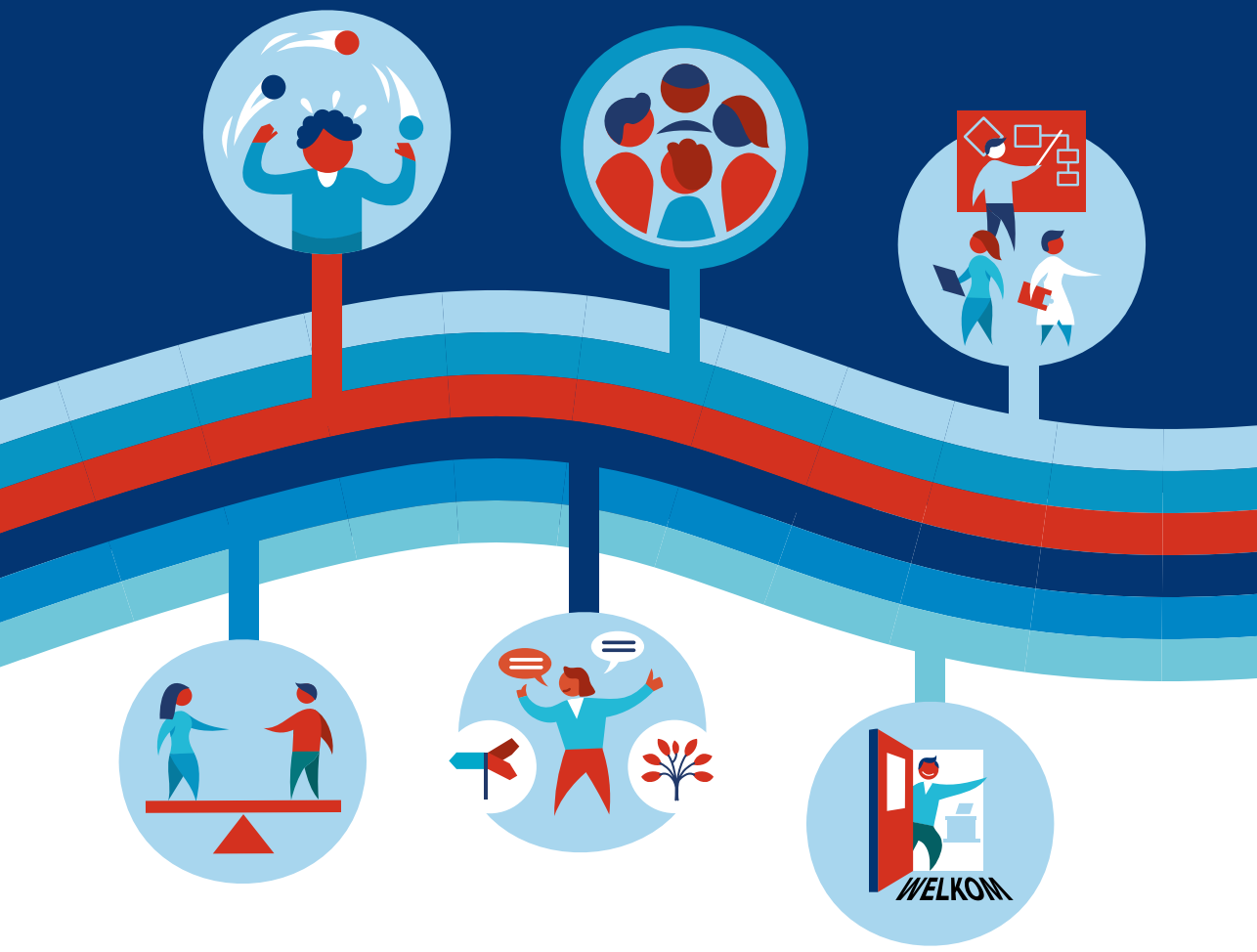
A thriving, inclusive **knowledge community**

Vision and Strategy Plan – Faculty of Social and Behavioural Sciences 2022-2027



Universiteit Leiden
The Netherlands

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RESPONSIBLE
FREE

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1 WHY DO WE DO WHAT WE DO?

As Leiden University's Faculty of Social and Behavioural Sciences (FSW), we aim to contribute to the strengthening and development of a truly global social science, which draws its inspiration from ideas and social challenges from all parts of the world. It is our mission to conduct leading research and education in social and interdisciplinary science and, in so doing, to have a substantial positive impact on society. By recognising a broader spectrum of knowledge producers and ensuring their representation, we will foster a sustainable relation with our communities.

Knowledge is the key outcome and goal of our community and is a value in itself. It gives us fundamentally new insights into our behaviour, culture, and social institutions; moreover, it is invaluable to decrease inequality, create more just relationships, strengthen freedom and democracy, and further social and technological innovation. Acquiring state-of-the-art knowledge in the social and behavioural sciences enables our students to develop further and to go on to fulfil important roles in society, both in the public and the private sector.

We are a knowledge community with an international agenda and network, rooted in Dutch society, and based in two cities: Leiden and The Hague. We want to be a community based on the collaboration between researchers, teachers, support professionals, students, and non-academic partners – we see them all as knowledge creators in their own right. A community that welcomes members from all parts of the world and all walks of life, regardless of gender, sexual orientation, race, faith, class, political orientation, or ethnic background. A community that values knowledge based on critical thinking, because such knowledge has more potential than that based on dogma or brute power. A community whose members feel free to pursue their curiosity. A community that recognises that people are diverse, yet where each human being is equally respected and valued. In other words: a community based on freedom and solidarity. Open Science is our motto, because we can only realise the full potential of the social and behavioural sciences by opening our community and knowledge reservoirs. This entails critically reflecting on the core assumptions of our scientific and scholarly theories, methods, and ways of working. To do so, we must break down existing barriers between disciplines and faculties and stimulate cross-disciplinary exploration and collaboration. This embraces both mission-oriented and curiosity-driven interdisciplinary research.

We have developed an advanced research infrastructure for experimental, quantitative, qualitative, and interpretive research. By permanently innovating this infrastructure with new experts, instrumentation, and skills, we help our researchers to push forward the boundaries of knowledge. Digitisation and hybrid working deliver solutions and questions for our education, research, organisation, and outreach, and for the use of our buildings and infrastructure, in particular our workspace. We are processing the lessons learned from the Covid-19 pandemic and deciding what we will take with us into the future.

To be an inspiring, safe, and attractive environment for students, employees, and partners, we will pay more attention to well-being, social safety, diversity and inclusiveness, a fair workload and an engaging job for everyone, and true recognition and rewards for all contributions to our common goal. The academic world is extremely competitive and has many dependency relations among its members. Such relations can lead to inappropriate behaviour, abuse of power, biased procedures, and institutionalised forms of discrimination. This calls for a highly developed sense of (personal) leadership on the part of all our employees and students, in the awareness that we are part of a larger whole and that we are challenged to constantly adapt to changing circumstances: in essence, to constantly grow further as a professional organisation.

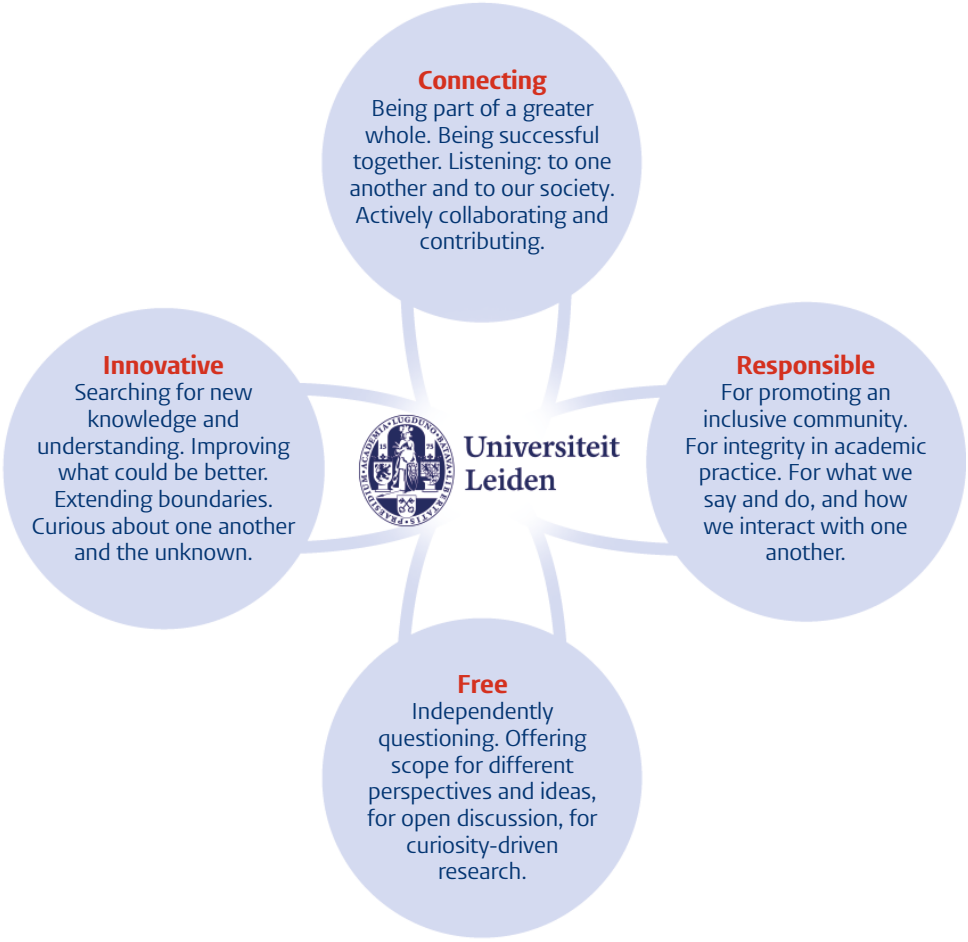
Only in a sustainable and healthy environment can knowledge truly flourish. This calls for an equal balance between the four core values of our University, as laid out in its strategic plan: Connecting, Innovative, Responsible and Free. Since the founding of our University, freedom - more specifically, academic freedom and freedom of speech - has been a central principle. And although we hold this principle in the highest regard, we realise that our knowledge community can only endure and thrive because freedom and innovation go hand in hand with connection and responsibility.

This strategic plan is the result of an ongoing dialogue in our Faculty and sets out how we will contribute to the overall strategic plan of our University. It is intended as a living document and will form the basis and guideline for our priorities, posteriorities, and development in the coming years. The extent to which we can realise this vision and strategy depends on the financial latitude we will have in the future. It is our intention that each topic in this plan will be worked out into an action plan and executed; many of them already are work in progress.

A community based on freedom and solidarity

We feel collegially connected in carrying out our work and are open to the interests of the other, but above all, we are motivated by a passion for research-driven education in which we feel a shared responsibility and respect, both for one another and for the students entrusted to our care. In our view, this is the way to a truly sustainable community, which can in turn contribute to a more sustainable world.

The FSW Community



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WHO DO WE WANT TO BE?

Work pressure, social safety, diversity and inclusion, well-being, recognition and rewards, professionalisation and (personal) leadership are complex and interlinked topics. Recognising this, we address these issues by discussing them actively and structurally, with a solution-oriented focus. The driving forces behind our interaction are fairness, equality, accessibility, and recognition and respect for diversity. How we collaborate, form a team, act as professionals (online and offline), and make up a community is vital to ensure that we provide an attractive place to study and work for everyone.

Work pressure and work satisfaction

In the last few personnel monitor reports, work pressure has been at the top of the list of issues our community has to deal with. If we do not address it adequately, it poses a threat to the health and well-being of our people, to the quality of our work, and to the realisation of our strategy. Over the coming period, one of the highest priorities is to ensure that work pressure is reduced and work satisfaction enhanced. Learning how to do this will be a search for all of us.

Despite the challenges this will entail for our organisation in terms of planning, flexibility, and finances, we warmly embrace the University's policy and the new collective labour agreement in which employees acquire greater security earlier on in their appointment. A significant part of experienced work pressure is due to uncertainty, about job security, but also about what is expected of us; a further factor is not being able to influence this, e.g., in the work/life balance. To reduce work pressure, clarification about tasks, responsibilities, authority, and time commitment is essential. Therefore, we will also investigate the way we distribute our funds, to ensure that every task is sufficiently funded and planned. This opens up the possibility for a fair distribution of the workload, and for dialogue on the definition of quality in teaching, research, support, societal relevance, teamwork, and leadership in our Faculty and its Institutes. What is crucial is a careful balance between harmonisation and efficiency on the one hand, and necessary customisation on the other.

We will start a programme to make processes, procedures, rules, and systems clearer, simpler, better known, and less officious. Also, we will train the supervising members of our community to help colleagues for whom work pressure is (too) high and empower employees by training them to handle work pressure better. The University's Work Pressure Toolkit can be of value in conducting this dialogue.
Every new activity or policy will be assessed in terms of its impact on our funding, timing, capacity demands, and work pressure. Also, and perhaps most importantly, we aim to learn as an organisation not only to launch new, innovative initiatives, but also to conclude them at a certain point, i.e., by organising "scrapping sessions".

Social safety, diversity, and inclusiveness

The Faculty of Social and Behavioural Sciences strives to be a safe, comfortable, and equitable place for both employees and students: a place where a diversity of people feel valued, and where a diversity of perspectives are pursued. This means continually asking the difficult question of whether everyone really belongs – and thus daring to scrutinise our own implicit biases and the exclusion mechanisms within our knowledge community. We also apply this reflection to specific classifications used within our university working and learning environment, such as academic versus support staff, Dutch versus international students and staff, and students and staff with and without a disability. In this way, we recognise that inequities at the university derive from historically constructed implicit norms. We will repeatedly remind one another that we have zero tolerance for any form of discrimination and/or harassment, and that we all have a duty of care and responsibility to stand up for each other. We want to develop a culture in which we can safely bring up such issues with one another.

Our knowledge community is becoming increasingly international, both as regards employees and students, and we welcome this diversity. However, it does call for further reflection on our community and our knowledge production and distribution. Geopolitical developments force us to rethink the balance between defending (academic) freedom, connecting and cooperating with others, and protecting our community and our knowledge. All study programmes can benefit from international classrooms to increase intercultural competences and stimulate international opportunities and global citizenship. We actively seek an open dialogue about the impact of internationalisation and international classrooms on our community and the opportunities and challenges that this entails within the various degree programmes and specialisations of our Faculty.

Within our Faculty, we cherish diversity of perspectives and knowledge, both disciplinary and interdisciplinary, and encourage researchers and teachers to engage in diversity in their education methods and research practices. This enables us to guide students to critically examine various academic traditions. The background of students' own academic discipline is leading, but the ability to listen to, understand, and value other perspectives is important, also for multidisciplinarity.

The Faculty will also challenge existing mental and organisational patterns that hinder inclusiveness. We will question implicit beliefs – within our recruitment process, for instance – be it in texts, committee composition, or selection criteria. Training about implicit biases, active bystandership, giving feedback, non-violent communication and other related subjects will be made available to our students and staff, especially in leading positions.

Building and safeguarding a diverse, inclusive, and healthy learning and working environment is not a project that ends after five years. It calls on us to foster a continuous, structural process of change. The recommendations in the KNAW advisory report on Social Safety provide a useful guideline. Also, our community brings together an abun-

dance of both experiential experts and researchers, and their combined insights help us to take this next step and to keep on asking those difficult questions.

Recognition and Rewards

The Faculty's strategy regarding teaching, research, and support is translated into the direction and goals of the Institutes and departments, and ultimately each individual employee. By paying attention to the specific context, and by leaving room for members of a team to make their own contribution to a common goal, the ideas behind the new Recognition and Rewards policies provide space for the many dimensions of quality, in academic work in the broadest sense.

This calls for a different way of looking at our day-to-day work and how we define 'quality'. Publications, grants, and citation and influence scores are not the full story of a researcher. Student evaluations do not define the entire assessment of a teacher. Taking on leadership roles in management, teaching and research can no longer be taken for granted, and more recognition is required for the importance of support professionals. We fully support our University's strategy, as formulated in the Academia in Motion policy document. Budgets and time will be made available for training and development, and this also means we will change the way we evaluate performance and talk about professional development. We will develop clarity about career paths through all different disciplines, and ensure more transparency in our procedures, to create more room for all talents that contribute to our common goals. This will create a better balance in careers and better leadership selection, both for scientists and support staff, and will lead in turn to a better and safer working climate and happier employees.

A professional organisation

The Faculty of Social and Behavioural Sciences is a professional organisation, where we work together on the basis of mutual trust. We set great store by the equality of employees. Each individual is viewed as a professional and takes responsibility and accountability for their own (core) tasks. By accepting this, we enable each person to focus on their own work, so that their expertise can be used to the fullest and the best results are achieved.

It is important that there are clear agreements about tasks, responsibilities, and authority: where they lie, and what we can expect from each other. This we will take up in the coming time, by organising closer collaboration between the Faculty and its constituent Institutes in each domain, by ensuring that responsibilities (and the corresponding authority) are embedded at the appropriate level in the organisation, and by strengthening the awareness that we are all part of a whole and are all dependent on each other. In addition, we examine which governance practices best fit the above objectives. We will actively look for good practices inside and outside the university.

We want to be an organisation that strives for professionalisation, aims to be agile, encourages leadership, and dares to innovate, while overcoming fear of failure and learning openly how to develop and succeed despite inevitable mistakes. At our Faculty,

the right person is in the right place, there is ample room for talent to develop, and we foreground the best interests of the organisation as a whole. The Institutes are responsible for ensuring the quality of teaching and research and for overseeing the business operations of their own organisational unit, but can draw on the expertise of the professionals in our common Faculty Office.

One of our core values, and perhaps the most important part of a professional organisation, is good and healthy collaboration: within and between Institutes, with the Faculty Office, with student and employee participation councils, and throughout the university. By actively seeking cooperation, we ensure that we understand each other's perspectives, coordinate our activities, and connect with one another.

(Personal) leadership

To shape and uphold this shared vision for our knowledge community, good leadership is essential. We expect our leaders to be role models: in behaviour, in integrity, in professional standards, in taking responsibility and being accountable, in being open and approachable, in being connective and in creating the safe working and learning environment we want. We trust our leaders to be committed to the core values in which the strategy of the University and the Faculty are embedded.

To enable this, everyone in a leadership position will be equipped for their role: training and coaching will be available to help (aspiring) leaders develop their skills. In selecting candidates for leading positions, we will explicitly examine leadership competences and experience, e.g., by using assessments. We will also reward good leadership, with support from higher leadership and by developing career paths for people who pursue a career in management.

We expect personal leadership from all members of our community: everyone in our organisation should ask themselves the questions: how do I contribute to our mission, vision, and strategy? What is my role in the teams I am part of, and what do I need to do my job well? Am I learning skills and competences that are part of my job, or my next job? Am I professional enough to accept leadership by others? To stimulate this, training and coaching in personal leadership will become the norm in our Faculty.

Welcoming spaces for our community

The Faculty is housed primarily in the main building on the Wassenaarseweg and partly in the Willem Einthoven building in Leiden and the Wijnhaven building in The Hague. Also, we have an active role in LUBEC in the Rijnveste building and use the lab facilities at the LEVEL building. We will make effort to provide a pleasant and modern learning and working environment for our community of students and employees, balancing the limitations and limited period of exploitation of our buildings and the scarce means available.

Although working from home has become much easier, we have an inherent need and an obligation to seek each other out and to meet one another. It is our aspiration that everyone can carry out their various activities in workspaces suitable for their purpose:

that every employee has access to a workspace where they can work in silence and to sufficient rooms for meetings or (video) calls. New ways of working and new working environments are being tried out, especially since the Covid-19 pandemic. We will take the lessons learned with us in future plans, exploring ways of realising modern, multifunctional spaces, like living labs, hybrid meeting rooms, and coaching spaces. We endeavour to provide students with enough areas where they can attend classes, study in silence, confer with others, or take part in (video) calls for educational purposes. We strive to make our buildings accessible to all, so that they can also be entered and used independently by people with disabilities or impairments.

We want to stimulate encounters between employees and students both within and outside their own Institute, department, or field of study, e.g., by creating a sufficient variety of spaces with an inviting atmosphere. The Wijnhaven building can serve as a good example in this respect. We want to creatively develop shared spaces in our buildings that contribute to our community's vitality by facilitating both (shared) exercise and rest, nourishment, art, and culture.

Options to optimise the balance between comfort and sustainability will be explored further; areas under consideration include heating, green roofs, appropriate blinds, or the menu in our restaurants. All this will be reflected in a plan for our buildings, which is to be developed.

Only in a sustainable and healthy environment can knowledge truly flourish

3 WHAT DO WE WANT TO DO?

Development of teaching

Our Faculty's teaching brings a social scientific perspective to bear on pressing societal issues and challenges, such as sustainability (new bachelor's programme *Science for Sustainable Societies*); education and teacher shortages (new primary/secondary school teaching programmes); *Quality of Life in a Healthy Society* (SSH and FSW theme); *Democracy, Societal Transitions, Inequality, and Diversity* (SSH and FSW theme); digitalisation; and a safe working and learning environment.

Content: inquisitive learning, connected with society

We strive to prepare students for their future as professionals whose contribution lies in approaching societal issues from a social-scientific perspective. We are committed to providing students with guidance at every step, from recruitment to alumnus, and with good preparation for future labour markets, whether national or international, with our hallmark firm academic grounding. Ready-made knowledge, short-term solutions, and superficial answers will no longer be applicable in the future. Students therefore learn to approach complex and pressing issues "as a researcher". For this, it is essential that these future professionals develop fundamental academic skills: analytical skills, critical thinking, argumentation, problem solving, and systematic (collaborative) approaches. At the same time, they adopt fundamental academic values: careful and nuanced reasoning, the pursuit of truth, the ability and willingness to listen to different perspectives, and "the preservation" of ethics.

Inquisitive learning requires a conceptual and practical overview of the diverse research methods used in social and behavioural sciences. Students need to acquire the skills, knowledge, and attitudes to understand, evaluate, compare, and ideally apply different methodological approaches to a research problem, across specialties and across fields if required. This necessitates that the respective courses in Methodology and Statistics within each programme cover different perspectives on research methods: our students need to learn that there is not just one "holy grail" research method in any discipline. Rather than thinking that one method always yields "better" effects or "more useful" insights, students must acquire a helicopter view, understanding the pros and cons of different research methodologies and analytical approaches in various contexts. As our students are increasingly involved in projects with stakeholders outside the university, we will train them in translating questions from the field to a suitable research design that addresses the context in which data have to be collected, whilst remaining independent through critical evaluation and communication. Furthermore, such teaching exposes students to recent advances in research, such as transitions to Open Science, Good Research Practices, and High-Performance Computing.

Form: activating, reflective, and self-regulated learning to promote ownership and sustainable knowledge acquisition

The strength of our education lies in activating, stimulating, challenging, and inspiring students. Students are coached and supported in their learning process, but the key element is to activate their own role in this process. This is a sustainable way of acquiring knowledge and continuing to develop as a future professional in a rapidly changing, dynamic society (Lifelong Learning). Support is available in many forms: the Careers Service for career orientation, the Community Engagement Service for gaining experience in the job market, mentoring/tutoring schemes, the POP Corner and the Master's Thesis Lab.

Our degree programmes also help students to develop reflective capacities and to autonomously explore, secure, and monitor their own talents, limitations, competencies, professional development, and future vision – both in contact with others and in their roles as professionals who know their own strengths and limitations. A meaningful connection of person and study is indispensable. To this end, the Faculty is building Leiden My Way as a meta-curriculum that supports students from study start to completion, to align personal and professional identity. Uniquely, each student will have an ongoing digital personal development file. Ownership, well-being, core values, reflection, and labour market preparation are central to this.

In the coming years blended education will be high on the agenda, as it can be a means to adapt our education to the current needs of students and societal development. Blended education can contribute to activating students and optimising their learning processes. Blended forms of instruction help us to enrich education by making it more sustainable and more flexible in its design. Contact opportunities at our campus are used in an optimal, interactive, and activating way. A separate vision on this topic will be created, in order to explore the opportunities and challenges for our Faculty.

Assessing student progress and providing feedback

The introduction of digital testing as a result of the Covid-19 crisis led to a Faculty discussion about guaranteeing the quality of testing. Digital testing introduces new possibilities, such as psychometric analysis, item banks, etc. At the same time, in combination with proctoring, it also introduces new challenges (preservation of test quality) compared to testing on paper. Digital testing can also increase workload, especially for support staff. The question is whether the current test design is effective in optimising learning outcomes and making them transparent. How can we use assessment to contribute to activating learning (e.g., encouraging formative assessment, strengthening self-regulating skills, and prompting reflection through self-assessment, etc.)? What opportunities and challenges do we face regarding learning analytics, skills assessment, alternative grading methods, and peer feedback? The Faculty will develop a vision on sustainable and effective ways to guarantee the quality of testing and improve feedback to students.

The organisation of our teaching: collaboration, flexibility, and innovation

Lecturers form the heart of the learning organisation. They work and teach in teams that also include support professionals, and these teams help, inspire, and enthuse each other to achieve their learning objectives by applying a range of modes of instruction. This joint and reciprocal learning process occurs in various constellations (teams, buddy pairs, *communities of practice*, etc.), and for different purposes (education and innovation). Lecturers are thus not only role models and sources of inspiration for students, but also for each other. Lecturers are facilitated in their professional development: we have designed several development trajectories to shape the lecturing process, for which appropriate and accessible training and certification will be offered, explicitly also for teaching-only staff members. We strive to strengthen the inextricable links between academic teaching and research in the curriculum at the level of lecturers' teams. This strengthening provides a more sustainable and structural alternative to the current system, where the connection between teaching and research is safeguarded only at the individual level of employees (e.g., the requirement of a doctorate for an academic career). At our institution for academic education, providing and developing good education is recognised and valued at least as much as conducting good research.

Educational innovation is evidence-informed and practice-based. To facilitate this, various modes of instruction are used at the Faculty (e.g., linking up teams of inspired, enthusiastic lecturers with living labs). At the same time, attention is also paid to organising education more flexibly, to reduce the workload, for example through digitalisation. FSW *Grassroots* and *Grass shoots* grants help teachers to explore opportunities to enrich and improve their teaching with the use of online or digital tools.

For the evaluation of educational innovations and the quality of our teaching, we aim to use a more diverse and appropriate methodology, including peer report, teacher self-report, and interactive student sessions, in addition to or instead of student evaluation forms. Students and alumni are active members of the knowledge community and jointly contribute to shaping its future course. Students take the initiative, are proactive, help each other, and are active in committees, study associations, and councils.

We are committed to guide students at every step, from recruitment to alumnus

Development of research

Our research combines creating new foundations for social science theories and methods, which is often curiosity-driven, with shaping new applications and social technologies. New intellectual paradigms as well as technologies often develop at the boundary between established knowledge domains. Our Institutes are firmly based in their respective disciplines and contribute to the further growth of these fields, by combining research and teaching with public engagement and valorisation. Due to the growing relevance of social scientific knowledge for society, and the strengthening of the theoretical and methodological foundations of social science, there is a growing need to facilitate cross-institutional connections. Public engagement also requires that researchers and teachers from different institutes can work together easily. Facilitating this is the main goal of the Faculty-wide organisation of research support. Open knowledge practices and interdisciplinary initiatives are therefore the leitmotif of our research strategy.

The growing importance of interdisciplinary research will require a complement to our chair policy. We will establish a limited number of professorships grounded in two or more of our Institutes, which will focus on our strategic priorities: open knowledge practices, healthy society, societal transformations, and inclusive community prac-

tices. Their research and teaching will remain firmly established in our Institutes and Graduate School, but they will also be able to contribute to our communication and collaboration initiatives across our Institutes at the Faculty level.

Open science and knowledge

We aim for high quality research and teaching that has academic as well as societal impact. To achieve this, open knowledge practices (open science and scholarship) will become the default approach for all our academic work. This entails a transformation of the core business of knowledge creation, from the formation of research agendas to teaching and the circulation of new insights and knowledge resources. In this way, we also aim to contribute to the further development of open science at Leiden University, as well as to the national and European policy to foster open science practices.

Open Science and Scholarship reflect ways of working based on a connected, reciprocal, and open relationship between academia and society. This involves, but also extends beyond, making our workflows and outputs available, accessible, and reusable, including open practices during all stages of knowledge creation and transfer. It is as much about what questions we ask – and why and how we study them – as it is about how we share our knowledge and how we involve societal partners and stakeholders (e.g., co-creation). We need to practise what we preach in how we relate to each other, meaning that we should work in an open academic culture. Working in an open, inclusive, collaborative, and transparent environment fosters high-quality scientific collaborations, constructive input at an early stage, and outputs that are of value to science and society.

Open Science is not something that we do alongside our other activities. It is our entire way of working, of ensuring quality and impact. This necessarily means that it also translates to what is recognised in our work: it is quality, not quantity that we wish to evaluate and incentivise. Promoting and rewarding Open Science also means looking beyond individual contributions: high-quality science often involves a team approach with different members in all types of (support) positions contributing on the basis of their expertise. Applying open practices in all stages of knowledge creation will be recognised and stimulated at various levels of policy, education, community, and supporting infrastructure. To enable this, we will establish a Faculty-wide 'Academy in Motion' coordinating group, which will work together with Leiden University's Academy in Motion coordinating body.

We will educate our students and staff about best practices surrounding methods of research that promote openness and integrity throughout the knowledge-creation process. Students and staff should be aware of recent advances in open methods and practices and be able to apply these in their daily activities. To enable these new work practices, we will further develop our infrastructure for high quality data management (based on the FAIR data principles) and responsible open access publication strategies (see section on infrastructure). We will also support initiatives to develop new open peer review practices. These initiatives are also important to ensure scientific integrity and prevent misuse of academic resources.

In our teaching, open science and open educational resources are integrated throughout the bachelor's, master's, and postgraduate courses, allowing students to recognise and apply open practices in different contexts and phases of the research cycle and in their future career. The critical thinking of our students and staff is empowered by the fact that they can see the whole picture of knowledge creation in an open, accessible, and transparent manner.

We focus on strengthening the connection to, and knowledge exchange about, open practices in education and research between 1) the different bodies of our Faculty, and 2) societal stakeholders and international developments related to open science. Our bottom-up initiatives, such as the Open Science Community Leiden, make knowledge and experiences more visible and accessible for researchers and policymakers, thereby playing a facilitating role in our bottom-up approach to scaling up the best practices from pioneering research to widespread practice.

Stimulating interdisciplinary research and education

"Interdisciplinarity is a powerful driver of knowledge creation, research, and innovation. Although it has always been part of the scientific enterprise, interdisciplinarity has rapidly developed in many scientific areas and has become an important issue for universities riding on the wave of dramatic societal changes and challenges, and an increasingly collaborative research system" (LERU 2022). Our research orientation is in line with this vision expressed in a position paper of the League of Research Universities. Our approach is aimed at creating a virtuous circle between disciplinary and interdisciplinary research.

Our orientation will be to stimulate interdisciplinary initiatives both in fundamental and application-oriented research by:

- Removing barriers for collaboration across institutes
- Developing new programmes and networks focused on specific themes
- Orienting our infrastructure and research support to interdisciplinary work
- Creating new interdisciplinary education and training programmes
- Including interdisciplinary work in the restructuring of our recognition and rewards policies
- Increasing our collaboration in the national Social Science and Humanities Council

To foster the creation and use of interdisciplinary research, we will create a new network of researchers, teachers and information specialists focused on novel methodological instruments, statistical methods and research designs: CAMERA (the Centre for Advanced Methodologies and Research Approaches). This network will be composed of different modules focused on e.g., statistical and artificial intelligence research, visual analysis, social network analysis, discourse analysis, critical coding studies, and big data. CAMERA will combine the development of new paradigms and tools with their critical reflexive examination. The first module (ReCentr) has already started as a collaboration between the Institutes of Political Science, Cultural Anthropology and Development Studies, and the Leiden University Centre for the Arts in Society.

Over the next few years, we will give priority to:

- The further development of the stimulus programmes Population Health, Social Citizenship and Migration, Global Transformations and Governance Challenges, Social Resilience and Security, Liveable Planet, and Society Artificial Intelligence and Life Sciences.
- The creation of a university-wide hub on European Studies
- The development of CAMERA, as a network for specialists across all institutes interested in creating new ways of doing research
- The evaluation of our educational programmes with respect to their attention to inter-disciplinary knowledge
- The collaboration in the LDE programme Healthy Society, as well as in other LDE centres and Medical Delta
- The realisation of the national sector plan for the Social Sciences, in collaboration with the social sciences faculties of the Dutch universities (DSW).

By strengthening the collaboration across the SSH domain, we will create a better starting point for collaborative research with medical researchers, data and computer science specialists, and exact scientists. This is particularly important for our two overarching themes.

Overarching themes in research and education

All five Institutes in our Faculty have developed explicit research and educational policies. This enables them to proactively shape the future of their fields. Since the main body of work in research and teaching is performed in the Institutes, the role of this Faculty-wide thematic policy is complementary.

Health and well-being in a healthy society and *Societal transitions, inequality, and diversity* are our two overarching themes in research, teaching and societal engagement for the next few years. We have developed these in the framework of the national science agenda of the Netherlands (NWA) and the nationally coordinated priorities of all social science and humanities faculties at Dutch universities (Sectorplannen).

They are also relevant to the European and national innovation agendas (eg. Horizon Europe, Topsectors).

Health and well-being in a healthy society

The health and well-being of all age groups lies at the core of our society, the aim being to live longer in good health and with good quality of life. Health and well-being are therefore a progressively dynamic source of societal and technological innovations. Due to an increasingly ageing society and an increasing number of chronic conditions, the focus of health and well-being in our society has shifted towards maintenance of good health (rather than the absence of disease) and prevention of the onset or worsening of chronic (mental) diseases (rather than only care and cure of acute diseases) from the very first years of life. We focus on interdisciplinary approaches (instead of monodisciplinary treatments) to enable efficient self-management and optimal long-term care for people living with a chronic condition, (intergenerational) caretaking within families and the everyday organisation and financing of healthcare through states, markets, kinship, and other social and institutional networks. These developments have significant consequences for research, education, and valorisation in the area of health and well-being as part of a healthy (or healthier) society.

The research carried out in the Healthy Society focus area investigates the institutional and behavioural factors of health and well-being across all ages. Our focus is on the prevention, assessment, and treatment of health and well-being problems in society. This includes biomedical, social, institutional, and technological aspects of health and well-being. The research carried out within this research area focuses not only on the ill, but also on healthy and vulnerable populations and their environments, both in the Netherlands and in a global context. We pay special attention to structural differences in life expectancies and health among various sections of the population, and to specific challenges in the cities of Leiden and The Hague through the Health Campus The Hague and the Healthy Society Centre in Leiden. In addition, we participate in the network of medical anthropology, in which the question of how people experience health, illness, and well-being is central.

The Faculty of Social and Behavioural Sciences is a key player in the development, evaluation, and implementation of citizen-based, personalised, and digital solutions aimed at optimising health and well-being. Our overarching aims are to identify vulnerable people that may be at risk for conditions (e.g., due to persistent physical symptoms, debt problems, lack of confidence in the government, etc.), to analyse how health is distributed unequally along social fault lines (including gender, class, and ethnicity), to stimulate resilience and vitality (e.g. in the workplace), and to develop personalised treatments and organisational models that contribute to sustainable health and healthcare arrangements.

The work that is being carried out in *Health and well-being in a healthy society* covers the full trajectory from fundamental science to clinical applications: from lab-based experimental research to field research, citizen science, clinical trials, and implementation research within and beyond the healthcare domain. The populations vary, ranging from the general population, specific risk groups to those with specific somatic and mental health conditions, as well as the family or other support systems that surround them. Our ambition is to build on these strengths in our interdisciplinary work and to expand our societal connections to help improve the health and well-being of all, in a Healthy Society.

Societal transitions, inequality, and diversity

Climate change which endangers the future of Earth as a liveable planet, the COVID-19 pandemic, and war are among the key crises faced by contemporary societies. These go hand in hand with various societal transitions and challenges, including technological development, ageing societies, the rise of authoritarianism, migration, discrimination, violence, and poverty. These societal challenges give rise to and deepen social and political inequality in a myriad of ways, including through lower educational attainment, reductions in the workforce, disenfranchisement, mental and physical illness, and increases in social and healthcare costs. Social inequality leads to unused potential and entails substantial costs to society. At the same time, diversity is known to be a key driver of social prosperity, innovation, and well-being, bringing with it new ideas and insights, the harnessing of talents, and increased societal understanding. This being the case, a society that can successfully adapt to the myriad of societal challenges is one where inequality is reduced and diversity embraced, leading to a more inclusive society.

Rachel Plak

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What is the influence of environment on wellbeing? That is what is being researched by assistant professor Rachel Plak, to whom the COVID-19 pandemic offered a unique opportunity to monitor the well-being of children with autism during a great change in their environment. Many children in this group were doing better during that time. What was the reason for that? And how can these findings be turned into policy that benefits the autistic community? Plak foresees that small adjustments can make a big difference in terms of wellbeing – maybe not only for children with autism, but also for other groups of people.

Our research contributes to understanding these issues by focusing on themes such as solidarity and resilience in a global context, the future of democracy and citizenship, and the shaping of sustainable knowledge societies. Societal challenges impact on social functioning (such as belonging, social cohesion, and cultural identity), cognition, learning, and (mental and physical) health and well-being. However, the specific impact may depend on developmental time periods and/or socio-cultural contexts. Our research shines a light on these complex relationships to facilitate early identification of problems, as well as tailored intervention strategies aimed at increasing societal resilience to global challenges in the future. At the same time, though democracy can harbour diversity and equality, the practice of democratic citizenship often falls short of this ideal. We study how democracies are affected by societal transitions, and vice versa; how they can face key societal crises; and how they deal with diversity and inequality. Finally, though knowledge is key in tackling societal transitions, the distribution of knowledge too is often unequal. Our research examines the conditions and consequences of research evaluation for the generation of new knowledge, explores the role of research in innovation processes, and provides insights into the related cognitive processes and brain mechanisms.

This research theme combines fundamental research with application-oriented approaches and collaboration with societal partners.

What new administrative and social realities are being created under the heading of social resilience? That is the question associate professor Anouk de Koning seeks to answer in her part of the interdisciplinary project 'Crafting Resilience'.

The government wants to collaborate with citizens, but oftentimes such collaborations do not work, for example because of mutual distrust. How can you successfully shape new relationships between state and citizens? What works well, and why, in forging new collaborations, and what kind of framework does that require? Throughout the entire research project, scientific findings will be translated to practical applications.

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Infrastructure for the social and behavioural sciences

Social and behavioural scientific research within the Faculty will increasingly be characterised by a multi- and inter-disciplinary, open knowledge approach that requires state-of-the-art instruments and software as well as correspondingly advanced management of data and publications. In the behavioural sciences, laboratories include observation tools as well as physical measurements. Labs are also becoming more mobile, thereby merging with field work approaches. Large scale data analysis and methods of visualisation and image analysis are becoming more prominent. Data analysis is becoming more sophisticated in all fields at our Faculty: anthropology, political science, child studies, and educational sciences, as well as science & technology studies and psychology. To facilitate such developments, our infrastructure will increasingly be based on principles of open-source software and instrumentation.

Behavioural lab research is already being conducted at various locations within the University (LUBEC, LUMC, Wassenaarseweg, LEVEL building) and further afield (Centre for Human Drug Research, research in schools, at zoos, and at large-scale events). The new SSH labs in the Sylvius Building in the Leiden Bioscience Park will provide state-of-the-art lab space for behavioural research relevant for all SSH disciplines. We will therefore give priority to facilitating collaboration between different institutes and faculties across the entire SSH domain and the medical and exact sciences. The Faculty will foster further exchange of expertise in big data analysis and the use of large-scale High Performance Computing facilities (such as the ALICE cluster). In addition, new training courses – for students, PhD candidates, and other employees – are currently being developed in data management and the use of new software (R for statistics, Python for scripts and programs) and hardware (e.g., VR).

Given our wish to support all relevant research paradigms in our domains, we will also develop advanced infrastructure for qualitative and interpretative research, as well as for mixed methods research. This includes tools for, e.g., statistical and artificial intelligence research, visual analysis, social network analysis, discourse analysis, critical coding studies, and big data analysis.

With respect to open-source infrastructure and research methods, we are investing in infrastructure that fosters collaboration and allows us to practise open science by organising online and hybrid meetings; collaborating on documents and source codes; storing, analysing, dashboarding, and sharing data; and performing large-scale computations. In managing the transition from proprietary to open-source tools we will foreground the needs of our researchers, students, and teachers. We will therefore take the time to enable a gradual transition so that current research and teaching will not be disrupted. We need tools that can be flexible, easy to use, openly accessible, ethical, and legally compliant. Open cloud and computing infrastructures that meet these criteria will help us to realise important next steps in each of the development themes outlined

in the University's strategic plan (e.g., digitalisation, sustainability, diversity and inclusion, internationalisation, campus of the future).

This goes hand in hand with increased support for the development, implementation, and maintenance of data management plans and repositories. Our support staff has been augmented by data stewards who work closely with our research and teaching staff. The FAIR data principles are the basis for all our data work. We see this also as crucial to protect and maintain scientific integrity at all levels in our Faculty. We will further specify our policies on data archiving and work together with national data archives and repositories (DANS, ODISSEI). Our infrastructure also includes a network of ethical and scientific committees overseeing the quality of our workflows. These committees are composed of highly qualified researchers, who work closely together with the relevant local and national bodies (METCs, NETHICS), thereby ensuring that our research has the highest standards of scientific and legal integrity.

Co-creation: social science in society

Societal innovation requires cross-sectoral collaboration with both public and private partners. Our *Leiden treatment and expertise centre* (LUBEC) exemplifies successful collaboration in the mental health sector. We are also participating in the Health Campus The Hague and Medical Delta. Recently, we started the Leiden Healthy Society Centre with the city of Leiden. Public-private consortia which focus on furthering innovation, economic growth and well-being (such as the Topsector plans and the national Groeifonds agenda) are ways to increase the impact of our research.

In the next few years we will extend these initiatives by implementing a preferred partner agenda which integrates social science expertise with technological and medical and bioscience knowledge. In addition to the SSH faculties, preferred partners will be the faculties of medicine and natural sciences in Leiden, Delft and Rotterdam and the partners of Leiden Bioscience Park. The *Knowledge Centre Psychology and Economic Behaviour* integrates our knowledge on social decision making to improve individual and societal well-being. CWTS BV, the company affiliated to our *Centre for Science and Technology Studies*, provides high-quality services for research management and science policy.

Our faculty has a strong record in acquiring prestigious research and teaching grants from the European Research Council, the Dutch funding agency NWO, and the European Commission. In these projects we usually combine fundamental innovation and co-creation with a variety of societal partners on topics of sustainability, migration, democracy, international relations, poverty and inequality, digitization and technological innovation, the role of knowledge, and matters of war and peace across the globe. As a social sciences faculty, we value our role in society, working with a variety of partners, public as well as private. Co-creation of knowledge is our preferred choice. Our researchers, students, and alumni are valued both for their contribution to the creation and application of state-of-the-art expertise and knowledge, and for the

national and international networks they give access to. In addition, our Faculty and University harbour unique expertise with respect to international affairs.

Currently, many of our external relations are initiated bottom-up and driven by individual research groups. In the next few years, we plan to complement these initiatives with a focused communication and collaboration strategy that brings together the networks of all our Institutes and connects us with our societal partners. In these networks, our alumni play a key role in helping to explore career opportunities and finding internships for our students, reflecting on our education programmes, and providing partners for our research. The Faculty will set up infrastructure and routines to create institutional guarantees that stimulate these forms of co-creation.

Based on our two overarching themes (health and societal transitions), we will develop a limited number of preferred partnerships in the region of South Holland, with national and international links. This involves a long-term relationship between the Faculty and the partner organisation, which is independent of individual contacts and reflects a desire for collaborative research and co-creation (taking the form of joint research applications, teaching, policy briefs, festivals, exhibitions, etc.). Our researchers are active in many centres, consortia, and projects, but they are often requested to do this on top of their main obligations. These initiatives can only work if they are firmly embedded in our institutions, cultivated by motivated researchers. We aim to give our staff more time in the allocation of work hours to invest in these valuable forms of collaboration. Our approach in these partnerships is based on the principles of open science and public engagement. Our citizen science initiatives are especially important in these forms of co-creation.

Wilco van Dijk

To bridge the gap between research, policy and practice: that is what professor Wilco van Dijk wants to achieve with the Knowledge Centre Psychology and Economic Behaviour.

During workshops and symposia policy makers and others outside the academic world are brought up to date on the latest scientific behavioural insights, which they can immediately use in their daily work. The Knowledge Centre also collaborates with external partners to solve issues in for example debt assistance. In these ways, the Knowledge Centre contributes in both practice and policy to the promotion of choices that increase individual and societal wellbeing.

READ MORE ABOUT THIS TOPIC

In South Holland, the cities of Leiden and The Hague and the Province of South Holland are our preferred partners, both in bilateral collaboration and in the context of University-wide initiatives (such as the Health Campus The Hague and the Bio Science Park Leiden). The collaboration between the three LDE universities (Leiden University, Delft University, and the Erasmus University of Rotterdam) is becoming increasingly important, because they complement each other in key areas.

At the national level, the Netherlands' social science faculties have strengthened their collaboration in the Council of Deans in Social Sciences (DSW) and the Social Sciences and Humanities Council. This greatly facilitates large-scale national collaboration, as well as research funding. The recently developed Sector Plan Social Sciences attests to the success of this strategy. By joining forces with other Social Sciences and Humanities faculties in the Netherlands in the SSH Council, we have improved our position in the Dutch scientific landscape and increased our capabilities for interdisciplinary cooperation with experts in the natural, technological, and medical sciences. This will enhance our societal impact, further develop Open Science, and help innovate our methodology.

Universities are called on to deliver skills and mindsets for a disruptive 21st century. In such a diverse, inherently interconnected world, universities are set to serve as incubators for better, more inclusive, sustainable, and more just futures. This is the key goal of our international policy and diplomacy. The Faculty has several individual partnerships at the international level. The Institutes have their own preferred partners, with whom they initiate joint education and research. Our researchers work mainly with partners from the United States, Canada, Europe, Asia, Africa, and Latin America. We will continue to facilitate these networks, which are strongly based in disciplinary and interdisciplinary fields. In addition, we will give priority to strengthening our collaboration with universities in Asia, Latin America, and Africa, in line with the international policy of Leiden University. We are developing these initiatives in close collaboration with the League of Research Universities (www.leru.org) and our partners in the UNA Europa network (www.una-europa.eu).

This strategic plan focuses on the further development of our knowledge community. The Faculty of Social and Behavioural Sciences warmly invites everyone to actively participate in this process. Want to know more? Have a look at the website: **strategicplan.universiteitleiden.nl**

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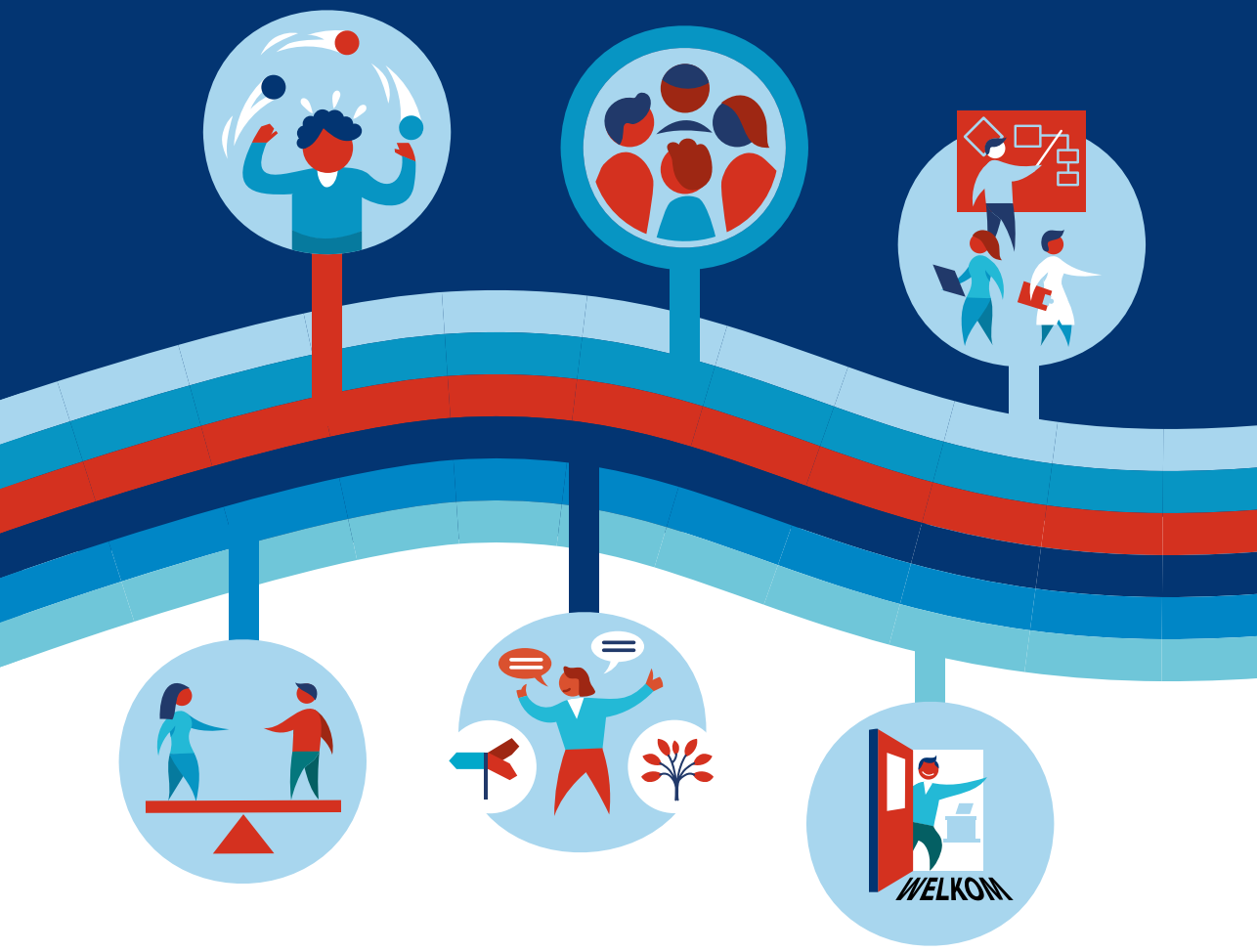
A thriving, inclusive **knowledge community**

Vision and Strategy Plan – Faculty of Social and Behavioural Sciences 2022-2027



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