Strategic Plan 2013–2017
Faculty of Science

Excellence in a changing world
Foreword

I have the pleasure of presenting to you the Strategic Plan 2013 - 2017. Excellence in a Changing World. In this plan, we look at the future of our faculty, with a central focus on ‘looking outward’. This is necessary, because the world of science is subject to constant change, and this requires flexibility and a swift anticipation of new developments.

This means, among other things, that we are aiming to have our education respond to the changing demand of both students and the labour market even more. In our research, we also want to focus more on the outside world, and connect our knowledge to huge social challenges in the area of sustainability and life sciences.

In order to meet these challenges, we have to join forces by setting up interdisciplinary research within the faculty and the university, and by entering into alliances with more applied knowledge partners. This will make it possible to not only attune to the changing world, but to change that world ourselves as well.

However, this Strategic Plan is not centred on change alone. We will also continue to guarantee excellent education and research at the Faculty of Science. After all, in a changing world, it is absolutely vital to maintain quality and integrity.

Gerrit van Meer
Dean of the Faculty of Science

Introduction

The Strategic Plan 2013-2017 is a follow-up to the Strategic Plan 2009-2013. In terms of structure, the new Strategic Plan of the Faculty of Science is in line with the university’s Strategic Plan 2012-2016, which serves as the framework for the faculty’s strategy. The university’s Strategic Plan analyses the changing environment, which naturally applies to the environment of the Faculty of Science. The performance agreements concluded between Utrecht University and the Minister of Education, Culture and Science also provide the right direction to the Faculty of Science’s strategy.

Most objectives formulated in the previous Strategic Plan of the Faculty of Science have been achieved through the concrete execution of projects within the Beta2015 Programme. The faculty’s objectives in the current plan are also formulated in the form of intended results which will be pursued in the period 2013-2017. The implementation of the Strategic Plan will once again be detailed in a programme which will serve as a guideline for the faculty. The programme will contain a prioritisation and a risk analysis of the feasibility, and it will be formulated in lines of action and project clusters.

The programme will be concretely detailed in the annual agenda of the Faculty Board, as well as in work programmes of departments, schools, research institutes and corporate offices. Progress will be assessed in a transparent manner every year.

The feasibility of the objectives and which objectives will actually have been achieved by 2017 obviously depends on many factors. One important factor to take into account when setting and realising objectives is that the environment is constantly changing. A plan’s feasibility is proven once it is being implemented, which will best reveal the opportunities and bottlenecks. This type of dynamics is intended to lead to a continually active process of (re)assessment of priorities, based on feedback from various internal groups and in consultation with the environment. Each year, the faculty’s strategic course is assessed. Proposals for amendments to the course are submitted to the employee (and student) representation. The detailing of the Strategic Plan in an annual administrative agenda will respond to the changing circumstances. With a set of consistent actions, which has not been envisaged before, the detailing of the strategy will link up with the changes. The administrative agenda will be discussed with the employee (and student) representation on an annual basis.

The implementation of the Strategic Plan 2013-2017 has been inspired by the long-term vision on the faculty. When thinking freely, we can outline the perfect picture of the Faculty of Science. It would be a faculty with six strong disciplines, excellent education, research and valorisation, appealing to students and top talent, a place where people love to work, a faculty that exudes energy, a faculty that is known for its excellently trained students, and a faculty that is firmly rooted in society.

This will be our guiding principle. The objectives and lines of action will determine the way we will work in the next few years and which priorities we will be setting. Excellence in a changing world!

The Strategic Plan has been drawn up in consultation with staff and students from across the entire faculty. Academic directors, directors of education, heads of departments, chairmen of Schools as well as members of the Social Advisory Council all made their contribution. Students and staff participated in consultative groups to participate in discussions about the desired course of the faculty. The employee (and student) representation was involved at an early stage as well.

1. As a result of the vision “Verantwoordelijkheid nemen en geven” (Taking and Giving Responsibility) in 2010, and the memorandum “Profiel Faculteit Bètawetenschappen 2015” (Profile of the Faculty of Science 2015), the Beta2015 Programme was drawn up with objectives and projects in order to realise change.

2. Appendix 1 is an overview of the arrangement of responsibilities as well as the organisational structure of the Faculty of Science.
Ambition - Objectives - List of actions

A. RESEARCH: CLEAR POSITIONING, QUALITY AND COOPERATION

AMBITION

The Faculty of Science has a clear research profile, which is in line with the dynamics of academic and social issues. The Faculty of Science maintains its international reputation of providing top quality. The faculty’s profile and quality combined enables researcher to successfully compete in external national and international research funding.

The faculty has a young age structure and sufficient diversity in its research formation; young and established talent inspire each other. Collaboration in the faculty’s focal areas, the university’s strategic themes and university-exceeding projects create a stimulating environment for established and young researchers, which provides added value to individual research projects, and which creates new opportunities for external funding. External partners enjoy working together with researchers of the Faculty of Science, because of their qualities, transparency, constructive attitude and reliability. External partners, for their part, are valuable to the faculty due to their inspiration for new research questions and the lively connection with social issues.

OBJECTIVE 1

1. Fundamental research of the faculty leads to new insights and scientific breakthroughs, which are recognised and praised in both academic and social bodies. The average number of publications per employee in high-impact journals is increasing across the entire faculty.
2. Research groups of the faculty obtain an average score of 4.5 or higher in national research evaluations.
3. The profile in research and education is leading in making choices and decisions to deploy people and means:
   - The faculty profile and the university’s strategic themes are leading for the faculty’s chair policy.
   - The faculty makes use of open recruitment to select the best candidates for Professor positions. Professors, Associate Professors and Assistant Professors have preferably gained extensive experience in their careers outside of Utrecht University, and preferably abroad.
   - Decisions regarding the recruitment of talented researchers are always based on the contribution they may make to innovative research in the focal areas, to the enhancement of internal cohesion and to education. Investment expenses are set off against their ability to acquire external funding.
4. Each focal area has a balanced mix of fundamental and applied research, which enhances each other.
5. The faculty encourages collaboration in the faculty’s focal areas and university’s strategic themes. To this end, the faculty facilitates thematic research platforms that offer opportunities for new combinations of research and that increase the visibility of the focal areas.
6. The faculty actively participates in national top sectors and in priorities of the EU Programme Horizon 2020, particularly in ‘Societal Challenges’ and ‘Excellence in Science’, in cooperation with public and private partners. The focal areas of research and the strategic themes are leading in this effort.

PERFORMANCE AGREEMENTS OF UTRrecht university

Utrecht University invests in four strategic themes and focal areas, which includes attracting top talent, partnerships and extra funding, in light of contributions to the eight top sectors and six EU Societal Challenges. This is intended to lead to a 10%-increase in the number of research groups that have obtained four fives in the SEP assessment within each of Utrecht University’s strategic themes by the year 2020.
7. The faculty develops and realises technology platforms with the associated business models, in cooperation with other faculties and other universities. The faculty develops a long-term investment plan for equipment.

8. The research programme of a research institute is strongly promoted more closely connected to research groups in the faculty’s focal areas and the university’s strategic themes. On a programme level, alliances are set up with external partners that link up with the national and international themes.

**OBJECTIVE 2**

The Faculty of Science identifies and lists the strategic collaborations within its focal areas with other national and international institutions and capitalises on them.

1. Within the focal areas, the faculty selects national and international knowledge institutions to expand the existing collaborations into strong partnerships with a win-win situation. Joint research applications are submitted together with these partners, and they issue joint publications.

2. The faculty enters into alliances with European partners to sort research in the focal areas, to attract European funding, and to jointly submit research applications and make joint publications.

3. The faculty participates in at least one research consortium per round of the NWO programme ‘Zwaartekracht’ (Gravity).

4. The faculty stimulates partnerships in research to form a breeding ground for partnerships in education. Guest professors of partners provide additional education in the faculty. Courses are exchanged with partner institutions, and more work placement opportunities at external research institutes and companies are developed for students.

5. The faculty strengthens its collaboration with Eindhoven University of Technology (TUe) in the focal areas of research as well as in education. There is an increase of alliances and research applications in which the university and TUe are partners. The number of students of both institutions that make use selected Bachelor courses increases.

**OBJECTIVE 3**

The Faculty of Science attracts international top talent for its focal areas.

1. In attracting this national and international top talent, experiences with successful scouting and selection of talent are deployed more systematically.

2. The faculty invests in the career perspectives and development of young talent. A balanced age structure in academic staff, a strategic staff planning and annual assessment and development interviews all contribute to this objective, as well as sound support for the application of external subsidies.

3. Young talent is expressly involved in the enhancement of the focal areas and in the research platforms.

4. The faculty focuses its policy on the development of good instruments for talent increase and talent development, attuned to the dynamics in research means.

5. An increase in the number of female top talents has been achieved. In the category of Professors, the long-term goal is to have 20% female Professors by the year 2020. In 2012, this was 12%; in 2017, this will be 17%.

**OBJECTIVE 4**

The Faculty of Science has an internal research quality system in support of its reputation for high-quality and reliable research.

1. There is an internal quality system that guarantees professional academic behaviour and that continuously responds to changing developments. Research data are properly stored; the quality of conduct in laboratories is based on protocols, which have been documented unambiguously, and compliance with these protocols is monitored.

2. There is an effective quality assurance system for monitoring and improving the quality of research output. The information systems that generate the correct data for this function optimally. Bottlenecks are solved in collaboration with UU corporate offices.

3. The faculty increases the awareness of social responsibility as a framework for academic conduct. There is a forum for ethical issues and one for integrity issues, in which subjects are openly discussed. In internal communication, attention is paid to responsible academic conduct. Integrity preservation is ensured.
AMBITION
The Faculty of Science educates the excellent and innovative academic and social leaders of the future. To this end, the faculty inspires young people with innovative and challenging education in natural sciences and life sciences, and it offers them an energetic academic environment. Bachelor students and Professors alike receive suitable education, personal supervision and additional training at the faculty. The faculty’s research belongs to the national and international top. The education is attuned to the research demand of students and the labour market. Furthermore, one of the specific learning objectives is to develop an academic attitude.

The education profile is characterised by disciplinary Bachelor’s programmes. Students have an extensive freedom of choice within the frameworks of programme cohesion and programme level. Students are offered the opportunity to familiarise themselves with the education at the faculty and the university. Students widen their knowledge and can switch to another discipline within the faculty without significant loss of time. After that, students are expected to make clear choices in education. Ambitious students are more than welcome. There is a unique range of Honours programmes set in an inspiring international environment of top research.

Students really belong to the academic community from the very first day, and there is attention for the student as an individual; lines of communication are short. All members of the academic staff are involved in educating students and they take pride in offering excellent education. They constantly develop and professionalise their skills. Thanks to this support, students are able to finish their degree programmes without delay. When a student graduates, he or she is equipped with excellent knowledge and skills that enable him or her to work in or outside science on the international labour market. The faculty also wants to increase the number of academically trained teachers in secondary education, based on the vision that the quality of pre-university education is of great importance to the increase in the number of students that will choose a science degree programme.

OBJECTIVE 1
A further expansion and continuation of the Utrecht educational model.

1. The Faculty of Science focuses on motivated and ambitious students and makes sure that they stay ambitious and motivated. Students belong to the academic community from the very first day. There is attention for students as individuals, communication lines between lecturers and students are short.

2. Each Bachelor’s programme offers students the perfect mix of education types in order to prepare them as best as possible for the actual practice of research and the labour market. In the first year of each full-time degree programme, an average of 12 to 18 contact hours and other structured hours are scheduled every week.

3. All Bachelor and Master students familiarise themselves with topical research. Professors provide education in the Bachelor phase as well. All students have a good command of the starting points of academic integrity.

4. The Bachelor’s programmes are flexible, which enables students to familiarise themselves with a wide range of subjects, as well as to switch degree programmes in the first year at university without any delay. Numerus fixus degree programmes remain the exception to this rule: it is not possible to switch to these degree programmes coming from another Bachelor’s programme.
Objectives 2

1. Pre-university students and teachers know the precise content of our faculty’s education and what the professional perspectives are. Students and students’ associations are involved in these activities.
2. The recruitment and information activities for the degree programmes dovetail with the strengths of education: a high success rate, ample freedom of choice, good lecturers and options to switch degree programmes in the first year. Potential Bachelor and Master students are targeted more directly and approached more personally, in which the target group ‘ambitious students’ receives specific attention. Potential students of non-Dutch origin explicitly belong to the target group. Each student is invited to a matching interview before enrolment.
3. The Undergraduate School offers challenging education to all students.
4. The Honours Academy in the Undergraduate School has been set up and links up with the excellence developments in secondary education.
   a. There is an attractive offer of Honours programmes.
   b. The TWIN degree programmes (double majors) are Honours programmes.
   c. The Honours Academy attracts 12% of students.
   d. The student selection process for the Honours Academy has been developed and functions properly.
5. The Honours Academies in the Graduate School of Natural Sciences and the Graduate School of Life Sciences has been set up.
   a. There is an attractive offer of Honours programmes.
   b. The Honours Academy attracts 12% of students.
   c. The student selection process for the Honours Academy has been developed and functions properly.
6. The faculty creates a stronger connection between summer school programmes and the Master’s programmes, with special attention to intake from the summer schools to the Master’s programmes involved.

Objectives 3

1. The courses in the education programmes are well attuned to each other and the education types fit in with the learning objectives. The quality of education sets the standard and are continuously tested and improved.
2. Interdisciplinarity in the education programmes is stimulated. It is possible to take double majors, but also minors and electives outside a student’s discipline.
3. The education programmes’ feasibility is good. All courses are scheduled according to the university’s annual schedule and the timeslot model.
4. An intensive tutorship has been set up for all Bachelor’s programmes.
5. The number of Bachelor students that has re-enrolled at the faculty after the first year (80%) and that obtains a diploma within four years will be 64% (80% x 80%) in 2016 (cohort 2013). All Bachelor’s programmes have an intake of at least 100 students per year, but Information Technology has an intake of 70 students per year.
6. Alumni and Professors by Special Appointment play an important role in the orientation of students on the labour market. Alumni and the labour market become more involved in the offer of education. Labour market orientation becomes more visible by incorporating it into the compulsory components of the curriculum.

Performance Agreements of Utrecht University

Study Success in Terms of Drop-out Rate, Switch and Success Rate

- Drop-out rate: the number of students of the total number of full-time Bachelor students (first-year students in higher education) that is no longer enrolled in the university after the first year will decrease from 20% in 2006 via 18% in 2010 to 15% in 2016.
- Switch: the number of students of the total number of full-time Bachelor students (first-year students in higher education) that switches to another degree programme at the same institution will develop from 6% in 2006 via 7% in 2010 to 6% in 2016 (% remains the same by improved selection/matching before the student enrolls, better options in switching to another degree programme in the first year).
- Success rate: the rate of full-time Bachelor students (first-year students in higher education) that has re-enrolled in Utrecht University after the first year and that obtains a diploma from Utrecht University within four years will increase from 69% in 2006 (cohort 2003) via 74% in 2010 (cohort 2007) to 77% in 2016 (cohort 2011).
7. The faculty’s range of degree programmes is enriched by the alliance with TUe. Students see that enrolling in a Utrecht Bachelor programme offers opportunities to also delve into the more technological aspects of a discipline.

8. The faculty sets up a cooperation with the University of Applied Sciences Utrecht and the Utrecht School of the Arts in Information and Computing Sciences education and in teacher training programmes. Within this framework, the option of organising a one-year Master’s programme is also researched.

9. Master’s programmes are positioned in the market more strongly; the intake of students in all Master’s programmes is at least 20 per year; courses in the Master’s programmes are cost-efficient. The range of degree programmes is attractive for students.
   a. Excellence in research is reflected in the offer of Master’s programmes and thus supports the faculty’s profile. The offer of Master’s programmes links up with the Bachelor’s programmes.
   b. The Master’s programmes that are specifically aimed at social professions link up with the demand on the labour market.

10. Outside talent enrol in the Master’s programmes.

11. The faculty trains top researchers in high-quality PhD programmes and guarantees quality in all steps leading up to a PhD degree.

12. Science Education is clearly positioned in the faculty and is nationally and internationally leading in its activities. The communication among the faculty’s education programmes ensures an improvement of education quality, which is clearly expressed in the curriculum assessments. Junior College Utrecht has a bridging function between the degree programmes and secondary education.

13. Ethics and academic integrity are a part of all phases of the degree programmes.

14. The faculty introduces the teaching load / study load system to ensure that education expenses and education income are balanced, and also to realise an optimal balance between workload and cost-efficiency. The organisation of practicals has been set up efficiently.

**OBJECTIVE 4**

The faculty invests in career opportunities and the professional development of Professors.

1. The academic staff of the faculty is responsible for providing education in the degree programmes. This means that each Assistant Professor/Associate Professor or Professor has an education task, which may be executed in different ways: Professor, tutor, programme coordinator, committee member, etc.

2. Having the Basic Teaching Qualification is the standard for a permanent appointment; having a Senior Teaching Qualification is the standard for Professors and Associate Professors. This standard is also applied to the current academic staff. We will make catch-up efforts to remedy shortcomings.

3. The education qualities of lecturers are excellent. Lecturers are constantly developing their professionalism, take extra training at least once every two years and learn from each other.

4. The lecturers of a degree programme form a community. This means that lecturers of similar and/or subsequent courses inform each other about their education methods (sharing good practices) and that they regularly participate in a faculty education afternoon.

5. Professionalisation in education is a part of the Assessment & Development interview and is a criterion in the selection and promotion process.

6. The faculty actively works towards enabling education careers for lecturers by stimulating the participation in special courses, such as Educational Leadership and Honours Teaching.

7. Educational Professors are appointed in some fields who have the important task of contributing to a quality improvement and development of the faculty’s education.

8. Applications of ICT innovations increasingly lead to quality improvement and an increased efficiency in education. The faculty searches for an optimal balance between contact and digital education to improve the workload of lecturers.

**PERFORMANCE AGREEMENTS OF UTRECHT UNIVERSITY**

**MEASURES RELATING TO EDUCATION INTENSITY AND QUALITY OF PROFESSORS**

- Quality of lecturers: the number of (tenured) lecturers with a Basic Teaching Qualification will increase from 20% in 1999 via 60% in 2010 to 80% in 2016. The number of lecturers with a Senior Teaching Qualification will increase from 25% in 2006 via 30% in 2010 to 35% in 2016. This means that Utrecht University retains the highest number of Lecturers with a Basic Teaching Qualification and a Senior Teaching Qualification of all Dutch universities.
- Education intensity: the number of scheduled contact hours and other structured hours in the first year of Bachelor education in all full-time degree programmes will be 12 to 18 hours per week in 2016. The average number of scheduled contact hours and other structured hours at UU in the second and third years of Bachelor education will be 12 to 18 hours per week in 2016.
C. VALORISATION: SUCCESSFUL IN THE KNOWLEDGE CHAIN

AMBITION
The Faculty of Science works at the forefront of scientific developments, realises scientific breakthroughs and takes up a leading position in research and education. The faculty also uses its excellence for the benefit of important and relevant social developments in order to make a contribution to a continuously developing and innovative society. Where possible, the faculty seeks out synergy between these activities: while upholding its ambition of top research and top education, the faculty strives to create maximum value for society from the knowledge it has acquired.

The faculty enhances its research by increasing cohesion. It actively promotes the value of particular research for external partners in knowledge chains and knowledge networks. Collaboration with the natural partners in the faculty’s direct surroundings is strengthened. Due to their innovative knowledge, research partners are attractive partners for parties that fund research. An important precondition for success in education and research is to be a financially sound faculty. The faculty has successfully acquired funding from external sources for a substantial part of its research activities, thanks to its top quality and valorisation.

OBJECTIVE 1
The faculty strengthens its outreach activities and staff members play an important role in society.

1. Collaboration with secondary education is intensified by means of a coherent outreach programme. This collaboration is aimed at increasing the quality of the continuously high intake of students and at the professionalisation of science teachers, both in secondary education and in Bachelor education at the Faculty of Science. The Junior College Utrecht coordinates the outreach programme and outreach activities have been included in the faculty’s teaching load model.
2. More staff members of the faculty play a role in (inter)national advisory councils and advisory committees.
3. The faculty creates room to support the Professors in their participation in intensive and important bodies, such as the top sectors.
4. Scientists actively promote their research in the media, in pre-university education and in various social bodies.

OBJECTIVE 2
The faculty seeks active participation in knowledge chains in Dutch and European programmes.

1. Strategic alliances with public and private parties within the faculty focal areas and university strategic themes are expanded and form successful groups for (inter)national subsidy programmes.
2. The faculty enters into bilateral alliances with private parties. It strives for win–win situations by means of joint investments in equipment and by making use of each other’s infrastructure.
3. The number of patents and spin-offs as output of scientific breakthroughs is increasing.
4. In the area of Life Sciences, the Faculty of Science strengthens its alliance with strategic partners, such as UMCU and TUE along the line of Molecular Life Sciences and the enabling technologies.
5. In the area of Science for Sustainability, the faculty strengthens its alliance with the ‘preferred partners’, including the Faculty of Geosciences, the Netherlands Institute for Space Research (SRON) and the TUE.
6. Each academic staff member is aware of his or her place in the valorisation chain. Valorisation agreements and results are a part of the Assessment and Development interviews and are criteria in the selection and promotion process.
7. Each research institute is given the task to valorise, and this is a part of the annual assessment of the research institute.
8. Senior researchers of the Faculty of Science organise communities according to themes of the upcoming EU framework programme Horizon 2020 as well as other EU instruments in order to influence the themes at an early stage.

OBJECTIVE 3
Powerful development of the Utrecht Science Park and the Utrecht Valorisation Programme to an innovative climate for open science and the creation of value.

1. The faculty enhances its alliance with the knowledge institutes located at De Uithof within the framework of Molecular Life Sciences, and these include: the National Institute of Public Health and Environmental Protection, the Hubrecht Institute and the CBS Fungal Biodiversity Centre.
2. Within the framework of the Sustainability theme, the alliance with SRON is continued in the area of Earth Observation. The Royal Netherlands Meteorological Institute (KNMI) and TNO/Deltares are partners with which the faculty will increasingly enter into alliances for the benefit of research applications.

PERFORMANCE AGREEMENTS OF UTRECHT UNIVERSITY VALORISATION
• Utrecht University will spend at least 2.5% of its government funding on activities in the area of valorisation in 2016.
• The number of students in entrepreneurial education will increase from 1% in 2006, via 3% in 2010 to 5% in 2016.
• The relative position (highest position) of Utrecht University/UMCU in relation to the other general universities/UMCs in terms of acquired means from the framework programme 7/Horizon 2020 will be maintained.
3. Pre-competitive alliances with groups of private-public partners are entered into and continued. Good agreements are concluded in order to benefit from these alliances and to prevent a conflict of interest.

4. Department and/or groups have a quantified valorisation objective.

**OBJECTIVE 4**

The faculty offers researchers professional support for valorisation.

1. A powerful research and valorisation team, with a Grant Office, has been set up that gives advice during research application procedures and that contributes to the development of research areas in relation to social developments.

2. There is a network of experts at research institutes, which provides sufficient support to valorisation activities at the faculty, together with the research and valorisation team, including the drafting of contracts and the negotiation of IP rights.

3. The faculty makes use of the knowledge and expertise of the Utrecht Valorisation Centre for specialist valorisation support. For the support in setting up businesses, the utilisation of knowledge and the application for patents, the faculty makes use of the Holding BV.

4. The faculty facilitates researchers who play a leading role in external networks that exceed a particular area of expertise and that are relevant to valorisation.

**OBJECTIVE 5**

A larger number of students is in entrepreneurial education.

1. In the Bachelor’s programmes, entrepreneurial education is offered as an integral part of the Bachelor education, as well as a specific offer in the form of individual course programmes.

2. Labour market orientation is a compulsory component of education.Orientation on entrepreneurship is a part of this, as well as the manner in which academic knowledge may be used in a career in the business industry.

3. There is at least one Master’s programme with an emphasis on entrepreneurship. The Graduate Schools offer an entrepreneurial course as an elective in the various PhD programmes.

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**What is valorisation?**

Valorisation is the third core task of universities, in addition to conducting research and providing education. This third task means that universities have to convert scientific knowledge into a social and economic value. Sometimes, this is readily visible, such as collaboration with an external partner, or a researcher’s media performance. But sometimes valorisation forms such an integral part of education and research that it is less visible: work placements of students, contact with teachers in secondary education, or research by order of public organisations.

The faculty and its researchers have the responsibility to “create value from knowledge by making knowledge suitable and/or available for economic and social use, and by making it suitable for a conversion into competitive products, services, processes and new activities” (VSNU 2013). Another interest of valorisation is, in fact, one of the institute’s interests. Collaboration with social partners yields research means, with which the university can, literally, capitalise on its research. Clustering research expertise in recognisable themes may contribute to a successful acquisition of funding for large research programmes, together with partners from outside the faculty. A focused effort to acquire more external research assignments, and thus more external research means, will be of vital importance for a financially healthy faculty in the years to come.

Knowledge valorisation is a complex and iterative process, in which communication between knowledge institutions and the business industry or social institutions in all phases, also in the knowledge development phase, is of the utmost importance. The Faculty of Science works at many levels and in many ways on valorisation: through education and contacts with the labour market, via platforms for knowledge exchange between knowledge institutions and companies, through activities of the Science Transfer Office, via public-private collaboration projects, via platforms of the university with schools, via trade journal articles, media performances, and outreach activities of students and employees, among other things. The nature of the valorisations activities differs per area of expertise and per group. Although valorisation is a phenomenon that has been known for years, it was only explicitly placed on the agenda quite recently, and society requires us to account for this task in a more structured manner.
AMBITION
Top research and top education are optimally supported by the Board and by business operations. Good leadership forms an important basis for the professional development of staff and for successful teams. With the help of the contributions from staff members, including through the various participation bodies, the boards of faculties and departments create and monitor the preconditions for the execution of the primary tasks. Business operations are professional and of a high quality, demand-focused and look in-depth at the changing demand from the education and research organisation, and subsequently respond to the demand in a flexible manner. Business processes for the benefit of education, research, valorisation and administration are well-integrated. They are closely connected to the specialist support in close proximity to the research and education at the departments. The faculty continuously makes costs and benefits analyses of the activities and has the range of activities dovetail with the opportunities offered by the university allocation model. Staff members are alert to a sustainable and frugal use of means from a sense of social responsibility. A sustainable use of materials and means is a permanent fixture on the agenda of the Board and support organisations.

OBJECTIVE 1
The faculty focuses on the creation of sound preconditions and facilities for the primary tasks.

1. Reliable management information is available to the Board and management. Information management in the faculty is enhanced. Management reports are in order and user-friendly access to (faculty) reports has been achieved.
2. The administrative processes at the faculty are transparent and efficiently organised and they dovetail with each other.
3. The administrative process that realises the implementation of the Strategic Plan is well organised and is transparent for the faculty community. A programme team supports the Board in the implementation, annual evaluation and amendment of the programme.
4. Primary processes are set up to optimally benefit from the university allocation model. Within the faculty, there is a mechanism for a transparent allocation of financial means.
5. The faculty allocation of means contains incentives for results ensuing from the acquisition of external funding and for obtaining prestigious subsidies.
6. Each department creates sufficient flexible financial room to match external projects and to support innovative fundamental research.

PERFORMANCE AGREEMENTS OF UTRrecht UNIVERSITY
EFFICIENT USE OF MEANS
Utrecht University enforces an efficient use of means, in which the overhead/return ratio never exceeds 20% (result of Utrecht University in the Berenschot benchmarking of 2011), and strives for a shift from generic support to direct support of education and research within this percentage.
7. Employee and student representation is professional and is successfully embedded in the organisation.
8. The Board makes use of the contacts with members of the Social Advisory Council in strategic developments.
9. Professional support in recruitment, selection and development partially contributes to the increase of the number of women in academic positions. Additional policies have been developed.
10. The faculty invests in leadership development of academic staff at various levels.
11. Actions in personnel management are focused on the numerical, functional and mental flexibility of staff.
12. The faculty sets up a digital environment for students, which contributes to a good communication with and between students, and to an increase in study success and student satisfaction.
13. Means of communication, including the website, are improved and receive more focus on the interactive sharing of information and on the outside world. The aim is to create a digital meeting place.

**OBJECTIVE 2**
The faculty pursues efficient and effective business operations.

1. The scope of business operations increases or decreases along with the scope of education and research.
2. The overhead/return ratio remains the same or is smaller, where possible, with a shift from generic overhead expenses to specific education and research related support.
3. Business operations have been set up efficiently and effectively and enable the integration of processes and user-friendly systems for the benefit of an optimal support of research and education.
4. Temporary research funding increases and has consequences for the continuity and quality of the technical support of research. The faculty explores the options to set up a flexible pool for technical support together with other faculties and/or partners in the Utrecht Science Park.
5. Internal cohesion and internal information exchange is increased, partially with the help of good communication means, such as intranet.

**OBJECTIVE 3**
The faculty contributes to sustainability.

1. Business operations introduce sustainable systems and processes, where possible.
2. The faculty stimulates and facilitates the sustainable use of means and materials. Good examples of initiatives that contribute to sustainable business operations receive attention and appreciation in internal communication.
3. A reduction of the number of square metres, particularly in older and inefficient buildings, leads to a reduction of the energy consumption, contributes to sustainability and releases means for education and research.
4. The faculty strives for a sustainable deployability and permanent vitality of people, which fits in with the new demands of our time.
APPENDIX 1

COLOPHON

This Strategic Plan was adopted on 3 March 2013 by the Faculty Board, after approval from the employee and student representation.

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