

Erasmus

Strategy 2014-2018

IMPACT & RELEVANCE

Erasmus Universiteit Rotterdam



Erasmus
ERASMUS UNIVERSITEIT ROTTERDAM

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Preface



In 2013, Erasmus University Rotterdam celebrated 100 years of impact. Throughout the year, the university presented its impact on science, man and society, starting from its foundation as the Nederlandsche Handels-Hoogeschool in Rotterdam in 1913. Entrepreneurship and social relevance are in the genes of our university. Erasmus University is, and will remain, the university of *ambitious thinkers and doers*. The last strategic plan, *At home in the world*, dating from 2008, was aimed at expanding the university's horizons, whilst retaining its roots in Rotterdam. In the meantime, Erasmus University is becoming increasingly successful in making its impact felt in the world. With our new strategic vision *Impact & Relevance*, we are taking the next step. This new plan starts where the

last one left off: it sets a course aimed at further strengthening the university's international position. We do this by building bridges: by creating *connections* between academics, between disciplines, between students and between the university and society.

Now, more than ever, Erasmus University seeks the path of *cooperation*, which is needed to safeguard the scientific *impact* and social *relevance* of the knowledge we create. The university already counted *social commitment*, *responsibility* and *curiosity* among its key values. En route towards 2018, we have added the values of *connectedness* and *relevance*. We know that we can only really extend our boundaries by working together.

The strategic plan 2014-2018 provides us with contours. It identifies goals and ambitions for the years 2014 through 2018 and establishes the policy framework. The plan was drawn up in consultation with various bodies and individuals throughout the university and a large number of external parties. For this reason, it has the complete support of a great many people both inside and outside of the organisation. Workshops and discussions with the faculties, the University Council, the Supervisory Board, students, support staff, experts, alumni, the municipal council of Rotterdam and the Dutch government all contributed to this plan.

The next step is to turn our ambitions into action. Academics and students both play a key role in this. The Executive Board is making strategic resources available and launching innovation-related projects to help achieve these goals. This will enable us to work together towards an Erasmus University that can bear the motto of *Impact and Relevance* with pride in 2018.

Pauline van der Meer Mohr

President of the Executive Board

1. Future perspective: Erasmus University Rotterdam in 2018

In 2018, EUR will have become a world class, *internationally driven university*, leading in its field and contributing to the quality of *society*. In terms of research impact and quality of education, EUR will rank among the top European universities, integrating top academic research with excellent education and successfully valorising our knowledge. As a university of *ambitious thinkers and doers*, Erasmus University will achieve a unique profile by connecting its focus on a select number of disciplines to a melting pot of talent of all ages and cultural backgrounds. We will develop talent, produce knowledge and by doing so actively contribute to resolving *societal challenges*. The student population will be highly diverse and the educational programmes will attract a large international intake. EUR will distinguish itself by its high graduate success rate, the relevance of its programmes to the job market, its range of programmes suitable for students at all stages in their careers, its sharp research focus and widespread cooperation among researchers. The researchers and students at EUR will have a solid international reputation. We stand for quality in everything we do and we employ ongoing innovation as a means to improve. We have an *open thought* culture, which promotes the development of critical, responsible *world citizens* focused on progress.

The education provided by EUR will enjoy an excellent reputation as a result of its action and evidence-based teaching and learning methods and its international dimension. Our academic education will have become intensive, small-scale where possible, and focused on application. EUR has a structured policy to identify and nurture talent. We cater for ambitious national and international students who expect an academic education that will help them in their (future) careers. EUR has a large share in both the initial and the *post-experience Master markets*. By 2018, EUR will have become an international university with great societal relevance, providing university students of all ages from all over the world with an education that will help them ensure success in their (future) careers.

In 2018, EUR will be producing *high-impact research* and knowledge at the highest academic level. We will be working together with a large number of national and international partners. We will also have formed a strategic alliance with Leiden and Delft universities aimed at strengthening our joint international position.

EUR has chosen to limit its number of *core areas* to be sustainable over time. This allows researchers at EUR to work together at an interdisciplinary level. Researchers and students make an active contribution to business and industry, government, healthcare and education. In all these activities, EUR utilises its *unique location* in a region that forms the *gateway* between Europe and the rest of the world.

Strategy 2018

The main themes in the period 2014-2018 are:

- Study success and quality of education
- Research quality and research priorities
- Growth of the Master programme
- Internationalisation
- Career services
- Alliance formation and collaboration between faculties
- IT and education
- Valorisation
- Income differentiation and efficiency in business operations

Study success and education quality

Study success is being further heightened by fully implementing *activating* education. For 2018, EUR targets further improvement of the yield, efficiency and quality of its Bachelor and Master programmes. Honours teaching will be expanded so that in 2018 we will reach 8% of our Bachelor students. Dual degree programmes are part of our excellence profile, and their development will be encouraged. Our education profile (activating, engaging) puts us on the map and is actively used in our profiling.

Research quality and research priorities

In 2018, *academic research* at EUR will be considered as an elevated *plateau with peaks*: high quality research over the entire range of disciplines (breadth strategy), with extra attention to various profiled and dynamic top research groups, which enjoy international fame and influence (depth strategy). From 2014 to 2018, our strong position in *quotation rankings* will be maintained and our position in *reputation rankings* will improve. The *impact* of our top groups will expand (e.g. in quotation databases) and be made more visible. This approach will also lead to income growth in both the public and private markets.

Breadth strategy: this research policy is focused on talent management, infrastructure, strategic alliances and valorisation, combined with social visibility and influence. In this respect, research will be better supported. PhD education will be organised into *graduate schools*, which attract more international PhD students, who will obtain their doctorate faster.

Depth strategy: we aim to achieve *international excellence in research priorities*. Selective redistribution (within and among faculties) of research and educational resources to top research groups and top Masters will continue and will lead to greater academic and social impact.

Growth of the Master programme

The *market share* of (international) *Masters* in the Netherlands will expand in the period from 2014 to 2018. This growth will largely be achieved by attracting international students. In its bachelor programme, EUR will still serve a large regional intake in 2018, but this stream will be more international and supplemented with *English Streams*. EUR will be more of a Master-focused university, aiming to achieve an annual Master intake of 60% of the total intake.

Internationalisation

Internationalisation will be widely promoted: in 2018, EUR students and staff will make a difference in the world. Education and research will revolve around open and sustainable partnerships in international, intercultural teams and networks. In these partnerships, EUR will actively focus on establishing more connections with highly ranked universities, creating additional value for student exchange, joint education and joint research. Bilingual programmes will be the norm. Internationally, the performance of our researchers and students will be widely recognised. There will be more international students at EUR.

Career services

EUR invests in improving students' chances on the *job market* and distinguishes itself through its reputation as 'Purveyor (by appointment) of executive boards'. For this purpose, a comprehensive package of career services, graduate policies, valorisation activities and post-experience education is being developed to distinguish EUR from other universities. (International) *talent* in all life stages is attracted to EUR by the quality of education and research and the alignment to the *international* job market that our programmes already offer. Opportunities to strengthen and broaden the range of post-initial education programmes are being seized, applying the potential of online learning. The total revenue from course fees will therefore increase, avoiding a decline in population and an overly one-sided/regional student population.

Alliance formation and collaboration between faculties

Cooperation and network formation between disciplines, with other (foreign) universities and social partners is being continued. Within the Netherlands, EUR operates within a strategic alliance with Leiden and Delft (LDE) whenever possible in order to achieve greater focus and scale and to strengthen our international position. The strategic alliance initially focuses on the 8 LDE centres and Medical Delta.

ICT and education

EUR is exploring how IT developments can further be applied in education. The use of *IT in education* supports and improves the efficiency of campus-based education and enables access to new target groups at home and abroad.

Valorisation and social impact

Valorisation chains are being developed, initially around excellence groups. The *Erasmus Valorisation Centre* was recently founded to support these groups in this process. By 2018, social responsibility will become a leading principle in business operations and will be reflected in our education and research profiles.

Income differentiation and efficiency in business operations

In 2018, EUR will have a *more balanced, future-proof income mix*. Dependence on the primary income flow will be reduced by relative growth in the secondary and tertiary income flows, greater success in EU funding, more income from contract education and research and more efficient business operations. EUR will continue to work on improving the quality of its services, efficiency and sustainability. The supporting organisation will be 'in control' and committed to the continuous improvement of its results.

2. The starting point and the trends

2.1 EUR in 2013: where are we now?

In 2008, Erasmus University Rotterdam presented its five year strategy in the plan *At home in the world*. The title *At home in the world* described an *internationally* oriented university with strong roots in the region. In this plan, EUR defined its goals with regard to *quality and study success, growth in student numbers, valorisation and top research, EUR and surroundings and organisation*. These goals were translated into faculty covenants, describing the faculties' objectives, efforts and central projects to support these goals.

EUR has the following mission:

Internationally, nationally and regionally, we develop talent and produce knowledge at the academic level, for individuals, business and society.

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With regard to ***quality and study success***, the main objective was to improve *study results*. Following the introduction of a wide range of measures, including *Nominal is normal*, education reforms, pedagogic training and study information, results are improving, more so than at other universities. The four-year bachelor results have risen to 75% (intake 2008) and the dropout rate has fallen. If this trend continues, the performance agreements can be attained. The intensification of the education programme also means that there is *more attention and support* for less gifted students. Although the *excellence target* has not kept pace with the original expectations, better students are being given more opportunities to follow excellence programmes. In the academic year 2012-2013, 4.8% of the bachelor students were in an *honours* class.

Performance agreements

In preparing the new strategy, in 2012 EUR reached performance agreements with the Minister of Education, Culture & Science, to be achieved in 2015. Erasmus University Rotterdam has set itself the following goals:

	Zero measurement (2010 – 2011)	Ambition 2015
Honours teaching	1.0 %	8.0 %
Study success: drop out	20.0 %	19.0 %
Study success: switch	10.0 %	9.0 %
Study success: bachelor result	69.0 %	75.0 %
Lecturer quality (BKO)	15.0 %	70.0 %
Education intensity (<12 contact hours)	50.0 %	0 %
Indirect costs	21.4 %	19.9 %

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The ***growth in student numbers*** has *not been as great as predicted* in 2008. The number of students increased from 19,473 to 21,455 between 2008 and 2012. To boost growth, an *Education Marketing Plan* was drawn up and investments were made in the *facilities* for foreign students and staff. These were considerably better in 2013 than in 2008. However, international student barometers indicate that there is still room for improvement with regard to *hospitality* and *learning*. International *joint degrees* are only available to a limited extent. The range of *programmes* and subjects in English has been significantly expanded.

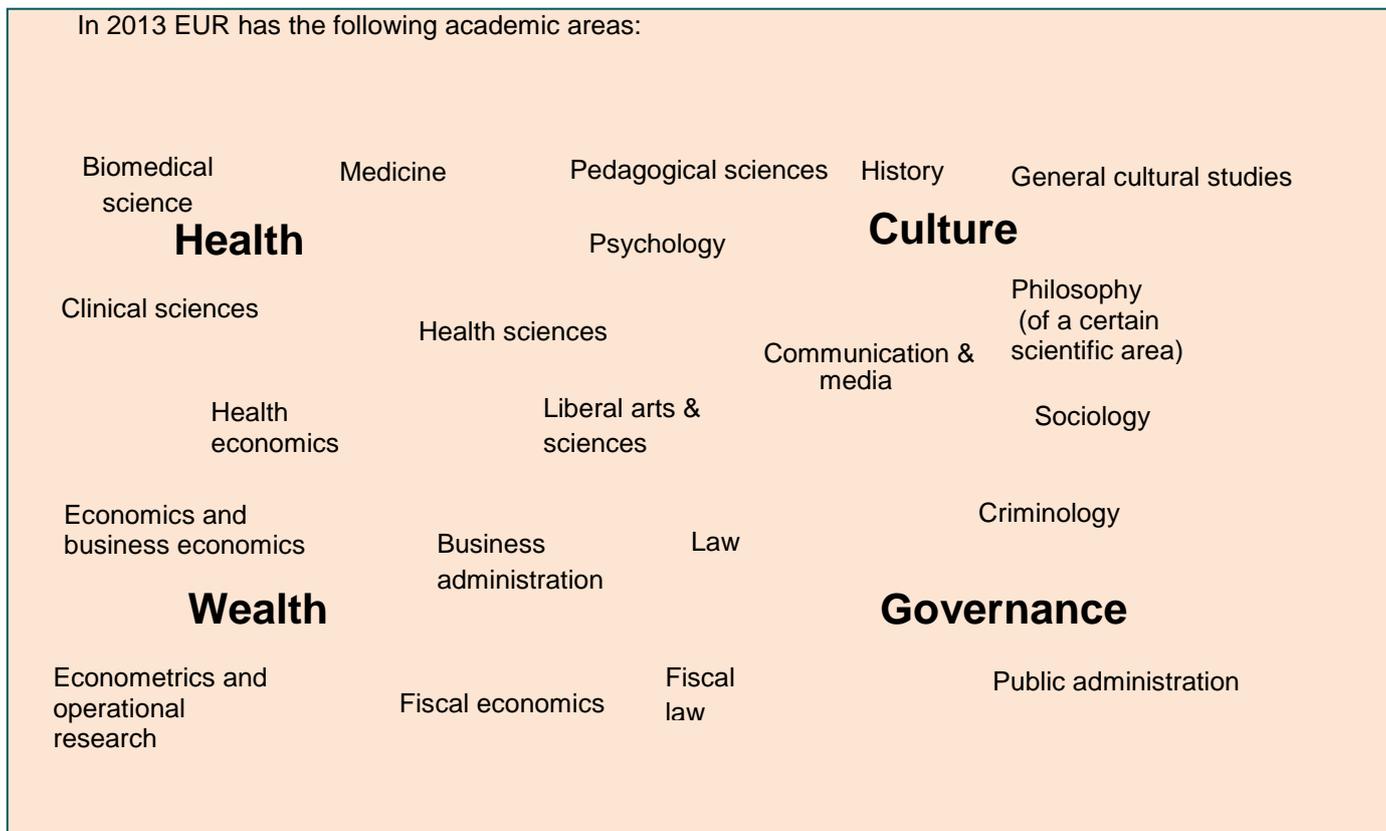
The following new programmes have been launched:

- International bachelor Communication and Media (2009),
- English Master Psychology (2009),
- Education minor (2010),
- Pedagogy and Education (2011),
- Nanobiology (2012),
- International bachelor Econometrics (2012),
- Liberal Arts and Sciences (2013),
- Bachelor BSc2 ESE (2013)

In 2014, an English language psychology bachelor programme will be introduced, as well as a bachelor in clinical technology.

Improvements to **valorisation and top research** have been achieved by the selective promotion of Woudestein’s top research groups. Via the *Research Excellence Initiative*, ten top groups have now received € 20 million in extra research resources. At the same time, most research groups are showing increasing research impact, despite increasingly aggressive international competition. Over the past five years, *graduate schools* have been established for all disciplines in order to attract more international talent and improve the results of the PhD phase. The *basic quality* of research is improving. However, despite obtaining *external funding*, EUR has not been able to take the desired leap forward: revenue is definitely rising, but the relative percentage of NWO and European subsidies in total EUR income has fluctuated for years around 12%. Competition for these funds is becoming increasingly fierce.

In 2013 EUR has the following academic areas:



EUR’s relationship with its **surroundings** has been reinforced, partly due to the *community services* in which students and staff engage. We sealed our cooperation with the city of Rotterdam in 2010 with a *covenant* and this has been given further form in *knowledge workplaces*. Another important aspect

regarding the relationship with the city of Rotterdam has been the foundation of *Erasmus University College* (the liberal arts and sciences programme) in the city centre. Ties with EUR graduates have been strengthened, resulting in an extensive graduate database, the launch of social media platforms, a graduate magazine and a graduate advisory council. Not all ambitions have been fulfilled. With regard to the quaternary source of funding (sponsoring), EUR has not yet been able to achieve its 2008 ambitions and still faces a considerable challenge. In the field of valorisation, EUR participates in the *Valorisation Programme Rotterdam* and plans to establish the Erasmus Centre for Valorisation. EUR's position in *post-initial education* has risen to an annual turnover of over € 40 million.

We are doing well, but we have not yet achieved the leading position envisaged in the last plan. There is still plenty of potential for growth in this segment. The same applies to the development of all tertiary funding: although turnover has grown in absolute terms, the economic situation has required many faculties to make downward adjustments to their objectives.

As an **organisation**, EUR has experienced the most far-reaching changes in its recent history: the campus and business operations are undergoing a radical *makeover* at the hands of the BV 2013 improvement programme. The creation of a *city campus of international repute* is progressing well and will continue in the future. Sustainability is thereby the leading principle. Various competence training programmes have been developed for staff, the R&O cycle has been implemented and various measures have been taken to improve diversity. However, the *diversity objectives* have not yet been achieved. For instance, at the end of 2012, female, full-time professors only constituted 9.7% of the total staff.

The strategy has helped promote **internationalisation**, which is now much higher on the agenda of EUR faculties and institutes than in previous years. This is reflected in higher numbers of foreign students, more research cooperation with international institutes and more applications to foreign financiers for research subsidies. However, the desired level of internationalisation described in 2008 has not been achieved and a firm impulse is required in the years to come if we are to keep pace with other universities.

2.2 Trends and developments: the changing world of higher education

The world of higher education is rapidly changing. Competition for the most talented students and best researchers is growing around the world. Students, governments and other stakeholders have increasingly high standards with regard to the quality of education and research that universities offer. There are ever louder calls from the government and society for universities to justify their activities and transfer knowledge. The number of people in higher education and the demand for highly educated personnel are growing, particularly in emerging economies. At the same time, the whole world is looking to knowledge institutes for solutions to various major social, economic and environmental problems. This is all taking place against a backdrop of university budgets that are under pressure and governments that are finding it increasingly difficult to release the billions required for education and research.

Global trends

In the global knowledge economy, *internationalisation* is an indispensable part of modern, high quality, reputable education and research. Society requires graduates with wide-ranging academic knowledge, good command of foreign languages and intercultural competences. Furthermore, the academic 'global playing field' is changing fast. Academics, faculties and universities are organising themselves into European and global networks to optimally showcase their specialisations. Emerging economies such as the BRIC countries (Brazil, Russia, India, China), the MIST countries (Mexico, Indonesia, South Korea, Turkey) and other hubs (in the Gulf region, Latin America and Africa), are investing heavily in education and innovation and we are also seeing university campuses opening in emerging countries. The emerging economies are providing more competition as well as rising demand for higher education and knowledge products. The higher education market is undergoing major growth: between 2000 and 2010, the percentage of adults in higher education rose from 19% to 29% (source: Times Higher Education).

The academic market talks about a global 'battle for talent', in which institutes do their utmost to attract the greatest talents. Promising students and researchers choose the university with the highest standards in education and research, but also the university offering the best career prospects and a cosmopolitan study and working environment. International rankings and reputation are becoming increasingly important to students, academics and financiers. Higher education and research are becoming more and more international and mobility is rife among students and researchers. All over the world, possessing and developing *knowledge* is an important distinguishing quality. A country's competitive power largely depends on knowledge and innovation.

European trends

Research funding is changing: an increasing share of the university's research funds comes from Brussels and is associated with the demand for (interdisciplinary and international) cooperation and valorisation. We see increasing cooperation and alliances between educational institutes and in public-private partnerships. University consortiums are often pan-European. The 'Brussels' share of both the agenda and the funding of the European knowledge sector is growing, as demonstrated by the planned knowledge programmes Horizon 2020 (€ 71 billion) and Erasmus+ (€ 15 billion). These new programmes are characterised by a strong demand for knowledge valorisation and a preference for applicable research.

National trends

At national level, we see a clear tendency towards profiling and performance-driven funding of education and science. The number of obligations to justify performance is increasing. Furthermore, frequent discussions about integrity and trust in science generate appeals for transparency and openness with regard to information.

With regard to funding, for many years we have observed a relative fall in primary funding compared with other sources of income. There is also downward pressure on salaries in the public sector. Further spending cuts to the education system seem inevitable and planned legislative amendments relating to *Quality in diversity* involve changes that will affect the funding of activities. Continuation of the *top sectors policy* ensures that NWO must spend € 275 of its € 625 million on the top sectors every year.

Challenges for Erasmus University Rotterdam

The challenge facing EUR in this rapidly changing world is to navigate a course whereby it can further strengthen its public duties as a knowledge institute, whilst laying a solid and sustainable foundation for its existence. Against this backdrop, EUR faces the following important challenges in the period 2014-2018:

- **Profiling:** strengthening its own distinctive profile in the competition for students, researchers and resources, through more focused activities and greater cooperation.
- **Study success & career services:** further improvement of the quality of education and its alignment with the job market in order to increase (international) allure.
- **Research quality:** strengthening of research, both in breadth and depth, so that we can arm for increased competition on the world stage.
- **Internationalisation:** strengthening the international profile of our university in order to reinforce our position on the international market for higher education and academic research.
- **Financial solidity:** further reducing our dependence on primary – steadily declining – funding, particularly by developing tertiary funding initiatives and improving the efficiency of the organisation.

3. EUR choices

3.1 *The international university - connecting to the world*

EUR aims to further improve its international position and will therefore be implementing a comprehensive, broad internationalisation policy in the coming years. On the one hand, this is because combining expertise at international level boosts standards of education and research and thus contributes to the recruitment and retention of talent. On the other hand, it is important because EUR wants to turn students into 'citizens of the world' who can successfully embark on their careers from an intercultural and global perspective. EUR's internationalisation policy therefore involves more than recruiting international students. The international mobility of students and staff will be encouraged by improving the exchange partner network of each faculty, and by creating new partnerships with highly-ranked universities throughout the world. Besides boosting the quality of both education and research, this will attract more international students to EUR and stimulate greater success in acquiring international research and academic funding. In order to also enable external assessment of its internationalisation policy, at the end of the strategic period EUR as a university will apply for the special internationalisation quality mark from the Accreditation Organisation of the Netherlands and Flanders (NVAO).

Internationalisation is deemed necessary due to cuts to national funding of research and education and forecasts that predict that national student numbers will ultimately decline. Erasmus University already has a good international profile, especially in its Master programmes. Further internationalisation is unavoidable in order to keep and improve our position as an advanced research-oriented university. Furthermore, internationalisation and the formation of expert consortia in EUR's four core areas (health, wealth, governance and culture) will lead to higher academic standards. This will make EUR more attractive to national and international talent (students and staff), and improve our chances of acquiring funds to further innovate in research and education. Policy development, agenda-setting and the funding of research and education will increasingly become international. The new EU programmes for research (Horizon 2020) and Education (Erasmus+) are clear examples of this. Because of their size (71 and 15 billion euros respectively) and specific focus, they will increasingly determine future developments and the financing of education and research. As a result, we are aiming for a greater intake of international students and the creation of international research networks to attract more international funding. Although, as a university firmly based in the Rotterdam region, we will continue to attract the vast majority of our students from the region for many more years to come, our outlook for the future is international. We will therefore focus our collaboration with the region on this international outlook.

Connecting

In 2018, internationalisation will be widely implemented and bilingual education will be the norm. Internal and external communication will take place in English and Dutch. Education and research will be about open cooperation in (inter)national, intercultural teams and networks; new partnerships will be set up with highly-ranked universities throughout the world. In finding new, highly-ranked exchange partners, EUR supports faculties in signing agreements with universities abroad. In order to strengthen our reputation, we plan to internationally spotlight our high quality research and education programmes and our proficiency in *post-experience* education (Life Long Learning). In this light, research, initial education, post-graduate education and talent management are expressly interrelated.

Orientation

EUR is an international university with its roots in Rotterdam. We therefore exploit Rotterdam's strength as a *mainport*, by reaching out to the world with our research and education. This orientation is reflected in the student and staff population, which is diverse and multinational, and in the content of education curricula and research agendas, in which global- and social issues play a prominent role. In the

international classroom, this orientation and the multicultural student population turn students into global citizens.

Staff

In the coming years, EUR plans to attract more international talent. We will make more intensive use of our international (research) networks to recruit top talent for the *graduate schools* and for the education programmes. By 2018, the number of international academic and support staff will have risen. To facilitate this, EUR will continue to invest in an attractive working environment with the right assets for internationals and will offer *career services* to support new talent during their career at EUR. International mobility of Dutch staff will be encouraged.

Bachelor and Master programmes

The number of international bachelor and Master programmes will be further expanded. This will initially be effected by international streams supplementing the Dutch programmes. For bachelor degrees without an international track, we will assess whether the curriculum is sufficiently international to both facilitate foreign exchange students participating in the programme, and offer sufficient international experience to Dutch students. An incentive fund will also be established for the internationalisation of the curriculum.

The international dimension of the education programme will also be expanded by increasing the number of international students and international classrooms and by offering greater scope for an international exchange during the education programme. In 2018, at least 15% of Dutch EUR students will be offered an exchange as part of their degree programme. In view of our ambition to achieve excellence, we aim to increase the number of international students in the Master programmes. The total number of international students (bachelor and Master) will increase to 15% (2012: 12%). The focus here will be on students from EU countries and from non-EU countries yet to be selected.

In the coming years, EUR will continue to explore the opportunities to embark on cross-border activities in addition to the local education programme.

In order to stimulate exchange, a mobility fund will be set up and credit mobility will be extended for Bachelor students. The mobility fund enables students facing severe financial obstacles to embark on an exchange by providing them with a financial contribution. In 2014, the Executive Board will propose restructuring the minor programme to facilitate an exchange in the third year. However, the quality of the minor programme must be safeguarded during this process. Furthermore, international minors will be broadened, study options abroad will be expanded and students and staff will be encouraged to take advantage of new opportunities.

Flywheel effect

In programmes that have already been internationalised, there is a visible flywheel effect that helps improve quality. International students are attracted by EUR's strong multicultural character. They bring with them motivation, insights and experiences to enrich the education programme. The programme then becomes even more attractive for ambitious Dutch and international students. The ability to work alongside students and staff with different perspectives and worldviews prepares students for a modern career on the international job market. EUR already has a diverse and heterogeneous student and staff population. This diversity and focus on global social challenges is a fitting starting point for further internationalisation.

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New-style networks and alliances

Excellence in research and education can be achieved in various ways, including through international cooperation in or around a particular specialism. In 2018, EUR will have a strategic network of international connections, supported by digital research environments. Academics will have networks in their own specialism, which tend to focus on research cooperation.

In 2018, more international education partnerships will also have been developed, resulting in different forms of joint programming and education. In 2018, EUR will also have joined an international academic network matching its profile, or it will have developed its own network. International consortia in research, education and governance will be encouraged. Existing expertise in faculties and departments will also be shared in order to support applications and implement projects commissioned by the EU and other international funding bodies (see section 3.3).

Cross-sector consortia

The present climate demands a different type of international cooperation: one that spans science, the public sector and the private sector. Its aim is to directly translate scientific results into innovations that can be used to benefit society and contribute to economic development.

In particular, the new EU knowledge programmes are based on this premise. Successful participation in these programmes depends on the availability of international, broad, highly qualified knowledge alliances in EUR's spearheads. This applies to the new European research programme, Horizon 2020, for example, which targets pioneering innovations that aim to respond to the seven major challenges formulated by the EU. It also applies to the Erasmus+ education programme, which offers ample scope for cross-sector partnerships and knowledge alliances for innovative education, which will serve the job market of the future.

Career services & hospitality

The *International Student Barometer* shows that students expect more *career services*. Setting up and expanding *career services* is also a logical step with regard to retaining graduates and business contacts for the university and introducing international students to the job market. Good placement of graduates is also very important in order to safeguard EUR's reputation. Maximum value is created when businesses or social organisations are coherently engaged in the (Master) programme, *career services*, graduate policy and *post-experience* education options.

In the future, EUR will focus on *career services*. Students at EUR are usually career-driven, and not only choose EUR for its location in a world-class port and the international business appeal associated with that position, but also for its career prospects and the services/facilities provided. Traditionally, programme-related associations have a strong position in terms of providing career services at EUR; they form a key element in connecting students with the labour market. EUR acknowledges this fact, and will take an active approach to encourage and facilitate these associations' efforts to provide these career services. To add value and increase efficiency, good practices in career services will be shared between schools and used to reach strategic goals. In 2018, in cooperation with those study associations, there will be a focus on career services in all study programmes. Study associations will be actively involved in further developing these plans.

In order to improve the level of bonding, it is important to create a real international community, in which all students and staff feel at home. This concerns matters such as recruitment of international students and staff, development of a better sense of connection with EUR and the region, involvement in the educational programme, programme associations and student associations and fast-track careers. Obstacles such as language problems (Dutch), regulations, bureaucracy and housing will be eliminated as far as possible. The campus will acquire even more international allure, with associated facilities and accommodation for internationals. The facilities for welcoming foreign students and researchers (*hospitality*) are being further improved (housing, health, accounts, visa, grants, language training, etc).

3.2 Education: working on employment relevance – engaging education

In 2018, students at EUR will be students who combine social ambition and an enterprising, no-nonsense attitude with a critical academic spirit. EUR students are ambitious thinkers and doers, who, after graduation, feel connected: to the university, to academic and social issues and to an international and multicultural working environment. They are highly employable on the international job market and large numbers of graduates are recruited to top positions in business and in the public sector. EUR will top the list of Dutch universities in the *New York Times Employability ranking*, and even in times of crisis, graduates from the main EUR programmes will do well¹.

The education process is about active learning and connection, study success, *evidence-based* learning methods rooted in state-of-the-art research, pedagogic leadership and careers in education, research anchored in education, diversity and global citizenship. First-year students at EUR have a year to prove themselves: students with the right attitude who meet the educational entry requirements are welcome, and from day one they get down to working together. Standards are high. This is made possible through small working groups, modules, continuous assessment and by generating solidarity among students in their group year. We take responsibility for offering students the opportunity to develop personally, nurture their talents and explore the freedom to choose. For outstanding students, there are many opportunities in *honours tracks*, the extensive range of international programmes and *double degree* programmes. Depth, breadth and exchange are stimulated by an extensive range of minors and many alternative options. The 24/7 campus connects students and provides state-of-the-art academic facilities. Programme associations and student associations play an important role in shaping extra-curricular activities and in connecting students to employers. The connections between EUR and the city of Rotterdam fostered by student associations are very important in this respect. Academic lecturers work in teams based on *experience in* and *research into* education. In terms of higher education management, strong leadership qualities and a good foundation in academic research are indispensable. A career in education is measured and assessed against high standards, potentially leading to a professorship.

Bachelor programme

The expected growth in student numbers envisaged during the previous strategic period ultimately failed to materialise. Prognoses predict a reasonably stable inflow in the Bachelor programme from pre-university education (VWO) students from the Rotterdam region.² The first signs are emerging that we can no longer simply expect growing numbers of students to knock on the door of our university – as has been the case for decades.³ We must prepare ourselves for that scenario. At the same time, the business model of the Bachelor is under pressure: intensive education aimed at study success generally costs more than it generates. Our strategic intention is therefore to *consolidate* – in terms of programmes and student market share – in the Bachelor phase for the coming period. The vitality of the programmes on offer is important in this respect; the Executive Board and faculties will therefore jointly establish viability standards for education. The drive for high-quality education will continue unabated. In order to provide students with maximum freedom of choice and to stimulate international exchange and academic expansion, the Executive Board will propose plans in 2014 to restructure the minor programme, based on quality. The introduction of high quality, international and profile-enhancing minors, (for example in enterprise and sustainability) will be encouraged. Internal budgeting for education, as in research, will incorporate performance incentives.

¹ Elsevier 15/6/2013.

² Baars, G.J.A. & Hermus, P.W. (2012). Prognose VWO instroom EUR. Rotterdam: Erasmus University Rotterdam, Risbo.

³ In the Netherlands, a slight growth in the number of participants in university education is expected until 2025 followed by a slight fall (source: OCW). In the Rotterdam region, no growth is expected in the coming years in pre-university education (source: see note 2).

Master programme

With its greater share of diploma funding, the Master programme has a more favourable income scenario. Through its employment relevance, strategic position and link with excellent, relevant research fields, the Master programme offered by EUR has the great potential to become a magnet for national and international talent. By 2018, the number of Dutch and overseas students will have increased.

English is the norm in the Master programme, except in Masters that only focus on the Dutch job market and for which knowledge of the Dutch language is essential. By offering more, high-quality Master programmes and facilitating the growth of accredited, post-initial Master programmes, by 2018 EUR will have expanded its national share of Master's degrees. The relative number of Master students and degrees within EUR will also have grown. Our ability to recruit international students will have improved, the number of students from outside the EU will have increased and revenue from Master programmes (including tuition fees) will have risen.

In 2018, the research Masters will be supplemented by around five high-end Masters with associated tuition fees⁴, linked to top research areas. These will be selected and – in the case of non-research Masters – internationally competitive tuition fees will be charged. A EUR-wide grant system for the accessibility of these Masters will be introduced. Active use will be made of European exchange and cooperation programmes. The distinction between initial Master and *post-experience* Master will gradually fade. It will become increasingly common for students to leave university after their Bachelor and enrol in a Master programme at a later stage. Nationally, there will also be increasing mobility among institutions between the Bachelor and Master. Bachelor and Master programmes will be more distinct than is currently the case: by nature, the Master programme is more closely related to research and the job market.

In the near future, there will be more attention to marketing the Master programmes and communicating the range of programmes on offer. Each programme's added value, its reputation, affordability and relevance for the job market will be important criteria when developing and expanding the programme. In addition, we will investigate which target groups and countries offer the most prospects for EUR. Here we will also focus on the new growth markets. The recent surge in interest for MOOCs – *Massive Open Online Courses* – shows that innovative forms of education reach new target groups, including those in employment. Mobility, inflow and outflow of a highly diverse range of education applicants will be the norm in the future. For that future, a *full career university* beckons for EUR: a university that offers high quality, customised education to professionals and researchers in all stages of life and of all nationalities, a university that obtains its education revenue from assorted national and international public funds and the market.

Study success

Our vision for education incorporates engaging, active learning as a distinguishing, prominent (self) selecting quality. This vision has been implemented across the board. The Master programme also aims to improve the success rate: in order to promote study progress, *best practices* in thesis support are being investigated and distributed. Small-scale education is being introduced where possible. National and international education rankings show a rising trend. There is an active EUR community of education leaders consisting of professors and senior lecturers with an educational profile. In partnership with the *Centre for Education and Learning*, they are implementing a research agenda, sharing knowledge and establishing quality criteria.

⁴ An example of such a Master is the Finance Master at RSM, which has so many registrations that RSM is starting a selection pilot next year

Review 2008-2013

In the last strategic period, a great deal was done to shape our vision of education. For example, major curriculum reforms were implemented in many programmes, including the introduction of small-scale education in the Erasmus School of Law. The 'nominal is normal' principles (the creation of a year group in the first year through a BSA of 60 ec, compensation and fewer re-sits) were successfully piloted and definitively implemented in nearly all programmes in 2012. As a result, continuation after the first year has improved considerably. Good training arrangements and agreements for teaching staff (basic teacher training) have been introduced. Many education managers have followed the Pedagogic Leadership course, in 2013 together with Delft and in 2014 also together with Leiden. Graduates from the course are united in the Erasmus Network for Education. A pilot for the senior education qualification has been launched. Recently the Ruim Baan voor Onderwijstalent [Career Opportunities for Teaching Talent] policy document was accepted. As a result, a university lectureship and professorship with an educational profile will become available in the coming years, subject to strict quality criteria, as part of a career in education.

This policy has resulted in a huge improvement in the success rate. EUR has surged from a position at the rear in 2002 to one of the top 3 universities. This position is expected to improve again in the years to come. A foundation for excellence has therefore been laid for achieving the performance agreements reached with the Minister for Education (OCW) in 2015.

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Education and IT

During BV 2013, Erasmus University took the first step in integrating the many different educational applications and IT systems. The university will pursue this integration in the upcoming years and will introduce a more intuitive and user-friendly digital learning and working environment. In this plan period, EUR will focus more specifically on the use of IT in the primary process. Online learning will support a number of key goals of the 2018 strategy, such as improved success rates, internationalisation, efficiency improvement and discovery of new target groups. In this respect, EUR chooses a model of 'blended learning'; the core of the education programme remains 'face to face' and campus-based. Besides support for the education process, pilots will be introduced to test innovations, such as offering *Open Online Courses*. Besides acting as knowledge distributors, these will serve as a marketing tool to reach new target groups (higher professional education (HBO), international, employed people). Broadly speaking, IT will be deployed in three areas:

- IT to improve study success ('flipping the classroom': use of digital preparation to make more time available for high quality interaction during lectures). Online education has been developed to support the quality of active learning in the Bachelor programmes and pilots will be launched incorporating online material from third parties in EUR's own curriculum. The potential for digital exams is being further examined.
- IT in post-initial education. *Distance learning* and online learning packages make it possible to offer more flexibility and attract additional participants. Online education is also deployed to efficiently eliminate place and time-dependent deficiencies, both for horizontal inflow (internationals, inflow from HBO) and in the Life Long Learning market.
- Open Online Courses (*open access*) as 'EUR showcases'. The potential for high quality MOOCs (massive open online courses) in the most profiled research areas of EUR is being explored.

Bundling expertise in online learning is of the utmost importance. We will therefore work together with Surf and our strategic university partners, Leiden and Delft. Together with Leiden and Delft we will look into establishing joint MOOCs in the LDE centres or Medical Delta and research will be conducted into the effectiveness of online learning in the LDE centre for Education and Learning.

Post-initial education and Life Long Learning

As a knowledge institution, EUR believes it has a duty to educate people in all stages of life with the latest developments in knowledge. Adult education in the Netherlands is currently offered by private parties; the options offered by universities are limited. Meanwhile the target group for adult education (additional training, post-retirement courses and additional study while working) is growing. With a turnover of over € 40 million, the existing post-experience programme is already considerable.

EUR aims to achieve further growth in the turnover of post-experience education / Life Long Learning (LLL). By 2018, in partnership with various *post-experience* programmes, a joint marketing, profiling and quality assurance system will be developed and a more internationally oriented programme will be established. Furthermore, Rotterdam's strategic position in the Randstad conurbation, close to one of the largest ports in the world, the administrative and business centre of the Netherlands and other world class universities like Leiden and Delft contributes to its national and European appeal. EUR graduates will be actively involved in the LLL programme. The HR policy includes incentives that reward academics willing to focus on the *post-experience* market.

Graduates

EUR wishes to enter into and maintain successful networks of partners/sponsors with corporate relations and graduates in order to make a contribution to EUR's mission through maximum value creation (also non-financial). In 2018, EUR will therefore retain corporate relations and graduates in such a way that they know they are valued. They will see the importance of supporting the university. Periodic market research will be conducted, providing insight into how corporate relations and graduates value EUR. In 2013, EUR achieved a satisfactory score. By 2018, the score will rise to good (minimum score of 7.5 throughout EUR). In 2018, corporate relations and graduates will commit to 'supporting EUR' so that these commitments will develop into structural revenue for EUR in the long term. At the end of 2013, fundraising income covers the overhead costs for fundraising; in subsequent years, the revenue will rise by 20%.

Honours teaching

As well as delivering high quality education to all students, EUR also assumes responsibility for providing extra stimulus for the most gifted students. EUR will therefore vigorously and cohesively strengthen its excellence policy. The honours programme will be expanded by 2018 and will consist of at least 15 ECTS. In accordance with the performance agreement, it will reach at least 8% of Bachelor students. Besides Erasmus University College, the existing honours programmes will be expanded, culminating in the foundation of an Erasmus Honours Academy (EHA), which will act as a coordinating knowledge centre for EUR's excellence programme. Policy development, quality assurance, knowledge exchange and community creation are incorporated in the EHA. The EHA will monitor the quality of these programmes and will research their impact with respect to both objective criteria (e.g. diplomas, grades, number of students etc.) and subjective criteria (e.g. social activities, career opportunities, social skills). With these trajectories, EUR not only responds to the needs of its most gifted and motivated students, it also acknowledges the trend in Dutch Higher Education to devote more attention to excellence.

3.3 Research: choosing quality - connecting research

In 2018, EUR will produce knowledge of a high academic standard in all its disciplines. Its research will focus on social impact and lead in high-profile, international academic domains. This status will be confirmed by research audits and a top 10 position in European research rankings.

To achieve these objectives, EUR will enhance existing excellence, and will nurture international research talent. EUR will take the lead in strong interdisciplinary collaborations in relevant international networks and consortia. An attractive and vibrant interdisciplinary research community will emerge that emphasises talent development, diversity, collaboration, social responsibility and ethical conduct. This community will be supported by a professional support organisation that targets the needs of researchers and their careers. Funding and research support will be organised to both reinforce existing areas of excellence and support emerging talent anywhere within the university. A 'smart mix' funding model will be used, in which financial stability and basic autonomy of the schools with regard to primary funding are combined with incentives for attracting secondary and tertiary funding that strengthen the schools' internationally visible research profiles. This will allow EUR to keep up with the pace of global competition in 2018.

Quality of research

Systematic, mutually beneficial relationships between research and education, innovation and valorisation and between disciplines will be developed as a key to realising the aims above. To make research more relevant, more responsive to increasing social and political demands to account for its activities, and more attuned to the agendas of national and European funding bodies, these links will be more fully activated. The EUR research portfolio, comprising the main themes of Health, Wealth, Culture and Governance, lends itself perfectly to finding innovative answers to current social, economic, environmental and political questions.

Quality of research in 2018 will be synonymous with the potential to generate new ideas and visions for societal improvement. EUR adopts a pro-active approach to this development. Through its Research Excellence Initiative, fifteen top groups (*centres of excellence*) will be identified in the Woudestein faculties by the end of 2014. Academics within selected research groups are not only drivers of leading (research) Master programmes who excel in attracting students and delivering social valorisation, but equally may be expected to forge scientific breakthroughs that enhance the EUR's distinctive international profile.⁵

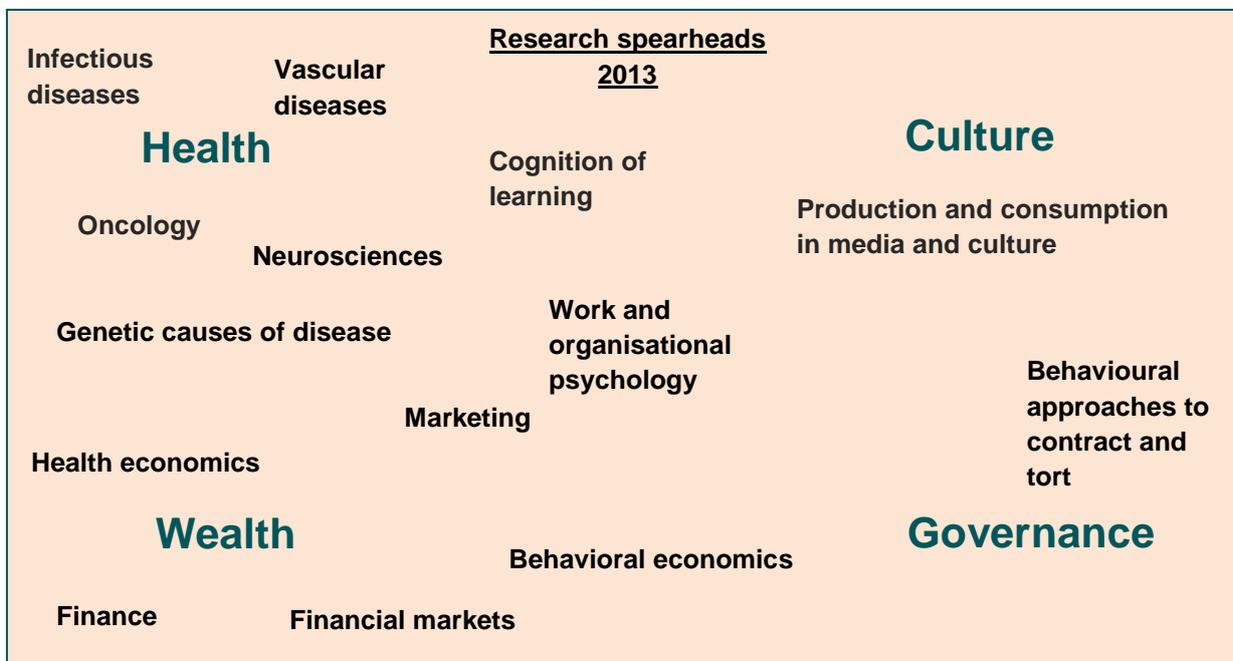
Following 2014, the funding associated with this initiative will be redirected to stimulate research excellence and relevance in line with the changing demands of science. In light of these demands, the set of quality criteria for the selection of *centres of excellence* will be reassessed. Alongside known academic performance criteria (see footnote 5), the ambition and potential of research groups to produce fundamental ideas for long-term societal improvements will be a key criterion. Beyond the categories of discipline-oriented academic output and practical instrumental application and advice, a decisive factor will be the research groups' ability to interconnect disciplinary questions and insights and engage researchers from other disciplines (inside and outside EUR) in their efforts to fundamentally engage with grand societal challenges. By generating new theoretical outlooks on social challenges, truly excellent science lays the groundwork for subsequent, more practically-oriented research agendas and links with corporate and governmental partners, while simultaneously providing a research-based platform for training students in exciting new degree programmes. Last but by no means least,

⁵ Choice criteria excellence groups

- Research results (publications, (if applicable) quotes, reputation, recruiting power, PhDs)
- Minimal volume (also determines the need for cooperation if you want to get over the threshold)
- Link between top research and international competitive Master programmes
- Attention for talent policy (continuity research)
- Social impact
- General cooperation (leading to recruiting power and publications/books)
- Interdisciplinary and international cooperation

interdisciplinary research design may allow academics outside current *centres of excellence* to link up with existing research groups, thus increasing the coherence and mutual exchange of research ideas within the university.

The ongoing effort to professionalise *research support* will be well-suited to assisting the transformation of current groups that display excellent performance into *centres of excellence* that are heavily engaged in state-of-the-art research with international cooperation.



Error! Reference source not found. Spearheads based on 10 selected REI groups and research spearheads Erasmus MC.

Talent policy

To attract and retain new research talent in all career stages, it is essential to facilitate a vibrant academic community where young researchers converse with one another and develop their ideas across disciplines. Accredited graduate schools, a professional research infrastructure and good fringe benefits are key to talent management at EUR. The availability of seed funding will enable researchers, particularly those at the early and middle stages of their independent careers, to organise workshops and develop research, publication and grant cooperation networks at relatively modest expense. This will contribute to the development and exchange of new ideas and activate the potential for cooperation in interdisciplinary research (and possibly teaching). In 2014, EUR will gather input from all faculties to formulate a new comprehensive policy focused on its value chain of human talent. Explicit points of attention are internationalisation, diversity and external dialogue. Criteria for selecting talent include cooperation, leadership, entrepreneurship and integrity. In 2018 EUR will be a global leader among employers, offering clear career paths and transparent performance criteria. Talent will be scouted on the earliest possible occasion, for instance through honours programmes or in the selection of Bachelor students.

Strategic alliances and internationalisation

Experience in medical science has proven that cooperation between excellence groups produces higher quality. Since there is no reason to assume that this would not apply to other academic domains, EUR stimulates intra-EUR cooperation and the creation of strategic alliances with external partners and international networks (see also 3.1). Since external research funding, notably through EU sources, is increasingly dependent on consortia formation, EUR seeks to compensate the decline in domestic research funding by acquiring EU sources. In addition, international consortia offer opportunities for researchers to undertake internationally competitive (research) Masters programmes and for students enrolled in the initial programmes and those moving on to the Master programmes to pursue international exchange programmes. To boost alliance formation and funding applications, an international networks incentive fund will be set up for the coming years. Academic staff can apply to this fund for financial support for their activities. In addition, the Leiden-Delft-Erasmus alliance offers opportunities to reach 'critical mass' in specific areas for quality improvement and joint investments in a high-quality research infrastructure.

Leiden Delft Erasmus Centres:

- Governance
- Education and Learning
- Metropolis and Mainport
- Global Heritage and Development
- Financial and Economic Governance
- Sustainability
- Safety and Security
- Frugal Innovation in Africa
- Medical Delta

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Financing research and incentives

In its future research policy EUR has identified three categories (called levels) of the research finance mechanism: the basic level, the excellence level and the valorisation level. The general aim is that the basic quality of research improves and is safeguarded through the current system of model-based research funding. In the future, some of that funding will be made variable according to faculty performance boxes. The performance boxes will be worked out in 2014, and the agreements will be implemented in 2015 through research covenants between the Executive Board and the faculties, aimed at further strengthening the performance of faculty research. Concerning the excellence level, investments made through the Research Excellence Initiative (REI) will continue in 2014 via a separate budget for strategic research investments. These are allocated on a competition basis. After 2014, the fund will be redeveloped with a view to stimulating interdisciplinary expansion and consortium formation, to develop new potential for innovative research. Funds will be allocated to provide occasional incentives to structurally improve research quality. For the category of valorisation, groups of researchers are encouraged to improve society's use of their research. Consideration of the social

impact of research done by current centres of excellence will form the basis for strengthening social relevance. EUR will make resources available to stimulate public-private partnerships aimed at valorisation. This system will be implemented through so-called social valorisation value chains (see section 4.1).

3.4 Social impact and valorisation - connecting to society

EUR facilitates education and science that promote a better world. Academics and students at Erasmus University Rotterdam are aware of this and with their academic activities they occupy a position at the heart of society. What will distinguish EUR in 2018 from many other knowledge institutes is its expressly social orientation. The social engagement typified by EUR is reflected both in the nature of its disciplines and in the enterprising, globally oriented attitude of its students and staff. From this tradition, in 2018 EUR wishes to more emphatically highlight its social performance, make a substantial contribution to the welfare of people and the planet and show in words and deeds that it is truly *internationally engaged*. There will be far greater social visibility and valorisation dynamics will be developed on a select set of social themes. This will be accomplished by the establishment of several strong *social valorisation value chains*.

Valorisation

By valorisation, we mean making academic knowledge suitable and accessible for economic and social application. Knowledge application and valorisation is an indispensable tool that genuinely makes new knowledge available to society by translating knowledge into innovative products and services. The Dutch government is asking universities to translate science into innovation that contributes to the competitive economic standing of the Netherlands and Europe. We also see this reflected in the subsidy requirements of organisations providing research funding. These explicitly demand a description of the valorisation potential of the research in question. In the Outline Agreement 2011, the Dutch universities agreed with the OCW to concretise their ambitions with regard to valorisation. By 2016 at the latest, the universities must spend at least 2.5% of the research resources from primary (government) funding on knowledge valorisation. Knowledge valorisation can then generate revenue for further research activities.

In order to use its valorisation potential more effectively in the near future, EUR is taking the following steps⁶:

- Within faculties and among disciplines, *social valorisation value chains* (SVVCs) will be created, in which a fixed number of steps on the valorisation ladder are taken in order to move from fundamental research via economic valorisation to achieve social valorisation.
- EUR proposes a *limited number of research excellence groups* for such SVVCs.
- EUR ensures a *stimulating valorisation climate*, whereby reputation, competences, time and money are in harmony. This is expressed in the HR policy, competence development and the availability of financial instruments.
- EUR and the Erasmus MC will co-found the *Erasmus Centre for Valorisation* (ECV).
- In consultation with the national VSNU project, a number of valorisation indicators will be chosen to measure success.
- A *financial boost* will be given to valorisation, by making an extra initial investment over the course of three years.

CSR and diversity policy

In the years to come, EUR will emphatically devote more attention to Corporate Social Responsibility (CSR). *Impact & Relevance* not only means addressing the big social issues in education and science, but also taking into account the consequences of the organisation's own business operations. The manager of tomorrow must have a thorough understanding of ethical norms and sustainable action. Social responsibility will therefore be a leading principle in business operations and it will be expressed

⁶ Vgl. *Verzilvering van kapitaal*, report steering committee valorisation, EUR, 21 January 2013.

in our education and research profiles. From 2014 onwards, a leadership and responsibility track will be incorporated into the Erasmus Honours Programme. The extent to which the themes of *entrepreneurship*, *intercultural cooperation*, *sustainable practices* and *social responsibility* can be integrated in the curricula of Bachelor programmes will also be explored. Furthermore, Erasmus University will more intensively demonstrate what it does to promote sustainability itself, by establishing key objectives, exemplary targets and policy to guide action.

Through initiatives such as GreenEUR, Erasmus Involved, Erasmus4Rotterdam, and Sustainable RSM, more opportunities will be created for student involvement in sustainability and CSR. The Erasmus University Sustainability Coordinator will collaborate with representatives from all faculties to activate an interdisciplinary team for the coordination of activities concerned with social and environmental aspects on campus and in society.

Erasmus University seeks to fulfil its sustainability mission by establishing reporting systems, communication channels, and stronger collaborations amongst members of all faculties by 2018. The biennial Sustainability Plan takes stock of Erasmus University's existing activities and performance within this scope of responsibility: it identifies challenges lying ahead; formulates key objectives and the targets and policies to ensure their implementation, for categories such as teaching and research, facilities/operations, communication and organisation structure; and it stipulates the resources to support the implementation of the sustainability mission.

EUR is convinced that education and research flourish most when they involve scientists who represent a variety of viewpoints, cultures, knowledge and experiences. EUR thus strives for a diverse mix of staff members. To create 'impact by diversity', EUR will focus in the coming years on gender diversity, as well as increasing the number of international entrants. EUR will thus aim for a more balanced male/female ratio among its staff. Agreements with faculties will be recorded in covenants concerning the advancement of female scientists, concentrating on the appointment of professors and the promotion of women in PhD positions to *tenure tracks* and later UHD positions.

4. Achieving our goals

4.1 Business operations

Operational excellence is an important condition for achieving successful results in the primary process of education and research. By 2018, support will be professionally structured, of high quality and efficient: 'Making the difference together' is the motto. The support units from the faculties and the central service organisation work well together, focusing on the continuous optimisation of their contributions to help achieve the university's strategic goals. Primary process requirements will be priorities and decisions will always be made in consultation, taking into account their effectiveness. The most important target groups will be students, lecturers, researchers, staff and managers/supervisors. Users will be served by a single support organisation with well-defined service desks and timely and reliable service provision. A clear *governance* structure will be in place and agreements will be anchored in service contracts. Processes will be radically harmonised and automated. Self-service applications will be introduced, along with knowledge centres (pooling of expertise). There will be a successfully functioning planning and control cycle with timely and reliable management information. In decision-making, the sustainability factor will always play an important role. The procurement process will be fair and professional and a uniform *sourcing* strategy (in-house or outsourced) will be implemented. Staff will have ample development opportunities and focus on excellent results and permanent improvement. The key values will be *together*, *effective* and *responsible*, and these will be embedded in the R&O (performance & development) cycle.

Information and communication technology

Students, lecturers and student supervisors receive support aimed at ensuring the smooth operation of the education process. This support is organised into service paths that correspond to the *student life cycle*. A cohesive portfolio of education systems is used that is available 24/7 and that can be accessed with all standard devices. Study and student information can be accessed via a personal portal linked to the digital study and working environment. Support reflects developments in the field of digital learning, small-scale education and digital exams.

In 2018, all the information at EUR about results and the learning behaviour of students will be available to those involved in the education programme. Analysis of this information (*learning analytics*) will provide added insight into students' progress and study behaviour.

Being a modern employer

The renewed HR policy is largely focused on talent management. In that respect, the career-long development of staff is actively promoted, through training and education, coaching, an active mobility policy and specific career paths. Managers have the necessary talent management skills. In 2018, EUR will be able to source talented academics and support and managerial staff, essential in an increasingly competitive job market, and subsequently retain and further develop that talent. In this process, attention will be expressly devoted to diversity. Staff will benefit from extensive automation of governance processes, enabling administrative work to be performed quickly and accurately.

EUR staff will work in a largely re-organised office environment. The quality of the workplace will improve with space efficiency. Facilities for flexible work will be *up to date*. *Working without boundaries* will be facilitated because the (academic) information required for research, education and support will be available in digital form.

Research support and research infrastructure

In order to be competitive at international level, excellent research support is indispensable; this support focuses on the researchers themselves and on the research infrastructure. EUR provides professional support to its academics when applying for (inter)national subsidies and forming consortia and networks, in close consultation with Erasmus MC. The different processes in the research life cycle are supported (from research idea to data storage and analysis to publication and valorisation). The

Research Support Office (RSO) was set up for this purpose. The RSO supports researchers regarding queries concerning sources of funding, procedures for research proposals, and legal and financial questions. The RSO will be based on a Research Information System (RIS) that will be developed to help research leaders manage research projects and their profile, efficiently organise PhD tracks and record research results. It will also serve as the foundation for managerial information provision.

EUR recognises the importance of open access publishing to make both data and results available to the widest possible audience. The university library plays an important role in this process and in addition to the entire existing *repository* for academic publications, an infrastructure will be built in consultation with the faculties to manage and store research data. By 2018, all the author's versions of published articles will be accessible via the EUR *repository*. With publishers and other partners, efforts will be made to introduce innovative publication forms and new types of academic *output* and communication. The institute's (digital) academic *output* will be actively collected, curated and preserved for the long term.

Communication & reputation

In 2018, EUR will present itself as a self-assured institute for top education and top research. Furthermore, the performance of our academics and students will be widely recognised around the world. This will be due in part to the institute's clear self-image, which also incorporates what it wants and does not want. EUR will subject its reputation to critical analysis and, based on the results of that analysis, develop a strong reputation management strategy. This self-image will also be the source of a clear, high-profile *branding policy*, which in turn forms the basis for communication and the necessary talent and fund acquisition. Within that framework, EUR will formulate a clear, supported profile and use this as the foundation for the development and implementation of a branding and communication strategy. Partly in response to this, EUR's market share in the Netherlands will grow and graduates will feel more involved in the education programme and research at EUR. In its communication efforts, EUR will describe itself as an *international university* and highlight its strategic location (near the mainport and administrative centres).

Woudestein Campus

A lively EUR campus is developing. The university community and its visitors will feel at home in the restructured and expanded Woudestein campus and for an increasing number of students, the campus will literally be home. There will be a wide range of cafes and restaurants and various shops. The sports centre will offer many facilities and have a totally refurbished gym.

Visible steps have been taken towards a sustainable, energy-neutral campus. The successful Campus in Development I project will be followed by Campus in Development II, which will also shape the *Multi Functional Teaching Building*.

The campus will be easily accessible by all modes of transport, in promotion of sustainability. The campus will be accessible 24/7 and the buildings will be open according to faculty wishes. Students can, of course, take their own devices to EUR (BYO) and use the Internet on the *wireless* campus. The number and extent of audio-visual resources in the lecture halls will correspond to the curricula of the faculties and the number of students involved. The number of study places will reflect the established norm of 1:10. The refurbished library building will offer excellent study spaces and have long opening hours.

4.2 Finances

A new strategy requires good financial choices: taking financial solidity into account, EUR has chosen to invest in what is necessary and what makes us stronger. In view of the many uncertainties and changes facing the education market (see section 2.2.), EUR feels it is important not to passively await the future but to actively prepare for that future through strategic expenditure. One of the main goals of this strategy is to ensure that in 2018 EUR has a more balanced, future-proof revenue mix less dependent on primary funding.

Although EUR is currently in a healthy financial position, we are also feeling the consequences of the crisis and a cost-cutting government. Government funding is expected to be further reduced. A downward adjustment of the reference projection has been visible over the past two years. In addition, various faculties have witnessed a decline in their project portfolio, a fall in student numbers and an autonomous increase in costs (particularly remuneration and salaries). EUR will therefore be forced to implement a prudent policy in the near future and take measures aimed at improving organisational efficiency. Restructuring processes are highly probable, also in terms of bringing the support/overhead to the agreed national average (in accordance with the performance agreement). In the long term, a structural adjustment will be required to the tune of € 12 million on a yearly basis to balance income and expenditure.

At the same time, we have a new strategy that requires new financial impulses. In the long term, this may generate new revenue opportunities in the form of relative growth in secondary funding, through the increase in tuition fees, greater success with EU funds and more income from contract education and research. With regard to its internal financial policy, in the next few years EUR will strive to introduce a distribution model based on educational performance and research funding linked to faculty performance agreements.

To summarise, EUR will implement a combination of measures to safeguard financial solidity. Education and research will be subject to budget cuts; the efficiency of the support organisation will be further improved; strategic expenses will be slowed; and revenue will be increased by:

- Increasing the number of initial Master students;
- Attracting more international subsidies;
- Increasing the number of paying international students (PhDs and tuition fees);
- Increasing turnover in the commercial market (post-initial education and contract research).

Each faculty and organisational unit will explore which of the revenue-increasing measures have the most potential.

Investment agenda

Erasmus University Rotterdam has a central strategic investment potential of € 17 million per year to implement its strategy, whereby in the coming planning phase a total of € 85 million may be strategically invested. Some of this investment money is already allocated based on existing obligations relating to new education programmes and the distribution of research funds. New investments will target the strategic spearheads, i.e. internationalisation, growth of the Master programme, research partnerships, *career services*, improvement of research and education quality, increase in tertiary funding, streamlining of business operations and IT innovations aimed at study success. Future budgets will be allocated on the basis of new project plans.

4.3 Implementation

Ultimate responsibility for implementing this strategy lies with the Executive Board and the deans. For faculty-transcending themes, portfolio holders will be appointed from the Executive Board and deans who will try to achieve the goals with the support of programme and project teams. The composition of these teams will be as diverse as possible, with staff from various layers of the organisation working on the basis of strategic budgets. Based on the strategic plan, an implementation plan will be drawn up for each project. Implementation will be coordinated by the Erasmus Programme Office. General progress will be monitored by the Strategy steering committee, which meets three times a year. The Executive Board justifies its strategic policy every year to the Supervisory Board.

For the most part, however, the responsibility for implementing the strategy lies with the faculties and other organisational units. They will translate the established outlines into concrete activities recorded in covenants between the Executive Board and the organisational unit concerned. Progress will be assessed in six-monthly bilateral meetings. Midway through the planning period – in 2016 – the strategy will be reviewed and adjusted if necessary.

5 Appendices

5.1 Key Performance Indicators

In 2018, EUR will have achieved the following:

Education

- Fulfilment of performance agreements.
- Realisation of five high-end, selective Masters.
- Internationalisation of Bachelor programmes. They all have either:
 - English streams
 - an English language third year
 - or a sufficiently international curriculum to facilitate foreign exchange students and offer sufficient international experience to the Dutch students.
- Master's growth: national share of Master's programmes 12% (2012: 10%), percentage of Master's intake within EUR: 60% (2012: 56% = 4546/8161 students); in terms of international students embarking on Master's programmes in the Netherlands, increase in market share to 38% (2012: 35.5%, source: VSNU).

Research

- Impact: our position is at least maintained according to the CWTS measurement: 14.2% of the publications are among the most quoted 10% in their field (2012).
- Agreements and covenants: In 2015, agreements will be made with each faculty about research performance. From 2015, some of the research resources from primary funding will be made dynamic based on agreements between the Executive Board and deans that are recorded in covenants. In 2018, the covenants will be evaluated.
- Increase to 13% in the number of subsidies from NWO and the EU as a percentage of total turnover (2011: 11%), of which 6% NWO and 7% EU.
- A more balanced gender ratio amongst scientific staff: the UHD-ratio reflecting the ratio in UD/PhD.

Internationalisation

- Participation of at least 15% of all Dutch Bachelor students in an outgoing exchange.
- 15% international students at EUR (initial students in BA+MA 2012: 12%).

Business operations

- 7.5 in the 2018 customer satisfaction survey rating the quality of service provision within EUR.
- Fulfilment of agreements to lower the generic overhead of EUR to the Dutch average of 19.9% in 2015.

Other

- A score of at least 7.5 in periodic graduate satisfaction surveys.
- 20% growth in annual revenue from fundraising.
- Annual growth of turnover in the postgraduate segment.
- Investment of 2.5% of research resources from primary funding of valorisation by 2016 at the latest.

5.2 Key statistics EUR 2013

Number of students	22,367 (as at 1-10-2013)
Number of degrees	7,654 (2012)
Staff	2,766 people (as at 31-12-2012, excluding Erasmus MC)
Organisation	7 faculties 2 institutes Erasmus Holding BV
Number of programmes	20 Bachelor programmes 37 Master programmes 12 research Master programmes 19 non-initial Master programmes
Turnover 2012	M € 539 (incl. academic department Erasmus MC)