

# Competitiveness at Leiden University

Prof Paul F. van der Heijden, Rector Magnificus and President  
Madrid, 16 April 2010



Universiteit Leiden  
The Netherlands

Leiden University. The university to discover.

# Leiden University

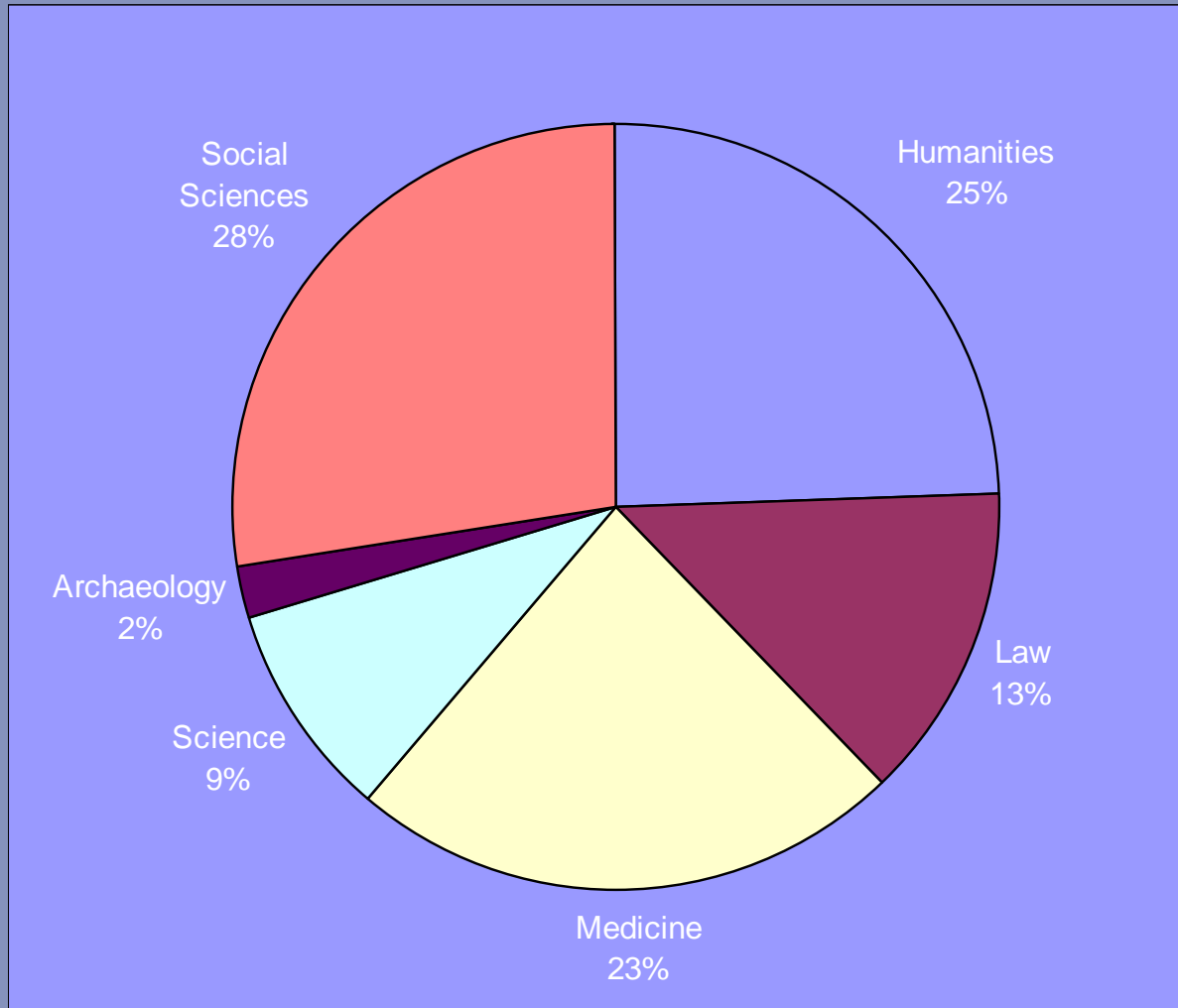


- Oldest university in the Netherlands
- Founded 1525 by William of Orange
- Campuses in Leiden and in The Hague

# Leiden University: facts and figures

- 18,000 Students (not including PhD candidates)
  - 11,750 undergraduate
  - 8,250 postgraduate (including about 2,000 PhD candidates)
- 11,100 female
- 6,900 male

# Division of students



# Faculties of Leiden University

- Leiden Law School
- Faculty of Medicine
- Faculty of Science
- Faculty of Social and Behavioural Sciences
- Faculty of Archaeology
- Faculty of Humanities

(in order of seniority)



# Leiden University: facts and figures

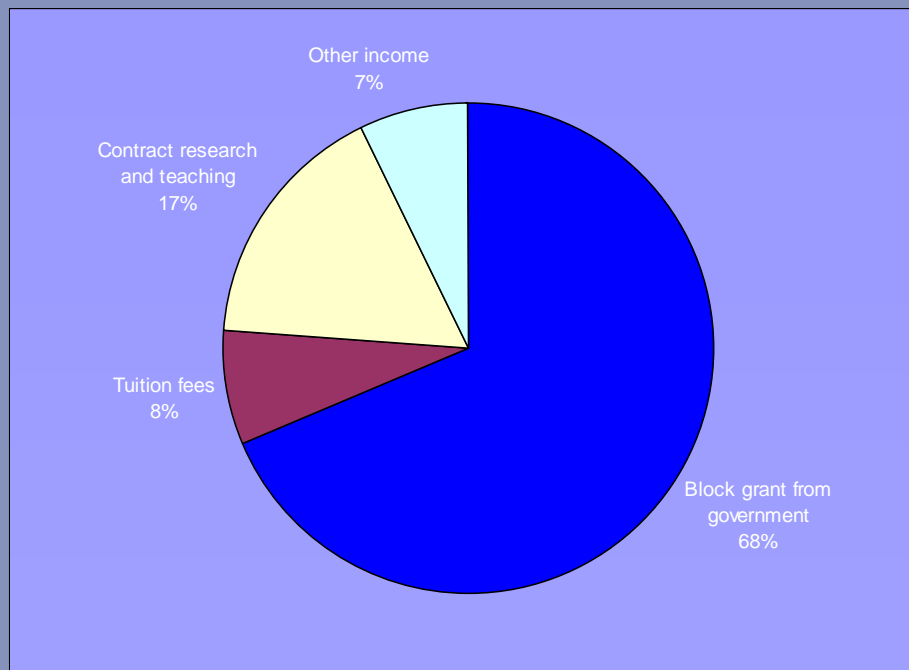
(not including the Faculty of Medicine/University Hospital)

- Academic staff            1,150 fte    (1,450 people)  
(including about 300 professors, both full and by special appointment)
- PhD candidates                            600 fte    ( 650 people)  
(only those employed by the university)
- Support staff            1,450 fte    (1,850 people)
  
- Male                            1,800 fte    (2,100 people)
- Female                            1,400 fte    (1,850 people)



# Annual budget (2010, in M€)

- Block grant from government	276.5
- Tuition fees	30.5
- Contract research and teaching	67.8
- Other income	<u>29.0</u>
	<b>403.8</b>



# Competitiveness

Important aspects:

- Quality of teaching
- Quality and focus of research
- Quality of students (internationalisation)





# Quality assurance - teaching

The Dutch legal and institutional framework:

- Since 1989: assessment of university degree programmes at national level

- Accreditation of all degree programmes by the Accreditation Organisation of the Netherlands and Flanders (NVAO) since 2002

# Quality assurance - teaching

Initial accreditation of new programmes:

- Efficiency check at national system level by the Committee for Safeguarding Efficiency in Higher Education

- Quality assessment of the programme proposal by the Accreditation Organisation

# Quality assurance - teaching

- Accreditation remains valid for 6 years
- Existing programmes are assessed by a recognised Quality Assessment Agency (e.g. QANU) before reaccreditation by NVAO

# Quality assurance - teaching

- Without initial accreditation, no recognised degrees can be awarded for a new programme and no government funding can be obtained
- Loss of accreditation of existing programmes has the same effect
- Operational costs are high (€1,500-3,000 per programme annually)

# Quality assurance - teaching

Three cycles:

1. Every year:  
evaluation of courses, and programmes  
-> planning improvement and adaptations  
-> implementation of plans; etc
2. Every three years: mid-term review, based on outcomes of peer review by external panel
3. Every six years: peer review and accreditation renewal

# Quality assurance - research

National framework: Standard Evaluation Protocol, agreed between the universities, the research council and the Royal Academy

- Assessment by external peers every six years
- Mid-term self-evaluation

# Quality assessment - research

Aspects evaluated include

-Quality

-Productivity

-Relevance

-Viability

# Quality assessment - research

Bibliometric analysis:

- number of citations per publication (field normalised)

- number of publications belonging to the top 5% of most frequently cited papers in the field



# Research Profile Areas I

## Arts and Humanities

- Interaction between Legal Systems (Law)
- Political Legitimacy: Institutions and Identities  
(Social Sciences, Humanities, Law)
- Language Diversity in the World (Humanities)
- Global Interaction of People, Culture and Power  
through the Ages (Humanities, Social Sciences,  
Archaeology)
- Asian Modernities and Traditions  
(Humanities, Social Sciences, Law)



# Research Profile Areas II

## STEM Disciplines

- Brain Function and Dysfunction over the Lifespan  
(Medicine, Humanities, Social Sciences, Science)
- Bioscience: the Science Base of Health  
(Science, Medicine)
- Fundamentals of Science (Science)
- Translational Drug Discovery and Development  
(Science, Medicine)
- Vascular and Regenerative Medicine (Medicine)
- Health, Prevention and the Human Life Cycle  
(Medicine, Social Sciences)



# Internationalisation

- Many foreign professors in 16th and 17th centuries
- More nationally oriented in 18th and 19th centuries
- Increasing international orientation of research after WW II

# Internationalisation of research

- Present-day research knows no frontiers
- Individual researchers have international collaborative networks
- In some fields (science, medicine) the majority of publications result from international cooperation
- International consortia often prerequisite for European grants
- Institutional networks can facilitate research collaboration

# Institutional networks

## League of European Research Universities

(LERU)

Universiteit van

**Amsterdam**

Universitat de **Barcelona**

University of **Cambridge**

University of **Edinburgh**

Universität **Freiburg**

Université de **Genève**

Universität **Heidelberg**

**Helsingin** yliopisto

**Karolinska** Institutet

K.U. **Leuven**

Universiteit **Leiden**

**Imperial College** London

**University College** London

**Lunds universitet**

Università di **Milano**

LMU **München**

University of **Oxford**

**UMPC** Paris

Université **Paris-Sud 11**

Université de **Strasbourg**

Universiteit **Utrecht**

Universität **Zürich**



# Internationalisation of teaching

Why raise the number of international students?

- larger pool to select students from
- allows more selectivity while
- increasing the number of postgraduate students

Increased selectivity means better quality of students, making the university more attractive for top-level researchers

More students in postgraduate programmes implies:

- more resources for infrastructure and facilities, so
- improved quality



# Internationalisation - challenges

Relatively few international students:

- small country, relatively unknown
- national degree system
- language not widely known

# Internationalisation - solutions

- Introduction of bachelor/master system in 2002
- Delivering of most master's programmes in English
- 'Holland promotion' at national HE level
- Intensive student recruitment by Leiden University
- Providing grants for needy students