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# **An Analysis of the Cultural Features on the English Websites of Korean and Dutch Universities**

## **Abstract**

This thesis looks at the English websites of Dutch and South-Korean University. Eight websites are analysed, four Dutch websites and four Korean websites, to see if websites targeted at an international audience still reflect the Dutch or Korean cultural preferences with regards to website content and design. The websites are analysed on the basis of two of Hofstede's cultural dimensions, specifically individualism and power distance, by using the work of Singh and Pereira who researched website localisation and listed several features for each of Hofstede's dimensions. The analysis will also look at whether the websites use American or English spelling. The results of the analysis show that the features associated with the scores of South-Korea on the two dimensions are prominent on the English websites. However, the same features are often present on the Dutch websites, although less emphasised, suggesting that the Dutch culture is less connected to the English websites. The Dutch websites show a preference for British English while the South-Korean websites show a preference for American English.

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## **Chapter 1: Introduction**

Now almost two years ago, I visited South-Korea for six weeks to follow a Korean language course in Seoul. While there, I developed an interest in the language and the culture and as soon as I came home I started spending a lot of time on websites of Korean universities trying to find information on other summer courses or possibilities for exchange. During that time I started to notice certain website features that had not caught my eye before, even though I had attended two different Dutch universities as well, and my interest was piqued. When I followed the course intercultural communication this year, I saw an opportunity to combine the two and decided to write my bachelor thesis on the English websites of Dutch and Korean universities.

English university websites from countries that do not have English as their native language make an interesting area for research as they target a very broad audience by using English as a lingua franca. Furthermore, while localising websites is recommended by Singh and Pereira (24-5), it is impossible for international websites to be adapted to suit a specific culture as they attract visitors from all over the world. As a result there are two options for the creators of the websites, namely to either globalise their website or to maintain the localisation of the country of origin. It would be interesting to see which choices are made in this regard. University websites are also interesting because they provide information to a large audience consisting of prospective students, students, teachers, and those with a general interest, while at the same time trying to convince prospective students to apply to them instead of a competing university. Because universities and university websites serve a similar purpose all across the world it makes them suitable as a subject for comparison between countries. The decision to analyse university websites instead of for example leaflets was made on the basis of assumption that websites have the largest international audience and of

course personal interest. Not unimportant was the fact that the internet makes it possible, even easy, to collect information from different countries.

The aim of this research is to look at the English websites of Dutch and Korean universities in the context of intercultural communication and analyse to which extent the Dutch and Korean culture is reflected in the websites' content and features. The websites will be analysed on two of the four dimensions distinguished by Hofstede, using the framework developed by Singh and Pereira. This thesis will also look at the variety of English used on the websites and whether the texts are consistent in this.

In chapter 2 the relevant literature will be discussed, starting off with a short discussion on English as a lingua franca. After that the chapter will focus on the cultural aspects of the theory by looking at the four cultural dimensions as formulated by Hofstede. Following that, the chapter will look at how those dimensions relate to website features through the work of Singh and Pereira. At the end of the chapter the research question and sub questions are stated. In chapter 3 the method will be discussed, explaining the choices made in the selection of the websites and the selection of features that will be analysed. Chapter 4 contains the results in tables ordered by sub question and country as well as an explanation of the findings. In chapter 5 the findings are further discussed and compared and the limitations of the research are stated. Chapter 6 contains a summary of the research and a conclusion.

## **Chapter 2: Theoretical Framework**

Websites are an interesting medium as they can be accessed by virtually everyone with an Internet connection, and can be used for a variety of purposes, from online shopping to encyclopaedias. The purpose of university websites is diverse as they contain information for students already attending the university in question but are also intended to inform and convince prospective students. This research specifically concerns the English pages of Dutch and South-Korean universities. Because the English pages target an international audience it would be interesting to see to what extent the international websites of universities from the Netherlands and South-Korea still reflect the features and themes associated with the culture and the websites from the countries themselves. The language used on these websites may also be affected as it does not only target native speakers, but people from all over the world.

### **2.1 English as lingua franca**

English is often used to address an international audience both on- and offline. Dewey observes that despite the fact that there are more non-native speakers of English than native speakers (333), English is still taught “according to native-speaker norms” in most cases (334). Both the aspect of globalisation and the aspect of education are relevant to this thesis as it looks at the websites of educational institutions that use English to target an international audience and not just native speakers or even speakers of a certain variety. Kim points out that the English education in South-Korea “has been full of American as the English norm and culture,” although according to his research there might be a shift in attitude towards English as an international language (1-2). The English education in the Netherlands, on the other hand, has Received Pronunciation as its model, although students are exposed to American English through various media from a young age (Haagen). In this context it would be interesting to see if universities from the Netherlands and South-Korea use the preferred

native variety of their country to address a global audience or not and if there are any influences from other varieties visible in the texts if they do.

## **2.2 Hofstede's dimensions**

One of the biggest names in the study of comparing cultures is Hofstede. Using data from questionnaires filled in by employees of a large multi-national with branches in over fifty countries, he developed a framework for looking at culture in organisations as well as culture in general (Hofstede 46). In his research Hofstede distinguishes four dimensions: Power distance, uncertainty avoidance, individualism, and masculinity. All are briefly described below.

### *Power Distance*

Hofstede defines the dimension of power distance as “the extent to which the less powerful members of organizations and institutions [...] accept and expect that power is distributed unequally” (“Dimensions”). Bell Ross and Faulkner elaborate on this and describe cultures with high power distance as having an emphasis on authority and subordination and having little personal freedom (33). Low power distance cultures, on the other hand, exhibit “less fear of confrontation and a higher concert for equality” (Bell Ross and Faulkner 33).

### *Uncertainty Avoidance*

The dimension of uncertainty avoidance “indicates to what extent a culture programs its members to feel either uncomfortable or comfortable in unstructured situations” (“Dimensions”). Cultures that score high on uncertainty avoidance use laws and rules to minimise the chance of unknown and unstructured situations (“Dimensions”). In contrast, cultures that score low on uncertainty avoidance have fewer rules and are more open to other opinions (“Dimensions”). It might be interesting to note that Hofstede mentions that there is a

correlation between high scoring cultures and fast economic growth (Bell Ross and Faulkner 34).

#### *Individualism versus Collectivism*

The scores on Individualism dimension indicate “the degree to which individuals are integrated into groups” (“Dimensions”). When countries score high on individualism, people are expected to look after themselves and their direct family. When cultures score low on individualism and as a result are categorised as a collectivist culture, people are usually a part of “strong, cohesive in-groups,” for example their jobs or families, which expect loyalty in return for protection (“Dimensions”).

#### *Masculinity versus Femininity*

The dimension of masculinity “refers to the distribution of emotional roles between the genders” (“Dimensions”). Bell Ross and Faulkner define it very clearly as “the degree to which a society values stereotypical masculine traits such as dominance, aggression, toughness, competitiveness, and achievement” (36). Feminine societies tend to value traits such as “submission, passivity, modesty, nurturance, and affiliation” instead (36).

Figure 1 shows the scores of South-Korea and the Netherlands on four of Hofstede’s dimensions.

Hofstede’s dimensions	The Netherlands	South-Korea
Power Distance	38	60
Uncertainty Avoidance	53	85
Individualism	80	18
Masculinity	14	39

Figure 1: The scores of the Netherlands and South-Korea on Hofstede’s dimensions (“Country”)

As can be seen in figure 1, the biggest contrast between the Netherlands and South Korea is in the Individualism dimension, with the Netherlands being rated as a highly individualistic culture and South-Korea as a collectivistic culture. The other dimensions, while the contrast is less impressive, still show considerable differences in the scores. Although the cultures of South-Korea and the Netherlands differ on all four dimensions, this thesis will limit itself to the dimensions of power distance and individualism.

Several researchers have criticised Hofstede's work. Bell Ross and Faulkner, for example, state several limitations of Hofstede's study. Hofstede used data from employees from the same organisation worldwide, IBM, in which minorities were not well represented, and used those results to reflect the culture of an entire country, which is a vast overgeneralisation if a country can be said to have only one culture at all (38). Furthermore, Hofstede's study dates from around 1980, and Bell Ross and Faulkner add that culture is not a static entity, and subject to change (38). While these limitations should be considered carefully when using Hofstede's research, his work still provides a valuable framework when looking at or comparing different cultures. Singh and Pereira point out that his work "has been extensively replicated showing it to be an important part of cultural theory" and his dimensions have been shown to often overlap with other dimensions created to analyse culture (55). Bearing in mind the drawbacks of Hofstede's work as well as the importance of his study and the effect it has had on the field, this thesis will use his dimensions as a basis for analysis.

### **2.3 Singh and Pereira**

Based on Hofstede's dimensions Singh and Pereira developed a framework for looking at websites from a cultural perspective. In their research they found that website visitors prefer localised websites or, in other words, websites that have been adapted to match with the

cultural preferences of the target clientele, instead of globalised websites that are the same for everyone regardless of their background (24-25). For the purpose of localisation, they analysed website features and connected those features with Hofstede's dimensions as well as a fifth dimension of high context versus low context, based on Hall's research, which will not be used in this thesis. While their work is clearly targeted at commercial websites, many of the features they list are relevant for websites with a different purpose as well, such as the university websites that this thesis analyses. For every dimension Singh and Pereira have gathered several website features and themes. As this thesis will limit itself to the dimensions of power distance and individualism, only the features associated with those dimensions are described below.

#### *Power Distance on websites*

Singh and Pereira focus on features that support high power distance cultures. They list the following features: Hierarchy information and pictures of important people, proper titles, quality assurance and awards, a vision statement, and pride of ownership appeal, which focuses on connecting a product with the concepts of pride and status.

#### *Individualism - Collectivism on websites*

In their research, Singh and Pereira distinguish between collectivist and individualist features on websites. According to Singh and Pereira collectivism is reflected on websites by emphasising the following features: Clubs, chat rooms or discussion areas, an emphasis on family as well as close friends, colleagues and business partners both in content, theme and pictures, loyalty programs to tie customers to them and "engender a sense of loyalty" such as loyalty points (80), newsletters, links to local websites to show that the organisation is well-established, trustworthy and has a local connection, and lastly, symbols or pictures of national identity.

Individualist websites often have an independence theme “with images and themes depicting self-reliance, self-recognition, and achievement” (72), a good privacy statement and personalisation and product uniqueness. Because people from an individualist culture are often reluctant to share personal information a good privacy statement is also a common feature on websites. Personalisation and product uniqueness play into the uniqueness and originality part of individualist cultures. A good example of this is websites with personal recommendations.

## **2.4 Research questions**

The main research question of this thesis is: To what extent do the English language websites of universities in the Netherlands and South-Korea reflect the culture of their respective countries? This thesis will try to answer this question through several sub questions.

- To what extent do website features associated with the cultural dimension of individualism versus collectivism appear on the websites of South-Korean and Dutch university websites?
- To what extent do website features associated with the cultural dimension of power distance appear on the websites of South-Korean and Dutch university websites?
- Do the websites show a preference for American or British English and if so, do they show any inconsistencies or mistakes?

### **Chapter 3: Method**

The analysis of the websites is based on two out of Hofstede's four dimensions: Individualism and power distance. This choice was based on the scores of the Netherlands and South-Korea on all four dimensions, and a pilot study of the website of Yonsei University, respectively.

The largest difference between the two countries in terms of Hofstede's dimensions is to be found in the individualism dimension, with the Netherlands having a score of 80 and South Korea 18 ("Country"), which suggests that if the national cultures are reflected in the websites, this should be one of the most obvious differences. The choice for Power distance was made after doing a test analysis of all the features listed by Singh and Pereira. Quite a few of the features for Power Distance and Uncertainty avoidance were found on Yonsei's website. The choice for Power distance was then made because of a personal preference.

Because Singh and Pereira's model focuses on commercial websites, there are many features that are not relevant for university websites, such as privacy statements (86-7). In general, no personal information is asked on university websites, making features such as this unsuitable for analysis. Furthermore, some features are defined quite broadly as Singh and Pereira's book seems to be mainly about localising web pages rather than analysing them. As a result, some features for the dimensions of Individuality and Power distance are narrowed down or left out of this analysis completely. Below is the description of the model used.

#### **3.1 Individualism versus collectivism**

Singh and Pereira split the features for collectivism and individualism. Regrettably most of the features for individualism are based on commercial websites and not relevant in this context.

As a result the analysis will focus on the collectivist features or lack thereof. The following features are used for the analysis:

-Community relations: This feature is narrowed down to in-text references about giving back to or serving the community.

-Clubs: While Singh and Pereira's category was mostly focused on online clubs and chat rooms, in the context of university websites, this thesis will look at references or links to university clubs and student organisations.

-Newsletters: This feature entails newsletters or news pages, and how prominently they are displayed on the website.

To still take the individualism into account, this model will combine Singh and Pereira's features called family theme and independence theme and narrow them down to an analysis of the photographs displayed on the main page of the websites. Photographs displaying groups of people will be categorised as family theme and those with individuals as their subject will be categorised as the independence theme. Photographs displaying multiple people separately, such as students studying individually in a library, without any interaction, will not be categorised as either. Family theme and independence theme are a part of the collectivist and individualist features, respectively.

### **3.2 Power distance**

For the Power distance dimension this thesis will look at the following features:

- Company hierarchy information: Does the website have an organisational chart or other information about the hierarchy within the university?
- Pictures of important people: The number of pictures of important people such as CEOs and celebrities will not be counted but analysed in terms of location on the website, such as whether they are on the main page or not, and who is featured in the photographs.

- Vision statement: As cultures that score high on the dimension of power distance like to see vision statements on websites, this thesis will check if the universities have a vision statement posted on the website.
- Quality assurance information: Any mentions of awards that the university has received or the place on national or international rankings that the university holds.

The analysis of both dimensions will largely be qualitative. Using tables with three columns for each dimension and university yes or no will be noted down in the second column based on if a university has a feature or not. Because the emphasis placed on features plays an important role in the localisation of websites, the third column will be used for details and examples and as a result make up the qualitative part of the analysis. The analysis of the independence and family theme will be quantitative in the sense that the total amount of pictures on the main page will be counted as well, and percentages will be added to the results. All features will be considered equally important.

### **3.3 Language**

Next to the analysis of cultural features on the websites, this thesis also contains a short analysis of the English used on the websites. This part of the analysis looks at whether the websites use British or American English spelling or vocabulary, and whether it is consistent.

### **3.4 Corpus**

The websites were analysed between the 31<sup>st</sup> of March and the 13<sup>th</sup> of April 2014. Screen captures of the pages can be found in the appendix.

The websites were selected through the Times Higher Education world university rankings of 2013-2014 (“World”). The four highest ranking universities for each country were used. For South-Korea those are Seoul National University or SNU, Korea Advanced Institute of Science and Technology also known as KAIST, Pohang University of Science and

Technology or POSTECH, and Yonsei University. For the Netherlands those are Leiden University, Delft University of Technology, Erasmus University Rotterdam, and Utrecht University. A reason for using a ranking to select the universities was to make sure personal or cultural preferences do not influence the selection. While there are other world university rankings as well, such as the QS world university rankings, the Times Higher Education rankings were used for two reasons. Firstly, this year's rankings are similar to the QS world university rankings, which is supposedly the second largest ranking used. The top four South-Korean universities are the same, and while the order of the Dutch universities is different there is only one other university in the top four, which is the University of Amsterdam instead of Delft University of Technology ("University"). Another reason for using the Times Higher Education rankings is the fact that they score the universities on International outlook. These scores are based on three factors: "the proportion of international students at each university, the proportion of international faculty, and the proportion of an institution's research papers that are published with at least one author from another country" ("Top"). Especially in the context of globalisation and international websites it would be interesting to see whether these scores can be linked to any results of the analysis in this research.

Due to time restrictions, the focus of the analysis of the university websites lies on the main page and the about pages, which also include any pages under the header of about. For certain features the analysis was further limited to certain. For the feature of pictures of important people the analysis will be limited to the main and about pages. The independence and family theme analysis will be limited to the main page.

The choice for the focus on the main and about pages was made because many of the websites differed in size as well as in content. For example, some of the websites had separate pages for teachers and students. All of the websites had a general main page and about pages,

however, and as the main page is the first page visitors see it gives a good indication of the emphasis put on certain features.

When looking at university websites targeting an international audience, the website of the international office can also be a point of analysis. However, not all the universities had a link to this page, and some of the sites of the international offices were also targeted at Korean or Dutch students wanting to go abroad, making them less suitable for this research. Some of the university websites had two different web addresses, which seemingly led to the same page. For the sake of consistency this thesis uses the page international visitors are linked to on the main Dutch or Korean page.

## Chapter 4: Results

Below are the tables with the results per dimension and per country. Below each set of tables the results are further explained as the differences between the websites were generally not the existence of a feature but the emphasis placed upon it or the details surrounding the feature. The full analysis is can be found in the appendices.

### 4.1 Results Individualism-Collectivism

Below are the results of the website analysis on the dimension of Individualism-Collectivism.

<b>Individualism - Collectivism</b>	<b>Seoul National University (SNU)</b>	<b>Korea Advanced Institute of Science and Technology (KAIST)</b>	<b>Pohang University of Science and Technology (POSTECH)</b>	<b>Yonsei University</b>
<b>Community relations</b>	Yes	Yes	Yes	Yes
<b>Clubs</b>	No	Yes	Yes	Yes
<b>Newsletter</b>	Yes	Yes	Yes	Yes
<b>Pictures family theme</b>	Yes: 5/9 (55.55 %)	Yes: 5/6 (83%)	Yes: 2/5 (40%)	Yes: 4/9 (44.44%)
<b>Pictures independence theme</b>	Yes: 2/9 (22.22%)	No: 0/6 (0%)	No: 0/5 (0%)	Yes: 2/9 (22.22%)

Figure 2: Individualism- Collectivism: Korean universities

As figure 2 shows, the results of the community relations and newsletter features are fairly uniform. Seoul National University sticks out in the clubs category as the only South-Korean University without any information on student organisations or clubs on their international website. The results for the picture analysis are diverse but all of the universities show a strong preference for photographs with a family theme, with the lowest score being 40%, while the highest score for the independence theme is 22.22%. Two of the universities, POSTECH and KAIST, do not have any group pictures on their main page at all.

<b>Individualism - Collectivism</b>	<b>Leiden University</b>	<b>Delft University of Technology</b>	<b>Erasmus University Rotterdam</b>	<b>Utrecht University</b>
<b>Community relations</b>	Yes	Yes	Yes	Yes
<b>Clubs</b>	No	No	No	Yes
<b>Newsletter</b>	Yes	Yes	Yes	Yes
<b>Pictures family theme</b>	Yes: 7/25 (28%)	Yes: 2/8 (25%)	Yes: 5/8 (62.5%)	Yes: 4/10 (40%)
<b>Pictures independence theme</b>	Yes: 5/25 (20%)	Yes: 2/8 (25%)	No: 0/8 (0%)	Yes: 2/10 (20%)

Figure 3: Individualism - Collectivism: Dutch Universities

Figure 3 shows the results for the Dutch universities. The outcomes for the community relations and newsletter features are identical to those of the Korean universities: a uniform yes. Remarkable are the results for the clubs feature, which show a mirror image of the Korean universities, with three out of four universities lacking information on clubs. The picture analysis shows a preference for photographs with a family theme. Each of the universities scores higher on group pictures than pictures of individuals. The contrast is less sharp, however, with the lowest score for the family theme pictures being 25% while the highest score for the independence theme pictures is also 25%. Erasmus University Rotterdam is the only university without any pictures with an independence theme at all.

While all of the universities have mentions of the community or society somewhere, there is quite some difference in wording and the amount of emphasis on this topic. Two of the Korean universities, POSTECH and Yonsei University, use the words *serve* and *servant*. Yonsei also uses the word *duty*. Two other Korean universities, POSTECH and SNU, use the word *nation*, while Yonsei uses *neighbourhood*. None of these words are used by the Dutch Universities, except on the website for Erasmus University Rotterdam where a page mentions community service. Instead there is a preference for words as *society* and *community*. The occurrence of the theme of giving back to the community on the Dutch universities is often limited to a single page and given very limited emphasis. The websites of the universities of

Leiden and Utrecht show the least emphasis. Utrecht University only mentions social responsibility in a piece of information about sustainability. On the Korean websites the theme is slightly more widespread. Sustainability was not a theme on the Korean websites.

The contrast between South-Korean universities and Dutch universities for the clubs feature may seem stark in the tables above, but the biggest difference was the placement of the information about clubs and organisations, not the existence of it. The only university lacking information on this topic altogether was Seoul National University. The Dutch Universities all had information on student clubs and organisations, but it was located on separate websites for current students, while the Korean Universities in general showed it on their main websites, even when a student portal did exist. As a result, the differences in this feature may be more about who the universities target with their information on student clubs and organisations than whether they have the information in the first place. Placing it on the main website makes the information available for all visitors, including prospective students, while hosting it on a website for current students limits the audience.

As mentioned before, all the universities had news featured on their main page and a news page. The difference between the Dutch universities and the Korean universities is for the largest part the existence of an online newsletter. SNU, KAIST, and Yonsei University all have an online newsletter, while of the Dutch universities only Leiden has an online newsletter, including an option to subscribe.

## 4.2 Results Power Distance

Below are the results of the website analysis on the dimension of Power Distance

<b>Power Distance</b>	<b>Seoul National University (SNU)</b>	<b>Korea Advanced Institute of Science and Technology (KAIST)</b>	<b>Pohang University of Science and Technology (POSTECH)</b>	<b>Yonsei University</b>
<b>Company Hierarchy Information</b>	Yes	Yes	Yes	Yes
<b>Pictures of important people</b>	Yes	Yes	Yes	Yes
<b>Vision statement</b>	Yes	Yes	Yes	Yes
<b>Quality assurance information</b>	Yes	Yes	Yes	No

Figure 4: Power Distance: Korean Universities

Figure 4 shows that three out of four power distance features appear on all the Korean university websites that were analysed. The quality assurance information appears on the websites of all universities as well except for Yonsei University.

<b>Power Distance</b>	<b>Leiden University</b>	<b>Delft University of Technology</b>	<b>Erasmus University Rotterdam</b>	<b>Utrecht University</b>
<b>Company Hierarchy Information</b>	No	Yes	Yes	Yes
<b>Pictures of important people</b>	No	Yes	Yes	Yes
<b>Vision statement</b>	Yes	Yes	Yes	Yes
<b>Quality assurance information</b>	Yes	No	Yes	Yes

Figure 5: Power Distance: Dutch Universities

On the Dutch university websites there is slightly more variety with only the vision statement feature appearing on all four universities. Leiden University sticks out, as the website only

contains two out of four features. Delf University of Technology does not have the quality assurance information feature on its website. Erasmus University Rotterdam and Utrecht University both have all four features.

All universities except Leiden University had pictures of important people in their about pages. Leiden University did have a few pictures of famous Dutch painters and historical figures on their page but no pictures of the management or the founders or other important figures directly related to the university. The other Dutch websites limited themselves mostly to photographs of the members of the board of executives, and Erasmus University Rotterdam and Delft University of Technology also had pictures related to important people in the history of the university. All Korean Universities had a picture of their president, and KAIST and SNU also had pictures of all the past presidents. Yonsei University showed photographs of the founders. Furthermore, SNU and Yonsei had photographs of important people on the main page, although these were usually tied to news articles and as a result subject to change.

For the vision statement feature the main difference between the Korean and Dutch universities was the fact that all Korean universities also had a message from the president supporting the university's vision. On the websites of the Dutch universities there was also less emphasis placed on the vision statements. Leiden University only had a vision for their strategic alliance with Erasmus University Rotterdam and Delft University of Technology and not for the university itself. Utrecht University had no vision statement specifically, only a mission and a strategy. Erasmus University Rotterdam also did not have a vision statement on the university as a whole, only on the specific topic of sustainability.

The international rankings seemed to be emphasised more by the Korean universities, with the exception of Yonsei. As well as having a page on the rankings, Seoul National University also had their rankings on the Times Higher Education list featured on the main

page and POSTECH had their Times Higher Education ranking of 2012 mentioned on their history page. In contrast, on the website of Delft University of Technology the page does exist but it is only available in Dutch. On the website of Leiden University, the information on the rankings is hard to find, as it cannot be directly accessed from the main page. Furthermore, Utrecht University incorporated the ranking information into their facts and figures page.

### 4.3 Results Language

<b>Language</b>	<b>Seoul National University (SNU)</b>	<b>Korea Advanced Institute of Science and Technology (KAIST)</b>	<b>Pohang University of Science and Technology (POSTECH)</b>	<b>Yonsei University</b>
<b>Variety</b>	American	American	American	American

Figure 6: English: Korean Universities

<b>Language</b>	<b>Leiden University</b>	<b>Delft University of Technology</b>	<b>Erasmus University Rotterdam</b>	<b>Utrecht University</b>
<b>Variety</b>	British	British	British	British

Figure 7: English: Dutch Universities

As both figures show, the South-Korean Universities used the American spelling, while the Dutch universities used the British spelling. There were a few inconsistencies on some the Dutch websites, specifically those of Leiden University and Delft University of Technology, where American spelling showed up in the text occasionally. The website of POSTECH, while consistent in its spelling, had some Korean script left on the main page of their English website. The website of Delft University of Technology occasionally had links that led to Dutch pages.

## **Chapter 5: Discussion**

### **5.1 Individualism versus Collectivism**

Based on the large difference between the scores of South-Korea and the Netherlands in the dimension of Individualism, with the Netherlands scoring an 80 and South-Korea an 18 (“Country”), a large difference between the Dutch and Korean university websites would be expected. The Korean websites indeed show a strong tendency to include features that Singh and Pereira list as collectivist, such as newsletters (72), and seem to be generally designed in accordance with their score on this dimension. However, the Dutch university websites also display a lot of the collectivist features, from community relations to pictures with a family theme. The difference between the two countries seems to lie in the details. The South-Korean universities place more emphasis on the collectivist features, use different words to express the same collectivist themes, and have more of the features and information accessible from their main site and menu, rather than on different websites. The percentages of pictures with a family theme and pictures with an independence theme on the Korean websites also show a stronger contrast than those on the Dutch websites, indicating a more pronounced preference. The fact that the Dutch university websites contain so many collectivist features may be because the Dutch websites have held their international audience into account. However, it could also be a result of the method of this research. As most of Singh and Pereira’s individualist features were designed for commercial websites, a study on non-commercial website features for an individualist culture might result in different findings. The preference for photographs with a family theme cannot be explained on that account, however, although that may be an effect of the websites being university websites, as classes, and as a result groups, are unavoidable in such organisations.

## **5.2 Power Distance**

The difference between the Netherlands and South-Korea in Hofstede's dimension of power distance is not as big as for the Individuality dimension. Both the Netherlands and South-Korea have average scores on the power distance dimension, with 38 and 60 respectively ("Country"). As a result, some power distance features would be expected, especially for the Korean websites. The analysis shows, however, that a lot of the features for the power distance dimension appear on both the Dutch and Korean university websites. Leiden University is the exception, with only two out of four features, but most universities have three out of four if not all four. Again, the difference between the Korean and Dutch universities lies mostly in the details. In line with South-Korea's higher score in the dimension of power distance ("Country") the Korean university websites put more emphasis on the power distance features than the Dutch websites do, in particular on the vision statement feature and the quality assurance feature. It is surprising, however, how many power distance features also appear on the Dutch websites.

## **5.3 Language**

The results show that both countries use the variety of English that is preferred in their country. The Dutch universities use British English spelling while the Korean universities use American English spelling. Of interest is the fact that on the websites of two out of four Dutch universities there were occurrences of American spelling as well. This may support Haagen's statement about the increasing exposure to American English. The Korean websites showed no such influence.

## **5.4 Limitations**

Although the analysis showed some interesting results there are many limitations as this is a bachelor thesis and time restrictions played a large role as a result. The result may be very different depending on the selection of the universities. It would be interesting to see if there is any difference in results between the universities high on world ranking lists and those ranking lower on the list. A more quantitative analysis might also be able to show more insight into whether or not there are real national differences between the Netherlands and South-Korea in terms of cultural features on websites. While analysing, other differences were hard to miss, such as large contrasts in terms of navigating the website, which might make analysis for the uncertainty avoidance dimension an interesting topic as it contains the feature of guided navigation (Singh and Pereira 94). A study comparing the Dutch and Korean pages with the English pages may answer some questions left open in this thesis, for example if the Dutch universities show the collectivist features on their Dutch pages as well or if the English website was adapted for an international audience.

## Chapter 6: Conclusion

Through analysis of eight English university websites of four Korean and four Dutch universities, this thesis has tried to discover to what extent these websites still reflect the culture of their respective countries. Based on the scores each country received in Hofstede's research on four cultural dimensions and Singh and Pereira's work on cultural website features, the analysis was expected to reveal a strong contrast in the features associated with collectivism. The Netherlands scores very high on individualism, while South-Korea scores low ("Country"), however, the websites from both countries contained many of the features that Singh and Pereira associate with the collectivism dimension. The South-Korean university websites do put more emphasis on these features and some features, such as the vision statement, are more elaborate than on the Dutch university websites. This answers one of the sub questions of this thesis, which went as follows:

- To what extent do website features associated with the cultural dimension of individualism versus collectivism appear on the websites of South-Korean and Dutch university websites?

The South-Korean university websites clearly reflect their more collectivist culture by featuring and emphasising the features that Singh and Pereira list under collectivism. The Dutch websites do not reflect the individualistic culture of the country, as the websites feature a lot of collectivist features and portray more group photographs than those of individuals.

The second sub question that this thesis has tried to answer was as follows:

- To what extent do website features associated with the cultural dimension of power distance appear on the websites of South-Korean and Dutch university websites?

The results of the analysis on this dimension were less clear. Both South-Korean and Dutch universities contained the power distance features researched in this thesis. As with the Individualism dimension, the Korean websites put more emphasis on the features than the

Dutch websites did, in line with their higher score on Hofstede's dimension of Power Distance ("Country"). However, less power distance features on the Dutch websites would be more in line with Hofstede's rating of the Netherlands.

The third sub question was the following:

- Do the websites show a preference for American or British English and if so, do they show any inconsistencies or mistakes?

The cultural preferences for a certain variety of English were clear on both the South-Korean and the Dutch websites. All of the Dutch websites used British English spelling while all of the Korean websites used American spelling. Two of the Dutch websites, however, were slightly inconsistent in their use, and some American spelling slipped onto the pages.

The main research question of this thesis was as follows:

- To what extent do the English language websites of universities in the Netherlands and South-Korea reflect the culture of their respective countries?

Based on the sub questions, it can be said that the South-Korean university websites generally reflect the South-Korean cultural preferences on those dimensions that were researched. The Dutch websites on the other hand did not seem to reflect the Dutch culture as it ranked on Hofstede's dimensions, showcasing a lot of the features for both collectivism and power distance. The difference between the South-Korean and Dutch websites, however, was visible for both the dimensions. South-Korea is a more collectivistic culture than the Netherlands and also scores higher on power distance. Features for both those dimensions were more prominent on the Korean websites than on the Dutch ones. The Dutch and the Korean websites both stuck to the English variety that is preferred in their countries, although on half of the Dutch websites there were some mix ups with American spelling.

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## Appendices

### Appendix I : Full Analysis

Seoul national university (SNU) (<http://en.snu.ac.kr/>)

Individualism - Collectivism	Yes/No/Number	Notes/Examples
Community relations (main and about pages)	Yes	Mentioned on several pages. “Contributing to society”, “Sharing the resources of the university with the larger society” ( <a href="http://en.snu.ac.kr/president/visions-and-missions">http://en.snu.ac.kr/president/visions-and-missions</a> ) “the SNU Community has made invaluable contributions to the nation’s progress” ( <a href="http://en.snu.ac.kr/president/message">http://en.snu.ac.kr/president/message</a> ) “Honoring public service” ( <a href="http://en.snu.ac.kr/spirit">http://en.snu.ac.kr/spirit</a> )
Clubs	No	-
Newsletter	Yes	News is featured prominently on main page. The main page also contains a link to an online newsletter and a separate news page for current students. ( <a href="http://en.snu.ac.kr/newsletter">http://en.snu.ac.kr/newsletter</a> ) ( <a href="http://en.snu.ac.kr/snunews">http://en.snu.ac.kr/snunews</a> ) ( <a href="http://en.snu.ac.kr/#wrap">http://en.snu.ac.kr/#wrap</a> )
Pictures family theme (main page)	Yes: 5/9	Two pictures do not contain people. ( <a href="http://en.snu.ac.kr/">http://en.snu.ac.kr/</a> )
Pictures independence theme (main page)	Yes: 2/9	Two pictures do not contain people. ( <a href="http://en.snu.ac.kr/">http://en.snu.ac.kr/</a> )

Power Distance	Yes/No	Notes/Examples
Company Hierarchy Information	Yes	Organisational chart. ( <a href="http://en.snu.ac.kr/organization/chart">http://en.snu.ac.kr/organization/chart</a> )
Pictures of important people (main and about pages)	Yes	The pages contain many pictures of important people, including photographs of the 24 past presidents, important speakers, and the CEO. There are pictures of important people on the main page.
Vision statement	Yes	Visions and Missions page under the heading of President’s office:

		<a href="http://en.snu.ac.kr/president/visions-and-missions">(<a href="http://en.snu.ac.kr/president/visions-and-missions">http://en.snu.ac.kr/president/visions-and-missions</a>)</a> A message from the President: ( <a href="http://en.snu.ac.kr/president/message">http://en.snu.ac.kr/president/message</a> )
Quality assurance information	Yes	Their place on the Times Higher Education rankings is mentioned on the main page. They also have a separate and quite elaborate page called ‘global standing’ with information on several listings. ( <a href="http://en.snu.ac.kr/index.html">http://en.snu.ac.kr/index.html</a> ) ( <a href="http://en.snu.ac.kr/global-standing">http://en.snu.ac.kr/global-standing</a> )

Language		Examples
Variety	American	The website consistently uses o instead of ou : “Honoring” ( <a href="http://en.snu.ac.kr/spirit">http://en.snu.ac.kr/spirit</a> ) And z instead of s: “Formalized”, “democratize”, “finalized”. ( <a href="http://en.snu.ac.kr/history">http://en.snu.ac.kr/history</a> )
Simplified	No	

### Korea Advanced Institute of Science and Technology (KAIST)

(<http://www.kaist.ac.kr/html/en/>)

Individualism - Collectivism	Yes/No/Number	Notes/Examples
Community relations (main and about pages)	Yes	<ul style="list-style-type: none"> <li>The website does contain in-text references to the community, but the emphasis lies more on helping the nation move forwards.</li> <li>•</li> <li>• Examples:</li> <li>• “Expansion of cooperation with the regional communities”</li> </ul> “Activation of regional community service” ( <a href="http://www.kaist.ac.kr/html/en/kaist/kaist_010204.html">http://www.kaist.ac.kr/html/en/kaist/kaist_010204.html</a> ) “The ultimate goal of science, technology and management lies in the well-being of our society” ( <a href="http://www.kaist.ac.kr/html/en/kaist/kaist_010301.html">http://www.kaist.ac.kr/html/en/kaist/kaist_010301.html</a> )
Clubs	Yes	There is a page with information on student organisations and student clubs, including a list of clubs and descriptions, under the heading life on campus. This is a part of the

		main page. ( <a href="http://www.kaist.ac.kr/html/en/campus/campus_050401.html">http://www.kaist.ac.kr/html/en/campus/campus_050401.html</a> )
Newsletter	Yes	News is featured on the main page. There is also a news tab in the drop-down menu on the main page, as well as an online newsletter. ( <a href="http://www.kaist.ac.kr/html/en/">http://www.kaist.ac.kr/html/en/</a> ) ( <a href="http://www.kaist.ac.kr/_prog/_board/?mode=V&amp;no=16248&amp;code=en_newsletter&amp;site_dvs_cd=en&amp;menu_dvs_cd=060703">http://www.kaist.ac.kr/_prog/_board/?mode=V&amp;no=16248&amp;code=en_newsletter&amp;site_dvs_cd=en&amp;menu_dvs_cd=060703</a> )
Pictures family theme (main page)	Yes: 5/6	One photograph does not contain people. ( <a href="http://www.kaist.ac.kr/html/en/">http://www.kaist.ac.kr/html/en/</a> )
Pictures independence theme (main page)	No: 0/6	- ( <a href="http://www.kaist.ac.kr/html/en/">http://www.kaist.ac.kr/html/en/</a> )

Power Distance	Yes/No	Notes/Examples
Company hierarchy information	Yes	Organisational chart ( <a href="http://www.kaist.ac.kr/html/en/kaist/kaist_010401.html">http://www.kaist.ac.kr/html/en/kaist/kaist_010401.html</a> )
Pictures of important people (main + about pages)	Yes	There are no pictures of important people on the main pages. On the about pages there is a picture of the current president and all the past presidents. ( <a href="http://www.kaist.ac.kr/html/en/kaist/kaist_010305.html">http://www.kaist.ac.kr/html/en/kaist/kaist_010305.html</a> )
Vision Statement	Yes	There is a short mission and vision statement, and a more elaborate strategy. ( <a href="http://www.kaist.ac.kr/html/en/kaist/kaist_010204.html">http://www.kaist.ac.kr/html/en/kaist/kaist_010204.html</a> ) The page also has a message from the president. ( <a href="http://www.kaist.ac.kr/html/en/kaist/kaist_010301.html">http://www.kaist.ac.kr/html/en/kaist/kaist_010301.html</a> )
Quality assurance information	Yes	A page that lists four rankings under the heading competitive edge: ( <a href="http://www.kaist.ac.kr/html/en/kaist/kaist_01020601.html">http://www.kaist.ac.kr/html/en/kaist/kaist_01020601.html</a> )

Language		Examples
Variety	American	The website consistently uses z instead of s: “Industrialization”, “commercialization”, “vitalization”, “realization” ( <a href="http://www.kaist.ac.kr/html/en/kaist/kaist_010201.html">http://www.kaist.ac.kr/html/en/kaist/kaist_010201.html</a> ) ( <a href="http://www.kaist.ac.kr/html/en/kaist/kaist_010204.html">http://www.kaist.ac.kr/html/en/kaist/kaist_010204.html</a> ) The website uses program as opposed to programme. ( <a href="http://www.kaist.ac.kr/html/en/kaist/kaist_010203.html">http://www.kaist.ac.kr/html/en/kaist/kaist_010203.html</a> )
Simplified?	No	-

### Pohang University of Science and Technology (POSTECH)

(<http://wwwhome.postech.ac.kr/web/eng/home>)

<b>Individualism-Collectivism</b>	<b>Yes/No/Number</b>	<b>Notes/Examples</b>
Community relations (main and about pages)	Yes	<p>“Serve the nation and humanity through education, research, and commercialization” is shown quite prominently on the main page (<a href="http://wwwhome.postech.ac.kr/web/eng/home">http://wwwhome.postech.ac.kr/web/eng/home</a>)</p> <p>“POSTECH will continue to actively participate in advancing the development of the nation and promoting the betterment of humanity.” (<a href="http://wwwhome.postech.ac.kr/web/eng/eint_02_02">http://wwwhome.postech.ac.kr/web/eng/eint_02_02</a>)</p> <p>“[...]and to translate research results into real-world applications in order to serve the nation and humanity” (<a href="http://wwwhome.postech.ac.kr/web/eng/eint_02_04">http://wwwhome.postech.ac.kr/web/eng/eint_02_04</a>)</p> <p>The first quote is part of their vision and is repeated on several pages of their website. The focus is on the nation as a whole.</p>
Clubs	Yes	A list of student organisations and information on the student government under the heading of campus life ( <a href="http://wwwhome.postech.ac.kr/web/eng/ecif_03_03">http://wwwhome.postech.ac.kr/web/eng/ecif_03_03</a> )
Newsletter	Yes	There is a small news feature on the main page. The news page cannot be found through the drop down menu, only through a small link on the main page. No online newsletter, only separate items.
Pictures family theme (main page)	Yes: 2/5	Three pictures did not contain any people.
Pictures independence theme (main page)	No: 0/5	Three pictures did not contain any people.

<b>Power Distance</b>	<b>Yes/No</b>	<b>Notes/Examples</b>
Company hierarchy information	Yes	An organisational chart under administration. ( <a href="http://wwwhome.postech.ac.kr/web/eng/eint_06">http://wwwhome.postech.ac.kr/web/eng/eint_06</a> )
Pictures of important people (main page + about pages)	Yes	Limited to a photograph of the president ( <a href="http://wwwhome.postech.ac.kr/web/eng/eint_01">http://wwwhome.postech.ac.kr/web/eng/eint_01</a> ). Nothing on the main page.
Vision Statement	Yes	A short vision and strategy. ( <a href="http://wwwhome.postech.ac.kr/web/eng/eint_04">http://wwwhome.postech.ac.kr/web/eng/eint_04</a> ) And a message from the president. ( <a href="http://wwwhome.postech.ac.kr/web/eng/eint_01">http://wwwhome.postech.ac.kr/web/eng/eint_01</a> )
Quality assurance information	Yes	The website has a page with several rankings. ( <a href="http://wwwhome.postech.ac.kr/web/eng/eint_05_05">http://wwwhome.postech.ac.kr/web/eng/eint_05_05</a> )

		On their history page the Times Higher Education ranking is mentioned: “In 2012, POSTECH was ranked first in the Times Higher Education's "100 under 50" which lists the top 100 universities in the world under 50 years old.” ( <a href="http://wwwhome.postech.ac.kr/web/eng/eint_02_01">http://wwwhome.postech.ac.kr/web/eng/eint_02_01</a> )
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Language		Examples
Variety	American	The website consistently uses z instead of s: “recognized”, “realize”, as well as “programs” instead of programmes. ( <a href="http://wwwhome.postech.ac.kr/web/eng/eint_01">http://wwwhome.postech.ac.kr/web/eng/eint_01</a> ) And o instead of ou: “honorable” ( <a href="http://wwwhome.postech.ac.kr/web/eng/eint_02_04">http://wwwhome.postech.ac.kr/web/eng/eint_02_04</a> )  There is still Korean script visible on the main English page that is not translated for some reason.
Simplified	No	

**Yonsei University** (<http://www.yonsei.ac.kr/eng/> )

Individualism - Collectivism	Yes/No/Number	Notes/Examples
Community relations (main and about pages)	Yes	“Our mission is to educate leaders who will contribute to humanity in the spirit of ‘truth and freedom’” ( <a href="http://www.yonsei.ac.kr/eng/about/overview/">http://www.yonsei.ac.kr/eng/about/overview/</a> ) “[...] to serve our neighbors wholeheartedly and to contribute to the prosperity of humankind.” ( <a href="http://www.yonsei.ac.kr/eng/about/spirit/">http://www.yonsei.ac.kr/eng/about/spirit/</a> ) “[...]demonstrating servant leadership through teaching and volunteering to fulfill its duties to society” ( <a href="http://www.yonsei.ac.kr/eng/about/vision/vision/">http://www.yonsei.ac.kr/eng/about/vision/vision/</a> )
Clubs	Yes	The website contains a list of clubs ( <a href="http://www.yonsei.ac.kr/eng/campus/clubs/">http://www.yonsei.ac.kr/eng/campus/clubs/</a> )
Newsletter	Yes	There is news featured on main page as well as three different links to their news page. The website has an online newsletter. ( <a href="http://www.yonsei.ac.kr/eng/index.asp">http://www.yonsei.ac.kr/eng/index.asp</a> ) ( <a href="http://www.yonsei.ac.kr/eng/news/yonseinews/">http://www.yonsei.ac.kr/eng/news/yonseinews/</a> ) ( <a href="http://www2.yonsei.ac.kr/eand/ENG/cgi-bin/bottom.asp">http://www2.yonsei.ac.kr/eand/ENG/cgi-bin/bottom.asp</a> )
Pictures family theme (main page)	Yes: 4/9	3 pictures do not feature people.
Pictures	Yes: 2/9	3 pictures do not feature people.

independence theme (main page)		
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<b>Power Distance</b>	<b>Yes/No</b>	<b>Notes/Examples</b>
Company hierarchy information	Yes	Organisational Chart: ( <a href="http://www.yonsei.ac.kr/eng/about/stats/organizational/">http://www.yonsei.ac.kr/eng/about/stats/organizational/</a> )
Pictures of important people (main and about pages)	Yes	The website has pictures of the president and founders. The main page has pictures of important people but they belong to news articles and as a result are likely to change. ( <a href="http://www.yonsei.ac.kr/eng/about/history/chronicle/">http://www.yonsei.ac.kr/eng/about/history/chronicle/</a> ) ( <a href="http://www.yonsei.ac.kr/eng/about/president/profile/">http://www.yonsei.ac.kr/eng/about/president/profile/</a> )
Vision Statement	Yes	The website has a detailed vision statement As well as a page on the university's spirit and philosophy and a message from the president. ( <a href="http://www.yonsei.ac.kr/eng/about/vision/vision/">http://www.yonsei.ac.kr/eng/about/vision/vision/</a> ) ( <a href="http://www.yonsei.ac.kr/eng/about/spirit/">http://www.yonsei.ac.kr/eng/about/spirit/</a> ) ( <a href="http://www.yonsei.ac.kr/eng/about/president/welcoming/">http://www.yonsei.ac.kr/eng/about/president/welcoming/</a> )
Quality assurance information	No	-

<b>Language</b>		<b>Examples</b>
Variety	American	The website consistently uses z instead of s: "Recognized", "globalized". ( <a href="http://www.yonsei.ac.kr/eng/about/president/welcoming/">http://www.yonsei.ac.kr/eng/about/president/welcoming/</a> ) And o instead of ou: "Neighbors" ( <a href="http://www.yonsei.ac.kr/eng/about/spirit/">http://www.yonsei.ac.kr/eng/about/spirit/</a> ) There is also a Chinese language option.
Simplified	No	

**Leiden University** (<http://www.leiden.edu/>)

<b>Individualism - Collectivism</b>	<b>Yes/No/Number</b>	<b>Notes/Examples</b>
Community relations (main and about pages)	Yes	There is one clear mention of this theme: "Finally, Leiden, Delft and Rotterdam universities intend to cluster their activities in the field of valorisation and make their research findings available for applications that will benefit society" ( <a href="http://www.about.leiden.edu/about/strategic-">http://www.about.leiden.edu/about/strategic-</a>

		<p><a href="#">alliance-lde.html</a>)</p> <p>“Societal responsibility” is also listed as a core value.</p> <p>(<a href="http://www.about.leiden.edu/about/profile.html">http://www.about.leiden.edu/about/profile.html</a>)</p> <p>There is no real emphasis. The first quote is from a text on the strategic alliance with the universities of Delft and Rotterdam and not from information on Leiden University in particular.</p>
Clubs	No	<p>There is information on student societies and clubs, but it is a website targeted at current students and not the main website of the university.</p> <p>(<a href="http://www.students.leiden.edu/student-life/student-societies/">http://www.students.leiden.edu/student-life/student-societies/</a>)</p>
Newsletter	Yes	<p>The main page features news articles as well as a link to a news website, and a link to the newsletter and previous newsletters. There is a possibility for subscription also mentioned on the main page.</p> <p>(<a href="http://www.leiden.edu/">http://www.leiden.edu/</a>)</p> <p>(<a href="http://news.leiden.edu/">http://news.leiden.edu/</a>)</p> <p>(<a href="http://www.leiden.edu/newsletter/">http://www.leiden.edu/newsletter/</a>)</p>
Pictures family theme (main page)	Yes: 7/25	Many pictures do not have people in them.
Pictures independence theme (main page)	Yes: 5/25	Many pictures do not have people in them.

Power Distance	Yes/No	Notes
Company hierarchy information	No	<p>The information is hard to find, on a different part of the website. On the main website there is only a small summary of the different faculties.</p> <p>(<a href="http://www.about.leiden.edu/contact/organisation.html">http://www.about.leiden.edu/contact/organisation.html</a>)</p> <p>The same page also contains a link that eventually leads to more information about the organisation, although it is on another website.</p> <p>(<a href="http://organisation.leiden.edu/structure/organisation.html">http://organisation.leiden.edu/structure/organisation.html</a>).</p> <p>This page contains no chart, only a short list of the management and faculties.</p>
Pictures of important people (main page and pages)	No	<p>There are no pictures of important people on any of the main or about pages. There is a small section about “Leiden Classics” which contains some information on famous painters and historical figures but it is hard to find. It does not contain pictures of founders or anything directly related to the university. There are no pictures of CEOs or anything similar.</p> <p>(</p>

		classics/)
Vision Statement	Yes	The website has a page called profile and mission which contains another set of pages. There is no vision for the university itself, but there is a small mention of their vision on their strategic alliance with Leiden University and Erasmus University Rotterdam in a larger article. ( <a href="http://www.about.leiden.edu/about/strategic-alliance-lde.html">http://www.about.leiden.edu/about/strategic-alliance-lde.html</a> )
Quality assurance information	Yes	There is a page with the international university rankings, but it is not easy to find or prominently featured on the website. ( <a href="http://www.about.leiden.edu/international-face/international-profile/international-rankings.html">http://www.about.leiden.edu/international-face/international-profile/international-rankings.html</a> )

Language		Examples
Variety	British	The website seems to use British English, although there are a few inconsistencies. The website uses programmes instead of programs in every instance. It uses s instead of z in most cases, such as “specialisations”. However on the main page it also says “civilizations” with a z ( <a href="http://www.leiden.edu/">http://www.leiden.edu/</a> ). The website also uses “knowledge centres” with the British spelling of –re and on the same page “LDE Centers” with –er although the latter could be explained as the name of a company. British spelling seems to be the main tendency. More examples: “Archaeological” instead of archeological ( <a href="http://www.about.leiden.edu/about/strategic-alliance-lde.html">http://www.about.leiden.edu/about/strategic-alliance-lde.html</a> ) “Behavioural Sciences” instead of behavioral science ( <a href="http://www.about.leiden.edu/about/profile.html">http://www.about.leiden.edu/about/profile.html</a> )
Simplified	No	

### Delft University of Technology (<http://www.tudelft.nl/en/>)

Individualism - Collectivism	Yes/No/Number	Notes/Examples
Community relations (main and about pages)	Yes	The website contains the following: “TU Delft stands for staff and students who are actively involved in the development of both the university and wider society. Our public responsibility as an academic institution – helping to resolve the great societal challenges of the decades ahead – is firmly reflected [...]” ( <a href="http://www.tudelft.nl/en/about-tu-">http://www.tudelft.nl/en/about-tu-</a>

		<a href="http://www.tudelft.nl/en/about-tu-delft/strategy/core-values/faculty/ios-pim/q/%2A/page/1/">delft/strategy/core-values/faculty/ios-pim/q/%2A/page/1/</a> ). This is only mentioned once and could be interpreted quite broadly. No emphasis.
Clubs	No	There is information on study associations but it is on a separate website for the students at the university, the student portal. That page also has nothing about non-study related clubs or organisations. ( <a href="http://studenten.tudelft.nl/en/students/student-life/study-associations/">http://studenten.tudelft.nl/en/students/student-life/study-associations/</a> )
Newsletter	Yes	There is news featured on front page and a news page with an archive. No newsletter. ( <a href="http://www.tudelft.nl/en/current/latest-news/">http://www.tudelft.nl/en/current/latest-news/</a> )
Pictures family theme (main page)	Yes: 2/8	Three pictures do not contain any people.
Pictures independence theme (main page)	Yes: 2/8	Three pictures do not contain any people.

<b>Power Distance</b>	<b>Yes/No</b>	<b>Notes/Examples</b>
Company hierarchy information	Yes	There is a very detailed organisational chart. The subsections also include information on all the boards as well as the pictures or names of the members. ( <a href="http://www.tudelft.nl/en/about-tu-delft/organisation/">http://www.tudelft.nl/en/about-tu-delft/organisation/</a> )
Pictures of important people (main and about pages)	Yes	There are pictures of historical figures on the history page. ( <a href="http://www.tudelft.nl/en/about-tu-delft/history/">http://www.tudelft.nl/en/about-tu-delft/history/</a> ) There are photographs of the executive board members. ( <a href="http://www.tudelft.nl/en/about-tu-delft/organisation/executive-board/faculty/ewidimes/">http://www.tudelft.nl/en/about-tu-delft/organisation/executive-board/faculty/ewidimes/</a> ) There are no photographs or pictures of important people on any of the other pages.
Vision Statement	Yes	There are pages about the university's vision, ambition, mission, strategy, and more. ( <a href="http://www.tudelft.nl/en/about-tu-delft/strategy/vision/faculty/lr-spe-as/page/1/">http://www.tudelft.nl/en/about-tu-delft/strategy/vision/faculty/lr-spe-as/page/1/</a> ) ( <a href="http://www.tudelft.nl/en/about-tu-delft/strategy/profile-ambition/faculty/lr-sup-fc/">http://www.tudelft.nl/en/about-tu-delft/strategy/profile-ambition/faculty/lr-sup-fc/</a> ) ( <a href="http://www.tudelft.nl/en/about-tu-delft/strategy/strategy-roadmap-tu-delft-2020/faculty/lr-spe-as/page/1/">http://www.tudelft.nl/en/about-tu-delft/strategy/strategy-roadmap-tu-delft-2020/faculty/lr-spe-as/page/1/</a> )
Quality assurance information	No	The page is there but only available in Dutch. ( <a href="http://www.tudelft.nl/en/about-tu-delft/facts-">http://www.tudelft.nl/en/about-tu-delft/facts-</a>

		<a href="http://www.tudelft.nl/en/about-tu-delft/facts-and-figures/research/internationale-ranking-lijsten/faculty/tnw/page/70/?type=a&amp;fid=489128">and-figures/research/internationale-ranking-lijsten/faculty/tnw/page/70/?type=a&amp;fid=489128)</a>
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Language		Examples
Variety	British	<p>The website seems to be aiming for British English, but there are some inconsistencies.</p> <p>In general it uses ou instead of o: “Behaviour” (<a href="http://www.tudelft.nl/en/about-tu-delft/strategy/core-values/faculty/io-pim/q/%2A/page/1/">http://www.tudelft.nl/en/about-tu-delft/strategy/core-values/faculty/io-pim/q/%2A/page/1/</a>)</p> <p>And in most cases s instead of z: for example “organised” and “organisation”, but on the same page “organized” also appears.</p> <p>(<a href="http://www.tudelft.nl/en/about-tu-delft/strategy/integrity-policy/working-conference-science-and-integrity-in-the-modern-university/faculty/ud-hr-wgvm-vm/q/%2A/">www.tudelft.nl/en/about-tu-delft/strategy/integrity-policy/working-conference-science-and-integrity-in-the-modern-university/faculty/ud-hr-wgvm-vm/q/%2A/</a>)</p> <p>(<a href="http://www.tudelft.nl/en/about-tu-delft/strategy/integrity-policy/scientific-integrity-committee/faculty/ud-hr-wgvm-vm/q/%2A/">http://www.tudelft.nl/en/about-tu-delft/strategy/integrity-policy/scientific-integrity-committee/faculty/ud-hr-wgvm-vm/q/%2A/</a>)</p> <p>Some pages show up in Dutch.</p> <p>(<a href="http://www.tudelft.nl/en/about-tu-delft/strategy/governance/faculty/ewi-ese-iepg/">http://www.tudelft.nl/en/about-tu-delft/strategy/governance/faculty/ewi-ese-iepg/</a>)</p> <p>(<a href="http://www.tudelft.nl/en/about-tu-delft/facts-and-figures/monitoring-female-staff/faculty/tnw/page/70/?type=a&amp;fid=489128">http://www.tudelft.nl/en/about-tu-delft/facts-and-figures/monitoring-female-staff/faculty/tnw/page/70/?type=a&amp;fid=489128</a>)</p> <p>Some pages exist but are only available in Dutch</p> <p>(<a href="http://www.tudelft.nl/en/about-tu-delft/facts-and-figures/education/feiten-en-cijfers-studievoortgang/faculty/tnw/page/70/?type=a&amp;fid=489128">http://www.tudelft.nl/en/about-tu-delft/facts-and-figures/education/feiten-en-cijfers-studievoortgang/faculty/tnw/page/70/?type=a&amp;fid=489128</a>)</p>
Simplified	No	

**Erasmus University Rotterdam** (<http://www.eur.nl/english/>)

Individualism - Collectivism	Yes/No/Number	Notes/Examples
Community relations (main and about pages)	Yes	<p>There is some small mention of the basic idea, but it is not mentioned apart from the two examples below and the text remains vague. No emphasis.</p> <p>“The second pillar, EUR as a 'Socially Committed University' relates to community service and knowledge valorisation.”</p> <p>(<a href="http://www.eur.nl/english/eur/sustainability/mission/">http://www.eur.nl/english/eur/sustainability/mission/</a>)</p> <p>“Consequently, there is a lot of attention for the community and the role that scientists, students and alumni can play in it.”</p>

		<a href="http://www.eur.nl/english/eur/sustainability/education_and_research/">(http://www.eur.nl/english/eur/sustainability/education_and_research/)</a>
Clubs	No	There is a page on student organisations, but it is on a separate website for current students, not the main site. ( <a href="http://www.eur.nl/english/essc/moreaspects/studentlife/student_organisations/">http://www.eur.nl/english/essc/moreaspects/studentlife/student_organisations/</a> )
Newsletter	Yes	There is a news page in dropdown menu on homepage. There is an interview featured on the homepage as well as small, text-only news articles in the sidebar. No emphasis. No newsletter. ( <a href="http://www.eur.nl/english/">http://www.eur.nl/english/</a> ) ( <a href="http://www.eur.nl/english/news/">http://www.eur.nl/english/news/</a> ) Although there is a magazine on another website ( <a href="http://www.erasmusmagazine.nl/">http://www.erasmusmagazine.nl/</a> )
Pictures family theme (main page)	Yes: 5/8	There were three pictures that did not contain any people.
Pictures independence theme (main page)	No: 0/8	There were three pictures that did not contain any people.

<b>Power Distance</b>	<b>Yes/No</b>	<b>Notes</b>
Company hierarchy information	Yes	Organisational chart ( <a href="http://www.eur.nl/english/eur/organisation/">http://www.eur.nl/english/eur/organisation/</a> )
Pictures of important people (main and about pages)	Yes	President Executive Board ( <a href="http://www.eur.nl/english/eur/sustainability/">http://www.eur.nl/english/eur/sustainability/</a> ) Founding fathers ( <a href="http://www.eur.nl/english/eur/background/">http://www.eur.nl/english/eur/background/</a> ) None on the main page.
Vision Statement	Yes	There is a mission and vision page on sustainability, as well as a strategy page: ( <a href="http://www.eur.nl/english/eur/sustainability/mission/">http://www.eur.nl/english/eur/sustainability/mission/</a> ) ( <a href="http://www.eur.nl/english/strategy2018/">http://www.eur.nl/english/strategy2018/</a> ) The site also features an out of date strategy page: ( <a href="http://www.eur.nl/english/eur/strategy/erasmus2013_eng/">http://www.eur.nl/english/eur/strategy/erasmus2013_eng/</a> ) There is a lot of information and emphasis on sustainability.
Quality assurance information	Yes	There is a page on rankings ( <a href="http://www.eur.nl/english/eur/rankings/">http://www.eur.nl/english/eur/rankings/</a> )

<b>Language</b>		<b>Examples</b>
Variety	British	The website uses British spelling:

		s instead of z: “Organisation”, “valorisation” ( <a href="http://www.eur.nl/english/eur/sustainability/mission/">http://www.eur.nl/english/eur/sustainability/mission/</a> ) ou instead of o: “neighbouring” ( <a href="http://www.eur.nl/english/eur/sustainability/campus/sustainable_campus/">http://www.eur.nl/english/eur/sustainability/campus/sustainable_campus/</a> ) “programme” instead of program ( <a href="http://www.eur.nl/english/eur/background/">http://www.eur.nl/english/eur/background/</a> )
Simplified	No	

**Utrecht University** (<http://www.uu.nl/EN/Pages/default.aspx> )

<b>Individualism - Collectivism</b>	<b>Yes/No/Number</b>	<b>Notes/Examples</b>
Community relations (main and about pages)	Yes	There is a small mention of “social responsibility” on the page about sustainability but nothing in a more general sense. ( <a href="http://www.uu.nl/university/utrecht/EN/sustainability/Pages/default.aspx">http://www.uu.nl/university/utrecht/EN/sustainability/Pages/default.aspx</a> )
Clubs	Yes	There is quite a lot of information but it is on the page for current students. However, there is a mention of cultural student organisations on one of the pages of the main website. ( <a href="http://www.uu.nl/EN/informationfor/students/studentlife/aboutorganisations/Pages/default.aspx">http://www.uu.nl/EN/informationfor/students/studentlife/aboutorganisations/Pages/default.aspx</a> ) ( <a href="http://www.uu.nl/university/utrecht/EN/cultuurenacademie/Pages/culture.aspx">http://www.uu.nl/university/utrecht/EN/cultuurenacademie/Pages/culture.aspx</a> )
Newsletter	Yes	The main page features some news, no pictures. The drop down menu has a news tab that leads to a news page with archive. No newsletter. ( <a href="http://www.uu.nl/EN/Pages/default.aspx">http://www.uu.nl/EN/Pages/default.aspx</a> ) ( <a href="http://press.uu.nl">press.uu.nl</a> )
Pictures family theme (main page)	Yes: 4/10	There are four pictures not containing people
Pictures independence theme (main page)	Yes: 2/10	There are four pictures not containing people

<b>Power Distance</b>	<b>Yes/No</b>	<b>Notes/Examples</b>
Company hierarchy information	Yes	There is a small organisational chart and information on several boards and committees. ( <a href="http://www.uu.nl/university/utrecht/EN/profile/governanceandadministration/Pages/default.aspx">http://www.uu.nl/university/utrecht/EN/profile/governanceandadministration/Pages/default.aspx</a> )

Pictures of important people (main and about pages)	Yes	There are photographs of the members of the executive board. ( <a href="http://www.uu.nl/university/utrecht/EN/profile/governanceandadministration/executiveboard/Pages/default.aspx">http://www.uu.nl/university/utrecht/EN/profile/governanceandadministration/executiveboard/Pages/default.aspx</a> )
Vision Statement	Yes	There is no vision statement as such, but there is a mission statement, a strategy, and a profile. ( <a href="http://www.uu.nl/university/utrecht/EN/profile/profileandmissionstatement/Pages/default.aspx">http://www.uu.nl/university/utrecht/EN/profile/profileandmissionstatement/Pages/default.aspx</a> ) There is an emphasis on sustainability.
Quality assurance information	Yes	Mention of three rankings on their facts and figures page. ( <a href="http://www.uu.nl/university/utrecht/EN/profile/factsandfigures/Pages/default.aspx">http://www.uu.nl/university/utrecht/EN/profile/factsandfigures/Pages/default.aspx</a> )

Language		Examples
Variety	British	The website consistently uses: Programmes instead of programs Ou instead of o: “Behavioural sciences” ( <a href="http://www.uu.nl/EN/faculties/Pages/default.aspx">http://www.uu.nl/EN/faculties/Pages/default.aspx</a> ) S instead of z: Valorisation ( <a href="http://www.uu.nl/university/utrecht/en/pages/default.aspx">http://www.uu.nl/university/utrecht/en/pages/default.aspx</a> ) ll instead of l: Counsellor ( <a href="http://www.uu.nl/university/utrecht/EN/profile/profileandmissionstatement/Pages/Academic-Integrity-.aspx">http://www.uu.nl/university/utrecht/EN/profile/profileandmissionstatement/Pages/Academic-Integrity-.aspx</a> )
Simplified	No	

## Appendix II: Screen captures and links

### Seoul National University:

<http://en.snu.ac.kr/>

<http://en.snu.ac.kr/president/visions-and-missions>

<http://en.snu.ac.kr/president/message>

<http://en.snu.ac.kr/spirit>

<http://en.snu.ac.kr/newsletter>

<http://en.snu.ac.kr/snunews>

<http://en.snu.ac.kr/organization/chart>

<http://en.snu.ac.kr/global-standing>

SEOUL NATIONAL UNIVERSITY

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Show News

Distinguished Lecture with Madame Christine Lagarde  
Managing Director of the IMF  
10:00 ~ 11:30 AM, December 5 (Thursday) 2013  
Seoul National University

Leading the Way  
SNU, THE NATIONAL UNIVERSITY

THE WORLD UNIVERSITY RANKINGS  
26th in the World Reputation Rankings

PyeongChang Campus Opens Grad School

24% of University Presidents are from SNU

Finding SNU DNAs - New Promotional Films



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## ABOUT SNU

President's Office

---

### Visions and Missions

**Vision**

Seoul National University is dedicated to fulfill its goals as the world's leader of creative knowledge.

Seoul National University's visions include:

- **Educating global leaders** by fostering creativity, tolerance, and responsibility
- **Creating new future values** by taking on challenging and innovative research
- **Contributing to society** by allowing knowledge to be more accessible to the larger community

**Key Tasks (2012~2015)**

SNU's key tasks for the next three years are as follows:

**Education**

- Fostering future scholars
- Supporting fundamental studies



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- Message from the President
- Curriculum Vitae
- Visions and Missions
- Selected Speeches
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## ABOUT SNU

President's Office

---

### Message from the President

The SNU Community has made invaluable contributions to the nation's progress. SNU is at the absolute forefront among Asia's academic institutions.

Welcome to the Seoul National University.

Seoul National University was founded in 1946 as the first national university in Korea. Throughout the modern history of Korea, the SNU Community has made invaluable contributions to the nation's progress, playing a key role in numerous areas, including science, economics, and politics. In its commitment and dedication to research and education, SNU is at the absolute forefront among Asia's academic institutions.

Facing new challenges in the 21st Century, SNU is dedicated to continuing its crucial academic role domestically as well as internationally. In an age where boundaries between countries, cultures, and fields of knowledge



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## ABOUT SNU

Overview

### The SNU Spirit

# A Tradition of Excellence Honoring Public Service Pioneering Knowledge



Seoul National University honors the ideals of liberal education and aims to teach students a lifelong love of learning that will form the basis for continuous personal growth.

At the same time it is committed to preparing students to work and live in an increasingly competitive global environment. As South Korea's first

#### Overview

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## NEWS & FORUM

SNU Media

### Newsletter

SNU Dept. of PR and Communications sends monthly newsletter 'SNU NOW' to the members of SNU community via email.

#### [Issue 60] SNU Opens Inter-Disciplinary Big Data Research Center

April 16, 2014 | Hit 24





# SNU NOW

SNU NOW is an online newsletter for international members of SNU community



[SNU Presidential Election Candidates](#)

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## NEWS & FORUM

SNU Media




### News

SNU Dept. of PR & Communications posts latest campus news on this website. The articles are made and reviewed by student editors and faculty members in charge.

**SNU Ranked World's 26th in Academic Reputation**  
 Mar. 10, 2014 | HIT 2730  
 The Times Higher Education placed the Seoul National University in 26th in the world, up from 41st in previous year.



**Nelson Mandela's Inspiring Speech to SNU in 1995**  
 Jul. 18, 2013 | HIT 2749  
 Nelson Mandela, former South African president has received an honorary doctorate from Seoul National University on July 6, 1995. Below is the inspiring speech he gave to SNU people upon receiving the degree.

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## ABOUT SNU




### Organization

\* Click blue boxes for details.

SEOUL NATIONAL UNIVERSITY

Board of Trustees

President

Auditors

Vice Presidents

Educational Organizations	16 Colleges, 1 Graduate School, 9 Professional Graduate Schools
Deliberative Bodies	University Council and 6 Committees (established by SNU Articles of Association), 11 Committees (established by University Regulations)

**Overview**

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## ABOUT SNU



## Global Standing

Many organizations around the world announce university rankings. The following rankings represent SNU's current status among the world's universities.

### Recent Rankings of SNU

ORGANIZATION (COUNTRY)	NAME OF RANKING	SNU'S WORLD RANKING
QS (UK)	QS World University Rankings 2013	35
	QS Asian University Rankings 2013	4
THE (UK)	THE World University Rankings 2012-2014	44
	THE Asian University Rankings 2012-2013	8

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**Korea Advanced Institute of Science and Technology (KAIST)**

<http://www.kaist.ac.kr/html/en/>

[http://www.kaist.ac.kr/html/en/kaist/kaist\\_010204.html](http://www.kaist.ac.kr/html/en/kaist/kaist_010204.html)

[http://www.kaist.ac.kr/html/en/kaist/kaist\\_010301.html](http://www.kaist.ac.kr/html/en/kaist/kaist_010301.html)

[http://www.kaist.ac.kr/html/en/campus/campus\\_050401.html](http://www.kaist.ac.kr/html/en/campus/campus_050401.html)

[http://www.kaist.ac.kr/\\_prog/\\_board/?mode=V&no=16248&code=en\\_newsletter&site\\_dvs\\_cd=en&menu\\_dvs\\_cd=060703](http://www.kaist.ac.kr/_prog/_board/?mode=V&no=16248&code=en_newsletter&site_dvs_cd=en&menu_dvs_cd=060703)

[http://www.kaist.ac.kr/html/en/kaist/kaist\\_010401.html](http://www.kaist.ac.kr/html/en/kaist/kaist_010401.html)

[http://www.kaist.ac.kr/html/en/kaist/kaist\\_010305.html](http://www.kaist.ac.kr/html/en/kaist/kaist_010305.html)

[http://www.kaist.ac.kr/html/en/kaist/kaist\\_01020601.html](http://www.kaist.ac.kr/html/en/kaist/kaist_01020601.html)

[http://www.kaist.ac.kr/html/en/kaist/kaist\\_010201.html](http://www.kaist.ac.kr/html/en/kaist/kaist_010201.html)

[http://www.kaist.ac.kr/html/en/kaist/kaist\\_010203.html](http://www.kaist.ac.kr/html/en/kaist/kaist_010203.html)



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[Hidden Mechanism for the Suppression of Colon ...](#) 04-17
 [OmanTV Aired KAIST HUBO on April 1, 2014](#)

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About KAIST

Mid-to Long-Term Development Plan



SEARCH

KAIST > About KAIST > Mid-to Long-Term Development Plan

About KAIST

- Founding Philosophy
- Landmarks
- History
- Mid-to Long-Term Development Plan
- UI
- Competitive Edge

**MISSION** Knowledge creation and human talent cultivation for mankind

**VISION** Becoming the center of science and technology that leads the world

STRATEGY



About KAIST

SEARCH

About KAIST

About President

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- Former Presidents

Organization

Message

Home > KAIST > About President > Message

# Inauguration Speech the 15th President of KAIST



February 27, 2013

Honorable Guests, Chairman Myung Oh; Trustees Gil-Saeng Chung and Sam-Soo Pyo; Former Presidents



Life on Campus

SEARCH

Dormitory

Cultural Event

Clinic/Welfare/  
Amenities

Student Clubs and  
Activities

Student Organizations

Undergraduate Student

## Student Organizations

Home > Life on Campus > Student Clubs and Activities > Student Organizations

- Graduate Students Association
- Undergraduate Student Association

### Graduate Students Association

HOME PAGE

- Contact point : Student Support Team \* Tel: 042-350-2165
- Building Location: 2nd floor of the Student Center
- Graduate School Association: After entering KAIST from the main entrance, go past the duck pond and the building on the left is the West Campus Student Center (Building W2).



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- News
- Newsletter
  - Newsletter -
  - KAIST News -
  - Management News -
- Notice
- KAIST in Media

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[KAIST Vol.1] KAIST President Held One-year Anniversary Press Conference

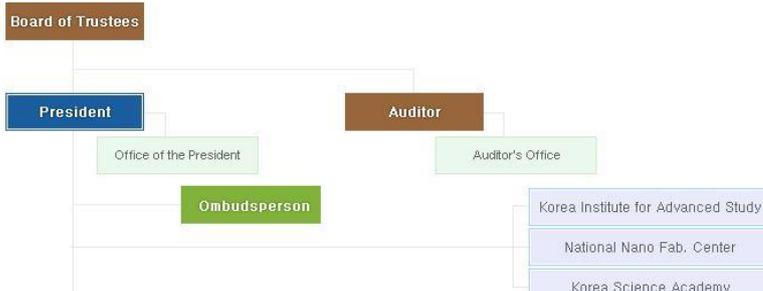
2014-03-05

Newsletter list



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  - Supportive Services

Organization Chart Home > KAIST > Organization > Organization Chart





About KAIST

SEARCH

About KAIST

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Organization

Former Presidents

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Korea Advanced Institute of Science and Technology (KAIS) 1971.01.27 ~ 1981.01.04	Korea Advanced Institute of Science and Technology (KAIST) 1981.01.05 ~	Korea Institute of Technology (KIT) 1985.08.01 ~ 1990.04.24	Information and Communications University (ICU) 1997.07.16 ~ 2008.01.27
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SEARCH

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- Founding Philosophy
- Landmarks
- History
- Mid-to Long-Term Development Plan
- UI
- Competitive Edge

About President

Competitive Edge

KAIST > About KAIST > Competitive Edge > Undergraduate

- Undergraduate
- Research
- Industry-University Collaboration

Leading the Reform in Education, to Strengthen the Nations Competitiveness

1. Foster and produce competent leaders for industry through the advancement of education.
2. Support faculty research activity, to achieve academic supremacy that matches world-class standards.
3. Reorganize the academic curriculum to suit internationalization.



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## The Best Science and Technology University, Moving the World From the Epicenter.

**KAIST within Korea**

KAIST was established in 1971 to model a research focused university and to foster elite human resources in science and technology needed by the nation.

**KAIST within the World**

Currently, KAIST has successfully become a well-respected member of the worldwide science community

**The World within KAIST**

In the future, KAIST must become a university in which the world lays its eye upon, by discovering the best leaders, offering the best education, and becoming the envy of the academic world, not only

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**1 Main Gate**

The uniquely shaped main gate is a granite structure, or rather, a sculpture, standing 10.7m high. The two rectangular towers face each other, each with the center portion hollowed out in the shape of the Chinese character 匚; one symbolizes science, the other, technology.

**2 Duck Pond**

The Duck Pond, located as you enter the campus, is where the ducks, which resemble KAIST, reside. You often see ducks walking freely on the grass after taking a swim, to either ponder or enjoy snacks given by visitors.



**Pohang University of Science and Technology (POSTECH)**

<http://wwwhome.postech.ac.kr/web/eng/home>

[http://wwwhome.postech.ac.kr/web/eng/eint\\_02\\_02](http://wwwhome.postech.ac.kr/web/eng/eint_02_02)

[http://wwwhome.postech.ac.kr/web/eng/eint\\_02\\_04](http://wwwhome.postech.ac.kr/web/eng/eint_02_04)

[http://wwwhome.postech.ac.kr/web/eng/eclf\\_03\\_03](http://wwwhome.postech.ac.kr/web/eng/eclf_03_03)

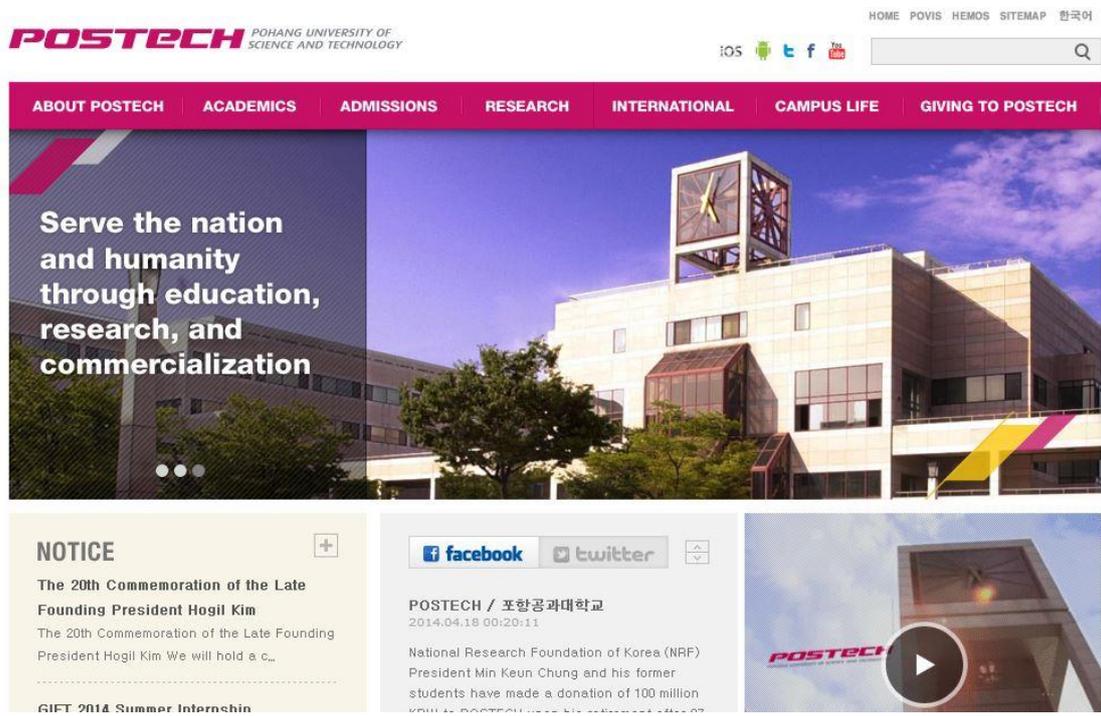
[http://wwwhome.postech.ac.kr/web/eng/eint\\_06](http://wwwhome.postech.ac.kr/web/eng/eint_06)

[http://wwwhome.postech.ac.kr/web/eng/eint\\_01](http://wwwhome.postech.ac.kr/web/eng/eint_01)

[http://wwwhome.postech.ac.kr/web/eng/eint\\_04](http://wwwhome.postech.ac.kr/web/eng/eint_04)

[http://wwwhome.postech.ac.kr/web/eng/eint\\_05\\_05](http://wwwhome.postech.ac.kr/web/eng/eint_05_05)

[http://wwwhome.postech.ac.kr/web/eng/eint\\_02\\_01](http://wwwhome.postech.ac.kr/web/eng/eint_02_01)





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**Creating a Better Tomorrow**

To enable rapid industrialization and modernization during the last several decades of the 20th century, Korea keenly needed technological developments and human resources to lead them. POSTECH was the first research-oriented university in Korea, founded with the novel approach of providing high-quality education combined with cutting-edge research. POSTECH has been a flag bearer in Korea's modern higher education. At the same time, it has made many technological innovations. POSTECH will continue to actively participate in advancing the development of the nation and promoting the betterment of humanity.

1986	12. 3	Pohang Institute of Science & Technology founded (Founding Chairman: Tae-Joon Park, First President: Hogil Kim)
1987	3. 5	First matriculation ceremony
1989	3. 1	Department of Life Sciences established

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**Founding Tenets**

- Produce well-educated and trained future global leaders**
- Conduct pioneering research and development in science and engineering**
- Serve the nation and humanity through education, research, and commercialization**

POSTECH was established with the goals to conduct in-depth and broad research in science and engineering that is keenly needed for the betterment of humanity as well as the advancement of Korea, to produce select young talents into the future global leaders with knowledge and honorable characters through excellent education and training, and to translate research results into real-world applications in order to serve the nation and humanity by building close collaboration between industry, academia, and research institutions.

To fulfill these goals, POSTECH conducts cutting-edge research in basic science and a variety of engineering fields in close collaboration with leading universities overseas. In addition, POSTECH aspires to develop itself as an international research hub for materials industry. Furthermore, we focus not only on academic education but also on whole person education to nurture well-rounded graduates with integrity, creativity, and challenging spirit. POSTECH will broaden its academia-industry

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Student Organization

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**Campus Attractions** >

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- \*Health
- \*Student Organization
- \*Festivals
- \*Cultural Program
- \*Korean Language Program
- \*Other Services

**Guide Book** >

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**Student Organization**

- SPORTS (13)**

KAISER (soccer), POBBA (basketball), PASSING (tennis), IMPACT (racquetball), Yekumhoe (Judo), Sanackhoe (mountain climbing), POSWIC (swimming), Bettaraki (badminton), Taekwondo (Korean martial art), Sesim (Eighteen Skills), Rollingstones (bowling), TACHYONS (baseball)
- HOBBIES (19)**

ADLIB (play), STEELER (Rock music performance), CLATAR (classic guitar), GERVOIR (fine art), Changul (calligraphy), MODERATO (classical music appreciation), VITNOEUL (photography), GUITARHANA (guitar), Hanwoollim (musical instruments), EUMYEERANG (disc jockey), SAMTER (traditional instruments), CHORUS, HANAPAE (singing), HAM (wireless communication), FOCUS (film appreciation), MANIA (cartoon), CTRL-D (dance), ATLAS (dance hall operation), GAIA (game programming), EUMCHI (singing), BREMEN (band music)
- ACADEMICS (8)**

ESCAPE (English discussion), Gojokdapsahoe (studies of historical sites), Ornithology (bird-watching), Starlovers

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**Symbols** >

**POSTECH Vision** >

**Annual Report** >

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H / ABOUT POSTECH / Administration



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graph TD
    P[President] --> PEVP[Provost & Executive Vice President]
    PEVP --> OA[Office of External Affairs]
    PEVP --> OP[Office of Planning]
    PEVP --> PT[POSTECH Times]
    PEVP --> CEIE[Center for Excellence in Education]
    OA --- ER[External Relations and Communications]
    OA --- UA[University Advancement Office]
    OP --- PB[Planning & Budget]
    OP --- IR[International Relations]
    
```

About POSTECH

Welcome from the President

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### Welcome Message from the President

Founded in 1986 as the first research-oriented university in Korea, POSTECH is a young university with only 27 years of history. However, with the wholehearted support from POSCO and the POSTECH Foundation and the tireless efforts of our students, staff, researchers, and faculty, POSTECH has risen to become a leading Korean and Asian university in a short time, adding its name to the list of top universities in the world despite its comparative youthfulness.

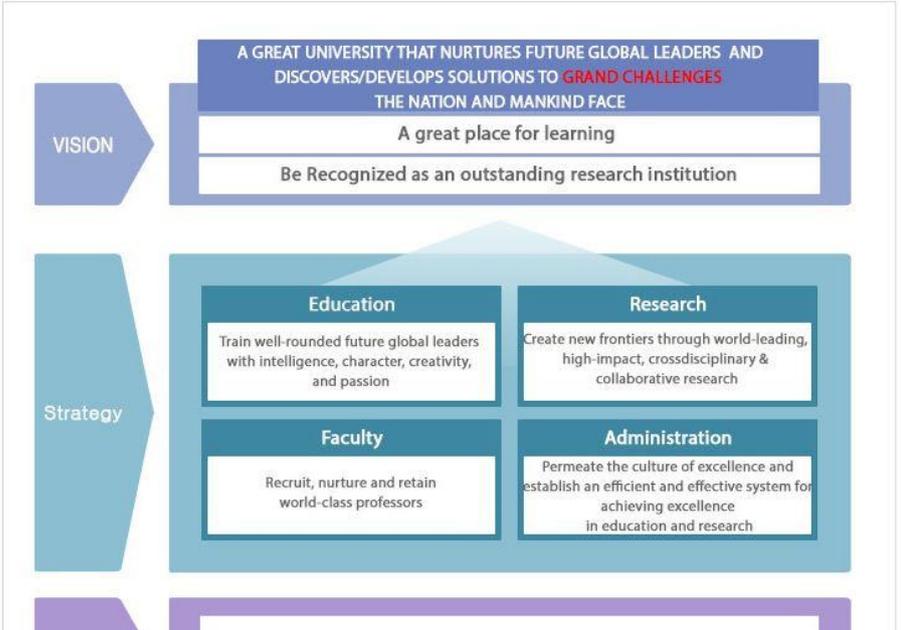
High-impact research and high-quality education are at the heart of POSTECH. Our vision for tomorrow is that POSTECH becomes internationally recognized for its academic excellence and a global hub for pioneering new technological advances and scientific research. This is a special place where students can learn from inspiring professors and discover solutions to the world's most serious challenges through innovation and collaboration.

About POSTECH

POSTECH Vision

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The diagram illustrates the university's vision and strategy. On the left, a blue arrow labeled 'VISION' points to a central box containing the text: 'A GREAT UNIVERSITY THAT NURTURES FUTURE GLOBAL LEADERS AND DISCOVERS/DEVELOPS SOLUTIONS TO GRAND CHALLENGES THE NATION AND MANKIND FACE'. Below this, it states 'A great place for learning' and 'Be Recognized as an outstanding research institution'. A larger blue arrow labeled 'Strategy' points to a 2x2 grid of boxes: 'Education' (Train well-rounded future global leaders with intelligence, character, creativity, and passion), 'Research' (Create new frontiers through world-leading, high-impact, crossdisciplinary & collaborative research), 'Faculty' (Recruit, nurture and retain world-class professors), and 'Administration' (Permeate the culture of excellence and establish an efficient and effective system for achieving excellence in education and research).

**About POSTECH**

**Annual Report**

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### Rankings

When POSTECH was first established with the goal of becoming the nation's leading research-oriented university, many thought it to be a reckless move and an impossible task. However, through tireless efforts of faculty and staff, as well as active support by the Korean government, the public, and POSCO, POSTECH has exceeded everyone's expectation and surprised the world with its accomplishments. For the first time among all Korean universities, POSTECH was ranked 28th in the world and 1st among the top 100 universities under 50 years old in the Times Higher Education world university rankings. POSTECH has indeed become the first research university in Korea, and a role model for young universities in the world. Even today, POSTECH is taking bold steps to make the seemingly impossible possible.

- Ranked 28th in the World University Rankings (Times Higher Education, 2010)
- Ranked 1st in the Asian Specialized University Rankings (The QS Asian University Rankings, 2010~2013)
- Ranked 1st in the top 100 universities under 50 years old for 2 consecutive years (Times Higher Education, 2012 and 2013)

**The Times**

**2011~2013**  
**THE World University**  
**Rankings**

World

Ranked 1st place in the THE 100 under 50 Rankings (2013)



Rank	Institution	Country	Year founded
1	POSTECH	POHANG/KOREA	1986

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### POSTECH at a Glance

Ever since its establishment in 1986, POSTECH has stayed true to its role in Korean higher education as a pioneer in science and technology research. Located in the city of Pohang, the 400-acre, park-like campus is home to the Pohang Accelerator Laboratory and minutes away from POSCO, the fourth-largest steelmaking company in the world. POSTECH has come a long way in its short history to become globally recognized as one of Asia's premier universities and among the most selective, highly ranked research universities in Korea.

The founding principle behind POSTECH's establishment lies in providing a student-centered education in a highly collaborative and intimate academic community. The university is made up of 11 departments and 22 graduate programs. POSTECH's student-to-faculty ratio is 6:1, allowing students to work closely with our outstanding and award-winning faculty. POSTECH provides the highest educational investment and the most per-student scholarship support in Korea, allowing talented students from all economic backgrounds the opportunity to obtain a POSTECH education.

**Yonsei University**

<http://www.yonsei.ac.kr/eng/>

<http://www.yonsei.ac.kr/eng/about/overview/>

<http://www.yonsei.ac.kr/eng/about/spirit/>

<http://www.yonsei.ac.kr/eng/about/vision/vision/>

<http://www.yonsei.ac.kr/eng/campus/clubs/>

<http://www.yonsei.ac.kr/eng/news/yonseinews/>

<http://www2.yonsei.ac.kr/eand/ENG/cgi-bin/bottom.asp>

<http://www.yonsei.ac.kr/eng/about/stats/organizational/>

<http://www.yonsei.ac.kr/eng/about/history/chronicle/>

<http://www.yonsei.ac.kr/eng/about/president/profile/>

<http://www.yonsei.ac.kr/eng/about/president/welcoming/>



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[April,2014] : [Midterm Examination Time Table for 2014 Spring Seme.](#)

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### YONSEI NEWS + MORE



[May 22, 2013] US Ambassador Sung Kim Discusses 60 Years of Korea-US Friendship  
 US Ambassador to the Republic of Korea Sung Kim, convenes a town hall meeting with Y.



[May 18, 2013] "You and Me, Our Blue Spirit"  
 This year's Maek Festival, celebrating Yonsei University's 128th anniversary, was held.

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## Overview



## YONSEI,

where we make history

Being the oldest private university in Korea, **Yonsei University** was first established in 1885 by Christian missionaries. Our mission is to educate leaders who will contribute to humanity in the spirit of "truth and freedom." The 300,000 Yonsei alumni who take this calling to heart can be found manifesting this proud spirit from leadership positions around the world.

Yonsei's main campus is ensconced in a spacious, picturesque and natural setting located minutes away from the economic, political, and cultural centers of Seoul's metropolitan downtown. Yonsei has 3,500 eminent faculty members who are conducting cutting-edge research across all academic disciplines. There are 18 graduate schools, 22 colleges and 133 subsidiary institutions hosting a selective pool of students from around the world.

Yonsei is proud of its history and reputation as a leading institution of higher education and research in Asia.



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## Spirit & Philosophy

- ▶ **Yonsei's Founding Spirit**

Yonsei University cultivates leaders who embody the spirit of truth and freedom. In 1885, Yonsei's founder chose our founding philosophy from a passage in the Gospel according to John: "If you continue in my word, you are truly my disciples, and you will know the truth, and the truth will set you free."
- ▶ **Yonsei's Philosophy**

Yonsei University serves as the "alma mater" (fostering mother) of all arts and sciences to nurture leaders who will contribute to society in a broad, ecumenical spirit of Christian teaching epitomized in its motto of "truth and freedom."

We will carry forward the cultural heritage of our various civilizations and cultures of the world, leading the human effort towards the advancement of scholarship through creative thought and critical thinking. Moreover, we continue to promote a commitment to justice and to inspire courage, to serve our neighbors wholeheartedly and to contribute to the prosperity of humankind.

Yonseians will exercise their leadership to accomplish this mission and to realize our goal of standing proudly on the world stage.

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## Yonsei Vision 2020

- ▶ **Yonsei's "Third Founding"**

Yonsei University is celebrating the 127th anniversary of its foundation today, after more than a century of raising leaders to serve the nation and humanity in the Christian spirit of truth and freedom.

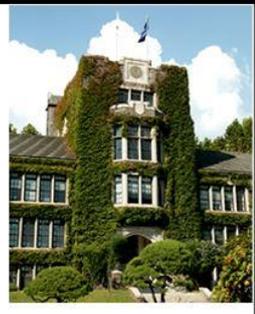
As the cradle of the Chosun Dynasty's modernization, Yonsei was the first modern higher education institution in Korea. In 1885, the "First Founding" of Yonsei University was marked by the establishment of Jejungwon, followed by the creation of Severance Hospital and Yonhi College. The "Second Founding" came with the merger of Yonhi University and Severance Medical School in 1957. By later constructing a campus in Wonju, Yonsei led the advancement of Korean society as the most prestigious private university in Korea. With the opening of an international campus in Incheon in 2010, Yonsei initiated its "Third Founding".

Yonsei has been entrusted with a historical mission to develop a new paradigm for Korean universities, whilst taking a leap toward becoming a world-class university by pioneering change in our global era. Hence, Yonsei is proclaiming our vision of the "Third Founding" to bring forth the next prominent period of history-making by fostering the knowledge and talents of all Yonseians. (Yonsei, Where we make history!)

Yonsei University will nurture holistic leaders with communication and convergence skills, as well as creativity, cultural diversity and Christian leadership, by establishing an educational institution of global stature.

Yonsei University will promote world-class research by implementing an innovative reform of its research infrastructure, while expanding convergence research and industry-academic cooperation.

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## Clubs

▶ **Yonsei University The General Student Club Union**

▶ **Overview**

The General Student Club Union is comprised of about 60 *joongang dongaris* (중앙동아리) (registered and approved university-wide clubs). There are also another 160 college-affiliated clubs. Special organizations, such as YBS, Yonsei Maeji Broadcasting Station (YMBS), Yonsei Church and Yonwon News, are operated separately.

What do students do during their free time? A survey done by the university revealed that four out of 10 students (38.3%) spend their free time participating in various club activities. Clubs offer students the opportunity to discover and fully express their potential, and often times, their experiences shape their career choices.

▶ **Joongang Dongaris (Registration-Approved, University-Wide Clubs)**

\* Room - S: Student Union Building, M: Main Auditorium, T: Temporary Room near the Baseball Field

Club	Since	Main Activity and Purpose	Room
ADCUS	1995/03/01	Study about an advertisement and make an advertisement	M 302
Agape	1957/09/19	Has worship, studies the Bible, and spreads the gospel by doing volunteer work	M 111
ALC	1973/11/07	Conducts exercises that focus on listening to AFKN; studies English appropriate for broadcasting	S 310



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## Yonsei News



**US Ambassador Sung Kim Discusses 60 Years of Korea-US Friendship**  
 US Ambassador to the Republic of Korea, Sung Kim, convened a town hall meeting with Yonsei students in Baskyong Hall on Monday, May 20.



**"You and Me, Our Blue Spirit"**  
 This year's Mink Festival, celebrating Yonsei University's 128th anniversary, was held May 14-16 with the theme, "You and Me, Our Blue Spirit."



**Preparing the Foundations for a World-Class University**  
 The 128th anniversary of Yonsei's founding was celebrated on May 11.



**Dedication Ceremony for Completion of I-2A Construction Phase at International Campus**  
 The Yonsei International Campus (IIC) continues its march toward becoming a major educational hub of Asia with the construction of new facilities.



**Institute of Convergence Science Established**  
 The institute that will organize and coordinate convergence research at Yonsei has been established.



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267	2nd Tuition Installment Plan(TIP) Guidelines for 2..		Expired	Office of Gener...
266	Course Withdrawal for 2014 Spring Semester		Expired	Academic Suppor...
265	April Fitness Center Registration Open		Expired	Fitness Center
264	Change in Bus Stop Location of International Campu..		Expired	Office of Gener...
263	March & Semester 2014 Fitness Center Registration ...		Expired	YONSEI FITNESS ...
262	2014-1 Yonsei GSIS Bachelor & Master's Accelerate..		Expired	GSIS
261	Spring 2014 YIC Non-RC Housing Application Guideli..		Expired	YIC General Adm..
260	Spring 2014 YIC Freshmen Housing Application Guide...		Expired	YIC General Adm..



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## Organizational Chart

PRESIDENT

Office of Auditing

Council of Professors

Academic Affairs Committee

Office of the President

Provost

Senior Vice President for Administration & Development

Senior Vice President for Medical Affairs

Senior Vice President for Wonju Campus

Vice President for International Campus

▶ MORE
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**Administration**

- Office of the Chaplain
- Office of University Planning and Development
- Office of Academic Affairs
- Office of Admissions
- Office of Student Affairs and Services
- Office of Research Affairs
- Office of General Affairs
- Office of Property Management
- Library and Information Services
- Office of External Affairs and Development
- Office of International Affairs



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## Chronicle

Severance Medical School

Yonhi College

Yonsei University

### • History of Severance Medical School




**Dr. H. N. Allen**  
The Founder of Kwanghyewon

**Dr. O. R. Avison**  
The Founder of Severance Medical College

In 1885, King Gojong of the Chosun Dynasty requested Dr. H. N. Allen, an American Northern Presbyterian missionary who volunteered as a royal family doctor, to establish a hospital named Jejungwon in Gorigae. On March 29, 1886, sixteen students were selected and the school was opened. This marked not only the birth of Yonsei University, but also the starting point of modern medical education in Korea, and the hospital became one of the forerunners of modern medicine in Asia. Later, Dr. O. R. Avison, a professor at the University of Toronto Medical School, became the head of Jejungwon, and through a donation from Mr. L. H. Severance, the hospital was reconstructed and the medical education institution was finalized. They respectively became Severance Hospital and Severance Medical School. The first seven graduates in 1908 received the first doctors' licenses issued by the Korean government.

In 1917, the school developed into Severance Union Medical College; however, in 1942, under pressure



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## Profile



**Kap-Young Jeong**  
(President, Yonsei University)

E-mail : [president@yonsei.ac.kr](mailto:president@yonsei.ac.kr)

### BACKGROUND INFORMATION

- Date of Birth : August 22, 1951
- Marital Status : Married
- Citizenship : Republic of Korea

### FIELDS OF SPECIALIZATION AND RESEARCH INTEREST

- Industrial Organization and Public Policy
- Applied Microeconomic Theory
- East Asian Economies

### EDUCATION

- Cornell University, M. A. & Ph. D. (Economics) 1985
- Dissertation: "Market Structure and Performance in an Open Developing Economy"
- Advisors: Robert T. Masson, Jan Švejnar, David Easley
- Yonsei University, B. A. (Economics) 1975



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## Welcoming Remark

The "Yonsei Legacy" is unique and powerful. It blends a long and illustrious tradition of academic excellence with a liberal and progressive vision for the 21st century. Since its establishment in 1885, Yonsei University has been at the forefront of higher education and research. Today, Yonsei is internationally recognized as one of the most innovative and globalized universities in the world.

Founded by Christian missionaries, Yonsei has always played a vital role by serving as a gateway for international scholars and students interested in Korea.

It has also long been Korea's window to the world. For well over a century, Yonsei has served as a principal conduit of knowledge between Korea and the rest of the world. It is this legacy that has been responsible for Yonsei's growth and stature. The same legacy will enable Yonsei to reach new heights and assume a greater role in Korea and the world in the future.

In order to pass this legacy on to the next generation, Yonsei University pursues the following strategies: First, Yonsei will further enhance its graduate-level programs and promote original research. Second, Yonsei will strengthen its interdisciplinary approach to learning to better prepare students for a world that is becoming increasingly integrated and complex. Third, Yonsei is committed to building a state-of-the-art campus where students and faculty can engage in groundbreaking innovations.

Yonsei's faculty and students are the bearers of its commitment to produce world-class leaders. Yonsei has been taking the lead in enhancing the international quality of education and research; it is now widely recognized as one of Asia's top universities. Its 300,000 graduates are serving in leadership positions in both public and private sectors across the globe. They are key players setting new international standards in their respective fields.

The time you spend at Yonsei may be a fraction of your life, but the experience and knowledge you take from it will be assets that will last a lifetime. I invite you to join us at Yonsei to experience the unique blend of Korean and global cultures, and to become a part of the enduring "Yonsei Legacy."



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## Leiden University

<http://www.leiden.edu/>

<http://www.about.leiden.edu/about/strategic-alliance-lde.html>

<http://www.about.leiden.edu/about/profile.html>

<http://www.students.leiden.edu/student-life/student-societies/>

<http://news.leiden.edu/>

<http://www.leiden.edu/newsletter/>

<http://www.about.leiden.edu/contact/organisation.html>

<http://organisation.leiden.edu/structure/organisation.html>

<http://www.about.leiden.edu/international-face/leiden-classics>

<http://www.about.leiden.edu/international-face/international-profile/international-rankings.html>

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### NEWS

**Hugo Grotius: from Leiden student to founding father of international law**



Hugo de Groot, one of history's most famous legal scholars, was already studying arts and law in Leiden at the age of 11. How did his career take off from that point and who inspired him?

▶ Read more

▶ Leiden through the eyes of... Giulia Pederzani: 'I like pretty much everything about Leiden.'

▶ Alumnus of Japanese Jeroen Lamers: 'It's super exciting to be working in China now'

▶ More news

**Study at Leiden University**



▶ Programmes, application & admission

**Focus on Research**



▶ Health across the Human Life Cycle

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Nederlands



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About the University

**Strategic alliance Leiden, Delft and Erasmus. Greater than the sum of its parts.**

Leiden University, TU Delft and Erasmus University Rotterdam have set out their plans for collaboration in a joint memorandum entitled 'Adding Value'.

**Unique combination**

The new alliance of Leiden University, TU Delft and Erasmus University (LDE) in South Holland covers a unique combination of teaching and science domains: social sciences, humanities, economics, law, fundamental sciences (including life sciences), medicine and technical sciences.

Leiden – Delft – Erasmus

=

**Meer Waarde**

**Teaching, research, knowledge centres and thematic collaboration**

The three universities aim to offer more bachelor's programmes, set up joint graduate schools providing master's and research master's degrees and PhD tracks, and create joint knowledge centres. The plans also include thematic, supra-disciplinary partnerships in such fields as *safety and security* and *infrastructure and mobility*.

**Partnership in teaching, research and valorisation**

In their vision for this strategic alliance, the three universities are reflecting the major societal issues contained in the European research policy 2020 and the Top Sector policy of the Dutch government. Research collaboration offers the partners a stronger foundation to remain among the world's top universities. LDE also aims to strengthen the quality of the combined teaching and research and to broaden the range of programmes offered to students. Finally, Leiden, Delft and Rotterdam universities intend to cluster their activities in the field of valorisation and make their research findings available for applications that will benefit society.



◀ About the University

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# Universiteit Leiden

## About Leiden University

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### Profile

#### Leiden University - the facts

The first university in the Netherlands, founded 8 February 1575  
Motto: *Praesidium Libertatis, Bastion of Liberty*

International research university  
11 Research profile areas  
13 Honours Classes  
Pre-University College  
Faculty Campus The Hague  
Leiden University College The Hague

Member of the *League of European Research Universities*, a partnership with other prominent research universities

46 bachelor's programmes  
70 master's programmes

20,712 students  
4,018 staff

#### Academic fields

Leiden has 7 [faculties](#) in the fields of:





◀ About the University

#### DIRECT LINKS:

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# Student Life

## Students

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### Student societies & clubs

#### International Student Network (ISN) Leiden



The International Student Network (ISN) is part of the Erasmus Student Network (ESN) organisation and is one of the largest interdisciplinary student associations in Europe, founded in 1989 for supporting and developing student exchange.

▶ [Read more](#)

#### Student association

Leiden has a rich student life, where students can become a member of numerous international student clubs.

▶ [Read more](#)

#### Social Student Clubs

Leiden has a rich student life, where students can become a member of numerous social student clubs (*studentenverenigingen*). In these, students have the opportunity to develop their organisational, communicative and social skills to complement their academic curriculum. Although Leiden University provides financial support and facilities for the student associations, they are independent and are run by students.

▶ [Read more](#)

#### Student sports clubs



At Leiden University, you can take part in a large number of sports, both on a recreational and on a competitive basis.

▶ [Read more](#)



◀ Students

#### DIRECT LINKS:

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- Language Centre
- Practical and financial matters
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- Studentenleven (in Dutch)

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**NEWS**

**Hugo Grotius: from Leiden student to founding father of international law**



Hugo de Groot, one of history's most famous legal scholars, was already studying arts and law in Leiden at the age of 11. How did his career take off from that point and who inspired him?

[Read more](#)

**Leiden through the eyes of.... Giulia Pederzani: 'I like pretty much everything about Leiden.'**



Giulia Pederzani, from Mantua, Italy, is a master's student of Applied Mathematics in Leiden. She came to Leiden as an exchange student, but, halfway through my

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- News from the Personnel Department (P&O)

**Universiteit Leiden** **Newsletter**

17 April 2014



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### More focus needed on women and gender in research

A greater role for women, as researchers and as a factor in scientific research. This was the plea of academics and governors from Leiden, Delft, Norway, Sweden and the United States at the Gendered Innovations symposium held at Leiden University on 28 March.

[Read more](#)



### Leiden student Sheryl Lynn Baas wins ECHO award 2014

'I feel happy, blessed, very grateful.' Sheryl Lynn Baas, Leiden student of Anthropology, was delighted at winning the ECHO award. She impressed the jury with her 'determination and the conscious path she has chosen to use her talents for a greater purpose.'

[Read more](#)



### Get to know Edwin Bakker and discover how terrorism works

Since '9/11', terrorists have had us in their grip. How can such attacks be prevented? 'It's important to contain the anxiety unleashed by such an attack,' says Professor of Terrorism and Counterterrorism Edwin Bakker.

[Read more](#)

Leiden University ▶ About the University ▶ Contact and organisation Nederlands



## Universiteit Leiden

# About Leiden University

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### Organisation

Organisation units and administrative departments within the University.

Leiden University has 7 [faculties](#):

- Archaeology
- Campus The Hague
- Humanities
- LUMC/Medicine
- Law
- Social and Behavioural Sciences
- Science

The University has a teaching and research unit:

- ICLON (Leiden University Graduate School of Teaching)

The University is managed by an Executive Board, that is responsible to the Board of Governors. The central consultation body is the University Council. Each faculty has a Faculty Board chaired by a Dean, and a Faculty Council.

The Executive Board and the University as a whole are supported by the General and Administrative Services Department (*Bestuursbureau*) and eight expertise centres.

For more information, please see [Management and administration](#).

Last Modified: 25-03-2011

About the University

**DIRECT LINKS:**

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- Alumni

Universiteit Leiden — Disclaimer

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## Universiteit Leiden

# Management and administration

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### Organisation

#### Management

- The Executive Board (CvB) is responsible for the management and administration of the University as a whole. Members of the Executive Board are:
  - Professor C.J.J.M. Stolker, Rector Magnificus and President
  - H.W. te Beest, MSc, Vice-President
  - Professor S.E. Buitendijk, Vice-Rector
- The Board of Governors (*Raad van Toezicht*) supervises the management and administration of the University.
- The University Council (*Universiteitsraad*) is the central co-participation body for the University.
- The Leiden Student Council (*Leidse Studentenraad*) is an independent advisory body to the Executive Board.
- The Governing Council comprises the Executive Board and the Deans of the Faculties. Within the Governing Council, the Deans contribute to the management of the University as a whole.
- Under the chairmanship of the Rector Magnificus, the Deans make up the Council of Deans (RvD). The Council of Deans also acts as Doctorate Board (CvP) and in this capacity is authorised to confer the degree of doctorate.

#### Faculties

The faculties have primary responsibility for teaching and research. Leiden University has 7 faculties:

- [Archaeology](#)
- [Campus The Hague](#)
- [Humanities](#)
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Organisation

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## The international face of Leiden University

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### Leiden Classics

**Leiden Classics: The Leiden Observatory, the world's oldest university observatory**



Whether finding signals of dark matter or discovering hydrogen in the vicinity of exoplanets, Leiden astronomers are world players in their field, and they are part of a long tradition: Leiden was the first university in the world to have its own observatory.

▶ [Read more](#)

**Leiden Classics: Leiden University's first women students**



It was not until 1878 that the first female students enrolled at Leiden University, but the discussion on whether women were suited to study was by no means over. 8 March is International Women's Day. BBC correspondent Kim Ghattas will deliver a lecture on 6 March on the struggle by Arabic women for equal rights.

▶ [Read more](#)

**Leiden Classics: 5 Questions on the origins of the university and the Dies Natalis**



On 7 February, Leiden University, the oldest university in the Netherlands, is celebrating its birthday. Why does the King still receive a telegram on the day of the Dies Natalis? 5 questions on the origins of Leiden University and its traditions for celebrating its foundation day.

▶ [Read more](#)

About the University

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## The international face of Leiden University

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- ▢ [ARWU ranking](#)
- ▢ [THE and QS Rankings](#)
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As well as these university rankings there are also rankings at programme level that are primarily useful for helping prospective students to choose the right programme.



**Leiden ranking**



The Leiden Ranking brings together the scientific performances of 500 major universities worldwide. The ranking aims to provide an accurate measurement of the scientific impact of universities and their involvement in scientific collaborations, using a set of refined bibliometric indicators. The ranking is based on 25 years of bibliometric experience at the Centre for Science and Technology Studies (CWTS) in Leiden.

Compared with other rankings, the Leiden Ranking offers advanced indicators for scientific impact and collaboration. The methodology used

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## **Delft University of Technology**

<http://www.tudelft.nl/en/>

<http://www.tudelft.nl/en/about-tu-delft/strategy/core-values/faculty/io-pim/q/%2A/page/1/>

<http://studenten.tudelft.nl/en/students/student-life/study-associations/>

<http://www.tudelft.nl/en/current/latest-news/>

<http://www.tudelft.nl/en/about-tu-delft/organisation/>

<http://www.tudelft.nl/en/about-tu-delft/history/>

<http://www.tudelft.nl/en/about-tu-delft/organisation/executive-board/faculty/ewi-dimes/>

<http://www.tudelft.nl/en/about-tu-delft/strategy/vision/faculty/lr-spe-as/page/1/>

<http://www.tudelft.nl/en/about-tu-delft/strategy/profile-ambition/faculty/lr-sup-fc/>

<http://www.tudelft.nl/en/about-tu-delft/strategy/strategy-roadmap-tu-delft-2020/faculty/lr-spe-as/page/1/>

<http://www.tudelft.nl/en/about-tu-delft/facts-and-figures/research/internationale-ranking-lijsten/faculty/tnw/page/70/?type=a&fid=489128>

[www.tudelft.nl/en/about-tu-delft/strategy/integrity-policy/working-conference-science-and-integrity-in-the-modern-university/faculty/ud-hr-wgvm-vm/q/%2A/](http://www.tudelft.nl/en/about-tu-delft/strategy/integrity-policy/working-conference-science-and-integrity-in-the-modern-university/faculty/ud-hr-wgvm-vm/q/%2A/)

<http://www.tudelft.nl/en/about-tu-delft/strategy/integrity-policy/scientific-integrity-committee/faculty/ud-hr-wgvm-vm/q/%2A/>

<http://www.tudelft.nl/en/about-tu-delft/strategy/governance/faculty/ewi-ese-iepg/>

<http://www.tudelft.nl/en/about-tu-delft/facts-and-figures/monitoring-female-staff/faculty/tnw/page/70/?type=a&fid=489128>

<http://www.tudelft.nl/en/about-tu-delft/facts-and-figures/education/feiten-en-cijfers-studievoortgang/faculty/tnw/page/70/?type=a&fid=489128>



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Free online courses



Courses for anyone, anywhere in the world without prior education or entrance test. Register now!



Research at TU Delft

Fruit flies, fighter jets use similar nimble tactics when under attack



When startled by predators, tiny fruit flies respond like fighter jets – employing screaming-fast banked turns to evade...

Entrepreneurship TU Delft

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This is your opportunity to explore the entrepreneurial vibe of two of the most upcoming economies of the world...

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**18 April 2014** 08:42

**Student augments ultrasound resolution (from TU Delta)**

 Master's student Inés Beekers (Applied Physics) wa...

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**16 April 2014** 11:11

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Strategy - Roadmap TU Delft 2020
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Management control

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## Core values

Respect, integrity, expertise, involvement, transparency and avoiding conflicts of interest. These are the core values guiding everyone associated with TU Delft. Our modus operandi as an institution is trust – by which we mean that every member of our community is expected to comply with the core values, to draw inspiration from them and to feel responsible for upholding them. All at TU Delft should act with a sense of social responsibility and be aware of technology's value to and impact upon society.

Our staff, our students and our guests are all open about the roles they play and the activities they perform. Much of what the university does is situated on the interface between the public and private sectors. Avoiding conflicts of interests is therefore a key guiding principle for us. Ours is a learning organisation, with a culture in which drawing lessons from positive experiences elsewhere – as well as from "what went wrong" – comes as second nature.

## Respect

TU Delft stands for proper appreciation of everyone's qualities. Freedom to excel is at the heart of all we do, both academically and in supporting roles. There is no place here for any form of discrimination,

Questions?

Send an e-mail to the department of [Strategic Development](#).

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Core documents

- ➔ [Roadmap 2020 \(pdf\)](#)
- ➔ [Roadmap 2020 \(digital scroll\)](#)
- ➔ [Code of Ethics](#)
- ➔ [Performance agreements TU Delft](#)



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### Study associations

StudieReisFonds (SRF)

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## Study associations

<b>Studievereniging i.d</b>	
Landbergstraat 15 2628 CE Delft (015) 27 830 12 <a href="mailto:svid@tudelft.nl">svid@tudelft.nl</a> <a href="http://www.id.tudelft.nl">http://www.id.tudelft.nl</a>	Industrial Design Engineering

<b>W.I.S.V. 'Christiaan Huygens' (CH)</b>	
Mekelweg 4 2628 CD DELFT (015) 27 82532 <a href="mailto:bestuur@ch.tudelft.nl">bestuur@ch.tudelft.nl</a>	Mathematics, Computer Science and Media & Knowledge Engineering



## Challenging projects

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## Latest news

### Student augments ultrasound resolution (from TU Delta)

18 April 2014

Master's student Inès Beekers (Applied Physics) was awarded the second prize of the Dutch Physics Society (NIV) for her bachelor's thesis on scanning tumours with ultrasound.

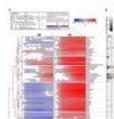
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### TU Delft research brings significant improvement in genetic analysis of tumours

16 April 2014

Every tumour is unique and requires specific treatment. A thorough and complete analysis of the genetic activity in the tumour cells is necessary to determine the appropriate treatment. Researchers at TU Delft, in collaboration with researchers from Columbia University and the Antoni van Leeuwenhoek Hospital have achieved significant improvements in this type of



### Voor journalisten



TU Delft biedt graag ondersteuning bij het publiceren in de media.

[Persvoorlichters](#)

Neem bij spoed direct contact op met de persvoorlichters.

TU Delft Delft University of Technology

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**Organisation**

- Supervisory Board
- Executive Board
- University Corporate Office
- Board of Professors
- Board for Doctorates
- Operational Committee
- Honourary doctorates
- Visit us

TU Delft > About TU Delft > Organisation

## Organisation

### Organisational structure

```

graph TD
    SB[Supervisory Board] --- EB[Executive Board]
    EB --- WC[Works Council]
    EB --- ASO[Assistant Staff Office]
    WC --- SC[Student Council]
  
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**History**

- TU Delft during World War II
- Dies Natalis

TU Delft > About TU Delft > History

## History of the university

Although the University only received its current name in 1986, it has been providing technical education for 165 years.

### Royal academy: 1842 - 1864

On January 8, 1842, King Willem II founded the 'Royal Academy for the education of civilian engineers, for serving both nation and industry, and of apprentices for trade'. The Academy also educated civil servants for the colonies and revenue officers of the Dutch East Indies.

### Polytechnic school: 1864 - 1905

An Act passed on May 2, 1863, imposing regulations on technical education as well as bringing it under the influence of the rules applying to secondary education. Then, on the 20th of June, 1864, a Royal Decree was issued, ordering that the Royal Academy in Delft be disbanded in order to make way for a new 'Polytechnic School'. The School went on to educate architects, and engineers in the fields of civil works, shipbuilding, mechanical engineering and mining.

### Institute of Technology: 1905 - 1986

On May 22, 1905, an Act was passed, acknowledging the academic level of the School's technical

Willem II

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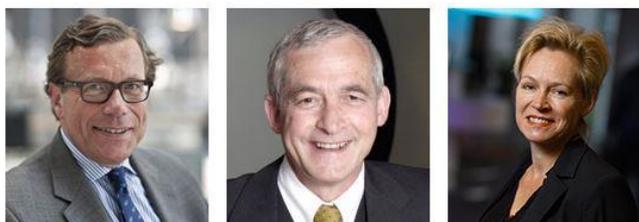
**Executive Board**

Bestuursondersteuning

[TU Delft](#) > [About TU Delft](#) > [Organisation](#) > Executive Board

## Executive Board

The highest governing board at TU Delft is the Executive Board, which is responsible for governing and managing the university. It consists of three members. These members are appointed by the Supervisory Board which, before doing this, first confidentially consults both the Works Council and the Student Council (at institute level).



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Profile & Ambition

Mission

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Strategy - Roadmap TU Delft 2020

Performance Agreement

Managementcontrol

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## Vision

The increasing number of people on the planet and their drive to achieve ever-higher levels of prosperity raises some major questions for society. Technology is essential in answering these, as is the underlying scientific knowledge generated and disseminated by modern universities of technology.

The modern university of technology is a source of new scientific understanding and technological breakthroughs. It also trains scientists and engineers, and provides them with a broad academic grounding. As such, it is a catalyst of innovation and economic growth.

With their advanced expertise and know-how, engineers are vital to our society and economy. It is they who develop the science-based technological solutions which enhance many people's lives.

As one of the world's leading training grounds for these engineers, TU Delft views its role in society as supplying technological solutions that take us significantly further along the road towards sustainability and a flourishing economy. We position ourselves as an open academic community which, through its scientific personnel and graduates, is represented throughout the academic world and is rooted in our own regional and national, social and economic environment.

**Questions?**

Send an e-mail to the department of [Strategic Development](#).

**Core documents**

- [Roadmap 2020 \(pdf\)](#)
- [Roadmap 2020 \(digital scroll\)](#)
- [Code of Ethics](#)
- [Performance agreements TU Delft](#)



- Strategy**
- Vision
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[TU Delft](#) > [About TU Delft](#) > [Strategy](#) > Profile & Ambition

## Profile & Ambition

TU Delft wishes to remain a technology university with a leading global reputation. To do this, our aim is to maintain a full range of high-quality disciplines, courses and unique facilities in the engineering sciences. Collaboration is an essential part of this, on the basis of our strong identity and reputation. TU Delft wants to be a breeding ground for cutting-edge technological scientific developments to meet the great societal challenges of our age.

It is also our ambition to be viewed by the business community as a source of outstanding professional scientists and engineers, as a producer of excellent practical knowledge and as an innovative partner. In other words, as a university where new business activities are allowed to blossom and where the research and education have a significant impact on the competitive economic environment.

TU Delft wants to be a place where academics and students think in interdisciplinary and multidisciplinary terms, and where science, design and engineering are the primary driving forces behind teaching and research. We wish to be an inspiring, progressive and gender-aware institution, attracting the world's best scientists and most gifted students in the knowledge that their talents will be allowed to develop to the full here.

**Questions?**

Send an e-mail to the department of [Strategic Development](#).

**Core documents**

- [Roadmap 2020 \(pdf\)](#)
- [Roadmap 2020 \(digital scroll\)](#)
- [Code of Ethics](#)
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## Strategy - Roadmap TU Delft 2020

The institutional plan "Roadmap TU Delft 2020" explains the vision, profile and mission and strategy of TU Delft. TU Delft strategy is derived from a university-wide discussion on our strategic objectives leading to a comprehensive set of strategic priorities which will further enhance our profile.



**Questions?**

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**Core documents**

- [Roadmap 2020 \(pdf\)](#)
- [Roadmap 2020 \(digital scroll\)](#)
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- [Performance agreements TU Delft](#)

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Onderzoeksamenwerking

Kwalitatieve aspecten van onderzoek

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Questions?

**(Inter)nationale Ranking lijsten**

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Integrity Policy

Code of Ethics

Working conference 'Science and Integrity in the Modern University'

Scientific integrity committee

Conflict of interest committee

Regulations

TU Delft > About TU Delft > Strategy > Integrity Policy > Working conference 'Science and Integrity in the Modern University'

**Working conference 'Science and Integrity in the Modern University'**

In 2012 and early 2013 we organised more than 25 meetings with academic and support staff in which we discussed the [Code of Ethics TU Delft](#), talking about ethical dilemmas. These meetings have generated valuable new insights. In order to share and discuss those insights with the world around us we initiated a working conference on 'Science and Integrity in the Modern University'. This conference took place on Thursday 28 March 2013 at the Faculty of Architecture.

**Programme**

Pieter van der Wielen – a science host for radio and television – chaired the afternoon session. Internationally renowned scholars were invited to participate. In addition, we organized parallel sessions to discuss four issues in more depth.

We made the following compilation film to give an impression of the afternoon session:

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Scientific integrity committee

Commissie wetenschappelijke integriteit

Research Ethics

Confidential Adviser for Scientific and Academic Integrity

TU Delft > About TU Delft > Strategy > Integrity Policy > Scientific integrity committee

## Scientific integrity committee

As a publicly-funded organisation, TU Delft considers integrity and the ethical aspects of the professional behaviour of all its staff and students to be extremely important. In order to safeguard the quality and independence of its integrity policy, two committees have been established to advise TU Delft on cases submitted to them and provide instructions and guidelines on how to behave as an organisation or member of (academic) staff in specific situations.

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Good Governance TU Delft

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## Governance

De universitaire organisatie ondersteunt en beheert de kerntaken onderwijs, onderzoek en valorisatie vanuit een bepaalde sturingsfilosofie. Om goed bestuur te kunnen waarmaken dienen sturing, beheersing, toezicht, verantwoording en risicomanagement op orde te zijn.

Dit is een dynamisch proces vanwege de noodzaak tot continu aansluiting bij de veranderende omgeving. Binnen de TU Delft beheert en actualiseert het Bestuursbureau het B3-stelsel en ziet toe op de uitvoering van verbeterlagen daarbinnen.

### Organisatie TU Delft

Een organogram met beschrijvingen van de organisatieonderdelen van de TU Delft vindt u [hier](#).

### Besturingsconcept TU Delft

Het besturingsconcept betreft de wijze waarop de instelling de effectiviteit en resultaatgerichtheid waarborgt binnen de door de Wet gestelde regelgeving. Voor de TU Delft gelden hierbij een aantal uitgangspunten.

VSNU gedragscodes

Bekijk de [VSNU gedragscodes](#).

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- [Education](#)
- [Research](#)
- [Finance and staff](#)
- [Monitoring female staff](#)**
- [Dies Natalis](#)
- [VSNU-website](#)

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## Monitoring female staff

Jaar	2006	2007	2008	2009	2010	2011
Wetenschappelijk personeel	~45%	~48%	~50%	~52%	~53%	~54%
Overig wetenschappelijk personeel	~25%	~25%	~25%	~25%	~25%	~25%

In het overzicht [Monitor WP vrouwen 2006-2011](#) (.xlsx, 47 kB) kunt u cijfermatig zien hoe groot het aandeel van vrouwen per jaar is geweest binnen de verschillende wetenschappelijke functies (dwz hoogleraar, universitair hoofddocent, universitair docent, overig wetenschappelijk personeel, promovendus, en twaio), alsook de verdeling van vrouwen over de verschillende functies. Verder wordt aangegeven hoeveel vrouwen er zijn gepromoveerd en vindt u informatie over het aantal vrouwen dat als student in het wetenschappelijk onderwijs instroomt en het aantal vrouwen dat een bachelor danwel masterdiploma heeft behaald. E.e.a. is getoond in tabellen en grafieken.

This page is only available in [Dutch](#).

Questions?

Downloads

- [Gehanteerde definities monitor Vrouwelijk WP \(doc, 34 kb\)](#)

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- [Feiten en Cijfers - Studievoortgang](#)**
- [Behaalde diploma's](#)
- [WO-monitor](#)

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## Feiten en Cijfers - Studievoortgang

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- [Disclaimer](#)
- [Contact and accessibility](#)
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- [International Staff and Students](#)

**Erasmus University Rotterdam**

<http://www.eur.nl/english/>

<http://www.eur.nl/english/eur/sustainability/mission/>

[http://www.eur.nl/english/eur/sustainability/education\\_and\\_research/](http://www.eur.nl/english/eur/sustainability/education_and_research/)

[http://www.eur.nl/english/essc/moreaspects/studentlife/student\\_organisations/](http://www.eur.nl/english/essc/moreaspects/studentlife/student_organisations/)

<http://www.eur.nl/english/news/>

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<http://www.eur.nl/english/eur/background/>

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<http://www.eur.nl/english/eur/rankings/>

[http://www.eur.nl/english/eur/sustainability/campus/sustainable\\_campus/](http://www.eur.nl/english/eur/sustainability/campus/sustainable_campus/)





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H-building illuminated

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Voeding die helpt bij bestrijden ziektes

**Increasing international Impact and Relevance**  
New strategic plan Erasmus University Rotterdam

**Increasing international Impact and Relevance (kopie 1)**  
New strategic plan Erasmus University Rotterdam

**Russell Shorto will deliver Mandeville Lecture 2014**  
Honorary doctorate for American historian

**Leo de Haan appointed for second term as Rector of ISS**

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## Erasmus Sustainability

### Mission and Vision

Corporate Social Responsibility (CSR) is about making a conscious effort to find the right balance between economic performance (profit), social aspect (people) and the needs of the environment and sustainability (planet) in an organisation's business model. In 2009, Erasmus University Rotterdam (EUR) set itself the goal of ranking just below the world's leading universities in the domain of 'planet' and just below the leading European universities in the domain of 'people' by 2013.

In the action plan for 2010-2011, academic integrity was taken as the platform for the two pillars of EUR's CSR policy.

The first pillar is EUR's desire to be a 'Socially Responsible University'. This aspect relates to EUR's operations and its role as an employer and an educator.

The second pillar, EUR as a 'Socially Committed University' relates to community service and knowledge valorisation.

[Reports](#)

SEARCH

Green tweets

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#expeditionhope working/trekking hard and photo bombed by a Yeti @SKODAUK\_Media #adventurephotography #guide @icetrek pic.twitter.com/y4wHYEc4

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 **Green tweets**

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## Erasmus Sustainability

### Education and Research

**E**UR is a socially-oriented university. Almost all of the teaching and research at the university is devoted to society, how it works and the problems it faces. Consequently, there is a lot of attention for the community and the role that scientists, students and alumni can play in it. However, there are some areas of teaching and research and some events that focus even more sharply on the people and planet domains of CSR. Some examples, by no means, exhaustive, are given below.

- [Education](#)
- [Research](#)
- [EUR Sustainable Faculty](#)



**The Arctic March** 17 Apr  
@arcticmarch

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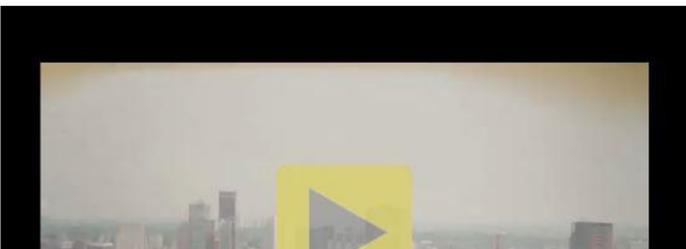
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## Student life at EUR

There are many organisations in Rotterdam for both national and international students, such as study associations, student fraternities, cultural organisations, sports organisations, political organisations, international organisations and many, many more. For a summary, see this short movie below and for an overview of all the organisations, click on the links below.

- [Study associations](#)
- [Student fraternities](#)
- [Sport organisations](#)
- [International organisations](#)
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**INCREASING INTERNATIONAL IMPACT AND RELEVANCE**

*Erasmus*  
Strategy 2014-2018  
IMPACT & RELEVANCE

Increasing the international impact and relevance by intensifying cooperation. This forms the central tenet of Erasmus University Rotterdam's new strategic plan Impact & Relevance. Even more than now, the university will seek cooperation up to and including 2018. This is necessary in order to be a top university that contributes to the quality of society.

Thursday, 10 April 2014 [Read more >>](#)

SEARCH

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**MEDIA RELATIONS**

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[Faculty press contacts](#)

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Information & Communication Technology

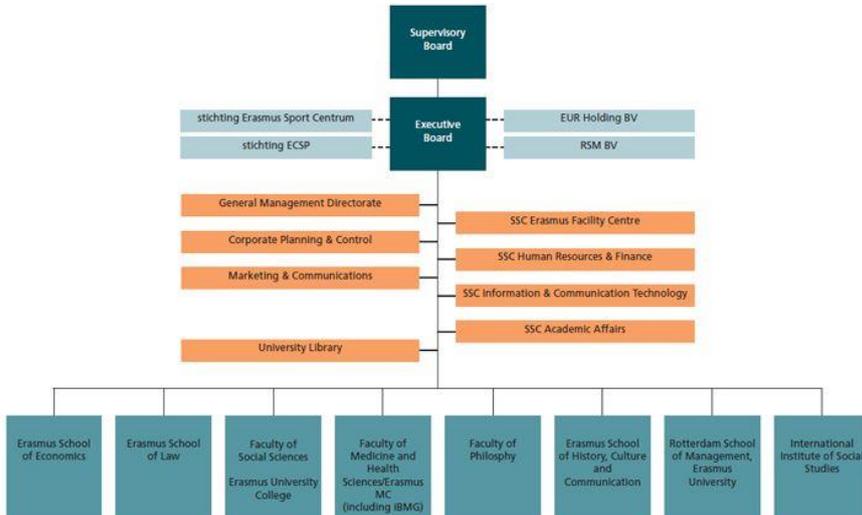
Erasmus Facility Centre

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### Organisation chart Erasmus University Rotterdam



```

graph TD
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    EB --- ECS[stichting ECSP]
    EB --- EHB[EUR Holding BV]
    EB --- RSM[RSM BV]
    EB --> GMD[General Management Directorate]
    EB --> CPC[Corporate Planning & Control]
    EB --> MC[Marketing & Communications]
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    EB --> SIT[SSC Information & Communication Technology]
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    EB --> ESL[Erasmus School of Law]
    EB --> FSS[Faculty of Social Sciences]
    EB --> FMH[Faculty of Medicine and Health Sciences/Erasmus MC (including iBMG)]
    EB --> FPH[Faculty of Philosophy]
    EB --> ESHCC[Erasmus School of History, Culture and Communication]
    EB --> RSMU[Rotterdam School of Management, Erasmus University]
    EB --> IIS[International Institute of Social Studies]
            
```

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**Earth Hour op de Erasmus Universiteit Rotterdam**  
29 maart 2014

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### Erasmus Sustainability

**Together towards a sustainable academy**

**S**ustainability is very much in the spotlight, and rightly so. Fortunately more and more people are starting to realise that making the way we live in the world more sustainable – both close to home and internationally – is essential for present and future generations. As a socially responsible organisation, Erasmus University Rotterdam wants to play a leading role, not only by having sustainability as an important part in our daily operations and by having regard for our environment, but also by giving important 'values' to our staff, and to our students as leaders for the future.



This portal brings together our sustainability ambitions, initiatives, expertise and the preliminary results of our efforts. It also outlines the journey of students, staff and our partner organisations, together creating a truly sustainable university.

SEARCH

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**SUSTAINABLE MOBILITY**



**CAMPUS UNDER CONSTRUCTION**



**HELP US!**

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**The Arctic March** 17 Apr

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↳ Retweeted by Eva Rood



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- [1939: Netherlands School of Economics](#)
- [1966: Medical Faculty Rotterdam](#)
- [1973: Erasmus University Rotterdam](#)
- [Family tree](#)
- [Rectores magnifici](#)



The 'Founding Fathers', from left to right: J.A. Ruys, C.A.P. van Stolk and W.C. Mees

Photo: Collection Historical Photo-archive EUR

**1913: Netherlands School of Commerce**



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## Erasmus Sustainability

### Mission and Vision

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## Strategy 2018

### Impact & Relevance

The strategic plan 2014-2018 provides us with contours. It identifies goals and ambitions for the years 2014 through 2018 and establishes the policy framework. The plan was drawn up in consultation with various bodies and individuals throughout the university and a large number of external parties. For this reason, it has the complete support of a great many people both inside and outside of the organisation. Workshops and discussions with the faculties, the University Council, the Supervisory Board, students, support staff, experts, alumni, the municipal council of Rotterdam and the Dutch government all contributed to this plan.

Please download our new strategy 2014-2018 [here](#). A brochure has been made in addition to the main document. Please download the brochure via [this link](#).

SEARCH



[Download the strategic document](#)

Erasmus University Rotterdam. Main port of knowledge.

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Erasmus 2013

Why Erasmus 2013?
Our ambitions
Realization
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Erasmus 2013



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## Erasmus 2013

'The World is my home'

These are the famous words of our namesake, Erasmus, who always identified himself as Desiderius Erasmus of Rotterdam. The quote from this cosmopolitan *avant la lettre* perfectly reflects the motto of our future ambitions: where does Erasmus University (of) Rotterdam stand in 2013 when we celebrate our centenary.

The year 1913 saw the foundation of the Netherlands School of Commerce, on initiative of Rotterdam businessmen and harbor barons. The entrepreneurship of those days as well as the pragmatic orientation on society are still in our Rotterdam genes.

After twelve months' intensive deliberations with a range of partners within and outside the university, we have set a course towards 2013. The vision document is our compass and agenda. The challenge now is to make these ambitions come true, in unison.







Erasmus University Rotterdam

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## Rankings Erasmus University Rotterdam



Erasmus University Rotterdam strives to achieve academic excellence. Rankings indicate how a university performs in comparison to other universities and are therefore very important. Each ranking uses its own methods and weighting factors.

Roughly speaking rankings can be subdivided into research rankings, which primarily look at academic output in terms of numbers of publications and citations, and educational rankings. The latter ranks individual programmes with each ranking adopting its own methods. As a result Erasmus University's score is not always the same.

### Research Rankings

SEARCH



Erasmus Sustainability

Mission and Vision
Green Campus
Education and Research
Circle of Friends
Get Involved
In the Media
Contact

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**Erasmus Sustainability**

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## Erasmus Sustainability

### Building a Sustainable Campus

**T**he renovation of the Woudestein campus commenced in 2011. An important aspect of the project was the preparation of the site. Unfortunately, a large number of trees had to be cleared from the building site. This operation was handled with the greatest possible care and any trees that could be relocated were moved to another part of the campus in consultation with Bomenridders Rotterdam, an organisation dedicated to protecting trees. Some of the trees were replanted along the northern boundary of the campus at the request of neighbouring residents. Diseased trees and trees that could not be relocated were felled. Some of the trees that were felled were used to build a 'tree shack' to symbolise the ambitions of the students and staff of the EUR to create a sustainable community.

Practically all of the trees that were moved will now remain where they are. From the end of 2012, new trees will be planted in the newly constructed areas of the campus. Ultimately, the campus will have more trees than before the renovation. Large water features will also be installed to create a pastoral landscape of water and vegetation in the northern part of the campus.

The Erasmus University Rotterdam has the ambition to be among the most sustainable campuses in the Netherlands. Over the long run, Erasmus University is aiming at becoming an energy-neutral campus.

Specific objectives are:

- 30% energy efficiency in 2020 compared to 2005 (2% per year)
- 50% CO2 reduction by 2025 compared to 1990 (agreement with Rotterdam Climate Initiative)
- Balance between people planet and profit

SEARCH

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 **Green tweets**

 **The Arctic March** @arcticmarch 17 Apr

#expeditionhope working/trekking hard and photo bombed by a Yeti @SKODAUK\_Media #adventurephotography #guide @icetrek pic.twitter.com/y4wHYEc4

↳ Retweeted by Eva Rood



Expand

 **umair haque** @umairh 2h

I sometimes think we

**Utrecht University**

<http://www.uu.nl/EN/Pages/default.aspx>

<http://www.uu.nl/university/utrecht/EN/sustainability/Pages/default.aspx>

<http://www.uu.nl/EN/informationfor/students/studentlife/aboutorganisations/Pages/default.aspx>  
x

<http://www.uu.nl/university/utrecht/EN/cultuurenacademie/Pages/culture.aspx>

<http://press.uu.nl>

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px

<http://www.uu.nl/university/utrecht/EN/profile/governanceandadministration/executiveboard/Pages/default.aspx>

<http://www.uu.nl/university/utrecht/EN/profile/profileandmissionstatement/Pages/default.aspx>  
x

<http://www.uu.nl/university/utrecht/EN/profile/factsandfigures/Pages/default.aspx>

<http://www.uu.nl/EN/faculties/Pages/default.aspx>

<http://www.uu.nl/university/utrecht/en/pages/default.aspx>

<http://www.uu.nl/university/utrecht/EN/profile/profileandmissionstatement/Pages/Academic-Integrity-.aspx>


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## Utrecht University

### News

Professor Erik Huizer inducted into Internet Hall of Fame

Annetje Ottow appointed new Dean of Faculty of Law, Economics, Governance

Thousands of unknown antigens identified

> All News

### Events

24/04/14 Speaker: Prof Dr A. van Wezel and Prof Dr K. van ...

09/05/14 Dissertation: Analyses of Sickness Absence

13/05/14 Speaker: Prof Dr B.G. ...

> All events



> Are you a young leader?



> Research at Utrecht University



> Website for international students

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## Sustainability



> Strategic Plan 2012-2016



> Green Office Utrecht

### News

**Utrecht University offering talented young staff members a chance to take part in the Nudge Leadership Challenge**

Nudge and the TSM Business School have been organising the 'Nudge Leadership Challenge' since 2012. Last year, Utrecht University offered an opportunity to take part to one talented young Utrecht University staffer. This year, we're doing it again. Want to have a chance at being part of this unique experience? Read the summary below and enter before 15 May 2014.

[Read more](#)

**Contributing to a sustainable future**

Sustainability is one of the four strategic themes in which Utrecht University will

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### About organisations

Utrecht has a great number of different student organisations:

- [Faculty and study related](#)
- [Social](#)
- [International relations](#)
- [Spiritual and religious](#)
- [Nationwide](#)
- [Multicultural](#)
- [Sport](#)
- [Cultural](#)
- [Umbrella](#)
- [Career oriented](#)
- [Student media](#)
- [Higher professional education \(HBO\)](#)
- [Other](#)

In this overview you will find all student organisations that are recognised by Utrecht University and University of Applied Sciences Utrecht. To be recognized as a student organisation the organisation must meet [specific requirements](#) (pdf, Dutch).



> [Parnassos Cultural Centre](#)

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> [Olympos Sports Centre](#)

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#### Quick links

- > [Student athlete and study](#)
- > [ESN Utrecht](#)



The University's [Botanical Gardens](#) (Dutch only) are situated in De Uithof, on and around Fort Hoofddijk (New Dutch Water Defence Line). The gardens are open to the public from 1 March to 1 December.



The Uithof-based [University Library](#) is home to Utrecht University's special collections, including the internationally renowned Utrecht Psalter, which dates back to the early ninth century.



This [guided tour](#) takes you to various spots in Utrecht's city centre that played an important role in the history of Utrecht University's development. What was life like for students in past times? And where did their professors conduct their lectures?



Utrecht University works with cultural organisations and events organisers such as the [Utrecht Early Music Festival](#), the [Utrecht Liszt Competition](#), [Festival a/d Werf](#), [Impakt](#), the [Netherlands Film Festival](#), [Heritage Open Day](#), [Cultural Sundays](#) and [Festival deBeschaving](#) (Dutch only). The University is involved in the celebrations in 2013 of the [Treaty of Utrecht](#).



Utrecht University recognises a number of [cultural student organisations](#), including [Utrechtsch Studenten Concert](#), which is the oldest symphony orchestra in the Netherlands, and the renowned [close-harmony choir Dekoor](#).



Utrecht University comprises many buildings. Visitors can plot a beautiful walk from Utrecht's [city centre](#) via the campus of University College Utrecht to [De Uithof](#). For a general tour past university buildings, please contact [Utrecht University](#).

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*Utrecht, 08 April 2014*

### Professor Erik Huizer inducted into Internet Hall of Fame

Erik Huizer, professor of Internet applications at Utrecht University and CTO of SURFnet, was inducted into the prestigious [Internet Hall of Fame](#) today. Huizer now holds the title of Global Connector. According to the jury of the [Internet Society's](#) recurring annual event, Huizer was honoured in recognition of 'his contribution to the growth, connectivity and use of the Internet, both around the world and in the Netherlands'. [Read more from this release](#)



#### Utrecht University - Headlines

- 04 Apr 2014 - Professor Annetje Ottow LLM appointed new Dean of ...
- 02 Apr 2014 - Utrecht University offering talented young staff mem...
- 13 Mar 2014 - Thousands of unknown antigens identified

**Media Library**  
**Social media**  


**Contact information**  

**Utrecht University**  
**Visiting address:**  
 Heidelberglaan 8  
 3584 CS Utrecht

**Postal address:**  
 P.O. box 80125  
 3508 TC Utrecht  
 tel: +31 (0)30 253 3550

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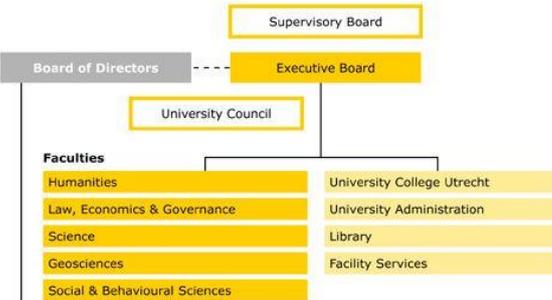
## Utrecht University

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- > Utrecht University Fund
- > Utrecht Excellence Scholarship-programma
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### Governance and Administration

The administration of Utrecht University is organised along two lines: the corporate level and the level of faculties and service departments. The Organisational structure is laid down in the Administrative Regulations (Bestuurs-en Beheersreglement, BBR). Formal representative bodies have been established at both administrative levels. The University places great value on this commitment from students and staff.



```

graph TD
    SD[Supervisory Board] --- EB[Executive Board]
    BD[Board of Directors] --- EB
    EB --- UC[University Council]
    UC --- F[Faculties]
    UC --- UCU[University College Utrecht]
    UCU --- UA[University Administration]
    UCU --- LIB[Library]
    UCU --- FS[Facility Services]
    F --- H[Humanities]
    F --- LEG[Law, Economics & Governance]
    F --- S[Science]
    F --- GS[Geosciences]
    F --- SBS[Social & Behavioural Sciences]
    
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## Utrecht University



**Utrecht University:  
Curiosity-driven,  
relevant to society**

> [Strategic Plan 2012-2016](#)

### Executive Board

The Executive Board is Utrecht University's highest administrative body. The Supervisory Board appoints the members of the Executive Board after hearing the University Council.



**Marjan J. Oudeman LLM, President**

Executive assistant: Mrs Corrie Krapels-Klapwijk  
 Tel. +31 30 253 5150  
 E-mail: [C.Krapels@uu.nl](mailto:C.Krapels@uu.nl)  
 E-mail: [M.J.Oudeman@uu.nl](mailto:M.J.Oudeman@uu.nl)

Areas of responsibility:

- Coordination and strategy
- Administrative and legal affairs
- Human Resources
- Knowledge transfer
- External relations, communications
- Alumni policy
- Internationalisation

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Plus...  **Professor Bert van der Zwaan,**  
[Dean of Management](#)

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## Utrecht University



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### Mission statement and strategy

**Mission statement**

As a large and multifaceted international knowledge centre of academic and scientific excellence, the University's core mission is to:

- educate young people
- train new generations of researchers
- produce academics who have both specialist knowledge and professional skills
- conduct groundbreaking research
- address social issues and work towards solving them

Commitment, inspiration, ambition and independence are Utrecht University's core values. The University fosters its academic community through investment in staff and students.

**Strategy and performance agreements**

Utrecht University's strategy is laid down in the [2012-2016 Strategic Plan \(pdf\)](#). In further elaboration of the outline agreement between the State Secretary for Education, Culture and Science and the Dutch universities, Utrecht University will commit to the following [performance agreements](#).

The University aims to sustain its position as a research institution of the highest international quality, to provide clear research focus areas with a particularly interdisciplinary approach, and to take the lead in implementing the Bologna principles into its teaching programmes.

Plus... 

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### Facts and figures

Utrecht University is a globally leading university that is:

- ranked according to the [Shanghai Ranking of World Universities](#):
  - 1st in the Netherlands
  - a shared 13th place in Europe
  - a shared 52nd place in the world
- ranked according to the [Times Higher Education Ranking](#): 74th in the world
- ranked according to the [Higher Education Evaluation & Accreditation Council \(HEEPC\)](#): 1st in the Netherlands, 6th in Europe and 39th in the world
- founded in 1636

The university has:

- 7 faculties:
  1. Humanities;
  2. Law, Economics and Governance;
  3. Geosciences;
  4. Social and Behavioural Sciences;
  5. Science;
  6. Medicine / University Medical Centre Utrecht (UMC Utrecht);
  7. Veterinary Medicine;



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Highest placed Dutch University

### Quick links

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- Faculties**
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- Geosciences
- Humanities
- Medicine
- Science
- Social and Behavioural Sciences
- Veterinary Medicine
- University College Utrecht
- University College Roosevelt

Utrecht University boasts seven faculties and three teaching institutes.

### Faculties

Each faculty consists of a number of departments. Each department coordinates the research and teaching programmes of a specific field of science. Scientific staff are appointed at department level.

- [Faculty of Geosciences](#)
- [Faculty of Humanities](#)
- [Faculty of Law, Economics and Governance](#)
- [Faculty of Medicine](#)
- [Faculty of Science](#)
- [Faculty of Social and Behavioural Sciences](#)
- [Faculty of Veterinary Medicine](#)

### Teaching institutes

- [University College Roosevelt](#)
- [University College Utrecht](#)

### University Administration

More information on the [University Administration](#) of Utrecht University.



Utrecht University History



How to get there: maps

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## Utrecht University

Utrecht University is a research university comprised of seven faculties which collectively cover the full spectrum of research and education.

The University has produced many household names. Utrecht scientists who have made an outstanding contribution to society include Nobel Prize winner [Christiaan Eijkman](#), one of the discoverers of vitamin; neuropharmacologist David de Wied, who won national and international acclaim for his discovery that neuropeptides (small proteins) control brain activity and behaviour; and the latest Nobel Prize winner [Gerard 't Hooft](#), a prominent scientist in the field of theoretical physics. They also include [Johanna Westerdijk](#) (Dutch only), the first female professor in the Netherlands.

**Making a difference**  
Utrecht University invests in educating [tomorrow's leaders](#), delivering high-quality [innovative programmes](#) that have high completion rates. The University nurtures academic talent and stimulates excellence, investing in researchers that can make a difference and create value for society. [Top-rated programmes](#) and [top-rated research](#) guarantee a society's vitality and well-being.

**Important knowledge partner**  
Knowledge transfer is a third core activity of Utrecht University, alongside teaching and research. Knowledge transfer is the process of creating societal and economic



An overall impression of 2012

> Download Annual Review 2012



> Collaboration

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## Utrecht University

### Academic Integrity

Everyone involved in academic teaching and research at Utrecht University shares in the responsibility for maintaining academic integrity.

[The Netherlands Code of Conduct for Scientific Practice](#) (pdf) sets out the principles to be observed by each person: scrupulousness, reliability, verifiability, impartiality, and independence.

You can address any questions or complaints about academic integrity to the Academic Integrity Counsellor. Prof. Dr. Paul Schnabel will hold this position as from 1 September 2012. He can be reached by telephone at 06-51224293 or email [Vertrouwenspersoon-wi@uu.nl](mailto:Vertrouwenspersoon-wi@uu.nl).

The Counsellor attempts where he sees opportunity to mediate in the complaint or otherwise to reach an amicable resolution. He can also recommend submitting an official complaint to the Committee for Academic Integrity.

Please submit an official complaint in writing. You can send your letter to the following address:  
Committee for Academic Integrity  
Legal Affairs department  
P.O Box 80125  
3508TC Utrecht

As from 1 August 2013 the Committee for Academic Integrity is made up of Prof.



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