

# Freedom to Excel

Leiden University Institutional Plan 2015-2020



**Universiteit  
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# Introduction

## Focus on excellence

Since its foundation in 1575 Leiden University has had a major influence both in the academic world and in society. From its earliest days, the University has been one of the world's most international universities, attracting academics and students from all over Europe. The strength of this attraction is still evident today. The Leiden University community can look back on many successes, and is committed to maintaining this level of achievement in the coming years.

To be able to carry out independent scientific research and provide high quality teaching, academics and students need freedom to do their work. Leiden University has from its very outset been a bastion of freedom, a place where any and all questions can be asked and where academics and their students search together for the best possible answers. The University does not operate in isolation, but works within a societal environment and within ethical, legal and financial parameters. The University considers itself responsible for creating within this environment the freedom that academics and students need in order to achieve optimum results. In meeting this responsibility, the University is guided by academic values, academic integrity and academic quality.

Academics and students can only excel in an atmosphere of freedom. This concept is at the heart of this strategic plan: fostering and strengthening the university community of students, PhD candidates, academics and support staff, who are motivated by a commitment to societal and academic responsibility, and want to get the best out of themselves and one another.

## Inspiration, growth and continuity

Leiden University presented its previous strategic plan *Inspiration and Growth* in 2010. The ambitions expressed in that plan have been key to our activities over the past four years. The University set out its ambition to grow, more specifically to achieve a market share of 10% of Dutch university students. The University has succeeded in achieving these growth targets by introducing several highly successful new programmes and expanding existing programmes. We will strive to maintain the current market share over the coming five-year period.

In *Inspiration and Growth* ambitious targets were also formulated for ensuring that students complete their programmes successfully. These formed the core of the performance agreements made in 2012 with the Ministry of Education, Culture and Science. Significant advances have also been made in this area over the last few years: the student drop-out rate in the bachelor's phase has been reduced and more students have successfully completed their bachelor's programme. The University will continue to follow this path, and will additionally pay greater attention to successful completion of study programmes and to quality in the master's programmes.

The previous strategic plan aimed for further internationalisation of the University's study programmes, its staff and its student and graduate population. The objectives formulated for the intake of international master's students have been more than achieved. The the number of international bachelor's students and the proportion of international staff have also increased. Leiden University will continue to pursue its internationalisation ambitions in the coming period.

In the area of research the University committed to further profiling of its research. Selecting 11 profile areas on which to focus our research has had a positive effect on collaboration between the faculties and their institutes. The University's policy of research profiling will therefore be pursued further.

The University also committed to expanding academic entrepreneurship, focusing on increasing the resources from indirect government funding and European funds and improving the support given to researchers in market-related activities. Here, too, positive results have been achieved.

Finally, the previous strategic plan emphasised the development of The Hague as a second location for Leiden University. With the transfer of the Institute for Public Administration to The Hague, and the new Liberal Arts & Sciences and International Studies programmes, the campus has developed to become a full-fledged faculty of Leiden University, whose profile contributes to the city of The Hague as international city of peace and justice and centre of Dutch public administration and international governance.

Our strategy has proven to be successful. It is therefore not surprising that many elements from this strategy also appear in this new strategic plan, where appropriate brought up to date and adapted to new circumstances and trends.

## **Partners**

The University cannot achieve the ambitions set out in this plan on its own; it needs strong local, regional and international networks. In 2012, Leiden University and LUMC entered into a promising strategic alliance with partner universities in the region: Delft University of Technology (TUD) and Erasmus University Rotterdam (EUR), including Erasmus Medical Center. This partnership has taken shape in inter-university centres and in a number of joint science and scientific-medical programmes. Medical Delta is an appealing and proven example of this collaboration. Partnerships in the science and scientific-medical domain are becoming increasingly urgent in view of the enormous investments needed for research infrastructure and facilities; Leiden University's collaboration with these two sister universities and with other partners in the region will facilitate joint investments. The cooperation within the alliance with Delft and Rotterdam has to date been primarily in the field of research, although a number of programmes have been offered jointly with TUD for some time. In the coming years the alliance will focus on strengthening the collaboration in the areas both of research *and* teaching.

Leiden University is also involved in networks with government authorities, the business sector and other institutions in and around The Hague and Leiden, and in the South Holland region. The contacts here are with the triple helix partners in the Leiden region, the knowledge centres and cultural institutions that are part of LeidenGlobal, the international institutions in The Hague, the University of Applied Sciences Leiden, the universities of applied sciences in The Hague and a large number of pre-university schools. All these organisations are important partners for Leiden University in achieving its ambitions.

The League of European Research Universities (LERU) continues to be Leiden University's most significant European network. Given the growing dependence on funding from Europe, it will become increasingly important to raise the University's visibility within the EU and to see that our interests are well represented there.

To achieve our ambitions we are also working together with our alumni, a cooperation that will be further expanded both in the Netherlands and abroad. Our alumni are important to the University. They are the ambassadors of the programmes and of the University as a whole; they provide valuable feedback on our teaching programmes, and support the University and our graduates in word and deed. Not only this, their financial contributions create new possibilities for students and researchers. A good alumni policy is part of the repertory of every university. Leiden is shaping this policy in close collaboration with the faculties and with the Leiden University Fund (LUF).

## **The strategic plan as guideline**

This strategic plan serves as a general guideline for our future course of action. The plan is not a blueprint for 2020; rather it indicates the direction we intend to take and sets out a number of milestones on the horizon.

This means that this strategic plan does not contain any detailed performance indicators. Leiden University has, however, re-formulated a number of ambitions. In the area of teaching, the University aims to maintain its present market share of the Dutch student population of 10%. The number of university students in the Netherlands is expected to increase in absolute terms by approximately 7%; if our market share remains the same, the intake of students will therefore increase. The University also aims to raise the number of international students in its English language programmes. Leiden University wants to offer all its students high quality teaching that will prepare them for tomorrow's world, and intends to play a leading role in the area of educational innovation.

Leiden University aims to preserve its European reputation as a research university and to strengthen its international competitive position, including by attracting eminent academics and encouraging young academic talent. As regards external research funding, it is Leiden University's ambition to at least maintain its present share of national and European research grants and to strengthen its position in international research networks. To support this objective, the University is investing in improving its infrastructure. Moreover, it has an ambitious infrastructure development programme for the coming period. With the new science campus, the completion of the Wijnhaven complex of Campus The Hague and a new or renovated Humanities complex, the University will be able to accommodate a larger number of students, and offer staff and students a state-of-the-art working environment.

The ambitions in the new strategic plan *Freedom to Excel*:

1. Creating an environment for excellent research
2. Activating talent
3. Innovation in teaching and learning
4. Greater impact and more innovation
5. Further internationalisation
6. Expanding Campus The Hague

The plan will be elaborated in greater detail in annual work programmes, that will set out the priorities and specific actions.

# Vision, mission & core values

## Vision

As a prominent European research university, Leiden University plays a leading international role in academic research and teaching. Good academic research and teaching are crucial for a secure, healthy, sustainable, prosperous and just world. The University is committed to developing, disseminating and applying academic knowledge and is a reliable beacon in the national and international societal and political debate.

## Mission

- Leiden University is a research-driven university that operates in the international arena. It has a broad range of academic disciplines and programmes, and strives for excellence in all its research and teaching.
- Leiden University makes every effort to ensure that its research and teaching have maximum *impact*, in terms of science, culture, society and the economy. It achieves this in close collaboration with local, regional, national and international partners.
- Within a deliberately chosen disciplinary structure, Leiden University focuses on both disciplinary and interdisciplinary research and teaching.
- Leiden University trains students and PhD candidates for academic positions both within and outside the academic world. Its graduates are able to critically assess scientific and societal problems and to make well-reasoned choices in finding solutions for these problems.
- Leiden University strives to create a close-knit academic community of staff and students. This community is nurtured by the experience, expertise and involvement of the Leiden alumni.
- Leiden University operates from two locations, Leiden and The Hague, and has a close working relationship with both partner universities in South Holland: Delft University of Technology and Erasmus University Rotterdam.

## Core Values

The motto of Leiden University is '*Praesidium Libertatis*', 'Bastion of Freedom'. The University operates in line with a number of fundamental principles:

- From its inception, Leiden University has stood for freedom of spirit, thought and speech, and for the independent development of research and teaching. It is a haven where all questions can be asked and answered freely.
- The academics at Leiden University are guided by the highest ambitions of quality and academic integrity. The University also strives to impart this attitude to its students.
- The University has a clear responsibility towards society. In meeting this responsibility, it focuses not only on the present day, but also on the interests of future generations.
- The teaching at Leiden University is inspired and nurtured by academic research.
- The academic community determines the content and structure of the University's teaching and research. Decision-making on these issues therefore takes place at the lowest possible level: in the programmes, institutes and faculties where possible, at University level if this has demonstrable benefits or is necessary.

- Leiden University endorses inclusiveness and diversity. It is open to all those who wish to study or work here, and to develop their full potential. The University is an open community where everyone who wants to contribute to its ambitions and to all that it stands for will feel at home and have equal opportunities.

## Societal and political context

Like almost all universities, Leiden University operates within a dynamic environment. The major trends of the 21st century demand continuous adaptation to new circumstances. The developments of the coming years will create new opportunities for students, lecturers and researchers to perform successfully, but will at the same time present them with new challenges. It is the University's duty to give its students and academics as much freedom as possible within this arena so that they can achieve optimum results. It is therefore essential that the University responds effectively to these trends.

### Globalisation and internationalisation

Globalisation and internationalisation exercise a strong influence on the academic community: in the way academics conduct research, the increasing global demand for higher education, the increasingly international recruitment of students and academic staff, the changes in the sources of funding, as well as the new requirements from the internationalised job market. The university of tomorrow must be able to respond to all these developments. Students today have access to a worldwide range of courses and programmes, and academic relationships are not confined by location or distance. At the same time, many global issues are increasingly calling for international cooperation and coordination.

### Europe

Europe is becoming ever more important for the funding of academic research. This results on the one hand in greater competition with other European universities. Researchers are increasingly mobile and can often take their research funding with them to another institution within the European Research Area (ERA). On the other hand, there is a growing need for collaboration: the EU is demanding more and more interdisciplinary collaboration across the borders of institutions and countries. Universities will in the future work together with European partners in research consortia, combining their resources to find answers to the societal challenges on the European research agenda

### Technological developments

Academic activities are increasingly influenced by technological developments. Whether a university is able to conduct top-level research is increasingly dependent on the availability of an advanced research infrastructure. Advances in technology mean that ever greater investments have to be made in equipment, laboratories and facilities. In many instances, individual universities can no longer afford these investments and therefore look for partners in order to be able to continue operating at the forefront of science.

We are also witnessing an increased level of innovation in digital technologies. New digital facilities create new possibilities for research collaboration and for collecting, sharing and applying scientific data and information. The emergence of massive open online courses (MOOCs) and other forms of online education is also posing new challenges for universities. The use of big data in research and teaching has the potential to enrich that research and teaching, provided the right infrastructure and the right knowledge and skills are in place.



## **Demographic and geographic shifts**

In the past twenty years the number of students in academic education in our country has risen steeply; since 1995 by 40%, although there have been some slight fluctuations in this rate of increase since 2010. The 2014 forecast of the Ministry of Education, Culture and Science indicates that student numbers will continue to increase slightly until 2020, by around 7%. This means that even with a stagnant market share, student intake will still increase. The international demand for higher education is expected to show strong growth, particularly from the emerging economies in Asia, Africa and Latin America. But within Europe, too, student mobility will increase. An increase can also be expected in the demand for continuing education: the labour market will become more knowledge intensive and people will be active in the labour market for longer.

## **Increasing diversity of the student and staff population**

The consequences of demographic developments will not only affect the numbers of students in higher education; there will also be shifts in the composition of the population of students and academic staff. These populations will become increasingly international, with greater diversity in terms of the country of origin. Moreover, the number of students from a multicultural background who attend Dutch universities has increased. In terms of gender, we see a strong representation of women in the student population. However, in the area of staffing policy in academia there is still a long way to go. The representation of women in academic positions, and particularly in senior academic roles, still shows little sign of improvement. Diversity creates opportunities for universities. The available pool of talent will grow as a more diverse group of students and staff are able to enter academic education. More diversity will also lead to greater pluriformity of perspectives and to more creativity and innovation. This development will place new demands on the support and supervision of students, PhD candidates and staff.

## **The position of national government**

The relative amount of state funding of universities has decreased in recent years. Consequently, Dutch universities are having to become increasingly self-reliant, resulting in a greater need to acquire external funding. The competitive environment in which universities have to operate in acquiring research funding has positive effects on quality and productivity, but at the same time it leads to enormous pressure to submit funding applications, while the success rate is relatively low.

The government is also influencing the subjects on the scientific agenda. In 2015 the cabinet will introduce a National Science Agenda, following consultation with universities, other knowledge institutions and societal organisations. This agenda will set out a number of priority themes for the near future.

Although education for Dutch students is still primarily financed from public funding, a gradual shift can be perceived towards education as a private investment. This puts pressure on students to study more effectively and efficiently, and also forces Dutch universities to ensure that the teaching they offer to students is of the highest quality and that they provide maximum incentives for students to develop their talents.

## **Increasing competition**

The major research universities compete worldwide with one another for research funding, talented students and excellent academics. In order to withstand this international competition, many universities are forging regional alliances. In the Netherlands changes to the funding system, with state funding representing an ever-decreasing proportion of university budgets, have also raised the level of competition among Dutch universities.

In addition, new players are entering the field of education. Private online providers are now competing with universities. Students have more opportunities to put together their own portfolio of certified courses, and it is possible that employers will in time regard such portfolios as an alternative to the current university degrees. It is also quite conceivable that the competition will increase even further as leading foreign institutions engage in activities in the Netherlands. Nonetheless, such developments should not be regarded solely as a threat. Synergies have to be sought through collaboration. This is one reason why universities need to have their own strong, clearly identifiable profile.

# Six ambitions

Over the next five years Leiden University will focus priority on six strategic ambitions that will determine the future course of the University. These ambitions are described below, with the actions and an explanation of what they entail.

## 1. An environment for excellent research

### **Ambition**

*Leiden is an internationally oriented research university. Our research is curiosity-driven. In responding to scientific and societal issues, Leiden academics carry out disciplinary and interdisciplinary research that meets the highest international standards of quality and academic integrity. It goes without saying that further strengthening our research will continue to be a priority in the coming years. Evidence from recent years shows that researchers at Leiden University conduct top-quality research, both in the Netherlands and from a European and global perspective. These successes are above all the achievement of the researchers themselves, who are driven and determined in their continuing search for new knowledge. The University wants to offer them the freedom to excel, providing them with the optimum opportunities and facilities for conducting science at the highest level. To meet these commitments, the University will strive to at least maintain its success in attracting personal research grants, and to preserve its strong position within the Netherlands and Europe and further strengthen its international position.*

### **Actions**

Leiden University will continue its work in providing an excellent research environment, and will achieve this by:

- From a strong disciplinary basis, promoting interdisciplinary collaboration through:
  - Continuing its policy of research profiling;
  - Continuing the Lorentz Center and setting up a new workshop centre for social and behavioural sciences, humanities and law;
  - Encouraging the joint use of infrastructure and further collaboration;
- Recruiting leading academics from all parts of the world, particularly for our profile areas;
- Strengthening our supervision and support of PhD candidates and postdocs;
- Improving the support we give to researchers in applying for research funding from national and European programmes.

### **Interdisciplinary collaboration from a strong disciplinary basis**

Research at Leiden University has a strong disciplinary basis and is embedded in the research institutes, located within seven faculties. The University organisation is primarily structured along disciplinary lines. This structure allows colleagues from similar disciplines to stimulate and inspire one another to perform at the highest level. But researchers also continually look beyond the borders of their own discipline, as well as those of the University itself. After all, society needs solutions to major local and global issues such as sustainability and security. These are often issues for which the solution can only be found in an *interdisciplinary* approach. The University is therefore keen to promote interdisciplinary collaboration by

maintaining its policy of research profiling, setting up a second workshop centre, and making optimum use of its research infrastructure. Within this interdisciplinary collaboration, we will wherever possible make use of the complementary nature of Leiden University and its partners in Delft and Rotterdam

### **Profile areas**

The policy of research profiling adopted by the University eight years ago was aimed at bringing together excellent research across disciplines. The 11 profile areas selected still correspond with the major scientific and societal issues of the present day. We may expect that our researchers will be able to at least maintain their past level of success in acquiring external research funding. The choice in favour of a 'light' organisational structure for these profile areas means we can be flexible in responding to changes in society and in the academic world.

### **Workshop centres**

The Lorentz Center, which is jointly funded by Leiden University and NWO, has proven successful in recent years in facilitating scientific collaboration by bringing together creative scientists from the Netherlands and abroad for both short-stay and longer workshops.. Leiden University also wants to set up a similar facility for the humanities, law and social and behavioural sciences, together with other partners. It is intended to be a place where academics from different disciplines and from all parts of the world can come together and collaborate intensively on specific research themes.

### **Making optimum use of infrastructure**

The interaction between the profile areas and the establishment of a second workshop centre will enhance cooperation among academics across the borders of their specialist field as well as across the borders of the University. In addition to this, the University wishes to strengthen the internal collaboration among the institutes and faculties by encouraging the sharing of research infrastructure. Internal cooperation promotes connections between disciplines, encourages the investigation of new issues and gives more comprehensive answers to what are often multidisciplinary questions. Moreover, internal collaboration will ensure that the existing infrastructure is used more efficiently, which will result in cost savings. Together with our partners in Delft and Rotterdam we will also continue to look for possibilities for joint investment in and use of our research infrastructure.

### **Attracting top talent**

The University aims to continue to attract the best academics to Leiden. It wants to act even more strongly as a magnet for young talent. Leiden will continue to be an attractive destination for leading scientists because of its academic environment and research facilities. The increasing competition for talent means that the scouting, recruiting and selecting of talented individuals needs to be fine-tuned, particularly for the profile areas. This also calls for good practical guidance and support for these talented individuals in their transfer to Leiden. The University has to provide an attractive working environment with good employment conditions and equal opportunities for male and female talent. Highly talented researchers look for an excellent and diverse academic environment with a high-quality infrastructure and a combination of inspiring fellow researchers and active students and PhD candidates. Leading researchers are by definition ambitious, and universities have to ensure that these researchers are able to achieve their ambitions. Given that talent attracts more talent, this policy will in time result in a quality impetus for the whole university. The history of Leiden University illustrates this principle well.

### **Breeding ground for new talent**

At the same time, Leiden University wants to be a breeding ground for young talent. The new generations of lecturers and researchers are the future carriers of academic research and teaching. The University regards it as its responsibility to train the academics of the future and to offer them the best possible environment to develop their abilities to the utmost. The focus is particularly on supervising and supporting PhD candidates and postdocs. In both research and in teaching, the University aims to give young academics clear advice about their career prospects. The majority of PhD candidates go on to work outside academia once they have graduated. The same applies to Leiden's PhD candidates. They therefore need to be trained for leading positions both in the academic world and in the knowledge-intensive sectors of society and the economy in the Netherlands, as well as elsewhere in the world. PhD candidates will therefore be given access not only to in-depth training in their scientific field, but also to skills training programmes that will prepare them for a career outside academia.

The University sets high standards for the supervision of PhD candidates and for the PhD track. PhD candidates are given the opportunity for a broad orientation, without this jeopardising the achievement of a high-level academic 'end product': the doctoral dissertation. They will therefore be provided with the necessary facilities and support to achieve this. This applies to PhD candidates employed at the University, but also for PhD candidates who pursue their PhD via alternative routes. Additional attention will be paid to careers advice for postdocs over the coming period: the University aims to prepare them more effectively for the next step in their career.

The development of a strategic career policy is high on the University's agenda. Objective and transparent criteria will be developed for the promotion and advancement of current academic staff. Leiden University has an active policy of equal opportunities for all individuals in both the recruitment and career advancement of talented staff. In addition, the University is strongly convinced of the importance of mobility. Teaching and/or research experience outside Leiden University, preferably abroad, will therefore be an important indication for a permanent position.

### **Participation in national and European programmes**

Obtaining external funding for research and research infrastructure will continue to be an important task for the University. Researchers will have to attract external funding and will have to do this increasingly often in collaboration with colleagues in the Netherlands and Europe. For them it is important that they address such societal challenges as sustainability, health and security formulated by the EU, as well as the key sectors identified within the Netherlands and the National Science Agenda to be introduced in 2015. Leiden University will offer its researchers the support they need to be able to participate fully in these national and European research funding programmes. The collaboration with our university partners, including our European partners in LERU, can provide a significant contribution in this area.

## 2. Activating talent

### **Ambition**

*Not only academics, but also students at Leiden University are given the space to excel, to get the best out of themselves. The University does its utmost to create a stimulating academic working and learning environment with a high degree of individual responsibility for designing the study programme, both within and outside the curriculum. Students can make use of extensive opportunities to deepen or widen their curriculum. The high degree of personal responsibility afforded to students should by no means be seen as a licence for lack of commitment: the University demands from its students dedication, good results and active participation in the academic community. The University adheres to the performance agreements made with the Ministry of Education, Culture and Science, and takes a leading position among Dutch universities as regards study performance and participation in honours education. It also strives for equal opportunities and an equal degree of study success for students from migrant backgrounds.*

### **Actions**

Leiden University aims to be a stimulating academic working and learning environment for its students, and will achieve this by:

- Organising teaching such that students can play an active role, can study effectively and are given maximum encouragement to develop their talents to the full, together with their lecturers;
- Equipping students with the knowledge and skills they will need for the job market and the world of tomorrow:
  - academic skills in combination with 21<sup>st</sup> century skills;
  - intercultural competences and global awareness;
  - entrepreneurial and leadership skills;
- Promoting diversity in the academic community and offering everyone equal opportunities for self-development;
- Making the master's programmes even more challenging and attractive.

### **Activating students**

Our researchers are among the most productive in the world. Students can only develop their full potential and prepare themselves for a leadership role in society if they, too, are driven and productive, and if they make use of the knowledge and dedication of the lecturers. This means studying effectively and on time, but also being active and engaged. Over the coming years, Leiden University will be developing methods to encourage and motivate students to take a more active role in research-intensive education. We will therefore continue with the Leiden Study System and are developing pedagogical approaches that will enable students and lecturers to make a contribution to and to work together in an active academic learning and research environment.

Activating students starts with encouraging them to make a well-considered choice in terms of their study programme; school pupils need to have a realistic idea of what is involved in studying at Leiden University. Leiden has introduced the 'Stronger at the Start' project, which aims to ensure an optimum match between student and programme. By providing good information and effective transition activities in collaboration with pre-university schools,

and by introducing a check on the applicant's choice of study programme at the time of application, the University aims to encourage interested school pupils to arrive at a conscious and well-founded choice of study programme at our University.

The next step is to organise the study programme such that students participate actively and study effectively, and are given maximum encouragement to develop their talents, together with their lecturers. The University achieves this not only by encouraging students – and where necessary compelling them – to take their studies seriously from the outset, but also by giving them as many opportunities as possible to put together a challenging programme of study. This calls for an attractive range of minors and optional subjects, the opportunity to study abroad and the chance to take part in a research project.

The University also offers a wide range of honours programmes for ambitious and highly motivated students who wish to broaden their studies and deepen their knowledge. These programmes start as early as Pre-University College for pupils in their final year at high school, and proceed via the Honours College and the Leiden University College in the bachelor's phase to the Leiden University Leadership Programme in the master's phase. On the basis of experiences in recent years, the University intends to further broaden its range of honours programmes in Leiden and The Hague. The aim is to meet the demands of students who want to take extra courses on top of their regular curriculum, something that will add value for their future career. With its range of honours programmes the University is aiming to occupy a leading position within the Netherlands.

However, all this should not prevent students taking an active part in student life. The University believes that it is important for students to participate in the many student associations that characterise student life here. In the study associations as well as the numerous student and sports clubs in Leiden and The Hague, students learn skills that are not developed automatically in their studies, and make friendships that can have a major influence on their future life.

### **Skills for tomorrow's world**

Society requires young academics to be able to make their way in a job market that is becoming increasingly flexible. In the curricula and in the supervision of students, faculties are therefore paying more systematic attention to students' orientation to the job market and to the development of the skills and competences needed for the job market of the future. The University also makes every effort to obtain from alumni and employers a clearer picture of the skills and competences expected of graduates. The interrelation of teaching and research will continue to form the basis for the Leiden vision on teaching. The teaching of academic skills, critical and creative thinking and problem-solving ability will continue to be a key element in this. Leiden students will also be trained in the skills currently referred to as '21<sup>st</sup> century skills': the ability to work in a team, international and intercultural competences, entrepreneurship and leadership skills, and digital skills. All these competences will equip our students for the job market and the world of tomorrow. The University will also guide students in the transition from university to job market so that they are able to apply the knowledge and skills they have acquired for the benefit of society.

Whether graduates of Leiden University live and work in Leiden, The Hague, Brussels, New York or Jakarta, in their professional and personal life they come into contact with foreign colleagues, international organisations and other cultures. This calls for knowledge of other

customs and approaches, other political, administrative or legal systems, and other languages and cultures. Moreover, it requires the skills to be able to deal with these differences and to work together with people from other cultures. Many Leiden students will become true global citizens. They therefore need to have international and intercultural competences. This means that the curricula must pay attention to international knowledge, global awareness and intercultural skills. The University will achieve this by strengthening and reaping the benefits of a diverse student population, promoting an international classroom, further internationalising the curriculum and strongly facilitating the possibilities to study, do internships or gain research experience abroad. The University is broadening all the possibilities for achieving this. It will better inform students about the benefits of international experience for their later career, and will encourage them to make use of the opportunities available. For students who do not opt for a study abroad, the University will offer an international teaching and research environment in Leiden and The Hague.

Leiden University expects that an entrepreneurial attitude will become an increasingly important societal competence. In the Leiden Programme on Entrepreneurship and Innovation we will develop and bring together training focused on entrepreneurship and innovation. In close collaboration with companies, entrepreneurs and other educational institutions in Leiden, the University seeks to encourage an entrepreneurial attitude among students and to support them in realising their innovative ideas. In so doing, the University contributes to implementing the Economy071 plan for the Leiden Region, one of the key themes of which is to encourage knowledge-intensive start-ups.

The University will continue the extra-curricular Leiden Leadership Programme and the International Leiden Leadership Programme, both programmes in which master's students work on developing their leadership qualities. In the international variant, that has Dutch and international participants, the focus is on leadership in an intercultural context. By means of skills training, seminars, supervision by lecturer-coaches and teamwork on practical assignments, students learn about the dynamics and complexity of leadership and develop their leadership skills.

### **Inclusiveness and diversity**

Leiden University is an open community where all those who wish to contribute to its ambitions and to everything that it stands for will feel at home and have equal opportunities. Inclusiveness and diversity are among the core values of the University. The University promotes diversity within the academic community and wishes to enable everyone to develop their talents to the full, irrespective of gender, ethnicity, cultural background, sexual orientation or any functional disability. Through this open community, the University wishes to draw out talents that would otherwise be lost. First-generation students and students from a migrant background can rely on us for support where necessary so that they are able to realise their full potential. We firmly believe that innovation and creativity flourish in a climate of openness and diversity, where students and academics from different backgrounds contribute a wide range of perspectives.

To make optimum use of this diversity, the University will develop and implement a broad University strategy on diversity. This strategy relates to teaching, research, internationalisation and staffing policy. The faculties and institutes will be given the opportunity to develop their own approach to specific problems. This will make the University more attractive for new target groups, for people who will enrich the University community. This



strategy will also allow the University to create equal opportunities for all, and hence to become more accessible for groups that are currently under-represented. With an inclusive and diverse university community, we are able to offer students a learning environment that will both inspire them and broaden their horizons. This diversity should also be clearly visible in our staff profile. The under-representation of women and minorities, particularly in the most senior academic and managerial positions, warrants considerable further attention.

### **Quality and selectivity**

Improving the success rate of study programmes has been the focus of much attention in recent years, particularly in the bachelor's phase. The University intends to continue this policy in the coming period, but will also focus more expressly on the master's phase. The aim is to make these programmes even better, more challenging and more attractive, and in time also more selective. Students are required to start their master's programme well-prepared and to make every effort to complete the programme successfully; the master's programmes therefore have to be challenging and should give students a solid preparation for careers within and outside academia. Setting high requirements can also mean being selective.

Leiden University has gained experience with selection in different bachelor's programmes, and will further shape its policy on admission to the master's phase over the coming years. Several pilots are planned, in which access to the master's programme requires more than having a relevant bachelor's diploma. The admission requirements will centre on a combination of selection criteria that may include the grades achieved by applicants, as well as their motivation and experience. The weight of the bachelor's programmes as a preparation for these master's is receiving our full attention. These programmes have to have sufficient weight to prepare students properly for high-quality master's programmes. The University will monitor the developments closely and will draw on the experience that has been gained with decentral selection in a number of bachelor's programmes.

### 3. Innovation in teaching and learning

#### **Ambition**

*Lecturers at Leiden University have traditionally been given the freedom to make their teaching as current, inspiring and academic as possible. At the same time there is also a need for support, for example in the use of new teaching technologies or in dealing with the changing attitude of students or changing expectations from society. The University will respect the lecturers' autonomy and professionalism in promoting innovation in teaching and will support this with scientific research on the effectiveness of interventions in the teaching process, by facilitating technological and educational innovation and by putting greater emphasis on teaching careers in our staffing policy. The University is striving for a leading position in Europe in the area of teaching innovation and online higher education. In terms of research on the pedagogy of higher education, the University aims to occupy a prominent position in the Netherlands and to be internationally visible.*

#### **Actions**

Leiden University aims to acquire a leading position in the area of teaching innovation, and will achieve this by:

- Strengthening the scientific basis of our teaching policy;
- Creating room for study programmes to experiment in the area of digitisation and to further expand the portfolio with open and online teaching;
- Giving students in a large number of bachelor's programmes and in the majority of master's programmes an active role as co-researchers;
- Expanding the Leiden Teachers' Academy to a group of 30 to 40 active lecturers who take a pioneering role in the area of teaching and teaching innovation;
- Offering clear academic career opportunities to academic staff in recognition of excellent teaching performance;
- Introducing an internal quality assurance system that meets the need for continuous improvement and corresponds to the existing quality awareness of the academic staff.

#### **Evidence-based innovation in teaching**

Innovation in teaching should preferably be based on the outcomes of scientific research. The University therefore wishes to strengthen the scientific basis for its policies on teaching quality, on the one hand by conducting relevant research itself and on the other hand by ensuring that the lecturers are able to benefit from previous research. The increasing diversity in the student population and the many technological developments require that processes of substantive and pedagogical innovation should have a strong evidence base. To arrive at well-founded interventions in policy and teaching, the University has set up the Collegiate Council for Research on Higher Education (CROHO), as the driver of research on the effectiveness of university teaching and teaching interventions. The University will draw up a research agenda that includes such topics as: the use of new technologies in teaching, effective interaction between students and lecturers, and how best to shape the interrelation of teaching and research. We intend to expand the inspiring collaboration with our Delft and Rotterdam partners in the Center for Education and Learning and the exchange of knowledge with LERU partners in the area of innovation in teaching.

### **Opportunities for technological developments**

Technological developments offer new opportunities for academic teaching and have consequently given teaching innovation a prominent place on Leiden's agenda. In the recent period Leiden University has intensively explored the opportunities for open and online teaching and the technologies involved. The University has a leading role in the Netherlands in this area and is also striving for a position at the forefront in Europe. There are many opportunities to strengthen teaching through digitisation. Digitisation gives added value in a range of diverse fields: pedagogical innovation in on-campus teaching with new forms of blended learning; more opportunities to deliver on-campus teaching an international dimension; new opportunities for research into teaching processes and possibilities for tapping into new target groups. Open and online teaching also promotes the visibility and reputation of Leiden University and its academics. The University therefore intends to give study programmes the opportunity to experiment with digitisation and to build a portfolio with open and online teaching. We will carefully consider how digital techniques can be applied in on-campus teaching, which new and existing target groups we wish to serve with online teaching and blended learning, and how online teaching can contribute to our internationalisation objectives. We will expand the collaboration with international partners in this area. The developments surrounding MOOCs and other forms of online teaching, and the technology involved, are taking place so rapidly that the outlook for 2020 is not yet completely clear. The University is committed to remaining among the early adopters and will also continue to develop innovative new open and online teaching methods and courses. Investments will be made in the ICT support needed to achieve this aim.

### **Knowledge sharing**

Leiden University considers it important that lecturers communicate with their counterparts in other programmes and share their knowledge with their colleagues. The University therefore wishes to provide a platform for knowledge exchange and cooperation between lecturers from different disciplines. This will take place within the recently established Leiden University Teachers' Academy. This Academy also emphasises the importance of teaching performance. There is a widely held view that teaching does not always receive the recognition it deserves, and this while many researchers devote a great deal of their time to teaching. The Teachers' Academy is intended to develop into a group of 30 to 40 teaching fellows, who are engaged in pedagogical innovation. The University will provide them with the opportunity and resources to achieve this. The Academy will become a University-wide platform for sharing knowledge about teaching innovation.

### **Interrelation of teaching and research**

The interrelation of teaching and research in the bachelor's and master's programmes is one of the core values of Leiden University. The University therefore aims to broaden the involvement of students in research in the coming years. In a large number of bachelor's programmes and in the majority of master's programmes, students will be required to play an active role as co-researchers. The underlying principle is that students should develop their academic skills by learning about and becoming involved in research. New digital teaching methods – such as virtual research environments – offer good opportunities to realise this. The University intends to experiment extensively in this area. In addition, the interrelation of research and teaching will be made more evident in the curricula.

### **Teaching, research and academic careers**

The principle of the interrelation of teaching and research also has consequences for the University's career policies. An academic career at Leiden University that is based entirely on teaching or entirely on research is no longer possible. To date, research performance has dominated the University's policies on appointment and promotion. Henceforth there will be room for a more nuanced approach, where teaching performance will be given greater weight in the criteria for promoting university lecturers to senior lecturer positions. Besides exceptional teaching achievements, the focus will be on an active role in curriculum development and teaching innovation, and on the management of the programme. The University will continue to adhere to the principle that tenured academics have to perform well in both teaching and research. In Leiden every researcher teaches, and every teacher also conducts research. It is with this aim in mind that the University wants to reduce the number of lecturers who focus exclusively on teaching, and to set out clear appointment criteria for this category of staff.

### **Quality culture**

The University's policies on quality will be supported by a good quality assurance system. However, such a system is nothing more than an instrument to achieve and support a culture of quality in the workplace. The University aims to develop this quality culture further in the coming period, and will structure the internal quality assurance system so that it better meets the need for continuous improvement and corresponds more closely with the existing quality awareness of our academic staff. The University is developing methods to support quality improvement via best practices, peer review and interfaculty exchange.

## **4. Impact and innovation**

### **Ambition**

*Leiden University wants its research and teaching to have a greater impact. An important manifestation of impact is impact on society: how does knowledge benefit society in general or the shaping of public opinion and public decision making? Another manifestation is economic impact: how do academics contribute to sustainable economic growth and to the innovative capacity of society? Impact is also cultural enrichment: the contribution of the University to the awareness of culture and history; our contribution in the museum sector; knowledge transfer in the area of cultural and linguistic diversity. The cultural impact of Leiden is tangible in many forms. And last but not least, there is academic impact. Much of the research at Leiden University is curiosity-driven: extending the boundaries of knowledge as a goal in itself, irrespective of any direct economic, societal or cultural effects. It is precisely in these circumstances that scientists often develop ground-breaking knowledge. Leiden University also has an important impact through its education, particularly in terms of the role that Leiden graduates fulfil in society, the economy or academia, or their significance in the cultural arena.*

## **Actions**

Leiden University aims to strengthen the impact of its research and teaching by:

- Promoting an open attitude to parties within and outside the University, and encouraging a climate of open innovation;
- Supporting academics in the transition to a more interactive academic environment by setting up a Centre for Digital Scholarship within the Leiden University Libraries (UBL);
- Strengthening its impact in the region of Leiden and The Hague and in the province of South Holland;
- Offering a supervisory structure for new entrepreneurs that will allow the number of spin-offs from the University to grow;
- Increasing the synergy between the University, LUMC and companies in the Leiden region;
- Offering more training opportunities for professionals who are already active on the labour market.

Leiden University strives for maximum impact of research and teaching. The University applies the term ‘impact’ rather than the now commonly used term ‘valorisation’, which has acquired a strong economic connotation. The term ‘impact’ has a broader interpretation, and encompasses societal, cultural and scientific influence and significance, as well as economic considerations.

### **Open attitude**

In its research and teaching Leiden University strives to achieve new insights on local, regional and global issues. The questions that are being asked may be driven by academic curiosity, but equally by societal, cultural or economic considerations. In many cases it is a blend of all these. Searching for and finding answers calls for an open attitude to parties within and outside the University. Academic practice today is not confined to the University environment or even to the academic community. Our researchers, or at least many of them, enter into long-term collaborations with university partners, stakeholders in society, the business sector and often even with the general public. All these partners thus become participants in the academic process. Collaboration in the area of data collection and processing is essential in order to gain access to information, for research funding and for the application of knowledge. How this societal involvement takes shape is highly dependent on the nature of the discipline and the nature of the teaching or research activity. The LURIS expertise centre, that works to protect and exploit knowledge acquired within the University, will adapt its working methods accordingly and will focus on supporting researchers, companies, authorities and institutions in bringing about structural collaborations. The key motto will be: open innovation, open research. The increasing collaboration and knowledge exchange among academics in the area of entrepreneurship and innovation within LERU will represent an important inspiration for this development.

### **Interactive science**

Sharing and collaboration are keywords in today’s academic practice. The arrival of open access and open data means that the sharing of research data and results and collaboration in collecting, analysing and publishing them are becoming increasingly important. The critical

comments that have recently come from various sources about existing approaches to academic practice, emphasise the need for greater transparency about the working methods of academics and the choices they make. Many developments in the scientific world are made possible by technological developments. Leiden University wants to make it easier for academics to share information and to collaborate by providing state-of-the-art ICT support and infrastructure. Just as with pedagogical innovations, it is impossible to predict the exact direction these new developments will take. It is above all important to keep abreast of the latest developments and to make innovations accessible for researchers as quickly as possible. The University is therefore setting up a Centre for Digital Scholarship at the University Libraries Leiden, that will provide services to researchers and students in the use of new technology, including in terms of digital research methods, open access, data management and social networking.

### **Impact in the region**

The Leiden area aims to maintain its position as a leading European knowledge region with life sciences and health as key sectors. Entrepreneurs, educational institutions and municipalities in the Leiden area work together to achieve this. In the Economy071 Agenda, this joint ambition is translated into a number of cohesive actions aimed at strengthening the structure of the economy in the region and stimulating entrepreneurship, creating an attractive business climate, good educational opportunities and a healthy job market. Within this agenda Leiden University and its partners are engaged in the key sectors of life sciences and health, and in scaling up Leiden City of Knowledge by stimulating innovations in healthcare, setting up a bio-based economy cluster, a space cluster and, together with LeidenGlobal, strengthening the creative economy and the cultural sector. LeidenGlobal brings together worldwide knowledge about languages, cultures and societies in a community of knowledge centres and cultural institutions. The cooperation with the Africa Study Centre will be further intensified.

In the region of The Hague, the University and the city's municipality will together explore the possibilities for incorporating urban issues in the research carried out at Leiden University. The University's aim is to create strong links between Leiden University College and the municipality of The Hague, similarly to recently initiated community projects. The University also aims to reinforce its presence in The Hague, and to strengthen collaboration with the University of the Arts The Hague by participating in The Hague Security Delta. Moreover, the University is a permanent partner in the positioning of The Hague as the city of international law, peace and security, as a centre of Dutch public administration and increasingly also as the city of international governance. The University will therefore seek further alliances with national and international administrative, political and legal institutions in The Hague.

In addition to the above, the University participates in activities focused on strengthening the infrastructure of the province of South Holland. One of these activities takes the form of participation in the Regional Development Agency Innovation Quarter.

### **Room for entrepreneurship**

The need to develop entrepreneurial skills has already been mentioned under the ambition of 'Activating talent'. In close collaboration with partners in the Economy071 agenda for the Leiden Region, the University aims to take the lead in setting up a centre for entrepreneurship and innovation. This centre will offer a programme that comprises not only teaching for

students but also a supervisory structure for new entrepreneurs. Experienced business mentors will have an important role in this programme. Entrepreneurial and innovative students will be given greater opportunities to develop their ideas and to actually take the step of setting up their own business. To facilitate the creation of new businesses the University recently initiated the Leiden Valorisation Grant Programme, a fund for investing in proof-of-concept development of products, processes and services. Network initiatives will be developed through which students, graduates and academics will have more opportunities to come into contact with entrepreneurs. The University is exploring the facilities and courses needed to strengthen entrepreneurship in and around the University. In developing policies in this area, the University will draw on experiences and best practices from LERU partners.

### **Leiden Bio Science Park**

The Leiden Bio Science Park (LBSP) is one of the most successful science parks in Europe, providing opportunities for start-ups and existing companies in the bioscience and biomedical sector to establish themselves in a dedicated business park environment. The combination of Leiden University, LUMC and the Leiden Bio Science Park gives the region a unique economic and academic impetus. A very high level of teaching and research, an advanced research infrastructure and the presence of several thousand researchers enable the University and LUMC to create the necessary conditions for the success of the LBSP. Together with the researchers and entrepreneurs and the other knowledge institutions in the Leiden Bio Science Park (the University of Applied Sciences Leiden, ROC Leiden, Naturalis Biodiversity Center and TNO), this partnership represents one of the largest and most innovative clusters in Europe. The University will make every effort in the coming years to further expand the synergy between the partners and together to develop the still growing LBSP into a dynamic and creative business zone. The University will achieve this by promoting collaboration and interaction between the companies and institutions in the LBSP. The aim is to encourage a form of open innovation that makes it easy for researchers, students and entrepreneurs to interact.

### **Lifelong learning and professional education**

Given the developments on the labour market, we can no longer assume that after graduating, people will have no further need for education. Knowledge therefore also has to be offered to professionals. Scientific advances, technological developments and societal changes mean that knowledge and skills have to be continuously updated. Leiden University has for a long time provided postgraduate continuing education for physicians, legal specialists, administrators, diplomats, psychologists, education specialists and teachers. We intend to investigate where there are gaps in the teaching programmes for professionals, and whether we are able to fill these gaps.

With its range of postgraduate continuing education programmes, Leiden University wishes to offer professionals the opportunity to bring their qualifications up to date and to keep them at the required level. Teaching for professionals and new target groups will remain embedded in the faculties and institutes, which is where the relevant knowledge is available. As well as professionals who have already been active on the job market for some time, other groups also benefit from the knowledge available at Leiden University. The University will disseminate this knowledge via MOOCs or other forms of online teaching, 'education for the third age' (HOVO), a programme of general studies and à la carte and non-degree courses. We will investigate the potential benefits of setting up an extension school. Such a school can

offer activities, including online activities, for target groups in non-regular, non-state-funded education, where necessary combining and supporting these activities.

## 5. Research and teaching in an international environment

### **Ambition**

*The environment in which our students and staff work on a daily basis, both in teaching and research, is becoming increasingly international. However, there are still a number of significant steps that the University has to take. A truly international environment will make the University a more attractive prospect for excellent academics and students. The University therefore strives for growth in both the number of international students and in the number of English language programmes, as well as for a broader international orientation for the University as a whole. This provides the foundation for a truly international university community in Leiden and The Hague. This is important because internationalisation facilitates academic research and at the same time benefits students. It allows the University to offer Leiden students and academics the opportunity to study and work in an international environment.*

### **Actions**

Leiden University intends to develop further to become an attractive and visible international teaching and research environment, and will achieve this by:

- Extending the range of international programmes, in particular the number of English-taught bachelor's programmes and advanced master's programmes;
- Increasing the proportion of international students in the English-taught programmes. The international student population has to be sufficiently large and diverse to create a truly international classroom;
- Developing into a university in which language and language differences present only minimal barriers to active participation in the academic community;
- Continuing to pursue those measures that are aimed at integrating international students in the University community and in Dutch society;
- Developing a dedicated programme of long-term teaching and research collaboration for a small number of priority countries and regions;
- To actively pursue European collaboration within the LERU and where possible to intensify substantive cooperation with LERU partners, in both research and teaching.

### **Extending the range of international programmes**

Emphasising the international orientation of Leiden University's teaching has consequences for the range of programmes offered. Most master's programmes at Leiden University are taught in English. Where appropriate, we will extend this range of programmes with English language bachelor's programmes. These could be programmes with an international orientation or a specifically international target group, possibly in parallel with a Dutch language variant. In the master's programmes, the University is aiming to extend the number of English-taught advanced master's programmes. These are international and demanding master's programmes that are not state funded, and that are aimed at professionals.

At the same time, the Dutch-taught programmes have to contain an adequate number of English-taught courses. This is important for international exchange students and is also



beneficial for Leiden students; by taking subjects taught in English, Leiden students are better prepared for an English-taught master's programme and for the job market in general. The presence of exchange students also results in an international classroom.

In order to benefit in practice from an international classroom and an international teaching environment, it is important that programmes have a good balance of international and Dutch students. We know from experience that intercultural interaction and cooperation are most effective if an adequate number of students in a group are from different countries. The University therefore aims to achieve a substantial ratio of international students in its English language programmes. The goal is to achieve a ratio of one-third international students in the English-taught programmes for the University as a whole, with a lower limit of 25% per programme. Ideally, the group of international students should not be dominated by one nationality but should comprise a high degree of diversity. The University expects to achieve international classrooms by making the range of international programmes more attractive, by encouraging interaction between Dutch and international students and by more targeted student recruitment. A more integrated approach to recruitment, alumni policy, teaching partnerships and research collaboration will interest more students in the programmes taught in Leiden and The Hague. We will use online teaching to give an extra impetus to the internationalisation of our teaching.

Our PhD tracks are already strongly international. The information for international candidates about the nature and content of the PhD tracks in the Graduate Schools now also needs to be improved. The tracks that can be followed and the forms of financial support that are available have to be made clearer.

#### **A dual language Dutch university**

An international environment also means that students and staff, from the Netherlands and beyond, should be able to work together without language or language differences creating any obstacles. Leiden University is committed to ensuring that foreign students and staff have access to the same facilities and information as Dutch students and staff, and that all relevant information about programmes, organisation and procedures is available in English. International students should be able to participate in most activities that will enrich their study experience. International staff should also be able to participate in the University organisation, including in leadership and employee consultation roles. The University expects staff and students who intend to remain here for a longer period to acquire over time at least a passive knowledge of the Dutch language. To facilitate this, the University will improve the access to Dutch language courses for students and staff.

Our lecturers in English-taught programmes are skilled users of English and have at least C1 level, a requirement that is also an element of the Basic Teaching Qualification (BKO). Where necessary, criteria will also be set for students' English language capabilities.

#### **International community for students and staff**

Bilingualism is also a condition for effective integration of international students and staff in the Leiden academic community. Measures aimed at integrating students, including integration into Dutch society, will be pursued. These measures relate to the whole process experienced by students in Leiden and The Hague, from the point when they are deciding which programme to study right up to when they become an alumnus. The University supports students who wish to make their career in the Netherlands, and encourages the involvement

of alumni in University affairs, whether they are working in the Netherlands or elsewhere in the world. Our international orientation should also be apparent in the composition of the University community. Leiden University will in the coming period focus on strengthening inclusiveness, as an element of our diversity policy. Access to the University community and the chance of success in this community must be equal for every student and every member of staff.

### **Focus regions for international cooperation**

To secure an effective international position now and in the future, Leiden University will strengthen and broaden its international network worldwide. The University is well positioned within Europe, partly as a result of the collaboration within LERU and participation in various other European networks. Outside Europe, the University intends to systematically develop a limited number of strategic collaborations with partner institutions, preferably for both research and teaching, based on existing faculty relationships. International collaboration benefits from long-lasting relationships and frequent interaction, and leads to teaching and research networks for the long term, which have significant advantages for both partners. Moreover, it raises the University's visibility among potential international students and PhD candidates as well as among talented academics.

Collaboration at institutional level must offer clear added value for the academic networks of individuals and faculties. This added value arises as a result of building and managing good relationships with governments, embassies, universities, research funders and scholarship providers, and by coordinating and combining visits and activities. Leiden is therefore developing a dedicated programme of long-term teaching and research collaboration for a small number of priority countries, where possible together with international partner universities. These programmes will bring together individual strengths and important local issues. The first regions with which we will establish such a university-wide partnership programme will be Indonesia, China and Latin America.

### **League of European Research Universities (LERU)**

Leiden University is working on intensifying its collaboration in LERU across all disciplines. At European level, LERU will continue to be *the* network of university partners and the most important access to the policy makers and politicians in Brussels. The University will continue to participate actively in the League in order to emphasise the importance of the role of research universities and of excellent academic research. This will give Leiden University and its partners the opportunity to participate intensively in the Horizon 2020 research programme and to play an active role in preparing the European programmes post-2020.

Leiden University has worked successfully with partners in LERU since 2002, and has traditionally maintained excellent long-term academic relationships with many partner universities. Where possible, we aim to intensify the substantive cooperation with LERU partners. Leiden University will explore the possibilities for a more structural collaboration in teaching and for joint research activities. With a view to Horizon 2020, Leiden and its LERU partners will look for new links with twinning partners in Central and Eastern Europe. Collaboration with universities in these countries will play an important role, both in the formation of consortia in the context of Horizon 2020 and in the partnerships and alliances for Erasmus+, the European programme for international cooperation in education and mobility.

## 6. Campus The Hague

### Ambition

*Leiden University has strongly expanded its activities in The Hague in recent years. With its successful Campus The Hague, the University closely matches the themes that characterise the city of The Hague: The Hague as the city of international law, peace and security and the centre of Dutch public administration and international governance. In the coming years the University will further extend the relationships with The Hague City Council and other prominent players in The Hague, both in teaching and research and in innovation. It will strengthen Campus The Hague and broaden the faculty's research activities and its range of study programmes.*

### Actions

The University intends to strengthen its presence in The Hague, and will achieve this by:

- Expanding the range of programmes taught at Campus The Hague, both in the bachelor's and the master's phase;
- Developing a research programme in the area of governance and global challenges, that closely matches the profile of the city of The Hague.

### Expansion

The number of students in The Hague has risen sharply in recent years. In 2010 the Campus had 800 students, and in 2014 this number exceeded 2,500; the target figure for 2020 is 4,000 students. This growth will come partly from an increase in enrolment into the existing programmes and partly from the broader range of programmes that will be offered. The ambition is to start new English language bachelor's programmes at Campus The Hague, in the areas of 'safety and security' and 'governance'. The University will also develop new master's programmes and advanced master's programmes.

### Campus development

To meet the increase in the numbers of students and staff, a new teaching location is under development in the Wijnhaven district. Campus The Hague intends to create a compact campus at this location with several main locations within walking distance of one another: Anna van Buerenplein, Schouwburgstraat and Wijnhaven.

Campus the Hague can be seen as one of the three core locations of the University: Leiden city centre, the science campus and the city of The Hague. The University is aware that the Campus is located in a different city and that this brings both new opportunities and new challenges. What is certain is that the students in The Hague are fully part of the Leiden University academic community. Ensuring that students from The Hague are part of the community in Leiden and vice versa that Leiden students connect with Campus The Hague is therefore an important task for the coming years.

### Research and innovation

By ensuring a good match between the research programme and the profile of the city of The Hague, the Campus will be able to develop over the coming period into an international academic centre for teaching and research in the areas of governance and global challenges.

The Campus will therefore seek alliances with ministries, international and European organisations and with the diplomatic and legal institutions in The Hague.

Different faculties will play an active role at Campus The Hague. The University will draw up an agenda for this in close collaboration with the city of The Hague. Where possible, this agenda will match the profile of the city, and will ensure that typical urban issues will be incorporated in the agenda.

Campus The Hague is the centre for a number of activities that affect the University as a whole, and will continue in this role. The Campus is a University-wide platform for innovation, via the Centre for Innovation. This centre brings experts at the interface of science technology and entrepreneurship together with students, researchers and external parties to create an environment in which innovative ideas are able to flourish. The Campus also supports and facilitates dual PhD programmes in which PhD candidates follow PhD tracks in parallel with their jobs.

## People, resources and organisation

The six themes addressed in the previous paragraphs arise from the ambition to achieve excellence in research and teaching. Such a strategy calls for an implementation plan that will support this ambition. The strategy outlined in the previous sections therefore imposes high demands on the University's organisation, staff, support structures, working environment, facilities and infrastructure and necessitates collaboration with strategic partners in the region as well as with international partners.

### Decentral organisation

Leiden University has traditionally been structured in such a way that management takes place at the lowest levels in the organisation, usually in one of the 27 institutes. These institutes are largely organised on the basis of disciplines, and it is in the institutes where the academic staff are based. Interdisciplinary collaboration takes the form of contributions to one another's teaching programmes and is promoted by the profile areas and the shared use of facilities. The University will in the coming years continue to be organised along disciplinary lines, and will delegate academic decision-making as far as possible to the academic staff. The intention is to create maximum freedom for the academics themselves to determine the direction of their teaching and research. A strongly decentralised organisation is the appropriate structure for a broad-based research university.

### Decisive staffing policy

The quality of Leiden's staff is the key to achieving the University's ambitions. The University's staffing policy is therefore focused on attracting, retaining and rewarding a high-quality staff, in teaching and research, but equally in administrative and support positions. We encourage our staff to be actively involved in the University and to focus attention on their professional development. In the coming years we intend to take some important new steps in this respect. As has already been mentioned, these steps include new initiatives to scout and attract excellent academics, the fine-tuning of career policies for our academic staff, that reflect the necessary embedding of research and teaching, and broadening of the supervision of PhD candidates and postdocs. To support the quality assurance of teaching, the annual system of Performance and Development reviews will also be further developed, paying attention to special achievements but also – where necessary – taking action where performance is below standard for an extended period of time. The University will also continue with a number of programmes that are currently being implemented, such as the range of training courses for lecturers and the diversity programme. The number of women in academic and managerial positions is increasing, but there is still room for improvement.

### High-quality support

Excellent facilities for students and staff and the effective provision of internal services and advice in such areas as staffing, finances, workplace management and teaching administration are crucial to achieving our ambitions. It is in the interests of all parties that academic staff devote as much time as possible to teaching and research, and spend as little time as possible on administrative matters. Staff surveys have shown that staff are positive about the quality and efficiency of the support they receive. This level of satisfaction has to be main-

tained, and where necessary improvements must be implemented. The costs of essential overheads at Leiden University are among the lowest of all Dutch universities. We will continue to exercise caution in this area. However, our support staff are increasingly having to take on new tasks, which means that professionalisation, skills training and developing new competences are key. Support and academic staff will work together as partners in achieving the ambitions formulated in this institutional plan. Our aim is therefore to build an optimal community of academic and support staff, that together make up one and the same university.

### **Stimulating working environment**

Leiden University regards it as its remit to offer the University community a challenging and pleasant working environment. This means that attention must also be paid to the workload. Our society demands a lot of universities and academics. Academic staff are under more pressure than ever to meet expectations regarding teaching and research. At the same time they are expected to engage in public and professional discussions, set up research networks, acquire research grants and supervise research groups and study programmes with enthusiasm. This area of tension will be regularly monitored in the relevant departments of the University. Efforts will be made to keep the workload manageable by setting priorities, ensuring that new initiatives are phased in gradually, and simplifying administrative procedures wherever possible. Moreover, the University will continue to look critically at current areas of academic research that give rise to concern, such as the publication pressure experienced by many researchers as excessive and the increasing culture of accountability surrounding the various research grants, teaching and other sources of funding.

### **High-quality accommodation and infrastructure**

Excellent research and teaching warrant excellent facilities, and we are currently working on an ambitious facility development programme. New-build and renovation projects for Public Administration and the Leiden University College (both in The Hague), Archaeology and the University Library (both in Leiden) have recently been completed. The first phase of the new Science Campus is expected to be completed in 2016. The second phase will follow immediately after this. The rapid increase in student numbers in recent years and the expectation of further growth mean that our teaching and research facilities need to be expanded. It has to be borne in mind that innovations in teaching and research also impose new requirements on existing buildings and facilities. The premises of the Faculty of Humanities are outdated and the facilities need to be brought into line with present-day teaching. The University is investigating whether – within the financial constraints – an extensive renovation or a new-build will be the best solution. Finally, Campus The Hague will gain an additional location: in 2016 students and staff will move into the former building of the Ministry of the Interior in the Wijnhaven district. This will give The Hague a compact campus where in time a maximum of 4,000 students can be taught.

The facilities and collections of our University Libraries are among the best in the Netherlands. The transfer of the KIT and KITLV collections and the extension of the accommodation will create one of the most important Asian Libraries in the Western world.

Leiden University hopes with external grants and in collaboration with LUMC and other partners in the Leiden Bio Science Park to attract more research facilities to Leiden, com-

parable to the NeCEN and the Biotech Training Facility. A point of attention for the coming years is the ICT infrastructure. The ICT facilities do not yet fully meet the standards required by an ambitious research university. In addition, developments around e-learning, data management and the fast-growing use of business information systems call for substantial investments in ICT infrastructure.

### **Healthy financial basis**

Leiden University has a healthy financial starting position. Internal funding is flexible and is based on two principles: budgets for teaching that take account of the numbers of students, and budgets for research that provide for matching of NWO and EU/ERC grants and PhD supervision. This model has proven successful and will be maintained, within the confines of limited state funding. Many of the ambitions in this strategic plan call for new investment. In particular, attracting top talent, teaching innovations including e-learning, and the renewal and expansion of the ICT infrastructure, including data management, require substantial investments. The long-term forecasts offer some opportunities for these investments, but the opportunities are nonetheless limited. Clear choices regarding the use of resources are therefore essential. These choices will be made when the annual budgets are drawn up.

### **Societal responsibility**

Leiden University occupies a central position in society, and recognises the responsibilities inherent in its role. Sustainability, societal responsibility and security play an important role and are reflected in the University's teaching and research, as well as in operational management. Sustainability measures are anchored in the new building for the science campus, and are recognised externally. Sustainability has also been taken fully into account in the new building at Campus The Hague and in the renovation or new-build for the Humanities complex. Sustainability is a guiding principle in the University's investment portfolio. A new environmental and sustainability plan is also in the process of completion, based on the principle that Leiden University intends to match the standards set by comparable institutions for teaching and research. We will involve students in implementing this plan. Leiden University intends to play a more prominent role in the domain of transparency and external accountability than is currently the case.

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This strategic plan is also available in Dutch. In addition to the corporate edition, a more concise public edition is also available (in both Dutch and English). Copies can be requested from: [communicatie@leidenuniv.nl](mailto:communicatie@leidenuniv.nl)

More information: [www.leiden.edu](http://www.leiden.edu)

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