Radboud University

Towards 2020

An invitation to change perspective
Change perspective includes both an invitation and a promise.
Radboud University towards 2020
An invitation to change perspective
Introduction

Radboud University is in good shape. The course we have followed in recent years has proved to be the right one. For the past few years, students have rated us as the best broad university in the Netherlands. Our researchers have been highly successful in attracting funding from national as well as European research funding agencies. Sound financial policies have enabled us to invest in our campus. All this has created a stimulating climate for students and staff alike. In the years ahead we will continue to follow this course, building on what we have achieved so far. And, as we explain in this document, we propose to respond even more proactively to changes in our environment.

Taking care of our students is a high priority. Our starting point is that they should play an active role in the academic community, through their studies and in initiatives that enrich the community. Changes in student grants and loans give students even greater incentives to graduate within the designated period. Our campus therefore offers many opportunities for students to study beyond the traditional setting of lectures and work groups. We are investing in campus facilities to make this possible.

Internationalisation is a recurring theme in this Strategic Plan. To achieve our ambitions, we intend to attract promising students and talented researchers from around the world. To maintain our competitive international position we will project a more distinctive profile for the University in the years ahead. We are convinced that interaction between students and staff with different cultural backgrounds contributes to the quality of our academic community, and we therefore intend to increase diversity at the University.

This plan outlines how we will respond actively to changes, both in academia worldwide and closer to home. Government bodies, the business community and civil society are our partners. Together with these partners, we will be looking more systematically for opportunities for fruitful partnerships, while preserving a balance between society’s needs and our main strength: innovation based on fundamental research.

We are confident that Radboud University has a bright future. The foundations have already been laid. We invite our academic community and our partners to build on these foundations, along the lines outlined in this Strategic Plan.

Executive Board

Prof. Gerard Meijer, President
Prof. Theo Engelen, Rector Magnificus
Wilma de Koning, MSc, Vice President
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Radboud University
Radboud University towards 2020
An invitation to change perspective

We are a broad, international, student-oriented research university. Together with Radboudumc, we have created an intellectual environment that inspires and challenges our students and staff so that they can extend the scope of academic disciplines and benefit society.

This is a special university with links going back to a Catholic tradition that emphasises qualities such as solidarity, justice and engagement with society. We therefore focus not only on knowledge and academic performance, but also on societal needs. We have broadened our perspective to include further contributions to social welfare as well as to our students’ need to live a meaningful life.

Our reputation is based on high-quality education and research. Inspection committees and students alike rate our education as excellent. Major prizes and grants have been awarded to our researchers in both national and international competitions. Students are very satisfied with the facilities on and around the campus.

Our strategy of striving to raise quality has proved successful. In this Strategic Plan (which covers the period 2015-2020), we are shifting our perspective in order to meet the challenges we anticipate in the future. By 2020, we not only want to be one of the top universities in the Netherlands and in Europe, but also to have enhanced our prestige worldwide. A continued emphasis on internationalization and expansion of the societal impact of our education and research are key elements within this plan.

Our slogan for the years ahead is Change perspective. This includes both an invitation and a promise. It invites our students and staff to interact with one another, while carefully considering their own perspective, broadening it and adapting it where necessary. At the same time, it is a promise to students and lecturers that they will be able to extend their perspective while working here and thus contribute to broadening perspectives within society.

Reputation

Our educational faculties and our research institutes, many of which house high-calibre facilities, have always presented themselves both nationally and internationally as part of the Radboud ‘brand’ and have thus increased the visibility of the University. In turn, these faculties and institutes benefit from a strong reputation by explicitly presenting their work as part of the University. Radboud in’to Languages (the former University Language Centre), Radboud Graduate School of Education, Radboud Centre for Social Sciences and the Radboud Management Academy are setting the trend in high-quality education and research, alongside such new initiatives as the Radboud Excellence Initiative and the Radboud Nanomedicine Alliance.
Our campus is an important asset: it is compact and it includes all faculties, ensuring easy interactions between and across disciplines. We consider differences in background and insights valuable in the search for new perspectives – this is a place where people are respectfully critical towards each other’s work.

Students and researchers from all over the world – with diverse cultural backgrounds – meet in an atmosphere of openness, both within and outside the lecture rooms and laboratories. The layout of our campus is conducive to such interactions, which expose those involved to different opinions and different perspectives. This contributes to the open, intellectual atmosphere at the University.

Moreover, the concentration of high-quality research institutes and facilities on a single campus stimulates researchers to work in a multidisciplinary manner. Often new insights that are arrived at on the borderline between existing fields lead to a change in our view of the world.

Our commitment to change perspective strengthens the motivation of students, lecturers, researchers, alumni and partners to associate with the University. This will ensure that our research results are disseminated more widely in the years ahead. We feel that these results are not yet sufficiently well-known around the world. We recognise that a strong reputation is crucial to competing successfully for the best students and funds. In short: we also intend to change the perspective of the outside world with regard to the University.

Thus, we are setting an ambitious course for 2020, respecting our tradition while keeping our eyes firmly fixed on the future.
Our mission
Our mission

To provide high-quality education

At Radboud University we aim to educate students in an international context and we encourage them to engage in an independent quest for knowledge, realising that this quest will continue after they have completed their studies. Quality, involvement and clarity underpin our educational approach.

Numerous assessments and surveys have shown that we provide high-quality education. Students and lecturers work closely together to achieve this goal. Students understand what is expected of them, and educational goals, examination procedures and criteria for grading are clear. Students are responsible for their own progress, but also assume responsibility for their fellow students’ learning. When you study in Nijmegen, you’re not on your own.

In the Bachelor’s phase, we take a discipline-based approach, preparing students for a multidisciplinary education at Master’s level. All Bachelor’s programmes prepare students for at least one Master’s programme within the University.

We have deliberately chosen the campus model. We offer a substantial number of contact hours and small-scale education, focusing on each student as an individual. We invite students to participate in discussions and to study on campus. Close contact between lecturers and students – and among students – is paramount. State-of-the-art ICT is used to reinforce educational quality.

Motivated by a sense of social responsibility and dedicated to caring for our students’ well-being, we keep dropout rates low. We organise mentorships throughout the Bachelor’s phase.
Our education is closely connected to research; every student is expected to carry out some academic research. Lecturers are also engaged in research and are thus able to draw on their own research practice when teaching.

We encourage students to look beyond the boundaries of their own study. Flexible scheduling enables them to follow part of their education at other faculties.

Students are also encouraged to study abroad for part of their programme, which helps prepare them for work in an international context after graduating. Most Master’s and PhD work is in English, as are some modules in the Dutch Bachelor’s programmes. Internationalisation has led to an increasing number of international students studying at the University. The Radboud Summer School is part of this policy. It gives motivated students the opportunity to study with international colleagues in Nijmegen.

We offer exceptional students additional opportunities based on the Honours Academy model. Honours students participate in regular courses, which are supplemented by programmes that deepen and broaden their education. These talented, ambitious young people also motivate other students.

We feel a wider responsibility for the quality of Dutch education. Within the Radboud Graduate School of Education and the Pre-University Colleges we contribute to secondary education nationwide. And further education within the various faculties strengthens ‘lifelong learning’ as well as ties between alumni and other external partners and the University.

We aim to educate students who see it as their personal responsibility to contribute to society in an honest, critical and constructive way. So we put a lot of emphasis on academic integrity throughout their studies. Our programmes also include labour market orientation.

Targets for 2020

**Quality of education**
- The education provided at the University is among the very best in the Netherlands.
- All programmes are accredited and the University scores well in audits.
- The University values high-quality education and excellent lecturers and invests equally in this and in research; this is reflected in job profiles.
- Student evaluations designed to assess ‘study satisfaction’ have further improved.
- The University aims to further professionalise lecturers, so that their abilities exceed basic qualifications.
- The University carefully considers the findings and recommendations made during assessments, evaluations and visitations.

**Yield (successful graduation)**
- Mentorship and supervision work well during all phases of the Bachelor’s programme.
- Students are properly informed about the impact of the programmes they choose and their ability to complete them (‘study choice check’).
- Intake quality has increased thanks to the study choice check and selection.
- Links with prior education and collaboration with secondary schools have been optimised.
- Students who appear to have made a ‘mistake’ when choosing a programme are identified as soon as possible and are provided with support in choosing an alternative.

**Internationalisation**
- At least half of all students spend part of their period of study abroad.
- At least half of all faculties offer at least two Bachelor’s programmes in English.
- Radboud Summer School is known around the world.
- Exchange options in all programmes have been expanded and simplified as a result of collaboration with universities around the world where the quality of internships has been guaranteed.

**Intake**
- The proportion of students coming from Dutch schools offering pre-university education who choose to study at our University remains steady at 9.5%.
- The Master’s programmes offer specialisations that clearly reflect the unique expertise of researchers at the University and these are promoted in an appealing way. The range of subjects supports the ambition that the intake in Master’s programmes from outside the University adequately compensates for the number of students graduating from our Bachelor’s programmes and continuing their study elsewhere.
• The average educational level among students entering the Bachelor’s phase is higher because of better collaboration with schools, improved education through tutoring, highly educated teachers and the use of the study choice check and selection.
• A number of additional programmes target German students, resulting in increased intake from German Bachelor’s programmes.
• Recruitment plans in a number of target countries (to be further specified) will ensure a doubling of the intake based on international Bachelor’s and Master’s recruitment.
• The slogan Change perspective has been integrated in all sources of information and promotional activities.

Exceptional students
• The number of students at the Radboud Honours Academy has increased to 150 both in the propaedeutic phase and in the Master’s phase; the number of students in the Bachelor’s Honours programme has remained unchanged (at 8% of the student population). The range of talented and highly motivated pre-university students has expanded thanks to the Radboud Honours Academy, Master classes for faculty, pre-university talent programmes and the Pre-University College Excellence programmes.
• Students who opt to follow double degree programmes at our University are offered assistance.

Further education
• All faculties develop further education.
• There is a programme committee which provides in-service training for teachers in secondary education.

Preparation for the labour market
• All studies include labour market orientation.
• There is a professional Career Centre.
• There are contacts with partners and alumni, who help with internships and feedback related to the programme’s connection to the labour market.

Use of ICT in education
• Flexibility and interaction in education have increased and the dissemination of information as well as the professional development of lecturers in terms of ICT have improved. The University has the ICT services that are needed to make this happen.
• In choosing ICT services, the initial focus is on open source and we support open standards.
Our mission

To provide world-class academic research

At Radboud University we create a lively, successful research community, generating new insights and ideas which contribute to social, cultural and economic development across the full spectrum of our academic disciplines, both nationally and internationally. Research feeds back into education; this close connection between education and research is the most important aspect of our pursuit of excellence.

Research at the University is organised in dedicated research institutes, which strive to participate in national and Europe-wide research agendas. We take a proactive approach to influencing these agendas.

We promote collaboration between our research institutes and strong partners, both in the Netherlands and abroad. That is the basis for our successful position in European research, both for curiosity-driven research (European Research Council) and for more application-oriented research (Horizon 2020).

Our research programmes are also competitive internationally. In the last two decades, we have achieved a leading position in ten scientific fields: Organic Chemistry, Solid State Physics, Astrophysics, Microbiology, Cyber Security, Cognitive Neuroscience, Infectious Diseases and Immunology, Anthropogenics, Linguistics and Entrepreneurial Law. We will continue to invest in excellence in these areas.

In addition, we play a leading role in debates on topics of interest to society such as: Europe and Its Worlds, Language and Communication, Developing Society and Its Design, Behaviour and Upbringing, Molecules and Materials, Water and Wetlands and Diagnostics and Personal Medicine.
Given that PhD candidates usually pursue a career outside of academia, we ensure that they also acquire more general skills.

The research climate at all institutes fosters care and responsibility. Academic integrity is anchored in all research. In a culture that encourages critical assessments yet feels safe, researchers both collaborate and challenge one another.

**Targets for 2020**

**Research quality**
- The research at the University is trend-setting internationally, and this is reflected in good scores for fundraising and publications in high-impact-factor journals.
- All research (following the new Standard Evaluation Protocol for assessments of scientific research in the Netherlands) is evaluated as at least ‘very good’; research groups that do not meet this standard are phased out.
- The University creates scope for excellent, curiosity-driven research.
- Our academic infrastructure and research data are made available to other knowledge-intensive organisations.
- ICT facilities for researchers are sufficiently robust:
  ◊ Our Research Data Management (RDM) programme and rollouts of digital scientific information have been completed.
  ◊ Research systems such as RDM/RDS, Metis, and the Radboud Repository have been integrated, in order to create a coherent environment for saving, sharing and unlocking research information and data.

**Obtaining a PhD**
- PhD candidates complete their thesis within the term of appointment; the percentage of students who drop out in their first year is no more than 20%, after which the percentage falls to 0%.
- Within two months after a PhD candidate’s appointment, an Education and Supervision Plan is in place.

**Internationalisation**
- International cooperation has been extended step-by-step, based on quality and commitment.
- The Radboud Excellence Initiative is now mature. For this programme, international researchers are encouraged to participate in ground-breaking research at the University. This strengthens international collaboration as well as the profile of the University.
- Support for incoming international staff has been professionalised and there is a lively Radboud International Community on campus.

**Research profiling**
- There is a higher level of visibility for our research internationally.
- Publications and the research data they are based on are made available in the open-source Radboud Repository.
- The mission of each research institute is clearly defined. The institutes have a committee that includes external members.
- University staff participate in major societal debates.

Transparency is fundamental to the choice of methods, funding, data management, presenting results, individual contribution by authors, as well as disclosure of other commitments, avoiding real or apparent conflicts of interests.

We support Open Access initiatives because free access to knowledge justifies taxpayers’ investment in education and research, while enhancing academic progress.
A selection of current research facilities

Baby Research Centre
This involves collaboration between the University (Faculty of Social Sciences, Faculty of Arts and the Donders Institute) and the Max Planck Institute for Psycholinguistics. It is the largest baby lab in the Netherlands; researchers from all over the world and across a range of disciplines carry out research on the behaviour and brain development of babies.

Donders Centre for Cognitive Neuroimaging
The Donders Centre for Cognitive Neuroimaging (DCCN) plays a prominent role in rapid developments in fundamental and applied cognitive neurosciences using complex neuroimaging techniques for in-vivo scanning of activities in the human brain. The DCCN has neuroimaging facilities such as magnetic resonance imaging (1.5, 3 and 7 Tesla), magneto and electroencephalography and transcranial magnetic stimulation. These enable researchers to examine the brain in different ways.

Phytotron
In the Phytotron (Institute for Water and Wetland Research) the underground life of plants can be mapped, without the need to harvest the plants. This enables research on the interaction between ground and plant roots as well as that between species. The Phytotron in Nijmegen is one of just a few places in the world where this can be done.

Virtual Reality Lab
In the Virtual Reality Lab (Behavioural Science Institute), a three-dimensional environment generated by a computer is created in which participants can move freely. This makes it possible to monitor the reactions of participants to virtually created situations and individuals.

Visa Skills Lab
In the Visa Skills Lab (Institute for Management Research), decision-making processes within groups are studied. Researchers can thus involve subjects in exploring problems, developing strategies for intervention and subsequently research how effective these interventions are.

Decision Lab
In the Decision Lab (Institute for Management Research), experimental research is carried out into both individual and collective decision-making on the basis of formal models. This can provide insight into reactions to complex situations.

PRIME
PRIME (Radboudumc) is a pre-clinical imaging centre for small test animals. By combining anatomic and functional imaging modalities it is possible to detect and quantitatively analyse morphological, physiological and metabolic processes in living animals.

MITeC
The MITeC (Radboudumc) is a complex of three operating rooms in which innovative therapeutic approaches are designed and tested. Researchers at MITeC focus on process redesign and on developing the technology needed to improve health care: ensuring that it is both cost-effective and safe. One aim is to reduce the length of post-operative treatment for cancer from six to eight weeks from the day when surgery takes place to just one day.

FELIX
The broad wavelength range of FELIX’s four lasers (between 3 and 1500 microns) is what makes this research facility unique in Europe. The way molecules and, for example, bio-materials react to laser light at different wavelengths provides insight into their spatial structure and electronic characteristics. A light-transport system below ground directs the FELIX laser light to the adjoining HFML (see below). In this way, researchers can meticulously monitor what happens to a material in an increasingly powerful magnetic field.

HFML
The High Field Magnet Laboratory (HFML) houses five ultra-strong magnets, a combination which is unique in the world. The extreme strength of these magnets makes new properties of materials visible, such as the conducting properties of graphene. New applications are regularly discovered using HFML research.

The Goudsmit Pavilion
Using Nuclear Magnetic Resonance (NMR), research on the spatial structure of materials is carried out in the Goudsmit pavilion. This involves the use of nine NMR machines, the newest of which is a 20-tesla superconducting magnet.

NanoLab
The NanoLab has a wide variety of Scanning Probe Microscopes. These microscopes are used to explore a surface by means of a sharp needle, which enables minuscule structures to become visible with up to a billion times magnification.

FELIX, HFML, the Goudsmit pavilion and the NanoLab are located in the Institute for Molecules and Materials. These are all leading research facilities worldwide and their combination on a single campus is unique worldwide.
Our students, staff, alumni, partners, finances and infrastructure.
Our students

We feel great responsibility for the personal development, maturing and welfare of our students. We expect them to play an active role in shaping their own education and in finding their place in the academic discourse community worldwide.

Quality, involvement and clarity are crucial to the education offered at the University. The quality of education is determined, among other things, by the quality of our students. This is why we aim to recruit talented, highly motivated students.

We uphold high levels of transparency; clear information and guidance when choosing programmes prevents students dropping out unnecessarily and thus suffering both personal and social harm. We expect students to be dedicated to successfully completing their studies.

Students receive supervision and expert advice, as well as information on their prospects in the labour market. Disabled students can rely on adequate facilities and support.

This is a campus university, a high-quality educational environment with a wide range of facilities for studying, sports and relaxing in other ways. Long opening hours at facilities such as the University restaurant ‘De Refter’, the sports café, the University library and the Cultuurcafé encourage work and study as well as social integration.

We encourage students to study abroad during their degree programmes and we provide facilities for international students, such as housing, a transparent admission procedure, and major and minor subjects in English.

Broad academic development is central to our programmes, which are supported by extracurricular activities. We provide opportunities for students to further develop beyond the scope of their academic studies.
Students feel included in the academic community in Nijmegen and their opinions matter. That is why we invite them to participate in the University’s formal representative bodies. In addition, they are encouraged to participate in workgroups and committees. Thanks to systematic monitoring, students can share their opinions on the University’s education and its facilities.

We are firmly committed to providing sufficient quality student housing in Nijmegen. Students thus contribute to a lively student-oriented atmosphere in the town.

The University promotes diversity among students by means of an active internationalisation policy and by offering students scope to express their own culture on campus.

**Targets for 2020**

**Communication with students**
- Communication with students is clear, not only in terms of academic study, but also in relation to broader activities at the University.

**Study guidance and advice**
- We expect a great deal from our students. In return, we offer sound study guidance, often on an individual basis, as well as more general advice.
- We expect to have improved student ‘yield’. The number of students dropping out after receiving definitive advice about the subjects they are going to continue studying, has decreased by 50%.
- Study guidance has improved thanks to training programmes for study advisors and the input of deans, psychologists and trainers within the faculties.
- Disabled students receive adequate facilities and support.

**Internationalisation**
The internationalisation of the student body, both incoming and outgoing, has been improved:
- Through the implementation of the new Erasmus+ programme.
- Through the implementation of the linguistic policy phase 2 (NT2 courses for German students).
- By updating the Central Memoranda of Understanding mostly with universities outside Europe for the administrative streamlining of student exchanges.
- Through improved options for financial support for students wishing to travel abroad.
- By optimising the application, registration and admission procedures for incoming and outgoing exchange students.
Our staff

We are a close-knit community in which staff – in collaboration with their colleagues – are encouraged to reach their full potential and thus contribute to a successful educational and research environment as well as an inspiring campus.

We aim to keep our current talented staff, and also to recruit new talent. Staff take their responsibilities seriously, and in turn, the University takes its responsibility as an employer seriously by introducing measures that support sustainable employability.

The policy with regard to appointing professors is aligned with the education programmes, focusing on ‘Top’ research areas and a select number of major social issues. Open, international recruitment is standard. In order to be appointed as a professor, at least five years’ experience is required elsewhere, preferably abroad.

Because we aim to intertwine research and education, academic staff are, in principle, expected to work in both areas. Valorisation is based on both of these core responsibilities. The available research funds as well as excellence in research and education determine the ratio of activities in these core areas.

We promote diversity among our staff, especially when it comes to top positions.

Our staff’s opinions matter. This is why we encourage them to actively participate in the University’s various representative bodies.

Targets for 2020

Staff composition

• In principle, core activities are carried out by staff under contract. For all positions, whether long-term or temporary, attention is paid to sustainable employability, career development and individual job guidance.

• As many staff will be retiring between 2015 and 2020, the University will lose a significant amount of knowledge and expertise. This will, however, allow for rejuvenation and mobility. By 2020, it will not only be apparent that we have recruited the best people – including young talent – from the national and international labour market, but also that we have kept people with experience and expertise where necessary. This will ensure a good balance in the composition of our staff in terms of age.

Internationalisation

• We will have become a fully bilingual campus.

• International staff (both incoming and outgoing) can expect customised services; the supply of information on the Internet and intranet has improved.

• The one-stop shop and a global lounge for international staff have been fully developed, as has an individual labour agreement policy for international staff.

• There are more courses in English for lecturers, directors of education, policy officers and administrative and support staff in ‘front-office’ positions.

• The long-term aims described in the Internationalisation memorandum (2014-2018) have been implemented, among other things, through an increase in staff mobility.

Staff career and knowledge development

• We have improved the sustainable employability of staff in all phases of their career by means of the Create your own career programme, which focuses on individual assessment and coaching. This also includes a family-friendly attitude.

• In the evaluation of academic careers, there is a better balance between education, research and valorisation.

• High-quality education and research are based on high-quality facilities and support, including excellent administrative support.

• Specific actions to appoint and keep young talent – men and women with different nationalities – in top positions have led to a more diverse campus and a balanced distribution between men and women. For all positions at least 25% of the posts are filled by men and at least 25% by women, while the percentage of international staff is at least 25%.

• The University is a responsible employer, also for those with special needs.

• A ‘Mohrmann’ programme, named after the first female professor at the University, has been established, supporting the appointment of more diverse professors and board members.

• A diverse academic community has been formed: all staff feel equally involved.
Our alumni

We care about our alumni. They form an important social network that actively contributes to the University’s mission.

We encourage alumni to get actively involved in the University and communicate with each of them individually. Based on an ambition to stimulate and facilitate lifelong learning, the University has developed high-level training, enabling alumni to keep their knowledge and skills up-to-date. The University also offers them numerous ways to keep in touch with fellow graduates.

We encourage alumni to take up advisory roles in relation to the programmes. Alumni also sometimes teach in these programmes and help students succeed in the labour market. Alumni are the University’s representatives in society.

The number of international alumni is increasing. They strengthen the University’s international profile. The University has developed a special programme, which is designed to strengthen these ties. We help our international alumni to organise local meetings, sometimes in collaboration with partners such as NUFFIC.

Alumni can play an important role in university fundraising. A policy focused on that is being developed.

Targets for 2020

- External communication originating from different parts of the University is better attuned via a Customer Relationship Management system.
- A group of active, prominent alumni has been established.
- The University participates in international alumni meetings.
- Alumni are involved in providing programme-related information, helping to determine the curriculum and labour market orientation.
Our partners

Together with civil society, administrative bodies and the business community, the University contributes to disseminating knowledge across the full range of its academic disciplines.

The University and Radboudumc collaborate with companies and with both national and international organisations to further disseminate insights derived from education and research. This ensures that academic and innovative excellence go hand in hand. Academic integrity and supervision in relation to possible conflicts of interest are also guaranteed.

Research questions from the business community are often complex and cannot be answered by one research group alone. This is why we regularly combine expertise from all parts of the University.

The University is involved in important strategic public-private alliances. Successful collaboration with ‘social partners’ and the business community is created through a combination of academic, commercial, financial, legal, ethical, and communication expertise. To manage these complex processes we have created appropriate organisational structures.

The University carries a special responsibility for professional in-service training of academic teachers in secondary education. Together with partner schools, the Radboud Graduate School of Education and the faculties have developed a tailored training programme for such teachers.

A valorisation structure is being established throughout the University with effective relation/account management. The University has elaborate regulations with regard to intellectual property and establishing new legal entities. The information systems of faculties are set up in such a way that performance indicators can be monitored.

We feel a strong connection to the city and region it is rooted in and – along with local government and other partners – are actively engaged in Nijmegen and in the region. We add value to the region by providing input from our national and international networks.

Targets for 2020

- A new, successful valorisation organisation has been established.
- Our research facilities are available to the business community.
- Together with our partners, we have researched the options for developing convention facilities in Nijmegen, in line with the desired international character of the University and the city.
- Collaborating with external partners, the University has researched demand for further education and in-service training and has developed customised courses and training programmes. External partners are also involved in providing these.
- The University invests in a good relationship with the Municipality of Nijmegen as well as with surrounding municipalities and provinces.
Our finances and infrastructure

The University invests in further increasing the quality of education and research, as well as increased internationalisation.

The starting point for the University’s financial policy continues to be using our own financial resources to invest in buildings and infrastructure.

We intend to maintain and extend a strong position in funding through research grants, contracts with third parties and sales of the results of research. Support when applying for grants has improved. The University and Radboudumc strengthen their appeal by sharing expertise in this area.

The University continues to invest in its campus, respecting its history, nature and environment, while realising that our ambitions require modern facilities and an international character.

The University will carry out large-scale building work in the years ahead. With the Grotius building now completed (in 2014), preparations are underway for the partial new construction of the Nijmegen School of Management and the Faculty of Social Sciences buildings, as well as the renovation of the Dentistry building and the integration of the monastic building Berchmanianum into the campus. Due to growth in the number of beta students, the Faculty of Science is in need of modification. All new buildings meet high standards of sustainability, including, where possible, those being renovated.

A sound ICT infrastructure with matching facilities and more client-oriented support is a priority for the years ahead. Special attention will be paid to research and data management, digital academic supply of information and the use of ICT in education. In order to do this, substantial investments will be made.
Targets for 2020

- The University has a prudent financial policy. We focus strongly on research and education.
- The campus has been developed further to fulfil our ambitions in education and research.
- In close consultation with Radboudumc, we will have drawn up a sustainability policy.
- The network design of the University and Radboudumc are attuned so that students in the Faculty of Medical Sciences can make more effective use of University data.
- All information systems used by students and staff are revised in such a way that they can be used in Dutch or English.

We are intensifying our collaboration with a range of social partners. There is increasing demand from society – as well as political pressure – for research results to be useful socially and economically. Fewer investments in scientific research are being made by the business community, while the government is encouraging a shift from public to private funding in higher education. Universities are competing intensively to secure collaboration with private partners. Given the financial importance of such collaborations, issues such as the need to avoid possible conflicts of interest, legal liability and reputation management are coming into sharper focus.