

## Profile for the Rector of Maastricht University

*Based in Europe, focused on the world. Maastricht University is a stimulating environment. Where research and teaching are complementary. Where innovation is our focus. Where talent can flourish. A truly student-oriented research university.*

### 1. General

Maastricht University is a leading international research university with a strong tradition of education and academic innovation.

Maastricht University (UM) profiles itself both at home and abroad as a university where 'leading in learning' is key, where high-quality education is essential and where Problem-Based Learning is incorporated into all academic programmes: student-centred, collaborative learning in an inspirational, small-scale teaching environment. Using real-life examples and issues, students are supported in the further development of their learning process. The academic experience at UM is targeted to help our students not only to become global citizens but also to increase their employability after graduation.

UM has a unique research profile with a special emphasis on inter- and multidisciplinary approaches. Three main themes have been identified in this context: Quality of Life, Europe in a Globalising World, and Learning and Innovation. The focus of research at UM is on global challenges as well as regional development. In addition, UM offers excellent research facilities in support of the development of new research areas in the natural sciences (e.g. biobased materials, systems biology, data analysis) which are important to serve the structural needs of the region.

UM is known internationally for the quality of its teaching and research, and attracts substantial numbers of international students, as well as a differentiated international workforce.

Located in the heart of Europe, UM truly is the most international university in the Netherlands. Now approaching its 40th anniversary, the university has a student body of 16,000 with 4,000 members of staff and is continuing to grow.

UM comprises six faculties which offer a total of 17 bachelor's programmes and more than 60 master's programmes. Most of these programmes are taught in English, and many have an

international or European orientation. UM students tackle issues that transcend national boundaries, taking a broad, international perspective and approaching problems from multiple dimensions. Education at UM rates high in university rankings due in part to the Problem-Based Learning approach that UM itself spearheaded in Europe. This teaching method helps students to acquire not only essential knowledge but also valuable skills. Research at UM is multidisciplinary, thematically focused and organised within research institutes and schools.

## 2. Mission and future of Maastricht University

UM is a young and stimulating institution that stands for innovation and the internationalisation of university teaching and research. This is reflected in the university's outstanding range of degree programmes that rank among the best in Europe, leading research focusing on selected themes, active collaboration with private and public-sector organisations and its contributions to the development of Limburg and the wider Euregion. In this context, UM is an active participant in the Brightlands campuses, Health Campus, Chemelot Campus, Smart Services Campus and Greenport Venlo, and invests a portion of its strategic resources in these developments. Connected to this is the Knowledge Axis, a strategic programme in which UM has partnered with Maastricht University Medical Centre, Zuyd University of Applied Sciences, Fontys University of Applied Sciences and the province of Limburg to invest in economic structural improvements throughout Limburg and the Meuse-Rhine Euregion.

For an internationally focused institution such as UM, the obvious need to keep pace with national developments is coupled with the importance of maximising opportunities offered by the European Commission agenda. In this regard, UM attaches great importance to the Horizon 2020 programme, in which the EU provides incentives for science and innovation and partnerships between industry and academia as a means not only to increase Europe's competitive capacity but also to solve key societal challenges. Other programmes, such as the Operational Programme for the Southern Netherlands (OP-Zuid) and Interreg, also play a crucial role.

Through its centre for education innovation (EDLAB), UM is making targeted investments in the innovation of Problem-Based Learning (PBL), excellence programmes and in educational support services such as professional training for teaching staff. The university is also continually investing in the renewal of its education portfolio by developing new bachelor's and master's programmes pursuant to its strategic vision.

## 3. Management

Maastricht University emphasises the need for an academic background and expertise of its Executive Board members. The Executive Board (EB) has final responsibility for university

policy and is in charge of university administration and management, as is reflected in its authority to appoint deans and professors. The EB can take the initiative to set up new degree programmes and affiliated research institutes. It is also responsible for the efficient management of the university's financial affairs and for all other administrative tasks.

The University Management Team – which consists of the Executive Board, the faculty deans and the Vice-Rector for Education – is responsible for the development and maintenance of strategic lines of communication. The faculty deans are responsible for the daily management of their respective faculties and for the implementation and execution of the strategies devised by the Management Team.

The EB works in accordance with a pre-approved portfolio of tasks in the form of collegial governance.

Basic governance principles of UM are decentralisation and participation. The EB has given the faculty deans significant mandates, within an agreed general framework, so that faculties can operate their primary processes individually. In addition, the collaboration with the representation bodies on all levels is carried out in a spirit of transparency and joint responsibility for the organisation and the academic community.

Students play a crucial role – not only in representation bodies but also as integral players in many projects, curricular and extracurricular activities.

#### 4. Position of Rector

- The Rector is a member of the Executive Board. Within the EB, the Rector has special responsibility for the primary processes of research and education. Regulations require the Rector to be a professor of the university.
- The Supervisory Board appoints the Rector in accordance with a defined procedure for a term of four years (re-appointment is possible). The Rector is appointed in a full-time position.

#### 5. Qualifications

- The rector will serve as (co) manager. Broad management experience within and potentially outside the world of academia is a must.
- S/he has a solid reputation in scientific research and education in his/her discipline. The candidate's scientific discipline preferably fits into the portfolio of the university.
- S/he is an intellectual with a broad scientific interest in the context of current and future societal issues.

- S/he has a management style characterised by integrity, respect, ambition and openness to discussion.
- S/he is a team player who is keen to collaborate with students, colleagues, the Management Team, representation bodies and the Executive Board to uphold the collegial management style. S/he is accessible to students.
- S/he can inspire students and staff and encourage them to participate in joint decision making.
- S/he has strategic skills and is able to translate strategies into operational procedures. Good communication skills are extremely important.
- S/he is sensitive to interpersonal relationships and is capable of forging effective partnerships both within and outside the university.
- S/he can substantiate the university's profile, particularly in terms of academic innovation, quality of research and education, internationalisation and the university's relationship with regional and Euregional partners.
- S/he realises the developmental vision of Maastricht University as reflected in its strategic programme. Key points include internationalisation, strengthening (means of) research and innovation.
- S/he is capable of operating in a complex national and international network and representing UM and its interests therein.
- S/he must be able to simultaneously strengthen and expand the university's regional, national and international position.
- S/he must play an active role in promoting open lines of communication between UM and its regional, national and international contacts.
- S/he must represent UM in a dignified manner, particularly during academic ceremonies.
- S/he will serve as the chair of the Board of Deans.

Maastricht University pursues a policy that seeks to appoint more women to senior positions. Suitably qualified female candidates are strongly encouraged, therefore, to express their interest in this position.

This position is subject to the Dutch Executives' Pay (Standards) Act (WNT).

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