



Knowledge that benefits Society



Universiteit Leiden
Governance and Global Affairs

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Ambitions

The Faculty of Governance and Global Affairs (FGGA) provides high-quality interdisciplinary education on, and conducts research into, urgent societal and governance issues. FGGA aims to strengthen scientific knowledge, educate students and professionals, and contribute to society. This is our mission, and we pursue it with ambition.

In this Followup Strategy, we share who we are and where our focus will lie in 2026 and beyond—both in content and in execution. This focus enables us to continue what we already do well, set priorities where more is needed, and remain agile in responding to what society asks of us. We feel a strong responsibility as a knowledge institution in turbulent times. In summary, we pursue this with a clear profile and five core ambitions:

We work from a clear societal profile

- Our focus is on contemporary societal and governance issues;
- These include law, public administration, policy, conflict and security, economics, diplomacy, intelligence, digital security, and societal resilience;
- Together with other faculties, we position Leiden University on themes in which we naturally fulfil an academic and strategic leadership role.

We are agile, innovative, and have an entrepreneurial mindset

- We continue to pioneer and consciously choose to maintain a proactive role in academia and society—especially in turbulent times.

Our education and research are interdisciplinary and distinctive nationally and internationally

- Our researchdriven programmes have a strong interdisciplinary and societyfocused profile and sufficient scale to consistently provide high quality;
- Through our excellent research, we contribute substantially to societal solutions and maintain our international position and reputation;
- Our interdisciplinary teams educate new generations with a critical, international outlook on politics, governance, policy, management, and societal roles.

Our five ambitions for 2026 and beyond are:

1. We continue to prioritise education and research

- Providing high quality and internationally distinctive education and research is our foundation.

2. We invest in recognition and rewards

- FGGA aims to strengthen a culture in which academic, educational, and organisational citizenship are recognised and valued.

3. We form an academic community that values the collective

- Our shared identity and collective responsibility require clear expectations on how we collaborate and find connection with one another. Autonomy within this is crucial, but not without obligations.

4. We use AI responsibly and selectively

- We want our students and staff to be able to use AI thoughtfully and with informed judgement.

5. We offer continuity and growth

- By continuing what we already do well in education and research, and by sharpening our focus where we see structural longterm challenges, we ensure sustained quality;
- Additionally, we see specific growth opportunities in developing new master's programme(s) (with sufficient scale) and in Lifelong Learning.

In this Followup Strategy, we elaborate further on the nature of our faculty and our ambitions.



Who we are

FGGA is an academic community that positions itself critically and with an entrepreneurial spirit in a changing world. Combining academic tradition, international relevance, and a pioneering mindset, FGGA provides highquality interdisciplinary education on, and conducts research into, societal and governance challenges. We do this from The Hague, where these issues manifest in all their dimensions, and where we feel a strong sense of responsibility—towards the people, the streets, the neighbourhoods, the institutions, and the interplay between them, including geopolitical dynamics. We develop new scientific insights and push boundaries to create meaningful impact. We do so in collaboration with university and societal partners. In this way, with our international population of students, lecturers, researchers, and staff, we help shape the future of our students, of science, and of society.



Our profile

As an academic community oriented towards progress, we make deliberate choices. In a context of geopolitical and economic tensions, digital and societal transitions, inequalities, growing distrust in institutions, and pressures on health and wellbeing, we respond pro-actively and with curiosity. But not in every direction. We position ourselves clearly, choosing where we wish — and are able — to excel educationally and scientifically, nationally and internationally. This focus enables us to safeguard the quality of our education and research and to remain academically and societally relevant. Choosing focus is never a finished task, especially in turbulent times. It requires continuous recalibration and room for new initiative. This is precisely where FGGA is strong.

Science for and about society is the core domain of the Faculty of Governance and Global Affairs (FGGA). Our interdisciplinary education and research address the governance of contemporary issues. Our themes and perspectives include law, public administration, policy, governance, conflict and security, diplomacy, intelligence, economics, digital security, and societal resilience. We approach these from public administration, political science, economics, law, sociology, and at times other disciplinary perspectives. In other words: interdisciplinary and interfaculty, drawing on monodisciplinary strengths.



Our level of education and research

Our education and research are interdisciplinary and distinctive at both the national and international level. Our programmes have a strong interdisciplinary and society-oriented profile, are research-driven, and have sufficient scale to consistently offer high quality. In line with the educational vision of Leiden University, our teaching is strongly research-led. We promote active learning and stimulate the development of academic and professional skills. We offer our students a learning environment characterised by international and intercultural diversity—an environment that remains openly connected to society.

Scientific and societal challenges in the domains in which we also excel in research—such as governance, policy, security and conflict, and societal resilience—provide a continuous source of input for education. We consciously choose efficient, financially sustainable programmes with sufficient scale. In doing so, we meet a clear societal need and can offer robust, high-quality programmes.

Through our excellent research, we contribute substantially to societal solutions and maintain our international standing and reputation. The strength of our research lies in our researchers and their close collaboration with governmental and societal partners. We produce research that not only deepens understanding but also meaningfully contributes to impactful solutions, nationally and internationally. This is done by the entire academic community of FGGA.

We provide early-career and experienced researchers from the Netherlands and abroad with an environment in which, grounded in academic freedom and critical dialogue, they share and deepen their knowledge. Our teams and top scholars make a substantial contribution to our excellent and internationally recognised achievements. Through their academic distinctions, research grants, subsidies, and contributions in the public domain, they demonstrate time and again their significance for science and society.



Profileringsthema's

Leiden University is an internationally oriented, comprehensive university. To further strengthen the societal relevance and strategic visibility of our education and research, the university focuses on fifteen interconnected themes (clustered into five scientific domains) in which we demonstrably excel academically and fulfil a natural contentdriven and strategic leadership role. Within these fifteen themes, FGGA assumes a leading role in the following:

- Security, safety and cybersecurity
- Trust in polarized times
- Geopolitics in Europe and the World
- Inequalities
- Social Transitions
- Health and WellBeing
- AI for humans, society, and science
- Sustainability and biodiversity

These themes directly align with the expertise of FGGA's institutes and programmes, as well as with broader interfaculty collaborations within the university, such as the Health Campus The Hague. While we take an explicit leading role in the themes listed above—especially the top ones—FGGA staff may be active in all fifteen themes, reflecting the societal and interdisciplinary character of FGGA. For example, FGGA also plays a distinctive role in the theme Generation of the future.



Together, these themes form a coherent profile that highlights both the faculty's societal role and offers concrete guidance for educational development, research positioning, and interfaculty collaboration.

They reflect how FGGA contributes to understanding and improving the governance of contemporary societal challenges.



FGGA in brief

FGGA:

- is socially aware and agile
- offers highquality education and research
- innovates and has an entrepreneurial mindset
- encourages initiative
- is steady and chooses focus
- works from calm, trust, and effectiveness

FGGA:

- forms an academic community with a growing student population
- works with international teams of lecturers, researchers, and staff
- collaborates closely with many partners, especially in the public domain, such as the City of The Hague, ministries, international organisations, municipalities, knowledge institutions, and societal partners

FGGA:

- was established in 1999 and has operated under its current name since 2016
- has over 4,500 students and nearly 500 staff members


FGGA consists of:

- three institutes: Public Administration, Security and Global Affairs, Leiden University College
- Centre for Professional Learning, Dual PhD Centre
- faculty Office

FGGA offers:

- four bachelor's programmes, with multiple specialisation tracks and a wide range of electives, minors, and an honours programme
- four master's programmes, also with multiple specialisation tracks
- a diverse portfolio of training and educational opportunities for professionals

FGGA is interdisciplinary:

- through its research and education, FGGA maintains an interdisciplinary focus on societal issues: law, public administration, policy, governance, conflict and security, diplomacy, intelligence, economics, digital security, and societal resilience
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Our Academic Community

Together, we aim to strengthen a culture in which academic, educational, and organisational citizenship is recognised and valued. FGGA seeks to provide a healthy, constructive, and inclusive working environment with equal opportunities. We want staff to be able to work sustainably, to experience room to make choices, and to feel supported by their supervisors and colleagues. This applies to all staff: lecturers, researchers, support staff, and management.



Our Staff

We are proud of our international staff, who—through the combination of their individual strengths—bring our mission to life every day. This shapes how we collaborate and how we design our personnel policy. A key step is recognising and valuing all staff within their current job profiles, jointly seeking ways to use and develop talents, and enabling horizontal career moves.

We focus on creating an attractive portfolio of responsibilities that fits the role, needs, development, and ambitions of each individual, and for which they can also be held accountable. Within this work culture, we recognise and value the achievements of staff—individually and as teams—in research, education, open science, policy, support, and administrative tasks. This also requires attention to less visible but essential contributions, such as committee work, mentorship, societal impact, transparency and accessibility of work, and supporting colleagues. Academia in Motion helps us shape this culture explicitly for all FGGA staff in teaching, research, and support roles.

An annual talent review, combined with a central role for the GROW cycle, is essential to actively recognise contributions, offer room for personal choices, identify talent, and create opportunities beyond formal career pathways. We also pay explicit attention to exceptional achievements in education, research, and other domains. Additionally, we are exploring how to improve academic titles nationally or internationally to prevent misinterpretations of our titles—for example in grant applications.



For researchers, open science is an important guiding principle. Openness, collaboration, transparency, and societal engagement are part of how we broadly value research contributions, both individually and in teams. This includes giving back to society, so that society can benefit from our knowledge. We are committed to sharing this knowledge.

Recognition and rewards primarily concern staff, but the underlying principles also resonate in our education. To help students grow into academically trained and socially engaged professionals who can think across boundaries, more is needed than deep

theoretical knowledge alone. For example, we actively encourage gaining international experience. High-quality teaching goes hand in hand with supporting students through Career Services, our Student Well-being programme, and our Thesis Workshop.

Our Environment

As FGGA, we are one of seven faculties, firmly rooted in The Hague. Our scope is international, making the world our environment—an inherent consequence of the nature of our teaching and research. We have a strong international network, consisting of staff contacts, international research projects, and strategic partnerships, including for student exchange. Europe in particular is a natural environment for FGGA, given the focus of our programmes and research, and is one reason we collaborate within the UNA Europa alliance.

Our work—in both content and policy—is closely connected to our environment and partners. Our work has direct relevance for public policy. Conversely, European, national, and regional policies shape or stimulate our own work. Examples include national talent strategies and regional cooperation, legislation and regulation for Lifelong Learning, and regional, national, and European funding programmes.

While we operate confidently in a global network, we have a strong home base—located, not coincidentally, in The Hague. This environment is unique: it is the political and administrative heart of the Netherlands and hosts hundreds of international organisations, particularly in peace, justice, and diplomacy.

FGGA therefore collaborates closely with the City of The Hague, ministries, international organisations, municipalities, knowledge institutions, and societal partners in the region. This enriches our teaching and research—and, in turn, makes the societal impact of our work tangible. We share and expand our knowledge with these organisations, and many of our students ultimately work there.

In recent years, Leiden University has established a strong position in The Hague through Campus Den Haag, of which FGGA is a solid part. Collaboration with our campus partners is natural. This collaboration now also takes shape through the Universiteitscampus Spui. From this new campus, Leiden University—together with TU Delft, Open Universiteit, LUMC, and Universities of the Netherlands—makes science and education accessible to all. Our students and staff are part of this larger community. They work and study at various locations in The Hague, sometimes in Leiden, and—given our national and international outlook—sometimes elsewhere in the Netherlands or the world.

For our Leiden University College students and staff, their residential location at Anna van Buerenplein in The Hague—where first- and second-year students also live—serves as a true home base. Our Dual PhD Centre is located at Schouwburgstraat (The Hague). For the faculty as a whole, Wijnhaven (The Hague) is our home base.



Our Community and Work Culture

We are an organisation of professionals. A pleasant and inclusive working environment requires a good balance between individual autonomy, flexibility, and shared responsibility for the collective. We are all carriers of our culture: students, lecturers, researchers, support staff, supervisors, and leadership. Our shared identity and collective responsibility require clear expectations about how we collaborate and how we build connection.

Students, staff, and partners find at Wijnhaven and our other locations:

- a professional community with a pioneering, entrepreneurial, and society-focused dynamic;
- space for academic exchange of ideas, critique, and depth in education and research;
- a physical place to work and meet.

From this home base, we shape a culture built on connection, autonomy, responsibility, and engagement.

Autonomy and connectedness strengthen one another: autonomy is important, but in a professional context it is not without obligation. Connection enhances one's sense of belonging and allows us to achieve more by combining expertise, backgrounds, and networks.

Autonomy allows for responsibility to be taken. We aim to work together on a shared mission, with joint responsibility for the work environment—including wellbeing, inclusion, healthy work–life balance, collegiality, and recognition of varied roles.

Meeting each other plays an essential role—crucial for new ideas, collaboration, identifying opportunities, and informal knowledge exchange. Regular physical presence is part of this. More than simply “coming to the office,” colleagues come to an academic community and a place where we work together for the benefit of students and society.

The social, intellectual, and physical working environment are closely linked. Wijnhaven and other locations are not only workplaces but also meeting spaces where staff, students, and partners come together and where academic life becomes visible. Our buildings sit in an open urban setting with a constant flow of students, visitors, professionals, and societal partners. This enhances the natural interaction between workplace, and society.



Our Community and Work Culture

Our dynamic public environment demands high standards for social and physical accessibility, safety, and shared responsibility. These requirements also apply to the digital environment. Hybrid meeting facilities, online collaboration tools, and remote work influence when and why staff come to campus, how they collaborate, and what expectations arise. FGGA aims to provide facilities based on the Activity Based Working principle, meaning that spaces and workstations optimally support the type of work—focused, open, collaborative, brainstorm, etc. Flexibility and autonomy require shared agreements about availability, presence, and collegiality.

Our context also requires attention to the relationship between students and staff. Currently, the workspace resembles that of many organisations: an office environment. Making the academic community more visible and tangible requires ongoing reflection on spaces where students and staff can meet informally, beyond traditional workspaces. This may require adjustments to access policies and zoning inside the building. Tighter control of entry may allow us to rely more on openness and trust within Wijnhaven, reducing the need for zoned restrictions. This can strengthen a working culture that aligns with our academic mission and our open, connected role in The Hague. Wijnhaven offers the potential to realise such a community space.



Our AI Environment: FGGAi

Rapid technological developments have the potential to enrich, transform, and challenge every aspect of our work. This is especially true for AI tools and techniques, which affect research, education, and operations. As a faculty, we can be more agile and innovative when we use AI thoughtfully, preserving crucial human interaction and our strong sense of community. At the same time, we have concerns—for example about learning outcomes and knowledge security. The added value and quality of AI are sometimes overestimated. We are realistic about this. FGGA intends to act responsibly in AI use: proactive, conscious, transparent, and selective, weighing both advantages and risks.

Our goal is that FGGA students and staff can use AI critically and set appropriate boundaries. We want to employ it where it demonstrably adds value in research, teaching, and operations—only when it fits our profile, strengthens our academic community, is responsible and safe, and supports our continuity. This requires balance and a learning attitude: we aim to be frontrunners in technological adoption while safeguarding the human dimension, human interaction, and connection to society.

In education, students especially need clarity. Uncertainty about what is permitted can hinder appropriate use. We want students to deploy AI skillfully, critically, and confidently—enhancing their learning and capabilities. Lecturers also need clarity. We provide frameworks, training, support, and advice. For research, clear policies are needed on data use and open resources. We want researchers to use AI responsibly to push the boundaries of their fields. In operations, we deploy AI to explore where it can improve efficiency at the process level. FGGA aims for the use of AI to lead to responsible AI use and AI literacy in all domains. To support this, we are creating a secure AI infrastructure and environment—FGGAi—to responsibly explore and apply emerging possibilities.



Our Growth

FGGA has grown rapidly in the short period of its existence. Our student numbers increased from 2,000 in 2015 to 4,500 in 2025. The number of lecturers, researchers, and support staff grew accordingly. The faculty has quickly secured a position within the academic landscape and in The Hague. Growth is expected to continue, given our focus on societally urgent issues, the speed with which we respond to societal needs, and the increasing appeal of The Hague as a vibrant student city. This expectation is realistic, as illustrated by the intake of the new bachelor's programme in Cybersecurity and Cybercrime, which attracted 180 students immediately upon its launch in September 2025. In this way, FGGA contributes above average to Leiden University's ambition to grow towards 10,000 students in The Hague.

Reflecting the rising student numbers, FGGA also sees increasing growth in research: more researchers, expanding research output, and growing impact. To support this effectively, our organisational support grows along with it.



Continuity

Our growth is the result of our ambitions. Together with the other faculties, we fulfil our societal mission from The Hague. For FGGA, growth also means making choices. As a community, we build on established policies. Not everything needs to be new; by continuing what we already do well, focusing where longterm structural challenges exist, and selectively seizing opportunities, we can safeguard quality.

Providing continuity includes sustained investment in and commitment to:

- **sustainable, robust programmes**
We continue to opt for programmes with sufficient scale, consistently high quality, and a clear profile. This also means providing strong educational support for students and lecturers—both physically and online.
- **excellent research and strong research support**
In recent years, we strengthened the foundation for research support, for example through the appointment of PhD deans, the hiring of a research support coordinator, and digital support for the ethics review process via our Ethics Committee. Given our research growth ambitions, we will continue to take steps to ensure the strong functioning of the Graduate School and research support for all researchers.
- **societal impact of our teaching and research**
Generating impact is inherent to our education and research, given our societal orientation. This occurs even when we do not explicitly label it as valorisation. In collaboration with our partners and with support from LURIS (the Leiden University organisation connecting market, society, and research), we explore how to articulate our existing impact more clearly and where additional steps are possible.
- **student support**
High content quality and excellent lecturers alone do not ensure a good study experience; we therefore continue investing in student support, including Student Wellbeing programmes, Career Services, and the Thesis Hub.
- **internationalisation**
Given our profile, international experience for students is essential, as is international experience and collaboration for our lecturers and researchers. We stimulate this through our educational programmes and research projects and support it via our International Office. We also value the international composition of our teaching and research teams and facilitate international staff mobility where beneficial.
- **communication**
We communicate frequently with students, staff, and partners. To ensure communication achieves its intended purpose amid an overload of information, we continuously evaluate where improvements can be made.

Strategic Growth Initiatives

In addition to growth resulting from ongoing development in education and research, the faculty also supports opportunities identified by staff. In winter 2025–2026, the Faculty Board invited proposals for initiatives eligible for financial support. This has already led to the development of a new master's programme and a facultywide initiative for Lifelong Learning starting in 2026 and beyond. The faculty is appointing internal programme leads (quartermasters) to take these initiatives forward.

New Master Programme(s)

In 2025, the Bachelor Cybersecurity & Cybercrime (BaCC) started in The Hague with 180 students. This bachelor programme is a collaboration between three faculties: FGGA, the Faculty of Law, and the Faculty of Science. The programme integrates knowledge and skills from four disciplines: public administration and organisational science, computer science, law, and criminology. The aim is to develop at least one master programme that provides a suitable continuation of this bachelor programme and adds value to the overall educational offering at Leiden University and in the Netherlands.



Lifelong Learning

Rapid technological and societal transitions require continuous upskilling. Currently, societal demand for this is not adequately met. Lifelong Learning (LLL) provides a sustainable expansion of our educational portfolio beyond initial degree programmes. By expanding our experience with new ways of offering and deploying education now, successful initiatives can eventually be scaled effectively and allow us to lead in this field.

FGGA therefore designates LLL as a core task—an integrated component that creates synergy with research and initial education. A key principle is that LLL activities are costneutral and not substantially subsidised by regular education or research, and that our LLL activities are wellorganised.

Realisation and Governance

We aim to achieve a great deal. Our ambitions include ensuring that students acquire directly applicable skills, that our research influences policy agendas, and that our insights are used to address societal challenges. We strive for national and international recognition based on these achievements.

To realise our ambitions, we must remain well-organised. FGGA therefore applies focus not only in content and profile but also in execution. Although growth contributes to a healthy financial balance, time, funding, and staff capacity remain limited because our tasks also grow. We are realistic about workload—and seize solutions where possible. We do this, for example, by creating clarity about tasks, responsibilities, rules, and agreements.

To realise our ambitions, we work according to the principles of calm, trust, and effectiveness:

- Calm: We continue existing policies and introduce new policies only when they contribute to achieving our ambitions; we ensure information is clear and easy to find.
- Trust: We work from trust in everyone's expertise and maintain a healthy balance between accountability and trust.
- Effectiveness: We act at the level where execution is most effective (subsidiarity) and are transparent about frameworks.

In addition, we choose a governance philosophy suitable for a growing and ambitious faculty:

- Efficient governance, focused on impact and stability.
- Short lines of communication, quick action.
- Academic freedom and room for experimentation (in teaching, research, and management) balanced with clear accountability.
- Appreciation and respect for everyone in the academic community—students, lecturers, researchers, staff, supervisors, advisers, and partners; every role is essential to achieving our ambitions.
- FGGA is administratively a faculty like any other, with Wijnhaven as our home base.
- Collaboration is inherent to our teaching and research—across Leiden University, Campus Den Haag, the Leiden-Delft-Erasmus alliance, and with external partners locally, nationally, and internationally.

Implementation Plan

In addition to this Followup Strategy, FGGA works with an Implementation Plan that is updated annually. The Implementation Plan translates our ambitions—both for our community and for our growth—into concrete actions. In the table on the next pages, we outline what we will undertake in the coming years. Each year, the Implementation Plan specifies intended results and aligns them with the required human resources, time, and funding. This ensures realistic planning to achieve our ambitions.

We monitor progress through existing accountability cycles and consultation structures. We use data and KPIs to provide insight into our progress—not to create additional administrative burden. This allows us to steer toward results based on calm, trust, and effectiveness, and to avoid unnecessary bureaucracy or workload.

In practice, this means that the ambitions from this Followup Strategy are systematically included as agenda items in the discussion cycles within and between the Faculty Board, the institutes and centres, the Faculty Office, and the Faculty Council. Each time, the central question is: How does each unit contribute to the realisation of our ambitions?

The following pages provide an overview of the actions and principles for 2026 and beyond, per ambition:

FGGA Actions per Ambition for 2026 and Beyond

1. Education and Research

We continue to prioritise highquality and internationally distinctive education and research.

- We will continue to invest in and choose for:
- sustainable programmes with sufficient scale
 - excellent research and appropriate research support
 - societal impact of research and education
 - student support
 - internationalization
 - communication

2. Recognition and Rewards

FGGA seeks to strengthen a culture in which academic, educational, and organisational citizenship is recognised and valued.

- Revise faculty career policy and openscience policy, with explicit attention to:
- room for vertical and horizontal development
 - implementation of the principles and outcomes of Academia in Motion
 - clarity about tasks and responsibilities

Work towards improvement of academic titles at the national or international level

Clarify procedures and communicate transparently about career opportunities to ensure equal opportunities

Allow institutes room for their own interpretation within FGGA frameworks

Conduct an annual talent review for teaching, research, and support staff, resulting in concrete action points

Continue collegial peer review between institutes/faculties

Give explicit attention for individual and team achievements

Promote a structural dialogue on expectations and opportunities

Implementation Plan

> Follow-up Actions for FGGA per Ambition for 2026 and Beyond

3. Work Culture and Academic Community

We form an academic community that values the collective. Our shared identity and collective responsibility require clear expectations about how we collaborate and build connection. Autonomy is crucial—but not without obligations.

Develop a vision under the heading “Collaboration within FGGA”, and implement it within each unit, including:

- clear principles for working on physical locations and in hybrid formats (including Activity Based Working)
- fostering shared ownership of the working environment (physical and social)
- attention to wellbeing, workload, inclusion, and safety in campus and organisational development in an open urban context

Create space (physically and in terms of time) for meetings and moments of connection (student–staff, staff–staff, and staff–student–external partners); reconsider access policies and zoning

Through the Together programme, continue contributing to a culture and environment where staff feel safe to collaborate, participate socially and professionally, and find support in achieving healthy work–life balance

Improve supporting processes (booking systems, facilities) that influence physical and hybrid campus use

Further develop Wijnhaven as the home base of the FGGA academic community

Implementation Plan

> Follow-up Actions for FGGA per Ambition for 2026 and Beyond

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| 4. Our AI Environment: FGGAi We use AI responsibly and selectively. We want our students and staff to be able to use AI thoughtfully and with informed judgement | Develop AI literacy among staff: design and implement a programme to enhance AI skills and critical awareness; by the end of 2026, 95% of staff will have been briefed on AI use |
| | Create an environment that facilitates controlled and safe experimentation, innovation, and application: FGGAi |
| | Establish clear frameworks with strong attention to security, sustainability, therefore we offer guidelines for AI use in education, research, and operations and update them regularly |
| | In education, let learning objectives guide decisions on whether or not to use AI; provide students with clarity on: <ul style="list-style-type: none">• what they must be able to do independently to reach academic level• what is permitted, what is not, and how to use AI \ meaningfully |
| | Build a knowledge network: identify and connect people working with AI in each domain to stimulate knowledge sharing and collaboration |

Implementation Plan

> Follow-up Actions for FGGA per Ambition for 2026 and Beyond

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| 5. Consolidation and Growth | <p>In addition to our continuity ambitions (see Ambition 1), we see specific growth opportunities in developing a new master's programme (with sufficient scale) and in Lifelong Learning.</p> |
| 5.1 New MasterProgramme(s) | <p>Appoint a programme lead</p> <p>Conduct preliminary exploration and scoping; submit application to CDHO + complete consultation process</p> <p>Submit the Macrodoelmatigheidsdossier (macro-efficiency dossier)</p> <p>Submit the Toets Nieuwe Opleiding (Initial Accreditation) + visitation</p> <p>Recruit students and lecturers + launch the programme</p> |
| 5.2 Lifelong Learning (LLO) | <p>Appoint programme leads</p> <p>Develop a broader, demanddriven Lifelong Learning portfolio by 2030, aligned with our scientific expertise and societal needs and labour market demands</p> <p>Build this portfolio from a combination of professional education modules (open enrolment), microcredentials, modular pathways that can feed into full degree programmes, hybrid forms of teaching. This complements, not replaces, the existing training portfolio of the Centre for Professional Learning (CPL)</p> <p>Develop this demanddriven portfolio within the institutes, in collaboration with CPL and the Dual PhD Centre</p> |



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Graphic Design: Ratio Design, Haarlem