

Leiden University

Inspiration and Growth

Institutional Plan 2010 - 2014

INSTITUTIONAL PLAN
LEIDEN UNIVERSITY
2010 – 2014

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Leiden University Institutional Plan 2010 – 2014

1. Introduction

In *Choosing for Talent* (*Kiezen voor Talent*, May 2005) our University made a conscious decision in favour of a position within the European research and teaching field. The introduction of the bachelor-master system signified an even greater need to further endorse the distinctive signature of the University's teaching. In comparison with international standards, Leiden's teaching is characterised as having an academic signature: there is a close integration between our teaching and our research. The University distinguishes itself within a European context as a research university, and has entered into an alliance with other top universities in the League of European Research Universities. As a result of the Lisbon agreements, greater attention is focused on the role of universities within society, on the objective of contributing to increasing the number of more highly educated citizens within Europe, and on bringing knowledge to the market (knowledge transfer).

Choosing for Talent was an ambitious document for the University, reflecting an environment undergoing significant change. The general idea behind this document was to focus on talent, among current and potential students, as well as among researchers and lecturers. The University has positioned itself as a broad University with a strong research orientation, structured along disciplinary lines in terms of teaching, focusing on the upper segment of the market (the best students), selecting those students to be admitted and applying criteria of selectivity further in the study programme.

The strategic plan was further broken down into the areas of teaching and research, personnel policy, management and organisation. The University's ambitions determined the direction of its thinking on the role and the position of the University as a whole; this policy was translated to the faculties, allowing opportunities for differentiation. Faculty plans were then devised and implemented.

The University's ambitions as set out in *Choosing for Talent* and the subsequent faculty plans have in some areas been achieved (research university, knowledge transfer, graduate schools, raised standards for the binding study recommendation), and some aspects are in the process of implementation (minor programmes, research profile areas). A number of other issues are the subject of ongoing attention, such as the intake of foreign students and how the departments and programmes are performing.

2. Institutional Plan 2010-2014

The University requires a new Institutional Plan for the 2010-2014 period, the objective of which is to set an agenda for the term in question. This Institutional Plan continues the key themes of *Choosing for Talent*, but adjustments or additions are

needed in view of the changed circumstances since *Choosing for Talent* was written. At that time, our University enjoyed a much higher market share of the intake of students into our programmes, and a fixed quota system was introduced for a number of additional programmes besides medicine and biomedical sciences. This market share has since fallen. The bachelor's stage of the programmes had not yet been completed by students during the preparation of *Choosing for Talent*, the third phase (post-graduate education) was not even on the agenda; we are now being faced with new challenges relating to the structure and marketing of the master's programmes and the PhD phase. Since *Choosing for Talent*, competition on the student market and for research resources has increased considerably, while at the same time the structural source of funding, the first flow of funds, or direct government funding, has decreased. This means that the University must press ahead and achieve success in the acquisition of external funding. Ensuring that we maintain the level of student intake remains an important criterion for the University in securing our basic funding. This Institutional Plan serves as a prelude to these challenges.

Science and teaching are all about people. Leiden University aims to be the first choice for students, researchers and lecturers. It is of prime importance for the University to take account of both external and internal parties, both to provide students with inspiring teaching and a good study environment, and to offer a top quality research environment to academic staff. The University is also committed to the principles of good employment practices.

Leiden University is also engaged in a process of modernisation set against a background of change, in order to ensure that its academic and social responsibilities are met effectively. The tradition of constant renewal is second nature to Leiden University. This Institutional Plan forms the core of renewal for the University in the coming period.

This Institutional Plan focuses on six key areas to which Leiden University is committed:

- Achieving a growth ambition in the bachelor's and master's phase of a market share of 10%;
- Improving the study success of its students, across all phases, bachelor's master's and PhD;
- Firmly establishing Leiden as a University with two prime locations: Leiden and The Hague;
- Concentrating our research in research profile areas;
- Enhancing academic entrepreneurship in the competition within the higher education and research market;
- Strengthening the international character of the University.

3. Core values and identity

Mission

Leiden University positions itself as a European research university and stands for high quality research and academic teaching. Our lecturers train students through teaching that is closely integrated with research, in a challenging study environment that is becoming increasingly international in character. Our students prepare themselves for taking up positions in academia or outside the academic world where they can put their academic knowledge and skills to good use. Our research is of the highest international standard and contributes to the augmentation of knowledge and to innovation, centred on wellbeing and culture in a sustainable society. Our researchers conduct pioneering scientific research and are inspired by the scientific and societal issues of the future.

Core values

Leiden University's motto is Praesidium Libertatis, bastion of liberty. The University is also a signatory of the Magna Charta Universitatum of European universities (18 September 1988). This declaration by European universities defines the principles that form the foundation on which universities implement their mandate. The core values of our University are freedom of spirit, thought and expression, the independent development of scientific knowledge, responsibility towards society, and integrity. These values are combined with individuality and respect. Our University produces academics who will take up leading positions in society. These academics can be expected to demonstrate responsible leadership that reflects the values imbued in them by the University.

Leiden University has an eminent reputation, and is committed to playing an exemplary role in promoting the values inherent in its motto. Students and staff, including those of the LUMC, are all members of the academic community that constitutes our University, and are expected to endorse the core values of our University. They are guided in their professional activities by the academic basis on which their conduct and communications are founded, both in academic and in public debate, in the full awareness of their academic integrity.

Our students develop into responsible academics fully aware of the ethical consequences of scientific innovation and the position of their specialist field and their activities in society. Our academic staff also communicate these values to our students both through their teaching and within the forum of societal interaction.

The face of Leiden University

Teaching and research have traditionally been the core tasks of our University. In *Choosing for Talent*, we indicated the direction that determines the face and the strategy of Leiden University: a University that is internationally oriented and research-intensive in character, and that sets the highest standards of teaching and research. This continues unequivocally to be the direction that our University intends to pursue. Including through its membership of the League of European Research Universities, Leiden University maintains a visible presence at the forefront of academic endeavour. The University's teaching is inspired and fed by research, and focuses on positioning students at the forefront of current knowledge and giving them insight into the questions and methodologies that characterise fundamental scientific research. Leiden University regards a high standard of teaching as a prime criterion for success, based on international norms applied in the relevant specialist fields. The programmes give access to international master's programmes or PhD tracks.

The foundation for academic research

Universities deliver an important social contribution in the areas of wellbeing and culture. Academic research generates valuable innovations. Fundamental exploratory research investigates new fields and extends the boundaries of existing fields of science, whereby high quality independent research is an essential precondition. New fundamental knowledge is an important scientific basis for new insights and applications that can be used for developing and renewing products and services and for structuring our society. This knowledge also contributes to expanding our cultural wealth. Researchers are inspired by their vision of scientific and social issues of the future, and translate this into their own fundamental research questions.

The role of universities in society

Universities play a significant role in the knowledge society, and as autonomous institutions they operate in continuous interaction with society via teaching, research and more direct services. Universities train students, so that after completing their studies they can participate in the employment process and apply the knowledge and insights they have acquired. Through research, teaching and knowledge transfer, universities also play a role in resolving issues and challenges relevant for society. Society's expectations relating to university teaching and relevant contemporary developments in turn influence the programmes offered at universities and the way academic education is organised.

The position of universities in the Netherlands, their function in society, and the images society holds of universities and science, are undergoing enormous change. There is a high degree of pressure from society to generate knowledge that can be applied directly. The changing position of universities within society creates new conditions for knowledge development and for the role of academic education. In the research carried out at Leiden University, we wish to draw inspiration from the question of what knowledge is important for the future of society, not only in an economic sense, but also in terms of culture and wellbeing. Our University by no means ignores knowledge

questions from society but at the same time preserves the opportunity for exploratory research where it cannot be determined in advance whether the results will be directly applicable. This is an essential instrument for knowledge development.

Researchers are also experiencing the changing position of universities within society. They are becoming aware of this development through the altered position of scientific research in government funding in recent decades, where resources are increasingly being distributed from indirect government funding and researchers are increasingly obliged to acquire their own research funding. Our scientific staff also have a role in explaining to society what they are working on. They do this by being visible in the media and by using their specialist knowledge to contribute to the image of science and to show how knowledge is developed. Scientists themselves can contribute to the social debate on the basis of their independent judgment and scientific credibility, and can make clear the importance of knowledge and academic teaching.

The aim of academic education

The objective of an academic education is to convey knowledge to students, but also to allow them to gain understanding of and insight into fundamental phenomena in nature and culture, in history and in human life. Students are taught to ask questions about certainties and through analysis to discover what is relevant for resolving a particular problem. They also learn to raise issues themselves and how to unravel the complexities of such issues, and on the basis of scientific methods to verify what is true and what is untrue. They learn to transform and apply existing knowledge and methods to new situations and are trained to use scientific knowledge in professional practice in a socially responsible manner. These are the qualities expected of future academics, irrespective of the sphere of society in which they may work.

Our University aims to offer its students educational programmes through which they learn to master these skills. We are a highly respected University, renowned for our innovative approach to both teaching and research. Leiden has an outstanding reputation that generates good opportunities on the employment market for our newly qualified graduates. We intend to build further on this strength.

Social responsibility and sustainability

Our University is accountable both to the academic world and to society. Its role focuses not only on the present day but also on the concerns of future generations. We want to contribute to a sustainable society in the broadest sense of the word. Sustainability not only implies the care that must be taken in dealing with our world and its natural resources, but also involves working on improving the quality of life in a safe and sustainable living environment on a global scale. Sustainable development has many facets and comprises geological, ecological, economic, social and cultural systems. These aspects offer a context within which scientific research and teaching can function.

Specifically in terms of the environment, our University strives for sustainable business practices; we make sustainability a condition in all new construction projects and in the renovation of existing buildings, as well as in the procurement of energy and goods. We also apply an active policy with regard to energy savings and preventing waste. Along with partners from the Association of Universities in the Netherlands (VSNU), our University has signed two sustainability-related covenants: the Long-Term Agreement on Energy and the Declaration on Sustainable Procurement. Leiden University has also devised a long-term energy plan.

4. Context

Globalisation

Academic work is by definition international. The development of scientific knowledge has no boundaries and scientists have no geographical borders. Leiden University is part of a world that is becoming increasingly global. This globalisation renders new social questions and problems visible more directly and rapidly, and confronts science with new challenges.

Increasing globalisation calls for an academic training that is strongly internationally oriented, and that educates students to be academics and world citizens who can function at an international level. Employers and students now consider it increasingly important to pay attention to the qualities needed for operating in an international environment. The demand for international educational programmes has grown in recent years as a result of international student mobility; this student mobility will increase even further in the coming years. The number of foreign students at our University will continue to rise, particularly in the master's phase. Joint master's with foreign institutions will present a new challenge.

Europe

The introduction of the bachelor-master structure in Europe has resulted in higher education being organised in three phases: bachelor's, master's and PhD. The effects of the system will be further crystallized during the coming years. There are a number of possible effects that may have to be taken into account, including:

- The three types of programmes – bachelor's, master's and PhD – will develop into independent programmes, each with its own entry and graduation points and targeting different focus groups;
- In line with Anglo-Saxon countries, the route from bachelor's to master's and from master's to PhD will increasingly include a period on the employment market, or a temporary break, or both;
- Because of interim departures by students and an increasing intake of international students, programmes in the master's and PhD phases in particular are experiencing a more heterogeneous intake of students. The intake from new countries within the EEA will also increase;

- The European agenda focuses on increasing harmonisation of teaching in the form of comparable objectives, more uniform quality criteria and European accreditation frameworks. The aim is to achieve greater synergy in programme quality within the European educational area.

Over the past ten years, the European research agenda has played an increasingly important role in the development of academic knowledge in all universities across all member states. Universities have a task in further developing fundamental, independent and curiosity-driven research. The basic task of all universities is to provide an optimum environment for academics to carry out pioneering research. In addition, economic globalisation is an important reference point for the European research agenda, i.e. the Lisbon Agenda. In achieving a knowledge society, it is primarily the European universities that are responsible for the development and transfer of knowledge.

The successive European framework programmes have at their disposal increasing funding opportunities for research, but European decision-making on research financing will also continue to play an important role in the future of research at universities in Europe. An objective of Leiden University in participating in LERU is to influence the European agenda, together with other prominent research universities in Europe.

The Netherlands

Dutch government policy comprises a number of different elements that are important for our University. The main elements of this policy are:

- An important objective of the government – in line with the Lisbon agreements – is to significantly increase the number and the level of highly educated individuals. To achieve this, the 2007 Strategic Agenda for Higher Education, Research and Science Policy of the Ministry of Education, Culture and Wellbeing will in the coming years concentrate on increasing study success and productivity, and improving the excellence of higher education;
- In the Netherlands, the availability of finance for research from direct government funding is declining. This means that universities are becoming increasingly dependent on resources from indirect government funding and private contracts in order to carry out their research;
- An increasing dynamic is being seen in the education system, with educational institutions having to compete for extra resources for teaching. An example of this is the national Sirius programme;
- Directions from the national government are becoming increasingly limited to the main themes of the education system and to performance management. Universities are required to determine their own policies relating to their development in the national and international arena, on the basis of increasing market orientation;
- The government imposes particular demands on the quality of teaching programmes and the way in which the quality of the teaching is safeguarded. At the instigation of the government, a proposal for an institution-related

- assessment of the conditions is under development, that is an attempt at a less bureaucratic and more content-driven system of accreditation;
- There is also a focus within government policy on innovation and economic entrepreneurship, as in the 'Peaks in the Delta' programme of the Ministry of Economic Affairs. This programme introduces important social themes into education, such as promoting innovative and entrepreneurial conduct and meeting the increasing demand for well-educated individuals who are able to work in a cross-border environment.

Globalisation and the developments within Europe and in Dutch government policies have a direct influence on the way in which Leiden University operates. Our University has to take account of new circumstances prompted from outside, but at the same time we aim to create new opportunities to maintain – and where possible to strengthen – our position in higher education and research.

Leiden and the region

The city of Leiden is the University's birthplace, but it also plays a significant role in the University's further development. Leiden is an attractive location because of its central position within the Randstad, its extensive international transport links via Schiphol airport, the presence of a broad range of knowledge institutions, its cultural-historical facilities (collections and museums), development opportunities in the Bio Science Park (in which the LUMC, the local municipality, the business sector and the University collaborate), and the proximity of the large number of scientific institutes in the Randstad. Leiden University and the LUMC co-operate closely with Erasmus University Rotterdam (EUR) and the Technical University Delft (TUD) in the 'Medical Delta' project. The Faculty of Science collaborates with the TUD on a range of joint programmes; the University also has a range of other research partnerships. The higher professional institutions in Leiden and The Hague are important partners for our University, including in creating possibilities for students to transfer to our master's programmes, but also in strengthening the knowledge function of the region and enhancing its economic and cultural appeal.

Our University is committed to its strategic partnership with the Municipality of Leiden, both in administrative terms, but also in terms of concrete partnership activities. This includes, for example, activities to promote the city of Leiden, which also has significant benefits for the University, the LUMC, for the business sector and other institutions, and is expressed in the motto 'Leiden, Key to Discovery'. It raises the visibility of the city, the LUMC and the University, contributing to the shared task of putting Leiden on the map and maintaining its position as an innovative player in the knowledge society. The partnership with the Municipality of Leiden also offers a good basis for developing the local infrastructure, both in giving sufficient scope to the University and the LUMC, and in providing accommodation for students and staff.

Besides the partnership with Leiden, our University also has an important collaboration with the city of The Hague (see following section).

5. Leiden University, its position and ambitions

Leadership in knowledge; knowledge for leadership. This motto is the guiding principle of Leiden University in the role it wishes to fulfill in academic knowledge, teaching and society. *Leadership in knowledge* expresses the national and international leading edge of our University in the area of scientific research and our ambition to build further on this. At the same time, we want to apply this *knowledge for leadership* both in the training of young people who in the future have to be able to fulfill leadership roles in society at an academic level, as well as in knowledge transfer to society in a broader sense. 'Fulfilling leadership roles' in this context means that in future positions within society, graduates must be capable of taking appropriate action in complex circumstances and uncertain situations.

Academic signature

Leiden University aims to preserve its position as one of the leading, broad-based (classical) universities in the Netherlands. Education at Leiden University is characterised by its academic signature based on the integration of teaching and research, and focused on challenging talented students in a teaching environment that is becoming increasingly international. Leiden's strength as a research university should not be taken as an indication that research takes precedence over teaching. All teaching in Leiden takes place in the context of research. Naturally, this has a different significance at the different stages of the study and within the different programmes. In all cases, bachelor's students are taught predominantly by lecturers who are also researchers, and they are confronted with scientific issues and methods. Master's students are able to apply the knowledge they have acquired and the research methods of their specialist field actively and creatively to a hypothesis in their own research for their thesis, or by playing a role, during their training, in the research of the academic staff. The aim is not that all students should become researchers, but that they should learn to approach the issues with which they will be faced in their future professional practice with a critical academic attitude and with a scientific methodology.

Our teaching must be a clear expression of our conviction that not only is quality important, but it is also attractive for Dutch and international students, and that studying in Leiden gives them a leading edge, whether in gaining entry to other universities, in finding employment, or in their future career.

Internationalisation

As a result of the international character of Leiden University and its specific disciplines, the academic staff of the University are also becoming progressively more international: an increasing number of researchers and lecturers come from abroad or have worked and taught abroad. The many different fields of science covered within Leiden have strong international ramifications. Our institutes and our individual researchers maintain extensive international networks. Co-operation in the field of research is also often organised internationally in consortia or in bilateral and multilateral partnerships with other universities in Europe or the rest of the world.

Through the programmes they follow, students become aware that the academic world is international: they meet the world in Leiden. Many students follow part of their study abroad or spend a brief period studying abroad; they study specific subjects at foreign universities, take part in study projects at other institutions, hone their linguistic skills in the language area of their study, or carry out fieldwork or an internship abroad related to their study. The international character of the programmes is highly important for students because the majority will in future find themselves working in an environment where international aspects are a key feature.

Internationalisation not only means that the University aims to encourage its students to gain international experience, it also means that the number of students that come to Leiden from abroad is increasing. This growth on the international market can be further strengthened for the master's and PhD phases through partnerships with foreign universities; these partnerships are frequently along academic lines, instigated through contacts between researchers. An increase in the number of international students has a positive influence on the quality of the teaching, and raises the study tempo. There are a number of important prerequisites for internationalisation to be successful, including providing proper accommodation for international students, ensuring the communication with them and the information provided to them are effective, and guaranteeing the standard of the English of the lecturers; these aspects demand our continuing attention.

A strong position in Europe

Leiden University intends to be among the top European research universities, and we are constantly working towards further strengthening our position within Europe. The reputation and visibility of our University are of vital importance for our ability to attract students, PhD fellows and researchers, including those from outside Europe.

Our ability to earn external recognition for the quality of our research and our success in the competition for European subsidies must also serve as a means of confirming our position within Europe. Within the LERU organisation, our University will continue to strive to attract increased investment for research, including independent research, and to strengthening the position of research universities within Europe.

The future qualification system for European universities means we have an important task in making visible how we intend to position ourselves in the international higher education system. A distinctive advantage for Leiden University is that we have available within our faculties worldwide expertise in a wide range of disciplines to respond to scientific and social questions, which represents a firm competitive advantage.

Our University intends to further build on our strong position in research, and increase our visibility in this field. Our research is assessed as very good across its whole breadth, and in certain areas is even evaluated as being of leading and world-class quality. Leiden University aims to promote interdisciplinary co-operation across the borders of faculties and disciplines, even in areas where this methodology is new or almost unknown.

Combining forces in this way is necessary to attract external funding, which increasingly calls for an interdisciplinary approach. The University has a strong position in external funding flows (NWO, EU) in particular areas, on the strength of its own activities or in co-operation with other institutions or consortia. Because of the reduced income from direct funding, our University aims to further strengthen its position in external competition for research funding from indirect government sources and private contracts. Internally, the University aims to correlate resources more directly to the strengths in our research and in so doing to increase the opportunities for success in attracting external research funding.

Enhancing the attractiveness of our teaching programmes

Our University intends to grow, in terms of intake into both the bachelor's and the master's programmes. There are a number of reasons why this growth objective is important:

- We aim to reflect more closely the interests of students and so enhance the attraction of our teaching programmes;
- Our University has a responsibility to society to educate more people;
- Growth is important for Leiden in order to maintain our broad profile;
- Market share in terms of the number of students enrolled (within the nominal study duration) is becoming a key parameter in the proposed new external funding system.

The bachelor's programmes are a crucial breeding ground for a substantial qualitative and quantitative intake into the master's programmes and the subsequent PhD tracks. The number of bachelor's students in Leiden University as a whole is also important in ensuring an adequate financial basis for the University, even given the fact that the majority of bachelor's and master's students opt for a career outside academia once they have graduated.

Programmes differ in the degree to which students opt for a training for the employment market or for continuing in research. Faculties also differ in the extent to which the student intake for the master's or PhD programmes can be generated from the international market. The interest in our programmes has to grow to a university market share of 10% by the end of the plan period. As the choice of university is largely regionally determined in the bachelor's phase, the profiling of our University in the bachelor's phase is in direct competition with the universities of Amsterdam, Utrecht, Delft and Rotterdam. We therefore need to reconsider the current range of programmes offered, to implement innovation and then to raise the interest in our programmes among prospective students. The internal and external communication function of our University via the website and other channels plays an important role here and will be screened with a view to achieving further professionalisation.

Our University intends to give its master's programmes a stronger profile in the market, including both master's programmes that lead to a further research training and programmes that focus on the practice of a social profession on the external employment market. The intake into the master's programmes has to increase

considerably, from our own bachelor's programmes, from the Dutch market (other universities and universities of professional education), and from abroad. The range of programmes offered needs to be further articulated.

Our University also wishes to extend its appeal to new target groups, including students from higher professional education who have completed a bachelor's programme, and students from ethnic backgrounds. The University has introduced a specific diversity policy for this group to increase the intake and study progress of this group, a policy that will continue to be treated as a priority in the coming years.

Growth to a market share of 10% is a target towards which we will work steadily; the opportunities for growth will differ per programme and per study phase within the programmes. Extending our activities in The Hague is one such growth programme. For a number of programmes the market in The Hague for post-academic training represents an interesting opportunity. Achieving a steady pace of growth is also important in order to avoid creating problems in the quality of our teaching. Departments should have the opportunity to adapt to a higher and probably more heterogeneous intake of students in terms of talent, background and ambition.

Leiden University in The Hague

Leiden University regards The Hague as the University's second location. The collaboration with The Hague and the international institutions and organisations located there offer the University a range of unique opportunities: we are able to reach new target groups with a broader cultural diversity; we are able to open up new markets for our teaching and research programmes; and we have the opportunity to experiment with innovations in teaching. New target groups may emerge from the international market, from ethnic groups and from universities of higher professional education in The Hague, from the professional market, government institutions and non-governmental organisations.

It is our ambition in the coming years to expand Campus The Hague to become a full location of Leiden University, with a cohesive body of teaching and research activities, and with a recognisable profile appropriate for the city of The Hague. These activities might comprise programmes, including interdisciplinary programmes, provided by different faculties, related to such themes as governance, public administration, law, international relations, and organisations and cultural diversity. It is also feasible that faculties and departments may see opportunities in The Hague in other fields of interest. The intention to set up a University College in The Hague offering new bachelor's and master's programmes appropriate to the profile of The Hague is part of this plan. It is expected that The Hague will develop its own distinctive character that will be different from Leiden's profile as a student city.

6. Inspiring teaching

The key themes in Leiden University's vision for its teaching reflect the University's core values, its character as a research university and its ambitions:

- The teaching has an academic signature, derived from the strong integration of teaching and research;
- The teaching provides students with high quality and state-of-the art knowledge in their own specialist field, and with strong academic skills;
- The teaching is inspired both by research hypotheses and by social practice;
- The University's key focus is on creating an ambitious study culture aimed at achieving maximum study success for students;
- The focus in the organisation of the teaching is on challenging students and combating an ambivalent attitude on the part of students; to counter the anonymity of students, larger departments will organise their teaching in small-scale groups;
- The teaching focuses on talent and diversity in the student population, but also on developing the talents of each individual student;
- The range of programmes offered differentiates between disciplinary and interdisciplinary – or broad – teaching, and offers study paths that meet the diverse interests and abilities of students;
- Inspiring lecturers are the core of knowledge transfer and of supervising students, and will be properly equipped for this role;
- The teaching takes place in an international setting, particularly in the graduate phase;
- That the quality of the teaching will be closely monitored is self-evident.

Inspiring lecturers

Our University regards lecturers as a crucial factor in our teaching. Inspiring lecturers who, based on their knowledge and experience gained through their academic work, are able to awaken and maintain the interest of students, and to challenge them to make the maximum commitment. They ensure that their students grow to become independent in treating the study material; they relate knowledge transfer to teaching their students to think independently and to training them in the skills that are important in a societal context. They are able to inspire students to reflect on issues, to think critically and to be self-motivated. Our students learn to question assumptions, to deal with information and sources in a methodologically responsible way according to the norms of the different scientific disciplines; they are susceptible in their work to challenges and to the need to defend their research findings.

The important role of lecturers in teaching derives from the fact that they are in a position to safeguard the standard and quality of their teaching through their specialist knowledge and research experience. And it is they who play a significant role in improving the performance of our programmes by experimenting with innovative teaching methods and, where necessary, with stricter controls in how the teaching is organised, thereby reducing drop-outs.

It is the lecturers who should challenge students by confronting them with complex problems of increasing difficulty, and by linking these to relevant academic skills, such as being able to report on issues and defend them in writing or verbally. Learning also requires students to put their skills into practice. For some of the more senior students,

this can be in the form of a role in teaching students in lower years, under the supervision of their lecturer. This might include supervising tutorials or practical sessions, with the added advantage that this allows more small-scale teaching (smaller tutorial groups). For others, participation in research is an impetus to further explore problem areas.

Inspiring teaching largely involves challenging students intellectually, and stimulating them to perform well. This should be embedded in a teaching environment that offers students opportunities for self-development, where students can discover their talents and further develop these with opportunities to individualise their studies. A teaching infrastructure with professional study supervision and advice offers students support in their study choices.

As well as their specialist knowledge and research experience, lecturers should be competent in different roles in the diverse teaching and learning processes of students, and should be equipped for these roles with teaching and skills training. Attention should be paid to the professionalisation of lecturers in order to further enhance the quality of the teaching in terms of content, form and didactics. PhD fellows who also teach are prepared for this role by following a course or training programme and through a process of coaching. Our University has introduced the Basic Teaching Qualification and provides a range of training programmes for improving the English language skills of lecturers. Our University makes high demands not only of our students, but also of our lecturers. The Basic Teaching Qualification is an important initial step in this process; it shows that the need is appreciated for attention to be paid to developing more specialist qualifications, including the possibilities for lecturers to acquire an advanced qualification. Senior lecturers, too, are encouraged to continually improve their teaching skills together with colleagues or specialists in their field on the basis of best practices. It is reasonable in this respect to require lecturers to remain constantly up to date with the use of ICT in teaching. This also means, of course, that lecturers must be offered an environment with advanced resources, such as high-grade apparatus, ICT equipment and library facilities.

Lecturers who systematically function below the required level, as will be apparent from negative assessments from students in teaching evaluations, for example, should be addressed on this issue in performance and development interviews, with explicit consequences if the required improvements are not achieved. High-quality teaching is not compatible with an ambivalent attitude, neither on the part of students nor lecturers.

Differentiation and study success

Our teaching focuses on a differentiated intake of students, in both bachelor's and master's programmes. As we see it, the development of the individual talents that students bring to the programmes of their choice is paramount. This may be focused on developing their academic talents or skills that will be used on the external employment market. This means that our teaching takes account of differentiation in students'

choices, both in the choices they make from our varied range of programmes and in the way in which they are able to or wish to plan their study. Some students will opt for depth within their chosen discipline; others will seek this depth in an interdisciplinary context; yet others will seek to broaden their knowledge. Students also continue to make further choices throughout their study, for example whether or not to continue to a master's programme after obtaining their bachelor's diploma, either directly or at a later date.

Some students are nominally interested in completing their studies, whereas others have an above-average capacity for acquiring academic knowledge and skills: they learn fast, have a broad range of interests and are intrinsically motivated to gain optimum benefit from their academic study. Our University offers these students a number of excellence programmes. There are also students who regard their study as a opportunity to qualify for a particular position in society; they want to enrich their programme with diverse formative activities, and are prepared to invest more in their study. This requires us to offer flexibility in how our teaching is structured. Flexibility is also important in considering students who have a disability. As studying costs this specific group extra time and energy, it is important to apply extra support, supervision and facilities, including ICT facilities, to ensure they are not prevented from achieving study success by their functional limitations.

Our University aims to offer students the opportunity to make diverse choices, thereby improving their chance of success. Offering such opportunities correlates with a degree of reciprocity in the relation between the department and the student. It requires a commitment on both sides: students can rely on good teaching and good supervision if they, too, are prepared to fully develop their potential. Good students will be invited to supplement their studies with extra study activities; students who prefer to follow a more standard path are encouraged to concentrate on completing their studies. Leiden University sets a nominal three years for students to obtain their bachelor's diploma, with a possible extension to four years for students who want to undertake additional relevant activities appropriate for their personal development.

Studying goes hand-in-hand with student life. In *Choosing for Talent*, it was already mentioned that Leiden University aims to offer a learning environment that optimally stimulates and encourages students both in their academic training and in their more general training and personal development. Leiden has a very strong tradition of student associations, which also contribute to students' personal development. The University regards the many study, sports and student clubs as an important expression of how a part of our academic community is organised; we encourage students to become a member of a student association and to take an active part as administrator or assistant in other organisations. Study associations play an important role within the different departments in including students and giving them the feeling of belonging to a community. Members of study associations and student associations also play a part in providing information to prospective students about Leiden University and the many possibilities offered by the University and the city.

Study success in the bachelor's programmes

Students who choose to come to our University have high ambitions: they want to graduate with good results within the nominal study period and obtain a good starting position on the employment market. Leiden University aims to facilitate this. We therefore focus on an ambitious study culture. Our University aims to offer students a thorough academic training that will enhance their career potential. Innovations in teaching have to match developments in the different fields of science, including within our research profile areas. To enhance the 'value' of graduates on the employment market, innovation is also sought through combining programmes with business studies or, as in the case of Humanities, by combining programmes with so-called practical studies. Leiden University aims to be recognised as University that challenges and stimulates students and that has a lot to offer them besides their study.

The Leiden Study System (LSS) was implemented as a context within which the Binding Study Recommendation can function. The LSS comprises introductory interviews with students once they have enrolled, a mentor system to introduce them to their study and to ensure supervision (by lecturers and/or senior students), an early test to give students rapid feedback and three assessments, the last of which is binding; the BSR standard has been raised to 40 study credits (including criteria set by the relevant department) and the first-year diploma (*propaedeuse*) must be achieved within two years. Information on each bachelor's programmes is contained in a study supervision plan.

To increase the chance of success for our students, and thereby also to enhance the effectiveness of our programmes, the supervision aspects of the Leiden Study System will be screened, renewed and extended to all the years of the bachelor's programme. The starting point is that students should find a steady tempo early on and are able to maintain this throughout the rest of their study. This system takes into account the diversity in intake and the talents of each individual student. The focus is on a better match between the student and the programme prior to enrolment or directly following enrolment.

A Study Success taskforce will investigate a number of additional measures that may contribute to study success in the bachelor's programmes. These measure include:

- Introducing an intake interview as an information tool at the time when prospective first-year students in particular are applying to study, with a view to achieving a better match but also to making it possible to retain students within higher education – preferably within our own University, of course – and combating later drop-outs. Many students initially choose the wrong programme; it is important to try to keep them within our University, but then in a different study programme. To achieve this, we need to come into contact with such students. Such an intake interview may take different forms and requires differentiation and an individually-tailored approach for each programme. The intake interview is supported by the website in the form of a self-test questionnaire to give the student a better idea of what the programme contains. It also includes specific information, for example on possible deficiencies that in

- the experience of the department can cause students difficulties in their future studies;
- Introducing a year group system in the first study year. The Faculty of Law has had good results with this system in the Leiden Law School project. A year group system can encourage the achievement of a group culture of graduating on time and can ensure that students are divided into smaller groups, particularly in the bigger departments;
 - Offering opportunities to continue to another study in the event of drop-out from the initial study, maintaining study points and without losing any time;
 - Further structuring the learning environment after the first-year exam, whereby students can follow different routes depending on their capabilities and ambitions, including taking part in an Honours Class. Further differentiation in teaching has to take account of the differences between students;
 - To ensure the optimum match of student and programme and to offer good supervision and support in the path taken by students. This should take place before the second and third study year agreements are made between the department and the student and are recorded in a study plan, after which the agreements are tracked in the student monitoring system. The individual agreements in the study plan reflect a reciprocity in the commitment of the programme (lecturers) and students. The study plan aims to encourage students to think carefully about how they are managing their time; the mentor system in the first year can be regarded as a preliminary to this system;
 - A code of practice will be introduced within the University indicating what students may expect of the University, the departments and the lecturers and those issues for which they can be held accountable. This code of practice also includes responsibilities for students.

In adopting the measures mentioned, our University endorses the strategic agenda of the Minister of Education, Culture and Science and the focus areas agreed within the VSNU to ensure study success in the bachelor's programmes.

Graduate schools

At the start of 2008, the Graduate Studies task force made recommendations on the further development of the graduate phase, in particular the organisation of graduate schools within our University. To determine the position of graduate schools within the faculties, including the lines of responsibility and the authorities, the task force has developed a generic model for the graduate schools and has indicated how this model fits within the faculties. The key to this model is that institutes, including their academic staff, constitute the integral elements of the graduate schools. The institutes function as capacity groups for graduate and bachelor's teaching; they are responsible for the development of the content of research and have a far-reaching degree of autonomy within the contexts of the University and the faculty.

The University, including the LUMC, comprises six graduate schools. The aim of the graduate schools is to ensure the coherence of the teaching and research programmes in terms of their content, and to ensure these programmes have a high profile in the national and international market. The ambition is for lively graduate schools with their

master's and PhD programmes to operate as a magnet for new master's students and PhD fellows.

Enhancing the attractiveness of our master's programmes

Our master's programmes are internationally oriented and are in principle taught in English. Increasing the intake into the master's programmes of both Dutch and international students remains an important objective for the coming period. The master's programmes have an increasingly international and heterogeneous composition. The international intake is important for the scope and quality of our master's programmes.

In its recommendations, the Graduate Studies task force advised on the increasingly diverse and complex demands made of teaching programmes. This means seeking greater flexibility in the range of programmes offered in order to meet this demand, including introducing pre-master's programmes, recalibrating the admission criteria, and providing students with possibilities for acquiring professional skills needed in the employment market during the research master's phase. The task force has put the structuring of graduate programmes as integrated tracks within master's or research master's programmes and PhD training programmes on the agenda. The range of master's programmes offered has to be positioned more decisively in the national and international market, where the added value of the master's programme has to be communicated more distinctly for the Dutch student market, including in terms of its connection to the employment market.

The intake from higher professional education

Following on from what was indicated earlier in this section about strengthening the market position, and further to the recommendations of the Graduate Studies task force, co-operation with the institutions of higher professional education (HBO) will be expanded to promote the intake of HBO students to relevant master's programmes. This can be achieved by offering pre-master's programmes or minor programmes that are preferably integrated into the final year of the HBO programme. To this end, and in line with one of the recommendations of the task force, the admissions policy will be reviewed to ensure that any unnecessary restrictions on intakes from this source are removed.

Focus on the third phase (post-graduate level)

Establishing the Graduate Schools and placing the PhD research programmes within these Graduate Schools focuses greater attention on structuring the teaching aspects of the training tracks in PhD programmes and on the supervision and progress of the PhD training track, and, no less important, on monitoring quality aspects.

The Graduate Schools are essential to convey the research character of the University and to attract students and PhD candidates from the international market. Leiden University aims to strengthen its research character and to position itself strongly within the European arena of teaching and research. The University intends to create a clear

graduate profile in the student market, both nationally and internationally. The internationalisation of the University relates mainly to the graduate phase. The ambitions of our University are focused on increasing the percentage of international students in the master's and PhD programmes, whilst at the same time increasing the number of students in the bachelor's programmes.

The range of programmes offered

The range of programmes offered in Leiden is very broad; the programmes are largely traditional and disciplinary. The academic fields and the faculties are separated, which restricts our ability to create a range of attractive new teaching programmes. The breadth and diversity are therefore not adequately reflected in an attractive new Leiden range. The appeal of programmes in the area of media and new media, communication, culture, Europe, liberal arts and University Colleges at a number of other universities is affecting the market share of Leiden's traditionally disciplinary programmes. After obtaining their bachelor's diploma, a relatively large number of students opt for a master's elsewhere that focuses more specifically on a particular profession. Leiden has a relatively limited intake into the master's programmes from HBO institutions.

Our University aims to introduce new bachelor's and master's programmes that are expected to generate a substantially higher intake across all the different programmes. These programmes will require inputs from several institutions within faculties and from several faculties. Most will be made up from existing elements of our teaching programmes. Our University also aims to reflect developments in dual-language teaching in pre-university education (VWO), and to expand its range of English-language bachelor's programmes. In all, this innovation in the range of programmes offered, together with a stronger intake of students in existing programmes, should lead to a growth in market share of 10%. The aim is for a strong increase in the average number of students for each programme.

An action plan and a schedule will be drawn up, leading to the development, accreditation and marketing of these programmes, in line with the staffing and budgetary possibilities. In formulating these plans, our University is following the advice of the New Financial Perspective task force that advised in 2008 on the financial position of the University and the consequences of this for the range of programmes offered.

7. Excellent research

Research profile areas

Leiden University conducts top-quality research. By focusing strongly on a limited number of research fields, described in designated research profile areas, our University aims to position its strong research fields more explicitly and to ensure greater visibility of our expertise. In this way we aim to seize the opportunity to achieve our ambition of designing major research programmes in these specific fields, where possible in partnership with other knowledge institutions and social organisations, both nationally and internationally.

Our University has sufficient qualitative and quantitative weight in these research profile areas to maintain or to acquire prestige, to compete substantially for external subsidies and to be an attractive option for excellent researchers. These areas are predominantly interdisciplinary; they reflect major social issues, for which additional external resources are expected to be made available. Research profile areas also offer the opportunity to evolve with the development of social and academic priorities while the stable basis for research is preserved in the institutes.

In consultation with the Faculty Boards, the Executive Board has determined the following 11 research profile areas:

- Fundamentals of science
- Global interaction of people, culture and power through the ages
- Brain function and dysfunction over the lifespan
- Bioscience: the science base of health
- Language diversity in the world
- Vascular and regenerative medicine
- Interaction between legal systems
- Health, prevention and the human life cycle
- Political legitimacy: institutions and identities
- Translational drug discovery and development
- Asian modernities and traditions

Researchers from the LUMC also participate in a substantial number of the research profile areas. The LUMC continually generates a large number of PhDs, has a strong position in attracting finances from all three sources of funding and has increasingly productive partnerships with the different faculties within our University. The collaboration with the Faculty of Science (including with Naturalis) is longstanding, but further partnerships (also within Social and Behavioural Sciences) also continue to arise through the research carried out; these partnerships can now be seen within the research profile areas.

Defining particular research profile areas does not preclude research being conducted outside these areas. In all fields of teaching there first has to be a research basis. This means that incentive funds are only available to strengthen the research within the research profile areas. With a view to creating sufficient mass, this strengthening of particular research themes also has consequences for the policy on appointing professors and attracting other researchers: such appointments will reflect the strengths of the research profile areas.

Strategic alliances

The development of the research profile areas demands strategic alliances with other strong players. Our University is not large enough to fully develop all these themes independently and to acquire a worldwide reputation in these areas. In the field of Life Sciences there is a strong cluster in co-operation with the LUMC, the TU Delft, TNO and

the Erasmus MC. The Bio Science Park in Leiden is another strong cluster on the site of the University. The co-operation with Naturalis in establishing a Netherlands Biodiversity Centre also deserves mention. Efforts will be made in future to develop such clusters in other research profile areas. The scope and diversity of research in the area of Humanities constitute a good starting point to develop a strong cluster with other organisations, such as KNAW institutes, and in collaboration with the municipality of Leiden in the cultural field. For Social and Legal Sciences, The Hague is a fertile breeding ground for forming such clusters. Campus The Hague represents a major strategic advantage for our University, and it will be clear that our University has two permanent locations, Leiden and The Hague. The intended establishment of a University College – provided the required criteria are met – and of other funded or non-funded bachelor's and master's programmes can play an important role here.

Alliances are also necessary within the University. It is becoming increasingly apparent that collaboration between researchers from different faculties and disciplines leads to new perspectives and gives new inspiration to researchers. It is therefore also important to continue to encourage such interdisciplinary co-operation and to express this in concrete internal alliances. A good example is the collaboration between three faculties and the LUMC, which has resulted in the establishment of the Leiden Institute for Brain and Cognition (LIBC).

Research funding

As a result of the reduction in direct government funding for research, our University is becoming increasingly dependent on funding from NWO and the European Union. The share of Leiden University in the second and third flows of funding should at least be maintained at the present level and if possible increased. As the budget of NWO for the Innovation Research Incentive Scheme is increasing and also the EU budget will grow in the coming year (not only for research projects but also for teaching projects), the scope of the second and third flows of funding for our University will have to increase significantly. We will then have to make maximum use of the opportunities offered by the increasing volume of research funding offered by the NWO and the EU, both because of the decrease in direct government funding for research and because of the quality incentive that assumes participation in the competition for the distribution of funding resources. New opportunities have to be identified within the institutes to offer promising researchers the opportunity to write research proposals. Expertise is available within LURIS to support researchers with advice in order to increase the likelihood of funding being granted.

The research organisation

In addition to promoting our research profile areas and facilitating effective alliances, a strong organisational structure is needed in large-scale units to strengthen the appeal of our research, as a complement to promoting our research profile areas and to facilitate effective alliances. Only in this way can we match the international competition in institutes that are responsible for organising research and for jointly determining the pertinent criteria.

Doctorates and PhD positions

The performance of our PhD programmes deserves serious attention from the graduate schools. The supervisory skills of the PhD supervisors are essential to increase the number of successful PhDs and to increase the yield of such programmes. These supervisory skills and the performance of PhD tracks will constitute important elements of the performance and development interviews that are conducted on an annual basis with all supervisors. A range of courses will be offered, or peer support will be organised to enhance these supervisory skills.

The graduate schools also support PhD candidates in developing their career perspectives both within and outside the University, in academic positions or in positions at academic level on the external employment market. Our University already has available a range of training options for PhD candidates who wish to orient themselves towards positions outside academia.

The graduate schools play an important role in increasing the number of PhDs achieved. Doctorates are a very important factor in government financing, and have become even more significant since the PhD subsidy was increased at the start of 2009, at the cost of funding for basic research. As a result, the research budget from direct government funding has become a more dynamic factor. The opportunities for appointing PhD candidates from direct government funding have decreased drastically since the transfer of research funding to NWO, and we therefore have to work with more projects financed by second and third flows of funding if we wish to increase the number of PhDs achieved. It has consequently become more important to recruit PhD candidates who do not have an appointment at the University (including the so-called external PhD candidates).

8. Knowledge transfer

The University sees academic knowledge as the core of current and future issues in the fields of wellbeing, prosperity, culture, economy and entrepreneurship. Our aim is to make better use of this knowledge. Academic work is also promoted if academics and entrepreneurs develop and exchange knowledge in innovative networks, strategic alliances, research consortia and professional collaborations.

Knowledge for society

Our University sees knowledge transfer to society as an integral part of its academic responsibilities, and acknowledges and rewards the activities of its researchers in this area. Respect for academic integrity is, of course, a key factor in this process.

Social and economic value

As indicated previously, the University is striving to increase its sources of income, besides direct government funding, which is possible if we literally translate our social

and economic value into financial recognition. In the University's 2005 innovation policy plan, a number of strong motivations were mentioned to ensure the successful development of knowledge transfer:

- The national and European requirement for better exploitation of university knowledge, with a view to the economic competitive position;
- The general conviction that the importance of knowledge for wellbeing and prosperity is increasing;
- Safeguarding the University's position in future research and teaching;
- And the diminishing public finance budget for universities.

Knowledge transfer is most successfully achieved by delivering highly qualified academics. Research collaboration with private or social partners offers a further excellent basis for knowledge transfer.

In 2005, Leiden University established the Leiden University Research and Innovation Services (LURIS) to support the valorisation of knowledge (licences and new business activity on the basis of intellectual property) and to offer contract support for third party funding projects. LURIS interacts closely with the University and the Leiden University Medical Center. Since 2007, the services provided by LURIS have been expanded to include advice on subsidy applications and support for project applications for European programmes. This has recently been further extended to include projects financed by second and third flows of funding. A challenge that has yet to be fully articulated is the expansion of consultancy activities from academia and universities for the benefit of society.

Research financiers, too, encourage knowledge transfer between researchers in universities and their counterparts in the business sector, in government and in other societal organisations. This knowledge transfer also has a degree of reciprocity, since knowledge from society is also derived through contacts with researchers in these societal organisations; this is knowledge that can be integrated in knowledge development. Research finance from the government and from other providers of funding is expected to become increasingly aimed at knowledge transfer. This will be reflected in the University's strategic plans.

9. People and organisation

Our staff represent a crucial success factor in our University's striving for a prominent position in the scientific world and in society, with the quality of our staff being a defining factor. Our University aims to attract the best researchers and lecturers, in the national and international market. This means that we want to offer prospects and a good working environment to academic talent, both within the University and outside. This will allow us to attract and also to retain top scientists within the University and to offer them the opportunity to remain at the top of their field.

Academic entrepreneurship

Academic entrepreneurship must become one of the means of ensuring that the University maintains its position in the funding system so that further expansion can take place in the different sectors of research. Academic entrepreneurship means that the academic staff of an institute bear the responsibility for strengthening the market position of the institute, not in economic terms, but in the competition in the higher education market and for research funding, thereby contributing to the position of the university as a whole. Academic entrepreneurship implies a pro-active attitude from researchers to engage in innovative teaching and to further strengthen research while also seeking opportunities to expand the benefits for the institute. The Institute Directors are responsible for the institute's academic performance, as well as for the staff and the finances of the institute. It is specifically their task to stimulate academic entrepreneurship and to play an exemplary role.

It is important that researchers at our University are encouraged to submit funding applications to NWO and to the EU, and that they receive the support necessary to ensure maximum success. Our researchers have to develop an active routine of submitting applications. This imposes high demands on the personnel policies and on the supervision structure for those who submit applications. 'Earning capacity' is an important criterion, both in the recruitment and the assessment of researchers. In order to acquire more projects, more staff have to submit proposals. Staff can apply to LURIS for information and for gaining the skills necessary for applying for projects financed by second and third flows of funding.

Academic entrepreneurship and earning capacity are not restricted to the field of research. This entrepreneurial attitude also applies to situations related to teaching, such as actively participating in student recruitment activities for the different programmes, the 'pre-university to university' programme, or the Pre-University College. It also includes playing an active role in linking the issue of innovation to the teaching programmes offered, in synergy with the market.

Perspective for talent

Talent is attracted by quality, and talent in turn engenders more quality. Talent also attracts more talent. The University policy on academic staff is therefore also to attract, develop and retain talented students and researchers.

Talent can be expected to bring added value to the University, in promising areas where the University can be a significant player. This requires a strict selection of candidates who will become part of the permanent staff, and selectivity in their subsequent academic career. In return, the University will have to offer valuable incentives (an attractive working environment, rewards for performance in teaching and research). It must be possible to offer better rewards to the best members of staff, not just in financial terms, but also in facilities. An attractive working environment is also important to attract researchers from abroad to come to work at our University.

We expect academic leadership from our professors. Within the institutes they should focus on maintaining the quality of their research and ensuring that the research is well organised, building up and maintaining international networks, and expanding earning

potential. The aim is to strengthen our University's teaching and research function and to contribute to meeting the scientific and social need for highly educated academics (by supervising PhD candidates). A heavy burden of responsibility is placed upon our professors. Not everyone is suitable to meet all the expectations of this position, and not everyone automatically becomes a professor. A set of criteria will be drawn up for new contracts and appointments so as to raise the standards within the University. This applies to appointments that cover broader domains within the different scientific fields and where authority and leadership skills are important criteria. The working environment of professors should include sufficient promising researchers, lecturers and other professionals to make it possible to carry out the diverse research activities.

Quality costs money. Leiden University wants to be an attractive employer for top researchers. This means that our University is prepared to make competitive offers, in comparison with the international market, in attracting top researchers, including by offering them excellent facilities in the appropriate research infrastructure. These senior academics are then expected to be able to secure their own research funding.

Differentiation

The integration of teaching and research is unequivocally the starting point for all scientific staff in permanent employment. Performance assessments are based on both teaching and research. Leiden University sets high standards. Good results in teaching evaluations and demonstrable ability to attract funds from the second flow of funds (indirect government funding) are important criteria. This does not preclude the possibility of a differentiated career policy where there is the opportunity for a career in which designing and developing teaching programmes is a core requirement, including the necessary research in this area. It also remains possible to assign specific teaching tasks to some members of staff, mainly in the area of skills teaching or training. A career based on teaching should of course not be used as an escape route for staff who do not perform adequately in research. The inability to function adequately in teaching or research should have consequences in the context of performance and development interviews, just as exceptional performance can be considered for particular reward. Our personnel policy is not a 'one size fits all' strategy. It is possible to differentiate personnel and career policies in a structured way, in types of contract (temporary – permanent), in job descriptions and responsibilities, supervision, etc., which should take account of the opportunities for advancement of new potential. Performance-related personnel policies will be developed further in all faculties; it must be possible for excellent researchers and lecturers to be considered for promotion to higher academic positions, for example, on the basis of assessments within a tenure track system.

Personnel policies have to be developed per faculty. The Faculties of Law and Social and Behavioural Sciences are profiled as teaching faculties. Within the personnel policy of these faculties, more than with other faculties, account must be taken of the scope of the teaching tasks as determined by the volume of students, the differentiated interests of students, the requirements of potential employers in the professional sector, or the competition with the employment market.

Promoting a more balanced composition of staff (based on gender, ethnic origin, staff with a disability, etc.) is an issue that calls for constant attention. This also applies to the progression to positions in scientific and professorial posts, and supervisory positions in the supporting staff. Our University has signed the 'Talent to the Top' charter, which commits us for five years to target figures to increase the number of females in senior University positions.

Support and management staff

It is important that the job structure and the way this is implemented in practice should offer good opportunities for promotion and job change, both horizontally and vertically, for both support and management staff. This must go hand in hand with further professionalisation and self-development opportunities for staff. Staff training should focus on keeping people employable in the longer term and maintaining their market value on the external employment market. It is of the utmost importance that working activities are organised such that optimal use can be made of all the available competences of staff. Performance and development interviews, in which appropriate agreements are made, are the chosen instrument for achieving this objective.

The way to raise quality levels and to achieve optimal effectiveness and efficiency is by ensuring that there is maximum correlation of all the activities in the different layers and columns of the University. Setting up shared service centres represents the initial step towards this objective.

The support and management staff constitute an important element of the infrastructure supporting the primary tasks of the University. This category currently represents some 46% of the total staff of the University. The question arises whether personnel policies should take more account of differentiation within this group. A relevant distinction already exists, for example, between research and teaching support staff and administrative and service staff. These two sections of the staff fulfill different roles in the University organisation and each has its own dynamics as to how the work is developed. A dedicated personnel policy for the different categories of support and management staff should result in these staff members being able to make an active contribution to the future development of the University, to supporting teaching and research, as well as to the administration and service processes.

Management

The aims and tasks in the area of teaching and research in this present plan call for academic entrepreneurship from staff and their supervisors, more than was previously prevalent within Leiden University. Achieving the recommendations of the Graduate Schools task force determines the conditions for expanding entrepreneurship. With the merger of four faculties into the Faculty of Humanities, six strong faculties have now been created, comprising 27 institutes, each with an Institute Director. The academic staff have been allocated to these institutes. The Institute Directors are integrally responsible for the academic performance, the staff and the finances of the institute. They are also responsible for the deployment of staff in teaching, which does not detract from the statutory responsibility of Programme Directors and Boards for the

organisation of the programmes (in accordance with article 9.17 WHW). Teaching committees, that include equal representation by students, are one of the means of assuring the quality of our teaching.

How the institutes function determines how the University as a whole functions. The Executive Board, the Faculty Boards and the Institute Directors, together with the directors of the supporting units, constitute the 'management' of Leiden University. By reducing the number of faculties and assigning integral responsibility to the institutes, the forum of the Executive Board and the Deans increasingly functions as the 'Group Council' of the University. Regular meetings of the Executive Board, the Faculty Boards and the Directors of the institutes should ensure short lines of communication.

Co-participation and consultation

In line with the WHW, co-participation within our University takes place in faculty councils, staff committees and a University Council. Our University also sets great store by contributions from the student community, as is the case with the Leiden Student Council. Outside all these organised frameworks dialogue also takes place at diverse levels within the University, with students and PhD candidates, largely in informal fora. Consultations are also held with representatives of the unions in the form of the Local Consultative Body.

Our University considers it essential to engage in constructive discussion and dialogue at different levels in the organisation, in order to allow the University to operate successfully for the benefit of the whole University community, its management and organisation, and to allow it to carry out its tasks properly.

10. Alumni

Alumni are important ambassadors for our University in society; as such they make a major contribution to the image of the University. Alumni policy therefore focuses on maintaining and reinforcing the solidarity felt by our alumni towards the University. Alumni gain knowledge and experience in diverse positions in society and operate within a diverse range of social networks. Advice from and contact with alumni who are active in this social context are highly valuable for our University. Active alumni also make financial contributions – not unimportant against the background of reducing government resources. Our University values a good co-operative relationship with the Leiden University Fund, which facilitates diverse activities in the area of teaching and research, and supports many student activities with the support of donations from alumni. We welcome all alumni and encourage them to gain new knowledge and skills or to bring these up to date (lifelong learning).

A category which should not go unmentioned comprises the group of emeriti and former staff. Our University benefits from the role of emeriti professors in completing the supervision of PhD candidates; emeriti professors and former staff are also important ambassadors for the University.

11. Financial perspective

The ambitions of the University in the area of teaching and research depend on a financially sound foundation. The intended growth in market share, increasing study success and strengthening the research profile point give prospective for a healthy and financially sound future. Measures are needed in the short term to achieve this strategy. Investments have to be made in those areas where the University is aiming for innovation. Economies are inevitable in order to ensure that the necessary funds are available.

A cohesive plan has been formulated entitled 'Towards a new financial perspective'. This plan comprises three main components.

1. The faculties and the LUMC receive less funding than previously from the first flow of funding (direct government funding). It is our express intention that they should compensate for this shortfall by actively acquiring research subsidies from NWO and European funds. The University expertise centre, LURIS, will be expanded to support these applications.
2. The second pillar of the plan comprises measures to improve cost effectiveness. In this context activities that are not part of the core tasks of the University will be terminated. The number of separate programmes will be reduced by broadening and merging small departments. The supporting functions, such as libraries, ICT support and administration, will be organised more efficiently.
3. Additional resources will be acquired by various means, including subsidies for initiating new activities, extra income for more PhDs, improving study results and increasing the number of fee-paying international students.

The plan should eventually lead to an improvement of 30 million euro in operational costs, divided more or less equally across the three components. Part of the proceeds will be used to bring the University budget back into balance. A further part will be invested in strengthening and updating teaching and research.

From 2010, resources in excess of the existing innovation funds will be reserved for stimulating research in the appointed research profile areas. This is in addition to the resources assigned by the faculties themselves to the research profile areas in which they participate.

A programme of grants - the 'Leiden University Excellence Scholarships' (LEXS) - has been initiated to help talented international students who want to follow a master's programme in Leiden over the – largely financial – threshold. The first grants will be awarded at the start of the 2009-2010 Academic Year.

The resources for teaching and research will be assigned to the faculties with effect from 2010 on the basis of a new allocation model that reflects the priorities of the University; different parameters are applied within the model to take into account

differences between the faculties. It has been agreed with the faculties that the financial incentives derived from the model will be passed on internally to the institutes and programmes. The new allocation model includes a financial bonus for every bachelor's or master's diploma awarded to a government-funded student. Of the resources distributed, some 10 million euro is related to this diploma bonus. The faculties also receive a total of some 10 million euro per year from a higher PhD premium for successfully completed PhD research. This system ensures that programmes that introduce initiatives to improve study performance are both encouraged and supported.

Resources for research increasingly have to be acquired in a competitive environment; all faculties and institutes are therefore expected to make every effort to acquire the necessary funding. Success in acquiring research subsidies from NWO and the EU will be rewarded on the basis of an allocation model. A sum in the region of 20 million euro will be allocated among the faculties annually on the basis of this model. The faculties will receive additional resources for research in the form of an increase in the teaching budget. This will prevent research from being completely dependent on the availability of subsidies.

Besides the support concentrated on teaching and research within the faculties, the University will in the coming years invest more than 100 million euro in renovating buildings and ICT facilities.