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UNIL | UNIVERSITY OF LAUSANNE
A) STATUS OF THE STATEMENT OF INTENT

This document announces the intentions of the University Rectorate for the development of UNIL during the period 2021–2026. It is provided for by the Law on the University (LUL) of 6 July 2004, which stipulates:

Art. 9 Strategic Plan and Statement of Intent

1. A multi-year strategic plan shall be drawn up at the beginning of the legislature by the State Council and the University Rectorate (hereinafter: the Rectorate); the State Council shall submit it to the Grand Council for adoption.

2. The Rectorate draws up a plan of intentions which will serve as a basis for the strategic plan; it is included in the annexes submitted to the Grand Council.

Art. 24 Duties of the Rectorate

1. The Rectorate’s responsibilities include

   a. to define and implement the general and long-term policy of the University;

   b. to draw up, at the beginning of the legislature, a plan of intentions submitted to the University Council for its approval;

   bbis. on the basis of the plan of intent, negotiate the multi-annual strategic plan with the department for the attention of the State Council;

The Statement of Intent therefore empowers the Rectorate appointed for the term of office from 1 August 2021 to 31 July 2026 to define the strategy it wants to adopt for the period of its mandate and then to rally the institution around it.

To this end, the Rectorate draws up its Statement of Intent, submits it for in-depth discussion to the University Council—the second central body of UNIL provided for by the LUL (Art. 20.1)—which formulates a preliminary opinion and then forwards it to the State Council, via the Department of Education, Youth and Culture. The Statement of Intent then serves as the basis for negotiations between the UNIL Rectorate and the State Council on UNIL’s strategic planning for the next five years. The resulting multi-year strategic plan for the University will be submitted by the State Council to the Grand Council for adoption.

This process guarantees the University’s autonomy, since the LUL gives the Rectorate decision-making powers as long as the decisions taken are in line with the priorities of the Strategic Plan. Thus, over the next five years, the Strategic Plan will serve as a guide for all decisions that the Rectorate must take. It will offer the members of the UNIL community, teachers, researchers, administrative and technical staff the necessary clarity for the Rectorate’s actions, and it will grant the political authorities a basis for their confidence in the institution and the options chosen by its Rectorate, which is the formal commitment required by the autonomy conferred on it.
B) STRUCTURE OF THE STATEMENT OF INTENT

The Rectorate’s general policy for the years 2021–2026 is built on six strategic issues that will be its priority commitments during the five years of its mandate, in order to ensure the institution’s development.

To this end, the Rectorate has defined 19 priority objectives, divided into four axes (teaching, research, links with society and institutional development).

The priority objectives are guides to help the Rectorate in the running and the development of the institution. In particular, they will undergird its policy for allocating resources for the implementation of the Strategic Plan. Finally, they will contribute to the transparency of the University’s governance.

We are in a period of global crises, from climate to biodiversity to the health, social and economic impacts of the COVID-19 pandemic. These are compounded by wars and by the disruptions created by increasing technological advances. History shows that such events drive change, and the decisions we must now make will lay the foundation for our future. The most pessimistic among us believe that such crises will worsen an already bad social and political climate. However, a certain optimism must prevail, and with it comes the hope that we can build a better world. In this context, universities, and the University of Lausanne (UNIL) in particular, have an essential role to play in engaging their communities to rethink and reshape the world of tomorrow through the collective excellence of their research, teaching and civic engagement.

Our society faces an enormous challenge, but with that challenge comes a unique opportunity for UNIL to mobilise collectively. Economic, social, environmental, legal, political, health and technological issues are among the fundamental questions traditionally addressed by UNIL. Our university will be an important change-maker for the ongoing societal transformation. We are therefore in a key position to fulfil our primary missions: to educate the next generation and to promote excellence in collective research for the benefit of all. By educating the adults of tomorrow, we can transform our societies to become safer, more egalitarian and more environmentally, economically, socially and culturally stable.

We list below six priority issues for UNIL: five broader societal issues and one institutional issue. These issues will be addressed through a cooperative interdisciplinary approach and modern, efficient communication. Our success also depends on cooperation with our university health institutions, such as the Centre Hospitalier Universitaire Vaudois (CHUV) and UNISANTE; the Triangle Azur; the École Polytechnique Fédérale de Lausanne (EPFL) and all other academic institutions across Switzerland and abroad.
SIX PRIORITY ISSUES FOR THE UNIVERSITY OF LAUSANNE

A. FIVE MAJOR SOCIETAL CHALLENGES

1. UNIL and the ecological transition
2. Equality, diversity and inclusion
3. Further strengthening of the role, image and impact of science
4. UNIL and health
5. UNIL and digital technologies

B. ONE INSTITUTIONAL ISSUE

6. Rethinking teaching, research and careers at UNIL, and inter-institutional relations in a (post) COVID world
UNIL AND THE ECOLOGICAL TRANSITION

The transformation of our environment is now due above all to human activities. These changes threaten to destabilise the functioning of the geological system and to project us into a high-risk zone where the conditions that have enabled our societies to develop may cease to exist, with increased natural risks, threats to food security, new infectious diseases, economic losses, etc. These threats will lead to numerous economic, legal, ethical, political and social changes. These perils and consequences are among the fundamental questions traditionally addressed by UNIL researchers. UNIL is well equipped to adopt a strong vision for sustainability in which the impact of human activities stays within the ecological limits of the planet, while the basic needs and well-being of all are ensured, and all aspects of equity are promoted. UNIL takes a collective, systemic and interdisciplinary approach to providing a good life for all within the limits of the planet. For more than 10 years, UNIL has centred sustainability in its concerns, becoming a pioneer in this field among academic institutions in Switzerland and beyond. UNIL’s challenge now is to integrate sustainability into all of its institutional processes and to actively contribute to the responses that our societies must provide to these crucial issues. This state of sustainability will only be reached through major changes: cultural changes, but also organisational and structural changes. We will refer to these changes that lead to sustainability as ecological transition. UNIL’s intention here is two-fold: to develop research and teaching that take these challenges into account, and to make its campus a living laboratory for the ecological transition and thus to play a decisive civic role on this issue. The campus is indeed an ideal place for all members of the university community to experiment. With this living laboratory, we will achieve together targets appropriate for local conditions that combine to reduce the institution’s overall carbon emissions and other environmental impacts. The collectively developed long-term ecological transition strategy will address many issues: energy, food, researcher mobility, IT asset management, financial asset management, etc. The academic activities (research and teaching) developed at UNIL will advance the knowledge associated with the transition and educate the next generation. This will let UNIL promote the ecological transition beyond the institution and will meet our societies’ collective ambition to accept the challenges of this transition, which will entail many changes in how we live together. The challenge is therefore to consolidate and develop support mechanisms for community and societal projects aimed at more sustainable practices, actions and innovations, by ensuring that the environmental, social and economic knowledge that are among UNIL’s strengths are brought together.
1. Remain a leader in sustainability
2. Encourage the ecological transition in research and teaching, and on campus
3. Incorporate sustainability into all processes
UNIL is a place where people from all walks of life come together. The university population is characterised by its diversity: in ages, nationalities, backgrounds, ethnic and social origins, and academic disciplines. This diversity is constantly evolving and is a source of the exchange, innovation, dialogue and transformation that teaching, research and the development of our institution require. As such, diversity creates a fertile ground for research and teaching. But it also brings challenges, especially for people’s progression in their studies and careers. Promoting diversity means fighting against discrimination and inappropriate behaviour. With a policy developed over several years, UNIL affirms its desire to continue its cultural, structural and organisational transformation aimed at favouring diversity, ensuring better inclusion and strengthening the equality of opportunity. The acronym EDI—equality, diversity, inclusion—refers to this goal.

Diversity can be a source of wealth only if it is welcomed with respect and kindness. The challenge is therefore to ensure that each and every person experiences the environment at the university as respecting their personality and conducive to their personal development. To ensure better inclusion, UNIL intends to continue the fight against all forms of discrimination and inappropriate behaviour, to give a voice to minorities and to listen to their needs, and to cultivate a sense of belonging.

Despite the efforts made, the university remains inequitable in the opportunities afforded the student community as well as academic, administrative and technical staff. Among the main findings is that women are still often in the minority in certain sectors, particularly in leadership positions. In order to overcome these inequalities, UNIL will continue to work to create a more inclusive and egalitarian environment, both to encourage innovation and the recruitment of new talent, and to accomplish its missions for the benefit of all. Offering every member of our community the same opportunities for academic success and career development, regardless of social or ethnic origin, gender, disability, age or vulnerability, is a major challenge intended to encourage the emergence and development of every talent. This means strengthening the policy on equal opportunities and on support for studies and academic, administrative and technical careers, in cooperation with the faculties and services concerned.
1. Guarantee inclusion
2. Combat inequalities and discrimination
3. Pursue a cultural transformation
FURTHER STRENGTHENING OF THE ROLE, IMAGE AND IMPACT OF SCIENCE

Essential to the development of democratic societies and to maintaining a humanist tradition, the sciences are at greater and greater risk of seeing their role challenged and their impact minimised. One of the major challenges of the coming years will therefore be to strengthen the role of UNIL by showing that it is an essential space for the transmission of knowledge, the development of scientific innovation, the support of social transformations and the defence of critical thinking and dialogue.

Universities, which produce the knowledge of tomorrow, are the crucibles of innovation par excellence. With its cutting-edge research in the humanities, social sciences, life sciences and natural sciences, UNIL is in a position to meet the many challenges scientists face. It is therefore important that UNIL supports the development and transmission of creative and rigorous working methods. Strengthening the impact of science requires, among other things, inventing new ways of constructing it. Action research, participatory research and creative research are all emerging approaches to the production of knowledge that include concrete action to transform our ways of living and thinking.

As a major player in the development and dissemination of the scientific spirit, UNIL intends to respond forcefully to the misinformation that regularly interferes with public debate today. To this end, UNIL’s first objective is to continue to offer its members the right conditions for free and well-founded intellectual debate. For this reason, UNIL intends to become increasingly involved in the promotion of civic dialogue. The increase in scientific and cultural mediation activities will go hand in hand with a higher profile for the arts, sports and culture, which are often overlooked as objects of academic research and study. Links with the media—major partners in the dissemination of critical knowledge—will be strengthened and philanthropy will be encouraged, with socio-economic actors invited to make a long-term commitment to supporting the creation of scientific knowledge and its propagation as widely as possible.
1. Strengthen the impact of the sciences through scientific and cultural mediation
2. Position UNIL as a central player in lifelong learning
3. Encourage participatory research, engage in citizen dialogue and train scientists in communicating their knowledge more effectively
Improvements in health make a significant contribution to economic and social progress. However, there are many issues related to health: risks of pandemics, changing demographic balances, universal access, health costs, training of medical and health personnel, etc. Health also has an impact on the functioning of the university itself. Indeed, good health at work can bring real benefits, such as greater job satisfaction, which increases one’s capacity to deal with stress and change, and leads to better quality of work as well as improving the image and culture of the institution. But the transitions we are going through are having an impact on our health. For example, climate change has major repercussions on many social determinants such as air, water, access to housing and safety. Similarly, digital technologies have both positive and negative effects on health.

UNIL has a long-standing commitment to, and is recognised as a strong academic player in, meeting these challenges. In terms of teaching, UNIL is a pioneer in Switzerland in academicising of the care professions, training in advanced nursing practices and the adapting medical training to the needs of health systems. In terms of research, with the close cooperation between its Faculty of Biology and Medicine and the University Hospital of Vaud (CHUV) and UNISANTE, UNIL is a leader in many fields, in particular priority areas such as oncology, neuroscience, immunology, infectiology, precision medicine, public and community health, and the integration of innovative technologies in medicine. UNIL’s expertise in the field of health also extends to its other faculties in areas such as the rights of the living, bioethics, psychology, anthropology, sociology, economics and sport. The COVID-19 pandemic provided many opportunities to illustrate the great value and the decisive contribution of these multiple competences, the development and influence of which the Rectorate intends to continue supporting. The pandemic also illustrated the close interdependence between health and other aforementioned issues. These connections are also relevant to major social transitions (as exemplified by the importance of well-being at work and in education, and equality, diversity and inclusion issues), and are shown more and more in the ecological transition. The Rectorate affirms its intention to encourage the production and spread of knowledge that touches several of these major issues.
1. Support the excellence of UNIL’s education and internationally renowned research
2. Manage the interdependencies between health, well-being and social transitions
3. Remain a leader in health-related teaching and research
Rapid technological developments (automation, digitalisation, etc.) are profoundly transforming our societies, our values and our relationships with others. During the health crisis, communication and information technologies showed their potential, particularly for networking. However, they have also highlighted their limitations: widening inequalities, loss of sociability, reduction in individuals’ personal space and easier access to information on our private lives.

Aware of the opportunities the development of technologies can bring, UNIL intends to take advantage of these changes, but also to question and evaluate their uses and implications. The aim is to assess how these technological developments are transforming our lifestyles and our relationship with knowledge. In particular, we can study the potential negative impacts of these technologies, such as group or individual dependence on them. In order to encourage the responsible use of these new technologies, UNIL also intends to adopt a policy of promoting digital sobriety: optimising the use of digital technology while minimising its environmental damage, the inequalities it engenders, and its effects on the well-being of people working and studying at UNIL.

Information and communication technologies are a source of upheaval and opportunities for developing our way of teaching, researching and managing an educational institution. For example, they raise various questions about the security, archiving and availability of data and in turn about the ethical and legal implications of this information.

Finally, there have been continual improvements in the accuracy and sophistication of digital modelling, in particular due to advances in computer technology. Digital modelling, and the algorithms associated with it, have become a central tool for addressing fundamental questions in life sciences, environmental sciences, criminal sciences, humanities, economics, psychology, sociology, etc. Digital models have long allowed sciences to be more predictive (with some limitations), and are used in many UNIL teaching and research activities. For UNIL, it is now a matter of pursuing the development of such models in a reflexive and critical manner.
1. Seize the opportunities offered by digital technologies
2. Monitor their negative impact
3. Be equipped and ready to teach the latest technologies
RETHINKING TEACHING, RESEARCH AND CAREERS 
AT UNIL, AND INTER-INSTITUTIONAL RELATIONS 
IN A (POST) COVID WORLD

Offering excellent higher education and conducting internationally recognised cutting-edge research are UNIL’s main missions. However, the health crisis has hit the academic world hard, revealing both its weaknesses and its strengths. A key challenge in the coming years will therefore be to rethink teaching, research and career development in depth, in order to support all members of UNIL in building a community united around one project of collective excellence.

TEACHING

During the COVID-19 pandemic crisis, which is still ongoing at the time of writing, UNIL has managed to fulfil its teaching mission despite the sudden extraordinarily challenging and changing conditions. The university community has come through these exceptional difficulties by demonstrating its capacity for adaptation and innovation in teaching and learning. It is now time to build on what it has tested, implemented and learned. However, fact that the UNIL community has demonstrated these qualities should not obscure the difficulties it has encountered, especially as some of these challenges illustrate fundamental values of higher education. For example, the problems caused by the lack of interpersonal contact in a pandemic demonstrate the importance, both for teaching and for learning, of the connections that students form with each other as well as with lecturers and other staff. This shows how crucial it will be for UNIL to reaffirm itself as a community of face-to-face interaction, focused on collaborative creation and knowledge transfer. The challenge is therefore to embark on the post-pandemic period with a view to reconciling the innovation required to continue to improve the learning experience and adapt it to the demands of the future, with the reinforcement of the values that were damaged during the crisis. Thus, UNIL will work to integrate the digital tools mobilised since March 2020 in the long term, provided that they contribute to pedagogical intentions. At the same time, UNIL will encourage community activities that encourage the personal development of UNIL students, as well as association meetings and cultural and sporting activities, to resume. It will do so by promoting solidarity as a fundamental value of the university community and of society in general. The tensions generated by the pandemic have also called into question what constitutes scientific knowledge and what its place in society is. These circumstances reinforce the importance of higher education’s close links to research and of encouraging openness, critical distance, rigour and integrity.
1. Rethink teaching, research and career development
2. Support the changes taking place in society
3. Unite the community around the same project of collective excellence
RESEARCH

The pandemic and its consequences will continue to mobilise UNIL researchers, whose role in understanding and guiding the accelerated transformations of science and society is set to become increasingly central. By taking part in active task forces to face the medical, biological and climatic challenges of the coming decades, by continuously reinforcing the frameworks of legal thought and social and political action, by offering historical, theoretical and ethical insight into contemporary issues, by supporting changes in the economy and by becoming increasingly involved in promoting linguistic exchanges, culture and heritage, UNIL demonstrates the strategic predictive power of its many faculties and its very dynamic interdisciplinary centres. But the crisis has also brought to light real difficulties. At the height of the pandemic, some research was brought to a halt while other research accelerated at an unprecedented rate, particularly in the fundamental field of health, a situation that aroused incomprehension and even criticism from some members of the public.

Meanwhile, the European Union’s decision to exclude researchers working at Swiss universities from its funding programmes raises fears of a rapid erosion of the country’s scientific influence. Being downgraded to third-country status—not associated with the Horizon 2021–2027 programme—will have very worrying impacts on the future of Swiss research. Access to the coordination of projects, individual projects and many partnerships are now lost, and alternatives will have to be found to retain and attract talent.

The extension of digital technologies raises unprecedented problems of management, protection, publication and preservation of research data, which requires an unprecedented mobilisation of university resources. It is therefore essential to act to bring together the community of researchers at UNIL in a dynamic of collective excellence, where innovation does not mean inequality and where results and the time needed for scientific work are viewed as equally important, while respecting the diversity of methods and individuals. This overriding issue raises two more specific issues. Working closely with EPFL and the Triangle Azur, UNIL, including the CHUV and UNISANTE, already benefits from its international reputation as a leading interdisciplinary university. It will be essential to preserve this original diversity and to strengthen its cohesion by supporting interdisciplinary dialogues between researchers. In addition, attention must continue to be paid to how research data and results are produced and disseminated. From the natural sciences to the humanities, each academic field has its own specificities and well-adapted procedures for how it is evaluated and recognised. This issue is all the more important as UNIL has a policy on reflection and action in the field of digital innovation and open science, a major transition that we must take the time to think through so that it benefits everyone.

A second challenge is to promote collective reflection on the current and future conditions of scientific work. This concerted action, initiated within UNIL and developed at the regional, national and international levels, must serve three essential goals. First, each researcher should have support to effectively manage their working time. The disruptions that have affected and are still affecting the academic community since 2020 show how precious, yet fragile, is the balance between teaching, scientific production and community services, activities that should receive equal recognition from the institution. Second, researchers need clear and secure support in their search for internal and external funding. At a time of concerns about possible cuts in public funding in the coming years, support schemes can encourage success in the most ambitious programmes of the Swiss National Science Foundation, the European Research Council and other international bodies. Third, both the international attractiveness of UNIL and the social impact of its research can be enhanced by supporting researchers who wish to experiment with innovative and responsible ways of producing and disseminating knowledge. Conceived as a dynamic based on collaboration and open to a diversity of approaches, the collective excellence of research at UNIL will be the university’s best asset for continuing to assert its role in a changing world.

CAREERS

Because it educates people in all the fields whose importance has been highlighted by recent crises, UNIL has a central role to play in preparing citizens capable of helping our societies to meet the challenges they face. UNIL will therefore have to carefully observe the evolution of the job market in order to best support the transition of its students to the world of work.
In particular, it must ensure that courses are in line with these developments and promote the specific skills acquired by those studying during the pandemic, such as adaptability and digital fluency. The past health and social situation, as well as the limits placed on Swiss research by the European Union, increase the risk that young researchers will be on unequal footing in terms of their careers and project funding. Academic working conditions have, at least in some cases, deteriorated, leading to withdrawal, discouragement and even conflict. Yet basic research produces the scientific knowledge that is irreplaceable for meeting the challenges we face and thus building a fair and sustainable society. Collective excellence is therefore a strategy for careers as well, and the success of current and future researchers must be encouraged by concrete means. UNIL is committed to carrying out this strategy by creating for the first time a support centre entirely dedicated to research and by developing new resources to promote creativity and success in the career paths of those who work at or wish to join UNIL. UNIL is also a place of learning, where everyone is invited to acquire, renew and increase their reflective knowledge throughout their lives. UNIL is also committed to developing this critical spirit in those who attend the university alongside their professional life, or during their free time.

**INTER-INSTITUTIONAL RELATIONS**

The combination of medical, natural, social and human sciences with engineering makes Lausanne an internationally renowned centre of research and teaching. Clearly, maintaining privileged exchanges between UNIL and its neighbouring Swiss institutions and international partners will enable us to remain a key player in the face of the challenges ahead. The harmonious relations between UNIL, CHUV and UNISANTE must be strengthened, along with the close links with EPFL, the universities of the Triangle Azur, HES-SO, HEP-Vaud and IMD. The same applies to partnerships with archival and museum institutions, as well as with cultural and public institutions (libraries, film libraries, museums, archives, festivals, theatres, RTS etc.). These connections create a beneficial dynamic in terms of exchanges, complementarity of teaching and research offerings, mutualisation of investments, synergy in carrying out ambitious projects and consultation in the face of new challenges. These are precious assets that put UNIL in an influential position at national and international level. Maintaining this dynamic is therefore a challenge that requires adapting partnerships to the evolving mutual expectations and teaching and research conditions (the challenges of the ecological transition, digitisation and social responsibility being good examples) as well as making sufficient investments for UNIL to play the leading role that its competences call for. UNIL and EPFL also have the privilege of a shared area for their main campus, which reinforces their common destiny as major scientific players at the international level. UNIL, for its part, has developed new skills in the life sciences and in the humanities and social sciences, and has installed technical platforms available to all researchers in Lausanne. Several centres have been created or are in the process of being created (e.g. the Centre d’Humanités Digitales, E4S, CLIMACT, LIMNA, CASA, the Trust Valley, the Centre d’Imagerie Dubochet). These fruitful collaborations (both at the scientific and operational levels) between the two institutions will be enhanced, recognised and strengthened.

At the national level, in addition to maintaining and seeking collaborations with other Swiss institutions, it is imperative that UNIL ensures a sustained presence at swissuniversities and the Swiss National Science Foundation. Finally, a determined policy of cultivating privileged partnerships and maintaining participation in international university networks must be pursued not only as an opportunity to shine and progress, but also as a priority in the face of the uncertainties surrounding the negotiations between Switzerland and the EU and of the possible evolution of student and scientific mobility in the aftermath of the COVID-19 pandemic.
The Rectorate identified the above-mentioned issues to set a course for UNIL’s development that was clearly positioned in relation to societal needs. It then took a bottom-up approach, turning to its internal expertise and inviting expert advisory groups from its community to come to understand these ideas, test them and enrich them with their feedback. The results of these fruitful exchanges were then brought into line with the faculties and structured into objectives and measures in close collaboration with the UNIL deans and the university’s central services. Finally, the Rectorate submitted its work to the University Council, after intensive preliminary work with a dedicated Council committee. It is on this basis, deeply collaborative and attentive to the experiences of the field, that it has drafted the present document.

In this way, the Rectorate hopes to facilitate the embracing of its Statement of Intent by the entire UNIL community, which it strongly encourages to use its knowledge to advance society. The Rectorate affirms its desire to encourage its students, staff and alumni to think collectively about how their research, studies and professional lives will benefit their region, the world and humanity. It intends, in cooperation with all its regional and international partners, to provide them with the support and resources necessary to do so, starting with the institutions that give Lausanne and the Lake Geneva region its dynamism. In this way, UNIL will be able to bring about change, contribute to the progress of society and take up the challenges of today and tomorrow in a federative manner, all in accordance with the values set out in its Charter (included as an annex for reference).

The Rectorate therefore submits to its political authority its Statement of Intent for the period 2021–2026, in the hope that this document will encourage them to perpetuate the remarkable trust and support that have enabled the University of Lausanne to rise to its current position, and to continue to look to its future with confidence and ambition.

Frédéric Herman, Rector
STATEMENT OF INTENT: 19 PRIORITY OBJECTIVES

Having analysed the challenges facing the University of Lausanne over the next few years, as described in the introduction, the Rectorate has set the priority objectives towards which it wishes to commit UNIL. In order to achieve these objectives, the Rectorate needs the support and involvement of the entire university community: students, teachers, researchers and administrative and technical staff.

AXIS 1
TEACHING

1.1 Enhance skills acquisition based on a strategy of continuous and innovative improvement in teaching
1.2 Promote the acquisition of the skills required to tackle the issues facing society
1.3 Strengthen community links to support education
1.4 Pursue an inclusive policy of access to and success in university courses

AXIS 2
RESEARCH

2.1 Strengthen support for researchers at UNIL
2.2 Help UNIL researchers to carry out high-quality research to shed light on the complex issues facing the world
2.3 Commit to research that is rooted in the region but open to the world

AXIS 3
LINKS TO SOCIETY

3.1 Contribute to, support and drive the ecological transition
3.2 Position UNIL as a key player in lifelong learning
3.3 Make scientific process accessible through mediation
3.4 Assert UNIL’s position as a key player in the cultural landscape of French-speaking Switzerland

AXIS 4
INSTITUTIONAL DEVELOPMENT

4.1 Offer UNIL researchers and employees the right conditions for a dynamic, peaceful professional career
4.2 Enshrine the principles of equality, diversity and inclusion in the day-to-day lives of all members of the community
4.3 Reduce the impacts of UNIL’s activities to keep them within the ecological limits of the planet while fulfilling its social missions
4.4 Implement UNIL’s technological and digital strategy
4.5 Promote UNIL’s national and international dimension
4.6 Strengthen UNIL’s visibility and build trust in science
4.7 Develop a spirit of philanthropy and philanthropic practices
4.8 Maintain a safe, vibrant campus, with cutting-edge infrastructure
AXIS 1
TEACHING

In this section, the term teaching describes the university’s mission understood as including both transmission of knowledge (teaching in the strict sense) and learning. Four priority objectives, expressed in eleven measures, have been identified in this area: to enhance skills acquisition based on a strategy of continuous and innovative improvement in teaching; to promote the acquisition of skills required to tackle the issues facing society; to strengthen community links to support education; and to pursue an inclusive policy of access to and success in university courses.

1.1 ENHANCE SKILLS ACQUISITION BASED ON A STRATEGY OF CONTINUOUS AND INNOVATIVE IMPROVEMENT IN TEACHING

A) OBJECTIVE

UNIL has a long tradition of encouraging educational innovation. The Rectorate is keen to continue this effort, which is needed because of the evolution of educational objectives as well as concepts and tools. The first element of this innovation is to enrich teaching methods, to continue to encourage the acquisition of cross-skills, and to continually adjust the subjects taught. The second is to offer a teaching environment that is evolving, flexible and high quality, in terms of both infrastructure and online resources. In particular, these efforts must enrich face-to-face teaching—which the Rectorate affirms the essential character of, as highlighted by the pandemic crisis—and interdisciplinary teaching. To date, support in these areas has been focused on specific teaching through calls for projects, for example under the auspices of the Pedagogical Innovation Fund. The Rectorate is keen to continue with those, and intends to add incentives on a broader scale, for example for a module, a semester or even an entire curriculum.

[B) MEASURES

1.1.1 Incorporate the technologies implemented for online teaching in a way that is pedagogically justified.

The COVID-19 pandemic has accelerated the development of new solutions and the acquisition of infrastructure that meets the requirements for e-learning, such as: capturing, broadcasting and recording lectures; producing video resources; using various tools for remote interaction; and conducting online examinations. This has enabled all members of the university community to gain experience in using these resources and to discover their potential in terms of pedagogical innovation, making learning more flexible, integrating people with various learning difficulties and addressing logistical problems. At the same time, however, the widespread and forced use of these technologies in often unsatisfactory circumstances has led to fatigue, distrust and even rejection. For example, the problems caused by the lack of contact in pandemic situations have demonstrated the importance of interpersonal links for teaching and raised concerns that the availability of online resources may eventually leading to the forming of habits that could be detrimental to academic teaching and personal development. The Rectorate intends to stimulate the whole university community to reflect on how to integrate online components with face-to-face teaching—the importance of which must be affirmed—in a balanced way that adds value to the teaching and the learning experience.
1.1.2 Take pedagogical considerations into account when planning work that affects teaching premises

Combining architectural and pedagogical thinking adds new perspectives for the use of teaching spaces. This means bringing together various teaching methods, group work, individual work and the use of innovative technologies.

Given that new teaching premises will be built over the next few years and that many existing premises will be transformed or require maintenance, the Rectorate wants the planning of these works to include an ambitious, innovative and shared pedagogical reflection.

1.1.3 Encourage skills acquisition through the quality of evaluations (examinations and assessments)

Considering that assessment methods partly condition the learning process, UNIL has for several years undertaken by various means to analyse their quality, to improve them and to train the assessors. While the pandemic has hampered this work and interrupted the project of anonymising written tests, it has also imposed the use of new online evaluation methods.

The Rectorate wishes to continue these efforts, which entail the use of the abundant docimological data available at UNIL, training teaching staff, preparing students for the evaluation methods that concern them and offering logistical support for implementing these evaluations and making use of docimological data when possible and relevant.

1.1.4 Respond to demographic changes by ensuring appropriate student supervision

For several years now, the number of students at UNIL has been increasing significantly. The Rectorate will ensure that the number of teaching staff and the support provided by administrative and technical staff remain appropriate for the number of students, as well as ensuring that the conditions required to maintain the quality of supervision are met.

1.2 PROMOTE THE ACQUISITION OF THE SKILLS REQUIRED TO TACKLE THE ISSUES FACING SOCIETY

A) OBJECTIVE

Based as it is on the exploration of new knowledge and on confrontation with complex issues, university teaching prepares students to deal with societal issues in all their diversity and complexity. It must therefore take into account the long-term evolution of these issues and the resulting needs of the labour market.

In this respect, the digital transition and the ecological transition represent systemic challenges because they affect all fields of knowledge and all levels of society. UNIL’s Rectorate intends to continue the steps taken to position these themes within the teaching objectives of its various courses. It also intends to remain attentive to the emergence of other themes, especially societal themes, that are likely to entail similar issues for university courses, as they arise from reflections on academic planning and from faculty self-evaluations.

1.2.1 Support the development of digital skills

In its digital strategy published in 2019, in the chapter on teaching, UNIL states “(1) that the acquisition of digital competences must be part of the objectives of all its core curricula (bachelors, masters), (2) that these competences include technical qualifications and reflexive qualifications on digitisation, and (3) that both the repertoire of these competences and the level of expertise targeted for each of them may vary between the different curricula”.

To implement this part of its strategy, UNIL has initiated a programme to support faculties in defining and integrating digital training objectives for their various courses. The constraints that the pandemic imposed on teaching interrupted this programme, but the Rectorate wishes to ensure that it is resumed and completed.

1.2.2 Prepare students to contribute to the ecological transition and support them in doing so

UNIL already offers a wide range of courses on sustainability. The Rectorate will ensure that students in all courses are aware of this.

Students are asking for a larger offering of courses on this crucial subject. The faculties and many instructors are willing to respond to this demand. The Rectorate will support the faculties in this process. With the support of the Competence Centre in Sustainability and the Teaching Support Centre, it will help develop faculty strategies to this end and make teaching resources available. It will offer support to teachers who want...
to integrate sustainability into their existing courses or develop new courses specific to their curriculum. The Durabilis prize currently rewards the best student work on sustainability. To further promote projects in this field, the Rectorate will integrate the ecological transition into its measure aimed at encouraging collective and interdisciplinary knowledge creation (see 1.3.1 below). In addition, a proposed new programme for students—“Volteface”—will stimulate projects on sustainability.

Finally, various events, meetings and exhibitions will be organised, and support will be provided for student associations active in the field of sustainability, in the spirit of measure 1.3.2 and in accordance with the plans for objectives 3.1 and 3.3 below.

1.3 STRENGTHEN COMMUNITY LINKS TO SUPPORT EDUCATION

A) OBJECTIVE

Several characteristics of university teaching illustrate the importance of strongly anchoring it in a community united around the objectives of research and teaching. First, the transmission of knowledge is not a unidirectional process: it is best achieved through interaction between students and teachers. Secondly, and above all, university education is not limited to this transmission of knowledge, but includes exercising skills that involve relational aptitudes, such as debate, collaborative work and interdisciplinary and networked approaches to complex issues.

By depriving the university community of many of its interactions, the pandemic-induced obligation for distance learning has illustrated the importance of these interactions, even to the extent of bringing about worrying situations of precariousness and distress linked, for example, to demotivation, exhaustion and deprivation of relationships. Moreover, this forced distance learning has given rise to new habits which, though they may bring short-term organisational benefits, risk compromising the way in which a community is built around university missions.

In this context, the Rectorate intends to encourage the seeds of a UNIL community in various ways, taking into account the fluctuating circumstances of remaining constraints and progressive re-opening associated with the pandemic, and coordinating its actions with those of the University Council.

B) MEASURES

1.3.1 Encourage collective and interdisciplinary knowledge creation

It is well known that engaging students in collaborating on collective and interdisciplinary projects is valuable for promoting their acquisition of cross-skills. This has long been the practice at UNIL. The Rectorate intends to encourage more teaching through group and interdisciplinary projects. It believes that several improvements can be made to achieve this. For example, efforts must be made to allow lessons linked to these projects to be added to the curriculum by facilitating inter-faculty (or even inter-institutional) coordination, to make specific infrastructure available (for example, spaces analogous to ‘fablabs’ dedicated to projects in the humanities and social sciences) and to inventory and document questions and problems involving societal stakeholders for groups of students to analyse.

1.3.2 Promote commitments on mutual assistance and solidarity

Members of the university community—and students in particular—regularly launch initiatives for the benefit of their peers or society. The pandemic has given rise to many such initiatives, providing an opportunity to measure their value for their beneficiaries and the community as a whole, as well as for their initiators, who gain experience in project management and collective work. The health crisis also illustrated the importance of mentoring, tutoring and sponsorship networks, which should be further developed and encouraged.

The Rectorate considers it important for UNIL to encourage more of these initiatives and to value them, both academically when they are in line with educational objectives, and as advantages for the students on the job market.

1.4 PURSUE AN INCLUSIVE POLICY OF ACCESS TO AND SUCCESS IN UNIVERSITY COURSES

A) OBJECTIVE

The Rectorate of UNIL believes that universities are obliged to offer equitable opportunities for access and success to everyone with the skills required for advanced studies. It also considers the diversity of profiles, origins and individual backgrounds an enrichment for the entire university community, both in its mission of acquiring and transmitting knowledge and from the perspective of its contribution to society. With these issues of equality, diversity and inclusion in mind, the Rectorate intends to continue the measures
already taken for several years at UNIL—such as admission for those without a matriculation certificate, part-time studies and the validation of acquired experience—and to add to them.

### Measures

#### 1.4.1 Strengthen initiatives aimed at students with special needs

At UNIL, requests for adjustments to study and/or assessment conditions due to certified special needs, such as disability, are handled within each faculty. The Teaching Department is responsible for the coordination and training of the people handling those requests. This area is evolving, with a marked increase in the number of requests and the variety of needs. One example is the more frequent reporting of various learning disabilities. Providing specific, appropriate, coherent, equitable and proportionate responses to these different needs is a growing challenge. The Rectorate will carry out an analysis of the skills and resources to be mobilised to meet the challenge.

#### 1.4.2 Strengthen skills in inclusive pedagogy

Encouraging diversity in the student population is not simply a matter of accommodating special needs. It also means taking this diversity into account in the design of courses, the choice of teaching methods and the development of teaching materials, based on the principle that students represent a group that is heterogeneous in their characteristics, orientations, expectations and needs.

The Rectorate intends to make teachers aware of the challenges of diversity, and to mobilise the necessary expertise—internal and, if necessary, external—to provide them with training and tools that will enable them to take these issues into account and to make their students aware of them in turn.

#### 1.4.3 Engage in reflection on university education for migrants

Refugees, asylum seekers and provisionally admitted persons can pursue or resume a university education at UNIL. They can also familiarise themselves with studies at the UNIL by auditing courses. A specific web page provides them with all relevant information, and a contact person attached to the Teaching Department is available to answer their questions. Furthermore, UNIL has always been ready to adapt its system as the migration situation evolves, in consultation with the competent cantonal authorities. The Rectorate wants to organise a reflection group aimed at better supporting people from migrant backgrounds in their university studies. This will entail taking stock of the experience accumulated over the last few years, taking into account the pitfalls inherent in migration and optimising coordination between the actors involved at the academic, administrative and political levels.
AXIS 2
RESEARCH

Three priority objectives, each with three concrete measures, have been identified in this field: to strengthen support for researchers at UNIL; to help UNIL researchers to carry out high-quality research to shed light on the complex issues of the world; and to commit to research that is rooted in the region but open to the world.

2.1 STRENGTHEN SUPPORT FOR RESEARCHERS AT UNIL

A) OBJECTIVE

Research careers are becoming increasingly complex, requiring the researchers to have a wide range of skills in order to master the technological, financial, ethical and legal issues involved in projects. Researchers therefore rightly expect genuine support from their universities in all aspects of their work. Until 2021, UNIL was the only Swiss university without a central unit entirely dedicated to the support of researchers, even though it is unique in having numerous resource persons in the faculties and research centres. The previous Rectorate had launched the idea of establishing a Research Unit for UNIL. The present Rectorate decided to continue by opening this new unit and entrusting it with specific missions. It is also innovating by changing how the university's research is organised, with the aim of encouraging interaction between researchers and the people who support them and to strengthen the latter's work in the essential field of digital tools and data management. In this new service culture, particular attention must be paid to young researchers, who have specific needs. To be effective, support for UNIL's research also involves creating new internal information systems and research incentives.

B) MEASURES

2.1.1 Implement a new organisational structure for research

This measure is being implemented in three complementary actions. The Research Unit, inaugurated in September 2021, must rapidly become a crucial access point for orientation, finding solutions and circulating information on resources for and developments in research. To this end, it has clearly defined tasks, such as: developing information platforms on project set-up and management; providing personalised assistance in the search for external funding; supporting with open science and digital issues; assisting with general questions on the legal and ethical aspects of projects; assisting with the general financial management of projects, etc. The scientific aspects specific to the disciplines and assistance in drafting projects remain the prerogative of the faculties. This initial distribution, which aims to strengthen the culture of quality research within the University, may evolve as needed. This organisation, which favours bottom-up initiatives, also calls for tighter collaboration between the bodies dedicated to research and the people (research consultants, IT and technical engineers, etc.) who work closely with the researchers. The creation of a new Research Support Network bringing these people together will facilitate the flow of information and make the distribution of competences clearer, so researchers can easily understand what kind of support they can find where. These new cooperative endeavours, which are essential for quality research, may lead to updates in the roles of support staff in faculties where they exist, by turning them explicitly towards the needs of researchers. Finally, the Rectorate has taken note of the growing digital and IT needs of all research projects. This implies an urgent reinforcement of staff who can develop tools adapted to the multidisciplinary nature of the research carried out at UNIL, as well as staff skilled in the field of data management, which is currently regulated by the open science policies supported by UNIL. Collaboration

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between central services and faculty staff will make possible the recruitment and training of some ten research engineers and data curators beginning in 2022.

2.1.2 Promote support for young researchers on an ongoing basis

Because of their particular needs and their crucial importance for the future, young researchers should be given special support. The Rectorate is committed to ensuring that the specificities of young researchers’ work are taken into account in research initiatives (quality monitoring tools, project support funds, flexible implementation of short-term mobility grants, etc.), in particular by consulting this target group and by keeping a strategic watch on changes affecting research methods and the scientific careers of young researchers.

A specific part of the measure, which the Graduate Campus is responsible for implementing in consultation with the schools and faculties, will concern the teaching and advisory services the Graduate Campus offers. This will be enhanced, including through further training for research supervisors. Information campaigns and personalised advice will also be strengthened to ensure young researchers are aware of the variety of employment available to them outside the academic world. The aim is to make the multiple professional skills mastered by doctoral students attractive to people in the political and economic worlds.

2.1.3 Strengthen initiatives to encourage research

The University should establish internal funding and commit to using it to stimulate original projects, particularly in the humanities and social sciences. Under the auspices of the House of Living Knowledge (provisional title, see measure 2.3.1), this incentive scheme will serve, among other things, to encourage the design of projects promoting the inception or renewal of ambitious work in new fields. It will also support alternative research methods that are not yet, or are only partially, funded by traditional funders.

2.2 HELP UNIL RESEARCHERS TO CARRY OUT HIGH-QUALITY RESEARCH TO SHED LIGHT ON THE COMPLEX ISSUES FACING THE WORLD

A) OBJECTIVE

The global spread of the pandemic and the profound upheavals it has caused since 2020 have prompted unprecedented mobilisation in science. Research areas in which UNIL has long been a leader, such as health, sustainability, cybersecurity, economic and financial systems, and social and cultural revolutions related to digitalisation, have been thoroughly renewed. At the same time, science, as an activity founded on precise protocols, has been the target of doubts which, while remaining minority opinions, have become disturbingly widespread.

The time has therefore come to strongly affirm the support that UNIL intends to give to quality research. UNIL sees quality research as research that is demanding in its objectives, rigorous in its methods and innovative in its results. The spirit of curiosity, inventiveness and dialogue that presides over all serious research makes it a superior form of collective excellence, even when it is carried out individually and in fields that are little known to the public. To achieve this quality, it must be conducted with transparency and intellectual integrity, and with full awareness of the social and ethical responsibilities of science today.

UNIL wants to give its researchers the means to carry out such research because it considers such research essential for understanding the complex issues of the world, in all their dimensions. The aim is to find answers to current challenges, to analyse the contributions of history and to prepare the future of our societies. Three measures follow from this objective: to strengthen the areas of competence that are specific to UNIL while supporting the development of new projects; to act to encourage an open science that respects diversity; and to rethink research time.

(8) MEASURES

2.2.1 Strengthen areas of competence that are specific to UNIL by supporting the development of new projects

In the face of globalised and increasingly fierce competition between universities, the current Rectorate considers it essential to act with continuity and to strengthen UNIL’s position in the fields of competence where its scientific leadership is internationally recognised. These are, among others, the fields of life sciences and sport, criminal and legal sciences, environmental sciences, religious sciences, social, economic and political sciences and cultural sciences. All of them require the interdisciplinary approaches developed by UNIL’s centres and faculties, and they also echo the values that the University has
long been committed to supporting, in particular the health and well-being of our societies as well as the challenges linked to the ecological transition and the technological transformations under way.

The measure will be carried out through three actions. First, the internal financing fund under the auspices of the House of Living Knowledge (measure 2.1.3) will serve as a tool to bring innovative projects into being. Secondly, the search for the external funding needed for large-scale developments for these projects will be facilitated. Finally, the Rectorate will welcome with interest proposals that wish to promote new research synergies, with the possibility of transforming them into faculty, interfaculty or inter-institutional centres with an interdisciplinary dimension. Priority will be given to areas and/or research methods that do not exist or are different in other universities in French-speaking Switzerland in order to strengthen UNIL’s regional leadership.

2.2.2 Act to encourage open science that respects diversity

The previous Rectorate gave UNIL an ambitious Open Science Strategy and infrastructures to ensure the quality and integrity of research, such as the research ethics and expertise commissions and the scientific integrity officers in the faculties. The institution is now well on its way to making the transition to open science and open research data. While open science offers historic opportunities for sharing knowledge and increasing the quality of research, it also entails certain risks, as research data is so diverse that it is impossible to treat it in an undifferentiated way. The present Rectorate has identified two urgent issues in this area: the University’s resources must be strengthened to meet researchers’ data management needs, which have exploded in recent years (see measure 2.1.1), so the researchers get through this transition confidently; UNIL must also affirm itself more clearly as a leading institution for actions and reflections on the implications of the digital and open science revolutions for research and society.

A measure will address these issues in two ways. The first, implemented in collaboration with the Cantonal and University Library (BCUL), consists in supporting bibliodiversity, i.e. the preservation of publishing ecosystems that have proven to work well in some disciplines, and the development of new ecosystems to respond to changes in publishing methods in other scientific fields. Our action will consist of extending the existing internal support for open access publishing and strengthening it with legal advice on copyright issues. UNIL can also open negotiations with local publishing houses to facilitate 100% open access publications of edited volumes and monographs. This measure, which should be carried out in collaboration with other universities, is a priority for disciplines where this type of publication has a major influence on the academic careers of researchers at all stages of their career.

The second component is institutional. The Rectorate is committed to taking action to support a Swiss national policy on the production and management of research data that is coherent, respects the diversity of scientific practices and meets the challenges of sustainability. For example, one initiative that is envisaged is a national consultation on new criteria for evaluating research; such criteria are necessarily holistic, and are required by the opening up of science in all its dimensions (emerging methods, publication methods, etc.).

2.2.3 Rethink research time

UNIL actively supports the dynamism of its researchers, but it is also aware of the problems posed by the accelerated pace of projects and the number of publications. Many universities are currently considering alternatives to this dominant model, given its real consequences for the quality of scientific projects and well-being at work.

The issue is also particularly important for a multidisciplinary institution such as UNIL because the time taken to write and publish, the length of time during which research is relevant and cited, and the issues of stabilising posts or allocating professorships vary greatly depending on the discipline. Moreover, good research is nourished by the multiplicity of roles of researchers, most of whom teach and carry out activities of general interest within the university and national and international research bodies. However, the current multiplication of these tasks is also a hindrance.

This measure, proposed to the UNIL Council, will take the form of a consultation among the various bodies that make up the University and will investigate the different practices of research time in use in Lausanne. Its results will be used to propose various possible forms of “research time support” at UNIL. They will also be used to assess the relation between launching interdisciplinary scientific work and the impact of the general acceleration of science, a promising area of research.

Depending on the responses received, the “research time support” actions will be adapted for different target groups: faculties and centres (e.g. changing the contract terms for administrative and technical staff who want to work with researchers); research support staff (e.g. continuous training in time management and team management); the next generation of researchers (e.g. encouraging full-time doctoral and postdoctoral positions of long duration, or changing faculty practices, taking constraints into account), all researchers (e.g. an institution-wide change in the frequency of research sabbaticals, as UNIL is the Swiss university in Switzerland with the longest periods between research sabbaticals).
COMMIT TO RESEARCH THAT IS ROOTED IN THE REGION BUT OPEN TO THE WORLD

A) OBJECTIVE

Since the summer of 2021, Swiss universities have faced a weakening of relations between Switzerland and the European Union. This has a major impact on their international scientific reputation ranking. Measures to compensate for the end of European Research Council (ERC) funding cannot replace access to the world’s largest research market, nor the fruitful collaborations that UNIL researchers have established with their colleagues in neighbouring countries. The Rectorate expects that this worrying international situation will be one of the most important issues for UNIL in the coming years. Its objective is to mobilise increased resources to promote a genuine policy of dialogue and exchange. This will enable UNIL to strengthen its roots in its region and consolidate its international influence through actions of openness and partnership.

This objective will be achieved through three measures:

1. Strengthen UNIL’s territorial roots by developing shared innovation initiatives within the canton and in Switzerland
   - The canton of Vaud is in UNIL’s DNA: it is the territory where the University is anchored and from which it radiates. The University’s mission is to irrigate this territory with a shared innovation dynamic: this involves expanding inter-institutional collaborations with neighbouring universities and stimulating the inventiveness of researchers in terms of scientific methodologies.
   - This measure has three components. The first is to support the joint research initiatives of UNIL, CHUV and UNISANTE. It also entails strengthening UNIL’s inter-institutional partnerships with the canton’s universities, such as HEP-Vaud and HES, and especially with EPFL (recent projects include the Life Sciences building, the Centre for Biomedical Imaging, the Dubochet Imaging Centre, the E4S and CLIMACT programmes, the DHcenter and the Swiss Data Science Centre and the CROSS interdisciplinary funding programme). UNIL proposes to increase research partnerships with UNIGE and UNINE within the framework of the Triangle Azur activities, which are currently mainly focused on teaching and institutional policy, and with other neighbouring universities.
   - A second component is increasing support for researchers who wish to experiment with new research methodologies in cooperation with actors outside the University. This support, which will rely on the experience of the CoLaboratory, the Competence Centre in Sustainability, the Culture and Scientific Mediation Unit and UNIL teams specialised in this type of approach, will add economic value to research results and complement the strategy of disseminating knowledge in society, which are at the heart of Axis 3 of this Statement of Intent (see section 3, Links to society).
   - The third component of the measure is the design and launch of a Maison du savoir vivant (House of Living Knowledge—provisional title). It will bring together on the Dorigny campus UNIL researchers with innovative research projects, the entities and services that support them, and their external partners, providing facilities for them to work together (reception areas, project funding). The House aims to become an emblematic place where UNIL’s research in all its diversity will be shown in action. It will reserve a special place for interested young Swiss and international researchers, whom it will be able to accommodate in the framework of (post)doctorates integrating the new research methodologies promoted in the framework of this measure.

2. Implement a proactive policy of openness and international attractiveness
   - Given the danger that the suspension of partnerships with the European Union puts Swiss research in, UNIL must resolutely develop its openness and international attractiveness. To this end, UNIL will rely on its researchers—whose involvement in research bodies in Switzerland and abroad it wishes to make more effective—on the close collaboration between the Research Department and the External Relations and Scientific Communication Department within the Rectorate, and on its highly efficient International Relations unit. This measure has two complementary components. The first is an internal action aimed at encouraging UNIL members to become involved in Swiss and European research bodies so as to ensure the University’s visibility and to take part in institutional
actions that will normalise political and scientific relations between Switzerland and the EU. These commitments will have to be taken into account in the applicable job descriptions or give rise to appropriate time off.

The second component is launching a reflection on the opening of an Institute for Advanced Studies. While promoting academic freedom through a selection process open to all disciplines, all types of research and all career stages, this institute will welcome in particular researchers from international backgrounds working in emerging fields and/or in countries with fewer resources. Specific support will be given to short (1 to 3 months) mobilities of (young) researchers of excellence, especially from the Global South. In addition to these residencies, there will be a UNIL programme dedicated to inviting professors/researchers from abroad. It will be organised by the Institute for Advanced Studies and the applications will be submitted by the faculties. Generally speaking, the activities expected of the invited researchers will be to participate in the faculty’s teaching, to develop research in collaboration with UNIL members and to present their work to the general public at science-city events.
AXIS 3
LINKS TO SOCIETY

Through unprecedented collaborations with various partners, UNIL intends to facilitate the acquisition and questioning of scientific knowledge by and for civil society. Addressing a wide range of audiences, it aims to stimulate reflection and critical thinking on major social, economic and political issues.

3.1 CONTRIBUTE TO, SUPPORT AND DRIVE THE ECOLOGICAL TRANSITION

A) OBJECTIVE

The ecological and social transition is a process of profound transformation of the current model of society that aims to reform our ways of producing, consuming, working and living together. At the institutional level, as well as at the regional and national levels, it requires instituting a shared approach aimed at both (1) respecting the limits of our planet and preserving natural resources and biodiversity and (2) sustainably ensuring the conditions for individual and collective well-being (health, social justice, food, housing, access to energy, etc.).

UNIL intends both to implement an ecological transition strategy for its community and campuses (see Objective 3.4.3) and to contribute to a transition in its host region, i.e. the canton of Vaud and French-speaking Switzerland, in the hope that this will spread more widely. The Rectorate will consolidate and develop support mechanisms for UNIL community projects aimed at making practices, actions and innovations on campus and in society (e.g. research projects, student associations, etc.) more sustainable. This measure will serve the policy of making the campus a living laboratory of the ecological transition while also encouraging UNIL members to contribute to the transition within society. It will also help to raise awareness of the climate emergency and its social and economic effects, notably by sharing information about the state of university research on these issues.

B) MEASURES

3.1.1 Make the campus a living laboratory of the ecological and social transition

What makes a university campus special is that it is both a place of research and teaching and a place of community life where innovative social, environmental, technical and health practices are tested. In previous years, many student initiatives have been hosted on campus (permaculture gardens, co-op grocery, free shop, etc.).

While continuing the policy of supporting student initiatives, the Rectorate now wishes to also give UNIL researchers and staff the opportunity to test initiatives on campus, supporting and documenting them.

3.1.2 Make the ecological transition skills acquired on the UNIL campus available to the local, regional and international community

The ambitious ecological transition strategy that the Rectorate intends to implement must not only keep the institution within the limits of the biosphere and above the social floor (see Objective 4.3), but also contribute to reducing the ecological and social impacts in the entire UNIL living environment. Thus, the Rectorate intends to bring together willing public and private entities that share its objectives into a regional alliance that will contribute to the decarbonisation of the region. UNIL will make the skills of its scientific community available to its partners, including by reinforcing its resources if necessary.
3.2 POSITION UNIL AS A KEY PLAYER IN LIFELONG LEARNING

A) OBJECTIVE

The development of intellectual life and the dissemination of culture, as well as the transmission of knowledge and research in its fields of competence, are part of UNIL’s missions provided for in Article 2 of the LUL. UNIL therefore intends to position itself as a central player in lifelong learning. Commitment to and support for providing education to all people who wish to continue their learning favours social integration and enhances democratic debate. Given that, UNIL will develop research in the field of lifelong learning and offer continuing education, which will contribute to the community’s efforts to support the professional development, socio-professional integration and employability of its members in a rapidly changing environment (the tertiarisation of the economy, digitalisation, increasing inequality, etc.).

UNIL must also be able to take advantage of the challenges it faces and become a learning institution that can develop the collective intelligence to adapt to changing contextual constraints. In this way, UNIL itself becomes the agent, the object and the beneficiary of the process of continual learning.

B) MEASURES

3.2.1 Develop the network of continuing education partnerships

The Rectorate intends to continue to develop UNIL’s partnership with professional associations, civil society and labour market actors, public authorities and international organisations on issues related to continuing education and lifelong learning. The Rectorate will also intensify the collaboration between UNIL services (FCUE, the Human Resources unit, the alumni office, etc.). It also intends to promote the strengthening of a coherent institutional policy on lifelong learning involving all faculties and interdisciplinary centres; it will support and promote active participation in various international networks for lifelong learning so as to draw inspiration from the best practices in the field.

3.2.2 Strengthen provision in strategic areas

The Rectorate intends to support the development of education in strategic areas for UNIL, the canton and the community as a whole, such as the ecological transition, digital technology, sport, diversity, equality and health. The Rectorate supports the faculties in identifying the needs in their fields. It also intends to put academic skills and knowledge at the service of society to help it meet contemporary challenges, such as the 17 sustainable development goals of the United Nations Agenda 2030.

3.2.3 Make the continuing education offered by UNIL more accessible

Continuing education must be accessible and meet the needs of professionals if it is to be accepted as commonplace. For this reason, the Rectorate intends to promote a diversification of modalities and formats with short courses, Certificates of Open Studies (COS), CAS, micro-credits, etc. Some of the admission requirements could be rethought, with specific requirements for certain formats. It would also be interesting to develop a flexible and individualised course offering (flexible learning pathways), and to make UNIL’s continuing education courses more accessible to people from vulnerable populations (e.g. migrants).
3.3 MAKE SCIENTIFIC PROCESSES ACCESSIBLE THROUGH MEDIATION

A) OBJECTIVE

UNIL promotes the general public’s understanding of science by developing projects aimed at non-specialists, which enable them to better understand the scientific process and related societal issues. To this end, it supports the development of partnerships and collaborations with civil society, for instance through calls for projects or by developing strategies for disseminating interdisciplinary and inter-faculty research to the general public.

Affirming the value of scientific and cultural propagation efforts will promote and give greater visibility to the arts, sports and culture, which are often ignored as objects of academic research and study. Examples could include boosting the organisation of or participation in public events (activities of cultural institutions, museums, theatres, festivals, etc.). UNIL also wishes to mobilise the scientists from its seven faculties and increase their participation in projects to transmit and question knowledge for and with the general public. It recognises and values the time and engagement required to create or contribute to scientific dissemination projects.

B) MEASURES

3.3.1 Strengthen and diversify UNIL’s scientific and cultural mediation

UNIL creates privileged spaces for dialogue with citizens to discuss science–society issues. In particular, it creates a variety of science and culture communication mechanisms and formats for presenting the processes, tools and working methods used in academic research. In addition, adding to the academic fields dealt with in the scientific and cultural mediation projects will mobilise the expertise of researchers in all UNIL faculties.

3.3.2 Make UNIL’s scientific and cultural mediation projects more visible

Sharing knowledge with the general public is a fundamental objective of the Rectorate. This requires the active participation of diversified audiences. With this in mind, the Rectorate intends to invest in one or more spaces in central Lausanne to highlight academic research and share UNIL’s areas of expertise with society. In addition, projects aimed at non-academic audiences will be better promoted, especially through the creation of an online interface that brings together all of the University’s science and culture communication offerings aimed at the general public, and through the production and regular dissemination of professional-quality multimedia messages for the general public on social networks.

3.3.3 Offer UNIL members optimal conditions to encourage them to engage with society

The Rectorate intends to recognise the importance of science communication and to integrate it into the employment terms of the teacher–researchers concerned. Part-time positions will be created for scientific mediators associated with the scientific discipline of each faculty, with a network set up to coordinate their actions. An annual call for projects, along with a fund for innovative projects in scientific and cultural mediation, will stimulate initiatives for sharing knowledge with the general public.

3.3.4 Strengthen scientific mediation skills and know-how within the UNIL community

The skills, know-how and qualifications of a professional science mediator are many and diverse. However, there is very little training in this field in Switzerland. In order to fill this gap, UNIL intends to develop and strengthen basic training courses and to offer continuing education in science communication. To offer students who wish to go into scientific and cultural mediation their first professional experiences, the Rectorate will further facilitate internships and support the design of new projects in collaboration with cultural institutions in Vaud, especially museums. It is also essential that researchers who wish to benefit from expertise and advice in the field of scientific mediation can find it easily and regularly.

3.4 ASSERT UNIL’S POSITION AS A KEY PLAYER IN THE CULTURAL LANDSCAPE OF FRENCH-SPEAKING SWITZERLAND

A) OBJECTIVE

UNIL encourages encounters and dialogue between the arts and sciences that contribute to the advancement, transmission and questioning of knowledge. It mobilises all the faculties, interdisciplinary centres and central services to invent new formats and plans for offering the public unique cultural, intellectual and emotional experiences.

UNIL makes the expertise of its researchers from its seven faculties available to professionals in the cultural field, thereby contributing to the development and influence of cultural life in the region.
The University also plays a role in the democratisation of culture: it is committed to promoting its students’ access to culture through a diversified cultural offering on campus, and by stimulating the cultural entrepreneurship of young people and their involvement in community life.

[B] MEASURES

3.4.1 Intensify cooperation between researchers and cultural partners in Vaud canton and French-speaking Switzerland

UNIL has long had collaborations with museums for research, teaching and science communication mediation projects. The Rectorate wishes to strengthen such collaborations by developing a policy for exhibitions on the campus. The aim will be focus on the programming of cultural institutions in the region (with particular support for those created through collaboration with UNIL) and on the stages of the creation of an exhibition. In addition, the processes and results of certain academic research projects will be made visible, resonating with the “focus on cultural institutions”.

By participating in various public cultural events in Switzerland, UNIL intends to bring its researchers into contact with civil society and to contribute its scientific knowledge to the projects and programmes of cultural partners.

UNIL will also share its scientific and methodological expertise with professionals in the cultural sector, since it is creating an “Observatoire romand de la culture” (Cultural Observatory for French-speaking Switzerland) in partnership with the universities, cantons and towns and cities of French-speaking Switzerland.

Cultural practices and policies will be objects of research, providing data and analyses to professionals in the field (elected officials, public services, schools, cultural actors).

3.4.2 Offer ambitious cultural programmes on campus and dynamise “campus life”

With the opening of the Vortex, where more than 900 students now live all year round, and with a university community of some 5,000 employees and nearly 17,000 students, life on campus must be dynamic and conducive to exchange. The Rectorate will offer support to stimulate the creativity and cultural initiatives of UNIL members and will make the Vortex multi-purpose room available for this purpose. It will thus be a place of conviviality favouring the creation of social links, especially for students. Associations that organise cultural events (Le Cabanon, CHUL, OSUL, CinéClub, Unilive, etc.) will receive advice and support, and a programme of activities in the arts (dance, theatre, drawing, etc.) will be offered for interested students.

Throughout the year, La Grange offers an artistic and theatrical programme focusing mainly on new collaborations between the arts and sciences. Performances, meetings and events will also be organised regularly in the auditoriums and halls on campus in association with cultural partners (theatres, museums, festivals). Several UNIL buildings will have space for exhibitions that promote a programme by a cultural partner from the French-speaking Switzerland or that highlight research projects by the scientific community. Finally, at least twice a year the programmes of cultural institutions will be presented on campus for the UNIL community.

3.4.3 Create schemes to encourage co-creation between researchers and artists (research creativity) and publicise them, notably through sharing know-how and arts/sciences projects

Few Swiss universities are lucky enough to have a theatre on their campus. The Rectorate intends to make La Grange a centre for research and experimentation, specialising in arts/sciences projects. At the heart of thought in motion, exploring the possible synergies between scientific investigation and creation, La Grange will combine the knowledge and practices of the cultural sector and the scientific community, and will offer spectators new experiences that encourage critical thinking.

The intention of La Grange is to stimulate and encourage collaboration between researchers, artists and citizens: research-creation is at the heart of the project. Productions bearing the “La Grange—UNIL” label will be disseminated in Switzerland and Europe. In addition, a methodological guide to arts/science projects and processes will be compiled and the results shared with other interested universities and cultural actors. An online collaborative platform on arts/sciences processes will be developed. Finally, UNIL will work closely with various cultural partners in Switzerland and Europe to co-construct or contribute to arts/sciences events.

The artistic development of the campus will be the subject of group reflections that take advantage of the UNIL community’s competences in art and heritage to develop the cultural and artistic visibility of UNIL and the campus, and to deploy cultural mediation activities, especially ones involving students.
Well-being at work, ecological, health, cultural and digital challenges, and the role of science in our societies reveal certain limitations in the model of society in which we live. They represent major societal challenges that call for many transitions. UNIL’s history and competences give it the advantage of being particularly well placed to accompany these major transitions. Guided by eight objectives, the Rectorate intends to play its role in the transitions both at the academic level and in its internal operations.

4.1 OFFER UNIL RESEARCHERS AND EMPLOYEES THE RIGHT CONDITIONS FOR A DYNAMIC, PEACEFUL PROFESSIONAL CAREER

A) OBJECTIVE

The Rectorate’s primary aim is to ensure its employees’ development and performance by letting them envisage stimulating and varied career prospects. It also aims to attract the best talent through transparent and professional recruitment procedures, while ensuring that equal opportunities are available to all. It intends to develop initiatives such as flexible work, the decompartmentalising of working patterns, and support for a collaborative workplace. It wants to offer an appropriate professional environment that respects differences. It also wants to stimulate the professional development of its members by promoting their acquisition of skills beyond research and teaching and each individual’s development of their own scientific identity and vision. It proposes four measures: to provide more security for young researchers; to implement schemes to support career development for administrative and technical staff in terms of mobility, access to continuing education and counselling; to assist the faculties in implementing the plans they have made to support the next generation of academics; and to apply good practices in recruitment and encourage the sharing of best practice.

B) MEASURES

4.1.1 Provide more security for young researchers

The Swiss academic system has long been characterised by the precarious position that 80% of its academic staff, whether they are members of the mid-level staff or the teaching staff (assistant professors). This precariousness may be associated with part-time employment, insufficient funding and/or the growing number of short-term contracts.

Competition for academic positions and for the transition to the job market contributes to this feeling of precariousness, which is particularly intense for those between the ages of 30 and 45. In 2021, UNIL had 467 postdoctoral researchers and assistant professors on fixed-term contracts. Their average employment percentages varied from 73 to 100% (SNSF senior researchers: 73%; first assistants: 85%; master assistants: 86%; Ambizione master assistants: 100%), with 70% employment leading to remuneration close to the minimum wage targeted by the Canton of Vaud.

The UNIL Rectorate considers a fourfold measure within its remit, that can contribute to reducing the precariousness of young researchers:

* offer the next generation better working conditions: the Rectorate will thus task the faculties, the Graduate Campus and the Human Resources Unit with working to maintain a teaching rate compatible with completing a thesis project while taking into account the specificities of the faculties. To improve the conditions for graduate assistants, the Rectorate will work to limit the number of appointments at below 80% employment and will aim for a 100% employment percentage. Similar measures will be taken for the other members of the mid-level staff.
• offer more long-term professional prospects: 1) to offer more diversity in UNIL’s career options, the Rectorate will collaborate with the deans to create administrative and technical research support staff positions, while ensuring the transparency of hiring procedures. 2) At the professorial level, the Rectorate will systematically favour the opening of professorial positions that offer the possibility of tenure (conditional pre-tenure).

• expand the range of professional opportunities for scientists trained at UNIL: the Rectorate will consider how to let doctoral students adapt their current doctoral work so that they can devote themselves to acquiring skills that complement their academic training. In addition, it will mobilise the actors already involved in career issues at UNIL (in particular the Graduate Campus, the Career Guidance Service and the Entrepreneurship and Innovation HUB) to develop support for career preparation and to promote university education in the local ecosystem (employer, economy, politics, etc.). Along with these measures will be the raising of awareness of these issues among thesis supervisors.

• engage with cantonal and federal academic and political bodies to highlight the need to improve the career prospects of young researchers.

4.1.2 Implement schemes to support career development for administrative and technical staff

The Rectorate will develop career development plans for administrative and technical staff, e.g. in terms of mobility, access to further education and counselling, while respecting the principles of equal opportunity and transparency in recruitment. To this end, it will set up a working group whose concrete proposals it will implement on a large scale. It will ensure good working conditions for all UNIL staff and people working on its campuses.

4.1.3 Assist the Faculties in implementing the plans they have made to support the next generation of academics

In 2019–2020, at the request of the Rectorate, all faculties developed a succession plan to consider the conditions for their mid-level staff. The current Rectorate will build on that work to develop an institutional policy for supporting academic careers that takes into account the specificities of the various scientific disciplines and faculties. In particular, it will ensure that new recruits have access to the resources needed to carry out their work as soon as they arrive, so as to foster the development of their scientific identity and their professional future as quickly as possible.

4.1.4 Guarantee high-quality recruitment and promote equal opportunities

Convinced that diversity is a significant contributor to the successful accomplishment of its missions, the Rectorate intends to guarantee the quality of all recruitment, both of academic staff and of administrative and technical staff. As to the gender balance in academic recruitment, the proportion of women recruited to professorial positions at UNIL in 2021 was 39.6% (40 women and 61 men), although this percentage varies greatly across the seven faculties. For non-professorial academic positions and administrative and technical staff, the proportions of women hired are increasing, currently around 50%. Female representation has also increased significantly in academic governance positions (i.e. deanships and the Rectorate). The Rectorate has set itself a new objective of aiming for a 60% recruitment rate of professors of the under-represented sex in each faculty, with a view to achieving parity within approximately 5 to 10 years.

In terms of recruitment, the Rectorate will:
• ensure that faculties and departments apply existing recommendations (DORA, swissuniversities) to guarantee equal opportunities in recruitment, promotion, stabilisation and access to management positions and to ensure a balanced representation of women and men,
• encourage representation on academic planning and appointment commissions to be as close as possible to parity,
• ensure that specific measures are taken to encourage applications from the under-represented gender, whether for academic, administrative or technical posts,
• develop the measures already in place to raise awareness of stereotypes and progressively require that all persons and services involved in procedures related to recruitment, promotion, stabilisation and appointments to management positions participate in bias and diversity training,
• position itself within the guidelines of swissuniversities on dual career and job sharing policies,
• ensure that all staff are offered good conditions and sufficient infrastructure (crèche places, working hours adapted to family life, part-time work, etc.) for a good work-life balance, which is particularly necessary for women to break the glass ceiling permanently.

4.2 ENSHRINE THE PRINCIPLES OF EQUALITY, DIVERSITY AND INCLUSION IN THE DAY-TO-DAY LIVES OF ALL MEMBERS OF THE COMMUNITY

A) OBJECTIVE
UNIL brings together a community of approximately 22,000 people and is proud to see individuals of all ages, genders, origins, sexual orientations and religions rubbing shoulders. The Rectorate will undertake four measures to promote a culture of respect and conviviality conducive to teaching, research and working relations in an open and respectful climate. Finally, because pride in belonging to a community plays a role in the involvement of each person on a daily basis, the Rectorate will ensure that the individual and collective achievements of its community members are valued.

[B] MEASURES

4.2.1 Ensure that all cases of sexism, harassment and discrimination are dealt with systematically and prevent them from developing
UNIL wants to offer an effective and comprehensive system for the prevention and management of and follow-up on situations of discrimination, sexual harassment, intimidation, sexism or any other inappropriate behaviour. To this end, the Rectorate intends to:
• thoroughly reform the current HELP UNIL platform by clarifying procedures and mobilising multidisciplinary skills (legal, psychological, social, etc.), so as to improve the welcome, listening, identification of people’s needs and the implementation of appropriate measures, so that no unacceptable situation remains without consequence.
• commission an independent survey, repeated at regular intervals, on how members of the UNIL community perceive their working, studying and living conditions on campus. This monitoring will make it possible to quantify progress and make any necessary adjustments.
• provide targeted training for all staff and students, mandatory for managers of academic and administrative staff (first new arrivals, then existing staff), because preventing the emergence of unacceptable situations is essential.
• raise awareness of these issues among members of the UNIL community and promote an inclusive university by developing recurrent communication (anti-sexism, anti-racism, respect for diversity, institutional position papers, etc.).
• raise awareness among students about the existing teaching offering at UNIL in the field of equality, diversity and inclusion.

4.2.2 Adopt inclusive forms of administrative communication
The adoption of inclusive communication and forms is far from trivial: it affirms the institution’s willingness to recognise diversity in its community, it allows for the reporting of less-common life journeys, and it ensures that every member of the community feels welcomed and accepted.
This is why the Rectorate intends, through this measure, to introduce inclusive forms of communication in all sectors (e.g. forms, making key documents available in several languages). It will work towards the adoption of non-gender-specific degrees and will work with associations and experts to promote reflection on inclusive writing.

4.2.3 Encourage diverse participation in committees and other bodies throughout UNIL
Although the 2021 accreditation report of the Swiss Agency for Accreditation and Quality Assurance notes that the culture of dialogue and participation is already well established at UNIL, the challenge of representing diversity and valuing representation remains. To meet this challenge, the Rectorate proposes three actions:
• With the Equal Opportunities Office, conduct an inventory to define courses of action to strengthen diversity and representativeness in the many units and commissions of UNIL.
• Further develop existing mechanisms for valuing participation and make them more visible.
• Value the cross-competences students acquire in their activities.
• Develop institutional communication on the role and functioning of all existing representative bodies.
4.2.4
Encourage workplace integration for disabled people, those in vulnerable situations and migrants

UNIL has a duty to offer equitable opportunities for access and success both in education and in professional development. Furthermore, the Rectorate sees the diversity of profiles and backgrounds as promoting a rich and positive culture within the institution. The Rectorate intends to implement measures to promote the professional integration of people with disabilities or in vulnerable situations, and of migrants. The Rectorate will approach these issues by setting up a working group to carry out an inventory of them in order to identify priority areas for action and to formulate the relevant concrete measures that it will apply.

4.3
REDUCE THE IMPACTS OF UNIL’S ACTIVITIES TO KEEP THEM WITHIN THE ECOLOGICAL LIMITS OF THE PLANET WHILE FULFILLING ITS SOCIAL MISSIONS

A) OBJECTIVE

Human activities have become the main cause of transformation of our environment, and these various changes are likely to destabilise the existing balance on our planet. These threats and consequences, which are more topical than ever, are among the fundamental issues traditionally dealt with by UNIL. The Rectorate intends to provide the faculties and services with the means to perpetuate and strengthen this expertise. In doing so, UNIL will embody the transition to a more sustainable society and position itself as a key player in the ecological transition in order to guarantee the success of its projects through participatory approaches.

The Rectorate proposes two concrete measures: to set quantitative objectives and establish a road map, and to implement the measures and then evaluate progress.

B) MEASURES

4.3.1
Set quantitative objectives and produce a road map

A transition plan to bring the impacts of UNIL’s activities to within the ecological limits of the Earth will be drafted, published and implemented. It will aim at reconciling environmental and social justice. An inventory of UNIL’s current situation will be carried out, which will make it possible, thanks to internal scientific expertise and the most recent academic knowledge, to define targets for 2030, 2039 (the endpoint of the 2,000-Watt Site project initiated in 2019) and 2050 that will contain UNIL’s activities within the planetary limits while it meets its social mission. The efforts to reduce UNIL’s environmental impact undertaken in the framework of the two previous plans of intent, particularly in the areas of energy, waste production and management, commuting, food, biodiversity, professional mobility, the impact of financial investments, purchasing, and the use of digital technologies, workstations and space in general, will thus be continued.

UNIL's ecological transition plan will be permanently anchored in all institutional processes with the establishment of a renewed advisory commission. Made up of about fifty people chosen at random from within the community—in order to ensure optimal representativeness—this new entity, the precise contours of which have yet to be defined, will embody a strong participatory component and will support the Rectorate in defining the measures that will enable the objectives to be achieved. In view of its innovative composition and its mission, it will probably be called the Transition Assembly; the UNIL community will be kept well informed of the process of setting it up and of its work. In addition, a transition cell will ensure close links with the faculties and Central Services through sustainability respondents. This process will be coordinated by the Competence Centre for Sustainability (CCD) working closely with the faculties.

4.3.2
Measure progress and communicate the results

Once the ecological transition plan is established, indicators will be defined to monitor progress towards sustainability. An iterative process of regular updating will be put in place to ensure that the defined trajectory is followed. The CCD will ensure that the approach remains up to date by guaranteeing the involvement of the UNIL scientific community throughout the process. Particular care will be taken to disseminate the results of the process undertaken within the community and beyond to ensure everyone’s commitment.
4.4 IMPLEMENT UNIL’S TECHNOLOGICAL AND DIGITAL STRATEGY

A) OBJECTIVE

Rapid technological developments (automation, digitalisation, etc.) are profoundly transforming our societies, our values and our relationships with others. They represent both upheavals to be taken into account and opportunities to be seized in order to develop our way of teaching, conducting research and managing an educational institution. They also raise questions about archiving data and making data available, as well as the multiple implications of this information.

UNIL intends to take advantage of technological developments, but also to study their impact. First and foremost, it will assess how these technological developments are transforming UNIL, our practices and activities, and our relationship to knowledge through three concrete measures: the implementation of governance, the modernisation and strengthening of IT systems and the application of best practices.

B) MEASURES

4.4.1 Implementation of governance built around the strategic priorities in the digital arena defined in October 2019 in response to the rapid changes in this area

The previous UNIL Rectorate decided to set up an institutional governance to direct numerous digital initiatives towards objectives that meet the expectations of its scientific and societal environment. This governance will implement UNIL’s strategy along four strategic lines defined in its digital strategy published in October 2019: digital in teaching, digital in research, digital for the benefit of society and digital in institutional governance.

4.4.2 Modernisation and strengthening of the institutional operation associated with digital technology

Aware that changes linked to technological developments represent opportunities to be seized, the UNIL Rectorate will support the vast TransNUM project. This four-pronged project will transform UNIL’s IT environment by modernising the financial and HR systems (updating and digitalisation of the Financial Unit’s processes), the student management system (simplification and consolidation of the current tool), the tools researchers use to share and promote their research activities (development of existing tools), and finally the administrative processes (electronic signature, electronic document management, etc.).

In addition, the Rectorate wishes to ensure appropriate technical support for researchers by hiring highly qualified IT specialists with knowledge of specific research areas.

4.4.3 Apply best practices on the use of digital resources at both an institutional and individual level

The Rectorate will apply practices that allow the use of digital tools that respect the personality and ethical principles of UNIL (data sovereignty, data protection and privacy, transparency). The practical and legal frameworks will need to be clarified, particularly for research that uses personal data. The Rectorate will also ensure the security of the tools used (through regular updates, training of UNIL members) to guard against the growing threats to our IT systems. It will also use incentives to ensure that the use of digital resources is reasonable (digital sobriety). Finally, it will take into account, in a documented and scientific manner, the financial and environmental implications of the use of digital resources.

4.5 PROMOTE UNIL’S NATIONAL AND INTERNATIONAL DIMENSION

A) OBJECTIVE

Ideally placed at the crossroads of many national and international institutions, UNIL will maintain and develop privileged relations with its local, national and international partners. This obviously implies developing these links, but also being able to make significant investments internally to enable UNIL to continue to play the major role its competences call for. UNIL will remain ambitious and open to its international ambitions and will add to Switzerland’s influence.

B) MEASURES

4.5.1 Strengthen UNIL’s links with its regional and national partners

The Rectorate will support and strengthen the historical cooperation with the CHUV, UNISANTE, EPFL, IMD, the universities of the Triangle Azur, HES-SO, HEP-VAUD and HEIG-VD. The UNIL-CHUV-UNISANTE association in particular will make it possible to carry out major health-related projects (e.g. oncology, immunology, neurosciences, training of nursing staff). As for the Triangle Azur, it will not only strengthen links for teaching and research, but also address broader issues...
of academic succession and equal opportunities (e.g. dual careers). Finally, collaboration with universities in German- and Italian-speaking Switzerland will be supported.

Through its partnerships, the Rectorate will support emerging projects (e.g. Dubochet Imaging Centre, E4S and CLIMACT with EPFL) as well as inter-institutional collaborations launched as NCCR projects (e.g. LIVES, Synapsy, Microbiome).

The Rectorate naturally intends to be anchored in its region and to collaborate with local stakeholders, especially on issues related to sustainability, sport and health.

4.5.2 Position UNIL representatives in the necessary bodies to have an impact on a national scale

There are many examples of UNIL’s participation in national bodies. The Rectorate intends to continue these actions, particularly in the areas of expertise that are among its strengths.

4.5.3 Develop international academic partnerships and alliances

Links will be maintained with UNIL’s international and privileged partners (currently the Université libre de Bruxelles, Lancaster, LAVAL and UniPD), and UNIL’s presence in international networks will be strengthened (e.g. Copernicus Alliance, UNICA Green, UniC with ULaval, Alliss, REUNIS and WUN). Alternative solutions for European partnerships must be found if research and teaching are excluded from European programmes in the long term. In this context, the Rectorate is already involved in the CIVIS alliance, which brings together nine universities from European countries.  

4.6 STRENGTHEN UNIL’S VISIBILITY AND BUILD TRUST IN SCIENCE

A) OBJECTIVE

Even though more than 30% of the expert contributions in the media in French-speaking Switzerland are carried out by members of UNIL, the Rectorate wishes to reinforce the visibility of the University and the place of science in society. In concrete terms, it wishes to strengthen its close ties with the media, major partners in the dissemination of critical knowledge, and the installation of the RTS near the campus, and the collaborations it fosters, will make these ties particularly effective. It intends to enhance the existing resources for training researchers in the field of science communication (e.g. media training, training on social networks, reporting on developments and reflections on science communication) while also fighting against misinformation and ensuring that there are dedicated spaces with channels open to dialogue and debate.

To this end, the Rectorate proposes three measures: to strengthen links with the media; to revitalise and modernise UNIL’s communication tools and image; and to help and support researchers who are involved in scientific communication to build trust.

B) MEASURES

4.6.1 Strengthen links with the media

This will be done in collaboration with science journalists and the media, in particular with RTS, which is moving to the university campus.

4.6.2 Enhance UNIL’s communication tools and image

After having compiled an inventory of UNIL’s strengths and tools, the Rectorate intends to diversify its competences and add resources for the development of multimedia supports, media and communication channels. It will propose a toolbox and offer services to researchers to promote visibility and interaction with the media.

In addition, a new website for all UNIL faculties, units and activities will be created, and the social network management policy will be strengthened. Finally, a reflection group will be formed to develop UNIL’s visual identity and set that in a manual.

4.6.3 Train researchers in science communication to help build trust

The Rectorate will encourage the development of a culture of communication among researchers through a fund for innovation in this area (with calls for projects aimed at promoting ongoing research and scientific results) and will support the organisation of events that help the scientific community to identify the concerns, perceptions and expectations of the public (policy-makers, stakeholders, etc.). It will also encourage the organisation of events reporting on reflections on science communication and will be alert to developments in this field.
**4.7 DEVELOP A SPIRIT OF PHILANTHROPY AND PHILANTHROPIC PRACTICES**

**A) OBJECTIVE**

In promoting the research and teaching it offers, particularly in interdisciplinary studies and in subject matters in which its collective mind stands out (such as health and sustainability), UNIL intends to raise society’s awareness of scientific, societal and environmental issues and foster dialogue with all audiences. UNIL invites interested parties to get involved in the development of its academic activities. In this way, it gives new impetus to the philanthropic spirit, which disseminates the UNIL identity, by inviting those actors who wish to do so to become involved in supporting teaching, the production of scientific knowledge and the widest possible dissemination of that knowledge. The use of philanthropic actors will of course not undermine the autonomy of research and teaching, and care will be taken to avoid any conflict of interest, as explained in the charter on philanthropic financing at the University of Lausanne.

**B) MEASURES**

4.7.1 Define UNIL’s strategy on philanthropy

The Rectorate will build UNIL’s identity relating to philanthropy, ensuring that it is in line with the objectives of the plan of intentions, by identifying the themes and institutional projects likely to mobilise philanthropic actors, prioritising research and teaching at UNIL. It will provide the tools necessary to support philanthropic projects (databases, computer tools for managing requests, FAQ, etc.).

4.7.2 Develop the ecosystem of UNIL’s philanthropic partners

The Rectorate will maintain privileged links between philanthropic partners and UNIL. It will continue its relations with current philanthropic partners and will develop new collaborations by identifying potential philanthropic partners interested in the research and projects carried out within the institution. To this end, it will actively use and strengthen its alumni network and identify institutions and actors (companies, foundations, patrons) that could be approached for specific projects or themes related to UNIL’s many fields of expertise and will maintain privileged links between philanthropic partners and UNIL.

4.8 MAINTAIN A SAFE, VIBRANT CAMPUS, WITH CUTTING-EDGE INFRASTRUCTURE

**A) OBJECTIVE**

Founded half a century ago, the UNIL campus in Dorigny is well known as one of the most beautiful campuses. Its lakeside location and the quality of its buildings and green spaces are a particularly valuable asset for the entire community and for attracting talent. This heritage must be maintained, developed and cherished. By providing UNIL with a Master Plan for the Universities (SDHE), the previous Rectorate set the course in terms of urban planning. The current team intends to pursue this coherent development policy to encourage lively scientific activity, while protecting the landscape and natural character of this small area.

After more than two years of pandemic, the return to active life on the Dorigny, Bugnon, Epalinges, Cery and Sion campuses is an important issue for UNIL. By encouraging the emergence of neighbourhood life, by working on premises conducive to interaction and by supporting event-based or long-term university community projects, the Rectorate intends to contribute to recreating the campus atmosphere that is so conducive to education and innovation.

Thanks to support from the Canton of Vaud, UNIL is equipped with modern and continually developed infrastructures. The Rectorate intends to continue its efforts to make more efficient use of the space available to it. This will involve facilitating the arrival of new research teams, enabling the development of projects in flexible and user-friendly premises, including new buildings for the life sciences, health and economics, and integrating the needs of teaching and pedagogical innovations into classroom design. It will also continue to ensure the best possible health and safety conditions on campus for all.

**B) MEASURES**

4.8.1 Maintain cutting-edge infrastructure for research and teaching

In the coming years, several major infrastructure projects will be carried out on the Dorigny campus, as well as at Bugnon and Epalinges: renovation and expansion of the Unithèque, construction of new Life Sciences buildings, the LICR building and the building for personalised medicine, renovation of the Amphipôle, construction of a new building for the HEC Faculty, renovation of Bugnon 9, etc.
The Rectorate will continue its efforts to support these major projects and to provide UNIL with cutting-edge and environmentally friendly infrastructures for research and teaching. It will also ensure that health and safety conditions in the workplace and at school are guaranteed everywhere and at all times.

4.8.2 Support sporting, cultural or community projects

The pandemic has dealt a heavy blow to the activities of student associations that bring life to UNIL campuses (sports, culture, leisure, etc.). The Rectorate wishes to support these associations in the long term and to help them carry out projects that would enliven the campuses, which may be either ongoing projects or events.

4.8.3 Continue to develop the Dorigny campus to create neighbourhoods

Following the Master Plan of the Universities, the Rectorate wishes to reinforce the particular character of each sector of the Dorigny campus around high-quality communal services, especially cafeterias and meeting places (Zélig, La Grange, Vortex, etc.).
SUMMARY TABLE OF ISSUES, PRIORITIES, OBJECTIVES AND MEASURES
An O indicates that the measure responds directly to the issue indicated, while an o indicates that the measure contributes to responding to the issue. In column 6, Teaching | Research | Career | Interinstitutional relationships, this code is shown as T|R|C|i / t|r|c|i to indicate which of the four institutional issues is involved.

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>1. Teaching</td>
<td></td>
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<tr>
<td>1.1 Enhance skills acquisition based on a strategy of continuous and innovative improvement in teaching</td>
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<tr>
<td>1.1.1 Incorporate the technologies implemented for online teaching in a way that is pedagogically justified</td>
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<tr>
<td>1.1.2 Take pedagogical considerations into account when planning work that affects teaching premises</td>
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</tr>
<tr>
<td>1.1.3 Encourage skills acquisition through the quality of evaluations (examinations and assessments)</td>
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</tr>
<tr>
<td>1.1.4 Respond to demographic changes by ensuring appropriate student supervision</td>
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<tr>
<td>1.2 Promote the acquisition of the skills required to tackle the issues facing society</td>
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</tr>
<tr>
<td>1.2.1 Support the development of digital skills</td>
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</tr>
<tr>
<td>1.2.2 Prepare students to contribute to the ecological transition and support them in doing so</td>
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</tr>
<tr>
<td>1.3 Strengthen community links to support education</td>
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<td></td>
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<tr>
<td>1.3.1 Encourage collective and interdisciplinary knowledge creation</td>
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<tr>
<td>1.3.2 Promote commitments on mutual assistance and solidarity</td>
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<tr>
<td>1.4 Pursue an inclusive policy of access to and success in university courses</td>
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<td></td>
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</tr>
<tr>
<td>1.4.1 Strengthen initiatives aimed at students with special needs</td>
<td></td>
<td></td>
<td></td>
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<td>O</td>
</tr>
<tr>
<td>1.4.2 Strengthen skills in inclusive pedagogy</td>
<td></td>
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<td>T</td>
</tr>
<tr>
<td>1.4.3 Engage in reflection on university education for migrants</td>
<td></td>
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<td>O</td>
</tr>
</tbody>
</table>

UNIL | UNIVERSITY OF LAUSANNE
## 2. Research

### 2.1 Strengthen support for researchers at UNIL

- **2.1.1** Implement a new organisational structure for research
- **2.1.2** Promote support for young researchers on an ongoing basis
- **2.1.3** Strengthen initiatives to encourage research

### 2.2 Help UNIL researchers to carry out high-quality research to shed light on the complex issues facing the world

- **2.2.1** Strengthen areas of competence that are specific to UNIL by supporting the development of new projects
- **2.2.2** Act to encourage open science that respects diversity
- **2.2.3** Rethink research time

### 2.3 Commit to research that is rooted in the region but open to the world

- **2.3.1** Strengthen UNIL's territorial roots by developing shared innovation initiatives within the canton and in Switzerland
- **2.3.2** Implement a proactive policy of openness and international attractiveness

## 3. Links to society

### 3.1 Contribute to, support and drive the ecological transition

- **3.1.1** Make the campus a living laboratory of the ecological and social transition
- **3.1.2** Make the ecological transition skills acquired on the UNIL campus available to the local, regional and international community

### 3.2 Position UNIL as a key player in lifelong learning

- **3.2.1** Develop the network of continuing education partnerships
- **3.2.2** Strengthen provision in strategic areas
- **3.2.3** Make the continuing education offered by UNIL more accessible

### 3.3 Make scientific processes accessible through mediation

- **3.3.1** Strengthen and diversify UNIL's scientific and cultural mediation
- **3.3.2** Make UNIL's scientific and cultural mediation projects more visible
- **3.3.3** Offer UNIL members optimal conditions to encourage them to engage with society
- **3.3.4** Strengthen scientific mediation skills and know-how within the UNIL community
3.4 Assert UNIL’s position as a key player in the cultural landscape of French-speaking Switzerland

<table>
<thead>
<tr>
<th>3.4.1</th>
<th>Intensify cooperation between researchers and cultural partners in Vaud canton and French-speaking Switzerland</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4.2</td>
<td>Offer ambitious cultural programmes on campus and dynamise “campus life”</td>
</tr>
<tr>
<td>3.4.3</td>
<td>Create schemes to encourage co-creation between researchers and artists (research creativity) and publicise them, notably through sharing know-how and arts/sciences projects</td>
</tr>
</tbody>
</table>

4. Institutional development

4.1 Offer UNIL researchers and employees the right conditions for a dynamic, peaceful professional career

<table>
<thead>
<tr>
<th>4.1.1</th>
<th>Provide more security for young researchers</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.2</td>
<td>Implement schemes to support career development for administrative and technical staff</td>
</tr>
<tr>
<td>4.1.3</td>
<td>Assist the faculties in implementing the plans they have made to support the next generation of academics</td>
</tr>
<tr>
<td>4.1.4</td>
<td>Guarantee high-quality recruitment and promote equal opportunities</td>
</tr>
</tbody>
</table>

4.2 Enshrine the principles of equality, diversity and inclusion in the day-to-day lives of all members of the community

<table>
<thead>
<tr>
<th>4.2.1</th>
<th>Ensure that all cases of sexism, harassment and discrimination are dealt with systematically and prevent them from developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.2</td>
<td>Adopt inclusive forms of administrative communication</td>
</tr>
<tr>
<td>4.2.3</td>
<td>Encourage diverse participation in committees and other bodies throughout UNIL</td>
</tr>
<tr>
<td>4.2.4</td>
<td>Encourage workplace integration for disabled people, those in vulnerable situations and migrants</td>
</tr>
</tbody>
</table>

4.3 Reduce the impacts of UNIL’s activities to keep them within the ecological limits of the planet while fulfilling its social missions

<table>
<thead>
<tr>
<th>4.3.1</th>
<th>Set quantitative objectives and produce a road map</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3.2</td>
<td>Measure progress and communicate the results</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>4.4.1 Implementation of governance built around the strategic priorities in the digital arena defined in October 2019 in response to the rapid changes in this area</td>
<td></td>
</tr>
<tr>
<td>4.4.2 Modernisation and strengthening of the institutional operation associated with digital technology</td>
<td></td>
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<tr>
<td>4.4.3 Apply best practices on the use of digital resources at both an institutional and individual level</td>
<td></td>
</tr>
<tr>
<td>4.5.1 Strengthen UNIL’s links with its regional and national partners</td>
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</tr>
<tr>
<td>4.5.2 Position UNIL representatives in the necessary bodies to have an impact on a national scale</td>
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<tr>
<td>4.5.3 Develop international academic partnerships and alliances</td>
<td></td>
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<tr>
<td>4.6.1 Strengthen links with the media</td>
<td></td>
</tr>
<tr>
<td>4.6.2 Enhance UNIL’s communication tools and image</td>
<td></td>
</tr>
<tr>
<td>4.6.3 Train researchers in science communication to help build trust</td>
<td></td>
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<tr>
<td>4.7.1 Define UNIL’s strategy on philanthropy</td>
<td></td>
</tr>
<tr>
<td>4.7.2 Develop the ecosystem of UNIL’s philanthropic partners</td>
<td></td>
</tr>
<tr>
<td>4.8.1 Maintain cutting-edge infrastructure for research and teaching</td>
<td></td>
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<tr>
<td>4.8.2 Support sporting, cultural or community projects</td>
<td></td>
</tr>
<tr>
<td>4.8.3 Continue to develop the Dorigny campus to create neighbourhoods</td>
<td></td>
</tr>
</tbody>
</table>
CRITERIA AND INDICATORS OF ACHIEVEMENT
1. TEACHING

1.1 ENHANCE SKILLS ACQUISITION BASED ON A STRATEGY OF CONTINUOUS AND INNOVATIVE IMPROVEMENT IN TEACHING

- Development and adaptation of a strategy for integrating online components into face-to-face teaching
- Introduction of a space planning process that meets educational needs
- Monitoring changes in the number of teachers and students
- Evaluation of the quality of examinations in the various courses, and follow-up measures

1.2 PROMOTE THE ACQUISITION OF THE SKILLS REQUIRED TO TACKLE THE ISSUES FACING SOCIETY

- Monitoring of curricula and courses that include digital training among their objectives
- Monitoring of curricula and courses that include learning objectives in the field of ecological transition

1.3 STRENGTHEN COMMUNITY LINKS TO SUPPORT EDUCATION

- Review of new project-based learning opportunities
- Strategy for promoting solidarity initiatives at the institutional level

1.4 PURSUE AN INCLUSIVE POLICY OF ACCESS TO AND SUCCESS IN UNIVERSITY COURSES

- Documented assessment of responses in disability cases
- Review of offering for training in inclusive education and of its implementation in teaching
- Documented assessment of how applications from people with a migration background are managed
2. RESEARCH

2.1 STRENGTHEN SUPPORT FOR RESEARCHERS AT UNIL

- Development and adaptation of a comprehensive strategy to support research
- Stronger follow-up for doctoral and postdoctoral students
- Monitoring of the number of grants obtained by researchers

2.2 HELP UNIL RESEARCHERS TO CARRY OUT HIGH-QUALITY RESEARCH TO SHED LIGHT ON THE COMPLEX ISSUES FACING THE WORLD

- Monitoring of the development and use of resources to support researchers in data management and curation
- Monitoring of developments in publication methods and evaluation criteria for scientific results
- Development of initiatives that can be applied on campus to promote time for research

2.3 COMMIT TO RESEARCH THAT IS ROOTED IN THE REGION BUT OPEN TO THE WORLD

- Emergence of initiatives for shared innovation (House of Living Knowledge)
- Emergence of initiatives for international outreach (Institute for Advanced Studies)
- Monitoring of UNIL projects that use inclusive research methodologies and of the demand for them
3. LINKS TO SOCIETY

3.1 CONTRIBUTE TO, SUPPORT AND DRIVE THE ECOLOGICAL TRANSITION

- Emergence of initiatives that can be applied on campus to support the ecological and social transition
- Follow-up on external requests for contributions from or collaborations with UNIL members relating to ecological and social transition

3.2 POSITION UNIL AS A KEY PLAYER IN LIFELONG LEARNING

- Review of partnerships in continuing education
- Monitoring of the offering for and participation in continuing education

3.3 MAKE SCIENTIFIC PROCESSES ACCESSIBLE THROUGH MEDIATION

- Assessment of the actions and areas covered by mediation and the resulting participation
- Monitoring of scientific mediation support tools offered to UNIL members and of their use

3.4 ASSERT UNIL’S POSITION AS A KEY PLAYER IN THE CULTURAL LANDSCAPE OF FRENCH-SPEAKING SWITZERLAND

- Assessment of partnerships between researchers and the arts and culture community (collaborations, research-creation projects)
- Establishment and development of the activity of the Observatoire romand de la culture
- Assessment of artistic and cultural offerings on campus
4. INSTITUTIONAL DEVELOPMENT

4.1 OFFER UNIL RESEARCHERS AND EMPLOYEES THE RIGHT CONDITIONS FOR A DYNAMIC, PEACEFUL PROFESSIONAL CAREER
- Monitoring of employment percentages of mid-level staff
- Follow-up on the professional careers of academic, administrative and technical staff, and doctoral alumni
- Enhanced monitoring of recruitment

4.2 ENSHRINE THE PRINCIPLES OF EQUALITY, DIVERSITY AND INCLUSION IN THE DAY-TO-DAY LIVES OF ALL MEMBERS OF THE COMMUNITY
- Follow-up on the systematic handling of discrimination and harassment incidents
- Assessment of information and awareness campaigns
- Review of inclusive practices

4.3 REDUCE THE IMPACTS OF UNIL’S ACTIVITIES TO KEEP THEM WITHIN THE ECOLOGICAL LIMITS OF THE PLANET WHILE FULFILLING ITS SOCIAL MISSIONS
- Publication of an ecological transition strategy for UNIL
- Monitoring of the trajectory for bringing UNIL back to within ecological limits

4.4 IMPLEMENT UNIL’S TECHNOLOGICAL AND DIGITAL STRATEGY
- Implementation of governance and evaluation of good practice
- Follow-up on the modernisation of administrative IT systems

4.5 PROMOTE UNIL’S NATIONAL AND INTERNATIONAL DIMENSION
- Monitoring of partnerships and participation in national and international organisations

4.6 STRENGTHEN UNIL’S VISIBILITY AND BUILD TRUST IN SCIENCE
- Monitoring of the tools for science communication available to UNIL members and their use
- Review of media interactions

4.7 DEVELOP A SPIRIT OF PHILANTHROPY AND PHILANTHROPIC PRACTICES
- Review of philanthropic actions
- Monitoring of the digitalisation of the philanthropic process

4.8 MAINTAIN A SAFE, VIBRANT CAMPUS, WITH CUTTING-EDGE INFRASTRUCTURE
- Monitoring of major building projects
- Review of activities by associations on campus
- Monitoring of security-related activities on campus
Note: the figures presented in this chapter are intended to give an idea of the magnitude of the problem and a sense of the institution’s operations and issues. All figures are the latest available at the time of publication of this document: the reference year, which is always indicated, may therefore vary.
EDUCATION AT UNIL

STUDENTS IN SWITZERLAND, IN THE CANTON OF VAUD AND AT UNIL

According to the Federal Statistical Office (FSO) data:

- 22.5% of the permanent resident population in Switzerland over 25 years of age have a university or college degree. In the canton of Vaud, this proportion is 30.3% – 31.6% of men and 29% of women.
- In 2021, of the 276,000 young people in Switzerland in tertiary education, 18% were enrolled in higher vocational education and training, 32% in a university of teacher education and 50% in a university.
- In 2019, nationwide 22% of under-25s had obtained a Matura and in the canton of Vaud 32.6% had.

In 2020–2021, the 14,861 students who had obtained their Matura (or other certificate of access to higher education) in the canton of Vaud attended the Swiss universities as shown:

Number of students in Switzerland

The Swiss universities have 164,575 students, 51.8% of whom are women. UNIL is home to 10.3% of all students in Switzerland.

Distribution of Vaud students in Swiss universities

UNIL counts for 10.3% of Switzerland’s students
Between 1970 (when UNIL was established on the Dorigny site) and 2021, the number of students at UNIL has increased fivefold, from 3,176 to 17,141. Over the last 10 years (2011–2021), their number has increased by 40%. The projections of the FSO, which announced a trend towards a slowdown in growth, have not yet been realised.

EMPLOYABILITY OF UNIVERSITY GRADUATES IN SWITZERLAND

According to FSO statistics assessing the employability of Swiss graduates, in 2021 the unemployment rate of those who obtained a university degree in 2016 was 1% for those with a doctorate and 2.3% for those with a Master’s degree, broken down by field of study as shown:

**Evolution of the number of UNIL students**

**Employability of university graduates in Switzerland**
ALUMNI NETWORK

Ten years after its creation, the ALUMNIL network has more than 23,500 members, including 1,600 in 90 countries outside Switzerland. The UNIL alumni community is especially large in France, Italy, USA, Germany, UK, Luxembourg, Canada and Belgium. ALUMNIL provides a hub for students, researchers and professors who are staying abroad. It also provides access to events organised by Swiss representatives abroad, such as embassies and consulates, as well as Swissnex, strengthening connections and sharing knowledge between alumni of Swiss universities.

Worldwide distribution of alumni

In 2021, the percentage of graduates whose professional activity five years after graduation in 2016 matched their education was 90.2% for PhD graduates and 87.3% for Master’s graduates, broken down by field of study as shown:

Percentage of graduates whose professional activity matches their education

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>PhD</th>
<th>Master</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities and social sciences</td>
<td>90.8%</td>
<td>83.7%</td>
</tr>
<tr>
<td>Economic sciences</td>
<td>86.5%</td>
<td>95.7%</td>
</tr>
<tr>
<td>Law</td>
<td>98.0%</td>
<td>91.8%</td>
</tr>
<tr>
<td>Exact and natural sciences</td>
<td>97.6%</td>
<td>97.6%</td>
</tr>
<tr>
<td>Medecine and pharmacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical sciences</td>
<td>80.0%</td>
<td>84.8%</td>
</tr>
<tr>
<td>Interdisciplinary and other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

90.2% PhD
87.3% Master

ALUMNIN network, including 1,600 members in 90 countries outside Switzerland
TRAINING OF DOCTORS

Evolution of the number of medical graduates, following UNIL’s efforts to increase the number of graduates:

<table>
<thead>
<tr>
<th>University</th>
<th>2009</th>
<th>2012</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zurich</td>
<td>240</td>
<td>285</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bern</td>
<td>200</td>
<td>228</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lausanne</td>
<td>108</td>
<td>160</td>
<td>189</td>
<td>212</td>
<td>220</td>
<td>245</td>
</tr>
<tr>
<td>Basel</td>
<td>140</td>
<td>166</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geneva</td>
<td>140</td>
<td>149</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>880</strong></td>
<td></td>
<td><strong>1,017</strong></td>
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1,017

Graduating medical students in 2019

UNIL’S FIELDS OF ACTIVITY

Article 4, paragraph 1 of the Law on the University of Lausanne of 6 July 2004 specifies the scope of UNIL’s activities, stipulating that “the University shall ensure teaching and research, in particular in the following fields: theology, religious sciences, literature and philosophy, legal sciences, social and political sciences, economics, natural and environmental sciences, and medical sciences”. To achieve this, UNIL is organised into seven faculties:

<table>
<thead>
<tr>
<th>Faculties</th>
<th>Areas of activity</th>
</tr>
</thead>
</table>
| Theology and religious studies | Theology  
Religious Studies |
| Law and criminal sciences and public administration | Law  
Criminal Sciences  
Public administration |
| Letters | Languages and literature, philosophy, linguistics, computer science for the humanities, science of antiquity, history, art history, film |
| Social and political sciences | Psychology, political science, social science, sport and physical education sciences |
| Graduate business school | Political economy, management, finance, actuarial sciences, information systems |
| Geosciences and environment | Geology  
Geography  
Natural and human environment |
| Biology and medicine | Biology  
Medicine  
Nursing |
DISTRIBUTION OF STUDENTS BY FACULTY IN AUTUMN 2021

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Number of students</th>
<th>percentage of women</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTSR</td>
<td>89</td>
<td>54%</td>
</tr>
<tr>
<td>FDCA</td>
<td>2,363</td>
<td>66%</td>
</tr>
<tr>
<td>Letters</td>
<td>2,200</td>
<td>63%</td>
</tr>
<tr>
<td>SSP</td>
<td>3,628</td>
<td>66%</td>
</tr>
<tr>
<td>HEC</td>
<td>3,303</td>
<td>37%</td>
</tr>
<tr>
<td>FGSE</td>
<td>915</td>
<td>46%</td>
</tr>
<tr>
<td>FBM</td>
<td>4,108</td>
<td>63%</td>
</tr>
<tr>
<td>FCUE</td>
<td>535</td>
<td>70%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17,141</strong></td>
<td><strong>58%</strong></td>
</tr>
</tbody>
</table>

EDUCATION IN LINE WITH THE BOLOGNA DECLARATION

At the start of the academic year in September 2022, UNIL’s range of courses will include 16 Bachelor’s programmes, 2 of which will be joint programmes with another university, and 42 Master’s programmes, 5 of which will be joint programmes with other universities: 2 with the HES-SO and 3 with the HEP-VD.

### Bachelors

<table>
<thead>
<tr>
<th>Theology and Religious Studies</th>
<th>Bachelor in Theology (UNIGE)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bachelor in Theology by distance learning (UNIGE)</td>
</tr>
<tr>
<td></td>
<td>Bachelor in Religious Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Law, Criminal Sciences and Public Administration</th>
<th>Bachelor of Law</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bachelor of Science in Forensic Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letters</th>
<th>Bachelor of Arts (choice of 3 disciplines out of 36 offered)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Social and Political Sciences</th>
<th>Bachelor in Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bachelor of Social Sciences</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Science in Psychology</td>
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<tr>
<td></td>
<td>Bachelor of Science in Movement and Sport Sciences</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>HEC</th>
<th>Bachelor of Science in Management</th>
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<tbody>
<tr>
<td></td>
<td>Bachelor of Science in Political Economy</td>
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</table>

<table>
<thead>
<tr>
<th>Geosciences and Environment</th>
<th>Bachelor of Science in Geosciences and Environment</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>(3 possible orientations)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Biology and Medicine</th>
<th>Bachelor of Science in Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bachelor of Medicine</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Science in Pharmaceutical Sciences</td>
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</table>

### Masters

<table>
<thead>
<tr>
<th>Theology and Religious Studies</th>
<th>Master in Theology (UNIGE)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Master in Religious Studies (SSP and Letters)</td>
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<tr>
<td></td>
<td>Master in Religious Studies with specialisation (SSP and Humanities – 2 spec.)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Law, Criminal Sciences and Public Administration</th>
<th>Master in Law (10 possible options)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Master of Laws in Legal Professions</td>
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<tr>
<td></td>
<td>Master in Information Technology Law, Crime and Security (HEC) (3 possible options)</td>
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<tr>
<td></td>
<td>Master of Law in Criminology and Security</td>
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<tr>
<td></td>
<td>Master of Law from the Universities of Zürich and Lausanne</td>
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<tr>
<td></td>
<td>Master of Science in Forensic Science (3 possible orientations)</td>
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<tr>
<td></td>
<td>Master of Science in Crime Analysis and Tracing</td>
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<tr>
<td></td>
<td>Master in Public Policy and Management (UNIBE and USI)</td>
</tr>
</tbody>
</table>
### Masters (suite)

| Letters | Master of Arts (31 possible disciplines)  
|         | Master of Arts with specialisation (15 specialisations)  
|         | Master in Digital Humanities (SSP and FTSR – choice of one discipline out of 20 possible) |
| Social and Political Sciences | Master in Political Science  
|         | Master in Social Sciences  
|         | Master of Science in Psychology  
|         | Master of Science in Movement and Sport Sciences (6 possible orientations)  
|         | Master’s degree in educational science and practice (HEP-Vaud)  
|         | Master’s degree in educational sciences and practices with specialisation (HEP-Vaud – 2 possible specialisations)  
|         | Master in didactics of physical education and sport (HEP-Vaud) |
| HEC | Master of Science in Management (4 possible orientations)  
|      | Master of Science in Political Economy (1 possible specialisation)  
|      | Master of Science in Information Systems  
|      | Master of Science in Finance (3 possible orientations)  
|      | Master of Science in Accounting, Controlling and Finance  
|      | Master of Science in Actuarial Sciences  
|      | Master in Law and Economics (FDCA) (2 options)  
|      | Master in Sustainable Management & Technology (EPFL, IMD) |
| Geosciences and Environment | Master of Science in Earth Sciences (UNIGE)  
|                          | Master of Science in Environmental Sciences (3 possible orientations)  
|                          | Master of Science in Geography (4 possible orientations)  
|                          | Master of Science in Biogeosciences (UNINE)  
|                          | Master in Tourism Studies  
|                          | Master’s degree in sustainability foundations and practices |
| Biology and Medicine | Master of Science in Behaviour, Evolution and Conservation (3 possible specialisations)  
|                     | Master of Science in Molecular Life Sciences (3 possible specialisations)  
|                     | Master of Science in Medical Biology  
|                     | Master in Medicine  
|                     | Master of Science in Nursing (HES-SO)  
|                     | Master of Science in Health Sciences (HES-SO) (5 possible orientations)  
|                     | Master of Science in Specialised Nursing Practice (4 possible orientations) |

The range of courses offered by UNIL is broad, but it is divided into a limited number of Master’s programmes, making it easier for students to orient themselves when choosing their studies and for employers to understand what education graduates have. Each Master’s programme may, however, have several specialisations, orientations or fields of study.
CONTINUING EDUCATION OFFERING

UNIL is committed to lifelong learning. In 2021, the Lausanne University Continuing Education Foundation supervised 193 courses offered by UNIL, alone or in partnership with other universities. This offering is as follows:

<table>
<thead>
<tr>
<th>Types of education</th>
<th>Number of courses</th>
<th>Number of beneficiaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Advanced Studies (MAS, including EMBA)</td>
<td>31</td>
<td>613</td>
</tr>
<tr>
<td>Diploma of Advanced Studies (DAS) – Diploma of Continuing Education</td>
<td>5</td>
<td>126</td>
</tr>
<tr>
<td>Certificate of Advanced Studies (CAS) – Certificate of Continuing Education</td>
<td>53</td>
<td>965</td>
</tr>
<tr>
<td>Short courses (non-certifying)</td>
<td>100</td>
<td>1,752</td>
</tr>
<tr>
<td>In-company training/professional associations /public administrations</td>
<td>4</td>
<td>139</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>193</strong></td>
<td><strong>3,595</strong></td>
</tr>
</tbody>
</table>

130,000 participants have registered for UNIL’s MOOCs since 2014

UNIL has developed a portfolio of courses as part of its initiative “Continuing education in the digital domain for teachers and others” and is participating in the Canton of Vaud’s project to develop digital technology in schools.

Since 2014, UNIL has offered a limited number of MOOCs (Massive Open Online Courses) to an international audience with a focus on continuing education. The themes are focused on UNIL’s areas of expertise (e.g. ethics, doping, forensic sciences) and contribute to its international visibility. More than 130,000 participants have registered for UNIL’s MOOCs.
SNSF funds are allocated directly to researchers at Swiss universities, who submit their projects for competition to committees of experts who evaluate them and decide on their funding (or lack of same). The allocation of SNSF funds is thus an indicator of the dynamism and quality of research within each institution. The noticeable annual variations of the curves in the two graphs below can be explained, among other things, by the allocation of funding for projects that run over several years.

Between 2012 and 2020, the annual amounts allocated to UNIL from the European Programme for Research and Innovation (EU Framework Programmes), including the European Research Council (ERC), increased by an average of CHF 900,000 per year. With Switzerland’s exclusion from the European research programmes, the curve in the graph below already shows a decrease starting in 2021, due to the lack of new funding.
**UNIL AS EMPLOYER**

**IN A FEW FIGURES:**

8.9/10

*Average satisfaction of employees with their work at UNIL*¹

200

*About 200 jubilees each year (for between 10 and 40 years of service)*

250

*One of the 250 best employers in Switzerland out of 1,500 companies with ≥200 employees identified*

120

*More than 120 short courses offered internally to develop employees’ skills*

120

*120 nationalities and 136 professions, of which 18 are academic*

500

*Access to more than 500 annual events (conferences, shows, etc.)*

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**UNIL STAFF MEMBERS**

In 2021, UNIL employed 4,795 people (51.2% of them women). In addition, 617 people (27.7% of them women) were employed by the CHUV, with teaching and research activities in clinical medicine. The graph below shows the proportion of full-time equivalents (FTE) of staff members, including in clinical medicine, according to their function.

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¹ Survey conducted in September 2020 among employees on the impact of semi-lockdown (feeling in non-crisis circumstances). 59% participation (2424 people)
UNIL as a Centre of Dynamism and Attractiveness for the Canton

UNIL Infrastructure

UNIL occupies four sites linked by the M1 and M2 metro lines and by the LEB: the main campus at Dorigny adjacent to the EPFL campus, as well as the university hospital site at Bugnon in the city of Lausanne, the site at Epalinges, specialising in life sciences research, and the Cery site, which is dedicated to psychiatry, all three of which are shared with the CHUV. The total surface area is 107 hectares, including 77 hectares of green space.

1. Life science cluster
   - Immunology
   - Oncology

2. Cery hospital
   - Neuroscience
   - Psychiatry

3. University hospital
   - Clinical research
   - Translational research
   - Fundamental research

4. University campus
   - Life sciences and medicine
   - Social sciences and humanities
   - Environmental sciences

5. Technical University
   - Engineering
   - Life science engineering
On the Dorigny campus and the Bugnon site, UNIL manages 32 buildings made available to it by the Canton of Vaud, representing 280,000 m² of built-up area, comprising 2,200 offices, 460 teaching rooms, 30 auditoriums (of 40 to 800 seats) and 1,050 laboratories.

UNIL is home to 50 libraries of various sizes. The main library on the Dorigny campus (BCU – Unithèque) offers 863 workspaces, houses 47,600 linear metres of documents and provides access to several million books and scientific journals.

During the university semester, 3,100 lunch menus are prepared and served each day on the Dorigny campus in three production kitchens and four ancillary cafeterias.

In 2019, 27,850 MWh of electrical energy and 24,700 MWh of thermal energy were used at the Dorigny and Bugnon sites. UNIL uses 100% renewable electrical energy produced in the canton of Vaud and produced 1,500 MWh with photovoltaic solar panels on the roofs of the Dorigny site buildings, of which 1,300 MWh was self-consumed.

Property developments are under way, planned or envisaged on the Dorigny campus as follows, for the years indicated on this plan:
MOBILITY

The Dorigny campus is served by three stops on the M1 metro line and by five bus lines; it offers 1,550 bicycle parking spaces and 1,500 car parking spaces.

According to the 2019 report on mobility at UNIL, 62.2% of the members of the university community who visit the Dorigny campus travel by public transport. This mode remains by far the most frequently used.

The proportion of people travelling by car is less than half what it was in 2005 (11%, down from 24.9%), which has allowed the number of spaces to be reduced despite the large increase in the number of campus users.

In contrast, the number of bicycle trips more than doubled to a high of 9.5%, up from 4.3% in 2005.
EVOLUTION OF EXTERNAL CONTRIBUTIONS (IN CHF MILLION)

NATIONALITY OF FACULTY MEMBERS FROM ABROAD
STUDENT MOBILITY

For the academic year 2021–2022, 1,948 students started a Master’s programme at UNIL. Of these, 1,124 (58%) had obtained their Bachelor’s degree at UNIL and 824 (43%) at another Swiss university (21%) or at a foreign university (22%).

In the 2019–2020 academic year, 567 UNIL students spent one or two semesters of student mobility at another university, either in Switzerland (14%), in Europe through the SEMP programme (52%), or in a non-European country (34%). Their main destination countries are – in descending order – Germany, Canada, Spain, Australia, Great Britain, Italy, France, China and the USA. The number of mobile UNIL students has increased by 81% since 2009.

In all, more than 50% of the students who obtain a Master’s degree from UNIL have had the experience of spending at least one semester in another university, either through student mobility or because they obtained their Bachelor’s degree in another university.

In the other direction, 434 students came from another Swiss (11%), European (55%) or non-European (34%) university to spend one or two semesters at UNIL in 2019-2020.

UNIL currently has 643 international agreements (including 373 European mobility agreements) with 390 partner institutions located mainly in France, Germany, Italy, Canada, Spain, Great Britain, China and the USA.) Nearly 60% of these institutions are in Europe; the others are spread over the other four continents of the world. In addition to student mobility, these agreements facilitate staff exchanges or teaching and research partnerships.

ORIGINS OF UNIL STUDENTS

In autumn 2021, UNIL students came from the following places (place of residence at the time of obtaining the qualification granting access to the UNIL programme) – total and by degree level.
PRIVILEGED PARTNERSHIPS

Since 2015, UNIL has established privileged partnerships with a limited number of universities. These enhanced agreements allow us to build close and ambitious collaborative relationships in teaching, research and governance. The relationship of trust established with these partners creates a framework conducive to the launching of innovative projects with a medium and long-term outlook. Different activities are implemented with each partner (joint courses, collaborative research projects, training of administrative and technical staff, etc.). To date, UNIL has four privileged partners: Lancaster University, Université libre de Bruxelles, Université Laval and Università degli studi di Padova.

INSTITUTIONAL NETWORKS

UNIL participates in several networks, three of which are of strategic importance to UNIL. Each of these networks offers UNIL complementary opportunities for collaboration and development, in line with its specific mandate.

• **UNICA**
  UNICA is an institutional network of universities in Europe’s capital cities. Founded in 1990, it currently comprises 51 universities in 37 European capitals, bringing together more than 180,000 university staff and 2 million students. It includes several working groups in which UNIL is active, notably concerning international relations, communication and sustainability. The exchange of best practices within these groups is particularly useful for the governance of UNIL.

• **Alliance Campus Rhodanien**
  This cross-border network was created in 2017 to strengthen the academic synergies between the universities of Lyon, Grenoble Alpes, and Savoie Mont Blanc on the French side, and the HES-SO, the University of Geneva and UNIL on the Swiss side. A joint start-up fund, with each party managing its own contribution, supports the development of joint academic projects.

• **Worldwide Universities Network**
  In 2020 UNIL joined the Worldwide Universities Network, which currently has 25 member universities on six continents. The main goal of the network is to encourage collaborative research on the major issues of our time in four main areas: climate change, public health, higher education and research, and intercultural understanding. A call for joint projects is launched each year among the member universities.
PREAMBLE

The University is a place of freedom, creativity and responsibility.
Today, the challenges posed by the internationalisation of knowledge, the emergence of new knowledge, new ways of disseminating knowledge and the commercialisation of knowledge call into question the role and organisation of universities in our society.
UNIL actively participates in the needed debates.

THE UNIL AND ITS MISSION

UNIL receives its mission from the Canton of Vaud, which formulates it in general terms in the Law on the University of Lausanne.
In fulfilling its mission, UNIL has chosen to focus on the Human and the Living in their natural and social environment.

THE UNIL AND ITS VALUES

The Charter is a founding document; it specifies the essential values through which UNIL defines its identity, in the interactions it develops with:
- knowledge,
- its social, academic and political environment,
- the members of its community.

These values are not absolute, which may lead to dogmatism; complementary or opposed, they coexist in a state of permanent tension.
UNIL expects all its organisations and all its members to follow its values and to bring them to life.
THE UNIL CHARTER

CRITICAL KNOWLEDGE
UNIL aims to produce and transmit knowledge that is validated by shared verification processes, which entails honesty, independence, interdisciplinarity, debate and transparency.
UNIL stimulates the ability to criticise and question the knowledge it transmits and develops.
The construction of knowledge is in perpetual flux; its transmission takes note of its historical development, its current state, emerging questions and future research avenues.
University teaching is inseparable from research.

UNIVERSALITY
UNIL deals with knowledge that brings together and integrates the humanities and life sciences.
UNIL participates in universal knowledge through its simultaneous involvement in the regional, national and international scientific community.
UNIL’s fields of excellence are developed in accordance with UNIL’s mission.

AUTONOMY
UNIL claims an autonomy that guarantees the university dimension of its teaching and research in the service of its mission.
The autonomy claimed by UNIL requires that its organisations and members are very responsible in their use of resources.
UNIL guarantees its members academic freedom in line with the teaching and research programmes of the university community.

CIVIC ENGAGEMENT
UNIL is driven by the desire to serve the community in order to contribute to its scientific, cultural, economic and political influence; it functions in interaction with its social environment.
UNIL considers knowledge to be a public good; it intends to make it available to society in order to address the major issues of our time in all their complexity.
UNIL expects its researchers to constantly assess their responsibilities with regard to the potential consequences of their work.
UNIL contributes to the education of humanist, critical and responsible, autonomous and supportive citizens, wanting to constantly develop their skills and motivated by the desire to surpass their achievements throughout their lives.

RECOGNITION OF PERSONS
Through the quality of the study and work environment, UNIL aims to foster the personal development of all its members in their contribution to the achievement of its mission.
The criteria for access to study and teaching programmes as well as to academic or professional positions at UNIL are strictly based on the competence of individuals.
UNIL guarantees its members respect for their fundamental human rights. It gives them full freedom of conscience and belief, while respecting the rules of community life.