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Status and structure of the Statement of intent

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. Its existence is foreseen 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 enables 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 prior 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 mechanism 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 will have to take. For members of the university community, teachers, researchers, administrative and technical staff and students, it will provide the necessary clarity for the Management's actions; for the political authorities, it will provide the basis for their confidence in the institution and the options chosen by its Management, constituting the formal commitment required by the autonomy conferred on it.

b) Structure of the Intention Plan

The Rectorate has built the general policy it wants to conduct during the years 2021-2026 by defining six strategic issues to which it will have to commit itself to respond as a priority during the five years of its mandate, in order to ensure the institution's development.
To achieve this, it has defined **19 priority objectives**, divided into **four areas** (teaching, research, links with society and institutional development).

The priority objectives are guides to help the Rectorate in the running of the institution and in its desire to develop it. In particular, they will serve as a basis for its policy on the distribution of resources to be allocated to the implementation of the Strategic Plan. Finally, they will contribute to the transparency of the University's governance.
Six priority issues for the University of Lausanne

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 a society disrupted by increasing technological advances. History shows that such events drive change, and the decisions we are about to make will lay the foundations for our future. The most pessimistic believe that such crises will worsen an already bad social and political climate. However, a certain optimism is essential, and that is the hope that we can build a better world. In this context, universities, and in particular the University of Lausanne (UNIL), have an essential role to play in engaging their communities in rethinking and reshaping the world of tomorrow through the collective excellence of their research, teaching and civic engagement.

The challenge for the future of our societies is enormous, but it offers 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 a key actor of change for the ongoing societal transformation. We are therefore in a key position to fulfil our primary missions, which are 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 seven priority issues for UNIL, including 5 broader societal issues and 2 institutional issues. These issues will be addressed through a collective interdisciplinary approach and modern, efficient communication. Our success also depends on maintaining privileged relations with our university health institutions, such as the Centre Hospitalier Universitaire Vaudois (CHUV) and UNISANTE, with the Triangle Azur, with the École Polytechnique Fédérale de Lausanne (EPFL) and with all other academic institutions in French-speaking Switzerland and abroad.

A. Five major societal challenges

1. UNIL and the ecological transition

Human activities have become the main cause of transformation of our environment. These changes threaten to destabilise the functioning of the Earth system and to project us into a high-risk zone, calling into question the conditions in which our societies have been able to develop: increased natural risks, threat to food security, increase in infectious diseases, economic losses, etc. These threats imply numerous economic, legal, ethical, political and social changes.

These threats and consequences are among the fundamental questions traditionally addressed by UNIL researchers. Thanks to its competences, UNIL adopts a strong vision of sustainability which implies keeping the impact of human activities within the ecological limits of the planet, while ensuring the basic needs and well-being of all, and promoting equity in all its dimensions. It is 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 been placing sustainability at the heart of its concerns and has acquired a pioneering position in this field among academic institutions in Switzerland and beyond. The challenge for UNIL is now 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. Achieving this state of sustainability implies important cultural, but also organisational and structural changes: we will therefore speak of "ecological transition" to designate these changes that lead to sustainability. UNIL intends on the one hand to develop research and teaching that take these challenges into account, and on the other hand 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 experimentation for all members of the university community. In this way, we will collectively achieve targets that correspond to local conditions, but which, combined, lead to an overall reduction in the institution's carbon emissions and other environmental impacts. In a collectively developed long-term green transition strategy, the following issues will be addressed: energy, food, researcher mobility, IT asset management, financial asset management, etc.

The academic activities (research and training) developed at UNIL will make it possible to advance the various knowledge associated with the transition and to train the next generation. UNIL will thus be able to promote the ecological transition beyond the institution and will serve the collective ambition of our societies to take up the challenges of this transition, which will involve many changes in the way we live together. The challenge is therefore to consolidate and develop support mechanisms for projects emanating from the community and society aimed at more sustainable practices, actions and innovations, by ensuring the linkage of environmental, social and economic knowledge that are part of UNIL's strengths.

2. Diversity, equality and inclusion

UNIL is a place where people from all walks of life live together. The diversity of ages, nationalities, backgrounds, ethnic and social origins, and interests in various disciplines characterises the university population. This diversity is constantly evolving and is a source of exchange, innovation, dialogue and transformation necessary for the teaching, research and development of our institution. It is thus a fertile ground for research and teaching. But it also brings challenges. In particular, it has an impact on the progression of studies and careers. Promoting it means fighting against discrimination and inappropriate behaviour. Based on a policy developed over several years, UNIL affirms its desire to go further in the conduct of a cultural, structural and organisational transformation aimed at favouring diversity, ensuring better inclusion and strengthening equal opportunities. The Management refers to this approach by adopting the acronym EDI - equality, diversity, inclusion - which is currently the commonly applied reference.

Diversity can only be a source of wealth if it is welcomed with respect and kindness. The challenge is therefore to ensure that each and every person finds a living environment at the university that respects his or her personality and is conducive to 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, but also to cultivate a sense of belonging.

Despite the efforts made, the university remains inequitable in terms of equal opportunities for the student community as well as for academic, administrative and technical staff. Amongst the main findings, women are still largely in the minority in
certain sectors, particularly in management 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 in order to encourage the emergence and development of every talent. This means strengthening the policy on equal opportunities, support for studies and academic, administrative and technical careers, in collaboration with the faculties and services concerned.

3. The continued strengthening of the place, image and impact of science

Essential to the development of democratic societies and to the maintenance of a humanist tradition, the sciences are faced with the growing risk of seeing their place called into question 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 facing scientists. It is therefore important that it supports the development and transmission of inventive and rigorous working methods. Strengthening the impact of science requires, among other things, the invention of new ways of constructing it. Action research, participatory research and creative research are all emerging approaches that make it possible to produce knowledge while taking concrete action to transform our ways of living and thinking.

By positioning itself as a major player in the development and dissemination of the scientific spirit, UNIL intends to respond forcefully to the misinformation that recurrently affects public debate today. To this end, its first objective is to continue to offer its members all the conditions necessary for free and well-founded intellectual debate. UNIL therefore wishes 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. The strengthening of links with the media, major partners in the dissemination of critical knowledge, will go hand in hand with a new impetus given to philanthropy, which will invite those socio-economic actors who wish to do so to make a long-term commitment to supporting the creation and transmission of scientific knowledge to the greatest number.

4. UNIL and health

Better health makes an important contribution to economic and social progress. However, there are many issues related to health: risks of pandemics, changing demographic balances, access to health for all, health costs, training of medical and health personnel, etc. Health also has an impact on the functioning of the university itself. Indeed, health at work can bring real benefits, such as greater job satisfaction,
which increases the ability to cope with stress and change, and allows for an improvement in the quality of work as well as 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 important implications for many social determinants such as air, water, access to housing, or safety. Similarly, digital technologies have both positive and negative effects on health.

A long-standing commitment has made UNIL a strong and recognised academic player in meeting these challenges. In terms of teaching, UNIL is a pioneer in Switzerland in the academicization of the care professions, training in advanced nursing practices and the adaptation of medical training to the needs of health systems. In terms of research, thanks to the close interaction of its Faculty of Biology and Medicine with the University Hospital of Vaud (CHUV) and with UNISANTE, UNIL occupies a leading position in many fields, in particular in priority areas such as oncology, neurosciences, immunology, infectiology, precision medicine, public and community health, or 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 law of life, 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, whose development and influence the Directorate intends to continue supporting. The pandemic also illustrated the close interdependence between health and other major issues mentioned here. These interactions are also evident in major social transitions (such as the importance of well-being at work and in education, or diversity, equality and inclusion issues), and are becoming increasingly evident in the ecological transition. The Management affirms its willingness to encourage the acquisition and transmission of knowledge at the interfaces of these major issues.

5. UNIL and digital technologies

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 through networking. However, they have also highlighted their limitations: widening inequalities, loss of sociability, reduction of the space of freedom for individuals, easy access to information concerning private life.

Aware that the development of technologies could be synonymous with opportunities, UNIL intends to take advantage of these developments, but also to question and measure 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 potentially negative impacts of these technologies, such as certain collective and individual dependencies. In order to encourage the responsible use of these new technologies, UNIL also wants to adopt a policy of promoting a certain digital sobriety, i.e. optimising the use of digital technology while minimising environmental damage and the effects on inequalities and 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, doing research and managing an educational institution. For example, they raise different questions concerning the
security, archiving and availability of data and raise questions about the ethical and legal implications of this information.

Finally, the accuracy and sophistication of numerical models have been constantly improved, in particular through advances in computer technology. Numerical modelling, and the algorithms associated with it, has become a central tool for addressing fundamental questions in life sciences, environmental sciences, criminal sciences, humanities, economics, psychology, sociology, etc. Numerical models have long allowed sciences to be more predictive (with some limitations), and are present in many teaching and research activities at UNIL. For UNIL, it is now a matter of pursuing the development of such models in a reflective and critical manner.

B. An institutional issue

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

Offering excellent higher education and developing internationally recognised cutting-edge research are the main missions of UNIL. 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 the same 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 onset of 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, the demonstration of these qualities should not obscure the difficulties encountered, especially as some of these illustrate fundamental values of higher education. For example, the problems caused by the lack of interpersonal contact in a pandemic situation demonstrate the importance, both for teaching and learning, of the links that students form with each other as well as with lecturers and other staff. Consequently, it will be crucial for UNIL to reaffirm itself as an encounter-based community 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 in the long term the digital tools mobilised since March 2020, provided that they contribute to pedagogical intentions. At the same time, UNIL will encourage the resumption of community links as being constitutive of the personal development of its students, as well as associative, cultural and sporting activities. It will do so by promoting solidarity as a fundamental value of the university community and of society in general.
In addition, the tensions generated by the pandemic have challenged the constitution of scientific knowledge and its place in society. These circumstances reinforce the importance for higher education to be closely linked to research and to encourage openness, critical distance, rigour and integrity.

**Research**

The pandemic and its consequences have already and will continue to mobilise UNIL researchers, whose role in understanding and accompanying the accelerated transformations of science and society is set to become increasingly central. Whether it is a question of taking part in active *task forces* to face the medical, biological and climatic challenges of the coming decades, of continuously reinforcing the frameworks of legal thought and social and political action, of offering historical, theoretical and ethical insight into contemporary issues, of supporting changes in the economy or of becoming more and more involved in promoting linguistic exchanges, culture and heritage, UNIL knows how to demonstrate 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 others accelerated at an unprecedented rate, particularly in the fundamental field of health, while at the same time arousing incomprehension and even criticism from some members of the public.

In addition, 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 the status of a third country 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 is now lost and alternatives will have to be found to retain and attract talent.

As for the extension of digital technologies, it raises unprecedented problems of management, protection, publication and perpetuation of research data, which require an unprecedented mobilisation of university resources. It is therefore essential to act so that the community of researchers at UNIL can come together in a dynamic of collective excellence, where innovation is not synonymous with inequality and where the performance of results goes hand in hand with taking into account the time needed for scientific work, while respecting the diversity of methods and individuals. This overriding issue raises two more targeted issues.

Working closely with EPFL, the Triangle Azur and including the CHUV and UNISANTE, UNIL already benefits from the international influence of 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, fair attention must continue to be paid to the ways in which research data and results are produced and disseminated. From the natural sciences to the humanities, each scientific field has its own specificities and demands to be evaluated and recognised according to well adapted procedures. This issue is all the more important as UNIL is the bearer of a policy of 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 answer three essential questions. Firstly, it is a question of helping each researcher to effectively manage his/her working time. The disruptions that have affected and are still affecting the academic community since 2020 show how precious but fragile is the balance between teaching, scientific production and community services, while these activities must benefit from the same institutional recognition. It is also about offering researchers clear and secure support in their search for internal and external funding. At a time when there are concerns about possible cuts in public funding in the coming years, success in the most ambitious programmes of the Swiss National Science Foundation, the European Research Council and other international bodies can be enhanced by support schemes. The international attractiveness of UNIL and the social impact of its research can be enhanced by helping 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 its best asset to continue to assert its role in a changing world.

**Careers**

Because it trains people in each of 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 will be necessary to ensure that training courses are in line with these developments and to promote the specific skills acquired by those who have studied during the pandemic period, such as adaptability or digital fluency.

The past health and social situation, as well as the limits placed on Swiss research by the European Union, lead to an increased risk of inequality for young researchers in terms of careers and project funding. The conditions for scientific work have, at least in some cases, deteriorated, encouraging withdrawal, discouragement and even conflict. Yet basic research produces irreplaceable scientific knowledge to meet the challenges we face and thus build a fair and sustainable society. Collective excellence is therefore a strategy that is also expressed in terms of careers, and the success of current and future researchers must be encouraged in a concrete manner.

UNIL is committed to this 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 there or who wish to join it.

UNIL is also a place of learning, inviting everyone 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 during their professional life, or even during their free time.

**Inter-institutional relations**
The alliance between medical, natural, social and human sciences, and engineering makes Lausanne an internationally renowned centre of research and teaching. It is therefore obvious that 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, as well as 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, and even with cultural and public institutions (libraries, film libraries, museums, archives, festivals, theatres, RTS, etc.). These links allow for a beneficial dynamic in terms of exchanges, complementarity of teaching and research services, mutualisation of investments, synergy in the conduct of ambitious projects and consultation in the face of new challenges. These are precious assets in the perspective of an influential positioning at national and international level. Maintaining this dynamic is therefore a challenge that requires, on the one hand, adapting partnerships to the evolution of mutual expectations as well as to the development of teaching and research conditions (the challenges of the ecological transition, digitisation and social responsibility being good examples), and on the other hand, being able to make sufficient investments to enable UNIL to play the leading role to which its competences call.

UNIL and EPFL also have the privilege of sharing the same territory 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 or 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, the pursuit of a determined policy of privileged partnerships and participation in international university networks must be cultivated 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 or in the face of the possible evolution of student and scientific mobility in the aftermath of the COVID-19 pandemic.

**Perspectives**

The Directorate identified the above-mentioned issues to set a course for UNIL's development while clearly positioning it in relation to society's needs. It then applied a bottom-up approach by turning to its internal expertise and inviting expert advisory groups from its community to discover these ideas, test them and enrich them with their feedback. The results of these fruitful exchanges were then confronted with the reality of the faculties and structured into objectives and measures in close
collaboration with the UNIL deans and the university’s central services. Finally, the Directorate submitted its work to the University Council after intensive preliminary work with a dedicated committee of the Council. 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 Management hopes to facilitate the appropriation of its Plan of Intentions by the entire UNIL community, which it strongly encourages to use its knowledge to advance society. It 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 wishes to provide them with the support and resources necessary to achieve this in interaction with all its regional and international partners, 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 (which is attached as a reminder).

The Management therefore submits to its political authority its Plan of Intentions for the period 2021-2026, in the hope that it will encourage it 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
**Intention plan: 19 priority objectives**

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

**Axis 1: Education**

1.1 Enriching the acquisition of skills through a strategy of continuous and innovative improvement of teaching
1.2 Promote the acquisition of skills required by societal issues
1.3 Strengthening community links for training
1.4 Pursue an inclusive policy of access and success in university education

**Axis 2: Research**

2.1 Strengthen support for researchers at UNIL
2.2 Helping UNIL researchers to do quality research to shed light on the complex issues of the world
2.3. Commitment to research that is rooted in its territory and open to the world

**Axis 3: Links with society**

3.1 Contribute to, support and stimulate the ecological transition
3.2 Position UNIL as a central player in *lifelong learning*
3.3 Making the scientific process accessible through mediation
3.4 Affirm UNIL as a key player in the cultural landscape of Western Switzerland

**Axis 4: Institutional development**

4.1 Offer UNIL researchers and staff the conditions for a dynamic and serene career path
4.2 Incorporate the principles of equality, diversity and inclusion in the daily lives of all members of the community
4.3 Reduce the impact of UNIL's activities within the ecological limits of the planet while fulfilling its social mission
4.4 Implement UNIL's technological and digital strategy
4.5 Promote the national and international dimension of UNIL
4.6 Strengthen the visibility of UNIL and confidence in science
4.7 Developing the spirit and practice of philanthropy
4.8 Maintaining a vibrant and safe campus and state-of-the-art infrastructure
1. Teaching

In this chapter, the notion of teaching describes the mission of the university understood as including the notions of transmission (teaching in the strict sense) and learning.

Four priority objectives, expressed in eleven measures, have been identified in this area: enriching the acquisition of skills through a strategy of continuous and innovative improvement of education; promoting the acquisition of skills required by societal issues; strengthening community links in the service of education; and pursuing an inclusive policy of access and success in university education.

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 Management is keen to continue this effort, which is justified by the evolution of both educational objectives and concepts and tools. On the one hand, the Management wants to continue enriching teaching methods, encouraging the acquisition of transversal skills, as well as the continuous adjustment of the subjects taught. On the other hand, the aim is to offer an evolving, flexible and high quality training environment, both in terms of infrastructure and online resources. In particular, these efforts must enrich face-to-face teaching - the essential nature of which the Directorate wishes to affirm, 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 Pedagogical Innovation Fund. The Directorate is keen to continue with the latter, 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 an infrastructure that meets the requirements of 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 raise concerns that the availability of online resources may eventually contribute to the adoption of habits that could be detrimental to academic training and personal development.

The Directorate intends to stimulate a broad reflection throughout the university community on how to integrate online components in a balanced way with face-to-face teaching - the importance of which must be affirmed - provided that there is added value for the pedagogy and the learning experience.

1.1.2 Take pedagogical considerations into account when planning work that affects teaching premises

Combining architectural and pedagogical thinking opens up great prospects for the use of teaching spaces. In particular, it is a question of reconciling various teaching methods, group work, individual work and the use of innovative technologies.
Knowing that new teaching premises will be built over the next few years and that many existing premises will be transformed or maintained, the Directorate wants to accompany the planning of these works with 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 undertaken various actions for several years to analyse their quality, to promote them and to train assessors. While the pandemic has hampered this work and interrupted the project for the anonymisation of written tests, it has also imposed the use of new online evaluation methods.

The Directorate wishes to continue these efforts, which are mainly based on the exploitation of the numerous docimological data available at UNIL, on the training of teaching staff, on the preparation of students for the evaluation methods that concern them and on the logistical support for the implementation of these evaluations and on the exploitation 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 Management will ensure that the number of teaching staff and the support provided by administrative and technical staff are adapted to this increase in the number of students, as well as ensuring the conditions required for the quality of supervision.
1.2 Promote the acquisition of the skills required to tackle the issues facing society

a) objective

Because they are based on the exploration of new knowledge and confrontation with complex issues, university courses prepare students to deal with societal issues in all their diversity and complexity. They 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 management intends to continue the steps taken to position these themes in the training objectives of its various courses. It also intends to remain attentive to the emergence of other themes, in particular societal themes, which are likely to involve similar issues for university courses, based in particular on academic planning and faculty self-evaluations.

(b) measures

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 imposed on teaching by the pandemic having interrupted this programme, the Management 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 management will ensure that students in all courses are aware of this.

Students are asking for a wider range of courses on this crucial subject. The faculties and many teachers are willing to respond to this demand. The Directorate will support the faculties in this process. With the support of the Centre of Competence in Sustainability and the Teaching Support Centre, it will accompany the development of faculty strategies in this direction, and will make teaching resources available. It will offer support to teachers who wish either to integrate sustainability into their existing courses or to develop new courses specific to their curriculum.

The Durabilis prize already rewards the best student work on sustainability. In order to strengthen the promotion of projects in this field, the Directorate will integrate the ecological transition into its measure aimed at encouraging the collective and interdisciplinary construction of knowledge (see 1.3.1 below). In addition, a "Volteface" programme dedicated to students will be proposed in order to stimulate projects on sustainability.

Finally, various events, meetings and exhibitions will be organised, and support for student associations active in the field of sustainability will be provided in the spirit of measure 1.3.2 and in accordance with the procedures defined 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 ensuring that it is strongly anchored in a community united around the objectives of research and training. On the one hand, the transmission of knowledge is not a unidirectional process: it is best achieved through interaction between students and teachers. On the other hand, and above all, university training is not limited to this transmission of knowledge, but includes the exercise of skills that involve relational aptitudes, such as argumentative debate, collaborative work, interdisciplinary and networked approaches to complex issues.

By depriving the university community of a large part of its interactions, the compulsion to teach at a distance generated by the pandemic has illustrated the importance of these interactions, even going so far as to cause worrying situations of precariousness and distress linked, for example, to demotivation, exhaustion and relational deficiency. Moreover, this forced distance learning has given rise to new habits which, while they sometimes bring short-term organisational benefits, risk compromising the constitution of a community around university missions.

In this context, the Directorate intends to encourage the seeds of a UNIL community in various ways, taking into account the fluctuating perspectives of persistent constraints and progressive opening linked to the pandemic, by coordinating its action with that of the University Council.

(b) measures

1.3.1 Encourage collective and interdisciplinary knowledge creation

The value of engaging students in collaborating on collective and interdisciplinary projects is well known in terms of the acquisition of transversal skills. This practice has existed for a long time at UNIL.

The Directorate intends to encourage a wider application of group and interdisciplinary project teaching. It believes that several conditions can be improved to achieve this. For example, efforts must be made to allow the curricular insertion of lessons linked to these projects by facilitating inter-faculty (or even inter-institutional) coordination, to make specific infrastructures available (we are thinking, for example, of spaces similar to 'fablabs' dedicated to projects in the humanities and social sciences) to list and document questions and problems emanating from societal actors and whose analyses could be entrusted to groups of students.

1.3.2 Promote commitments on mutual assistance and solidarity

Initiatives by members of the university community - and in particular students - for the benefit of their peers or society are regularly observed. The pandemic has given rise to many such initiatives, providing an opportunity to measure the value of these actions for their beneficiaries and for the community as a whole, as well as for their initiators, who thus 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 Management believes that it is important for UNIL to encourage more of these commitments and to value them, both academically when they are in line with training objectives, and in order to help students take advantage of them on the job market.
1.4 Pursue an inclusive policy of access to and success in university courses

a) objective

The Management of UNIL believes that it is the duty of the universities to offer equitable opportunities for access and success to all those who have the skills required for advanced studies. It also considers that the diversity of profiles, origins and individual backgrounds represents an enrichment for the entire university community, both in its mission of acquiring and transmitting knowledge and in the perspective of its contribution to society.

In order to take into account these issues of equality, diversity and inclusion, the management intends to continue the measures already taken for several years at UNIL - such as admission without a matriculation certificate, part-time training and validation of acquired experience - and to complete them.

(b) measures

1.4.1 Strengthen initiatives aimed at students with special needs

At UNIL, requests for adjustments to study conditions and/or assessments motivated by certified special needs, such as disability, are handled by responders within each faculty. The Teaching Department is responsible for the coordination and training of these respondents.

Developments in this area are characterised by 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 Management will conduct 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 into account this diversity in the design of courses, the choice of teaching methods and the development of teaching materials, based on the principle that students represent a heterogeneous group in terms of their characteristics, orientations, expectations and needs.

The Management 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 a university education at UNIL or start a new one. They can also familiarise themselves with studies at the UNIL thanks to the status of auditor. A specific web page provides them with all relevant information, and a contact person attached to the Education Department is available to answer their questions. Furthermore, UNIL has always been ready to adapt its system according to the evolution of the situation in the field of migration, in consultation with the competent cantonal authorities.

The Directorate wants to organise a reflection aimed at better supporting people from migrant backgrounds in their university studies. In particular, it will be a matter of taking stock of the experiences accumulated over the last few years, of taking into account the pitfalls inherent in migration and of optimising coordination between the actors involved at the academic, administrative and political levels.

2. Research
Three priority objectives, concretised in three measures per objective, have been identified in this field: to strengthen support for UNIL researchers; to help develop quality research to shed light on the complex issues of the world; to commit to research that is anchored in its territory and open to the world.

2.1 Strengthen support for researchers at UNIL

a) objective

Research careers are becoming increasingly complex, requiring their professionals to have a wide range of skills in order to master the technological, financial, ethical and legal issues involved in projects. Researchers therefore legitimately expect genuine support from their universities in all aspects of their work. Until 2021, UNIL was the only Swiss university without a central body 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 management had launched the idea of providing UNIL with a Research Service. The present management decided to continue by opening this new service and entrusting it with specific missions. It also innovates by providing the university with a new research organisation: the aim is to encourage interaction between researchers and the people who support them and to strengthen the latter’s action 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 the creation of new internal information and research incentive systems.

(b) measures

2.1.1 Implement a new organisational structure for research

This measure is being implemented in three complementary actions. The Research Service, which will be inaugurated in September 2021, must rapidly become a crucial access point for orienting, finding solutions and circulating information on research resources and developments. To this end, it has clearly defined tasks, such as: the development of information platforms on project set-up and management; personalised assistance in the search for external funding; open science and digital issues; assistance with general questions on the legal and ethical aspects of projects; assistance 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 according to needs.

This organisation, which favours bottom-up initiatives, also requires the consolidation of collaboration between the bodies dedicated to research and the players (research consultants, IT and technical engineers, etc.) who work in close proximity to the researchers. The creation of a new Research Support Network bringing together these people will facilitate the flow of information and make the distribution of competences clearer so that researchers can easily understand what kind of support they can find where. These new cooperations, which are essential for quality research, may lead to the upgrading of the terms of reference of support staff in faculties where they exist, by turning them explicitly towards the needs of researchers.

Finally, the Directorate has taken note of the growing digital and IT needs of all research projects. This implies an urgent reinforcement of the personnel competent in the development of tools adapted to the multidisciplinary nature of the research carried out at UNIL, as well as in the field of data management, now regulated by the open science policies supported by UNIL. The recruitment and training of a dozen research engineers and data curators from 2022 onwards is the result of collaboration between central services and faculty staff.

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 Directorate is committed to ensuring that
the specificities of their 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 training and advisory services offered by the Graduate Campus. This will be enhanced, including through further training for research supervisors. Information campaigns and personalised advice will also be strengthened in order to make young researchers aware of the diversity of forms of employment available to them outside the academic world. The ambition is to make the plurality of professional skills mastered by doctoral students attractive to political and economic actors.

### 2.1.3 Strengthen initiatives to encourage research

The University should commit itself by opening an internal funding fund to stimulate original projects, particularly in the humanities and social sciences. Hosted by 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 birth or renewal of ambitious work in new fields. It will also support alternative research methods that are not yet, or 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 an unprecedented scientific mobilisation. Research areas in which UNIL has long been a leader, such as health, sustainability, cybersecurity, economic and financial systems, and digital social and cultural revolutions, have been thoroughly renewed. At the same time, science, as an activity based on precise protocols, has been the target of questioning which, although in the minority, has become disturbingly widespread.

The time has therefore come to strongly affirm the support that UNIL intends to give to quality research. In our view, quality research is 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, in 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 it essential to 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: strengthening UNIL's own fields of competence by supporting the development of new projects; acting in favour of an open science that respects diversity; rethinking the time of research.

(b) measures

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

In the face of globalized and increasingly fierce competition between universities, the current management considers it essential to act with continuity and to strengthen UNIL's position in the fields of competence where its scientific leadership is internationally recognized. These are, among others, the fields of life sciences and sports, 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 underway.

The measure will be deployed in three actions. Firstly, the internal funding fund housed at the House of Living Knowledge (measure 2.1.3) will serve as a tool to bring innovative projects to light. Secondly, the search for external funding necessary for large-scale developments for these projects will be facilitated. Finally, the Directorate 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. The aim will be to give priority to areas and/or research methods that do not exist or exist differently 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 management 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 (open science,
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 Directorate has identified two urgent issues in this area: researchers must be helped to live confidently through this transition by strengthening the University's resources to meet their data management needs, which have literally exploded in recent years (see measure 2.1.1); UNIL must also be more clearly affirmed as a leading institution in terms of 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 parts. 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 a certain number of 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 also from the point of view of legal advice on copyright issues. UNIL will also be able to open negotiations with local publishing houses to facilitate 100% open access publications of collective works 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 Directorate is committed to taking action to support a national policy on the production and management of research data in Switzerland that is coherent, respects the diversity of scientific practices and meets the challenges of sustainability. For example, it is envisaged to take the initiative of a national consultation on the new criteria for evaluating research, which are necessarily holistic, and which 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 on 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, or the issues of stabilising posts or professorial allocations vary greatly depending on the discipline. Moreover, good research is nourished by the pluriactivity of researchers, most of whom teach and carry out missions of general interest within the university and national and international research bodies. However, the current multiplication of these tasks is also a brake.

This measure, proposed to the UNIL Council, will take the form of a qualitative consultation of 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 relevance of launching interdisciplinary scientific work on the impact of the general acceleration of science, a promising area of research.

According to the responses received, "research time support" will be actions adapted for different target audiences: Faculties and centres (e.g. changing the terms of reference for administrative and technical staff wishing to work with researchers); research support staff (e.g. continuous training in time management and team management); the next generation of researchers (e.g. by encouraging full-time doctoral and post-doctoral positions of long duration, by changing faculty practices, taking into account their constraints); all researchers (e.g. an institutional change in the frequency of time allocated specifically for research, as UNIL is the university in Switzerland with the lowest frequency of such time).
2.3 Commit to research that is rooted in the region but open to the world

a) objective

Since the summer of 2021, Swiss universities have been confronted with the weakening of relations between the country and the European Union. This has a major impact on their international scientific reputation. Replacement 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 Management considers 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 territory and to consolidate its international influence through actions of openness and partnership.

This objective will be achieved through three measures: strengthening UNIL's territorial anchorage by developing shared innovation dynamics within the Canton and Switzerland; implementing a proactive policy of openness and international attractiveness; promoting UNIL's research assets in the public arena (see below 3. Link with society)

(b) measures

2.3.1 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.

The measure has three components. The first is to support the joint research initiatives of UNIL, CHUV and UNISANTE. It also aims to strengthen its inter-institutional partnerships with the Canton's universities, such as the HEP-Vaud and the HES, and in particular with the EPFL (among the recent projects, 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, or the CROSS interdisciplinary funding programme). UNIL proposes to increase the share of research partnerships with UNIGE and UNINE within the framework of the Triangle Azur actions, which are currently mainly focused on teaching and institutional policy, and with other neighbouring universities.

A second component is a reinforced support given to researchers who wish to experiment with new research methodologies based on scientific cooperation with actors outside the University. This support, which will be based on the experience of the CoLaboratory, the Centre of Competence in Sustainability, the Culture and Scientific Mediation Service and the UNIL teams specialised in this type of approach, will be deployed in close complementarity with the actions of economic valorisation of research results and with the strategy of mediation of knowledge towards society, which are at the heart of axis 3 of this plan (cf. infra 3. Link with society).

The third component of the measure is the design and launch of a Maison du savoir vivant (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, by offering them facilities for working 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 young Swiss and international researchers who are interested, 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.
2.3.2 Implement a proactive policy of openness and international attractiveness

The dangers that the suspension of partnerships with the European Union poses for Swiss research require UNIL to 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 Directorate, and on its highly efficient International Relations Department.

The 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 in order to ensure the University’s visibility and to take part in institutional actions in favour of a normalisation of political and scientific relations between Switzerland and the EU. These commitments will have to be taken into account in their job descriptions or will give rise to appropriate time off.

The second component is the launch of 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 South. In addition to these residencies, there will be a UNIL programme dedicated to inviting professors/researchers from abroad. Its organisation will be entrusted to 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 teaching of the faculties, to develop research in collaboration with UNIL members and to present their work to the general public at science-city events.
3. Links to society

Through unprecedented collaborations with various partners, UNIL intends to facilitate the appropriation and questioning of scientific knowledge by and for civil society. By 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 which aims to renew our ways of producing, consuming, working and living together. At the institutional level, but also at the regional and national levels, it is a question of instituting a shared approach aimed at both (1) respecting planetary limits 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 (cf. 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 Directorate will consolidate and develop support mechanisms for projects emanating from the UNIL community aimed at more sustainable practices, actions and innovations on campus and in society (e.g. research projects, student associations, etc.). This measure will make it possible, on the one hand, to consolidate the policy of making the campus a living laboratory of the ecological transition and, on the other hand, to encourage 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, in particular through actions to mediate 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

A university campus is special in that it is both a place of research and teaching and a place of life where a community is particularly inclined to test innovative practices in social, environmental, technical and health terms. In previous years, many student initiatives have been hosted on campus (permaculture gardens, participatory grocery shop, free shop, etc.).

While continuing the policy of supporting student initiatives, the management now wishes to open up the possibility of testing initiatives on campus to UNIL researchers and staff by 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 Management intends to implement must not only enable the Institution to be placed below the limits of the biosphere and above the social floor (cf. objective 4.3), but also to contribute to reducing the ecological and social impacts in the whole of UNIL’s living environment.

Thus, the Directorate intends to federate the public or private entities that wish to do so and that share its objectives to form a regional alliance capable of contributing to the decarbonisation of the region. UNIL will make the skills of its scientific community available to its partners, even if it means 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 in the sense of art. 2 LUL. UNIL therefore intends to position itself as a central player in lifelong learning. Commitment to and support for the provision of education to all persons wishing to continue their learning is a factor favourable to social integration and the quality of democratic debate. In this context, UNIL will develop research in this field and lifelong learning, 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 (tertiarisation of the economy, digitalisation, growth of inequalities, etc.).

The UNIL management intends to promote access to continuing education for its employees to enable them to develop and evolve within the University. It also wishes to draw on its alumni network to develop its offer for former students, in particular by proposing various specialisations, some of which are recognised by accreditation. More broadly, UNIL also aims to offer continuing education to the entire population of the canton and beyond.

In order to position UNIL as a central player in lifelong learning, it is crucial to continue and strengthen collaborations with current partners, whether they are associations, such as Connaissance 3 - Université des seniors, or institutions, such as the EPFL with regard to UNIL-EPFL Continuing Education (FCUE), the Institute for Management Development (IMD) for the Enterprise for Society (E4S) programme, and other Universities of Applied Sciences and Pedagogy, and the Universities of the Triangle Azur, with which UNIL has various joint programmes (Master, Diploma and Certificate of Advanced Studies, MAS, DAS, CAS). The Directorate will ensure that conditions are created for the involvement of teachers in continuing education. It also intends to strengthen its partnerships at national and international level by working more closely with international organisations or associations, with public authorities and, more broadly, with the associative, social and economic fabric.

UNIL must also be able to take advantage of the challenges it faces and become a learning institution capable of developing the collective intelligence that will help us adapt to changing contextual constraints. In this way, UNIL itself becomes the agent, the object and the beneficiary of such a permanent learning process.

(b) measures

3.2.1 Develop the network of continuing education partnerships

The Directorate 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 Directorate also wishes to intensify the collaboration between UNIL services (FCUE, human resources service, 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 in the field of lifelong learning in order to be able to draw inspiration from the best practices in the field.

3.2.2 Strengthen provision in strategic areas

The Directorate wishes to support the development of training 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 Directorate 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 perceived as self-evident by all. For this reason, the Management intends to promote a diversification of modalities and formats with short courses, Certificate of Open Studies (COS), CAS, micro-credits, etc. The admission requirements could be rethought in some cases, with specific requirements for certain formats. It would also be interesting to develop a flexible and individualised course offer (flexible learning pathways), and to open up UNIL’s continuing education courses more to people from vulnerable populations (e.g. migrants).

3.3 Make scientific processes accessible through mediation

a) objective

UNIL promotes the understanding of science by the general public 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, in particular through calls for projects, or by developing strategies for disseminating interdisciplinary and inter-faculty research to the general public.

Strengthening the recognition of scientific and cultural mediation actions will promote their growth by giving greater visibility to the arts, sports and culture, which are often ignored as objects of academic research and study. For example, it will be necessary to give an impulse to the organisation of or participation in public events (events of cultural institutions, museums, theatres, festivals, etc.).

UNIL also wishes to mobilise the scientists of its seven faculties and to strengthen their participation in projects to transmit and question knowledge for and with the general public. It recognises and values the time and involvement required to create or contribute to scientific mediation 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. It is particularly attentive to creating a variety of scientific and cultural mediation mechanisms and formats that present the processes, tools and working methods used in academic research. In addition, the scientific fields dealt with in the scientific and cultural mediation projects will be broadened in order to 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 Directorate. It requires the active participation and diversification of the public. With this in mind, the Directorate intends to invest in one or more spaces in downtown 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, in particular by creating an online interface bringing together all of the University's scientific and cultural mediation offerings aimed at the general public, and by producing multimedia formats for the general public on social networks on a regular basis and with professional supervision.
3.3.3 Offer UNIL members optimal conditions to encourage them to engage with society

The Directorate intends to recognise the importance of scientific mediation and to integrate it into the terms of reference of the research teachers concerned. Part-time positions for scientific mediators corresponding to the scientific disciplines of each faculty will be created, and a related network will be set up to coordinate their actions. In order to stimulate initiatives to share knowledge with the general public, an annual call for projects will be launched, accompanied by a fund for innovative projects in scientific and cultural mediation.

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 numerous and diverse. However, training in this field is very little developed in Switzerland. In order to fill this gap, UNIL intends to develop and strengthen basic training courses and to offer continuing education in scientific mediation. In order to offer first professional experiences to students who wish to go into scientific and cultural mediation, the Directorate will further facilitate internships and support the design of new projects in collaboration with the cultural institutions of Vaud, in particular with 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 of knowledge, its transmission and questioning. It mobilises all the faculties, interdisciplinary centres and central services to invent new formats and devices that offer the public unique cultural, intellectual and sensitive experiences.

UNIL mobilises the expertise of its researchers from its seven faculties to make it available to professionals in the cultural field; it thus contributes to the development and influence of cultural life in the region.

The University also plays a role in the field of cultural democratisation: it is committed to promoting access to culture for its students by offering a diversified cultural offer on campus, 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

Collaborations with museums for research, teaching and scientific mediation projects have existed for a long time. The Directorate wishes to strengthen them by developing a policy of exhibitions on the campus. The aim will be to present "focuses" on the programming of cultural institutions in the region (with particular support for those created through collaboration with UNIL), and the stages in the construction of an exhibition. In addition, the processes and results of certain academic research projects will be made visible and will resonate 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 make a scientific contribution 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 a "Observatoire romand de la culture" in partnership with the universities, cantons and cities of French-speaking Switzerland. Cultural practices and policies as objects of research will provide 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 Directorate 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, in particular for students. Associations that organise cultural events (Le Cabanon, CHUL, OSUL, CinéClub, Unilive, etc.) will be advised and supported. For students who wish to practice the arts, a programme of activities (dance, theatre, drawing, etc.) will also be proposed.

Throughout the year, La Grange offers an artistic and theatrical programme that focuses 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 collaboration with cultural partners (theatres, museums, festivals). Exhibitions will be presented in several UNIL buildings to promote a programme by a cultural partner from the French-speaking part of Switzerland or to highlight certain research projects by the
scientific community. Finally, a presentation of the programmes of cultural institutions will be organised at least twice a year on campus for the UNIL community.

The artistic development of the campus will be the subject of collective reflections, taking advantage of the UNIL community’s competences in terms of art and heritage to develop the cultural and artistic visibility of UNIL and the campus, and to deploy cultural mediation activities involving students in particular.

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

Few Swiss universities are lucky enough to have a theatre on their campus. The management wishes to make La Grange a centre for research and experimentation, specialising in arts/ sciences devices. At the heart of a thought in motion, which explores the possible synergies between scientific investigation and creation, La Grange will network the knowledge and practices of the cultural sector and the scientific community, and will offer spectators new experiences underpinned by a critical positioning.

It intends to stimulate and encourage collaboration between researchers, artists and citizens: research-creation is at the heart of the project. The 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 co-construct or contribute to arts/ sciences events in close collaboration with various cultural partners in Switzerland and Europe.
4. Institutional development

Well-being at work, ecological, health, cultural and digital challenges, and the place of science in our societies reveal certain limits of the model of society in which we live. They represent major societal challenges that call for numerous transitions. Because of its history and competences, UNIL has the advantage of being particularly well placed to accompany these major transitions. With the help of eight objectives, the Directorate intends to take part in them 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 management's primary aim is to ensure the development and performance of its employees by giving them the opportunity to consider 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 working, decompartmentalisation of working patterns, support for a collaborative mode in the workplace. It wants to offer an adequate 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 the development of each individual's own scientific identity and vision. It proposes four measures: to reduce the precariousness of young researchers; to put in place mechanisms to promote career progression for administrative and technical staff in terms of mobility, access to continuing education and counselling; to support the implementation of succession plans that have been drawn up by the Faculties; and to apply good practice in recruitment and to 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 precariousness of 80% of its scientific staff, whether they are members of the middle management or the teaching staff (assistant professors). This precariousness can be associated with a partial salary, insufficient funding and/or the multiplication of short-term contracts. Competition for academic positions and for the transition to the job market contribute to this feeling of precariousness, which is particularly intense between the ages of 30 and 45. In 2021, UNIL had 467 postdoctoral researchers and assistant professors on fixed-term contracts. Their average employment rates varied from 73 to 100% (senior researchers SNSF: 73%; first assistants: 85%; master assistants: 86%; Ambizione master assistants: 100%), with an employment rate of 70% leading to remuneration close to the minimum wage provided by the State of Vaud.

Within its scope of action, the UNIL management considers that it can contribute to reducing the precariousness of young researchers through a fourfold measure:

- to offer the next generation better working conditions: the Directorate will thus give the Faculties, the Graduate Campus and the Human Resources Service the task of working to maintain a teaching rate compatible with the completion of a thesis project while taking into account the specificities of the faculties. To improve the conditions for graduate assistants, the Management will work to limit the number of appointments at rates below 80% and will aim for a 100% appointment rate. Similar measures will be taken for the other components of the intermediate body.
- to offer more long-term professional perspectives: 1) to offer more diversity in UNIL’s career options, the Directorate will collaborate with the deanseries to create administrative and technical research support staff positions, while ensuring the transparency of hiring procedures. 2) At the professorial level, the Directorate 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 Directorate will consider how to give doctoral students the possibility of adapting 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 training in the local ecosystem (employer, economy, politics, etc.). These measures will be accompanied by raising 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 Directorate will develop career development mechanisms for administrative and technical staff, e.g. in terms of mobility, access to further training and counselling, while respecting the principle of equal opportunities and transparency in recruitment. To this end, it will set up a working group and implement its concrete and widely applicable proposals. It will ensure the quality of the working conditions of all UNIL staff and those 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 Directorate, all Faculties had developed a succession plan to think about the conditions for their mid-level staff.

The current Directorate will build on this work to develop an institutional policy for supporting academic careers that takes into account the specific aspects of the various scientific disciplines and faculties. In particular, it will ensure that the resources needed to carry out their work are made available to new recruits 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 contributes significantly to the successful accomplishment of its missions, the Directorate intends to guarantee the quality of all recruitments, both of academic staff and of administrative and technical staff. In terms of gender balance in academic recruitment, the rate of women recruited to professorial positions at UNIL in 2021 was 39.6% (40 women and 61 men), although this percentage varies greatly in the seven faculties. In terms of non-professorial academic recruitment and administrative and technical staff, the rates of women hired are increasing. They are around 50%. Female representation has also increased significantly in academic governance positions (i.e. deanships and management). The Directorate has set itself a new objective of aiming for a 60% recruitment rate of female 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 Directorate:

- 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 as close to parity as possible in academic planning and appointment commissions,
- 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 impose bias and diversity training on all persons and services involved in procedures related to recruitment, promotion, stabilisation and appointments to management positions.
- will position itself within 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 in a sustainable way.
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 in which it is proud to see individuals of all ages, genders, origins, sexual orientations and religions rubbing shoulders. The Management will deploy 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 Directorate 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, management and follow-up of situations of discrimination, sexual or moral harassment, sexism or any other inappropriate behaviour. To this end, the Management intends to:

- thoroughly reform the current HELP UNIL platform by clarifying procedures and mobilising multidisciplinary skills (legal, psychological, social, etc.), so as to improve reception, 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, which is mandatory for managers of staff - both academic and administrative (newcomers first, then existing staff) - as it is essential to prevent the emergence of unacceptable situations.
- 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.).
- to raise awareness among students by ensuring that the existing teaching offer at UNIL in the field of "equality, diversity and inclusion" is visible.

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 pathways that do not fit the most common ones, and it ensures that every member of the community feels welcomed and accepted.

This is why the Directorate intends, through this measure, to introduce inclusive forms of communication in all sectors (e.g. forms, provision of key documents in several languages). It will work towards the adoption of non-gender specific degrees and promote reflection on inclusive writing in collaboration with associations and experts.
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 management proposes three actions:

- Conduct an inventory via the Equal Opportunities Office to define courses of action to strengthen diversity and representativeness in the many bodies and commissions of UNIL.
- Make existing mechanisms for valuing participation more visible and develop them.
- To value the transversal competences acquired by the students in the framework of their commitments.
- 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 in terms of both education and professional development. Furthermore, the Management considers that the diversity of profiles and backgrounds promotes a rich and positive culture within the institution.

The Directorate intends to implement measures to promote the professional integration of people with disabilities or in vulnerable situations, and of migrants. In order to develop a relevant approach to these issues, the Directorate will set up a working group to carry out an inventory of these issues 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 planetary boundaries 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 balances on our planet. These threats and consequences, which are more topical than ever, are part of the fundamental issues traditionally dealt with by UNIL. The Management wishes to give the means to the Faculties and Services 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 Management proposes two concrete measures: to set numerical targets and establish a roadmap; to implement the measures and evaluate progress.

(b) measures

4.3.1 Set quantitative objectives and produce a road map

To bring the impacts of UNIL's activities within the ecological limits of the Earth, a transition plan 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 (end of the 2,000-Watt site approach initiated in 2019) and 2050 to contain UNIL's activities within the planetary limits while meeting 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 through the establishment of a renewed advisory commission. Made up of about fifty people designated by drawing lots 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 be responsible for supporting the Management in defining the measures that will enable the objectives set 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 widely informed of the process of setting 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) in close collaboration with the Faculties.

4.3.2 Measure progress and communicate the results

Once the green 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. To ensure that the approach remains "up to date", a strong involvement of the UNIL scientific community will be guaranteed by the CCD throughout the process.

Particular care will be taken to disseminate the results of the process undertaken within the community and beyond to ensure the commitment of everyone.
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 are all upheavals to be taken into account and opportunities to be seized in order to develop our way of teaching, doing research and managing an educational institution. They also raise questions about archiving 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: implementation of governance; modernisation and strengthening of IT systems; and 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 former UNIL management 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 are synonymous with opportunities that should be seized, the UNIL management 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 Service's processes), the student management system (simplification and consolidation of the current tool), the tools available to researchers for sharing and promoting their research activities (development of existing tools), and finally the administrative processes (electronic signature, electronic document management, etc.).

In addition, the Directorate 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 Directorate will apply practices that allow the use of digital tools that respect the personality (data sovereignty, data protection and privacy, transparency) and ethical principles of UNIL. The practical and legal framework will need to be clarified, particularly for research that uses personal data. The Directorate will also ensure the security of the tools used (regular updates, training of UNIL members) to guard against the growing threats to our IT systems. It will also ensure the reasonable use of digital resources through incentives (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 to which its competences call. UNIL will remain ambitious and open to its international ambitions and will be a player in Switzerland’s influence.

(b) measures

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

The Management 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. In particular, the UNIL-CHUV-UNISANTE association will be a welcome opportunity 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 will 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 Directorate will support emerging projects (e.g. Dubochet Imaging Centre, E4S and CLIMACT with EPFL) as well as inter-institutional collaborations resulting from NCCR projects (e.g. LIVES, Synapsy, Microbiome).

The Directorate naturally intends to be anchored in its region and to collaborate with local stakeholders, in particular 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 Directorate 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

It will be necessary to maintain links with UNIL’s international and privileged partners (currently the Université libre de Bruxelles, Lancaster, LAVAL and UniPD), and to strengthen UNIL’s presence in international networks (e.g. Copernicus Alliance, UNICA Green, UniC with ULaval, Alliss, REIJUIS or WUN). In particular, it will be necessary to find alternative solutions for European partnerships if research and teaching were to be excluded from European programmes on a long-term basis. In this context, the Directorate 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 if more than 30% of the expert interventions in the media in French-speaking Switzerland are carried out by members of UNIL, the Direction wishes to reinforce the visibility of the University and the place of science in society. In concrete terms, it wishes to strengthen the close links with the media, major partners in the dissemination of critical knowledge, which will be made particularly effective thanks to the collaborations federated by the installation of the RTS near the campus. On the one hand, it wishes to sharpen the existing resources that enable researchers to be trained in the field of scientific communication (e.g. media training, training on social networks, restitution of developments around reflections on scientific communication) and, on the other hand, to fight against misinformation while ensuring that channels are open to dialogue and debate (dedicated spaces).

To this end, the Directorate 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 in order 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 established an inventory of strengths and tools, the Directorate intends to diversify competences and increase 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 will be launched to develop UNIL’s visual identity and to establish it in a manual.

4.6.3 Train researchers in scientific communication to help build trust

The Directorate will encourage the development of a culture of communication among researchers through a fund for innovation in this area (calls for projects aimed at promoting ongoing research and scientific results) and will support the organisation of events enabling 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 relating to reflections on scientific communication and will organise a watch on developments in this field.
4.7 Develop a spirit of philanthropy and philanthropic practices

a) objective

By participating in the promotion of the research and teaching it offers, particularly interdisciplinary and in relation to themes in which it stands out as the bearer of a collective intelligence (such as health or sustainability), UNIL intends to raise society's awareness of scientific, societal and environmental issues and to strengthen the dialogue with all publics. 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 is a true disseminator of the UNIL identity, by inviting those actors who wish to do so to become involved in supporting teaching, the production of scientific knowledge and its dissemination to the greatest number of people. The use of philanthropic actors will of course be subordinated to the autonomy of research and teaching, taking care 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 Directorate will build UNIL's identity in terms of philanthropy by ensuring its coherence with the objectives of the plan of intentions, by identifying the themes and institutional projects likely to mobilise philanthropic actors, and by promoting research and teaching at UNIL. It will provide the tools necessary to support philanthropic projects (databases, computer tools for managing requests, FAQ, etc.).

The Directorate will produce a white paper on the legal, ethical and regulatory guidelines for the acceptability of donations.

4.7.2 Develop the ecosystem of UNIL’s philanthropic partners

The Directorate 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 specifically approached for 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 recognised 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 management set the course in terms of urban planning. The current team intends to pursue this coherent development policy to encourage a very lively scientific activity, while protecting the landscape and natural character of this small area.

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

Thanks to the support of the State of Vaud, UNIL is equipped with modern infrastructures that continue to be developed. The Directorate 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 within flexible and user-friendly premises, accompanying the construction of new buildings for the life sciences, health and economics, and integrating the needs of teaching and pedagogical innovations into the design of course premises. 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, but also 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 Directorate will continue its efforts to support these major projects and to provide UNIL with state-of-the-art 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 dedicated to the animation of UNIL campuses (sports, culture, leisure, etc.). The Management wishes to support the life of these associations in the long term and to help them carry out projects that they could present to the Management in order to animate the campuses, either on a permanent basis or in the form of events.

4.8.3 Continue to develop the Dorigny campus to create neighbourhoods

Based on the Master Plan of the Universities, the Management wishes to reinforce the particular character of each district of the Dorigny campus around quality common services, in particular around 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.

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<td>1.2.2 Prepare students to contribute to the ecological transition and support them in doing so</td>
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<tr>
<td><strong>1.3.</strong> Strengthen community links to support education</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>
<td>O</td>
<td>C</td>
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<tr>
<td><strong>1.4.</strong> Pursue an inclusive policy of access to and success in university courses</td>
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<tr>
<td>1.4.1 Strengthen initiatives aimed at students with special needs</td>
<td>O</td>
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<tr>
<td>1.4.2 Strengthen skills in inclusive pedagogy</td>
<td>O</td>
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<tr>
<td>1.4.3 Engage in reflection on university education for migrants</td>
<td>O</td>
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<tr>
<td><strong>2. Research</strong></td>
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</tbody>
</table>

UNIL 2021 - 2026 Intention Plan 47
<table>
<thead>
<tr>
<th>2.1.</th>
<th><strong>Strengthen support for researchers at UNIL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1</td>
<td>Implement a new organisational structure for research</td>
</tr>
<tr>
<td>2.1.2</td>
<td>Promote support for young researchers on an ongoing basis</td>
</tr>
<tr>
<td>2.1.3</td>
<td>Strengthen initiatives to encourage research</td>
</tr>
<tr>
<td>2.2.</td>
<td><strong>Help UNIL researchers to carry out high-quality research to shed light on the complex issues facing the world</strong></td>
</tr>
<tr>
<td>2.2.1</td>
<td>Strengthen areas of competence that are specific to UNIL while supporting the development of new projects</td>
</tr>
<tr>
<td>2.2.2</td>
<td>Act to encourage open science that respects diversity</td>
</tr>
<tr>
<td>2.2.3</td>
<td>Rethink research time</td>
</tr>
<tr>
<td>2.3.</td>
<td><strong>Commit to research that is rooted in the region but open to the world</strong></td>
</tr>
<tr>
<td>2.3.1</td>
<td>Strengthen UNIL’s territorial roots by developing shared innovation initiatives within the canton and in Switzerland</td>
</tr>
<tr>
<td>2.3.2</td>
<td>Implement a proactive policy of openness and international attractiveness</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Links to society</strong></td>
</tr>
<tr>
<td>3.1.</td>
<td><strong>Contribute to, support and drive the ecological transition</strong></td>
</tr>
<tr>
<td>3.1.1</td>
<td>Make the campus a living laboratory of the ecological and social transition</td>
</tr>
<tr>
<td>3.1.2</td>
<td>Make the ecological transition skills acquired on the UNIL campus available to the local, regional and international community</td>
</tr>
<tr>
<td>3.2.</td>
<td><strong>Position UNIL as a key player in lifelong learning</strong></td>
</tr>
<tr>
<td>3.2.1</td>
<td>Develop the network of continuing education partnerships</td>
</tr>
<tr>
<td>3.2.2</td>
<td>Strengthen provision in strategic areas</td>
</tr>
<tr>
<td>3.2.3</td>
<td>Make the continuing education offered by UNIL more accessible</td>
</tr>
</tbody>
</table>
### 3.3. Make scientific processes accessible through mediation

<table>
<thead>
<tr>
<th></th>
<th>1. ECOLOGICAL TRANSITION</th>
<th>2. EQUALITY, DIVERSITY AND INCLUSION</th>
<th>3. IMPACT AND IMAGE OF SCIENCES</th>
<th>4. HEALTH</th>
<th>5. DIGITAL TECHNOLOGIES</th>
<th>6. TEACHING RESEARCH INTERINSTITUTIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1</td>
<td>Strengthen and diversify UNIL’s scientific and cultural mediation</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>3.3.2</td>
<td>Make UNIL’s scientific and cultural mediation projects more visible</td>
<td>O</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.3.3</td>
<td>Offer UNIL members optimal conditions to encourage them to engage with society</td>
<td>O</td>
<td>c</td>
<td></td>
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<tr>
<td>3.3.4</td>
<td>Strengthen scientific mediation skills and know-how within the UNIL community</td>
<td>O</td>
<td>c</td>
<td>i</td>
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</table>

### 3.4. Assert UNIL’s position as a key player in the cultural landscape of French-speaking Switzerland

<table>
<thead>
<tr>
<th></th>
<th>1. ECOLOGICAL TRANSITION</th>
<th>2. EQUALITY, DIVERSITY AND INCLUSION</th>
<th>3. IMPACT AND IMAGE OF SCIENCES</th>
<th>4. HEALTH</th>
<th>5. DIGITAL TECHNOLOGIES</th>
<th>6. TEACHING RESEARCH INTERINSTITUTIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4.1</td>
<td>Intensify cooperation between researchers and cultural partners in Vaud canton and French-speaking Switzerland</td>
<td>O</td>
<td>c</td>
<td>i</td>
<td></td>
<td></td>
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<tr>
<td>3.4.2</td>
<td>Offer ambitious cultural programmes on campus and dynamise “campus life”</td>
<td>O</td>
<td>t</td>
<td>c</td>
<td>i</td>
<td></td>
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<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 in terms of schemes and arts/sciences projects</td>
<td>O</td>
<td>r</td>
<td>c</td>
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</tbody>
</table>

### 4. Institutional development

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

<table>
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<tr>
<th></th>
<th>1. ECOLOGICAL TRANSITION</th>
<th>2. EQUALITY, DIVERSITY AND INCLUSION</th>
<th>3. IMPACT AND IMAGE OF SCIENCES</th>
<th>4. HEALTH</th>
<th>5. DIGITAL TECHNOLOGIES</th>
<th>6. TEACHING RESEARCH INTERINSTITUTIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.1</td>
<td>Provide more security for young researchers</td>
<td>O</td>
<td>R</td>
<td>C</td>
<td></td>
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<tr>
<td>4.1.2</td>
<td>Implement schemes to support career development for administrative and technical staff</td>
<td>O</td>
<td>C</td>
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<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>
<td>O</td>
<td>C</td>
<td></td>
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<tr>
<td>4.1.4</td>
<td>Guarantee high-quality recruitment</td>
<td>O</td>
<td>C</td>
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</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></th>
<th>1. ECOLOGICAL TRANSITION</th>
<th>2. EQUALITY, DIVERSITY AND INCLUSION</th>
<th>3. IMPACT AND IMAGE OF SCIENCES</th>
<th>4. HEALTH</th>
<th>5. DIGITAL TECHNOLOGIES</th>
<th>6. TEACHING RESEARCH INTERINSTITUTIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.1</td>
<td>Ensure that all cases of sexism, harassment and discrimination are dealt with systematically and prevent them from developing</td>
<td>O</td>
<td>C</td>
<td></td>
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<tr>
<td>4.2.2</td>
<td>Adopt inclusive forms of administrative communication</td>
<td>O</td>
<td></td>
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<tr>
<td>4.2.3</td>
<td>Encourage diverse participation in committees and other bodies throughout UNIL</td>
<td>O</td>
<td></td>
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<tr>
<td>4.2.4</td>
<td>Encourage workplace integration for disabled people, those in vulnerable situations and migrants</td>
<td>O</td>
<td>C</td>
<td></td>
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<tr>
<td><strong>4.3.</strong></td>
<td><strong>Reduce the impacts of UNIL’s activities to keep them within the planetary boundaries while fulfilling its social missions</strong></td>
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<tr>
<td>4.3.1</td>
<td>Set quantitative objectives and produce a road map</td>
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<td>4.3.2</td>
<td>Measure progress and communicate the results</td>
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<tr>
<td><strong>4.4.</strong></td>
<td><strong>Implement UNIL’s technological and digital strategy</strong></td>
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<tr>
<td>4.4.1</td>
<td>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>O</td>
<td>T</td>
<td>R</td>
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<tr>
<td>4.4.2</td>
<td>Modernisation and strengthening of the institutional operation associated with digital technology</td>
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<tr>
<td>4.4.3</td>
<td>Apply best practices on the use of digital resources at both an institutional and individual level</td>
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<td><strong>4.5.</strong></td>
<td><strong>Promote UNIL’s national and international dimension</strong></td>
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<td>4.5.1</td>
<td>Strengthen UNIL’s links with its regional and national partners</td>
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<td>4.5.2</td>
<td>Position UNIL representatives in the necessary bodies to have an impact on a national scale</td>
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<td>4.5.3</td>
<td>Develop international academic partnerships and alliances</td>
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<td><strong>4.6.</strong></td>
<td><strong>Strengthen UNIL’s visibility and build trust in science</strong></td>
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<tr>
<td>4.6.1</td>
<td>Strengthen links with the media</td>
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<tr>
<td>4.6.2</td>
<td>Enhance UNIL’s communication tools and image</td>
<td>O</td>
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<tr>
<td>4.6.3</td>
<td>Train researchers in scientific communication to help build trust</td>
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<tr>
<td><strong>4.7.</strong></td>
<td><strong>Develop a spirit of philanthropy and philanthropic practices</strong></td>
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<tr>
<td>4.7.1</td>
<td>Define UNIL’s strategy on philanthropy</td>
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<td>0</td>
<td>O</td>
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<tr>
<td>4.7.2</td>
<td>Develop the ecosystem of UNIL’s philanthropic partners</td>
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<tr>
<td><strong>4.8.</strong></td>
<td><strong>Maintain a safe, vibrant campus, with cutting-edge infrastructure</strong></td>
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<tr>
<td>4.8.1</td>
<td>Maintain cutting-edge infrastructure for research and teaching</td>
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<td>T</td>
<td>R</td>
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<tr>
<td>4.8.2</td>
<td>Support sporting, cultural or community projects</td>
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<tr>
<td>4.8.3</td>
<td>Continue to develop the Dorigny campus to create neighbourhoods</td>
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</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 the evolution of the number of teachers and students
   ⇒ Evaluation of the quality of examinations in the various courses, and subsequent measures

1.2 Promote the acquisition of the skills required to tackle the issues facing society
   ⇒ Monitoring of curricula and training courses that include digital training objectives
   ⇒ Monitoring of curricula and training courses that integrate training objectives in the field of ecological transition

1.3 Strengthen community links to support education
   ⇒ Review of new project-based learning opportunities
   ⇒ Device for promoting solidarity initiatives on an institutional scale

1.4 Pursue an inclusive policy of access to and success in university courses
   ⇒ Documented assessment of responses to disability situations
   ⇒ Review of training provision in inclusive education and its implementation in education
   ⇒ Documented evaluation of the management of applications from people with a migration background

2. Research

2.1 Strengthen support for researchers at UNIL
   ⇒ Development and adaptation of an integrative research support strategy
   ⇒ Reinforced follow-up of doctoral and post-doctoral students
   ⇒ Monitoring 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 the development and use of resources to support researchers in data management and curation
   ⇒ Monitoring developments in publication methods and criteria for evaluating scientific results
   ⇒ Development of initiatives, applicable 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 shared innovation initiatives (House of Living Knowledge)
   ⇒ Emerging initiatives in international outreach (Institute for Advanced Studies)
   ⇒ Monitoring of UNIL projects using inclusive research methodologies and the demand for them

3. Links to society

3.1 Contribute to, support and drive the ecological transition
   ⇒ Emergence of initiatives applicable to the campus, in terms of ecological and social transition
Follow-up of external requests for interventions or collaborations of UNIL members in the field of ecological and social transition

3.2 Position UNIL as a key player in lifelong learning
⇒ Review of partnerships in continuing education
⇒ Monitoring the provision of 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 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 proposals on campus

4. Institutional development

4.1 Offer UNIL researchers and employees the right conditions for a dynamic, peaceful professional career
⇒ Monitoring engagement rates of middle management
⇒ Follow-up of the professional careers of academic, administrative and technical staff, and doctoral alumni
⇒ Reinforced monitoring of recruitments

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 situations
⇒ Assessment of information and awareness campaigns
⇒ Review of inclusive practices

4.3 Reduce the impacts of UNIL’s activities to keep them within the planetary boundaries while fulfilling its social missions
⇒ Publication of an ecological transition strategy for UNIL
⇒ Monitoring of the trajectory bringing UNIL back within ecological limits

4.4 Implement UNIL’s technological and digital strategy
⇒ Implementation of governance and evaluation of good practice
⇒ Follow-up of the modernisation of administrative IT systems

4.5 Promote UNIL’s national and international dimension
⇒ Monitoring of partnerships and participation in national and international bodies

4.6 Strengthen UNIL’s visibility and build trust in science
⇒ Monitoring of scientific communication support tools offered 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 the digitisation of the philanthropic process
4.8 Maintain a safe, vibrant campus, with cutting-edge infrastructure

- Monitoring of major building projects
- Review of campus association activities
- Monitoring of security-related activities on campus
Portrait of UNIL: facts and figures

Warning: the figures presented in this chapter are intended to give an idea of the magnitude of the problem and to provide an understanding of the institution's operations and issues. They are always the latest figures available at the time of publication of this document: the reference year, which is always indicated, may therefore vary.

THE UNIL FORMATIVE

Students in Switzerland, in the canton of Vaud and at the UNIL

According to 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%, i.e. 31.6% of men and 29% of women.

- In 2021, out of 276,000 young people in Switzerland undergoing 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, 22% of the under-25s nationwide had obtained a maturité gymnasiale and 32.6% in the canton of Vaud.

In 2020-2021, the 14,861 students who have acquired their Matura (or other certificate of access to higher education) in the canton of Vaud will be distributed among the Swiss universities as follows:

Source: FSO 2021
The Swiss universities have 164,575 students, 51.8% of whom are women. UNIL is home to 10.3% of all students in Switzerland.

Between 1970 (the beginning of UNIL’s establishment 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 SFSO, which announced a trend towards a slowdown in growth, have not yet been realised.
Employability of university graduates in Switzerland

According to FSO statistics that assess 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 university master’s degree, broken down by field of study as follows:

In 2021, the level of matching of the professional activity with the education followed, five years after graduation in 2016, was 90.2% for PhD graduates and 87.3% for Master's graduates, broken down by field of study as follows:

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 particularly important in France, Italy, USA, Germany, UK, Luxembourg, Canada and Belgium. It provides a relay for students, researchers and professors who are staying abroad. It also benefits from invitations to events from Swiss representations abroad, such as embassies and consulates, as well as Swissnex, in order to boost links and knowledge between alumni of Swiss universities.
Training of doctors
Evolution of the number of medical graduates, following UNIL's efforts to increase the number of graduates:

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</thead>
<tbody>
<tr>
<td>ZURICH</td>
<td>240</td>
<td>285</td>
<td></td>
<td></td>
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</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>
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<tr>
<td>TOTAL</td>
<td>880</td>
<td>1017</td>
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</table>
UNIL's fields of activity

Article 4, paragraph 1 of the Law of 6 July 2004 on the University of Lausanne 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>
<tbody>
<tr>
<td>Theology and Religious Studies</td>
<td>Theology</td>
</tr>
<tr>
<td>Law and criminal sciences and public administration</td>
<td>Criminal Sciences, Public administration</td>
</tr>
<tr>
<td>Letters</td>
<td>Languages and literature, philosophy, linguistics, computer science for the humanities, ancient sciences, history, art history, film</td>
</tr>
<tr>
<td>Social and political sciences</td>
<td>Psychology, political science, social science, sport and physical education sciences</td>
</tr>
<tr>
<td>Graduate Business School</td>
<td>Political economy, management, finance, actuarial sciences, information systems</td>
</tr>
<tr>
<td>Geosciences and Environment</td>
<td>Geology, Geography, Natural and human environment</td>
</tr>
<tr>
<td>Biology and medicine</td>
<td>Biology, Medicine, Nursing care</td>
</tr>
</tbody>
</table>

Distribution of students in the Faculties in autumn 2021

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Number of students</th>
<th>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>

Training offer 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 with another university, and 42 Master's programmes, 5 of which will be joint with other universities, 2 joint with the HES-SO and 3 joint with the HEP-VD. The range of courses offered by UNIL is broad, but divided into a controlled number of Master's programmes, so as to make it easier for students to find their way around when choosing their studies and for employers to understand the training acquired by graduates. Each Master's programme may, however, have several specialisations, orientations or fields of study.
<table>
<thead>
<tr>
<th><strong>BACHELORS</strong></th>
<th></th>
</tr>
</thead>
</table>
| **Theology and Religious Studies** | Bachelor in Theology (UNIGE)  
Bachelor in Theology by distance learning (UNIGE)  
Bachelor in Religious Studies  |
| **Law, Criminal Sciences and Public Administration** | Bachelor of Law  
Bachelor of Science in Forensic Science  |
| **Letters** | Bachelor of Arts (choice of 3 disciplines out of 36 offered)  |
| **Social and political sciences** | Bachelor in Political Science  
Bachelor of Social Sciences  
Bachelor of Science in Psychology  
Bachelor of Science in Movement and Sport Sciences  |
| **HEC** | Bachelor of Science in Management  
Bachelor of Science in Political Economy  |
| **Geosciences and Environment** | Bachelor of Science in Geosciences and Environment (3 possible orientations)  |
| **Biology and medicine** | Bachelor of Science in Biology  
Bachelor of Medicine  
Bachelor of Science in Pharmaceutical Sciences  |

<table>
<thead>
<tr>
<th><strong>MASTERS</strong></th>
<th></th>
</tr>
</thead>
</table>
| **Theology and Religious Studies** | Master in Theology (UNIGE)  
Master in Religious Studies (SSP and Lettres)  
Master in Religious Studies with specialisation (SSP and Humanities - 2 spec.)  |
| **Law, Criminal Sciences and Public Administration** | Master in Law (10 possible options)  
Master of Laws in Legal Professions  
Master in Information Technology Law, Crime and Security (HEC) (3 possible options)  
Master of Law in Criminology and Security  
Master of Law from the Universities of Zürich and Lausanne  
Master of Science in Forensic Science (3 possible orientations)  
Master of Science in Crime Analysis and Tracing  
Master in Public Policy and Management (UNIBE and USI)  |
| **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 (PDCA) (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)  |
Continuing education offer
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 offer is presented as follows:

<table>
<thead>
<tr>
<th>Types of training</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>

UNIL has developed a portfolio of training courses as part of its initiative "Continuing education in the digital domain for teachers and other audiences" and is participating in the Canton of Vaud’s project for the development of digital technology in schools.

Since 2014, UNIL has been offering 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 or forensic sciences) and contribute to its international visibility. More than 130,000 participants have registered for UNIL's MOOCs.
UNIL RESEARCH CENTRE

SNSF funds are allocated directly to researchers at Swiss universities, who submit their projects in a competitive manner to committees of experts who evaluate them and decide on their funding (or not!). The allocation of SNSF funds is thus an indicator of the dynamism and quality of research within each institution. The strong annual variations of the curves in the two graphs below can be explained, among other things, by the allocation of amounts for projects that run over several years.

Source: SNSF

Between 2012 and 2020, the annual amounts allocated to UNIL from the European Programme for Research and Innovation (FP), including the European Research Council (ERC), increased by an average of CHF 900,000 per year. Due to the exclusion of Switzerland from the European research programmes, the curve in the graph below already shows a decrease from the year 2021, due to the lack of new funding.
THE EMPLOYING UNIT

In a few figures:
- **8.9/10**: average satisfaction of employees with their work at UNIL.
- one of the **250** best employers in Switzerland out of 1'500 companies with ≥ 200 employees identified.
- **120** nationalities and **136** professions, of which **18** are academic
- about **200** jubilarians each year (between 10 and 40 years of service)
- more than **120** short courses offered internally to develop employees’ skills
- access to more than **500** annual events (conferences, shows, etc.)

UNIL staff members
In 2021, UNIL employed 4,795 people (51.2 % women). In addition, 617 people (27.7 % 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 clinical medicine, according to their function.

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Survey conducted in September 2020 among employees on the impact of semi-containment (non-crisis feeling). 59% participation (2424 people)
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 in the immediate vicinity of the EPFL campus, as well as the university hospital site at Bugnon in the city of Lausanne, the site at Epalinges, which is devoted in particular to 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 spaces.

On the Dorigny campus and the Bugnon site, UNIL manages 32 buildings made available to it by the State of Vaud, i.e. 280,000 m² of built-up area, divided into 2,200 offices, 460 teaching rooms, 30 auditoriums (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 workplaces, houses 47,600 linear metres of documents and provides access to several million books and scientific journals.

During the university semester, 3,100 menus are prepared and served each lunchtime 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 via photovoltaic solar panels on the roofs of the Dorigny site buildings, of which 1,300 MWh was self-consumed.

Property developments are underway, 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.

Since 2005, the number of people travelling by car has more than halved (from 24.9% to 11%), 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.
UNIL’s operating budget
Expenditure coverage in 2021:

- Confederation: 16%
- Cantons CH: 11%
- Miscellaneous third party funds: 12%
- Canton of Vaud: 50%
- FNS - EU - CTI: 9%
- Students & continuing education: 2%

CHF 663 million

Evolution of external contributions (in CHF million)

<table>
<thead>
<tr>
<th>Year</th>
<th>NSF</th>
<th>IAU (Cantons)</th>
<th>LEHE (CH)</th>
<th>EU</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>40</td>
<td>20</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>2018</td>
<td>35</td>
<td>15</td>
<td>55</td>
<td>20</td>
</tr>
<tr>
<td>2019</td>
<td>30</td>
<td>10</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td>2020</td>
<td>35</td>
<td>15</td>
<td>55</td>
<td>20</td>
</tr>
<tr>
<td>2021</td>
<td>40</td>
<td>20</td>
<td>60</td>
<td>10</td>
</tr>
</tbody>
</table>
Nationality of faculty members from abroad

Origin of students at UNIL

In autumn 2021, UNIL students had the following levels of study and origin (place of residence at the time of obtaining the title of access to the UNIL programme):

- 8'572 bachelors, dont 59% de femmes
- 5'320 masters, dont 57% de femmes
- 2'532 doctorant-e-s, dont 54% de femmes
- 16'424 étudiant-e-s (Ba, Ma, Doc) dont 57% de femmes
**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 (52%) through the SEMP programme, or in a non-European country (34%). Their main countries of destination 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.

Thus, more than 50% of the students who obtain a Master's degree from UNIL have the experience of spending at least one semester in another university, either on a mobility basis or because they obtained their Bachelor's degree in another university.

In return, 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.

**Preferred partnerships**
Since 2015, UNIL has established privileged partnerships with a limited number of universities. These strengthened agreements allow for close and ambitious collaborations in teaching, research and governance. The relationship of trust established with these partners provides a favourable framework for the launch of innovative projects with a medium and long-term perspective. 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, Università degli studi di Padova.

**Institutional networks**
UNIL participates in several networks, three of which are of strategic importance to it. Each of these networks offers UNIL, according to their respective specificities, complementary opportunities for collaboration and development.

**UNICA**
UNICA is an institutional network of universities in Europe’s capital cities. Founded in 1990, it is currently composed of 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 consolidate scientific 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 the UNIL on the Swiss side. A joint impulse fund, in which each party manages its contribution, supports the development of scientific collaboration 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.
The UNIL Charter

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 its commercialisation call into question the role and organisation of universities in our society.

UNIL actively participates in the necessary debates.

THE UNIL AND ITS MISSION

UNIL receives its mission from the Canton of Vaud, which formulates it in general terms in its 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,
- members of his community.

These values are not absolute, a potential source of dogmatism; complementary or opposed, they coexist in a state of permanent tension.

UNIL expects all its bodies and all its members to refer to its values and to bring them to life.

The UNIL Charter

CRITICAL KNOWLEDGE

UNIL aims to produce and transmit knowledge that is validated by collective verification mechanisms, which imply 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 movement; its transmission takes note of its historical development, its current state, emerging questions, and future research avenues.

University teaching is inseparable from research.

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 a strong responsibility of its bodies and members in the use of resources.

UNIL guarantees its members academic freedom in line with the teaching and research programmes of the university community.

UNIVERSALITY

UNIL deals with knowledge that brings together and integrates the humanities and life sciences.
CIVIC ENGAGEMENT

UNIL participates in universal knowledge by being simultaneously involved in the regional, national and international scientific community.

The development of the fields of excellence is carried out in accordance with UNIL's mission.

UNIL is driven by the desire to serve the community in order to contribute to its scientific, cultural, economic and political influence; it acts 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 training of humanistic, critical and responsible citizens, autonomous and supportive, willing 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.

Access to study and teaching programmes as well as to academic or professional positions at UNIL is conditioned by criteria that are strictly based on the competence of individuals.

UNIL guarantees its members respect for the fundamental rights of the human person. It gives them full freedom of conscience and belief, while respecting the rules of community life.