



University
of Basel

Quality Strategy 2020

University of Basel.

Contents

Preface	2
1. Quality culture	3
2. Governance and leadership	5
3. Tasks	6
3.1 Research	6
3.2 Teaching	7
3.3 Innovation, continuing education and services	8
3.4 Support tasks	10
4. People	11
4.1 Recruitment	11
4.2 Development	12
4.3 Promotion of early career researchers	12
5. Resources	14
5.1 Infrastructure	14
5.2 Information supply, information technology and digital transformation	14
5.3 Finance and risk management	15
6. Cross-sectional issues	16
6.1 Diversity	16
6.2 Sustainability	17
6.3 Cooperation	17
6.4 Outreach	17

Preface

Over the course of its centuries-long history, the University of Basel has established itself as one of Europe's most successful research universities, covering a wide spectrum in the humanities, social sciences, natural sciences and medical disciplines. To maintain its position as a top-flight higher education institution with strong regional roots and international connections, the university has embraced the concept of the "learning organization", striving for constant improvement and aiming to develop the quality of its various activities on an ongoing basis.

The University of Basel's Quality Strategy 2020 presents the basic concepts behind the institution's quality culture and associated quality assurance/quality development system, and sets out the goals and measures for its ongoing development and improvement. Its foundations lie in the organizational structure of the university as set out in the University Statute, the core values formulated in its mission statement and the strategic focus outlined in its Strategy 2022-2030.

The University of Basel's quality assurance and development system is based on a tangible quality culture, efficient governance, strong leadership and a number of individual, coordinated and clearly assigned processes that cover all areas of activity at the university. These include, first, research and teaching (the university's core tasks), innovation, continuing education, service and internal support tasks, and second, a number of important processes in the quality-relevant areas of people and resources, and the central cross-sectional issues of sustainability, diversity, cooperation and outreach.

Quality Strategy 2020 was ratified by the Senate on 4 November 2020 and approved by the President's Board on 22 December 2020.

1. Quality culture

As one of the world's best research universities, the University of Basel is passionate about delivering top-level, internationally recognized quality in all its areas of activity. To achieve this, the university relies on the skills, intrinsic motivation and ongoing commitment of its members, who research, teach, learn, provide services and fulfill support tasks. The university's success depends to a significant extent on creating an environment that encourages the creativity and imagination of each and every individual.

At the heart of these endeavors lies a culture of quality, which the university defines as an individual and collective quest for excellence. This quest begins with evidence-based quality awareness and ends with quality-oriented action. It also requires regular reflection by each and every individual and systematic exchange with the various stakeholders at all levels of the university and the external specialist communities. In a constantly changing world, this allows the university to recognize strengths and weaknesses and make any changes required.

Reflection involves consultation with the relevant stakeholders. This allows a range of relevant viewpoints to be taken into account and helps ensure that the university's objectives and its societal role are in the general interest. This institution-wide dialog on the issue of quality entails a series of feedback cycles at all university levels (teaching staff and researchers, university committees, departments and institutes, faculties, administrative and service units, President's Board and University Council). Along with a readiness to take evidence-based action where needed, it forms the key prerequisite for continuous improvement and development as a learning organization.

Across all areas of the university, quality assurance and development follow the "Plan-Do-Check-Act" principle (PDCA principle, see figure 1) based on the following guidelines:

- Plan:** The university has clear-cut objectives in all its areas of activity, and unambiguous principles and processes for quality assurance and development. These are developed in consultation with the relevant stakeholders, set out in writing and communicated transparently.
- Do:** Through application of the principle of subsidiarity, the quality assurance and development processes are wherever possible implemented directly by the responsible unit on a decentralized basis. The university supports the quality assurance and development processes through provision of professional services and the resources required. It ensures an acceptable balance between expenditure and return.
- Check:** The information collected as a result of the quality assurance and development processes is discussed in feedback cycles with the relevant stakeholders at all university levels. In addition to monitoring the quality of its performance, the university regularly checks that its quality assurance and development system is adequate and fit for purpose.
- Act:** All decisions concerning quality are taken by the responsible heads or boards. They are always fact-based, i.e. founded on qualitative and/or quantitative information, are set out in writing and communicated transparently. Implementation of measures by the evaluated units takes place in dialog with the parties involved and reviewed in follow-up discussions. The results are used to revise objectives, policies and processes, through which a new PDCA process begins again.

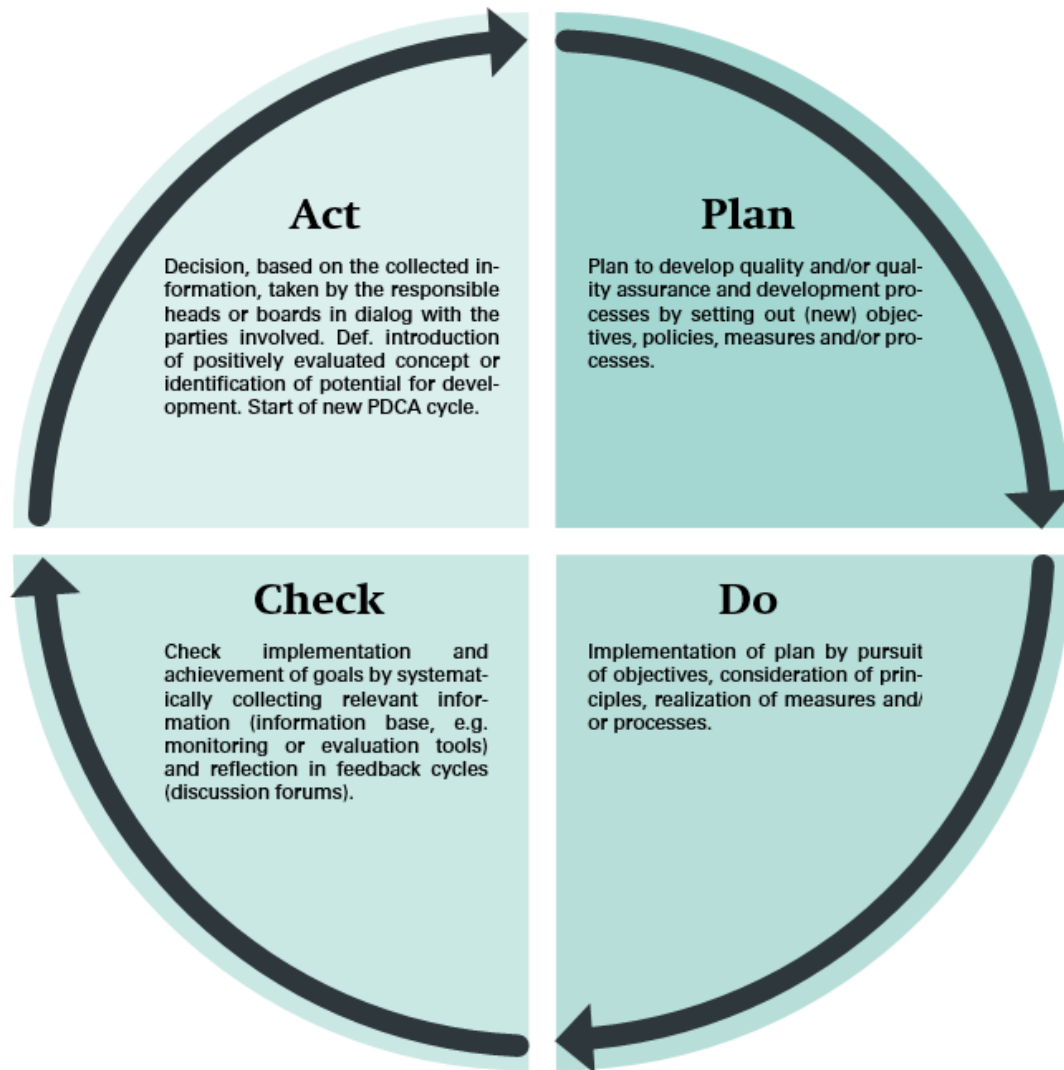


Figure 1: Quality assurance and development at the University of Basel, based on the PDCA principle

Overarching objectives of the Quality Strategy

1. **The University of Basel believes in a tangible quality culture. It supports and encourages its members in their efforts to deliver excellent results, and to reflect on and improve these on an ongoing basis in consultation with the relevant stakeholders.**
2. **The quality assurance and development system is linked through the involvement of all the units concerned and a well-established system of feedback cycles at all levels of the university, and thus supports achievement of the strategic goals.**
3. **In an ever-changing environment, the quality assurance and development system enables the members of the university, the university's individual units and the university as a whole to continue to develop as a learning organization.**

2. Governance and leadership

At the University of Basel, the assurance and development of quality are responsibilities that lie within the remit of the individual organizational units and involve consultation with the parties concerned at all levels of the university. At the same time, the university's decision-making and steering processes are based on intensive and constructive dialog between decentralized and central units. It uses the advantages of its manageable size and the short operational channels between the organizational units.

The university's goals in terms of excellence in research, teaching and other activities are set out in the university's strategy, in the faculties' development and structural plans, and in partial strategies of the key interdisciplinary areas. These documents are the result of close dialog between the University Council, the President's Board, the faculties and departments, the administrative and service units, and the Groups. The university's internal processes and structures connect the specific subject-based cultures with the strategic planning procedure at faculty and President's Board level.

University-wide coordination and support for the quality assurance and development processes is provided by the General Secretariat and, as such, lies within the direct remit of the President. The university's Quality Committee acts in a preparatory, coordinating and advisory capacity to the university as a whole. It comprises members of the President's Board, the deans of all faculties and representatives of Groups II to V, and as such is closely aligned to the university's management structures. As a Senate committee, the Quality Committee reports annually to the Senate and hence to the elected representatives of all areas and Groups of the university.

Development goals and measures

The university's strategy and planning processes are to be further refined and interlinked at all levels to ensure optimal development of the university.

- Further refine the structure and development planning process and the corresponding university-wide standards.
- Consistently provide and use strategically relevant quantitative and qualitative information for evidence-based strategy processes at all university levels.
- Establish an interdisciplinary advisory board to cover all university disciplines at President's Board level for the further development of the university.
- Present the principles and processes of the university's quality assurance and development system on the university's website and publish the relevant documentation.

Where necessary, extra powers are given to leadership roles related to the university's quality assurance and development processes.

- Selectively add feedback cycles, expand management-relevant data and increase follow-ups on status of implementation of the measures, where necessary.
- Define the decision-making processes and responsibilities for the introduction of any measures and inform the units concerned, where pending.

3. Tasks

3.1 Research

A consistent culture of excellence is needed in all areas in order to remain successful in the competitive international research environment. The key factors include efficient, agile, performance-boosting organizational structures and the provision of an optimal research environment that allows the various disciplines the decentralized freedom required for dynamic development and top-flight, internationally visible research.

In the field of research, quality assurance is primarily a discipline-specific process, taking the form of peer review within the relevant national and international scientific communities. The researchers' affiliation to these communities and their alignment to the respective best practices forms the basis of the University of Basel's understanding of quality. Standards relating to academic integrity and ethics are strictly observed. The Research Committee plays a central role in university-wide matters by advising the President's Board on research policy, the funding of projects and the promotion of research networks in strategically important areas.

The quality development system for research at the University of Basel is based on the interplay between a sound foundation of data, a quality culture embodied within the departments and faculties, including the input of renowned external experts from the specialist academic communities, and feedback systems across the different institutional decision-making levels.

- **Research information system.** The university organizational units use qualitative and quantitative information to assess and further develop their research. The results are made available in a suitable manner to the executive boards at the various university levels as a basis for strategic decisions, and are incorporated into further quality assurance and development processes.
- **Advisory boards.** The quality assurance and development processes at departmental and individual subject level are regularly appraised by external experts from scientific advisory boards (SAB). The results enable the researchers to refine their research activities. From the point of view of the higher organizational units (department, faculty, President's Board), they also provide a basis for decisions on improvement of conditions and support processes for research, and are a concrete indication of how the development could be achieved and how better use could be made of existing potential in certain areas.
- **Regular status reviews.** As part of regular research status reviews between faculties or departments and the President's Board, specific quality development measures are agreed in line with higher institutional goals, and where necessary, these are incorporated into the faculties' development and structural plans.

Development goals and measures

The university strives for constant improvement in its research performance and enables researchers to refine their research activities in constant dialog with leading international experts.

- Introduce and further develop Scientific Advisory Boards in all university departments and faculties, and use SAB reports to improve the quality of the individual units.
- Optimize the link between the quality development processes used in research and faculties' development and structural plans, and, on this basis, with strategic decision-making at university management level.

The university uses appropriate information for the strategic development of research and systematically discusses this information at different levels of the organization.

- Refine the university's research information system as a central tool for presenting, interpreting and communicating research achievements.
- Introduce regular research status reviews between the President's Board and the faculty or departmental heads, based on the needs of the units, data from the research information system, and the recommendations of the Scientific Advisory Boards.

3.2 Teaching

The goal of teaching at the University of Basel is to impart expertise to students and equip them to work in a rapidly changing world. It also aims to encourage critical thinking, creativity and innovation. The appeal of the academic program lies in the qualification profile of the teaching staff, the close ties to research, the wide-ranging scope, good interdisciplinary networking and the connections to the external world.

At bachelor's and master's level, the prime responsibility for the quality of courses, examinations, and other teaching work such as the supervision of academic work, lies with the teaching staff; the quality of the degree programs lies with the relevant committees. Curriculum-based safeguards are in place and these are periodically reviewed, revised and put into practice by the committees responsible for teaching in the faculties. The Senate's Teaching Committee, made up of the Deans of Studies and Group representatives, is responsible for overall coordination and organizational and legal matters. In addition, the deans of studies agree on faculty processes within the teaching platform.

Specialist education at doctoral level is supplemented by courses at centrally or externally funded graduate schools as part of their doctoral programs. These are overseen and coordinated by the Senate's PhD Committee.

At fixed intervals, various tools are deployed to evaluate the central components of teaching – the courses and degree programs – in a level-specific manner. Course evaluations should make the feedback from students visible, encourage dialog with the teaching staff, and show any weak points in the respective area which then lead to discussions between the dean of studies or committee chairperson and the teaching staff. The development of degree programs is discussed at annual reviews between the dean of studies and the Vice President for Education in consultation with the responsible bodies (subject area, faculty) using the aggregated results of the teaching evaluations. Measures resulting from these reviews are assessed the following year. The faculties and subject areas can also independently implement further tools based on relevant data (e.g. focus group discussions with students). They receive specialist support from the university for this in the form of further information or formative evaluations.

- **Course evaluation.** Courses are evaluated on a regular basis by trained, faculty-based evaluation coordinators, using software-supported surveys (student course assessment with subsequent feedback discussion). Teaching staff can also choose to have their courses evaluated on a voluntary basis.
- **Key metrics at degree program level.** All degree programs or disciplines are evaluated on an annual basis as part of a summative degree program evaluation based on defined key metrics (including cohort analysis, duration of study, drop-out rate).
- **Formative degree program evaluation.** Where necessary, more advanced evaluation tools are used to examine individual degree programs or disciplines in greater detail as a basis for specific measures (formative degree program evaluation). Where requested or required by law, external program accreditation may take place.

- **Doctoral programs and graduate schools.** At doctoral level, quality assurance and development is based on key metrics and annual reporting by the doctoral programs and graduate schools. Specific measures are also in place to promote early career researchers (see section 4.3). The courses offered centrally for transfer of interdisciplinary skills at doctoral level are evaluated by means of a questionnaire survey of participants.

Development goals and measures

Existing quality assurance and development procedures in teaching are continuously adapted to changing needs and play a role in the university's strategic development.

- Optimize the link between the summative/formative degree program evaluation processes and the faculties' development and structural plans, and on this basis with strategic decision-making at university management level.

Targeted expansion of the quality assurance and development procedures will take place at doctoral level.

- Expand course evaluation to teaching at doctoral level, where this does not already take place.
- Optimize data collection at doctoral level and expand formative evaluation to doctoral programs and graduate schools.
- Introduce annual reporting of doctoral programs and graduate schools to the responsible boards, as part of the existing quality assurance and development processes.

The university ensures that assessment follows consistent quality standards and is transparent and fair.

- Introduce universal standards for quality assurance and development in the area of assessment, and integrate evaluation results into existing processes and feedback cycles.
- Discuss and improve the examination culture, taking into account new findings and international developments.

3.3 Innovation, continuing education and services

Alongside the traditional core tasks of a university – teaching and research – the University of Basel is also engaged in innovation, continuing education and services. It aims to assume a central role within the regional innovation system, contribute to lifelong learning within the population and create value for society.

Innovation

The University of Basel promotes knowledge and technology transfer through training and continuing education, cooperation with businesses as well as private and public organizations, and the establishment of start-ups. Start-ups are specifically encouraged through programs to raise awareness and promote entrepreneurial skills. This strengthens the university's impact on society and helps boost the region's competitive edge. Quality assurance and development in this area involves regular evaluation of the courses on offer, review of cooperation and licensing agreements, collection of feedback on the coaching and advisory programs for start-ups, and evaluation of the start-ups themselves by external experts, e.g. when applying for funding and venture capital.

Development goals and measures

Start-up activities at the University of Basel and the success of the university's start-ups will be boosted by an attractive environment and efficient and transparent processes.

- Introduce a quality label for start-ups at the university that meet specific criteria.

Continuing education

The University of Basel offers a range of programs for continuing education that combine academic learning with professional experience to further careers. At the university-wide level, the Continuing Education Committee is responsible for coordinating and developing standards. The Advanced Studies team supports the course heads with regard to communicative, administrative and legal processes and their coordination. The course heads are responsible for the evaluations carried out by themselves and their teaching staff. They are advised by Advanced Studies and supervised and supported by the course committees. Regular evaluations take place on three levels: Evaluation of the courses/modules by means of surveys, evaluation of the degree programs through feedback discussions, and periodic alumni questionnaires on implementation of acquired knowledge in professional practice. The results and measures defined are incorporated into the annual report submitted by the course heads to Advanced Studies, along with statistical data and further information, for the attention of the Continuing Education Committee and the President's Board. The course heads may make use of further tools such as additional forms of evaluation, evaluation by scientific advisory boards, external specialist organizations or program accreditations.

Development goals and measures

In the area of continuing education, consistent standards are applied throughout the university, in order to guarantee the high quality of the academic continuing education programs and their development.

- Expand central support for the evaluation of courses, modules and degree programs.
- Improve alumni engagement to discuss development opportunities for continuing education.
- Introduce clearly defined feedback cycles to review evaluation results and set out new measures.

Services

The term "services" refers to specific assignments that the university as an institution performs for businesses and private or public organizations. It does not include ancillary activities carried out by members of the university or outreach activities.

As an internationally renowned research university, the university offers services in addition to its core teaching and research tasks, albeit on a modest scale. Services are not considered a priority, are not specifically funded by the university – in part for regulatory reasons – and must be charged at full market price. In this sense, they are subject to the free market and the associated quality mechanisms. The university also ensures compliance with the applicable standards governing drafting of contracts, financial management, academic integrity, data protection and ethical standards.

3.4 Support tasks

If the university is to deliver excellence in its core tasks – research and teaching – as well as in innovation, continuing education and services, it is vital that the relevant service areas provide optimal support. These include all administrative and service units in the President's Office, the faculties and departments and the university institutes. The axiom here is an efficient, transparent, modern and needs-oriented operational organization that also supports the agility that administration and service functions need to provide the necessary service support.

The main responsibility for assurance and development of service quality lies with the heads of the administration and service areas, along with their teams. They regularly and independently collect qualitative and/or quantitative data relating to quality, and receive methodological and technical support from the university where required. They also share knowledge on a periodic basis with equivalent units at other higher education institutions or with external experts, and involve their key stakeholders in the refinement and development of processes and services. The findings are used in the context of employee appraisals in the annual formulation of goals and review of target agreements with the management personnel at the level of the President's Board, administration, faculty, department or institute, and with the employees of the administration and service units. Depending on the unit, regular external reviews also take place, particularly in relation to financial reporting, the internal control system and the progress of externally funded projects, or external evaluations in the context of program (re)accreditation (e.g. SEDA accreditation of academic teaching programs) and (re)certification (e.g. "Family-friendly University" certificate).

To enable regular synthesis, the administration and service units are combined and evaluated in larger, thematically related groups. The President's Board decides which areas are to be evaluated each year. Care is taken to ensure that all units are included at periodic intervals. The process is based on a regular quality audit and generally involves the following steps: (1) self-evaluation, (2) visit by experts, (3) experts' report, (4) implementation of measures, and (5) verification of implementation and success of measures.

Development goals and measures

The university's quality assurance and development system ensures that the administration and service units provide efficient, transparent and needs-oriented services.

- Optimize coordination between academia and administrative/service units related to teaching and research requirements.
- Ensure regular evaluation of all university administration and service units at a centralized and decentralized level.

4. People

The quality of the university's performance depends primarily on its members – the professors, the lecturers and research staff, the early career researchers, the technical and administrative staff, and the students. The university thus attaches great importance to the qualification profile of its members and their continuous professional development.

4.1 Recruitment

Identification and recruitment of the best possible staff is crucial to the quality of the institution's performance. The university provides expertise and appropriate tools to support the process. The university's students must also meet specific quality criteria. Consistent standards are applied to the admission of students and doctoral candidates. These are set out in the relevant legal provisions and clearly communicated on the University of Basel's website. Students must have a Swiss Matura certificate or a comparable school leaving certificate from another country in order to be admitted to a bachelor's program. Admission to a master's or doctoral program is decided in close consultation with the relevant faculties.

The quality of the university's core tasks – research and teaching – essentially depend on the professors, who are responsible for quality in their respective fields. Where appointment procedures are concerned, the highest standards are key in ensuring that the best candidates are selected for a professorship, and to promote long-term quality development at the university. The regulations at university and faculty level ensure compliance with the university's standards, the participation of all relevant stakeholders and the inclusion of external expertise. The results of the appointment procedures are examined and discussed at all levels of the university, from the faculty to the President's Board and the University Council.

Development goals and measures

The university ensures that the recruitment process leads to the identification and appointment of excellent candidates, in line with the university's strategic development.

- Develop the HR department's support provisions for the recruitment of qualified staff at all university levels for teaching research, administration and services.
- Refine and communicate standards for appointment processes with the corresponding centralized advisory services, and provide a suitable appointment toolbox.
- Develop recommendations for student recruitment, particularly at master and doctoral level.

4.2 Development

Those in management roles are responsible for ensuring the continuing professional development of their staff. In academia, the promotion of early career researchers plays a central role (see section 4.3). In the support areas, annual appraisals are held where targets are formulated, the achievement of objectives examined, required action identified and measures agreed. The university has clear guidelines and tools in place for its staff appraisals and also provides an extensive range of advanced courses for professional education, enabling its members to develop their specialist, social and leadership skills.

At professorship level, the University of Basel has a fully developed promotion model with four promotion stages (two “major” and two “minor” promotions) from the level of assistant professor with tenure track (TTAP). “Major” promotions are associated with a change in personnel category (from TTAP to associate professor and from associate professor to full professor); “minor” promotions involve only a change in salary band and thus an increase in salary. The promotion process and the general standards are regulated for the whole university, while subject-specific aspects are set out at faculty level. Where “major” promotions are concerned, the evaluation reports are discussed at all levels (faculty, President's Board, University Council).

Development goals and measures

The university ensures that its staff undergoes continuous professional development and that their qualifications meet the latest requirements.

- Apply the annual staff appraisal interview with agreement of goals as a universal management and development tool.
- Ensure the ongoing development of the university's courses for professional education for all staff, taking into account career options in teaching, research, administration and services.
- Refine the model used for promotion to professorship, and clearly communicate the applicable university and faculty standards for promotions.

To assure and develop quality, the university supports a management culture based on validation and participation.

- Ensure the ongoing development of the professional education courses for all management personnel at the university.
- Develop and implement specific professional education courses for young professors who take on management tasks in academic self-governance.

4.3 Promotion of early career researchers

One of the university's key priorities is to promote early career researchers and prepare them for careers in academia and the world beyond. At bachelor and master level, the university offers advisory sessions and workshops to prepare students for the start of their career. The quality of the programs is continuously evaluated and the results used in their ongoing development. At doctoral and postdoc level, the direct supervisors are primarily responsible for the promotion of early career researchers. The university also offers various programs linked to the doctoral programs and graduate schools, as well as specific support programs. The dialog between doctoral students or postdocs and their supervisors and the systematic collection of feedback on the situation of early career researchers are central facets of quality assurance and development. The results of the evaluations are used in the development, planning and delivery of doctoral and postdoc research and its supervision, and contribute towards the design of relevant programs and support processes.

Development goals and measures

The university ensures that its doctoral students and postdocs receive the necessary supervision and that suitable advisory services are in place.

- Support early career researchers by agreeing performance goals at an early stage, and hold annual status reviews for doctoral students and postdocs.
- Refine the curriculum to aid early career researchers in the acquisition of didactic and transferable skills.
- Introduce a regular survey of doctoral students and postdocs on their university conditions.

5. Resources

5.1 Infrastructure

The provision of attractive and ample spaces for research, teaching, learning and services and of high-quality facilities (e.g. catering, mobility concepts, student housing) is of central importance in ensuring the quality of the university's performance. Continuous development of the buildings and equipment infrastructure is crucial, particularly for research and the digital transformation.

Facilities have to keep pace with the academic development of the university. A real estate strategy and a detailed and annually updated implementation plan are in place to ensure this. These are based on faculty-identified requirements that are periodically raised and reviewed. Any construction projects required are examined and coordinated by the responsible committees at President's Board and University Council level (Real Estate Committee), in consultation with the supporting canton (Real Estate Board) and then carried out as part of good project governance. The university's Investment Committee is responsible for coordination and approval of investment for equipment and IT facilities.

Development goals and measures

Through appropriate governance and consultation with experts, the university ensures the provision of the best possible infrastructure as a prerequisite for the highest quality in all its areas of activity.

- Develop pioneering models for financing and realization of new real estate projects.
- Refine standards and expertise in relation to procurement and management of external service partners.
- Refine the Investment Committee's planning and decision-making processes.

5.2 Information supply, information technology and digital transformation

Alongside infrastructure, key factors that affect quality of performance include the supply of information and the provision of up-to-date ICT that meets the university's specific needs in terms of quality, security and reliability. The university library is continuously developing its collection of printed and electronic material, and adapting access in line with requirements. The internal information and communication technology service units (IT Services, sciCORE Center for Scientific Computing, the New Media Center and the SAP Competence Center) work on IT governance on an ongoing basis in close collaboration with the Vice President's Offices and the Office of the Executive Director to optimize and tailor services to user requirements.

In the future, digital transformation will play an increasingly important role in determining the quality of higher education institutions. It is crucial to seize the opportunities this opens up in research, teaching and the associated support tasks. Interactive digital information services must be supported with modern and future-oriented technology. It is also vital to help all members of the university develop the digital skills they need to make the most of new opportunities, recognize risks and overcome any challenges that arise.

Development goals and measures

The university provides state-of-the-art services in the field of information supply and information and communication technology, and continuously develops these in consultation with users.

- Ensure cutting-edge, target-oriented governance in the field of IT through review and refinement of existing structures.
- Refine digital processes for the supply of information and ensure the interoperability and accessibility of platforms.

The university uses the opportunities arising as a result of digital transformation to hone the quality of research and teaching.

- Promote the use of future technology in research.
- Monitor and introduce new teaching and learning technology with appropriate technical and didactic support for lecturers.
- Encourage students, researchers and staff to develop their digital skills by continuously refining the university's teaching programs and professional education courses.

5.3 Finances and risk management

The final prerequisite for top-level quality is responsible and efficient management of finances. The university ensures that all its core financial processes and the internal control system (annual accounts, financial planning, budget and performance report) function optimally and that existing resources are used in a responsible and transparent way. Alongside public funding, these resources also include all third-party funds and the financial control required for all budget sources. The university has clear guidelines and standards in order to safeguard the freedom of research and teaching at all times, and makes appropriate provisions to ensure they are upheld. Coordination of the university's risk management policy falls within this area.

Development goals and measures

The university ensures the availability of the required resources and plans these proactively and sustainably.

- Refine rolling multi-year plan.
- Switch accounting standards to SWISS GAAP FER.

The university takes a professional approach to risk management in order to identify emerging risk at an early stage and to intervene with necessary measures.

- Revise risk management, taking the greatest strategic and security risks into account.
- Establish an asset liability management committee in place of the existing Investment Committee for the complete assessment of financial risk.

6. Cross-sectional issues

6.1 Diversity

The University of Basel sees itself as an organization that values the different experiences and perspectives of its members and promotes their diverse strengths, regardless of age, religion, gender, gender identity, cultural background, language, social or professional status, lifestyle, political conviction, sexual orientation or impairment. This diversity offers significant potential for innovation within a completely open, creative and productive working culture; it is thus a challenge and a guarantee of an excellent university.

Various processes are in place to ensure and encourage diversity and gender balance. In the appointment of professors, for example, particular attention is given to ensuring equal opportunities. The university also has specific programs to promote women in academia. These programs are evaluated and refined on a regular basis. Progress towards gender balance is also analyzed and documented by means of regular equal opportunities and salary monitoring. The university's family-friendly services and the accessibility for students with an impairment are continuously refined in consultation with the responsible committees. The scholarship system is continuously reviewed to ensure that targets are met, and is adapted where necessary. This is the responsibility of the Scholarship Committee.

Development goals and measures

The university promotes a culture of diversity as a key prerequisite for excellence in all its areas of activity.

- Address diversity issues more intensively as part of the professional development of those in positions of leadership.
- Design new programs to promote intercultural skills.
- Develop measures to promote a better work-life balance, taking into account international best practice in the context of the "Family-Friendly University" certification process.
- Refine measures to promote the university as an accessible place of study for students with an impairment.
- Expand prevention and advisory measures for the protection of personal integrity.

The university regularly evaluates and refines its measures to promote equal opportunities.

- Define subject-specific goals and strategies to promote equal opportunities and ensure that gender equality is a central component of the university units' strategic development plans.
- Analyze progress in the field of gender equality in all areas of the university on an annual basis, with a specific focus on leadership roles.

6.2 Sustainability

Sustainability lies at the heart of the University of Basel's core values, and sustainable principles are applied to research, teaching and operations.

- Sustainability is firmly anchored in the Strategy 2022-2030 and the university's mission statement. As a research institution of excellence, the University of Basel generates new knowledge in sustainability-related fields to help meet the United Nations Sustainable Development Goals.
- Sustainable development plays an important role in the University of Basel's curriculum, with the aim of training students and doctoral students to become change agents for sustainable development.
- Continual monitoring of ecological, economic and social metrics is the foundation of sustainable operational management.

Development goals and measures

At the University of Basel, sustainability represents a central criterion by which quality is measured. The consistent and evidence-based pursuit of sustainability is promoted in research, teaching and operations.

- Expand sustainability reporting as a central tool for gathering information, communication, the formulation of target figures and the evaluation of measures taken.
- Develop climate protection measures to help reduce the university's carbon footprint, particularly in relation to work-related air travel.
- Promote projects to integrate sustainability-related themes into the university's teaching.

6.3 Cooperation

The University of Basel seeks to expand and pursue collaboration with other institutions to ensure its position among the best universities in the world, to offer a broad, attractive range of subjects and to further increase knowledge transfer and thus its social impact. In the choice of cooperation partners, academic excellence and integrity are highly valued. The university maintains successful partnerships with other higher education establishments and partner institutions from business and industry, the non-profit private sector and the public sector. Cooperation is primarily initiated by researchers and teaching staff. The university supports the processes professionally and ensures the exchange of information within the university. It evaluates the success of the collaboration and develops it on an ongoing basis.

Development goals and measures

Refinement of university cooperation to achieve strategic goals.

- Define standards for the establishment and evaluation of cooperation and a review of existing agreements in light of these standards on an ongoing basis.

6.4 Outreach

The university maintains close links to the community and strives to make its findings accessible to the general public. It makes a distinction between academic outreach (primarily contact with the academic world) and public outreach (contact with society at large). Feedback is consistently gathered in both cases to ensure the quality of the activities undertaken.

Development goals and measures

Through its public relations and outreach efforts, the university promotes contact with the public and the wider academic community, and ensures that external viewpoints are taken into consideration when assessing and developing activities.

- Refine the university's public relations and activities with the public on an ongoing basis through consistent gathering of feedback.
- Ensure the visibility of the university within the international academic community by creating and continuously developing an academic outreach strategy.