

Radboud Universiteit



Academic, personal and sustainable

*Radboud University's Educational Vision, established by the Executive Board
21 November 2023*



IN BRIEF

Academic, personal and sustainable

Radboud University's Educational Vision

Academic, personal and sustainable. These are the three pillars of our educational vision. They convey what is important to us when it comes to good education. They provide direction and guidance for the development and innovation of our education and the subsequent choices that we make. They constitute the future-oriented enhancement of the three pillars of our previous educational vision: Quality, commitment and clarity. And they contribute to the common language that we use when we talk about what we believe is important for our education, our students, our lecturers and our university.

Academic

Our education is *academic*. This means that the curiosity and wonder of our students play a central role. We encourage our students to be led by their curiosity to explore the world around them. Wonder and curiosity consequently form the starting point for critical enquiry and reflection, which helps students to adopt an investigative attitude. Our lecturers play an important role in the students' academic education as they draw on their expertise to introduce students to the field and the academic world into which they will venture. They do this by creating an open and intellectual climate in which they not only challenge and inspire their students to develop themselves, but also encourage them to become actively involved in the academic community. The scope of our university ideally invites each of our students to expand their horizons. We facilitate interdisciplinary and inter-faculty exchange, and encourage collaboration and innovation within study programmes.

Personal

Our education is *personal*. This means that we attach great importance to meeting and interacting. We feel that the campus is an important place that encourages both academic and non-academic interaction and a place where students, lecturers and other people involved feel welcome. We see students as 'evolving academics' who, under the proper guidance, will learn to take increasing control over their own personal learning process so that they can make their own choices and steer their own development. The lecturers will guide the students through this process by introducing them to the academic world, with professional and personal development going hand in hand. Our lecturers are strengthened in this role because they know their colleagues and collaborate closely with them: these are the colleagues who work within their disciplines across the globe, and also work within their faculty, within the university and within their own region.

Sustainable

Our education is *sustainable*. Our lecturers equip students with the competence to connect the academic world to the world outside academia. This is a critical skill, because this world is now demanding answers in terms of environmental and economic sustainability and it will continue to do so in the future. Our students develop the competences that are needed to continue learning throughout their lives. The basic academic attitude (which involves curiosity, wonder and an investigative approach) consequently plays an integral role and is sustainably embedded. The lecturers also continue to develop their

research and education potential as they are driven by an inner passion to contribute to social issues and by their commitment to the world. They act as role models for the students, welcome them in the academic community and help them to continue to shape this community, even after they have completed their studies. This is a community where our lecturers feel at home, where they collaborate in teams, where they are part of sustainable networks (both internal and external) and where they feel acknowledged and feel that their abilities are being championed.

The Educational Vision details the three pillars for students, lecturers and the university. This has resulted in nine 'windows'. These nine windows collectively describe how we 'view' our education, namely as *academic*, *personal* and *sustainable* education.



Educational Vision

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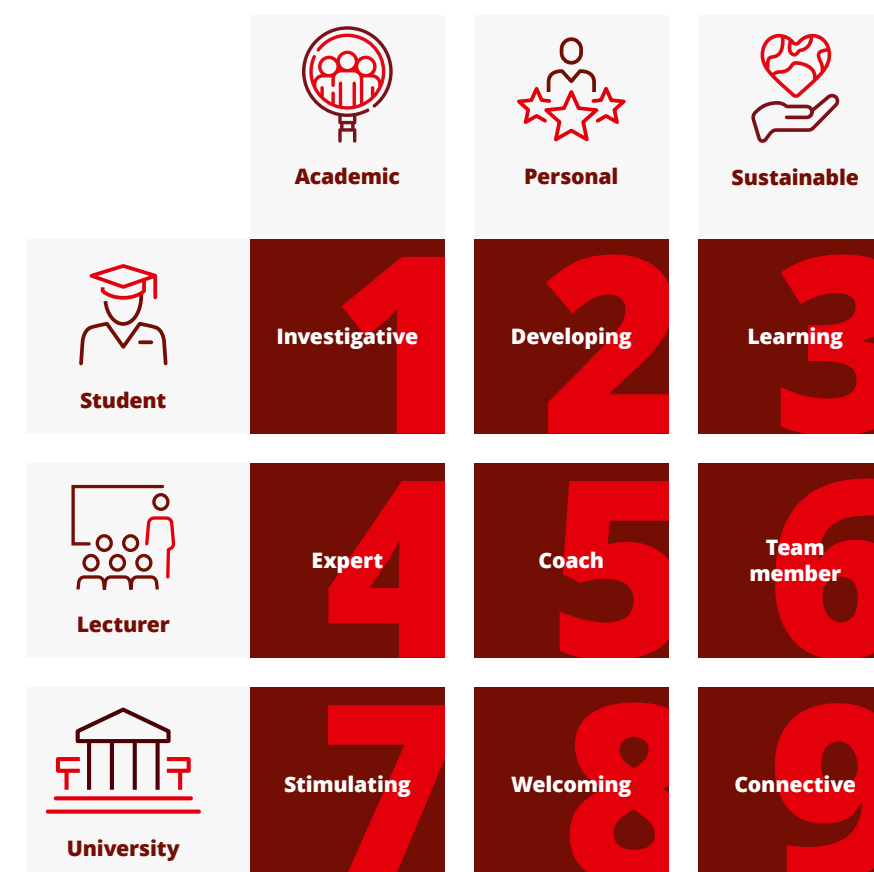
RADBOUD UNIVERSITY'S EDUCATIONAL VISION

Academic, personal and sustainable

Foreword

Radboud University educates its students to become conscientious, committed, critical, and self-aware academics who go on to hold meaningful positions in society. In accordance with the university's mission, these are academics who throughout their careers continue to contribute to a healthy, free world with equal opportunities for everyone. We achieve this by providing personalised and person-centred education. Specialisation is important when it comes to research into scientific and societal issues. At the same time, collaboration between disciplines is being sought and new combinations are emerging. In addition to its established academic domains, which have their own subject specialists, more and more interdisciplinary teams are being formed at Radboud University. Our study programmes reflect this development and offer students the opportunity to increase their knowledge within their own academic domain, and to expand their knowledge and experience with new and existing interdisciplinary collaborations and knowledge development.

Since the inception of Radboud University, our study programmes have enabled students to reflect critically on their own domain. All students are given the opportunity to gain international experience at the university or abroad. In accordance with the university's 'A Significant Impact' strategy, reflecting on the contribution of one's own academic domain in sustainability objectives plays an important role in our education.



General information

The nine windows are explained below in more detail, and are preceded by a section on society as the context for our education. Separate sections subsequently discuss the impact of digitalisation and the educational vision as the starting point for our education.

Society as a context for our education

As a general university, we contribute to asking the right questions and seeking answers to a variety of issues ranging from health and climate issues to welfare and cultural issues, security, and the organisation of society. Our education and research are significant, both from the perspective of the world as a whole and in relation to our immediate environment.

Radboud University has roots in the city and region and functions within an international, academic context. As a university, this consequently places us at the heart of society. Our immediate surroundings, which include the city, province and border region, are home to many companies, institutes, educational institutions and organisations with which we have established or strengthened meaningful relationships. We are affiliated with Radboud university medical center. And we are seeking connections with other knowledge institutions, including secondary education (VO), secondary vocational education (MBO) and higher professional education institutions (HBO), and we have formed strategic partnerships with other our fellow universities. It is precisely at the interface between government, the corporate sector, societal organisations and other knowledge and educational institutions that collaborations create opportunities for designing relevant education. For this purpose, we actively identify questions from our environment to which we as a university can respond. We involve society in our education, particularly by appointing diverse external advisory committees for each study programme.

Development of the nine windows

1. Investigative

Students at Radboud University are taught to adopt an investigative attitude. They are consequently trained to become knowledgeable, engaged, critical and self-confident academics. Students are automatically exposed to research in all phases of the curriculum. Each student is therefore expected to have completed at least one entire research track after they have completed both their Bachelor's phase and the Master's phase.

All of the students and staff members who are involved in our education feel encouraged to both get the best out of themselves and to experiment. And in both cases, they are encouraged to learn that making mistakes is both permissible and beneficial. An inquisitive attitude and interest in knowledge and other points of view ultimately form the starting point. In taking a broad view of academic citizenship, we encourage and facilitate extracurricular activities in areas such as governance, sports, culture, volunteer work, participational bodies and entrepreneurship.

Our study programmes appeal to the intrinsic motivation of our students and foster autonomy, commitment and competence. These study programmes make every effort to create a rich feedback culture that encourages an investigative attitude. Students learn by continuously giving and receiving feedback and they learn to use this feedback to make choices for improvement.



2. Developing

Students at Radboud University feel that they are regarded as ‘developing academics’. During their study programme, students are given more and more opportunities and they subsequently take these opportunities to make personal choices that express their learning needs and learning objectives. Under the proper guidance, they learn to take control of their own learning process. As they progress through their studies, the curricula gradually offer the students more choices. Within the learning outcomes of the study programmes, these choices may focus on the content (What am I learning?) or the way in which the students learn (How am I learning?). Assessment reinforces the learning process and also guarantees the final level of the programme.

While they are in contact with their fellow students and lecturers, the students learn and evolve and consequently see that their lecturers are also developing academics. Personal interaction between the students themselves is common, in addition to interaction with staff members and with people from outside the university, e.g., alumni. Students realise the importance of team-based learning and take responsibility for it. Collaborative learning and the joint development of knowledge becomes a skill that they will utilise throughout their subsequent careers.

Students can both evolve within an academic domain and expand beyond its boundaries. Knowledge and mastery of methodologies and research methods form an important foundation. Students develop the competences that are relevant to their field. This not only concerns knowledge or skills, but also the ability to adequately engage in academic and professional activities in a variety of different contexts. They learn to relate to their academic domain with regard the world around them. This requires reflective and conceptual skills, which is one important reason why every student is educated in

philosophy and ethics. Language and communication skills can enable students to communicate effectively with their peers, and also with people who do not possess this knowledge or academic expertise. This means that students are capable of taking part in both exclusive and interdisciplinary collaborations and are able to jointly develop knowledge that can be shared with others.

3. Learning

Students at Radboud University find that learning does not stop once they have graduated and that it also goes beyond the campus exit. Students develop the competences that are needed to continue learning. During their studies, our alumni acquire the competences that are relevant to their field and they are given the tools that will allow them to adequately engage in academic and professional activities in different contexts in due course.

We offer flexible post-initial education that provides access to current and relevant academic knowledge. We consequently use personalised learning paths and a combination of distance learning and face-to-face meetings on campus. In collaboration with international, national, and regional partners, this allows us to contribute to a learning society.

Sustainability is given a prominent place in our education, not only as a subject, but also as a feature of the continuous process of learning and development that is geared towards caring for the world. Our students are exposed to sustainability issues in their study programme, and our graduates are able to contribute to achieving the United Nations Sustainable Development Goals.



4. Expert

Lecturers at Radboud University are experts in their field, both as researchers and as lecturers. Their expertise is what makes them the linchpins of education. As curious and reflective professionals, our lecturers continue to develop throughout their lives, by working together with their colleagues. They do this at the university, at other knowledge institutions, within social organisations or in the corporate sector.

We believe it is essential that our lecturers combine their teaching duties with research and/or relevant professional activities. This helps to ensure that our lecturers remain experts within their own discipline. Knowledge and expertise are predominantly developed within the academic context and the academic research context in particular, but also outside it.

5. Coach

Lecturers at Radboud University guide their students towards increasing academic and professional independence. In doing so, the lecturers not only fulfil a role as experts, but also as coaches in the students' personal and professional development. The starting point is the development goals and needs of the individual student in relation to the study programme's learning outcomes.

Our lecturers know their colleagues who work within their disciplines across the globe, and also those who work within their faculty, within the university and within their own region. They know how to collaborate, and they understand how this can be done across disciplinary and faculty boundaries. As experienced colleagues, mentors, coaches and guides, these lecturers consequently include their students in this process and also serve as role models.

6. Team member

Lecturers at Radboud University work together to create education. Our lecturers work in teams so that they can design, provide, innovate and evaluate education and inevitably make an impact. They do this together with students, educational experts, advisers, support staff, researchers, directors of education and deans. Lecturers are consequently part of a team that feels jointly responsible for a curriculum and for the development of the students. Everyone in this team recognises, acknowledges and encourages the qualities of their fellow team members.

Education draws on research and much like research, it is a core task. The career policies and annual appraisal interviews therefore recognise and reward commitment and the qualitative development of teaching. The financial policies that allocate the available educational resources are transparent.

Within the teams, all of the staff members – in their diversity in terms of talents, interests and backgrounds – are given the opportunity to contribute and to be involved. For this purpose, we continue to pay attention to the human dimension.



7. Stimulating

Radboud University encourages an open intellectual climate, in which lecturers and students inspire and challenge each other. After all, academic dialogue promotes knowledge. Within this dialogue, they learn to shift perspective, disagree, push boundaries, take responsibility and to call one another to account. We therefore encourage students and staff members to speak out, and if necessary, to disagree with one another. However, they should always do this with respect for their discussion partner and other people and out of genuine interest in other points of view and perspectives. Investigating, debating, trying and failing are seen as part of learning and the academic debate. Ambition and excellence are encouraged; reasonable doubt and setbacks equally so. All of these will be shared and welcomed as sources of inspiration.

8. Welcoming

Radboud University's campus is vital to the learning community that we have created. It is the place where we come together. Encounters enable personal interaction, and this encourages collaborative learning. The campus encourages encounters between students, between students and lecturers, encounters with alumni and with other staff members who are involved in education. We also encourage our students and lecturers to meet with other educational institutions, civil society organisations and the regional, national and international business community.

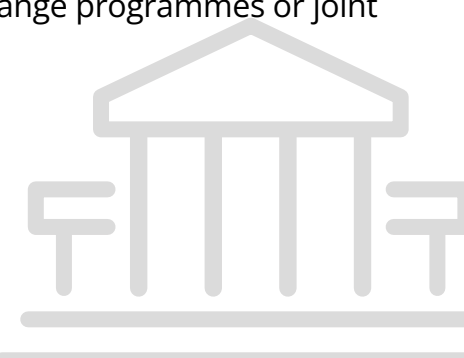
Our campus is a place where students, lecturers and other relevant persons feel welcome. Where everyone's unique identity is embraced and respected. Where everyone is actively involved in their curriculum and feels encouraged to provide input. It is a place where this contribution has value and impact. We are alert to situations where this is not the case and, when needed, will call one another to account. We have created a safe,

inclusive, and equitable campus, where diversity and social justice clearly exist. We promote the well-being and vitality of our students, lecturers, and other staff members. We encourage healthy behaviour and recognise the need for a balanced study load and workload.

9. Connective

The major challenges and transitions of today call for sustainable networks and connections: between disciplines and academic domains, between universities and society, and between national and international developments. As Radboud University, we make a relevant contribution to these connections, in both our research and education. Our education is designed to ensure that our students are more than capable of making relevant contributions to these connections. Our study programmes offer students the scope of an academic domain, and the opportunity to work interdisciplinarily by looking beyond the boundaries of this academic domain. Each study programme therefore offers electives, which students can complete in order to specialise further in their subject area, or even to broaden their knowledge. One of the options here also involves seeking collaboration with senior secondary vocational education (MBO) and higher professional education (HBO).

Radboud University has an international orientation and, by extension, also has an international ambition. We believe that an international and intercultural context is indispensable for the quality of education. We therefore expect all students to gain an international learning experience. This can either be achieved at our university, e.g. through the international classroom, or abroad, e.g. through student exchange programmes or joint degrees.



Digitalisation

Radboud University is aware that rapid developments in technology and information technology (such as handling large amounts of data and artificial intelligence) are having a major impact on studying and learning, and on education and research. And these developments are also having an impact on the professional fields in which our graduates will ultimately find work. We see these technological developments as challenges and opportunities, and we have deliberately capitalised on them in order to match the expectations of our students and lecturers.

Each study programme teaches students to work with the digital resources that are relevant to their discipline. We feel it is vital that students critically reflect on the significance of technological developments for science and society, and that they learn to relate to progressive digitalisation.

Digital resources can be put to excellent use to strengthen the learning community that we have created: students can then see how they their educational learning process is improved and lecturers can see how their workload is reduced. At the same time, the premise remains that the campus plays a central role in our education: personal interaction is irreplaceable in the educational context.

The educational vision as a guideline

Radboud University's Educational Vision forms a common starting point. This vision is the guiding principle for the continuous development of our education within a cycle of planning, implementation, evaluation and improvement to our education within the university, the faculties and the study programmes. The educational vision provides direction for making choices and provides guidance for the ongoing discussion about these decisions. We want to share examples, dilemmas and discussion points and set up a website where colleagues can share these with each other. During Education Week, we also organise an 'Education Fair' to which we invite all lecturers and students so that they can inspire each other with examples that illustrate the educational vision.

