



Strategic plan 2016–2020





Contents

Foreword	3
----------	---



Chapter 1	
On track in a changing world	5
The university's mission	6
Where does the university currently stand?	6
What challenges does the university face?	8
What characterises our university?	10



Chapter 2	
Education for a better future	13
What characterises our university?	
Vision for education	14
Ambitions	14
In 2020	16



Chapter 3	
Impact of research and innovation	19
Vision for research	20
Ambitions	20
In 2020	21



Chapter 4	
A resilient, ambitious and innovative community	24
Vision for the organisation	25
Ambitions	25
In 2020	26

Colophon	30
----------	----





proofed our educational model, strengthened the focus of our research and enhanced its societal impact by creating strategic themes and research focus areas. We have created an organisation which provides better support for researchers and lecturers in their valorisation and research activities. In this plan, we continue to build upon these results, intensifying our efforts in a number of specific areas. The key challenges over the next few years will be to create an organisation where staff are happy and successful in their work, and where students are able to realise their full potential.

We hope that this plan will be a source of inspiration for the entire university community. With a joint effort, we will be able to contribute to a better future.

Executive Board

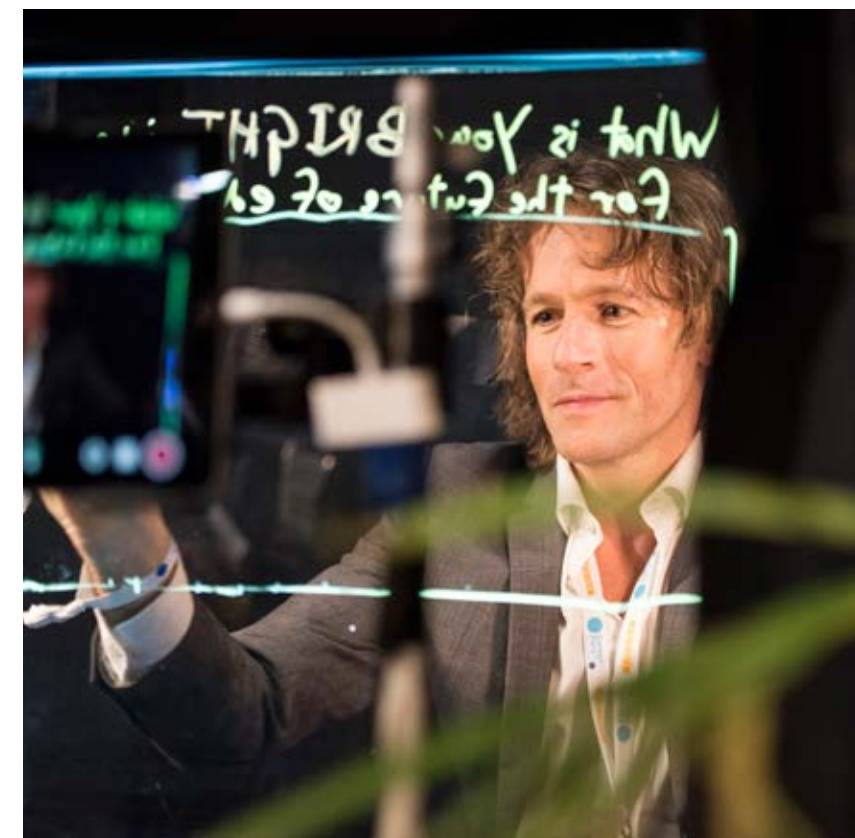
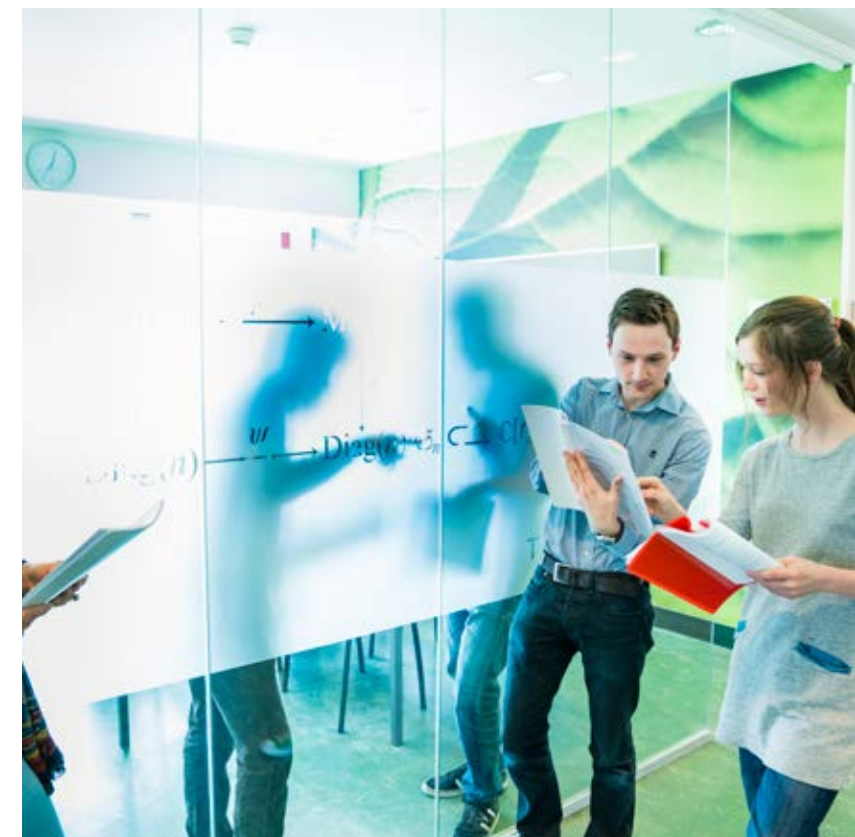
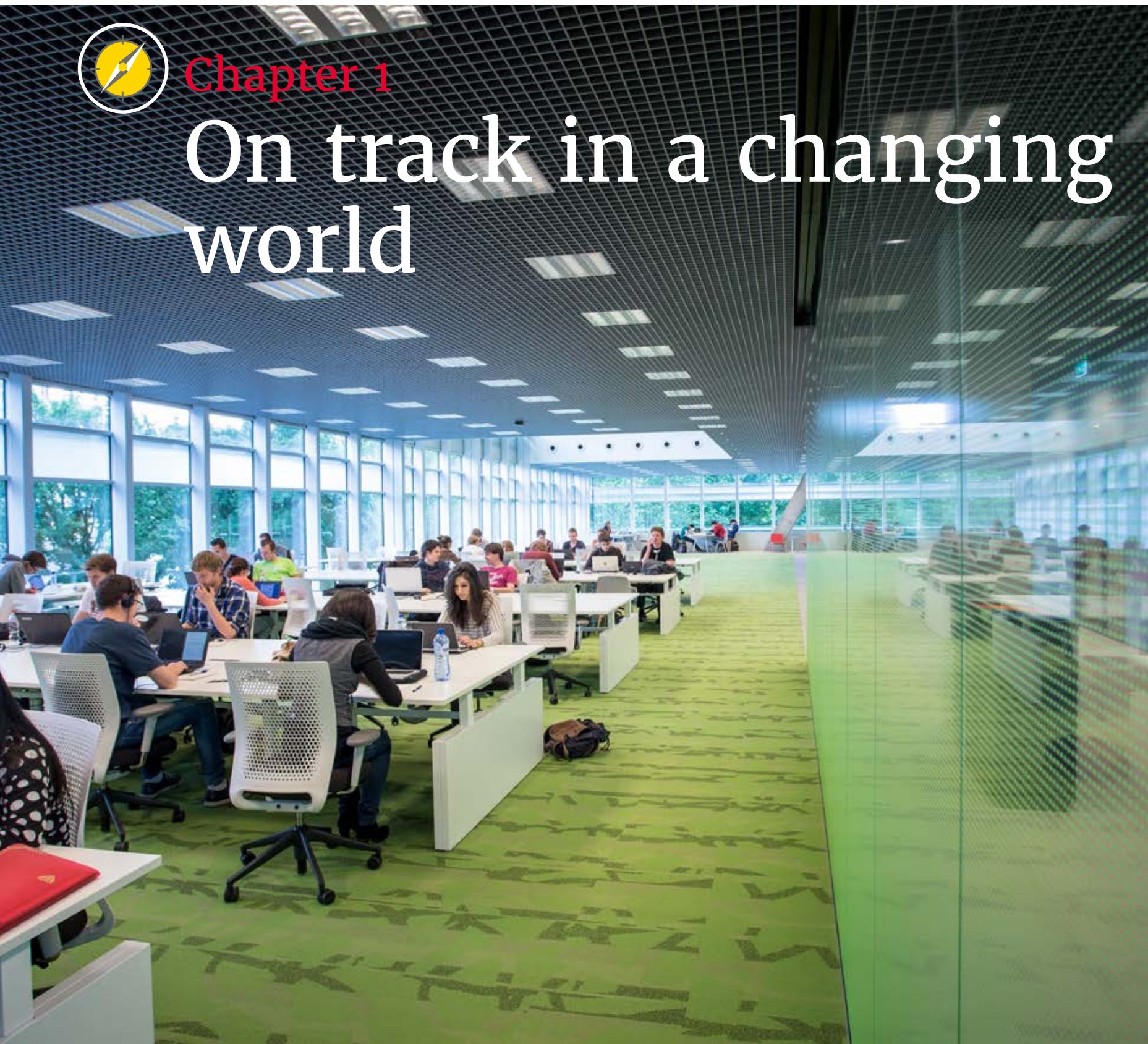
Marjan Oudeman
Anton Pijpers
Bert van der Zwaan





Chapter 1

On track in a changing world





The university's mission

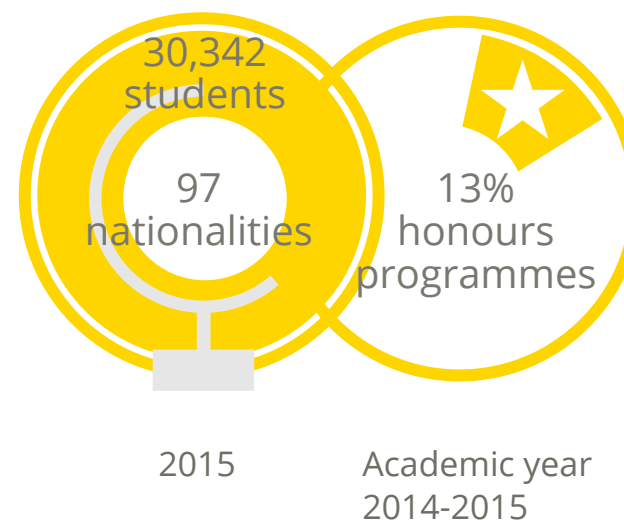
Utrecht University is working to contribute to a better world. Our graduates have the knowledge and skills to make a substantial contribution to society. Our research is ground-breaking and focused on solving major global issues. Our collaborative culture fosters innovation, new insights and societal impact. The core values of ambition, inspiration, commitment and independence form the basis of our university community.

Where does the university currently stand?

Utrecht University has achieved a great deal in recent years:

Innovating the Utrecht educational model

We have future-proofed the Utrecht educational model by renewing our Bachelor's and Master's programmes. We offer so-called matching events for secondary school students where they can discover whether a particular degree programme matches their expectations. The Master's programmes have been renewed in order to better prepare students for the labour market and to offer them an international perspective. Our sound financial position has enabled us to invest in more lecturers. We have set up a teaching fund to promote innovative teaching, and we have launched the Educate-it initiative to help lecturers develop blended learning programmes.



Educate-it

'In my course, watching knowledge clips definitely goes hand in hand with getting higher marks,' says Sebastiaan Steenman, Assistant Professor in the university's School of Governance.

Utrecht University's Educate-it programme helps lecturers make their teaching more innovative and blended. A team of specialists provides lecturers with technical and educational support in the use of IT. With, amongst others, do-it-yourself studios for recording knowledge clips and 400 laptops for digital testing, the infrastructure has also been improved. The programme utilises knowledge that is present within the university: IT students build a digital learning environment for the future, Education Science students research learning impacts and professors provide the scientific basis for the results. All faculties have been working on a faculty Educate-it programme since 2015.

Gert Folkers, Assistant Professor of Chemistry, has this to say about one of his educational innovations: 'I was looking for a way to make my teaching more efficient and wanted students to learn as independently as possible.'





Number of study spaces (2015)



Strengthening our research focus

We have generated focus in our research and reinforced the connections between research and societal issues. An interdisciplinary approach is key, because we believe that solutions to societal issues are most likely to be found through close collaboration between disciplines. We have invested in talent and in research infrastructure. We have increased support for researchers in their research, valorisation and entrepreneurship. The university works closely with University Medical Centre Utrecht (UMCU), and has made significant progress developing strategic partnerships, amongst others with Eindhoven University of Technology and the Royal Netherlands Institute for Sea Research (NIOZ).

Innovative, sustainable operations

In recent years we have worked on improving support processes. We have invested in better and more modern IT facilities and more study spaces. We have modernised a large number of teaching areas. We have professionalised the research

support offices and valorisation support. We are accelerating the introduction of sustainable business operations.

In taking these measures, we have built a solid foundation. We are financially sound. Study success rates are high. Our researchers are successful in national and international grant programmes. The European Commission has designated the Utrecht region as the most competitive region in Europe, and UtrechtInc is in the European top ten of scientific incubators.

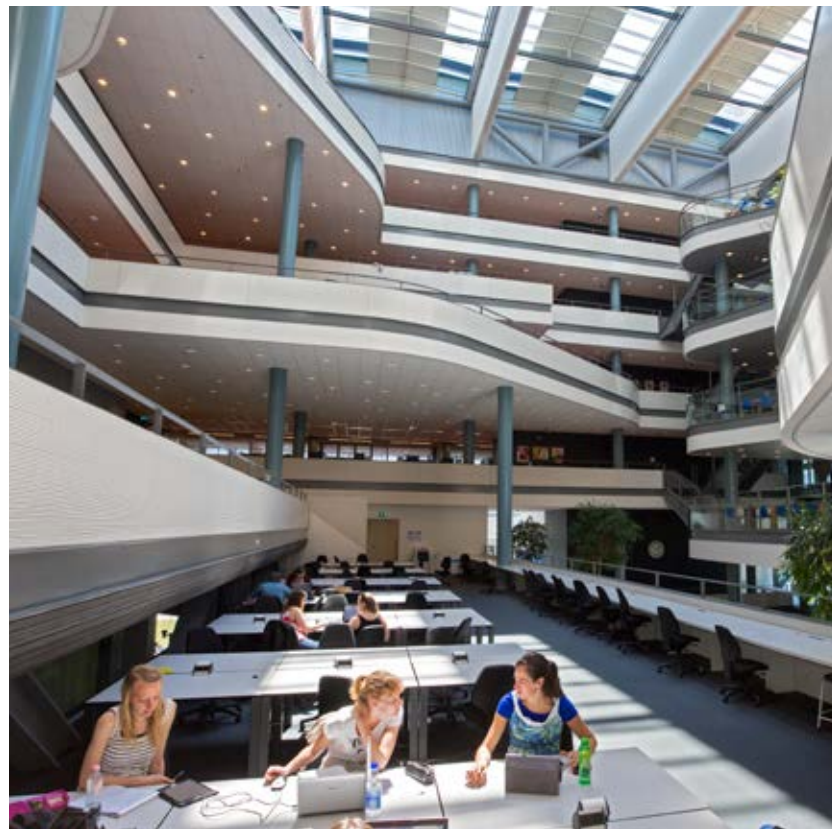
As a result, Utrecht University is in an excellent position to pursue the course we have set ourselves. At the same time, the world around us is changing, which brings us new challenges.



National Centre for One Health tackles antibiotic resistance

Researchers from Utrecht University, UMC Utrecht and Wageningen University and Research Centre have taken the initiative to concentrate expertise in the field of antibiotic resistance in one place. To this end, a virtual research centre involving a number of different Dutch knowledge institutions has been set up under the name Netherlands Centre for One Health (NCOH). The research centre conducts multidisciplinary research into disorders which occur as a result of the interaction between humans and animals, amongst others into all aspects of antibiotic resistance, ranging from fundamental and epidemiological research to clinical studies. Marc Bonten, Professor of Molecular Epidemiology of Infectious Diseases at UMCU: 'NCOH combines the expertise of Dutch knowledge institutions in order to find joint solutions to the ever greater problem of antibiotic resistance. In individual fields, Dutch researchers are already at the top of their game worldwide. By collaborating even more intensively and integrating lines of research, we expect to be able to achieve breakthroughs which could solve this complex problem.'

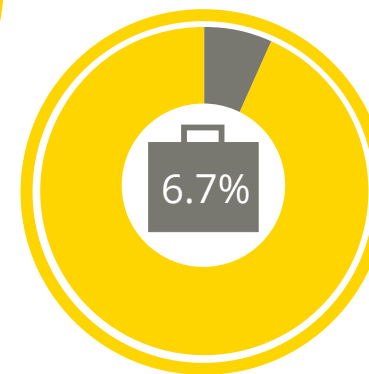
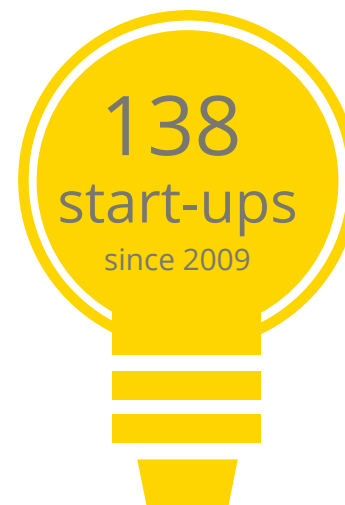




What challenges does the university face?

The world around us is changing. Shifts in the balance of economic power worldwide and developments in technology create an ever more competitive playing field, not least for academics and knowledge institutions. Developments in the field of digitalisation are changing the landscape of teaching and research. Society expects academics to find solutions to major global issues such as climate change, an ageing population and migration. Society is also placing increasingly higher demands on our transparency and financial accountability.

In the near future, the student population will change: there will be fewer Dutch students but there will be a significant increase in the global demand for higher education. In addition, the demands of students themselves are also changing: there is an increasing need for lifelong learning and for different methods of teaching. The advent of open and online courses has dramatically changed the educational landscape. In the field of research, government intervention is increasing, as is competition for external funding. If we are to retain a strong position in indirect and contract funding, strategic partnerships and excellent support for researchers will be essential.



6.7% of students take part in entrepreneurship programmes (academic year 2014-2015)



Future Food Utrecht: bright food solutions, better life

Rens Voesenek, Professor of Plant Ecophysiology: 'By integrating fundamental knowledge from different fields of study, we try to contribute to new solutions for a sustainable, healthy, acceptable and accessible food supply for future generations.'

The interdisciplinary Future Food Utrecht community is comprised of researchers from seven faculties. Bringing together biologists, pharmacists, psychologists, urban geographers, (veterinary) medical practitioners, linguists, ethicists and economists leads to new, innovative and interdisciplinary solutions throughout the food chain.

The complexity of worldwide food issues requires leaders who take an interdisciplinary approach in government, industry and knowledge institutions. The aim of the Future Food Utrecht community is to educate these future food experts. Together with partners from the business community and social organisations, the researchers are keen to derive economic and social benefits from fundamental knowledge through innovative and interdisciplinary solutions.

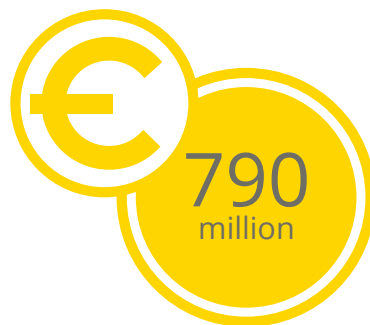




Our strategy is also informed by government policy. In 2015, for example, the government published three documents that are fundamental to the policy for teaching and research in the Netherlands: the Strategic Agenda for Higher Education, the Vision for Science and the National Science Agenda. European policy, and the development of the European framework programmes in particular, is also key to the university's strategy.

If we want to continue our success as a university, we must respond to these developments. We want students to keep choosing Utrecht University because a degree from Utrecht has significant added value. We want talented researchers, lecturers and support staff to keep choosing us as an employer. And we want to remain attractive for partners, both within the Netherlands and beyond. We will set course for close consultation with the representative advisory bodies.

2015 revenue





What characterises our university?

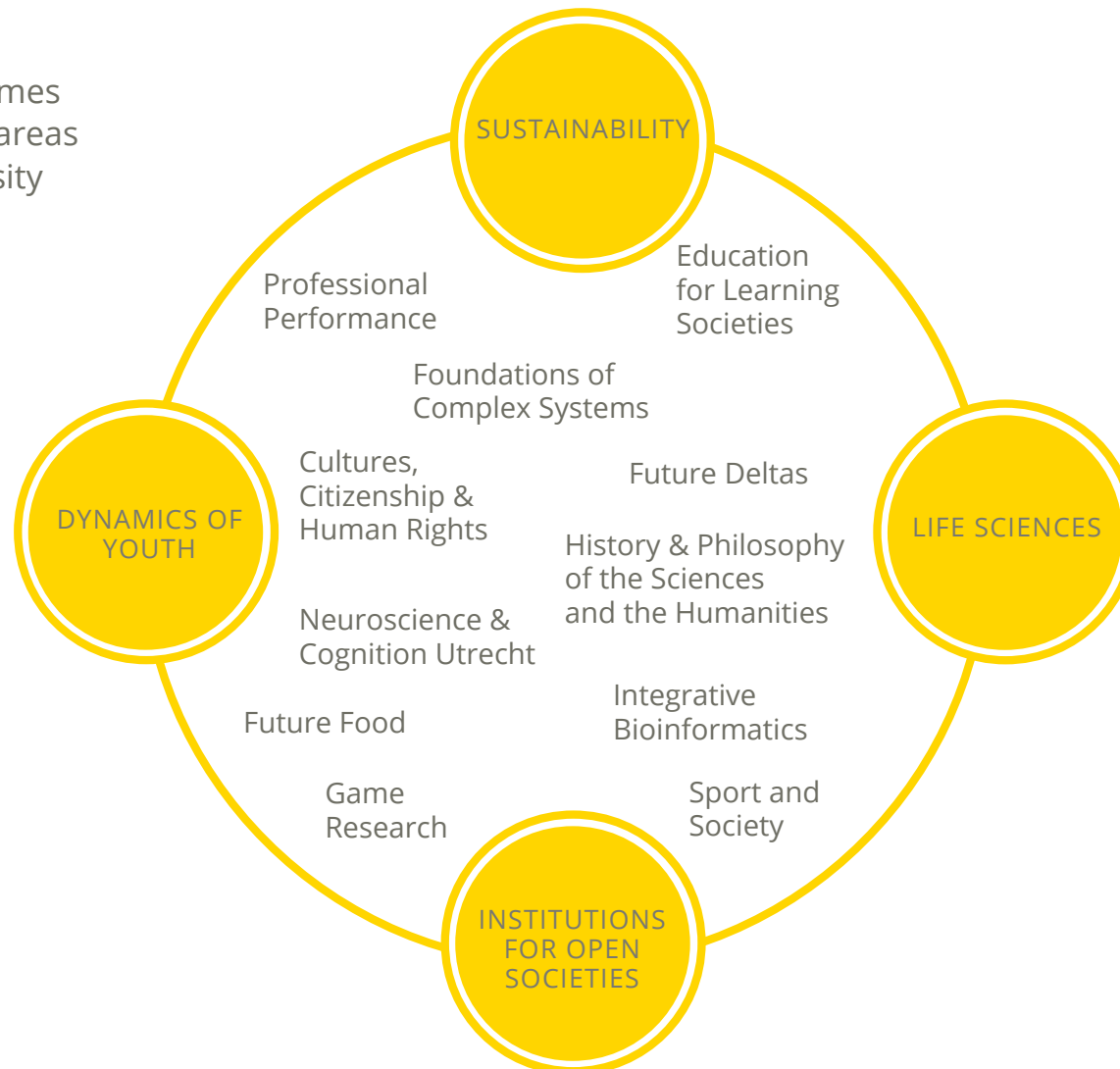
Interdisciplinary education and research

Utrecht University has a culture of cooperation. Our students are challenged to look beyond their own discipline and to gain experience in interdisciplinary issues. Our researchers collaborate in interdisciplinary contexts, while maintaining a strong base in their own discipline. Interdisciplinary research within the university is focused on four strategic themes which relate to societal challenges:

- Dynamics of Youth
- Institutions for Open Societies
- Life Sciences
- Sustainability

In addition, eleven focus areas constitute a fertile environment for new collaborations. On the interface between strategic themes and research focus areas, new interdisciplinary initiatives arise.

Four strategic themes and eleven focus areas of Utrecht University





Personal contact and close-knit communities

Communities play a crucial role within Utrecht University. The community of students and staff offers students a personal and activating learning experience, where possible in small groups. Interdisciplinary communities are a key feature of our research, both in the research focus areas and the strategic themes. And the community concept is central to the design of our buildings and our three campuses (in the city centre, the international campus of University College Utrecht, and Utrecht Science Park). Partners such as the UMCU and other partners at Utrecht Science Park are highly involved in this. This ensures that the university has a strong and meaningful presence in the region.

Solving global challenges

By educating students, doing ground-breaking research and ensuring that our research has impact, Utrecht University contributes to solving global challenges. We provide students with skills which enable them to play a part in solving the challenges facing society. The dynamics in the labour market ensure that students must be prepared for lifelong learning. We conduct our research in close collaboration with businesses and social organisations, which allows the results of fundamental research to be used in practical applications. We operate within a network of national and international knowledge partners such as Eindhoven University of Technology, the League of European Research Universities (LERU) and a tripartite collaboration with the University of Toronto and the Chinese University of Hong Kong.

An international university

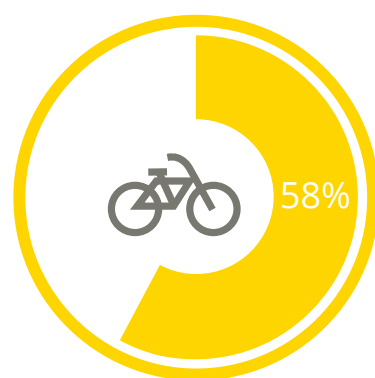
Utrecht University is an international university: a versatile community characterised by diversity of students and staff. Students need an international orientation in their degree in order to be able to perform well in a globalised labour market. Our researchers are looking to solve global problems and therefore enter into partnerships worldwide.



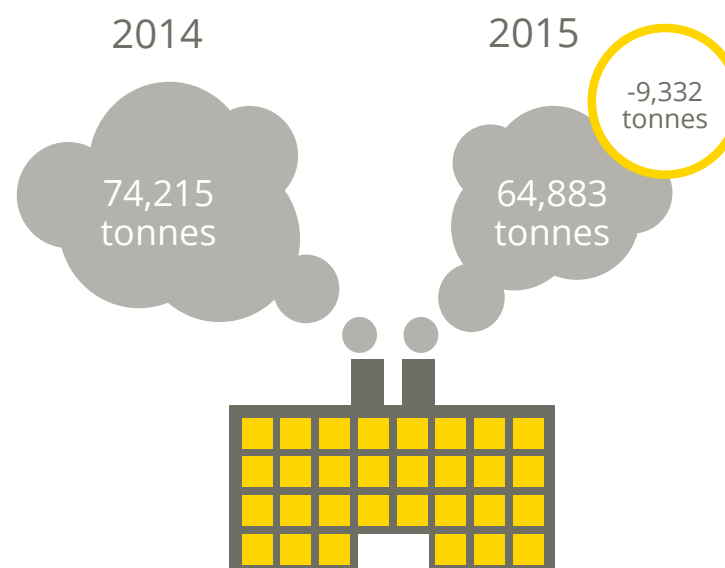


A sustainable university

Utrecht University puts sustainability at the heart of its core tasks and its business operations. Under the strategic theme Sustainability, Utrecht University has a unique combination of expertise in both social and natural sciences, which makes it ideally placed to contribute to the transition to a sustainable society. The university is keen to contribute through its teaching and research, but also strives to be a source of inspiration in terms of its operational management approach. Our objective is for our business operations to be fully CO₂ neutral by 2030.



Number of staff who cycled to work in 2015



Reduction in CO₂ footprint





Chapter 2

Education for a better future





Vision for education

The university educates students to be optimally prepared for the uncertainty and complexity of today's and tomorrow's society. Today's students are tomorrow's leaders: they determine the direction in which society will develop, for example as doctors, engineers, teachers or researchers. They are expected to take a leading role in solving the grand societal challenges. This requires not only sound specialist knowledge but also skills which enable them to collaborate beyond their own specific fields and cultures. In addition, it requires leadership, entrepreneurship and the capacity to continue to learn.

Ambitions

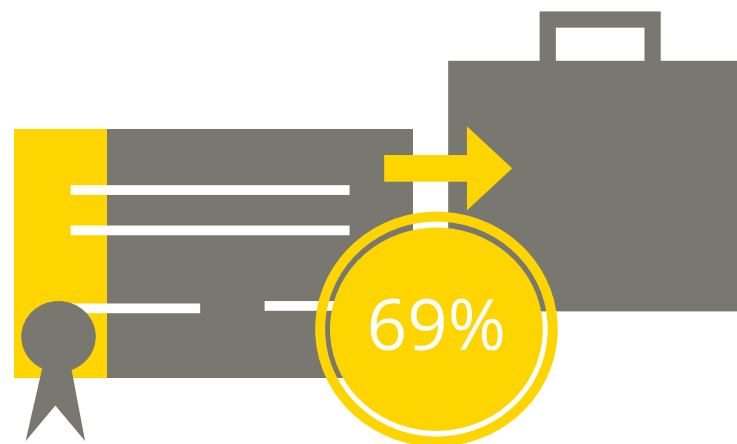
In recent years we have made a number of significant innovations in our educational model. The main focus in the next few years will be to continue to build upon the results achieved, and to intensify our efforts in a number of areas: a broad education, preparation for the labour market, an international curriculum and digital learning resources.

The integration of teaching and research remains at the heart of the Utrecht educational model. Small-scale, intensive teaching, commitment and the creation of communities will also remain key principles, since they contribute to students' academic success.

By 2020 students will have more opportunities to personalise their curriculum. In addition to a



solid background in a specific discipline, Utrecht University's programmes will enable students to acquire a broad range of academic, cultural and personal skills.



69% of alumni secure a job at academic level within 2 years of graduation (2015)

Teaching Academy Utrecht University

The Educational Leadership programme run by the Centre of Excellence in University Teaching started back in 2001. Utrecht University's aim in taking this initiative was to give high-calibre lecturers the tools to take up a leading role within education. Since then, 185 lecturers have completed the course. In 2012, participants in the eleventh year of the programme took the initiative of setting up the Teaching Academy Utrecht University (TAUU). TAUU is a network for and by all lecturers of Utrecht University. It is a place where lecturers can meet, both online and in person, to share knowledge, acquire ideas and inspiration and develop joint projects. TAUU's mission is to improve the quality of university teaching by combining the experience and expertise of lecturers from different faculties.





All students, whether they are Bachelor or Master students, will be required to look further than their own specific field of expertise, university and country. They will gain experience with interdisciplinary issues, which will prepare them for a future beyond their degree in which they will have to work in a multidisciplinary environment. They will also work on personal development, for example by developing skills in (social) entrepreneurship, by participating in representative advisory bodies or by undertaking community services. Student organisations fulfil an essential role in this context.

Utrecht University graduates will be known for their social engagement. When they graduate, students will have acquired international and intercultural skills to succeed in the highly globalised labour market.

Utrecht University will offer students an inspiring and challenging learning environment. That means well-equipped campuses, modern (digital) learning resources and inspiring lecturers.

Students from a wide variety of backgrounds (in terms of gender, ethnicity, class, religion, sexuality etc.) feel welcome at Utrecht University. The diverse community of students and lecturers will enrich the academic debate and prepare students for their future role in a multi-faceted society. Lecturers have the skills required to teach and inspire a diverse population of students. Having a diverse staff population will offer students a wide variety of role models.

By 2020, Utrecht University will offer a distinctive and inspiring range of lifelong learning programmes. These programmes will be set up in response to the demand from alumni and professionals to keep up-to-date over the course of their career with insights from current research and its application in professional practice. The university will develop these programmes in close consultation with social partners.



Junior Summerschool

Primary school students at university? They are welcome at Utrecht University. Some 400 children, from Years 5 to 8, get hands-on experience with science during the annual Junior Summer School. They find out how the heart works, train their memories and learn how they can use money to make more money. The young researchers also visit the Botanical Gardens, where they research the wondrous world of plants, and the University Museum, where they examine various bones. The programme was developed by students and researchers from Utrecht University. The Junior Summer School is an initiative devised by Veterinary Sciences student Marianne Pouwer, who in 2014 won the prize awarded by the university for having made a special contribution to society.





Objectives to be achieved by 2020

A broad, interdisciplinary education

- Over the next few years we will focus on providing a broad range of academic, cultural and personal skills, including so-called 21st century skills: cooperation, communication, digital skills, problem-solving capability and creativity. We will invest in personal development. Every student will acquire experience of research from the first year of their undergraduate studies. We actively encourage students to be socially engaged and will assess their activities in this field. All students will become acquainted with sustainability issues as part of their curriculum.
- The university values enterprising students and offers them an stimulating environment. The Centre for Entrepreneurship, StudentsInc and UtrechtInc support students in their entrepreneurial ambitions.
- Students will be encouraged to choose electives outside their own study programme and faculty. Any constrictions will be removed. We plan to increase the opportunities for a flexible study plan for those students who are willing and able to take up this option.

Personal contact and close-knit communities

- Our educational practice will be small-scale and intensive, with regular feedback and close contact between lecturers and students. Our tutor system plays a key role in this. In recent years we have also invested in additional lecturers. And if, over the next few years, the necessary government funding becomes available, we will continue to do so.

- Utrecht University wants its students and staff to be actively involved in decision-making at all levels of the university. Programme committees play a crucial role in this. We plan to improve education and support for the representative advisory bodies. In consultation with the representative advisory bodies, we will experiment with new ways of increasing involvement in employee and student representation.



Engaged students visit minister

How do you get students involved in decision-making within the university? The suggestions of three student members of the Utrecht University Council attracted the attention of the Ministry of Education, Culture and Science. The students, Daniël den Brave, Rhea van der Dong and Dimphy van Erp, were invited to visit Minister Bussemaker. 'Students should help improve courses. And lecturers and programmes should be more open to criticism,' said the Minister. 'Not only in faculty councils and programme committees but also in an informal, accessible way: a student panel that reviews a course, interim reviews, post-exam drinks or an annual education day.'



A diverse and international community

- We will launch an initiative to increase the diversity of our academic community. This initiative will focus on the recruitment of students, the intercultural skills of students and lecturers and global awareness in our teaching.
- In order to attract more international students we will increase the number of Bachelor's and Master's programmes taught in English. We will develop tailor-made training and support for teachers to help them with the transition. They will thus acquire the necessary intercultural and linguistic skills to optimally cater to the international student body. We strongly encourage our students to spend part of their programme abroad. This means increasing the number of exchange opportunities and developing structured mobility. We will also use innovative digital modes to teach students international and intercultural skills. For those who do not go abroad, we will greatly expand the international learning environment. We will also increase long distance learning opportunities for international students.
- By 2020, the university will have an internationally competitive and relevant range of Master's programmes which reflect the university's research profile, offer scope for a flexible, interdisciplinary approach, and successfully attract international students. Every Master's programme will focus on preparing students for the labour market. PhD candidates will be supervised and trained in order to prepare them for an academic career and for career opportunities outside the academic world.



An inspiring, challenging learning environment

- We will provide a state-of-the-art digital learning environment and well-equipped classrooms. We will continue the Educate-it initiative which helps teachers innovate their teaching practice by incorporating blended learning and IT tools to engage students. By 2020, blended learning will be an integral part of Utrecht University's educational model. Where possible, we will provide open educational resources.
- By 2020, the university will offer an array of programmes aimed at lifelong learning, in line with the requirements of the labour market. The target group for these programmes are professionals who wish to acquire new skills and expertise.

Career Services

Educating students for tomorrow's labour market is a key objective of the renewal of our Master's programmes which started in 2012. Through guest lectures, authentic case studies and the acquisition of 21st century skills, students will be better prepared for the labour market. To ensure they are even better prepared, we launched Career Services in 2015. Amongst other things, career officers offer students career choice tests, training courses, CV checks and career events. From the outset, the activities of Career Services have generated a great deal of interest among both students and businesses.





- We will further expand our honours programmes and will establish a university Honours College as a central, physical location for university-wide, interdisciplinary honours programmes. This Honours College will act as a living lab for educational innovation.

Quality of lecturers

- We will continue to invest in professional training for lecturers and stimulate the appreciation for education among academic staff.
- We will establish a Centre for Academic Teaching for the professional development of lecturers. We will review the Teaching Fellow programme and significantly increase the number of Teaching Professors. We will also review the Basic and Senior Teaching Qualifications. We will consider expanding these qualifications by including an ongoing professional development programme which correlates to the demand for lifelong learning.



In 2020:



By 2020, the proportion of international students (Bachelor and Master) will be at least 10% (6% in 2015)

The proportion of students enrolled in an entrepreneurship programme will be 10% by 2020 (6.9% in 2014-2015)



Satisfaction of alumni with the extent to which their degree programme prepared them for the labour market: score of at least 6.5 (6.1 in 2015)

The appreciation among academic staff for teaching will increase (baseline will be set in 2017)

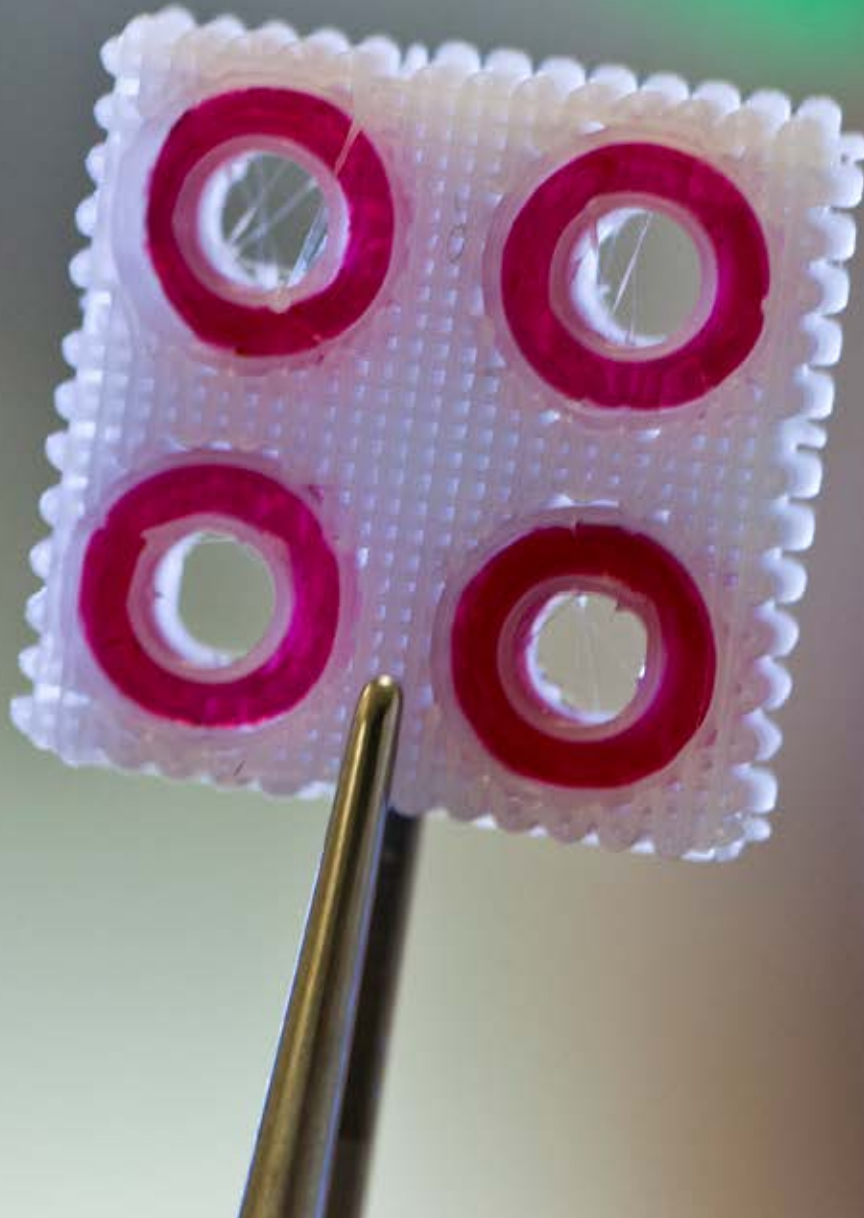


Proportion of lecturers with a Basic Teaching Qualification (BKO) and a Senior Teaching Qualification (SKO): 85% and 45% (in 2015: 76% BKO and 36% SKO)



Chapter 3

Impact of research and innovation





Vision for research

We find ourselves confronted with great societal challenges such as climate change, an aging population, and migration. These problems are all highly complex: they transcend national boundaries and continents. They cannot be solved one-dimensionally, but require a multidisciplinary approach. Scientific insights are indispensable in finding solutions. Scholars seek to cooperate closely with partners in government, business, society and other universities.

Fundamental research and applied research will each have their own role to play in this context. The high quality of Utrecht University's research and our many years of experience of interdisciplinary collaboration put us in a unique position to deliver this contribution

Ambition

In recent years Utrecht University has successfully invested in its strategic themes and focus areas, and in doing so has made a name for itself both nationally and internationally. Over the next few years we plan to continue our investments in this field. The university is proud of the high quality of its research and the strong interdisciplinary communities which have been created.

The strategic themes and research focus areas have established new links between disciplines, which has resulted in major scientific innovations. We have enhanced the societal impact of our research and our valorisation activities, and strengthened the interconnections between teaching and research.

Over the next few years we will ensure that the results of these efforts contribute to finding concrete solutions for the future. Fundamental research will serve as a basis and prerequisite for this.

The university brings together various partners in knowledge ecosystems in which knowledge users and knowledge providers create new ideas by sharing their expertise and perspectives. The university can rely on a strong network of national and international partners. This includes national partners such as Eindhoven University of Technology and Wageningen University and Research Centre, the University of Toronto and the Chinese University of Hong Kong but also companies, public organisations and a worldwide network of alumni.



ChildResearchCenter

How does a baby's brain develop and what role does environment play in this? Researchers from the Utrecht-based children's knowledge centre ChildResearchCenter Utrecht are undertaking long-term cohort research into the cognitive and social development of children in the province of Utrecht.

Chantal Kemner, Professor of Biological Developmental Psychology: 'Having a better idea of why a child develops in a certain way could really help us make a contribution to society.'

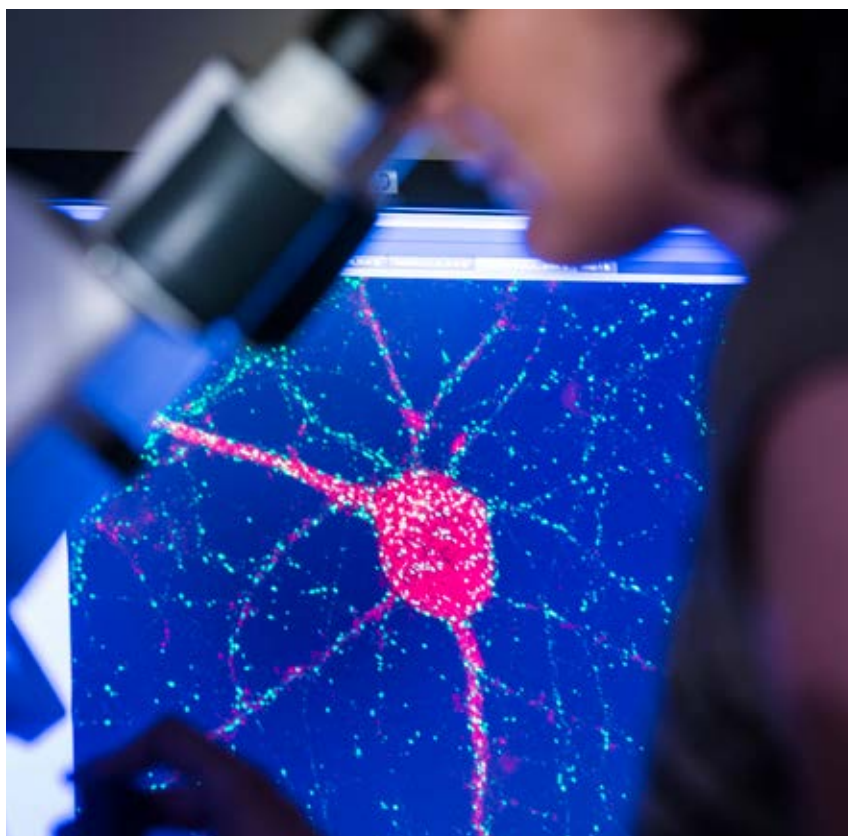
By offering practical insights to parents and other care-takers, the ChildResearchCenter, which is part of Utrecht University's strategic theme of Dynamics of Youth, is contributing to the healthy development of children into independent, balanced adults. The knowledge centre was made possible in part by a grant under the Government's Gravitation fund for innovative research.





Utrecht University values the various ways in which academic and non-academic staff contribute to these knowledge ecosystems. It values not only outstanding research, but also efforts to share the results of research with a broader audience, or enterprising scientists who use the results of research for a start-up, e.g. within UtrechtInc. The university values individual performance, but in the context of team performance.

Utrecht University aims to operate at the forefront of Open Science. The university is convinced that scientific research can contribute to better solutions to complex problems if knowledge is shared as widely and as quickly as possible. We will invest in the best scientists from the Netherlands and abroad and in excellent research facilities. By 2020 the proportion of international staff will have increased.



Objectives to be achieved by 2020

Interdisciplinary research

- By 2020, each strategic theme will have established one or more **interdisciplinary hubs**. In these hubs, interdisciplinary teams will work with national and international partners on solutions to major societal challenges. In these hubs, partners from government, the business community, science-based start-ups, social organisations and the knowledge sector will collaborate on campus in (temporary) project organisations. The integration of scientific research, innovation and valorisation will be a key quality of these hubs.
- The research within the strategic themes will be **among the best in Europe**. This will be evident



I-lab: interdisciplinary use of data

In 2015, I-lab, an online platform for the interdisciplinary use of data (collections), was launched under the strategic theme Institutions for Open Societies. This platform allows researchers to answer existing research questions in a new way. They can also devise new research questions and readily comply with (new) data management requirements. In the pilot, under the leadership of economic historian Dr Gerarda Westerhuis, historical data from listed companies was combined with business data and data from managers. That way, the researchers were able to establish links between the success of a business and the underlying formal and informal institutions, such as the management network and patents policy. Such interdisciplinary data analysis makes it possible to identify factors which would not be evident from a monodisciplinary approach.





not only from the scientific impact but also from the societal impact. Courses and projects on the strategic themes will be part of the curricula of our Bachelor's and Master's programmes.

A diverse and international community

- The university will be an attractive employer for **(young) domestic and international talent** from the Netherlands and abroad. The university will develop a three-part approach: identification of talent, support for and development of talent, and targeted career planning. The Research Leadership programme will be part of this initiative, as will the intensive supervision of researchers who apply for a grant. Career development opportunities will be discussed with successful grant applicants following the obtaining of the grant. Scientists who wish to spend a period of time abroad will be facilitated.

We will launch a **tenure-track programme** for scientists who have distinguished themselves both within Utrecht University and beyond. This will involve individual agreements on career development.

- Utrecht University will promote career diversity and will therefore recognise **public engagement activities, activities aimed at societal impact and entrepreneurship initiatives**. For both academic and support staff, these activities will be appraised in the same way as teaching and research activities. Team performance will be appraised in the same way as individual performance.



An inspiring, challenging research environment

- Utrecht University will make the results of its research **publicly available** in order to better disseminate and apply this knowledge. By 2020 our repository will grant access to all of the university's publications. Utrecht University's researchers will be part of **interdisciplinary communities** that share research data.
- The university will invest in **public engagement and the dissemination of the results of research to the public**. We will expand our activities for primary and secondary school students in a programme which builds on U-talent.



Healthy living environment with UtrechtInc

Utrecht University is investing in more sustainable start-ups. The result is a new sustainability initiative at UtrechtInc, which supports start-up companies which contribute to a healthy living environment from a social, societal and economic perspective. In 2015, the municipality of Utrecht rewarded this initiative with a grant from the Local Economic Fund.





Investments in 2014 and 2015 from the fund for research facilities



- Utrecht University will establish an **investment programme for research facilities**, in which both faculty and university investments are planned for a period of ten years ahead. We will combine research facilities in order to work more efficiently and effectively. To this end, the university will collaborate with partners at national and European level. The Research IT programme is part of this investment programme. A high-quality network, capacity for the storage of research data and facilities for high-performance computing are part of the Research IT programme.

Number of grants from ERC and Innovational research incentives scheme in 2015



In 2020:

60%

Co-publications with international partners: 60% of the publications will be with international partners (52% in 2015)

Co-publications with the business community or public organisations: 7.5% of the publications will be with the business community (6.9% in 2015)

7.5%

≥14%

Income from government funding allocated by NWO and KNAW: retention of a market share of at least 14%

Income from contract funding: income will increase by 10% (€231 million in 2015)

+10%

100,000

Number of visitors at public events: 100,000 visitors (86,000 in 2015)

Number of science-based start-ups: increase of 20% in the number of science-based start-ups (a baseline assessment will be carried out in 2016)

+20%





Chapter 4

A resilient, ambitious and innovative community





Vision for the organisation

In a constantly changing world it is important that the university is versatile, flexible, and able to respond adequately to change. The competitive playing field for knowledge institutions requires an organisation which is internationally oriented and staff who are given the responsibility and professional freedom to perform to their best. Utrecht University is an organisation where collaboration and trust are key and where staff and students are happy to work and study. The diversity of staff and students enriches the quality of the academic debate.

Ambitions

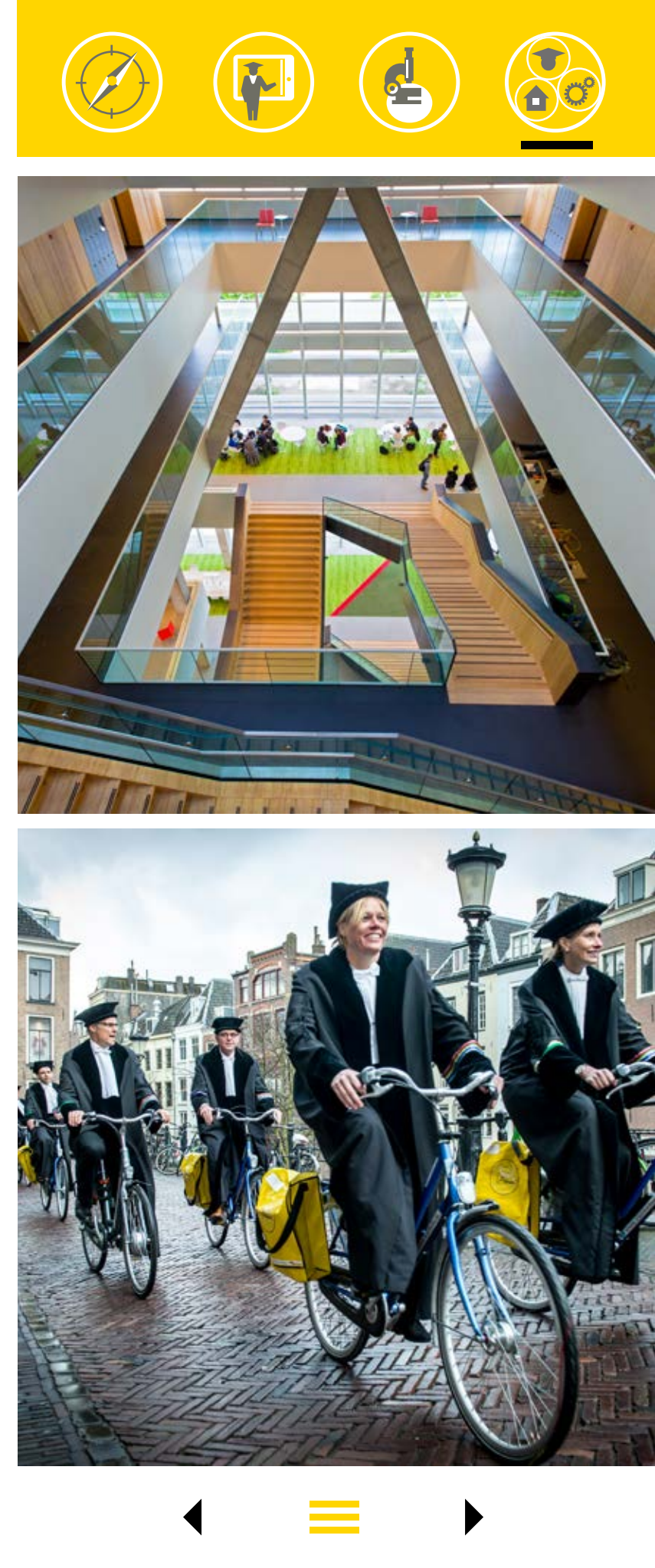
At Utrecht University, staff and students are united in their desire to make a contribution to a better world. We are outward looking and take an international perspective; we know what is going on in the world and what society requires of us. We know how to translate societal demands into our organisation and our actions. Our culture is based on trust. That means: respecting the professional autonomy of our staff and focusing on results combined with clear responsibilities. Fewer rules and less administrative burden, but also being accountable for what you are responsible for. To communicate and shape this vision, effective leadership is essential.

Community plays a key role within Utrecht University: the community of lecturers and students, of lecturers– within the Teaching Academy, for example – and of researchers in interdisciplinary collaborations such as the research focus areas and strategic themes. Our alumni are also part of this community. People feel connected to each other and to Utrecht University. The university is a multi-faceted community with a diverse student and staff population.

Our organisation is innovative and proactive and is characterised by a culture of improvement. Staff strive to develop themselves and to continuously improve the activities for which they are responsible. There is greater direction and coordination in the supporting processes in order to organise processes more effectively and efficiently.

Utrecht University is an attractive employer, where collaboration is key, people enjoy their work and there is room for individual talent to thrive.

The university is a network organisation which has links with knowledge institutions both in the Netherlands and abroad, with companies and organisations in the public and the private sector.





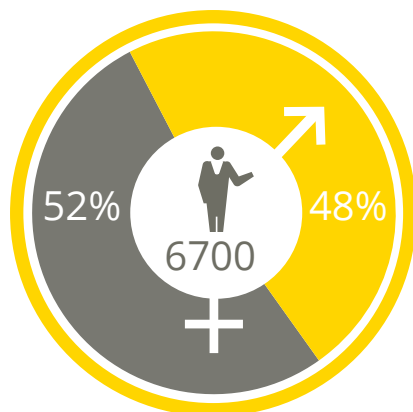
Objectives to be achieved by 2020

A diverse and international community

- In order to create a more **diverse community**, we will invest in intercultural skills for staff and students. We will also ensure that international staff and students are adequately supported and supervised and feel at home. Our recruitment and selection procedures will be open and transparent. Faculties and service departments will develop and realise objectives which are consistent with the university's overall aims in the field of diversity. To that end we will initiate a university-wide committee.
- We will intensify the current **internationalisation programme** and secure additional capacity to reinforce our international position. We will invest in bilingual services and facilities.

- Our alumni are part of our community. The university will intensify contacts with its alumni and, through a targeted alumni policy, will endeavour to involve its alumni in initiatives designed to ensure that its programmes are better tailored to the labour market, in developing a lifelong learning offer and in enhancing the societal impact of our research.
- The **campus** and the physical and digital infrastructure of the university will be designed in such a way that they support our ambitions of cooperation and community. The university's campus is an inviting place where students and staff are happy to spend time. Students are inspired to develop themselves to the fullest. Here, students, lecturers, researchers and partners from industry and other knowledge-intensive organisations can work together on solutions to societal issues.

Number of staff in 2015
(excludes Faculty of Medicine)



Ways of Working

The Faculty of Social and Behavioural Sciences is keen to help and encourage support staff to collaborate across the boundaries of departments and functional domains. To this end, the Faculty has launched the Ways of Working training and development initiative. Objective: (personal) development, cross-fertilisation, broad and flexible deployment, project-based working and future-proof professionalism. 'The faculty-wide meetings that have been organised have made it easier for us to locate each other and work together,' says one of the initiative's participants.





A resilient organisation

The organisation and processes are based on **trust**. In order to put this ambition into practice and to make ourselves more responsive, we will undertake a number of activities.

- The university focuses on **results** and **collaboration**. We will pilot the use of **function-based contracts**. Whereas the traditional employment contract is based on time, a function-based contract is based on results. This gives staff more autonomy to organise and structure their work. Performance reviews in which staff are assessed on agreed results form part of this approach.
- We will continue our efforts to **reduce regulation**: we will endeavour to eliminate unnecessary rules and reduce the administrative burden. At the same time, we will carefully monitor compliance with legislation and regulations. Wherever possible, procedures will be simplified and decision-making processes accelerated. Relieving pressure on staff and students is key in this regard, while at the same time taking account of efficiency and the common good.

The organisation strives for continuous **improvement**, of people and processes.

- We will focus explicitly on staff **development**. For this purpose, they may use specially allocated development days. The development opportunities presented in the UU Development Guide will be significantly expanded, based on the needs of the organisation and staff. Non-academic staff will gain experience in various locations within the university in order to broaden their knowledge and expertise.



In order to facilitate this, a **mobility programme** will be launched.

- In order to provide optimum support for our core tasks of teaching, research and valorisation, support staff will **work closely** with each other across the boundaries of faculties and organisational units. Support will be organised locally wherever possible and at university-level where necessary. To this end, each domain will draw up an action plan for the entire domain. The quality of all services will be reviewed on a regular basis.



Educational objectives converge in new teaching building

Small-scale, community-focused and with plenty of space for study and collaboration. The educational objectives of Utrecht University converge in the new teaching building for the School of Law which was delivered at the start of 2016. The building, which includes a number of different lecture rooms, lots of study spaces and a small canteen, is now the School's main teaching facility.





- The university will streamline the **administrative procedures** that are required to enable students to study and lecturers to teach. In this context, the interests of the lecturer and student will be key.
- Utrecht University will promote interaction, cooperation and effective informal **networks** within the organisation, so staff can coordinate better with each other and share best practices. We will make resources available to promote initiatives in this regard.

An innovative and ambitious organisation

- Utrecht University will build on existing **leadership programmes** and expand them where necessary. These programmes will focus on inspiring, connecting leadership and a culture of improvement.
- Utrecht University has high standards in terms of the **sustainability** of its operations and will therefore continue its Sustainability programme until the end of 2020. By 2030, the university will be fully CO₂ neutral.
- Utrecht University will intensify its **cooperation** with universities, companies and organisations, both in the Netherlands and abroad. With partners from the League of European Research Universities (LERU), we will establish structural



Difference in language development between Chinese and Dutch babies?

Does language develop differently in Chinese and Dutch infants? In order to research this question, Utrecht University and the Chinese University of Hong Kong joined forces. In 2014 they opened the UU-CUHK Joint Centre for Language, Mind and Brain, which takes an interdisciplinary approach by combining research from the humanities, biomedical sciences and social sciences.

The research centre, which is based both in Utrecht and Hong Kong, conducts comparative language research on Dutch and Chinese babies, says Professor of Linguistics René Kager. 'We look at the extent to which the brains are formed by the mother tongue, which babies already recognise at the end of their first year of life.' With researchers at UMC Utrecht, language development at a later stage is linked to genetic factors.





exchange contracts. We will expand the three-way collaboration with the Chinese University of Hong Kong and the University of Toronto. In the Netherlands, we will intensify our collaboration with Eindhoven University of Technology and Wageningen University and Research Centre. Our collaboration with partners close to home, particularly UMCU, will continue to be of crucial importance.

- Utrecht University and its staff and students will be **outward looking**. During the course of their studies, students will be encouraged to take advantage of work placements and internships. Degree programmes will actively involve future employers in the design of their curriculums. We will offer researchers and students optimum support for valorisation, including the organisation of public events.



In 2020:

27%
36%

Proportion of female associate professors and professors: 27% female professors and 36% female associate professors by 2020 (in 2015: 22% and 31% respectively)

Proportion of international staff: 30% by 2020 (25% in 2015)

30%

≥ 7.8

Increase in staff satisfaction: a score of at least 7.8 by 2020 (7.4 in 2013)

Proportion of temporary staff: maximum of 22% based on the definition in the Collective Labour Agreement for Dutch Universities (CAO NU) (31% in 2015)

$\leq 22\%$

-33%

CO₂ footprint: a reduction of 33% compared with 2014 (74,215 tonnes of CO₂ in 2014)

Percentage of support staff: maximum of 20% (18.5% in 2015)

$\leq 20\%$





Colophon

Text

Utrecht University

Photography

Michael Brunek, Dick Boetekees, Humphrey Daniëls,
Mark Eijkelboom, Jos Kuklewski, Lize Kraan,
Robert Oosterbroek, Ivar Pel, Ed van Rijswijk,
Kees Rutten, Maria Salaru, Manon Sas,
Jeanette Schols, Steven Snoep, Bert Spiertz

Design

Taluut

Utrecht University
Heidelberglaan 8
3508 TU Utrecht
The Netherlands
www.uu.nl/strategicplan

© Utrecht University, 2016

Bright minds, **better future**

