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VOORWOORD
De blik naar buiten!
Nederlandse universiteiten staan internationaal hoog aangeschreven. In de toonaangevende ranglijst van Times Higher Education van 2011 bijvoorbeeld, stonden 12 van de 14 Nederlandse onderzoeksuniversiteiten in de top 200.
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AUGUSTUS

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Broadening our horizons!

Introduction by the President.

Dutch universities are internationally renowned: despite being in a nation of only 17 million people, 12 of the 14 Dutch research universities finished in the top 200 of the prestigious [Times Higher Education World University Rankings for 2011](#), behind only the United States and the United Kingdom. In fact, according to Times Higher Education the country has a world-class university system.

It is no coincidence that the Dutch universities do exceptionally well in an international perspective. They have been focusing on international standards and international collaboration for quite some time now.



Sijbolt Noorda, President VSNU

A good name abroad is nice, of course, but it is not everything. Universities are there primarily for the areas surrounding them. Naturally, they are also there for the students and their future, and once these students graduate they will play a productive role in society for at least 40 years. Thus, the horizon of these universities lies somewhere in 2060. It is a constant challenge to organise education whilst focusing on this perspective, new demands, and changing circumstances. Renewal is not a one-off project; it is a continuous process, inherent in academic education.

Scientific research, too, is extremely valuable. University researchers are passionate about their research and pass their findings on to society, where the new knowledge is applied – not just in our own country, but also far beyond its borders. Take water management, for instance, which was developed by a number of Dutch universities many, many years ago. Generations later this knowledge is still being implemented, refined, and passed on in different countries. It is a fact that for a lot of scientific research the results of a project and its immediate economic benefits for society cannot be determined within a time span of a few years. Research is not a Swiss Army knife with sections available for immediate use. It can take a generation before a particular kind of research becomes applicable to society, and its maintenance requires long-term vision.

Universities serve the public interest by training students and conducting basic and applied research. This is not an objective as such, but a condition that enables a democratic society to function. To achieve this, well-educated, independent-minded citizens are just as indispensable as the development of advanced technologies and complex infrastructures. Public funding of universities is essential to realise these values, although it will never be possible to fund universities purely through public means. Since universities are so dependent on public finance, political decisions will always have a large impact. After all, the manner in which tax money is distributed will always be a political decision.

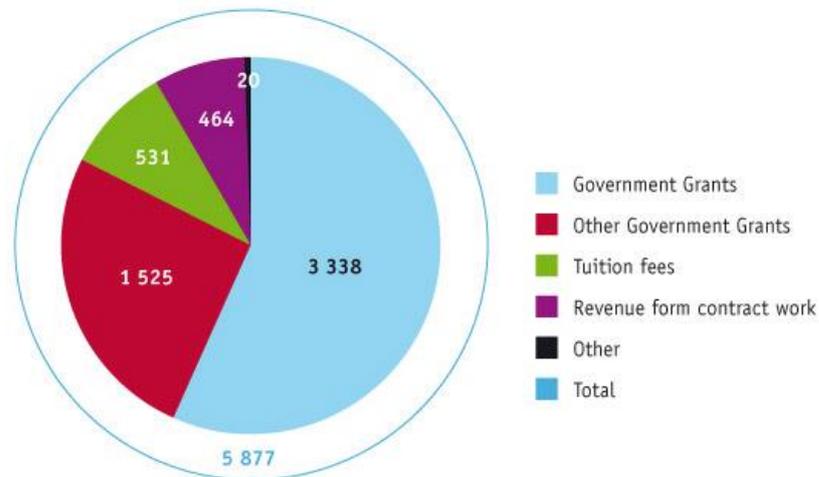
In 2010, the coalition agreement of the Rutte cabinet included major decisions regarding the financing of the Dutch universities. In these altered circumstances, the universities

have consciously defined a common agenda for both research and education. The cuts in education have largely been absorbed through a series of performance agreements. This does not apply to scientific research, however. The cabinet's aim is to increase private funding for academic research. The universities support this aim, as it gives the bond between companies and universities an extra boost. However, the increase of private funds cannot make up the loss of public funds. As a result, hundreds of PhD places and postdoctoral positions will disappear over the coming years.

In the past, the place of science in society was barely disputed. Currently the external demand for transparency and accountability is relentless, detailed, and often disproportionate. As universities, we have but one option: to continue our scholarly work whilst broadening our horizons even further. Our starting point as a world class university system is favourable. But we can only maintain this position if the Dutch universities are – and remain – attractive workplaces for future generations of national and international students and young researchers.

Facts & Figures

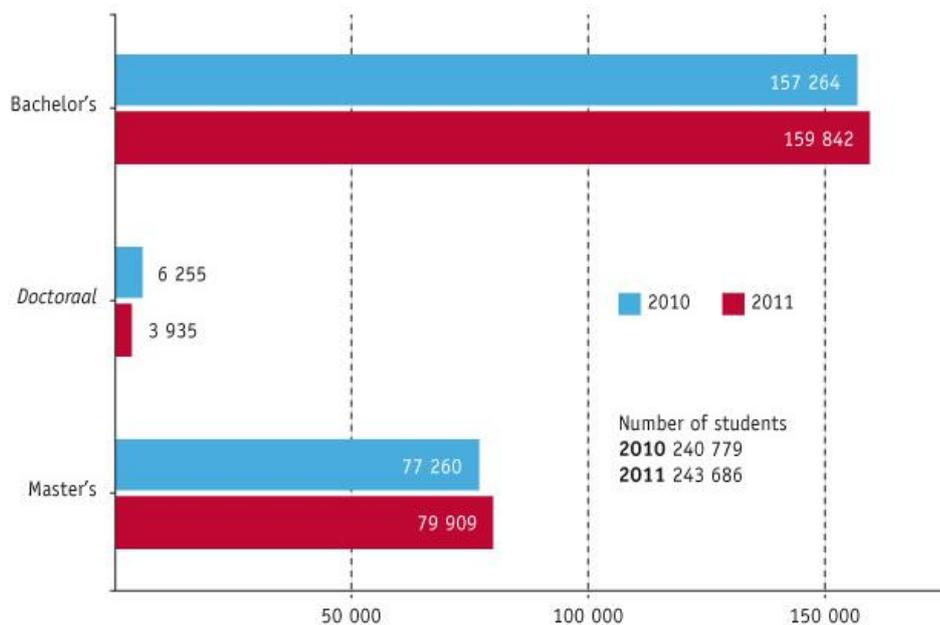
University revenue 2010



Figuur 1 shows the income of the universities in 2010. The overview incorporates the income of all fourteen universities, including the OU. Amounts are in millions of Euros.

Source: CFI, Financiële Gegevens Wetenschappelijk Onderwijs, jaarrekeningen 2006 t/m 2010, bewerking VSNU

Number of students in 2010 and 2011

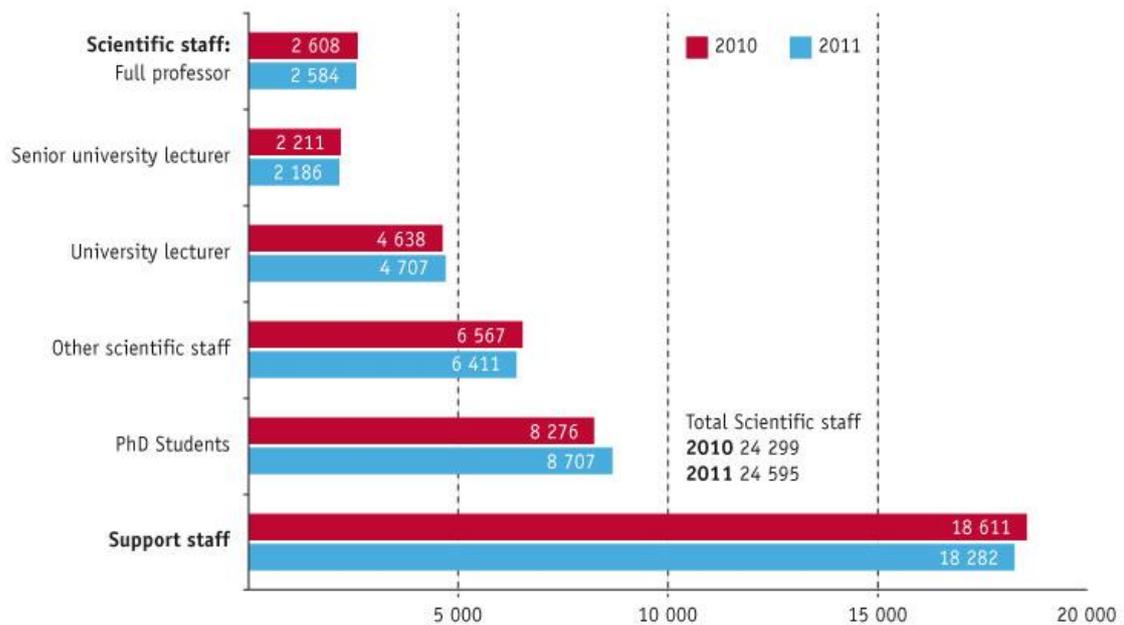


Figuur 2 shows the number of students enrolled in university education on 1st October 2010 and 1st October 2011. Only first enrolments have been included. Students who are enrolled in a second course have not been included in this

figure. The number of students has gone up once again this year.

Bron: VSNU/CBS 1cHO 2011 Aggregaat ingeschrevenen. Hoofdinschrijvingen per 1 oktober

Number of staff in fte in 2010 and 2011

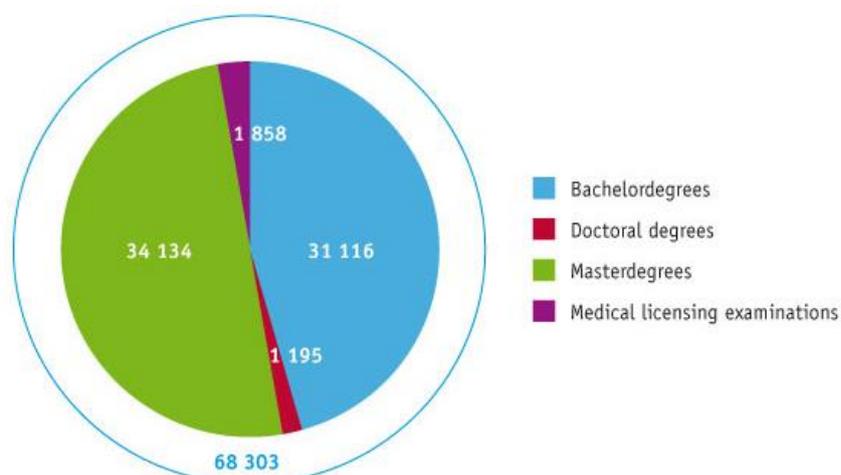


Figuur 3 shows the number of employees working at Dutch universities on 31st December 2010 and 31st December 2011. Compared to 2010, the total number of academic staff has gone up slightly by 300 FTEs. This increase is partly caused by an increase in the number of doctoral students (more than 400 FTEs). This is a continuation of the trend over recent years. In three of the five scientific positions the number of FTEs was lower in 2011 than in 2010 (professors, associate professors, and other scientific staff).

This halts the positive growth trend that began in 2005 for these categories. The FTE total for support staff has also decreased by 300 FTEs when compared to 2010, implying that the austerity measures affect the composition and numbers of university staff. The figures are for full-time appointments ("full-time equivalents") only, thus excluding part-time appointments. This means that there are more university employees than shown.

Bron: WOPI, peildatum 31-12

Number of graduates 2010-2011

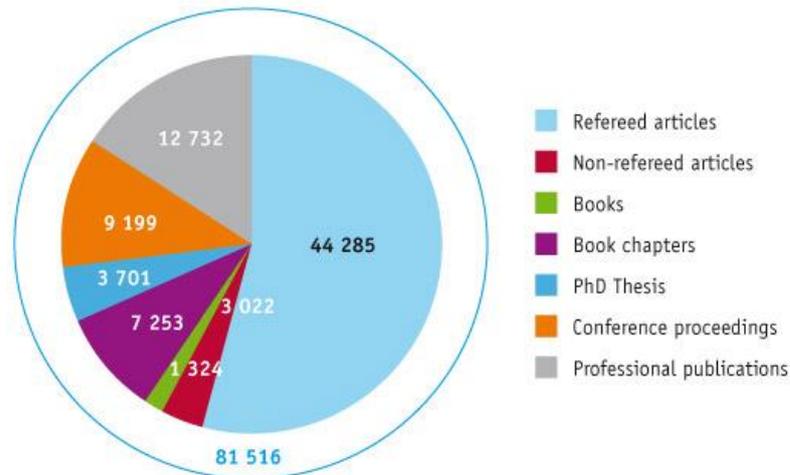


Figuur 4 shows the number of students that left a Dutch university with a degree in the academic year 2010-2011. The figures are based on the number of diplomas that were awarded. The number of doctoral degrees is in decline, and they will slowly

disappear completely once the bachelor-masters system has been fully implemented.

Bron: VSNU/CBS 1cHO 2010 Aggregaat diploma's

Scientific publications published in 2010



Figuur 5 shows the number of scientific publications published in 2010 by employees of the Dutch universities. The figures include all scientific publications

(including academic theses) and professional publications in that year.

Bron: Onderzoeksinzet en -output 2010

Citation-impact score Dutch universities (incl. university medical centers)

2002-2005	2003-2006	2004-2007	2005-2008	2006-2009
1,36	1,36	1,36	1,37	1,41

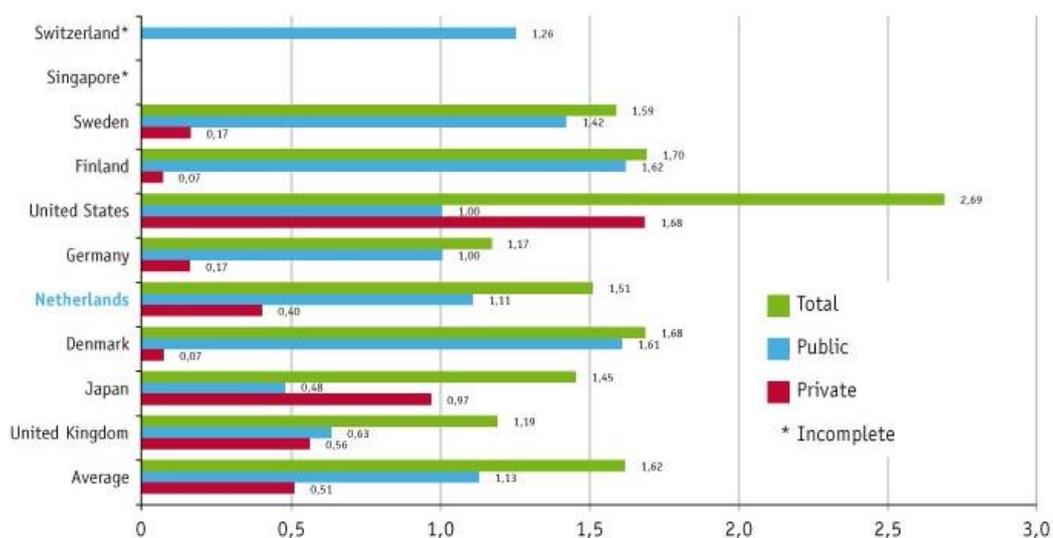
Figuur 6 shows the average citation impact score of the Dutch universities. This score is a measure of the value that colleague scientists attach to published scientific articles. The citation impact is calculated by counting how many times colleague scientists cite these articles. The average citation impact of all articles globally is set to "1" by default. As such, a score of 1,41 means that the impact of scientific articles produced by Dutch universities is 41 percent above the global average. Universities are the most important producers of publications, which are an important way to make knowledge available. In general, an increase of the

output tends to lead to a decrease of the impact. However, in addition to an increasing impact score, Dutch universities are also showing an upward trend in the number of publications, with an increase of 2,4% between 2002 and 2010 (including UMCs).

The citation impact score of the Netherlands as a whole is 1,40. Only Switzerland and Denmark are doing slightly better.

Bron: Thomson Reuters/CWTS Web of Science. Bewerking: CWTS/NIFU.
Opmerkingen: Gebiedsgenormeerde citatie-impactscore (mondiaal gemiddelde = 1,0)

Investments in higher education institutes as a % of GDP, 2008



Figuur 7 shows the investments into higher education of the ten most competitive countries across the globe, expressed in terms of a percentage of the gross domestic product. The data has been broken down into investments by the state and those by private parties (companies and civilians). In both cases, the investments into Dutch higher education are below the international average. The figure shows that reference countries such as Switzerland, Sweden and Finland

(which are above the Netherlands in the global top of knowledge economies) invest more in their higher education. Denmark also invests more in its higher education and is an important competitor of the Netherlands. To get into the global top five, the Netherlands will need to invest more in higher education.

Bron: OECD, Education at a glance 2011, tabel B2.3 Rangvolgorde volgens de Global Competitiveness Index 2011-2012, World Economic Forum