within USG and to look for opportunities for joint projects and publications.

Programme:

Introduction (10 min)

Presentation of the vision, the research group and the key themes of its research agenda by Patrizia Zanoni

Short project/papers presentations and R&Q (40 minutes)

1. The ambiguity of labour exploitation: How labour inspectors assess the severity of work irregularities (Kim Loyens)
2. Age and social media (Eugène Loos)
3. Researching non-violent activism through the body (Yousra Rahmouni Elidrissi)

Across research and education (10 minutes)
Sander Kramer's reflection on the module Diversity in B&O.

Opening the USBO conversation (45 min)
- Table 1: Diversity, inequalities, power and resistance in organizations and organizing – with Noortje van Amsterdam, Sandra Schruijer and Kim Loyens, Sander Kramer
- Table 2: The future of work in a digital world: challenges and potentials for public and private organisations – with Eugène Loos, Patrizia Zanoni, Jeroen Vermeulen
- Table 3: Alternative organizations and their relations with the state and the market: Theoretical approaches -- with Yousra Rahmouni Elidrissi, Ozan Alakavuklar, Arnold Wilts

Join us on the 6th!

Kind regards,
USG Research Board
Organization Studies research group

Research days

7-2-2014

13-2-2015

22-1-2016

10-2-2017

16-2-2018

22-2-2019

Invitation: Research Day 2019

Subject: Full Program USG Research Day - Friday 22 February 2019

USG Research Day, Friday 22 February 2019

Dear colleagues,

Hereby, we send you the latest information with regard to The Research Day. As mentioned before, this year's format differs from previous years. Below, you find a description of the day and some 'instructions' for preparation.

Keynote
After a walk-in with coffee and tea, EUR professor Willem Schinkel will kick off with a key note on impact and excellence in relation to different audiences and the university itself. Please note that we scheduled time for a plenary session to allow a thorough discussion on this topic.

The workshops
You will all participate in two workshops. Each workshop will be kicked off by one of our colleagues who has experience with innovative ways of translating research to several types of audiences. Each workshop will be chaired by a member of the Research Committee. Please find the schedule attached.

How to prepare for the workshops.
If you signed up as a **presenter**, please make sure that you send your abstract to M.Kuiper@uu.nl by Tuesday (19 February) at the latest. All abstracts will be saved on the O-drive (O-Drive – REBO – USBO – Onderzoeksdagen). In case you do not have access to the drive, contact Marlot. Next to the abstracts, we ask presenters to prepare a short pitch of 2-3 minutes to highlight on the challenges they face when translating their research to the audience of the workshop.

All USG researchers who signed-up for the Research day as **participant without presenting** are asked to read the abstracts from the workshops to which they have been assigned. The audience can thus provide feedback based on both the pitches and the abstracts they read in advance.

*We are aware that some abstracts are particularly aimed at a Dutch audience. Nevertheless, we want to ask you to have the conversation in the workshops in English so everyone is welcome to join!

If you still want to join the Research Day, there's still time to register! Please sign up through this THIS LINK. If you want to submit an abstract, please send an e-mail to m.kuiper@uu.nl as soon as possible.

Please find the schedule with the organization of the workshops attached.

We are looking forward to a fruitful day!

 The Research Committee

6. Assessment Report of the Master Programme Research in Public Administration and Organizational Science

RESEARCH MASTER'S PROGRAMME RESEARCH IN PUBLIC ADMINISTRATION AND ORGANIZATIONAL SCIENCE

UTRECHT UNIVERSITY TILBURG UNIVERSITY

ERASMUS UNIVERSITY ROTTERDAM

REPORT ON THE RESEARCH MASTER'S PROGRAMME RESEARCH IN PUBLIC ADMINISTRATION AND ORGANIZATIONAL SCIENCE OF UTRECHT UNIVERSITY, TILBURG UNIVERSITY AND ERASMUS UNIVERSITY ROTTERDAM

This report takes the joint NVAO-EAPAA Accreditation Framework 2016 as a starting point. Within the standards of this framework, the panel has also looked at the requirements set by the NVAO Guidelines for the assessment of research master's programmes (April 2015).

ADMINISTRATIVE DATA REGARDING THE PROGRAMMES

Research master's programme Research in Public Administration and Organizational Science

Name of the programme:	Research in Public Administration and Organizational Science
CROHO number:	60391
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	120 EC
Specializations or tracks:	-
Location(s):	Utrecht
Mode(s) of study:	full time
Language of instruction:	English
Expiration of accreditation:	01/01/2019

Research master's programme Research in Public Administration and Organizational Science

Name of the programme:	Research in Public Administration and Organizational Science
CROHO number:	60391
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	120 EC
Specializations or tracks:	-
Location(s):	Tilburg
Mode(s) of study:	full time
Language of instruction:	English
Expiration of accreditation:	01/01/2019

Research master's programme Research in Public Administration and Organizational Science

Name of the programme:	Research in Public Administration and Organizational Science
CROHO number:	60391
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	120 EC
Specializations or tracks:	-
Location(s):	Rotterdam
Mode(s) of study:	full time

Language of instruction: English
Expiration of accreditation: 01/01/2019

The three programmes were visited by the assessment panel Public Administration at the Faculty of Law, Economics and Governance of Utrecht University, which took place on 11-13 December 2017.

ADMINISTRATIVE DATA REGARDING THE INSTITUTIONS

Name of the institution: Utrecht University
Status of the institution: publicly funded
institution Result institutional quality assurance assessment: positive

Name of the institution: Tilburg University
Status of the institution: publicly funded
institution Result institutional quality assurance assessment: positive

Name of the institution: Erasmus University Rotterdam
Status of the institution: publicly funded
institution Result institutional quality assurance assessment: positive

COMPOSITION OF THE ASSESSMENT PANEL

The NVAO has approved the composition of the panel on 16 October 2017. The panel that assessed the research master's programme Research in Public Administration and Organizational Science consisted of:
- Prof. dr. T. (Tony) Bovaird, professor emeritus of Public Management and Policy at the University of Birmingham (United Kingdom) [chair];
- Prof. P.B. (Peter) Sloep, professor emeritus in technology enhanced learning with the Open University of the Netherlands;
- Prof. E. (Esther) Versluis, professor of European Regulatory Governance at Maastricht University;
- Drs. H. (Henk) de Jong, Strategy Director at the Dutch National Police;
- Prof. J. J. A. (Jacques) Thomassen, professor emeritus of political science at the University of Twente and a member of the Netherlands Royal Academy of Arts and Sciences (KNAW);
- J.C. (Jasper) Meijering, master's student Engineering and Policy Analysis at Delft University of Technology [student member].

The panel was supported by Mark Delmartino MA, who acted as secretary. Appendix
1 contains the curricula vitae of the panel members.

WORKING METHOD OF THE ASSESSMENT PANEL

The assessment of the research master's programme Research in Public Administration and Organizational Science is part of a cluster assessment. From October to December 2017, a panel assessed seven bachelor's programmes and seventeen master's programmes in Public Administration at eight universities.

The panel consists of seventeen members:
- Prof. T. (Tony) Bovaird, professor emeritus of Public Management and Policy at the University of Birmingham (United Kingdom) [chair];
- Prof. A. (Adrian) Ritz, professor for Public Management at the University of Bern (Switzerland) [vice-chair];
- Prof. M. (Marleen) Brans, professor at the Public Governance Institute of the KU Leuven (Belgium) [vice-chair];
- Prof. H.M.C. (Harrie) Eijkelhof, professor emeritus of Physics Education at Utrecht University;
- Prof. P.B. Peter Sloep, professor emeritus in Technology-Enhanced Learning, in particular Learning in Social at the Open Universiteit Nederland;

- Prof. T. (Tiina) Randma-Liiv, professor of Public Management and Policy and vice-dean for Research at Tallinn University of Technology (Estonia);
- Prof. L. (Lan) Xue, professor and dean of the School of Public Policy and Management, Tsinghua University (China);
- Prof. E. (Esther) Versluis, professor of European Regulatory Governance at Maastricht University.
- Prof. W. (William) Webster, professor of Public Policy and Management at the Stirling Management School, University of Stirling (UK);
- Prof. J.J.A. (Jacques) Thomassen, emeritus professor of Political Science at the University of Twente;
- Prof J. E. (Jenneke) Bosch-Boesjes, emeritus professor of Development and Differentiation in Academic Education at the University of Groningen;
- Drs. B. (Bertine) Steenbergen, interim director at the Ministry of Security and Justice.
- Prof. J.P. (Jan) Pronk, professor emeritus in Theory and Practice of International Development at the International Institute of Social Studies and former Minister for Development Co-operation and Minister of Environment, Spatial Planning and Housing;
- Drs. C. (Cees) Vermeer, town clerk of the city of Breda;
- Drs. H. (Henk) de Jong, director of Strategy and Policy of the Dutch National Police;
- J.C. (Jasper) Meijering BSc, master's student Engineering and Policy Analysis at Delft University of Technology [student member];
- S. (Sophie) van Wijngaarden BSc, master's student Systems Engineering, Policy Analysis & Management at the Delft University of Technology [student member].

A panel of six to eight members was appointed for each visited, based on the expertise and availability of each panel member, and taking into account possible conflicts of interest.

Peter Hildering MSc of QANU was project coordinator of the cluster assessment Public Administration. He was secretary during the visits to the University of Twente, Radboud University, Erasmus University Rotterdam and Leiden University. He also attended the final panel consultations of every visit and read and commented on draft versions of each report in order to monitor the consistency of the assessments and the resulting reports. Mark Delmartino MA, freelance worker of QANU, was secretary of the panel during the visits to Tilburg University, Maastricht University, Utrecht University, and VU University Amsterdam. Dr. Joke Corporaal, freelance worker of QANU, was second secretary during the visits to the Erasmus University Rotterdam and Leiden University.

Joint NVAO-EAPAA assessment

The panel assessment was aimed at (re-)accreditation by both NVAO and EAPAA. In order to increase efficiency and reduce administrative burden, both accreditation processes were combined. NVAO and EAPAA agreed on a joint process and framework on 12 September 2016. This report is based on the joint NVAO-EAPAA framework and is aimed at double accreditation for all programmes involved.

Joint assessment of the three programmes

In the process leading up to the site visit, representatives of the three programmes at Utrecht University, Tilburg University and Erasmus University Rotterdam requested NVAO to be assessed as if they were a single programme based in Utrecht, considering that this best reflects the context in which the programmes are offered. On 25 September 2017, the NVAO agreed with this procedure with the following requirements:
- The three universities each request accreditation for their programme based on the same report (this report);
- The report should clearly indicate that the education is offered by each of the three universities and other partners;
- The assessment (and the report) show clearly which research programmes are associated with the research master's at all associated universities;
- The report clearly shows that all three universities have realized learning outcomes, even though they are formally registered in Utrecht only;
- The selection of theses represents all associated universities.

The programmes and panel took care to guarantee that these requirements were met during the site visit and in the report.

Preparation

Before the assessment panel's site visit to Utrecht University, the project coordinator received the self-evaluation reports that the programmes wrote based on the joint NVAO-EAPAA framework. He sent it to the panel after checking it for completeness of information. Upon reading the self-evaluation reports, the panel members formulated their preliminary findings. The panel also studied a selection of fifteen theses and the accompanying assessment forms for each programme. This selection was made by the panel's chair, in cooperation with the secretary, from a list of graduates from the past three years. The chair and secretary took care that all tracks and specializations within the programmes were covered, and made sure that the distribution of grades in the theses selection matched the distribution of grades over all theses.

The panel chair, secretary and programme jointly composed a schedule for the site visit. Prior to the site visit, the programme selected representative partners for the various interviews. Interviews were planned with students, teaching staff, management, alumni and professional field, the programme committee and the board of examiners. See appendix 5 for the definitive schedule.

Site visit

The site visit to Utrecht University on 11-13 December 2017 was followed by a visit to VU University that took place on 14 and 15 December 2017. At the start of the week, the panel held a preparatory meeting during which it was instructed regarding the assessment framework and procedures. After this, the panel discussed its working method and its preliminary findings for the Utrecht site visit, and reflected on the content and use of the programme's domain-specific framework of reference (appendix 2).

During the site visit, the panel conducted interviews with representatives of the programmes, and examined materials provided by the programmes. An overview of these materials is given in appendix
6. The panel provided students and staff with the opportunity to speak informally with the panel outside the set interviews. No use was made of this opportunity.

The panel used the final part of the visit to discuss its findings in an internal meeting. Afterwards the panel chair gave an oral presentation, in which he expressed the panel's preliminary impressions and general observations. The visit was concluded with a development conversation, in which the panel and the programmes discussed various developments routes for the programmes. The result of this conversation is summarized in a separate report.

Report

After the site visit, the secretary wrote a draft report based on the assessment panel's findings. Subsequently, he sent it to the assessment panel for feedback. After processing the panel members' feedback, the coordinator sent the draft report to the university in order to have it checked for factual irregularities. The secretary discussed the ensuing comments with the panel's chair and adapted the report accordingly before its finalisation.

Decision rules

The panel used the definitions from the NVAO's Assessment framework for limited programme assessments to assess the six standards in the joint NVAO-EAPAA framework. To determine the score for the programme as a whole, the decision rules of the NVAO's Assessment framework for limited programme assessments were applied to the scores for Standard 1 to 4.

Generic quality

The quality that can reasonably be expected in an international perspective from a higher education bachelor's or master's programme.

Unsatisfactory

The programme does not meet the current generic quality standards and shows serious shortcomings in several areas.

Satisfactory

The programme meets the current generic quality standards and shows an acceptable level across its entire spectrum.

Good

The programme systematically surpasses the current generic quality standards.

Excellent

The programme systematically well surpasses the current generic quality standards and is regarded as an international example.

SUMMARY JUDGEMENT

This evaluation concerns the research master's programme Research in Public Administration and Organizational Science, a two-year full time programme of 120 EC that is offered jointly by Utrecht University, Erasmus University Rotterdam and Tilburg University, with Vrije Universiteit Amsterdam, Radboud University Nijmegen and Twenty University as associate partners. Utrecht Universitybears full responsibility for the quality assurance of the programme, while accreditation is granted to the universities of Utrecht, Rotterdam and Tilburg.

The intended learning outcomes of the research master's programme are adequate in terms of content (public administration / organization science), orientation (academic) and level (master's). According to the panel, these outcomes are in line with the requirements of the domain-specific reference framework and constitute a strong and precise translation of what the programme stands for.

The panel considers that the teaching and learning environment of the programme is good, in the sense that its components systematically exceed the basic quality requirements: the programme is consistent and attractive in its combination of compulsory and specialisation courses; the small- scale, interactive, intensive and motivating approach to teaching fits very well with the educational philosophy of this programme; the selection and intake are organised meticulously; the staff are highly qualified and provide students access to their excellent research programmes. According to the panel, the central and local programme coordinators demonstrate that an innovative and complex structure is not an obstacle to offer students an interesting and valuable academic research experience. If anything, the panel wonders why there are so few (international) applicants for this good quality programme.

The research master's programme has an adequate assessment system. Individual tests are valid, reliable and transparent, and students get feedback on assessments. Moreover, the panel thinks highly of the expertise and operational capacity of the Board of Examiners and the Testing Committee. The panel appreciates the quality of the feedback in the thesis evaluation form. However, the independent character of the assessment procedure by the two assessors could be reflected more explicitly in the evaluation form.

The panel considers that the intended learning outcomes of the research master's programme are achieved by the end of the curriculum. The theses are of good quality and reflect the research context of the programme. The panel welcomes the efforts to safeguard the reliability of the thesis assessment and encourages the programme to have students work towards a final research product in a publishable format. Upon graduation, students find a job that is in line with the objective of the programme: because of its attention to both academic and applied research, the programme provides a good basis for each graduate to seek a research-oriented career to his/her liking.

The internal quality assurance of the programme is catered for adequately, both formally and informally. The panel appreciates the role of the local coordinators in collecting quality signals and the ways in which students can – and do – voice their opinion on the quality of the courses and the curriculum. Nonetheless, the programme could establish a work-field advisory committee that also includes (potential) employers from consultancy companies, authorities and think tanks.

The panel considers that diversity is on the radar of the programme, the department and the partner institutions. It welcomes the initiatives taken so far and encourages all responsible bodies to step up their efforts in recruiting a more diverse student body that is taught by a more diverse faculty. The panel acknowledges, moreover, that course contents should be more inclusive with regard to non- European issues.

In sum, the panel issues a positive conclusion on the quality of the research master's programme Research in Public Administration and Organizational Science. The programme is up to standard on all accounts, with its teaching and learning environment systematically exceeding basic quality. Moreover, the panel considers that the programme fulfils the specific accreditation requirements set for research master's programmes.

The panel assesses the standards from the *Assessment framework for limited programme assessments* in the following way:

Research master's programme Research in Public Administration and Organizational Science (Utrecht University)

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	good
Standard 3: Student assessment	satisfactory
Standard 4: Achieved learning outcomes	satisfactory
Standard 5: External input	satisfactory
Standard 6: Diversity	satisfactory
General conclusion	satisfactory

Research master's programme Research in Public Administration and Organizational Science (Tilburg University)

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	good
Standard 3: Student assessment	satisfactory
Standard 4: Achieved learning outcomes	satisfactory
Standard 5: External input	satisfactory
Standard 6: Diversity	satisfactory
General conclusion	satisfactory

Research master's programme Research in Public Administration and Organizational Science (Erasmus University Rotterdam)
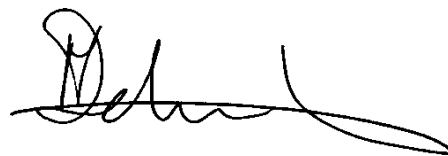
Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	good
Standard 3: Student assessment	satisfactory
Standard 4: Achieved learning outcomes	satisfactory
Standard 5: External input	satisfactory
Standard 6: Diversity	satisfactory
General conclusion	satisfactory

The chair and the secretary of the panel hereby declare that all panel members have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 09-04-2018

Prof. dr. Tony Bovaird   Mark Delmartino, MA

DESCRIPTION OF THE STANDARDS FROM THE JOINT NVAO- EAPAA ACCREDITATION FRAMEWORK

Organisational context

The research master's programme Research in Public Administration and Organizational Science (further: Research Master's PAOS) is offered jointly by Utrecht University, Erasmus University Rotterdam and Tilburg University; Vrije Universiteit Amsterdam, Radboud University Nijmegen and the University of Twente are associate partners. Utrecht University bears full responsibility for the quality assurance of the research master's programme, as well as the administrative tasks including student registration.

Accreditation is granted to the universities of Utrecht, Rotterdam and Tilburg, the three original partners in this research master's since the early 2000's. In the period 2014-2016, the three other partners joined the programme as partners. Formally, students enrol at Utrecht University and receive their diploma from this university as well. The cooperation means that education is provided by lecturers from the six institutions involved in the programme and that the content and structure of the curriculum are coordinated in consultation with all partners.

In addition to the main self-evaluation report prepared by Utrecht University, the partners from Rotterdam and Tilburg produced their own appendices describing their contributions regarding student admission, faculty qualification, research context and curriculum development. The panel has studied all documents and met during the site visit with representatives from all partner institutions. This report covers the assessment of the overall research master's programme as offered by all six institutions together. In the remainder of the report, the three programmes will be treated as if it they form a single programme with its main base in Utrecht.

Standard 1: Intended learning outcomes

The intended learning outcomes of the programme have been detailed with regard to content, level and orientation; they meet international requirements. As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations. The programme should clearly state its educational philosophy in reaching these outcomes and identify a clear mission.

NVAO Guidelines RM: the programme substantiates its research-oriented nature in the intended learning outcomes, taking account of how graduates make their way in the professions and in society at large.

Findings

To assess the programme objectives, the panel studied the domain-specific reference framework (Appendix 2) and the intended learning outcomes (Appendix 3) of the research master's programme.

The key objective of the research master's programme is to educate motivated people who are able to use their academic knowledge in the field of public administration and organisation to make a useful contribution to the solution of public issues. This objective is elaborated in three learning pathways: substance of public administration and organisation of public issues; academic research into public administration and organisation of public issues; and applied research into public administration and organisation of public issues. The panel observed that these learning pathways are on the one hand similar to the organisation of intended learning outcomes in other degree programmes offered by the Utrecht University School of Governance (USG), while on the other hand this research master's programme stands apart from other programmes through its strong research focus. The learning pathways form a common thread throughout both the compulsory and elective parts of the curriculum. The panel agrees with the programme's statement that these three learning pathways provide a strong foundation for doctoral programmes, as well as for positions in which applied research constitutes an important share of the duties.

Research master's students are trained towards achieving 14 learning outcomes, which are connected to the respective learning pathways and have been formulated in an insightful way. The panel welcomes in particular the specific attention in learning outcome S4 to ethical aspects of fundamental and applied research; moreover, the panel acknowledges the attention of the programme in several learning outcomes to acquisition, communication and dissemination of research. The competencies are aligned with the PAGO domain-specific reference framework. The panel learned during the visit that the learning outcomes have been updated recently to reflect the development of the programme structure and to ensure a direct link with the PAGO framework and the EAPAA guidelines.

This new set-up of the programme objective with learning pathways and (intended) learning outcomes emphasises five characteristics of the research master's programme: the breadth of the field of study, the connection between research and education, the value of both academic and applied research, the methodological multiformity of the field of study, and the cooperation between lecturers and students within a master-apprenticeship relationship. The panel observed that these features are again a mixture of what USG stands for (breadth, research-education, methodology) and what sets this inter-institutional research master's programme apart: the value of both academic and applied research and the master-apprenticeship relation.

Considerations

The panel considers that the intended learning outcomes of the research master's programme are adequate in terms of content (public administration / organization science), orientation (academic) and level (master's). In the view of the panel, these outcomes are in line with the requirements of the domain-specific reference framework and constitute a strong and precise translation of what the programme stands for, both in terms of key objective and specific characteristics.

The panel considers that the research oriented nature of the programme is very much present in the objective and set-up of the programme. Although Utrecht University is clearly in the lead in this programme, the panel has met with a strong team of coordinators from all partners who confirmed their commitment to what they call a 'national' research master's programme featuring the respective research strengths of the individual partners.

Conclusion

The panel assesses Standard 1, intended learning outcomes, of the research master's programme Research in Public Administration and Organizational Science as 'satisfactory'.

Standard 2: Teaching-learning environment

The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes. The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The quality of the staff and of the programme-specific services and facilities is essential to that end. Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

Findings

To assess the content and structure of the programme, the panel studied the curriculum (Appendix 4) and the content of several core courses (Appendix 6) of the research master's programme.

2.1 Core components

The core curriculum provides a thorough teaching of the basic concepts, theories, methods and history (classics) of Public Administration on the level of the programme (bachelor's or master's).

NVAO Guidelines RM: the programme has a substantial proportion of curriculum components specific to the research master's. If research master's students follow subjects in regular master's programmes, additional requirements have to be met. The curriculum devotes attention to academic and scientific methodologies generally accepted in the discipline, and the ethics of conducting research.

The research master's programme is a two-year full-time programme that amounts to 120 EC. The curriculum consists first and foremost of three types of compulsory courses, all of which are specific to the research master's:

- three substantive courses cover the most current literature and the classics within the field of PAOS: governance and policy, organisations and professionals, and public organisations in a rapidly changing society;
- methodology courses pay attention to 'pure' and 'applied' research contexts and to both 'low- control' and 'high-control' research; throughout the curriculum, students are trained in qualitative and quantitative analytic techniques;
- the conducting research stream consists of a small applied research project and the final research master's thesis.

The panel observed that the structure of the curriculum is coherent and that the intended learning outcomes are translated adequately in the different courses of the programme. Studying the document linking the programme outcomes to the course objectives, the panel gathered that each programme outcome is addressed several times throughout the curriculum. Furthermore, the panel established that research master's students are taught all disciplinary and methodological components one may expect from a Public Administration programme, and that these core components of the curriculum are taught exclusively to research master's students. The courses 'philosophy of sciences' and 'designing research in social sciences' pay explicit attention to ethical dimensions of conducting research.

Furthermore, the panel understood from the discussions that the programme coordinators play an important role in safeguarding the consistency of the course contents, in ensuring that all students acquire at least the minimum standards in all research methods, and in setting the scene for students to select a thesis topic in time.

2.2 Other components and specialisations

The programme clearly defines its objectives for additional work and the rationale for the objectives, and explains how the curriculum is designed to achieve these objectives. The statement of objectives includes any programme specialisation or concentration and the main categories of students to be served (e.g. full-time, part-time).

NVAO Guidelines RM: students have the opportunity to incorporate specific individual components into their curriculum without compromising their nominal study progress, in order to deepen or broaden their research or research capacities.

Students can specialise in the research master's programme through four components:

- the tutorial (6 EC) offers students the opportunity to explore a single topic in depth within an intensive setting in order to deepen their knowledge and research capacities:
- the electives (12 EC) allow students to take methodology or substantive courses to prepare for the thesis process as they see fit;
- in the internship (3 or 6 EC) students reinforce their profile as applied researchers;
- for their thesis, students are free to select a topic within the field of PAOS to broaden their knowledge.

The panel observed that students have quite some freedom in selecting their specialisations. In many cases this free space is used to broaden or deepen their knowledge and research capacities in order to prepare for the research master's thesis. Several students are using the electives to gain international experience. Students indicated that they are particularly satisfied with this 'freedom of choice': it is possible to study a wide range of subjects and perspectives and to develop their competencies in various different directions. This choice is facilitated and enhanced by having several universities on the programme who put at disposition lecturers with different backgrounds. According to the students, the programme most certainly lives up to its promise of emphasising "the variety of science-philosophical approaches and methodological pluralism".

The panel observed that the specialisation part of the curriculum is a relevant complement to the core part. The two components are mutually reinforcing each other and allow students to eventually produce a research master's thesis on a wide variety of topics. Given that the international dimension of the programme is not very much developed in the core part, the panel thinks that the specialisation part provides students with some opportunity for a summer school or a study period abroad.

> **2.3 Multi-disciplinarity**
>
> *The courses taken to fulfil the core curriculum components provide research methods, concepts and theories from the disciplines of economics, law, political science, sociology, public finances, informatisation, and public management as well as the relationship between these fields.*

The panel observed that the research master's programme pays particular attention to knowing and learning how to use a variety of theoretical and disciplinary perspectives. This is expressed first and foremost in the three substantive courses, which address a broad spectrum of theories from the disciplines of public administration, political science, sociology and organisation science. Moreover, the methodology components address insights from research within a series of social-scientific disciplines.

Furthermore, the panel learned that the tutorial, the elective courses and the thesis allow students to work in an interdisciplinary way applying insights from other disciplines and linking these to public administration and organisation science.

> **2.4 Length**
>
> *The programmed curriculum length is in line with the objectives of the programme and in accordance with the accreditation category that is applied for.*

The panel confirms, based on the information materials and the discussion on site, that the research master's programme is a two-year full-time programme of 120 EC, which is the required length for research master's programmes in the Netherlands.

> **2.5 Relationship to practice and internships**
>
> *The programme provides adequate training of practical skills in correspondence with the mission and the programme objectives. Therefore it has adequate links to the public administration profession.*

Throughout the programme, research master's students are exposed to two types of research skills: academic research gets specific attention in the tutorial and in the thesis process, and often results in students and lecturers writing joint grant applications or scientific articles; applied research is emphasised in the applied research track at the end of year one, when students conduct research for a client from the public sector. Moreover, students wishing to pursue more applied research can perform an internship with a research-oriented organisation or company.

The panel also learned from the discussions that several courses welcome guest speakers or organise visits to think tanks, knowledge institutions or consultancy firms. In the view of the panel, students have plenty of opportunities throughout the curriculum to find out whether their interest is with academic or applied research, and can try-out both options. In both cases, the programme provides a useful basis for professional life beyond the research master's programme.

> **2.6 Structure and didactics of the programme**
>
> *The programme is coherent in its contents. The didactic concepts are in line with the aims and objectives of the programme. The teaching methods correspond to the didactic philosophy of the programme. The programme is 'doable' in the formal time foreseen for the programme in the respective years.*
>
> *NVAO Guidelines RM: the curriculum is coherent across both years. It balances educational content and research skills and their inter-relationship in the entire curriculum. The size of the final project in relation to the structure of the curriculum is substantial.*

The panel observed that the educational philosophy of the research master's programme is based on small-scale, motivating and intensive teaching. There is a lot of direct interaction between students and lecturers, as many courses are offered to small groups of less than ten students. Community building plays an important role: lecturers and coordinators are approachable and many informal activities are held in order to reinforce this process. Most core courses are taught at USG in Utrecht, although students also follow some compulsory courses at partner universities and about half of the core courses are coordinated by lecturers from partner universities outside Utrecht. Moreover, first and second year students integrate during a study trip at the start of the academic year. All students and local coordinators meet twice per year.

Throughout the courses, students are challenged to achieve their fullest potential: those aspiring to academic careers are challenged to write and submit research proposals together with experienced researchers, while students with consultancy ambitions can participate in real-life consultancy projects. The panel gathered furthermore that a particularity of this programme is the master- apprentice relationship: students learn from lecturers by seeing and experiencing the lecturers working on their own applied and academic research; right from the start, they are placed in the role of researcher, gaining greater independence throughout the programme.

In their contribution to the self-evaluation report, students indicated that there is a good relationship between the first-year and second-year students. Moreover, the small-scale character of the programme entails that it is very easy to contact lecturers in an informal way, be it for personal feedback, career advice or the discussion of papers. All interviewees confirmed during the visit that the educational philosophy not only exists on paper, but is a reality within the research master's programme. The panel observed the enthusiasm of both students and staff for the highly interactive approach, which fuels their commitment to the programme. The facilities at USG moreover enhance this community feeling.

The panel also gathered from the materials and the discussions that coordinating such a multi-partner programme is not easy, but that the partners manage it particularly well. Both the two programme coordinators and the five local coordinators are aware of the complexity and very committed to providing students with a meaningful experience. The only potential problem mentioned by students was that scheduling tutorials and electives take place at the institution of the responsible lecturer and is sometimes challenging, although they also emphasised in this regard that the central and local programme coordinators go to some lengths to ensure that courses are scheduled in a feasible way. The panel concludes that the current structure, in which all partners contribute to a single teaching- learning environment based in Utrecht, is a fitting way to formalize the cooperation.

Students indicated that the programme is challenging, but feasible. The panel learned that the research master's programme set itself two targets: on average students should acquire 90% of the first year credits after twelve months and 80% of the students should finish the programme in the nominal time of two years. The first target is more or less met, while the programme is making good progress towards achieving also the second target. The panel is impressed by the efforts of the programme to increase the educational feasibility, but also understands that students encounter delays due to the development of other study-related activities such as student-assistantships or even teaching jobs at universities of applied science.

2.7 Admission of students

Admission goals, admission policy and admission standards, including academic prerequisites, are in line with the mission and programme objectives. They are clearly and publicly stated, specifying any differences for categories of students.

NVAO Guidelines RM: the admission requirements enforced and the manner in which the programme selects prospective students reflects the research-oriented nature and high demands of the programme.

The research master's programme is a selective and small-scale programme. The admission to the programme is set up in such a way that it ensures an optimal match between students and the programme. While the programme can accept up to 25 students per year, the number of students effectively enrolling is lower. According to the programme, clear communication about the degree programme and its requirements are a driver of student self-selection with only highly qualified students applying for admission. The panel observed in the material provided by the programme that on

average 25 students per year express an interest in the programme, with 17 students eventually enrolling. Although the programme would be able to accommodate more students, the panel appreciates that the programme nevertheless does not wish to lower the selection criteria. If the programme wants to attract more high quality students, the panel recommends stepping up efforts to recruit international students, of which there are surprisingly few in the programme.

Candidates are selected based on criteria such as academic potential, demonstrable experience with and affinity for research in the field of PAOS, communication skills, motivation and interest in the field of study, and a command of the English language. The selection process consists of instruments such as the average examination marks in the bachelor's programme, a language test, a research proposal, a recommendation letter and an interview. The panel observed that the admission criteria are formulated clearly and adequately reflect the research-oriented nature and high demands of the programme. The different selection instruments are used to design the procedure in such a way that it reflects the core elements of the programme - research, PAOS, small-scale activating education – and facilitates the best match between student and programme.

2.8 Intake

The structure, contents and the didactics of the programme are in line with the qualifications of the students that enter into the programme.

The admission procedure for the research master's programme is stringent. Those students who are admitted, have been selected on the likelihood that they can complete the programme successfully. Incoming students are somewhat heterogeneous in terms of their educational background, as about half of the students have no connection to the partner institutions, but studied elsewhere in the Netherlands or abroad.

The panel observed that the programme structure as well as the educational philosophy with its small-scale education, intensive teaching, community building and direct contacts with staff contribute to students levelling up quite quickly, if at all needed. Hence, the drop-out rate is low. Furthermore, the panel learned that the programme offers individual targeted support for students who need to make up for deficiencies, for instance on quantitative research skills.

2.9 Faculty qualifications

A substantial percentage of the professional faculty nucleus actively involved in the programme holds an earned doctorate or other equivalent terminal academic degree in their field. Any faculty lacking the terminal degree must have a record of sufficient professional or academic experience directly relevant to their assigned responsibilities. The field of expertise and experience of the faculty reflects the needed expertise to deliver the programme as intended. All faculty with teaching assignments have at least proven basic educational skills. The educational skills are adapted to the didactics of the programme and its components. Where practitioners teach courses, there is satisfactory evidence of the quality of their academic qualifications, professional experience and teaching ability.

NVAO Guidelines RM: the programme is provided in a context of research that has been rated, from both a national and an international perspective, as clearly above average (good or excellent), that has a distinct bearing on the contents of the programme, and that also trains PhD students and other junior researchers. In principle, this is referenced by the outcomes of external assessments, and if supplemented with information regarding the track records of the staff. Senior researchers and professors are closely involved in teaching and the supervision of graduation trajectories.

The research master's programme is embedded in the research programmes of the six participating institutions:
- Utrecht University– Public Matters
- Tilburg University – The quest for credibility in politics and public administration
- Erasmus University Rotterdam: Lost Connections, Linking Capacities
- Vrije Universiteit Amsterdam: New Public Governance
- University of Twente: Innovation of Governance
- Radboud University Nijmegen: Institute for Management Research

These research programmes were assessed in the recent past by international review committees. The panel observed in the materials that all programmes received very good to excellent scores (between 4 and 5, with Tilburg scoring 2 on an inverse scale from 4 to 1) and that key researchers of these programmes are directly involved in the courses, tutorials and thesis supervision of the research master's.

Lecturers on the research master's programme have been selected for their specific substantive and / or methodological expertise. All staff are members of the Netherlands Institute of Government, a research school accredited by the Royal Netherlands Academy of Arts and Sciences. The panel observed in the CV's of the coordinators and the extensive staff overview that the programme offers a wealth of individual specialist disciplines and methodological expertise. All lecturers have a PhD while most also hold a university teaching qualification (UTQ). According to the overview, among the 18 staff allocated to the research master's, there are 8 full professors, 4 associate professors and 6 assistant professors. Moreover, the appendices provided by Tilburg University and Erasmus University Rotterdam indicated that also these institutions feature high quality research programmes and contribute good quality staff to the programme.

The panel thinks highly of the teaching staff, who have a good reputation both nationally and internationally. Students, moreover, indicated that they appreciate the quality of the lecturers, as well as their commitment and availability. They also experience the master-apprenticeship relationship as both effective and pleasant: students are encouraged to be a researcher and study 'on-the-job' with lecturers working on their own applied and academic research.

According to the overview in the report, the programme dedicates 1.2 FTE to education, which results in a staff-student ratio of 1:15 when counting a total student number of 18 per cohort. Based on the discussions on site, the panel gathers that there is sufficient staff to teach the programme.

Considerations

The panel considers that the teaching and learning environment of the research master's programme is good, in the sense that its components systematically exceed the basic quality requirements: the programme is consistent and attractive in its combination of compulsory and specialisation courses; the small-scale, interactive, intensive and motivating approach to teaching fits very well with the educational philosophy of this programme; the selection and intake are organised meticulously; the staff are highly qualified and provide students access to their excellent research programmes. The panel furthermore observed that the programme fulfils all specific requirements for the teaching and learning environment of a research master's programme.

According to the panel, the central and local programme coordinators demonstrate that an innovative and complex structure is not an obstacle to offering students an interesting and valuable academic research experience. If anything, the panel wonders why there are so few (international) applicants for this good quality programme.

Conclusion

The panel assesses Standard 2, teaching-learning environment, of the research master's programme Research in Public Administration and Organizational Science as 'good'.

Standard 3: Assessment

The programme has an adequate assessment system in place. The tests and assessments are valid, reliable and transparent to the students. The programme's examining board safeguards the quality of the interim and final tests administered.

Findings

To assess the quality, validity and transparency of assessment in the research master's programme, the panel considered the assessment policy, the assessment of the research master's theses and the functioning of the Board of Examiners.

Based on the description in the Self-Evaluation Report and the sample of tests consulted on site, the panel gathers that

the assessment system adopted for this research master's programme is fine: the form of testing depends on the learning outcomes and the competencies to be tested; testing is an essential element of learning, and the measurement of student competencies is valid and reliable. The panel has come across a wide variety of assessment methods, also within one and the same course, and observed that these tests are as much as possible spread over the teaching period in order to ensure that students receive also feedback at an early stage. Moreover, in response to student evaluations, the programme has looked into the distribution of tests and their scheduling in courses that run parallel to each other. Students indicated to the panel that they are properly informed about the assessment requirements and confirmed that the programme goes to some lengths to ensure that tests are scheduled in a feasible way.

In recent years, the programme has invested in the development of tests that correspond to the learning objectives and that are varied in nature. In this regard, the panel studied a document in which courses and their assessment forms are linked to learning outcomes. According to this overview, three courses are assessed entirely on the criterion of the active participation of students. During the discussion, the panel learned that this type of assessment only concerns the introductory part of the respective workshops, which account for 2 EC. The panel agrees to this arrangement but suggests that the programme makes the division between introduction and core part more explicit in its materials.

As mentioned in the introduction, Utrecht University and in particular the USG department is responsible for the quality assurance of the research master's programme. The two coordinators of the programme monitor the quality of testing. Moreover, all courses and the quality of their tests are evaluated by students and discussed in the Board Academic School (BAS). Moreover, USG has one Board of Examiners for all its degree programmes, as well as a Testing Committee that functions as a subcommittee of the Board of Examiners. Over the years the legal position and tasks of the Board of Examiners has changed significantly. Members have been trained by the university to perform their tasks adequately and there is regular cooperation between examination boards within the Faculty and across the university. From the discussion on site with representatives of both Board and Committee, the panel gathered that these members possess the proper capacity and expertise to perform all tasks according to the requirements set by Dutch law. The panel also learned that the Testing Committee has assessed the testing quality of the research master's courses in 2014 and again in 2017. Interviewees from Board and Committee confirmed to the panel that the tests are good and creative, with an adequate variation in marks.

With regard to the assessment of the research master's thesis, the programme has developed an extensive course programme to inform students and lecturers how the thesis process is arranged and how the thesis will be assessed. It explains the roles of the first and second assessor in thesis evaluation and contains the assessment form which has been in use since the end of 2013. In order to support supervisors and second readers, the Testing Committee created an overview of the minimum requirements the thesis should fulfil. The panel has reviewed a sample of 15 research master's theses, which were submitted and accepted in the academic years 2014-2015, 2015-2016 and 2016-2017. The panel observed that each thesis is assessed using an evaluation form with relevant assessment criteria; in almost all cases, assessors had completed the evaluation form in an insightful way, justifying the final score in a transparent and sometimes comprehensive way. It was, however, not possible to determine on the basis of the evaluation form whether the two assessors had evaluated the thesis independently and how the final score (and the arguments underpinning this score) was established. The panel indicated during the sessions - and repeats its finding in this report - that the evaluation form should better reflect the independent character of the assessment by the two graders.

Considerations

The panel considers that the research master's programme has an adequate assessment system, which is regularly reviewed and enhanced. Individual tests are valid, reliable and transparent, and students get feedback on assessments. Moreover, the panel thinks highly of the expertise and operational capacity of the Board of Examiners and the Testing Committee.

In principle the assessment of the research master's thesis is organised properly. The panel appreciates the quality of the feedback in the evaluation form underpinning in an insightful way the final score. In order to enhance the transparency of grading in the evaluation form, the programme may want to develop the evaluation form in order to reflect the independent character of the assessment procedure by the two assessors.

Conclusion

The panel assesses Standard 3, assessment, of the research master's programme Research in Public Administration and Organizational Science as 'satisfactory'.

Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved. The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes.

NVAO Guidelines RM: NVAO Guidelines RM: the choice of final project topics is related to the research context of the programme. Within the graduation trajectory, the entire research cycle is completed. The final projects are deemed publishable.

Findings

To assess the achieved learning outcomes of the programme, the panel studied a sample of theses (Appendix 6), and interviewed alumni and representatives of the work field who employ graduates of the research master's programme.

The research master's thesis amounts to 30 EC and is mainly executed in the fourth and final semester of the programme. The panel observed in the course description and in the sample of theses it reviewed that research master's students complete the entire research cycle during the thesis trajectory. Students are free to select a topic within the field of PAOS and are encouraged – but not obliged - to connect the thesis to a research programme of one of the partner institutions. Having studied a broad variety of theses, the panel understood that this variety is in fact promoted by the programme because students are exposed during the programme to a wide spectrum of perspectives and methods.

In order to establish whether research master's students have effectively achieved the learning outcomes, the panel reviewed a sample of 15 theses covering the whole range of scores given and ensuring a balanced mixture of supervisors representing the six different institutions, with a minimum of 2 theses per partner. The panel found that each thesis fulfilled at least the minimum requirements one would expect of a final product of an academic programme at research master's level, i.e. a thesis that is clearly of master's level quality and reflects the considerable workload research master's students are expected to invest in the thesis. There were several good quality theses that were well- researched and strong on methodological approach and theoretical embeddedness that showed that the student completed the entire research cycle.

While there was hardly any thesis the panel thought was of poor quality, the panel did observe in several instances that a thesis had been over-graded. During the discussions, the panel was informed that the programme is aware of the grading issue and has in the meantime taken adequate measures to safeguard the reliability of the thesis assessments: in any case where a thesis is likely to get a score of 8.5 or higher, the two programme coordinators will review the thesis, as well, before the score is finalised. The panel also observed that while the quality of the theses was adequate, the format was very diverse and often seemed not publishable in the current form. The panel was told that the thesis format is mainly an issue of time and feasibility; students first work on their thesis and then re-work it as a publication. In most cases, the thesis is finished within the deadline, but students lack the time turn it also into an article before the end of the academic year. The panel learned that several students continue the work on their thesis after graduation, turning the study into an article in cooperation with their supervisor. In the self-evaluation report, ten examples from four cohorts are listed.

The research master's programme prepares students for a career in research either in the form of a PhD trajectory or in a research oriented job. Based on the materials and the discussion with alumni, the panel learned that almost half of the graduates (46%) indeed remain in academia, while the others start a professional career at consultancy companies (26%), ministries/local authorities (15%) or think tanks (13%). The panel gathered from the student contribution to the self-evaluation report that students appreciate the attention of the programme to both academic and applied research. However, given the considerable number of graduates entering the job market, students would like the programme to strengthen the applied research component. Finally, the panel observed that those

graduates moving on to PhD positions were often successful in acquiring prestigious scholarships or continued their academic career beyond one of the partner institutions.

Considerations

Theses indicate to what extent students have achieved the intended learning outcomes. Having established that each thesis studied by the panel fulfils at least the minimum criteria required, the panel concludes that the intended learning outcomes of the research master's programme are achieved by the end of the curriculum. The panel welcomes the recent adjustment of the programme to safeguard the reliability of thesis assessments and encourages the programme to inform students about the requirements of the thesis format at a very early stage of the thesis development phase.

The panel considers, moreover, that the theses fulfil the specific requirements for final research master's products: the thesis is the result of a sufficiently extensive exercise covering the entire research cycle and addresses a topic that is related to the research context of the programme.

The panel concludes that upon graduation students find a job that is in line with the objective of the programme. This consideration is based on the enthusiasm of the alumni who indicated that this programme formed an important lever for their career: because of its attention to both academic and applied research, the programme is providing a good basis for each graduate to seek a research- oriented career to his/her liking.

Conclusion

The panel assesses Standard 4, achieved learning outcomes, of the research master's programme Research in Public Administration and Organizational Science as 'satisfactory'.

Standard 5: External input

The content of a curriculum and the means of communication and teaching change over time. Flexibility, and the ability to innovate on the basis of adequate information on governance and teaching skills are important features of any educational programme, in order to meet the need of the students and the teaching staff. The programme provides evidence of an adequate process of curriculum development in which all relevant stakeholders are involved.

Findings

5.1 Curriculum development

The programme innovates itself, and uses measures of quality in this process, such as summaries of course evaluations, exit interviews, graduate surveys and related information.

According to the Self-Evaluation Report, the quality of the research master's programme has been monitored constantly over the past few years, leading to various adjustments and continuous improvement. While USG is ultimately responsible for quality assurance, all partner institutions are involved in collecting and sharing quality signals and in adjusting the programme. To ensure the improvement of the curriculum, the programme has adopted a system of course evaluations, evaluations of the first year programme and curriculum evaluations after the second year. In addition, regular conversations are held with alumni, employers and potential employers within and outside the academic world. The results of the evaluations are discussed each year in consultation with the local coordinators, as well as in the department's Board Academic School (BAS). In this respect, the panel observed during the discussions that the local coordinators play an important role in collecting quality signals for the development of the programme.

The panel also gathered from the discussions that the programme adopts a pragmatic approach to curriculum development, combining the best of two worlds: the formal quality assurance cycle and informal signals from students, lecturers, the job market and the international research community. For instance, the Applied Research Internship elective has been created as a response to students wishing to develop their applied research skills beyond the compulsory course. Moreover, in its written contribution to the self-evaluation report, Tilburg University indicated that it has been involved in developing and offering new courses recently.

The panel learned from the materials and the discussions that the programme has good connections to external stakeholders in academia; however, the ties to stakeholders in applied research are less developed. The panel

encourages the programme to strengthen these ties, possibly in a more systematic and formalised way, in order to keep its research education up to speed with the demands of consultancy companies, authorities and think tanks.

5.2 External reviews

The programme provides evidence that the recommendations received during previous reviews (by NVAO, EAPAA or any other (inter)national review body) have led to changes in the content or the organisation of the programme.

The panel learned that since the previous re-accreditation in 2010, two larger revisions have been made to the programme: one immediately following that visit and one at the time when three more universities were joining the programme in 2014 and beyond. These changes concerned the methodology training, the substantive courses and the relationship between fundamental and applied research. The panel gathered from the information provided in the self-evaluation report that these revisions have been for the better. In its written contribution, the Erasmus University Rotterdam indicated that further to the recommendation of the previous accreditation committee, it has contributed to strengthening the methods component.

Considerations

The panel considers that the internal quality assurance of the programme is catered for adequately, both formally and informally. There are, moreover, regular informal contacts with external stakeholders such as alumni and employers. The panel also appreciates the role of the local coordinators in collecting quality signals and the ways in which students can – and do – voice their opinion on the quality of the courses and the curriculum. In the view of the panel, the programme may consider establishing a work-field advisory committee that should include also (potential) employers from consultancy companies, authorities and think tanks. Furthermore, the panel considers that the programme has done a good job in taking on board the findings from the previous external review, which has resulted in several adjustments that all seem for the better.

Conclusion

The panel assesses Standard 5, external input, of the research master's programme Research in Public Administration and Organizational Science as 'satisfactory'.

Standard 6: Diversity

Diversity among staff and students is one of the aims of the programme. This reflects the broader appreciation of diversity as a relevant variable in the study and practice of public administration and governance. The programme at least takes steps to increase gender balance among the professional staff of the programme, if necessary.

Findings

The programme pays attention to student diversity in the recruitment process, but makes sure that the selection is based solely on the quality of the candidates. While the number of international students (about 25%) is lagging behind, the intake is balanced in terms of gender with female students slightly outnumbering their male colleagues. Moreover, the panel learned from the materials that each year the research master's programme attracts students from USG's bachelor's programme, from the partner institutions' programmes, and from other bachelor's programmes.

With regard to the diversity of lecturers, most are Dutch. Although men are over-represented, women are visible in all positions as well as in various courses. Most lecturers belong to partner institutions. The disciplinary background of the lecturers differs, which corresponds to the programme's ambition to offer a multidisciplinary perspective on the field of study.

In their contribution to the self-evaluation report, students indicated that the international dimension of the programme is not very well developed: the number of international students per cohort is low, the majority of lecturers are Dutch and the contents of the programme focus too much on the Western public sector. The panel gathered from the

discussions that the programme is very much aware of this situation. The programme has enlarged its marketing efforts and asked alumni chapters and the international networks of the partner institutions to promote the research master's programme among promising international students. Moreover, course coordinators are invited to incorporate non-Western cases and literature in their teaching and materials.

Considerations

The panel considers that diversity is on the radar of the programme, the department and the partner institutions. It welcomes the initiatives taken so far on this issue and encourages all responsible bodies to step up their efforts in recruiting a more diverse student body that is taught by a more diverse faculty. The panel, moreover, agrees that course contents should be more inclusive with regard to non-European issues.

Conclusion

The panel assesses Standard 6, diversity, of the research master's programme Research in Public Administration and Organizational Science as 'satisfactory'.

GENERAL CONCLUSION

The panel assesses five standards as 'satisfactory' and standard 2 on the teaching and learning environment as 'good'. The panel also confirms that this programme meets the specific requirements set by the NVAO Guidelines for the assessment of research master's programmes. According to the decision rules of NVAO's Framework for limited programme assessments applied to standards 1 to 4, the panel assesses the research master's programme Research in Public Administration and Organizational Science as 'satisfactory'.

APPENDICES

APPENDIX 1: CURRICULA VITAE OF THE MEMBERS OF THE ASSESSMENT PANEL

Prof. dr. T. (Tony) Bovaird is emeritus professor of the University of Birmingham (United Kingdom). He has previously worked at Aston Business School and Bristol Business School. From 2012 he has held a visiting chair in Meiji University (Japan) and has been visiting professor at various universities and business schools in the UK and abroad, such as the University of Bern, University of Barcelona, the University of Minho (Portugal) and the University of Brasilia. His research covers strategic management of public services, performance measurement in public agencies, evaluation of public management and governance reforms, and user and community co-production of public services. He has carried out research and has been involved in projects for, amongst others, the European Commission, several UK government departments and the Welsh Government. He is on the Governing Council of Local Areas Research and Intelligence Association (LARIA) and has been a member of the Strategy Board of the UK Research Councils' Local Government Initiative (LARCI) and the Local Government Reference Panel of the National Audit Office. He has given keynote speeches for several (inter)national annual conferences. Professor Bovaird is a member of the Editorial Board of the International Public Management Journal and co-author of Public Management and Governance. Professor Bovaird is a member of the Scientific Advisory Board of the German Institute for Public Administration Research and a non-executive director of Governance International.

Prof. P.B. (Peter) Sloep is professor emeritus in technology enhanced learning with the Open University of the Netherlands. There, he has been involved in the 'Lerarenuniversiteit', an expertise centre in the area of (continuous) teacher professional development in primary, secondary and vocational education. He also headed a unit that researched the use of online social networks for teaching and learning. His main area of expertise is professional development in and with social networks, existing or custom built; but his interests also cover learning design, open learning, massive open online courses (MOOCs), learning technologies in general and learning technology standards more in particular, knowledge sharing and knowledge creation in communities and online networks. Being trained as a theoretical biologist (including a PhD) and having worked as course developer for the OU in this and neighboring areas, Sloep turned his attention ever more towards the learning sciences, in particular towards educational technology.

Prof. E. (Esther) Versluis is professor of European Regulatory Governance at Maastricht University. She obtained her PhD in 2003 from Utrecht University and was awarded the Van Poelje prize for best PhD dissertation in the field of public administration for her dissertation on 'Enforcement Matters. Enforcement and Compliance of European Directives in Four Member States'. Since 2001 she is involved with education at Maastricht University, first as lecturer, as assistant professor and since 2015 as professor. She was member and chair of the Faculty Council and chair of the Graduate Program Committee Arts & Culture. Until 2014 she was director of Studies master's programme European Public Affairs and is currently director of Studies of the bachelor's programme European Studies. In 2015 she was awarded the Best PhD supervisor of the year-award by the Netherlands Institute of Government. Professor Versluis' research concentrates on problems and complexities related to European regulatory governance. She is an active member of the Netherlands Institute of Government (NIG), the European Consortium for Political Research (ECPR), the European Union Studies Association (EUSA) and the University Association for Contemporary European Studies (UACES).

Prof. J. J. A. (Jacques) Thomassen is professor emeritus of Political Science at the University of Twente and a member of the Netherlands Royal Academy of Arts and Sciences (KNAW). He is author and editor of numerous publications including The European Voter, The Legitimacy of the European Union after Enlargement, Elections and Representative Democracy, Representation and Accountability and Myth and Reality of the Legitimacy Crisis. Explaining trends and cross-national differences in established democracies. He served in many professional positions, amongst others as President of the Dutch Political Science Association from 1997 to 1999, Scientific Director Netherlands Institute of Government (NIG) (1999-2004) and General Secretary of the Royal Netherlands Academy of Arts and Sciences (KNAW) from 2008 to 2011.

Drs. H. (Henk) de Jong is Strategy Director and Deputy Commissioner at Police Netherlands. From 2007 to 2012 Henk de Jong served as general director at the city of Amsterdam. He has extensive experience as a senior public sector official, public sector consultant and entrepreneur with leading expertise in Dutch, EU and US government practices, with city,

regional and national agencies, educational institutions, international businesses and philanthropies on policy-making, organizational change management, business development and crisis accountability. As a practitioner of public sector management, he serves on the Advisory Boards, works with academic institutions and is engaged in cultural initiatives. He frequently speaks at conferences, seminars, graduate-level and executive training programs that focus on the unique aspects and challenges of the public sector.

J.C. (Jasper) Meijering is master's student in Engineering and Policy Analysis at the Delft University of Technology. He obtained his bachelor's degree in Systems Engineering, Policy Analysis and Management also from the Delft University of Technology. His research focuses on using quantitative modelling and simulation techniques to address grand global challenges and acting as strategic policy advisor. He is selected for a scholarship program from, and works as Student Ambassador for, the Dutch Energy sector. From January 2016 to January 2017 he was selected to join outreach program Young Future Energy Leaders Program of the Masdar Institute in Abu Dhabi. In this capacity, he was a member of United Arab Emirates' delegation to the United Nations Framework Convention on Climate Change (COP22) in Marrakech, Morocco and attended the World Future Energy Summit 2016.

Domain-specific requirements Public Administration, Public Governance, and Governance and Organization (PAGO) Programmes, 2010

Introduction

The study of public administration has developed and expanded into a broad interdisciplinary body of knowledge, which tackles a variety of themes and practices on public administration, governance and organization (PAGO). The academic community in the Netherlands acknowledges that throughout the years this field has widened and now includes not only public administration but also governance and organization. This entails a diversity of approaches on the one hand, but on the other, the conviction that these approaches are connected and interrelated and worthwhile to keep together. Programmes may share basic components, but also may differ to express their specialisation in this broadened field. This parallels developments in the profession. Alumni are increasingly challenged in a wide variety of fields that put varying demands regarding professional knowledge, skills and attitudes. In this frame of reference we will address this field as the PAGO- field: including public administration, public governance, and governance and organization.

In this domain-specific frame of reference we start with a brief summary regarding the development of the PAGO-field and argue that the broadening of the field is due to various exogenous and endogenous changes. Accordingly we will outline the programme principles of PAGO-studies as well as related learning outcomes.

Developments

The societal impact of processes like globalization, individualization and ICT has altered the nature of public problems. Issues like risk and security, environment and ecology, economics and welfare, and nationality and culture are high on the societal and political agenda. The impact of such problems has consequences for the abilities of (national) governments. It challenges them to reach beyond traditional approaches. This has led to manifold changes in political and administrative landscapes. New expectations and demands are expressed towards politics and administration, including moral standards. New criteria for performance have emerged that aim at 'value for money', new business-like concepts of management, and reformed public service delivery. There have been new interpretations of democracy and accountability, and of relations between state, civil society and the market.

Government and public administration not only changed its own practices, it also changed its relationship with society. Public administration thus moved towards governance, i.e. dealing with public problems through dispersed networks of organizations and actors, including social institutions, non-governmental organizations (NGO's), and private companies. Government and public policy are still relevant, but new outlooks and mechanisms are designed and used to make things work.

These developments have also changed the field of study of PA. Scholars started to use new concepts to understand developments, broadening categories such as 'government-governance', and crossing boundaries between the public and private world. These concepts include focused attention to issues like interdependence, ambiguity, networks, contextuality, governance, and the role of institutions, trust and integrity. These developments invited researchers to cross disciplinary borders and take aboard theories, concepts, methods and ideas, from organization studies (structure, culture, management, strategy, networks, et cetera) as well as other bodies of knowledge (new fields within economics, political science and sociology, communication theory, ethics and philosophy, geography, international relations and law, et cetera).

Another issue that needs to be highlighted is that the study of Public Administration in the Netherlands includes several fields that elsewhere are situated in political science. The PAGO-studies not only focus on classical PA issues, but also on public organization and management issues, as well as on subfields like 'public policy', 'policy making', 'public governance', 'public culture and ethics'.Scholars of these issues are part of the broad 'PA' community, in research as well as in educational programmes.

Resulting Fields of Study

This PAGO-community consists of three fields of study. The first embodies the classical features of the discipline, concentrating on politics, administration and the public sector. Public administration often started within the context of (departments of) politics and/or law, with an emphasis on the study of government and bureaucracy as well as public policy-making and implementation.

The second emerged through the fact that public interests and public problems are increasingly tackled by a multitude of public and private actors. It broadened the scope of study to include nongovernmental actors, as part of the often complex public-private, multi-actor networks that deal with collective and public interests.

The third field focuses on questions of governance and organization that surpass the traditional public-private boundaries. It includes the study of private actors in social contexts. This orientation links the worlds of business administration and public administration and pays attention to what we know about management, strategy and behaviour in corporations. This approach can be labelled as 'governance and organization'.

PAGO today is a broad multi- and interdisciplinary field of science. The classical core disciplines of political science, law, sociology and economics are important, and there is an increasing involvement of disciplines that focus on organization, culture, and communication. Also, challenging new interchanges with bodies of knowledge in (for example) social and organizational psychology, planning studies and geography, philosophy and ethics and history have demonstrated added value.

The PAGO-community acknowledges that there are different views regarding object and focus of the field of study. For instance: is PAGO about knowledge by description, explanation and prediction, or is evaluation and improvement the prime goal? Or, how do we relate to and communicate with practitioners in public (and private) administration, governance and organization? Rather than excluding certain views, the PAGO-community welcomes a variety in approaches, ideas and outlook. This variety is also visible in the PAGO-programmes.

Defining programme principles

PAGO-programmes are academic programmes aiming at the development of academic knowledge, skills and attitude in students that are relevant for understanding public administration, governance and organization. They pay particular attention to social and political contexts and developments, relevant (interdisciplinary) bodies of knowledge, aim at developing research capacities, and contribute to working professionally in public and private domains. In this frame of reference we have listed elements that are to be seen as building blocks for academic programmes. As far as knowledge is concerned, contemporary programmes encompass various disciplinary views supporting the PAGO-domain, and various sorts of domain-specific knowledge. As far as skills are concerned, they encompass skills for applying and reflecting on scientific methods and approaches, integrating knowledge and skills for working in public domains/organizations. As far as attitude is concerned, it encompasses critical stances and moral stature. Each of these subfields is briefly elaborated in order to circumscribe specific learning outcomes at Bachelor's and Master's levels (see next paragraph).

Knowledge

Knowledge of society and changing contexts

Activities in public domains influence, are influenced by, and interact with social systems and developments. On the one hand, they constrain public sectors, as they reproduce values, traditions and culture(s). On the other hand, they call for public action; (new) facts, events and problems, fuelled by new technologies, pose new challenges. PAGO-programmes enhance understandings of

cial structures and behaviours, societal trends and changes. This calls for an awareness of political, sociological, cultural, historical, philosophical, ethical, economic and judicial contexts.

Knowledge of political and administrative systems

The organization, processes and activities in public domains are shaped by and within political systems. PAGO-programmes should devote attention to the institutions, structure, organization and activities of such political systems, at different levels (local, regional, national, transnational). PAGO- programmes encompass political and social theories,

including those regarding legitimacy and the democratic design and functioning of organizations in public domains. They also pay attention to the application of these theories in everyday practice.

Knowledge of (public) policy, decision making and implementation

Governance for societal problems includes many insights derived from various bodies of knowledge, ranging from high-level decision-making to everyday service delivery. PAGO-programmes address both classic and contemporary theories, methods and techniques of policy-making, management, decision-making, and their implementation in everyday practice.

Knowledge of organizations and organizing principles

Public domains entail a variety of organizations, some organized as classical government bodies, some as between the public and private sectors, while others have been influenced by and/or have taken on the characteristics of private organizations. There is a growing awareness that policies and service delivery must be organized and require well-trained and motivated professionals. This leads to a more explicit emphasis on organizational studies. PAGO programmes entail knowledge of organizational concepts/perspectives on organizing, domains of managerial activities, insights in organizational change and management tools.

Knowledge of governance and networks

The powers and authorities to intervene have become less governmental and more distributed. Due to organizational fragmentation, the rise of network relations, and the spread of (normative) governance models – e.g., 'joined up government', 'public-private partnerships', and 'corporate social responsibility' (CSR) – multiple parties have become active in dealing with public problems and representing public interests. PAGO-programmes pay attention to new relations and new governance regimes, having both theoretical and empirical consequences.

Skills

Research skills

The role of knowledge in (public) policies and organizations is crucial for its effectiveness, especially for understanding the complexity of contexts, structures, outcomes and behaviours. PAGO- programmes include methods of quantitative and qualitative social-scientific research to analyse and also emphasise a clear understanding of contextual aspects.

Integrative skills

Public domains can be analysed from different angles; theories are grounded in various disciplines. The quality of research and capacities of civil servants and other functionaries in public domains depend on integrative skills, i.e. abilities to combine, integrate and apply different bodies of knowledge. PAGO-programmes devote attention to and provide opportunities to practice integrative skills.

Cooperation and communication skills

The functioning of the public domain largely depends on the skills of actors to exchange ideas, to negotiate when necessary, and to cooperate in constructive ways. Civil servants and other functionaries use a repertoire of skills and attitudes to communicate ideas to audiences of experts as well as laymen. Cooperation is at the heart of PAGO and includes a sense of responsibility and leadership. PAGO-programmes devote attention to and provide opportunities to practice cooperative and communicative skills.

Attitude

Critical stances

PAGO programmes are academic programmes that not only facilitate cognitive learning and skill development, they also develop critical powers. Students are taught how to critically analyze arguments used by others, how to relate 'fashionable' statements, e.g. by politicians, to more traditional as well as to scientific insights, and how to reflect upon political and normative implications of policy choices and organizational design. PAGO-programmes devote attention to the development of a constructive, critical attitude.

Moral stature and professionalism

The eloquence and credibility of PAGO has two features. First is its ability to approach societal problems in effective ways, but second is the degree to which government and governance principles serves as a moral compass. PAGO-programmes train students in this respect for occupying positions in governance regimes (public and private), they also train students in developing appropriate or 'professional' conduct. This is a matter of guarding values, such as accountability and integrity, and of practicing values, such as entrepreneurship and innovation.

Academic learning outcomes for PAGO studies

The broad fields identified and circumscribed in the above are to be seen as programme criteria and, thus, as the building blocks of a programme. Each programme will emphasize a specific selection of these building blocks to impose specific learning outcomes on students. In the table below we list such learning outcomes. This is a generic list, both applicable for bachelor's and master's programmes.

The difference between both studies is in the degree of complexity; in the level of analysis; and in the independence of the student. Here we follow the distinctions made in the so-called Dublin descriptors. In this system a distinction is made between first cycle learning for bachelors and second cycle learning for masters. First cycle learning involves an introduction to the field of study. It aims at the acquisition and understanding of knowledge, ideas, methods and theories, elementary research activities, and basic skills regarding communication and learning competences. At second cycle learning we find a deeper understanding of knowledge; problem solving skills are developed for new and unexpected environments and broader contexts. Here students can apply knowledge in various environments. At the master's level we also expect a well-developed level of autonomy regarding the direction and choices in a study.

In generic bachelor's PAGO-programmes most of the learning outcomes will apply that are listed below. Master's programmes, however, usually have a much stronger thematic focus and may especially focus on a particular set of these learning outcomes that are best suited for that specialisation, but not covering all the learning outcomes listed below. We propose that the learning outcomes for the bachelor's level, apply for the master's level in the sense that students demonstrate that they are capable of:
- dealing with increased situational, theoretical and methodological complexity;
- demonstrating increased levels of autonomy and self-management;
- applying ideas, methods, theories in research and problem solving;
- mastering the complexity that is inherent to the field of specialisation.

In the table below we have organized the learning outcomes according to the Dublin descriptors. We present the main components of the Dublin descriptors in italics, and accordingly the proposed learning outcomes.

Knowledge and understanding

1 (Bachelor's) [Is] supported by advanced text books [with] some aspects informed by knowledge at the forefront of their field of study
2 (Master's) provides a basis or opportunity for originality in developing or applying ideas often in a research context

- (Basic) knowledge of (changing) societal contexts
- (Basic) knowledge and understanding of the distinctive nature of organization, policy making, management, service delivery and governance in PAGO domains
- (Basic) awareness of political traditions and politics
- (Basic) knowledge and understanding of the discipline, PAGO-paradigms, intellectual tradition, theories and approaches
- (Basic) knowledge and understanding of multi-actor and multi-level concepts
- A general (basic) understanding regarding the dynamics and processes of actors in public domains, how these processes influence society and vice versa

Applying knowledge and understanding

1 (Bachelor's) [through] devising and sustaining arguments
2 (Master's) [through] problem solving abilities [applied] in new or unfamiliar environments within broader (or

multidisciplinary) contexts

- (Basic) capacity to work at different levels of abstraction
- (Basic) skills in problem definition and problem solving in the PAGO domain
- (Basic) ability to distinguish normative preferences and empirical evidence
- (Basic) skills in combining, integrating and applying knowledge
- (Basic) insight into the scientific practice
- (Basic) capacity to select a suitable theoretical framework for a given empirical problem
- (Basic) skills in combining normative and empirical aspects
- (Basic) capacity to build arguments and reflect upon the arguments of others
- (Basic) awareness of relevant social, ethical, academic and practical issues

Making judgments

1 (Bachelor's) [involves] gathering and interpreting relevant data
2 (Master's) [demonstrates] the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete data

- (Basic) ability to formulate research questions on problems in the PAGO-domain
- (Basic) knowledge regarding research on social-scientific positions and thinking
- (Basic) training in and application of quantitative, qualitative and mixed methods social science research
- (Basic) abilities to collect data and to derive judgments thereof

Communication

1 (Bachelor's) [of] information, ideas, problems and solutions
2 (Master's) [of] their conclusions and the underpinning knowledge and rationale (restricted scope) to specialist and non-specialist audiences (monologue)

- (Basic) capacity to use argumentative skills effectively
- (Basic) capacity to function in multi- and interdisciplinary teams in several roles
- (Basic) capacity to function effectively in governance, organization, management, policy and advocacy settings
- (Basic) capacity to use communicative skills effectively in oral and written presentation

Learning skills

1 (Bachelor's) have developed those skills needed to study further with a high level of autonomy 2 (Master's) study in a manner that may be largely self-directed or autonomous

- Learning attitude
- (Basic) capacity to reflect upon one's own conceptual and professional capacities and conduct

APPENDIX 3: INTENDED LEARNING OUTCOMES

Exit qualifications for 'The substance of the public administration and organisation of public issues' (S)

The graduate has:

S1	A broad knowledge and understanding of the disciplinary and theoretical approaches to the question of change in both the public domain and public organisations, including their relation to macro-sociological and political change.
S2	An in-depth understanding of selected key themes in the field of public administration and organisational science research.
S3	An in-depth understanding of the philosophical underpinnings of empirical research in public administration and organisational science research, as well as the ability to position oneself in corresponding debates.
S4	Insights into the ethical aspects of fundamental and applied research in public administration and organisational science research.

Exit qualifications for 'Academic research into the public administration and organisation of public issues' (AC)

The graduate has:

AC1	The ability to derive research problems from theoretical insights in the field of public administration and organizational science.
AC2	The ability to translate these into a sound research design.
AC3	An in-depth understanding of the main low- control and high-control methods and techniques of data collection and analysis for fundamental research in public administration and organizational science research, as well as the ability to use these.
AC4	The ability to conceptualize and operationalize theoretical concepts.
AC5	Insights into the possible strategies for dissemination of fundamental research findings, and the capacity to implement these in a real-life research context.
AC6	The ability to effectively communicate about knowledge and research of public administration and organizational science, both verbally and in writing.

Exit qualifications for 'Applied research into the public administration and organisation of public issues' (AP)

The graduate has:

AP1 — Insight into key quality criteria for applied research, and the ability to use these.

AP2 — The ability to derive research problems from experiences of stakeholders in the field of public administration and organizational science.

AP3 — The ability to develop and negotiate effective terms for applied research, including financial aspects.

AP4 — Insights into the strategies for disseminating research findings to direct stakeholders in applied research, and the capacity to implement these in a real-life research context.

APPENDIX 4: OVERVIEW OF THE CURRICULUM

	First Year				Second Year			
	Period 1	Period 2	Period 3	Period 4	Period 1	Period 2	Period 3	Period 4
Theory (30 EC)	Core themes and modern classics 1: Public policy and governance (9 EC)	Core themes and modern classics 2: Public organizations and professsionals (9 EC)	Tutorial (6 EC)		Core themes and modern classics 3: Transforming public governance (6 EC)			
Methodology (41 EC)	Philosophy of science (6 EC)	Designing research in the social sciences (6 EC)	Methods Workshop I: high control designs (8 EC)	Craft of Research Workshop 1: Contexts, roles and strategies (5 EC)	Methods Workshop II: low control designs (8 EC)	Craft of Research Workshop 2: From analysis to persuasion (8 EC)		
Research (37 EC)				Applied Research Track (7 EC)			Research and master thesis track (30 EC)	
Optional (12 EC)	Electives (12 EC)							

APPENDIX 5: PROGRAMME OF THE SITE VISIT

Monday 11 December 2017

09.00 Arrival at Utrecht School of Governance (USG)

09.10 Internal meeting panel

12.30 Management USG

13.30 Lunch

14.15 Bachelor's students

15.05 Bachelor's lecturers

16.05 Board of Examiners

17.00 Transfer to hotel

17.30 Internal meeting panel (Court Hotel)

18.30 end of day 1

Tuesday 12 December 2017

08.30 Open consultation hour (Court Hotel)

09.30 Alumni and professional field Ba + Ma

10.20 Master's students

11.25 Master's lecturers

12.20 Lunch

13.30 Internal meeting panel

14.15 Management Research Master's programme

15.00 Research Master's students

15.45 Research Master's lecturers

16.30 Alumni and professional field RM

17.00 Internal meeting panel

17.45 Final meeting management Research Master's

18.15 Internal meeting panel

19.00 end of day 2

Wednesday 13 December 2017

09.00 Alumni and professional field Executive Master's

09.45 Executive Master's students

10.30 Executive Master's lecturers

11.00 Internal meeting panel

12.15 Final meeting management Ba + Ma + EM

13.00 Lunch and internal meeting panel

15.30 Feedback to USG on key panel findings

16.15 Development dialogue

17.15   End of site visit

APPENDIX 6: THESES AND DOCUMENTS STUDIED BY THE PANEL

Prior to the site visit, the panel studied 15 theses of the research master's programme Research in Public Administration and Organization Science. The associated student numbers are available through QANU upon request.

In the framework of the site visit, the panel studied, among other things, the following documents (partly as hard copies, partly via the institute's electronic learning environment):
- Self-Evaluation Report, master's programme Research in Public Administration and Organizational Science, Utrecht, August 2017.
- Appendices to the self-evaluation report of the research master's programme, August2017.
- Erasmus University appendix to the self-evaluation report RM in PAOS, July 2017.
- Tilburg University self-evaluation report RM in PAOS, August 2017.

Course materials, evaluations and assessments Research Master's PAOS:
- Core themes and modern classics 2: Public Organizations and Professionals (USG7510 year 1, lecturers UU and EUR)
- Applied research track (USG7711 year 1, lecturer UU)
- Craft of research workshop 2: Analysis and persuasion: From notes, texts, recordings and pictures to stories (USG7652T year 2, lecturer TiU)

Other materials
- Course Manuals
- Literature
- Reports by Programme Committee
- Examination Board materials
- Overview of applications Research Master's PAOS
- Materials on Diversity
- Plan van Aanpak Internationalisering, mei 2015
- Versterken internationale en interculturele competenties, april 2015

7. Assessment Report SVR Netherlands Institute of Governance

European Association for Public Administration Accreditation (EAPAA) pg. 1
Website: www.eapaa.org Secretariat: Mrs. Seeta Autar
University of Twente, Faculty of Behavioural, Management and Social Sciences
p.o.box 217, NL 7500 AE Enschede, the Netherlands, tel. +31-53-489-4408, e-mail secretariat@eapaa.org

I. Introduction

1. Based on the request of the Netherlands Institute of Government, Public Administration
and Political Science Doctorate programme, EAPAA decided to include this programme
in 2018-2019 group of European public administration programs to be accredited.
Following the Accreditation Criteria the Programme was asked to prepare a
comprehensive Self-evaluation Report (SER) and a Site Visit Team (SVT) was set up
and was assigned with the task of discussing this report with faculty/staff, students,
graduates and other stakeholders of the programme and representatives of the university
and to prepare this report.

2. Members of the SVT were

Prof. Dr. Călin Hințea (Site Visit Team chair)
Babeș-Bolyai University, Romania
email: hintea@fspac.ro
Prof. Dr. Ringa Raudla (Site Visit Team member)
Tallinn University of Technology, Estonia
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Prof. Dr. Eckhard Schröter (Site Visit Team member)
German Police University, Germany
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Ms Ellen Fobé (Site Visit Team member in the role of PhD student)
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3. The members of the Site Visit Team received the Self-evaluation Report (6 May 2019) by
the scheduled time and followed the instructions of the EAPAA Site Visit Manual in the
preparation process. The provided documents did meet the requirements of the EAPAA
Self-evaluation Guidelines.

4. The site visit took place from the evening of 17th of June to the afternoon of the 19th of
June 2019. During the site visit the team had the opportunity for meeting the members of
the programme and the broader academic and PA community in which the programme is
implemented. Intensive and goal-oriented discussions were organised with key faculty

members, representatives of students and university officials. The discussions followed the logic of the EAPAA Accreditation Criteria and provided a comprehensive overview of the programme.

5. In the following pages the Site Visit Team tries to verify and clarify the description as presented in the Self-Evaluation Report, to assess the programme against its own stated goals, and to assess the programme against the EAPAA criteria.

The members of the SVT want to express their sincere gratitude for the warm welcome we received, for the perfect organization of our visit and for the inspiring hospitality we experienced during all our discussions.

II. Criterion-by-criterion Assessment

1. Mission, objectives and competencies
a. Mission and objectives
The NIG has a clearly stated mission. The main mission of NIG is to "facilitate and promote the further scientific development of Public Administration and Political Science in the Netherlands and Flanders by providing new generations of researchers with a state of the art doctoral program that meets the highest international standards". In addition, the NIG seeks to "provide opportunities for networking, debate, and collaborative research among PhD candidates and between PhD candidates and senior researchers, thus creating an inspiring intellectual environment for PhD candidates and other NIG members".
Based on the interviews conducted during the site visit, the site visit team also concluded that the NIG is considered to play an important role in building and strengthening the community of public administration and political science researchers in the Netherlands and Flanders. Perhaps this role could be more explicitly reflected in the official mission statement as well.
It would also be useful to communicate more clearly to the relevant stakeholders how truly unique the NIG is in the international context: the site visit team is not aware of such institutes in other countries and the ability of the member institutions to collaborate in order to promote the public good offered by NIG is impressive and unprecedented. Such collaboration allows the NIG to offer the PhD students courses taught by leading scholars and, through that, provide cutting-edge doctoral education. This is likely to give the NIG PhD students considerable advantages vis-à-vis their peers in other countries and, through that, contribute to the extremely high quality of PA research for which the Dutch/Flemish research community is known for.
In order to sustain the support of the member institutions, especially in light of the development of the local graduate schools, it would be beneficial for the NIG to develop a marketing and communication strategy that shows clearly the value that the NIG offers and how the member institutions benefit from the NIG. The site visit team is convinced that the value offered by the NIG to its member institutions is extremely high (including the ability of the individual programmes to maintain the identity of PA and PS within more broad-based departments or faculties) but it would be worth spelling it out more explicitly and also showing how having the NIG strengthens the PA and PS programmes in the member institutions.
The self-evaluation report compiled for the accreditation did not define concrete programme objectives based on the mission. The site visit team would recommend to spell out concrete actionable objectives that would guide the NIG in making strategic decisions concerning the future. In particular, it would be worth reflecting on the strategic options concerning: a) Competition vis-à-vis the local graduate schools; b) Further expansion of the membership; c) Further internationalization of the programme; d) The balance of public administration and political science in the programme; e) The involvement of external PhD candidates in order to strengthen the link to the public sector organizations.

b. Competencies expected from students

All the expected exit qualifications for PhD graduates in the NIG programme have been derived from the European Higher Education Qualification Framework, and are fully in line with the mission of the programme. The responsibilities between the NIG and the member institutions for ensuring that PhD candidates meet the exit qualifications are clearly delineated. The member institutions are responsible for the following exit qualifications:
I. Ability to develop complex new ideas based on a critical analysis of existing knowledge in your discipline
II. Ability to conceive, design, implement and adapt a research project
III. Ability to publish in national and international refereed publications
The NIG is responsible for the following exit-qualifications:
IV. A systematic understanding of Public Administration/Political Science
V. Mastery of the skills and methods of research in Public Administration/Political Science
VI. Ability to respect principles of scholarly integrity in research
VII. Ability to communicate with peers, other scholars and society in general
VIII. Ability to promote advancement in a knowledge-based society (advisory and design skills)
Thus, as an inter-university graduate school, the NIG seeks to provide curricular training that complements the supervision of PhD theses undertaken within the doctoral programmes of its member institutions. The goal of the programme is to develop disciplinary theoretical and methodological skills, and also to contribute to the development of general academic skills. After completing the programme, the students are expected to have a systematic understanding of public administration and political science, and master the skills and methods of research in those fields. In addition, the students should be able to respect the principles of scholarly integrity and research, communicate with peers, other scholars, and society in general, and promote advancement in a knowledge-based society.
Such a clear division of responsibilities is useful and offers clear guidelines for developing the NIG curriculum. In reality, of course, through its courses and extra-curricular activities the NIG also certainly contributes to qualifications I-III as well.

2. Entry into the programme
The NIG's PhD candidates are selected by the NIG member institutions. In order to qualify for a PhD position, candidates must have at minimum a master's degree. Since the selection of students is the responsibility of member institutions, the NIG does not have a direct control over who participates in the programme.
The NIG has a well-designed strategy for dealing with the varying background of students. In particular, the annual NIG intake (ANI) – as a result of which the NIG director writes up recommendations about which courses to take for each individual student - helps to guide the students in following the NIG courses and is a valuable tool for making customized recommendations to each student. This allows taking into account the varying needs of PhD candidates and helps to bridge the gap between their starting qualifications and the NIG's exit qualifications. During the site visit interviews, it became clear that such an approach is highly valued by the students and allows them to make use of the programme in the most optimal way. In addition, the annual intake allows the NIG to support the writing of the PhD theses in a constructive way by offering suggestions about courses that are helpful for their theses research. Furthermore, the ANI allows the students to combine the course offerings from local graduate schools with NIG courses in a customized way.
The site visit interviews also indicated that the NIG has been highly successful in accommodating the needs of PhD candidates who come from other disciplinary backgrounds than PA and PS. In particular, the course on the Classics in PA and PS has been regarded as useful for introducing the students from other backgrounds to the core ideas of the disciplines of PA and PS.
If the NIG pursues further internationalization by making the courses increasingly open to international students outside the NIG membership, the procedures for the selection criteria would need further elaboration in order to secure the sufficient quality of the students

entering the courses.

3. Curriculum structure

The curriculum has a clear structure: the courses have been divided between common core courses (14 EC) and electives (16 EC). Starting from 2020, the division will be 15 EC/15 EC. The freedom of choice with regard to the electives (including the opportunities to obtain credits from outside venues, like ECPR methods schools) is very much in line with the goal to address the individual needs of the PhD candidates. Thus, the structure of the curriculum is fully in line with the mission of the programme and also the underlying values of flexibility, customisation and complementarity.

In light of the diversity of thesis topics of the PhD candidates, the development of specialization modules in the programme would not be warranted. The division of courses between the core courses and electives seems like an optimal approach to achieve the mission of the programme. However, in the development of further electives it would be useful to address ongoing developments in the society and the scholarly disciplines of PA and PS.

The format of the courses offered – as 2-5 day blocks – fits ideally with the mission of the NIG to complement the doctoral studies of the PhD candidates with curricular training. In principle, such a format would also make the NIG courses highly attractive to international students from non-member institutions.

The self-evaluation report mentions that the PhD candidates tend to take the NIG courses in the later phases of their PhD studies. Given that the courses can provide an important input for planning and designing their thesis, the NIG should promote the choice of completing the coursework in the early phases of doctoral studies.

In addition to the curricular activities, the NIG offers the PhD candidates an impressive range of extra-curricular activities (the annual conference, the career day, the student-run peer reviewed journal Public Note, research colloquia, and the PhD Council), which all contribute strongly to the achievement of the NIG mission.

4. Curriculum content

The NIG curriculum covers the domain of public administration to an adequate degree. Currently, the core courses include Classics in PA and PS and the NIG electives cover comparative PA, leadership, and network governance. In the future, when developing additional electives, further sub-domains of PA could be covered in order to make the programme more comprehensive. The unique niche of the NIG is in offering PA/PS focused PhD level courses that the individual member institutions would not be able to offer and this could be leveraged further, especially in light of the excellent research community the NIG can draw on.

The relationship between the goals of the programme, the required competencies, and the programme components is clear and well thought out. It is clearly delineated which courses address which exit qualifications.

The programme is up to date with recent developments in the field of Public Administration. In developing further electives this could be enhanced even further. In particular, the site visit team recommends the development of an elective that deals with PA and technology. Also, electives about behavioural PA and experimental governance would have a lot of potential to address ongoing developments in the field of PA.

The programme pays sufficient attention to research ethics by including a course on integrity and social responsibility in research and advice as a core course. That course covers a wide range of ethical dilemmas the students may face as researchers.

The programme pays adequate attention to research methods by covering the main issues pertaining to research design in the core course called "Formulating and Answering Research Questions". In addition, the students can take methodological electives provided by other schools and organizations. The opportunity for the PhD students to get the reimbursement of costs for courses taken at other venues is particularly commendable and a very welcome practice, given the limited choice of methodological electives offered by the NIG.

Such a customized approach can be considered valuable given the highly varying needs that the PhD students have for completing their dissertations and also the fact that many of the PhD students have had extensive methods training from their research Master's degree. The initiative from the NIG Research Colloquium on Critical and Interpretive Public Administration to develop an elective on the subject of ethnographic methods in PA and political science would be a welcome development. It might be advisable, however, to cover other qualitative methods in that course as well. In addition, the PhD students would benefit from having more information about what kinds of methods courses are offered at the NIG member institutions.

5. Didactic approach

The didactic approach of NIG is based on five key principles: 1) Taking as a starting point the personal challenges and problems PhD candidates face in their PhD trajectory; 2) Collegiality; 3) Small scale of courses; 4) Emphasis on community building; and 5) Exposure to international contexts. These principles are fully in line with the goals of the programme and are well implemented. Such didactic concepts can be considered ideal for curricular training within a PhD programme.

The interviews conducted with the PhD candidates during the site visit indicate that the students fully appreciate such a didactic concept and view the NIG programme as contributing to their individual research and also to their exposure to a broader range of ideas going beyond their PhD research. Exchanging their research with peers offers the PhD candidates valuable exposure to the diversity of conceptual and methodological approaches that are possible in PA and PS.

The teaching methods utilized in the programme are fully in line with the above mentioned didactic principles. The courses entail various types of assignments which all help to implement the didactic principles. This diverse range of assignments offer the PhD candidates ample opportunities to receive feedback on their performance.

6. Student assessment

The programme consists of a sufficiently diverse mix of assessment methods conducted on an individual basis. More precisely, individual performance of students is assessed through various types of assignments, including individual written assignments, individual oral presentations, plenary discussions, working in pairs, written group assignments, and in-class discussions. These assessment methods adequately reflect the attainment of crucial competencies for the PhD candidates found in the general objectives of the programme. For instance, the SER (Tables 5 to 8) details the link between the programme's four common-core courses' key learning-objectives and the methods applied to assess student performance. Typically, PhD-candidates are expected to apply insights from the course readings in the context of their own research. Additionally, the students are required to provide feedback on the work of other participants' research.

The interviews with the PhD-candidates during the site visit indicate that the students find the course work load significant but manageable. The requirements to pass each course are evident from the course descriptions. The students also express their agreement with the course evaluation assessment type, i.e. pass/fail. They deem this preferable over receiving a percentage or scale grade for each assignment or course. The programme's teaching staff also favours a formative approach aimed at helping students to identify their strengths and weaknesses and target areas that need work. Even though negative assessments rarely occur, they can lead to consultations between the NIG-Directorate, the PhD student, and the supervisors to sort out any problems.

Further, it is important to note that student assessment is not only conducted on a formal basis (during courses, by providing feedback on written or oral work) but also conducted informally (during coffee-breaks or lunches). The NIG-programme hereby creates a positive learning environment wherein PhD-candidates are constantly challenged to critically reflect upon their own work as well as the strategic choices they have to make during the course of their research. Accordingly, the programme is found to effectively stimulate PhD-candidates to independently conduct academic research. Students and other stakeholders interviewed during the site visit explicitly underscore these outcomes. The alumni consider the NIG doctoral programme as an important stepping stone by which to become full members of an academic community.

The programme also pays sufficient attention to research ethics. One of the common-core courses teaches 'Integrity and Social Responsibility in Research and Advice'. Importantly, this course treats key-dilemmas in *public administration research*, thereby avoiding overlap with general research ethics and integrity courses offered by local graduate schools.

7. Transferable skills

The NIG training programme primarily aims to develop broad theoretical and methodological skills in the field of public administration (and political science). This particular disciplinary focus is very valuable and commendable as it complements the more general academic courses taught by local graduate schools of the partner universities. The focus on PA is of course also linked to the career path of many of the programme's participants. NIG graduates often continue their career in academia (66% according to the SER) and take up positions as postdoc or professor in Dutch

universities or abroad.

The interviews with the students and graduates made it clear that skills development is considered to take place within a safe environment. Students get to know the field, connect with researchers outside of their home university, learn about doing research in PA from senior experts, etc. However, not all participants in the NIG programme have a disciplinary background in PA, and quite a number of participants will not take up a position in research or academia after obtaining a PhD. The development of skills outside of the academic world was found to be somewhat missing from the official programme. However, the students and graduates do appreciate that NIG organizes several extracurricular activities to counter this. The SER lists several of these events, which were very positively valued by the stakeholders during the site visit.

Following the interviews with the former and current student body, the site visit team would advise the organizers of the programme to upgrade the extracurricular activities by organizing them more frequently and more systematically. For instance, the career days were found to be very interesting for PhD students, and could be organized annually in the future, and/or they could be integrated into the NIG Annual Conference as a workshop. Moreover, the focus of the career event could be adjusted. Students indicate that they are not so much looking for former participants to the NIG-programme to talk about how and why they decided to take up PhD research. Students would rather be informed about what a PhD means in terms of future job opportunities, and what skills employers inside and outside of academia are looking for exactly. The NIG has a good opportunity here to help the students develop a clear outlook for a career inside or outside of academia.

8. Results

During the site visit it became clear that there is a very high sense of ownership regarding the NIG-programme, present in all stakeholders, i.e. partner universities and their representatives, but also current student body, faculty and alumni. All parties realize and emphasize the crucial function of NIG as a platform that puts 'Dutch Public Administration' on the map - by providing high quality courses, access to a high quality teaching staff, and international connections. The NIG-programme is in other words a positive example of building an academic community. As a result, it boasts a high number of alumni that pursue an academic career, and that have succeeded in taking up positions as (full) professors at Dutch universities or abroad. The SER also provides evidence of equally impressive career paths outside of academia with regard to several of its other alumni.

The site visit team considers sufficient the academic success of the cohorts of PhD-students in the NIG- programme. As to the progress and performance of current and prospective PhD-students, it is of primary importance to promote the completion of the coursework in the early phases of the research. Additionally, both the annual NIG intake (ANI) and the flexibility of the programme's structure itself are identified by the site visit team as essential tools in helping

develop a customized programme of high quality courses. It is essential to allow students to create a personal trajectory that suits their individual and varying needs in order for them to excel in their research.

9. Quality monitoring and improvement

The programme maintains excellent systems of monitoring and evaluation, based on input from different stakeholders (students, advisory councils and directorate).

The current Directorate critically reflected upon the programme in 2013, and adjusted the curriculum accordingly. In addition, student evaluations take place on a regular basis and these feedback processes are used to implement changes to the curriculum as well. For instance in 2018, it was decided to discontinue the course on Data Management following such a studentevaluation. Most courses, however, are evaluated very positively by students, as is evident from the SER (Table 11). Notwithstanding, every course can be adapted in minor ways and most are on a regular basis. These smaller adaptations are monitored by the PhD-council and the Advisory Council. The site visit team finds this approach commendable. It is important that NIG remains open to suggestions by all stakeholders, and that it takes these suggestions into account on a regular basis.

NIG also periodically undergoes external reviews. During the site visit it was made clear that the recommendations formulated by external review committees have been acted upon in the past. This shows that NIG and its governing bodies are very much a 'learning organization', constantly focused on improving the quality of the education provided.

10. Faculty

The teaching faculty in the NIG program satisfies even the highest standards in the academic public administration community. These standards can be defined in terms of didactic qualifications as well as a strong research- and publication-based record of accomplishment. These professional and scholarly merits are matched by high levels of dedication and commitment to teaching and mentoring PhD students of high caliber.

In addition to professional commitment and personal enthusiasm, the quality of the core teaching group is safeguarded by explicit rules and processes that require a "teaching qualification" certificate and a minimum level of required national and international publication over a given period of time for inclusion as senior teaching staff in the NIG program. Reflecting the nature of the program, all core staff members hold doctorates and the vast majority of them also hold professorial positions at participating universities.

While the program has a quality to adapt to new challenges by including new course content and teachers, it also maintains a significant level of continuity as far as the core teaching staff is concerned, who accept primary responsibility for delivering the curriculum. Administratively, the NIG Directorate is in charge of organizing the core and elective courses of the program and identifying "course coordinators" who carry responsibility for developing course content and teaching the class. Being part of a network of full-fledged research universities, the NIG program benefits from the broad range and high quality of teaching staff from its institutional members. In sum, the teaching faculty of the program is organized around an identifiable core of senior staff members and, at the same time, provides ample room for a variety of subject areas and specializations. For future curricular developments, the inclusion of further expertise in areas such as digitalization or public communication (e.g. the interface between technological and societal changes) is recommended

The excellence of the teaching faculty is also quantitatively underpinned in view of the teacher-student-ratio. Coursework takes place in small groups, regularly with less than ten students per core faculty member (not counting guest lecturers or other NIG staff).

The core teaching faculty, as individuals, are actively involved and strongly embedded international academic and professional associations and networks. Institutionally, the NIG includes also partner universities in Belgium (Flanders) and reaches out to colleagues from, for example, Switzerland and Germany. Across the board, it is reported that about 30 per cent of the teachers came from outside The Netherlands (which appears to be on par with the percentage of international students). In the future, however, the program could benefit from a clarification of its internationalization strategy. Generally speaking, it would appear as a logical consequence of the relevance and ambition of the Dutch(-speaking) public administration community, if the program took bigger strides to capture current developments of the international PA community (which would also be reminiscent of earlier stages of the program when it maintained stronger ties with US partners, for example).

11. Diversity

The diversity of both staff and students relates in this context to gender and ethnic and or social minorities, but also to diverse professional backgrounds and career patterns of the PhD students.

The NIG program representatives show high levels of sensitivity to questions of diversity policies and self-critically report a gender gap in the composition of their faculty with more than two-thirds of course instructors or coordinators being male. This reported percentage contrasts with a slight overrepresentation of female PhD candidates in the NIG program (55 per cent). In past years, this discrepancy seems to have been relatively stable. Apparently, the NIG Board or Directorate have only limited, if any, options at hand, as they operate at the end of the educational "food chain" and rely on decisions (be it for the selection of students or the hiring of staff) made at other institutions. Still, NIG suggests to be more proactive in promoting women in its own academic activities. It is recommended that the program continues these efforts and uses its leverage to initiate policy discussions in their partner universities to the same effect.

With regard to international students, roughly one-third of the NIG PhD candidates are from outside of The Netherlands. What appears to deserve more attention, however, are students from a non-Western background. While there are no reliable data available (because of data privacy), the site visit also confirmed the impression (shared by program representatives and accreditors alike) that the increasingly multi-cultural nature of Western (and particularly the Dutch) societies is not yet reflected in the student population of the NIG program. The growing salience of this issue is widely recognized by program representatives.

On a different level, the student cohort of the NIG is also growing more diverse in terms of their professional backgrounds owing to a significant minority of external PhD students who pursue professional careers while working towards their degrees or switch back and forth between administrative practice and academe. It could be helpful, if the NIG program were to take more active steps to acknowledge this student group in view of both their needs and their potential role as a resource for the program.

12. Responsibility and Autonomy

The governance arrangements of the NIG reflect the complexity of a multi-level activity involving the collective of member institutions (i.e. degree-awarding universities), internal and external stakeholders of the NIG and finally the individual course instructors and coordinators. The governance structure and procedures are designed to safeguard the academic autonomy of the NIG (as an institution vis-à-vis its member universities) and the course instructors as individual scholars.

Key responsibilities for strategic decision-making as well as day-to-day management lies with the NIG Directorate that is accountable to the NIG Board, which – as of 2020 – guarantees the representation of each member institution. The Board and Directorate are assisted by two consultative bodies, the PhD Council and the NIG Advisory Council (which represents member universities and, again, PhD students. As far as the representation of relevant stakeholders go, it might be advisable to give a voice to the current teaching staff and find a forum for them to reflect with members of the governing bodies on program development and innovation. In a similar vein, it has proven beneficial to programs if other external stakeholders (such as representatives of alumni, employers of external PhD candidates or the public sector at large) have a chance to exchange their views and give feedback to members of the governing bodies in strategic review sessions.

Acting upon its own responsibilities requires administrative capacity. In this sense, the NIG Directorate and particularly the NIG Office Management serves as a critical linchpin of the entire governance structure. It will prove important to maintain the outstanding quality of this unit to provide the basis on which the program curriculum and its implementation can be built. Since 2013, the NIG Directorate and its office has been based at the University of Twente. Its relocation to the University of Utrecht is imminent. Representatives of the designated team at the University of Utrecht have been involved in the site visit and strongly endorsed their commitment to the NIG program.

13. Supportive services and facilities

NIG program participants (as both teachers and students) have wide-ranging access to highquality support facilities across the Netherlands, including libraries, technical support units for necessary hardware or software for teaching or research, and adequate space for class or office work. Being members of their home universities as well as NIG program participants enhances their access to excellent teaching and research resource. Communication and program administration is facilitated by web-based services hosted by the coordinating university.

Most of the NIG teaching courses have use of excellent and up-to-date facilities at the School of Governance at the University of Utrecht, which is also within relatively easy reach from all institutional member universities.

In addition to the curriculum, the NIG Directorate – based at the coordinating university – also organizes extra-curricular activities such as the Annual Work Conference (in cooperation with one of the member institutions), research colloquia or other NIG meetings. Again, the NIG Directorate and its office manager plays a crucial role in facilitating communication across the inter-university network and between students, teachers, and administrators.

During the site visit, it became apparent that PhD-candidates value the merit of career services, particularly if they are offered in innovative ways, which provide deeper insights into different work and career options rather than presenting individual employers or job offerings. We recommend including such "career workshops" to be included more frequently in the support activities. In addition, the range of existing support services might be further improved by catering more specifically to the needs of non-traditional PhD-candidates who might come with different employment and/or cultural backgrounds or look at non-academic career options.

14. Joint programs

While the NIG program might not technically qualify as a "joint degree program", because individual member institutions reserve the power to confer degrees, the program is definitely a joint activity of an inter-university network with its own two-tier governance structure and division of labor.

The responsibilities and competencies appear to be clearly delineated: individual member institutions have sole jurisdiction over the selection of PhD-candidates, their supervision and tuition as well as regulating the requirements for the doctoral degree within the national regulatory framework. On top of that, the NIG program augments the available coursework of PhD students at the member universities by pooling nation-wide (and also international) teaching resources, capitalizing on individual strengths of member universities, and systematically designing a comprehensive public administration program that goes beyond the capacities and resources of single public administration departments. In doing so, the NIG program provides a most valuable collective good to the public administration community.

This networked arrangement and its added value cannot be taken for granted, but requires constant maintenance in form of highlighting its positive impact vis-à-vis internal and external stakeholders.

III. Conclusion

1. Summary evaluation

(Please summarize the findings in 2-3 sentences)

Criteria	Summary evaluation
1. Mission, objectives, and competencies	The NIG has a clearly stated mission. The site visit team recommends to spell out concrete, actionable objectives that would guide the NIG in making strategic decisions about the future. All of the expected exit qualifications for PhD graduates in the NIG programme have been derived from the European Higher Education Qualification Framework, and are fully in line with the mission of the programme.
2. Entry into the program	NIG's PhD candidates are selected by the NIG member institutions. The NIG has a well-designed strategy for dealing with the varying backgrounds of students. The annual NIG intake is a valuable tool in guiding the students in their course selection.
3. Curriculum structure	The curriculum has a clear structure: the courses have been divided between common core courses and electives. The structure of the curriculum is fully in line with the mission of the programme and also with the underlying values of flexibility, customization, and complementarity.
4. Curriculum content	The NIG curriculum covers the domain of public administration to and adequate degree. In the future, when developing additional electives, further sub-domains of PA could be covered in order to make the programme more comprehensive. The program pays sufficient attention to research methods and ethics.
5. Didactic approach	The didactic principles of the NIG are fully in line with the mission of the programme, and are well implemented. The teaching methods utilized in the programme are fully in line with the didactic principles. The diverse range of assignments offer the PhD candidates ample opportunities to receive feedback on their performance.
6.Student Assessment	The programme consists of a sufficiently diverse mix of formal and informal assessment methods, including individual written assignments, individual oral presentations, plenary discussions, working in pairs, written group assignments, and in-class discussions. These assessment methods adequately reflect the attainment of crucial competencies for the PhD candidates found in the general objectives of the programme.
7. Transferable skills	The NIG training programme primarily aims to develop broad theoretical and methodological skills in the field of public administration (and political science). This particular disciplinary focus complements the more general academic courses taught by local graduate schools. Rather than via the official programme, the development of skills outside of the academic world is achieved via several extracurricular activities. These are very positively valued by the stakeholders during the site visit and can be upgraded and expanded by the NIG

8. Results	The site visit team considers sufficient the academic success of the cohorts of PhD-students in the NIG- programme. It boasts a high number of alumni in positions as (full) professors, or with an equally impressive career outside of the academic world. The performance of current and prospective PhD-students can be facilitated by promoting the completion of the coursework in the early phases of the research, via the annual intake and the flexibility of the programme itself. This personal trajectory that suits students' individual needs allows them to excel in their research.
9. Quality monitoring and improvement	The programme maintains excellent systems of monitoring and evaluation, based on input from different stakeholders (students, advisory councils and directorate). NIG also periodically undergoes external reviews. This shows that NIG and its governing bodies are very much a 'learning organization', constantly focused on improving the quality of the education provided.
10. Faculty	The teaching faculty in the NIG program satisfies even the highest standards in the academic public administration community. These standards can be defined in terms of didactic qualifications as well as a strong research- and publication based record of accomplishment. These professional and scholarly merits are matched by high levels of dedication and commitment to teaching and mentoring PhD students of high caliber.
11. Diversity	The diversity of both staff and students relates in this context to gender and ethnic and or social minorities, but also to diverse professional backgrounds and career patterns of the PhD students. The NIG program representatives show high levels of sensitivity to questions of diversity policies and self-critically report a gender gap in the composition of their faculty with more than two-thirds of course instructors or coordinators being male. It could be helpful, if the NIG program were to take more active steps to acknowledge this student group in view of both their needs and their potential role as a resource for the program.
12. Responsibility and Autonomy	The governance arrangements of the NIG reflect the complexity of a multi-level activity involving the collective of member institutions (i.e. degree-awarding universities), internal and external stakeholders of the NIG and finally the individual course instructors and coordinators. The governance structure and procedures are designed to safeguard the academic autonomy of the NIG (as an institution vis-à-vis its member universities) and the course instructors as individual scholars.
13. Supportive services and facilities	NIG program participants (as both teachers and students) have wide-ranging access to high-quality support facilities across the Netherlands, including libraries, technical support units for necessary hardware or software for teaching or research, and adequate space for class or office work. Being members of their home universities as well as NIG program participants enhances their access to excellent teaching and research resource.
14. Joint programmes	While the NIG program might not technically qualify as a "joint degree program", because individual member institutions reserve the power to confer degrees, the program is definitely a joint activity of an inter-university network with its own two-tier governance structure and division of labor. This networked arrangement and its added value cannot be taken for granted, but requires constant maintenance in form of highlighting its positive impact vis-à-vis internal and external stakeholders.

IV. General evaluation, commendations of good quality and recommendations to strengthen the programme

1. General observations regarding the strong points of the evaluated programme

• It is to be noted from the beginning that the EAPAA evaluation refers to a special case: a PhD Program in Public Administration and Political Science that does not offer a PhD degree but a course package for the students enrolled in the doctoral programs of the partner universities: Delft University of Technology, Erasmus University Rotterdam, Leiden University, Maastricht University, Radboud University Nijmegen, Tilburg University, University of Twente (Enschede), Utrecht University, Vrije Universiteit Amsterdam. From this point of view, we do not refer to a traditional PhD program, and this should be considered throughout the EAPAA evaluation process. The program was founded in 1992.

• Students can opt for two trajectories: to receive a NIG diploma (if they get 30 EC) or a NIG certificate (if they only take individual courses). It seems that most students prefer the second option.

• The program has defined for itself a clear mission that addresses two central strategic elements: "providing new generations of researchers with a state-of-the-art doctorate program that meets the highest international standards" and "creating an inspiring intellectual environment for PhD candidates and other NIGs members ". From the assessment conducted by the site visit team, both strategic elements are present in the tactical and operational activities of the organization and are internalized by the stakeholders of the program.

• The program aims to bring a major contribution to the academic development of doctoral students in connection with exit qualifications established in the Bologna process (p. 7, Volume A, Self-Evaluation Report). While the universities in which the PhD students are enrolled are in charge of the first three qualifications, NIG is committed to making a major contribution to qualifications 4-8. From this perspective, the program clearly defines its expectations regarding the qualifications concerned, expectations which are correlated with the mission.

• The program offers access to significant academic resources to the partner universities which run small scale PhD programs in public administration but which are not significantly endowed from the standpoint of academic infrastructure. Also, for all programs involved, there are major advantages: access to a body of quality senior professors, the ability to involve students in value-added activities, the ability to connect the university and human resources to a wider professional network.

• It is obvious to the site visit team that the main advantage that NIG brings to the people involved (students and professors) is the connection to a national (and

international, through the geographical inclusion of Flanders) network of public administration education by providing high quality courses, personal and institutional development models, access to a high quality teaching staff, international connections.

• NIG is a positive example of building an academic community based on common goals associated with excellence in research and succeeds in developing an impressive commitment regarding a sense of belonging to this community of all stakeholders – faculty, staff, students, alumni, etc.

• The program offers quality courses, both with respect to core courses and elective courses.

• The program offers students a structured extracurricular experience that helps them to develop a well-rounded academic personality developed through various activities (conferences, journal editing, etc.)

• The program has well-established managerial procedures. The management structures that define the strategic objectives work in a coherent way with the operational structures and manage to keep the organization connected with the realities of the market. The Executive Directorate and the Secretariat manage to translate the philosophy of the organization into the everyday activities.

• Quality assurance mechanisms are coherent and truly implemented in practice. Student assessment of courses is taken into account and produces effects (for example, a course has been quickly removed from the curriculum due to these evaluations).

• The relationship between the participating public administration schools and NIG is complex but functional. It is a two way relationship: NIG is dependent on the participation and support of these schools, but the schools also benefit from the force that their association brings into an elite structure that can increase their relevance in their relationship with national and international partners. The position of participating public administration schools can be strengthened within their own universities by belonging to a strong community, able to clearly define its strategic objectives. From this point of view, we can define NIG as "a collective good" for the academic PA community in the Netherlands.

• The NIG and partner schools' capacity to form a national public administration community that collaborates and produces excellence in academic education is impressive. NIG is not only able to build this academic community, but also helps students from participating schools to overcome each school's specific thinking patterns and to reflect on different and diverse models.

• The program has a major capacity to act as a platform for change (living lab) for the public administration sector in the Netherlands: from the introduction of innovative courses (content and format) to the promotion of modern institutional policies or the correlation of the common interests of schools of public administration. From this point of view, the program can make an important contribution to the European academic public administration community.

• The volume and quality of publications generated by the program is impressive.

• The quality of the teaching staff is excellent. The professors involved are dedicated and enthusiastic.

• The quality of students and graduates is excellent. They represent a high-level academic development resource. It is worth mentioning that the majority of students (around 80%) is represented by university employees who want to continue to pursue a university career. The value of the program is given, according to the opinions of the students and of the graduates, not so much by the diploma or the certificate of graduation but rather by the content of the courses and the extracurricular experiences. The program succeeds to provide a relaxed, stimulating and quality atmosphere, which increases students' involvement and performance.

The quality of program management is very good. Management (at all levels) fully understands the opportunities and threats that exist, has a realistic analysis capability and is able to implement defined policies.

• The program seeks to develop an international profile by involving foreign professors and encouraging students to attend international courses or attend international conferences.

2. General observations regarding the sensitive points of the evaluated programme Recommendations

• The program has already a tradition based on a tried and tested pattern of operation over the years. Hence, major challenges can arise not from within the organization (which works well) but from the outside (changes in environmental characteristics). This implies the development by NIG of structured scanning and long-term environmental analysis mechanisms. Permanent reflection at the strategic level can avoid unpleasant surprises. Let us just mention here the challenges pertaining to the tensions which can occur between doctoral schools in partner universities and NIG.

• The program represents a successful model in terms of the quality of the PhD studies and academic cooperation for doctoral programs. Management needs to pay more attention to the marketing of this successful program. When we say marketing, we do not refer mainly to the one intended towards future students (their recruitment is done anyway by other mechanisms), but to that directed towards the management of partner universities or central government. The program must "provide ammunition" to partner school administrations in terms of communicating to the central management of universities the major benefits brought by NIG to the AP community in the Netherlands and Europe. As one participant said in the discussions during the evaluation visit, "we have a good story that needs to be told to institutions". The program also needs to explain more clearly to the individual members what the benefits that NIG brings directly and effectively are.

• The program has a coherently defined mission. However, we suggest the inclusion of two key strategic terms in this mission, which emerged very clearly during the conversations with the stakeholders: network and community. The main competitive advantages of NIG are clearly related to the construction of the academic community and the network of universities / professors / students.

• We advise the management to "explicitly" translate the mission into clear and coherent strategic objectives, simple to be understood and assumed by the NIG community.

• The annual organization of a career event is seen as important by students and graduates. This event should not be a classic one (in which various organizations come to recruit) but rather a workshop in which graduates or other relevant people come to help students develop a clearer career outlook.

• As long as the program manages to maintain the current model of operation based on the involvement of partner institutions, its operation will not suffer significantly. The main strategic concern must be the development of proactive (not reactive) measures to address this. If this model begins to suffer, one can imagine alternative methods (attracting foreign students, new financial models, etc.).

• We suggest the involvement of faculty in an annual workshop to analyze the state of the organization and to discuss possible innovative solutions. Faculty represents a valuable and enthusiastic resource for the NIG community.

• We suggest that the program organizes a strategic review meeting to bring together key stakeholders (management, teachers, alumni, students, central administration) in a frank/candid and open discussion about challenges and opportunities (once every two years). There is an impressive sense of ownership at the level of all stakeholders, and the program should capitalize on this particular feature.

The program should continually develop elective courses which are connected with developments in society and which are relevant to the formation of new generations of academics and practitioners in public administration.

• The program is built around the idea that it is complementary to many public administration programs in the Netherlands; once this complementarity is lost, strategic issues can occur immediately.

• Internationalization is an element that seems attractive to all the stakeholders encountered during the evaluation visit. However, everyone seems to understand something else by internationalization. We suggest that management develops a clear and consistent strategy regarding the internationalization goals.

• We recommend that special attention is paid to organizing the secretariat. At this time, its activity is strongly valued and appreciated by all stakeholders; the quality of the secretariat can have a major impact on this type of organization based on the cooperation of various institutional actors.

• We advocate the continuation of the diversity development effort at the program level (and implicitly at the partner universities level). We refer here to both gender diversity and the ability to reflect the changes in the structure of the population at the level of staff and faculty.

• We recommend increased attention to the specific needs of external PhD students. They can represent a significant development resource for NIG and the program should avoid the situation in which they (as a minority) feel less important.

8. Overview staff members USG (31/12/2019)

	Public Governance	Public Management	Strategic HRM	Sport & Society	Organization Studies
Professor	Dhr. prof. dr. W.E. Bakker	Dhr. prof. dr. P. t Hart	Dhr. prof. dr. J.P.P.E.F. Boselie	Dhr. prof. dr. M. van Bottenburg	Mw. prof. dr. S.G.L. Schruijer
	Dhr. prof. dr. mr. M.A.P. Bovens	Dhr. prof. dr. A.J. Meijer	Mw. prof. dr. E. Knies		Mw. prof. dr. P. Zanoni
	Mw. prof. dr. J.G. van Erp	Dhr. prof. dr. M. Noordegraaf			
	Dhr. prof. dr. T. Schillemans	Dhr. prof. dr. L.G. Tummers			
	Mw. prof. dr. B. Vis				
Associate professor	Mw. dr. F.A.W.J. van Esch	Dhr. dr. S.G. Grimmelikhuijsen	Dhr. dr. H.H.A. van Berkel	Mw. dr. I.E.C. Claringbould	Dhr. dr. O.N. Alakavuklar
	Mw. dr. A.M.B. Michels		Dhr. dr. W.V. Vandenabeele		Dhr. prof. dr. E.F. Loos
	Dhr. dr. S.B.M. Princen		Mw. dr. E.G. van der Velde		Dhr. dr. J. Vermeulen
	Mw. dr. M.J. Trappenburg				
Assistant professor	Dhr. dr. J.P. Beetz	Mw. dr. J. Arsenijevic	Dhr. dr. R.T. Borst	Mw. dr. J.C.C. Deelen	Mw. dr. N. van Amsterdam
	Mw. dr. S. Beyens	Mw. N.C. de Boer MSc	Mw. dr. E.J. van Harten	Mw. dr. M.F.T. Dortants	Mw. dr. K.M. Loyens
	Dhr. dr. H.A. Binnema	Mw. A. Bos MSc	Mw. dr. L. Heres-van Rossum	Dhr. dr. F.J.A. van Eekeren	Mw. Y. Rahmouni Elidrissi
	Dhr. dr. G.J. Brandsma	Dhr. dr. R.B. Bouwman	Mw. dr. C. Schott	Dhr. dr. A.N.P. Geeraert MSc LLM	
	Dhr. dr. K.H.B. Damhuis	Mw. dr. R. Dekker		Dhr. ir. P.J. Linde	
	Dhr. dr. J.N.P. Feitsma	Dhr. dr. S.C. Douglas		Dhr. dr. J. van der Roest	
	Dhr. A. Hoppe	Mw. dr. C.H.M. Geuijen		Dhr. dr. M.G. van Slobbe	
	Dhr. dr. S.P. Overman MSc	Dhr. M.J.A. van der Heijden		Dhr. dr. M. Waardenburg	
	Mw. dr. E. Rashkova-Gerbrands	Mw. M. Kuiper MSc			
	Dhr. dr. S.C. Steenman	Dhr. dr. J.F.A. Overmans			
	Dhr. dr. J.P. Vollaard	Mw. dr. H.J.M. Ruijer			
		Mw. dr. M.J.W.A. Schiffelers			
		Mw. dr. G.I. Schliwa			
PhD candidate	Mw. M. Aleksovska	Mw. I. Bertram	Mw. L.S. van Os	Dhr. A.F. van Haaften MSc	
	Dhr. L. Brummel MSc	Dhr. G.H. van Dorp MSc	Mw. J. Penning de Vries	Dhr. R.C.P. de Kwaasteniet MSc	
	Mw. L.A. Fahy	Dhr. J. Hoff	Mw. C.J.M. Vermeulen MSc		
	Mw. E.M. Swinkels MA	Dhr. M.J. van Leeuwen MSc			
		Dhr. L.C. Lorenz			
		Mw. J.C. Luetjens			
		Mw. R. Nagtegaal MSc			
		Mrs S.L. Neo			
		Dhr. H. van Roekel BSc			
		Mw. G. Szydlowski			
		Mw. Z. Tomor MSc			

9. LEG MERIT framework for Performance Assessment

The MERIT model

The MERIT model comprises five domains with regard to which individual staff members may be assessed for the purpose of development, career growth, promotion and career development. The five domains comprise areas of competence that are relevant to academic staff:

Management (M). Contribution to the organisational activities of a section, department or faculty. This may take various forms, such as a subject coordinator, a committee member, but also more significant governance and management jobs, e.g. chairman of a UU committee, department head and dean. The management domain also comprises leadership in research, e.g. leadership of a research group or holding the position of Principal Investigator (PI) in a large-scale second or third flow of research funds.

Education (E). One of the core tasks of the academic staff is developing, providing and evaluating education. In order to assess the educational performances the superior takes into account:
a. *Development of education*; the organisation or adaptation of a course (part hereof), as regards contents and/or didactics;
b. *Providing education*; well-prepared lectures and tutorials, practicals; as regards contents and didactics;
c. *Testing of education*; quality of the prepared tests/examinations (relevance, unambiguousness, representativeness, level of difficulty);
d. *Evaluation of education*; dealing with feedback, translating this into adaptations of approach or course plan.
e. *Student tutoring;* quality of the tutoring, success rate and student satisfaction of parts, such as the Bachelor's thesis, Master's thesis and practical training.
f. Obtaining the Basic Teaching Qualification (BKO) or the Senior Teaching Qualification (SKOw).

Research (R). The other core task is the organisation and carrying-out of research, including the publication of research results. In evaluating the research work the superior considers:
• *The quality of the research output*. This criterion relates to both the contents of scientific publications and the level (impact score) of the journals in which publications appear. Subject to the publishing culture in a certain discipline it is determined how many articles a staff member is expected to publish on average per year, including agreements on one's own contribution to *multi-authored* papers.
• The *researcher's independence*. This relates to the staff member's participation in organising and carrying out research projects and writing publications.
• The *continuity* of the research. This criterion relates to the research portfolio of the staff member. Are there enough (new) research projects in the pipeline that may result in publications that fit in with the target level of the research group?
• *Acquisition of research funds*: The staff member's efforts to acquire (international) scholarships or other external research funds, the quality of subsidy applications and the success thereof.
• *Supervision of PhD students*: supervision of PhD students as an/a (assistant) supervisor, as regards the content, of the progress in carrying out the PhD research.
• *Obtaining the Basic Research Qualification (PhD) or Senior Research Qualification (SKOz)*

Impact (I). Each academic staff member is expected to contribute to the faculty's valorisation goals. There are different ways to realise this:
• *Social relevance of the research work.* Contribution to the understanding and/or solution of social issues, e.g. through specialist literature, publications on policy or publications in / attention from the media in general;
• *Recognition by society,* e.g. by way of subsidies or awards or the acquisition of research assignments (3rd flow of funds), visibility in the media or popular scientific publications and journals.

Team spirit (T). The faculty aspires to be an academic community. The academic staff member is therefore expected to behave as a colleague one can count on, and who is aware of and accepts his/her responsibilities as a co-scientist. The academic staff member is expected to contribute to a positive work atmosphere within the university, the faculty, the department, the research group, the education and other contexts in which the staff member participates.

Not all academic staff is to perform excellently in all five domains and individual staff members should have the opportunity to improve themselves in particular domains. At the same time it should be pointed out that, for a career advancement to higher positions, an academic staff
member currently is to have minimum scores in all five domains and excellent scores in some domains.

10. Career tracks Research Master Students

Employment	Company/Organisation	PhD	Cons.	Pol	Other
Cohort 2014					
Policy advisor	Ministry of Finance			1	
Trainee Organisation Development	Council of Woerden				1
Consultancy traineeschip	BlinkLane Consulting		1		
Lecturer	University Utrecht				1
Researcher	Griffith University				1
PhD student	Erasmus University Rotterdam	1			
Consultant	Public Insights & Data -Cap Gemini		1		
Consultant	Andersson Elffers-Felix		1		
PhD student	Leiden University	1			
Consultant	Kwinkgroep		1		
PhD student	University Utrecht	1			
PhD student	University Utrecht	1			
Junior researcher	Radboud University Nijmegen				1
Trainee	Council of Houten				1
PhD student	Erasmus University Rotterdam	1			
	Total	**5**	**4**	**1**	**5**
Cohort 2015					
PhD student	UvT	1			
PhD student	EUR	1			
Consultant	Andersson Elffers-Felix		1		
	Total	**2**	**1**		
Cohort 2016					
PhD Student	Leiden University	1			
PhD Student	UU/USG	1			
Lecturer	UvA				
PhD Student	UU/USG	1			
	Huawei				1
Product manager	Achmea				
PhD Student	EUR	1			
Researcher	TkI Urban Energy				
Consultant	Focus Orange		1		
Researcher	TNO				1
	Total	**4**	**1**		**2**

11. Overview second- and third tier research grants

Year	Call	Topic	Call Title	Who	Soort project	Penvoering	EU Subsidie UU aangevraagd	EU subsidie - USBO aangevraagd
2014	H2020-INSO-2014	INSO-1-2014	ICT-enabled open government	Albert Meijer	partner - IA - coordinated by UNIVERSITA DEGLI STUDI DI SALERNO		€ 303.750	€ 303.750
2014	H2020-EURO-4-2014	EURO-04-2014	Political challenges for Europe	Femke van Esch	partner - coordinated by		€ 276.700	
2015	NWO veni			Eva Knies	Personal Grant		€ 247.999,00	€ 247.999,00
2015	NWO veni		Deciding in a fishbowl? The effects of three types of transparency on perceived legitimacy of the judiciary	Stephan Grimmelinkhuizen	Personal Grant		€ 247.999,00	€ 247.999,00
2015	NWO vidi			Caelesta Braun	Personal Grant		€ 797.700,00	€ 797.700,00
2015	NWO vidi			Thomas Schillemans	Personal Grant			€ 798.465,00
2015	Horizon 2020		Enhancing the EU's Transboundary Crisis Management Capacities: Strategies for Multi-level Leadership (TRANSCRISIS)	Femke van Esch				
2015	FAPESP-ESRC-NWO Joint Call for Transnational Collaborative Research Projects		Smart Governance of Sustainable Cities (SmartGov)	Albert Meijer), Martijn Koster	Collaborative Grant		€ 708.071,24	250000
2016	ERC advanced grant			Paul 't Hart			€ 2.019.023,00	€ 2.019.023,00
2016	MEDI@4SEC, Grant, Horizon 2020,		The emerging role of new social media in enhancing public security	Albert Meijer			€220 K	
2018	H2020-SC6-GOVERNANCE-2018-2019-2020		New forms of delivering public goods and inclusive public services	Sebastiaan Princen	Collaborative Grant	European University Institute	€ 3.000.000,50	€ 196.978,75
2018	NWO vidi			Lars Tummers	Personal Grant		€ 800.000,00	€ 800.000,00
2018	UU Utrechts Stimulerings-fonds Onderwijs			Sebastiaan Steenman, Ada Kool				

2019	ZonMW	Sport & Bewegen	Maikel van Waardenburg en Frank van Eekeren	Collaborative Grant	USBO	€ 750.000
2019	Alliantie TU/ Eindhoven		Frank van Eekeren	Collaborative Grant		
2019	H2020-Governance-01-02019		Judith van Erp	Collaborative Grant		

Other

2016	Seeding-money Institutions of Open Society	Femke van Esch	€ 20.000
2016	Governance Lab Utrecht	Albert Meijer	€20K
2017	Short-list Horizon2020 call CULT-COOP-01-2017: Democratic discourses and the rule of law.	Femke van Esch	
2018	Uglobe Call for Ideas Grant, Utrecht University	Femke van Esch	€ 5.000
2018	Visiting Fellow grant REBO/UU	Femke van Esch	€ 1.750

12. USG Guideline for Assessment of individual research performance and – quality

Assessment of individual research performance and -quality at USG

April 2020

USG allocates time to academic staff members for teaching, research, consultancy, and management activities, with a default distribution of 60% teaching and 40% research at each level.

USG assesses performance of individual academics on the basis of the MERIT model. The 'R' (Research) component comprises several criteria, such as quality and continuity of research; independence of the researcher; acquisition of research funding; PhD supervision; and also quantity of research output. Accordingly, first-tier research time may be devoted to 'doing' and publishing research; leading and innovating research including research community service such as serving on PhD assessment committees, journal editing, review boards, article reviews etc.; acquiring funding; and supervising PhDs as promotor or co-promotor. The composition of activities is likely to change over the course of a career, with more junior scholars devoting more time to publications, and more senior scholars devoting more time to leading and supervising research.

The quality and quantity of research output are partly expressed in a publication norm. This norm reflects what types of publications and publication outlets are valued in the discipline, and what level of output researchers are expected to generate. Among the functional criteria for assistant professor, for example, are 'a good academic output, in conformity with the departmental publication norm'. For associate professors, the output should be 'beyond average' according to MERIT. A departmental publication norm is hence necessary as a benchmark.

Within USG, first-tier research time for senior researchers (PhDs excluded) is allocated on the basis of the **NIG+ norm**. The NIG+ norm is 1,5x the NIG norm for senior NIG membership (see below). This means that researchers with first tier research time are required to collect 105 publication points over a period of 5 years. The assignment of points reflects the value attached to both international journals and Dutch professional publications. Part time appointments and more substantial periods of leave can be taken into account.

The usefulness of the NIG+ norm has been evaluated in the Research Board and Chairs Team (LGB), with the following result. First, it is recognized that a quantitative publication norm does not fit well in developments such as the VSNU project 'Recognition and Rewards' and the new SEP Protocol. Second, it is well known that a publication norm invites strategic behavior and it is recognized that the NIG+ norm has certain flaws and may require adaptation in the future. Nevertheless, in the interest of assessing quality of research with fairness and uniformity, the USBO board and chairs attach value to maintaining the NIG+ norm, on the condition that it is applied with 'sense and sensibility'. It is therefore decided to maintain the NIG+ norm and evaluate and if necessary update it in 2022. The NIG+ norm will be applied with the following principles taken into account:

- The NIG+ norm is not taken as an absolute criterion at USBO. The NIG+ norm is one of the criteria to assess research performance, not the only one. Research time is spent on publishing and a variety of other activities.
- The NIG+ norm functions as a benchmark to provide transparency on what is expected of researchers. There is room for flexibility, and the norm can be used as a development model if desired. It will be applied with 'sense and sensibility'.

- The norm functions as institutional legitimation for 'quality' in promotion procedures, senior research qualifications (SKOz) and/or grant applications, to confirm that the researcher meets or exceeds the departmental performance standards.
- The performance with regard to the NIG+ norm can be discussed at the B&O conversation in the context of a publication strategy and other research activities. When a researcher continues to perform under the NIG+ norm over a number of years, this may eventually lead to diminishment of the portion of first-tier research time in the task allocation.

NIG Norm:

For standard and senior membership the NIG maintains a **point system**. Per type of publication it is possible to score a different amount of points. The requirements for membership are based upon the total amount of points scored over the past five years. The table below shows the division of points per type of publication.

Publication	Points
Articles in an international/English refereed academic journal	10
Articles in refereed non-English journals	5
Refereed English books (monographs)	20
Refereed non-English books (monographs)	10
Editing of a refereed book	10
Chapter in a refereed international/English book	8
Chapter in a refereed non-English book	5
Other publications, including professional publications	1

Editors of refereed monographs can also claim chapters in the monograph, just as long as the total amount of points claimed for one monograph does not exceed 16.

A PhD Thesis counts for 20 points, if published in the past 5 years.

In order to become a **senior member** the following requirements must be met:

- affiliation with one of the member universities
- obtained a doctorate
- a publication score over the past five years **of *70 points*, of which at least 50 must be the result of *international publications***

13. Special journal issues

2015
de Ruiter, M. (2015). Prime ministers and rhetorical governance. *Public Administration*, *93*(1), 266-268. DOI: 10.1111/padm.12153

2016
Karré, P., Schillemans, T., Van der Steen, M., & Vd Wal, Z. *Thema serie 'Staat en toekomst van de Bestuurskunde'*

Schillemans, T., & de Vries, G. *Themanummer Gedrag, bestuur en beleid*

Schillemans, T., & Pierre, J. *Special Issue: Media and Governance*

2017
van Harten, E. J. (2017). Call for papers: special issue of international human resource management journal HRM and employability: an international perspective. *The International Journal of Human Resource Management*, *28*(19), 2831-2835.

Plochg, T., Ilinca, S., & Noordegraaf, M. (2017). Beyond Integrated Care. *Journal of Health Services Research and Policy*, *22*(3), 195-197. DOI: 10.1177/1355819617697998

van der Roest, J. (2017). Understanding social capital in sports clubs: participation, duration and social trust. *European Journal for Sport and Society*, *14*(4), 366-368. DOI: 10.1080/16138171.2017.1378479

2018
Knies, E., Boselie, P., Gould-Williams, J., Vandenabeele, W.V. (2018), 'Strategic human resource management and public sector performance', *International Journal of Human Resource Management 26(3).* DOI: 10.1080/09585192.2017.1407088

van Erp, J. G. (2018). The organizational aspects of corporate and organizational crime: Special issue. *Administrative Sciences*, *8*(3).

Beetz, J. P. (2018). When the state meets the street: Public service and moral agency. Bernardo Zacka. Cambridge, MA: Harvard University Press, 2017. *Constellations*, *25*(3), 507-509. DOI: 10.1111/1467-8675.12382

2019
Claassen, R. J. G., Gerbrandy, A., Princen, S. B. M., & Segers, M. (2019). Four Models of Protecting Citizenship and Social rights in Europe: conclusions to the special issue Rethinking the European Social Market Economy. *Journal of Common Market Studies*, *57*(1), 159-174. DOI: 10.1111/jcms.12821
Claassen, R. J. G., Gerbrandy, A., Princen, S. B. M., & Segers, M. (2019). Rethinking the Social Market Economy : introduction to the special issue. *Journal of Common Market Studies*, *57*(1), 3-12. DOI: 10.1111/jcms.12820

van Erp, J. G., & Lord, N. (2019). Is there a 'European' Corporate Criminology? Introduction to the Special Issue on European Corporate Crime. *European Journal of Criminology*, *17*(1), 3-8. DOI: 10.1177/1477370819889163

Waardenburg, M., & Nagel, S. (2019). Social roles of sport organisations: developments, contexts and challenges: Editorial to special issue European Journal for Sport and Society. *European Journal for Sport and Society*, *16*(2), 83-87. DOI: 10.1080/16138171.2019.1622203

14. Research innovation initiatives

Governance Lab Utrecht

The Governance Lab Utrecht provides a research facility, teaching environment, expertise center and consultancy & design facility into governance practices and innovations. It supports four types of experimental research: lab experiments, living labs, design and innovation labs and simulation labs. While not all of these types of experimental research require specific lab facilities, the availability of a space and expertise center will encourage and strengthen experimental research into governance.

Experimental lab

Researchers undertake different types of experiments: lab experiments with and without student subject-samples, field experiments and survey experiments. The experiments differ in the complexity of the design (e.g. basic, factorial), and in the subject design (between- subjects, within-subjects).

Living lab

Living labs aim at co-creation of innovative solutions to urgent problems at the city level, together with residents, users and multiple stakeholders in a real-life context. Although living labs usually serve as company-driven platforms, the living lab of GLU will have minimum commercial interests, and rather serve as a university-led and provider-driven platform for ordinary citizens to be involved in the planning of their city.

Design and innovation lab

Researchers use design thinking, especially rapid prototyping in the face of urban problems, to co-create public sector solutions. Interactive sessions will result in innovative designs and new approaches to (wicked) problems. Facilities for creative sessions and supporting expertise are provided by the GLU.

Simulation lab

Researchers engage in prediction of likely and less likely scenarios. Computational work, starting with informed assumptions, is used to model and simulate applied micro-policy and aggregated macro-policy future events and different potential scenarios. For example, researchers simulate the future of a specific policy to be implemented, starting from the assumptions of agents with bounded rationality.

The Governance Lab Utrecht is based at the Utrecht School of Governance. It has established strategic local and international partnerships and particularly collaborates with a number of international labs. Governance Lab Utrecht is always looking out to build partnerships and expanding our relationship with others. Current partners of Governance Lab Utrecht are:

- De Waag Society Amsterdam; Institute for art, science and technology and a pioneer in the field of digital media
- The Policy Lab**,** University of Melbourne, Australia; launched in 2016, it works on public policy design experiments and policy-relevant research.
- KING: Designing Local Government for the Information Society; this collaboration entails a dialogue and design process that aims to generate ideas and concepts for local governments in an information society.

Data Workshop

The rapid introduction of new technologies in the public sector raises a host of questions about local and regional government in an information age. To develop knowledge about and new insights for this transformation through transdisciplinary research, we have created the Data Workshop. The Data Workshop is a collaboration between two research institutes at Utrecht University (USG and the Utrecht Data School), three local governments (Gouda, Almere and Woerden) and one regional government (South Holland). Apart

from funding from the government partners, the collaboration is also financially supported by the A&O Fund. The objective of this collaboration is to generate both applied and academic knowledge about the governance of datafication in local government. The collaboration has already resulted in three concrete, academically validated instruments for local governments
(1) to support the development of human capacity around digitization, (2) to strengthen the awareness of ethical issues and (3) to organize data collaboration between different organizations. Academic papers about these instruments are in production.

15. International conferences and workshops

Date	Name
8-5-2015	Special issue workshop Strategic human resource management and public sector performance
12-11-2015/13-12-2015	Dutch HRM Network Conference: Recontextualizing work and management of care professionals
8-6-2016	Seminar 'Building trust in Institutions'
24-08-2016/26-08-2016	Annual conference European Group of Public Administration
25-8-2016	Workshop Sports & integrity
1-3-2017/3-3-2017	Succesful Public Governance
8-7-2017	Dare to Cross Over
29-8-2017/31-8-2017	Workshop Understanding Corporate Crime, Theory and Methods, European Society of Criminology Working Group on Organizational Crime
26-1-2018	The Transferring of Prisoners in the EU: Mutual Trust Under Pressure
16-03-2018/17-3-2018	Great Policy Successes Workshop
25-5-2018	Seminar People Management in Education
20-08-2018/3-09-2018	Working conference Exclusion, Resentment and the Return of the Repressed
07-09-2018/08-09-2018	Book workshop Managing for Public Service Performance
19-6-2019	In search of European Political Union
20-06-2019/21-06-2019	International whistleblowing conference IWRN
12-11-2019	Seminar on People Management in the Educational Sector
19-12-2019/20-12-2019	The Party Abroad: Party Regulation and Operation Outside the Bounds of the Country of Origin

16. Overview of ancillary positions

Prof.dr. Wieger Bakker	Dept. Director General Inter University Centre Dubrovnik, Croatia
	Chair Board Utrecht University Centre for Academic Teaching
	Member Board of Trustees Dutch peace building organization PAX
Dr. Harmen Binnema	Member Dutch Senate in 2018
Dr. Meike Bokhorst	Researcher Wetenschappelijke Raad voor het Regeringsbeleid (WRR)
Prof.dr. Paul Boselie	Member editorial board Journal of Management Studies
	Member editorial board Human Resource Management Journal
	Advisory Board Bright and Company
	Advisory Board Knowledge Center Social Innovation (HU, university of applied science)
Prof.dr. Maarten van Bottenburg	Member Board Stichting Waarborgfonds Sport (SWS) (Foundation sports guarantee fund)
	Member Anti-Doping Committee
	Member editorial board International Journal of Sport Policy
Prof.dr.mr. Mark Bovens	Member editorial board Journal of Political Philosophy
	Member editorial board Public Policy and Administration
	Member editorial board Beleid en Maatschappij
	Member editorial board Regelmaat
	Member Royal Dutch Academy of Sciences
	Member Royal Holland Society of Sciences and Humanities
	Fellow National Academy of Public Administration, USA
	Member Advisory Board WODC (Research and Documentation Centre)
	Member Regieraad Responsieve Overheid, BZK
	Member Board Platform Digital Infrastructure Social Sciences and Humanities
Dr. Scott Douglas	Co-chair EGPA Permanent Study Group on Performance in the Public Sector
	Co-chair Collaborative Governance Case Database
	Member Utrecht Young Academy
Dr. Frank van Eekeren	Professor Impact of Sport, Hague University of Applied Sciences
Prof.dr. Judith van Erp	Member Netherlands Board of Research Integrity (LOWI)
	Member Scientific Advisory Committee Netherlands Institute for the Study of Crime and Law Enforcement (NSCR)
	Member editorial board Law and Policy
	Member Board European Society of Criminology Working Group on Corporate and White-Collar Crime
Dr. Femke van Esch	Member Commission European Integration of the Advisory Council of International Affairs
Dr. Stephan Grimmelikhuijsen	Member editorial board Journal of Public Administration Research and Theory
	Member editorial board Journal of Behavioral Public Administration
Prof.dr. Paul 't Hart	Co-dean Netherlands School of Public Administration
	Transition advisor implementation recommendations committee of inquiry WODC, ministry of Justice & Safety
	Member Board Centre of Public Impact
	Guest lecturer Australia New Zealand School of Government
	Member editorial advisory board Public Administration
	Member editorial board Journal of Contingencies and Crisis Management
	Member editorial board Australian Journal of Political Science
	Member editorial board Canadian Public Administration
	Member editorial board Palgrave Series Foundations of Governance and Public Administration
	Member editorial board Australian Journal of Public Administration
Prof.dr. Eva Knies	Associate editor International Journal of Human Resource Management

	Member Young Academy, Dutch Royal Academy of Arts & Sciences (KNAW)
	Member International Advisory Board Compass
	Member Social Sciences Council of the Dutch Royal Academy of Arts & Sciences (KNAW)
	Senior associate editor Oxford Research Encyclopedia in Political Decision Making
	Jury member for the Hendrik Muller Prijs for the Behavioral and Social Sciences, Royal Netherlands Academy of Arts and Sciences (KNAW)
	Member Qualitative Transparency Deliberations (QTD)
Dr. Maikel van Waardenburg	Member scientific board European Journal for Sport and Society

17. Two additional societal impact case examples

Dutch Council for Secondary Education

Since 2013, USG has been working together with the VO-raad (an association representing 330 school governing boards and over 1,421 schools in secondary education) on the topics of HRM and leadership. This ongoing strategic partnership consists of research projects, executive training for school principals and executives, presentations at conferences, and cooperation in USG's Master's programmes. This has resulted in PhD projects (Penning de Vries, Vermeulen), scientific publications, internships and Master's thesis projects, as well as in professional publications for school principals and executives. USG researchers have developed an HRM self-assessment tool*, Spiegel Personeel & School* (i.e. 'Personnel & School Mirror'; see www.personeelenschool.nl), which has been used by approximately 100 schools. On the basis of their expertise, USG colleagues have evaluated the national sector agreement regarding HRM in secondary education, basing themselves on a sector-wide survey. In addition, over 300 school principals, executives and middle managers have participated in the executive training programmes.

Data workshop

The rapid introduction of new technologies in the public sector raises a host of questions about local and regional government in an information age. The Data Workshop is a collaboration between two research institutes at Utrecht University (USG and the Utrecht Data School), three local governments (the municipalities of Gouda, Almere and Woerden) and one regional government (the province of South Holland),[3] and is also funded by these governments (€160,000 for 2018-2019). The objective of this collaboration is to generate both applied and academic knowledge about the governance of datafication in local government. The collaboration has already resulted in three academically validated instruments for local governments. The *Data Ethics Decision Aid* (DEDA) toolkit offers support in answering ethical questions about data projects. The *Data Ethics Awareness Test* (DEAT) is a survey to assess the moral sensitivity in data practices in an organisation. These tools support the development of human capacity related to digitisation, strengthen the awareness of ethical issues and organise data collaboration between organisations. Academic papers about these instruments are in production.

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[3] https://www.uu.nl/en/news/dataworkplace-a-cooperation-between-local-governments-and-utrecht-university

Universiteit Utrecht

"SCIENCE THAT WORKS IN SOCIETY"

STRATEGIC AGENDA SOCIETAL IMPACT (2019- 2024)

Faculty of Law, Economics and Governance (LEG), Utrecht University

November 2019

THE STRATEGIC AGENDA

Societal impact

Generating *societal impact* has become a third key process within universities. This is certainly the case within Utrecht University. It firmly anchors the university's traditional key processes of *teaching and research* in society, with societal issues, practices and partners. Besides creating societal added value, this also enables us to make science more interesting, relevant, accessible and legitimate. We define societal impact as follows:

> *We connect our academic teaching and research directly to societal issues, partners and practices, thus ensuring that teaching and research have societal meaning, continued effect and added value.*

The Faculty of Law, Economics and Governance (REBO) wants to play a leading role in this, in close connection with developments outside the faculty, within Utrecht University, the Netherlands and beyond. Such developments include the Utrecht University strategic theme hubs, the university's emphasis on Lifelong Learning, Community Service Learning (CSL) and contract funding, as well as the broader focus on Open Science, including recognition and reward, the Dutch Research Agenda, the KNAW emphasis on impact, including the importance of impact pathways, and the LERU emphasis on productive interactions.

This short strategic agenda outlines the importance of generating societal impact, what this entails – the types of key activities – and the associated actions. These include actions which have direct impact as well as more indirect actions for steering, organising and supporting impact. The Strategic Agenda is described more fully in a separate *Appendix*. More concrete programming of some of our impact activities is provided in a separate *Implementation Agenda*.

The importance of impact

Generating impact has become increasingly inescapable. In the light of such serious societal issues as sustainability, health, security and justice, society demands scientific teaching and research that has societal relevance and continued effect. Researchers want to carry out meaningful research on worthwhile issues. Students want to be socially relevant. There is much to be gained from impact via external activities such as advice and executive teaching and via consortia: it generates knowledge, networks, input, research data and partnerships, as well as capacity and financial means.

All of these things are in line with the broader movements intended to strengthen the *relevance* of science: the university 'opens up', shows societal responsibility and responds to societal issues and expectations.
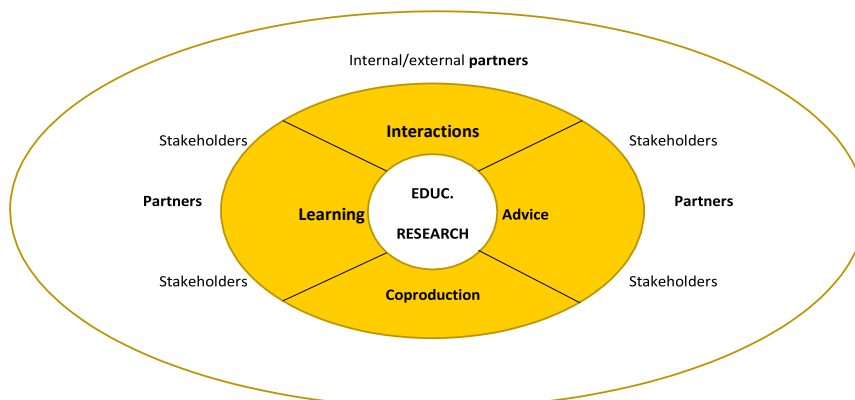
Key activities

Impact is not a specific kind of activity and it goes beyond *public engagement* and *outreach* such as public lectures or public communication. This memorandum makes a distinction between four types of *key activities* that bring about interaction between scientific teaching and research and society at large (see Figure 1 for a summary):

1. *Societal learning*: forming students as socially engaged professionals, career and employment prospects in Ba/Ma, connecting teaching to topical issues, links between teaching and societal issues/practice and Lifelong Learning (including flexibility).

2. *Societal advice*: supporting organisations in tackling societal issues, including governance, legal and economic aspects, ranging from short-term advice to more lengthy, commissioned research.

3. *Societal interaction*: directing knowledge towards society, via expert roles, lectures, social media, media communications and public events, as well as public engagement and outreach activities.

4. *Societal co-production*: research in co-production with social partners (including businesses) and business development including planning, elaborating and effect of projects, via (among other things) stakeholder networks and multi-year agreements.

Carrying out these key activities does not happen all by itself. To start with, it presents some tricky dilemmas, such as how far should scientists or academics go in entering into partnerships? Academic *independence* is important and needs to be protected. Secondly, partners have their own motives, wishes and methods which sometimes clash with the way the university works with regard to academic integrity. From a university perspective, the motives of partners may be 'suspect'. Thirdly, the extent to which impact can be realised varies between the different disciplines and sub-disciplines: one may have closer links with partners and practices than another. And finally, the university is not simply organised for the realisation of impact activities, nor is this something that everybody can or should be doing.

This means that the further implementation of impact activities should be carried out in a *dosed, differentiated* and *careful* manner. Not all at once, not everything for everyone. Moreover, the faculty is not doing all this itself. On the contrary. It stimulates and facilitates with regard to the various departments and disciplines, to teaching and research, to multidisciplinary cooperation and to the relationships that researchers and lecturers have with the world at large. Generating impact requires a subtle interplay between departments and disciplines, faculty circuits, hubs and focus areas, and university priorities, accents and actions.

Figure 1. Societal impact core activities (in context)

Actions

Against this background we can explain the actions that are relevant within our faculty per key activity:

1. *Societal teaching*:

a. Strengthening societal engagement in and around teaching

b. Linking teaching to societal issues, for example via CSL (Community Service Learning), traineeships and projects, including advisory projects

c. Strengthening the career and employment market perspectives within Ba/Ma programmes, in part via the student societies/associations

d. Strengthening alumni relationships and networks

e. Further development of Lifelong Learning

2. *Societal advice*:

a. Further development of 'LEG Consultancy'

b. Further strengthening of commissioned research on societal themes

c. Making research relevant to policy and organisation

d. Professionalising academic advice (incl. competences/qualifications)

e. Measuring impact, with an emphasis on *impact pathways*

3. *Societal interaction*:

a. Realisation of *landmarks*, such as the Skyscraper

b. Continuing/expanding *Impact nights*, *Impact cafés*, *Impact connect*

c. Organising public lectures (for example in co-production with TivoliVredenburg)

d. Responding to current affairs via pop-up lectures

e. Showcasing research

4. *Societal co-producing*:

a. Extending institutional partnerships and networks

b. Expanding 'hybrid' PhDs and postdocs (research time partly funded via partners)

c. Exploring the possibility of creating impact-related career pathways (particularly for professors and associate professors)

d. Creation and expansion of Learning Platforms, in relation to businesses, government bodies and social organisations

e. Further extension of partnerships and consortia, in part via business developers

f. Supporting social and/or field experiments

g. Developing Citizen Science, in which citizens are involved in research

Preconditions

First and foremost, partners and societal themes are important vehicles for creating and connecting the key activities. Next, all kinds of administrative, policy-related and organisational preconditions are needed:

Administrative:

• Further emphasis on and development of societal *themes*, such as sustainability,

health, security and justice
• Setting up a *Board of Impact* [achieved in February 2019]

Formalisation of LEG *Impact Cooperation Team* (FSO) [achieved in April 2019]
• Continuation of *Societal Impact Award jury*, including students
• Establishment of LEG *Societal Advisory Council* (*Maatschappelijke Adviesraad*, MAR),
with strategic partners
• Maintaining faculty *Annual Calendar*, including a yearly programme
• *Impact day* (with and for faculty and university-wide colleagues, student
societies/associations as well as partners and external parties)
Policy-related:
• Strengthening/tightening partnership policy
• *HR* policy: widening incentives, task allocations, assessment, career routes
o Professionalisation of cost recoupment (at team and group level)
o Recognition and reward, including *MERIT* (also at team level)
o Review of task allocation (time not taken up by teaching and research, in line
with MERIT)
o Impact career accents (for above-average performance via high impact
research and/or teaching), for professors and assistant/associate professors
Organisational:
• Impact climate, including facilitating discussion of dilemmas
• Strengthening of back office support LLL and advice
• Look and feel of societal activities
• Communication and visibility
• Business development (extension of partnerships and networks, including the
business community)

Finally
Direct impact activities and indirect preconditional activities can be used to build stronger
connections between *inside* (academia) and *outside* (society). In this way, impact is not just a
peripheral issue or an afterthought, but something that strengthens teaching and research.
Teaching and research are academically and internationally strong as well as being
embedded in society, valuable and practical. In short, science that works in society.

19. Career tracks PhD Students

Date Ceremony	Job 1	Job 2	Job 3
12-12-2014	Lecturer LU 2015-2016	Lecturer UU 2016 - aug. 2017	Assistant Professor RU 2017
16-4-2014	Assistant Professor 2013 UvA		
4-12-2015	Researcher Mulier 2015 - 2017	Policy Advisor Min VWS jan2018-jul2018	Assistant Professor UU 2018
4-9-2015	Consultant PBLQ 2015-2018/ Assistant Professor Aarhus University 2015	Senior Advisor Zorg Gemeente Rotterdam 2018	
16-12-2016	Senior Consultant USG Advies	2019 Aug. Professor Applied Sciences Hague University/ Jan. 2020 Associate Professor Sport & Society	
4-11-2016	Assistant Professor UU		
16-9-2016	Assistant professor UU		
11-4-2017	Advisor VSU dec 2017	Projectleader Wonen en Wijken Platform 31	
17-1-2018	Assistant Professor UU		
2-2-2018	Assistant Professor UU	Director Undergraduate School sept 2018	
27-6-2019	Assistant Professor UU		
22-3-2019	Assistant Professor UU		
15-2-2019	Assistant Professor UU		
26-4-2019	Research Associate Domestique Consulting		
8-2-2019	Policy Advisor Vitalis WoonZorg groep		

20. LEG PhD Quality Plan

The PhD Quality Plan of the Graduate School of Law, Economics and Governance – April 2018

Introduction

The Board of Studies of the Graduate School of Law, Economics and Governance is, among other things, charged with ensuring the quality of education and the supervision of PhD projects. This concerns all PhD's from the departments of LEG.

The role of the Board of Studies is therefore of a framework and supervisory nature; the actual execution of this quality assurance is a task for the departments in question. A number of quality requirements are included which have been determined within the UU and must therefore be taken as given:

1. Upon admittance to a PhD programme the College van Promoties will check the quality of the PhD (his/her diplomas), the doctoral thesis supervisor, the cosupervisors and will also check that the thesis has been approved by the supervisor and the assessment committee before it can be defended, according to the rules in the 'Promotiereglement UU'.
2. When commencing a PhD the doctoral thesis supervisor will establish an individual Training and Supervision Agreement (TSA), in consultation with the doctoral candidate.
3. The full-time PhD will last until the manuscript is submitted to the assessment committee which in any case must be no longer than four years.[4]
4. The supervisor will organize, in consultation with the doctoral candidate, an evaluation meeting at least once a year during which the doctoral candidate's progress will be discussed. The TSA is guiding.
5. At the end of the first year of a full-time PhD the results of these evaluation meetings will provide the basis for the decision whether or not to allow the candidate to continue with his/her PhD (go- no go).[5] The go-no-go decision will be made at least before the end of the 14th month.
6. All PhD trajectories are registered in 'Hora Est'.
7. The PhD programme is since 2009 part of the SEP protocol that is being used on behalf of the research assessments. The aspects of the PHD programme, that are assessed as part of a SEP evaluation, constitute the general minimal requirements for quality of the PhD programme, with a focus on:
   - aim and organisation context
   - structure of the programme
   - supervision
   - graduation rates
   - training facilities (courses, facilities for conferences etc.)

The objective of the programme

The PhD trajectory has as its objective the further training and the transformation of the doctoral candidate into an independent academic researcher. Along with conducting supervised PhD research, the doctoral candidate will follow a training and supervision programme. Other tasks pertaining to the doctoral candidate can be (contributing to) teaching activities and administrative duties.

Types of PhD's

The Graduate School LEG knows several types of PhD's:

a. Internal PhD with an appointment at one of the departments (aio)
b. PhD's with a contract elsewhere and the opportunity to pursue a PhD or a scholarship (a.o. from a foreign government, an international organisation, a Dutch fund for foreign PhD's, etc.)
c. External PhD's: PhD's without an appointment or scholarship (see: Guidelines for external PhD candidates LEG)

Exit qualifications

For the PhD programme within the Graduate School of Law, Economics and Governance exit qualifications are:

- making an original contribution to academic research which can withstand the usual quality testing by peers;

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[4] Part-time PhD's are subject to modified requirements.
[5] Idem.

- being able to apply, on an independent basis, academic methods in the development, interpretation and utilization of new knowledge within the fields of law, economics or administrative and organizational science;
- gaining knowledge of and working with a substantial body of knowledge which contains principles and methods of the international pursuit of scholarship and the development of theories, methods and studies within the field in question;
- having the capacity to develop and to implement an (extensive) project for developing new knowledge;
- being in a position to adequately communicate the knowledge and methods in the field in question by, amongst other things, publishing in international academic journals of sufficient quality and presenting the results at (academic) forums;
- Being in a position to be able to assume social responsibility for carrying out, employing and utilizing one's own research (see also: The Dutch Code of Conduct for the Pursuit of Scholarship, the Association of Universities in the Netherlands and the Dublin indicators, PhD regulations UU, Memo research Integrity REBO).

Admittance

The general requirements for admittance to the PhD programme within the Graduate School of Law, Economics and Governance are:

* The candidate has completed his/her master's degree at a level which is comparable to a
Dutch (accredited) University master's degree.[6]

* The candidate meets the UU requirements for a PhD (see 'Promotiereglement UU'
http://www.uu.nl/NL/Informatie/medewerkers/onderzoek/regelingenenhandleidingen/Pro
moveren/Pages/default.aspx)

* For foreign PhD's: sufficient knowledge of the English language is necessary.[7] For those who are native speaker in English or those who followed an English master, no 'proof' as mentioned in the footnote, is needed.

The PhD programme

- The PhD programme at the Utrecht School of Governance consists of: courses and tutorials in theoretical, methodological and professional fields, such as those offered within the framework of the Research Master's programme in Administration and Organizational Science and at the nationally recognized NIG research school. Independent of the (research) Master's programme followed and the research capabilities demonstrated, it will be determined how many ECTS and which courses the doctoral candidate will have to follow.

- The PhD programme at the Utrecht School of Economics consists of: courses and tutorials in theoretical, methodological and professional fields as partly offered within the framework of the Research Master's programme in Multidisciplinary Economics. Independent of the (research) Master's programme followed and the research capabilities demonstrated, it will be determined how many ECTS and which courses the doctoral candidate will have to follow.

- The PhD programme at the Department of Law has a general, compulsory part, which contains a number of general aspects which all PhD's will find useful, irrespective of the content of their own research. These parts have been established so as to enable the PhD to make progress from the very beginning and to pass on certain skills which will contribute to successfully gaining a PhD in good time. Next to the compulsory part, PhDs can themselves make suggestions with regard to vocational courses, and also more general courses which they would like to follow. Also, PhDs who are attached to the Ius Commune research school are obliged to follow the educational programme offered by these research schools. For PhDs who are not attached to these research schools, their participation in this progamme will often be possible in consultation with the programme coordinators.

Teaching obligations

In order to ensure that the doctoral candidate can devote a sufficient amount of time and attention to academic research and that sufficient space is created for the PhD study, the Graduate School of the Faculty of Law, Economics and Governance has determined that no more than 10% of the doctoral candidate's working hours may be devoted to teaching

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[6] In some cases , depending on date of promotion and the type of the diploma, also HBO graduates could have access to the promotion.
[7] IELTS, Academic *Module. Minimum score: 6.5 overall band, at least 6,5 for writing; TOEFL, Internet based.*
Minimum score: 93, institutional scores are not accepted (the TOEFL institution code for Utrecht University is 9062); Cambridge Certificates (Cambridge Certificate in Advanced English, at least a B grade; Cambridge Certificate of Proficiency in
English, at least a C grade

on a yearly basis. This will be further regulated by the department to which the PhD student belongs. The doctoral candidate will preferably be given less teaching time in the final year of his/her research.

Training and Supervision Agreement (TSA)

For every doctoral candidate (full time, part time or external) an individual work plan will be established in consultation with the supervisors and the doctoral candidate in question. The Training and Supervision Agreement (TSA) will serve as the basic document for (and thereby forms an integral part of) performance and development interviews and assessment interviews. The TSA can be adjusted on a yearly basis. The TSA will be completed on a differentiated basis, not only with regard to the various fields of study, but also with respect to the different categories of PhD's. LEG has a specific TSA form for external PhD's.

In the TSA at least the following will be laid down:
- the knowledge and the skills which will have to be acquired and the way in which they will have to be acquired (training)
- the doctoral thesis supervisor(s): at least 2 (promotor and one or more cosupervisors): (the promotor(s)), the day-to-day supervisors, other guidance)
- the method for and the extent (in terms of hours per month) of the guidance provided
- the problem addressed in and the scheme of the intended PhD research, as well as the possible contribution of the educational programme
- agreements with regard to reporting obligations and evaluations
- agreements with regard to participate in (international) congresses, seminars etc.)
- possible teaching obligations (and agreements about BKO, in case these have been made)
- agreements with regard to coaching and career guidance
- budgeting for and monitoring available resources and other facilities.

The Ombudsman

Upon the recommendation of the head of the department, the Board of Studies, the Dean of the Faculty of Law, Economics and Governance will designate an ombudsman for each of the three departments (For those PhD's the ombudsman acts as first promotor, somebody else will be assigned as dean of doctoral studies).

The ombudsman has an independent position and acts as a confidential representative concerning issues of personal and general nature. This means that he/she deals with all information confidentially, will stand by PhD candidates at all times and acts in the interest of those candidates. The ombudsman will only act with the permission of the doctoral candidate in question. The ombudsman is also independent in the sense that he/she has his/her own responsibility. This independence is also necessary so as to be acceptable to supervisors if he/she has to assume the role of a mediator.

* A PhD can always contact the ombudsman.
* The ombudsman has a role in safeguarding the progress of the PhD programme and reports on this to the Board of Studies. The ombudsman will have an initial meeting with every new doctoral candidate (within three months after start of the trajectory). * The ombudsman can furthermore be involved in development interviews, performance interviews and assessment interviews, although he/she does not play an active and leading role therein.
* The ombudsman can be present at the go-no go decision, in case of no-go the ombudsman has to be present.
* At the end of the PhD trajectory the ombudsman keeps an exit interview with each PhD (in addition to the written exit survey).
* The formal role of the ombudsman will end if there is a problem concerning a PhD programme which, by its very nature, cannot be resolved within the ombudsman's own research institute/department. See dispute procedure.
* Within the framework of the Graduate School there is regular consultation (at least once a year) between the ombudsman and the chairperson of the Board of Studies with regard to progress and success rates. The Board of Studies reports thereon to the Dean of the Faculty of Law, Economics and Governance. See also "Monitoring the PhD programmes".

In case of problems

In the case of problems or disputes concerning a PhD programme, all PhD's have the possibility of turning to the Graduate School. The following procedure has been determined in this respect.

Step 1: If problems emerge concerning a PhD programme, the doctoral candidate in question can turn to the ombudsman at his/her research institute/department. The ombudsman tries to seek a solution.

Step 2: If necessary, the PhD ombudsman informs the Director of the Research Institute (only with the consent of the PhD in question).

When it comes to integrity matters, PhD's have the possibility to turn to the Integrity Advisor of LEG.

Coaching and career development

The Graduate School takes an active interest in the further careers of PhD's after gaining their PhD and offers support in order to progress during the PhD programme. Beyond the normal support which is offered to the doctoral candidate in seeking a position after the PhD programme, the Graduate School also devotes specific attention to career activities. This involves coaching activities during the PhD programme and also the provision of career guidance activities, among others the PHACE programme of UU.

The importance thereof can be seen the light of:
- the fact that more than half of those gaining a doctorate find employment outside academic research:
- an optimal development and the utilization of academic talent after gaining a doctorate:
- increasing the attractiveness of a PhD programme for (recent) graduates.

In the doctoral candidate's study and supervision plan specific activities in this field will be included.

Monitoring the PhD programmes

In order to promote the PhD programme's chances of success a coherent monitoring system with regard to training and guidance is necessary. The supervisors and the departments are responsible for the implementation thereof and the ombudsman has a role in safeguarding the process. The Board of Studies control, on a yearly basis, the progress of the programmes and will report thereon to the Dean of the Faculty of Law, Economics and Governance.

The following steps can – at least – be differentiated:

1. A careful selection of projects and PhD's, also in alignment with the research programme(s). It is important that the projects are considered feasible within the given time frame.
2. When commencing a project a Training and Supervision Agreement (TSA) will be established in consultation between the supervisor(s) and the doctoral candidate in question within three months after the start of the project.. At the yearly progress meetings the content of the TSA may be revised.
3. On a yearly basis the doctoral candidate will compile a progress report for the purpose of the evaluation and progress interview (the performance and development interview for those candidates who have been officially appointed). At the end of the first year, but at least before the end of the 14th month, of a full-time programme there will be an assessment interview and the result thereof will form the basis for a decision as to whether or not the project can continue: the go-no-go decision. The departments are responsible for carrying out the progress interviews.
4. On a yearly basis the Board of Studies receives a report from the research institutes/departments which provides: an overview of the progress achieved in the PhD projects, changes to the PhD programme based on evaluations and a report on exit evaluations. The Board of Studies will then report to the Dean of the Faculty.

Promoting the research community

It is the responsibility of the departments and/or the research programmes of the departments to organize, on a regular basis, meetings (colloquiums, seminars) for PhD's and/or to offer them the possibility of attending similar meetings (national and international), to invite foreign guest lecturers and to promote international exchange programmes. Similar activities are facilitated by all departments.

The PhD's have organized themselves in the PhD Student Council. The Council organizes joint activities and is also active in the field of the provision and exchange of information.

14. Guidelines for external PhD's

There are general guidelines for the administrative phases of the research process of external PhD students.
See '*Guidelines for external PhD candidates Faculty of REBO'.*

21. USG Guideline for Dissertations (in particular on articles), principles and guidelines

This memorandum is intended to clarify which types of dissertations are possible at USG, what requirements a dissertation should meet and how to deal with multi-authorship. Starting point is that various practices may exist, but that it is important to make clear choices in consultation between the supervisor and the doctoral candidate.

1. Forms of dissertations at USG

Different types of theses are possible at USBO depending on the preferences of the supervisors and PhD candidates. Roughly speaking, three types can be distinguished. First, the *monograph or book* entirely written by the candidate. This form was traditionally dominant within USg and is also often used by external PhD students. Secondly, the *volume of articles*, in which the dissertation consists of an introduction, conclusion and four chapters/articles. These can also be more than four chapters or articles. As far as we know, there are no strict rules regarding the minimum number of, but a minimum of four seems to be the most common for this kind of dissertation. Thirdly, *the hybrid dissertation*, a mixture of the dissertation in book form and the volume of articles. In this third variant, in addition to the introduction and conclusion, we often see a separate theoretical chapter and/or an extensive context analysis as a stepping stone to the methods and techniques of the study. The empirical part of the hybrid thesis usually consists of three or four articles or chapters which are or can be published separately.

It is important to emphasize that all three types of dissertations appear at USG and are also allowed to obtain a PhD at Utrecht University (see box UU PhD rules and regulations). There may be different opinions on this but it is clear that the UU allows the different forms. It is not only the case that the UU allows different types of dissertation, but also considers them to be equivalent (one type of dissertation is no better than another type of dissertation; collection of articles, hybrid dissertation and monograph), whereby the choice depends mainly on the nature of the project, the preferences of those involved and the career perspectives of the candidate. Due to the increased publication pressure and the importance of publications for an academic career, there is an increase in the number of dissertations in the form of a collection of articles and hybrid dissertations, as well as dissertations in English (a dissertation can be written both in Dutch and in English).

As part of managing expectations and reducing uncertainties, it is important that supervisors and candidates coordinate at an early stage (possibly before the formal start of a PhD trajectory) which type of dissertation will be chosen, and in which language it will be written. Incidentally, it is possible during the PhD trajectory to change the type, for example from a collection of articles to a monograph, again in good consultation between supervisors and candidates. In case of doubt or a difference of opinion between supervisors and candidates, a candidate can always contact the PhD dean of USG.

2. Regulations for a dissertation
Utrecht University provides general guidelines for the conditions that a dissertation must meet. It is up to the (co)supervisors and the reading committee to determine whether a dissertation is of a sufficient level to be defended in public. You can find more information about the procedure and conditions on the UU website for obtaining a PhD at Utrecht University. The UU doctoral thesis regulations contain the requirements and conditions, both in terms of content and procedure. These include the originality, scientific quality and presentation of the thesis (including writing style, arguments and structure).

In concrete terms, the dissertation will be judged(initially by the supervisor) on the basis of:
- the importance of the subject;
- the importance of the problem definition and its sharp profile;
- the originality of academic discussion;
- the scientific level of structuring, analysis and processing;
- the purity of the methodology used in this analysis;
- the derivation of new insights and new opinions;
- a critical confrontation of one's own conclusions with existing theories and views;
- a creative approach to the field of science dealt with in the dissertation;
- self-limitation in the drafting of the text;
- balance in the structure of the dissertation and clarity of style.

For the scientific content and form requirements, the UU regulations specify a number of general and more concrete points which a dissertation must meet. It is important that supervisors and candidates are thoroughly acquainted with the UU doctoral degree regulations.

Doctoral degree regulations UU

Article 18 Academic content

1. The doctoral thesis shall either be an academic treatise on a particular subject, or a number of separate, sufficiently coherent academic treatises, all or some of which have already been published as articles.

2. An article written by more than one person may be accepted as part of the thesis if the candidate made a vital contribution to the article, as confirmed in writing by the supervisor.

3. A separate academic treatise, as referred to in Article 9, which has been written by the PhD candidate in cooperation with others, can be part of the thesis only if they have provided a significant contribution to the treatise and if the portion for which they are primarily responsible is clearly indicated in the thesis.

4. If a dissertation consists of a number of separate academic treatises, the candidates shall add either an introduction or a conclusion in which they explain the coherence between the various treatises.

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3. Multi-authorships

With the emergence of the thesis in a collection of articles and in hybrid form, the theme of multi-copyright is also relevant. It is allowed to include articles with multiple authors as chapters in a dissertation provided that the candidate has made a significant contribution to the article in question. This means that the candidate must be 'in the lead', i.e. first author, unless there is multi-authorship through the involvement of several doctoral candidates. After all, the work in a dissertation must radiate the qualities and efforts of the candidate and not those of co-authors.

In the case of multi-authorship, a candidate should explicitly indicate where the chapter has been or will be published (name of the journal, etc.) and with which co-authors. Furthermore, it is desirable and even mandatory to indicate in the introductory chapter or in an appendix, in percentage terms

or with a narrative explanation, what the contribution of a candidate has been to an article or chapter with several authors that forms part of the dissertation; this must of course be done with the knowledge and consent of the co-authors. The justification may also be in the form of a narrative (description/explanation) (see also the box 'Doctoral degree regulations UU').

A PhD student be given the opportunity to write a single-author publication. This is also recommended from the point of view of building his/her own profile and reputation.

Chapters in a collection of articles or hybrid thesis do not have to be published in order to be submitted to the reading committee. It is the reading committee that assesses whether a dissertation is adequate in accordance with UU standards. However, it is advisable to submit chapters in a collection of articles or hybrid thesis as conference papers and as papers for scientific journals. However, this is not a condition for assessment and approval of a thesis.

Development model
There are universities that provide guidelines for cooperation regarding scientific development of the candidates (a *development model*) which we would like to give to promoters and PhD candidates as suggestions. It is up to the parties involved to decide to what extent this will be implemented. In concrete terms, these are the following suggestions:

1. Write a first article or chapter together with a (co-)supervisor to get the hang of the writing; this does not have to be limited to one article or chapter;
2. Write an article or chapter with a senior researcher other than your own (co)supervisor;
3. Write an article or chapter with fellow PhD candidates;
4. Write an article or chapter as a 'single author'. With this last form, the candidate will also be able to present his or her own profile to the outside world.

We do not want to make this model compulsory, but the way of thinking - the development of the PhD student during the trajectory towards increasing independence - should be central to the guidance of students. For the above articles it applies that these documents can only be included in a dissertation if the candidate has made a significant contribution to the relevant article or chapter.

The development model goes further than just writing documents and publishing them. The underlying idea also involves building up an (international) network, learning to cooperate with different researchers from possibly different countries/cultures and learning from others by means of feedback.

Guidelines for external PhD candidates Faculty of LEG

1 September 2018

This document provides general guidelines for the different administrative phases of external PhD candidates at LEG.

Pre-stage: Admission decision of external PhD by intended supervisor

External PhD candidates look for a supervisor to supervise their PhD plan. The prospective supervisor will decide whether he/she has the possibility to supervise the external PhD.

In the case of open applications (open calls), reference is made to the application forms on the UU website (visiting researchers and lecturers Law, Economics and Governance; https://www.uu.nl/en/organisation/faculty-of-law-economics-and-governance/research/visiting- researchers). After a positive assessment of the information and forms provided by the office and the research director of the department based on the requirements criteria below, the external doctoral candidate will be referred to a prospective supervisor.

Admission requirements:

- The candidate complies with University's admission requirements for PhD research, such as an accredited master's degree at a Dutch higher education institution or a comparable (foreign) study programme and/or a Dutch doctoral study programme. (See https://www.uu.nl/en/organisation/phd-programmes/practical-matters/regulations-and- forms.
- The candidate has the necessary quality, motivation, enthusiasm and discipline to successfully complete a PhD research
- The PhD functions in an organizational context that allows sufficient time and opportunity for successfully completing the PhD research.
- The candidate submits a PhD plan (including a research proposal) that is scientifically and socially interesting and relevant and realistic in its implementation and planning.
- The PhD candidate is supervised by a promotor and at least a second promotor/copromotor (i.e. for example: 2 promotors; 1 promotor and a copromotor, 2 promotors and a copromotor). This can be an assistant professor, associate professor or a full professor from UU or another university.
- The research proposal must be accepted by the intended supervisor on the basis of scientific level, feasibility, relevance, alignment with a LEG research line (connection and embedding). If the latter is not the case, the research director may still admit the doctoral candidate at the request of the proposed supervisor, if the proposal is

scientifically interesting and the research is in line with the expertise of the supervisor.

- The intended supervisor has the necessary expertise and enough time to supervise the PhD.
- The candidate is sufficiently aware of the requirements of a PhD, is aware of the bottlenecks that external PhD candidates often face and has formulated his/her needs regarding supervision/further training and has presented them to the intended supervisor.

Action:

- If the supervisor decides to supervise the external PhD candidate, he or she will inform the research director of this decision and will keep him/her informed about the progress of the PhD candidate's research proposal.
- The external PhD candidate will be informed by the supervisor about the requirements for admission to stage [8].
- In the case of foreign candidates, it will be checked whether the candidate has demonstrably sufficient knowledge of the English language. Candidates who have English as their mother tongue or who have already completed an English-language master's programme do not have to provide 'evidence' as described in the footnote1.

Stage 1: After agreement with the intended supervisor: admission request to the Department

Admission to stage 2 is based on the quality of a portfolio that should meet the following requirements:

- The research proposal, as assessed (marginally) as adequate by the research director, with regard to the School of Law by the Research Council[9].
- Plan for reducing the candidate's knowledge deficiencies. This is department specific.
- An assessment of the writing skills (e.g. a first draft chapter of the dissertation or a working plan for thesis).
- Optional: a first presentation by the candidate.

The portfolio shall be submitted by the supervisor to the research director or Research Council within 6 months after admission.

Stage 2: Start of research

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[8] IELTS, Academic Module. Minimum score: 6.5 overall band, at least 6.5 for writing; TOEFL, Internet based. Minimum score: 93, institutional scores are not accepted (the TOEFL institution code for Utrecht University is 9062); Cambridge Certificates (Cambridge Certificate in Advanced English, at least a B grade; Cambridge Certificate of Proficiency in English, at least a C grade.

[9] As far as the School of Law is concerned, a somewhat more detailed procedure applies. The research director, in consultation with the professor/supervisor, establishes that the admission requirements have been met and thus gives a provisional opinion on the admission. The final opinion on the research proposal is given by the Research Council. As long as the Research Council has not given an opinion, the external PhD candidate is provisionally admitted.

The quality and feasibility of the research proposal - as with all PhD proposals - is therefore assessed by the Research Council. The Research Council can approve a proposal, with or without suggestions for improvement, but can also reject it. In case of a positive opinion, the external doctoral candidate is definitively admitted. The supervisor must submit the proposal to the Research Council in a format intended for this purpose, which will be provided to the external PhD/supervisor on request. This format includes the proposal and the work plan, and offers the opportunity to test the candidate's writing skills. If, in the opinion of the Research Council, the proposal still needs improvement (but does create sufficient confidence), the improved proposal can be submitted again.

As soon as the first stage has been successfully completed and the external PhD candidate has obtained approval to carry out the PhD research at LEG, the following actions are required.

Arrangements will be made regarding the following:

- Supervision by at least 2 supervisors, namely a supervisor with Ius Promovendi and a co- supervisor (assistant professor, associate professor or a full professor from UU or another university).
- The right to supervision and regular consultation. How this is organized can differ per PhD candidate. Basic principle is 1-hour consultation per month (with 1 hour for preparation by the supervisor). Agreements must be noted in the "Training and Supervision Agreement (TSA) External PhD candidate".
- A "TSA external PhD candidate" in which agreements are noted regarding supervision (a.o. frequency), how to reduce deficiencies in in prior knowledge (usually by following courses at the research master level), courses to be followed, development plan, thesis planning, etc.
- The fee to be paid by the external PhD candidate, for example for a workplace if desired, library access, attending courses, participating in seminars, etc.
- Teaching. External PhD candidates do not have to teach and are not automatically allowed to take UU courses. If an external PhD candidate wishes to take courses, the unit financing the courses shall decide whether the doctoral candidate in question may participate and whether he/she must pay a fee.

Other actions:

- Acceptance mail to external PhD candidate (signed by research director) containing the rights and duties of the external PhD candidate and a description of the formal process. To start with, an affiliation for 2 years will be agreed upon.
- Communication to the supervisor concerning his/her role in the supervision process.
- Hospitality agreement (for max. 6 years) containing: affiliation period; the external PhD candidate's 'rights', such as access to university network and facilities, solis-id, access to library, workplace, possibility to attend seminars/courses, UU profile page, registration output in PURE, etc.
- Decision on registration in My PhD takes place after the Go/No Go decision, see below.

During this stage, the PhD candidate works on the portfolio that will serve as a basis for the Go/No Go discussion in stage 2.

End of Stage 2, after the first 2 years:
Decision to be made:

- Go/No Go decision to continue the supervision of the promotion trajectory, based on the progress of the promotion trajectory and development of the candidate. Input for the Go/No Go interview:
- Draft chapter(s) of the thesis

- Extensive work plan for the continuation of the thesis

- Overview of courses taken to show deficiencies reduced

- Progress report by PhD candidate

- Optional: presentation by candidate

  - Who will be present and has a voice at this go/no go interview can vary from department to department: supervisors, PhD Ombudsman, Research Director (advice may be sought from a scientific committee in advance).
  - The supervisor writes a short report of this interview and sends it to the research director.

Other actions:

- In case of a go decision: registration in My PhD
- Continuation of affiliation with the research institute (by mail)
- Continuation of solis-id and hospitality agreement, etc.

Stage 3: After approval to continue the PhD process

After the first go-decision, the external PhD candidate will have an annual progress interview with the supervisor, preferably based on a progress report. This report, together with the interview report of the supervisor, will be included in the PhD monitoring system.

If insufficient progress has been made or the cooperation does not meet the expectations, the supervisor may decide to stop the supervision. It is then up to the research director to decide if there is reason to have the supervision taken over by another supervisor. This partly depends on the availability of specific expertise within the department.

Phase 4: Completion of the promotional process (thesis defense)
The procedure is the same as for regular PhD candidates.

What can we offer external PhD candidates?

- Participation in a faculty research programme and/or research school: as a rule, external PhD candidates will be included in a departmental research programme (at the School of Law research center (or research pearl)) and, depending on their own preferences and those of the supervisor, they will be involved in its activities. This may also apply to an interuniversity research school to which the School of Law (Ius Commune) or the School of Governance (NIG) is connected. Publications of external PhD candidates will only be included in the research report if they have a hospitality agreement.
- Participation in courses: there are various possibilities for external PhD candidates to take courses. All external PhD candidates can participate in regular PhD courses

organized by LEG. The costs will be paid for by the external PhD candidate or by his/her employer. This will be at cost price.

- If they have been admitted to a research school, external PhD candidates are permitted to take part in courses of the research school free of charge. Even before they are formal members, they can attend activities of the research school, such as congresses. They can be registered for this by their supervisor, but they can also contact the research school themselves.
- School of Law PhD candidates can also take part in the training activities of the Netherlands Network for Human Rights Research.
- Registration of the research: the research of external PhD candidates must be registered internally (within the department), at university level (in My PhD) and nationally (in Narcis). The following rules apply:
  o In the departmental overview of PhD projects, a separate category will be included for external PhD candidates. This registration takes place after provisional permission. If the proposal is rejected by the research director (in the case of the School of Law by the Research Council), the registration will be cancelled.

  o The registration in My PhD and Narcis will not take place before the research proposal has been approved by the research director (or the School of Law Research Council) or before the go/no go decision. This registration is the supervisor's responsibility.

  o If a project has not been completed within the agreed timeframe, all registrations will be cancelled unless the research director has agreed to the continuation of the project.

- The following applies specifically to the School of Law: it may be useful, particularly in the case of foreign PhD candidates (often at the request of the supervisor) that the PhD will be physically present in Utrecht for a few months a year. He/she can temporarily be given a workplace (provided there is room for this). See below for the costs.
- Specifically for the School of Law, it is sometimes useful to give an external PhD candidate the opportunity to 'take a step' at the end of the process. The research centers and research pearls can, within their financial framework, 'appoint' an external PhD candidate for a limited period to give him/her the opportunity to complete the doctoral thesis.

ANNEX Financial arrangements

Supervising external PhDs involves various costs, such as costs for a hospitality agreement. The following rules can be applied regarding costs:

- If an external PhD candidate has a hospitality agreement and makes use of IT facilities (such as solis id and electronic library) and the library, € 600 per year.
- An external PhD candidate that is given a temporary workspace at the UU will be charged an amount of € 500 per month.

- External PhD candidates at the School of Law are not eligible for benefits from the School of Law promotion fund unless they also have another type of appointment at the UU (other than a hospitality agreement).

23. Overview international visitors and international research stays

International visitors

Name		Start date	End date	Host
Erik Bækkeskov	Senior lecturer public policy, Melbourne university.	15-2-2014	15-6-2014	Boin
Gul Sosay	Associate professor, Department of Political Science and International Relations Bogazici University	1-10-2014	1-1-2015	Yesilkagit
Jessica Breaugh	Research associate, Hertie School of Governance. Berlin	15-2-2016	26 -2- 2016	Vandenabeele
Loredana Ivan	Associate professor PhD, at The National University of Political Studies and Public Administration (SNSPA), Bucharest,	4-4-2016	9-4-2016	Loos
Johanna Adriaanse	Associate Sport Management of the Business School, University of Technology Sydney	12-4-2016	28-4- 2016	Claringbould
Maciej Stepka	Faculty of International and Political Studies, Jagiellonian University	1-5-2016	1-7-2016	Princen
Louise Bro	Department of Political Science, Aarhus Universit	1-9-2016	01-12 2016	Leisink
Yasuo Yamaguchi	Professor, Graduate School of Human Development and Environment, Kobe University	13-6-2016	20-8-2016	van Eekeren
John Alford	Honorary Professorial Fellow at the Melbourne School of Government.	9-6-2016	10-6-2016	Noordegraaf
Montgomery van Wart	Department of Politics and Public Administration, Univeristy of Hongkong	1-5-2016	5-5-2016	Tummers/Noordegraaf
Cristie Ford	Professor of Law, University of Columbia	30-6-2016	5-7-2016	Erp
Carolyn Moser	Max Plancke Institute, Heidelberg	17-10-2016	21-10-2016	Brandsma
Sharon Gilad	Associate professor political science, Federmann School of Public Policy, Hebrew University of Jerusalem	2-3-2017	7-3-2017	Erp
Daniela Kroll	Post doctoral researcher, University of Koblenz	18-9-2017	18-2-2018	Brandsma
Katrine Meldgaard Kjaer	Assistant Professor. Technologies in Practice. IT University of Copenhagen	1-9-2017	1-12-2017	van Amsterdam
Guillem Ripoli Pascual	Facultad de Ciencias Económicas y Empresariales de la Universidad de Navarra	1-9-2017	1-12-2017	Vandenabeele
Jesper Asring Jessen Hansen	Assistant professor, Department of Public Administration, Aarhus Univeristy	1-2-2018	1-7-2018	Tummers
Rebecca Paraciani	PhD candidate in Sociology and Social Research (University of Bologna)	1-3-2018	1-8-2018	Loyens
Erico Przeybilovicz	Researcher, Getulio Vargas Foundation - São Paulo	1-2-2018	1-8-2018	Meier
Alexandra Cunha	Professor at Fundação Getulio Vargas (FGV), Brazil	1-10-2019	10-12-2019	Meijer
Julian Villodre	PhD Candidate and Researcher, Universidad Autónoma de Madrid	1-9-2019	1-12-2019	Meijer
Wolfgang Seibel	Full Professor of Politics and Public Administration in Konstanz and an Adjunct Professor of Public Administration at the Hertie School of Governance, Berlin.	1-10-2019	29-2-2020	t Hart

International Research Stays

Date	Visit	Name
7-5-2015/14-5-2015	University of Konstanz	G.J. Brandsma
4-10-2015/1-11-2015	University of Aruba	M. Noordegraaf
15-5-2016/15-6-2016	University of Konstanz	G.J. Brandsma
1-9-2016/13-10-2016	University of Ediburgh	S. Steenman
3-2017	Norwegian University of Science and Technology	I. Claringbould
3-2017/4-2017	University of Siena	T. Overmans
1-6-2017/30-6-2017	University of Konstanz	G.J. Brandsma
1-8-2017/31-10-2017	Rutgers - The State University of New Jersey, Newark	S. Grimmelikhuijsen
1-11-2017/31-1-2018	Arizona State University	S. Grimmelikhuijsen
22-11-2017	Ghent University	A. Meijer
21-3-2018	Norwegian University of Science and Technology	I. Claringbould
1-5-2018/31-7-2018	KU Leuven	J. van Harten
12-5-2018/13-6-2018	University of Konstanz	G.J. Brandsma
27-5-2019/25-6-2019	Oxford University	K. Geuijen
1-6-2019/1-7-2019	University of Konstanz	G.J. Brandsma
19-8-2019/27-9-2019	Aarhus University	S. Douglas

24. LEG Regulations of the Ethical Review Committee

Regulations of the Ethical Review Committee of the Faculty of Law, Economics and Governance[10]

The Ethical Review Committee of the Faculty of Law, Economics and Governance, hereafter referred to as the "Faculty's Ethical Review Committee," is an independent committee established by the Board of the Faculty of Law, Economics and Governance on 23 August 2016.

The Faculty's Ethical Review Committee aims to stimulate and facilitate ethical conduct by the faculty with regard to the rights, safety and well-being of the participants in scientific research.

The committee's task is to conduct professional and independent reviews of individual research projects and a series of related studies as to their ethical permissibility, insofar as these are conducted under the responsibility of the faculty.

The Faculty's Ethical Review Committee evaluates, promotes and safeguards the ethical quality of scientific research. The starting point is that research within the faculty meets common ethical principles.

Article 1: Institution and the sphere of activity of the committee
The Board of the Faculty of Law, Economics and Governance established the Faculty's Ethical Review Committee on 23 August 2016.[11] This committee operates for the purpose of issuing ethical advice concerning empirical research involving human subjects on the basis of research protocols submitted to the committee by the researchers at the Faculty of Law, Economics and Governance. This empirical research includes both quantitative and qualitative studies.
The committee will, in the first instance, determine whether a research protocol is subject to the Medical Research (Human Subjects) Act (WMO; *Wet Medisch Wetenschappelijk Onderzoek*; hereinafter referred to as the "WMO"). If so, the study must be registered with a Medical Ethical Review Committee (MERC) acknowledged under the WMO and the Faculty's Ethical Review Committee will further refrain from involvement. If the MERC decides that the study is indeed subject to the WMO, the study will have to be insured to cover the expenses of possible damage to the participants caused by participating in the research.

If, on the other hand, the study is *not* subject to the Act, the Faculty's Ethical Review Committee will review the proposal at the request of the researcher.

Article 2: Definitions
In these regulations, the following terms and definitions are used:

a   Board
    Board of the Faculty of Law, Economics and Governance

b   *committee*
    the Faculty's Ethical Review Committee as described in these regulations

c   *faculty*
    the Faculty of Law, Economics and Governance of Utrecht University

d   *participants*
    those, whether patients or otherwise, who make themselves available for the purpose of
    scientific research or whose personal information will be involved in the research

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[10] In preparing these Regulations of the Faculty's Ethical Review Committee, the Regulations of the Faculty of Social and Behavioural Sciences of Utrecht University were used.
[11] The Faculty's Ethical Review Committee is a committee that guarantees the rights, safety and well-being of the participants of scientific research. The committee needs to be distinguished from the Scientific Integrity Committee that checks scientists' behaviour against the general principles of scientific integrity.

e *project*
any intended scientific research. In order to be reviewed by the Faculty's Ethical Review Committee, a detailed research description (protocol) has to be available.

f *researcher*
the person or team conducting the scientific study. If the work involved in the study is actually performed by a third party (another researcher, research assistant or any other assistant), the person delegating the work to this third party will be taken to be the researcher.

g *scientific research*
empirical scientific research with humans (both quantitative and qualitative) that may, or may not, be subject to the WMO.

h *UU*
Utrecht University

i *WMO*
Medical Research (Human Subjects) Act

Article 3: Submitting a scientific study
Submitting a study for review is voluntary. Any study that is intended to be conducted should be submitted to the committee in accordance with the procedure as determined by the board for the submission of scientific research.

Article 4: Objectives and duties of the Faculty's Ethical Review Committee
Paragraph 1:   Within the boundaries of the sphere of activity as described in Article 1, the committee has the duty to perform professional and independent ethical reviews of scientific studies based on the research protocol presented and the applicable disciplinary regulations.

Paragraph 2:   The review of the scientific study is to safeguard the rights, safety and well-being of the participants in this study, such as:
- the protection of the participants' personal integrity;
- respecting the participants' rights and (ensuring) their realisation;
- observing the rules of proper conduct towards participants within the framework of scientific research.

Special attention will be paid to studies involving vulnerable subjects, such as minors and incapacitated persons.
In its review, the committee will take into consideration whether the burden on the participants outweighs the results in terms of the knowledge acquired through the study.

Paragraph 3:   The committee is authorised to review scientific studies involving the faculty's staff members. Furthermore, if and when an already submitted and approved study is intended to be essentially modified (as to its design, for instance), it is the committee's duty to review the alterations.

Article 5: Composition, appointment and membership of the committee
Paragraph 1:   The committee's composition is such that it will have an adequate distribution of expertise in order to assess the projects submitted for review.

Paragraph 2:   The committee has 3 regular members (1 member per department). Their appointment by the dean will be based on the recommendation of their relevant department, taking into account the aforementioned distribution of expertise. The members will ultimately be appointed by the board.

Paragraph 3:   The appointment will be for a term of 3 years, after which
                 reappointment for a similar period is allowed.

Paragraph 4:   Committee membership ceases:
                 a. when the relevant member voluntarily resigns from the committee;
                 b. when the relevant member resigns from his or her position at the
                    faculty.

Paragraph 5:   Apart from a voluntary dismissal upon request, the board may dismiss any
                 member from the committee solely upon the justified recommendation of
                 at least two thirds of the committee members if:
                 a. the relevant member does not adequately fulfil his or her
                    responsibilities arising from his or her committee membership or
                    presidency;
                 b. the relevant member is deemed to be no longer adequately equipped
                    for his or her position due to his or her physical or mental health.

Paragraph 6:   The Secretary is responsible for reports on the course of events during
                 the appointment and dismissal procedures.

Article 6: Chairmanship and Secretariat

Paragraph 1:   The board appoints one of the committee members as the Chair.
                 It will also designate a Vice-Chair.

Paragraph 2:   The chairmanship will rotate every 3 years between the different
                 departments.

Paragraph 3:   The Secretary will be appointed by the board. The faculty will place adequate
                 secretarial support at the committee's disposal.

Article 7: External experts

Paragraph 1:   The committee may seek advice from both internal and external experts if and when
                 it deems this to be necessary for a proper and careful assessment. To this end, these
                 experts may be invited to provide advice in writing and/or participate in the
                 committee's deliberations.

Paragraph 2:   The committee members will always be informed of the identity of the internal
                 and external experts.

Paragraph 3:   Communication with the relevant researcher will be single-blinded so
                 that the researcher will be unaware of who the external expert is.

Paragraph 4:   As regards the external experts invited by the committee, the provisions   of Article 9
                 concerning secrecy and the specification and disclosure of ancillary jobs will apply
                 accordingly.

Paragraph 5:   If an expert is approached on an occasional basis, the Chair or the Secretary will
                 verify that the expert has no interest in the study concerned or does not occupy
                 any ancillary position that is of relevance in this specific context, and enters this in
                 the records.

Paragraph 6:   The external experts will only have an insight into the documents in the file for
                 which advice is sought, which will be made available by the committee.

Article 8: Decision-making

Paragraph 1:   Decision-making will, in the first instance, take place by e-mail correspondence between the Chair and the committee members independently from one another, and the Secretary will be informed of their individual decision on the research protocol concerned.

Paragraph 2:   The aim is to decide within 30days.

Paragraph 3:   If the Secretary observes that agreement between the persons referred to in paragraph 1 of this article cannot be reached, the case will be discussed in the next committee meeting.

Paragraph 4:   If paragraph 3 applies, the committee will decide by a majority of the votes cast on the admissibility of the relevant research protocol. Changes to the procedure will preferably be adopted unanimously, but will in any case only be valid if at least two thirds of the votes cast agree to this.

Paragraph 5:   Decisions as referred to in paragraphs 3 and 4 can solely be taken in a meeting that is physically attended by the Chair as well as the Secretary.

Paragraph 6:   As a deviation from paragraph 5, the Chair may determine that, in exceptional cases, a written contribution by a missing committee member may also suffice.

Paragraph 7:   If the Chair or a member is in any way involved in, or associated with, a research protocol submitted for review, he or she will temporarily leave the meeting at the moment the research protocol will be discussed.

Paragraph 8:   Votes are cast orally, unless the Chair, whether or not at the request of one or more of the attending members, decides that there should be a vote in writing.

Paragraph 9:   The member who holds a minority view as regards a decision may request the Secretary to include this fact explicitly in the report.

Paragraph 10: A member who is directly involved in a research proposal does not have a vote on this proposal.

Paragraph 11: The committee's decisions will be reported to the Board in writing, with a photocopy to be sent to the first responsible researcher.

Article 9: A Frame of Reference for Review and assessment

As the committee's general frame of reference for review and assessment the following will be taken into account:

all the applicable (inter)national legislation, regulations and guidelines, among which are the following:

- the Personal Data Protection Act (*Wet Bescherming Persoonsgegevens; Wbp*)
- the Medical Research (Human Subjects) Act

codes of conduct:
- The Netherlands Code of Conduct for Academic Practice (VSNU)
- Code of conduct for the use of Personal Data in Scientific Research of the VSNU Association of Universities in the Netherlands(2005)
- Declaration of Helsinki by the World Medical Association(WMA)
- Guidelines and codes of conduct of the CCMO Central Committee on Research Involving Human Subjects
- Code of Conduct Health Research (COREON) 2004

- Human Tissue and Medical Research: Code of conduct for responsible use 2011
- Faculty protocol for data storage (in progress)

also the following disciplinary guidelines are taken as a guidance:
- American Political Science Association (APSA) Guide to Professional Ethics in Political Science
- American Society for Public Administration (ASPA) Code of Ethics
- Professional code of the American Anthropological Association 2012
- Professional code of the Association of Educationalists in the Netherlands. (NVO) 2008
- Professional code for Psychologists of the NIP Netherlands Institute of Psychologists (2007) as well as other relevant NIP guidelines
- Professional code for Sociologists of the NVS Netherlands Society of Sociologists (2002)
- Code of Ethics for Research in the Social and Behavioural Sciences involving human participants
- Economic and Social Research Council (ESRC) Framework for research ethics
- Ethics Code American Psychological Association (APA) 2010
- Code of Conduct for Researchers of Education (VOR) 2009
- New Brunswick Declaration on Research Ethics, Integrity and Governance
- UK Research Integrity Office checklist for researchers

Article 10: Secrecy and independence

Paragraph 1:   The committee reports to the applicant confidentially, but will occasionally report publicly by publishing FAQs on the website[12] of the Faculty's Ethical Review Committee.

Paragraph 2:   The Chair and committee members are obliged to ensure the confidentiality of the information they have at their disposal in the exercise of their duties and of which its confidentiality is explicitly stated or implicitly follows from the nature of the information.

Paragraph 3:   The obligation to observe confidentiality continues to exist after the termination of committee membership.

Paragraph 4:   The obligation to observe confidentiality also applies to persons other than those referred to in paragraph 2 who are involved in the exercise of one or more committee duties.

Paragraph 5:   After the termination of committee membership, members will destroy all the documents in their possession that relate to the committee's work activities, or hand over such documents to the Secretary who will then arrange for their destruction.

Paragraph 6:   A committee member will not fulfil any ancillary position that is incompatible with the proper fulfilment of his or her duties and independence and might undermine trust in his or her performance. To this end, a committee member will notify the Chair of all of his or her ancillary positions that are incompatible with the proper fulfilment of his or her role as a committee member.

Paragraph 7:   The Chair will keep a list of these ancillary positions and will make this list available for inspection at the office of the committee's Secretary.

Article 11: Committee Board

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[12] In progress.

Paragraph 1: The Committee Board is formed by its Chair and Secretary. The Committee Board will convene whenever it deems it necessary.

Paragraph 2: The Committee Board is charged with:
- the preparation of the issues that will be presented to the meeting for decision-making purposes;
- sending the required papers to the committee members;
- responsibility for the execution of decisions;
- performing the activities that are to be further determined in separate detailed regulations;
- informing the committee members about relevant policy issues.

Article 12: Meetings and minutes

Paragraph 1: The committee will meet on a monthly basis to discuss any cases on which no agreement could be reached in the manner as referred to in Article 8, paragraphs 1 and 3. At the initiative of the Committee Board, exceptions to the fixed meeting schedule may be made if necessary.

Paragraph 2: The Secretary will convene the meetings and, in consultation with the Chair, determine the agenda. The Secretary will subsequently ensure that the committee members will be sent the relevant protocols and the associated documents and other meeting documents one week prior to the meeting.

Paragraph 3: The meeting schedule is publicly available.

Paragraph 4: The meetings will have a closed nature. The Secretary will be responsible for the minutes of the meetings.

Paragraph 5: The minutes will be approved in the first, subsequent meeting, if necessary after any required corrections have been made. The approved minutes are confidential.

Paragraph 6: If this is deemed desirable, the committee may grant the researcher who submitted the project and/or the person(s) under whose leadership the project is to be executed the opportunity to provide the meeting with more details.

Paragraph 7: If necessary, the committee will consult with other scientific advisory committees of other universities and/or Utrecht University, such as the Scientific Integrity Committee.

Article 13: Documentation

Paragraph 1: The Secretary is responsible for the systematic storage of the committee's documents. A file will be prepared for every application, in which all the documents and information pertaining to the application, assessment, etc. will be included. The files will be retained in conformity with the Netherlands Code of Conduct for Academic Practice (VSNU).

Paragraph 2: Direct access to the documentation will be limited to the Chair and the Secretary.

Paragraph 3: The Secretary is responsible for the adequate safeguarding of the stored documentation.

Article 14: Annual report

Paragraph 1: The committee will report annually on its activities in the preceding calendar year.

Paragraph 2:   The Secretary will send a copy of the annual report to the Board.

Article 15: Complaints procedure
The committee will further elaborate the provisions of Chapter 9 of the General Administrative Law Act (*Algemene Wet Bestuursrecht; Awb*) in order to provide for an internal complaints procedure. In the first instance, an objection may be lodged with the committee and in the second instance with the Board.

Article 16: Concluding provisions
Paragraph 1: These regulations may be amended by a two-thirds majority of the votes cast by the committee members, after which the amendment must be submitted to the Board for approval.

Paragraph 2:   The Chair, Secretary as well as the members of the committee may make proposals for amendment.

Paragraph 3:   In cases not provided for by these regulations, the Chair and Secretary will decide in consultation with the committee.

These regulations were determined by the Faculty Board without amendment on June 13, 2017.

25. USG Standard Declaration Academic Independence and Integrity

Appendix integriteit en onafhankelijkheid 2ᵉ en 3ᵉ geldstroom onderzoek USBO

Versie 10 sept 2019

USBO betracht wetenschappelijke onafhankelijkheid en integriteit bij 2ᵉ en 3ᵉ geldstroom projecten als een essentiële voorwaarde. Als uitgangspunten daarvoor hanteren we de verklaring van wetenschappelijke onafhankelijkheid' (KNAW,2005) voor het borgen van de onafhankelijkheid van 2ᵉ en 3ᵉ geldstroom onderzoek.

De op ons onderzoek van toepassing zijnde punten van de *KNAW verklaring van wetenschappelijke onafhankelijkheid* luiden als volgt:

- De opzet van het onderzoek wordt niet toegespitst in de richting van een eventueel door de opdrachtgever gewenste uitkomst.
- Bij voorkeur formuleren opdrachtgever en opdrachtnemer gezamenlijk (het doel van) de opdracht.
- Beloningen en andere blijken van waardering zijn nooit afhankelijk van de uitkomst of interpretatie van het onderzoek.
- Wetenschappelijke onderzoekresultaten kunnen gepubliceerd, gerapporteerd of anderszins gepresenteerd worden door de onderzoekers ongeacht of ze gunstig of ongunstig zijn voor de opdrachtgever.
- De wetenschapsbeoefenaar heeft steeds de vrijheid de bevindingen binnen een nader aangeduide redelijke termijn te publiceren; daarbij is twee maanden redelijk te achten en zes maanden in het algemeen het maximum (te rekenen vanaf het moment van levering van de eindresultaten aan de opdrachtgever).
- Externe financiers van uitgevoerde opdrachten en/of andere sponsors worden met name genoemd in publicaties en bij andere vormen van openbaarmaking.
- Relevante belangen c.q. adviesrelaties van de onderzoeker(s) worden vermeld in publicaties en bij andere vormen van openbaarmaking.

26. LEG Research Data Management Policy

Research Data Management Policy at Faculty of Law, Economics and Governance (LEG)
This document has been establisched by the BoS meeting of 11 september 2019.
Version 13 August. (Adpted after advice for LISM Stijn Hoogervorst and Research Data Managementconsultant Iza Witkowska

Premises
The goal of this policy document is to introduce the general requirements of data management and specific requirements and guidelines for researchers at LEG. All researchers are obliged to take good care of their research data through data management, which allows for proper storage and handling of research data. Special attention is required for research with privacy-sensitive and / or security-sensitive data.

Law and regulations
In the last few years, a number of laws and regulations have been introduced in the Netherlands and the EU that have a material impact on how researchers should handle research data. These include the Utrecht University **Policy Framework** for Research Data, the **Netherlands Code of Conduct for Research Integrity,** and the requirements for privacy- and security-sensitive data as stated in the **General Data Protection Regulation** (GDPR). Additionally, UU and LEG aim to operate at the forefront of **Open Science** and towards FAIR principles (Findable, Accessible, Interoperable, Reproducible). These two approaches will increase visibility and impact of the researchers and their research.

What is FAIR?
Please, note that FAIR doesn't necessarily equal Open Science or publishing of data. For the purpose of this document, the FAIR principles are defined as follows:
  - **Findable** means making data and metadata discoverable for others preferably within computer systems.
  - **Accessible** stands for storing and preserving data in a way that they can be easily accessed and/or downloaded with well-defined access conditions, whether at the level of metadata, or at the level of the actual data content.
  - **Interoperable** means that data and metadata should conform to recognized formats and standards to allow them to be combined and exchanged.
  - **Reusable** stands for making sure that data is ready to be used, replicated and/or combined in future research.

What is a research project?
For the purpose of this document, the definition of a research project includes projects gathering and using empirical data within the UU, whether or not it aims at publishing the work in a book, book chapter, academic journal, data journal, report and advice or public (data) repository. This applies to researchers and research master students.

What is research data?
Research data includes any source or information material used within research that leads to the results of the research project. It can, therefore, be qualitative and / or quantitative in nature and may include audio files, video files, interview transcripts, data spreadsheets, literature references, text documents, books, programming- / software- / analysis scripts, theoretical modelling scripts, etc. Any material or source that is required to reproduce the research falls under research data and data management.

Two main types of research data can be identified: primary and secondary research data. <u>Primary research data</u> are data generated by the research group itself by means of surveys, interviews, experiments, field research, simulations, theoretical modelling, etc.. <u>Secondary research data</u> are data collected by a third party, including institutions that specialize in data collection (e.g., CBS, ECB, Thomson Reuters).

General Requirements for proper data management

Every research project carried out by LEG researchers should respect minimum standards in terms of data management and implies that:

- Researchers write a <u>Data Management Plan</u> (DMP) for the project before the project starts. The DMP helps researchers plan storage needs, data security issues, data archival requirements, and privacy risks. Researchers are encouraged to use the <u>UU template</u> for the DMP, which is also available via the web- based tool <u>DMPonline</u>. The DMPonline tool guides a researcher through the DMP sections with explanations and general examples.
- <u>Yoda</u> is the LEG default research data storage and management solution developed within the UU. Researchers and research master students who work with sensitive data should use Yoda for their data storage. The costs of Yoda will be absorbed by the faculty. For other research projects, the use of alternative solutions (i.e. One-Drive, O- or U-drive) is allowed but should be motivated. Data should be stored digitally whenever this is possible. Local storage of data for analysis purposes is allowed with the necessary precautions (see Privacy and Security).
- Proper data management is needed also to make sure that:
  - o a research project is not jeopardized simply because one of the members abandons the research team;
  - o every LEG researcher involved in a specific project is able to verify which version of a dataset and which version of the code written to analyze data were used to produce the results presented in a (published) paper;
  - o all research data is securely stored and backed-up so that device theft or breakdown (computers, USB devices, etc.) does not result in loss of the data;
  - o research data is still findable, accessible, interoperable, and reproducible (FAIR) for10 years time.

Data management guidelines for primary and secondary data

Primary research data.

- The research data needs to be organized in a proper <u>folder and file naming structure</u> which allows the identification of the type of information enclosed in the specified folder or file. A general folder structure could include the folders: Data, Analysis, Literature, and Results. The folder structure will differ per project.
- Raw data should be safely stored in a unique master version and stored in a separate folder with restricted access as soon as they are collected and validated by the research group. Raw data is the research data initially gathered before combined, reshaped, adjusted, etc., for actual analyses.
- Subsequent official master versions of the dataset (e.g., the merged and reshaped dataset putting together primary raw data to perform analyses) should be created and stored on Yoda in correspondence to specific milestones. Versioning can be used to officially identify different versions of a dataset.
- Primary research data can often be privacy- and security-sensitive. When this is the case, researchers should comply with the security requirements illustrated below (at Privacy and Security).

- When a storage solution other than Yoda has been agreed upon that is not under UU management, the researcher is responsible to back-up the data as recommended by RDM support.
- Researchers carry the full responsibility when sharing their data with external contacts. When data is being shared before publication or high sensitive information is shared with external contacts, a data transfer or data processing (or both) agreement needs to be set-up and signed by both parties.

Secondary research data.

- If the third-party data owner allows for archiving of the data, this should be the preferred option. Archiving the data is not required when this is not allowed and/or when the same data can in principle be recovered at any point in time by someone (within and outside the UU) with access to the original source (e.g., a valid account).
- When data is allowed to be stored, the same principles as with primary research data apply.
- Even if the actual data cannot be stored, researchers should always store the code used to analyze the data and the code used to extract the data (or a data description detailed enough to allow in principle a recreation of the analyzed dataset in the same way).

Privacy & Security

Personal data is any information relating to an identified or identifiable natural person (data subject). This means information directly about someone or traceable to this person. E.g. names, ID number, location, IP-address, physical characteristics, economical characteristics, cultural characteristics, etc.

Personal sensitive data is data consisting of racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, genetic data, biometric data, data concerning health or data concerning a natural person's sex life or sexual orientation. Processing of this personal (sensitive) data shall be prohibited, except for specific purposes and under certain circumstances. Research is one the possible exceptions that allows processing of special personal data. E.g. Personel data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning health or data concerning a natural person's sex life or sexual orientation.

Personal (sensitive) data, regardless of whether they are used for a research project as defined in this document or not, are subjected to the GDPR. Researchers themselves are responsible for properly handling personal (sensitive) data during and after the research project. This type of data requires extra care and the following six principles of the GDPR apply: lawfulness, purpose limitation, data minimization, data accuracy, storage limitation and integrity & confidentiality.

- Whenever LEG researchers are about to process personal (sensitieve) data for their research need to make sure that their initial DMP carefully covers how they intend to handle the personal (sensitieve) data. In particular, a Data ProtectionIimpactAassessment (DPIA) should be carried out. This requirement is not required for cases where the third-party owner of the data maintains full control over them at every step of the process and ensures the safe and secure storage of the data. CBS data are a typical example of this.
- Researchers and research master students who work with personal (sensitive) data should use Yoda for data storage.
- Researchers are strongly advised against keeping copies of personal (sensitieve) data stored locally (including portable devices) or on cloud storage systems different from Yoda. If storing data locally on your PC is needed at a certain point (e.g., to analyze the data), researchers should make use of a type of encryption. Researchers can make use of the UU available software BoxCryptor.
- The researchers should understand that third party storage and sharing solution may not have their

servers within the EU and, therefore, is not (or may not be) GDPR compliant (allowing data to possibly be leaked or unwittingly shared).

- Anonymize the data as soon as possible in the research process and only store anonymized data. The GDPR does not apply to anonymized data.
- If personal (sensitive) data must be retained, for example because potentially needed in the future, a key- file mapping subjects to pseudonymized data should be preserved safely and in a separate folder with restricted access.
- Researchers should not travel with unencrypted personal (sensitive) data. Researchers should be aware that encrypted data are illegal in a number of countries (e.g., China) and that some countries may require you to give access to devices and data at for example at airports (such as the United States).
- It is not allowed to share personal (sensitive) data with contacts / researchers who are not (joint) controllers of data unless a data transfer agreement or data processing agreement (or both) is signed and present.
- When personal (sensitive) data is collected, informed consents are necessary of the participating subjects. The degree of information provided and type of consent that needs to be given, depends on the type of information gathered. However, a data transfer and processing agreement should be present if / in case of??.

Data ownership and reuse rights

- Utrecht University retains ownership rights of the research data created by researchers of Utrecht University, unless otherwise agreed upon. The researcher has the primary responsibility for management and quality of the data. The researcher is allowed to hold a copy of the research data, unless otherwise agreed upon.
- A researcher should clarify who the copyright holder of the datasets is, especially when existing data is used or when there is a collaboration with external parties. Copyrighted output from research could include spreadsheets (and other forms of originally selected and organised data), publications, books, reports and computer programs. Consult the Copyright Information Office for more information on copyright on publications and books.

Publishing

The Open Science Program of Utrecht University Research promotes sharing data and making research data accessible for other rearchers and third parties. Research data can be published openly or with restricted access, or metadata can be published without publishing the actual research data. However, researchers will retain full discretion on whether to make their work publicly available, available upon request, or not available. It is advised to always describe metadata of the research and make it publicly available (only access to the metadata, not the data itself) to improve findability and impact of the research and improve career statistics. Please remember that:

- Personal research data can never be published in its original form. Personal data needs to be anonymized or aggregated before data can be published.

Publishing can be done easily in Yoda. Upon publication in Yoda, research data and /or metadata will receive a Digital Object Identifier (DOI) and consequently be findable by other researchers through search machines and data search engines (such as DataCite).

Picture of the Skyscraper by StudioKCA (Jason Klimoski and Lesley Chang)
A huge whale, made of five tons of plastic from the Pacific Ocean, jumps out of the Catharijnesingel in Utrecht, in front of TivoliVredenburg. The Skyscraper serves as a statement against the huge volumes of plastic waste polluting the world's rivers, seas and oceans. At the initiative of Utrecht University's Faculty of Law, Economics and Governance, the Skyscraper was brought to Utrecht and during the first half of 2020 events and lectures were organized to draw attention to this topic.